

MEETING OF THE BOARD OF GOVERNORS - HYBRID

MEETING NUMBER FIVE HUNDRED AND TWENTY-NINE OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE TO BE HELD ON MONDAY, JUNE 6, 2022 FROM 4:00 P.M. – 6:30 P.M. FOLLOWED BY THE ANNUAL GENERAL MEETING OF THE BOARD AT 6:15 P.M.
ROOM T102 ABC, OTTAWA CAMPUS OR BY ZOOM WEBINAR

Virtual Attendance - Register in Advance:

https://algonquincollege.zoom.us/webinar/register/WN_VQpD3WHLRxOBq6Ik59Wegg

In-Person Attendance: Ottawa Campus, Room T102 ABC

AGENDA		Presenter	Time
INDIGENOUS TEACHINGS: <i>Bringing Our Minds Together</i>		Ron McLester	10 m. 4:00-4:10
0.	Celebrating Student Success – Changemaker Award		
	<i>Community Service Learning</i>	Chris Janzen	10 m. 4:10-4:20
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 CONSENT AGENDA ITEMS		
	3.1 Minutes of the Board of Governors’ meeting of April 25, 2022	Jay McLaren	1 m.
4.	COMMITTEE REPORTS		
	4.1 Board Executive Committee Report (verbal)	Jay McLaren	5 m. 4:25-4:30
	4.2 Academic and Students Affairs Committee Report For Information: Appendix A: Enrolment Update For Approval: Appendix B: Transmittal Program Proposal: Science and Technology Foundations, Ontario College Certificate	Cyril McKelvie	5 m. 4:30-4:35
	4.3 Audit and Risk Management Committee Reports For Information: Appendix A: Fourth Quarter 2021-22 College Endowment and Operating Funds Investment Report Appendix B: Fourth Quarter 2021-22 Major Capital Projects Report Appendix C: Fourth Quarter 2021-22 High-Risk Dashboard Report	Ikram Zouari R. Southwood	5 m. 4:35-4:40

	<p>For Approval:</p> <p>Appendix D: Transmittal Pedestrian Bridge to Bus Rapid Transit Station</p>		
	<p>4.4 Governance Committee Report</p> <p>For Information:</p> <p>Appendix A: 2021-22 Board of Governors Evaluation Results</p> <p>For Approval:</p> <p>Appendix B: Transmittal New Governor Appointment 2022-23</p> <p>For Approval at the Annual General Meeting:</p> <p>Appendix C: Transmittal 2022-23 Board Officer and Committee Membership Appointments</p> <p>Appendix D: 2022-23 BOG Officer Position - Committee Memberships</p>	Jamie McCracken	5 m. 4:40:45
5.	BUSINESS ARISING FROM THE MINUTES		
	There is no business arising from the minutes		
6.	NEW BUSINESS		
	<p>6.1 2021-22 Draft Audited Financial Statements</p> <p>For Approval at the Annual General Meeting:</p> <p>Appendix A: 2021-22 Draft Audited Financial Statements – Algonquin College</p> <p>Appendix B: 2021-22 Draft Audited Financial Statements – 2364193 Ontario Inc.</p>	Grant Perry Duane McNair	20 m. 4:45-5:05
	<p>6.2 Truth, Reconciliation & Indigenization Annual Report</p> <p>For Information:</p> <p>Appendix A: Office of Truth, Reconciliation and Indigenization, 2021-22 Initiatives and Accomplishments</p>	Ron McLester	10 m. 5:05-5:15
7.	DECISION ITEMS AND REPORTS		
	<p>7.1 Fourth Quarter 2021-22 Financial Report</p> <p>For Information:</p> <p>Appendix A: Fourth Quarter 2021-22 Financial Report</p> <p>Appendix B: Fourth Quarter 2021-22 Compliance Schedule</p>	Emily Woods Duane McNair	20 m. 5:15-5:35
	<p>7.2 2021-22 Annual Report and Progress against Strategic Plan 2017-22</p> <p>For Approval:</p> <p>Appendix A: 2021-2022 Draft Annual Report</p> <p>For Information:</p> <p>Appendix B: Ministry of Training, Colleges and Universities Annual Report Operating Procedure (last revised September, 2010)</p>	Tracy McDougall	10 m. 5:35-5:45
8.	ITEMS FOR INFORMATION		
	<p>8.1 Fourth Quarter 2021-22 Business Plan Performance Update</p> <p>For Information:</p> <p>Appendix A: Fourth Quarter 2021-22 Business Plan Dashboard</p>	Mark Savenkoff	10 m. 5:45-5:55

	Appendix B: Fourth Quarter 2021-22 Exceptions Report		
	8.2 Freedom of Information and Protection of Privacy Act – 2021 Annual Report For Information: Appendix A: 2021 Freedom of Information Requests Summary Report Appendix B: 2021 Information and Privacy Commissioner Statistical Report	Duane McNair	0 m.
	8.3 People Plan - Year Five Update For Information: Appendix A: Algonquin College People Plan 2017-22	Diane McCutcheon	0 m.
	8.4 Report from the Board Chair	Jay McLaren	5 m. 5:55-6:00
	8.5 Report from the President	Claude Brulé	5 m. 6:00-6:05
	8.6 Board of Governors Management Summary Report	Executive Team	0
	8.7 2022-23 Board of Governors Meeting Schedules and Workplan For Information: Appendix A: 2022-23 Board of Governors Meeting Schedule Appendix B: 2022-23 Board of Governors Workplan Appendix C: 2022-23 Board of Governors and Committee Meeting Schedule and Submission Deadlines	Jay McLaren	0
9.	UPCOMING EVENTS	Date	
	• Perth Campus Convocation (hybrid)	June 9, 2022	
	• Ottawa Campus Spring Convocation (hybrid)	June 21-24, 2022	
	• President’s End of Year Dinner – For Board of Governors (in-person)	June 10, 2022	
	• 2022 New Governors Orientation Part 1 (hybrid)	August 18, 2022	
	• 2022 New Governors Orientation Part 2 (hybrid)	September 11, 2022	
	• 2022 Fall Board of Governors Retreat (hybrid)	September 11 & 12, 2022	
	• Alumni of Distinction Award (hybrid)	September 29, 2022	
10.	REGULAR MEETING ADJOURNMENT		
	INDIGENOUS CLOSING	Ron McLester	5 m. 6:10-6:15

DRAFT

BOARD OF GOVERNORS MEETING MINUTES

MINUTES OF THE MEETING NUMBER FIVE HUNDRED AND TWENTY-EIGHT OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE, HELD ON MONDAY, APRIL 25, 2022 AT 4:00 PM AT THE OTTAWA CAMPUS IN ROOM T102 ABC OR BY ZOOM WEBINAR VIDEO/TELECONFERENCE.

<p><u>Present:</u> Jay McLaren, Board Chair Claude Brulé, President & CEO Gail Beck, Board Vice Chair Audrey Claire Lawrence Cyril McKelvie Cyan Shields Gabrielle Berard Ikram Zouari Jamie McCracken Jeff Darwin Rebecca Wakelin Rodney Wilson Sheilagh Dunn Stephen Tudor Steve Barkhouse Valerie Sayah</p> <p><u>Recorder:</u> Victoria Tiqui-Sanford, Executive Assistant, Board of Governors</p>	<p><u>Algonquin College Executive Team:</u> Chris Janzen, Senior Vice President, Academic Diane McCutcheon, Vice President, Human Resources Duane McNair, Vice President, Finance & Administration Laura Stanbra, Vice President, Student Services Mark Savenkoff, Vice President, Advancement Ron Deganadus McLester, Vice President, Truth, Reconciliation and Indigenization Tracy McDougall, Director, Communications & President’s Office</p> <p><u>Presenters/Guests:</u> Krista Pearson, Registrar & Business Co-Lead of the R3 Project Lois Pollock, Chief Digital Officer & Business Co-Lead of the R3 Project Paul Gardner Senior Manager, Internal Control, Risk Management Ryan Southwood, Executive Director, Facilities Management</p> <p><u>Changemaker Awards:</u> Sandra McCormick, Chair, Wellness Research & Innovation Jane Trakalo, Dean, Faculty of Health, Public Safety and Community Studies Kevin Lee, Recreation & Leisure Services, Professor</p> <p><u>Changemaker Student Presenters:</u> Tia Taft Cathy Dowsett</p> <p><u>External Guest Presenters:</u> Paul McConville, Chief Executive Officer, Thesis Laura Lea Rand, Business Lead, Thesis Nicholas Lal, Senior Managing Partner, Gartner Consulting Curtis Sawyer, Senior Director, Gartner Consulting.</p>
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WELCOME REMARKS

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

R. McLester, Vice President, Truth, Reconciliation, and Indigenization opened the meeting with Indigenous Teachings.

0. Celebrating Student Success – Changemaker Award: Recreation and Leisure Services - Community Development

C. Janzen, Senior Vice President, Academic provided a brief overview and introduced J. Trakalo, Dean, Faculty of Health, Public Safety and Community Studies, S. McCormick, Chair, Wellness Research and Innovation, and K. Lee, Recreation and Leisure Services, Professor. Students C. Dowsett and T. Taft provided members with their presentation on Recreation and Leisure Services - Community Development. T. Taft, C. Dowsett, along with D. Ostrowski and J. Alibrando who were not in attendance raised approximately \$4,200 for Ottawa-based charity Do it for Daron (DIFD). Do it for Daron is a youth-driven charity that promotes open dialogue about youth mental health through education, awareness and research initiatives in partnership with The Royal, Ottawa’s mental health care teaching and research hospital. Every year, second-year students from the Recreation and Leisure Services program in the Community Development course work with community partners to host fundraising events and raise awareness for projects they are passionate about. The Fall 2021 Term saw Recreation and Leisure Services students raise approximately \$7,700 for local charities — \$4,173 of which was raised by the DIFD team. Since 2011, the program has raised over \$18,000 for various causes.

The team’s work comes at a pivotal time as pandemic-related mental health challenges are on the rise, especially among youth, and resources are spread thin.

J. McLaren, Chair of the Board of Governors, extended his sincere congratulations to the team for their work. Algonquin College President and CEO, C. Brulé, went on to thank the team for their extraordinary efforts, “You truly are great ambassadors for the College. Thank you so much for engaging our community and raising awareness for youth mental health.” 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 4:17 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: J. McCracken & S. Tudor

THAT the Board of Governors approves the meeting agenda of April 25, 2022.

CARRIED.

2. DECLARATION OF CONFLICT OF INTEREST

Governor McLaren asked members to declare any conflicts of interest with items on the agenda. Governor Dunn declared a conflict of interest under agenda item 4.4 Appendix A and will abstain from the motion.

3. APPROVAL OF PREVIOUS MEETING MINUTES AND THE CONSENT AGENDA

3.1 Minutes of the Board of Governors’ meeting of February 28, 2022

Approval of the Board of Governors Meeting minutes of February 28, 2022.

3.2 Program Title Modification: Broadcasting – Radio, Ontario College Diploma

3.3 Program Title Modification: Broadcasting – Television, Ontario College Diploma

RESOLUTION

MOVED & SECONDED: C. McKelvie & S. Tudor

THAT the Board of Governors approves the meeting minutes of February 28, 2022 and Consent Agenda items 3.2 Program Title Modification: Broadcasting – Radio, Ontario College Diploma, and 3.3 Program Title Modification: Broadcasting – Television, Ontario College Diploma as presented.

CARRIED.

4. COMMITTEE REPORTS

4.1 Board Executive Committee Report (verbal)

Governor McLaren provided members with a verbal report of agenda items discussed at the April 12, 2022 Board Executive Committee meeting. Meeting highlights included:

- Board Members' Generative Discussions Opportunities - Future topic and date for October 2022 to be determined;
- Contract Signing Authority was presented for information, a full presentation will be provided under agenda 6.1; and
- Review of Board Policies and Directives.

Members accepted this report for information.

4.2 Academic & Student Affairs Committee Report

Members accepted this report for information. Governor McKelvie provided additional details on agenda items presented at the March 22 Committee meeting.

Board of Governors approval was requested for the following:

Program Proposals: Apprenticeship Ontario College Certificate Programs

There are 11 Apprenticeship programs offered by Algonquin College. Where apprentices currently receive College-Approved Certificates, the Ontario College Certificate is meant to better recognize the in-school training apprentices receive and may also provide better access to future postsecondary education. Additionally, the conversion to Ontario College Certificates may put Ontario Colleges at a competitive advantage to other trainers, which cannot offer this credential.

RESOLUTION

MOVED & SECONDED: C. McKelvie & R. Wilson

THAT the Board of Governors approves of the Apprenticeship Ontario College Certificate programs, effective Fall 2021.

CARRIED.

Appendix A-2021-22 Sexual Assault-Sexual Violence Prevention Annual Report

The details of the Sexual Assault-Sexual Violence Prevention Annual Report are provided in the Board information. It's a Ministry mandated annual report regarding statistics and effectiveness of the programs are thoroughly reviewed and discussed at the Academic and Students Affairs Committee.

4.3 Audit & Risk Management Committee Report

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

Investment Policy for College Operating Funds – Annual Review and Amendments

RESOLUTION

MOVED & SECONDED: I. Zouari & S. Tudor

THAT the Audit and Risk Management Committee recommends to the Board of Governors approval of the amended Investment Policy for College Operating Funds as presented.

CARRIED.

Investment Policy for College Endowment Funds – Annual Review and Amendments

RESOLUTION

MOVED & SECONDED: I. Zouari & J. McCracken

THAT the Board of Governors approves of the amended Investment Policy for College Endowment Funds as presented.

CARRIED.

4.4 Governance Committee Report

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

Appendix A: Transmittal External Governor Reappointment

RESOLUTION

MOVED & SECONDED: J. McCracken & A. Lawrence

THAT the Board of Governors approves the reappointment of Governor Sheilagh Dunn for a second term of office, effective September 1, 2022 pending her Lieutenant Governor in Council reappointment.

ABSTAINED: S. Dunn

CARRIED.

5. BUSINESS ARISING FROM THE MINUTES

Business Arising from the Minutes was presented in the IN CAMERA - R3 Project Update.

6. NEW BUSINESS

6.1 Proposed Board Governance Policy - Delegation of Contract Signing Authority

Governor McCracken informed members that this policy will empower specific College administrators with the authority to sign contracts based on their associated risk and financial impact. The policy has been reviewed by the Audit and Risk Management Committee, endorsed by the Governance Committee for Board approval, and shared for information with the Board Executive Committee at the April 12 Committee meeting. P. Gardner, Senior Manager, informed members that the delegation of contract signing authority policy addresses the problem that the College faces with respect to the significant number of contracts signed with external parties on an ongoing basis. The current signing authority grants only the College President and the Treasurer the ability to sign binding agreements on behalf of the College. The proposed policy seeks a solution that allocates signing authority based on risk; a solution that allocates a signing authority hierarchy to those who are most familiar with the specific agreement objectives. The initiative is directly aligned with the College's strategic plan as it recognizes and addresses the need for the College to empower the right people with the right authority to drive high quality innovation focused on learner-driven objectives. Those given authority must uphold their fiduciary responsibilities to administer appropriate due diligence, expect cyclical audits of their contract signing activities, and their agreement retention practices which will be

conducted by the College internal control representative. P. Gardner provided details of the categories of signing authority delegation, contract types, contract execution process, and College employee training activities.

Questions from members were answered.

RESOLUTION

MOVED & SECONDED: J. McCracken & V. Sayah

THAT the Algonquin College Board of Governors approve the Draft BG II-06 Delegation of Contract Signing Authority Policy as presented (attached as Appendix A).

CARRIED.

6.2 The Indigenous Route Naming Initiative

R. McLester, Vice President, Truth, Reconciliation, and Indigenization provided some introductory remarks regarding how this initiative contributes to Reconciliation efforts and commended Facilities Management for leading the the implementation of the Indigenous Wayfinding project for its students and community. R. Southwood, Executive Director, Facilities Management provided details of the initiative. The project, comprised of two major initiatives, was developed as part of Algonquin's Indigenization Strategy in coordination with Facilities Management, Marketing and Truth, Reconciliation, and Indigenization. Using Indigenous language, the two initiatives will assign Indigenous names to interior pathways (hallways) and exterior streets on the Ottawa campus. Currently, wayfinding at the Ottawa campus can be challenging for newcomers to the campus due to how the campus has grown and evolved over time. Establishing key routes throughout the College identified by specific pictograms will guide learners and community members to their destination. In addition, the exterior streets on the College Ottawa campus do not currently carry official names. These streets have 'assumed' names that are not formally recognized by the City of Ottawa. The proposed names would establish the streets officially and update their civic address numbers accordingly. Exterior street names include:

- privé Wajashk Private (meaning Muskrat)
- privé Nigig Private (meaning River Otter)
- privé Adjidjàk Private (meaning Crane)
- privé Wàbisheshì Private (meaning Marten)

Questions from members were answered.

RESOLUTION

MOVED & SECONDED: A. Lawrence & J. McCracken

THAT the Board of Governors approve the Indigenous naming of the Ottawa campus roadways and are informed of the Indigenous Wayfinding strategy including the assignment of interior pedestrian routes at the Ottawa campus.

CARRIED.

7. DECISION ITEMS & REPORTS

There was no decision items and reports.

8. ITEMS FOR INFORMATION

8.1 Report from the Board Chair

Governor McLaren referred members to the Report from the Chair for information.

- 2022 Spring Board of Governors Retreat – March 26, 2022;
- 2022 Election of Internal Members to the Board of Governors - Administrative Staff Representative; and
- New Governor Recruitment Campaign – Pembroke Region.

8.2 Report from the President

President Brulé referred members to the Report from President for information, and noted the following highlights:

- Meetings with community leaders and elected officials;
- College visit with Minister of Public Services & Procurement & Receiver General for Canada, Filomena Tassi;
- Philippine Delegation Tour of Algonquin College; and
- Committee of Presidents meeting summary.

8.3 Board of Governors Management Summary Report

Members accepted this report for information.

8.4 2021-22 Board of Governors Workplan

Members accepted the Workplan for information.

8.5 Confirmation of Mandatory Government Remittances

Members accepted this agenda item for information.

9. UPCOMING EVENTS

Board Chair McLaren informed members of upcoming events for information.

REGULAR MEETING ADJOURNMENT

There being no further business, the Regular meeting was adjourned at 5:36 p.m. and moved by Governor McLaren.

Indigenous Closing

R. McLester provided the Indigenous closing.

10. IN CAMERA

An IN CAMERA session was held beginning at 5:56 p.m.

Guest presenters and Algonquin College Executive Team exited the IN CAMERA meeting at 6:34 p.m.

Governors continued with the Governors only meeting.

The IN CAMERA session was adjourned at 6:51 p.m.

APPENDIX A - Observers:

Alanna McDonell, Director, Marketing and Recruitment
Barb Nauth, Retired Employee
Ben Bridgstock, Director, Student Support Services, Student Services
Dan Pihlainen, Chair, Media Studies, Faculty of Arts, Media and Design
Doreen Jans, Manager, Financial Planning, Finance and Administrative Services
Emily Wood, Director Corporate Planning, Finance and Administrative Services
Eric Marois, Dean, School of Advanced Technology
Erin Langevin, Director, Employee and Labour Relations, Human Resources
Ernest Mulvey, Director, International Education Centre, Global, Online and Corporate Learning
Fatima Matar, Administrative Assistant, Facilities Management
Ian Lewer, Director, Philanthropy, Advancement
Jamie Bramburger, Manager, Community and Student Affairs
Janet Hunter, Communications Manager, Registrar's Office
Jodi Bucholtz, Marketing, Event Planning and Recruitment Coordinator, Community and Student Affairs
John Weerdenburg, External Observer
Julia Fortey, Associate Chair, Algonquin Centre for Construction Excellence
Kina Simmonds, Executive Assistant, Communications and External Relations
Kristine Dawson, Associate Vice-President, Experiential Learning and Innovation
Laura Jarrell, Manager, Program Quality and Renewal, Academic Development
Linda Nguyen, Senior Financial Analyst, Academic Operations & Planning
Lisa Inderwick, Prospect Researcher and Data Analyst, Advancement Services
Maggie Cusson, Dean, Academic Development
Marina Spivak, Senior Financial Analyst, Financial Services
Mark Leduc, Executive Director, Academic Operations and Planning, Academic Services
Maya Mills, Part-time Communications Officer, Communications
Michael Qaqish, Manager, Government Relations and Special Advisor to the President, President's Office
Michelle Tait Eburne, Manager, Business Relationship, ITS
Nicole Lindo, Advancement Database and Financial Officer, Advancement Services
Patrick Devey, Associate Vice-President, Global, Online and Corporate Learning, Academic Services
Paul Garner, Senior Manager, Internal Control, Risk Management
Paula Benbow, Professor, Allied Health
Pouya Safi, Director, Business Development, Global, Online and Corporate Learning
Robyn Heaton, Dean, Faculty of Arts, Media and Design, Academic Services
Scott Gonsalves, Director, Strategy and Planning, Advancement and Strategy
Sherryl Fraser, Chair, Design Studies
Stella Ludlow, Intake and Referral Consultant, Experienced Worker Centre
Susan Mainse, Manager, Risk Management
Tara Vicckies, Manager, Operational Accounting
Teri Kinnunen, Manager, Corporate Budgeting, Financial Planning
Yen Do, Acting Chief Digital Officer, Information Technology

4.2 Appendix A

Enrolment Update

(as at May 13, 2022)

Academic and Student Affairs Committee

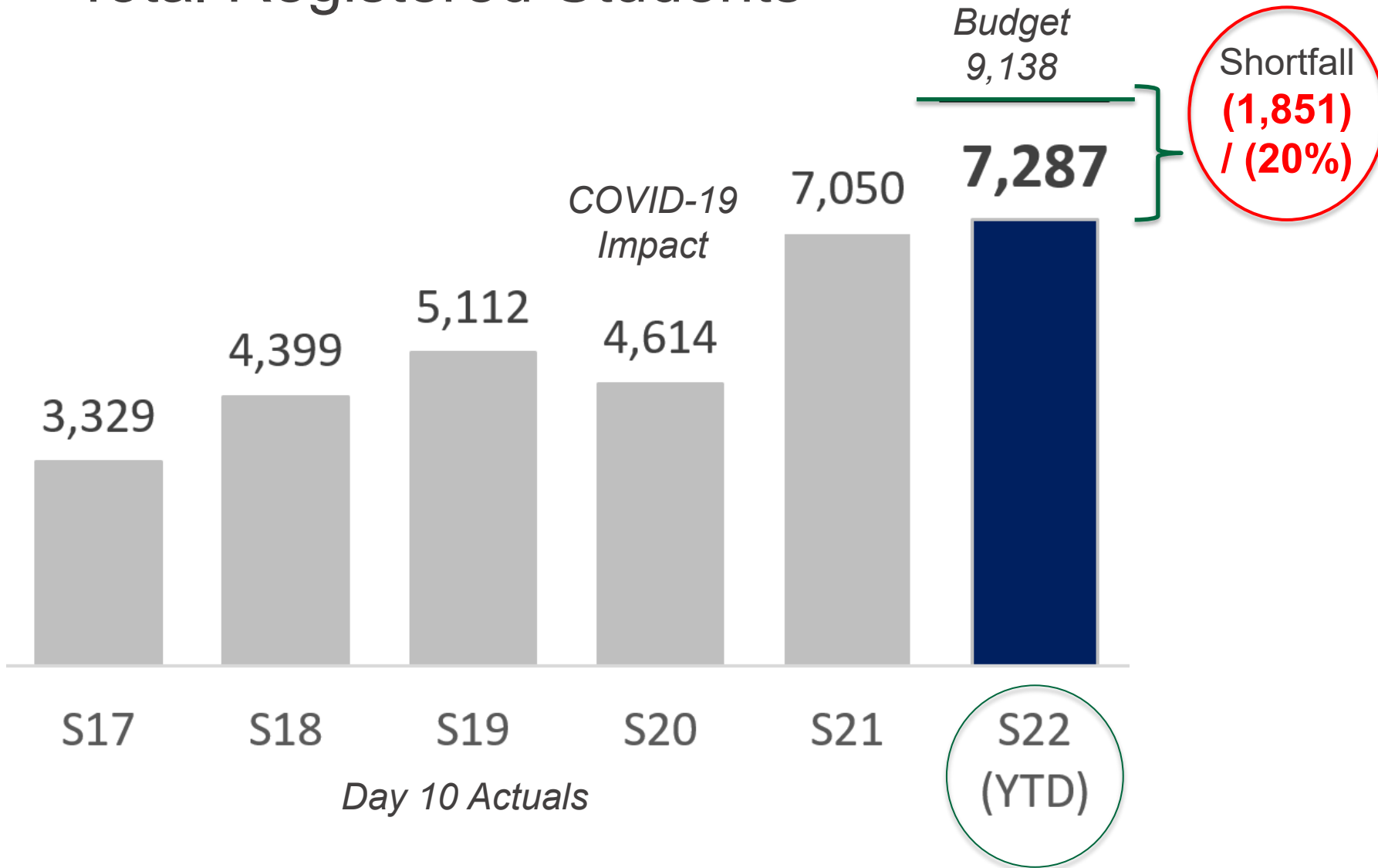
May 16, 2022

Academic Operations and Planning

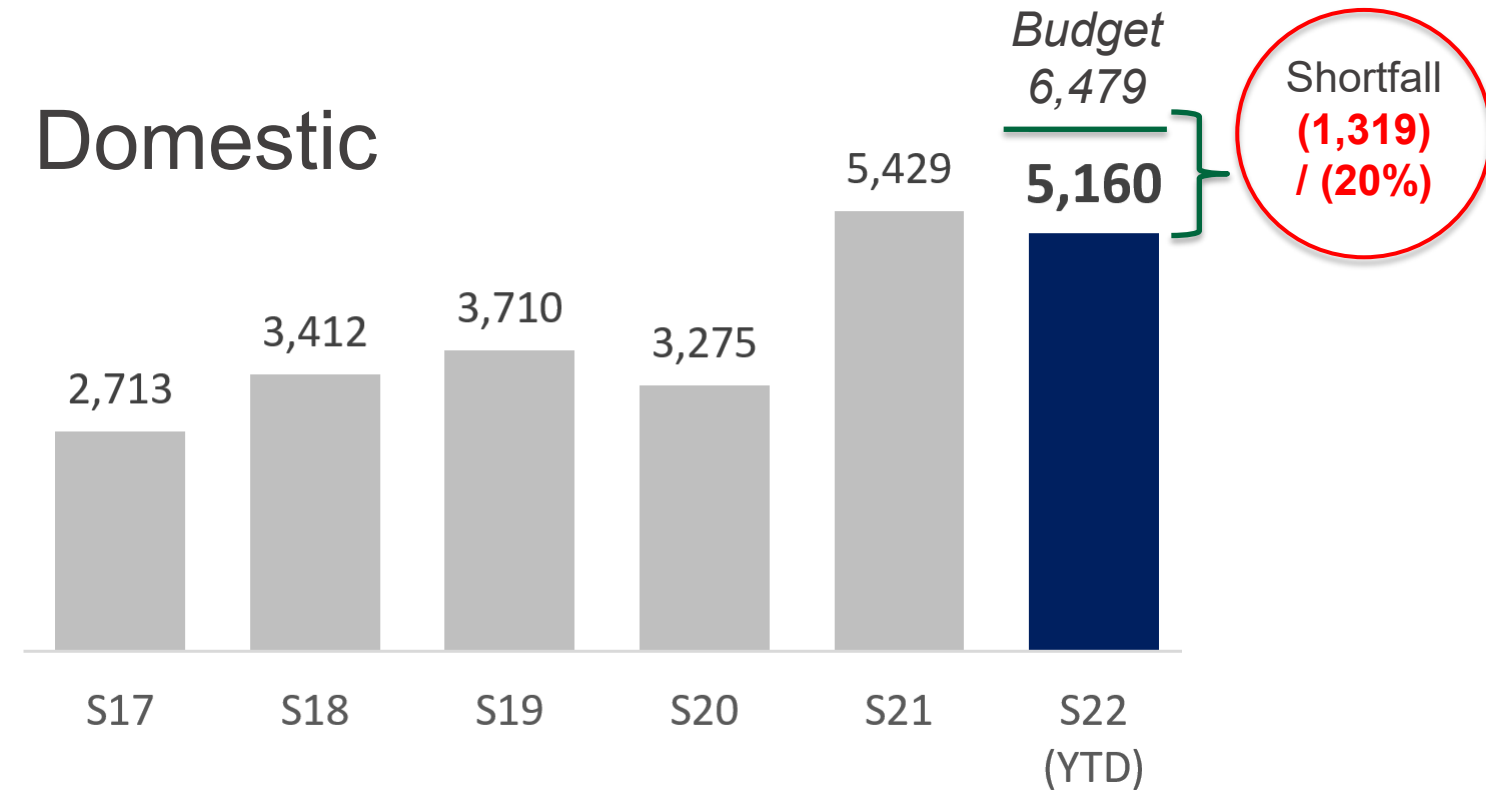
And the Registrar's Office

Spring 2022 Enrolment

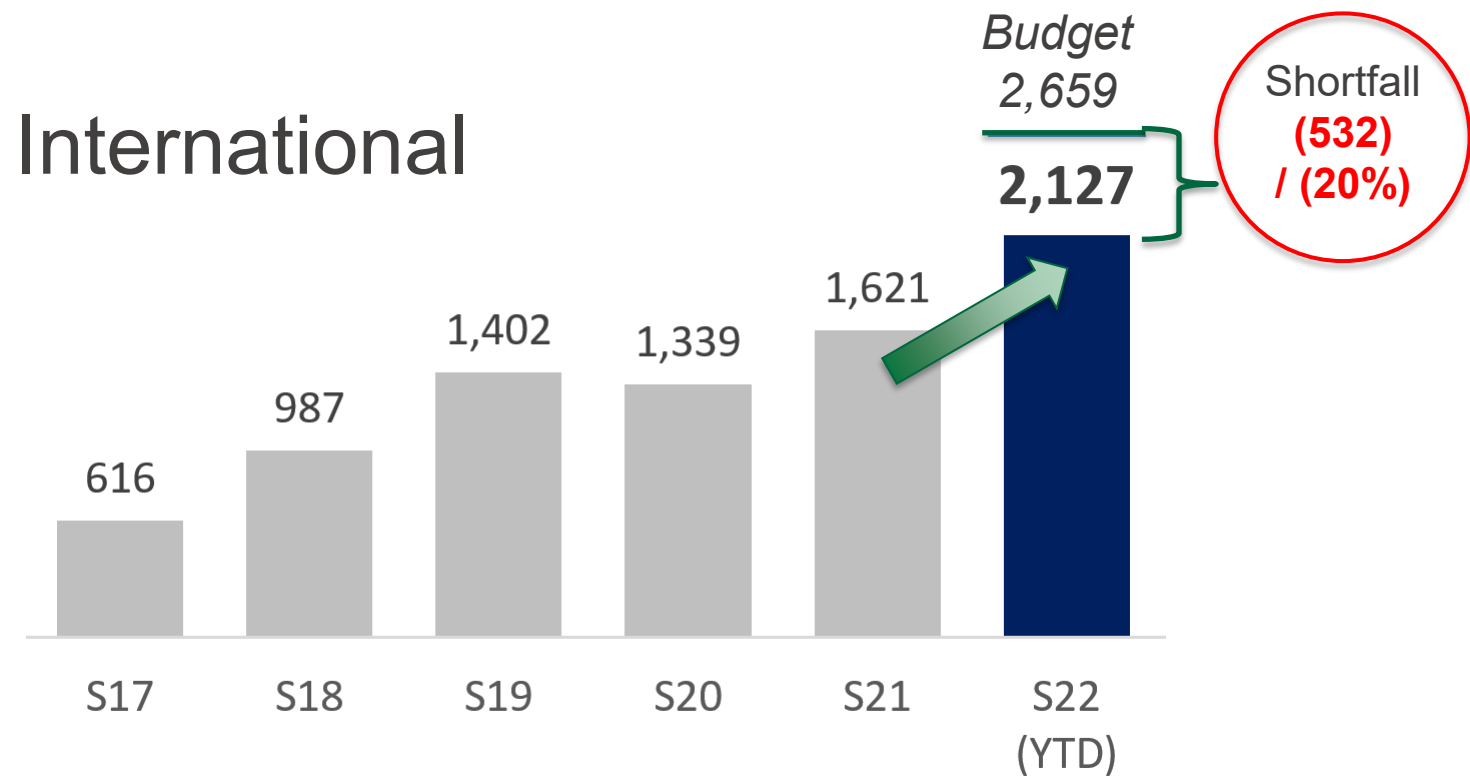
Total Registered Students



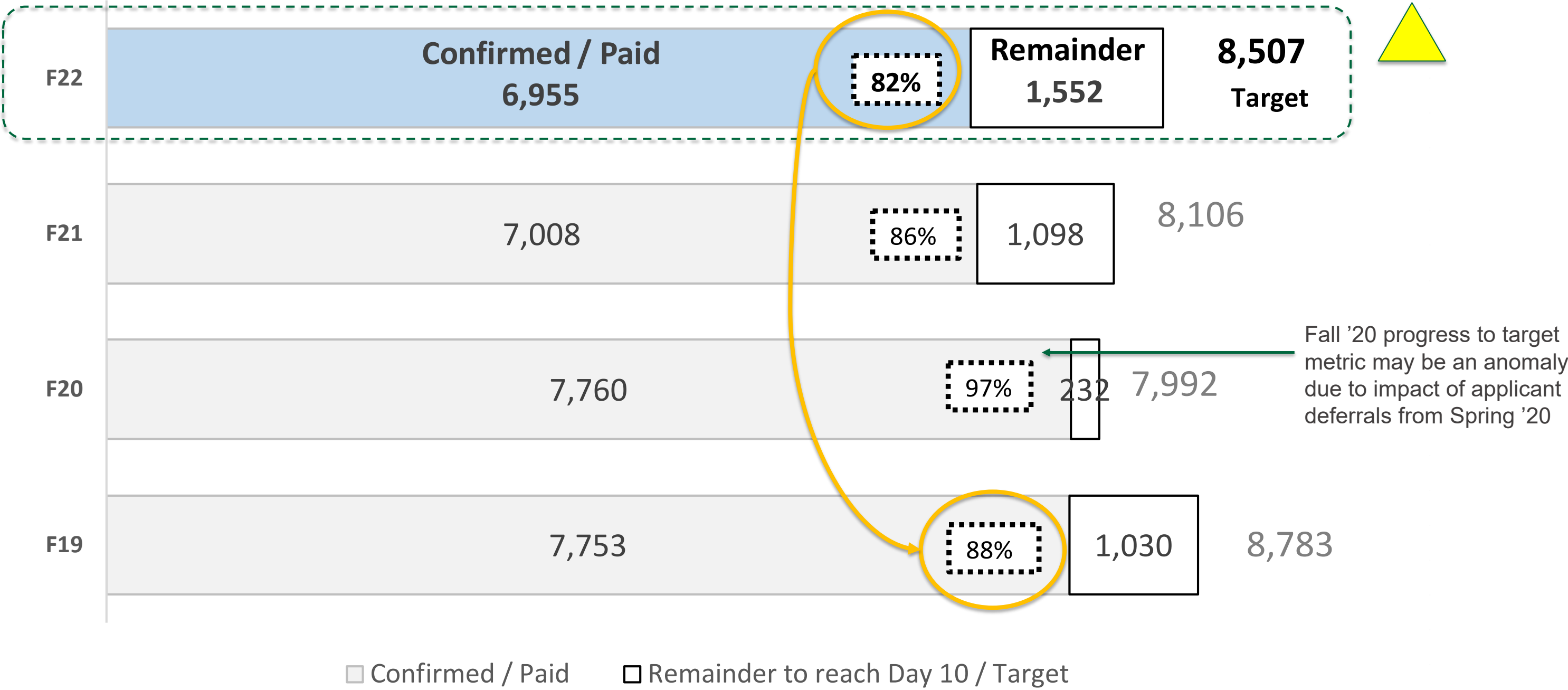
Domestic



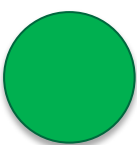
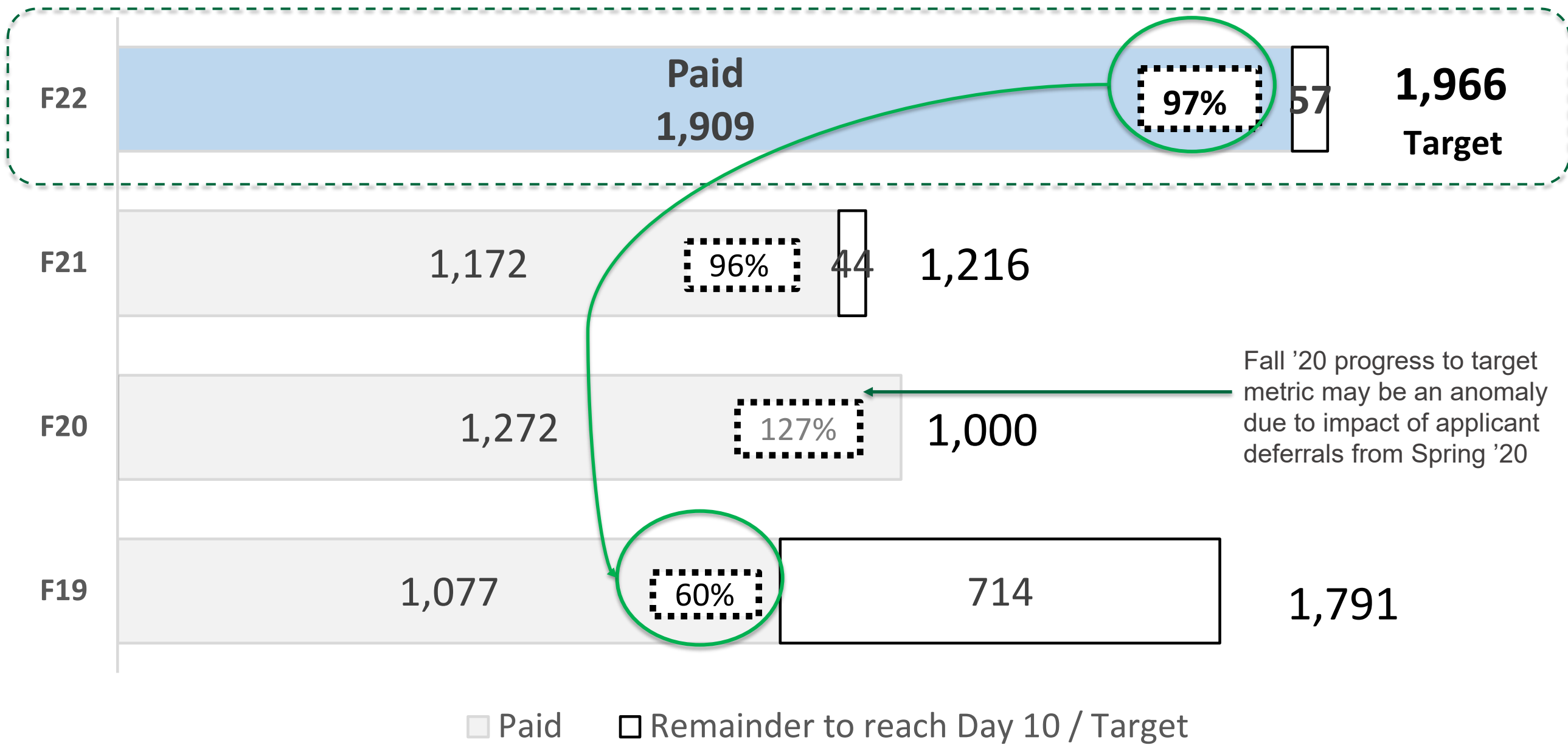
International



Fall '22 domestic intake results to date are trending behind target



Fall '22 international intake progress to target % ahead of pre COVID terms



Report title:	Program Proposal: Science and Technology Foundations, Ontario College Certificate
Report to:	Board of Governors
Date:	June 6, 2022
Presenter:	Cyril McKelvie, Chair, Academic and Student Affairs Committee

1. RECOMMENDATION:

THAT the Board of Governors approves of the Science and Technology Foundations, Ontario College Certificate program effective Fall 2023.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to present for approval the Science and Technology Foundation, Ontario College Certificate program.

3. BACKGROUND:

In 2016, the Ministry of Colleges and Universities determined that 11 General Arts and Science pathway programs required mapping against existing program codes within their program code family and their respective Vocational Learning Outcomes.

In the summer of 2019, following a thorough examination of current General Arts and Science programs, requirements of programs students would be laddering into, transferability and financial viability, the decision was reached to redesign the 11 General Arts and Science programs into six Foundations programs, and align them to Schools or Departments, accordingly. Four of those programs have already received approval and launched in Fall 2021.

This one-year Science and Technology Foundations, Ontario College Certificate helps students acquire foundational knowledge and skills in the areas of Communications, Mathematics, Science, Computers, and Technology. Students will also explore the fields of science and technology through theory classes and practical labs, thereby providing the opportunity to explore educational and career goals to prepare them for entrance (and to earn transfer credits in some cases) into specialized diploma and advanced diploma programs within the School of Advanced Technology.

Agenda Item No: **4.2 Appendix B**

Students will have the opportunity to develop and improve their abilities in the areas of technical communications, critical thinking, math skills, computer skills, academic strategies to support learning success, lifelong learning and career development, core technical skills in science and technology, discipline-specific professional requirements in science and technology, social responsibility, as well as environmental and financial stewardship.

The detailed program is given in Appendix A: Program of Study Science & Technology Foundations, Ontario College Certificate.

4. DISCUSSION:

The Science and Technology Foundations curriculum has been designed to offer significant opportunities for students to pathway into other related diploma and advanced diploma programs. Depending upon the receiving program, graduates will receive up to four transfer credits towards a diploma or advanced diploma in the School of Advanced Technology. The pathways have been reviewed and confirmed by the School of Advanced Technology.

Evidence of Need

The Science and Technology Foundations, Ontario College Certificate program fills a need for foundational skills and knowledge in the science, environmental, engineering, and technology industries. Students have an opportunity to explore core competencies and increase their opportunities for further lateral and advanced study.

5. LINK TO STRATEGIC PLAN:

STRATEGIC PLAN 2022-2025	
LEARNER DRIVEN	
Goal 1: Provide Flexible, Personalized, and Lifelong Learner Experiences	<input checked="" type="checkbox"/>
PEOPLE	
Goal 2: Empower Our People to Foster a High-Quality, Innovative, Learner-Driven Culture	<input checked="" type="checkbox"/>
Goal 3: Create an Equitable, Diverse, and Inclusive Work Environment	<input type="checkbox"/>

6. STUDENT IMPACT:

Graduates of the Science and Technology Foundations, Ontario Certificate program qualify to receive transfer credits as follows:

Program	Transfer Credits
Biotechnology – Advanced Diploma	4

Water and Wastewater Technician	4
Environmental Technician (Pembroke)	4
Manufacturing Engineering Technician	3
Electro-Mechanical Engineering Technician	3
Mechanical Engineering Technology	3
Any other program in the School of Advanced Technology	2

7. FINANCIAL IMPACT:

The introduction of this program does maximize the utilization of the College’s existing Chemistry labs. Enrolment planning will be used to manage the utilization, but it may limit enrolment growth in this and related programs using these labs.

The financial analysis for this program is given in Appendix B: Cash Flow-Science & Technology Foundations, Ontario College Certificate.

8. HUMAN RESOURCES IMPACT:

The program will be delivered initially by one current full-time faculty member to teach and/or coordinate the program, with part-time or partial load faculty hired based on subject matter expertise. Assuming stable enrolment, one full-time faculty member may be required in the third year of operation.

The program will be supported initially by two current Full-Time Lab Technologists and one Part-Time Lab Technologist who, together, support all other lab programs in Applied Science and Environmental Technology. Assuming stable enrolment in the program, the current Part-Time Lab Technologist may be required to work additional hours starting in the second year of operation.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

Admission Requirements

In keeping with the Ministry of Colleges and Universities’ Framework for Programs of Instruction, admission requirements for the program are as follows:

College Eligibility

- Ontario Secondary School Diploma (OSSD) or equivalent. Applicants with an OSSD showing senior English and/or Mathematics courses at the Basic Level, or with Workplace or Open courses, will be tested to determine their eligibility for admission; OR

- Academic and Career Entrance (ACE) certificate; OR
- General Educational Development (GED) certificate; OR
- Mature Student status (19 years of age or older and without a high school diploma at the start of the program). Eligibility may be determined by academic achievement testing for which a fee of \$50 (subject to change) will be charged.

Program Eligibility

- English, Grade 12 (ENG4C or equivalent).
- International applicants must provide proof of the subject specific requirements noted above along with proof of either: (IELTS / TOEFL) IELTS-International English Language Testing Service (Academic) Overall band of 6.0 with a minimum of 5.5 in each band; OR TOEFL-Internet-based (iBT) Overall 80, with a minimum of 20 in each component: Reading 20; Listening 20; Speaking 20; Writing 20.
- Applicants with international transcripts must provide proof of the subject specific requirements noted above and may be required to provide proof of language proficiency.

Advisory Committee

On February 7, 2022, the Science and Technology Foundations Ad-hoc Program Advisory Committee endorsed a motion of support for the curriculum, program need and recommendation of the Science and Technology Foundations, Ontario College Certificate program to the Board of Governors for approval.

MOVED by Roddy Bolivar and **SECONDED** by David Armstrong

THAT the Science and Technology Foundations Ad-hoc Program Advisory Committee has reviewed the curriculum as presented for the Science and Technology Foundations, Ontario College Certificate program, supports the need for this program in the community, and recommends the program for approval to the Algonquin College Executive Team and to the Board of Governors.

The Program Advisory Committee membership is given in Appendix C: Program Advisory Committee Membership.

10. COMMUNICATIONS:

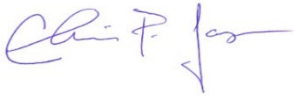
The communication plan for marketing and recruitment of this program will be implemented upon receipt of funding approval for the program from the Ministry of Colleges and Universities.

11. CONCLUSION:

The Science and Technology Foundations, Ontario College Certificate program proposal has been vetted in accordance with the policy and procedure on program approval detailed in

Board Governance Policy, BGII-01 Programs of Instruction. It aligns with the College mission and strategic plan, addresses an economic and social need of the communities served by the College, responds to government directions and priorities, and complies with the Ministry of Colleges and Universities' Framework for Programs of Instruction.

Respectfully submitted:



Chris Janzen
Senior Vice President, Academic

Approved for submission:



Claude Brulé
President and CEO

Fourth Quarter 2021-2022 Investment Reports

College Endowment Fund - Page 2
College Operating Fund - Page 9

Period ended March 31, 2022

Fourth Quarter 2021-2022 College Endowment Funds Investment Report

Period ended March 31, 2022



Endowment Fund Balance

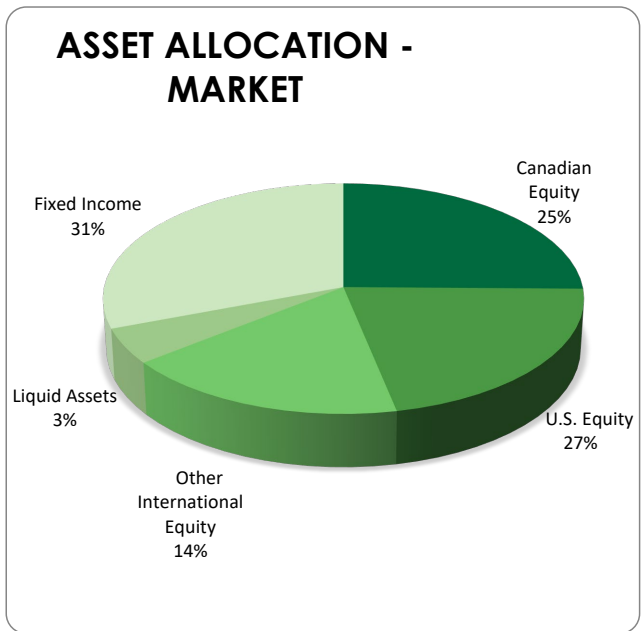
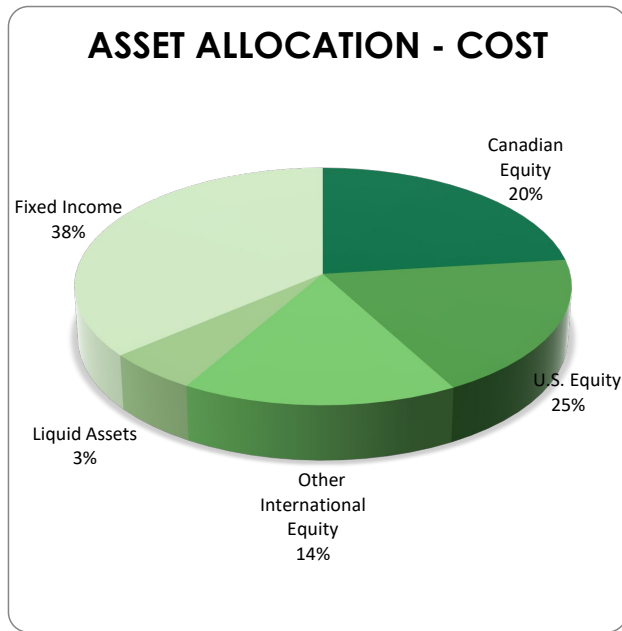
	Book Value	Market*
Fund Balance March 31, 2021	\$ 30,753,290	\$ 34,132,030
Deposits	151,898	151,898
Net Share Donations Proceeds	220,348	220,348
Withdrawals	(1,053,022)	(1,053,022)
Accrued income from Buys/Sells	-	3,120
Investment Fees	(188,850)	(188,850)
Investment Income (Loss)	1,176,462	1,176,462
Unrealized Gain/Loss	-	(436,424)
Realized Gain/Loss	1,303,068	1,303,068
Fund Balance March 31, 2022	\$ 32,363,195	\$ 35,308,631

* excludes accrued interest

Fourth Quarter 2021-2022 College Endowment Funds Investment Report

Asset Allocation-Endowment

Endowment Fund Balance - Breakdown March 31, 2022	Cost	% of Cost	Market*	% of Market	Benchmark	Policy Range
Cash	\$ 1,116,638	3%	\$ 1,124,556	3%	3%	0-20%
Fixed Income	\$ 12,210,135	38%	\$ 10,809,393	31%	35%	25-45%
Canadian Equity	\$ 6,321,679	20%	\$ 8,722,772	25%	22%	12-32%
US Equity	\$ 8,060,764	25%	\$ 9,624,923	27%		
Other International Equity	\$ 4,653,979	14%	\$ 5,026,987	14%		
Total Global Equity	\$ 12,714,743	39%	\$ 14,651,910	41%	40%	30-50%
Total	\$ 32,363,195	100%	\$ 35,308,631	100%	100%	100%



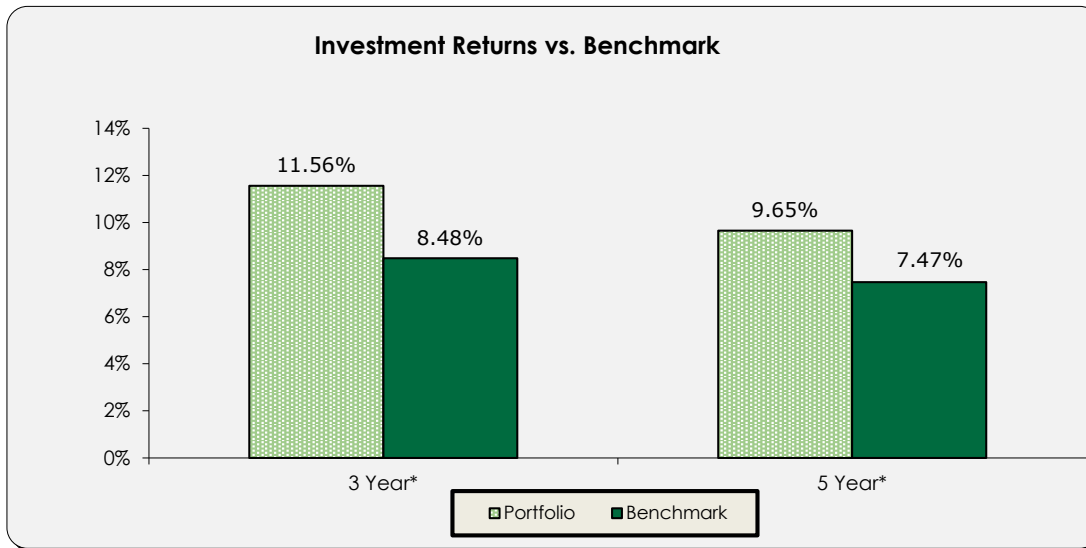
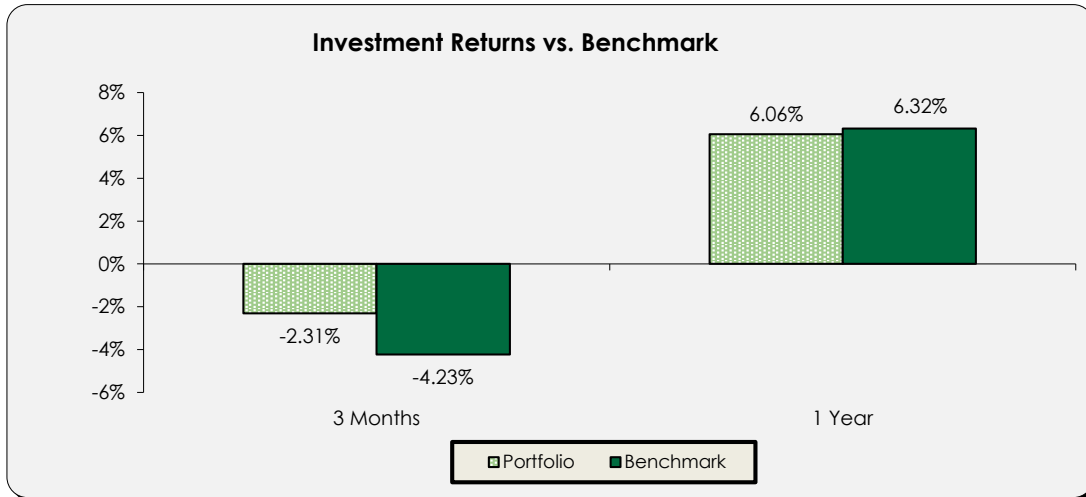
Fourth Quarter 2021-2022 College Endowment Funds Investment Report

Performance Review - Endowment

	Cash & Equivalents**	FTSE TMX 30-day T-bill	Relative Performance	Fixed Income	FTSE TMX Universe	Relative Performance	Canadian Equity	TSX Composite	Relative Performance	Global Equity	MSCI World (ex-Cda)	Relative Performance	Portfolio Totals	Benchmark Totals	Relative Performance
Fiscal 2001				13.86%	8.70%	5.16%	19.97%	-18.60%	38.57%	10.42%	-17.14%	27.56%	13.18%	-9.18%	22.36%
Fiscal 2002				6.08%	5.09%	0.99%	14.90%	4.87%	10.03%	9.28%	-2.92%	12.20%	9.49%	3.07%	6.42%
Fiscal 2003				9.44%	9.14%	0.30%	-14.44%	-17.60%	3.16%	-27.60%	-29.81%	2.21%	-7.13%	-12.22%	5.09%
Fiscal 2004				10.67%	10.78%	-0.11%	42.25%	37.73%	4.52%	26.40%	30.95%	-4.55%	23.94%	26.10%	-2.16%
Fiscal 2005				4.73%	5.01%	-0.28%	21.28%	13.93%	7.35%	0.44%	2.04%	-1.60%	10.02%	7.51%	2.51%
Fiscal 2006				4.27%	4.86%	-0.59%	25.22%	28.42%	-3.20%	12.18%	13.86%	-1.68%	13.26%	15.91%	-2.64%
Fiscal 2007				5.63%	5.46%	0.17%	14.50%	11.42%	3.08%	15.99%	14.70%	1.29%	11.28%	9.99%	1.29%
Fiscal 2008				4.64%	5.79%	-1.15%	-1.64%	4.00%	-5.64%	-10.56%	-14.75%	4.19%	-1.99%	-0.38%	-1.61%
Fiscal 2009				4.29%	4.93%	-0.64%	-33.19%	-32.43%	-0.76%	-29.23%	-29.49%	0.26%	-20.33%	-20.19%	-0.14%
Fiscal 2010				8.44%	5.14%	3.30%	46.19%	42.15%	4.04%	21.84%	22.75%	-0.91%	27.64%	25.21%	2.43%
Fiscal 2011				5.25%	5.13%	0.12%	14.67%	20.42%	-5.75%	6.70%	8.26%	-1.56%	9.79%	13.20%	-3.40%
Fiscal 2012				8.16%	9.75%	-1.59%	-7.36%	-9.76%	2.40%	8.21%	4.88%	3.33%	0.03%	-0.82%	0.85%
Fiscal 2013*				5.17%	4.54%	0.63%	12.06%	6.12%	5.94%	14.48%	15.02%	-0.54%	10.69%	9.50%	1.19%
Fiscal 2014				0.55%	0.84%	-0.29%	19.74%	15.91%	3.83%	37.95%	31.40%	6.55%	16.82%	17.30%	-0.48%
Fiscal 2015				7.36%	9.86%	-2.50%	21.22%	6.92%	14.30%	34.60%	23.49%	11.11%	20.84%	15.01%	5.83%
Fiscal 2016				0.87%	0.72%	0.15%	3.06%	-6.58%	9.64%	-12.86%	-0.42%	-12.44%	-5.27%	-1.12%	-4.15%
Fiscal 2017	0.40%	0.54%	-0.14%	0.98%	1.48%	-0.50%	9.99%	18.60%	-8.61%	15.46%	18.34%	-2.88%	8.76%	11.78%	-3.02%
Fiscal 2018	0.20%	0.75%	-0.55%	1.68%	1.41%	0.27%	0.13%	1.69%	-1.56%	10.49%	10.12%	0.37%	6.51% *	4.93%	1.58%
Fiscal 2019	3.13%	1.77%	1.36%	5.66%	4.99%	0.67%	4.36%	8.10%	-3.74%	10.12%	7.82%	2.30%	7.30%	6.98%	0.32%
Fiscal 2020	1.81%	2.17%	-0.36%	7.37%	4.39%	2.98%	-8.46%	-14.22%	5.76%	1.67%	-4.16%	5.83%	0.45%	-2.93%	3.38%
Fiscal 2021	0.28%	0.27%	0.01%	0.32%	1.83%	-1.50%	35.37%	39.14%	-3.76%	53.75%	32.91%	20.84%	30.33%	23.69%	5.39%
Q1 2022	0.33%	0.03%	0.30%	1.83%	1.66%	0.17%	7.81%	8.54%	-0.73%	3.72%	6.33%	-2.61%	3.96%	4.95%	-0.99%
Q2 2022	0.80%	0.06%	0.74%	-0.39%	-0.51%	0.12%	1.99%	0.17%	1.82%	-0.16%	2.30%	-2.46%	0.32%	0.83%	-0.51%
Q3 2022	0.06%	0.05%	0.01%	1.69%	1.47%	0.22%	5.73%	6.47%	-0.74%	5.37%	7.44%	-2.07%	4.10%	4.92%	-0.82%
Q4 2022	-0.09%	0.14%	-0.23%	-6.75%	-6.97%	0.22%	5.21%	3.82%	1.39%	-3.25%	-6.50%	3.25%	-2.31%	-4.23%	1.92%
Fiscal 2022	1.10%	0.28%	0.82%	-3.62%	-4.35%	0.73%	20.74%	19.00%	1.74%	5.68%	9.57%	-3.89%	6.07%	6.46%	-0.40%
Annual Return **	1.10%	0.28%	0.82%	-3.81%	-4.52%	0.71%	22.32%	20.18%	2.13%	5.57%	9.27%	-3.70%	6.06%	6.32%	-0.27%
4.75 year compounded	1.35%	1.09%	0.25%												
22 year compounded				6.38%	6.18%	0.20%	10.66%	7.35%	3.30%	8.72%	6.34%	2.38%	8.77%	7.17%	1.60%

Returns are before fees.
 *New benchmark effective 08/31/12
 ** Cash & Equivalent target added on approved investment policy as of June 11, 2018. Cash & Equivalents compounded return for 1.25 years.
 *** Fiscal 2018 total portfolio performance includes the Kivuto shares trade which increased total annual return by 1.45%. Excluding the Kivuto shares trade, the annual portfolio return would have been 5.06%.

Performance Review-Endowment

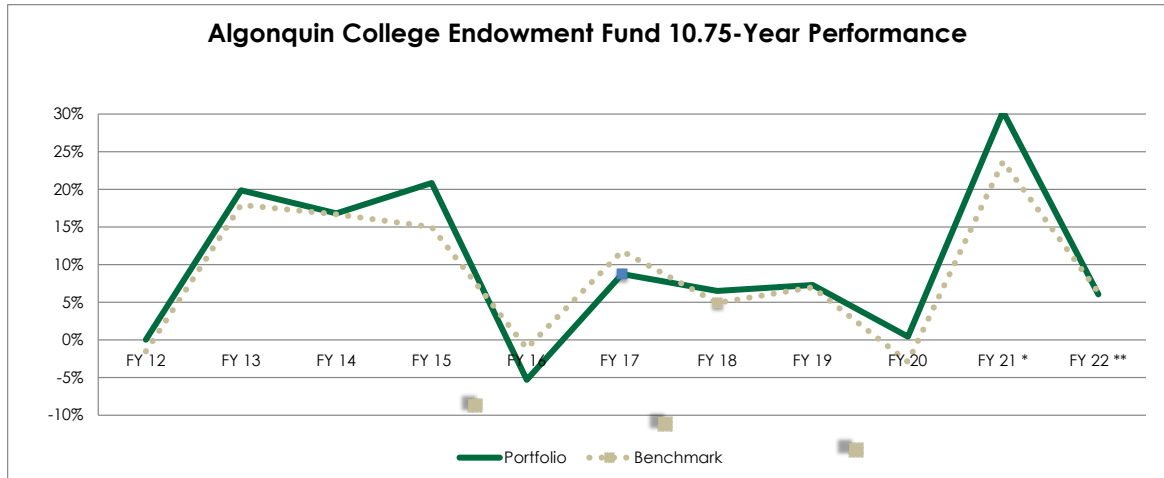


Endowment Fund - Investment Returns

	3 Months	1 Year	3 Year*	5 Year*
Portfolio	-2.31%	6.06%	11.56%	9.65%
Benchmark	-4.23%	6.32%	8.48%	7.47%

* Compounded Annual Return

Fourth Quarter 2021-2022 College Endowment Funds Investment Report



Sharpe Ratio

Sharpe Ratio			
Endowment Funds Equity Portfolio vs Benchmark			
Period Ending	1 Year Equity Portfolio Sharpe Ratio	1 Year Equity Benchmark Sharpe Ratio	Relative Performance
30-Jun-17	8.79	7.78	1.00
30-Sep-17	5.98	5.82	0.16
31-Dec-17	4.78	5.66	-0.88
31-Mar-18	2.56	2.24	0.32
30-Jun-18	5.25	6.05	-0.80
30-Sep-18	7.82	5.55	2.27
31-Dec-18	-0.85	-1.01	0.16
31-Mar-19	1.65	0.98	0.67
30-Jun-19	0.76	0.98	-0.22
30-Sep-19	0.00	0.48	-0.48
31-Dec-19	8.27	5.71	2.56
31-Mar-20	-0.62	-0.98	0.36
30-Jun-20	1.78	1.09	0.70
30-Sep-20	3.24	1.72	1.52
30-Dec-20	1.17	0.56	0.61
31-Mar-21	11.56	5.35	6.21
30-Jun-21	10.41	5.68	4.73
30-Sep-21	7.88	6.24	1.64
31-Dec-21	5.30	3.98	1.32
3-Mar-22	1.86	1.38	0.48

The Sharpe Ratio is the average return earned in excess of the risk-free rate per unit of volatility or total risk. Generally, the greater the value of the Sharpe ratio, the more attractive the risk-adjusted return.

