



ANNUAL REPORT



Contents

- Message from the Board Chair 1
- Message from the President 2
- Vision 4
- Academic Leadership 7
- Employee Development 10
- Service Excellence 14
- Resource Management 16
- Algonquin College Foundation 18
- Summary Financial Statements 20
- Board Members and Senior Management 27
- Advertising and Marketing Complaints 27
- Key Performance Indicator Report 29
- Multi-Year Accountability Agreement Report Back 30

Message from the Board Chair

The College's first obligation is to its students, and the Board of Governors, in its work, continues to focus on student success in all that it does. Despite financial constraints, the Board has been pleased to move forward with the construction of four major new buildings, two of which were the complete renewal of the College's two rural campuses. The Board was also pleased to be one of the first College Boards in Ontario to go through the process of recruiting new governors under the new legislation process, which involves the Lieutenant-Governor in Council choosing one-third of the members.

The 2010–2011 year at the College was one where the Board sought to improve student retention, graduation and employment as it initiated and supported a major review of all of the programs and services of the College, utilizing a process never before used by a college in Canada. The results were dramatic with more than 500 recommendations, which will, in many ways, set the direction for continuous improvement for the future. Phase II of the review is currently underway and will establish service metrics throughout the College.

As a result of the financial crisis, the government is adding new levels of accountability, through regulations, at an unprecedented pace. This has caused the Board of Governors and its committees to increase their due diligence, so they can demonstrate not only compliance with the new regulations, but that they are also increasing their oversight role to ensure the protection of the public's investment, enabling transparency at all levels of engagement. Government and public scrutiny is increasing annually and the Governance Committee and Audit Committee of the Board have increased their workload to ensure the highest levels of compliance with the new accountability standards.

Another initiative of the past year begun by the Board was a focus on succession planning for the future. The College, like most institutions, is experiencing a wave of retirements, particularly at the management level, so a plan has been established, supported by leadership training, to be ready to have a pool of internal candidates ready to compete for these positions when they become vacant.



All in all, it was a year of significant progress for the College, and the Board of Governors is pleased that it could make a contribution to that success. I would like to thank the members of the Board for their enthusiasm, energy and dedication to student success.

A handwritten signature in black ink, appearing to read 'M. Dunlop', written in a cursive style.

Michael Dunlop
Chair, Board of Governors

Message from the President



The 2010–2011 academic year was one of significant challenge and opportunity as all levels of government tried to address the impact of a global recession through stimulus funding and then experienced significant deficits as a result, severely constraining their ability to infuse new dollars into priority areas such as education. As a result, all institutions were tasked with addressing the demand without adequate resources to meet the need. The College has continued to provide to its Board of Governors aggressive Business Plans during this period of fiscal uncertainty, and was able to achieve and even exceed those objectives which has moved the College forward on a number of fronts, all of which are critical to the long term future of the College and the students it serves.

Expansion

The 2010–2011 year was one of continued infrastructure expansion at the College, including a new Centre for the Trades—the Algonquin Centre for Construction Excellence—on the West side of Woodroffe Avenue, which will instill the principles of sustainability, green construction and the integration of construction programs with related programs for the development of the future

knowledge workers in this field. In addition, a new campus is being constructed on the Perth site to replace the existing campus with a new, state-of-the-art building which will be custom built to meet the needs of the programs and services provided by that campus, particularly in the areas of heritage masonry, heritage carpentry and advanced housing. These two projects, supported by funding from the federal, provincial and municipal governments, the College, the Students' Association and community fundraising, are examples of stakeholders working together to enhance the education and training of the skilled workers of the future. This Spring, construction is beginning on a new campus in Pembroke on a waterfront site donated by the City of Pembroke, as well as the construction of a new Student Commons on the Ottawa campus, which will be built in partnership with our Students' Association. The new Pembroke Campus and the new Student Commons buildings will open in the fall of 2012 and will greatly enhance the student experience at both of these sites.

The aging infrastructure in Pembroke was in significant need of a retrofit or replacement, and the new waterfront site will be a spectacular demonstration of the commitment of the College and the City of Pembroke to the education of students in Renfrew County. The Student Commons will become the heart of the Woodroffe Campus where students will gather for a myriad of activities and have space for sharing and collaboration, which will bring a long needed balance to the academic life on the campus.

Digital College

The College has also committed to becoming a digital college and dramatically expanding its online offerings so that many of its programs and services, particularly those of a theoretical nature, can be delivered online, while increasing the applied spaces at all of our campuses to meet the student demand.

Aligned with the Digital College direction, the College has also committed to becoming a fully mobile college by 2013, where students will be able to use their handheld devices and connect with browser-based applications downloaded from 'the cloud', so that information is available wherever they are and not just at fixed geographical locations. By committing to these two major directions, the College is responding to the new wave of digital-age students who think, live and breathe technology, and who want information when and where they need it. These new strategies will leverage the information technology tools of the 21st century, the social technologies, and all of the new mobile devices that provide powerful tools for both students and professors as the College continues its transformation.

Continuous Improvement

The College continued to align its efforts with the directions of the government to provide programs to students that are focused on the new economy and provide the skills needed by employers in the future. To that end, the College undertook a significant review of all of its programs and services, under the banner of the Strategic Programs and Services Planning Project, which was the single largest examination of programs and services that the College has ever conducted, and will, based on the evidence received, set clear new pathways for the future. As a result of this review, the College has evidence about each of the programs that it offers with which to make recommendations to the Board of Governors. The alignment of programs, services, infrastructure, information technology, and personnel will ensure that the College continues to deliver graduates who are second to none in the college system, are knowledge workers for the new economy, and who will add value to any employer from day one.

Partnerships

The College continues to strengthen its partnerships with governments, employers, academic institutions and the community, and leverages all of its assets and those of the community to ensure that students gain the experience they need to be successful. The College is a major generator of employees for the future, and the employer community counts on the College to provide the skilled workforce of the future, particularly as the economy expands following the recession. These partnerships have allowed the College to move forward in a number of areas, such as Applied Research, where numerous small- and medium-sized companies are now partnering with the College to combine their intellectual property with the knowledge and skills of the professors and students of the College, which will lead to new commercialized products. Once again this year, even more professors and students have been engaged with the business community in Applied Research, which will dramatically impact the success of each company that is partnered with the College.

The College has remained committed to delivering a balanced budget to its Board of Governors and to making strategic investments with reserve funds, which will serve as building blocks for the future of the institution. The College awaits with interest the announcement by the government of the long-term direction for Post Secondary Education, as well as the new funding formula, so that it can adjust its plans accordingly. However, even in the interim, the College continues to look ahead to 2020 and has already begun to redesign how



education will be delivered to meet the needs and expectations of our future students. The innovation and creativity demonstrated on a daily basis by the employees of the College augurs well for the long-term success of Algonquin College as both an educational institution and as a major contributor to the economy of this region.

On behalf of the Board of Governors and myself, I would like to thank the students, employees, partners and stakeholders of the College for their dedicated efforts, which has led to one of the most successful years in the history of Algonquin College. Our ongoing partnership with the Students' Association also ensures that we will remain focused on the needs of students and, with their good advice, will remain committed to ensuring our investments are focused on student success.

A handwritten signature in black ink, which appears to read "Gillett". The signature is stylized and cursive.

