ALGONQUIN COLLEGE

Meeting of the Board of Governors

MEETING NUMBER FOUR HUNDRED AND EIGHTY THREE OF THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE TO BE HELD ON TUESDAY, OCTOBER 15, 2013, BEGINNING AT 4:00 PM IN THE ROSSER BOARDROOM, WOODROFFE CAMPUS, OTTAWA.

AGENDA

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11.	In Camera Session i) Pembroke Campus ii) Interactive Meeting Feedback	 D. McNair All	10
12.	Meeting Adjournment		

ALGONQUIN COLLEGE

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MINUTES OF MEETING NUMBER FOUR HUNDRED AND EIGHTY TWO OF THE BOARD OF GOVERNORS & ANNUAL GENERAL MEETING OF ALGONQUIN COLLEGE WHICH WAS HELD ON MONDAY, JUNE 17, 2013, AT 4:00 PM, IN THE ROSSER BOARDROOM, C BUILDING, WOODROFFE CAMPUS.

Present	James McIntosh, Chair Fred Blackstein Nancy Cheng Jeanine Chiasson Lynne Clark Michael Dunlop Barbara Farber Kyrylo Kasyanenko Louis Lamontagne Kathyrn Leroux Kent MacDonald, President Shawn McBride Doug Orendorff Andrew Pridham Mark Sutcliffe	Regrets:	John Owens
		Sr. Mgmt:	Gerry Barker, Human Resources Claude Brulé, Academic Duane McNair, Finance & Admin Laura Stanbra, Student Services Doug Wotherspoon, Advancement
		Recorder:	Suzannah DiMarco

Observers
Jo-Ann Aubut, Acting Dean, Academic Development
Jennifer Daly-Cyr, Director Algonquin College
Denyce Diakun, Director, Workforce & Personal Development
Cathy Dempsey, Director, Finance & Administrative Services
Michael Gawargy, Director, Information, Institutional Research & Technology
Mark Hoddenbagh, Director, Applied Research & Innovation
Eric Hollebone, Director, Marketing
Chris Janzen, Dean, Faculty of Technology & Trades
Nancy Lada, Professor Nursing Studies
Jeff Macnab, Acting Registrar, Registrar's Office
Tracy McDougall, Executive Assistant to the President
Peter Nadeau, incoming Board Governor
Sherline Pieris, President, Students' Association
Joe Ranieri, Acting Director, Business Development
Brenda Rothwell, Executive Director, Foundation
John Tattersall, Director, Physical Resources
Marlene Tosh, Acting Chair, School of Health & Community Studies
Jack Wilson, Professor, Police & Public Safety Institute

1. CONSTITUTION OF THE ANNUAL GENERAL MEETING

Chair McIntosh constituted the **Board** and **Annual General Meeting** at 4:05 pm. J. Ranieri, Acting Director of Business Development introduced Denyce Diakun, Director of Workforce & Personal Development – Denyce was integral in establishing the LEED Program – a compressed program for women wishing to enter non-traditional employment in the trades. Chair McIntosh introduced Sherline Pieris incoming President of the Students Association, and Peter Nadeau, incoming Governor as of September 1, 2013. Guests were welcomed.

2. CONFLICT OF INTEREST DECLARATION

No conflicts of interest were declared.

3. APPROVAL OF THE AGENDA AND PAST MINUTES

Members reviewed the Agenda and approved it by consensus. Members were referred to the draft regular and In Camera minutes of May 13, 2013. A number of revisions were suggested. With these revisions:

RESOLUTION

MOVED & SECONDED D. Orendorff & N. Cheng

That the minutes of May 13, 2013, be approved as revised.

CARRIED.

4. BUSINESS ARISING

There was no business arising from the Minutes.