Formula for calculating the Sharpe ratio (for a rolling one year period)

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

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

	2016	2017	2018	2019	2020	2021	2022
Amount available for future distribution, beginning of year	\$ 2,497,016	\$ 2,699,434	\$ 3,543,474	\$ 4,213,486	\$ 3,755,820	\$ 3,587,707	\$ 8,862,764
Realized investment income/(loss)	1,182,258.59	1,830,019.24	1,703,516.62	622,075.96	1,792,397.70	6,433,494.25	2,479,530.30
Investment fees	\$ (97,448)	\$ (87,257)	\$ (100,539)	\$ (97,112)	\$ (126,534)	\$ (121,872)	\$ (188,850)
Amount distributed	\$ (882,393)	\$ (898,722)	\$ (932,966)	\$ (982,630)	\$ (1,833,977)	\$ (1,036,565)	\$ (1,053,022)
Amount available for future distribution, end of year	\$ 2,699,434	\$ 3,543,474	\$ 4,213,486	\$ 3,755,820	\$ 3,587,707	\$ 8,862,764	\$ 10,100,422

Schedule of Unrealized Investment Income/ (Loss)

	2016	2017	2018	2019	2020	2021	2022
Unrealized income/(loss)	\$ (2,440,923)	\$ 168,461	\$ (136,038)	\$ 1,255,147	\$ (1,583,331)	\$ 1,587,698	\$ (433,304)

Fund Balance as per Leith Wheeler

	2016	2017	2018	2019	2020	2021	2022
Cash	6%	6%	9%	13%	7%	5%	3%
Fixed Income	38%	27%	29%	29%	33%	31%	31%
Canadian Equity	18%	23%	17%	15%	17%	25%	25%
Global Equity*	37%	44%	45%	43%	43%	39%	41%
Total	100%	100%	100%	100%	100%	100%	100%

* combined U.S. & international

Asset Mix - Market

	2016	2017	2018	2019	2020	2021	2022
Cash	\$ 1,396,853	\$ 1,511,625	\$ 2,240,828	\$ 3,594,267	\$ 1,780,221	\$ 1,689,732	\$ 1,124,556
Fixed Income	\$ 8,747,242	\$ 6,521,153	\$ 7,458,927	\$ 7,941,402	\$ 8,851,991	\$ 10,488,101	\$ 10,809,393
Canadian Equity	\$ 4,168,105	\$ 5,681,573	\$ 4,453,579	\$ 3,957,871	\$ 4,428,934	\$ 8,608,693	\$ 8,722,772
Global Equity*	\$ 8,419,248	\$ 10,644,332	\$ 11,366,416	\$ 11,561,129	\$ 11,535,128	\$ 13,345,504	\$ 14,651,910
Total	\$ 22,731,448	\$ 24,358,683	\$ 25,519,750	\$ 27,054,668	\$ 26,596,274	\$ 34,132,030	\$ 35,308,631

* combined U.S. & international

Fourth Quarter 2021-2022 College Operating Funds Investment Report

Period ended March 31, 2022

Operating Fund Balance

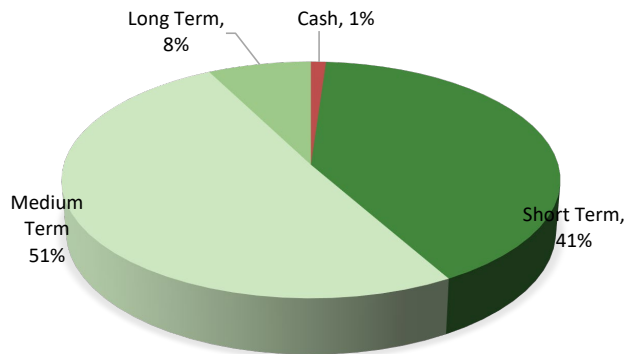
	Book Value	Market**
Fund Balance March 31, 2021	\$ 63,000,967	\$ 63,315,189
Deposits	-	-
Withdrawals	-	-
Accrued Interest from Buys/Sells	201,270	201,270
Investment Fees	(102,073.00)	(102,073)
Investment Income (Loss)	-	(44,516)
Interest Received	1,282,366.00	1,282,366
Unrealized Gain/Loss	-	(1,089,829)
Realized Gain/Loss	(1,300,662.00)	(1,300,662)
Market Value Gain/Loss		
Fund Balance March 31, 2022	\$ 63,081,868	\$ 62,261,745

** includes accrued interest

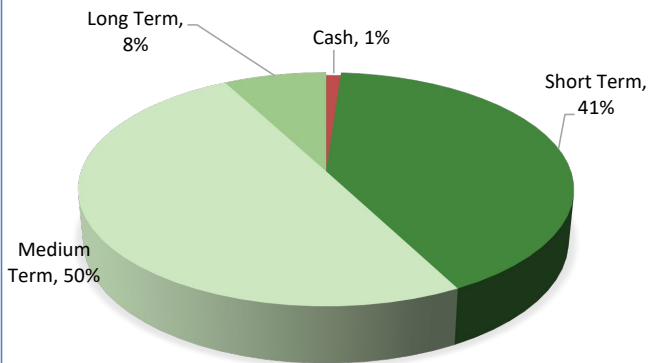
Asset Allocation-Operating

Fund Balance March 31, 2022	Cost	% of Cost	Market & Accrued Interest	% of Market & Accrued Interest	Target	Min/Max
Cash	\$ 700,225	1%	\$ 700,585	1%	0%	n/a
Short Term (0 - 1 year)	25,647,223	41%	25,653,484	41%	50%	40% - 100%
Medium Term (1 - 5 years)	31,945,693	51%	31,070,249	50%	45%	0% - 50%
Long Term (5 - 10 years)	4,788,727	8%	4,837,427	8%	5%	0% - 10%
Total Portfolio	\$ 63,081,868	100%	\$ 62,261,745	100%	100%	

ASSET ALLOCATION - COST



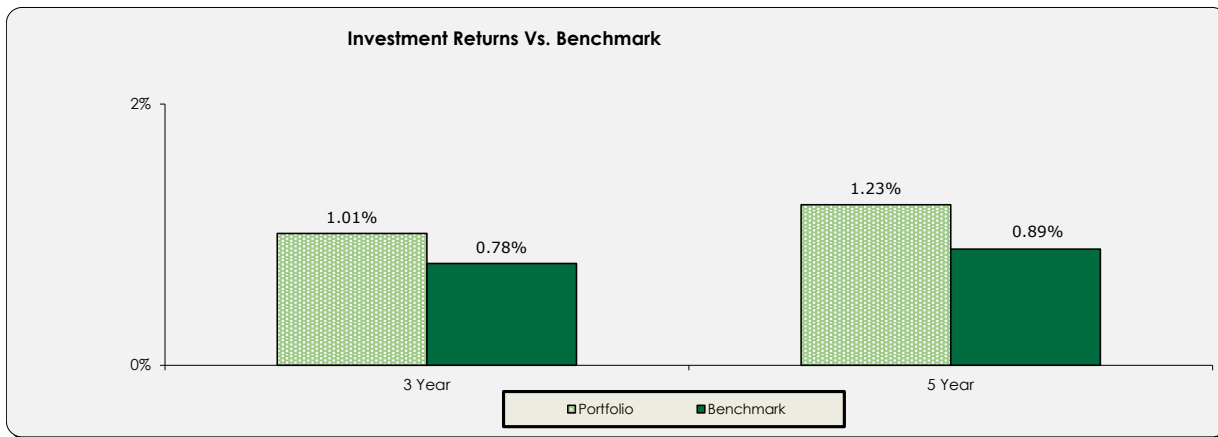
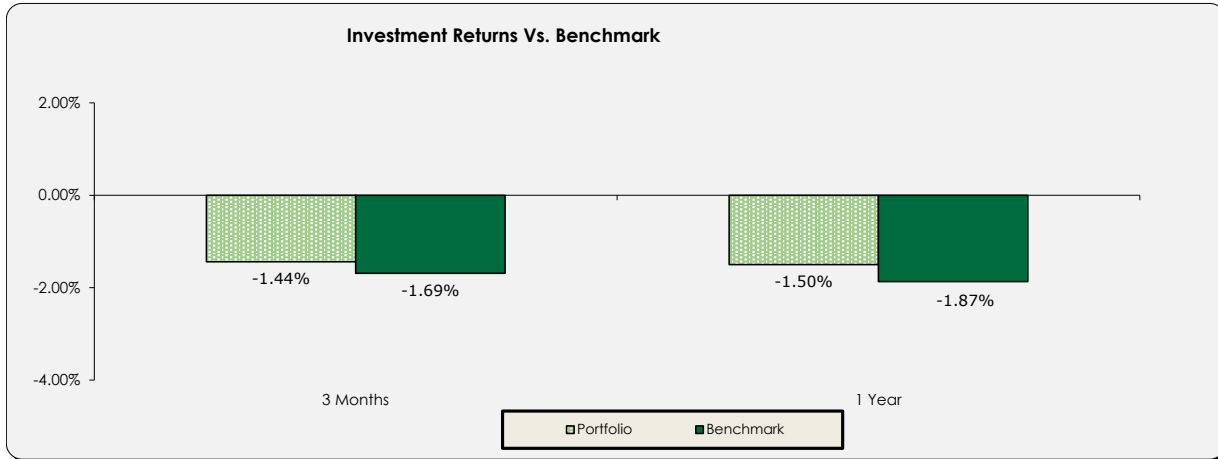
ASSET ALLOCATION - MARKET & ACCRUED INTEREST



Performance Review - Operating

	Portfolio Performance	Benchmark *	Relative Performance
FY 2016	1.20%	0.86%	0.34%
FY 2017	0.90%	0.91%	-0.01%
FY 2018	0.20%	0.18%	0.02%
FY 2019	3.00%	2.61%	0.39%
FY 2020	3.40%	2.69%	0.71%
FY 2021	1.06%	1.58%	-0.53%
Q1 FY 2022	0.04%	0.06%	-0.02%
Q2 FY 2022	0.14%	0.07%	0.07%
Q3 FY 2022	-0.24%	-0.31%	0.07%
Q4 FY 2022	-1.44%	-1.69%	0.25%
Annual Return	-1.50%	-1.87%	0.37%
7-year Compounded Return	1.17%	0.98%	0.18%

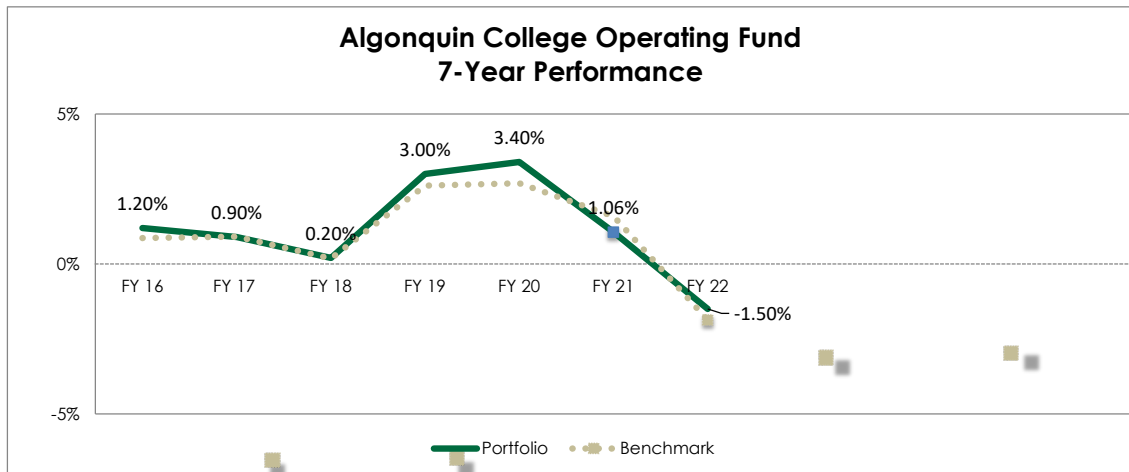
Performance Review-Operating



Investment Returns

	3 Months	1 Year	3 Year	5 Year
Portfolio	-1.44%	-1.50%	1.01%	1.23%
Benchmark*	-1.69%	-1.87%	0.78%	0.89%

* Compounded Annual Return



**4.3 APPENDIX B –
Fourth Quarter 2021-22
Major Capital Projects Report**

Summary of Major Capital Projects

Page	Project	Board of Governors Approved Project Value \$M	Percentage of Current Major Capital Projects
2	Pedestrian Bridge to Bus Rapid Transit Station	3.1	5%
4	Campus Accessibility	3.3	5%
6	Salesforce Lightning Upgrade	5.5	9%
8	R3 (Student Information System)	51.3	81%
	Total Approved <u>Current</u> Projects Value	\$63.2	100%
11	Summary of all Projects Completed Since Fiscal 2011-12	\$398.44	

4.3 APPENDIX B – Fourth Quarter 2021-22 Major Capital Projects Report

Pedestrian Bridge to Bus Rapid Transit Station

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

Reviewed and approved by Algonquin College Executive Team Sponsor: D. McNair
Algonquin College Leadership Team Project Dean/Executive Director: R. Southwood
Project Manager: City of Ottawa (lead) – A. Waked (Algonquin College)

Board of Governors Key Approval Dates	Dates
Meeting #503 – The Board of Governors approves an investment of up to \$3.1 million from the College's Reserve Funds between 2018 and 2023 to support the construction of a pedestrian bridge, in collaboration with the City of Ottawa, between the new Baseline bus rapid transit station and the Algonquin Centre for Construction Excellence.	June 2017

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

Project Funding	Value
Algonquin College reserves	\$3.1 million

Project Contingency	Value
Approved project contingency	\$0.08 million

Actual/Projected Project Cost	Value
Expenditures in Fiscal 2018-19	\$0.02 million
Expenditures in Fiscal 2019-20	0.66 million
Expenditures in Fiscal 2020-21	0.00 million
Expenditures in Fiscal 2021-22	1.40 million
Projected Expenditures in Fiscal 2022-23	1.25 million
Total	\$3.33 million

Total Project Variance	\$(0.23) million
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**4.3 APPENDIX B –
Fourth Quarter 2021-22
Major Capital Projects Report**

Pedestrian Bridge to Bus Rapid Transit Station – continued

Project Risk and Status Dashboard

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

G	Governance	Project governance has been negotiated and is defined through a formal agreement with the City of Ottawa.
G	Scope Management	The scope for each party has been identified and is formalized in the agreement. The College team continues to meet with the City stakeholders on a monthly basis to review project updates.
Y	Cost Management	Project cost estimates for design and construction have been received. Including additional contingency, the project budget is expected to exceed the original budget by approximately 7.5%. This budget increase is due to additional legal costs and inflationary pressures on material and labour in the Ottawa market. These variances are due in large part to the timing of the original budget development in 2017 and the significant changes in the market over the past five years. Additional contingency has been included should the City's contractor not reinstate the College grounds to the College standard. A request to increase this budget by \$230,000 is being presented to the Audit and Risk Management Committee on May 26, 2022.
G	Schedule Management	Schedule management is being presided over by the Light Rail Transit (LRT) Stage 2 team. Algonquin College is currently coordinating with the City project manager to define clear milestones for construction. The City has started construction of the LRT pedestrian link. Construction involving the ACCE building is expected to start in May 2022.
G	Project Resources	The College has assigned an internal project manager to lead the implementation and hired a consultant team.
G	Risk Management	A project risk register will be developed once the project is further advanced.
G	Stakeholder Engagement	Stakeholder engagement started with ACCE building end users and the College community.
G	Operational Readiness	To be evaluated once project scope and design is further defined.

4.3 APPENDIX B – Fourth Quarter 2021-22 Major Capital Projects Report

Campus Accessibility

Facilities Management previously completed an Accessibility Audit of all College-owned facilities which provided an extensive list of renovations to align with the Accessibility for Ontarians with Disabilities Act (AODA). This audit was supplemented with additional recommended renovations to further increase accessibility to meet best standards in accessibility. This multi-year major capital project will implement various renovations to College grounds and existing buildings to align best practices for built environment standards related to accessibility. This multi-year project is estimated to cost between \$9 million and \$10 million, and funding requests will be presented to the Board of Governors for approval on an annual basis to address each phase of the project.

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

Board of Governors Key Approval Dates	Dates
Meeting #523 – The Board of Governors approves Phase 1: 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.	April 19, 2021
Meeting #526 – The Board of Governors approves Phase 2: an expenditure of up to \$2,100,000, funded 50% from internally restricted net assets and 50% from the in-year Strategic Investment Priorities budget for fiscal year 2022-23 to address campus infrastructure upgrades and select deferred maintenance liabilities to improve campus accessibility for learners and employees with disabilities.	December 6, 2021

Project Milestones	Dates
Project start date	April 30, 2021
Annual 2021-22 completion date	March 31, 2022
Annual 2022-23 completion date	March 31, 2023

Project Funding	Value
Algonquin College Reserves	\$1.65 million
Strategic Investment Priorities Budget allocation	1.65 million
Total	\$3.3 million

Project Contingency	Value
Approved budget project contingency	\$42,314
Contingency balance remaining as at March 31, 2022	\$0

Actual/Projected Project Cost	Value
Expenditures in Fiscal 2021-22	\$1.2 million
Projected Expenditures in Fiscal 2022-23	2.1 million
Total	\$3.3 million

Total Project Variance	\$0 million
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**4.3 APPENDIX B –
Fourth Quarter 2021-22
Major Capital Projects Report**

Campus Accessibility – continued

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

G	Governance	The project Steering Committee was constituted in June 2021 and meets monthly.
G	Scope Management	<p>The scope and extent of accessibility improvements has been previously established. The 2021-22 fiscal year scope is limited to selected washroom renovations in B building and accessibility improvement for the pedestrian link connecting buildings A and D. Scope for the 2022-23 fiscal year will include accessibility improvements in ACCE building, B building, E building, and J building.</p> <p>Additional scope will be addressed on a case-by-case basis based on existing site conditions, technical constraints, design considerations or availability of materials. Site conditions were reviewed as part of the original site investigation and incorporated into the project construction cost estimates.</p>
G	Cost Management	The current scope of work was tendered using a fixed fee approach to ensure all associated construction costs were carried out under a single contractor, reducing cost risk to the College. The scope of work was clearly defined to minimize the possibility of the scope creeping beyond the physical washrooms, while also incorporating provisions for anticipated future renovations.
G	Schedule Management	<p>The washroom renovations project was successfully tendered July 2021 with on-site mobilization August 3, 2021. This work was substantially complete by March 2022 but minor deficiencies and supply chain issues caused the delay of the washroom opening to May 2022.</p> <p>The A-D pedestrian link accessibility upgrade was tendered and awarded in July 2021. Project fully complete as of March 2022 including resolution of deficiencies.</p> <p>Schedule for work to take place in 2022-23 is being determined.</p>
G	Project Resources	A prime consultant (architect) was retained by the College to complete the project design, site inspections and ongoing contract management. External project management resources have been previously assigned to the project. The College will retain the services of a construction manager for the 2022-23 project delivery. Review and monitoring of the progress are conducted on an ongoing basis by Facilities Management.
Y	Risk Management	<p>A risk log is updated and presented at each Steering Committee meeting and is a standing item as part of weekly reporting.</p> <p>Risk involving supply chain and contractor capacity is ongoing due to COVID-19 pandemic conditions.</p>
G	Stakeholder Engagement	Engagement is ongoing at the site level to communicate disruptions affecting the facilities, building occupants and the larger College community. In addition, the Steering Committee has engaged supporting resources to provide feedback on future scope priorities for the upcoming fiscal year(s).
G	Operational Readiness	Design was previously reviewed with operational staff. Final commissioning and closeout of the project will include necessary training, issuance of operations and maintenance manuals and incorporate any feedback from Facilities operators.

4.3 APPENDIX B – Fourth Quarter 2021-22 Major Capital Projects Report

Salesforce Lightning Upgrade

Algonquin College first implemented the Salesforce Classic Customer Relationship Management application in 2009. 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. This major capital project will upgrade the College's Salesforce Customer Relationship Management system from the sunsetting "Classic" version to the current "Lightning" version.

Reviewed and approved by Algonquin College Executive Team Sponsor: D. McNair
Algonquin College Leadership Team Project Dean/Executive Director: L. Pollock / Y. Do
Project Manager: Isaac Akanbi

Board of Governors Key Approval Dates	Dates
<u>Meeting #524</u> – The Board of Governors approves the expenditure of up to \$5.5 million over the fiscal years 2021-22 to 2023-24, with 50% of the funds drawn from College reserves and 50% from in-year Strategic Investment Priorities budgets.	June 7, 2021

Project Milestones	Dates
Project start date	November 1, 2021
Substantial completion date	September 30, 2023

Project Funding	Value
Algonquin College reserves	\$2.75 million
Strategic Investment Priorities Budget allocation	2.75 million
Total	\$5.5 million

Project Contingency	Value
Approved project contingency	\$594,000
Contingency balance remaining at March 31, 2022	\$594,000

Actual/Projected Project Cost	Value
Expenditures in Fiscal 2021-22	\$0.22 million
Projected Expenditures in Fiscal 2022-23	3.10 million
Projected Expenditures in Fiscal 2023-24	2.18 million
Total	\$5.5 million

Total Project Variance	\$0 million
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**4.3 APPENDIX B –
Fourth Quarter 2021-22
Major Capital Projects Report**

Salesforce Lightning Upgrade – continued

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

G	Governance	A Steering Committee was established on November 7, 2021, and members identified. Regular Steering Committee meetings take place on a monthly basis.
G	Scope Management	Scope remains in alignment with the Investment Case approved by the Board of Governors. Project deliverables are drafted and have been reviewed and approved by the Steering Committee.
G	Cost Management	To date, all costs are within the Approved Budget.
Y	Schedule Management	A detailed project schedule has been drafted and has been reviewed and approved by the Steering Committee. Schedule is at risk of delay due to the challenges of obtaining project resources; there is much demand in the market for Salesforce talent.
Y	Project Resources	The hiring process is delayed due to the lack of resources in the market. Five of twelve resources have been hired. To mitigate this risk, we are leveraging existing internal College Salesforce resources to work on this project which may delay other College Salesforce projects.
G	Risk Management	Potential risks have been drafted; they have been reviewed and approved by the Steering Committee.
G	Stakeholder Engagement	A part-time Communications resource has been engaged to assist with communications planning and stakeholder engagement activity development.
G	Operational Readiness	Change management plan to be developed during implementation phase.

**4.3 APPENDIX B –
Fourth Quarter 2021-22
Major Capital Projects Report**

R3 (Student Information System) Project

Algonquin College’s current Student Information System, GeneSIS, is over 25 years old and is based on an unsupported programming language. As a result, the ongoing use of GeneSIS poses a significant resource, development, maintenance and security risk. This multi-year project, from 2019-20 to 2024-25, and is estimated to cost between \$58 million and \$78 million, and funding requests will be presented to the Board of Governors for approval on an annual basis to address each phase as the project progresses.

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

Board of Governors Key Approval Dates	Dates
<u>Meeting #511</u> – The Board of Governors approves \$3.1 million for the Student Information System, with 50% of funding from the College’s internally restricted net asset account and 50% from the Strategic Investment Priorities budget in fiscal year 2019-20.	February 25, 2019
<u>Meeting #517</u> – The Board of Governors approves a \$4 million expenditure to continue development of the business architecture, identity and access management and data governance required to support implementation of a new Student Information System. These project expenditures will be funded 50% from the College’s internally restricted net asset account and 50% from the Strategic Investment Priorities budget in fiscal year 2020-21.	April 20, 2020
<u>Meeting #520</u> – The Board of Governors approves the software company Unit4 as the software solution and implementer for the new Student Information System, as the second step in the two-step approach endorsed on April 20, 2020, including: (1) the procurement of a Software as a Services subscription contract with Unit4 with a value up to \$1.4 million per year for a five-year total of up to \$7 million; and (2) the implementation services contract with Unit4 with a value of up to \$13 million over the estimated three years of implementation (including contingency, proposed travel expense and net tax of 3.41%). The Board of Governors also approves the fourth quarter budget expenditure approval of \$2.4 million for the 2020-21 fiscal year.	October 26, 2020
<u>Meeting #523</u> – The Board of Governors approves \$21.8 million for the R3 Project for the 2021-22 fiscal year. The entire project will be funded to result in 50% of the total project funding to be drawn from the College’s internally restricted net asset account and 50% to be allocated from the Strategic Investment Priorities budgets.	April 19, 2021
<u>Meeting #528</u> – The Board of Governors approves \$20 million expenditure for fiscal year 2022-23, funded 60% from the in-year Strategic Investment Priorities budget and 40% from internally restricted net assets, to continue the implementation work for the R3 Project.	February 28, 2022

**4.3 APPENDIX B –
Fourth Quarter 2021-22
Major Capital Projects Report**

R3 (Student Information System) Project – continued

Project Milestones	Dates
Project start date	May 1, 2019
The Board of Governors approve selection of implementation vendor and financial commitment	October 26, 2020
Phase 1: Project Planning	January 11, 2021
Phase 2: Familiarize Stage	March 1, 2021
Phase 3: Personalize Stage	March 1, 2022
Phase 4: Integrated System Testing (date expected to change, to be confirmed by March 1, 2022)	July 1, 2022
Phase 5: User Acceptance Testing (date expected to change, to be confirmed by March 1, 2022)	December 1, 2022
Phase 6: Deployment of System (date expected to change, to be confirmed by March 1, 2022)	April 1, 2023
Phase 7: Project Close-Out (date expected to change, to be confirmed by March 1, 2022)	July 1, 2023

Project Funding	Value
Algonquin College reserves	\$23.65 million
Strategic Investment Priorities Budget allocation	\$27.65 million
Total	\$51.3 million

Project Contingency	Value
Approved project contingency for 2021-22 funding allocation	\$2.96 million
Contingency balance as at March 31, 2022	\$2.96 million

Actual/Projected Project Cost	Value
Expenditures in Fiscal 2019-20	\$2.5 million
Expenditures in Fiscal 2020-21	6.2 million
Expenditures in Fiscal 2021-22	10.2 million
Projected Expenditures Fiscal 2022-23	20.0 million
Projected Expenditures Fiscal 2023-24	11.5 to 25.0 million
Projected Expenditures Fiscal 2024-25	7.6 to 14.1 million
Total Projected Costs	\$58 to 78 million

Total Project Variance (to approved expenditures)	\$0 million
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**4.3 APPENDIX B –
Fourth Quarter 2021-22
Major Capital Projects Report**

R3 (Student Information System) Project – continued

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

Y	Governance	Thesis and Algonquin are collaboratively monitoring the Consolidated Action Plan which is an amalgamation of the recommendations from the Readiness Health Check Report prepared by the Quality Assurance partners and Thesis' Revised Remediation Plan; both were completed and provided to the College on January 28, 2022.
Y	Scope Management	Integration working sessions are ongoing as necessary inputs into the completion of the Familiarize Phase. Configuration work tasks initiated on March 7, 2022 will continue for the duration of the configuration work.
G	Cost Management	Planning for fiscal year 2022-23 was prepared, presented, and approved by the Algonquin College Executive Team on January 12, 2022, followed by a \$20 million budget approval by the Board of Governors on February 28, 2022. Proposed contract amendment to Schedule I.1 for the remainder of the implementation of the Thesis Student Management system is currently being negotiated between Algonquin College and Thesis. The latter includes the milestones, deliverables, and associated payments. The fixed-price contract with Thesis is expected to go unchanged as the work obligations of the contract remain the same as per the initial contract proposed by Thesis for the work.
Y	Schedule Management	Project schedule for Student Information System Configuration and Setup and Student Information System Data Migration Services workstream continues with configuration of the Community module. Student Information System Integration Services project is scheduled through end of the Familiarize Phase.
Y	Project Resources	Thesis has engaged the services of a third-party Systems Integrator specialist, ISM (a wholly owned subsidiary of Kyndryl, headquartered in Regina, Saskatchewan), in accordance with the provisions of the contract between Thesis and Algonquin College. Thesis has hired a Senior Integrations Engineer and a Technical Writer to staff the Student Information System Integration Services workstream. The Senior Project Manager and Business Quality Analyst roles for the Thesis Student Information System Integration Services team remain vacant.
G	Risk Management	All potential risks and issues are being tracked, monitored, and mitigation plans are being actioned accordingly.
G	Stakeholder Engagement	Clear vision and strong executive support is in place (AC). College-wide Showcase Sessions to engage stakeholders are organized regularly and well-received.
G	Operational Readiness	Organizational Change Management plan has been defined. There is a synchronized way of working, concise messaging, and clear alignment between people at work stream levels, especially in the technical domain of the project.

**4.3 APPENDIX B –
Fourth Quarter 2021-22
Major Capital Projects Report**

Summary of Projects Completed Since Fiscal 2011-12

Project	Final Project Value \$M	Fiscal Year Completed
Algonquin Centre for Construction Excellence (ACCE)	\$77.0	2011-12
Perth Campus	12.0	2011-12
Student Commons	51.0	2012-13
Pembroke Campus	34.0	2012-13
Digital College	12.0	2014-15
Healthy Living Education Phase 1A – Renovations	6.0	2014-15
B Building Window Replacement	1.1	2016-17
F Building Renovation	1.6	2016-17
Equipment Renewal and Electrical Lab Alterations Project in ACCE	2.3	2017-18
Welding Lab Project at the College’s Transportation Technology Centre – Building S	2.8	2017-18
Transformer Replacement Project	2.1	2017-18
Learning Management System	3.0	2018-19
Enterprise Resource Planning (ERP) – Project Workday	18.8	2018-19
Student Central	6.8	2018-19
Indigenous Gathering Circle	1.7	2018-19
DARE District	45.4	2019-20
Net Tuition Project	0.84	2019-20
Energy Service Company Project - (ESCO 2)	51.1	2021-22
Jack Doyle Athletics and Recreation Centre (ARC)	61.2	2021-22
Solar Photovoltaic Plan	7.7	2021-22
Total	\$398.44	

High-Risk Dashboard Report

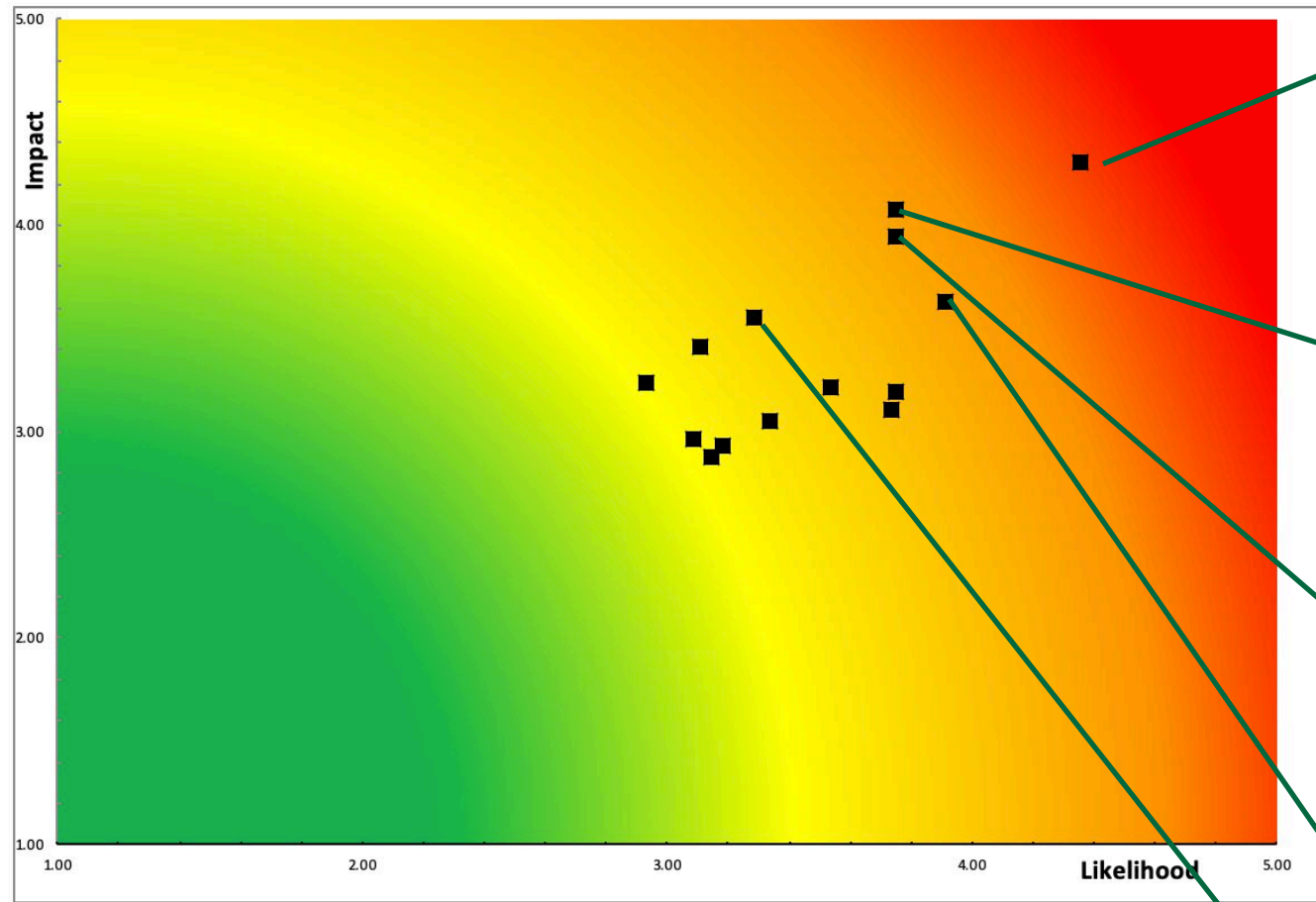
Fourth Quarter 2021-22

Audit & Risk Management Committee

May 26, 2022

High-Risks

Heat Map

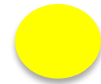


Low Risk
(Green)

Moderate
(Yellow)

High
(Orange)

Critical
(Red)



Risk Scores

Risk 1: The risk of financial loss due to international and domestic enrolment reductions reduced international applicant demand amid changing policies by Immigration, Refugees and Citizenship Canada as well as future capabilities to raise revenues stemming from internal management efforts to absorb the effects of the pandemic.

Risk 2: The risk of inadequate performance in the implementation of various plans such as the Academic Continuity Plan, the Workforce Pandemic Mitigation Plan and the Workplace Recovery Plan as well as the risk of a second wave of COVID-19 that is community-based.

Risk 3: The risk that the use of capital reserves to offset COVID-19 losses and support recovery efforts will negatively impact strategic planning capabilities and diminish long-term financial health.

Risk 4: The risk of financial loss due to changes to the provincial funding formula, inadequate government support for COVID-19 losses, and reimbursements / refunds.

Risk 5: The risk of failure of IT infrastructure that is in need of significant investment to renew and align with business requirements.

Note: This chart depicts the selected high-risks and scores attributed to these risks in the 2021 Corporate Risk Profile.

Risk 1



The risk of financial loss due to international and domestic enrolment reductions, reduced international applicant demand amid changing policies by Immigration, Refugees and Citizenship Canada, as well as future capabilities to raise revenues stemming from internal management efforts to absorb the effects of the pandemic.

Mitigation Update

Performing Adequately, Monitoring

- *The College has witnessed robust international learner demand for Spring and Fall 2022 programs with level one international targets for Spring initially surpassed. However, the Government of Canada's processing of study permits continues to be delayed in all markets. Immigration, Refugees and Citizenship Canada may extend the ability of international learners to take programs while they are outside of Canada beyond August 31, 2022, but this extension is immaterial to Algonquin College, as the majority of our programs for Spring and Fall have some face-to-face component, requiring international learners to be in Canada. As a result, international learners who have not yet received their study permit are deferring their studies from the May intake to later intakes (Fall 2022 or Winter 2023).*
- *As of April 22, 2022, the total number of registered students for Spring term, including international, is 7,040 for all campuses. This represents a 7% increase compared to the same time last year. **International student** registrations of 2,202, is well ahead of last year results with an increase of 44%. Progress to budget enrolment targets are at risk and there will most likely be shortfall in all categories. Domestic admissions reflect the risk of a possible strike as well as possible applicant uncertainty on health measures for the Spring term. International student admissions were progressing well however students are now experiencing delays in obtaining their study permit in time to transit to Canada, resulting in deferrals to the Fall term.*

Additional mitigation responses are being pursued in response to the potential net contribution loss from possible enrolment shortfalls. This includes reviewing capital spending plans for possible reductions and /or delays in spending plans, as well as reviewing operational budgets for spending reductions in areas that will not adversely impact College services, or learner experience.

Risk 2



The risk of inadequate performance in the implementation of various plans such as the Academic Continuity Plan, the Workforce Pandemic Mitigation Plan and the Workplace Recovery Plan as well as the risk of a second wave of COVID-19 that is community-based.

Mitigation Update

Performing Adequately, Monitoring

The Workplace Recovery Plan

The implementation of the College Mandatory COVID-19 Vaccination policy addendum has been successful with the cooperation of the College community. Over 99% of those who access campuses for in-person activities are fully vaccinated, while the remainder have approved exemptions and have shown proof of negative COVID-19 tests in order to gain entry.

In April 2022, Algonquin College announced a number of planned changes to our COVID-19 policy effective on May 1, such as no longer requiring active screening for COVID-19 and proof of vaccination checks at campus entrances.

Algonquin College will maintain its mandatory COVID-19 mask policy after May 1 and until further notice based upon direction from local health authorities. The College continues to monitor the situation and the directives of local public health officials on a daily basis. Any other changes in direction will be communicated directly with learners and employees.

The College has maintained initiatives related to COVID-19 protocols such as promoting vaccination, hand washing, physical distancing when possible and continued with a mandatory mask requirement in line with Public Health recommendations.

Risk 2 - Continued



The risk of inadequate performance in the implementation of various plans such as the Academic Continuity Plan, the Workforce Pandemic Mitigation Plan and the Workplace Recovery Plan as well as the risk of a second wave of COVID-19 that is community-based.

Mitigation Update

Performing Adequately, Monitoring

The Academic Continuity Plan

As planning continued for Spring 2022 Term, the College began to gradually resume on-campus activities. A Transitional Return to Campus Plan was developed that serves as a general planning framework for leaders to achieve a coordinated, coherent and safe campus reintegration and gradual resumption of in-person on-campus activities.

The College has implemented a measured approach to resuming on-campus activities which includes both in-person and virtual program delivery all of which are subject to constant evaluation in addition to ensuring compliance with provincial regulations and public health guidance.

Risk 2 – Continued ●



The risk of inadequate performance in the implementation of various plans such as the Academic Continuity Plan, the Workforce Pandemic Mitigation Plan and the Workplace Recovery Plan as well as the risk of a second wave of COVID-19 that is community-based.

Mitigation Update

Performing Adequately, Monitoring

The Workforce Pandemic Mitigation Plan

The job protection strategies identified within the plan have been implemented for all employee groups at the College. With the Pandemic continuing, alternate strategies, outside of this plan, have been implemented to address the short-term financial challenge facing the College.

Risk 3



The risk that the use of capital reserves to offset COVID-19 losses and support recovery efforts will negatively impact strategic planning capabilities and diminish long-term financial health.

Mitigation Update

Performing Well, No Changes

The 2021-22 Approved Annual Budget provisioned for draws on College reserves to support the delivery of significant initiatives and capital projects only. The Approved Annual Budget did not include the use of capital reserves to offset COVID-19 losses. The College was able to achieve this through the implementation of the Workforce Pandemic Mitigation Plan, reductions and deferrals of Strategic Investment Priorities projects, various operating budget reductions, *and through reliance on corporate contingency funds that are set aside for unforeseen financial challenges*. The College continues to actively monitor spending and financial projections in 2021-22 as the pandemic continues.

The Q4 2021-22 Financial Report shows a \$7.6 million improvement compared to the Approved Annual Budget. This improvement was achieved through new government contracts and expense management.

Risk 4



The risk of financial loss due to changes to the provincial funding formula, inadequate government support for COVID-19 losses, and reimbursements / refunds.

Mitigation Update

Performing Well, No Changes

In the 2020-21 fiscal year, the provincial government provided an \$8.3M grant to Algonquin College to help offset COVID-19 related losses. The College did not receive dedicated COVID response funding from the Ministry of Colleges and Universities in 2021-22, however provisions were made in operational budgets, and corporate contingencies were restored in 2021-22 to pre COVID-19 levels.

For the 2021-22 fiscal year there were no changes to the provincial funding formula as the Ministry of Colleges and Universities has delayed the planned activation of performance-based funding Strategic Mandate Agreement (SMA3) for 2021-22 due to the uncertainty of COVID-19 Impacts. Tuition fee increases remained frozen for the 2021-22 fiscal year, and the College sector was notified that the freeze will remain in place for at least the 2022-23 academic year. In response to the financial challenges that are before the College, the Corporate Budgeting Team have continued to prepare and analyze scenario and financial models to inform the development of risk mitigation plans. The College has published a financial sustainability roadmap which will help guide decision making activities as the College works towards achieving financial sustainability. Additionally, increased review and analysis efforts are taken prior to investing in initiatives or prior to approving increases to operational capacity. The Algonquin College Leadership Team is engaged in identifying short and long-term solutions to the fiscal challenges, and they receive regular updates on progress towards financial stability.

Risk 5



The risk of failure of IT infrastructure that is in need of significant investment to renew and align with business requirements.

Mitigation Update

Performing Adequately, Monitoring

According to the Verizon 2021 Data Breach Investigations Report, Ransomware appears in 10% of breaches – more than double the frequency from last year. Phishing was present in 36% of breaches, up from 25% last year. Attack on web applications continues to be high.

The College continues to mitigate the risk of IT Infrastructure failure. Mitigating this risk requires work to be completed every year to replace aging hardware and implement new technology and processes to keep up with increasing cyber-attacks. For this fiscal year, ITS has:

- Replaced numerous infrastructure devices,*
- End-user credentials are protected through password strength and expiry policies in place, as well as multi-factor authentication.*
- Computing devices are protected via anti-virus and network threat detection software.*
- Technology that blocks links to malicious websites and suspicious traffic entering and leaving our network is in place.*
- The number of employees who have completed our Information Security and Privacy training program continues to increase.*

Approximately 88% of our infrastructure is within its target age.

Key efforts throughout Q4 include Operational activities – such as cybersecurity and privacy incident containment, security and privacy assessments of technology, monitoring of network threats, and monthly security patching.

Our Cyber Security Maturity rating is 2.32 out of a 5-point scale (the recommended target recommended by Ernst and Young is 2.5). As a result, the risk of IT Infrastructure failure is adequately mitigated, though further investment and time is needed to achieve a status of Performing Well.

Report title:	Pedestrian Bridge to Bus Rapid Transit Station
Report to:	Board of Governors
Date:	June 6, 2022
Author(s)/Presenter(s):	Duane McNair, Vice President, Finance Administration Ryan Southwood, Executive Director, Facilities Management

1. RECOMMENDATION:

THAT the Board of Governors approve a \$230,000 increase to the budget for the Major Capital Project: Pedestrian Bridge to Bus Rapid Transit Station to accommodate additional legal fees and construction related inflationary pressures.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this transmittal is to seek approval of a \$230,000 increase to the budget for the Pedestrian Bridge to Bus Rapid Transit Station Major Capital Project.

3. BACKGROUND:

In partnership with the City of Ottawa, this investment was approved by the Board of Governors in 2017 and will construct an above-grade pedestrian bridge that will link the Algonquin Centre for Construction Excellence (ACCE) facility with a new OC Transpo bus rapid transit station being built as part of the Light Rail Transit Stage 2 (LRT2) project. This pedestrian bridge will provide a safe method for crossing College Avenue and an efficient link for transit riders to enter Algonquin College’s Ottawa campus.

The bridge will be implemented and owned by the City of Ottawa. There is a formal legal agreement between Algonquin College and the City of Ottawa outlining responsibilities for each institution. Algonquin College is solely responsible for the required interior renovations to the ACCE building to accept the pedestrian bridge. The current schedule indicates that the pedestrian bridge will be completed in 2023 and the approved budget is \$3,100,000.

4. DISCUSSION:

The initial class D estimate was completed in 2017. Significant legal costs were incurred to complete, and subsequently modify, the agreement between Algonquin College and the City of Ottawa. Construction supply chains and increased inflationary costs in construction have

Agenda Item No: **4.3 Appendix D**

occurred in the last two years that are above the estimates that were used in the 2017 investment case. In addition, the City of Ottawa contractor project schedule has changed several times and there are ongoing labour actions that are affecting the ability of tradespeople to complete work. These factors have completely consumed the allocated contingency and the project is forecasted to exceed the overall budget. To address these factors, Facilities Management is requesting a \$230,000 budget increase to the project.

5. LINK TO STRATEGIC PLAN:

STRATEGIC PLAN 2022-2025	
LEARNER DRIVEN	
Goal 1: Provide Flexible, Personalized, and Lifelong Learner Experiences	<input type="checkbox"/>
PEOPLE	
Goal 2: Empower Our People to Foster a High-Quality, Innovative, Learner-Driven Culture	<input checked="" type="checkbox"/>
Goal 3: Create an Equitable, Diverse, and Inclusive Work Environment	<input checked="" type="checkbox"/>

6. STUDENT IMPACT:

The Pedestrian Bridge to the Bus Rapid Transit Station will provide a safe crossing for students over College Avenue and provide access to the City’s transit system at Baseline Station (Algonquin Station in 2025).

7. FINANCIAL IMPACT:

The Pedestrian Bridge to Bus Rapid Transit Station major capital project is funded by the College Reserve Funds. The \$230,000 funding increase is approximately a seven percent increase to the overall project budget.

8. HUMAN RESOURCES IMPACT:

This major capital project will affect multiple College departments during the implementation and will provide a safe crossing of College Avenue to the City’s transit station.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

This project is compliant with government, regulatory and legal requirements pertaining to Ontario publicly funded colleges.

10. COMMUNICATIONS:

The Communications Department is actively engaged with the project to communicate any disruptions or changes to college operations.

11. CONCLUSION:

This investment will strengthen the College's ability to provide accessibility to the Ottawa Campus for students, employees, and the Ottawa community and aligns with the priorities of the provincial and federal governments. College management is confident that implementing this project will improve its social, economic, and environmental sustainability.

Respectfully submitted:



Duane McNair
Vice President, Finance and Administration

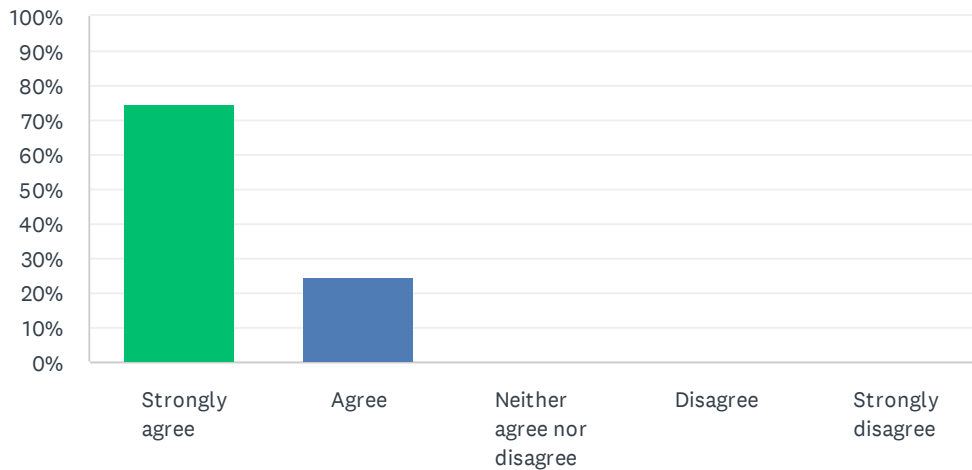
Approved for submission:



Claude Brulé
President and CEO

Q2 The Board understands the mandate of Algonquin College.

Answered: 8 Skipped: 0

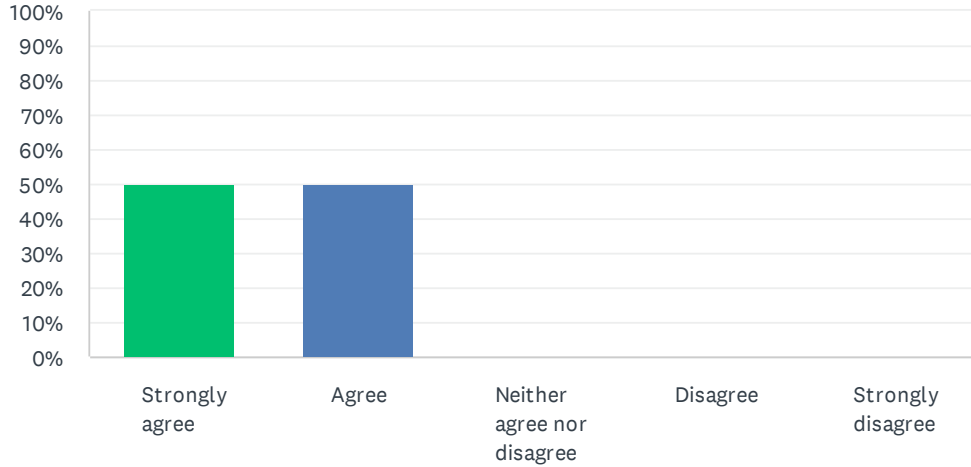


ANSWER CHOICES	RESPONSES
Strongly agree	75.00% 6
Agree	25.00% 2
Neither agree nor disagree	0.00% 0
Disagree	0.00% 0
Strongly disagree	0.00% 0
TOTAL	8

#	COMMENTS	DATE
1	The directives and mission mandate of the Strategic Plan and well understood and full embraced by all members of the Board. This is the instantiation of the mandate. Strategic plans are like onions where removing an outer simple layer produces greater complexities inside. The "mandate of Algonquin College" is onion like, fully inhaled by the Board at a high level, but deeper fragrance can only be accomplished during Committee Meetings and special projects that offer greater interactions.	4/22/2022 2:36 PM
2	Strong communication of college's mandate at multiple meetings.	4/11/2022 10:49 AM

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

Answered: 8 Skipped: 0

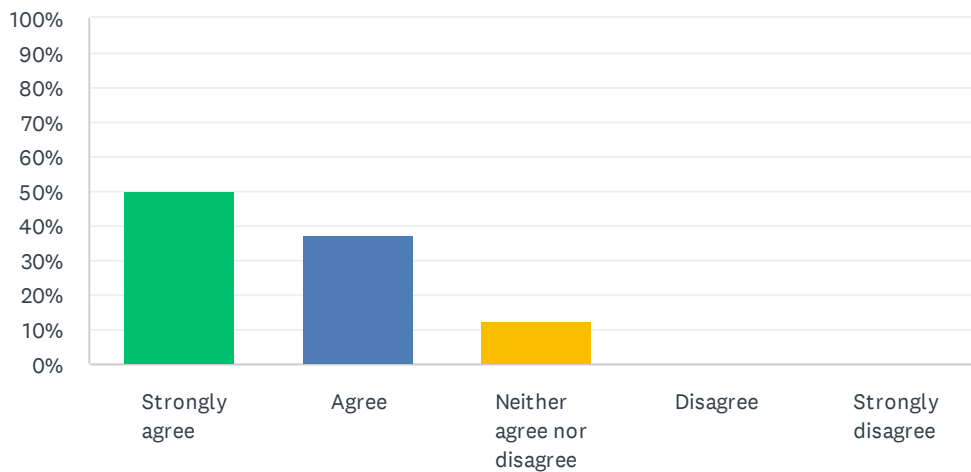


ANSWER CHOICES	RESPONSES	
Strongly agree	50.00%	4
Agree	50.00%	4
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		8

#	COMMENTS	DATE
1	Without comment. I believe all Governors fully understand the scope of their responsibilities and adhere to them.	4/22/2022 2:36 PM
2	The board/management relationship is exemplary.	4/13/2022 5:23 AM
3	Although I get the sense that the Board/Governance Committee isn't involved in suggesting/determining topics for generative discussions (unless I am missing something). Would like to see a generative discussion that looks 20-30 years ahead.	4/11/2022 8:13 PM
4	I appreciate the training on what the responsibilities of the Board are as presented to new governors.	4/11/2022 10:49 AM

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

Answered: 8 Skipped: 0

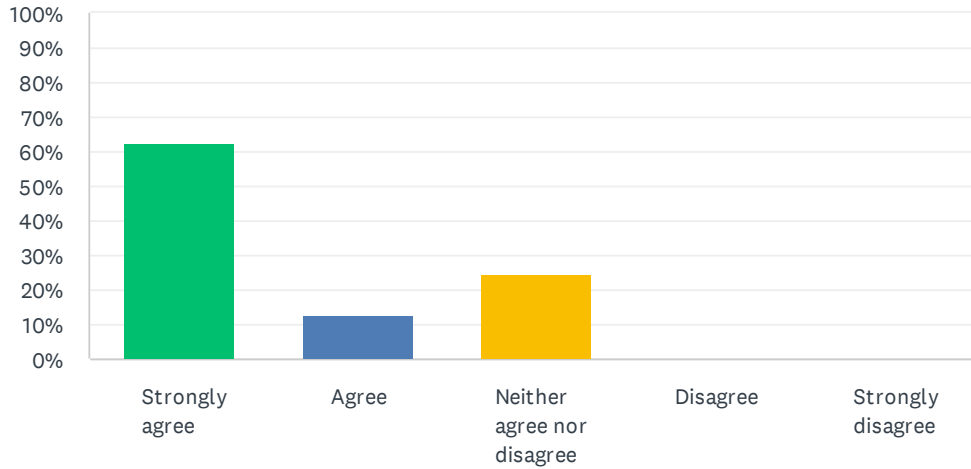


ANSWER CHOICES	RESPONSES	
Strongly agree	50.00%	4
Agree	37.50%	3
Neither agree nor disagree	12.50%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		8

#	COMMENTS	DATE
1	I am not sure all Governors fully understand what the annual milestone work-plan looks like. Some of my Board colleagues seem to have a more transactional view, rather than the long game with mile stone objectives.	4/22/2022 2:36 PM
2	I have not yet served a full year on the Board and am not yet in a position to comment.	4/20/2022 9:41 PM
3	Good work plans with clear deliverables.	4/11/2022 10:49 AM

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

Answered: 8 Skipped: 0

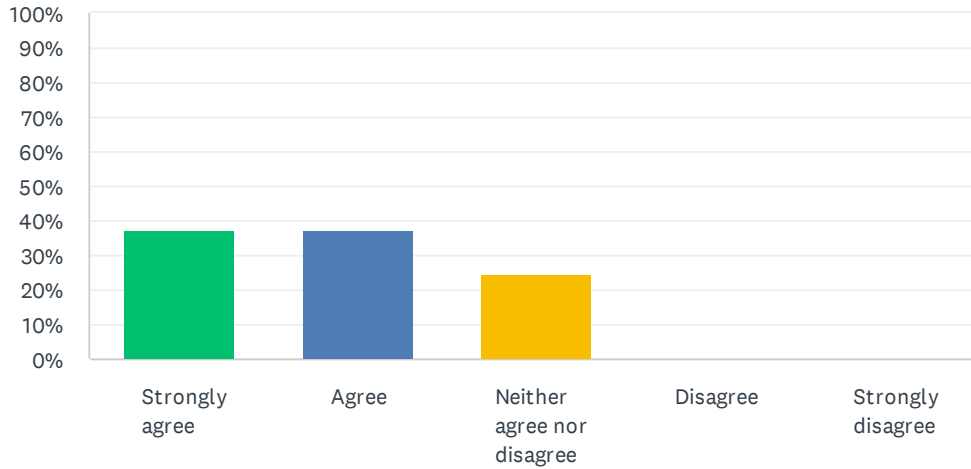


ANSWER CHOICES	RESPONSES
Strongly agree	62.50% 5
Agree	12.50% 1
Neither agree nor disagree	25.00% 2
Disagree	0.00% 0
Strongly disagree	0.00% 0
TOTAL	8

#	COMMENTS	DATE
1	The board clearly understands its strategic role.	4/13/2022 5:23 AM
2	Not sure about this one, I was not a participant in the strategic planning discourse and haven't really contributed to any strategy this year.	4/11/2022 10:49 AM

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

Answered: 8 Skipped: 0

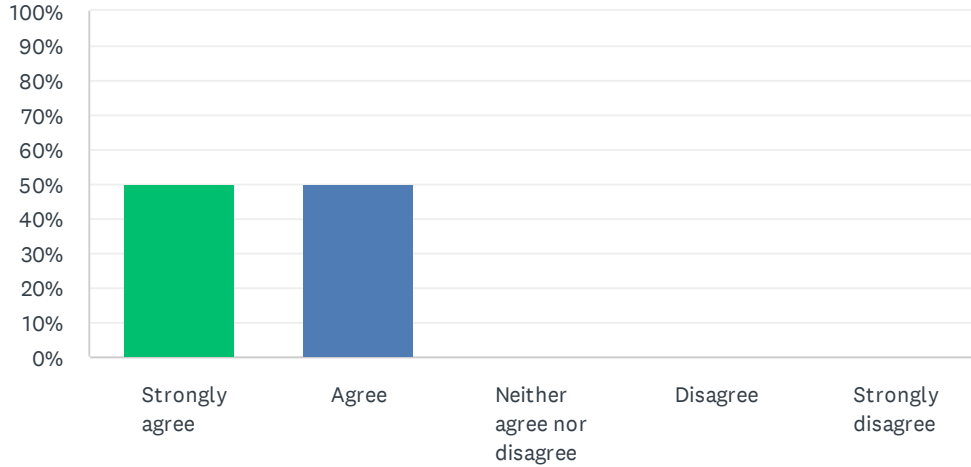


ANSWER CHOICES	RESPONSES
Strongly agree	37.50% 3
Agree	37.50% 3
Neither agree nor disagree	25.00% 2
Disagree	0.00% 0
Strongly disagree	0.00% 0
TOTAL	8

#	COMMENTS	DATE
1	Very much a bi-directional view... From Board to Management and vis-versa	4/22/2022 2:36 PM
2	I have not yet served a full year on the Board and am not yet in a position to comment.	4/20/2022 9:41 PM
3	Less "ensures" more "oversees the results of this"	4/11/2022 10:49 AM

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

Answered: 8 Skipped: 0

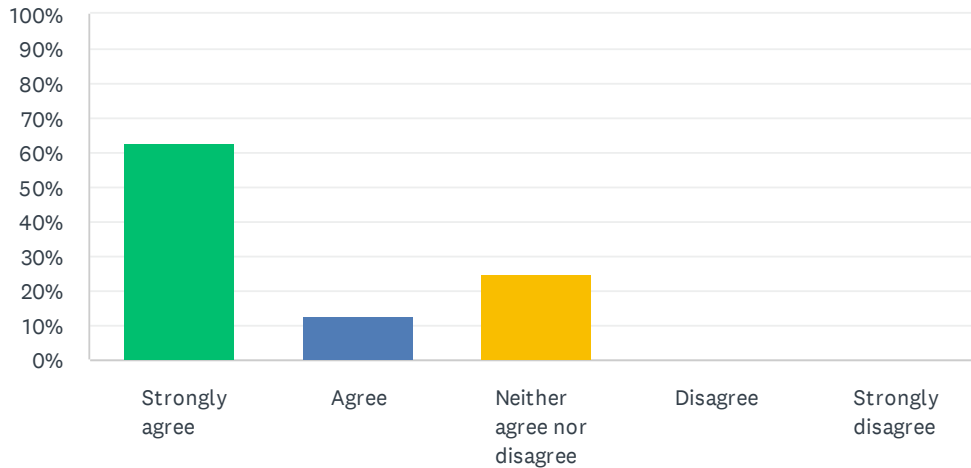


ANSWER CHOICES	RESPONSES	
Strongly agree	50.00%	4
Agree	50.00%	4
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		8

#	COMMENTS	DATE
1	Regular reporting and comprehensive Board info-packages provide appropriate level feedback on business performance.	4/22/2022 2:36 PM
2	Any variances are explained and adjustments made by the appropriate people and levels involved.	4/18/2022 2:47 PM
3	Yes.	4/11/2022 10:49 AM

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

Answered: 8 Skipped: 0

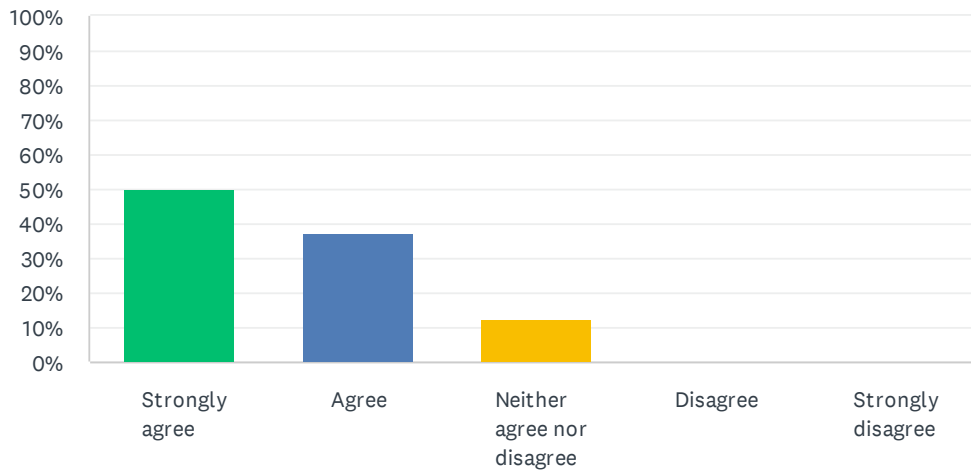


ANSWER CHOICES	RESPONSES	
Strongly agree	62.50%	5
Agree	12.50%	1
Neither agree nor disagree	25.00%	2
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		8

#	COMMENTS	DATE
1	I have not yet served a full year on the Board and am not yet in a position to comment.	4/20/2022 9:41 PM
2	Yes.	4/11/2022 10:49 AM

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

Answered: 8 Skipped: 0

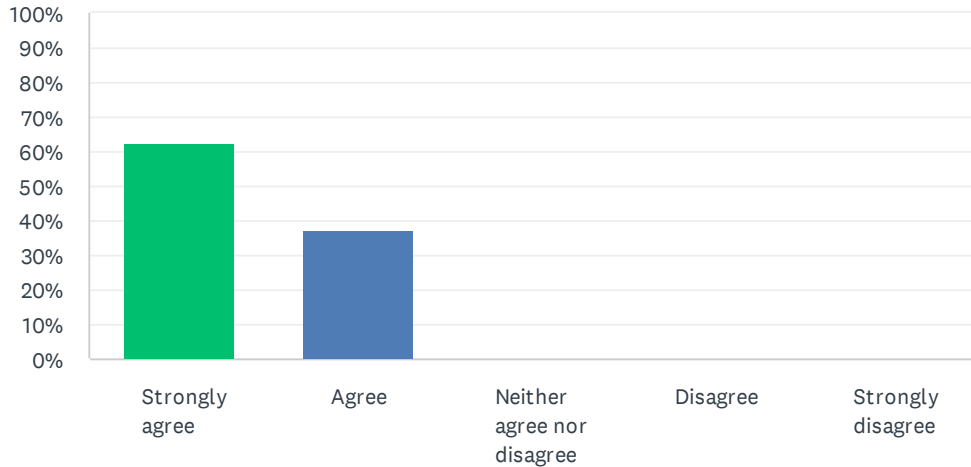


ANSWER CHOICES	RESPONSES	
Strongly agree	50.00%	4
Agree	37.50%	3
Neither agree nor disagree	12.50%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		8

#	COMMENTS	DATE
1	I am encouraged by the simplification of CEO metrics. These changes provide greater precision in key foci in evaluating performance.	4/22/2022 2:36 PM
2	I have not yet served a full year on the Board and am not yet in a position to comment.	4/20/2022 9:41 PM
3	Work is ongoing to make a less onerous performance assessment instrument.	4/18/2022 2:47 PM
4	Jay has done an excellent job this year in refining this process.	4/13/2022 5:23 AM
5	Would like to see a discussion around reducing/refining/reframing the BOG Management Summary. I can see how these would be a huge amount of work for many people across the college, but sometimes, I struggle to get through all the detail and am not sure how it all adds up, or what I should do with all the information.	4/11/2022 8:13 PM
6	Yes.	4/11/2022 10:49 AM

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

Answered: 8 Skipped: 0

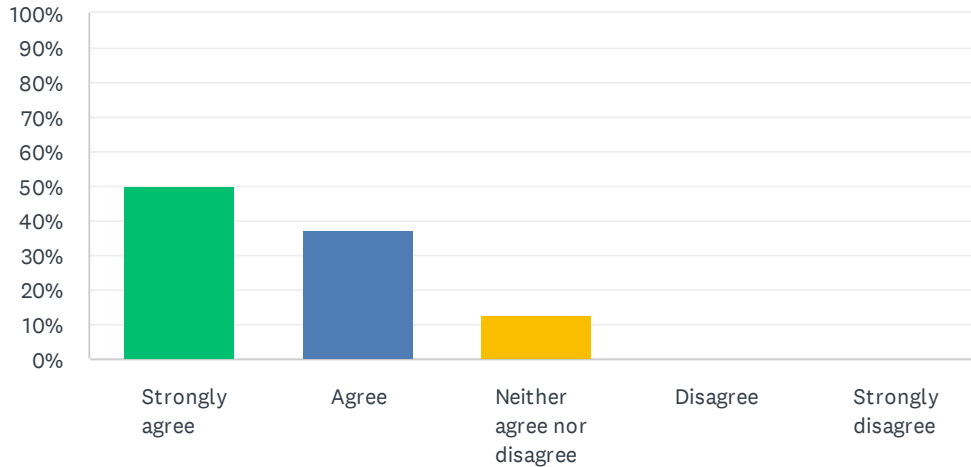


ANSWER CHOICES	RESPONSES	
Strongly agree	62.50%	5
Agree	37.50%	3
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		8

#	COMMENTS	DATE
1	Risks exhibited by COVID and successfully managed by the College, have hardened Board skills and knowledge. This has led to much improved Board risk awareness,	4/22/2022 2:36 PM
2	Board members actively follow items of interest or affecting the college and educational and discussion sessions are set to keep Board members updated on various topics, especially affecting the political and economic situation for Ontario and potential impact on colleges (especially Algonquin College).	4/18/2022 2:47 PM
3	I believe so, but should probably start attending ARM meetings to get a fuller grasp of the risks and the framework for risk management.	4/11/2022 8:13 PM
4	Due to the detailed presentations of ACET.	4/11/2022 10:49 AM

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

Answered: 8 Skipped: 0

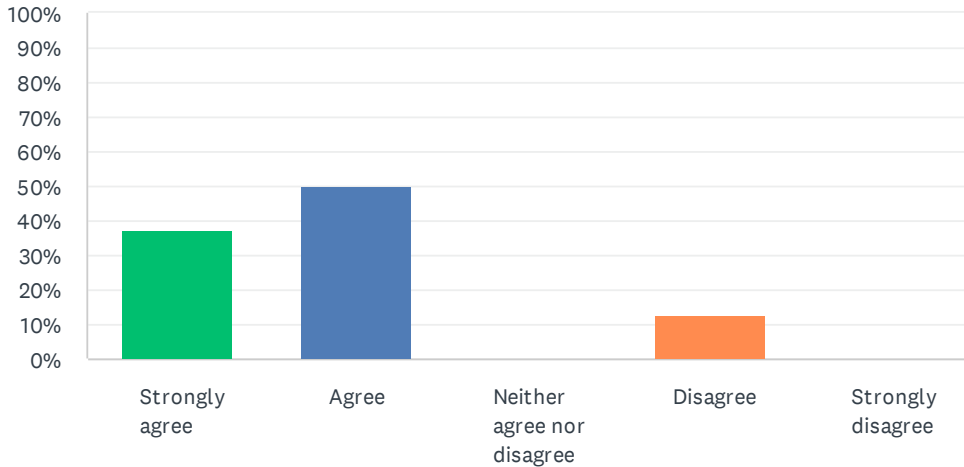


ANSWER CHOICES	RESPONSES
Strongly agree	50.00% 4
Agree	37.50% 3
Neither agree nor disagree	12.50% 1
Disagree	0.00% 0
Strongly disagree	0.00% 0
TOTAL	8

#	COMMENTS	DATE
1	The Risk Management Committee works very hard on this and brings their decisions and concerns to the Board as a whole and/or to other committees that may be affected by an issue or concern.	4/18/2022 2:47 PM
2	I am not on the ARC so I am not well-versed in these policies and procedures.	4/11/2022 10:49 AM

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

Answered: 8 Skipped: 0

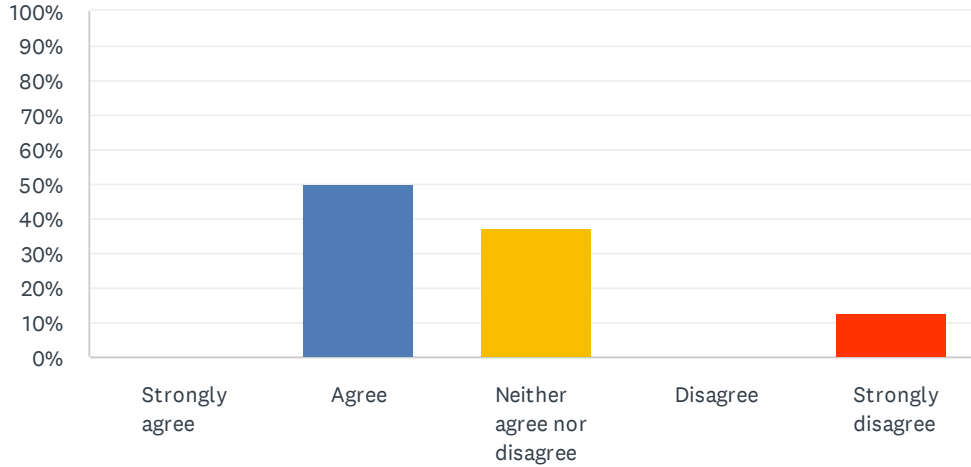


ANSWER CHOICES	RESPONSES	
Strongly agree	37.50%	3
Agree	50.00%	4
Neither agree nor disagree	0.00%	0
Disagree	12.50%	1
Strongly disagree	0.00%	0
TOTAL		8

#	COMMENTS	DATE
1	The broad scope of programs at the college make it difficult for Board members to fully understand all programs. Change Maker Awards help enlighten the Board of some Programs that otherwise may not be understood.	4/22/2022 2:36 PM
2	Algonquin College is a large place and with COVID restrictions newer Board members have not had as much opportunity to visit all areas of campus. but that is being overcome as a concern. The ChangeMakers award and the like also highlight different student activities as well as when student award winners give their story, it highlights more student areas and activities, so a well rounded overview is obtained. Also, Board members who are not ASAC members are encouraged to be observers for a meeting or two to get a better understanding of our programs are reviewed and assessed.	4/18/2022 2:47 PM
3	We only see a small snapshot of what the college does.	4/11/2022 10:49 AM

Q13 The Board is apprised of the succession planning process by the Senior Management Team.