Robert C. Gillett
President

VISION

Algonquin College will be a leading Canadian college recognized for its unique programs, services and support systems, which lead to student success.

Student Success

Algonquin's job as a community college is to create opportunities for all types of learners to thrive—to take their talents into the world, make a difference in their communities, and stand out as exceptional in the competitive global workplace.

Outstanding Results

Algonquin continued to attract greater numbers of students in 2010–2011, welcoming almost 19,000 full-time students, 36,000 Continuing Education students and 1,000 international students from more than 100 different countries. The Pembroke Campus experienced a fourth consecutive year of record enrolment and specific programs throughout the College saw spikes—for example, the Project Management Certificate Program, which grew by 33 percent.

As its student body grows, Algonquin is committed to making sure every learner receives the required support to achieve success both at school and in the workforce after graduation. Among its efforts to facilitate that success, the College now has 14 student success specialists in academic areas and launched an academic advising pilot in a number of programs. The total number of academic advisors increased significantly, reaching 227. Through the Experienced Worker Centre, the College supported more than 1,800 working professionals returning to postsecondary studies to upgrade their skills or acquire new ones.

The effectiveness of measures like these is reflected in students' achievements—for example, 90 percent of Internationally Trained Civil Engineering Technologist graduates secured employment in their field; the Faculty of Health, Public Safety and Community Studies posted retention and graduation rates of 82.4 to 84.9 percent respectively, with between 80 and 100 percent of its programs' students succeeding at national exams. Students in the Paramedic program achieved a success rate of 100 percent for the ninth year in a row.

Displays of Excellence

Algonquin students demonstrated their skills and learning in a range of competitions and challenges last year. Zamzam Ibrahim was overall winner of the 4th Annual National Capital Leadership Challenge; Kyle Evans was selected as winner among college students specifically, with classmate Katie Miller

placing second. Ibrahim also represented Algonquin along with Lauren Newby and Shari Ortiz at the 6th Annual BDC Case Competition hosted by Vanier College: the trio placed third in their division.

Architectural Technology and Green Architecture students participated last year alongside peers from the University of Ottawa, Carleton, Concordia, McGill and Ryerson in the Eco-logical Design Competition: Algonquin's Kimberley Lammers was on the winning team. Green Architecture students also took part in the Home Sweet Home Challenge Competition, with two teams making the final ten.

Algonquin competitors made their presence felt in other areas as well: technology, marketing, engineering and trades. Third-year BIT-NET students Carl Verge and Brian Wilson placed first in the prestigious Cisco NetRiders annual online competition, pitting their computer networking knowledge and skills against those of more than 1,000 students across Canada and the United States. An Algonquin team took the bronze medal at the 31st Annual Ontario College Marketing Competition and students in the College's Mechanical Engineering Technology program came third in the ASHRAE International Design competition, travelling to Las Vegas in January, 2011. Ten participants from Algonquin's Woodroffe and Perth campuses were selected to compete in seven different competitions at the Ontario Technological Skills Competition. Coming



home with gold medals were Thomas McCurdy in the Carpentry-Individual competition and Katherine Jeffery in the IT Office Software Applications competition. Three students also won bronze medals at the competition: Joe Leavitt (Truck and Coach Mechanic), Leah Wilson (IT Office Software Applications) and David Godsoe (Culinary Arts).

In addition to these competitive successes, Algonquin students were also recognized with awards for their achievements in 2010–2011. Among them, Aviation Management student Jason Thomas received a bursary from the Air Canada Pilots Association; Derek Chapman won the College's 2010 Project Management Institute (PMI) student award; and Chantal Goussanou and Medea Khutishvili—postsecondary graduates in English as a Second Language—received the Richard Altman Cook Memorial Bursary.

Engaged with the Community

Placement with local organizations is core to the experience of thousands of Algonquin students—exposing them to real-world work environments and giving them the opportunity to forge valuable connections for their post-graduation careers. 655 students participated in work placements in 2010–2011, with the College's Cooperative Education program increasing its number of placements by a remarkable 34 percent.

“What does student success mean? It means graduates finding jobs and having the skills to adapt to an ever-changing workplace. And it comes from our being a 21st-century College geared to the needs of 21st-century learners.”

Robert C. Gillett, President, Algonquin College



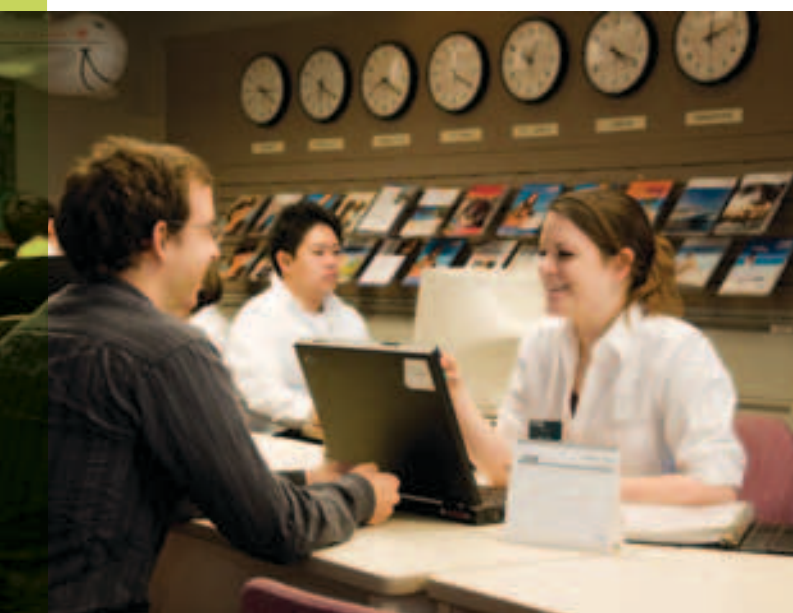
Other forms of community involvement are equally important to the Algonquin student experience. Event Management students contributed their time and skills to the Make-a-Wish Foundation last year, raising \$86,000 for the charity. They also, along with their faculty, were recognized with a 2010 Outstanding Philanthropic Group Award. Public Relations students raised \$10,000 for Royal Ottawa Mental Health Centre Youth program, and the College collected nearly \$130,000 for the United Way through its annual campaign.

Algonquin's Sport Business Management class partnered with the Ottawa Senators to host the 8th Sport Business Symposium at Scotiabank Place last year, receiving media coverage from both CTV and the CBC. Advanced Housing students took part in the first Perthworks Design Charrete along with peers in Interior Design, Interior Decorating, Green Architecture and Architectural Technology; and second-year advanced housing students completed the sixth high-efficiency green building in the Perth community.

At Algonquin, 'community involvement' extends beyond the bounds of the Ottawa Valley. Child and Youth Worker students partnered last year with Project TEMBO (the Tanzania Education and Micro-Business Opportunity)—which provides education for girls and economic empowerment for women in Tanzania—raising a total of \$8,600. As part of an ongoing relationship between the Coaching Association of Canada and the Qatar Government, faculty facilitated a workshop for girls and women in sports in Qatar.

The new Student Commons to open in 2012 is evidence that when the College and students choose to work together, anything is possible.

Jacob Sancartier, President,
Algonquin College Students' Association (SA)



241

The number of academic advisors and student success specialists supporting students in 2010–2011.