5. DECISION ITEMS & REPORTS

5.1 Governance Committee Report - 2013-2014 Board Officers & Committee Appointments

K. Leroux reported on behalf of Governance Committee Chair, that the Committee met on May 27 to review the Board officer positions and the Board Committee appointments. The Committee considered the feedback received from members regarding their preferences and Governance Committee recommends, subject to LGIC appointments, the following appointments:

RESOLUTION

MOVED & SECONDED K. Leroux & M. Sutcliffe

OFFICERS OF THE BOARD 2013/2014

Chair	Jim McIntosh
Vice Chair	Doug Orendorff
Chair, Audit Committee	Nancy Cheng
Chair, Governance Committee	Kathyrn Leroux

Executive Committee

Chair	Jim McIntosh

Vice Chair	Doug Orendorff
Chair, Audit Committee	Nancy Cheng
Chair, Governance Committee	Kathyrn Leroux
Past Chair	Vacant

AUDIT COMMITTEE

Chair	Nancy Cheng
Chair of the Board	Jim McIntosh
President	Kent MacDonald
External Members	Fred Blackstein
	Louis Lamontagne
	Michael Waters

GOVERNANCE COMMITTEE

Chair	Kathyrn Leroux
Chair of the Board	Jim McIntosh
President	Kent MacDonald
Governors	Doug Orendorff
	John Owens
	Jeanine Chiasson
	Peter Nadeau

FOUNDATION BOARD Representative John Owens

CARRIED

5.2 4th Quarter Financial Results & Audited Financial Statements

D. McNair, Vice President Finance & Administration presented an overview of the 2012/2013 4th Quarter financial results as well as the 2012/2013 audited financial statements. The College realized a positive net contribution of $6.1 million for the year ending March 31, 2013, as noted on the Statement of Operations (page 2) of the 2012/13 audited financial statements. Schedule A provides a detailed list of revenues and Schedule B provides details related to College Ancillary Services. The Statement of Change in Net Assets (page 3) provides a summary of activities processed through the College's net asset accounts. Capital reserves decreased by $23 million to fund the Pembroke Campus project. The 2012/13 4th Quarter Year-End Actuals have several variances from the approved budget which are explained in the report. It was noted that the audited financial statements are prepared in a format required by the Ministry that complies with standards set by the Canadian Institute of Chartered Accountants, whereas the 4th Quarter Report is prepared in a format that reflects the College's approach to budget management.

Governor Leroux asked why the Ministry would want the College to report on non-vested sick-leave? N. Cheng replied that the future cost (outlay) associated with this expense needs to be taken into consideration as a future liability and has to be reported to comply with PSAS.

Governor Kasyanenko asked what expenses are included in the Expense line in the Statement of Operations on page 2? D. McNair reported that these include items such as municipal taxes, office supplies, text book charges outside Woodroffe campus etc.

Governor Leroux asked for clarification of the significant variance in Food Services budget. D. McNair responded that the construction of the Student Commons negatively impacted the banquet business, but noted that this has already begun to pick up again. In addition, the opening of the Starbucks outlet by the Students Association did reduce the College's coffee sales. The planned opening of the new Tim Horton's outlet is anticipated to help increase revenues next year.

RESOLUTION

MOVED & SECONDED F. Blackstein & N. Cheng

That the Board of Governors approve the 2012/13 Audited Financial Statements.

CARRIED

4th Quarter Financial Report

D. McNair reported that the 2012/2013 Q4 Year-End Actuals have several variances from the approved budget. While both the audited financial statements and the 4th Quarter Financial Report disclose a $6.1 million net contribution, there are differences in the revenue and expenditure line items between these two reports. The audited financial statements are prepared in a format required by the Ministry, whereas, the 4th Quarter Financial Report is prepared in a format that reflects the College's approach to budget management.

Governor Dunlop noted that contract revenues appear to be under-performing – is the College considering a change to contract reports? D. McNair advised that contracts are being reviewed, however some don't provide revenues but do strengthen relationships and partnerships in the community.

Governor Orendorff asked a question regarding page 10 of 13, related to the variance for Business Plan Priorities – a 57% variance against the budget – is this due to the project not being completed? Do the funds move into next year's budget? D. McNair advised that much of this variance is due to timing – the budget is set before the books are closed for 2011/12, then the budget is adjusted after the books are closed. By Quarter 2 – it was identified that there was more of a surplus of funds than anticipated.

Governor Orendorff requested clarification of the budgets 2012/13, 2013/14 related to internally restricted budget increases. D. McNair advised that the 2 budgets must be reviewed along with the budget actuals, to get an accurate picture. The College is continually identifying ways of balancing the budget and/or creating a surplus, by finding new revenue streams or by implementing cost savings through efficiencies. *Governor Orendorff complimented management staff on the very strong financial management of the College.* The 4th Quarter Financial Report was accepted as presented.