Answered: 8 Skipped: 0

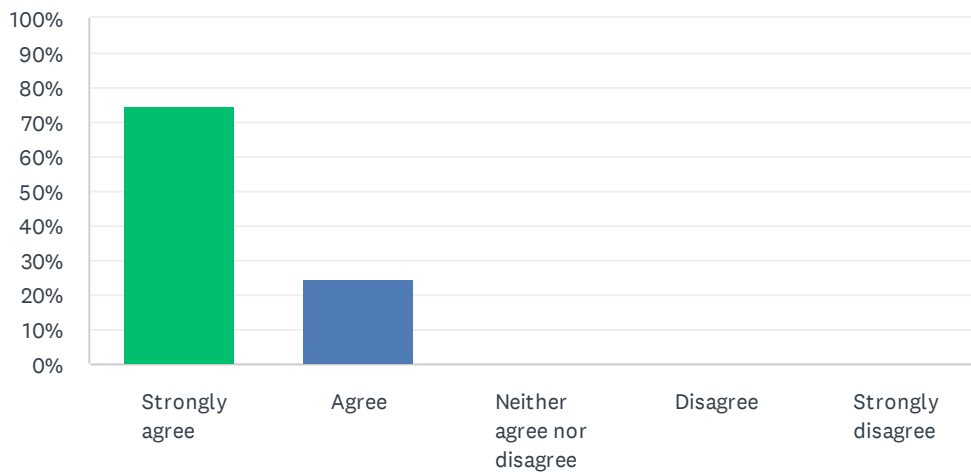


ANSWER CHOICES	RESPONSES
Strongly agree	0.00% 0
Agree	50.00% 4
Neither agree nor disagree	37.50% 3
Disagree	0.00% 0
Strongly disagree	12.50% 1
TOTAL	8

#	COMMENTS	DATE
1	This is an area for improvement. I do not have a good view of sr. management succession planning.	4/22/2022 2:36 PM
2	I have not yet served a full year on the Board and am not yet in a position to comment.	4/20/2022 9:41 PM
3	If needed, updates can be provided.	4/18/2022 2:47 PM
4	I've not seen anything related to the succession planning process (but it's only been year)	4/11/2022 10:49 AM

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

Answered: 8 Skipped: 0

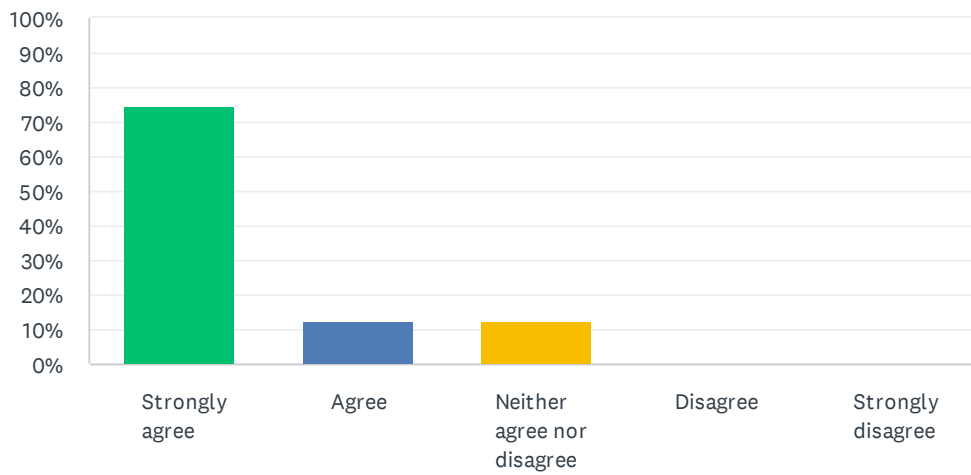


ANSWER CHOICES	RESPONSES	
Strongly agree	75.00%	6
Agree	25.00%	2
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		8

#	COMMENTS	DATE
1	Such a great display of the college's values at the Board level.	4/11/2022 10:49 AM

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

Answered: 8 Skipped: 0

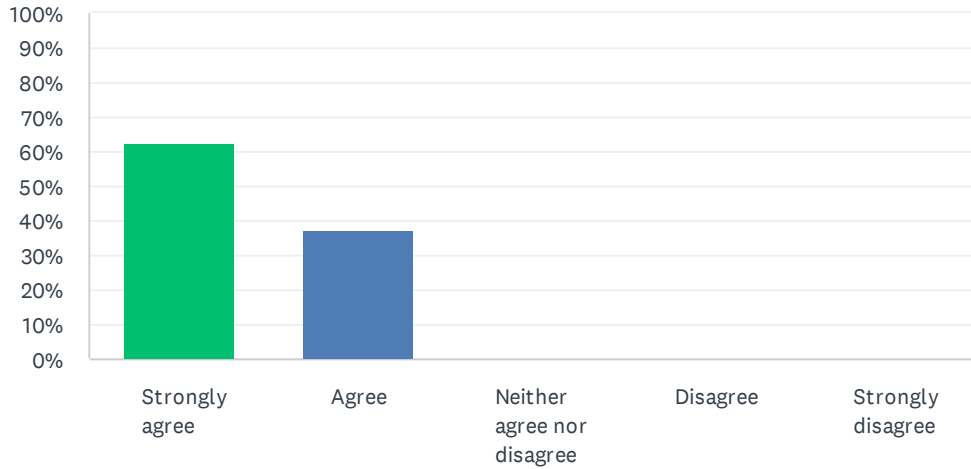


ANSWER CHOICES	RESPONSES	
Strongly agree	75.00%	6
Agree	12.50%	1
Neither agree nor disagree	12.50%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		8

#	COMMENTS	DATE
1	I have not yet served a full year on the Board and am not yet in a position to comment.	4/20/2022 9:41 PM

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

Answered: 8 Skipped: 0

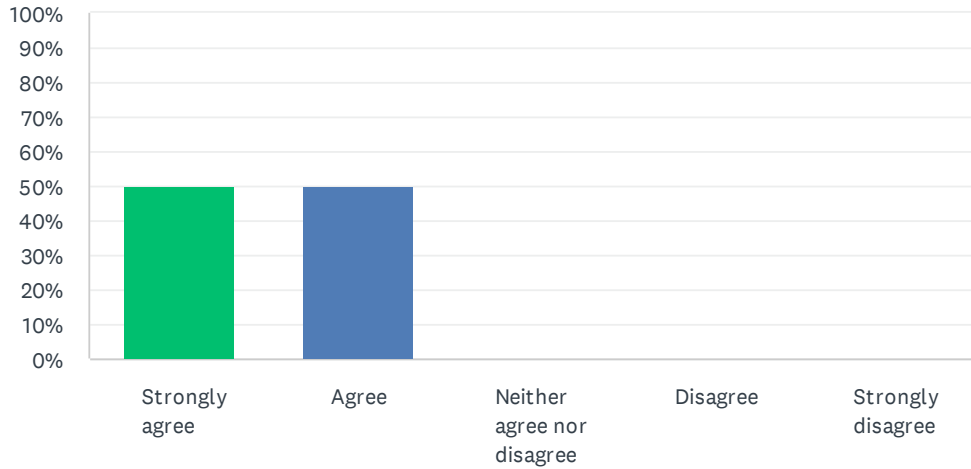


ANSWER CHOICES	RESPONSES	
Strongly agree	62.50%	5
Agree	37.50%	3
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		8

#	COMMENTS	DATE
	There are no responses.	

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

Answered: 8 Skipped: 0

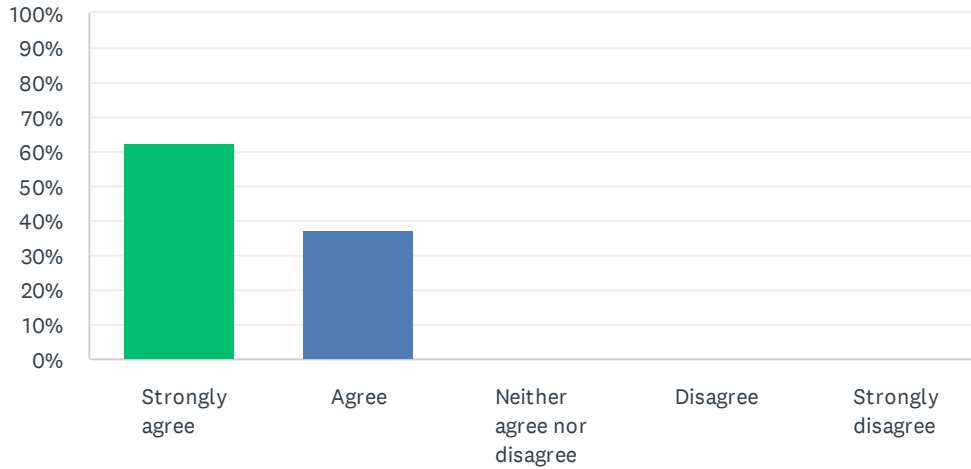


ANSWER CHOICES	RESPONSES	
Strongly agree	50.00%	4
Agree	50.00%	4
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		8

#	COMMENTS	DATE
	There are no responses.	

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

Answered: 8 Skipped: 0

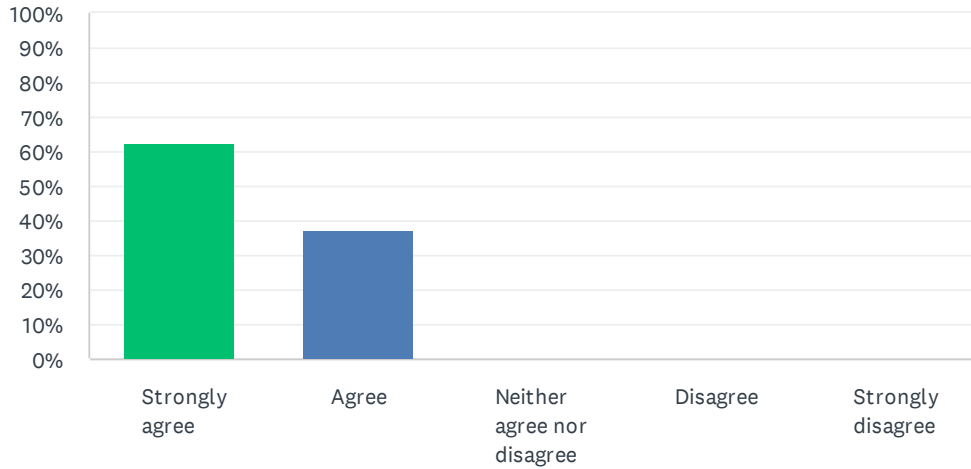


ANSWER CHOICES	RESPONSES
Strongly agree	62.50% 5
Agree	37.50% 3
Neither agree nor disagree	0.00% 0
Disagree	0.00% 0
Strongly disagree	0.00% 0
TOTAL	8

#	COMMENTS	DATE
1	But I do think the priorities of ASAC should be reviewed. Items 3 & 6 from the Terms of Reference (ensuring quality processes are in place and providing strategic direction on enhancing student experience) are not always visible at the committee level.	4/11/2022 10:49 AM

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

Answered: 8 Skipped: 0

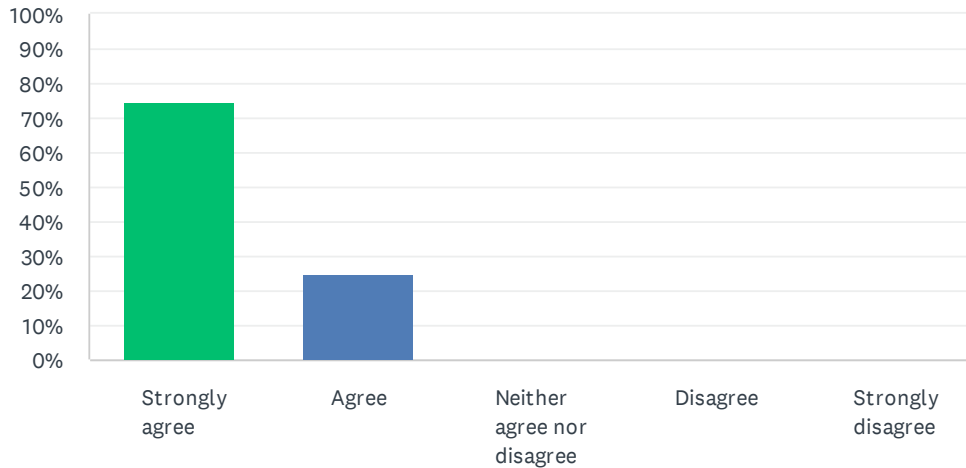


ANSWER CHOICES	RESPONSES
Strongly agree	62.50% 5
Agree	37.50% 3
Neither agree nor disagree	0.00% 0
Disagree	0.00% 0
Strongly disagree	0.00% 0
TOTAL	8

#	COMMENTS	DATE
1	Regular communications form the Board office are valuable and sufficient.	4/22/2022 2:36 PM

Q20 I have adequate access through the Chair of the Board or through the President of the College to Senior Management outside of Board and Committee meetings.

Answered: 8 Skipped: 0

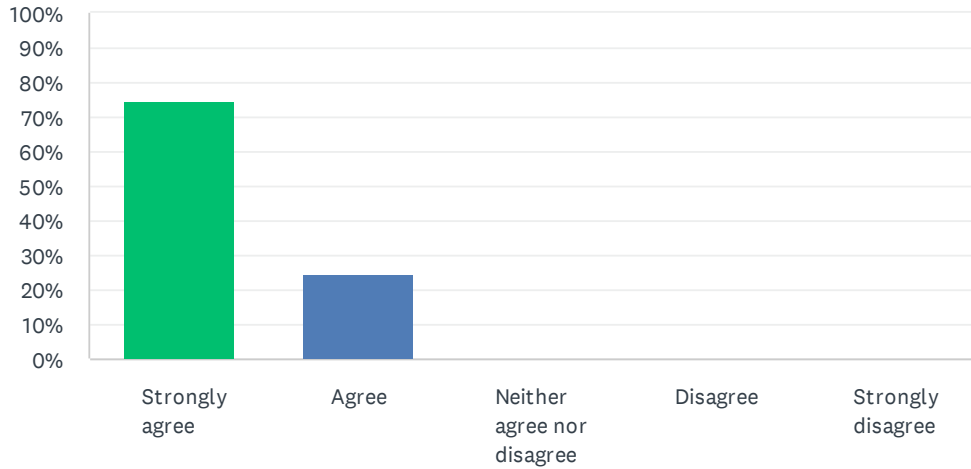


ANSWER CHOICES	RESPONSES	
Strongly agree	75.00%	6
Agree	25.00%	2
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		8

#	COMMENTS	DATE
1	Vickie is a huge asset in helping me direct questions to the right person.	4/11/2022 8:13 PM
2	Yes. Much appreciated.	4/11/2022 10:49 AM

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

Answered: 8 Skipped: 0

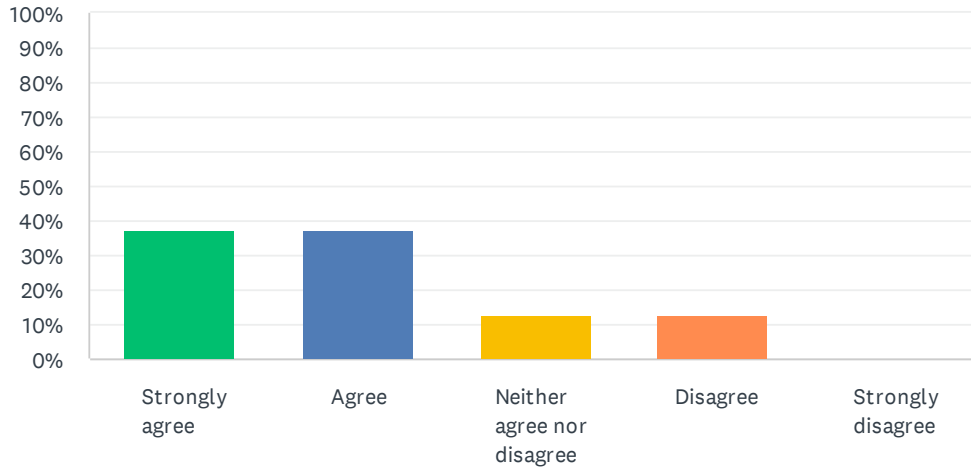


ANSWER CHOICES	RESPONSES	
Strongly agree	75.00%	6
Agree	25.00%	2
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		8

#	COMMENTS	DATE
1	Augmented through committee work.	4/22/2022 2:36 PM

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

Answered: 8 Skipped: 0

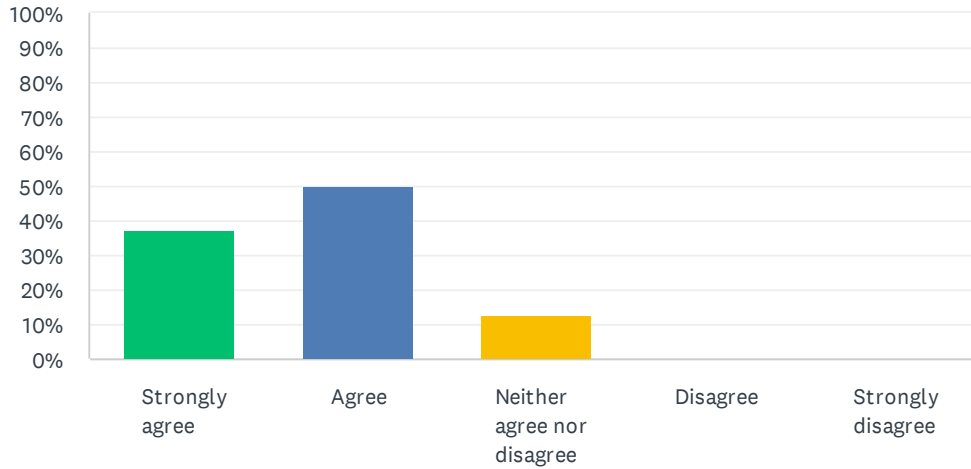


ANSWER CHOICES	RESPONSES
Strongly agree	37.50% 3
Agree	37.50% 3
Neither agree nor disagree	12.50% 1
Disagree	12.50% 1
Strongly disagree	0.00% 0
TOTAL	8

#	COMMENTS	DATE
1	I believe so, but effectiveness of guidance assessment needs to come from Management. The feedback we generally get is encouraging.	4/22/2022 2:36 PM
2	Not always. Could be more clear when guidance and input are sought.	4/11/2022 10:49 AM

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

Answered: 8 Skipped: 0

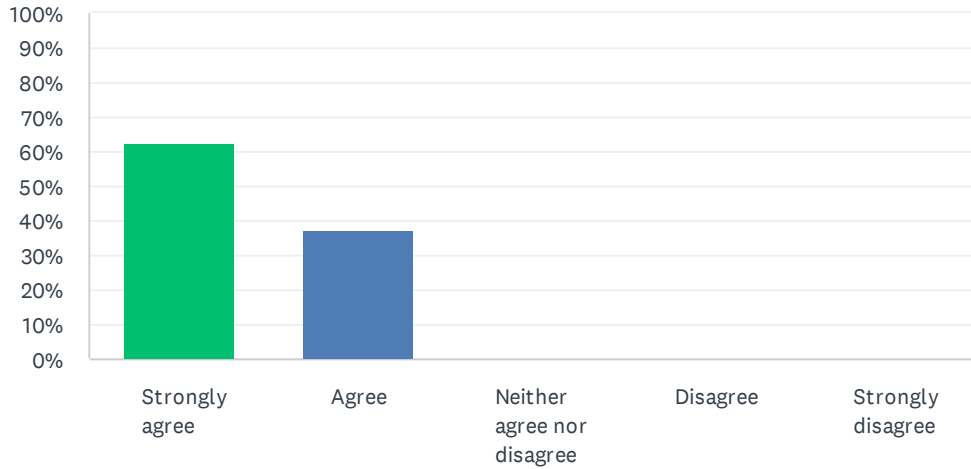


ANSWER CHOICES	RESPONSES
Strongly agree	37.50% 3
Agree	50.00% 4
Neither agree nor disagree	12.50% 1
Disagree	0.00% 0
Strongly disagree	0.00% 0
TOTAL	8

#	COMMENTS	DATE
1	I have not observed much of this in my one year.	4/11/2022 10:49 AM

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

Answered: 8 Skipped: 0

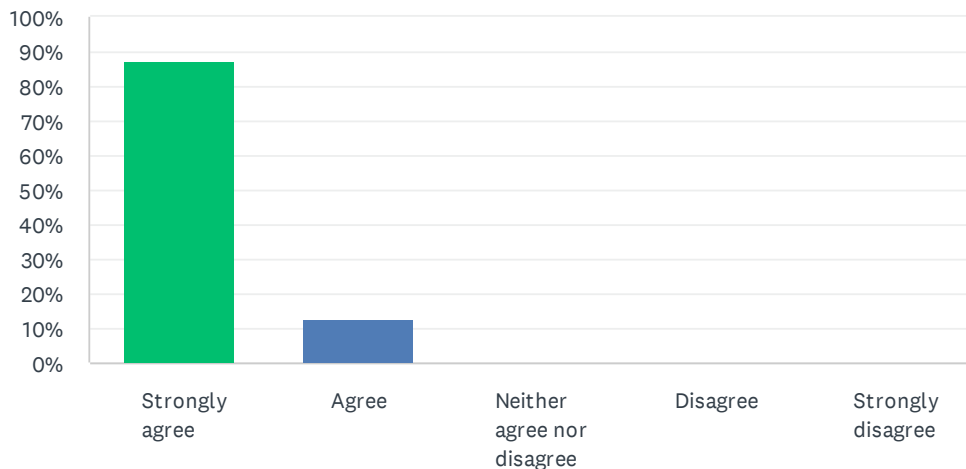


ANSWER CHOICES	RESPONSES
Strongly agree	62.50% 5
Agree	37.50% 3
Neither agree nor disagree	0.00% 0
Disagree	0.00% 0
Strongly disagree	0.00% 0
TOTAL	8

#	COMMENTS	DATE
	There are no responses.	

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

Answered: 8 Skipped: 0

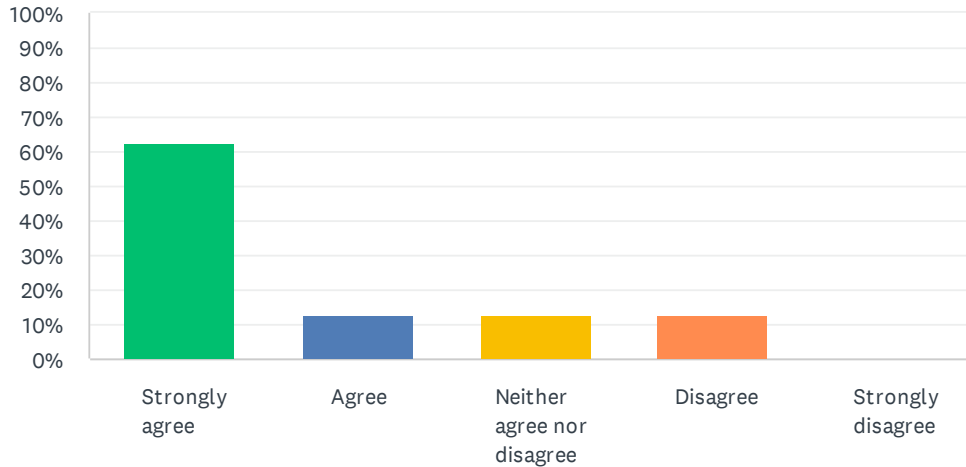


ANSWER CHOICES	RESPONSES	
Strongly agree	87.50%	7
Agree	12.50%	1
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		8

#	COMMENTS	DATE
1	Action items are properly brought forward and reported on.	4/22/2022 2:36 PM

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

Answered: 8 Skipped: 0

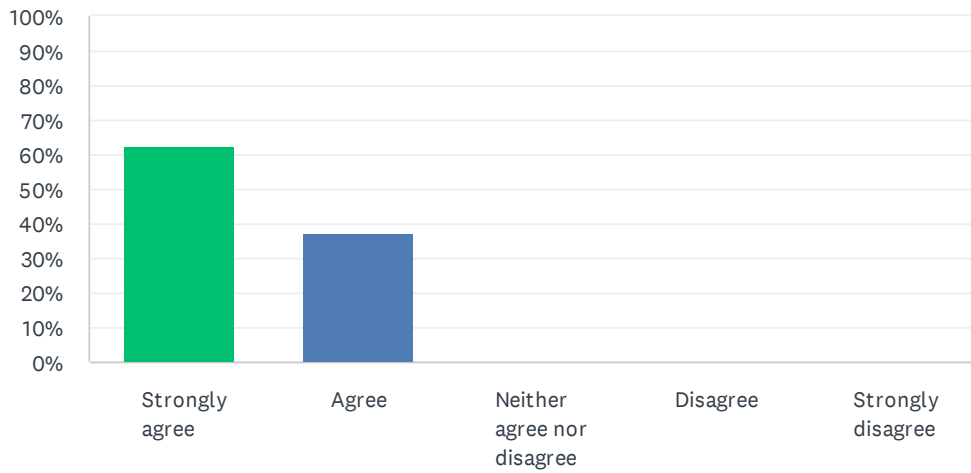


ANSWER CHOICES	RESPONSES
Strongly agree	62.50% 5
Agree	12.50% 1
Neither agree nor disagree	12.50% 1
Disagree	12.50% 1
Strongly disagree	0.00% 0
TOTAL	8

#	COMMENTS	DATE
1	While flawed, the Governors in Waiting approach had some merit. Increased application of LGIC appointments makes the pre-clearance queue redundant. Is the residual process for identifying candidates working?	4/22/2022 2:36 PM
2	I am not familiar with the process.	4/20/2022 9:41 PM
3	Seems pretty standard.	4/11/2022 10:49 AM

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

Answered: 8 Skipped: 0

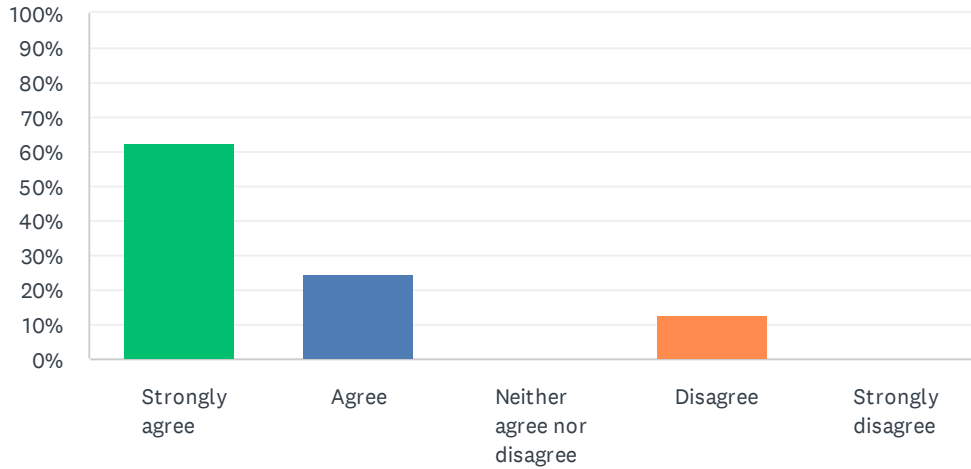


ANSWER CHOICES	RESPONSES	
Strongly agree	62.50%	5
Agree	37.50%	3
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		8

#	COMMENTS	DATE
1	I also support the refresh for existing Governors.	4/22/2022 2:36 PM
2	While I am satisfied with the process of orientation of new governors, I believe the process would benefit with the addition of a more informal component - e.g. 1:1 discussion of key issues with Board and committee chairs.	4/20/2022 9:41 PM
3	orientation has worked well despite the COVID restrictions.	4/18/2022 2:47 PM
4	Outstanding orientation process. Well done.	4/11/2022 10:49 AM

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

Answered: 8 Skipped: 0

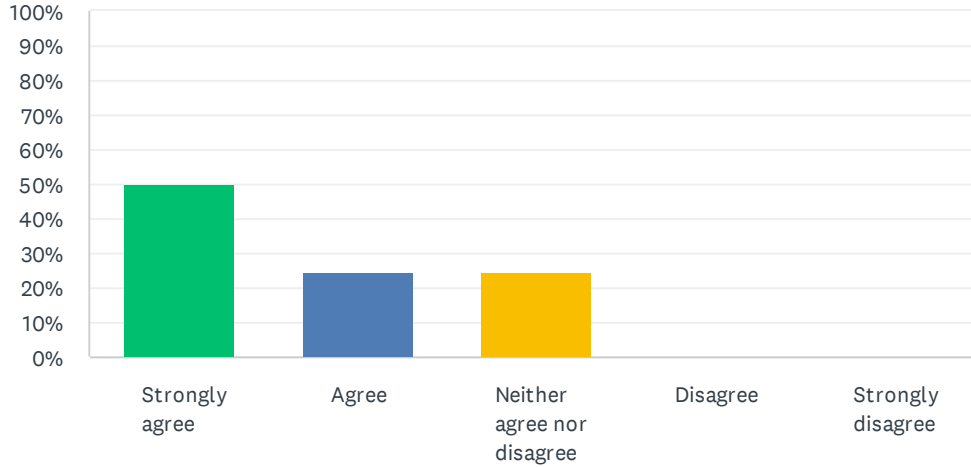


ANSWER CHOICES	RESPONSES	
Strongly agree	62.50%	5
Agree	25.00%	2
Neither agree nor disagree	0.00%	0
Disagree	12.50%	1
Strongly disagree	0.00%	0
TOTAL		8

#	OTHER (PLEASE SPECIFY)	DATE
1	Could there be more?	4/11/2022 10:49 AM

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

Answered: 8 Skipped: 0

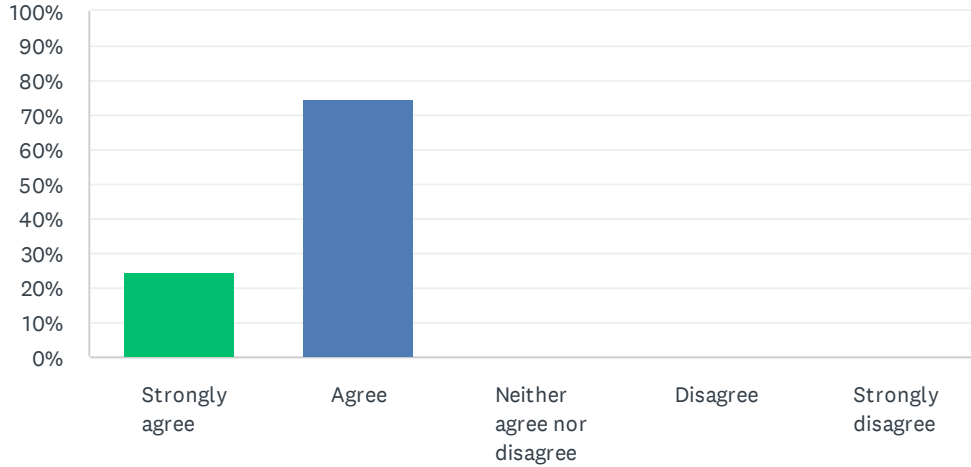


ANSWER CHOICES	RESPONSES	
Strongly agree	50.00%	4
Agree	25.00%	2
Neither agree nor disagree	25.00%	2
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		8

#	COMMENTS	DATE
1	I feel that the in camera meetings are too short and late in the day to keep people attentive. Would there be a possibility of doing a short in camera meeting prior to starting at 4:00 pm to go over any contentious/major issues, and where questions from governors would be appropriate in a public setting? That approach might then prevent the appearance of being a 'rubber stamp.'	4/11/2022 8:13 PM

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

Answered: 8 Skipped: 0

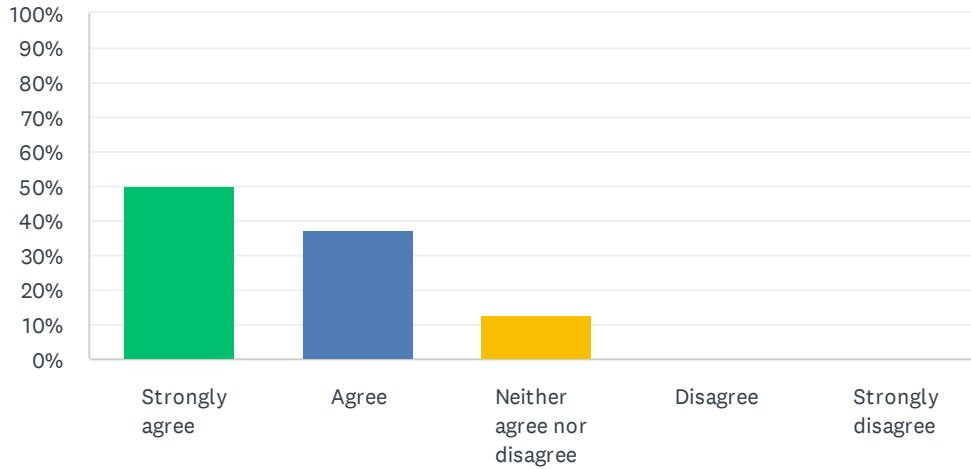


ANSWER CHOICES	RESPONSES
Strongly agree	25.00% 2
Agree	75.00% 6
Neither agree nor disagree	0.00% 0
Disagree	0.00% 0
Strongly disagree	0.00% 0
TOTAL	8

#	COMMENTS	DATE
1	I strongly agree I would get feedback if requested. Suggestions on how to improve my contribution or effectiveness as a Governor is something to be explored.	4/22/2022 2:36 PM
2	I did not know this but would try it.	4/11/2022 10:49 AM

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

Answered: 8 Skipped: 0

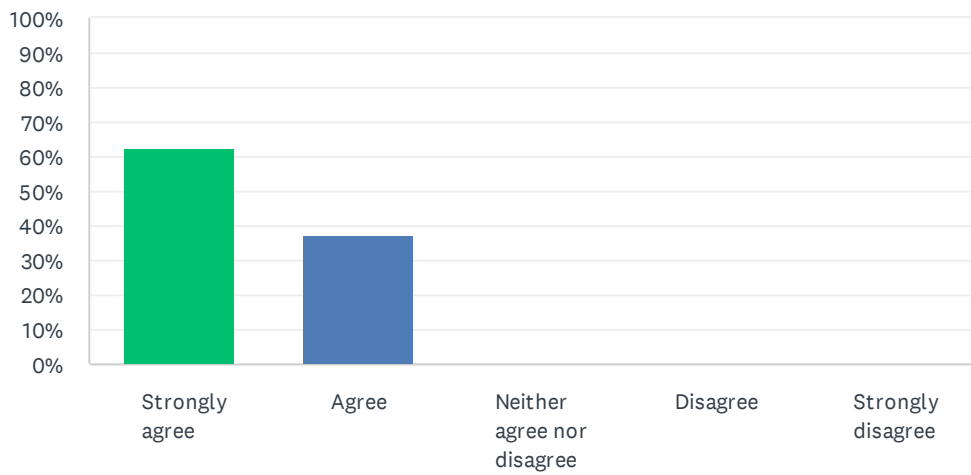


ANSWER CHOICES	RESPONSES
Strongly agree	50.00% 4
Agree	37.50% 3
Neither agree nor disagree	12.50% 1
Disagree	0.00% 0
Strongly disagree	0.00% 0
TOTAL	8

#	COMMENTS	DATE
1	Information for governors appears to come from management - role of the Chair in managing this information is unclear.	4/20/2022 9:41 PM
2	Jay has been an excellent chair. He will be missed.	4/13/2022 5:23 AM

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

Answered: 8 Skipped: 0

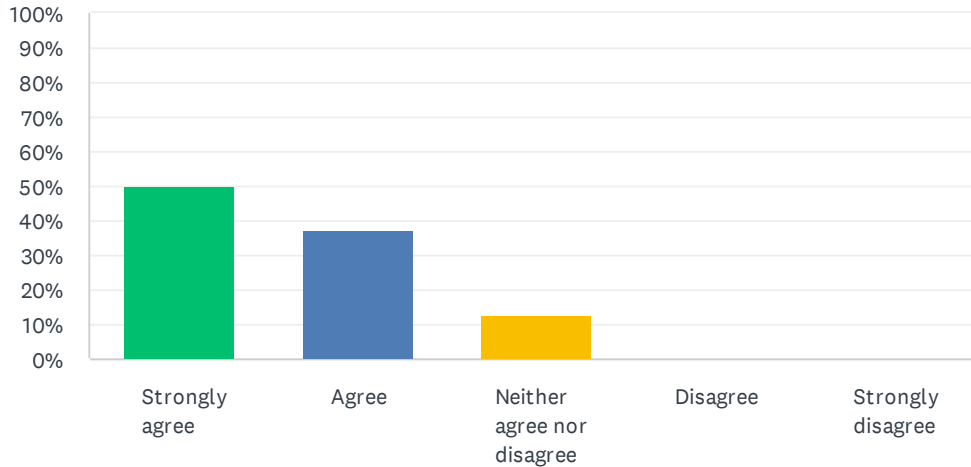


ANSWER CHOICES	RESPONSES	
Strongly agree	62.50%	5
Agree	37.50%	3
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		8

#	COMMENTS	DATE
1	Very impressive.	4/11/2022 10:49 AM

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

Answered: 8 Skipped: 0

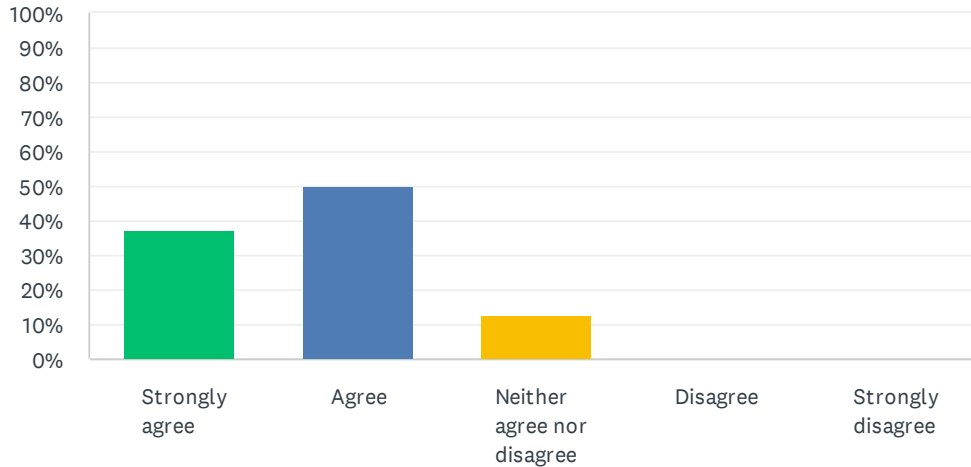


ANSWER CHOICES	RESPONSES
Strongly agree	50.00% 4
Agree	37.50% 3
Neither agree nor disagree	12.50% 1
Disagree	0.00% 0
Strongly disagree	0.00% 0
TOTAL	8

#	COMMENTS	DATE
1	... against the backdrop of demanding time limitations.	4/22/2022 2:36 PM
2	There could be further opportunity for governors to ask questions express their views - unclear whether this is a function of limited time or Chair's preference.	4/20/2022 9:41 PM

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

Answered: 8 Skipped: 0

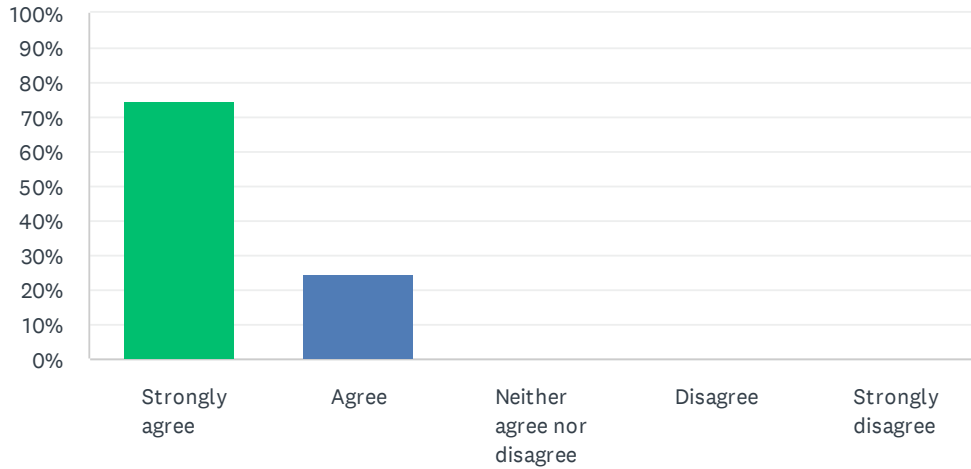


ANSWER CHOICES	RESPONSES	
Strongly agree	37.50%	3
Agree	50.00%	4
Neither agree nor disagree	12.50%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		8

#	COMMENTS	DATE
1	... against the backdrop of demanding time limitations.	4/22/2022 2:36 PM
2	There could be further opportunity for governors to ask questions express their views - unclear whether this is a function of limited time or Chair's preference.	4/20/2022 9:41 PM
3	There is usually a long agenda at each meeting; however, the timing usually works out. Some admin. items could be tightened up so a bit more time for participation and/or questions.	4/18/2022 2:47 PM
4	This is an ongoing challenge!	4/11/2022 8:13 PM
5	Yes, but still keeps everyone on track. Very appreciated.	4/11/2022 10:49 AM

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

Answered: 8 Skipped: 0

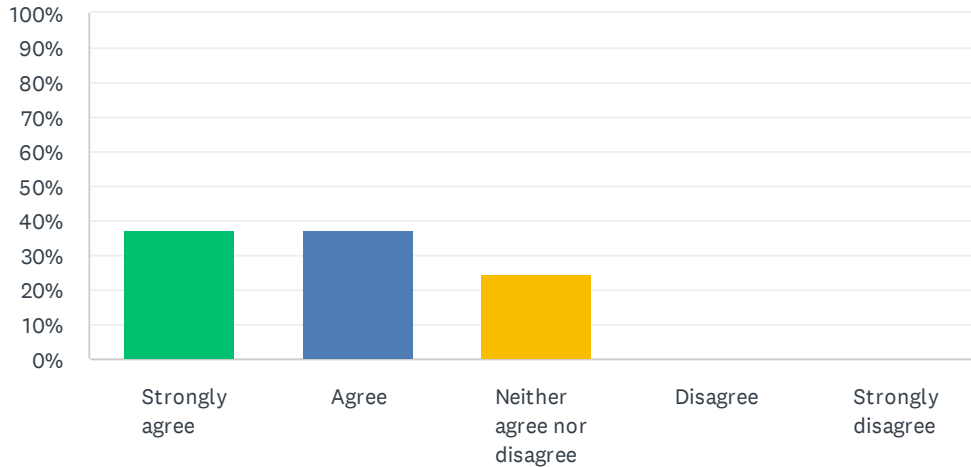


ANSWER CHOICES	RESPONSES	
Strongly agree	75.00%	6
Agree	25.00%	2
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		8

#	COMMENTS	DATE
1	Formally of motions and voting is good... even with virtual Board sessions.	4/22/2022 2:36 PM

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

Answered: 8 Skipped: 0

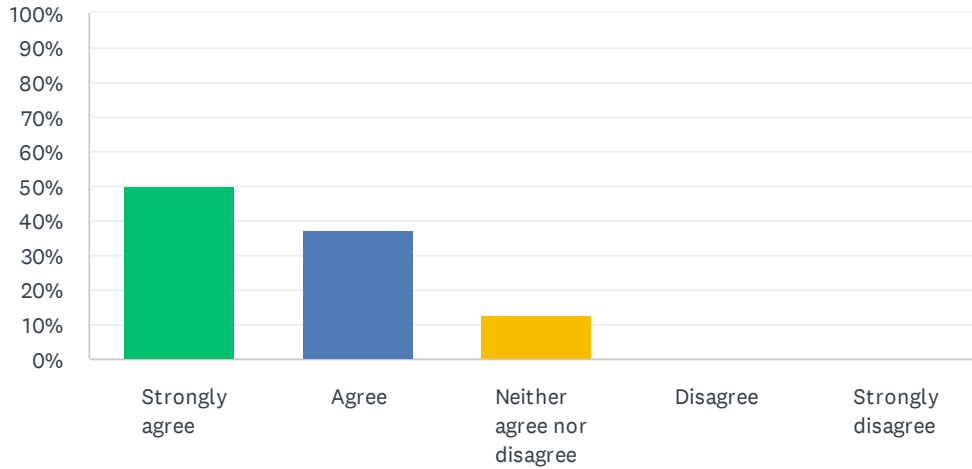


ANSWER CHOICES	RESPONSES
Strongly agree	37.50% 3
Agree	37.50% 3
Neither agree nor disagree	25.00% 2
Disagree	0.00% 0
Strongly disagree	0.00% 0
TOTAL	8

#	OTHER (PLEASE SPECIFY)	DATE
1	I have not yet served a full year on the Board and am not yet in a position to comment.	4/20/2022 9:41 PM
2	Indirectly, yes.	4/11/2022 10:49 AM

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

Answered: 8 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	50.00%	4
Agree	37.50%	3
Neither agree nor disagree	12.50%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		8

#	COMMENTS	DATE
1	Not in a position to comment.	4/20/2022 9:41 PM

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

Answered: 8 Skipped: 0

#	RESPONSES	DATE
1	Covid Survival plan and implementation, update, implementation, update....	4/24/2022 4:40 PM
2	Emergence from Covid with budgets and programs intact.	4/22/2022 2:36 PM
3	Have not yet served a full year on the Board.	4/20/2022 9:41 PM
4	Ensuring the College is doing well with its learners as well as how it has pivoted in face of unusual challenges.	4/18/2022 2:47 PM
5	Monitoring major projects, such as the Thesis implementation.	4/13/2022 5:23 AM
6	Strategic plan	4/11/2022 8:13 PM
7	Overseeing the impact of the pandemic on the college and providing feedback and guidance on the measures taken in the post-pandemic recovery period.	4/11/2022 10:49 AM
8	Continueing to operate and show cohesion and solidarity in a Zoom environment	4/11/2022 10:21 AM

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

Answered: 8 Skipped: 0

#	RESPONSES	DATE
1	more generative strategic discussions	4/24/2022 4:40 PM
2	Performance assessment. Are we a Board of continuous improvement. What are the feedback loops that indicate how to improve?	4/22/2022 2:36 PM
3	Further explore opportunities to consolidate consent items/items for information in order to devote additional meeting time to decision items.	4/20/2022 9:41 PM
4	continue with supporting Board education through various means, retreats and speakers.	4/18/2022 2:47 PM
5	Continuing to nurture the relationship with management in difficult times.	4/13/2022 5:23 AM
6	Meet in person so that relationships are established/deepened, not just among Governors, but between Governors and management.	4/11/2022 8:13 PM
7	Governors could hear from voices not traditionally heard about their concerns with college direction, etc.	4/11/2022 10:49 AM
8	pursue the results of generative discussions	4/11/2022 10:21 AM

Report title:	New Governor Appointment 2022
Report to:	Board of Governors
Date:	June 6, 2022
Author/Presenter:	James McCracken, Chair, Governance Committee

1. RECOMMENDATION:

THAT the Board of Governors approves the appointment of Anthony Pollard to the Board of Governors for a three-year term of office, effective September 1, 2022.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to provide information on the governor candidate recruitment and selection process that was completed on March 28, 2022. Every year, the Governance Committee acts as the Board's Nomination Committee to review governors' terms of office and to recruit candidates to fill vacancies that occur on the Board as a result of resignations, or Governors coming to the end of their terms of office.

3. BACKGROUND:

Governor Jay McLaren, member of the Board of Governors since 2016, come to the end of his second term of office as of August 31, 2022. The Governance Committee was constituted as the Board's Nominating Committee in January to launch an open and transparent Pembroke Area recruitment campaign. The recruitment campaign ran from January 27 to March 18, 2022, resulting in two candidate applications. Interviews were held on March 28, 2022.

The results of the interviews were communicated to the Governance Committee, and after consideration, it recommended the appointment of Anthony Pollard as the successful Governor-elect effective September 1, 2022.

4. DISCUSSION:

It is the Board of Governors' responsibility to ensure the Board membership reflects and represents the stakeholders of the local community, the overall strategic direction of the College, and the Board's succession plans (Policy BGI-02, #4). As such, the Governance Committee considered the skills and expertise currently on the Board, and the gaps that will

result from the planned vacancy. Governor-elect Anthony Pollard’s biography is provided in Appendix A: Anthony Pollard Biography.

5. LINK TO STRATEGIC PLAN:

STRATEGIC PLAN 2022-2025	
LEARNER DRIVEN	
Goal 1: Provide Flexible, Personalized, and Lifelong Learner Experiences	<input checked="" type="checkbox"/>
PEOPLE	
Goal 2: Empower Our People to Foster a High-Quality, Innovative, Learner-Driven Culture	<input checked="" type="checkbox"/>
Goal 3: Create an Equitable, Diverse, and Inclusive Work Environment	<input checked="" type="checkbox"/>

6. STUDENT IMPACT:

The appointment of Governors who are familiar with, can speak to local community needs and who are in touch with employers and industry will bring relevant information and advice to the College management. This will benefit all learners.

7. FINANCIAL IMPACT:

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

8. HUMAN RESOURCES IMPACT:

There are no direct human resources impacts associated with the appointment of a new Governor to the Board.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

In accordance with Algonquin College’s corporate Bylaw No. 1, the Board of Governors is responsible for the appointment of external governors as follows:

Section 4.2.2

“Eight (external) governors are to be appointed by the members of the Board holding office at the time of appointment; “

10. COMMUNICATIONS:

After the appointment of Anthony Pollard to the Board of Governors, information will be circulated to the broader College community. The Board’s public website will be updated with his biography after September 1, 2022.

11. CONCLUSION:

This report provides details associated with the Board's recruitment campaign and selection process for Spring 2022, which has resulted in a recommendation to appoint governor-elect to the Board of Governors.

Respectfully submitted:



Claude Brulé
President and CEO

Appendices:

Appendix A: Anthony Pollard Biography

Biography

Anthony P. Pollard
President - Hotel Association of Canada
Managing Director – Green Key Global

Tony Pollard was President of the Hotel Association of Canada from 1991 until his retirement in 2016. In this capacity he led the work of the Hotel Association of Canada in making the Canadian lodging industry more productive, competitive and profitable. Born and raised in Montreal, Quebec, he studied at Western University and McGill University and graduated from Concordia University with a Bachelor of Arts (Honours) in Political Science and from Carleton University with a Masters in Philosophy (Canadian Government and International Politics). He has 36 years of government relations experience having served earlier in his career as Special Assistant to the federal Minister of Transport and Senior Policy Advisor to the Secretary of State.

In addition to being the advocate and spokesperson for the Canadian lodging industry, Mr. Pollard has written various publications including “Worldwide Hospitality and Tourism Themes” and “Green Key – An Overnight Success Eleven Years in the Making”. In 2011 he was the winner of the USA Today Award of Excellence for his publication “Hospitality for Chinese Guests”. He is a frequent guest lecturer at many colleges and universities as well as a speaker at national and international conferences. He has appeared as a travel industry expert on CNN, Sky News, the BBC, NBC, ABC, Your Morning, BNN and CBC Newsworld.

Mr. Pollard also served as the CEO and Managing Director of Green Key Global, operators of the Green Key Eco-Rating Program, the Green Key Meetings Program and the Green Key Carbon Calculator. The Green Key Program, an environmental assessment and certification tool for hotels, was established by the Hotel Association of Canada in 1997 and has since expanded beyond the borders of Canada into more than 30 countries.

Mr. Pollard has held a variety of voluntary positions including that of Vice-President of the International Hotel and Restaurant Association (IHRA), member of the Board of Directors of the IHRA and HR Canada, Advisory Committee Member to Algonquin College, the University of Guelph, and Humber College. He was a founding member of the Government Relations Institute of Canada and was previously the volunteer President of the Heart and Stroke Foundation of Ontario. He served as an active member on many Canadian Tourism Commission committees and was a member of the Editorial Board of Hotelier Magazine and Canadian Lodging News.

Mr. Pollard has been recognized nationally and internationally with awards including the Ordre du Merite Hotelier du Quebec, the Pinnacle Award, the Pistilli Environmental Award and the Confrérie Internationale des Amis de l’Hotellerie et de la Restauration.

In 2012 Mr. Pollard was awarded the Queen Elizabeth II Diamond Jubilee Medal for dedicated service to his peers, to the community and to Canada. That same year he was also the recipient of Hotelier Magazine’s Lifetime Achievement Award.

In 2015 Algonquin College awarded Tony Pollard with an Honorary Degree. In addition he was recognized with the Responsible Travel and Tourism Leadership Award from Baxter Media.

Tourism HR Canada presented a Special Award to Tony Pollard in 2016 recognizing his contribution to advancing progressive HR practices across Canada’s tourism sector.

In 2016 the Tourism Industry Association of Nova Scotia presented Tony Pollard with its

Tourism Champion Award.

The Alberta Hotel and Lodging Association, the Saskatchewan Hotel and Hospitality Association and the Quebec Hotel Association all made Tony Pollard Lifetime Members of the respective Associations in 2016.

In November 2016 the Tourism Industry Association of Canada inducted Tony Pollard into the Canadian Tourism Hall of Fame.

Since his retirement Mr Pollard has served in an advisory capacity to industry and Government.

April, 2022.

Report title:	2022-23 Board of Governors Officers and Committee Membership Appointments
Report to:	Board of Governors
Date:	June 6, 2022
Author/Presenter:	Jamie McCracken, Chair, Governance Committee

1. RECOMMENDATION:

THAT the Board of Governors approves of the appointments of Officers of the Board and memberships on Board Committees with terms beginning September 1, 2022 to August 31, 2023.

The Governance Committee is pleased to present the 2022-23 Officers of the Board, Board Committee Chairs, Committee Vice Chair and Committee Memberships appointments:

EXECUTIVE COMMITTEE	
Board Chair	Gail Beck
Board Vice Chair	Jamie McCracken
President & CEO	Claude Brulé
Chair, Governance Committee	Steve Barkhouse
Chair, Academic & Student Affairs Committee	Rodney Wilson
Chair, Audit & Risk Management Committee	Ikram Zouari
GOVERNANCE COMMITTEE	
Committee Chair	Steve Barkhouse
Committee Vice Chair	Stephen Tudor
Board Chair	Gail Beck
President & CEO	Claude Brulé
Student Governor	Cyan Shields
External Governor	Sheilagh Dunn
External Governor	Tony Pollard
Internal Governor - Administrative Staff Representative	Laura Jarrell
Internal Governor - Support Staff Representative	Valerie Sayah
ACADEMIC & STUDENT AFFAIRS COMMITTEE	
Committee Chair	Rodney Wilson
Committee Vice Chair	Cyril McKelvie
Board Chair	Gail Beck
President & CEO	Claude Brulé

External Governor	Audrey Lawrence
Student Governor	Cyan Shields
External Governor	Gabrielle Berard
Internal Governor - Academic Staff Representative	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	Stephen Tudor
Board Chair	Gail Beck
President & CEO	Claude Brulé
External Governor	Cyril McKelvie
External Governor	Jamie McCracken
External Governor	Jeff Darwin
External Governor	Rodney Wilson
Internal Resource, VP Finance & Administration	Duane McNair
Internal Resource, CFO, Finance & Administration	Grant Perry

Appendix D: 2022-23 BOG Officer Position - Committee Memberships

4.4 Appendix D

ALGONQUIN COLLEGE BOARD OF GOVERNORS
2022-23 Board Committee Memberships

2022-23												
Governor Name		2022-23 ARM			2022-23 ASAC			2022-23 Governance			2022-23 Board	
		Member	Vice	Chair	Member	Vice	Chair	Member	Vice	Chair	Vice	Chair
1	Audrey Lawrence				1							
2	Claude Brulé - <i>President & CEO</i>	1			1			1				
3	Cyan Shields - <i>Student Representative</i>				1			1				
4	Cyril McKelvie	1				1						
5	Gabrielle Berard				1							
6	Gail Beck - <i>Board Chair</i>	1			1			1				1
7	Ikram Zouari			1								
8	Jamie McCracken - <i>Board Vice Chair</i>	1									1	
9	Jeff Darwin	1										
10	Laura Jarrell - <i>Administrative Staff Representative</i>							1				
11	Rebecca Wakelin - <i>Academic Staff Representative</i>				1							
12	Rodney Wilson	1					1					
13	Sheilagh Dunn				1			1				
14	Stephen Tudor		1						1			
15	Steve Barkhouse									1		
16	Tony Pollard							1				
17	Valerie Sayah - <i>Support Staff Representative</i>							1				
TOTALS		6	1	1	7	1	1	7	1	1	1	1
		BOG Chair – Gail Beck			BOG Chair – Gail Beck			BOG Chair – Gail Beck				
		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 Audrey Lawrence			1 Cyan Shields				
		2 Ikram Zouari - Cmt. Chair			2 Cyan Shields			2 Laura Jarrell				
		3 Jamie McCracken			3 Cyril McKelvie - Cmt. VC			3 Sheilagh Dunn				
		4 Jeff Darwin			4 Gabrielle Berard			4 Stephen Tudor - Cmt. VC				
		5 Rodney Wilson			5 Sheilagh Dunn			5 Steve Barkhouse - Cmt. Chair				
		6 Stephen Tudor - Cmt. VC			6 Rebecca Wakelin			6 Tony Pollard				
					7 Rodney Wilson - Cmt. Chair			7 Valerie Sayah				
		Total = 8			Total = 9			Total = 9				
Internal Resources >>>>		Duane McNair			Chris Janzen							
		Grant Perry			Laura Stanbra							
		Emily Woods			Ron McLester							

Report title:	2021-22 Draft Audited Financial Statements
Report to:	Board of Governors
Date:	June 6, 2022
Author(s)/Presenter(s):	Grant Perry, Chief Financial Officer Duane McNair, Vice President Finance and Administrative Services

1. RECOMMENDATION:

- a. **THAT** the Board of Governors approves the 2021-22 Draft Audited Financial Statements of Algonquin College (Appendix A: 2021-22 Draft Audited Financial Statements – Algonquin College),
- AND**
- b. **THAT** the Board of Governors approves the transfer of \$10,097,662 from internally restricted net assets to unrestricted net assets,
- AND**
- c. **THAT** the Board of Governors accepts for information, the 2021-22 Audited Financial Statements for 2364193 Ontario Inc. (Appendix B: 2021-22 Audited Financial Statements – 2364193 Ontario Inc.).

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is:

- a. To present the 2021-22 Draft Audited Financial Statements of Algonquin College with a reported deficit of \$3.7 million to the Board of Governors for approval, and
- b. To present the recommendation for the transfer of \$10,097,662 from internally restricted net assets to unrestricted net assets for approval, and
- c. To present, for information, the 2021-22 Draft 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 13, 2022. Draft financial statement details were due to be

submitted through the Ministry's College Finance Information System (CFIS) on or before May 13, 2022. This deadline was met.

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, 2022. These financial statements were presented in draft form to the Audit and Risk Management Committee on May 26, 2022. The financial statements will remain "draft" until formally approved by the Board of Governors on June 6, 2022.

The Draft Audited Financial Statements of 2364193 Ontario Inc. were presented and approved by its Board of Directors on May 26, 2022. The Draft Audited Financial Statements for 2364193 Ontario Inc. are being presented to the Board of Governors for information.

4. DISCUSSION:

Current assets have decreased by \$15 million primarily due to a decrease in short-term investment holdings of \$14 million, transferred out to long-term investments and cash. A higher cash balance resulted from a significant reduction in accounts receivable as balances due at March 31, 2021 from the Students' Association for the Jack Doyle Athletics and Recreation Centre (\$10 million) and one-time funding from the Ministry of Colleges and Universities through a COVID Support Fund (\$8.3 million) were collected in the spring of 2021. The College has maintained a very strong cash and near-cash balance of \$99 million.

Long-term assets have increased by \$11 million primarily due to a transfer of investments from short-term assets. A decrease in the Capital Assets balance of \$1.6 million reflects depreciation expenses for the year which more than offsets capitalization of current year costs of the R3 (Student Information System) project and other capital additions. The reductions in Capital Assets were offset by an increase in endowment investments of \$1.2 million.

Total current liabilities have increased by \$8 million. Accounts payable and accrued liabilities have increased by \$2 million, reflecting an increase in the balance payable to Campus Living Centres, the College's student residence management company, due to higher occupancy of the Ottawa campus residence in the Winter of 2022 compared to the prior year.

Deferred revenue has grown because of an \$8 million increase in student deposits, mostly from international students, offset by a reduction of \$3 million in winter tuition and fee deferrals.

Long-term liabilities decreased by \$10 million over the prior year. Long-term debt has decreased by \$3.7 million reflecting normal debt repayments throughout the year. The College’s obligation for interest rate swaps declined by \$2 million because of rising Canadian interest rates that have reduced the market value of this obligation. Long-term liabilities are further impacted by a \$5 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 decreased by an overall net \$1.2 million over the previous fiscal year, reflecting the year end \$3.7 million deficit, a \$0.6 million increase to the vacation liability of the College, an \$8.3 million increase in capital assets, and a \$1.2 million increase in endowment investments during the year.

Contributing to the deficit were several factors including lower than expected enrolment and reduced revenue from corporate contracts due to interruptions from the ongoing pandemic. Additionally, in 2020-21 (previous fiscal year) the College received \$8.3 million in one-time funds from the Provincial government to help offset the financial impacts of the COVID-19 pandemic. This funding was not provided in 2021-22.

These cumulative changes to the Statement of Financial Position have resulted in a quick ratio of 1.29 compared to 1.57 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 above benchmark despite a decline compared to the prior year.

5. LINK TO STRATEGIC PLAN:

STRATEGIC PLAN 2022-2025	
LEARNER DRIVEN	
Goal 1: Provide Flexible, Personalized, and Lifelong Learner Experiences	<input type="checkbox"/>
PEOPLE	
Goal 2: Empower Our People to Foster a High-Quality, Innovative, Learner-Driven Culture	<input checked="" type="checkbox"/>
Goal 3: Create an Equitable, Diverse, and Inclusive Work Environment	<input type="checkbox"/>

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 plans for the future. Increases in

student aid were also provided in response to the ongoing pandemic and the challenges that the pandemic posed to our learners.

7. FINANCIAL IMPACT:

The College is assessed as being in good financial health despite the slight decrease of \$1.2 million in net assets. A planned return to a surplus position in 2022-23 will continue to provide opportunities to invest in future strategic projects, fund student financial aid, and support the College as it recovers 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 13, 2022.

10. COMMUNICATIONS:

The audited financial statements will be posted to the College's website once formally approved by the Board of Governors on June 6, 2022.

11. CONCLUSION:

The College has concluded the 2021-22 fiscal year with a deficit that was lower than anticipated for the fiscal year as reflected in the 2021-22 Draft Audited Financial Statements. The College maintains good financial health and is positioned to recover from impacts of the COVID-19 pandemic while making important investments of capital in strategic and student-focused initiatives.

Respectfully submitted:



Duane McNair
Vice President, Finance and Administration

Approved for submission:



Claude Brulé
President and CEO



President/Board of Governors

Agenda Item No: 6.1

Appendices:

Appendix A: 2021-22 Draft Audited Financial Statements – Algonquin College
Appendix B: 2021-22 Draft Audited Financial Statements - 2364193 Ontario Inc.

6.1 Appendix A

Consolidated financial statements of

The Algonquin College of Applied Arts and Technology

March 31, 2022

The Algonquin College of Applied Arts and Technology

March 31, 2022

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MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

The consolidated financial statements of the Algonquin College of Applied Arts and Technology (the "College") are the responsibility of management and have been approved by the Board of Governors.

The consolidated financial statements have been prepared by management in accordance with Canadian public sector accounting standards for government not-for-profit organizations, including the 4200 series of standards, as issued by the Public Sector Accounting Board ("PSAS for Government NPOs"). When alternative accounting methods exist, management has chosen those it deems most appropriate in the circumstances. Consolidated financial statements are not precise since they include certain amounts based on estimates and judgements. Management has determined such amounts on a reasonable basis in order to ensure that the consolidated financial statements are presented fairly, in all material respects.

The College maintains systems of internal accounting and administrative controls of high quality, consistent with reasonable cost. Such systems are designed to provide reasonable assurance that the financial information is relevant, reliable and accurate and that the College's assets are appropriately accounted for and adequately safeguarded.

The College's insurance liabilities have been reviewed by management in consultation with its broker. There are no material liabilities in either fact or contingency as at the date of this report.

The Board of Governors is responsible for ensuring that management fulfills its responsibilities for financial reporting and is ultimately responsible for reviewing and approving the consolidated financial statements. The Board carries out this responsibility principally through its Audit and Risk Management Committee.

The Audit and Risk Management Committee is appointed by the Board of Governors and meets regularly with management, as well as the external auditors, to discuss internal controls over the financial reporting process, auditing matters and financial reporting issues, to satisfy itself that each party is properly discharging its responsibilities, and to review the consolidated financial statements and the external auditor's report. The Committee reports its findings to the Board for consideration when approving the consolidated financial statements. The Committee also considers, for review and approval by the Board, the engagement or re-appointment of the external auditors.

The consolidated financial statements have been audited by BDO Canada LLP, the external auditors, in accordance with Canadian generally accepted auditing standards, on behalf of the Board. BDO Canada LLP has full and free access to the Audit and Risk Management Committee.

Claude Brulé
President and CEO

June 2022

Grant Perry
Chief Financial Officer

Independent Auditor's Report

To the Board of Governors of The Algonquin College of Applied Arts and Technology

Opinion

We have audited the consolidated financial statements of The Algonquin College of Applied Arts and Technology (the "College"), which comprise the consolidated statement of financial position as at March 31, 2022, and the consolidated statements of operations, the consolidated statement of changes in net assets, the consolidated statement of cash flows and the consolidated statement of rereasurement gains and losses for the year then ended, and notes to the consolidated financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying consolidated financial statements present fairly, in all material respects, the consolidated financial position of the College as at March 31, 2022, and its consolidated results of operations, its consolidated cash flows, and its consolidated rereasurement gains and losses for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Consolidated Financial Statements* section of our report. We are independent of the College in accordance with the ethical requirements that are relevant to our audit of the consolidated financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of Management and Those Charged with Governance for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the consolidated financial statements, management is responsible for assessing the College's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the College or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the College's financial reporting process.

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

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

Independent Auditor's Report (continued)

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

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the College's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the consolidated financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the College to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the consolidated financial statements, including the disclosures, and whether the consolidated financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Obtain sufficient appropriate audit evidence regarding the financial information of the entities or business activities within the Group to express an opinion on the consolidated financial statements. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

BDO Canada LLP
Chartered Professional Accountants, Licensed Public Accountants

Oakville, Ontario
REPORT DATE

**The Algonquin College of
Applied Arts and Technology**
Consolidated statement of financial position
as at March 31, 2022

	2022	2021
	\$	\$
Assets		
Current assets		
Cash	73,325,337	56,850,772
Short-term investments (Note 3)	25,461,101	39,176,375
Accounts receivable (Note 4)	26,817,744	45,533,147
Inventory (Note 5)	1,935,973	1,995,344
Prepaid expenses	5,537,826	4,864,474
	133,077,981	148,420,112
Investments (Note 3)	37,155,174	25,348,583
Long Term Prepaid - Students' Association	5,500,000	5,500,000
Endowment assets (Note 6a)	35,382,557	34,137,171
Capital assets (Note 7)	287,509,837	289,121,869
	498,625,549	502,527,735
Liabilities		
Current liabilities		
Accounts payable and accrued liabilities	30,315,379	28,656,347
Accrued salaries and employee deductions payable	10,901,285	9,923,513
Deferred revenue (Note 8)	57,964,938	52,622,355
Current portion of long-term debt (Note 9a)	3,845,715	3,621,957
	103,027,317	94,824,173
Long-term debt (Note 9a)	32,338,554	36,184,267
Interest rate swaps (Note 9b)	2,212,215	4,203,280
Vacation, sick leave and post-employment benefits (Note 10)	18,807,822	18,225,361
Deferred capital contributions (Note 11)	147,554,107	152,517,241
	303,940,015	305,954,322
Commitments and guarantees and contingencies (Note 12)		
Net assets (deficiency)		
Unrestricted	1,000,000	1,000,000
Investment in capital assets (Note 13)	103,771,460	96,798,404
Vacation, sick leave and post-employment benefits (Note 10)	(18,807,822)	(18,225,361)
Internally restricted (Note 14)	76,737,008	86,834,670
Endowment fund (Note 6b)	35,382,557	34,137,171
	198,083,203	200,544,884
Accumulated remeasurement losses	(3,397,669)	(3,971,470)
	194,685,534	196,573,414
	498,625,549	502,527,735

Approved by the Board

Chairman

Member

The Algonquin College of Applied Arts and Technology

Consolidated statement of operations
as at March 31, 2022

	2022	2021
	\$	\$
Revenue (Schedule A)		
Grants and reimbursements	113,666,798	117,229,389
Student tuition fees	140,200,388	135,804,391
Contract educational services	58,026,629	48,526,468
Campus Services (Schedule B)	16,830,277	12,112,045
Other	18,941,068	18,541,406
Amortization of deferred capital contributions (Note 11)	7,531,482	7,638,474
	355,196,642	339,852,173
Expenses		
Salaries and benefits	216,212,498	207,233,991
Building maintenance and utilities	19,814,650	15,437,960
Instructional supplies and equipment	7,898,184	5,027,365
Bursaries and other student aid	9,513,249	8,077,388
Interest	659,239	698,527
Amortization and write off of capital assets (Note 13)	15,606,993	16,320,502
Campus Services (Schedule B)	14,511,027	14,144,244
Other	74,105,406	72,040,144
	358,321,246	338,980,121
Change in vacation, sick leave and post-employment benefits liabilities (Note 10)	582,463	(2,022,351)
Total Expenses	358,903,709	336,957,770
(Deficiency) / excess of revenue over expenses	(3,707,067)	2,894,403

See accompanying notes to the financial statements.