ACADEMIC LEADERSHIP

Algonquin is committed to enhancing student success by providing an enriching and challenging learning experience delivered by engaged employees and supported by quality curriculum and resources.

Academic leadership is proven through programs and courses that deliver the value learners and employers demand—that reshape the learning experience through technology and give students access to more high-quality postsecondary education options than ever before.

New Programs, Greater Access

Implementing the recommendations of its Strategic Programs and Services Planning Project (SPSP)—a comprehensive assessment of every program and service offered by the College to ensure relevance and impact—Algonquin added new courses last year, eliminated some, and made enhancements or changes to others.

New offerings in 2010–2011 included a Medical Radiation Technology (MRT) program that saw 770 applicants for 25 seats; Canada's first-ever Victimology program; and a new two-year intensive Massage Therapy program. Ontario Premier Dalton McGuinty attended the launch of the College's Music Industry Arts program, and a new Virtual Interprofessional Education course brought together students in the College's Bachelor of Science of Nursing, Child and Youth Worker, Police Foundations and Paramedic programs.

Seven new academic programs were approved for fall 2011 with another 38 in development. The College also expanded its administration of the Health Occupations Aptitude Examination for highly competitive Health Studies programs to 1,700 applicants over an eight-week period.

In meeting demand, Algonquin has proven to be a leader in the development of online courses. In 2010–2011, it offered several hundred hybrid courses and some 53 fully online programs, mostly through part-time studies. New online offerings included a Culinary Skills program and a Construction Project Management Graduate Certificate program. The College also developed 15 mobile learning programs for launch in 2011 and hybrid course deliveries within the eight levels of its French as a Second Language courses. Algonquin's Curriculum Implementation Services group helped faculty and staff implement technology tools in their offices, digitize curricula and embed technology in their learning activities.

The School of Part-time Studies received two of the three CONNY Awards presented in 2010 by provincial heads of continuing education—acknowledging the College's achievements in supporting workers pursuing professional

development. Algonquin also increased its corporate training clientele, serving 1,000 organizations and training more than 5,000 students. That growth boosted the revenues of the College's Corporate Training Centre by 50 percent.

Partnering on Research and Innovation

Algonquin faculty and students participated in a record number of in-class applied research projects last year, including more than 60 projects with clients. Twenty new projects were launched by the Applied Research division through a \$750,000 federal grant to stimulate research leading to job creation, and the College extended its partnership with Hydro One by four years to focus on research related to the smart grid and rural energy distribution. With the assistance of \$2.3 million in NSERC funding—to be disbursed over five years—Algonquin's New Design Centre conducted more than 15 technology projects last year. It also received \$300,000 in equipment funding.

Projects like these—which provide local and regional organizations with direct access to Algonquin's leading-edge knowledge, skills, and resources, and give faculty and students the opportunity to participate in real-world research activities that enrich the College's curriculum and culture—were celebrated on Algonquin's ninth annual Applied Research Day on April 15, 2010.



Globalizing the College

With students graduating as workers in a global economy, having a strong international dimension to its programs is a priority for Algonquin—on its Canadian campuses, at partner institutes abroad, and through the overseas activities of faculty and students.

Last year, 34 Algonquin students from 13 programs took advantage of International Scholarship opportunities in 17 countries. The College Business Development unit made further strides in developing relationships with a number of foreign partners—signing a memorandum of understanding to offer two new programs in Montenegro, and facilitating the first intake of 38 students at Jiangsu Maritime Institute, Nanjing, China, for its English as a Second Language and Business Administration programs. The College also forged partnerships with institutes in China and Saudi Arabia to deliver joint programs, and is helping these institutes assess students, train teachers and develop baselines for measurement.

“The fundamental mandate of a community college is to provide access to postsecondary education and prepare students for their chosen careers. That’s at the core of our mission. It’s why we constantly push to deliver programs in new ways, with greater flexibility—to meet the needs of the full range of students we serve.”

**Kent MacDonald,
Vice President, Academic**



Two Algonquin professors from the School of Hospitality and Tourism travelled to Dodoma Tanzania—exchanging places with three Tanzanian professors on a two-month study tour in Ottawa. The Algonquin professors delivered Management and Customer Care Training on behalf of the CIDA-funded Education for Employment project. Two faculty members and several students from the Social Service Worker program travelled to El Salvador to support the work of the non-governmental organization SalVaide, which works to strengthen civil society, promote sustainable and diversified economic development and act as a catalyst for Canadian participation in the support of Salvadoran rural communities.

Algonquin continued to attract international students in 2010–2011, seeing a 47% increase in enrolment from all markets, particularly India. New hybrid International English Language Testing System (IELTS) and Test of English as a Foreign Language (TOEFL) test preparation courses were created to provide additional English for Academic Purposes training for these learners from abroad.

In response to demand for Chinese language instruction, Algonquin partnered with the British Columbia Institute of Technology to open a Confucius Classroom last year, providing a platform for cultural exchanges with China through learning about Chinese language and culture, and strengthening academic, business and tourism ties with China.

Aboriginal Connections

2010–2011 also saw relationships between the College and Canada's Aboriginal Peoples strengthened through the inaugural Aboriginal Business Circle, which brought together Aboriginal and Ottawa-area entrepreneurs to create awareness, foster new business relationships, and introduce non-Aboriginal businesspeople to the dynamics of doing business with Aboriginal communities. For Aboriginal students, the College developed a partnership with Tim Hortons to secure part-time employment.

Also last year, the College's Mamidosewin Centre for Aboriginal students—created as a space for First Nations, Inuit and Métis students to relax, study and visit with their Aboriginal peers—saw a significant increase in activity, with more students visiting and benefitting from regular visits by a roster of First Nations Elders.

Algonquin College worked positively with Aboriginal students, Aboriginal employees, Elders and the Aboriginal Education Council to reflect the varied cultures of First Nations people, the Inuit and the Métis in the design of the new Mamidosewin Centre within the Student Commons. Bravo!

Anita Tenasco,
Chair of the Aboriginal Education Council



53

The number of fully online programs available at Algonquin—offering learners much-valued flexibility. Enrolment in online programs rose by 8.5% in 2010–2011, and more than 250 hybrid and online courses are currently in development.

EMPLOYEE DEVELOPMENT

Algonquin is committed to being a leading Canadian college in the ongoing professional training and development of employees to ensure the best possible learning experience for its students.

An inspired team produces inspired students. In striving to deliver the highest-quality educational experience possible, Algonquin focuses on keeping its people and their skills ready to meet the demands of being a 21st-century College.

Preparing the Next Generation of Leaders

In 2010–2011, the College invited all administrators with supervisory experience and an interest in leadership development to participate in a leading-edge succession planning initiative. A first step toward College-wide succession planning, activities included skills assessments, talent reviews and the creation of professional development plans for participants.

Several staff members were sent to Harvard University in summer 2010 for two weeks of training in leadership development. Five individuals who took part in that training committed to creating an advanced leadership program for the College, conducting a pilot program with 13 individuals selected by the President's Executive Committee. Four more employees were identified to go to Harvard in summer 2011 for this year's leadership development program.

Building Strong Teams

Another new initiative last year was the launch of a three-day faculty retreat at Wilderness Tours in Pembroke, an opportunity for professional development and teambuilding. The retreat will be repeated going forward, at different locations and including support and administrative staff—more than 500 College employees will have this experience over the course of the next five years.