RESOLUTION

MOVED & SECONDED F. Blackstein & N. Cheng

That the Board of Governors approve the transfer of $4,868,417 from internally restricted net assets to unrestricted net assets.

CARRIED.

5.3 Audit & Risk Management Committee

Endowment Fund Investment Results

Governor Blackstein, Chair of the ARM Committee briefed members on the Endowment Fund performance results. The College's Endowment Fund (approximately $18 M) was managed by Doherty & Associates who report that the Fund had a very good year compared to the previous year. The quarterly report indicates that the portfolio was up 5.79%, outperforming the benchmark of 5.40%. For the fiscal year ending March 31, 2013, the portfolio achieved a gross return of 10.69% against a benchmark of 9.33%. The report was accepted as presented.

Governor Leroux asked where the performance benchmarks come from? F. Blackstein advised that these are standardized benchmarks used by all fund management firms and not benchmarks set by the fund manager.

Appointment of the Auditors

F. Blackstein advised that part of ARM Committee's role is to recommend to the Board of Governors the annual appointment of the auditors for the coming year.

RESOLUTION

MOVED & SECONDED F. Blackstein & N. Cheng

That the Board of Governors approve the appointment of Deloitte as the audit firm for Algonquin College for the 2013-2014 fiscal year.

CARRIED.

Capital Projects Summary Report

F. Blackstein briefed members on the Capital Projects Report that was submitted and reviewed by the ARM Committee on June 7, 2013. The report provides a financial overview and highlights key information regarding the 5 major capital project undertaken since 2009. The Board of Governors accepted the Report as presented.

5.4 Banking Officers Resolution

RESOLUTION

MOVED & SECONDED B. Farber & L. Lamontagne

That the Board of Governors approve that for banking purposes, the following are the officers of Algonquin College of Applied Arts and Technology, effective September 1, 2013:

THE BOARD OF GOVERNORS OF ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

POSITION	CURRENT INCUMBENT
Chair	James McIntosh
Vice Chair	Doug Orendorff
Secretary	Kent MacDonald
Treasurer	Duane McNair

SENIOR OFFICIALS OF THE COLLEGE

POSITION	CURRENT INCUMBENT
President	Kent MacDonald
Vice President, Academic	Claude Brulé
Vice President, Finance & Administration	Duane McNair
Vice President, Human Resources	Gerry Barker
Vice President, Student Services	Laura Stanbra
Director, Finance and Administrative Services	Cathy Dempsey
Manager, Financial Services	Sally Clarke

CARRIED.

5.5 New Program Approval

C. Brulé, Vice President Academic introduced M. Tosh, Acting Chair, School of Health & Community Studies and N. Lada, Professor Nursing Studies who presented the new program entitled Registered Nurse – Perinatal Nursing.

Governor Cheng asked why the application was for a full-time program, but will be run on a part-time basis and a question around the lab work? Members were advised that submissions are usually completed as a full-time program to ensure maximum flexibility. The laboratory work is a part of the theory portion of the program.

Governor Leroux asked what the enrollment was, when the program was run by the University of Ottawa? M. Tosh advised that the enrolment was approximately 35 students, however it was part of a larger program.

Governor Dunlop asked why the development costs of $50,000 in the first year are so high, considering the program is being adapted from the University of Ottawa program and not being developed from scratch. M. Tosh advised that the development costs are associated with adapting the traditional 3-hour university lecture-like classes to a more mobile, flexible program.

Governor Orendorff asked if this program assists in preparing students for the Canadian Nurses Association Certification? M. Tosh advised that yes, and in fact graduates of this program are able to reduce the amount of time they must work before being certified.

In answer to a question from Governor Blackstein, J. Aubut advised that the Nurse Practitioner Program is offered to the Masters Level.

RESOLUTION

MOVED & SECONDED J. Chiasson & D. Orendorff

That the Board of Governors approve the Registered Nurse - Perinatal Nursing Ontario College Graduate Certificate Program as presented.

CARRIED.