**The Algonquin College of
Applied Arts and Technology**
Consolidated statement of changes in net assets
as at March 31, 2022

	Unrestricted	Investment in capital assets	Vacation, sick leave and post-employment benefits	Internally restricted	Endowment fund	2022	2021
	\$	\$ (Note 13)	\$ (Note 10)	\$ (Note 14)	\$ (Note 6)	\$	\$
Net assets (deficiency), beginning of year	1,000,000	96,798,404	(18,225,361)	86,834,670	34,137,171	200,544,884	190,456,794
(Deficiency) excess of revenue over expenses	(3,707,067)	-	-	-	-	(3,707,067)	2,894,403
Change in vacation, sick leave and post-employment benefits liabilities (Note 10)	582,461	-	(582,461)	-	-	-	-
Fund Transfers	10,097,662	-	-	(10,097,662)	-	-	-
Net change in investment in capital assets (Note 13)	(6,973,056)	6,973,056	-	-	-	-	-
Endowment contributions and investment income (Note 6)	-	-	-	-	1,245,387	1,245,387	7,193,687
Net assets (deficiency), end of year	1,000,000	103,771,460	(18,807,822)	76,737,008	35,382,557	198,083,203	200,544,884

See accompanying notes to the financial statements.

The Algonquin College of Applied Arts and Technology

Consolidated statement of remeasurement gains and losses
as at March 31, 2022

	2022	2021
	\$	\$
Accumulated remeasurement losses, beginning of year	(3,971,470)	(5,408,068)
Unrealized gains (losses) attributable to:		
Fair value change in unrestricted investments	(1,185,453)	231,810
Interest rate swaps	1,991,065	996,425
	805,611	1,228,235
Realization of prior year (gains) / losses	(231,810)	208,363
	573,801	1,436,598
Accumulated remeasurement losses, end of year	(3,397,669)	(3,971,470)

The Algonquin College of Applied Arts and Technology

Consolidated statement of cash flow
as at March 31, 2022

	2022	2021
	\$	\$
Operating activities		
(Deficiency) / excess of revenue over expenses	(3,707,067)	2,894,403
Items not affecting cash		
Amortization of capital assets	15,606,993	16,320,502
Adjustment to capital assets	39,320	12,000
Write off of Investment (liability) in Algonquin College - Saudi Arabia	-	(257,032)
Fair value change in unrestricted investments	(1,185,453)	231,810
Realization of prior year unrealized (gains) losses	(231,810)	208,363
Amortization of deferred capital contributions	(7,531,482)	(7,638,474)
Change in vacation, sick leave and post-employment benefits liabilities (Note 10)	582,461	(2,022,351)
	3,572,962	9,749,221
Changes in non-cash operating working capital items (Note 16)	26,080,810	340,696
	29,653,772	10,089,917
Financing activities		
Principal repayments of long-term debt	(3,621,957)	(2,063,336)
	(3,621,957)	(2,063,336)
Capital activities		
Capital asset additions (Note 13)	(13,689,544)	(9,927,824)
Capital contributions received (Note 11)	2,223,613	438,654
	(11,465,931)	(9,489,170)
Investing activities		
Proceeds on disposal of investments	73,673,738	39,983,307
Purchases of investments	(71,765,058)	(41,345,271)
	1,908,680	(1,361,964)
Increase in cash and cash equivalents	16,474,565	(2,824,553)
Cash and cash equivalents, beginning of year	56,850,772	59,675,325
Cash and cash equivalents, end of year	73,325,337	56,850,772
Interest paid in the year	2,266,538	-

See accompanying notes to the financial statements.

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements

March 31, 2022

1. Description of the College

The Algonquin College of Applied Arts and Technology (the “College”) was incorporated as a College in 1966 under the laws of the Province of Ontario. The College is dedicated to providing post-secondary education.

The College is a registered charity and therefore is exempt, under Section 149 of the Income Tax Act, from payment of income taxes.

2. Significant accounting policies

The consolidated financial statements of the College have been prepared by management in accordance with Canadian public sector accounting standards for Government Not-for-Profit Organizations (NPOs), including the 4200 series of standards, as issued by the Public Sector Accounting Board (“PSAB for Government NPOs”) and include the following significant accounting policies:

a) *Basis of presentation*

These consolidated financial statements include the accounts of the College and its controlled for-profit subsidiary, 2364193 Ontario Inc., which is fully consolidated in these consolidated financial statements.

These consolidated financial statements do not reflect the assets, liabilities and results of operations of the various student organizations at the College, as these Organizations are not controlled by the College.

b) *Revenue*

The College uses the deferral method of accounting for contributions for government not-for-profit organizations.

- i. Unrestricted contributions are recognized as revenue when received or receivable. Contributions externally restricted for purposes other than endowment are deferred and recognized as revenue in the period in which the related expenses are recognized. Contributions to endowment funds are recognized as direct increases in net assets in the period received.

Operating grants are recorded as revenue in the period to which they relate. Grant amounts relating to future periods are deferred and recognized in the subsequent period when the related activity occurs. Grants approved but not received are accrued or deferred.

- ii. Contributions received for capital assets are deferred and amortized into revenue over the same term and on the same basis as the related capital asset. Contributions of land are recognized as direct increases in investment in capital assets in the period received.
- iii. Student tuition fees are recorded in the accounts based on the academic period of the specific courses. Tuition fees are deferred to the extent that the courses extend beyond the fiscal year of the College.
- iv. Contract educational services are recorded in the accounts based on the services provided in the College’s fiscal year on a percentage-of-completion basis.

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2022

2. Significant accounting policies (continued)

b) Revenue (continued)

- v. Unrestricted investment income is recognized as revenue on an accrual basis. All unrealized gains or losses in the fair value of unrestricted investments are recognized in the consolidated statement of remeasurement gains and losses; once realized, these gains and losses are recognized in the consolidated statement of operations.

c) Employee benefit plans

The College accrues its obligations for employee benefit plans. The cost of non-pension post-retirement and post-employment benefits earned by employees is actuarially determined using the projected benefit method pro-rated on services and management's best estimate of retirement ages of employees and expected health care costs.

The College is an employer member of the Colleges of Applied Arts and Technology Pension Plan, which is a multi-employer, defined benefit pension plan. The College has adopted defined contribution plan accounting principles for this plan because insufficient information is available to apply defined benefit plan accounting principles.

d) Financial instruments

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

Cash	Fair value
Short-term investments	Fair value
Accounts receivable	Amortized cost
Investments	Fair value
Endowment investments	Fair value
Accounts payable and accrued liabilities	Amortized cost
Accrued salaries and employee deductions payable	Amortized cost
Long-term debt	Amortized cost
Interest rate swaps	Fair value

Fair value for investments is determined using quoted market prices. The College has designated its fixed income securities that would otherwise be classified into the amortized cost category at fair value as the College manages and reports the performance on a fair value basis.

i. Cash

Cash is comprised of the net amount of: cash on hand and short-term investments, if any, which are highly liquid, subject to insignificant risk of changes in value and have a short maturity term of less than 90 days from the date of acquisition.

ii. Investments

Purchases of investments are recorded on the settlement date. Transaction costs related to the acquisition of investments are expensed. Short-term investments are fixed-term investments maturing within the next fiscal year.

Unrealized gains or losses on unrestricted investments, including the related foreign exchange gains or losses are recorded in the consolidated statement of remeasurement gains and losses; once realized, they are derecognized from the consolidated statement of remeasurement gains and losses and recognized in the consolidated statement of operations.

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2022

2. Significant accounting policies (continued)

iii. Endowed investments

Realized investment income and unrealized gains or losses from the change in fair value are recorded directly to the endowment fund in the consolidated statement of changes in net assets. Sales and purchases of endowed investments are recorded on the settlement date. Transaction costs related to the acquisition of endowed investments are recorded against the realized investment income of the Endowment Fund.

d) Financial instruments (continued)

iv. Foreign currency

Investments denominated in foreign currencies are translated using rates of exchange in effect at the consolidated statement of financial position date.

v. Interest rate swaps

The College is party to interest rate swap agreements used to manage the exposure to market risks from changing interest rates. The College's policy is not to utilize derivative financial instruments for trading or speculative purposes.

Unrealized gains or losses on interest rate swaps are recorded in the consolidated statement of remeasurement gains and losses; once realized, they are derecognized from the consolidated statement of remeasurement gains and losses and recognized in the consolidated statement of operations.

e) Other financial instruments

The College records accounts receivable, accounts payable and accrued liabilities, accrued salaries and employee deductions payable and long-term debt at amortized cost using the effective interest method.

f) Inventory

Inventory is valued at the lower of cost and net realizable value. Cost is determined on a first in, first out basis.

g) Capital assets

Purchased capital assets are recorded at cost less accumulated amortization. Contributed capital assets are recorded at fair value at the date of contribution. Repairs and maintenance costs are charged to expense. Betterments that extend the estimated life of an asset are capitalized. Capital assets are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount of an asset may not be recoverable. When a capital asset no longer contributes to the College's ability to provide services, or the value of the future economic benefits associated with the capital asset is less than its net book value, the carrying value of the capital asset is reduced to reflect the decline in the asset's value.

- i. Furniture and library holdings are charged to expenses in the year of acquisition.
- ii. Land originally acquired at the Ottawa campus is recorded at a nominal value of \$1 with subsequent additions recorded at cost. Land is not amortized due to its infinite life.
- iii. Works of Art are recorded at a fair market value appraisal. These capital assets are not subject to amortization as it is assumed that they will retain their value over time.
- iv. Donated capital assets are recorded at the value of the receipt issued to the donor, which reflects estimated fair value of the capital asset at the time of the donation.
- v. Construction in progress is not amortized until the project is complete and the facilities are available for use.

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2022

2. Significant accounting policies (continued)

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

g) Capital assets (continued)

Capital assets are capitalized on acquisition and amortized on a straight-line basis over their useful lives, which has been estimated to be as follows:

Buildings	40 years
Site improvements	10-20 years
Parking lots	10 years
Equipment, and computers	5 years
Automotive equipment	5 years
Software	3-10 years

h) Expenses

In the consolidated statement of operations, the College presents its expenses by object, except for Campus Services which are presented by function.

Expenses are recognized in the year incurred and are recorded in the applicable function to which they are directly related. The College does not allocate expenses among functions after initial recognition.

i) Contributed services

Volunteers contribute an indeterminable number of hours per year to assist the College in carrying out its service delivery activities. Because of the difficulty of determining their fair value, contributed services are not recognized in these consolidated financial statements.

j) Taxes

The College uses the taxes payable method to account for all income taxes related to its controlled for-profit entities.

k) Use of estimates

The preparation of these consolidated financial statements requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities at the date of the consolidated financial statements, as well as the reported amounts of revenues and expenses during the period. Actual results could differ from these estimates. These estimates are reviewed periodically and, as adjustments become necessary, they are reported in the periods in which they become known. The most significant estimates used in preparing these consolidated financial statements include assumptions used in determining the fair value of investments and interest rate swaps, the allowance for doubtful accounts, the amount of certain accrued liabilities, the estimated useful lives of tangible capital assets and the assumptions underlying the post-employment benefit liabilities calculations.

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements

March 31, 2022

3. Investments

Short-term investments of \$25,461,101 (2021 - \$39,176,375) consist entirely of fixed income securities that will be maturing within a year. Long-term investments consist of the following:

	2022	2021
	\$	\$
Fixed income securities	36,822,893	25,195,352
Equity instruments	332,281	153,231
	37,155,174	25,348,583

The College's fixed income securities have effective interest rates ranging from 1.00% to 3.90% and maturity dates ranging from June 2022 to June 2027 (2021 - 0.75% to 4.25% and maturity dates ranging from April 2021 to June 2027).

4. Accounts receivable

	2022	2021
	\$	\$
Government of Ontario	3,207,414	10,985,767
Harmonized Sales Tax receivable	1,976,454	1,065,091
Trade	11,719,823	13,889,634
Students	5,949,455	7,037,034
Other	6,006,943	15,184,998
Allowance for doubtful accounts	(2,042,345)	(2,629,377)
	26,817,744	45,533,147

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2022

4. Accounts receivable (continued)

Details on due dates for receivables are as follows:

					2022
	0-30 days	31-60 days	61-90 days	Over 90 days	Total
	\$	\$	\$	\$	\$
Government of Ontario	3,207,414	-	-	-	3,207,414
Harmonized Sales Tax receivable	1,976,454	-	-	-	1,976,454
Trade	8,377,893	235,429	1,355,742	1,750,759	11,719,823
Students	1,202,998	2,161,788	-	2,584,669	5,949,455
Other	6,003,964	-	-	2,979	6,006,943
Allowance for doubtful accounts	-	(389,122)	-	(1,653,223)	(2,042,345)
	20,768,723	2,008,095	1,355,742	2,685,184	26,817,744

					2021
	0-30 days	31-60 days	61-90 days	Over 90 days	Total
	\$	\$	\$	\$	\$
Government of Ontario	10,985,767	-	-	-	10,985,767
Harmonized Sales Tax receivable	1,065,091	-	-	-	1,065,091
Trade	13,575,784	97,585	60,530	155,735	13,889,634
Students	189,107	3,937,183	-	2,910,744	7,037,034
Other	15,176,619	-	-	8,379	15,184,998
Allowance for doubtful accounts	-	(708,693)	-	(1,920,684)	(2,629,377)
	40,992,368	3,326,075	60,530	1,154,174	45,533,147

5. Inventory

	2022	2021
	\$	\$
Bookstore	1,680,252	1,653,124
Food services	197,837	145,418
Publishing centre	17,851	21,314
Hospitality	25,633	20,674
Personal Protective Equipment	14,400	154,814
	1,935,973	1,995,344

Included in Campus Services expenses is inventory expensed during the year in the amount of \$6,194,369 (2021 - \$5,880,997).

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2022

6. Endowment investments

- a) Endowment investments represent funds held or receivable by the College which have been permanently endowed. The carrying value of endowed investments is recorded at fair value.

The endowment investments consist of the following:

Fair value

	2022	2021
	\$	\$
Endowed investments :		
Cash equivalents	1,198,472	1,694,869
Bonds	10,809,393	10,488,100
Equities	23,374,692	21,954,202
	<u>35,382,557</u>	<u>34,137,171</u>

Cost

	2022	2021
	\$	\$
Endowed investments :		
Cash equivalents	1,190,555	1,684,472
Bonds	12,210,135	11,130,668
Equities	19,036,421	17,943,282
	<u>32,437,111</u>	<u>30,758,422</u>

Endowed investments are managed by investment managers under an investment policy approved by the Board of Governors. The investment policy limits investments to Canadian and foreign equities traded on a public market, Canadian and the United States government bonds, corporate bonds with a minimum credit rating of BBB, and cash equivalents.

The bond amounts are invested in a pooled fixed-income fund.

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements

March 31, 2022

6. Endowment investments (continued)

The College regularly reviews endowed investments to determine whether unrealized losses represent temporary changes in fair value or are a result of other than temporary impairments. The consideration of whether an investment is other than temporarily impaired is based on a number of factors which include, but are not limited to, the financial condition of the issuer and the length and magnitude of the unrealized loss and specific credit events.

The College also considers its intent and ability to hold an investment for a sufficient period of time for the value of the unrealized loss to recover.

- b) Endowed funds consist of external contributions that either the donor or the College has designated as a permanent endowment. The endowed funds cannot be expended by the College. The annual income earned on the endowed funds may be expended only for the externally restricted purpose specified by the donor or the College. The changes during the year in the Endowment Fund / Assets are as follows:

	2022	2021
	\$	\$
Opening balance	34,137,171	26,943,484
Contributions	441,027	330,933
Realized investment income	2,290,680	6,311,622
Distributions	(1,053,019)	(1,036,565)
Net contribution to Endowment Fund	1,678,688	5,605,990
Change in unrealized gains (losses) due to changes in fair value of endowment assets	(433,302)	1,587,697
Net change in Endowment Fund	1,245,386	7,193,687
Ending balance	35,382,557	34,137,171

The College's endowment policy is to annually distribute investment income equal to 5% of the Endowment Fund's book value at the end of the preceding fiscal year. The policy requires 4% to be distributed as student financial aid and 1% to cover a portion of fundraising expenses. The purpose of this policy is to allow the College to distribute a consistent amount of income from the endowed funds on an annual basis regardless of the investment income actually earned in the fiscal year.

As at March 31, 2022, the Endowment Fund assets included a balance of \$10,100,425 (2021 - \$8,862,764) which represents the cumulative realized investment income in excess of amounts distributed. The changes during the year are as follows:

	2022	2021
	\$	\$
Amount available for future distribution, beginning of year	8,862,764	3,587,707
Realized investment income	2,290,680	6,311,622
Amount distributed	(1,053,019)	(1,036,565)
Amount available for future distribution, end of year	10,100,425	8,862,764

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2022

7. Capital assets

	2022		
	Cost	Accumulated amortization	Net book value
	\$	\$	\$
Land	5,370,626	-	5,370,626
Buildings	369,675,763	141,479,819	228,195,944
Work in progress	18,045,587	-	18,045,587
Site improvements	51,190,742	29,338,909	21,851,833
Parking lots	926,213	926,213	-
Computers and equipment	36,715,899	31,976,334	4,739,565
Automotive equipment	403,787	309,283	94,504
Software	14,160,503	5,012,225	9,148,278
Works of Art	63,500	-	63,500
	496,552,620	209,042,783	287,509,837

	2021		
	Cost	Accumulated amortization	Net book value
	\$	\$	\$
Land	5,370,626	-	5,370,626
Buildings	365,398,519	132,838,089	232,560,430
Work in progress	10,620,989	-	10,620,989
Site improvements	50,853,296	26,262,155	24,591,141
Parking lots	926,213	926,213	-
Computers and equipment	40,302,105	35,132,761	5,169,344
Automotive equipment	337,990	275,573	62,417
Software	14,160,503	3,477,081	10,683,422
Works of Art	63,500	-	63,500
	488,033,741	198,911,872	289,121,869

Assets under development are comprised of construction in progress and software under development.

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2022

8. Deferred revenue

Details of the year-end balance are as follows:

	2022	2021
	\$	\$
Student tuition fees	46,460,821	39,749,108
Grant and reimbursements	445,585	2,159,888
Contract education services	2,086,820	3,519,870
Student aid	2,354,304	1,877,741
Miscellaneous projects	6,617,408	5,315,748
	57,964,938	52,622,355

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

Grants and reimbursements are unexpended externally restricted grants to be spent on future specific projects, including improvements and investments in the College's campus facilities, equipment and programs.

Contract education services represent prepayments for courses to be held in future years.

Student aid represents the unexpended donations and interest to be spent on student scholarships and bursaries in future years.

Miscellaneous projects include contributions, deposits and prepayments related to small, miscellaneous activities of the College.

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2022

9. Long-term debt and interest rate swaps

a) Long-term debt

The College has entered into the following long-term debt agreements to finance the construction of student residences, the Police and Public Safety Institute, and the Student Commons:

	2022	2021
	\$	\$
Residence I building loan, bearing real interest rate of 8.05% maturing in 2025, with average monthly payments of \$95,011	3,946,910	4,737,361
Residence II building loan, bearing real interest rate of 7.7% maturing in 2027, with average monthly payments of \$126,783	6,642,072	7,612,022
Residence III building loan, bearing real interest rate of 6.97% maturing in 2029, with average monthly payment of \$122,836	8,225,144	9,093,500
Police and Public Safety Institute loan, bearing real interest rate of 7.65% maturing in 2025, with average monthly payments of \$34,928	1,460,800	1,756,093
Student Commons Loan, bearing interest at 4.008%, maturing in 2037, with semi-annual payments of \$678,301	15,909,343	16,607,248
	36,184,269	39,806,224
Less current portion	(3,845,715)	(3,621,957)
	32,338,554	36,184,267

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

	\$
2023	3,845,715
2024	4,083,732
2025	4,336,936
2026	4,853,249
2027	4,076,548
Thereafter	14,988,089
	36,184,269

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2022

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

b) *Interest rate swaps*

The College has interest rate swap agreements to manage the volatility of interest rates. The College converted a net notional \$59.0 million (2021 - \$59.0 million) of floating rate long-term debt relating to the three phases of the Residence and the Police and Public Safety Institute. The fixed rates received under the interest rate swaps range from 5.97% to 6.95% (2021- 5.97% to 6.95%). The maturity dates of the interest rate swaps are the same as the maturity dates of the associated long-term debt, ranging from 2025 to 2029.

The fair value of the interest rate swaps in favour of the counterparty at March 31, 2022 is \$2,212,215 (2021 - \$4,203,280).

10. Employee benefits plans

a) *Pension plan*

Substantially all of the employees of the College are members of the Colleges of Applied Arts and Technology ("CAAT") Pension Plan (the "Plan"), which is a multi-employer defined benefit pension plan available to all eligible employees of the participating members of the CAAT. Plan members will receive benefits based on the length of service and on the average of annualized earnings during the highest five consecutive years prior to retirement, termination, or death. The College makes contributions to the Plan equal to those of the employees. Contribution rates are set by the Plan's governors to ensure the long-term viability of the Plan. Since the Plan is a multi-employer plan, the College's contributions are accounted for as if the plan were a defined contribution plan with the College's contributions being expensed in the period they come due.

Pension assets consist of investment grade securities. Market and credit risk on these securities are managed by the Plan by placing Plan assets in trust and through the Plan investment policy.

Any pension surplus or deficit is a joint responsibility of the members and employers and may affect future contribution rates. The College does not recognize any share of the Plan's pension surplus or deficit as insufficient information is available to identify the College's share of the underlying pension assets and liabilities. The most recent actuarial valuation filed with pension regulators as at December 31, 2021 indicated an actuarial surplus of \$4,369 million (December 31, 2020 - \$3,270 million).

Contributions to the Plan and its associated retirement compensation arrangement made during the year by the College on behalf of its employees amounted to \$17,845,827 (2021 - \$17,011,278) and are included in salaries and benefits in the consolidated statement of operations.

b) *Post-employment benefits*

The College provides extended health care, dental insurance and life insurance benefits to certain of its employees under a multi-employer plan under CAAT. This coverage may be extended to the post-employment period. The most recent actuarial valuations of post-employment benefits were completed by the Plan's Actuary as of March 31, 2022 for the continuation of medical and dental benefits and as of February 8, 2022 for life insurance benefits. The life insurance benefits valuation was extrapolated for accounting purposes to March 31, 2022.

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2022

10. Employee benefits plans (continued)

b) Post-employment benefits (continued)

Variances between actuarial funding estimates and actual experience may be material and any differences are generally to be funded by the participating members. The College recognizes as expense for current services the amount of its required contribution in a given year and the change in the accrued benefit liability in the year.

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

	2022	2021
	%	%
Discount rate for prior fiscal disclosure and current fiscal benefit cost	1.70%	1.60%
Discount rate for current fiscal disclosure	2.90%	1.70%
Dental cost and premium increase for post employment benefits	4.00%	4.00%
Medical premium escalation	6.29% in 2020 decreasing to 4.0% by 2040	6.42% in 2020 decreasing to 4.0% by 2040
Expected return on assets for benefit cost	0.85%	0.85%
Expected return on assets for disclosure	1.50%	[not provided]

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

	2022	2021
	\$	\$
Post-employment benefits	2,910,000	2,538,440
Vacation	10,420,822	10,320,921
Sick leave	5,477,000	5,366,000
	18,807,822	18,225,361

The employee future benefit liability change for the year ended March 31, 2022 is an increase of \$582,461 (2021 - decrease of \$2,022,351). This amount is comprised of:

	2022	2021
	\$	\$
Current year service cost	516,000	886,000
Interest expense on accrued benefit obligation	137,000	127,000
Amortization of actuarial (gain) loss	159,000	153,000
Benefit payments made by the College during the year	(229,539)	(3,188,351)
	582,461	(2,022,351)

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2022

11. Deferred capital contributions

Deferred capital contributions represent the unamortized amount of donations and grants received for the purchase and construction of capital assets. Investment income earned on government contributions received is also included in deferred capital contributions. The amortization of the deferred capital contributions is recorded as revenue in the consolidated statement of operations.

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

	2022	2021
	\$	\$
Balance, beginning of year	152,517,241	159,717,061
Less amortization of deferred capital contributions	(7,531,482)	(7,638,474)
	144,985,759	152,078,587
Add capital contributions received :		
Government contributions:		
Other capital projects	1,987,425	172,550
Apprenticeship Enhancement Fund	236,188	144,780
Facilities Renewal	-	121,324
Contributions received before donated equipment	2,223,613	438,654
Donated equipment	344,735	-
	2,568,348	438,654
Balance, end of year	147,554,107	152,517,241

12. Commitments, guarantees and contingencies

Commitments

The College has committed to make the following minimum payments under various vehicle, premises rental, equipment leases, including the ESCOII agreement, and subscription agreements. Under the ESCOII agreement, the College has engaged in a tri-party agreement with Siemens and Manulife in which the College agreed to pay Manulife energy savings derived under the ESCO agreement for the facility improvement measures implemented. The anticipated payments in each of the next five years and thereafter in aggregate under current arrangements are as follows:

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2022

12. Commitments, guarantees and contingencies (continued)

	\$
2023	7,296,156
2024	7,034,623
2025	3,608,784
2026	3,060,560
2027	2,591,823
Thereafter	31,070,688
	54,662,634

Letters of credit

The College is contingently liable under letters of credit amounting to \$1,775,704 (2021 - \$2,007,944), which have been issued in the normal course of business.

Guarantees

In the normal course of business, the College has entered into lease agreements for premises and equipment. It is common in such commercial lease transactions for the College, as the lessee, to agree to indemnify the lessor's liabilities that may arise from the use of the leased assets. The maximum amount potentially payable under the foregoing indemnities cannot be reasonably estimated. The College has liability insurance that relates to the indemnifications described above.

Contingencies

The College is involved with pending litigation and claims which arise in the normal course of operations. In the opinion of the administration, any liability that may arise from such contingencies would not have a significant adverse effect on the consolidated financial statements of the College.

13. Investment in capital assets

The investment in capital assets consists of the following:

	2022	2021
	\$	\$
Capital assets	287,509,837	289,121,869
Less amounts financed by :		
Deferred capital contributions-used (Note 11)	(147,554,107)	(152,517,241)
Long-term debt	(36,184,269)	(39,806,224)
	103,771,460	96,798,404

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2022

13. Investment in capital assets (continued)

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

	2022	2021
	\$	\$
Capital asset additions :		
Total additions	14,034,282	9,927,824
Less :		
Donated equipment	(344,738)	-
Additions net of donated equipment	13,689,544	9,927,824
Less :		
Other capital assets financed with capital contributions	(2,223,613)	(438,654)
Capital assets purchased with College funds	11,465,931	9,489,170
External financing:		
Decrease in long-term debt	3,621,955	2,063,336
Amortization of deferred capital contributions	7,531,482	7,638,474
Amortization of capital assets	(15,606,993)	(16,320,502)
Adjustment of capital assets	(39,320)	(12,000)
Net change in investment in capital assets	6,973,055	2,858,478

14. Capital disclosures

Capital

The College considers its operating capital to consist of long-term debt including the interest rate swaps, net assets invested in capital assets, internally restricted net assets, and unrestricted net assets. The College's overall objective for its capital is to fund capital assets, future projects, and ongoing operations. The College manages its capital by appropriating amounts to internally restricted net assets for anticipated future projects, contingencies, and other capital requirements as disclosed below.

The College also considers its endowments, as disclosed in Note 6 as part of its capital. The College's objective with regard to endowments is to grow the endowment principal and maximize investment income to increase funding for student aid.

The College may not incur an accumulated deficit without the approval of the Minister of Colleges and Universities of Ontario. The College would be required to eliminate any accumulated deficit within a prescribed period of time.

The College is not subject to any other externally imposed capital requirements and its approach to capital management remains unchanged from the prior year.

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2022

14. Capital disclosures (continued)

Internally restricted net assets

Internally restricted net assets are funds restricted by the College for future projects to improve and invest in the College's campus facilities, information systems, equipment, programs, student aid, and employee retraining.

Internally restricted net assets consist of the following:

	2022	2021
	\$	\$
Specific reserves:		
Other projects and initiatives	36,417,784	46,552,121
Campus Services reserve fund	286,755	659,334
Contingency reserve fund	9,449,000	8,873,000
Employment stabilization funds	589,143	595,121
Reserve funds:		
Future capital expansion	27,552,468	27,731,293
Gain on sale of March Road land	2,441,858	2,423,801
Balance, end of year	\$ 76,737,008	\$ 86,834,670

During the year the Board of Governors approved the net transfer of \$10,097,662 from internally restricted net assets to the unrestricted fund (2021 – net transfer of \$1,986,426 from internally restricted net assets to the unrestricted fund).

15. Financial instruments

Interest rate risk

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. The College is exposed to interest rate risk with respect to its interest-bearing investments and its long-term debt. The College mitigates interest rate risk on certain long-term debt through derivative interest-rate swap agreements which exchange the variable rate inherent in the loan for a fixed rate (Note 10b). As a result, fluctuations in market interest rates would not impact the future cash flows relating to these loans.

As at March 31, 2022, a 1% increase in nominal interest rates would result in a decline of investments of approximately \$1,045,997 (2021 - \$930,308) and an appreciation of the interest rate swap's fair value of approximately \$610,946 (2021 - \$915,897). Conversely, a 1% decrease in nominal interest rates would result in an increase of investments of approximately \$1,045,997 (2021 - \$930,308), and a decrease of the interest rate swap's fair value of approximately \$638,266 (2021 - \$964,129). These amounts do not include other variables such as convexity.

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2022

15. Financial instruments (continued)

Price risk

Price risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices (other than those arising from interest rate risk or currency risk), whether those changes are caused by factors specific to the individual financial instrument or its issuer, or factors affecting all similar financial instruments traded in the market. The College is exposed to price risk with respect to its investments held in equity instruments.

As at March 31, 2022, a 5% increase in price would result in an increase to endowment assets of approximately \$1,168,734 (2021 - \$1,105,372).

Currency risk

Currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in foreign exchange rates. The College believes that it is not exposed to significant currency risks arising from its financial instruments.

Credit risk

Credit risk arises from the potential that a counterparty to an investment will fail to perform its obligations. The College is exposed to credit risk on its accounts receivable and its fixed-income investments. The maximum exposure to credit risk is the carrying value reported in the consolidated statement of financial position. Credit exposure is minimized by dealing mostly with creditworthy counterparties such as government agencies and public companies. The College also enforces approved collection policies for student accounts.

Concentrations of accounts receivable are described in Note 4. Primary credit portfolio concentrations on investments are detailed in Notes 3 and 7.

Liquidity risk

Liquidity risk is the risk that the College will not be able to meet all cash flow obligations as they come due. The College mitigates this risk by monitoring cash activities and expected outflows through extensive budgeting and cash flow analysis. The College has the following financial liabilities as at March 31, 2022:

	Net book value	2023	2024	2025 and after
	\$	\$	\$	\$
Accounts payable and accrued liabilities	30,315,379	30,315,379	-	-
Accrued salaries and employee deduction payable	10,901,285	10,901,285	-	-
Long-term debt	36,184,269	4,083,732	4,336,936	27,763,601
Vacation, sick leave and post-employment benefits	18,807,822	18,807,822	-	-
	<u>96,208,755</u>	<u>64,108,218</u>	<u>4,336,936</u>	<u>27,763,601</u>

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2022

15. Financial instruments (continued)

	Net book value	2022	2023	2021 and after
	\$	\$	\$	\$
Accounts payable and accrued liabilities	27,896,434	27,896,434	-	-
Accrued salaries and employee deduction payable	9,923,515	9,923,515	-	-
Long-term debt	39,806,225	3,845,715	4,083,732	28,254,820
Vacation, sick leave and post-employment benefits	18,225,361	18,225,361	-	-
	95,851,535	59,891,025	4,083,732	28,254,820

Fair values

The carrying values of cash and cash equivalents, accounts receivable, accounts payable and accrued liabilities, accrued salaries and employee deductions payable, approximate their fair value due to the relatively short periods to maturity of the instruments.

The carrying value of long-term debt including the interest rate swaps approximates fair value.

Fair value hierarchy

Financial instruments are grouped into Levels 1 to 3 based on the degree to which fair value is observable:

- Level 1 fair value measurements are those derived from quoted prices (unadjusted) in active markets for identical assets or liabilities;
- Level 2 fair value measurements are those derived from inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly (i.e., as prices) or indirectly (i.e., derived from prices); and
- Level 3 fair value measurements are those derived from valuation techniques that include inputs for the asset or liability that are not based on observable market data (unobservable inputs).

The fair value hierarchy requires the use of observable market inputs whenever such inputs exist. A financial instrument is classified to the lowest level of the hierarchy for which a significant input has been considered in measuring fair value.

The following table presents the financial instruments recorded at fair value in the consolidated statement of financial position, classified using the fair value hierarchy described above:

	Level 1	Level 2	Level 3	2022 Total
	\$	\$	\$	\$
Cash and cash equivalents	73,325,337	-	-	73,325,337
Short-term investments	-	25,461,101	-	25,461,101
Long-term investments	332,280	36,822,894	-	37,155,174
Endowment assets	22,336,690	13,045,867	-	35,382,557
Interest rate swaps	-	2,212,215	-	2,212,215
Total	95,994,307	77,542,077	-	173,536,384

The Algonquin College of Applied Arts and Technology

Notes to the consolidated financial statements
March 31, 2022

16. Changes in non-cash operating working capital items:

	2022	2021
	\$	\$
Increase in accounts receivable	18,715,403	(16,577,594)
Decrease in inventory	59,371	48,722
Increase in prepaid expenses	(673,352)	(276,052)
Increase in accounts payable and accrued liabilities	1,659,032	8,034,305
Increase in accrued salaries and employee deduction payable	977,773	1,580,759
Increase in deferred revenue	5,342,583	7,530,556
	26,080,810	340,696

17. COVID-19 Impact

On January 30, 2020, the World Health Organization (“WHO”) announced a global health emergency because of a new strain of coronavirus, the “COVID-19 outbreak”. In March 2020, the WHO classified the COVID-19 outbreak as a pandemic, based on the rapid increase in exposure globally. On March 24, 2020 the College made the announcement to limit the access to its campuses and learning sites due to Public Health guidance. Two years later, the College administration decided that on May 1, 2022, it would lift most pandemic restrictions with some precautions to remain in place, such as masking, hand washing and encouraging physical distancing.

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

The Algonquin College of Applied Arts and Technology

Supplementary information - Revenue - Schedule A
as at March 31, 2022

	2022	2021
	\$	\$
Grants and reimbursements:		
Post secondary activity	105,189,900	113,389,967
Apprentice programs	4,858,694	2,189,330
Special bursaries	3,618,204	1,650,092
	113,666,798	117,229,389
Student tuition fees:		
Full-time post secondary	118,653,470	115,622,583
Full-time non-funded	425,415	282,472
Part-time	12,507,018	11,997,418
Adult training	843,030	454,850
Student information technology fees	7,771,455	7,447,068
	140,200,388	135,804,391
Contract educational services:		
Provincially funded programs	35,029,233	30,275,117
International programs	650,673	312,497
Corporate and other programs	22,346,723	17,938,854
	58,026,629	48,526,468
Campus Services (Schedule B)	16,830,277	12,112,045
Other:		
Early Learning Centre	763,630	522,223
Student ancillary fees	6,089,837	5,743,064
Investment income	704,414	789,431
Miscellaneous	11,383,187	11,486,688
	18,941,068	18,541,406
Amortization of deferred capital contributions (Note 11)	7,531,482	7,638,474
Total revenue	355,196,642	339,852,173

The Algonquin College of Applied Arts and Technology

Supplementary information - Campus Services operations summary - Schedule B
as at March 31, 2022

	2022							
	Gross revenue	Internal revenue	Net revenue	Expenses	Internal expenses	Net expenses	Contribution including internal transactions	Contribution net of internal transactions
	\$	\$	\$	\$	\$	\$	\$	\$
Food services	2,472,391	(32,285)	2,440,106	2,803,715	(32,285)	2,771,430	(331,324)	(331,324)
Bookstore	8,563,815	(2,555,721)	6,008,094	7,864,534	(2,347,034)	5,517,500	699,281	490,594
Parking and lockers	1,602,745	(26,549)	1,576,196	638,661	(10,579)	628,082	964,084	948,114
Publishing centre	738,032	(703,487)	34,545	726,114	(692,126)	33,988	11,918	557
Residence	6,641,903	-	6,641,903	5,109,507	-	5,109,507	1,532,396	1,532,396
Director's office	129,433	-	129,433	685,185	-	685,185	(555,752)	(555,752)
Overhead allocation	-	-	-	-	(234,665)	(234,665)	-	234,665
Total	20,148,319	(3,318,042)	16,830,277	17,827,716	(3,316,689)	14,511,027	2,320,603	2,319,250

	2021							
	Gross revenue	Internal revenue	Net revenue	Expenses	Internal expenses	Net expenses	Contribution including internal transactions	Contribution net of internal transactions
	\$	\$	\$	\$	\$	\$	\$	\$
Food services	970,540	(26,571)	943,969	2,004,705	(26,571)	1,978,134	(1,034,165)	(1,034,165)
Bookstore	8,325,791	(1,935,038)	6,390,753	8,119,344	(1,887,057)	6,232,287	206,447	158,465
Parking and lockers	942,516	(18,132)	924,384	690,116	(13,276)	676,840	252,400	247,544
Publishing centre	476,364	(454,773)	21,591	853,647	(814,954)	38,693	(377,282)	(17,101)
Residence	3,706,584	-	3,706,584	4,761,708	-	4,761,708	(1,055,124)	(1,055,124)
Director's office	124,764	-	124,764	671,862	-	671,862	(547,099)	(547,099)
Overhead allocation	-	-	-	-	(215,280)	(215,280)	-	215,280
Total	14,546,559	(2,434,514)	12,112,045	17,101,382	(2,957,138)	14,144,244	(2,554,823)	(2,032,199)

See accompanying notes to the financial statements.

6.1 Appendix B

Financial statements of 2364193 Ontario Inc.

March 31, 2022

Independent Auditor’s Report.....	1-2
Statement of financial position	3
Statement of operations and accumulated surplus	4
Statement of cash flows	5
Notes to the financial statements.....	6-7

Independent Auditor's Report

To the Board of Directors of 2364193 Ontario Inc.

Opinion

We have audited the financial statements of 2364193 Ontario Inc. ("the Company"), which comprise the statement of financial position as at March 31, 2022, and the statements of operations and accumulated surplus and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Company as at March 31, 2022, and the results of its operations and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the Company in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Company or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Company's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

Independent Auditor's Report (continued)

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Company's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Company's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Company to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

BDO Canada LLP
Chartered Professional Accountants, Licensed Public Accountants

Oakville, Ontario
REPORT DATE

2364193 Ontario Inc.

Statement of financial position as at March 31, 2022

	2022	2021
	\$	\$
Assets		
Current Assets		
Due from Algonquin College	100	100
	100	100
Net debt and accumulated deficit		
	100	100
Consists of:		
Unrestricted (deficiency)	-	-
Share capital (Note 3)	100	100
	100	100

Approved by the Board of Directors

_____ Director

_____ Director

2364193 Ontario Inc.

Statement of operations and accumulated surplus year ended March 31, 2022

	2022	2021
	\$	\$
Revenue	-	-
Expenses		
Professional fees	-	-
Miscellaneous expenses	-	-
	-	-
Accumulated deficit, beginning and end of year	-	-

The accompanying notes are an integral part of the financial statements.

2364193 Ontario Inc.

Statement of cash flows year ended March 31, 2022

	2022	2021
	\$	\$
Operating activities		
Surplus	-	-
Variations in statement of financial position:	-	-
Increase in due from Algonquin College	-	-
Increase in cash	-	-
Cash, beginning of year	-	-

2364193 Ontario Inc.

Notes to the financial statements

March 31, 2022

1. Description of the organization

Authorities

2364193 Ontario Inc. (the "Company") was incorporated in March 2013 under the laws of the Province of Ontario. Its purpose is to hold a 5% interest in Algonquin College - Saudi Arabia, which provided post-secondary education in the Kingdom of Saudi Arabia; the remaining interest in Algonquin College Saudi - Arabia is held by the Algonquin College of Applied Arts and Technology (the "College").

The Company is subject to income taxes under the provisions of the Income Tax Act.

2. Significant accounting policies

Basis of presentation

The Company's share capital is controlled by the College. The Company is deemed another government organization per the Introduction to Public Sector Accounting Standards ("PSAS") and has elected to prepare these financial statements in accordance with Canadian PSAS. The Company's significant accounting policies are as follows:

Revenue

Investment revenue is recorded on the accrual basis of accounting.

Expenses

Expenses are recorded on the accrual basis of accounting.

Investment in Algonquin College Saudi Arabia

The Company's investment in Algonquin College - Saudi Arabia was fully written-down in a prior year.

Financial instruments

The Company's financial instruments consist of due from Algonquin College. All financial instruments are carried at amortized cost.

Unless otherwise noted, it is management's opinion that the Company is not exposed to significant interest, currency or credit risk arising from this financial instrument. Unless otherwise disclosed in these financial statements, management estimates that the carrying values of the financial instruments approximate their fair value due to their short-term maturity.

Income taxes

The Company has unused income tax losses of \$35,086 (2019 - loss of \$35,086) available for future years.

Measurement uncertainty

The preparation of financial statements in accordance with Canadian public sector accounting standards requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, revenues and expenses reported in the financial statements. At the time of preparation of these financial statements, management believes that its estimates and assumptions, as well as those provided by others, to be reasonable. However, actual results may differ from these estimates. Therefore, estimates and assumptions are reviewed periodically and, as adjustments become necessary, they are recorded in the financial statements in the year they become known.

2364193 Ontario Inc.

Notes to the financial statements

March 31, 2022

3. Share capital

The Company is authorized to issue an unlimited number of common shares. As at March 31, 2022, 100 shares were issued at a nominal value of \$1 each.

Report title:	Truth, Reconciliation & Indigenization Annual Report
Report to:	Board of Governors
Date:	June 6, 2022
Presenter:	Ron (Deganadus) McLester, Vice President Truth, Reconciliation and Indigenization

1. RECOMMENDATION:

THAT the Algonquin College Board of Governors accepts this report for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of the Truth, Reconciliation and Indigenization Annual Report is to provide the Board of Governors with an update on the activities, accomplishments, and overall progress in support of the goals of the Office of Truth, Reconciliation and Indigenization. This work, while often done in partnership with other College Areas, is a significant accounting of the initiatives designed, facilitated and evaluated by the Office of Truth, Reconciliation and Indigenization. It is with immense pride and humility that this office acknowledges the ongoing support, validation and verification of traditional Indigenous Knowledge and traditional ways of knowing through meaningful and respectful relationships with local Indigenous community leaders. It is worth noting the increase in the Elder / traditional knowledge carrier roster by over 400%. This ensures that the Algonquin Nation is as engaged and represented as much as possible.

3. BACKGROUND:

To create a baseline of understanding of Indigenous Initiatives in Canada’s post-secondary institutions, in December 2018, the Board approved the Transforming Indigenization Initiatives Plan which focused on an Environmental Scan of 43 Canadian postsecondary institutions. The report highlighted that over the subsequent two years, the Indigenous Initiatives group underwent 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 to identify, explore and embed traditional Indigenous Knowledge into governance systems.

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

This current momentum coupled with this evidence-based empirical research resulted in the determination of the next steps in order to identify targets for Indigenization.

4. DISCUSSION:

Over the course of the last year, the Office of Truth, Reconciliation and Indigenization has continued to contribute to reconciliation activities with Indigenous communities from across Canada. The addition of the newest Indigenous Nations partners to the Indigenous Development Canada initiative brings the total to thirteen communities from across Canada. During the final year of this multi-year initiative, at least one additional partner will be recruited to provide a dedicated learning pathway to Algonquin College, thus increasing Indigenous learner enrolment.

Leveraging the research conducted in 2018-19, 'Transforming Indigenization Initiatives', which was funded by Algonquin College through the Strategic Initiatives Priorities program, the Office of Truth, Reconciliation and Indigenization has begun the process of creating an inaugural Strategic Indigenization Plan. In order to do this in a way that is consistent with Indigenous values, a road map has been created to enable and encourage maximum participation from internal and external Algonquin College community stakeholders. By ensuring the process has maximum accessibility to campus community stakeholders, it is expected to increase community support for the implementation of the plan, as well as create a heightened sense of College community ownership.

Turning minds to campus-wide engagement in the creation of the first Indigenization Strategic Plan - Standing Up the Tree: this process has begun, based on a three-step approach that provides a baseline of traditional Indigenous concepts:

- The Creation Story
- The Thanksgiving Address
- The Clan System
- The Great Law

The remaining work will continue with a deep focus and exploration of Indigenous cosmology and governance methods of consensus building, peacekeeping, and leadership development.

The Office of Truth, Reconciliation and Indigenization also continues to directly support partners within the Academic, Student Services and Advancement areas.

Highlights of the year include, in partnership with the Office of the Senior Vice President Academic, an Indigenous faculty member specializing in Indigenous Pedagogy and Curriculum Development has been hired on a part-time basis, while the College continues to search for a full-time candidate. As well, a new Manager for the Mamidosewin Centre has been hired. Finally, TD Bank has joined the DARE6 partnership framework, and this is largely due to the support of the Office of Advancement.

The 2021-22 initiatives and accomplishments are reported in Appendix A: Office of Truth, Reconciliation and Indigenization, 2021-22 Initiatives and Accomplishments.

5. LINK TO STRATEGIC PLAN:

STRATEGIC PLAN 2022-2025	
LEARNER DRIVEN	
Goal 1: Provide Flexible, Personalized, and Lifelong Learner Experiences	<input type="checkbox"/>
PEOPLE	
Goal 2: Empower Our People to Foster a High-Quality, Innovative, Learner-Driven Culture	<input checked="" type="checkbox"/>
Goal 3: Create an Equitable, Diverse, and Inclusive Work Environment	<input checked="" type="checkbox"/>

6. STUDENT IMPACT:

This work will impact the ways in which students are exposed to Indigenous Knowledge, Indigenous events, engagement with community members, and new content in the academic curriculum.

7. FINANCIAL IMPACT:

There are positive resource impacts of this work as new contracts funded from Ministry programs are secured, as well as expected increases in memberships of DARE6. While DARE6 is a recently launched initiative, it has already contributed significantly to an increase in resource and revenue generation.

8. HUMAN RESOURCES IMPACT:

There is no human resources impact.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

There is no government, regulatory, or legal impact.

10. COMMUNICATIONS:

This work is open to the entire College community. The Office of Truth, Reconciliation and Indigenization has and will continue to work closely with the Algonquin College Executive Team, the Communications Department team and community stakeholders to ensure the appropriate dissemination of information that will support the achievement of the goals.

11. CONCLUSION:

This is a high-level review of the work and accomplishments of the Office of Truth, Reconciliation and Indigenization over the last academic year and an acknowledgment of the initial momentum of the main priority, the development of a new three-year strategic plan: Standing Up the Tree.

Respectfully submitted:



Ron McLester
Vice President, Truth, Reconciliation
and Indigenization

Approved for submission:



Claude Brulé
President and CEO

Appendices:

Appendix A: Office of Truth, Reconciliation and Indigenization, 2021-22 Initiatives and Accomplishments

6.2 Appendix A: **Office of Truth, Reconciliation and Indigenization**

2021-22 Initiatives and Accomplishments

Given the external and internal pressures of the last year, the Office of Truth, Reconciliation, and Indigenization is proud to acknowledge the following initiatives and accomplishments:

- Lighting the Fire with over 1,000 participants from across Canada
- Keeping the Fire, the evolution of Lighting the Fire, with 9 additional sessions and over 600 participants
- Indigenous Knowledge Book Club – 14 dedicated participants read and reviewed four Indigenous Knowledge books
- Support of the Mamidosewin Centre and Staff with online and hybrid Indigenous learner engagement initiatives
- Indigenous Focused Entrepreneurship in Collaboration with the University of Victoria
- Indigenous Tourism Entrepreneurship Training
- Indigenous Leadership training modules with College Employer Council
- Strategic Planning phase 1 and 2 with the Indigenous Education Council
- Truth, Reconciliation and Indigenization support to Pembroke Campus' Indigenous Research Project
- Mamiwi Maadaadizi – Start of an Algonquin Journey – a Pembroke Campus initiative
- Offering Algonquin College programs at Iohahi:lo: to Akwesasne Education and Training Institute
- Development of the Indigenous Entrepreneurs Mindset
- Pathways to Construction – Indigenous Benefits Plan
- Launch of DARE6 with PCL Constructors as the inaugural partner
- Addition of TD Bank to the DARE6 partnership framework
- Expansion of the traditional Three Sisters Garden with financial support provided by PCL Constructors
- Algonquin College Students' Association – Fire Side exploration of Indigenous Knowledge
- Indigenous Leadership Wolf Pack, in partnership with the Algonquin College Students' Association
- Pidàban Wampum Belt: Inclusion of Indigenous iconography on the floor of the sky bridge that connects the Student Commons to the new Athletics and Recreation Centre
- YouthBuild project supported by Employment and Social Development Canada (ESDC)
- Four Seasons of Reconciliation open to college staff
- COVID-19 Rapid Response Project
- Jidwá: doh – Let us Become Again, building an Indigenous Leadership Academy framework in partnership with Elder Rick Hill of Six Nations Polytechnic
- Gifted the traditional names and stories of culturally significant animals of the Algonquin Kitigan Zibi Anishinabeg for street names, hallways, and other wayfinding assets
- Silver Award for Indigenous Education recognized by Colleges and Institutes Canada

Report title:	Fourth Quarter 2021-22 Financial Report
Report to:	Board of Governors
Date:	June 6, 2022
Author(s)/Presenter(s):	Emily Woods, Director, Corporate Planning Duane McNair, Vice President Finance and Administrative Services

1. RECOMMENDATION:

THAT the Board of Governors accepts the Fourth Quarter 2021-22 Financial Report for information.

2. PURPOSE / EXECUTIVE SUMMARY:

The purpose of this report is to present the Fourth Quarter 2021-22 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 April 19, 2021, the Board of Governors approved the 2021-22 Annual Budget with an overall deficit net contribution of \$10 million, in compliance with both the Board of Governors' Direction and Ministry of Colleges and Universities Operating Directive. The budget/projection requirements are provided in Appendix B: Fourth Quarter 2021-22 Compliance Schedule.

4. DISCUSSION:

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

Increases in the projected net contribution of the College for the fiscal year were realized from increased revenues from Ministry contracts, expenditure savings, improved revenue from Campus Services, and reductions in capital spending as compared to the Approved Annual Budget. Report details are provided in Appendix A: Fourth Quarter 2021-22 Financial Report.

\$M	Approved 2021-22 Net Contribution	Q4 2021-22 Net Contribution
Funded Activity / College Operations	\$ (7.7)	\$ (3.3)
Contract and Other Non-Funded Activity	5.4	2.1
Campus Services	(0.8)	2.3
International Education Centre	<u>14.1</u>	<u>12.2</u>
Net Contribution from Total College Operations	11.0	13.3
Net Strategic Investment Priorities	(32.0)	(20.2)
Non-Cash Adjustments: Capitalization & Depreciation	<u>11.0</u>	<u>3.2</u>
Net Contribution	\$ (10.0)	\$ (3.7)
Domestic & International Enrolment	Approved Annual Budget 2021-22	Q4 2021-22 Projection
	43,284	41,499

5. LINK TO STRATEGIC PLAN:

STRATEGIC PLAN 2022-2025	
LEARNER DRIVEN	
Goal 1: Provide Flexible, Personalized, and Lifelong Learner Experiences	<input checked="" type="checkbox"/>
PEOPLE	
Goal 2: Empower Our People to Foster a High-Quality, Innovative, Learner-Driven Culture	<input checked="" type="checkbox"/>
Goal 3: Create an Equitable, Diverse, and Inclusive Work Environment	<input checked="" type="checkbox"/>

6. STUDENT IMPACT:

Students have benefited 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 2021-22 Financial Report reports an increase in net contribution of \$6.3 million from the 2021-22 Approved Annual Budget for a total deficit of \$3.7 million for the fiscal year.

8. HUMAN RESOURCES IMPACT:

The 2021-22 Approved Annual Budget provided required funding for all existing full-time permanent staff complement positions and for other than permanent positions.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

The Fourth Quarter 2021-22 Financial Report complies 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 2021-22 Financial Report is provided to present year-end results compared to the Approved Annual Budget. These results support the achievement of the Strategic Plan and Business Plan of the College and comply with Provincial government directives which ensure the financial health of the College now and into the future during these unprecedented times.

Respectfully submitted:



Duane McNair
Vice President, Finance and Administration

Approved for submission:



Claude Brulé
President and CEO

Appendices:

Appendix A: Fourth Quarter 2021-22 Financial Report
Appendix B: Fourth Quarter 2021-22 Compliance Schedule

Financial Report

FOURTH QUARTER
2021-22

Board of Governors
June 6, 2022

ALGONQUIN
COLLEGE



Fourth Quarter 2021-22 Financial Report

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Fourth Quarter 2021-22 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. Approved Variance Favourable/ (Unfavourable)	Variance as % of Approved
Funded Activity/College Operations							
Revenue	\$ 260,223	\$ 268,607	\$ 267,334	\$ 263,730	\$ 262,375	\$ 2,152	1%
Expenditures	267,926	269,643	269,231	267,295	265,678	2,248	1%
Net Contribution	(7,703)	(1,036)	(1,897)	(3,565)	(3,303)	4,400	57%
Contracts & Other Non-Funded Activity							
Revenue	70,589	60,662	61,968	54,798	47,467	(23,122)	-33%
Expenditures	65,117	55,402	57,154	50,513	45,348	19,769	30%
Net Contribution	5,472	5,260	4,814	4,285	2,119	(3,353)	-61%
Campus Services							
Revenue	15,779	18,264	19,468	20,337	20,148	4,369	28%
Expenditures	16,604	18,502	18,430	18,716	17,835	(1,231)	-7%
Net Contribution	(825)	(238)	1,038	1,621	2,313	3,138	380%
International Education Centre							
Revenue	50,978	51,620	49,884	47,463	46,698	(4,280)	-8%
Expenditures	36,850	37,197	35,984	34,481	34,453	2,397	7%
Net Contribution	14,128	14,423	13,900	12,982	12,245	(1,883)	-13%
Strategic Investment Priorities							
Revenue	8,903	11,140	11,140	10,896	13,029	4,126	46%
Expenditures	40,875	46,481	40,244	37,280	33,263	7,612	19%
Net Contribution	(31,972)	(35,341)	(29,104)	(26,384)	(20,234)	11,738	37%
Non-Cash Revenue Adjustments							
Capital Grants recorded as Deferred Capital Contributions	(1,300)	(1,300)	(1,300)	(1,300)	(2,224)	(924)	-71%
Amortization of Deferred Capital Contributions	8,200	8,200	8,200	8,200	7,531	(669)	-8%
Non-Cash Expenditure Adjustments							
Expenditures to be Capitalized (Moved to Balance Sheet)	19,600	23,700	19,100	16,880	14,034	(5,566)	-28%
Amortization Expense	(16,100)	(16,100)	(16,100)	(16,100)	(15,607)	493	3%
Change in Vacation, Sick Leave & Post-Employment Benefits	500	500	500	500	(582)	(1,082)	-216%
Net Contribution as per							
Public Sector Accounting Standards (PSAS)	\$ (10,000)	\$ (1,932)	\$ (849)	\$ (2,881)	\$ (3,707)	\$ 6,293	63%

	March 31, 2021 Year-End Actual	March 31, 2022 Approved Annual Budget	March 31, 2022 Q1 Projected	March 31, 2022 Q2 Projected	March 31, 2022 Q3 Projected	Year-End Actual (Unaudited)	Year-End vs. Approved Variance
ASSETS							
Current Assets							
Cash and Short Term Investments	\$ 96,027	\$ 68,084	\$ 82,596	\$ 88,281	\$ 88,469	\$ 98,786	\$ 30,702
Accounts Receivable	45,533	26,000	26,000	26,000	26,000	26,818	818
Inventory	1,995	1,550	2,000	2,000	2,000	1,936	386
Prepaid Expenses	4,865	3,500	4,000	4,000	4,000	5,538	2,038
	148,420	99,134	114,596	120,281	120,469	133,078	33,944
Investments	25,349	23,700	30,979	30,979	30,979	37,155	13,455
Long Term Prepaid Asset	5,500	5,436	5,436	5,436	5,436	5,500	64
Endowment Assets	34,137	32,918	34,737	34,737	34,737	35,383	2,465
Capital Assets	289,122	296,827	296,722	292,122	289,902	287,509	(9,318)
TOTAL ASSETS	\$ 502,528	\$ 458,015	\$ 482,470	\$ 483,555	\$ 481,523	\$ 498,625	\$ 40,610
LIABILITIES & NET ASSETS							
Current Liabilities							
Accounts Payable & Accrued Liabilities	\$ 28,656	\$ 29,000	\$ 29,000	\$ 29,000	\$ 29,000	\$ 30,315	\$ 1,315
Accrued Salaries & Employee Deductions Payable	9,924	9,500	9,500	9,500	9,500	10,901	1,401
Deferred Revenue	52,622	42,000	45,000	45,000	45,000	57,965	15,965
Current Portion of Long Term Debt	3,622	3,846	3,846	3,846	3,846	3,651	(195)
	94,824	84,346	87,346	87,346	87,346	102,832	18,486
Long Term Debt	36,185	32,338	32,338	32,338	32,338	32,534	196
Vacation, Sick Leave & Post-Employment Benefits	18,225	19,188	17,725	17,725	17,725	18,808	(380)
Deferred Capital Contributions	152,517	146,117	145,617	145,617	145,617	147,554	1,437
Interest Rate Swaps	4,203	5,200	4,203	4,203	4,203	2,212	(2,988)
Net Assets							
Unrestricted	1,000	-	1,000	1,000	1,000	1,000	1,000
Investment in Capital Assets	96,798	114,526	114,921	110,321	108,101	103,771	(10,755)
Vacation, Sick Leave & Post-Employment Benefits	(18,225)	(19,188)	(17,725)	(17,725)	(17,725)	(18,808)	380
Internally Restricted	86,835	47,978	66,279	71,964	72,152	76,737	28,759
Endowment Fund	34,137	32,918	34,737	34,737	34,737	35,383	2,465
	200,545	176,234	199,212	200,297	198,265	198,083	21,849
Accumulated Remeasurement Losses	(3,971)	(5,408)	(3,971)	(3,971)	(3,971)	(3,398)	2,010
	196,574	170,826	195,241	196,326	194,294	194,685	23,859
TOTAL LIABILITIES & NET ASSETS	\$ 502,528	\$ 458,015	\$ 482,470	\$ 483,555	\$ 481,523	\$ 498,625	\$ 40,610

(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. Approved Variance Favourable/ (Unfavourable)
FUNDED ACTIVITY/COLLEGE OPERATIONS						
Grants						
Post Secondary Activity	\$ 105,843	\$ 109,193	\$ 109,670	\$ 109,872	\$ 109,598	\$ 3,755
Apprentice	4,932	4,758	4,858	4,916	4,859	(73)
Flow-Through Student Aid	1,530	2,944	3,108	3,108	3,618	2,088
TOTAL GRANTS	112,305	116,895	117,636	117,896	118,075	5,770
Tuition Fees						
Full-Time Post Secondary	79,028	83,022	80,682	78,494	77,047	(1,981)
Full-Time Non-Funded	257	257	292	292	365	108
Part-Time	10,255	10,237	10,293	10,293	10,021	(234)
Adult Training	1,405	1,336	1,215	1,222	843	(562)
Student Technology Fees	8,131	8,097	8,012	7,802	7,771	(360)
TOTAL TUITION FEES	99,076	102,949	100,494	98,103	96,047	(3,029)
Contract Educational Services						
Corporate & Other Programs	6,136	6,466	6,416	6,416	7,418	1,282
TOTAL CONTRACT EDUCATIONAL SERVICES	6,136	6,466	6,416	6,416	7,418	1,282
Other						
Early Learning Centre	808	808	808	808	764	(44)
Student Ancillary Fees	6,079	6,135	6,322	6,322	6,090	11
Investment Income	1,607	1,607	1,607	1,607	704	(903)
Transfer from International Education Centre ¹	23,785	24,259	23,228	22,230	24,157	372
Miscellaneous	10,427	9,488	10,823	10,348	9,120	(1,307)
TOTAL OTHER	42,706	42,297	42,788	41,315	40,835	(1,871)
TOTAL FUNDED ACTIVITY/COLLEGE OPERATIONS	260,223	268,607	267,334	263,730	262,375	2,152
CONTRACTS & OTHER NON-FUNDED ACTIVITY	70,589	60,662	61,968	54,798	47,467	(23,122)
CAMPUS SERVICES	15,779	18,264	19,468	20,337	20,148	4,369
INTERNATIONAL EDUCATION CENTRE	50,978	51,620	49,884	47,463	46,698	(4,280)
STRATEGIC INVESTMENT PRIORITIES	8,903	11,140	11,140	10,896	13,029	4,126
TOTAL REVENUE	\$ 406,472	\$ 410,293	\$ 409,794	\$ 397,224	\$ 389,717	\$ (16,755)

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

Fourth Quarter 2021-22 Financial Report
REVENUE SCHEDULE
Variance Analysis (all figures in \$ 000's)

Description	Variance Favourable/ (Unfavourable)	Comments
Post Secondary Activity	\$ 3,755	Favourable variance due to \$3M provincial funding for Personal Support Worker Accelerated program, \$727K Ministry of Colleges and Universities (MCU) funding for the Centre for Accessible Learning as well as other minor variances.
Flow-Through Student Aid	\$ 2,088	Favourable variance due to \$2.2M provincial funding for Personal Support Worker Accelerated program bursaries.
Full-Time Post Secondary Tuition Fees	\$ (1,981)	Unfavourable variance due to a 4.1% reduction in enrolment from 2021-22 Approved Annual Budget.
Part-Time Tuition Fees	\$ (234)	Unfavourable variance due to lower than projected enrolment in AC Online part-time courses.
Adult Training	\$ (562)	Unfavourable variance in Adult Training student tuition fees due to decrease in enrolment for Apprenticeship programs as well as other Adult Training programs.
Student Technology Fees	\$ (360)	Unfavourable variance due to lower than projected student enrolment from 2021-22 Approved Annual Budget.
Corporate & Other Programs	\$ 1,282	Favourable variance due to higher than projected student enrolment in collaborative programs.
Investment Income	\$ (903)	Economic instability in Europe, along with rising inflation and interest rates reduced the market value of the College's fixed term securities (government and corporate bonds). The College's operating investment fund dropped in value by \$942,000 (1.5% of fund) in the 4th quarter after being stable over the first 9 months of the year.
Transfer from International Education Centre	\$ 372	Favourable variance due to higher allocation of International Student Recovery (ISR) fees.
Miscellaneous	\$ (1,307)	Unfavourable variance due to a \$958K decrease in the Student's Association chargeback for operating expenses as a result of lower than anticipated Facilities Management expenses, as well as other minor miscellaneous revenue decreases including lower than projected revenue for special projects.
Contract and Other Non-Funded Activity	\$ (23,122)	Unfavourable variance due to a \$16.2M decrease in Business Development and Corporate Training as a result of the \$31M unawarded SkillsAdvance Ontario Steel and Aluminum contract which was partially offset by new \$12.5M SkillsAdvance Ontario contracts (Construction, Healthcare & Manufacturing). \$2.5M decrease due to postponement of the Public College Private Partnership to 2022-23. \$1.79M decrease in Applied Research projects due to delay in project approvals which are postponed to 2022-23.

Description	Variance Favourable/ (Unfavourable)	Comments
Campus Services	\$ 4,369	Favourable variance due to increase in on-campus activities and events including a \$2.4M increase in Residence revenue from an increase in occupancy rates, a \$1.3M increase in Food and Conference Services revenue, as well as a \$444K increase in Bookstore sales mainly related to the new Personal Support Worker Accelerated program.
International Education Centre	\$ (4,280)	Unfavourable variance due to 9.5% decrease in international student enrolment from 2021-22 Approved Annual Budget.
Strategic Investment Priorities	\$ 4,126	Favourable variance due to carry forward of Ministry grant revenue and revenue from the Students' Association from 2020-21 (offset by an increase in expenditures). Partially offset by an decrease in revenue for the College Equipment Renewal Fund Grant due to the new competitive portion. (See the Strategic Investment Priorities Variances page for more details)
Total Explained Variances	\$ (16,757)	
Other Minor Variances	\$ 2	
Total Variance	\$ (16,755)	



**Fourth Quarter 2021-22 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. Approved Variance Favourable/ (Unfavourable)
FUNDED ACTIVITY/COLLEGE OPERATIONS						
TOTAL SALARIES & BENEFITS	\$ 195,176	\$ 193,959	\$ 194,092	\$ 193,525	\$ 193,285	\$ 1,891
Other Operating Costs						
Mandated Student Aid	5,825	5,825	5,825	5,825	5,720	105
Contingencies	5,327	4,827	4,327	3,327	3,417	1,910
Long Term Debt Interest	658	658	658	658	659	(1)
Contract Services	16,725	16,908	16,926	17,033	15,634	1,091
Instructional Supplies & Equipment	5,065	6,920	6,508	6,227	6,051	(986)
Information Technology	12,009	12,200	12,265	12,209	12,262	(253)
Marketing and Promotion	1,684	1,599	1,554	1,530	1,053	631
Building Maintenance & Utilities	14,285	13,366	13,737	13,334	13,006	1,279
Flow-Through Student Aid	1,530	2,944	3,108	3,108	3,618	(2,088)
Cost of Goods Sold	171	171	136	136	147	24
Other	9,471	10,266	10,095	10,383	10,826	(1,355)
TOTAL OTHER OPERATING	72,750	75,684	75,139	73,770	72,393	357
TOTAL FUNDED ACTIVITY/COLLEGE OPERATIONS	267,926	269,643	269,231	267,295	265,678	2,248
CONTRACTS & OTHER NON-FUNDED ACTIVITY	65,117	55,402	57,154	50,513	45,348	19,769
CAMPUS SERVICES	16,604	18,502	18,430	18,716	17,835	(1,231)
INTERNATIONAL EDUCATION CENTRE	36,850	37,197	35,984	34,481	34,453	2,397
STRATEGIC INVESTMENT PRIORITIES	40,875	46,481	40,244	37,280	33,263	7,612
TOTAL EXPENDITURES	\$ 427,372	\$ 427,225	\$ 421,043	\$ 408,285	\$ 396,577	\$ 30,795

Description	Variance Favourable/ (Unfavourable)	Comments
Salaries and Benefits	\$ 1,891	Main factor driving the favourable variance is due to salary savings. The College maintained an average vacancy rate of 6%, which is within acceptable limits given the size of the organization, despite being impacted by the competitive market for talent and hiring impacts due to the pandemic. Partially offset by an increase in Other Costs as detailed below.
Contingencies	\$ 1,910	Favourable variance due to lower than projected Special Contingency requirements.
Contract Services	\$ 1,091	\$410K favourable variance in AC Online for program delivery costs and other contract services expenses lower than projected due to lower enrolment. \$502K favourable variance within the Facilities Management department due to reallocation of expenditures to Building Maintenance & Utilities and lower than projected expenditures due to reduction in cogen hours.
Instructional Supplies & Equipment	\$ (986)	Unfavourable variance due to the addition of a new provincially funded Personal Support Worker Accelerated program (offset by corresponding increases in revenue from the new program).
Information Technology	\$ (253)	Unfavourable variance due to higher than projected software licensing, hardware maintenance, and information technology equipment costs.
Marketing and Promotion	\$ 631	Favourable variance due to lower than projected spending mostly due to delay of return to on-campus activity including fewer events.
Building Maintenance & Utilities	\$ 1,279	Favourable variance primarily due to a decrease in estimated residence energy costs, and a reduction in contract cleaning costs.
Flow-Through Student Aid	\$ (2,088)	Unfavourable variance due to the bursary distribution for the new provincially funded Personal Support Worker Accelerated program (offset by corresponding increase in revenue).
Other Costs	\$ (1,355)	Unfavourable variance due to an increase in recruitment and professional fees to fill staff vacancies, administrative equipment, as well as other minor variances.