Algonquin supported the development of its employees through a variety of workshops, programs, conferences and support activities as well, and held its eighth annual Kaleidoscope conference in May 2010. Kaleidoscope is an annual professional development conference for all Algonquin College employees—support staff and administrative staff and faculty—providing an opportunity for employees to showcase their talents and attend workshops on a variety of engaging topics. The theme for 2010, “Back to Your Future,” focused on building community, advancing technology, and creating success.

Recognizing Contributions

The College takes pride in its workforce. Every day, Algonquin staff and faculty in Ottawa, Perth and Pembroke go out of their way to ensure students are encouraged and supported in their studies and professional ambitions. The efforts of Algonquin staff are recognized through several award programs, including the College Staff Awards, Faculty Awards, Laurent Isabelle Award, Capital Educators Award and National Institute for Staff and Organizational Development (NISOD) Excellence Awards.

Ensuring Accessibility

Algonquin demonstrated its leadership in the area of accessibility last year, establishing an Accessibility Office and dedicating a manager to work through all aspects of the Accessibility for Ontarians with Disabilities Act to determine strategies for its implementation at the College. Algonquin's Centre for Students with Disabilities hosted the DARTT (Disability Awareness and Resources for Teachers in Training) Conference last year, welcoming 46 teachers in training from the Faculties of Education at the University of Ottawa and Queen's University. Karen Coffey, AODA/Diversity Advisor, also launched seminars aimed at staff and established an accessibility website complete with downloadable documents.



College Awards

Faculty and Staff Awards

The success of Algonquin College is due to the skills, energy and efforts of its staff and faculty. Faculty and Staff Awards recognize the individuals and teams who make a valuable and much-appreciated contribution to the Algonquin experience. College faculty and staff who demonstrate excellence and live the College values of Caring, Learning, Integrity and Respect to foster student success are honoured with these awards. Recipients in 2010–2011 were:

Support Staff Award

Karen Gendron Faculty of Health, Public Safety and Community Studies

Part-Time Support Staff Award

Jeremy McQuigge Academic Partnerships

Lorraine St. Pierre Centre for Organizational Learning

Team Award

Centre for Students with Disabilities (CSD) Team

Administrative Staff Award

Norma Haddad Registrar's Office

Dianne Bloor Part-Time Faculty Award

Ilya Golub School of Advanced Technology

Laurent Isabelle Award

Gerry Paquette School of Media & Design

Lifetime Achievement Award

Robert Blondin Physical Resources

“All of our employee development initiatives—succession planning, leadership, skills training, professional development and growth opportunities—are undertaken with student success in mind. Our goal is to give the people of the College, our employees, the tools and training they need to serve students better.”

Gerry Barker,
Vice President, Human Resources



37

The number of President's Star Awards presented to faculty and staff whose daily work has shown to be consistently exemplary.



The President's Star Award

This award is presented to employees who demonstrate a commitment to excellence in their role within the College community; regularly and consistently deliver outstanding service; and perform acts of significant merit. The award is open to all current employees of the College. Candidates are nominated by fellow employees. Recipients in 2010–2011 included:

President's Star Awards

| | |
|--|--|
| Roger Batchelor | Information Technology Services |
| Nicole Boudreau | Registrar's Office |
| Nancy Boughner | School of Media & Design |
| Sophia Bouris | Student Affairs and Orientation |
| Jessica Brown | Learning Resource Centre |
| Mark Crane | Information Technology Services |
| Abdellah El Bilali | Information Technology Services |
| Gordon Esnard | Food and Beverage Operations |
| André Gauthier | School of Transportation & Building Trades |
| Wanda Grant | Financial Aid Services |
| Umit Gunaydin | Information Technology Services |
| Peter Kerkhof | Information Technology Services |
| Stan Kersevan | Information Technology Services |
| Rich Lauzon | General Arts and Science |
| Karen Murphy | Information Technology Services |
| Lyn Whyte | School of Media & Design |
| Julia Wilson | College Foundation |
| Jill S. Wood | Registrar's Office |
| Enterprise Reporting Portal Team | |
| Blackboard Support Team | |
| Ontario Colleges' Marketing Competition (OCMC) Coaches | |

“This has been an amazing learning experience for our students. It created a ‘real-life’ learning experience, fostered ties between PR students and TV students and helped the community. That is what the Algonquin Experience is all about.”

Jeremy Atherton
2010–2011 Innovation Award Winner,
School of Media & Design, Television Broadcasting

National Institute for Staff and Organizational Development Excellence Awards

The National Institute for Staff and Organizational Development (NISOD) Awards honour the outstanding individuals who teach and exhibit leadership that enriches the post secondary learning experience. In 2010–2011 Algonquin College recognized:

NISOD Excellence Awards

| | |
|-----------------|--|
| Melissa Brasch | Algonquin College in the Valley |
| Garry Carter | School of Media & Design |
| Andy Cockburn | Algonquin College Heritage Institute |
| Céline Perrier | Algonquin College Heritage Institute |
| Michel Phillion | Police & Public Safety Institute |
| Cynthia Poulin | School of Advanced Technology |
| Jovica Riznic | School of Business |
| Geroge Shirreff | General Arts and Science |
| Julie Viau | School of Transportation & Building Trades |

“Innovating is not just for students... it creates an opportunity to challenge yourself as faculty, to regenerate and create authentic learning experiences.”

Carl Toole
2010–2011 Innovation Award Winner,
School of Health & Community Studies

Algonquin College Innovation Awards

2010–2011 saw the introduction of the College’s Innovation Awards, with a recognition ceremony held for faculty innovation projects designed to enhance the learning experience of Algonquin students. Inaugural winners included:

Michael Anderson, Professor, Computer Studies, who recorded lectures and posted them on Blackboard for students to review and study. Systematically recording the lectures in audio and posting them is an innovative way to ensure students retain what they learn.

Broadcasting-Television professors teamed up with the Public Relations program and alumni at OC Transpo to develop a cross-program assignment, pairing PR and Broadcast students to develop one-minute videos and communication plans for OC Transpo’s ‘Cooperative Seating’ video campaign. Culminating in a public competition, the winning students were awarded prizes by Ottawa City Council.

Dr. Sean Beingessner, Coordinator and Professor, Water, Wastewater and Biotechnology, who exposed students to leading-edge technology in biology and chemistry related to clean water.

Jason Machinski, Professor, Photography, who designed, integrated and managed the photography program blog, which now serves as a key connector of the program’s different audiences. The blog features links to students’ work, photographer profiles, recommended readings, contest winners, alumni updates, FAQs for prospective students and more.

Carl Toole, Professor, Developmental Services Worker, whose experiential student workshop, alumni video success stories and multiple-choice video questions are among the innovative strategies he brought to his teaching last year.

Peter Thompson, André Gauthier, Lindsay Harris and Jeremy Atherton—Professors in Police Foundations, Motive Power Trade, and Broadcasting-Television respectively—who along with students, alumni and industry partners produced dynamic, current and relevant video simulations for learning.

SERVICE EXCELLENCE

Algonquin is committed to continually reviewing and improving services to meet the changing needs of our students.

Whether orienting record numbers of new registrants to campus life or being available to at-risk learners in need of extra support, Algonquin's commitment to student success is fundamentally a commitment to students themselves.

Service at the Centre

Algonquin's Student Success Centre opened in January, 2011, integrating a number of important student services in one place for easy access—including peer tutoring, a Mobile Learning Centre and study workshops. The College is now in the process of developing a parallel one-stop service presence online.

Students welcomed the launch of the Student Success Centre, which will relocate to become a key element of the new Student Commons which will open in fall 2012, along with several other student support services.

During the last year, through a workflow value-streaming process, Algonquin identified potential improvements to its counselling services in 2010–2011. Changes made as a result have dramatically reduced wait times for those services—including during peak times—down to five days from 15. The number of clients seen the same day they present rose consistently, and overall the number of students served climbed by 37 percent.

Serving the Online Generation

Responding to the fact that 85 percent of its students bring their own mobile computing devices to campus, Algonquin continued to integrate technology into the learning environment last year. The new Mobile Learning Centre provides a collaborative learning environment rooted in mobile and cloud computing technology, offering more than 100 mobile computing spaces for students to connect their laptops, iPads, netbooks, smartphones and other mobile devices to the College network.

In parallel with the opening of the Mobile Learning Centre, the College also test piloted myDesktop, a service that remotely delivers computer applications such as Microsoft Office, Oracle and AutoCAD directly to students' personal devices. The success of this pilot will enable the College to roll out myDesktop to other labs on campus.

In moving toward becoming a truly digital college, Algonquin has enhanced its use of technology for many other student services, including piloting a text message-based parking payment system; improving outbound client service for

part-time students through the use of iPads; launching mobile apps for student timetables, OSAP and key dates; establishing real-time Skype links between Aboriginal students and their home communities; providing virtual campus tours, orientation and registration how-to videos; and expanding Algonquin's e-Library to more than 63,800 e-journals, 17,000 e-books and 5,000 streamed educational videos

“ ‘Within every student is someone with a heart, a hope and a dream.’ These words are mounted on the wall of my office and embody our vision for Student Services. I truly believe that every student comes to Algonquin with a dream – of what they want to do and how they want to live their life. Our goal is to help our students in achieving their dreams. We need to be responsive and flexible to meet students’ changing expectations. We’re working to deliver One-Stop Service whenever possible.”

**Deborah Rowan-Legg,
Vice President, Student Services**

Career Readiness Tools

The College launched a career portal last year with online software that helps students write their resumé—receiving feedback and support—and prepare for job interviews. The job interview program records users so they can review their performance later, and offers suggestions for appropriate answers to questions that students find difficult. For those seeking in-person assistance, a drop-in service helps students with cover letters and job search preparation. The College also recently purchased third-party software that connects students to employers.

“As an HR Manager I have worked with a lot of universities and colleges and not once have I ever been referred resumé – it’s usually more of a “post and pray” methodology. I think this is an amazingly proactive service to help local employers! Most importantly it also helps college grads get a head start on a very competitive job market.”

Kristin Faria
Manager Human Resources, Graybar Canada



10

The number of days by which peak-time waits have been reduced for students seeking to access counselling services, down from 15 to just five.

RESOURCE MANAGEMENT

Algonquin is committed to improving facilities and services and investing in educational equipment and learning resources to support student success. These improvements will be supported by the creation of new sources of revenue, execution of innovative practices, enhanced greening of campus operations and improved operational efficiencies.

Growing a college is about building an institution that will serve students and their communities not only today and tomorrow, but for generations to come. It demands a commitment to sustainability and innovation, and an eye to the future.

With significant support from Ottawa's construction community, the uniquely green, 180,000 square-foot Algonquin Centre for Construction Excellence (ACCE) will house 2,500 full-time and 5,000 part-time students. The ACCE will expand enrolment capacity including 600 additional seats for 23 programs in skilled trades. Scheduled to open in September 2011, the ACCE will be a showcase and teaching laboratory for sustainable construction. At a total cost of \$79 million, the ACCE is being built to achieve LEED Platinum standards for environmental performance.

Meeting the Demands of Growth

Algonquin continued to expand its physical infrastructure in 2010–2011, making progress on several significant capital projects and developing a comprehensive sustainability strategy that will see all new buildings designed to the Canada Green Building Council's Leadership in Energy and Environmental Design (LEED) Gold standard or higher going forward.

The College successfully accommodated enrolment growth despite space constraints last year. With the enhancement of student space at the Woodroffe Campus a priority, Algonquin's administration and the College's Students' Association worked together on plans for the new Student Commons.

Providing a Superior Student Experience

The new 110,000 square-foot Student Commons addresses the collective need for campus space where students can work quietly on individual assignments, hear high-profile guest speakers, participate in clubs and activities and gather for group projects. Peer-to-peer interactions are essential to the learning process and to creating a high-quality, engaged and sustainable student experience. The new Student Commons will house a 700-seat auditorium, a study area, a food court, student services, and the Students' Association Board and Administration offices for its opening in the fall of 2012. At a project cost of \$52 million, the new facility will be built to the exacting standards of the LEED Gold certification.





Renaissance Square, the new 91,000 square-foot home of the Pembroke Campus, will address the educational, economic development and community needs of the region. Replacing its nearly 100-year-old predecessor, the new Campus will create a minimum of 300 new full-time spaces, bringing full-time enrolment in Pembroke to more than 1,000 students in state-of-the-art facilities for skilled trades, healthcare and hospitality education when it opens in the fall of 2012. At an overall project cost of \$36 million, the destination campus for Renfrew County will be built to achieve the LEED Gold Certificate.

Algonquin also took major steps in 2010–2011 toward replacing the almost 40-year old main structure on its Perth Campus with a new 30,000 square-foot building that features expanded classroom space, increasing full-time student capacity from 250 to 350. The new Heritage Institute will have improved facilities for student services including added space for test-taking, group meetings, student-teacher meetings and reconfigured faculty offices. Slated to open in fall 2011, the expanded structure will provide better air quality, increased accessibility, improved sight lines in workshops, and healthier dust-containment layouts at an overall project cost of \$10 million. The building will reflect the College commitment to build and maintain LEED certified, flexible-use, efficient structures.

To further improve the student experience, last year Algonquin assumed the administration and management of its on-campus residence at Woodroffe. The change, which will have student support liaisons living in the residence building, will give the College greater opportunities to identify students at risk, extend outreach and enhance academic supports. Self-managing the facility will also give the College more control over costs and building maintenance.

“We’re investing in renewal and new construction for one reason: so that we can continue to provide students with state-of-the-art learning environments that give them the best possible edge for their entry into the workforce.”

**Duane McNair,
Vice President, Administration**

Algonquin College Foundation

The Algonquin College Foundation experienced a record year as it continued its Capital Campaign fundraising efforts in 2010–2011 to support infrastructure projects including the Algonquin Centre for Construction Excellence and new campuses in Perth and Pembroke.