Description	Variance Favourable/ (Unfavourable)	Comments
Contract and Other Non-Funded Activity	\$ 19,769	Favourable variance of \$13.2M within Business Development and Corporate Training due to expense savings as the SkillsAdvance Ontario Steel and Aluminum contract was not awarded as anticipated and lower than projected spending on current SkillsAdvance Ontario projects due to pandemic and program extension to June 2022. Favourable variance of \$1.5M as a result in delayed approvals for various Applied Research projects, and \$1.8M favourable variance due to the postponement of the Public College Private Partnership to 2022-23. The decrease in expenses aligns with corresponding decreases in revenue.
Campus Services	\$ (1,231)	Unfavourable variance due to increased operating costs of Campus Services as a result of the growth in on-campus activities. Higher than projected cost of goods sold for Food Services, Bookstore and the Residence as a result of higher revenues.
International Education Centre	\$ 2,397	Favourable variance mainly due to lower than projected referral fees due to a 9.5% decline in international student enrolment from 2021-22 Approved Annual Budget, as well as other savings related to working remotely.
Strategic Investment Priorities	\$ 7,612	<i>See Strategic Investment Priorities Variances page for details.</i>
Total Explained Variances	\$ 30,667	
Other Minor Variances	\$ 128	
Total Variance	\$ 30,795	

	Approved Annual Budget	Q1 Year-End Projection	Q2 Year-End Projection	Q3 Year-End Projection	Year-End Actual (Unaudited)	Year-End vs. Approved Variance Favourable/ (Unfavourable)
SOURCE OF FUNDS:						
Facilities Renewal Grant	\$ 4,000	\$ 4,975	\$ 4,975	\$ 4,975	\$ 5,396	\$ 1,396
College Equipment Renewal Fund Grant	1,503	1,003	1,003	759	759	(744)
Apprenticeship Capital Grant	1,000	1,323	1,323	1,323	1,216	216
Students' Association Contribution	2,400	3,839	3,839	3,839	5,625	3,225
Donations	-	-	-	-	5	5
Miscellaneous	-	-	-	-	28	28
TOTAL SOURCE OF FUNDS	8,903	11,140	11,140	10,896	13,029	4,126
EXPENDITURES:						
Major Capital Projects						
Athletics and Recreation Centre	2,200	3,639	3,639	3,639	5,616	(3,416)
Athletics and Recreation Centre Enabling Work / Pedestrian Link	1,800	5,886	5,886	5,886	3,237	(1,437)
Campus Accessibility ¹	1,200	1,200	1,200	1,200	1,174	26
Pedestrian Bridge to Bus Rapid Transit Station	1,260	1,260	1,260	1,260	1,364	(104)
R3 (Student Information System)	21,860	21,860	16,200	13,800	10,153	11,707
Salesforce Lightning Upgrade ¹	1,000	1,000	1,000	620	217	783
Solar Photovoltaic Plan	-	344	344	344	166	(166)
Total Major Capital Projects	29,320	35,189	29,529	26,749	21,927	7,393
Other						
Apprenticeship Capital Grant	1,000	1,323	1,323	1,323	1,266	(266)
Campus Services	345	345	150	70	59	286
College Technologies	1,706	1,775	1,775	1,775	1,749	(43)
College Space & Infrastructure	4,760	6,375	5,552	5,552	4,694	66
New Program Initiatives	702	702	702	702	701	1
Academic & Other Equipment	875	875	875	875	866	9
Initiatives & Opportunities	2,917	2,753	2,438	2,334	2,001	916
Adjustment for Anticipated Underspend	(750)	(2,856)	(2,100)	(2,100)	-	(750)
Total Other	11,555	11,292	10,715	10,531	11,336	219
TOTAL EXPENDITURES	40,875	46,481	40,244	37,280	33,263	7,612
TOTAL NET CONTRIBUTION	\$ (31,972)	\$ (35,341)	\$ (29,104)	\$ (26,384)	\$ (20,234)	\$ 11,738

¹ Within the 2021-22 Approved Annual Budget, the Campus Accessibility project was captured under College Space & Infrastructure and the Salesforce Lightning Upgrade project was captured under College Technologies. Both projects received Board of Governors approval as Major Capital Projects in April and June 2021 respectively, and have therefore been recategorized under Major Capital Projects.

Description	Variance Favourable/ (Unfavourable)	Comments
Revenue		
Facilities Renewal Grant	\$ 1,396	Favourable variance due to deferral of Facilities Renewal Grant from 2020-21 to complete projects in 2021-22 (offset by an increase in expenditures as detailed below).
College Equipment Renewal Fund Grant	\$ (744)	Unfavourable variance due to the new competitive portion of the College Equipment Renewal Fund (CERF) provincial funding.
Apprenticeship Capital Grant	\$ 216	Favourable variance due to deferral of provincial funding from 2020-21 (offset by an increase in expenditures as detailed below).
Students' Association Contribution	\$ 3,225	Favourable variance due to carry forward of project costs from 2020-21 (offset by an increase in expenditures as detailed below).
Expenditures		
Athletics and Recreation Centre	\$ (3,416)	Unfavourable variance due to the carry forward of project costs from 2020-21 (offset by increase in revenue as noted above).
Athletics and Recreation Centre Enabling Work / Pedestrian Link	\$ (1,437)	Unfavourable variance due to the carry forward of project costs from 2020-21.
R3 (Student Information System)	\$ 11,707	Favourable variance due to delays in vendor implementation and hirings, vendor travel savings, and other minor adjustments. Expenses will be realized in a future fiscal year.
Salesforce Lightning Upgrade	\$ 783	Favourable variance due to delays in hirings and expenses will be realized in a future fiscal year.
Apprenticeship Capital Grant	\$ (266)	Unfavourable variance due to the carry forward of budget from 2020-21 (offset by an increase in revenue).
Campus Services	\$ 286	Favourable variance due to delays in commencement of construction work.
Initiatives & Opportunities	\$ 916	Favourable variance mainly due to lower than projected expenditures required for the start-up of the Public College Private Partnership initiative as well as other minor savings.
Adjustment for Anticipated Underspend	\$ (750)	Unfavourable variance as the Approved Annual 2021-22 value was a placeholder for anticipated underspending within the Strategic Investment Priorities portfolio.
Total Explained Variances	\$ 11,916	
Other Minor Variances	\$ (178)	
Total Variance	\$ 11,738	



Fourth Quarter 2021-22 Financial Report
INTERNALLY RESTRICTED NET ASSETS SCHEDULE
(all figures in \$ 000's)

	Year-End Actual March 31, 2021	Actual In-Year Use of Funds (2021-22)	Actual Year-End Adjustments (2021-22)	Year-End Actuals March 31, 2022
Specific Reserves:				
Other Projects & Initiatives	\$ 46,552	\$ 14,225	\$ 4,091	\$ 36,418
Campus Services Reserve Fund	660	59	(314)	287
Employment Stabilization Funds	595	-	(6)	589
	47,807	14,284	3,771	37,294
Contingency Reserve Fund	8,873	-	576	9,449
Reserve Funds:				
Future Capital Expansion	27,731	2,983	2,804	27,552
Net Proceeds from Sale of March Road Land	2,424	-	18	2,442
	30,155	2,983	2,822	29,994
TOTAL INTERNALLY RESTRICTED NET ASSETS*	\$ 86,835	\$ 17,267	\$ 7,169	\$ 76,737
TOTAL UNRESTRICTED NET ASSETS	\$ 1,000	\$ -	\$ -	\$ 1,000
Investment in Capital Assets	96,798	-	6,973	103,771
Vacation, Sick Leave & Post-Employment Benefits	(18,225)	-	(583)	(18,808)
Interest Rate Swaps	(3,971)	-	573	(3,398)
Endowment Fund	34,137	-	1,246	35,383
TOTAL NET ASSETS	\$ 196,574	\$ 17,267	\$ 15,378	\$ 194,685

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

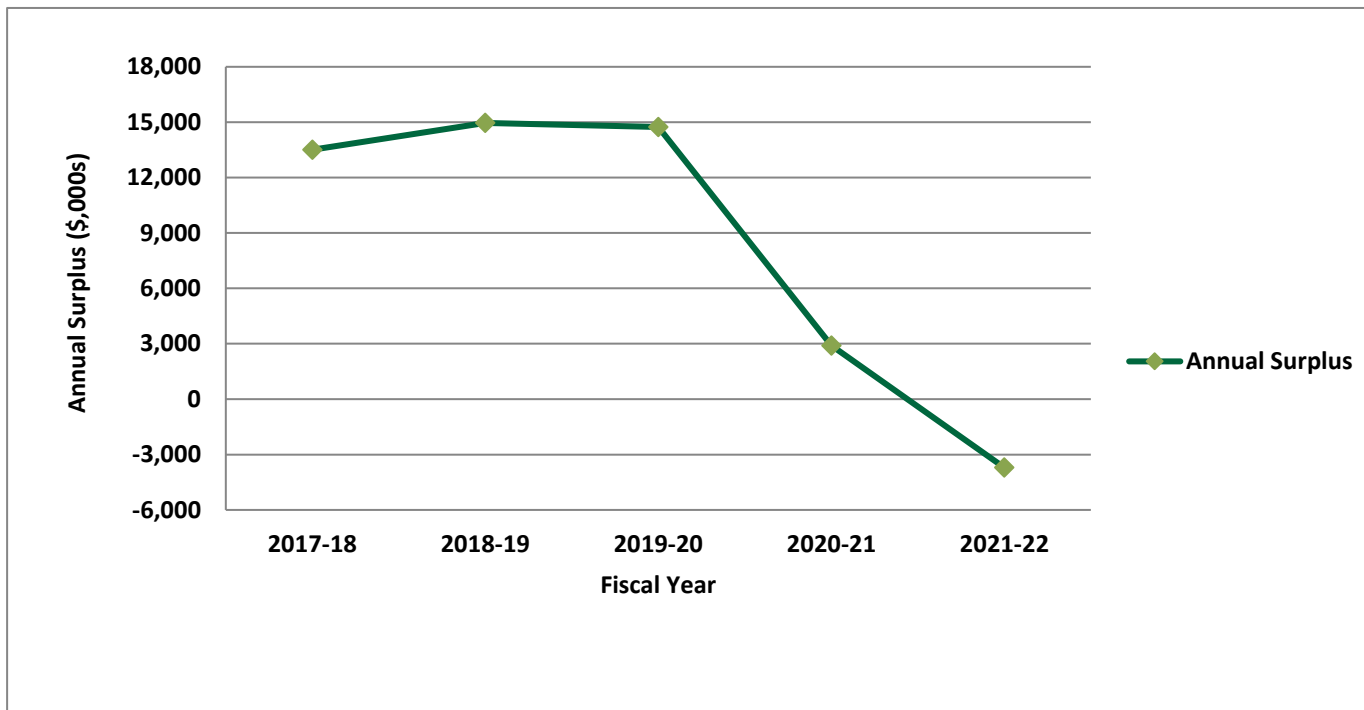
	Academic			Administrative			Support			Total		
	Positions	Staffed	Vacant	Positions	Staffed	Vacant	Positions	Staffed	Vacant	Positions	Staffed	Vacant
Academic Services												
Academic Development	8	7	1	6	6	-	12	11	1	26	24	2
Academic Operations & Planning	1	1	-	3	3	-	9	9	-	13	13	-
Algonquin College Heritage Institute	8	7	1	3	3	-	8	8	-	19	18	1
Algonquin College In The Ottawa Valley	30	28	2	7	7	-	39	38	1	76	73	3
Algonquin Centre for Construction Excellence	67	65	2	5	3	2	12	12	-	84	80	4
Associate Vice-President - Experiential Learning and Innovation	-	-	-	5	2	3	22	22	-	27	24	3
Associate Vice-President - Global, Online and Corporate Learning	-	-	-	27	22	5	62	50	12	89	72	17
Faculty of Arts Media & Design	117	114	3	9	9	-	32	32	-	158	155	3
Faculty of Health, Public Safety & Comm. Studies	137	132	5	10	10	-	37	32	5	184	174	10
School of Advanced Technology	116	106	10	7	7	-	17	16	1	140	129	11
School of Business	91	83	8	4	4	-	9	7	2	104	94	10
School of Hospitality & Tourism	42	40	2	4	4	-	9	8	1	55	52	3
Senior Vice-President Academic	-	-	-	3	3	-	-	-	-	3	3	-
Academic Services Total	617	583	34	93	83	10	268	245	23	978	911	67
Advancement & Strategy												
Advancement Operations	-	-	-	7	7	-	5	5	-	12	12	-
Strategy	-	-	-	1	-	1	-	-	-	1	-	1
Advancement & Strategy Total	-	-	-	8	7	1	5	5	-	13	12	1
Finance & Administration												
Campus Services	-	-	-	16	13	3	50	45	5	66	58	8
Facilities Management	-	-	-	12	9	3	36	34	2	48	43	5
Finance And Administrative Services	-	-	-	15	13	2	26	25	1	41	38	3
Information Technology Services	-	-	-	26	22	4	96	92	4	122	114	8
Risk Management	-	-	-	10	9	1	1	1	-	11	10	1
Vice-President Finance and Administration	-	-	-	2	2	-	-	-	-	2	2	-
Finance & Administration Total	-	-	-	81	68	13	209	197	12	290	265	25
Human Resources												
Labour Relations	-	-	-	18	17	1	-	-	-	18	17	1
People and Culture	-	-	-	18	16	2	4	4	-	22	20	2
Vice-President Human Resources	-	-	-	2	2	-	-	-	-	2	2	-
Human Resources Total	-	-	-	38	35	3	4	4	-	42	39	3

	Academic			Administrative			Support			Total		
	Positions	Staffed	Vacant	Positions	Staffed	Vacant	Positions	Staffed	Vacant	Positions	Staffed	Vacant
President And Board Of Governors												
Communications	-	-	-	4	4	-	5	4	1	9	8	1
President and Board of Governors	-	-	-	4	4	-	-	-	-	4	4	-
President And Board Of Governors Total	-	-	-	8	8	-	5	4	1	13	12	1
Student Services												
Marketing & Recruitment	-	-	-	3	3	-	28	28	-	31	31	-
R3 Executive Business Lead	-	-	-	-	-	-	8	6	2	8	6	2
R3 Executive Technical Lead	-	-	-	-	-	-	1	-	1	1	-	1
Registrar	-	-	-	10	9	1	69	66	3	79	75	4
Student Support Services	20	20	-	12	11	1	41	38	3	73	69	4
Vice-President Student Services	-	-	-	2	2	-	-	-	-	2	2	-
Student Services Total	20	20	-	27	25	2	147	138	9	194	183	11
Truth, Reconciliation & Indigenization												
Indigenous Services and Partnerships	-	-	-	4	3	1	-	-	-	4	3	1
Truth, Reconciliation & Indigenization Total	-	-	-	4	3	1	-	-	-	4	3	1
College Totals	637	603	34	259	229	30	638	593	45	1,534	1,425	109
							Total % for the positions:			100.0%	92.9%	7.1%



Fourth Quarter 2021-22 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.

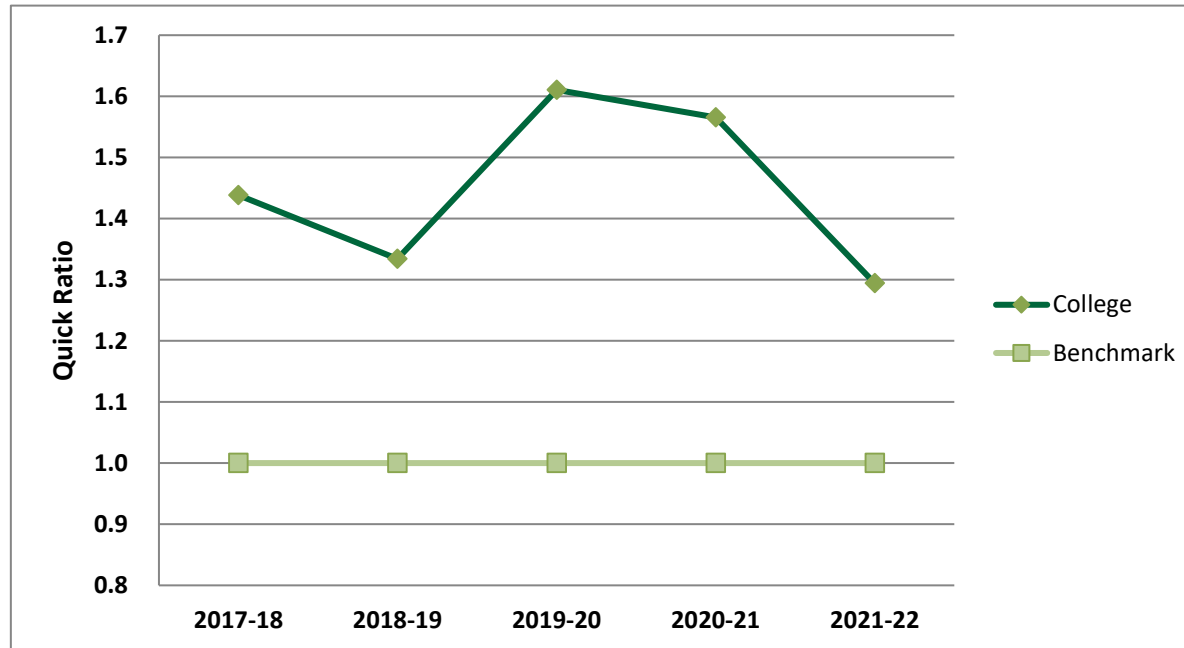
Rationale:

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



Fourth Quarter 2021-22 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.

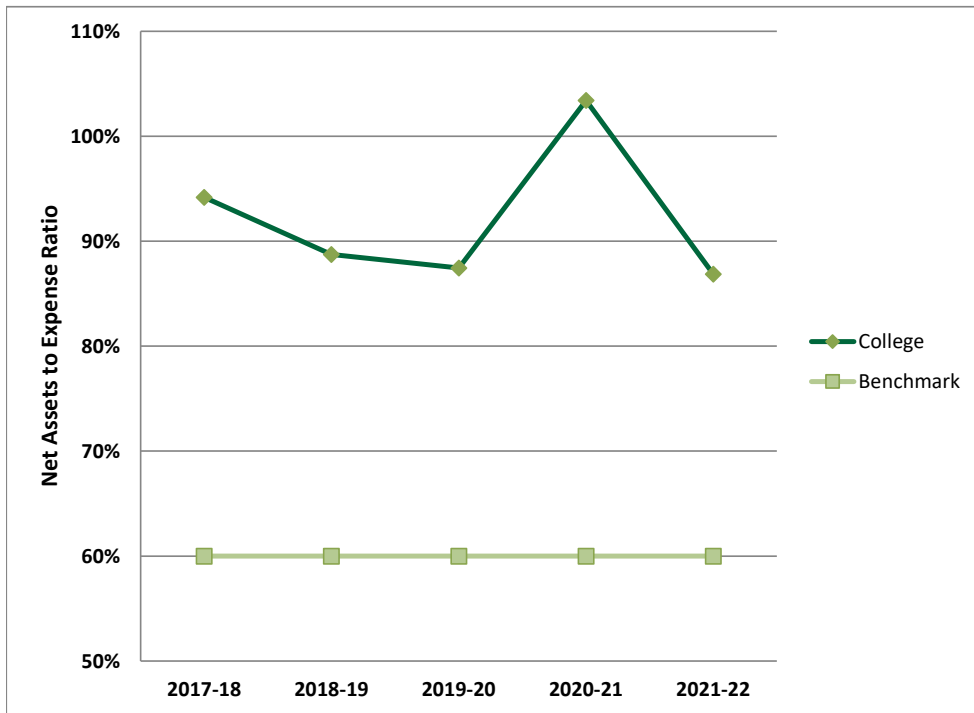
Rationale:

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 1.66 for Q4 2021-22.



Fourth Quarter 2021-22 Financial Report
Financial Health Indicators

Operating Results: Net Assets to Expense Ratio



Objective:

A traditional indicator to ascertain the ability of a college to continue operations in the event there is a delay in revenue streams.

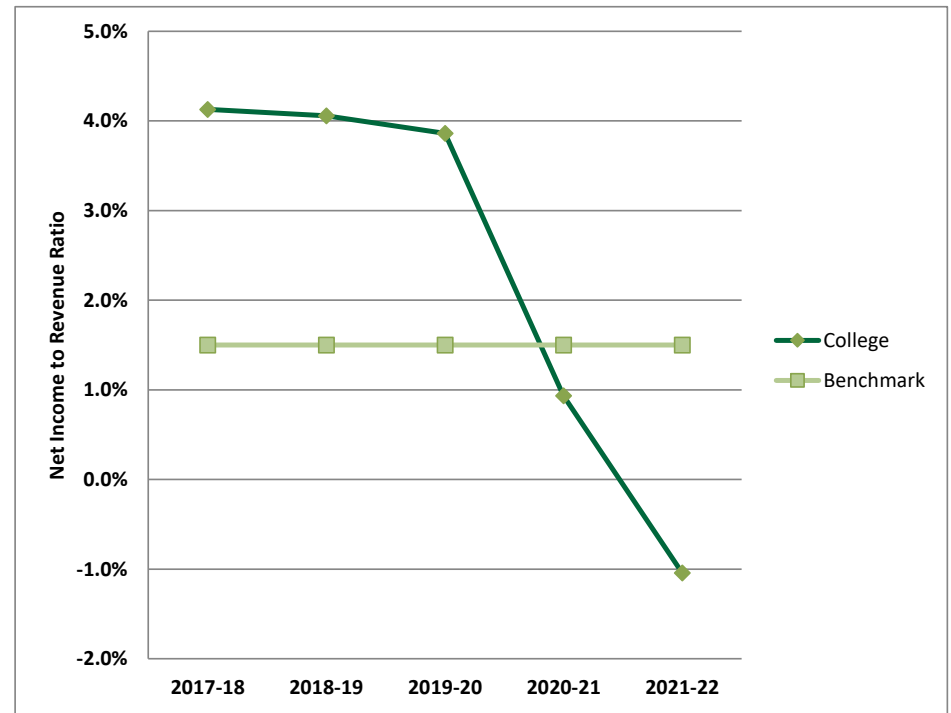
Benchmark:

60% or higher.

Rationale:

A net balance that is less than 60% of annual expenses may indicate a lower tolerance for variable or volatile revenues.

Operating Results: Net Income to Revenue Ratio



Objective:

This ratio measures the return an institution generates on each dollar of revenue.

Benchmark:

Less than 1.5% may be a concern because it may indicate that the college may not be able to recover from a deficit position in a reasonable period of time.

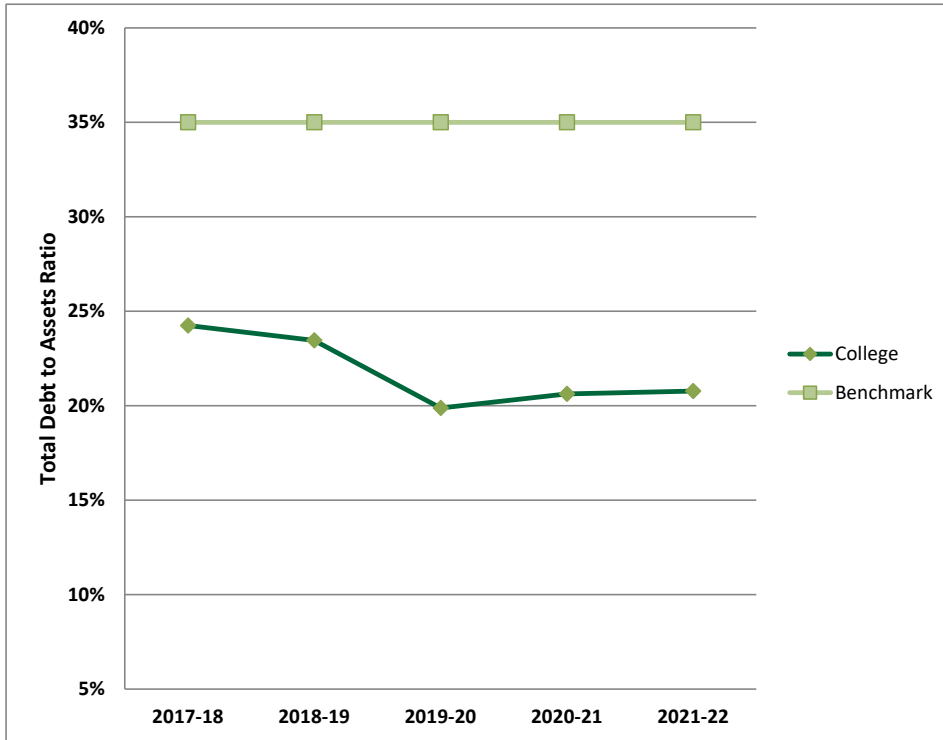
Rationale:

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

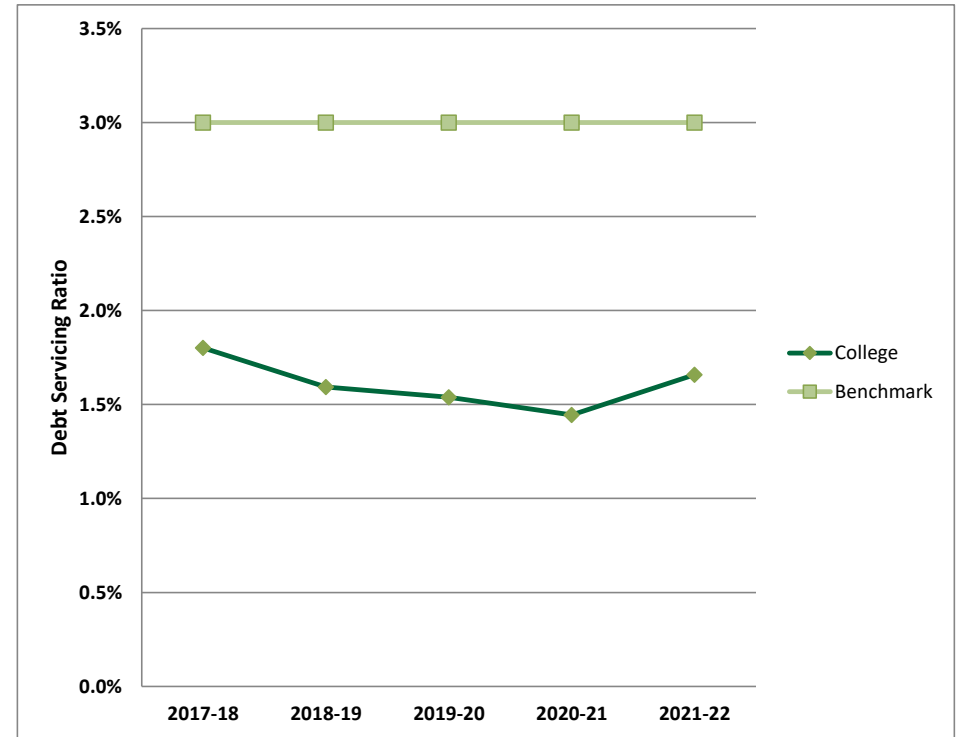


Fourth Quarter 2021-22 Financial Report
Financial Health Indicators

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.

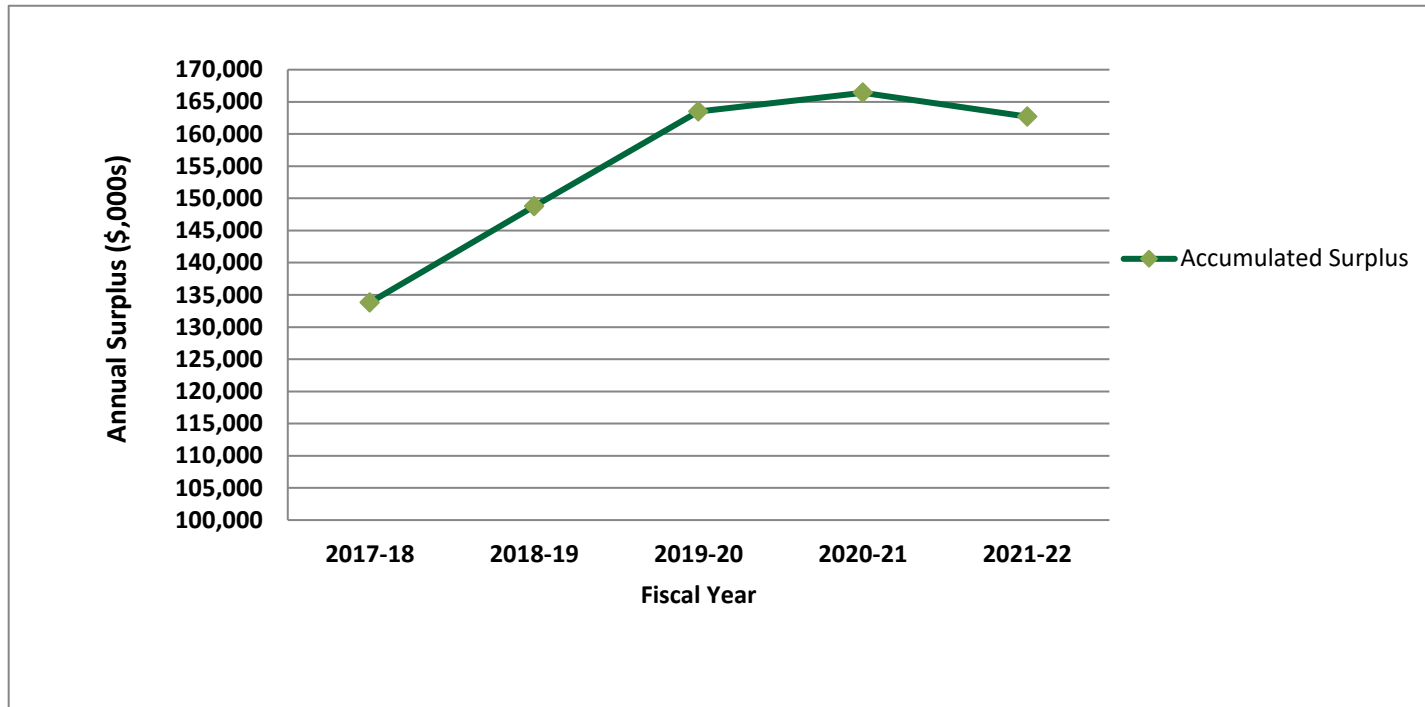
Rationale:

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.



Fourth Quarter 2021-22 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.

ANNUAL BUDGET AND QUARTERLY FINANCIAL PROJECTIONS COMPLIANCE SCHEDULE

<u>Source</u>	<u>Budget/Projection Requirement</u>	<u>Compliant (Y/N)</u>
1	BGII-02 Board Financial Management Policy 1.2 The annual budget [and Quarterly Projections] ... shall: 1.2.2 Have expenditures not exceeding revenues unless the Board has approved ... to spend from reserve funds;	Y (Board approval date: April 19, 2021)
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: April 19, 2021)
3	BGII-02 Board Financial Management Policy 2.3 Quarterly projections of the annual budget shall be presented to the Board, ensuring the College's projected surplus or deficit are at least equal to or better than the Approved Budget.	Y
4	BGII-02 Board Financial Management Policy 4.2 The President may not approve an unbudgeted expenditure or commitment that will result in the College's fiscal year-end total balance of unrestricted net assets plus internally restricted net assets being lower than budgeted without the approval of the Board.	Y
5	Strategic Plan 2017-2022 'Goal 5 - Enhance Algonquin's global impact and community social responsibility' -we must ensure we maintain strong financial health indicators	Y
6	President's Budget Overview - Annual Budget President's Overview: 'We will be aggressively pursuing further opportunities in the non funded area which will provide funds for investment in all of the things that are currently not funded through government sources such as technology upgrades, infrastructure improvements, equipment for faculty and staff etc.' - we must ensure that our SIP expenditures (budgeted and projected) do not exceed the sum of: - Non-Funded Activities net contributions; and - Allocations from Internally Restricted Net Assets such that the ending balance of Internally Restricted Net Assets is at least equal to or greater than the balance approved by the Board in the Annual Budget (see #4 above).	Y

Report title:	2021-22 Annual Report and Progress against Strategic Plan 2017-2022
Report to:	Board of Governors
Date:	June 6, 2022
Author(s)/Presenter(s):	Tracy McDougall, Director, President’s Office and Communications

1. RECOMMENDATION:

THAT the Board of Governors approve the 2021-22 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 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 must also be made available to the public.

Further guidance for the Annual Report content and prescribed layout is provided in the Ministry of Colleges and Universities Annual Report Operating Procedure. This Procedure is given in Appendix B: Ministry of 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 prior year. Employees from all areas across the College provide input with evidence of their accomplishments to be transparent and accountable, highlighting performance against the year’s business plan goals and the Strategic Plan commitments to student and employee success.

This year, the College introduced a theme of renewed hope recognizing new insights as the College emerged from the second year of the pandemic, a time of continued uncertainty marked by a number of unprecedented events from a public health perspective.

The Annual Report highlights the College’s efforts to:

- Respond and emerge from the second year of the pandemic with new insights from demonstrated innovation, enriched virtual learning experiences and new ways of working;
- Transition to a new path forward with a refresh of the Strategic Plan;
- Engage in strategic partnerships with world-class businesses and institutions, preparing learners through real-world, experiential learning opportunities to achieve their career dreams and contribute to regional prosperity;
- Embed Indigenous Knowledge and Indigenous Ways of Knowing in the College culture, living the commitments to Truth, Reconciliation, and Indigenization;
- Offer hands-on, digitally connected, experiential learning across more than 300 programs and four campus locations;
- Innovate on new education and training programming;
- Deliver personalized services to meet learners *where they are*, particularly during the pandemic;
- Connect with alumni, donors and the learners that benefit from their support;
- Build an inclusive culture and an exceptional place to work;
- Highlight prudent financial management and a way forward for sustainability.

The draft Annual Report is attached as Appendix A: 2021-22 Draft Annual Report.

5. LINK TO STRATEGIC PLAN:

STRATEGIC PLAN 2022-2025	
LEARNER DRIVEN	
Goal 1: Provide Flexible, Personalized, and Lifelong Learner Experiences	<input checked="" type="checkbox"/>
PEOPLE	
Goal 2: Empower Our People to Foster a High-Quality, Innovative, Learner-Driven Culture	<input checked="" type="checkbox"/>
Goal 3: Create an Equitable, Diverse, and Inclusive Work Environment	<input checked="" type="checkbox"/>

6. STUDENT IMPACT:

The report includes graphics outlining key metrics from the 2021-23 Business Plan related to students, including student satisfaction, retention, and cooperative participation.

There are sections related to how the College continued to adapt during the COVID-19 pandemic, working collaboratively across many service areas to offer optimal environments for learners, as well as efforts made to stay safe during the pandemic with robust health and safety standards for those learners required to be on campus.

The document also provides student quotes from bursary and award recipients, community engagement examples, an overview of Algonquin's Student Success Specialist's Intercept Program, and updates on key activities that will improve the student experience, such as the R3 Project - Rethinking, Redesigning, and Reimagine the Learner Experience through the renewal of the Student Information System, to an update on the opening of the Students' Association new Jack Doyle Athletic and Recreation Centre.

Other student impacts highlighted include:

- Mental health, wellness, and diversity initiatives, including the keep.meSAFE program with a downloadable app and the *Thriving in Action* program;
- Efforts to promote equity, diversity and inclusion; and
- Marketing and recruitment efforts in an online world.

7. FINANCIAL IMPACT:

Ministry guidelines require the College 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, as well as initiatives and activities that support the College community, including the introduction of a flexible work environment pilot project, an employee pulse survey, and continued work on the College's Inclusion and Diversity Blueprint with an inclusive climate survey. Community outreach was also available through the Inclusion Infusions Podcast series. In addition, it was noted that the College has been named a top 25 employer of the National Capital Region for the *ninth* consecutive year.

Charts included in the report identify College employees who are members of the following 2021-22 College committees:

- 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 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 learner accomplishments, and operational activities.

Respectfully submitted:



Tracy McDougall
Director, President's Office and Communications

Approved for submission:



Claude Brulé
President and CEO

Appendices:

Appendix A: 2021-22 Draft Annual Report Appendix B: Ministry of Training, Colleges and Universities Annual Report Operating Procedure (last revised April 2010)
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Annual Report

2021-2022

DRAFT



College at a Glance

304 Programs

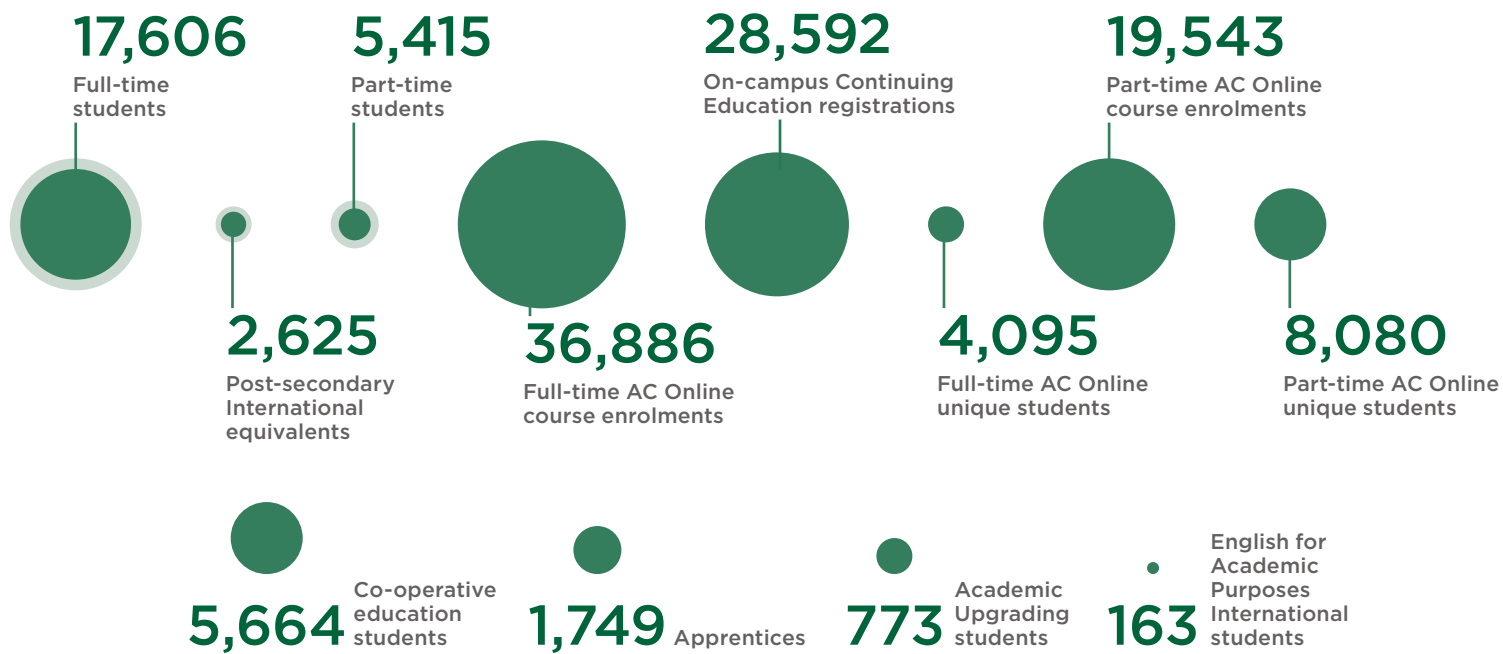
- 75** College Certificates
- 42** Ontario College Certificates
- 76** Ontario College Diplomas
- 25** Ontario College Advanced Diplomas
- 68** Ontario College Graduate Certificates
- 12** Bachelor's Degrees
- 6** Collaborative Degrees

DELIVERY METHODS

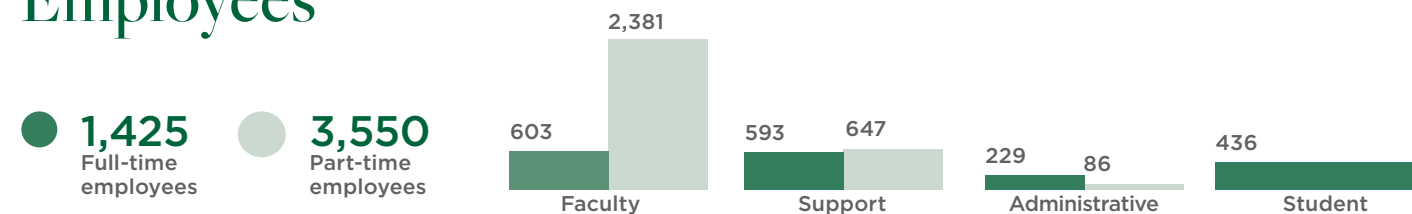
- 24** Full-time online programs
- 68** Part-time online programs
- 60** Co-operative Education programs
- 13** Apprenticeship programs

Students

● FALL TERM ONLY ● SPRING, FALL AND WINTER TERMS



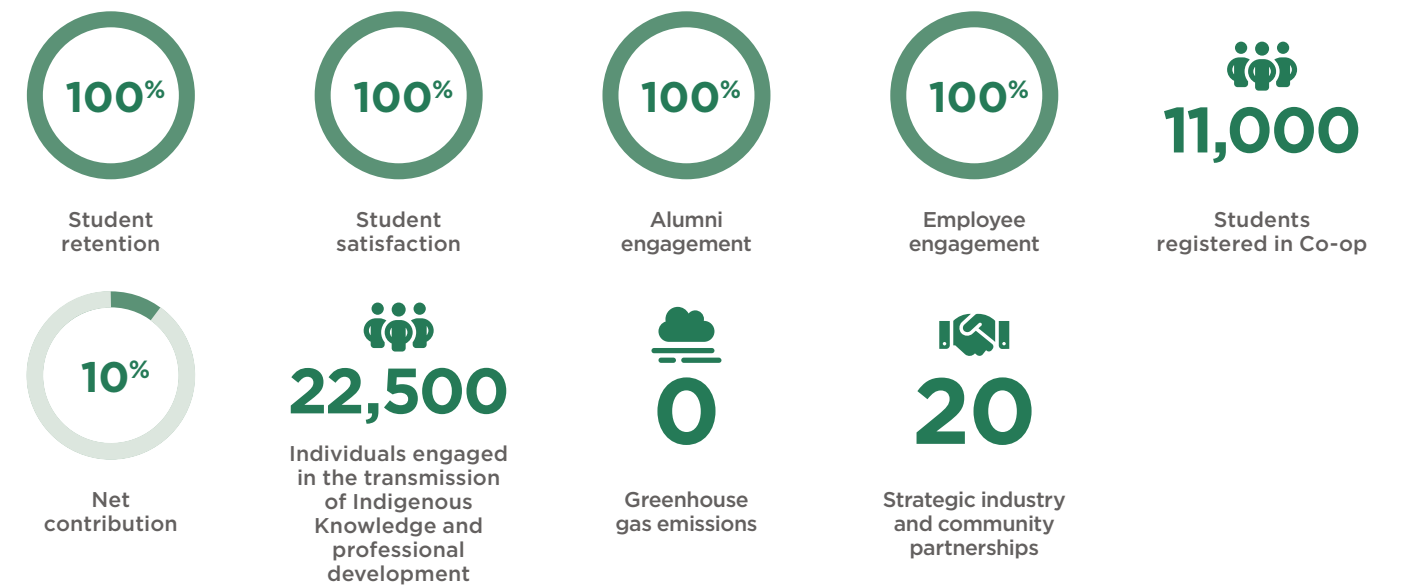
Employees



Strategic Commitments

- LEARNER DRIVEN** Establish Algonquin College as the leader in personalized learning across all Ontario colleges.
- CONNECTED** Become an integral partner to our alumni and employers.
- PEOPLE** Be recognized by our employees and the community as an exceptional place to work.
- INNOVATION AND QUALITY** We will be leaders and continuously improve the quality, impact and innovativeness of teaching, learning and service delivery.
- SUSTAINABLE** Pursue Truth and Reconciliation, social, environmental and economic sustainability

Aspirational True North Targets



Mission

To transform hopes and dreams into lifelong success.

Vision

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

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 equity.

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“ Algonquin College continues to be a leader in delivering exceptional educational experiences for our learners and developing talent for the prosperity of our communities. ”

Looking back on the past year, we remained dedicated to our two top priorities at Algonquin College: upholding the health and safety of our learners, our employees and our communities; and delivering the programs and services needed to ensure our students' lifelong success.

We have experienced a variety of challenges, requiring many of us to adjust to new realities and protocols. The past year has tested our patience and fortitude. However, it was also a year of renewed hope, optimism and revival.

Our learners and employees were generous with our communities - fundraising, volunteering and working with our partners to promote people's use of services in their time of need.

Working with The Royal, we expanded real-time services for our learners, including virtual mental health and addiction services. For learners out of province or country, we also introduced 24/7 support. We continued the conversation with the Bell Let's Talk program, evaluating new ways of extending our care.

As the year unfolded, our employees coordinated their efforts for a safe return to campus through our *Transitional Return to Campus Plan* that built on the previous year's initiatives and innovation.

Thinking innovatively, our Human Resources team took feedback from our *Pulse Survey* and conducted several work-model pilots, exploring flexible hours, compressed work weeks, completely remote work, or a hybrid of onsite and virtual. The results will be groundbreaking and foundational to forward-looking policies for new ways to work post-pandemic.

For the ninth year in a row, Algonquin College was named a National Capital Region Top Employer in part because of our initiatives to support our people during these challenging times. I am proud of this meaningful achievement as it showcases how our employees recognize our College as an exceptional place to work.

We are making strides to build a learning workplace that is respectful, diverse, inclusive and healthy. Last year, many employees volunteered to engage in equity, inclusion, diversity and intercultural learning. With this year's *Climate Survey*, our employees had the opportunity to anonymously share their experiences and appraise the inclusivity of our culture.

Finding strength together, we began our consultation sessions to build our multi-year Indigenization strategic framework, *Standing Up the Tree*. We resolved to deepen our collective commitment to Indigenous



President and CEO Claude Brulé speaking with students in the Journalism program.

Knowledge, Truth and Reconciliation. We marked the first *National Day of Truth and Reconciliation*, honouring the victims and the survivors of Canadian residential schools. We listened to our *Student Leadership Pack*, who shared their stories and embraced their culture at our College.

The Office of Truth, Reconciliation & Indigenization piloted programming to empower Indigenous youth in four communities across the country last year with the generous support of Employment and Social Development Canada (ESDC). Elders and Traditional Knowledge Carriers played a significant role in each community, building stronger relationships with youth participating. With 90 per cent of participants continuing to further their training or employment, the team secured ESDC support to build on their success and engage five more locations from Ontario to British Columbia over the next three years.

Our four campuses expanded to offer our learners the best experiences. Our Students' Association opened the Jack Doyle Athletics and Recreation Centre, featuring everything you could imagine to serve the needs of our varsity athletes to those seeking recreation activities, from a wide array of weight training equipment to a climbing wall, from Zumba and yoga rooms to a bowling alley unique in Ottawa. We worked together to get our progressive, multi-year implementation plans underway for new systems, spaces and partnerships to keep us at the forefront.

Algonquin College continues to be a leader in delivering exceptional educational experiences for our learners and developing talent for the prosperity of our communities. We announced twelve new full-time programs, launched several micro-credentials and created sector-specific programming to respond to the needs of Ontario's economy. With our new agreement with CDI College, we will offer select programs at its Greater Toronto Area campuses beginning in the fall of 2022.

Completing the fourth phase of the *Energy Service Company Project (ESCO2)* partnership with Siemens, we expanded our co-generated power, solar photovoltaic power, power storage and energy management systems while presenting new research opportunities for our students. This year's solar panel and battery electricity storage projects will connect to a campus micro-grid next year to produce one megawatt of green electricity for on-campus use, enough to power the equivalent of a thousand homes.

And let's not forget that through the pandemic, we were also in transition.

As our 50+5 Strategic Plan came to an end in 2022, we paused to reflect on how to shape our direction forward. Our new strategic roadmap, *Becoming Again*, refocuses us on our learners and our people and includes fresh perspectives on staying connected, nurturing innovation and quality, and upholding the sustainability of our operations.

As we look to the year ahead, our new Strategic Plan reaffirms our commitment to a supportive, learner-driven culture that will continue to be animated by meaningful and mutually supportive connections both on and off-campus to help the communities we serve prosper and continue to transform hopes and dreams into lifelong success.

Claude Brulé
President and CEO,
Algonquin College



“ I am proud of the passionate people at Algonquin College...Most of all, I am inspired by our students, who so proudly represent our College every day in the greater community. ”

As we navigated through the second year of the COVID-19 pandemic, I was struck by the unwavering dedication of Algonquin College employees toward our learners. From our executive team to our people in the classroom and on the frontline, our employees exemplified our core values of Caring, Learning, Integrity and Respect.

This year, the resiliency and ingenuity of our colleagues were more evident than ever. Despite turbulent times, employees were able to create new opportunities for our learners and develop the connections that are needed to support the prosperity of our community.

Even with certain restrictions and protocols in place, we had the pleasure of hosting Jill Dunlop, Ontario Minister of Colleges and Universities and Jeremy Roberts, Ottawa West-Nepean Minister of Provincial Parliament, to share the passion and explore the innovation of our people who successfully expanded co-operative education programming, enriched work-integrated learning experiences and delivered sector-based education and training throughout the year.

The President and his team have continued their ongoing commitment to integrate Truth, Reconciliation and Indigenization into the College's culture; Indigenous elders and community members gathered with employees to improve their understanding of Indigenous culture and guide the development of a new *Indigenization Strategic Framework* while Indigenous practices have been incorporated into the Board of Governors' meetings.

Last year, the College invested in major capital projects, including the next phase of a new *Student Information System*, the *R3 Project*, to modernize its legacy systems over the next three years. In a new agreement, the College also collaborated with the Algonquin Students' Association to complete construction and open the brand-new Jack Doyle Athletics and Recreation Centre, significantly increasing the physical capacity for student fitness, varsity team athletics and recreational activities to enhance student life.

The College improved accessibility on campus with renovation projects to update pedestrian links, entrances and doorways. With the City of Ottawa, the College introduced an



The Ottawa Campus DARE District.

above-grade pedestrian bridge that will soon link the Algonquin Centre for Construction Excellence facility with a new OC Transpo bus rapid transit station, part of the Light Rail Transit Stage 2.

New programs were introduced that addressed current-day challenges and micro-credentials were launched to respond to sectors in need, such as manufacturing, health and cybersecurity. The Perth Campus launched an innovative two-year Practical Nursing program that includes realistic patient scenarios in a campus *Simulation Lab* and the Forestry program in Pembroke benefited from added investment this year, where learners continue to be involved in community projects, including planting 30,000 trees in Algonquin Park.

A significant milestone was reached through it all, the completion of the Algonquin College *50+5 Strategic Plan* and the Board approval of a new *Strategic Plan 2022-2025, Becoming Again*, that outlines the strategic directions that will guide the College forward. The Plan gives us a solid framework to continue our role as leaders in Ontario's college system.

Algonquin College is fortunate to be on a sound, sustainable path forward. The Finance and Administrative Services team is conscientious and thorough, closely monitoring investments and resources needed to keep the College on a solid financial footing.

This will be my last year serving on our Board of Governors as I will be retiring from my role as Chair with the completion of this term in August. It has been an absolute pleasure to work with my fellow board members. They represent people from across industry sectors, from all walks of life; I have been able to witness their dedication to Algonquin College, the learners and the employees.

Working with such a dedicated team of Governors and our College employees has been truly inspiring.

I am proud of the passionate people at Algonquin College, the leadership of our President and CEO, Claude Brulé and the highly skilled Executive Team. Most of all, I am inspired by our students, who so proudly represent our College every day in the greater community.

Jay McLaren
Chair, Board of Governors

OUR CONTEXT

As welcome symbols of spring, robins inherently know that warm weather rarely arrives all at once. Enjoying the freshly thawing earth and the bounty it brings, these industrious birds are often the first visible in spring. They know what to do if flurries persist before the spring season arrives in full. Using their ingenuity, they adapt, staying nourished on budding berries and gathering materials to build a nest and a future for the next generation.

The Pandemic Response

At the start of the year, the spread of coronavirus had slowed, and the threat of new variants had waned. It was a time for fresh beginnings.



Current students and Resident Advisors at Algonquin College Residence.

On April 27, 2020, the Government of Ontario issued A *Framework for Re-opening Our Province* with a three-stage plan and as of July 2020, Algonquin College campus locations began to pilot resumption of on-site learning activities while continuing the delivery of most programs remotely. The Integrated College Development Planning Committee (ICDP) oversaw the development of a coordinated strategy for the College's administrative and academic leaders to achieve a coordinated, coherent and safe campus reintegration and gradual renewal of in-person, on-campus activities. The College aligned with the government of Ontario's three-step plan to remobilize businesses, services and public spaces. The ICDP developed the *Transitional Return to Campus Plan* with guiding principles for employees to increase in-person on-campus activities. The plan was dynamic, evolving with up-to-date information for learners, employees and the greater community.

The health and safety of our learners and employees remained the top priority. A crucial step in rallying a unified response to the pandemic involved comprehensive College communications. Our learners and employees stayed well informed with executive announcements and frequent communication updates. Our people monitored the constantly evolving situation and regularly updated plans. From Health Services to the Library or tutoring, learners and employees could see what was offered remotely, on campus, or both, through hybrid delivery.

“ Between the stress of normal family life, COVID, and both my wife and I being in school full time, we have felt the weight of life ... Thank you for your thoughtfulness and for your kindness. ”

LEARNER AND RECIPIENT, ALGONQUIN COLLEGE BURSARY



Students find out about the many services available to them speaking with College experts at Campus Connect in the Student Commons.

The College launched two portals, one customized for learners and the other for employees, loaded with extensive resources, including essential web pages, links, downloads and updates – all available in one place. The portals provided virtually everything each group needed to know – with step-by-step instructions – to comply with provincial mandates, local Public Health recommendations and the College’s health and safety guidelines.

College communications were frequent, consistently clear and caring. The College extended resources for mental health and well-being, recognizing that the pandemic impacted us all and some of us more acutely. Each portal became a hub, featuring tips and the essential information to help cope during the pandemic, including guides to promote self-care and wellness through coaching, skills-building, counselling and most importantly, 24/7 services and local crisis line support for populations at each regional campus in Ottawa, Perth and Pembroke.

The breadth of services and supports available reflected many people’s efforts. Our people worked diligently to research, coordinate, create and curate timely information and resources. Our dedicated employees went above and beyond, answering when learners and colleagues reached out throughout the year. Our people also organized a wide range of virtual social activities events and volunteer opportunities to connect across the College, introducing memorable moments, fun and relaxation to share smiles day-to-day.

“ I am a mother of 3 young children and I chose to return to school ... The generosity of the donor will greatly help ... I have been putting all my focus into helping my kids, while maintaining a 4.0 GPA. ”

LEARNER AND RECIPIENT, ALGONQUIN COLLEGE BURSARY

As of September, when proof of vaccination became mandatory for entering designated buildings in Ontario, Algonquin College used the *AC Mobile Safety Application* available for learner and employee smartphone download. The app provides a quick and easy way for people to present their proof of vaccinations and receive emergency notifications, health protocols, safety procedures and tips. As a result of these multi-channel efforts, Algonquin College populations boasted a remarkably high vaccination rate and participated in activities on campus.

Beyond the recovery of the prior year, the College began to thrive, continuing to deliver and enhance high-quality, flexible learning experiences with real-world, experiential learning for students to move ahead, progressing to reach their goals toward graduation – even as the pandemic lingered.

As one variant slowed in the fall and another emerged over the winter months, the College kept learners and employees well-informed of protocols, provincial and regional guidelines. Our people proactively planned the College response at each phase, updating guidelines and exploring innovative ways to advance and enhance teaching and learning with enriched virtual experiences.

The College moved forward with renewed plans for a bountiful 2022. The College is taking the best of our lessons learned through the pandemic, demonstrating innovation, delivering enriched virtual learning experiences and modelling new ways of work – all to support our employees in their work and our learners who are transforming their hopes and dreams into lifelong success.



Resident Advisors and employees welcome students to the Ottawa Campus.

OUR CONTEXT

This year Algonquin College celebrated a changing of the seasons with our strategic planning. As our 50+5 Strategic Plan 2017-2022 came to a close, we reflected on how much we had accomplished and triumphed, facing challenges over the last few years. We stood together, embracing Indigenous Knowledge and practices to inform who we are and enhance what we do. We drew upon our foundational Algonquin College Learner-driven Strategy and People Plan to begin consultations for a refreshed strategic planning cycle.

The Strategic Plan 2022- 2025

BECOMING AGAIN

As we looked forward in 2021-2022, we recognized the College's growth will continue anew — past our last strategic plan and ever stronger into the future. With a spirit of renewal and reawakening, we set out to develop the Algonquin College Strategic Plan 2022-2025, *Becoming Again*, to lead our way forward while addressing the changing needs of the populations and communities we serve.

A robust strategic plan relies on the collaboration and insight of groups inside and outside the College. Our learners, employees and partners who represent the communities we serve look to our strategic plan for direction and inspiration. The renewal of our strategic plan was consultative with meaningful strategies for equity, diversity and inclusion and new ways of sharing Indigenous Knowledge to help focus our work.



President and CEO Claude Brulé engages employees at AC Vision, a hybrid event held in September 2021.

Collaboration was embedded in the Algonquin College strategic planning process from the beginning, supported by the leadership of the Board of Governors and the College's Executive Team. A diverse Advisory Team from across the College community, chaired by the Dean of our Pembroke, guided a third-party consulting firm to engage diverse populations and begin our discovery.

The plan followed four phases. First, the initial planning confirmed the scope and protocols of the work, gathered the Team, shared an understanding of the context and established processes for an integrated, representative approach. Next, the process required a definition of the current state, or *Who We Are*, describing where the College is starting from as we look forward over the next three years. Building on

this, the Team gathered the College's aspirations to define *Who We Are Becoming*, establishing the new plan's strategic priorities, goals and key performance indicators to monitor the College's progress on the path we take to get there. By completing the final phase of the process, the Team delivered an actionable and refreshed three-year strategic plan.

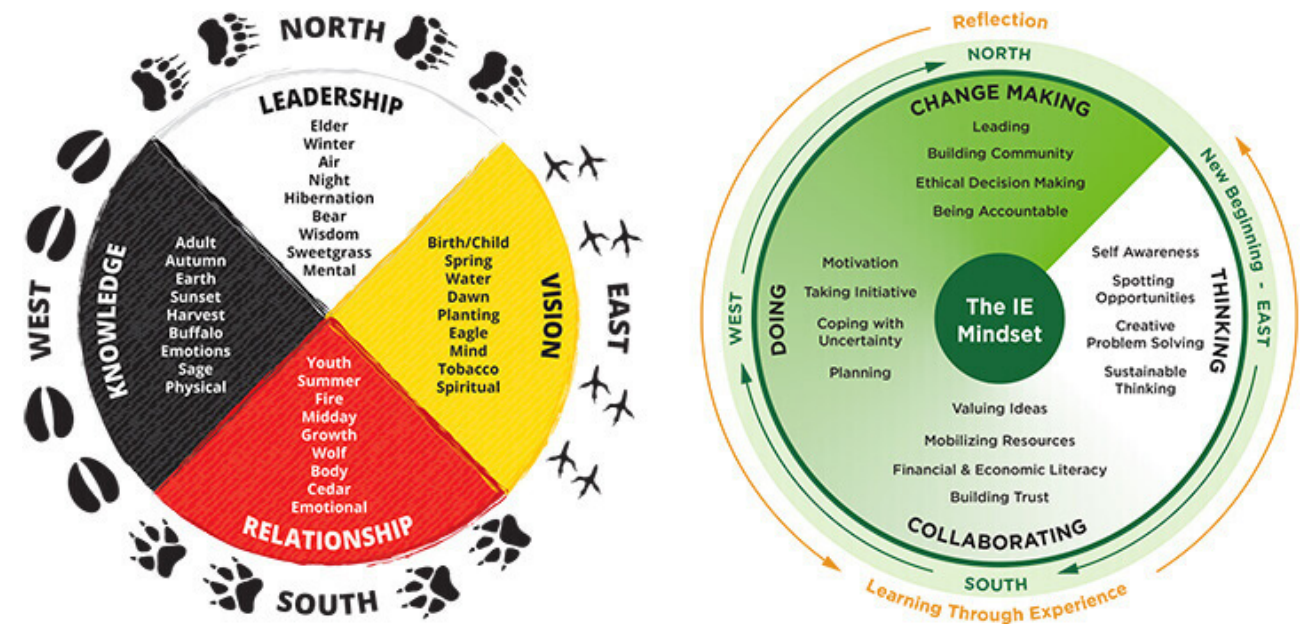
The planning process was grounded in Two-Eyed Seeing, a research method developed by Albert Marshall, a Mi'kmaq Elder, alongside researchers at Cape Breton University. Through Two-Eyed Seeing, people view the strengths of Indigenous Ways of Knowing through one eye and Western Ways of Knowing through the other. When we use both eyes at once, we enhance our vision with more depth and detail.

“ This year has proved that we are more than well-equipped with the knowledge, skills and abilities to succeed in every aspect of our lives and our careers. ...Imagine what else we can do. ”

FIONA MCCARTHY KENNEDY, BACHELOR OF HOSPITALITY & TOURISM MANAGEMENT

Each planning event opened with Indigenous Knowledge-sharing and introductions of the planning team, who aligned the data collected with storytelling to view the College's goals from new perspectives. Indigenous insights, wisdom and stories have been interwoven in the new plan to broaden perspectives. The planning process also included the development of an *Innovation and Entrepreneurship Mindset Competencies Framework* based on the Anishinaabe Medicine Wheel teachings, outlining the sequence of thinking, collaborating, doing and change-making to guide many of Algonquin College's future initiatives.

From January to June 2021, collaborated to create a strategic plan that brings forth the many voices of our learners, employees and partners. The College gathered insights through varied touchpoints, conducting one-on-one interviews, group sessions and a comprehensive online survey. More than 1,300 people shared their perspectives, helping to shape the strategic plan and affirming the way forward. We commend and thank them for their outstanding work.



The Innovation and Entrepreneurship Mindset Competencies Framework is based on Anishinaabe Medicine Wheel teachings. The framework sets forth a sequence of thinking, collaborating, doing and change-making that has informed and will continue to influence a number of College initiatives, including the Learner-driven Strategy.

When people participated in the planning activities to identify the areas of focus that will help Algonquin College recover and thrive, two areas consistently rose to the top: *Learner-driven* and *People*. Through consultation, our learners, employees and partners unearthed the way forward. Algonquin College will focus on being *Learner-driven* and the strengths of our *People* while we sustainably enhance the innovation and quality of our programs, services and operations.

The *Becoming Again* narrative sets the tone of the new plan by describing how the Earth awakes from the Big Sleep, providing the opportunity to choose new ways forward while letting go of barriers from the past. As we progress from recovery and prepare to thrive, the Algonquin College Strategic Plan 2022-2025, *Becoming Again*, provides us with our new path forward.

“ Never forget the strength and determination you tapped into to make it through this year ... We persevered, and I believe that we've emerged more compassionate, more creative, and above all, stronger than before.”

MADALYN HOWITT, VALEDICTORIAN, JOURNALISM PROGRAM, SCHOOL OF MEDIA & DESIGN AND LANGUAGE INSTITUTE



The large Indigenous garden planted in the Ishkodewan courtyard by the DARE District.

Strategic Partnerships for Prosperity

OUR CONTEXT

We learn from the natural world that growth and prosperity rely on the surrounding elements. The potential of a seed lies dormant, coming to fruition through the partnership and diverse strengths of the sun, soil and rain.

At Algonquin College, our people work with world-class businesses and institutions to deliver learning experiences that empower our graduates and grow stronger Ontario communities. Working together, our College moves with industry, staying current and relevant with sector insights and resources that would otherwise be unavailable.

At Algonquin College, we are proud to be a community leader in building strong, strategic partnerships with world-class businesses and institutions, bringing synergy to our efforts and expanding the College's presence beyond our four campuses, into the community. These partnerships strengthen and prepare our learners through real-world, experiential learning opportunities; provide them with access to leading-edge innovations, equipment and facilities that might not otherwise be available; and connect them to co-op and employment opportunities to achieve their career dreams and lifelong success.

The College builds a talent pool for our partners, developing candidates with the specific skills, competencies and knowledge their industry demands. With the right talent, organizations can recover and thrive, helping communities and the Canadian economy prosper while gaining competitive advantage globally.

This year, among our many engagements with organizations outside the College, we are pleased to have harnessed the strengths of four long-term strategic partnerships across the technology, healthcare and manufacturing sectors highlighted here.



Launch event for the Algonquin College-Hub350 partnership on October 2, 2021. Hub350 is a brand new ecosystem for industry, academic and finance partners to co-exist and collaborate in the heart of Kanata North.



The Kanata North Business Association Hub350

In October 2021, Algonquin College entered into a founding partnership agreement with the Kanata North Business Association (KNBA) as a Shared Academic Anchor Sponsor for Hub350. Located in the heart of Canada's largest technology park, Hub350 is a collaborative community destination and innovation activity centre, connecting the private sector, investors and academia in a shared space.

The partnership showcases Algonquin College programs and subject-matter experts, provides learners with onsite and hybrid training opportunities and introduces the College to more than 500 businesses, expanding connections for the Co-operative Education, Applied Research, Innovation and Entrepreneurship and Support Services teams, among other departments College-wide. Through the partnership, the College can also participate in the *Discover Kanata Career Fair*, opening a talent pipeline from Algonquin College School of Advanced Technology programs and others, such as Business, Community Studies, Hospitality and Tourism programs.

Hub350's sponsors include Silicon Valley software leader Salesforce and Canadian industry trailblazers Mitel, Ross Video and Wesley Clover. The University of Ottawa, Carleton University and Queen's University have also joined the collaboration. The KNBA is investing \$3 million, and the province of Ontario is contributing \$1.5 million to this exciting partnership through the Eastern Ontario Development Fund.

“ Architecture is an important part of a solution to our social and environmental issues and I aim to be a part of that solution. I am sure Algonquin College is leading me on the right path.”

LEARNER AND RECIPIENT, ALGONQUIN COLLEGE BURSARY

HealthCareCAN and the Algonquin College Campus of Care

In July 2021, Algonquin College and HealthCareCAN signed an agreement to extend and expand the College's collaboration to build a *Campus of Care* for healthcare professionals. In 2017, the College and CHA Learning, the professional development division of HealthCareCAN, first entered into an agreement to deliver the *Health Information Management* and *Food Service Nutrition Management* online programs.