Donations and Disbursements— Annual Highlights

- \$1.76 million pledged in endowment funds – matched by the Ontario Trust for Student Support Fund
- \$331,582 in gift-in-kind donations received
- 22 new named endowed bursaries
- Disbursement of more than 879 awards and scholarships
- More than \$5.9 million pledged toward the Algonquin Centre for Construction Excellence
- \$1.7 million pledged toward the new campus in Pembroke
- \$309,000 pledged toward the new Heritage Institute Perth Expansion
- \$4,664,708 received donations: gift-in-kind donations and campaign contributions

In Partnership with Students

The 40 year-old Algonquin College Students' Association operates many College services, including varsity athletics and the Algonquin Fitness Zone, one of Ottawa's top fitness facilities. The \$52 million cost of the new Student Commons on the Woodroffe Campus is being shared by the College (\$22 million) and the Students' Association (\$30 million) in financial partnership. The Students' Association and the College share a commitment to ensuring that students have ready access to key supports and services. The Students' Association promises to enhance the Pembroke site by investing \$4 million for the student facilities of Renaissance Square such as a gymnasium and fitness centre. Another \$400,000 has been committed by the Student's Association for new student facilities at the Heritage Institute in Perth.

“Our relationships with our donors and partners are active and reciprocal. With their contributions we’re able to build and equip leading-edge facilities and design training programs to meet the skills development needs of their industries and our communities.”

**Joy McKinnon,
Vice President, Business Development**

Algonquin Centre for Construction Excellence – Constructing OUR Future Industry Campaign Cabinet

Roger Greenberg, *Honorary Chair*

Dwight Brown, *Chair*

Steve Barkhouse

Carolyn Booth

Dale Craig

John McAninch

Robert Merkley

Peter O'Leary

John Owens

Alex Rankin

Richard Raymond

John Ruddy

Mike Sharp

Ron Tomlinson

Jeff Westeinde

Algonquin College in the Ottawa Valley – Capital Campaign Cabinet

Fred Blackstein, *Honorary Chair*

Mark Huckabone, *Chair*

Dawn Dube

Lisa Edmonds

Chris Kelly

Lieutenant Colonel Bill Moore, *Past Member*

C.B. Pappin

Lieutenant Colonel Keith Rudderham

Perth Expansion – Building OUR College OUR Community OUR Future Campaign Cabinet

James Bartleman, *Honorary Chair*

Lana March, *Chair*

John Clement

Richard Ellard

Doug James

Peter O'Leary

Dave Osborne

John Willson

Summary Financial Statements

Year ended March 31, 2011

REPORT OF THE INDEPENDENT AUDITORS ON THE SUMMARY FINANCIAL STATEMENTS

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

The accompanying summary financial statements of The Algonquin College of Applied Arts and Technology, which comprise the summary statement of financial position as at March 31, 2011 and the summary statements of operations and changes in net assets for the year then ended, and related notes, are derived from the audited financial statements prepared in accordance with Canadian generally accepted accounting principles, of The Algonquin College of Applied Arts and Technology as at and for the year ended March 31, 2011.

We expressed an unmodified audit opinion on those financial statements in our report dated June 13, 2011.

The summary financial statements do not contain all the disclosures required by Canadian generally accepted accounting principles applied in the preparation of the audited financial statements of The Algonquin College of Applied Arts and Technology. Reading the summary financial statements, therefore, is not a substitute for reading the audited financial statements of The Algonquin College of Applied Arts and Technology.

Management's Responsibility for the Summary Financial Statements

Management is responsible for the preparation of a summary of the audited financial statements on the basis described in note 2.

Auditors' Responsibility

Our responsibility is to express an opinion on the summary financial statements based on our procedures, which were conducted in accordance with Canadian Auditing Standard (CAS) 810, "Engagements to Report on Summary Financial Statements".

Opinion

In our opinion, the summary financial statements derived from the audited financial statements of The Algonquin College of Applied Arts and Technology as at and for the year ended March 31, 2011 are a fair summary of those financial statements, in accordance with the basis described in note 2.

Chartered Accountants, Licensed Public Accountants

June 13, 2011

Ottawa, Canada

THE ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Summary Statement of Financial Position

March 31, 2011, with comparative figures for 2010

| | 2011 | 2010 |
|---|----------------|----------------|
| Assets | | |
| Current assets: | | |
| Cash and cash equivalents | \$ 25,530,161 | \$ 33,702,717 |
| Short-term investments | 36,619,278 | 30,957,394 |
| Accounts receivable | 21,442,403 | 20,752,191 |
| Inventory | 2,094,369 | 2,081,103 |
| Prepaid expenses | 872,192 | 395,877 |
| | 86,558,403 | 87,889,282 |
| Investments | 36,606,082 | 19,844,197 |
| Endowment assets | 15,004,261 | 13,087,152 |
| Capital assets | 200,033,002 | 147,424,376 |
| | \$ 338,201,748 | \$ 268,245,007 |
| Liabilities and Net Assets | | |
| Current liabilities: | | |
| Accounts payable and accrued liabilities | \$ 25,770,197 | \$ 23,244,378 |
| Accrued salaries and employee deductions payable | 9,755,749 | 7,003,571 |
| Deferred revenue | 20,268,829 | 19,621,958 |
| Current portion of long-term debt (note 3) | 1,745,192 | 1,635,931 |
| | 57,539,967 | 51,505,838 |
| Long-term debt (note 3) | 45,425,093 | 47,170,286 |
| Vacation, sick leave and post-employment benefits | 15,541,410 | 15,417,638 |
| Deferred capital contributions | 134,331,273 | 78,290,245 |
| Interest rate swaps (note 3(b)) | 10,357,273 | 10,841,444 |
| Net assets (deficiency): | | |
| Unrestricted | 1,000,000 | 1,000,000 |
| Investment in capital assets | 27,543,653 | 23,382,538 |
| Vacation, sick leave and post-employment benefits | (15,541,410) | (15,417,638) |
| Interest rate swaps (note 3(b)) | (10,357,273) | (10,841,444) |
| Internally restricted | 57,357,501 | 53,808,948 |
| Endowment fund (note 4) | 15,004,261 | 13,087,152 |
| | 75,006,732 | 65,019,556 |
| | \$ 338,201,748 | \$ 268,245,007 |

See accompanying notes to summary financial statements.

THE ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Summary Statement of Operations

Year ended March 31, 2011, with comparative figures for 2010

| | 2011 | 2010 |
|---|---------------------|---------------------|
| Revenue: | | |
| Grants and reimbursements | \$ 99,991,198 | \$ 100,729,592 |
| Student tuition fees | 71,105,525 | 64,636,752 |
| Contract educational services | 24,405,942 | 23,581,150 |
| Ancillary services | 38,867,968 | 38,237,725 |
| Other | 11,829,285 | 11,387,347 |
| Amortization of deferred capital contributions | 4,900,219 | 5,428,307 |
| | 251,100,137 | 244,000,873 |
| Expenditures: | | |
| Salaries and benefits | 138,682,349 | 131,165,187 |
| Building maintenance and utilities | 9,281,739 | 8,684,432 |
| Instructional supplies and equipment | 3,751,853 | 3,549,404 |
| Bursaries and other student aid | 7,316,672 | 7,064,216 |
| Interest | 557,394 | 546,994 |
| Amortization and write-off of capital assets | 11,182,215 | 11,589,133 |
| Ancillary services | 32,107,904 | 32,150,480 |
| Other | 40,790,343 | 39,958,864 |
| | 243,670,469 | 234,708,710 |
| Change in vacation, sick leave and post employment benefits liabilities | 123,772 | 67,296 |
| | 243,794,241 | 234,776,006 |
| Excess of revenue over expenditures | \$ 7,305,896 | \$ 9,224,867 |

See accompanying notes to summary financial statements.