This agreement with HealthCareCAN and CHA Learning extends the Algonquin College strategic partnership for three more years to give learners deeper and broader learning pathways to healthcare careers. The College will take a leadership role in addressing the rapidly evolving educational needs of the healthcare sector and is open to the co-design and development of new programs for healthcare in Canada and worldwide. The College will share healthcare knowledge, expertise and technologies;



strengthen bridges to HealthCareCAN's national network of hospitals and healthcare providers; expand the College's corporate training expertise and programming for Ottawa, Perth, Pembroke and AC Online; and begin joint marketing and business strategies.

Even before the pandemic, Canada's healthcare system faced critical staff shortages, straining its capacity to provide innovative, high-quality care. The Algonquin College - HealthCareCAN strategic partnership creates a one-stop *Campus of Care* educational hub to offer healthcare professionals the flexibility to upgrade or reskill and reach their professional development goals online throughout their careers.

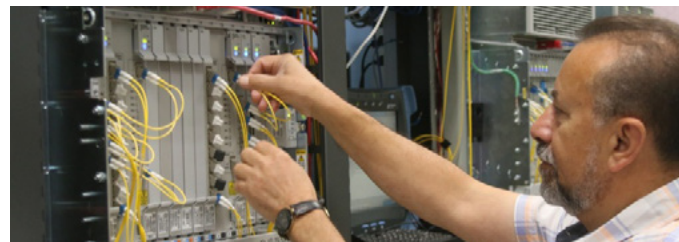
Ciena Optophotonics Lab

Ciena, a networking system, services and software giant, has been an Algonquin College strategic partner for over a decade, beginning in 2012. In October 2021, Ciena worked with the College to upgrade its state-of-the-art *Optophotonics Lab* on the Ottawa Campus - providing students hands-on experience with the same cutting-edge equipment that currently powers the majority of today's internet traffic and web conferencing.

With Ciena's generosity, graduates of the College's School of Advanced Technology programs will benefit from extensive, experiential learning on modern, up-to-date equipment available in top corporations, including major telecommunications carriers in Canada and worldwide. Algonquin College learners use this leading-edge equipment in the Ottawa Campus facility - the only student lab of its kind - positioning them for employment

and long-term career success in the tech sector. Students enrolled in the *Optical Systems and Sensors stream* of the joint *Bachelor of Information Technology program* with Carleton University will also use the lab.

As a valuable partner, Ciena continues to provide outstanding job opportunities in the region, and the organization currently employs more than 120 Algonquin College graduates. Ciena's investment and expansion of its long-standing Algonquin College strategic partnership will increase interest in our programs and support enrolment growth.



Dr. Wahab Almuhtadi, School of Advanced Technology



“ We can learn and be all that we wish to be by putting in the work. Algonquin taught me how to aim for excellence and survive in the real world.”

NISHIMA MALVIYA, VALEDICTORIAN,
BUSINESS- MANAGEMENT & ENTREPRENEURSHIP PROGRAM, SCHOOL OF BUSINESS

Siemens and the Energy Innovation Centre



Algonquin College is a leader in sustainability across global academic institutions. Since 2012, Algonquin College and Siemens Canada have enjoyed a multi-faceted partnership to address Canada's technical skills gap, accelerate the implementation of Industry 4.0 advanced manufacturing concepts, and provide leading-edge advanced skills programs to prepare our learners for the future workplace. In December 2021, the College entered a new phase to monitor performance against the partnership's sustainability goals.

The Energy Service Company Project (ESCO) between Algonquin College and Siemens developed the *Energy Innovation Centre, a living laboratory* for the co-design of industry-relevant programming, enhanced student research opportunities and the implementation of high-performance systems to ensure the College uses less energy and reduces its deferred maintenance. ESCO2 continued the relationship to improve energy performance at the Ottawa Campus, aligning with the *College Sustainability Strategy Framework* goals.

Algonquin College has also become an official partner school of the *Siemens Certified Education & Talent Academy* to offer learners the *Siemens Mechatronics Systems* graduate certificate program and the *Dual Education Enhanced Co-op* program for advanced skills training and opportunities for full-time employment upon graduation.

In partnership, Algonquin College is closer to reaching its vision for a clean energy future by significantly reducing its greenhouse gas emissions. With the most recent installation of two natural-gas-fired cogeneration plants, solar photovoltaic panels, power storage capabilities, and electric vehicle charging stations, all managed by a sophisticated microgrid, the Ottawa Campus is nearly energy self-sufficient - unprecedented in a college setting. If public hydro fails, the College can keep the lights on and programs running.

The College's strategic partnership with Siemens will continue through 2022, with options to extend another five years. Throughout the ambitious and complex collaboration, the College introduced the newest technologies, upgraded infrastructure, and added high-performance distributed energy systems to deliver savings annually while introducing state-of-the-art experiential learning experiences, preparing learners to help society direct a sustainable future.



Innovative technology and new ways of thinking from Siemens are making Algonquin College a sustainability role model - for students, faculty, the local community and society at large.

STRATEGIC DIRECTION

BUILD AND STEWARD STRATEGIC
INDUSTRY AND COMMUNITY PARTNERSHIPS IN 2021-2022

TARGET	ACTUAL	TRUE NORTH
4	4	20



Bridge to the Algonquin Centre for Construction Excellence on the Ottawa Campus.

About this Report

Algonquin College is emerging from a time of unprecedented events. The College is awakening from the Big Sleep as the sun removes the blanket of snow, which encourages all of creation to rest and rejuvenate. Spring reminds all our relations, including Algonquin College, that it is now time to wake up and celebrate the renewal of all things by bringing us warmth, new energy and sustenance. Flowers and plants, long-buried, are poking through the ground. As the ice melts, the lakes and rivers begin to flow again, just as we imagine new possibilities. And so now, we turn our collective minds to *Jidwā:doh*; it is time to *Become Again*.

Our experiences have provided us with renewed seeds of hope. Traditionally, Indigenous communities whose cultural frameworks were dependent on horticultural practices have ceremonies held at this time called *Caring for the Seeds*. For us, these renewed seeds of hope have begun to take root. In part, by leveraging our commitment to embed traditional Indigenous Knowledge into the fabric of our organization, we will help our learners branch out and grow for lifelong success. By cultivating our campus soils, we are investing and nurturing innovation to support our community and brighter futures for us all.

We are proud of our efforts over the past year. This report highlights only some of the College's most outstanding moments; our learners and our people accomplished much more throughout the year. With all that we have achieved, Algonquin College has a new resolve that the future will be a better place because we will make it so.

ABOUT THIS REPORT

Algonquin College recognizes we live and work on the land of the traditional unceded, unsundered territory of the Anishinaabe Algonquin People. The Algonquin People have inhabited and cared for these lands since time immemorial. We share gratitude for the Algonquin People and respect for the land and all it provides: trees that give shade, water and food that sustain us, and paths that connect us. Through 2021-2022, the College remained dedicated to celebrating this rich heritage and embedding Indigenous values and culture into who we are and how we operate.

Journey to Truth, Reconciliation and Indigenization

This year was especially challenging for our College community. We stood with Indigenous communities as the many tragic stories behind the Residential Schools system unfolded. We shared this true history with people across the country, many of whom were processing this painful past for the first time. Algonquin College extends our heartfelt condolences to Indigenous learners, their families, and communities across Canada as they continue to process this painful past. With this in mind, Algonquin College is proud to renew our commitment to supporting The Office of Truth, Reconciliation and Indigenization and develop a personalized response to the 94 Calls to Action resulting from work accomplished by the Truth and Reconciliation Commission.

STRATEGIC DIRECTION

ENGAGE MEMBERS OF THE COLLEGE COMMUNITY (STUDENTS, EMPLOYEES AND COMMUNITY MEMBERS) IN TRUTH AND RECONCILIATION ACTIVITIES, 2021-2022

TARGET	ACTUAL	TRUE NORTH
2,500	3,933	22,500

With a sense of purpose comes renewed hope



A group of Algonquin College employees and students experience the Truth, Reconciliation and Indigenization Blanket exercise outdoors to build understanding of our shared history.

The College will continue exploring and making meaningful contributions to the Calls to Action that result from the Truth and Reconciliation Commission of Canada (TRC). We will continue our work together, building trust to reconcile and move forward, creating a better Canada for today and the future. With fresh determination, we renewed the College's resolve to integrate Indigenous practices and governance models in our work, adapt our processes to honour and reflect Indigenous Ways of Knowing and expand the Two-Eyed Seeing approach across all we do.

On National Indigenous Peoples Day in June, President and CEO Claude Brulé announced our next steps to further embed Indigenous Knowledge and culture at Algonquin College in 2021-2022.

The first step was to embed Truth, Reconciliation and Indigenization into the strategic planning process through consultation and deep engagement with our Indigenous partners. The College recognizes that Indigenous Knowledge represents unrealized opportunities within every department. The Office of Truth, Reconciliation and Indigenization (TRI) guided employees with the theme and supporting foundation of *Jidwá:doh - Becoming Again*. The strategic plan integrates Indigenous Ways of Knowing and governance concepts reflective of the *Two Row Wampum*, *Creation Story*,

the *Thanksgiving Address*, the *Three Sisters*, the *Seven Grandfathers* and the formation of the Great Law, with inspirations from the *Clans* systems to guide its initial operationalization.

The Office of TRI will build on the ideas of the strategic planning process to create an action plan and formally convene the Advisory Circle with early adopters from the Algonquin College Leadership Team.

OPPORTUNITIES FOR STUDENT LEADERS

The second step was the development of the Student Leadership Pack. The Office of TRI, in collaboration with the Algonquin College Students' Association, developed an Indigenous student leadership program - *The Student Leadership Pack*. The program provides opportunities for Indigenous learners to share and celebrate Indigenous culture with their peers and College employees.

This Indigenous leadership program addresses a gap identified by the College's Indigenous learners. The program provides meaningful opportunities for them to share and celebrate Indigenous culture with

their peers, the College community and Indigenous partners. It aims to build and enhance leadership skills, boost confidence and foster a sense of belonging for Indigenous learners at Algonquin College. A multi-year external sponsor has partnered with the College to help develop and grow the program.

Strengthening the College's leadership position within the Indigenous education sector, a wealth of other Indigenous learning initiatives and community-based projects were achieved this year across Algonquin's four campuses and across Canada.

LEARNING ABOUT TRUTH AND RECONCILIATION

The eCampusOntario Virtual Learning Strategy proposal for *Building Relationships: Learning About Truth and Reconciliation* was approved; the College created new online courses with content authenticated by Elders and Knowledge Keepers with Ontario government funding. The four modules engage Indigenous and non-Indigenous learners in building strong relationships and forging a better understanding of reconciliation. The course was also made available to employees. Upon completion, learners received a certificate from The First Nations University of Canada. The flexible format allows the modules to be used in a stand-alone course, as an add-on to other courses or as part of a micro-credential to reach as many learners as possible.

INDIGENOUS ENTREPRENEURSHIP

Algonquin College and Ottawa Tourism launched the second iteration of the popular *Indigenous Tourism Entrepreneurship* program following the successful 2020 pilot. The training arms learners with business skills, start-up development tools and sector resources to develop their own business and tourism ideas - all while keeping within the context of Indigenous Ways of Knowing. An advisory board with Indigenous entrepreneurs, community members and subject matter experts helped ensure the content was respectful and culturally safe. After ten weeks of training and two weeks of pitch preparations, the 22 learners received a certificate of completion and were ready to launch or further develop their tourism business ideas. Three proud new business owners are now working with Ottawa Tourism to open their businesses in the ByWard Market.

“I would like to thank all employees and the support system of Algonquin College ... I never regret choosing Algonquin College.”

LEARNER AND RECIPIENT,
ALGONQUIN COLLEGE BURSARY

CELEBRATING WITH THE STUDENT CHANGEMAKER AWARD

This year, the Board of Governors awarded the remarkable achievements of the *Indigenous Youth Health and Wellness Club* at the Algonquin College Pembroke Campus with the Student Changemaker Award. The learners collaborated with nursing stations in remote northern communities and worked with Canadian North Airlines to deliver supplies to isolated regions. The first shipment included almost \$1,000 of essential items for wellness, from diapers to craft supplies.

INDIGENOUS YOUTH BUILDING ACROSS CANADA

This three-year national project helps Indigenous youth obtain trades training while attending school, with funding from Employment and Social Development Canada (ESDC). Four post-secondary partners and two training centres developed and delivered the programs. The first demonstration project was a huge success, with over 90 per cent of the 81 participants going on to further their training or employment. The College also provided over 400 intake assessments that helped Indigenous youth determine their pathways to education, future work and life skills development. Site visits to two program partners, Assiniboine College in Brandon, Manitoba and the Manitoba Institute of Trade and Technology in Winnipeg, provided the College with an opportunity to see first-hand the success of our collective efforts in supporting Indigenous youth.

A new partner, the Mawi Tribal Council in New Brunswick, joined the national project. Five new construction projects began in 2021-2022, including projects with three First Nations in south-central British Columbia and a strong partnership with Thompson Rivers University.

Community Elders and Traditional Knowledge Carriers continue to play a decisive role in each community, helping to ensure the approach to teaching and learning is culturally relevant and appropriate. One Elder from Treaty 2 Territory (Dauphin, Manitoba) provided traditional Indigenous teachings to learners on “what it is to be a human being.” Across all communities, the Office of TRI sees stronger relationships develop between Elders and youth in the program.



An Indigenous student enjoys the College's Mamidosewin Centre with friends.

COVID-19 RAPID RESPONSE PROGRAM

Algonquin College was also selected to lead another ESDC-funded Indigenous job-training program: the College's COVID-19 Rapid Response Initiative. This \$2.5 million investment provided more than 300 Indigenous youth across Canada with hands-on job training and employment skills related to the effects of the pandemic in their communities. Some 14 partners, ten of them new, were involved in the program across eight provinces and one territory.

An example of one project included Indigenous youth in the junior carpentry program on the Rapid Lake First Nation, working with experienced carpenters renovating the health centre. Other learners were trained and hired to act as gate security, and three "at-risk" youth were mentored by an Elder in the art of moose-hide preparation. The youth also became the teachers when they assisted the Elders with technology training through reverse knowledge sharing. The training became accessible in Indigenous communities where it might otherwise not be available and connected Algonquin College to communities across the nation.

SERVICES FOR INDIGENOUS STUDENTS

This year we explored how we can better meet the student services requirements unique to our Indigenous learners. More than 170 Indigenous students shared their experiences at the College and provided recommendations for how the Mamidosewin Centre can best meet their needs. The final report delivered five key recommendations to the Mamidosewin Centre team.

"This bursary will help me and my family with financial obligations. I am proud to be Métis and very honoured that I was chosen."

LEARNER AND RECIPIENT, MÉTIS NATION OF ONTARIO BURSARY

KEEPING THE FIRE

In partnership with the Indigenous Peoples' Education Circle, a four-part Indigenous Knowledge-sharing and storytelling initiative, *Lighting the Fire*, was launched, which evolved to *Keeping the Fire*. The program connected Indigenous and non-Indigenous students and leaders from across Ontario, and three additional colleges committed to hosting the initiative throughout 2021-2022.

INDIGENOUS KNOWLEDGE BOOK CLUB

The new Indigenous Knowledge Book Club introduced Indigenous Ways of Knowing through a love of reading. The book *And Grandma Said* by Tom Porter established a baseline understanding of some Indigenous Knowledge concepts and helped influence the work for *Jidwá:doh - Let's Become Again*. Three new book titles were added to the reading list throughout the year, including the message of Tadodaho Chief Leon Shenandoah *To Become a Human Being*, *Thinking in Indian* a John Mohawk reader, and *The Metaphysics of Modern Existence* by Vine Deloria.



The Algonquin College Wolves Women's varsity basketball team get ready to compete.

A NEW VARSITY IDENTITY



The Students' Association, in consultation with Ron (Deganadus) McLester, Vice President for Truth, Reconciliation and Indigenization, established a new brand identity for Algonquin varsity athletics. The *Algonquin Wolves* replaced the Algonquin Thunder, coinciding with the Algonquin College Athletics and Recreation Centre opening. The selection of *Wolves* as an identity came after substantial investment in community engagement and exploring Indigenous stories. Wolves are symbolic of the Algonquin College community spirit: when wolves venture out, it's not the biggest, strongest wolf out in front but the older, more fragile ones so that they can set the pace and no one gets left behind.

Wolves represent caring for every individual and protecting each other.

PARTNERS EXPLORE INDIGENOUS WAYS

This year, Algonquin College was pleased to form a partnership agreement with PCL Construction. The company constructed the DARE District Indigenous space on the Ottawa Campus and expressed an interest in Indigenous culture. They pledged \$216,000 over six years to the DARE6 initiative, which supports Indigenization efforts such as the plan to expand the *Three Sisters Garden*. PCL created an Indigenous business plan with the assistance of Algonquin College and will participate in a series of quarterly events to share Indigenous Knowledge with their 360 local employees.

Algonquin College also continued building on its investment to transform Indigenous initiatives and stake out a leadership role in advancing the *Indigenous Education Protocol* in partnership with Colleges and Institutes Canada (CICan) and collaboration with the Colleges Ontario Indigenous Peoples' Education Circle (IPEC), Indigenous partners, learners, employees, alumni, industry and community leaders.

RECOVERY AND RENEWAL

Throughout 2021-2022, a wide range of shared activities and events supported Indigenous healing, Knowledge and culture.

In September, Canada's first National Day of Truth and Reconciliation, the Pembroke Campus community came together to learn about and respect Indigenous peoples.

Honouring Orange Shirt day, the College community was invited to view *Economic Reconciliation*, the first film on this topic in Canada.

Exploring Stories was hosted monthly with summary reports and videos presented to the Algonquin College Leadership Team.

The Pembroke Campus hosted a virtual speaker series with Ry Moran, founding Director of the National Centre for Truth and Reconciliation, for his talk on Canada's Residential School Tragedy.

More than 300 people registered for a Pembroke Campus speaker series with His Honour, Murray Sinclair of the Truth and Reconciliation Commission, made possible with federal government New Horizons funding to expand its speaker series to a virtual format.

Vice President McLester led storytelling for the children at the Early Learning Centre, recorded for programming on the first National Day of Truth and Reconciliation.

Ry Moran, Founding Director of the National Centre for Truth and Reconciliation joined the Algonquin College Speaker Series, 2021 (Pembroke Campus).





An Algonquin College business student at work in the Student Commons.

Applied Education and Training

The sun's energy helps sustain us, alongside the plants and animals in our environment. Collectively we survive in an interdependent ecosystem. We thrive by adapting, considering the weather, climate and seasons we live in and altering our behaviours with variations in temperature, humidity and light.

Algonquin College is essential to regional prosperity, developing new talent, reskilling job seekers, upskilling employees and partnering with industry and organizations to conduct applied research, foster entrepreneurship, incubate innovation and drive progress to reach their business goals.

With close to 20,000 students starting full-time programs each fall and thousands more taking flexible education and training courses and targeted programming throughout the year, Algonquin College makes a significant impact on the lives of our learners; the economic, social and environmental conditions of our region; and the productivity and prosperity of Ontario.

Almost overnight, the pandemic transformed our lives, bringing new social, economic and environmental demands for skills. The College responded, shifting how we work and engage learners, addressing society's urgent priorities and the needs of the people who live, work and lead in Ontario.

STRATEGIC DIRECTION

NUMBER OF STUDENTS REGISTERED IN CO-OP, 2021-2022

TARGET	ACTUAL	TRUE NORTH
5,500	5,664	11,000

“ I am a 37-year-old mother of four children, a childhood cancer survivor, a wife, a college graduate, a valedictorian and grateful for all the challenges along the way. We need to inspire those around us and aim high and chase our dreams.”

ANNIE SPROULS, AC ONLINE GRADUATE

Essential to achieving the College’s vision

The work undertaken in the Academic area is essential to achieving the College’s vision to be a global leader in personalized, digitally connected, experiential learning. Our academic teams ensure our programming is of the highest quality, staying abreast of market changes; evolving the way we teach, learn, collaborate, and innovate; and addressing the needs of learners and employers for their success in a highly competitive global market.

Algonquin College helps learners reach their dreams and career aspirations by upholding teaching excellence and the high-quality, applied learning experiences employers demand. The **Academic Development** team creates, evolves and facilitates the processes for the College’s quality programs and curriculum. The department fosters a culture of innovation and academic excellence while providing leadership and consultative support in program development and renewal, course development, teaching and learning and teaching with technology. The team works across the College to evolve programming and ensure alignment with quality standards. This team also advises and supports students through recognition of prior learning and advising on pathway options for their academic journey.

The **Academic Operations and Planning** department explores, researches and implements proven practices and resources to support student persistence, academic success and evidence-based decisions. The Academic Operations and Planning department conducts institutional research and analysis to help the College make informed, data-driven decisions on the quality and performance of programming.

The most recent Key Performance Indicator results showed nearly 80% of Algonquin College graduates find work in their field within six months of graduation, and 92% of employers are satisfied with the quality of the Algonquin College graduates they hired.

The employees working in **Applied Research, Innovation and Entrepreneurship** bring together academic teams with students who collaborate on applied research projects with businesses, industry and community organizations in Eastern Ontario. The experiential, entrepreneurial endeavours provide practical products and services for everyday issues in a well-developed ecosystem of people, programs, partnerships and resources. The College supports Ontario business while developing empowered researchers and aspiring entrepreneurs with a co-working space, workshops, events, mentorship and valuable connections.

Students graduating from local high schools are not the only ones interested in Algonquin College. More and more job seekers, workers and students from overseas seek out the College’s programming. As an essential need for modern times and a growing area for the College, the

Global, Online and Corporate Learning teams focus on designing and delivering flexible lifelong learning experiences. The Algonquin College Corporate Training (ACCT) Centre employees work directly with employers and individuals to meet their growing demands for retraining, skills upkeep and ongoing professional development. The International Education Centre (IEC) teams welcome thousands of international students to Canada from 100 countries who enrol in our programs or language training each year. Overseas, the IEC expands the College’s global presence with partner institutions in China, India, Montenegro, and more. As the College’s digital-only campus, AC Online features more than 65 online programs and 800 online courses, offering flexible, personalized, high-quality online content with a customized, full-support service model.

AC Online introduced the new Addictions and Mental Health Graduate Certificate full-time program for the Fall 2021 term, a program recognized for excellence by the Canadian Addiction Counsellor Certification Federation.

The College supports comprehensive programming, providing quality education and training across disciplinary and occupational fields, credentials and delivery modalities. These **hands-on, digitally connected, experiential learning** experiences are embedded in more than 300 full-time programs offered at the Ottawa, Perth, and Pembroke Campus locations with the work of academic teams in the Faculty of Arts, Media and Design; Faculty of Health, Public Safety & Community Studies; School of Advanced Technology; Algonquin Centre for Construction Excellence; School of Business; and School of Hospitality and Tourism.

PROGRAM DEVELOPMENT: A RIGOROUS PROCESS

Our process for developing new programs is a rigorous one. It begins with capturing ideas from Program Advisory Committees, students, employers, market-trend research and other sources. Ideas undergo a comprehensive assessment to ensure sound rationale for the program and delivery is feasible. Proposals with market demand, employment opportunities, resources, delivery strategies, funding sources and more are approved for the next phase.

At Algonquin College, we support our students’ dreams and career aspirations through teaching excellence and the quality and integrity of our program curriculum. Our Academic Development department works with academic teams across the College, ensuring programming aligns with provincial requirements and best-practice quality standards. Teams work through this comprehensive process using the Program Lifecycle Management System (PLMS), the first phase of which was launched in Fall 2020, a system developed in a multi-year automation project to manage and automate workflows, providing a single source of information on the status of programs.



Proud Algonquin College parents join their daughter on Move In Day, September 31st, 2021.

REVITALIZING QUALITY REVIEWS

Program Quality Reviews (PQRs) are essential to a program’s lifecycle, providing the opportunity for an in-depth exploration to confirm what’s working well and identify opportunities to improve. In 2021-2022, the College’s Academic Development department introduced process improvements and a new PQR support model, increasing PQR completion rates for the year well above the 30 to 40 programs averaged annually. As a result, academic teams gained momentum to complete lingering reviews and successfully opened new ones.

In 2021-2022, the Ontario College Quality Assurance Service conducted its College Quality Assurance Audit Process with Algonquin College’s quality assurance mechanisms to ensure continual improvement. The College received a Mature Effort status, the best possible outcome.

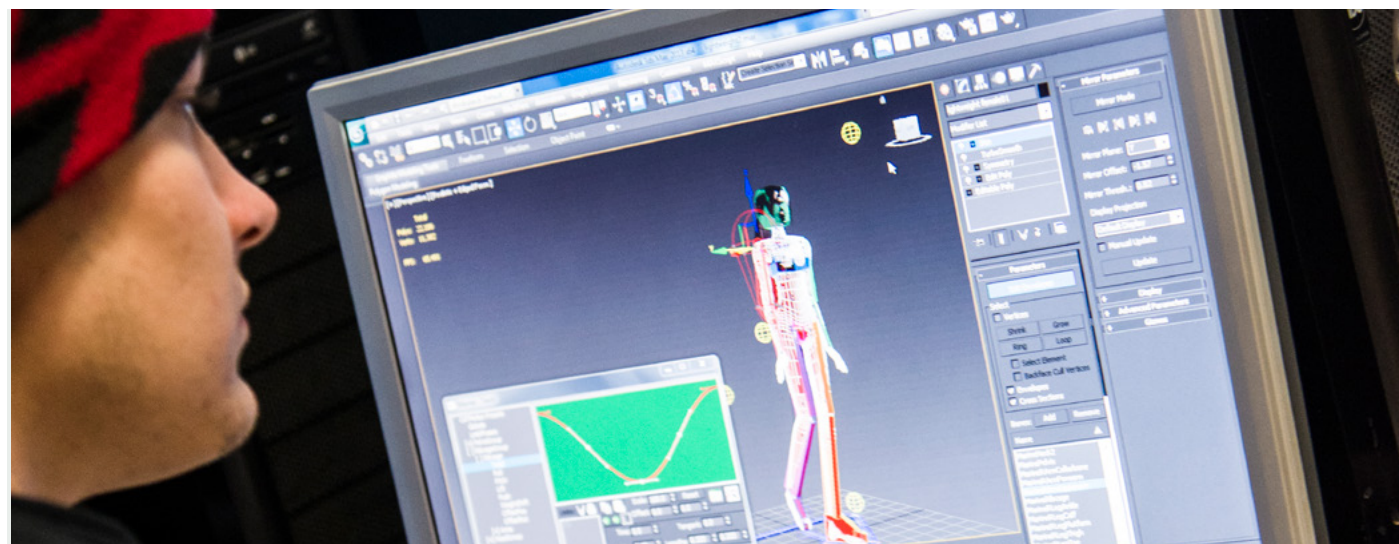
A WEALTH OF EVOLVING PROGRAM PATHWAYS TO CAREER SUCCESS

In 2021-2022, the College’s Academic area continued to innovate, creating new programs, opening programs for enrolment and revitalizing older programs in a spirit of continuous improvement.

Our Board of Governors approved 15 new programs for development, including an Ontario College Advanced Diploma, *Computer Programming and Analysis*; three Ontario College Graduate Certificates, *Financial Services, Business Development and Sales, Cloud Development and Operations*; and eleven new Apprenticeship Ontario College Certificates.

The Ministry of Colleges and Universities also approved two new Algonquin College Ontario College Graduate Certificate programs for teams to prepare for public release, including *Artificial Intelligence and Software Development* and *Supply Chain Management – Global* programs.

The College also launched 12 programs, opening them up for student enrolments in 2021-2022, including four new Ontario College Certificates, two new Ontario College Graduate Certificates, three new Bachelor Degrees (Honours) and three revised programs, an Ontario College Diploma, an Ontario College Graduate Certificate and a Bachelor Degree.



Algonquin College student at work in the Game Development program in the Faculty of Arts, Media and Design.

New programs launched in 2021-2022

Design Foundations
Ontario College Certificate

Drawing Foundations for Animation and Illustration
Ontario College Certificate

Human Services Foundations
Ontario College Certificate

Music, Media and Film Foundations
Ontario College Certificate

Brand Management
Ontario College Graduate Certificate (2-Year)

Cyber Security Analysis
Ontario College Graduate Certificate

Bachelor of Digital Marketing Communication
(Honours)

Bachelor of Technology
(Business Systems Development) (Honours)

Bachelor of Technology
(Digital Health) (Honours)

New program deliveries and program titles in 2021-2022

Computer Programming
Ontario College Diploma (Pembroke), additional campus offering

Geographic Information Systems
Ontario College Graduate Certificate (Pembroke), additional campus offering

Bachelor of Science (Building Science) (Honours), formerly Bachelor of Building Science (Honours)

LEARNING AND TEACHING SERVICES BOLSTERS DIVERSE PERSPECTIVES

Our Learning and Teaching Services (LTS) opened the Critical Pedagogy Institute in 2021-2022. The Institute delivered one-on-one support, resources, reading lists and Professional Development to help faculty implement inclusive education and social justice principles into their teaching practice. Feedback from pilot sessions in 2021 and ongoing consultation continues to inform future workshops and support. The Critical Pedagogy Working Group and the College’s first Indigenous Pedagogy and Curriculum Consultant, who will lead the Indigenous Pedagogy Institute, will bolster support for diverse perspectives across curriculum development.

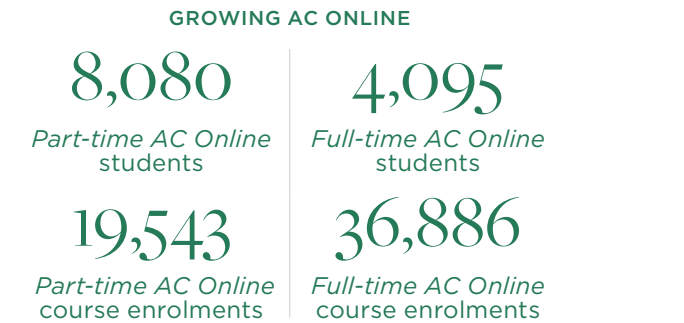
INTRODUCING A MICRO-CREDENTIALS FRAMEWORK

Our ability to nimbly respond to employer, industry, community and learner demand for flexible and granular post-secondary training advanced this year. Academic teams worked together to develop the Algonquin College Micro-credentials Framework based on the CIGan definition: “A micro-credential is a certification of assessed competencies that is additional, alternate, complementary to, or a component of a formal qualification.” Formally approved by the Board of Governors, the Framework will guide academic teams in their future development of micro-credential programs.

New programs for AC Online Campus

The College also celebrated the first full year of its virtual campus, AC Online, helping us meet our learners where they are, on their time, and when they need us. The College solidified its commitment to learners who have come to expect a breadth of high-quality services and online learning experiences, whether onsite in Ottawa, Perth, Pembroke or with AC Online. The College also invested in new technology, more interactive elements and custom video content to enrich digital learning experiences.

The new AC Online Campus offered 24 full-time online programs, 68 part-time programs and an entire catalogue of courses in 2021-2022. Learners across Canada chose the campus for full-time studies more often: full-time online students and full-time online course enrollments increased by 6 per cent and 7 per cent in 2021-2022. The AC Online teams continued to develop curriculum throughout the year, signing an agreement with CIGan to deliver the *Support Care Assistant* micro-credential in Spring 2022 and readying to open *Building Information Modeling, Web Development and Internet Applications* programs for Fall 2022.



An Algonquin College business student engages with her team online.

“ The opportunity to share personal experiences related to each topic through open discussion boards...connecting with classmates and facilitators to share knowledge and discuss ideas. We learned to focus on our individual strengths and be proud of what we could do.”

PATRICIA COYNE, FITNESS AND HEALTH PROMOTION PROGRAM, AC ONLINE

“ I am a mature student that is a single mother of two young kids. Also, I am an American immigrant with zero family support here in Canada. ... Your generosity gives me the hope and encouragement that I need to push through this challenge and achieve my aspirations.”

LEARNER AND RECIPIENT, ALGONQUIN COLLEGE BURSARY

SUPPORTING STUDENTS AND EMPLOYEES ONLINE

The Digital Learning Experience (DLE) Team supports students and employees using Brightspace by D2L for onsite, hybrid and online learning experiences. While service requests increased by 80 per cent, the DLE Team maintained an excellent service level.

PREPARING TO THRIVE POST-PANDEMIC

The Pembroke Campus partnered with the City of Pembroke, the County of Renfrew, the Upper Ottawa Valley Chamber of Commerce and the Lanark Renfrew Labour Market Working Group to address the post-pandemic economic recovery for Renfrew County, including searches for skilled talent. The College will continue to address these needs by offering programs that produce graduates to fill these talent gaps.



Pembroke Campus students at work in the Urban Forestry Arboriculture program.

Through the Government of Canada's Global Skills Opportunity Program, the College received \$500,000 to support the participation of domestic learners in international mobility opportunities through 2025. The program helps low-income students, students with disabilities and Indigenous students participate in overseas studies and work-abroad programming. The funding will provide international mobility opportunities for an estimated 85 Algonquin College students.

MAKING A GLOBAL IMPACT

The International Education Centre extended its personalized support services throughout the year, providing entry and quarantine support for 1,299 international students with webinars on entry requirements, a comprehensive webpage of resources and tools for quarantining and travel registration and on-the-ground, local support services for quarantine upon arrival such as airport pickup, organizing accommodations, providing daily wellness checks and accessing settlement services.

Global Affairs Canada funded and CIGan administered, *Skills to Access the Green Economy* (SAGE) program supports demand-driven technical and vocational education training in economic sectors associated with climate change that will build resilience in the Caribbean. Algonquin College led a SAGE project and launched a *Furniture Making and Entrepreneurship* program at the *Centre Where Adolescents Learn to Love and Serve* in Portsmouth, Dominica, in January 2022.

Algonquin College and Ningbo Polytechnic, Ningbo, China, held a ceremony for the first cohort of students graduating from the *Hospitality Hotel and Restaurant Operations Management* program at Ningbo in June 2021. The ceremony was attended remotely by the Class of 2021 in Ningbo, Algonquin College President and CEO Claude Brulé and Ningbo Polytechnic President Xiangyang Wu, alongside faculty and staff from both institutions.

DEVELOPING SKILLS IN THE WORKPLACE

Work-integrated learning experiences ensure our students can develop their skills in a workplace setting before they graduate. Students can apply their learning in various ways, from cooperative education to clinical placements. The College also hires co-op students to work across departments and its learning enterprises, such as the Ottawa Campus Restaurant International, the dental clinic, the retail stores and markets or the hairstyling and aesthetic salons.

COOPERATIVE EDUCATION GROWS

Algonquin College Cooperative Education provides students with real-life, experiential learning experiences. This year, the College reached a new record, employing 463 co-operative education students in Fall 2021 – a 19.3 per cent increase over the prior year. At the annual Algonquin College Cooperative Education Awards of Excellence, the College honoured students and employers for their outstanding achievements and contributions.



Students prep tools for their hands-on practice in the Medical Device Reprocessing program.

TRAINING ENGAGES INDUSTRY TO REBUILD THE REGIONAL ECONOMY

To mitigate the impacts of the pandemic, Algonquin College Business Development led three SkillsAdvance Ontario projects through the Eastern Ontario College Consortium (EOCC), a collaboration that includes Collège La Cité, Fleming College, Loyalist College and St. Lawrence College. The EOCC member colleges worked with regional Employment Ontario Service Providers to complete the \$15.5 million projects, creating rapidly-deployed sector-based training and workforce development solutions to recruit and develop talent for sustained or advanced employment in construction, healthcare and manufacturing. The Employment Ontario projects were funded in part by the Government of Canada and the Government of Ontario.

RESULTS-ORIENTED TRAINING AND LEARNING SERVICES

Since 1967, Algonquin College Corporate Training (ACCT) in the Business Development division of the College has offered results-oriented training and learning services that have expanded locally, nationally and internationally. Located in the heart of the nation's capital and a new 8,800-foot space on Sussex Drive, ACCT offered \$6.1 million of virtual instructor-led training, eLearning, live instructor classes and custom training sessions at client workplaces this year.

CORPORATE TRAINING

7,095
Individuals

317
Employers

34
Federal departments

2021 Cooperative Education Awards of Excellence

COOPERATIVE EDUCATION STUDENT ACHIEVEMENT AWARDS

Mélanie Bélanger

Computer Programming
Canada Revenue Agency

Meaghan Browne

Bachelor of Commerce
City of Ottawa

Travis Crew

Bachelor of Commerce
Department of National Defence

Zayed Elghalayini

Computer Engineering Technology - Computing Science
Canada Revenue Agency
Data & Business Intelligence Directorate

Lin Gan

Computer Programming
Canada Revenue Agency
Information Technology Branch

Wenbo Ge

Computer Programming
Canadian Institutes of Health Research

Fahimeh Karimi

Computer Engineering Technology - Computing Science
Canada Revenue Agency
Compliance Program Branch Query Repository

OUTSTANDING CONTRIBUTION TO ALGONQUIN COLLEGE COOPERATIVE EDUCATION AWARDS

Laura Bacic

Invest Ottawa

Robert Crane

Correctional Service Canada

Andre Edmonson

Ross Video

Vincent Edwards

House of Commons – Digital Services and Real Property

Cameron Hopgood

Ottawa Police Service

Julie Lovitt

Natural Resources Canada
Canada Centre for Remote Sensing

Brad Noll

Department of National Defence

Isaac Potter

Department of National Defence

NUNAVUT MUNICIPAL TRAINING ORGANIZATION DEVELOPS LEADERS

ACCT partnered with the Nunavut Municipal Training Organization to customize a certificate program with a flexible training schedule to develop employees for management-level positions across 25 Nunavut municipalities. The certificate program prepares more employees for advancement into management positions with the first cohort's graduation celebration in 2022.

EXPANDING FLEXIBILITY WITH MULTIMODAL DELIVERY

Innovation is essential in the content of our programs and how they are delivered. With learning now a lifelong endeavour, flexibility and personalization are in high demand to suit learners' diverse lifestyles and circumstances. Whether it's a hard-working entrepreneur who wants to strengthen their business skills, a single-parent looking to enter the workforce while juggling childcare, or an employee working full-time when eyeing a promotion, Algonquin College offers the courses and programs they need, ready for access from overseas or in the middle of the night, to accelerate their learning or go at a slower pace.

Multimodal delivery describes when academic teams can deliver the same learning experience in multiple modes and students can choose how they wish to participate. In the BlendSync format, all students participate in synchronous instructor-led classes either online or on campus. In the HyFlex format, learners can also participate asynchronously outside of the session scheduled at a fixed time.

This year, the College piloted four new multimodal enhanced classrooms at the Perth, Pembroke and Ottawa campuses. The *Multimodal Delivery Pilot* included the installation of a video camera, document camera, array microphone and additional monitors to display remote students and support the evaluation of scalable technical options in each classroom. Faculty participated in multimodal delivery training sessions and data collection to participate in the pilot. The College plans to equip an additional 30 multimodal classrooms over the next three years with positive outcomes.

THE INNOVATION AND ENTREPRENEURSHIP MINDSET

Algonquin College fosters innovative and entrepreneurial thinking as a key skill for the modern workplace. The College's Innovation and Entrepreneurship (IE) Committee, with leaders from Applied Research, Innovation and Entrepreneurship (ARIE) and the Office of Truth, Reconciliation and Indigenization, developed an Innovation and Entrepreneurship Mindset Competencies Framework based on the Anishinaabe Medicine Wheel teachings that set forth a sequence of thinking, collaborating, doing and change-making to serving diverse learners with a wide array of interests, goals and passions. The Committee will validate the framework to inform and influence future curriculum development and student initiatives in the coming year.

CHANGEMAKER AWARD: FOOTWEAR 4 KIDS CHARITY



William Bourgault giving back to his community with his charity, Footwear 4 Kids.

William Bourgault, a Police Foundations student, had a few pairs of running shoes he wanted to donate to families in need and posted them online. Overwhelmed by messages from newcomers to Canada and those who had lost their jobs due to COVID-19, he knew he had to do more. In collaboration with the Caldwell Family Centre, Footwear 4 Kids now has more than volunteers, including six family support workers, 22 volunteer drivers, and four classmates, and aims to become a registered charity with sponsors and supporters.

APPLIED RESEARCH: COLLABORATIVE INNOVATION WITH STUDENTS, EMPLOYEES AND BUSINESS



Student presenting his project at the RE/Action showcase.

Another way the College embeds innovation is through our collaborative applied research with industry partners. Each year, ARIE brings together Algonquin College's talented professors and students with local businesses, industry and community organizations to collaborate on applied research projects. This enriched learning environment enables our students to work with industry leaders and actual clients. Students can apply their knowledge to solve real-world problems within their field while supporting their community's social, cultural and economic growth. Businesses benefit from their access to qualified future talent and skilled experts.

The College's applied research teams completed nearly 100 inspiring projects with students this year. Students presented their projects at each of the College's three RE/Action showcases, held throughout the year. At each event, three projects received awards for their achievements. Some examples of projects included: a team working at our Human-Centered Design Lab for Advanced Symbolics Inc. to develop a self-service tool for



A multi-disciplinary applied research team of Algonquin College students presented to the United Nations in 2021.

market research powered by artificial intelligence; a local Immigration Partnership to design, construct and test a resource portal filled with helpful articles and tips for new Canadians; and an Airbag Deployment Unit intended for disposal and product testing of airbags and pyrotechnic devices for Transport Canada.

Innovative applied-research endeavours at the Algonquin Pembroke and Perth campuses can also focus on the specific needs of their local communities. The Pembroke Campus Applied Research Centre is a hub for rural innovation in healthcare, resources and environment, adventure tourism and rural entrepreneurship. The Perth Campus is building on the strengths of its local community with a blended focus on heritage trades and advanced building technology.

ARIE also includes research centres to advance innovation in specific sectors. For example, the ARIE Victimology Research Centre collaborates with non-profit organizations and local, provincial and federal government stakeholders to study victimization, resilience and survivors' experiences with the criminal justice system and service providers. While a team of student researchers from the ARIE Data Analytics Centre, the first of its kind in the Canadian college system, collaborated with the start-up KataniTech and created a new service - POPTiKR "Shop Local," an app platform that links local providers and retailers with local community clients.

CHANGEMAKER AWARD: AIM FOR CHANGE - NEW WAYS TO ADDRESS YOUTH AND GUN VIOLENCE CAMPAIGN

First-year Public Relations student Shelby Richardson and fellow students Catherine Matovu, Anna Ranger and Amarjeet Singh, with supervisor Jed Looker, presented at a United Nations meeting this year. The students designed after-school programming with a zine that speaks to the gun violence youth experience in their communities. Developed for the International Action Network on Small Arms, the team piloted a workshop in Cape Town, South Africa, with regional partners Gun Free South Africa.



Algonquin College student at work in the Electro-Mechanical Engineering Technician program.

Student Success

While looking out at the natural landscape, our view is in a state of change and flux. Rain and fog can cast the scene in monochrome shades of gray; hours later, the river sparkles with a brilliant turquoise from a cloud-dotted sky. Wildflowers bloom in multi-coloured splendour, and young animals frolic amongst them. No matter which perspective is centre-stage, the natural environment provides optimal support to nurture growth and learning.

At Algonquin College, our landscape and our learners are in constant change. As learners move along their life journey – whether fresh out of high school, learning new skills to advance a career, or changing careers altogether – they join the College community for new beginnings and fresh perspectives.

Being learner-driven, Algonquin College endeavours to meet these evolving needs, working collaboratively across our many different service areas and departments to create the optimal environment learners need to make each learner’s college experience a successful one – even as their needs change.

Today’s learners experience change from within themselves and an increasingly complex interconnected world. The College explores innovative ways to harness these changes and support our learners on their journey. As we emerge from the pandemic, we have new opportunities to incorporate lessons learned over the last two years into our operations, advancing our objectives to be learner-driven and continuing to lead the sector for personalized college experiences.

STRATEGIC DIRECTION

2021-2022 STUDENT RETENTION

TARGET	ACTUAL	TRUE NORTH
81.5%	82.5%	100%

2021-2022 STUDENT SATISFACTION

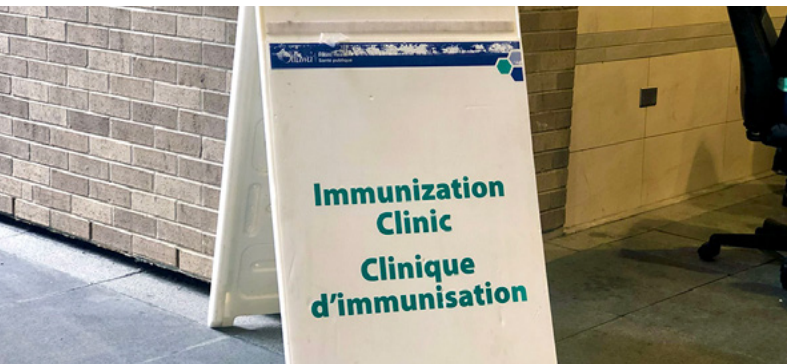
71.2%	78.8%	100%
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STUDENT SUCCESS

STAYING SAFE DURING THE PANDEMIC

The year, the College was in transition. Health and safety remained the top priority, and the College's Health Services in Ottawa ran a successful vaccination clinic for learners and employees, with full bookings throughout the summer months. We also hosted an Ottawa Public Health Pop-up clinic, open to all our employees, learners and their families, while the Perth Campus hosted a walk-in clinic in partnership with the local health unit. In the fall, free rapid antigen testing took place at all three campuses, with 2,994 tests administered by the end of October 2021.

Our learners helped their communities too. Students from the Office Administration - Executive program at the Pembroke Campus volunteered their time at vaccination clinics upon the request of the Pembroke Regional Hospital. The work gave them hands-on experience, a chance to apply what they had learned in class and networking opportunities with people in the medical field while they helped out their community.



Algonquin College Health Services administered COVID-19 vaccines to students and employees at the Ottawa campus. Photo credit: Sevval Kokten.

“ The money I've received will help reduce my student debt load which can be a source of stress. As a mature student who faced adversity earlier in life ... it's incredibly humbling to receive such an award.”

LEARNER AND RECIPIENT, ALGONQUIN COLLEGE SCHOLARSHIP

RESOURCES FOR MENTAL WELLNESS

Mental wellness was also a priority throughout the pandemic. We introduced the keep.meSAFE program with a downloadable app of resources and free 24/7 counselling support via chat or telephone in multiple languages to support our international students from anywhere in the world. Our Counselling and Centre for Accessible Learning (CAL) teams introduced the *Thriving in Action* program, inviting learners to thrive in their academic and personal life with crucial skills to increase motivation, optimism, resilience, time management and study habits. Last year, our Intercept Program was expanded to meet, mentor and guide learners who are having difficulty and considering withdrawing from their studies early in the term to help them explore all of their pathway options and the resources available.

Through Bell Let's Talk, the College received \$25,000 to conduct an audit, assessing the current mental health support services and the mental health needs of students. The funding was part of \$3 million in Bell Let's Talk grants awarded to 123 Canadian colleges and universities to support them in implementing the National Standard of Canada for Mental Health and Well-Being for Post-Secondary Students established by the Mental Health Commission of Canada (MHCC) in partnership with the Canadian Standards Association. The information from the audit will better position the College to conform to the Standard, the first of its kind in the world.

“ This has helped me tremendously and allowed me to take a big step ahead ... Your contribution to my education will have a lasting impact, and I sincerely thank you again.”

LEARNER AND RECIPIENT, ALGONQUIN COLLEGE BURSARY



Algonquin College marked the first National Day for Truth and Reconciliation in September with in-person and online events for students, employees and the general public.

PROMOTING EQUITY, DIVERSITY AND INCLUSION

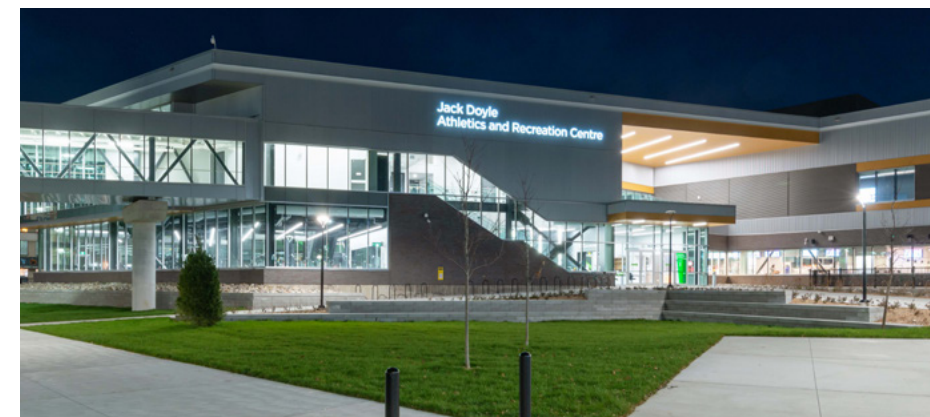
The College promoted equity, diversity and inclusion this year, holding virtual events to bolster a sense of community and belonging; the approach broadened the appeal, and larger audiences participated. The Inclusion infusion podcasts provided in-depth conversations about identity and inclusion. From Campus Pride Week to honouring the National Day for Truth and Reconciliation at the Mamidosewin Centre, events held throughout the year brought people together from across the College.

The College launched the *Project In-Kind* in partnership with Kind Village Inc. to promote and organize learners in volunteer, community-based learning activities. During Global Volunteer Week, over 20,000 students and employees from our four campuses supported more than 500 organizations.

THE OPENING OF THE ATHLETICS AND RECREATION CENTRE

This year, an exciting highlight was opening the \$62 million Jack Doyle Athletics and Recreation Centre (ARC), located across from the student residence. The 125,000 square-foot ARC is the first building fully owned by the Algonquin College Students' Association (SA), and access to the world-class facility is included in student fees. Features include a 10,000 square foot free weight area, a 346-metre track on the second floor with a bird's-eye view of the facility, a climbing and bouldering wall, bowling, fitness studios and classes, a golf simulator, billiards and a restaurant lounge.

The SA also completed a rebranding exercise to rename the College's varsity teams, upholding our commitments to Truth and Reconciliation. The Algonquin Wolves is not only a new identity for varsity athletics; the brand extends our vision of Algonquin College as a whole. Every student at the College now belongs to the Wolf Pack, symbolizing teamwork, loyalty, family ties, communication, education, understanding and intelligence.



The new 125,000 square-foot Jack Doyle Athletics and Recreation Centre (ARC) opened in 2021. Photo Credit to Roy Grogan.

Students from the Pembroke Campus enjoy the new ARC climbing and bouldering wall.

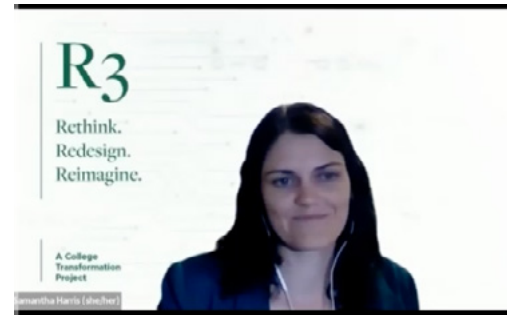


RETHINKING, REDESIGNING, AND REIMAGING THE LEARNER EXPERIENCE

Our R3 Project involves the three R's of rethinking, redesigning and reimagining our learners' experiences. When fully implemented, the leading-edge Software-As-A-Service (SAAS) system will provide our employees better access to the tools and information they need to support our learners. Our learners will get the personalized, data-driven, self-service experience they want and need.

The R3 Project is transformational. The R3 Project will introduce a next-generation Student Information System (SIS) solution to Algonquin College that supports the College's vision to be a global leader in personalized, digitally connected, experiential learning. The R3 Project is not just about replacing our current SIS; it leads a College-wide transformation, with multiple project streams to empower employees to rethink, redesign, and reimagine the College's operations, identifying how we can bring to life our mission to transform hopes and dreams into lifelong success through our day-to-day activities.

As of April 2021, the R3 Project team started the first *Familiarize* phase for discovery and was well prepared to engage employees to discuss business processes through June 2022. Throughout the year, the R3 Project team onboarded 5,853 Algonquin College employees to multi-factor authentication, engaged College stakeholders 368 times and completed the first end-to-end migration trial test of 30,000 student records and 5,000 staff records. In January 2022, 44 R3 Change Champions came forward from across the College to help users understand and adopt the new system.



R3 Project Business Systems Analyst, Samantha Harris presents with executive sponsor Vice President Laura Stanbra.

MARKETING AND RECRUITMENT IN AN ONLINE WORLD

Algonquin College received special funding to develop a *Pathways awareness campaign* to promote mobility and continuing education opportunities. The campaign resulted in 2.35 million impressions, 135 per cent above the targeted goal. The *What Will Winter Look Like* campaign Instagram reel for "Delicious Eats on Campus" achieved record-breaking success with an engagement rate that significantly outpaced previous campaigns. Marketing actively promoted Algonquin College and its programs on international lead generation sites to attract more international students, resulting in 503 leads. Also, regional digital lead-generating campaigns featured alumni, increasing click-through rates by 6 per cent.

The College held several virtual sessions to reach prospective learners, showing virtual tours of each campus and walking through the college application process. In these sessions, teams connected with 2,906

attendees, up 66 per cent from 2020. The Virtual Open House event held in November 2021 had record-breaking attendees, with 3,800 registered participants and 5,891 unique page views resulting from the event. Also, the College added audio to the Algonquin College Virtual Tour for the Ottawa Campus, expanding the time viewers stayed to watch the tour by 10 per cent and a 9 per cent increase in the pages they scrolled through each session. Future film shoots will soon be underway for the Perth and Pembroke Campuses.

As travel and in-person presentations were not possible, one of Algonquin College's recruiters created a virtual alternative called *College Mondays*. All 24 Ontario colleges participated in the virtual series housed on the Ontario College Application Service website. During the first three weeks, 3,254 individuals registered, and 1,559 attended, many with parents/guardians or other influencers.

SUPPORTING STUDENTS WHERE THEY ARE

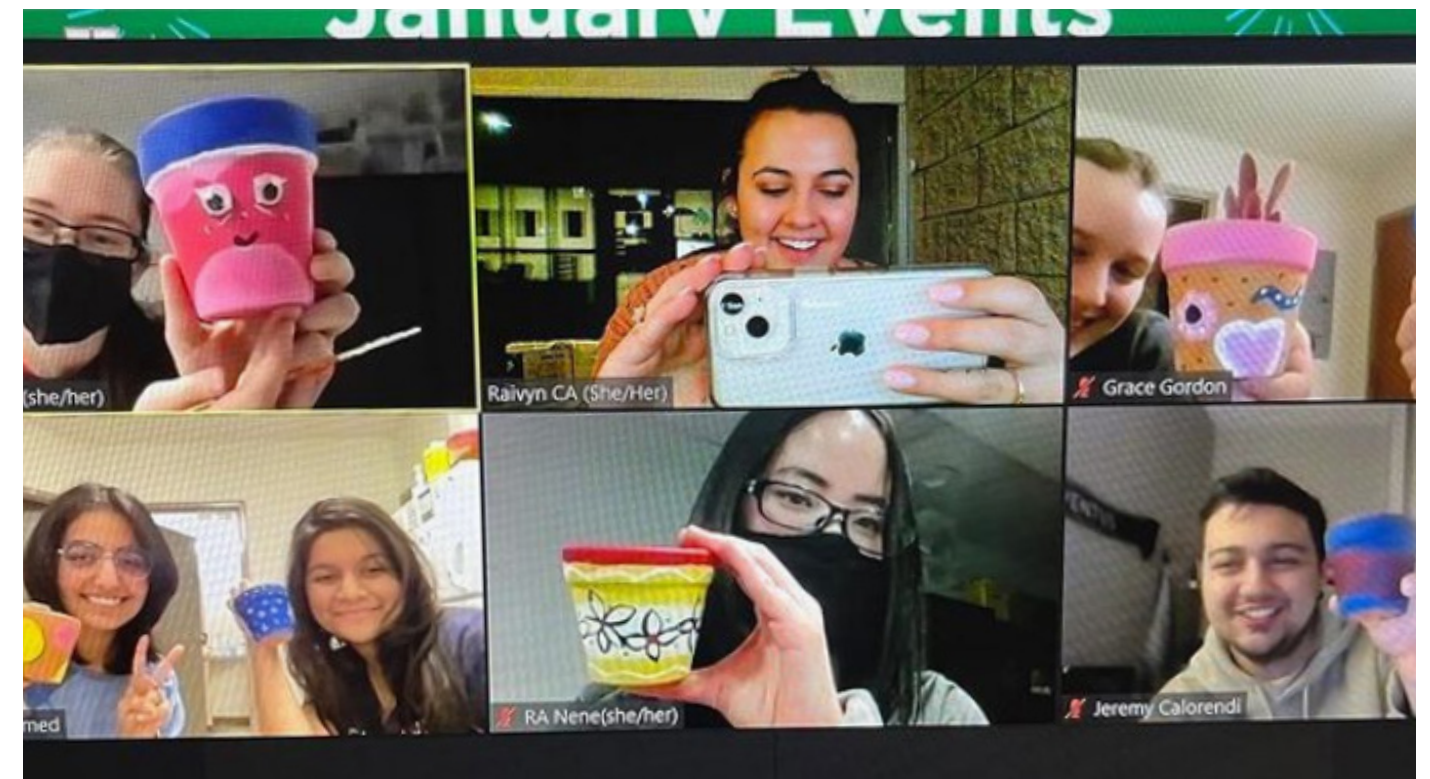
College teams strive to find new ways to support students. AC Day 1, our traditional in-person orientation event, was celebrated virtually this past year. On AC Day 1, learners had no shortage of online fun, chances to connect with new friends, and opportunities to prepare for the academic year ahead. Practical information sessions helped learners access campus facilities and services, while social activities included music, chats, games, and more opportunities to connect.

With the waxing and waning of the pandemic, College teams adapted to help learners where they were at; whether they needed information, clarification or assistance, we were there to help. From applications to bursaries, Library services and more, our people answered the calls. For example, employees at our Library fielded 802 research support questions through online chat and email, an 89 per cent increase for the year, and our Student Learning Centre responded to 606 requests for online coaching sessions, an 85 per cent increase. Our Registrar's Office responded to 40,085 calls, a 35 per cent increase over the prior year.

GETTING LEARNER FEEDBACK AND ACTING ON THE RESULTS

We take a sincere and compassionate interest in our learners to ensure they have the support and resources to succeed. Timely surveys help us gain insight into our learners' college experiences to make informed changes to programs, support services, and resources as part of the College's continuous improvement process. This year, we listened to students to gain insights into their remote learning experiences and the impact of the pandemic to act on that information, delivering additional support and resources as required.

We gathered the opinions of Algonquin College Indigenous learners and those that work to support their success. Dr. Yves Pelletier met with more than 170 of Algonquin College's Indigenous learners and our employees to uncover how the Mamidosewin Centre can best meet their needs. Dr. Pelletier reported back on the consultations with a comprehensive summary of learner impressions and five recommendations to meet the needs of Indigenous students in the future.



Students get to know one another joining in on Virtual AC Day 1 orientation and social activities online.



The Algonquin College Perth Campus became more colourful and inclusive with the new diversity mural completed by artists Jimmy Baptiste and Allan Andre.

Empowered People

Storms are a time to flourish. Trees take deeper roots. Taller, more resilient trees protect new growth and provide shelter to creatures of all kinds and sizes. When a ray of sunlight appears, the forest has changed. There is growth and renewal.

At Algonquin College, we are people-focused. We strive to empower our people to unleash their full potential. This year, the College made great strides, encouraging employees to explore innovative ideas, reach out and collaborate with others and find new ways to improve learner experiences. The College continues to build a learner-driven, people-focused culture through the dedicated efforts of our people as they forge the path forward.

As our people worked to uphold the quality of learner experiences through the past year's challenges, we were inspired by their accomplishments. During the second year of the pandemic, the College began to move beyond recovery. Our Human Resources (HR) teams listened to understand how our people have been striving. We wanted to know what they feel has changed, what remains the same and what supports will ensure their health, safety and inclusion to support a learner-driven culture. We tested our strengths and collectively we are emerging stronger, ready to thrive once again.

STRATEGIC DIRECTION

2021-2022 EMPLOYEE ENGAGEMENT

TARGET	ACTUAL	TRUE NORTH
N/A	Available 2023-2024	100%

IMPROVE ORGANIZATIONAL SUPPORT FOR DIVERSITY IN 2021-2022

N/A	Workplace Health Survey 2022 Inclusive Climate Survey 2022	100%
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National Capital Region's Top Employer, 2022

Algonquin College was named a National Capital Region's Top Employer for 2022, making this the ninth year in a row we received this recognition. The College is proud of this award as one of the foundational goals in the Strategic Plan is to be recognized as an exceptional place to work by our employees.

Our employees often promoted the College for this award because of the many initiatives made to support them during the challenging times of the COVID-19 pandemic. The College will strive to uphold this record accomplishment by engaging the strength of our employees, offering opportunities for further performance and professional growth and building a vibrant, resilient and diverse workforce.

Jamie Bramburger, Manager of Community and Student Affairs at the Pembroke Campus, was named one of the people to watch by the Eastern Ontario Business Journal. He was chosen for his work as a community leader who propels economic growth in the region.

More well-earned recognition came from *Benefits Canada* magazine, a high-profile pension and benefits publication for key decision-makers in Canadian workplaces. The magazine featured the Algonquin College Wellness and Ability team for its Absence Management Program, touting it as one of the best in Canada. The publication recognized Algonquin College's efforts to ensure each returning-to-work employee is welcomed back to campus in a personalized, safe and healthy way.

TAKING THE PULSE SURVEY IN A CHALLENGING YEAR

In January, to check in with employees and see what they needed to thrive, a voluntary, anonymous pulse survey was distributed with the help of a third-party research organization. All active, paid employees received invitations to participate in the survey, giving their opinions on the College's response to COVID-19; remote work; psychological health and wellness; and the resources provided by the College.

The 2021 Pulse Survey was the first Algonquin College survey dedicated exclusively to psychological health and wellness. The researchers gathered responses from 1,830 employees, achieving a high response rate of 51.2 per cent. The results were favourable; several key performance indicators from other surveys had improved, and only Work-Life Balance scored below comparative data in the World Higher Education Database.

Opinions shared in this year's Pulse Survey showed how Algonquin College's people pulled together during challenging times, stating they agree that:

- ✓ Algonquin College cares about its employees.
- ✓ I would not leave Algonquin College if an equivalent employment opportunity became available elsewhere.
- ✓ I would recommend Algonquin College as an employer to friends and family.

Employees were also very positive about how the College managed through the COVID-19 pandemic. Employees did indicate a need for more mental health resources and supports; the College is already working on action plans to respond. The Algonquin College Leadership Team and their areas have also referenced the results to explore new opportunities to improve employee engagement.

A MORE FLEXIBLE WORKING ENVIRONMENT

A project that has already moved ahead due to the Pulse Survey is the development of the Flex Work Arrangement Policy. Some 55 per cent of our employees say they enjoy a better work-life balance working remotely. The strongest preference for working arrangements (for those working remotely at the time of the survey) was to continue working remotely most days, with one or two days per week onsite.

Last year, the College conducted a Flexible Work Program work-model pilot project to determine the best way to provide employees with a more flexible work-life, considering onsite, hybrid or fully remote work options. A total of 15 areas of the College participated in the pilot, accessing various work model options. An HR team developed a framework to explore scheduling, training, processes, best practices and a toolkit to gather more employee insights. While still under development, the initiative is already embedded in the 2022-2025 Corporate Plan and will prove ground-breaking for future work at the College.

TOWN HALLS BRING PEOPLE TOGETHER

Hearing the voice of our employees was essential in the turmoil of the past year. The College offered the popular monthly Town Hall sessions with the executive team to increase virtual face-to-face communications. Some of these sessions were scheduled for employees to join during the day. Other sessions gathered people in the evenings so that part-time employees could be part of the conversation. Each Town Hall welcomed some 500 to 700 attendees.

PROGRESS TO FULFILL INCLUSION AND DIVERSITY BLUEPRINT GOALS

This marked the final year of our 2019-2022 Inclusion and Diversity Blueprint, developed with the support of the Canadian Association for Prevention of Discrimination and Harassment in Higher Education. The Blueprint outlines our vision of creating a culture of equity, diversity and inclusion and how we will pursue and integrate this vision across the organization.



The Rainbow Pride Flag was raised and remained flying on campus throughout Campus Pride Week 2021.



AC Engage brought the College community back together in January 2021 to reconnect.



Algonquin College's pedestrian bridge is lit up in rainbow colours for Capital Pride Week.

INCLUSIVE CLIMATE SURVEY

To guide the development of our *Inclusion and Diversity Blueprint 2022-2025*, College teams launched the first Inclusive Climate Survey in August to better understand the experiences and barriers to inclusion in our workplace. This survey had a 38 per cent response rate (975 responses) and provided insights into our employees' lived experiences.

Conducted by external partners to ensure anonymity, the *Inclusive Climate Survey* was distributed to all employees, whether full-time, part-time, partial load or contract. The objective was to measure inclusion with an assessment of the employees' experience of the workplace climate. Results shared perspectives to celebrate, including that the College is an environment of respect and the workplace

climate is seen positively by a wide range of employees.

Some areas that require further attention or investigation. Many employees chose not to self-identify their identity characteristics or organizational role; there is discomfort seeking accommodations; some employees have lived experiences of harassment, bullying or inappropriate behaviours and comments; and workload and time constraints can be barriers to learning more about inclusive behaviours and practices.

In April 2021, CICA presented Sarah Gauen, Algonquin College's Diversity and Inclusion Specialist with the prestigious the Silver Leadership Excellence Award for Non-Managerial Staff. Gauen, who gave shared credit for the award to her colleagues, spearheaded

the College's 2019-2022 Inclusive & Diversity Blueprint to instill the values of equity and diversity in the College's five-year People Plan.

“My hope is that this award continues to encourage the College's investment in equity, diversity and inclusion programming as it has such an impact.”

SARAH GAUEN, ALGONQUIN COLLEGE DIVERSITY AND INCLUSION SPECIALIST, CICA AWARD RECIPIENT



INCLUSION INFUSIONS PODCASTS

This year's Inclusion Infusions podcasts featured conversations on identity and inclusion with guests from all walks of life. Each episode drew perspectives on equity, diversity, inclusion, exclusion, hardship and leadership. **Topics included:**

What Makes an Inclusion Champion? Inspiring stories and experiences from role models.

A Discussion on Race in Education: A conversation on issues to achieve educational inclusion.

A thoughtful conversation with three experts on the experiences and learnings from balancing working in the College system while raising children during a pandemic.

A discussion with experts on Developing Understanding to Disrupt Anti-Asian Discrimination.

Culture, Context and Inclusive Leaders: How to weave the science of leadership with context, history and self-awareness into a powerful recipe for organizational and personal success.

Social Justice and Art Education: An exploration of the purpose and practice of social justice art education with artists who specialize in the community-engaged street.

FOCUSING ON WELLNESS AND PROFESSIONAL DEVELOPMENT

The mental wellness of employees is essential to learner success; being learner-driven also means caring about our employees' mental health, connection and engagement. With this in mind, the College introduced new programs and services for employees, broadening the framework to support managers and employees in their success this year. The Centre for Organizational Learning presented new resources for all College employees through learning sessions, workshops, programs, conferences, activities and one-on-one support. Employee resource sites kept people up-to-date about matters related to the COVID-19 pandemic, including a Human Resources Employee Toolkit with tips for making remote work a success. Employees across all campus locations leveraged technology to virtually engage and participate in one another's events.

The Centre for Organizational Learning and the College's Inclusion and Diversity team also offered various professional development opportunities to build a culture of inclusion among employees.

These included:

ASYNCHRONOUS OR SELF-DIRECTED COURSES AND ONLINE RESOURCES

Introduction to Inclusion & Diversity at Algonquin College: a micro-course to explore inclusion and diversity and empower employees.

Bridging Cultural Differences in Diverse Teams: A series of training videos chronicle workplace integration from various perspectives.