THE ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Summary Statement of Changes in Net Assets

Year ended March 31, 2011, with comparative figures for 2010

| | Unrestricted | Investment in capital assets | Vacation, sick leave and post employment benefits | Interest rate swaps | Internally restricted | Endowment fund | 2011 Total | 2010 Total |
|--|---------------------|---------------------------------|--|------------------------|--------------------------|----------------------|----------------------|----------------------|
| Net assets (deficiency), beginning of year | \$ 1,000,000 | \$ 23,382,538 | \$ (15,417,638) | \$ (10,841,444) | \$ 53,808,948 | \$ 13,087,152 | \$ 65,019,556 | \$ 43,273,162 |
| Excess of revenue over expenditures | 7,305,896 | — | — | — | — | — | 7,305,896 | 9,224,867 |
| Change in vacation, sick leave and post-employment benefits liabilities | 123,772 | — | (123,772) | — | — | — | — | — |
| Internally imposed restrictions | (3,548,553) | — | — | — | 3,548,553 | — | — | — |
| Net change in investment in capital assets | (3,881,115) | 3,881,115 | — | — | — | — | — | — |
| Donation of land | — | 280,000 | — | — | — | — | 280,000 | 2,686,780 |
| Endowment contributions and investment income (note 4) | — | — | — | — | — | 1,917,109 | 1,917,109 | 3,608,556 |
| Change in fair value of interest rate swaps (note 3(b)) | — | — | — | 484,171 | — | — | 484,171 | 6,226,191 |
| Net assets (deficiency), end of year | \$ 1,000,000 | \$ 27,543,653 | \$ (15,541,410) | \$ (10,357,273) | \$ 57,357,501 | \$ 15,004,261 | \$ 75,006,732 | \$ 65,019,556 |

See accompanying notes to summary financial statements.

THE ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Summary Financial Statements

Year ended March 31, 2011

1. Description:

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, under Section 149 of the Income Tax Act, exempt from payment of income tax.

The financial statements reflect the assets, liabilities, net assets, revenue, expenditures and other transactions of all of the operations and organizations controlled by the College. Accordingly, these financial statements include the academic, administrative and other operating expenditures funded by fees, grants and other general revenue; restricted purpose endowment funds, and the ancillary operations of the College.

2. Summary financial statements:

The summary financial statements are derived from the complete audited financial statements, prepared in accordance with Canadian generally accepted accounting principles, as at and for the year ended March 31, 2011.

The preparation of these summary financial statements requires management to determine the information that needs to be reflected in the summary financial statements so that they are consistent, in all material respects, with or represent a fair summary of the audited financial statements.

These summarized financial statements have been prepared by management using the following criteria:

- (a) whether information in the summary financial statements is in agreement with the related information in the complete audited financial statements; and
- (b) whether, in all material respects, the summary financial statements contain the information necessary to avoid distorting or obscuring matters disclosed in the related complete audited financial statements, including the notes thereto.

Management determined that the statement of cash flows do not provide additional useful information and as such has not included them as part of the summary financial statements.

The complete audited financial statements of The Algonquin College of Applied Arts and Technology are available upon request by contacting the College.

THE ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Summary Financial Statements (continued)

Year ended March 31, 2011

3. 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 and the Police and Public Safety Institute.

| | 2011 | 2010 |
|---|----------------------|----------------------|
| Residence I building loan, bearing interest at prime plus 1.00%, maturing in 2025 | \$ 10,062,651 | \$ 10,446,474 |
| Residence II building loan, bearing interest at prime plus 0.25%, maturing in 2027 | 14,239,922 | 14,725,891 |
| Residence III building loan, bearing interest at prime plus 0.25%, maturing in 2029 | 15,207,876 | 15,672,536 |
| Police and Public Safety Institute loan, bearing interest at prime plus 1.00%, maturing in 2025 | 7,659,836 | 7,961,316 |
| | 47,170,285 | 48,806,217 |
| Less current portion | 1,745,192 | 1,635,931 |
| | \$ 45,425,093 | \$ 47,170,286 |

(b) Interest rate swaps:

The College has entered into interest rate swap agreements to manage the volatility of interest rates. The College converted a net notional \$59.0 million of floating rate long-term debt relating to the three phases of the Residence and the Police & Public Safety Institute. The fixed rates received under the interest rate swaps range from 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.

These interest rate swaps qualify, and have been designated by the College, as cash flow hedging items against the floating rate long-term debt. The College has assessed the hedging relationship as effective. The fair value of the interest rate swaps of \$10,357,273 (2010 – \$10,841,444) is recorded on the statement of financial position. Because the hedging relationship is effective, the change in fair value of the interest rate swaps is recorded in the statement of changes in net assets, with no impact on the College's excess of revenue over expenditures.

THE ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Summary Financial Statements (continued)

Year ended March 31, 2011

4. Endowment fund:

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. Total endowments include \$14,132,109 (2010 – \$12,301,922) in endowed funds relating to the Ontario Student Opportunity Trust Fund and Ontario Trust for Student Support. Included in the student aid portion of the deferred revenue is \$209,046 (2010 – \$203,959) of investment income available for distribution relating to the Ontario Student Opportunity Trust Fund.

The endowment fund generated \$548,566 (2010 – \$350,117) of a realized investment revenue and \$660,041 (2010 – \$1,808,247) of unrealized gains in the year.

The College's endowment policy is to annually distribute investment income equal to 4% of the endowment fund book value at the end of the preceding fiscal year. In the year, \$508,115 (2010 – \$437,000) was distributed from the endowment fund to deferred revenue-student aid for use in the year.

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.

The endowment fund balance consists of:

| | 2011 | 2010 |
|---|----------------------|----------------------|
| Permanently endowed contributions | \$ 13,958,913 | \$ 12,742,296 |
| Cumulative amount distributed in excess of realized investment income | (430,400) | (470,851) |
| | 13,528,513 | 12,271,445 |
| Unrealized gains due to changes in fair value of endowment assets | 1,475,748 | 815,707 |
| Endowment fund balance | \$ 15,004,261 | \$ 13,087,152 |

Board Members and Senior Management

Board of Governors Appointment Process

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 (LGIC) and two thirds by the College Board. Colleges forward requests to the Colleges Unit of the Ministry of Training, Colleges and Universities (MTCU) with three nominees for each vacant position to be filled as an appointee.