Inclusion Infusions Live: A repository of recordings and resources from all Inclusion Infusions Live events.

Pride at Work 2SLGBTQ+ Inclusion Resources: A repository of all the resources and webinars hosted by Pride at Work Canada.

SYNCHRONOUS INSTRUCTOR-LED COURSES

Ethical Upstander Training for Inclusion Leaders: an advanced Inclusion & Diversity module to develop foundational skills to call in those harming microaggressions.

Intercultural Development Inventory (IDI) Group Assessment and Planning Session: a premier cross-cultural assessment to build intercultural competence.



Algonquin College implemented a wide range of diversity and inclusion initiatives across its operations in 2021-2022.

Employees Recognized for Energy, Optimism, Creativity and Commitment

In May, more than 250 members of the Algonquin College community came together virtually to honour their colleagues and their inspiring contributions at the annual Employee Awards. **Recognizing the substantial contributions, this year's winners are:**

♀ Administrative Staff Award:	♀ Dianne Bloor Part-time Faculty Award:
Anne Kalil	Jennifer Lexmond
♀ Deborah Rowan-Legg Service Excellence Award:	♀ Support Staff Award:
Jody White	Alan Brown
♀ Gerry A. Barker Leadership Award:	♀ Part-time Support Staff Award:
Emily Woods	Tyler Leslie
♀ Inclusion & Diversity Champion Award:	♀ Team Staff Award:
Kathryn Reilander	COVID Tiger Team Team Representative: Mike Benkie Team Members: Mike Benkie, Jonathan Barnett, Patricia Eng, Haneen Elshaer, Tim Rissler, JP Lamarche, Leslie Wyman, Paul LaHaise, Natalie Hughes, Janet Sauriol, Melissa Blair, Denise Owca, Marie Theriault, Ralph Gethings, Manon Levesque, Michael Grabiec, Gordon Warner, Bob Goulet, Kyle Jamieson, Tara-Lee Ferguson, and Larry Fisher.
♀ Lifetime Achievement Award:	
Mary-Ann Hansen	
♀ Laurent Isabelle Teaching Excellence Award:	
Jeremy Atherton	

The **National Institute for Staff and Organizational Development (NISOD)** is committed to promoting and celebrating excellence in teaching, learning and leadership at community and technical colleges. The NISOD Excellence Awards recognize individuals doing extraordinary work on their campuses. Colleges submit the names of candidates each year who have demonstrated an outstanding commitment and contribution to their students and colleagues. **Algonquin College recipients of the NISOD Excellence Awards in 2021 include:**

Wadhah Almonafi

AC Online

Russell Pingyin

Algonquin Centre for Construction Excellence.

Frank Christinck

Algonquin College, Pembroke

Nicole Priatel

School of Business

Sharon Lightfoot

School of Health and Community Studies

Shawn Thomson

Algonquin College, Perth

Cory Haskins

School of Hospitality and Tourism

Michele Hall

Faculty of Arts, Media and Design

Deanna Schofield

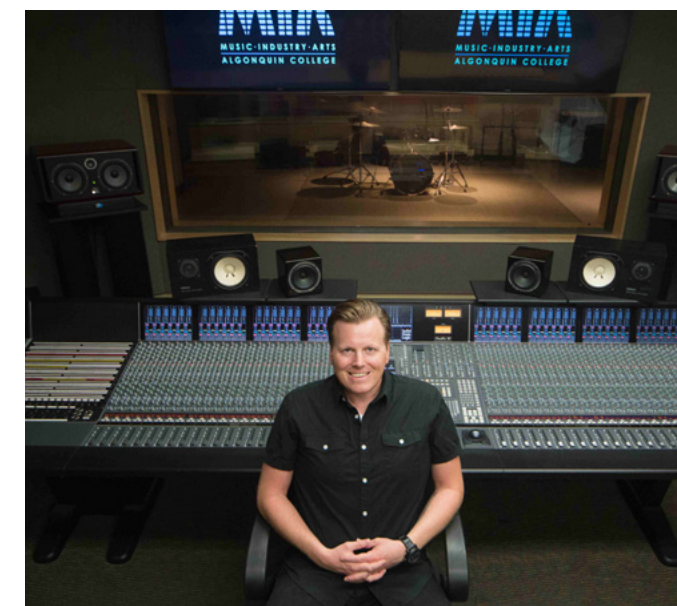
Police and Public Safety Institute

Karen Amundrud

School of Advanced Technology

The **Employee Philanthropic Recognition Award** was presented to **Ed Ireland** by **Mark Savenkoff, Vice President of Advancement**. The award was established in 2018 to recognize members of the Algonquin College community who have facilitated a donation or have gone beyond what it means to be a philanthropic leader at the College.

Congratulations to this year's Ottawa Arts Council Arts Award recipient, **Colin Mills**, the Program Coordinator and Professor of Music Business in the Music Industry Arts diploma program.



Colin Mills, Coordinator & Professor of Music Business in Algonquin College's Music Industry Arts Diploma Program.

Students' Association Annual Faculty Recognition Awards

The Algonquin Students' Association (SA) Faculty Recognition Awards were established in 1995, offering students the opportunity to show their appreciation to faculty members who have gone above and beyond in the classroom. The SA recognizes professors who live out our mission – to create an environment that inspires a passion for student success. Each year, students nominate deserving professors, then a committee of students and SA staff reviews the nominees and selects recipients from Ottawa, Pembroke and Perth.

Students nominate professors for an SA Excellence in Teaching Award each year, and the SA hosts the Faculty Recognition Awards to honour the nominees and recipients. With this award, the SA and Algonquin College students recognize faculty members for going above and beyond to inspire student success. As part of the event, the SA also presents the Chris Warburton Award of Excellence and the Algonquin Students' Association Board of Directors Award to the college community members who make significant contributions to the student experience. The 2022 Faculty Recognition Awards were held in April to honour the 2021 and 2022 recipients.

EXCELLENCE IN TEACHING AWARD, 2022

Scott Fewer
Ottawa Campus

Barbara Leigh Golden
Ottawa Campus

Shandy Labine
Pembroke Campus

Julie McCann
Ottawa Campus

Andrea McCoy Naperstkw
Perth Campus

EXCELLENCE IN TEACHING AWARD, 2021

Kim Drake
Pembroke Campus

Kerri-Ann Joice
Ottawa Campus

Michael Maritan
Ottawa Campus

Gerry Salisbury
Perth Campus

Dana Tapak
Ottawa Campus

Jake Volt
Ottawa Campus

CHRIS WARBURTON AWARD OF EXCELLENCE

2022
Rodney Mackay
Security Systems
Service Coordinator

Rebecca Volk
Manager
Centre for Organizational
Learning

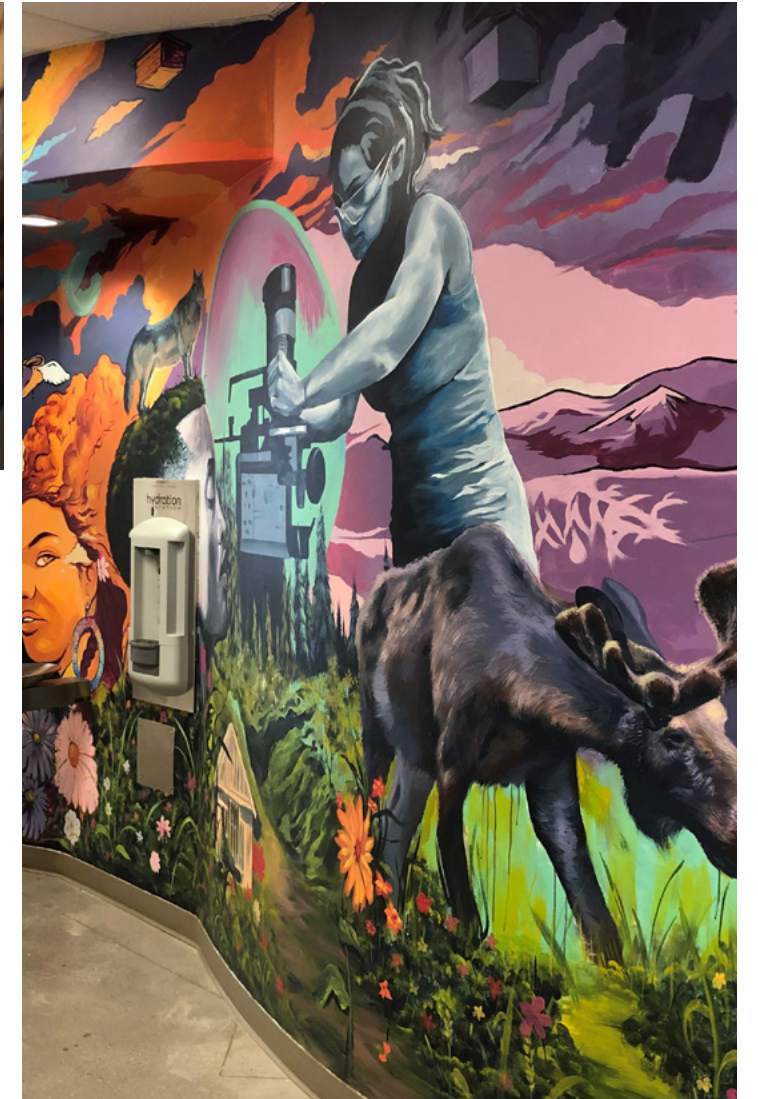
2021
Mike Benkie
Manager
Occupational Health
and Safety

ALGONQUIN STUDENTS' ASSOCIATION BOARD OF DIRECTORS AWARD

2022
Ben Bridgstock
Director
Student Support Services

2021
Farbod Karimi
Chair
Learning and Teaching
Services

Artists Jimmy Baptiste and Allan Andre converted the wavy wall in the hallway connecting the cafeteria to the library on the Perth Campus into a bright, inclusive mural.

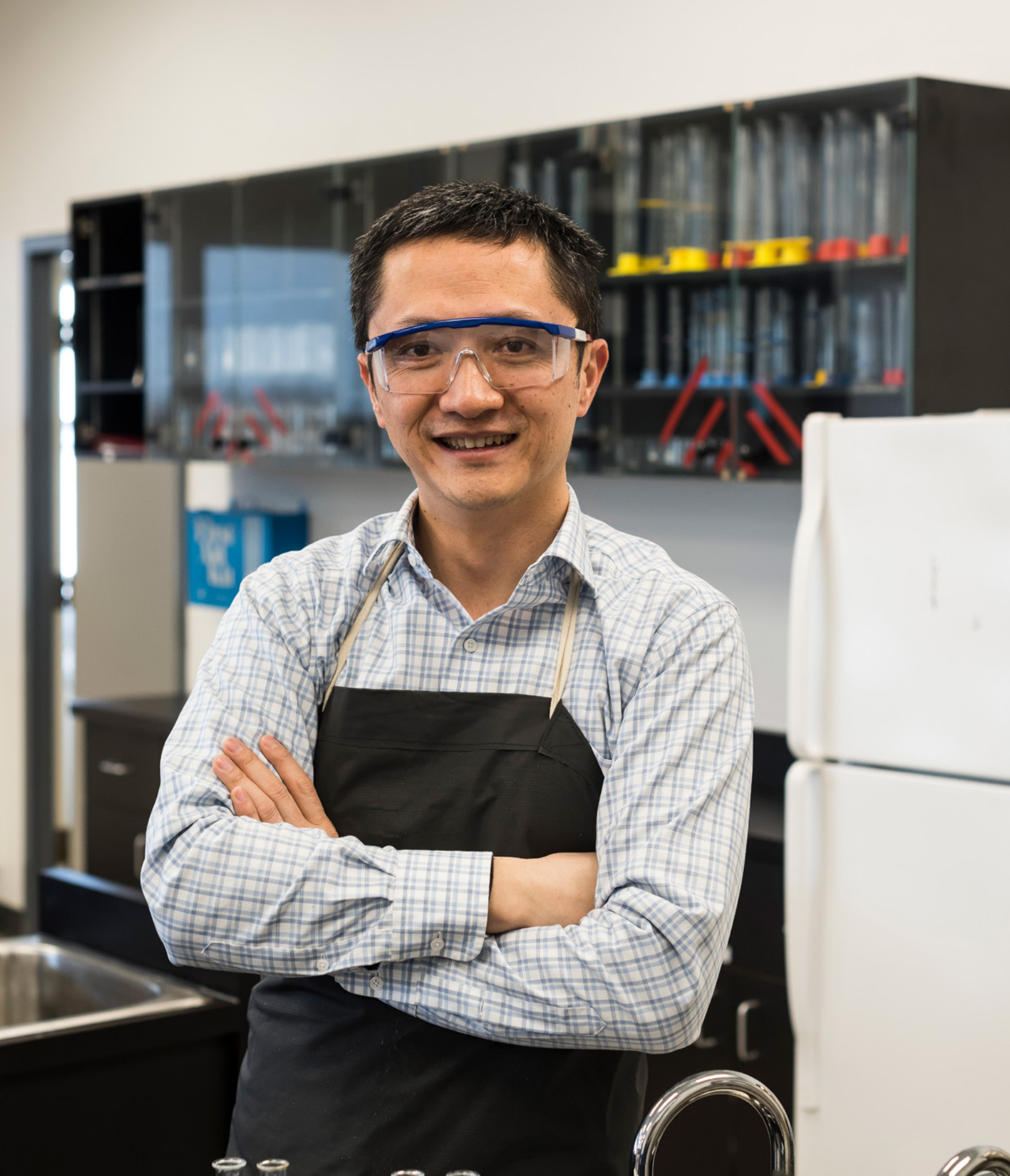


INCLUSION, DIVERSITY, REPRESENTATION & ART MURAL PROJECT

Art projects rooted in social equity can foster change by altering the aesthetics of place to create a feeling of belonging. Algonquin College's Inclusion & Diversity Circle began an exciting project to add street art style murals to the Ottawa, Pembroke and Perth campuses. The selection of each element of the mural by the artists, Jimmy Baptiste, Allan André and Kalkidan Assefa, was driven by their conversations and interactions with learners and employees on each of the campuses. These murals are our campus' compelling vision for inclusion, diversity, and belonging.



Jimmy Baptiste and Allan Andre were joined by fellow artist Kalkidan Assefa on the Pembroke and Ottawa Campus murals. A creative workshop was held with students and employees at each campus.



The Academic Access Centre prepares students for further education, training and employment through academic upgrading and advisement. Academic Upgrading Sciences courses are available to help students prepare for College programs.

Advancement

Fledging birds don't thrive by staying in the nest. After being nurtured and shown how to survive and prosper, they take to the wind to travel farther afield, taking what they've learned to flourish in a new place. Many species return to the same nesting grounds, where the former learners now become the builders and nurturers, showing that learning is not linear but circular, a process that continues and gives back without end.

This was an especially proud year for our College, as we celebrated the resilience of our graduates, who reached their educational goals during a time of unprecedented challenges. At our convocation ceremonies, many of our valedictorians noted that attaining their education during a pandemic gave them a unique perspective and new strengths that they will carry into their careers. We congratulate all of our 2021-2022 graduates as they help others, pursue their passions, and contribute their unique talents to the world, carrying with them our College's values of caring, learning, integrity and respect.

The dedicated employees of our Advancement team reach out across the College and beyond each campus to connect with our graduates in the community, foster new relationships and craft strategic partnerships that will support our learners and employers in our communities. These relationships find common ground when sharply focused on our learners' success, ensuring each has the opportunity to transform their hopes and dreams into lifelong success through the generosity of the donors who give back to the College community.

STRATEGIC DIRECTION

ALUMNI ENGAGEMENT IN 2021-2022

TARGET	ACTUAL	TRUE NORTH
5,000 (6%)	5,174 (6.2%)	100%

TOTAL FUNDS RAISED TO SUPPORT COLLEGE LEARNERS AND ACADEMIC PRIORITIES IN 2021-2022

\$2,500,000	\$2,690,154	N/A
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A gift that lasts through time

A struggling single parent can have the opportunity to attend college and create a better future for his children. A student who shows passion and promise in a particular subject can now pursue her studies at a higher level. A middle-aged worker in danger of layoffs discovers they will be able to train for a better career to start fresh with new skills. A new learning facility or state-of-the-art equipment, made possible through a bequest or a major gift from an organization, gives learners a significant boost to their learning, acquiring workplace-ready skills and knowledge, ready for employment. These are the heartwarming, good news stories made possible through our donors' generous support.

The Mamidosewin Centre on the Ottawa Campus provides a variety of cultural programs and services to Indigenous learners. Last year, programs and services for Indigenous learners expanded at the Perth and Pembroke campuses.



Jason Blaine speaking at his annual charity concert and golf tournament, organized with support from the Pembroke Campus.

The Audrey Lawrence AC Online Bursary is the first bursary dedicated to online students in colleges across Ontario, announced in May 2021.

FINANCIAL SUPPORT WHEN IT IS NEEDED MOST

Algonquin College students directly benefit from a wide range of donor-funded awards, scholarships, bursaries as well as government-funded financial assistance. Financial support can come in a variety of ways, such as grants and loans from the Ontario Student Assistance Program (OSAP); bursaries based on financial need; awards and scholarships in recognition of academic excellence within a range of areas and levels; and work-study programs for learners to study and work part-time, including opportunities on campus.

Last year, 1,410 students received support from the many awards, scholarships, and bursaries the College offers. Over the same period, the Advancement team helped establish 80 new awards, scholarships, bursaries and projects to help our College's learners when they need it most.

In September, Pembroke Campus Business alumnus Jason Blaine held his charity concert and golf tournament, raising more than \$87,000 for local organizations. Blaine established an endowment at the Pembroke Campus to support students in financial need.

“ I haven't worked or done anything other than take care of my five children since 2014 ... Thank you for helping me achieve my dream.”

LEARNER AND RECIPIENT, ONTARIO STUDENT ASSISTANT PROGRAM FUNDS

THE GENEROSITY OF OUR DONORS

Algonquin College Advancement fosters partnerships that further the College's mission, engaging with alumni and partners in their common goal to transform hopes and dreams into lifelong success. Algonquin College raised nearly \$2.7 million in 2021-2022 to support our learners and academic priorities with gifts from 499 generous donors.

Businesses can also create meaningful, lasting legacies through corporate gifts and donations. In August, we recognized the contributions of PCL Construction with a ceremonial plaque dedication. PCL Construction has shown generous support for the DARE District, Three Sisters Garden and the Algonquin Centre for Construction Excellence. They have developed an ongoing interest in Indigenous culture. After their original contribution of \$50,000 to the DARE District, they pledged \$216,000 over six years to the DARE6 initiative, supporting Indigenization efforts on our campus. PCL also created a bursary, providing \$96,000 to help 63 students to date.

“It means a lot...to give back and connect with the future of our society ... It's about more than giving money, it's about having an impact.”

PAUL KNOWLES, VICE PRESIDENT AND DISTRICT MANAGER, PCL CONSTRUCTION

GARBARINO GIRARD CENTRE OF INNOVATION IN SENIORS CARE



The Garbarino Girard Centre of Innovation in Seniors Care on the Ottawa Campus.

In August, Ontario's Minister of Long-Term Care, Rod Phillips, visited Algonquin College to gather insight from our learners in the Practical Nursing and Personal Support Worker (PSW) programs. The minister wanted to know more about learner motivations to enter these fields, especially during the pandemic, in order to motivate others to consider this career, explaining a pressing need for 20,000 new PSWs existed in Ontario alone.

Minister Phillips toured the students' learning spaces, including the Garbarino Girard Centre of Innovation in Seniors Care. Opened in 2017, the Centre was made possible through a transformative \$1 million gift from the Anita Garbarino Girard estate and numerous community partnerships. In 2021, the estate generously bestowed an additional \$300,000 on the Centre to help the College continue this essential and innovative work.

The Centre gives learners unparalleled, hands-on experience with real clients and trains two-thirds of the local healthcare workforce. The Centre features a seniors' apartment where students learn how to do home visits, use the learning lab, access an applied research facility and work in collaboration with the Western Ottawa Community Resource Centre, an adult day program for seniors with dementia. Students participate in applied, experiential learning across Nursing and PSW programs alongside students advancing their studies to become massage therapists, physiotherapy assistants, and chefs, or engaging in the Centre's applied research activities from a variety of other disciplines, including computer engineering, technology, psychology and occupational and recreational therapy.



President and CEO, Claude Brulé,
Convocation 2021

Celebrating with the best

This year, we celebrated in unprecedented times. The College is proud of our graduates, valedictorians, award winners and honorary degree recipients who have made outstanding achievements despite the challenges of 2021-2022.

Our valedictorians prepare to soar

Algonquin College celebrated the accomplishments of our graduates in 2021-2022 through a virtual convocation. Students, their families and friends, faculty, employees and alumni came together to recognize our graduates' hard work, resilience, and plans for the future. Each valedictorian offered encouragement and wisdom with words of advice for their fellow graduates.

Although we may fear uncertainty in our careers, we are well equipped with the knowledge and skills necessary to excel in our fields.

FIONA MCCARTHY KENNEDY
SCHOOL OF HOSPITALITY AND TOURISM

Public Safety & Community Studies:
Many of you will go on to change the world. And the world needs people like us, now more than ever.

SAMANTHA SHIELDS
SCHOOL OF HEALTH

Never stop learning, never stop growing – a curious mind is a valuable asset.

SAMANTHA KUSZEL
SCHOOL OF ADVANCED TECHNOLOGY

We gained the courage to begin our plans and work around setbacks as they happened...If we continue on in this way, we can achieve anything!

PATRICIA COYNE
AC ONLINE

Believe in yourself, even when others don't, and you will see yourself achieve all that you want to.

NISHIMA MALVIYA
SCHOOL OF BUSINESS

Things may not always go as we plan but we know that this graduating class is resilient. We survived the pandemic of the century...that we are here today, although virtually, is a testimony of our perseverance.

NEETHU JAMES
ALGONQUIN COLLEGE PERTH CAMPUS

Graduating college is a great achievement in the best of years – in this one it's an extraordinary accomplishment.

MADALYN HOWITT
FACULTY OF MEDIA AND DESIGN AND LANGUAGE INSTITUTE

This is just the beginning, so enjoy the journey and create a life you can be proud of.

VERA WILSON OGBEIDE
ALGONQUIN COLLEGE PEMBROKE CAMPUS

Cultivate your curiosity. Even a familiar topic can provide fresh insights and engaged learning if you approach it with curiosity.

METIN OZKURT
ALGONQUIN CENTRE FOR CONSTRUCTION EXCELLENCE

**ALGONQUIN COLLEGE
CELEBRATES DEGREE HONOUREES**

Algonquin College awards honorary degrees to recognize individuals who have distinguished themselves in their professional careers, contributions to the College or community leadership. The President and CEO of Algonquin College bestowed the following honorary degrees to inspiring individuals at convocation last year.

ROBERTA JAMIESON

Indigenous activist, lawyer and mediator Roberta Jamieson has worked tirelessly to advocate for First Nations, Inuit and Métis people across Canada. From 2004 to 2020, she served as the Chief Executive Officer and President of Indspire, an organization that aims to improve Indigenous communities' access to post-secondary education. She grew the organization's bursary program eight-fold, launched the Indigenous Research Knowledge Nest, and vastly expanded its programs, resources, and initiatives, engaging government, the private sector and thousands of individual Canadians.

BRIAN PERKIN

A well-known broadcaster and community supporter, Brian Perkin was the owner and operator of Perth's Lake 88.1 FM radio station for the last 14 years, capping his 42-year broadcasting career at numerous Ontario radio stations. He also taught radio broadcasting at Algonquin College and served on our Broadcast Advisory Board.

DR. VERA ETCHES

Throughout the pandemic, Dr. Vera Etches worked to protect and promote the health of people in Ottawa, including leading Ottawa Public Health's COVID-19 work on health promotion, public information and other initiatives. Dr. Etches recognized how this year's graduates have the unique experience of learning amid a pandemic to effect change and inform their practice.

STEVE PAIKIN

In a career stretching back nearly 40 years, Steve Paikin has done it all: newspapers, radio, television, documentaries, books, podcasts, and even Twitter. He joined TVO in 1992, hosting or co-hosting public affairs shows, but is best known as the ever-insightful, always-articulate host of TVO's The Agenda. Over the years, he has conducted tens of thousands of interviews on everything from politics and economics to culture and technology.



Dr. Vera Etches, Medical Officer of Health for Ottawa Public Health, received an honorary degree at the Faculty of Health, Public Safety & Community Studies Convocation Ceremony.

SHELDON KEEFE

Toronto Maple Leafs' head coach, Sheldon Keefe, was recognized for his on-ice and community accomplishments. As the former general manager and head coach of the Junior A Lumber Kings, Keefe led the team to five consecutive league championships and an RBC Cup. Keefe's contributions to the City of Pembroke and Algonquin College have also provided a lasting legacy that has supported special events and fundraising efforts, including the building campaign for Algonquin College's Pembroke Campus.

JOHN RUDDY

Visionary entrepreneur and community philanthropist John Ruddy is the founder of Trinity Development Group, one of Canada's leading developers. The company has developed properties across the country, including local projects such as Lansdowne Park, and 900 Albert. He was also a driving force in bringing professional football back to Ottawa and has been a leader in helping to raise funds for the Algonquin Centre for Construction Excellence (ACCE), education, sports, seniors, health, the arts and mental health.

JOE THOTTUNGAL

Joe Thottungal is the owner of popular local restaurants Coconut Lagoon and Thali and has been at the forefront of the city's food industry for nearly two decades. When the COVID-19 pandemic struck, Thottungal started the Food for Thought program with fellow chefs, providing over one thousand hot meals a day to those in need. He has also published a cookbook that won a gold medal in the 2020 Taste Canada Awards, is a member of the Knights of Columbus, sits on the board of the Great India Festival, and is a member of the Toque Blanches Culinary Federation.

PREMIER'S AWARD

In November, Algonquin College alumnus Michael Nolan, Class of 1991, was awarded the 2021 Premier's Award in the Health Sciences category.

Each year, the Ontario Government honours college graduates who demonstrate outstanding achievement related to their college experience and have significantly contributed to their communities, growing Ontario's economy and improving lives. Colleges Ontario hosts the annual Premier's Awards for College Graduates to recognize graduates from seven categories, including Apprenticeship, Business, Community Services, Creative Arts and Design, Health Sciences, Recent Graduate and Technology. Launched in 1992 to mark the 25th anniversary of Ontario's college system, recipients are selected based on a rigorous evaluation of nominations submitted by Ontario's 24 public colleges.



Roberta Jamieson, CEO and President of Indspire was bestowed an honorary degree at the School of Business Convocation Ceremony.



Steve Paikin, host of TVO's The Agenda, received an honorary degree at the Faculty of Arts, Media and Design and Language Institute Convocation Ceremony.

**ALUMNI OF DISTINCTION,
AWARD RECIPIENTS 2021**

Algonquin College celebrates the inspiring achievements and extraordinary contributions of alumni each year through the Alumni of Distinction Awards. The 2021 recipients include:

Alumna of the Year: Patricia Boal

Co-anchor, CTV Ottawa News, Journalism - Print, **Class of 1994.**

Apprenticeship Award: Adam Vettorel

Co-Owner and Chef, North & Navy and Cantina Gia, Cook Apprenticeship, **Class of 2007.**

Business Award: Michael Wood

Former Chief Marketing Officer/Managing Partner, Ottawa Special Events Travel Counsellor, **Class of 1997.**

Changing Lives Award: Tom Sidney

Councillor, Town of Renfrew Clinic Manager, Robbie Dean Centre, Social Service Worker, **Class of 2002.**

Community Services Award: Crystal Martin-Lapenskie

President and CEO, Okpik Consulting, Social Service Worker, **Class of 2013.**

Creative Arts and Design Award: Joseph A. Dandurand

Poet; Director, Kwantlen Cultural Centre, General Arts and Science (Theatre/Performing Arts), **Class of 1990.**

Health Sciences Award: Kim Franchina

Registered Nurse, St. Patrick's Home of Ottawa Foundation, Nursing, **Class of 1991;**
Nursing Assistant Program, **Class of 1988.**

Brian Fraser Recent Graduate Award: Carl Clergé

Senior Analyst, Multi-Unit Underwriting, CMHC, Business Administration - Finance, **Class of 2016.**

Rena Bowen Volunteer of the Year: Jeffrey Lalonde

Constable, Cornwall Police Services, Police Foundations, **Class of 1999.**

Technology Award: Marc Brouillard

Chief Technology Officer, Government of Canada, Sommelier, **Class of 2004:**
Computer Science, **Class of 1995.**

**Algonquin College Alumni Employer of the Year:
Mercury Filmworks**

Spotlight on Michael Nolan

A PORTRAIT OF AN AWARD-WINNING ALGONQUIN COLLEGE ALUMNUS



Michael Nolan was just 15 years old when his father suffered a cardiac arrest and collapsed on an Ottawa street. Luckily, a passerby knew CPR and helped save his father’s life. For Nolan, that was a defining moment and the catalyst for choosing a career in paramedicine.

Nolan graduated in 1991 from Algonquin College’s Ambulance and Emergency Care Paramedic program, the start of his lifelong passion for learning and a career that took him far afield. He took courses in advanced paramedic care in Toronto to become a fully licensed critical care flight paramedic, flying to remote communities in northern Ontario to provide care. He also taught health medicine at Holland College on Prince Edward Island, was Deputy Chief of the Ottawa Paramedic Service and Director of Emergency Management for the City of Ottawa and worked as a consultant for governments worldwide, advising them on paramedic systems and best practices. He has served as president of the Canadian Association of Paramedic Chiefs and currently is the vice-president of the Ontario Association of Paramedic Chiefs. He has also received the Governor General’s Emergency Medical Services Exemplary Service Medal and the Queen’s Jubilee Medal.

In 2004, Nolan became the Director of Emergency Services and Chief of Paramedic Service for the County of Renfrew in Ontario. There, he has pushed the boundaries to provide a diverse array of innovative paramedic services beyond the traditional response-based 911 service. In a recent endeavour, the County of Renfrew began using drones in search-and-rescue operations and to make emergency deliveries for defibrillators, medication and even an EpiPen. He has also written for trade journals and contributed scholarly articles to advance and professionalize the paramedic field. Nolan credits Algonquin College with setting him up for success. “Algonquin prepared me exceptionally well for my career,” he says.

In November, Algonquin College alumnus Michael Nolan, Class of 1991, was awarded the 2021 Premier’s Award in the Health Sciences category.

A NETWORK OVER 200,000 STRONG

The Algonquin College community marked a major milestone in 2021-2022: The Alumni and Friends Network is now more than 200,000 graduates strong. With the help of the Network, Algonquin College raised nearly \$62,000 in a single day for the 2021 Giving Tuesday campaign this year, exceeding its \$50,000 goal.

“Since graduating from Algonquin College, I’ve been able to stay connected to the Alumni network ... It also presents me with a broader network of people that I can hire and engage with for different professional audiences.”

HAYLEY ROBATEAU, ALUMNA, DIRECTOR, MARKETING AND COMMUNICATIONS, COMMUNITY INITIATIVES AT UNITED WAY EAST ONTARIO



Giving Tuesday contributions made a difference for Algonquin College students in 2021-2022.

AWARD-WINNING PERFORMANCES

Algonquin College is proud of the recognition and awards the Advancement team received this year, thanks to our employees’ stellar innovation and outstanding performance.

- 🏆 The **OCASA Distinguished Administrator Award 2021** was presented to Algonquin College Vice President of Advancement Mark Savenkoff, who credited the award to his team’s work. The Ontario College Administrative Staff Association (OCASA) recognizes outstanding administrative performance.
- 🏆 At the **2021 Canadian Council for the Advancement of Education’s Prix d’Excellence Awards**, Algonquin College received a **Gold Medal** for the Best Use of Social Media category, recognizing the social media campaign surrounding the prior year’s convocation ceremonies.
- 🏆 The College was also awarded a **Bronze Medal** in the Best Development Event category recognizing the successful Ciena Lab Recognition Event.

CHANGEMAKER AWARD: WESTON FAMILY SCHOLARSHIP IN THE SKILLED TRADES

The Weston Family Foundation, in partnership with Algonquin College, offered 365 awards that benefited 95 students and 70 apprentices and provided them with mentorship, resources, and guidance to build a successful lifelong career in the skilled trades. The Western Family Foundation received a Changemaker Award certificate last year.



Caption for photo: Heritage and Carpentry student and Weston Family Scholar Zoe Perry is grateful for the scholarship that helped her continue with her studies.



Algonquin College employee Diana Curry of Course Material Services at Connections: The Campus Store on the Ottawa Campus.

Financial Sustainability

The seeds of a Jack Pine evergreen only germinate when exposed to fire. Through intense heat, the shells crack open, allowing the green seedlings to sprout forth through the scorched earth and anticipation as the forest begins its journey to renewal and ever more substantial growth.

Algonquin College has emerged from the pandemic with new strengths and promising opportunities. We have forged a path forward to broaden our collective responsibility for financial sustainability while fostering innovation and new growth.

Despite turbulent times, the College made great strides in recovering from the pandemic and helping to build a stronger Ontario. We renewed our efforts to deliver targeted programs and services to develop talent with the skills and knowledge industries need and expanded training, information, instruction and supervision for the safe deployment of healthcare workers and increased patient care. We lead the way with a view that goes beyond the horizon, using technology and investing strategically to ensure the College delivers flexible learning opportunities for a diverse range of students at all life stages in the years to come.

STRATEGIC DIRECTION

REDUCE THE RISK OF FAILURE OF INFORMATION TECHNOLOGY INFRASTRUCTURE AND SOFTWARE APPLICATIONS IN 2021-2022

TARGET	ACTUAL	TRUE NORTH
N/A	Multi-factor authentication Information Security training	N/A

GROW ENROLMENT TO PRE-COVID-19 LEVELS BY 2023-24

43,284	41,499	70,000
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FINANCIAL SUSTAINABILITY

PRUDENT FINANCIAL MANAGEMENT

Financial projections throughout the year identified resources to support the objectives of the College's Strategic Plan and annual Business Plan while complying with provincial government directives and ensuring the financial health of the College now and into the future. During these unprecedented times, College management focused on monitoring enrolments, revenues and expenditures closely, undertook scenario planning and providing financial projection updates throughout this fiscal year.

Despite the challenges of the pandemic, Algonquin College exceeded its net contribution budget in 2021-2022. The College managed to grow its diversified revenues; other financial resources came from Contract Activity net contribution with the SkillsAdvance Ontario contract delivery and from Campus Services with financial results that were \$4 million greater than the prior year.

FINANCIAL PRESSURES

On December 2, Auditor General Bonnie Lysyk released the 2021 Annual Report, including a value-for-money audit of Ontario's Public Colleges. The report shined a light on the financial pressures facing Ontario's 24 public colleges. The research showed that while colleges continue to produce graduates who quickly find successful work in their field and their employers are very satisfied, Ontario spends the least amount of money of any province in Canada per student on college education. This leaves Ontario's 24 public colleges highly reliant on other revenues to continue investing in high-quality programs for all students.

STRATEGIC DIRECTION

ESTABLISH ALGONQUIN COLLEGE'S FIRST PARTNERSHIP PURSUANT TO THE MINISTRY OF COLLEGES AND UNIVERSITIES BINDING POLICY DIRECTIVE: PUBLIC COLLEGE PRIVATE PARTNERSHIPS IN 2021-2022

TARGET	ACTUAL	TRUE NORTH
200 learners enrolled	Public College Private Partnership approved	8,000 learners enrolled

HEALTH AND SAFETY FIRST FOR ACTIVITIES ON-CAMPUS

In July 2021, the College had the flexibility to deliver academic instruction – including virtual and hybrid delivery models – to best suit the needs of learners, employees and the community while aligning with local public health guidance. The College examined opportunities to gradually increase campus services, non-academic activities and select experiential learning opportunities while putting the health and safety of employees and students first. As of fall 2021, half of the College's programs had an in-person component. The College held a few organized events and opened up a limited number of revenue-generating Campus Services in the fall.

While the pandemic crisis appeared to wane in the spring and summer of 2021, the College recognized early on that the work for transformation, moving beyond recovery and supporting innovation was just beginning.



Resident Advisors promote an Ottawa Campus Contest Giveaway, part of the Residence experience.

View of the DARE District and the third floor library from the Ishkodewan courtyard with its Gathering Circle and fire-vessel on the Ottawa Campus.



Establishing a Financial Sustainability Roadmap

The *Strategic Exercise to Restore Financial Sustainability (SERFS)* project developed a strategy to put the College on a sound long-term financial path. As a result, the College created a draft *Financial Sustainability Roadmap* by the end of March 2021. Over the spring and fall terms, the *Roadmap's* recommendations and initiatives were developed and brought forward to the executive team for endorsement, receiving full support.

The multi-year *Roadmap* includes a vision, goals and objectives across eight key themes, financial sustainability measures and strategic financial conditions for achieving greater sustainability over the coming years. With the *Roadmap*, the College's Finance and Administration Area maintains responsibility for monitoring financial performance targets and supports the College Budget Committee in managing the Financial Health Measures. Throughout the year, a detailed implementation plan was developed, including a visual management system to help employees monitor progress on the path forward.

The *Roadmap* included short-term goals to complete an *External Partner Engagement and Needs Assessment Survey*; define value informed by primary and secondary research of internal and external perspectives and identify four strategic industry partners by the end of March 2022. A *Delivery Plan* to determine timelines and implementation of financial sustainability initiatives based on a prioritization exercise was undertaken by a College Working Group.

With the *Roadmap*, Algonquin College has a flexible and fluid approach to fostering a culture that recognizes and values long-term, strategic change; drives lower costs; and helps the College identify sustainable, revenue-generating options while supporting the commitments of the Strategic Plan.

STRATEGIC DIRECTION

ACHIEVE FINANCIAL SUSTAINABILITY WITH A BALANCED BUDGET AND FINANCIAL RESULTS THAT DEMONSTRATE THE COLLEGE CAN RECOVER ITS FULL ECONOMIC COSTS, MAINTAIN APPROPRIATE CASH RESERVES AND INVEST IN ITS KEY INFRASTRUCTURE AND RESOURCES IN 2021-2022

TARGET	ACTUAL	TRUE NORTH
\$48 million in cash reserves	\$76.7 million	\$100 million in cash reserves

FINANCIAL SUSTAINABILITY ROADMAP GOVERNANCE MODEL

1 CONTEXT

The *Roadmap* identified 22 priority initiatives to move the College toward financial sustainability in the long term.

2 GOVERNANCE RESPONSIBILITIES

Ongoing monitoring will ensure the achievement of expected benefits, appropriate support and resourcing of initiatives and corrective actions when required.

3 SENIOR MANAGEMENT REPORTS

The Finance Department will report to the executive team on the overall performance of the Roadmap, initiatives, financial conditions and health measures.

4 RESPONSIBILITY MATRIX

Clear accountability, responsibility and engagement requirements to progress activities are transparent from the outset.

5 ROADMAP PERFORMANCE INDICATORS

Measures will demonstrate overall progress on the *Roadmap*.

STRATEGIC INVESTMENTS FOR THE LONG-TERM

Throughout the year, the College committed close to \$40 million to Strategic Investment Priorities projects covered in the Five-Year Capital Investment Plan, including work on the *Jack Doyle Athletics and Recreation Centre*; the *R3 transformational Student Information System Replacement Project*; the Pedestrian Bridge from the Algonquin Centre for Construction Excellence to the new Bus Rapid Transit Station; the *Salesforce Lightning* upgrade; and the *Campus Accessibility Project* to improve several building entrances and washrooms.

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

PARTNERSHIP REALIZES INCENTIVES AND A SUSTAINABLE FUTURE

Siemens helped the College launch its *Energy Service Company Project (ESCO2)* project, delivering infrastructure upgrades and a natural-gas-fired cogeneration plant with an integrated microgrid, which allows the College to create, direct and store energy. The *Algonquin College Energy and Emission Strategy* aims to reduce greenhouse gas (GHG) emissions from our 2005 baseline measurement by 37 per cent as of 2030, and 80 per cent by 2050.

The College met its conditional in-service date for the combined heat and power cogeneration engines last year as part of the ESCO2 major capital project and is starting to monitor efficiency to meet the incentive requirements of the Independent Electricity System Operator. The Solar Photovoltaic array and Battery Energy Storage System were completed and continue to communicate successfully with the microgrid controller. These two projects closed out in December 2021, and monitoring of performance for annual financial and energy savings are underway through 2022.

STRATEGIC DIRECTION

ENABLING ADOPTION OF THEMES AND ACTIONS FOR ADVANCING SUSTAINABILITY OVER THE SHORT AND MEDIUM TIMEFRAME OF THE STRATEGIC EXERCISE TO RESTORE FINANCIAL SUSTAINABILITY PROJECT IN 2021-2022

TARGET	ACTUAL	TRUE NORTH
N/A	Financial Sustainability Roadmap	100% people trained

INCREASED SECURITY OF DIGITAL RESOURCES

The College enhanced its security of digital resources this year. With an increasing number of passwords to remember, people can reuse the same or straightforward passwords that use easy-to-access information (date of birth, names of family members or pets, etc.), increasing direct and indirect risks of a data breach.

Information Technology Services (ITS) introduced a standardized multi-factor authentication requiring a password and a one-time code to verify a person's identity provided through an application on a mobile device, mitigating risks to the security of the College's information. ITS implemented the new access protocols and offered training, online information resources and FAQs to support the rollout with employees using high-demand applications, including Workday, Brightspace, MyAC, Salesforce, VPN network access, and the Microsoft 365 suite of apps (Outlook mail, PowerPoint etc.).

CYBER SECURITY UNIT ENGAGES EMPLOYEES

During Data Privacy Month in January, the ITS Cyber Security Unit (CSU) shared knowledge and tools for every employee. The CSU reminded employees that attackers could use compromised accounts to send emails and prompt actions to gain access. The College launched a mandatory online *Information Security Awareness and Training* program to prepare employees for potential threats.

FUNDING TO EXPAND VIRTUAL LEARNING

The College received \$300,000 from the Province of Ontario through the eCampusOntario Virtual Learning Strategy to fund four projects to expand and diversify our online learning opportunities. The funding helped develop six new online courses and transitioned one online, focusing on diversity, inclusion and Indigenous history and culture. The College joined Collège La Cité, Carleton University and the University of Ottawa to develop the new curriculum.

FUNDING TO ADVANCE MANUFACTURING TRAINING

In October, Algonquin College also received a \$1.5 million investment from the government of Ontario to prepare and train 150 people for careers in manufacturing. We worked with employers to address the sector's ongoing labour shortage with targeted and customized training to fill job vacancies.

NEW INTAKES TO SUPPORT LONG-TERM CARE STAFFING NEEDS

The COVID-19 pandemic revealed an urgent need for more healthcare workers, particularly in long-term care (LTC) homes. The province of Ontario responded with the Long-Term Care Staffing Plan to train tens of thousands of new staff and 30,000 more LTC beds over the next decade. Algonquin College is well-suited to help the province achieve these goals. In May, we welcomed our first group of learners to the new Accelerated Personal Support Workers (PSW) program. The program is fully funded and tuition-free, supported by provincial funding; a total of 357 students enrolled at Algonquin College, one of 24 colleges participating across Ontario.

A NEW PUBLIC COLLEGE PRIVATE PARTNERSHIP

The College was also pleased to form a partnership licensing agreement with CDI College, a private career college with 14,000 students that provides accelerated career training programs in the Greater Toronto Area. The partnership supports the College's strategy to grow international enrollment and reinvest in programming and services for all Ottawa, Pembroke, Perth and AC Online Campus locations.

The province approved the Public College Private Partnership (PCPP) with CDI College this year, providing our College with the opportunity to deliver accelerated career training programs in the Greater Toronto Area. Students will pursue Algonquin College developed market-relevant training programs at these locations to launch their careers with local wraparound services to support their advancement.



A student in the Personal Support Worker Ontario College Certificate program prepares for immediate work in healthcare.

“Thank you for supporting my studies and my aim of becoming an RPN so that I may serve people in need and make Canada a better place to live.”

LEARNER AND RECIPIENT, ALGONQUIN COLLEGE BURSARY

STRATEGIC DIRECTION

GREENHOUSE GAS EMISSIONS REDUCTION MEASURED IN TONNES CO2, SCOPE 1 AND 2 IN 2021-2022

TARGET	ACTUAL	TRUE NORTH
11,870	Estimated 12,947	0

DRAFT

Financial Report

Year Ended March 31, 2022

The **UNAUDITED** Consolidated Financial Statements are made available on the College website at algonquincollege.com/reports.

REVENUE

Grants and reimbursements	\$ 113,667
Student tuition fees	140,200
Contract educational services	58,027
Campus Services	16,830
Other	18,941
Amortization of deferred capital contributions	7,531
Total Revenues	\$ 355,197

EXPENSES

Salaries and benefits	\$ 216,212
Building maintenance and utilities	19,815
Instructional supplies and equipment	7,898
Bursaries and other student aid	9,513
Interest	659
Amortization and write-off of capital assets	15,607
Other	74,105
SUBTOTAL	\$ 358,321
Changes in vacation, sick leave and post-employment benefits liabilities	582
Total Expenses	\$ 358,904
Deficiency/ excess of revenue over expenses	\$ (3,707)

(Figures presented in '000s)

Board Members and Senior Management

As of October 1, 2010, in accordance with amendments to Ontario Regulation 34/03, one-third of the College's external members of the Board of Governors are to be appointed by the Lieutenant Governor in Council and two-thirds by the College Board. Colleges forward requests to the Colleges Unit of the Ministry of Colleges and Universities (MCU) with three nominees for each vacant position to be filled as an appointee. Across Ontario, nominees are put forward to MCU based on a skills matrix and an assessment that includes qualifying interviews (which evaluate skills and willingness to serve, and review role expectations and responsibilities). Members of the public interested in serving on a college board may submit their names directly to the Public Appointment Secretariat or by contacting Ontario colleges directly for their consideration.

BOARD OF GOVERNORS

September 1, 2021 to August 31, 2022

NAME	TITLE AND GOVERNOR ROLE	FIRST ELECTED	MAXIMUM TERM OF SERVICE
Jay McLaren	Board Chair	September 1, 2014	August 31, 2022
Gail Maureen Beck	Board Vice Chair	September 1, 2017	August 31, 2022
Claude Brulé	President & Chief Executive Officer		
James McCracken	Chair, Governance Committee	September 1, 2019	August 31, 2023
Cyril McKelvie	Chair, Academic & Student Affairs Committee	September 1, 2017	August 31, 2022
Ikram Zouari	Chair, Audit & Risk Management Committee	September 1, 2019	August 31, 2023
Jeff Darwin	Vice Chair, Audit & Risk Management Committee	September 1, 2018	August 31, 2022
Stephen Tudor	Vice Chair, Governance Committee	September 1, 2019	August 31, 2023
Rodney Wilson	Vice Chair, Academic & Student Affairs Committee	October 22, 2020	August 31, 2023
Steve Barkhouse	Governor	September 1, 2017	August 31, 2023
Gabrielle Berard	Governor	September 1, 2021	August 31, 2023
Audrey-Claire Lawrence	Governor	September 1, 2017	August 31, 2023
Sheilagh Dunn	Governor	April 16, 2020	August 31, 2022
Valerie Hoareau-Sayah	Support Staff Representative	September 1 2017	August 31, 2022
Cyan Shields	Student Representative	September 1, 2021	August 31, 2023
Rebecca Wakelin	Academic Staff Representative	September 1, 2021	August 31, 2023
Andre O'Bonsawin	Administrative Staff Representative	September 1, 2020	March 25, 2022

ALUMNI ADVISORY COMMITTEE 2021-2022

NAME	TITLE AND ORGANIZATION
Richard Lee	Chair, Alumni Advisory Committee Founder & Chief Marketing Officer, Lee & Associates <i>Alumnus</i>
Jaiveer Singh Bawa	Project Manager, Architecture49 Inc. <i>Alumnus</i>
Rena Bowen	Nursing Inspector at Ontario Ministry of Health and Long-Term Care <i>Alumna</i>
Gillian Cummings	Grow Studios <i>Alumna</i>
Wendy Hewitt	Assistant to the Executive Director, Hospice Renfrew <i>Alumna</i>

ALGONQUIN COLLEGE EXECUTIVE TEAM 2021-2022

NAME	TITLE AND DEPARTMENT
Claude Brulé	President & Chief Executive Officer
Chris Janzen	Senior Vice President Academic
Diane McCutcheon	Vice President, Human Resources
Ron Deganadus McLester	Vice President, Truth, Reconciliation & Indigenization
Duane McNair	Vice President, Finance and Administration
Mark Savenkoff	Vice President, Advancement
Laura Stanbra	Vice President, Student Services
Tracy McDougall	Director, President's Office & Communications

ALGONQUIN COLLEGE LEADERSHIP TEAM 2021-2022

September 1, 2021 to August 31, 2022

NAME	TITLE AND DEPARTMENT
President	
Claude Brulé	President & Chief Executive Officer
Senior Vice President	
Chris Janzen	Academic
Vice Presidents	
Diane McCutcheon	Human Resources
Ron Deganadus McLester	Truth, Reconciliation & Indigenization
Duane McNair	Finance and Administration
Mark Savenkoff	Advancement
Laura Stanbra	Student Services
Associate Vice Presidents	
Kristine Dawson	Experiential Learning and Innovation
Patrick Devey	Global, Online and Corporate Learning

NAME	TITLE AND DEPARTMENT
Executive Directors	
Mark Leduc	Academic Operations & Planning
Ryan Southwood	Facilities Management
Chief Digital Officer	
Yen Do (Acting)	Chief Digital Officer
Chief Financial Officer	
Grant Perry	Finance & Administrative Services
Directors	
Ben Bridgstock	Student Support Services
Brent Brownlee	Campus Services
Yen Do	Associate Director, ITS Service Delivery
Scott Gonsalves	Director, Strategy and Planning
Erin Langevin	Employee & Labour Relations
Michael Lavolette	Risk Management
Ian Lewer	Philanthropy, Advancement
Alanna McDonnell	Marketing
Tracy McDougall	President's Office & Communications
Ernest Mulvey	International Education Centre
Andre O'Bonsawin	Indigenous Initiatives
Krista Pearson	Registrar
Lois Pollock	Executive Technical Lead - R3 Project
Pouya Safi	Business Development
David Soltis	Director, People and Culture
David Thibodeau (Acting)	Applied Research, Innovation & Entrepreneurship
Emily Woods	Financial Planning
Deans	
Julie Beauchamp	School of Business
Julie Beauchamp	School of Hospitality & Tourism
Maggie Cusson	Academic Development
Chris Hahn	Algonquin Centre for Construction Excellence (ACCE)
Chris Hahn	Algonquin College Heritage Institute (Perth)
Sarah Hall (Acting)	Algonquin College in the Ottawa Valley (Pembroke)
Robyn Heaton	Faculty of Arts, Media & Design
Eric Marois	School of Advanced Technology
Leszek Nowosielski	AC Online
Jane Trakalo	Faculty of Health, Public Safety & Community Studies

CHAIRS COUNCIL 2021-2022

NAME	TITLE AND DEPARTMENT
Membership	
Chris Janzen	Council Chair
Nancy Makila	Office of the Senior Vice President, Academic
Sherryl Fraser	Council Co-Chair
Sandra Brancatelli	Council Co-Chair
Chairs and Academic Members	
Alana Anderson	Academic Access Centre
Carmen Hust	Nursing Studies
Shaun Barr	Construction Trades and Building Systems
Shaun Barr	Heritage Institute (Perth)
Sandra Brancatelli	Information and Communications Technologies – Applications and Programming
John Dallas	Information and Communications Technologies – Security Systems and Networking
David Deveau	Language Institute
Jessica DeVries	Academic Development
Sherryl Fraser	Design Studies
Mary Grammatikakis	Financial, Accounting, and Legal Studies
Sarah Hall	Business, Technology and Outdoor Training (Pembroke)
Natalie Gamble	Police and Public Safety Institute
Cory Haskins	Culinary Arts
Jodi Jaffray	Community Studies
Farbod Karimi	Learning and Teaching Services
Sandra McCormick	Wellness, Research and Innovation
Maria Parra	Electrical, Building Science and Horticulture
Dan Pihlainen	Media Studies
Angela Rintoul	Health and Community Studies (Pembroke)
Katherine Root	Business Administration
Amandah Selvey	Architecture, Construction and Civil
Adam Shane	Applied Science and Environmental Technology
Kerry Surman	Marketing and Management Studies
Michael Tarnowski	Hospitality and Tourism
David Thibodeau/Houman Hanachi	Mechanical and Transportation Technologies
Erin Stitt-Cavanagh	Allied Health
Leigh Ridgway	Health Foundations
Haitham Tamim	Operations Management
Sandra Larwill	Academic Integrity
Julia Huckle	Academic Integrity

Advertising & Marketing Complaints

GOOD STANDING

For the period April 1, 2021, to March 31, 2022, as specified in the Minister’s Binding Policy Directive on the Framework for Programs of Instruction, which sets out college program advertising and marketing guidelines, Algonquin College has received no complaints from its students regarding advertising and marketing of College programs.

NATURE OF COMPLAINT	DATE RECEIVED	HOW RESOLVED OR ADDRESSED	DATE RESOLUTION COMMUNICATED TO STUDENT	WORKING DAYS TO RESOLVE
NIL	NIL	NIL	NIL	NIL

COMPLIANCE

The President’s Office and Communications departments ensure the community is aware of events and announcements through media relations, internal communications, and advocacy with government representatives. The departments promote corporate and employee events that are often open to employees, students, businesses, and community stakeholders, including opening new buildings, keynote speakers, executive town halls, coffee breaks, breakfasts, and barbecues. Students receive communications over email and announcements posted to the Algonquin College Student Information System or the Learning Management System. The department coordinates the production of corporate documents to meet provincial government guidelines, including the Ministry of Colleges and Universities, College of Applied Arts and Technology Policy Framework, Governance and Accountability Operating Procedure for the Annual Report.

The College Marketing and Student Recruitment department actively builds the Algonquin College brand. The department generates and qualifies leads with traditional print and outdoor advertising and the latest digital technologies. The Recruitment department keeps close ties with contacts across regional secondary schools and community groups, holding open houses, off-site presentations, on-campus visits, tours, and actively outbound calling those expressing interest in Algonquin College.

In compliance with the Responsibilities of the Board (BGI-01, 2-5), the Algonquin College Board of Governors agrees that the College communications with students, business, community stakeholders, and the Ontario provincial government have been ongoing and effective through 2021–2022. The Board of Governors also agrees that the College has operated in accordance with legal and regulatory requirements through the 2021–2022 fiscal year in compliance with the Responsibilities of the Board (BGI-01, 2-6).

College Academic Council Report

The Ministry of Colleges and Universities requires the Algonquin College Board of Governors to establish an advisory College council known as the College Academic Council. The College Academic Council provides a means for College students and staff to offer advice to the President and Chief Executive Officer on matters they deem important to their constituents. The College Board of Governors outlines the by-laws that govern the structure, composition, terms of reference, and procedures of the Council. The 2021-2022 College Academic Council Report will constitute part of the public record, and as such, with governance approval, will be made available in full on the College website at algonquincollege.com/reports.

COLLEGE ACADEMIC COUNCIL MEMBERSHIP 2021-2022

TITLE AND DEPARTMENT	NAME	FIRST ELECTED	MAXIMUM TERM OF SERVICE
Chair	Martin Lee	Sept. 2018	Sept. 2022
Academic Staff			
Algonquin College Centre for Construction Excellence	Ken Hill	Sept. 2020	Aug. 2022
School of Advanced Technology	Greg Mapp	Mar. 2021	Aug. 2022
School of Business	James Halls	Dec. 2019	Aug. 2023
School of Health and Community Studies	Jennifer Liberty	Sept. 2020	Aug. 2022
School of Hospitality and Tourism	Kim Bosch	Sept. 2021	Aug. 2023
School of Media and Design	Danielle Allard	Sept. 2020	Aug. 2022
General Arts and Science	Leslie Wyman	Oct. 2019	Aug. 2023
Language Institute	Carl O'Toole	Sept. 2018	Aug. 2022
Police and Public Safety Institute	Lisa Roots	Sept. 2021	Aug. 2023
Algonquin College in the Ottawa Valley	Barb Clarke	Sept. 2021	Aug. 2023
Heritage Institute	TBC		
Academic Access Centre	Karen Carr	Sept. 2018	Aug. 2022
Counsellors	Karen Barclay-Matheson	Sept. 2020	Aug. 2022
Librarians	Maureen Sheppard	Sept. 2018	Aug. 2022
Support Staff	TBC	Sept. 2017	Aug. 2021
Learning and Teaching Services	Farbod Karimi	Sept. 2014	Aug. 2019
Past Chair	N/A	Sept. 2021	Aug. 2022
Dean, Algonquin College in the Ottawa Valley	Keltie Jones	Sept. 2021	Aug. 2023
Chair, Business Administration Core	Katherine Root	Sept. 2021	Aug. 2023
Students			
President, Students' Association	Emily Ferguson	May 2020	Apr. 2022
Vice-President, Students' Association	Ellen Cotter	May 2021	Apr. 2022
Director, Students' Association	Katrina Medina	May 2019	Apr. 2020
Ex-Officio Members			
Senior Vice President, Academic	Chris Janzen		
Vice President, Student Services	Laura Stanbra		
Registrar	Krista Pearson		
Academic Manager, AC Online	Lindsay Hinds		
Associate Vice President, Experiential Learning & Innovation	Kristine Dawson		
Manager, Cooperative Education	David Hall		

Key Performance Indicator Performance Report

The provincial government requires all publicly-funded Ontario colleges to gather and report on Key Performance Indicators (KPI). Colleges use a common methodology to administer the surveys, gather the data and calculate the results. Colleges Ontario publishes the results publicly online for the Ministry of College and Universities. Colleges Ontario last released a KPI Performance Report in December 2021. The summary report reflects responses from graduates of the Class of 2019-2020 and the employers who hired them. The data from each college should be considered on its own; college-to-college comparisons and rankings can produce misleading results because colleges vary in context and by characteristics including size, local employment conditions, program mix and graduate demographics. Algonquin College KPI performance results are shown below and at <https://www.collegesontario.org/en/resources?category=kpi>.

64.9%

GRADUATION RATE

Among 2019-2020 graduates, identifying the percent graduated. The 2020-2021 KPI graduation rate is based on students who started one-year programs in 2018-2019, two-year programs in 2016-2017, three-year programs in 2014-2015 and four-year programs in 2013-2014, and who had graduated by 2019-2020. The 2020-2021 KPI graduation rate is based on students who had been funded through the college funding framework, Second Career or the co-op apprenticeship diploma.

79.2%

GRADUATE EMPLOYMENT RATE

Survey of 2019-2020 graduates six months after graduation, identifying the percent employed. The percentage of Algonquin College graduates who are in the labour force, and who are working during a standard reference week, six months after 2019-2020 graduation.

78.1%

GRADUATE SATISFACTION

Survey of 2019-2020 graduates six months after graduation, and the percentage of respondents who indicated very satisfied or satisfied. The percentage overall of Algonquin College graduate satisfaction summarizing very satisfied and satisfied graduate responses to the question of the usefulness of their College education, six months after 2014-2015 graduation.

92.3%

EMPLOYER SATISFACTION

Survey of employers who have hired 2019-2020 graduates, and the percentage of respondents who indicated very satisfied or satisfied. The percentage overall of employers who hired 2019-2020 graduates, very satisfied and satisfied responses to the question of their performance.

Strategic Mandate Agreement Report-Back

Ontario's 45 publicly funded universities and colleges each have a Strategic Mandate Agreement with the province, highlighting their institutional priorities for 2020-2025. The agreements help promote student success and institutional excellence. Institutions outline their unique approach to help build a highly-skilled workforce in collaboration and openness with the province of Ontario and the greater community. The agreements focus on each institution's strengths to enhance the quality of learning experiences and their outcomes with planned enrolment growth and financial sustainability.

The SMA between the Ministry of Colleges and Universities and Algonquin College outlines how the College will build on current strengths to achieve our vision and help drive system-wide objectives and government priorities from April 1, 2020, to March 31, 2025. The Strategic Mandate Agreement outlines Algonquin College's aspirations and priorities for excellence and future areas for growth, including program strength, enrolment, financial sustainability measures and institutional collaborations and partnerships.

ALGONQUIN COLLEGE PRIORITY AREAS

Skills & Job Outcomes:

This priority area seeks to measure and evaluate the College's role in supporting student and graduate outcomes in alignment with Ontario's economy. Metrics measure institutional commitment to the College's areas of strength and specialization; students' preparation with the skills essential for employment; experiential learning opportunities; graduation rates; and positive graduate labour-market outcomes monitored using the following performance indicators:

- **GRADUATE EMPLOYMENT RATE IN A RELATED FIELD**
- **INSTITUTIONAL STRENGTH AND FOCUS**
- **GRADUATION RATE**
- **GRADUATE EMPLOYMENT EARNINGS**
- **EXPERIENTIAL LEARNING**
- **SKILLS & COMPETENCIES**

Economic & Community Impact:

This priority area seeks to measure and evaluate the College's role in supporting Ontario's economy. Metrics measure funding from private sector sources; the positive economic impact on local economies brought by students at an institution; and the differentiated ways the institution demonstrates its economic impact using the following indicators:

- **COMMUNITY/LOCAL IMPACT OF STUDENT ENROLMENT**
- **INSTITUTION-SPECIFIC ECONOMIC IMPACT**
- **REVENUE ATTRACTED FROM PRIVATE SECTOR SOURCES**
- **INSTITUTION-SPECIFIC APPRENTICESHIP-RELATED**

For more information regarding the Algonquin College SMA, please view the full report at algonquincollege.com/reports/#stratmandate.

INFORMATION

Future Students

algonquincollege.com/future-students

Parents

algonquincollege.com/future-students/parents-guardians

Counsellors

algonquincollege.com/future-students/teachers-counsellors

CONTACT

Ottawa Campus

Algonquin College of Applied Arts and Technology

1385 Woodroffe Avenue
Ottawa, Ontario K2G 1V8
Local: 613.727.4723
Toll-free: 1-800-565-GRAD (4723)
TTY: 613.727.7766
Fax: 613.727.7754
In-Person Service: Student Central – C Building (lower level)

algonquincollege.com

Pembroke Campus

Algonquin College in the Ottawa Valley

1 College Way
Pembroke, Ontario K8A 0C8
613.735.4700

algonquincollege.com/pembroke

Perth Campus

Algonquin College Heritage Institute

7 Craig Street
Perth, Ontario K7H 1X7
613.267.2859

algonquincollege.com/perth

 [algonquincollege](https://www.facebook.com/algonquincollege)  [@algonquincolleg](https://twitter.com/algonquincolleg)  [algonquincollege](https://www.linkedin.com/company/algonquincollege)  [algonquinvideos](https://www.youtube.com/channel/UCq1v1v1v1v1v1v1v1v1v1v1)

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ALGONQUIN
COLLEGE



Annual Report

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Purpose and Application

Section 4 of the *Ontario Colleges of Applied Arts and Technology Act, 2002* (the OCAAT Act) authorizes the Minister of Training, Colleges and Universities to issue binding policy directives to colleges. Pursuant to that authority, the Minister has issued a Binding Policy Directive on Governance and Accountability. Section 8 of O. Reg. 34/03 made under the OCAAT Act requires each college to prepare an annual report, make it available to the public, and submit the report to the Minister. Part B of the Binding Policy Directive on Governance and Accountability requires the annual report to be prepared in accordance with the Annual Report Operating Procedure. This is that Operating Procedure and forms part of the Binding Policy Directive.

The annual report charts the college's achievement of the operational outcomes established in the business plan for the year and includes the audited financial statements. An annual report may traditionally serve a variety of purposes including those related to accountability, marketing, and promotion. A key purpose of a college annual report is accountability to the public and to the government, with particular reference to how a college is meeting its Multi-Year Accountability commitments (see Appendix B for details). Additionally, the information provided in the colleges' annual reports is used by the Ministry of Training, Colleges and Universities to advise and inform government planning and policy-making.

Further, colleges may improve their efficiency and effectiveness by comparing their results with those of other colleges with similar characteristics. Annual reports that establish consistent data reported in a consistent format will allow for such comparisons.

This operating procedure, which applies to all colleges, sets out the minimum requirements for college annual reports.

Due Dates

June 15: The College's audited financial statement is due to the Colleges Finance Unit June 15 of each year (see the operating procedure on audited financial statements).

July 31: Each college is to submit an annual report including a copy of the audited financial statement and the required appendices.

Supplementary Information:

June 30: The college's business plan is due June 30 of each year (refer to operating procedure on business plans for details.)

Content

The annual report is to include, at a minimum, the following information:

- A detailed report on the extent to which the college achieved the outcomes for the year, as set out in the college's strategic plan and the business plan of the previous year. Colleges will follow the content guidelines in Appendix A.
- If any of those outcomes were not achieved, the college is to identify the reasons and outline the steps that the college plans to take to achieve or redefine the outcomes. It may also be appropriate to reference significant changes that have occurred in the college's environment that required in-year changes.
- A copy of the audited financial statements for the college, its subsidiary corporations, and foundation (as applicable) for the year accompanied by the auditor's report (see the operating procedure on audited financial statements for detailed instructions regarding the preparation of these statements).
- An analysis of the college's financial performance.
- A report-back on the commitments in the college's Multi-Year Accountability Agreement using the template and guidelines provided by the Ministry in each reporting year. As part of this review process, colleges will complete the report-back as an addendum to the annual report, describing the college's results in each of the indicated areas. (See Appendix B for details.)
- As required in the Framework for Programs of Instruction Binding Policy Directive, a summary of complaints regarding advertising and marketing of college programs, in accordance with the requirements set out in Appendix C.

Format

Format of the annual report is outlined in Appendix A of this Operating Procedure.

Physical Format:

- 8 ½" x 11"
- Portrait page set-up (no brochures, no fold-outs)
- To be posted on college website in one pdf file (not separate chapters.)

Submission of the Annual Report

Once approved by the board of governors, the college's annual report is to be e-mailed to the Director of the Postsecondary Accountability Branch, Ministry of Training, Colleges and Universities at colleges.branch@ontario.ca by July 31 of each year. This email is to include the location of the annual report on the college's web site.

Complete copies (with audited financial statements and appendices) of the annual report are also to be provided to the Higher Education Quality Council of Ontario.

For further information regarding this operating procedure consult with the ministry contact listed in the Contacts section on the web site.

Publication of the Annual Report

Pursuant to O. Reg. 34/03 each college must ensure that the annual report is available to the public. At a minimum, colleges shall post the report on their college web site **and on request provide individuals** who do not have Internet access with a copy of the report at no cost.

Summary of Responsibilities

Colleges of Applied Arts and Technology

The board of governors is responsible for:

- Ensuring that the annual report fulfills the requirements of the **Minister's Binding Policy Directive on Governance and Accountability, which includes fulfilling the requirements of** this operating procedure
- Approving the annual report, including financial statements, and reports required by Appendices B and C.
- Ensuring that the annual report is submitted to the Minister as directed by this operating procedure by July 31 of each year.
- Ensuring that the annual report is made available to the public.

Ministry of Training, Colleges and Universities

The Ministry is responsible for:

- Reporting information to the government on the colleges' achievements as they relate to government objectives.
- Using annual reports to advise and inform government planning and policy-making.
- Working with colleges, either individually or collectively, to facilitate corrective action where provincial priorities or expected outcomes are not being achieved.

Appendix A: College Annual Reports – Table of Contents and Guidelines*

Message from Board Chair	[general comments, changing developments / environment]
Message from President	[theme of this year's annual report; detailed comments, perhaps to include enrolment trends, KPI highlights, MYAA update, partnerships, community initiatives, international activities, fundraising, financial strengths / challenges, other highlights]
Vision, Mission and / or Commitment Statements	[reference to strategic plan here. Why is the college doing what it is doing]
Report on Previous Years Goals	[discussion of previous performance targets achieved / not achieved; actions to be taken; explicit references to previous business plan and strategic plan]
Analysis of College's Operational Performance	[define other major college achievements; what has changed as a result of the college's activities over the last year:

Analysis of College's Financial Performance

[High level summary of financials: sources of revenues / expenditures; multi-year trends; graphics as appropriate; details will be in appendix B]

Subsidiaries and Foundations

[list each subsidiary or foundation; describe activities; provide consolidated financial statements; indicate availability of subsidiary annual report]

ATTACHMENTS TO ANNUAL REPORT

Attachment 1: Multi-Year Accountability Agreement Report Back

Attachment 2: Audited Financial Statements

Attachment 3: KPI Performance Report

Attachment 4: Summary of Advertising and Marketing Complaints Received

Attachment 5: List of Governors [include when first appointed and when current term expires; indicate internal governors and their affiliation]

(*Note: Material in square brackets is suggestive only; colleges may vary depending on their particular needs and circumstances.)

Appendix B: Multi-Year Accountability Agreement Report Back

2008-09 MYAA Report Back

As outlined in original Multi-Year Accountability Agreement for Colleges 2006-07 to 2008-09 agreement, the MYAAs are to be reviewed annually to ensure that colleges remain focused on our shared goals for postsecondary education in Ontario. As in the case of the 2007-08 allocation, the release of each college's 2008-09 allocation will be conditional on the college confirming, through Appendix B: Multi-Year Agreement Action Plan for colleges, that the Ministry has indicated that the college is on track for meeting its stated commitments, or that the college has been given approval on an improvement plan by the Ministry.

For 2008-09, colleges are asked to complete the 2008-09 MYAA Report Back Template provided to each college. The Report Back provides colleges with an opportunity to outline institutional progress in meeting the commitments outlined in your Multi-Year Action Plan for this reporting year and to confirm your full participation in the Student Access Guarantee (SAG). The ministry will also provide each institution with a copy of its 2008-09 Tuition/Book Shortfall Aid table to assist them in completing this section of the Report Back template. MYAA Report Back template is due to the Ministry July 31, 2009.

MYAA Transition Year 2009-10

MTCU is extending the current MYAA for one year in 2009-10. This action re-affirms the commitments made under the Reaching Higher Plan. 2009-10 will be a transition year as we move from the commitments made under the Reaching Higher Plan into a re-aligned accountability framework that reflects priorities for postsecondary education in 2010 and beyond.

The expectation for the transition year is that institutions will maintain their commitments for access, quality and accountability as outlined in the original agreement. This includes reporting enrolment through the established protocol, providing information to assist HEQCO with its research on access and quality, and compliance with the Tuition Fee Framework and the Student Access Guarantee.

MTCU is not requiring colleges to set additional targets in 2009-10. The 2009-10 Report-Back Template provides space for colleges to identify how institution-specific access and quality improvement strategies for 2006-07 to 2008-09 will be extended, consolidated and/or best practices applied in 2009-10. Colleges are also asked to outline how each institution will continue to monitor the impact of these access and quality improvements over the transition year.

A summary of each institutions consolidated access and quality improvement strategies developed from the previous Report-Back years is appended to the 2009-10 Report Back Template that was forwarded to each college. The expectation is that by strategically aligning

activities and focusing on the evaluation of outcomes your 2009-10 year will provide the basis for your institution to develop a new Multi-Year Action Plan with corresponding targets in 2010.

For further information regarding the MYAA report-back process and reporting guidelines, consult with the ministry contact listed in the Contacts section on the web site.

Report-Back Template and Guidelines

See web link for details.

Appendix C: Summary of Advertising and Marketing Complaints Received

Appendix D to the Minister's Binding Policy Directive on the Framework for Programs of Instruction sets out college program advertising and marketing guidelines. These include preparing an annual complaint summary to be included in the college's Annual Report.

The summary shall be prepared in accordance with this Appendix.

1. For the purposes of compiling the summary, a complaint:
 - a. is any written (signed and dated) or emailed communication from a student regarding the advertising or marketing of a college program in which they are enrolled and addressed to the designated college official; and,
 - b. must be received no later than six months from when the student leaves the program in question.

2. The annual summary which shall cover the same period as the annual report shall summarize the complaints received, reviewed and responded to within that period.

3. If no complaints are received the College shall file a nil report.

4. The summary shall be prepared using the following format:

Nature of Complaint	Date Received	How Resolved/addressed	Date Resolution Communicated to Student	# of working days to Resolve

Total number of complaints:

Average number of working days to resolution:

O:\POSTSECONDARY ACCOUNTABILITY BRANCH\Colleges
Unit\Initiatives\Achieving Operational Excellence\Phase Two\Drafts of Revised MBPD &
OperPros\Annual Report\05a - Draft Annual Report Eng Jan 8 2010 format changes.doc

Report title:	Fourth Quarter 2021-22 Business Plan Update
Report to:	Board of Governors
Date:	June 06, 2022
Author(s)/Presenter(s):	Mark Savenkoff, Vice President, Advancement and Strategy

1. RECOMMENDATION:

THAT the Board of Governors accepts this update for information.

2. PURPOSE / EXECUTIVE SUMMARY:

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

3. BACKGROUND:

The Board of Governors is provided with quarterly updates on progress being made against the annual Business Plan using a Business Plan Dashboard and Exceptions Report. The Business Plan Dashboard for the Fourth Quarter covers the period January 1 through to March 31, 2022, provided in Appendix A: Fourth Quarter 2021-2022 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 completed within the fiscal year.

Exceptions Report

The Exceptions Report for the Fourth Quarter covers the period from January 1 to March 31, 2022 and is provided in Appendix B: Fourth Quarter 2021-2022 Exceptions Report.

4. DISCUSSION:

Sixteen (70%) of the 23 Business Plan initiatives have a blue status, indicating they have been completed. There are seven (30%) initiatives, listed below, that have a red status which indicates they were not able to be fully completed by fiscal year end.

Initiatives which were not completed by the end of the fiscal year but that will be complete in 2022-23 include:

- Mitigation plan for top presenting issue from student experience surveys in place by the start of the subsequent academic term to enhance student experiences and deepen learner-driven culture.
- Technical Design Phase of the Student Information System implementation completed by January 31, 2022.
- Three Algonquin College programs launched with the private college partner by September 30, 2021.
- Two additional Algonquin College programs launched with the private college partner by January 31, 2022.
- Program capacity increased through the conversion of three existing programs for delivery through AC Online by June 30, 2021 and launched for the Winter 2022 term.

Initiatives which were not completed include:

- Fall level 1 admission conversions increased from 19% to 21% by September 30, 2021.
- Jidwá:doh – Let’s Become Again Advisory Council established with an action plan presented and approved by the Algonquin College Executive Team by January 31, 2022.

The Business Plan Scorecard (Appendix C) also identifies ten metrics to support the strategic directions of the College. Five metrics (50%) were successfully completed. One metric (10%) is in progress to reach target. Two metrics (20%) were “To Be Confirmed” (TBC) at the time of the transmittal due date. One metric (10%) did not reach target. One metric (10%) was at risk of reaching target and final data will not be available until July 2023.

5. LINK TO STRATEGIC PLAN:

STRATEGIC PLAN 2022-2025	
LEARNER DRIVEN	
Goal 1: Provide Flexible, Personalized, and Lifelong Learner Experiences	<input checked="" type="checkbox"/>
PEOPLE	
Goal 2: Empower Our People to Foster a High-Quality, Innovative, Learner-Driven Culture	<input checked="" type="checkbox"/>
Goal 3: Create an Equitable, Diverse, and Inclusive Work Environment	<input checked="" type="checkbox"/>

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 6, 2022 meeting.

11. CONCLUSION:

The Board of Governors have been kept informed of the progress towards Business Plan initiatives through regular reporting throughout the year. Targets and initiatives within a business plan are intended to balance an ambition to move the organization forward while maintaining the ability to manage daily operations of the College. Given the Business Plan objectives are established a minimum of six months prior to a new fiscal year, coupled with 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 at the conclusion of the year. The following update will be aligned with the 2022-2025 Strategic Plan goals and outcomes.

Respectfully submitted:



Mark Savenkoff
Vice President, Advancement and Strategy

Approved for submission:








Claude Brulé
President and CEO

Appendices:

Appendix A: Fourth Quarter 2021-2022 Business Plan Dashboard
Appendix B: Fourth Quarter 2021-2022 Business Plan Exception Report

8.1 Appendix A





Business Plan Dashboard

Legend	
	Completed
	In progress to reach completion
	Measures that may be delayed in reaching target
	Measures that may be at risk in reaching target
	Measures that will not reach target by March 31, 2022

Executive Sponsor			
AS	Academic Services	HR	Human Resources
SS	Student Services	TRII	Truth Reconciliation & Indigenous Initiatives
FA	Administration	ADV	Advancement
CER	External Relations		

LEARNER DRIVEN



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

Goal	ACET Sponsor	2021-22 Metric	Q4 Status
Improve Student Retention			
1.1	SS	Response to communication gaps in content to prospective students and applicants completed by October 31, 2021.	
1.2	SS	Operational processes necessary to support and maintain delivery of micro-credentials developed by March 31, 2021.	
1.3	SS	AC Online and International nurture campaigns refreshed by March 31, 2022.	
1.4	FA	Mitigation plan for top presenting issue from student experience surveys in place by the start of the subsequent academic term to enhance student experiences and deepen learner-driven culture.	

CONNECTED

Become an integral partner to our alumni and employers

Goal	ACET Sponsor	2021-22 Metric	Q4 Status
Build and steward strategic industry and community partnerships			

2.1	ADV	Partnership Development Framework implemented by July 15, 2021.	
2.2	ADV	External Partner Engagement and Needs Assessment Survey launched by October 15, 2021.	





PEOPLE

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

Goal	ACET Sponsor	2021-22 Metric	Q4 Status
Improve Employee Engagement			
3.0	HR	Employee Engagement Pulse survey and corresponding action framework launched by June 30, 2021.	













Innovation and Quality

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

Goal	ACET Sponsor	2021-22 Metric	Q4 Status
Reduce the risk of failure of information technology infrastructure and software applications.			
4.1	SS	Phase two of the R3 - Student Information System Transformation project milestones reached by March 31, 2022, including: 4.1) Organizational Change Management Plan completed by June 30, 2021.	
4.2	SS	Technical Design Phase of the Student Information System implementation completed by January 31, 2022.	
4.3	SS	Test Plan to validate configuration in subsequent project phases completed by March 31, 2022.	
Finalize a new three-year Strategic Plan for 2022-2025.			
5.0	SS	The 2022-2025 Strategic Plan finalized and approved by the Board of Governors by June 7, 2021.	

Sustainability

Pursue truth and reconciliation, social, environmental, and economic sustainability

Goal	ACET Sponsor	2020-21 Metric	Q4 Status
Launch a partnership with a private college to recruit and educate international students			
6.1	AS	Minister of Colleges and Universities approval of Collaborative Education Agreement received by May 31, 2021.	
6.2	FA	Minister of Finance approval of Section 28 of the Financial Administration Act received by May 31, 2021.	
6.3	AS	Three Algonquin College programs launched with the private college partner by September 30, 2021.	
6.4	AS	Two additional Algonquin College programs launched with the private college partner by January 31, 2022.	
Grow enrolment to pre-COVID-19 levels by 2023-24			
7.1	AS/SS	Fall level 1 admission conversions increased from 19% to 21% by September 30, 2021.	
7.2	AS	Program capacity increased through Board of Governors approval of three two-year Ontario College Graduate Certificates by October 30, 2021.	
7.3	AS	Program capacity increased through the conversion of three existing programs for delivery through AC Online by June 30, 2021 and launched for the Winter 2022 term.	
Manage and preserve appropriate cash reserves as of March 31, 2021 for future College strategic investments			
8.1	FA	Draws on cash reserves to fund eADvential initiatives, programs and services limited to \$28M by March 31, 2022.	
8.2	FA	Strategic initiatives, implementation timelines and resource required to restore financial sustainability developed by December 31, 2021.	
Engage members of the College community (students, employees and community members) in Truth and Reconciliation activities			
9.1	TRII	Year 3 of the Indigenization Strategy implemented: 9.1) Jidwá:doh – Let's Become Again Advisory Council established with an action plan presented and approved by the Algonquin College Executive Team by January 31, 2022.	
9.2	TRII	Indigenous Knowledge - 'Exploring Stories', hosted monthly with summary reports/videos presented to Algonquin College Leadership Team until March 31, 2022.	
9.3	TRII	New multi-year Indigenization strategic framework "Standing Up the Tree" developed by March 31, 2022.	

8.1 Appendix B

2021-22 Business Plan

Third Quarter Exceptions Report

#	2017-22 Strategic Goals	2021-22 Metric	2021-22 Target	2021-22 Initiative/Leveraged Action	ACET Member	Status	Comments for First Quarter	Status	Comments for Second Quarter	Status	Comments for Third Quarter	Status	Comments for Fourth Quarter
1.4	Establish Algonquin as the leader in personalized learning across all Ontario colleges		NA	Mitigation plan for top presenting issue from student experience surveys in place by the start of the subsequent academic term to enhance student experiences and deepen learner-driven culture.	L. Stanbra		In progress, On-Track. Awareness of Registrar's Office services was identified in the Spring 2021 survey; to address: updates to online content, creation of updated collateral for student central and in-person presence on-campus for fall 2021. Student Support Services has made multiple adjustments to the Library web site to improve student satisfaction, including an increased number of workshops available for students and faculty to orient them to the Library.		The top presenting items for the spring term within the Student Experience Survey for Student Support Services were 1) mental health services for students out of province and out of country, 2) Student homelessness and students at risk of homelessness. For item 1, Student Support Services has purchased 500 licenses for Keep Me Safe, a multi-language, multi-platform tool to provide mental health support to students out of province and out of country. This service was introduced for Fall 2021 semester and the app has been downloaded by 37 students, who have had 7 clinical sessions, and downloaded 22 articles. For item 2, Counselling Services has purchased a room in Residence that is reserved for students who are homeless or at risk of being homeless. Residence and Counselling Services have been working together on a referral process. This option has been available since the start of the Fall 2021 semester and has been used twice, for 21 and 7 days respectively. The top presenting issue for the spring term related to the Registrar's Office was awareness of the service or limited use of the service. To mitigate these issues the Registrar's Office launched in-person services again on September 7. This increased access has realized student feedback exceeding the Net Promoter Score target of +40 with +52. Likewise, service metrics achieved targets (same day for email, no wait for in-person and five minutes or less for most calls); call center abandonment rates were below target for the first ten days of class; however the launch of the vaccination policy at the same time contributed to increased call volume. These service metrics reflect a learner-centered service model responsive to the needs of learners.		Will not reach target. As the Fall 2021 Student Experience Survey results were shared late in the semester, Student Support Services was not able to action changes for the Winter 2022 semester. In light of the ongoing COVID-19 pandemic, it was agreed to defer the two mitigating actions until the following fiscal year, notably: 1) student mental health, stress and issues around access to services, and 2) improvements to the library. In response, Student Support Services has agreed to: 1) launch a cross-college marketing and promotion campaign focused on access to health and wellness services, reducing stigma and raising awareness of services, supports and resources in Fall 2022, and 2) deploy a college-wide campaign to highlight the new library system's functions and tools in August/September 2022. Completed. The Registrar's Office addressed the remaining top presenting issues of awareness and access to services by ensuring access to on-site services effective September 2021. The top presenting issues from both the Spring and Fall terms continued to focus on awareness of the service or limited use of the service. In response, services have been available in-person, by call center, on the website/digitally and with an enhanced client relationship management experience. This has been complemented by additional promotion through social media as well as refinement in digital communications about service access. Further, stretch goal targets were set and achieved to ensure improved service turn-around and experience (e.g., quality call monitoring and coaching). Promoting access, maintaining on-site service and improving call center response rates will continue to remain a priority.		Did not reach target. Student Support Services will be meeting on May 4, 2022 and June 7, 2022 to plan a public relations and marketing campaign to increase awareness of services and reduce stigma related to accessing mental health related services. This campaign will be officially launched in Fall 2022. The new Library system is on track to be launched in August 2022; marketing and promotional information is being prepared provincially and locally to inform the college community of this launch. Completed. The Registrar's Office has applied actions and tactics against the outcomes of the survey as noted in Q3 Update. Since Q3, on-campus presence of staff has increased and improved communications about spring delivery plans were actioned through the website and electronic communications to students. Service targets have been achieved, most notably shorter wait times for service and same-day to half-day response time for most student inquiries.
Sustainability													
4.2	We will be leaders and continuously improve the quality, impact and innovativeness of teaching, learning and service delivery	Reduce the risk of failure of information technology infrastructure and software applications.	NA	Technical Design Phase of the Student Information System implementation completed by January 31, 2022.	L. Stanbra		In progress, On-Track. Familiarize phase of the R3 Project is actively underway and significantly contributing to the requirements gathering required for technical design in the Personalize Phase.		In-progress with confidence that current outstanding deliverables pertaining to the technical plan will be resolved prior to the target date of January 31, 2022. Significant progress has been achieved on the functional requirements gathering and a prototyping activity is underway to establish the experience and baseline for future configuration. Integrations and environment usage is currently a priority to understand and resolve for the technical plan.		Will not reach target by March 31, 2022. This initiative is known as the Integrations Strategy and Plan and is in progress. However, as of February 4, 2022, the target date for completion was identified as May 27, 2022. The Personalize Phase will begin once these documents are complete.		Did not reach target. Agreed-upon extension of Familiarize Phase established by January 31, 2022 in order to complete the Technical Design by June 30, 2022.
6.3	Pursue Truth and Reconciliation, social, environmental, and economic sustainability	Launch a partnership with a private college to recruit and educate international students	200 learners enrolled	Three Algonquin College programs launched with the private college partner by September 30, 2021.	C. Janzen		Will not reach target. Approval of Collaborative Education Agreement delayed due challenges in obtaining approvals from provincial governments. An amendment to the application is underway with a change of location to mitigate the risks of an out-of-province partnership.		Will not reach target. Approval of Collaborative Education Agreement delayed due to challenges in obtaining approvals from provincial governments. An amendment to the application was submitted end of October 2021 with a change of location to mitigate the risks of an out-of-province partnership.		Will not reach target. The Deputy Minister, Treasury Board Secretariat approval pursuant to Section 28 of the Financial Administration Act was received on January 24th, 2022. Three initial programs will be launched in September 2022.		Did not reach target. The Deputy Minister, Treasury Board Secretariat approval pursuant to Section 28 of the Financial Administration Act was received on January 24th, 2022. Three programs launched and on track to meet enrolment targets for September 2022 intake.
6.4				Two additional Algonquin College programs launched with the private college partner by January 31, 2022.	C. Janzen		Will not reach target. Approval of Collaborative Education Agreement delayed due challenges in obtaining approvals from provincial governments. An amendment to the application is underway with a change of location to mitigate the risks of an out-of-province partnership.		Will not reach target. Approval of Collaborative Education Agreement delayed due to challenges in obtaining approvals from provincial governments. An amendment to the application was submitted end of October 2021 with a change of location to mitigate the risks of an out-of-province partnership.		Will not reach target. The Deputy Minister, Treasury Board Secretariat approval pursuant to Section 28 of the Financial Administration Act was received on January 24th, 2022. Four additional programs will be launched in January 2023.		Did not reach target. The Deputy Minister, Treasury Board Secretariat approval pursuant to Section 28 of the Financial Administration Act was received on January 24th, 2022. Three additional programs will be launched for January 2023 intake.
7.1		Grow enrolment to pre-COVID-19 levels by 2023-24	41,223 9% year-over-year decline	Fall level 1 admission conversions increased from 19% to 21% by September 30, 2021.	C. Janzen/L. Stanbra		In progress. Fall 2021 - total applications at 50,134 as of Sep 16, 2021, exceeding application target. Conversion of applications to Level 01 registrants at 20% as of Sep 16, 2021, which is 1% less than target (21%), but 1% above last year (19%).		Will not reach target. As of September 30, the conversion of applications was 18.8%; it was 19.3% as of Day 10 (September 20). However, a significant increase in fall applications deferred to winter. Fatigue with remote delivery and overall pandemic uncertainty have resulted in applicant attrition to winter.		Target not achieved.		As reported in Q3: Did not achieve Fall 2021 Conversion Target of 21%. Achieved 19.3% as of Day 10. As a result of an exceptional year, contributing factors in failing to reach the Fall 2021 conversion target included COVID-19 pandemic uncertainty, vaccination requirements and program delivery changes.
7.3		7.3) Program capacity increased through the conversion of three existing programs for delivery through AC Online by June 30, 2021 and launched for the Winter 2022 term.			C. Janzen		May be delayed. One program launched in September 2021 (Addictions and Mental Health), one will launch in January 2022 (Intro to Healthcare in Canada), and one in Spring 2022 (TBD).		May be delayed. One program launched in September 2021 (Addictions and Mental Health), one will launch in January 2022 (Introduction to Healthcare in Canada), and one in Spring 2022 (TBD).		May be delayed in reaching target. Based on discussions with on-campus Schools, labour market research and analysis of content, the two new online programs to be launched will be Building Information Modelling, and Web Development and Internet Applications. Upon further analysis, the Introduction to Healthcare in Canada was deemed not viable.		Did not reach target. Two new programs, Building Information Modelling, and Web Development and Internet Applications, have been approved for online delivery, are in the process of being converted, and are open on OCAS for F22. Enrolment in Addictions and Mental Health which launched Fall 21 continues to grow and has been waitlisted for the second straight term due to limitations with placements.
9.1		Year 3 of the Indigenization Strategy implemented: 9.1) Jidwá:doh – Let's Become Again Advisory Council established with an action plan presented and approved by the Algonquin College Executive Team by January 31, 2022.			R. McLester		On track at time of reporting. We have included three new books in the Indigenous Knowledge book club which is supporting this work. Q1 is preparing for ACLT retreat content.		On track at time of reporting. A draft of the Office of Truth, Reconciliation and Indigenization's critical thinking was presented at Algonquin College Leadership Team's Fall Retreat.		In progress to reach completion. The Draft Action Plan has been extended to February 25, 2022 due to Covid-19 restriction highlighted in the Prioritization Exercise.		Due to an unforeseen resignation of a major staff resource, in addition to the shifting of college-wide priorities to deal with the pandemic and the potential labor disruption, the Office of Truth, Reconciliation and Indigenization has not fully established the formal Jidwá:doh – Let's Become Again Advisory Council nor the accompanying action plan. This work and the approach to develop it has been reimagined in light of these pressures and has become a major component of the new Indigenous Strategic Plan - Standing Up the Tree.

Report title:	Freedom of Information and Protection of Privacy Act – 2021 Annual Report
Report to:	Board of Governors
Date:	June 6, 2022
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 2021 (Appendix A), along with corresponding year-end Statistical Report for the Information and Privacy Commissioner of Ontario (Appendix B).

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 2021, there were 13 new Freedom of Information requests received. In addition, there was one ongoing request from 2019 and one from 2020. Of those new requests received, 11 were processed within the statutory time limit and two were not processed within the statutory time limit due to the large volume and complexity of records for which an extension was granted. The two ongoing requests from 2019 and 2020 were complex, resulting in appeals. These files have since been completed and closed.

5. LINK TO STRATEGIC PLAN:

STRATEGIC PLAN 2022-2025	
LEARNER DRIVEN	
Goal 1: Provide Flexible, Personalized, and Lifelong Learner Experiences	<input type="checkbox"/>
PEOPLE	

Goal 2: Empower Our People to Foster a High-Quality, Innovative, Learner-Driven Culture	<input type="checkbox"/>
Goal 3: Create an Equitable, Diverse, and Inclusive Work Environment	<input checked="" type="checkbox"/>

6. STUDENT IMPACT:

This activity does not have any direct student impact.

7. FINANCIAL IMPACT:

There is no material financial impact arising from Freedom of Information requests. A total of \$35 in fees have been collected from requestors while the College has incurred \$7,570 in legal costs to complete such requests.

8. HUMAN RESOURCES IMPACT:

Impacts to human resources are minor when considering the overall College business activity.

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 Commissioners of Ontario website at: <https://www.ipc.on.ca>.

11. CONCLUSION:

Algonquin College is a public institution and an Ontario Broader Public Sector organization. The College adheres to the Freedom of Information and Protection of Privacy Act and respects the public's access to information with certain exceptions.

Respectfully submitted:



Duane McNair
Vice President, Finance and Administration

Approved for submission:



Claude Brulé
President and CEO

Appendices:

Appendix A: 2021 Freedom of Information Requests Summary Report

Appendix B: 2021 Statistical Report for Information and Privacy Commissioner of Ontario

8.2 Appendix A

Request Number	Date Requested	Request Topic	Information Requested	Fees Received	Legal Costs	Processed within 30 days	File Status
LGL-2019-04-00216	24-Apr-19	RFP - Student Information System	Seeking all data leading to the reason Candidate was not selected as Vendor of Record	\$ -	\$ 1,940.50	NO	Requester satisfied with final data released upon Appeal, including Third-Party Data confirming reasons the Candidate was not chosen as Vendor. Completed
LGL-2020-09-00173	13-Jan-20	Personal Information relating to Security Incident	Requester seeking all security notes, emails, and records from all security personell from May 8, 2019-January 13, 2020.	\$ -	\$ 7,570.00	NO	Partial release of records due to privacy and reprisal concerns of witnesses (students), leading to Requester requesting Appeal. Information and Privacy Commissioner of Ontario (IPCO) upheld both the college's decision to withhold the records under the personal privacy exemption at section 49(b) and the reasonableness of its search, and dismissed the appeal. Completed
LGL-2021-01-00041	13-Jan-21	Data breaches at the College	Any and all records of data breaches, including my own.	\$ -	\$ -	Yes	Requester was asked to provide a focused scope with a specific time line in order to conduct our search. No response provided. Completed
LGL-2021-01-00076	27-Jan-21	Employment matter	Information pertaining to Requester's employment.	\$ -	\$ -	YES	This employment matter was sent to our Human Resources group, handled by our labour relations. Completed
LGL-2021-02-00108	08-Feb-21	Personal Information relating to his Program withdrawal	All information from Chairs and Professors relating to the former student's withdrawal from the Veterinary Technician program, of 2010.	\$ 5.00	\$ -	Yes	One record was found and released to Requester. Appeal ensued, followed by mediation and two more searches were conducted by the College for additional records. No additional records found. College awaits final decision from Adjudicator. Ongoing
LGL-2021-03-00151	22-Mar-21	Honourlock Proctoring System	Requester unhappy with the College using a third-party proctoring system, and believed this was in violation of FIPPA.	\$ 5.00	\$ -	Yes	Requester had contacted the IPCO directly, who then contacted the College's Freedom of Information Coordinator for a response. College provided the IPCO analyst with our privacy policies and controls, particularly when using exam proctoring software. Requester was satisfied and the matter was closed. Completed
LGL-2021-03-00158	24-Mar-21	Personal Information	Request to delete all records or data the College has on this individual since 1973.		\$ -	Yes	No information was found on this individual. Requester was satisfied. Completed
LGL-2021-04-00051	23-Apr-21	Honourlock Proctoring Software	Requester seeks to know where College and/or Honorlock is storing his/her information.	\$ 5.00	\$ -	Yes	College released all responsive data, including College's privacy policy, to the satisfaction of Requester. Completed

LGL-2021-06-00003	01-Jun-21	GDI - Employment matter	Requester seeking video footage of an incident he/she was involved in (GDI employee).	\$ 5.00	\$ -	Yes	All requested data was released to the Requester. Completed
LGL-2021-07-00106	28-Jul-21	Information about another Employee	Requester seeking data belonging to another individual.	\$ 5.00	\$ -	Yes	College withheld information on the premise of Personal Data exempt under the Act. Completed
LGL-2021-08-00113	17-Aug-21	General information of Current GDI Caretaking contract	Prospective RFP Candidate requesting information on present Caretaking services.	\$ 5.00	\$ -	Yes	College responded to Requester confirming they should monitor the BonFire contractor site, as a Request For Proposal will be uploaded in 2022. Requester was satisfied. Completed
LGL-2021-08-00122	23-Aug-21	GDI - Employment matter	Requester (GDI employer) seeking College's Incident Report in regards to an employment matter.	\$ -	\$ -	Yes	Requester withdrew the request. Completed
LGL-2021-09-00138	23-Sep-21	Personal Information	Video footage of Residence incident, and video and audio recording of Residence Eviction Appeal Hearing.	\$ 5.00	TBA	NO	Complex Request where the actual request for information was never received from the Requester. Since the IPCO has been involved, the request for information was clarified and confirmed to have already been provided to the Requester last year. Completed
LGL-2021-11-00136	22-Nov-21	Employee Request	Requester seeking email messages from former employee for the period of April 3-7, 2018.	\$ 5.00	\$ -	Yes	No responsive records were found. Completed
LGL-2021-12-00093	02-Dec-21	Animal Rights Concerns	Request for documents and course material relating to the Veterinary Technician program, and the College's overall involvement with animals in research and training.	\$ 5.00	\$ -	No	Partial release of records were released to the Requester. The remaining documents were exempt from disclosure or excluded from the Act under ss.13 (1), 14(1), 20 and 65 (8.1)(b). Ongoing



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

**Statistical Report of
Algonquin College
for the Reporting Year 2021
for
*Freedom of Information and Protection of Privacy Act***

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
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Your institution received:

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

Section 3: Number of Requests Received and Completed

Enter the number of requests that fall into each category.

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

Personal Information	General Records
8	5
8	5

Section 4: Source of Requests

Enter the number of requests you completed from each source.

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

Personal Information	General Records
5	2
1	0
2	2
0	0
0	1
0	0
0	0
0	0
8	5

BOX 4.9 must equal BOX 3.2

Section 5: Time to Completion

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

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

Personal Information	General Records
6	5
0	0
0	0
2	0
8	5

BOX 5.5 must equal BOX 3.2

Section 6: Compliance with the Act

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

NO notices issued;

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

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

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

Section 6: Compliance with the Act

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

A. No Notices Issued

	Personal Information	General Records
6.1 Number of requests completed within the statutory time limit (30 days) where neither a Notice of Extension (s.20(1)) nor a Notice to Affected Person (s.21(1)) were issued.	6	5
6.2 Number of requests completed in excess of the statutory time limit (30 days) where neither a Notice of Extension (s.20(1)) nor a Notice to Affected Person (s.21(1)) were issued.	0	0
6.3 Total requests (Add Boxes 6.1 + 6.2 = 6.3)	6	5

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)).	1	0
6.6 Total requests (Add Boxes 6.4 + 6.5 = 6.6)	1	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)	8	5

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.

1. Both time extension and Third party Notice was provided in this case.

Due to the nature of the request, the Requester required College to conduct an in-depth dive into the the entire RFP process. An enormous amount of records were gathered, and third party notice to gather additional records from an independent private party. All records were subsequently sorted by College's external legal services. Requester was ultimately satisfied with the additional search and agreed that that an in-depth investigation into all records were provided from the outsource. Ultimately Requester withdrew their appeal. Total legal cost to College was \$9,108.

2. Time extension was provided in this instance.

Due to the number of records involved and the request for records involving other student's personal information - which were difficult to sever in part, Requester ultimately appealed College's decision to release only some records which were responsive under the Act. The Appeal was subsequently dismissed.

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	5	1
7.2 Information disclosed in part	2	1
7.3 No information disclosed	2	1
7.4 No responsive records exists	0	0
7.5 Request withdrawn, abandoned or non-jurisdictional	1	2
7.6 Total requests (Add Boxes 7.1 to 7.5 = 7.6)	10	5

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	0	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	1
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

Section 8: Exemptions & Exclusions Applied

8.9	Section 17 - Third Party Information	1	0
8.10	Section 18 - Economic and Other Interests of Ontario	0	0
8.11	Section 18.1 - Information with Respect to Closed Meetings	0	0
8.12	Section 19 - Solicitor-Client Privilege	0	0
8.13	Section 20 - Danger to Safety or Health	0	1
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	1
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	2	4

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
9.2.1	Total dollar amount of application fees collected	\$20.00	\$15.00
9.2.2	Total dollar amount of additional fees collected	\$0.00	\$0.00
9.2.3	Total dollar amount of fees collected (Add Boxes 9.2.1 + 9.2.2 = 9.2.3)	\$20.00	\$15.00
9.3	Total dollar amount of fees waived	\$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
10.2	Reproduction	0	0
10.3	Preparation	0	0

Section 10: Reasons for Additional Fee Collection

10.4 Shipping	0	0	0
10.5 Computer costs	0	0	0
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?

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

Personal Information
0
0
0
0

BOX 11.4 must equal BOX 11.9

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

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

Personal Information
0
0
0
0
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?

- 11.10** Number of statements of disagreement attached:

Personal Information
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.

- 11.11** Number of notifications sent:

Personal Information
0

Note:

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

Thank You for your cooperation!

Declaration:

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

Signature

Date

Report title:	People Plan – Year Five Update
Report to:	Board of Governors
Date:	June 6, 2022
Author(s)/Presenter(s):	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 and the final year of the 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 fourth year of the College’s People Plan was provided to the Board of Governors for information at the June 7, 2021 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 2021-22 Business Plan concluded, year five of the People Plan also concluded. The College's accomplishments remain consistent with the planning document that include:

Year five:

a) Equity, Diversity and Inclusion

The College implemented year three of the Inclusion & Diversity Blueprint (2019-2022) which included a focus on the following:

- *Understanding Ourselves and Understanding Others*: During the year, the College delivered seven Inclusion Infusions live events which had a total of 603 attendees. During season two, six episodes of the inclusion infusions podcast series were produced which had over 400 listens. Ethical Upstander Workshops were held with 68 employee learners receiving a digital badge and 105 employees participated in a workshop to better understand gender and sexual diversity. The College also continued delivery of the *Taking a Stand* series which focused on anti-Asian discrimination. Finally, the College hosted an exhibit from the Legacy of Hope Foundation on Residential Schools and event to mark the discovery of graves at the residential school in Kamloops.

- *Managing for Diversity:* The College focused on measurement with the deployment of the College's first Inclusive Workplace Climate Survey. The Human Resources Management Team participated in the MESH Diversity Intelligence professional development program; and 43 intercultural development competence assessment and personal development plans were completed.
- *Inclusive Systems and Processes:* Efforts included the delivery of a community engagement art project with murals at each of the four campuses that reflected each Campus' compelling vision for inclusion, diversity, and belonging. The College also launched a pilot which saw the testing of an adjustment to the hiring process for faculty positions to explicitly consider applicants' contribution and demonstrated competencies for diversity, equity and inclusion in their teaching, research, service and student interactions.

b) Development of a Multi-Year Accessibility Plan (2022-27)

Human Resources led the development of a multi-year Accessibility Plan to maintain compliance with the Accessibility for Ontarians with a Disability Act. The process included the engagement of Excellence Canada for support, a secondary literature review of Algonquin College relevant documentation, benchmarking against comparable Ontario colleges, and public consultation including focus groups and interviews with key stakeholders. The plan includes deliverables under four main themes: Accountability; Education and Training; Process Design; and Physical Environment, with deliverables building on themselves year over year.

c) Focus on Employee Flexibility

A key objective within the 2022-2025 Strategic Plan is to provide flexible, adaptive work arrangements that meet the needs of the College and our people. To move forward on this objective, Human Resources led a Board of Governors Generative Session focused on the New World of Work: Post Pandemic. Following this discussion, the College launched the Work Model Pilot project in October, 2021, to gather insights on processes and assess impacts to employee experience. Unfortunately, due to the rise of Omicron, the Work Model Pilots were paused between December 17th, 2021 to March 7, 2022. Despite this pause, a total of 13 areas successfully relaunched their pilots and provided invaluable data and insights on how to assess positions for remote work, testing of technology to capture/store flexible work agreements and finally, data to assess impacts on learners and employees. The learning from the Pilot will serve as a key input in the College-wide roll out of the Flexible Work Arrangement Policy which will help to establish the steady state for employee flexibility.

d) Employee Engagement

The 2021 Employee Engagement Pulse Survey, revealed an Organizational Engagement Score of 70.7%. This compares to an Organizational Engagement score of 65.8% in 2019 resulting in an increase of 4.9 percentage points. Departments/Schools and Faculties were supported in the development of action plans to document engagement activities and best practices across the College. A total of 17 action plans were received with departments identifying an average of 9 initiatives per department to drive engagement. Examples from departmental areas included a kudos page, enhanced team communications, weekly coffee breaks, skip level meetings and enabling safe spaces.

e) Employee Evaluation: Focus on Other-Than-Full-Time Faculty

A new performance feedback model was developed for other-than-full time faculty aimed at a manageable and meaningful program for the development of our part-time faculty. This model will be piloted in 2022-23 and a robust change management plan and communication launch will commence following the pilots.

f) Employee Learning Enhancements

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. Human Resources also led the launch of a new integrated course catalogue for employees which included programs from the Centre for Organizational Learning, Learning and Teaching Services, AC Online and Corporate Training.

g) Resources to Support Employees During the Pandemic

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 provider, including COVID-19 awareness training, fitness fact sheets, nutrition support and a mental health microsite.

5. LINK TO STRATEGIC PLAN:

STRATEGIC PLAN 2022-2025	
LEARNER DRIVEN	
Goal 1: Provide Flexible, Personalized, and Lifelong Learner Experiences	<input checked="" type="checkbox"/>
PEOPLE	
Goal 2: Empower Our People to Foster a High-Quality, Innovative, Learner-Driven Culture	<input checked="" type="checkbox"/>
Goal 3: Create an Equitable, Diverse, and Inclusive Work Environment	<input checked="" type="checkbox"/>

6. STUDENT IMPACT:

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

7. FINANCIAL IMPACT:

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

8. HUMAN RESOURCES IMPACT:

Each year of the People Plan, a qualitative and quantitative impact on human resources was undertaken during the scoping of individual initiatives in the People Plan. In 2021-22, the final year of the People Plan, saw the continued emphasis on the engagement of our employees, inclusion and diversity initiative and the creation of a flexible work environment. These initiatives responded directly to the *People Promise* within the plan.

9. GOVERNMENT / REGULATORY / LEGAL IMPACT:

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

10. COMMUNICATIONS:

Communications on the Work Model pilots continued throughout the year. A communication campaign on the transparency of the process, progress of the Work Model pilots and the timelines for a steady state program were rolled out via memos, internal and external websites and various Town Hall events. Communication will be key as the College moves forward with the launch of the Flexible Work Arrangement Policy.

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:



Dian McCutcheon
Vice President, Human Resources

Approved for submission:



Claude Brulé
President and CEO

Appendices:

Appendix A: Algonquin College People Plan 2017-22



Abhay

50+5

People Plan 2017-2022

June 2017

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INTRODUCTION

Welcome to the People Plan

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

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

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

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

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

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

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

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

Sincerely,



Cheryl Jensen,
President and CEO



Cathy Frederick,
Vice-President, Human Resources

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

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

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

01.

FOUNDATION

About this People Plan



Darrin

1.1

Guiding Principles in Developing the Plan

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



Cathy

01. ENGAGING EMPLOYEES

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

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

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

02. EVIDENCE-BASED DECISION-MAKING

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

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

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

03. LIVING DOCUMENT

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

04. ALIGNING WITH THE STRATEGIC PLAN

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

1.2

About us

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

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



1.3

Our People Promise

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



Ben

The People Promise affirms that the College will:

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



1.4

Plan Overview

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

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

02.

AREAS OF FOCUS

The Core of the People Plan



Carlo

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

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



STRATEGIC FOCUS #1:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

MEASURES OF SUCCESS

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

STRATEGIC FOCUS #2:

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

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

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

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

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

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

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

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

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

MEASURES OF SUCCESS

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



Gregory

STRATEGIC FOCUS #3:

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

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

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

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

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

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

MEASURES OF SUCCESS

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

03.

ACCOMPLISHMENTS

How will we
be different
five years out?



Cheryl

2017 - 2018 Accomplishments

WE WILL HAVE:

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

2018 - 2019 Accomplishments

WE WILL HAVE:

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

2019 - 2020 Accomplishments

WE WILL HAVE:

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

2020 - 2021 Accomplishments

WE WILL HAVE:

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



2021 - 2022 Accomplishments

WE WILL HAVE:

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



Dave

AC

**Report from the Chair
Board of Governors Meeting
June 6, 2022**

President's Year-End Dinner

The President will host a dinner for the Board of Governors to mark the end of the academic year, on the evening of Friday, June 10, 2022. Governors are encouraged to bring a guest. Please mark your calendars. We look forward to celebrating the contributions of our Board members at this event and have the opportunity to thank Governors whose term of office ended on August 31, 2020, August 31, 2021, and term of office ending on August 31, 2022.

2022 Spring Convocation Ceremonies

The 2022 Spring Convocation Ceremonies will be held in Hybrid Format from June 3 to June 24, 2022. Convocation dates are as follows:

Pembroke – June 3, 2022;

Perth – June 9, 2022; and

Ottawa – June 21, 22, 23, 24, 2022.

I thank all Governors in advance for their active participation in these important student and family celebrations.

Fall Board Retreat - September 11-12, 2022

Governors are reminded of the September Board Retreat, which will be held at the Ottawa Campus. The Retreat will begin at midday on Sunday, September 11 and will end at approximately 4:00 p.m. on Monday, September 12. The Board Office will book overnight accommodation for Governors at the Sandman Signature Hotel.

Colleges Ontario 2022 Higher Education Summit

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 26, 27, 28, 2022, 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 FORMER GOVERNOR

I would like to take the opportunity to thank former Governor Andre O'Bonsawin for his dedicated service to the College and Board of Governors:

Andre O’Bonsawin (2020-2022) was elected to the Board of Governors in September 1, 2020 to March 25, 2022 as an internal Board member representing the Administrative employees. He served as a member of the Academic and Student Affairs Committee and Governance Committee from 2020-22. We thank Andre for his dedicated service to the College and for the issues of interest to the Administrative group that he brought to the Board’s attention.

Over the Summer

The Board Executive Committee will be holding a Retreat on June 17, 2022 to develop the agenda for the September Board Retreat. The Governance Committee will finalize the Orientation Sessions for new Governors, scheduled for August 18 and September 11, and the Board Office will be busy with logistics for the Board and Committee meetings and activities that occur throughout the year.

2022-23 Board Meeting Schedule & Events

The schedule of Board meetings from September 2022 to June 2023 will be posted on the Board of Governors website. The 2022-23 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 24, 2022	T102 A&B	4:00 – 6:00 pm
Monday, December 05, 2022	T102 A&B	4:00 – 6:00 pm
Monday, February 27, 2023	T102 A&B	4:00 – 6:00 pm
Monday, April 24, 2023	T102 A&B	4:00 – 6:00 pm
Board Meeting & Annual General Meeting Monday, June 05, 2023	T102 A&B	4:00 – 6:00 pm

Event Schedule	
New Governor Orientation Part 1	Thu. Aug. 18, 2022
New Governor Orientation Part 2	Sun. Sep. 11, 2022 (morning)
Board of Governors’ Fall Retreat	Sun. Sep. 11 & Mon. Sep. 12, 2022
Board of Governors Holiday Dinner	Fri. Dec. 09, 2022
Board of Governors’ Spring Retreat	Sat. Mar. 25, 2023
President’s End-of-Year Dinner	June 2023 (to be scheduled)

**Report from the President
Board of Governors Meeting
June 6, 2022**

President Brulé met primarily virtually and occasionally in-person with the following key external contacts from the post-secondary education leaders, community leaders and elected officials:

- Paul McConville, CEO Thesis;
- Birket Foster, CEO Storm Internet Services;
- Board members of Invest Ottawa;
- Board members of Polytechnics Canada;
- Board members of the Ottawa Community Loan Fund (OCLF);
- Board members of the Ontario College Application Service (OCAS);

External Meetings also included:

Date	Event	Purpose
Apr. 25, 26, 27, 2022	CICan Conference	<p>President Brulé attended the CICan conference at the Halifax Convention Centre. CICan’s Annual Conference is the largest event of its kind in Canada! It fosters connections between post-secondary institutions from across the country and around the world. In 2022, these connections will focus on navigating anew in this fast forward future.</p> <p>At the event, the Algonquin College received two Awards of Excellence at the Silver Level for Indigenous Education, and for Equity, Diversity and Inclusion.</p>
Apr. 28, 2022	Public Policy Forum Testimonial Dinner	<p>President Brulé hosted a table at the Public Policy Forum’s 34th Annual Testimonial Dinner and Awards at the Metro Convention Centre in Toronto. Honoree for the evening included: The Honourable John Manley, former Deputy Prime Minister of Canada, Mark MacKinnon, The Globe and Mail’s Senior International Correspondent and Autumn Peltier, Three Time International Children’s Peace Prize Nominee and Indigenous Rights Advocate.</p>
May 3, 2022	Multi-College Collaboration Model (MCCM) Leadership Team Meeting	<p>President Brulé attended the MCCM Leadership Team Meeting virtually. MCCM is a collaboration between Algonquin College,</p>

Date	Event	Purpose
		Northern College, Sault College and Lambton College.
May 6, 2022	Public Sector Leaders Forum Breakfast Meeting	President Brulé attended the Public Sector Leaders Forum Breakfast Meeting virtually, where CEOs of Public Sector organizations discussed COVID updates, Federal and provincial budget and projected impacts.
May 16, 2022	Mayor's Breakfast - With David L. Cohen, U.S. Ambassador to Canada	<p>President Brulé attended the Mayor's Breakfast with David L. Cohen, U.S. Ambassador to Canada at City Hall.</p> <p>Algonquin College was the Presenting Sponsor for the event and President Brulé had the opportunity to briefly address the audience.</p>
May 17, 18, 19, 2022	Polytechnic Conference	President Brulé attended the Polytechnic Conference in London, Ontario. The conference program was on Future Focused: Developing Tomorrow's Talent. A hallmark of polytechnic education is its ability to adapt to industry needs. With the pace of change increasing, employers are looking to their polytechnic partners to both provide a responsive talent pipeline and be a step ahead of emerging trends. In addition to developing highly skilled graduates, polytechnics are leading the way as workplaces transform and shift, responding to new skill requirements and helping partners to innovate in an environment of uncertainty.
June 6, 2022	City Building Summit 2022: Reimagine Ottawa	President Brulé attended the City Building Summit 2022: Reimagine Ottawa, at Lansdowne Park, Ottawa. The last two years of change and challenge has revealed many opportunities for growing, learning, and planning for a better future. One that requires a high level of collaboration, innovation, and strategic investments. Ottawa is well positioned to leverage the investment, lifestyle and workplace trends that are tracking globally.

COMMITTEE OF PRESIDENTS

The Committee of President met on May 9 and 10, 2022 and discussed the following:

- Credential reform advocacy and next steps;
- Refinements to newly announced three-year degree framework; ;
- Apprenticeship update;

- Enrolment trends;
 - Approval of Colleges Ontario Nominating Committee recommendations;
 - Update on support to Student Voice initiative from Colleges Ontario;
 - Update on Federal advocacy & planning related to Provincial Election; and
 - Ontario Chamber of Commerce Resolutions Update.
-

<p>Algonquin College delivers its Mission and Vision through two Strategic Directions and six Foundational Themes, focused on three goals. These commitments guide the College’s strategic priorities and budget process.</p>	
<p>STRATEGIC DIRECTION</p>	
<p>Reporting Timeframe: March 8, 2022 to May 2, 2022</p>	
<p>LEARNER DRIVEN</p>	
<p>Goal 1: Provide Flexible, Personalized, And Lifelong Learner Experiences</p>	
Summary Report from:	Activity
Academic Services	<ul style="list-style-type: none"> • The Algonquin Centre for Construction Excellence received \$391,000 from the Ministry of Labour, Training and Skills Development for a new Industrial Electronics Lab which will support training in programming related to apprenticeship. • The Co-operative Education employer relations team hosted 29 virtual employer visits to promote Spring 2022 hiring. Employers in attendance included Blue Mountain Resorts, The Lord Elgin, Royal Bank of Canada, Ipsos Canada, SI Systems, Parallel 45 Design Group, Minto, Agriculture Canada, Canada Revenue Agency, and the City of Ottawa. • The Employment Support Centre facilitated the second annual “Get Hired! Mini-Series for New Grads” from April 26-28, 2022. Six sessions with customized content to support new graduates with their transition into employment were delivered to over 275 participants. Programming included a collaboration with the International Education Centre, the Alumni & Friends Network, and an employer session led by the Public Service Commission.
Communications Events and External Relations	<ul style="list-style-type: none"> • The College Events Team lead 13 in-person and virtual workshops for students, focused on a variety of interests.
Human Resources	<ul style="list-style-type: none"> • Provided the instructional design & support for the creation and launch of a new Knowledge Centre for Supporting Student Mental Health. • Finalized development of the performance feedback program for Other-Than-Full-Time faculty with the goal to provide timely feedback to help improve professional performance.
Truth, Reconciliation and Indigenization	<ul style="list-style-type: none"> • Provided guest lecture to participants of Indspire Virtual Summit on March 8, 2022, to Indigenous administrators from across Canada. • On May 2, 2022, Nicola Valley Institute of Technology signed an agreement making them the eighth partner in the Indigenous Youth Development Canada program.

<p>Student Services</p>	<ul style="list-style-type: none"> • The final elements of the Marketing and Recruitment Brand Campaign concluded during the reporting period. Total leads in 2021-22 increased by 46% over the previous fiscal year. TikTok was added to social media channels providing visibility on the rapidly growing platform. Ads placed generated 3,831,225 impressions, and 26,718 clicks at a cost of \$0.93 cost per click. The cost per lead was higher on this platform compared to other social media channels but is expected to level set with optimization. • Refreshed International and AC Online email nurture campaigns launched in March 2022. The campaigns were designed to provide learners with more personalized, friendly, and relevant information. The campaigns will continue to be optimized and expanded based on engagement data. 2,382 international applications were processed during the reporting period. This is up 105% compared to the same period the previous year (from 1,405 to 2,382). This is attributed to international recruitment efforts as the pandemic conditions ease and international travel and mobility increases. • As of May 1, 2022, the promoted Ontario College confirmation date for the fall term, 10,631 applicants confirmed their acceptance. This is up 8.9% compared to the same time the previous year (from 9,761 to 10,631). This increase is attributed to increased capacity in high demand programs and applicant conversion and outreach efforts.
<p>PEOPLE Goal 2: Empower Our People to Foster a High-Quality, Innovative, Learner-Driven Culture Goal 3: Create an Equitable, Diverse, and Inclusive Work Environment</p>	
<p>Summary Report from:</p>	<p>Activity:</p>
<p>Academic Services</p>	<ul style="list-style-type: none"> • Learning and Teaching Services delivered seven Multi-modal training workshops to 75 individuals and offered four Teaching Institutes on various topics to 41 participants. The team also co-sponsored an Indigenous Educators’ Panel with 97 participants on April 05, 2022. • Local Immigration Partnership (LIP) – Lanark & Renfrew launched a new website portal designed to support newcomers to communities with settlement and integration resources. The new site has been created with the support of the LIP-Lanark and Renfrew’s Creating Connections working group members and a partnership with the Human-Centred Design Lab, an interdisciplinary postgraduate program and research lab at the Ottawa Campus focused on evidence-based design strategy.
<p>Advancement and Strategy</p>	<ul style="list-style-type: none"> • Algonquin College was well represented on the national stage through the Canadian Council for the Advancement of Education (CCAЕ). Barry Seller, Manager of Alumni Engagement, Della Siemens, Alumni Relations Officer, and Kristen McCloskey, Stakeholder Relations Officer, served as judges and category hosts for the 2022 CCAЕ Prix d’Excellence Awards program.

	<ul style="list-style-type: none"> The College’s Strategy function was formally added to the Advancement Division to reflect the College’s commitment to the implementation of the new Strategic Plan and its alignment with Business Plan and Operational Plan initiatives. Scott Gonsalves was hired as the College’s first Director, Strategy & Planning.
<p>Communications Events and External Relations</p>	<ul style="list-style-type: none"> In March and April, the President’s Office issued six communiqués to the Algonquin College community, to keep students and employees up to date on the College’s response to COVID-19 updates and restrictions. The month of March was dedicated to employee engagement with AC Engage. Four hybrid sessions were offered for employees to get inspired, to celebrate and to re-connect. Sessions included a coffee break with President Brulé, a fireside chat with Vice President Ron McLester, a conversation with AC alumna Jamie Fine, and keynote address with renowned psychologist and best-selling author Dr. Jody Carrington. On April 11, 2022, the College launched its first TikTok account. Along with the launch, was a contest for AC students to show what a day in the life of an AC student looks like and upload it to TikTok! Three entries were selected by random draw, with winners announced and prizes awarded in the first week of May.
<p>Finance and Administration</p>	<ul style="list-style-type: none"> The Jack Doyle Athletic and Recreation Center and the Robert C. Gillett Student Commons Building were assessed by the Rick Hansen Foundation as achieving the top-level Gold certification for accessibility. The Algonquin Centre for Construction Excellence (ACCE) received the Certified level of accessibility. The ACCE building will achieve the Gold level once planned accessibility projects are completed in Fiscal Year 2022-23. Including the identified Algonquin College buildings, there are only five Gold and 21 Certified buildings currently in Ottawa. The Rick Hansen Foundation Accessibility Certification is a national rating system that measures and certifies the level of meaningful access of buildings and sites. The certification offers two levels, Certified and Gold, that require the facilities to successfully meet 60% and 80% of the measured elements respectively as well as mandatory certification requirements.
<p>Human Resources</p>	<ul style="list-style-type: none"> In support of a learner-driven culture, provided course design, course scheduling, Learning Management System guidance and overall advice for the delivery of ten employee learning and development sessions to 470 registrants. These sessions were offered in collaboration with the Finance, Human Resources, and Learning & Teaching Services. Multiple sessions of Management Academy and Support Staff Academy continued to be offered with over 50 registrants. The 2022 program cohort of Algonquin Leadership in Education Institute, ‘Leading with Others’, graduated 17 participants. Multiple virtual wellness events were hosted for the College Community including one by Dr. Bill Howatt ‘Transitioning through Covid-19 Consideration and Best Practices’, as well as ‘Rumours in the Workplace’ which was facilitated by LifeWorks.

	<ul style="list-style-type: none"> The Inclusion and Diversity initiative – Art Mural project successfully launched three murals, one at each of the physical campuses (Ottawa, Perth and Pembroke) and one digital artwork for AC Online campus. This college community initiative had our learners and employees working with the artists to create a visual representation for inclusivity and belonging in all of our spaces.
Truth, Reconciliation and Indigenization	<ul style="list-style-type: none"> On April 5, 2022, the Office of Truth, Reconciliation and Indigenization offered a learning module to College Employer Council on Exploring Leadership Development Enhanced by Indigenous Knowledge to 24 senior leaders from colleges across Ontario.
Student Services	<ul style="list-style-type: none"> Eliza Brown, a part-time Counsellor in Counselling Services, completed an internal audit of mental health supports at the College, as compared to the National Standard for Mental Health and Well-Being for Postsecondary Students. The audit was funded by a grant from Bell Let’s Talk. A Knowledge Centre in Brightspace was established to provide all College employees with access to knowledge and resources to support student mental health. Student feedback through the Net Promoter Score on Registrar’s Office has increased from +26 to +71 during the reporting period compared to the same time the previous year. This is attributed to the return of in-person service, improved service metrics for the call centre, and the implementation of the client relationship management system for “ask-us” emails that has resulted in an improved response rate.
STUDENT & EMPLOYEE SUCCESSES:	Activity
Academic Services	<ul style="list-style-type: none"> Stephany Victorine and Skye Vanderwal, students, Illustration and Concept Art program were published in the Ottawa Magazine. A province-wide Academic Upgrading publication (College Matters) showcased three Academic Upgrading student success stories. Professor Tanya Skeates, Culinary Arts spearheaded a fundraiser to support World Central Kitchen and its humanitarian efforts in Ukraine which involved volunteers from the entire school. Pallavi Swaranjali, Professor, Bachelor of Interior Design faculty, received a \$25,000 Social Sciences and Humanities Research Council (SSHRC) grant for “Negotiating Digital Space for Culturally Diverse Storytelling”. This initiative brings important discussions to the realm of storytelling, socio-cultural studies, and digital tools that form an important basis of design education and practice. Bachelor of Hospitality and Tourism Management students held five fundraising events which raised a total of \$14,715.56 for CHEO, MPI, Freedom Dog Rescue, and The Alzheimer’s Society.

- Business Management and Entrepreneurship students won top prizes at the inaugural Riipen Cross-College Entrepreneurial Challenge. Sponsored by Enactus, HSBC and the Royal Bank of Canada, two Algonquin student teams competed against five other Ontario Colleges to present innovative solutions to business challenges for Goodums Food and Riipen. In a near sweep, Algonquin College led the leader board winning 80% of the awards and prizes including Top Prize, Best Presenter, Most Cohesive Team, and Most Engaged.
- Event Management students raised \$7,319.25 for the Dave Smith Youth Treatment Centre and Candlelighters Childhood Cancer Support Programs.
- Dr. Kathlyn Bradshaw has been selected for the *Editor's Choice Award for the Canadian Journal of Learning and Technology (CJLT)* for her article, *Boundary Crossing between Formal and Informal Learning Opportunities: A Pathway for Advancing e-Learning Sustainability*.
- Firas Sassi, Senior Director of National Security and Geo-Strategies: IPASSS Think Tank, and Professor of International Business, Algonquin College was featured in The Top 100 Magazine.
- Professor Landyn Blais completed her final requirements for the Bachelor of Science in Nursing for Registered Nurses from St. Francis Xavier University.
- Bo Stelmach, Coordinator, Pre-Health Advanced (Pembroke) is a first-generation Canadian with a Ukrainian heritage. As a trained chef, he put his culinary skills to work by making and selling perogies raising \$3,000 for the Red Cross.
- On April 18, 2022, Patti Kim, Pembroke Campus librarian, completed the Boston Marathon with a time of four hours, seven minutes and 57 seconds.
- The Co-op Department hosted the fifth annual Algonquin College Co-op Awards of Excellence. It was attended by over 50 co-op partners and received an overall Net Promoter Score of 50.
- Algonquin College eCoop alumnus and RE/ACTION project finalists were invited by the Kanata North Business Association to attend Discover Technata: Doors Unlocked, a VIP event hosted by Sir Terry Matthews at Hub 350. Notably, e-Coop alumni, Chris Hing, was selected to facilitate a portion of the discussion by interviewing executives from Ericsson.
- *Redesign Parcel Transportation Network to Reduce Greenhouse Gas Emissions – Empirical Study of Postal Services Supply Chain*, has been accepted for the EurOMA 2022 conference. The Algonquin authors are professors Ahmad Teymouri and Nadim Abboud, and students Daniel Bourget and Etienne Dininolamy, with Kelsie Stokely of Canada Post.
- Four members of the Victimology Research Centre (Dr. Ben Roebuck, Diana McGlinchey, and two graduating students) have had abstracts accepted to present findings from *Victim Services and Vicarious Resilience* to the World Society of Victimology Symposium in Spain

	<ul style="list-style-type: none"> The CHEO Research Institute in partnership with Algonquin’s Social Innovation Lab (K. Holmes, Co-Principal Investigator) was awarded \$234,492 by the Canada Research Coordinating Committee and the Social Sciences and Humanities Research Council of Canada as part of the 2021 New Frontiers in Research Fund - Innovative Approaches to Research in the Pandemic Context national competition. This funding announcement also received media attention with interviews on both City News and CFRA radio.
<p>Advancement and Strategy</p>	<ul style="list-style-type: none"> The Princess Auto Foundation donated \$35,000 to create 10 bursaries for full-time first-year students in Welding, Aircraft Maintenance, Motive Power Technician, Motive Power Technician-Diesel and Heating, Ventilation and Air Conditioning. A \$15,000 donation created the Hydro Ottawa Award, which will provide financial support for female students entering both the Powerline Technician Program and the Electrical Engineering Technician Program.
<p>Truth, Reconciliation and Indigenization</p>	<ul style="list-style-type: none"> On April 4, 2022, The Truth, Reconciliation and Indigenization Department assisted the Algonquin College Students’ Association with the grand opening of the new Jack Doyle Athletics and Recreation Centre and shared Indigenous Knowledge about the new varsity Wolves brand.
<p>Student Services</p>	<ul style="list-style-type: none"> Ben Bridgstock, Director of Student Support Services, was awarded the Student Associations’ Board of Directors Award during an in-person gala on April 12, 2022. This award is presented to a member of the college community who has made significant contributions to the student experience.

Board of Governors Meeting Schedule 2022-23

Board of Governors Meeting Schedule		
Date	Location	Time
Monday, October 24, 2022	T102 A&B	4:00 – 6:00 pm
Monday, December 5, 2022	T102 A&B	4:00 – 6:00 pm
Monday, February 27, 2023	T102 A&B	4:00 – 6:00 pm
Monday, April 24, 2023	T102 A&B	4:00 – 6:00 pm
Annual General Meeting & Board Meeting Monday, June 05, 2023	T102 A&B	4:00 – 6:00 pm

8.7 appendix B

2022-23 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		<u>24-Oct-2022</u>	<u>5-Dec-2022</u>	<u>27-Feb-2023</u>	<u>24-Apr-2023</u>	<u>5-Jun-2023</u>
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 >>	40.0	10.0	-20.0	20.0	-5.0
Time Required							
2023-24 Budget Assumptions, Three-Year Pro Forma, First Draft Concepts of the 2023-25 Business Plan	D. McNair, M. Savenkoff	30		P			
Approval of the 2023-25 Business Plan & 2023-24 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 45)	D. McNair	0	I	I	I		I
New/Suspended and Cancelled Academic Programs (Included in ASAC report to BOG, see row 45)	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	D. McNair	15		P			
Student Satisfaction and Engagement Report (Included in ASAC Report, see row 45)	C. Janzen	10					I
Learner-Driven Plan Implementation Update (Paused During COVID-19) C.J. to confirm pause	C. Janzen	20				P	
People Update (Information item only October & June meetings)	D. McCutcheon	0	I				I
Employee Engagement Update (Information item for October meeting)	D. McCutcheon	0	I				
Public College Private Partnership - Update (IN CAMERA)	C. Janzen	20	P		P		
R3 Project (Rethink, Redesign, Reimagine) - Update L.S to confirm if updates are required (also included in Major Capital Projects Report)	L. Stanbra	20	P		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 2022-23 and progress against Strategic Plan 2022-25	T. McDougall	10					P
Quarterly 2022-23 Business Plan Update (for information)	M. Savenkoff	0	I	I	I		see row 24
Fourth Quarter 2022-23 Business Plan performance	M. Savenkoff	10					P
Program Advisory Committee's Annual Report (ASAC Report)	C. Janzen	0		I			
2022-23 Sexual Assault/Sexual Violence Annual Report to the Board (Approval item ASAC Report)	L. Stanbra	5					I
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.							
2023-24 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
College Accessibility Major Capital Project	D. McNair	10		P			
Quarterly 2022-23 Financial Projection (Note: Q2 always requires Board Approval)	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.			<u>24-Oct-2022</u>	<u>5-Dec-2022</u>	<u>27-Feb-2023</u>	<u>24-Apr-2023</u>	<u>5-Jun-2023</u>
Freedom of Information Annual Report	D. McNair	0					I
2023 Corporate Risk Profile	D. McNair	10			P		
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					
Contract Signing Authority Policy (Board approval - Review after 1 year)	D. McNair, P. Gardner	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 2023-24	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
2022-23 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

8.7 Appendix C											
2022-23 Board of Governors and Committee Meetings											
	2022					2023					
		September	October	November	December	January	February	March	April	May	June
ACADEMIC & STUDENT AFFAIRS COMMITTEE											
Docs to BOG Office (8 a.m.)		6-Sep-2022		18-Oct-2022		3-Jan-2023		28-Feb-2023		25-Apr-2023	
Prep Meetings w/President		13-Sep-2022		25-Oct-2022		10-Jan-2023		7-Mar-2023		2-May-2023	
Meeting Material Distribution		20-Sep-2022		1-Nov-2022		17-Jan-2023		14-Mar-2023		9-May-2023	
ASAC MEETINGS (4:00-6:00 pm)		27-Sep-2022	<42 Days>	8-Nov-2022	<77 Days>	24-Jan-2023	<56 Days>	21-Mar-2023	<56 Days>	16-May-2023	
AUDIT & RISK MANAGEMENT COMMITTEE											
Docs to BOG Office (8 a.m.)		1-Sep-2022		27-Oct-2022		10-Jan-2023		9-Mar-2023		27-Apr-2023	
Prep Meetings w/President		8-Sep-2022		3-Nov-2022		17-Jan-2023		16-Mar-2023		4-May-2023	
Meeting Material Distribution		15-Sep-2022		10-Nov-2022		24-Jan-2023		23-Mar-2023		11-May-2023	
ARM Cmt. MEETINGS (2:00-5:00 pm)		22-Sep-2022	<56 Days>	17-Nov-2022	<89 Days>	31-Jan-2023	<58 Days>	30-Mar-2023	<56 Days>	18-May-2023	
GOVERNANCE COMMITTEE											
Prep Meetings (Pres & VTS)			12-Sep-2022	24-Oct-2022			16-Jan-2023		6-Mar-2023	2-May-2023	
Meeting Material Distribution			26-Sep-2022	7-Nov-2022			30-Jan-2023		20-Mar-2023	16-May-2023	
Governance Cmt. MEETINGS (3:00-5:00 pm)			3-Oct-2022	14-Nov-2022	<42 Days> (Oct-Nov)	<92 Days> (Nov-Feb)	6-Feb-2023	<56 Days>	27-Mar-2023	23-May-2023	< Days> (Apr-May)
EXECUTIVE COMMITTEE											
Prep Meetings (Pres & VTS)			20-Sep-2022		1-Nov-2022		24-Jan-2023		14-Mar-2023	4-May-2023	
Meeting Material Distribution			4-Oct-2022		15-Nov-2022		7-Feb-2023		28-Mar-2023	18-May-2023	
BOG Executive Cmt. MEETINGS (4:00-5:00 pm)			11-Oct-2022		22-Nov-2022	<84 Days>	14-Feb-2023	<56 Days>	4-Apr-2023	25-May-2023	< Days> (Apr-May)
BOARD OF GOVERNORS MEETINGS											
ACET MEETING - Agenda Prep/review	17-Jun-2022 Meeting held for (Duane, Claude, Mark S, Vickie) Review New Governor Orientation Part 1	24-Aug-2022 Orientation Part 2 Presentations Retreat Agenda Prep	21-Sep-2022		2-Nov-2022		25-Jan-2023	22-Feb-2023	15-Mar-2023		3-May-2023
Docs DUE to BOG Office (8 a.m.) *(Except for Presentations) see below		02-Sep-2022 Retreat Presentations if any	3-Oct-2022		14-Nov-2022		6-Feb-2023	6-Mar-2023	27-Mar-2023		15-May-2023
ACET BOG Dry-run BOG PRESENTATIONS		24-Aug-2022 Retreat Prep	12-Oct-2022		23-Nov-2022		15-Feb-2023	15-Mar-2023	5-Apr-2023		24-May-2023
Agenda Review with President, Board Chair, Board EA			10-Oct-2022		21-Nov-2022		13-Feb-2023		3-Apr-2023		23-May-2023
Meeting Material Distribution		6-Sep-2022	17-Oct-2022		28-Nov-2022		17-Feb-2023	17-Mar-2023	10-Apr-2023		29-May-2023
*Final versions of PRESENTATIONS DUE to BOG Office (8 am)		7-Sep-2022	19-Oct-2022		30-Nov-2022		22-Feb-2023	20-Mar-2023	12-Apr-2023		31-May-2023
BOG MEETINGS Mondays (4:00-6:00 pm)			24-Oct-2022		5-Dec-2022		27-Feb-2023		17-Apr-2023		5-Jun-2023
BOG EVENTS & RETREATS	18-Aug-2022 New Governor Orientation Part 1 Room T102 A&B	Sep 11 & 12, 2022 New Governor Orientation Part 2 & 2022 Fall Retreat Room T102 A&B			09-Dec-2022 BOG Holiday Dinner Restaurant Int'l TBC			25-Mar-2023 2023 Spring Board Retreat Location TBD			16-Jun-2023 or 23-Jun-2023 End of Year Dinner