Across Ontario, nominees are put forward to MTCU according to a matrix of needs (e.g., skills, diversity, gender representation) and assessment including qualifying interviews to evaluate skills, willingness to serve and to 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 (PAS) or by contacting Ontario colleges directly for their consideration.

| 2010-2011 Board of Governors | | | |
|-------------------------------|---|---------------------|-----------------------------|
| Name | Position | Date of Appointment | Date of Current Term Expiry |
| Michael Dunlop, Chair | Former Senior Leadership Team, UTi Worldwide | 1-Sep-08 | 31-Aug-11 |
| Douglas Orendorff, Vice Chair | Health Practice Consultant, Sierra Systems | 1-Sep-08 | 31-Aug-11 |
| Stephen Abraham | Administrative Employee, Algonquin College | 1-Sep-08 | 30-Mar-11 |
| Denise Amyot | President and CEO, Canada Science and Technology Museums Corporation | 1-Sep-10 | 31-Aug-13 |
| Pauline Edmonds | Academic Employee, Algonquin College | 1-Sep-09 | 31-Aug-12 |
| Veronica Engelberts | President, Vector Media | 1-Sep-08 | 31-Aug-11 |
| Barbara Farber | President, Leikin Group Inc. | 1-Sep-10 | 31-Aug-13 |
| Sterling Hartley | Acting Superintendent, Support Services Division, Ottawa Police Service | 1-Sep-08 | 31-Aug-11 |
| Doreen Hume | Associate Partner, Deloitte & Touche LLP | 1-Sep-10 | 31-Aug-12 |
| Bill Johnson | Senior Counsel, Borden Ladner Gervais LLP, Ottawa | 1-Sep-08 | 31-Aug-11 |
| Yusuf Khan | Student, Algonquin College | 1-Sep-09 | 31-Aug-11 |
| Louis Lamontagne | CEO and Founder, Coris HealthCare Enterprises | 1-Sep-10 | 31-Aug-12 |
| James McIntosh | Chairman of the Board, McIntosh Perry Consulting Engineers Ltd. | 1-Sep-10 | 31-Aug-13 |
| John Owens | Ottawa Branch Manager, Revay and Associates Limited | 1-Sep-08 | 31-Aug-11 |
| Debbie Robinson | Councillor, Laurentian Valley Township | 1-Sep-10 | 31-Aug-13 |
| Valerie Sayah | Support Staff Employee, Algonquin College | 1-Sep-08 | 31-Aug-11 |

Advertising and Marketing Complaints

For the period April 1, 2010 – March 31, 2011, 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 regarding advertising and marketing of College programs.

Executive Officers 2010–2011

| | |
|--------------------------------------|--------------------|
| President and CEO | Robert Gillett |
| Vice President, Academic | Kent MacDonald |
| Vice President, Administration | Duane McNair |
| Vice President, Business Development | Joy McKinnon |
| Vice President, Human Resources | Gerry Barker |
| Vice President, Student Services | Deborah Rowan-Legg |

College Executive Directors and Directors 2010–2011

| | |
|--|--------------------|
| Academic Development | Marguerite Donohue |
| Academic Operations and Planning | Doug Ouderkirk |
| Advancement | Doug Wotherspoon |
| Algonquin College Foundation | Brenda Rothwell |
| Applied Research and Innovation | Mark Hoddenbagh |
| College Ancillary Services | Karen Foster |
| Finance | Duane McNair |
| Information Technology Services | Stephen Abraham |
| International and Corporate Business Development | Jim Orban |
| Learning and Teaching Services | Glenn MacDougall |
| Marketing and College Enrolment | Jennifer Daly-Cyr |
| Physical Resources | Mike Rushton |
| Registrar | Kathryn Moore |
| Student Support Services | Wayne McIntyre |
| Workforce and Personal Development | Denyce Diakun |

College Deans 2010–2011

| | |
|--|---------------------------------|
| Faculty of Technology and Trades | Claude Brulé, Dean |
| Algonquin College Heritage Institute | Linda Cooke, Dean |
| Faculty of Health, Public Safety and Community Studies | Kim Tysick, Dean |
| School of Health and Community Studies | Barb Foulds, Associate Dean |
| Faculty of Arts, Media and Design | Russell Mills, Dean |
| Algonquin College in the Ottawa Valley | Karen Davies, Dean |
| School of Business | Dave Donaldson, Dean |
| School of Hospitality and Tourism | Steve Georgopoulos, Acting Dean |
| Part-time Studies | Linda Rees, Dean |

Algonquin College Foundation Board 2010–2011

| | |
|-----------------------------------|--|
| Peter O'Leary, Chair | COO Performance Group |
| Dwight Brown, Director | Vice President PCL Constructors Canada Inc. |
| Wayne French, Director | Manager of Government Affairs and Community Relations Eastern Canada, Waste Management of Canada Corporation |
| Steve Georgopoulos, Director | Acting Dean, Algonquin College School of Hospitality and Tourism |
| Robert Gillett | President, Algonquin College |
| Sal Iacono, Director, | Retired Vice-President, Bell |
| Eric Kalbfleisch, Director | Manager, Category/Classified Advertising, Ottawa Citizen |
| Max Keeping, Director | CTV Community Ambassador |
| Krista Kealey, Director | Vice President Communications and Public Affairs Ottawa Macdonald-Cartier International Airport Authority |
| Duane McNair, Treasurer | Vice President Administration, Algonquin College |
| Sara Nixon, Secretary | Investment Advisor, BMO - Nesbitt Burns Inc/BMO Harris Banking |
| John Owens, Director | Board of Governors Designate, Revay and Associates |
| Laurie Peters, Director | Director of Public Affairs, Aga Khan Foundation Canada |
| Vasilios (Bill) Sioulas, Director | Conundrum Capital Corporation |
| Michelle Valberg, Past Chair | President, Valberg Imaging Inc. |
| Jeff Westeinde, Director | CEO, Quantum Murray LP |

Alumni Board of Directors 2010–2011

Rena Bowen, *President*

Barbara Carroll, *Vice President*

| | |
|-----------------|-----------------|
| Steve Barkhouse | George Bouris |
| Kerry Durant | Colette Garvin |
| Mike Hirsch | Alex Hosselet |
| Benjamin Martin | Rob Nettleton |
| Kathy Prescott | Stuart Schwartz |
| Joanne Walker | Patrick Whalen |

Key Performance Indicator Report

In September 1998, the Ministry of Training and Ontario's 24 community colleges joined forces to develop and implement a confidential standardized client satisfaction survey process. This initiative allows each college to obtain valuable feedback from students, graduates and employers.

Ontario colleges collect and report performance data in five key areas – student satisfaction, graduate employment, graduate satisfaction, employer satisfaction, and graduation rate. Find out more about [key performance indicators tracked by Ontario Colleges](#).

For consistency and reliability, a common methodology is used by all Ontario community colleges to compile the survey and administrative data and calculate the results. The data is effective as of July, 2011, and is updated annually.

Student Satisfaction 79.8%

The percentage of overall student satisfaction reflecting the student experience at Algonquin College by summarizing, and giving equal weighting to, student responses that measure the:

- Usefulness of the knowledge and skills they acquire in their College programs for their future careers,
- Quality of College program learning experiences,
- Quality of College facilities and resources, and
- Quality of College services.

Graduate Employment 84.9%

The percentage of Algonquin College graduates who are in the labour force, and who are working during a standard reference week, six months after graduation.

Employer Satisfaction 92.1%

The percentage overall reflecting employer satisfaction with the employee's college preparation for the work the employee was hired to undertake.

Graduate Satisfaction 79.3%

The percentage overall of Algonquin College graduate satisfaction summarizing graduate responses to the question of the usefulness of their college education, six months after graduation.

Graduation Rate 62.9%

The percentage of students who graduated from Algonquin College programs within twice the normal duration in comparison to the number that started programs. The extended period for graduation accommodates those students who take periodic absences from their studies, complete their program on a part-time basis or have to repeat courses, thereby delaying their date of graduation.

Multi-Year Accountability Agreement Report Back

The Ministry of Training Colleges and Universities (MTCU) annual Multi-Year Accountability Agreement (MYAA) Report Back continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability which were articulated under Reaching Higher. As part of the public record, the 2010-2011 MYAA Report Back is available in full on the College website at <http://www.algonquincollege.com/reports/>





ALGONQUIN COLLEGE