5.6 2012/2013 Algonquin College Annual Report

D. Wotherspoon, Executive Director of Advancement introduced E. Hollebone, Director Marketing who presented the draft 2012/2013 Algonquin College Annual Report. The College will submit the draft Annual Report to the MTCU in July and will return to the Board in the Fall with the final report for approval.

Governor Orendorff commented that he thought the Annual Report was an excellent document.

Governor Leroux noted that the student satisfaction rate was high, but the graduation rate did not reflect the high satisfaction rate. C. Brulé noted that some of the small sample sizes are small, and the timing of the survey is often an issue.

Governor Blackstein suggested that the employer sample size needs to be increased. Governor Orendorff commented that the Business Plan identifies a component specifically aimed at communication with the employer.

Governor Cheng stated that she found the report comprehensive, but not easy to read. She suggested adding an Executive Summary to highlight key accomplishments achieved throughout the year as well as adding some risks and challenges associated with the coming year. She found the definition of the core values unclear, and suggested the imbedded reports be removed and attached as appendices to the Report. Governor Orendorff concurred with Governor Cheng and suggested moving the "College at a Glance" forward in the Report. D. Wotherspoon advised members that the Ministry's report template could not be changed and the reports had to be imbedded in the main report.

Governor Kasyanenko asked a question around the graduation rate. D. Wotherspoon advised that a third party contacts the student and employer for information – the College provides the third-party with the name of the graduate, but not the contact information. This year, communication was sent to students to advise them that they would be contacted by a third-party – this proactive approach achieved a higher level of engagement with students and employers.

The final 20102/2013 Annual Report will be submitted for approval at the October Board meeting.

5.7 2012-2013 Business Plan – 4th Quarter Update

President MacDonald provided members with an overview of the 2012/2013 Business Plan 4th Quarter Update.

Governor McBride had a question about the progress of Online Graduation Validation. L. Stanbra advised that the functionality of "autograd" has progressed through Phase 1, but the process is not yet "in production".

Governor McBride asked about FS1 - aligning our provincial funding with operations is identified as being yellow – delayed. D. McNair clarified that the "suitability of the RCM model" needs to be confirmed before moving forward.

Governor Cheng asked questions around FS1.6 "graduation rate achieved" and FS2.1 "increase revenue from international activities" both of which are at risk (red). What plans are in place for these two items? President MacDonald advised that the graduation rate measure has a lag time, therefore, to improve the rate, initiatives that enhance retention need to be implemented now to help the graduation rate in a few years' time. In some cases, students are only 1 or 2 credits short, and strategies are being developed to help those students complete their missing credits in order to graduate. The Student Success Committee will be reviewing this issue in detail – monitoring of students who register for their final semester to ensure they have the supports they need to get to graduation will be essential.

Governor Leroux suggested informing the Board of retention rates mid-year, to gain a better understanding of the trends and the strategies being used by the College to retain students.

C. Brulé advised that recruitment strategies are being refined in an effort to increase enrolment of international students. India and China continue to be the College's biggest draw.

Governor Orendorff commended Management on the excellent progress achieved this year. The Report was accepted as presented.

5.8 Strategic Plan Process Map
President MacDonald referred members to the materials included in their packages. The report identifies the Board's key priorities and provides a status update on progress against those priorities.

Governor Orendorff acknowledged the importance of this report, and, with the Annual Report, represents a complete picture for the Board to assess the College's progress against its goals. The report was accepted as presented.

6. OTHER BUSINESS

Chair McIntosh took the opportunity to recognize retiring Governors Denise Amyot and Michael Dunlop. Governor Dunlop was recognized for his role as Board Chair from 2010 to 2012 which included many philanthropic volunteer efforts, leading the Board through the development a strong governance model as well as initiating the search for a new College President.

Governor Amyot was thanked for her dedicated service to the College and the time and efforts spent as Chair of Governance Committee.

7. REPORT FROM THE CHAIR

- Chair McIntosh reminded members of the invitation to dinner at President MacDonald's home immediately following the meeting.

- Governors will be invited to the President's Breakfast scheduled on Thursday, August 22, 2013 in Marketplace Food Court on the Woodroffe Campus from 8:30 to 11:00 am.
- Meeting feedback was received from 5 Governors as a result of the May meeting. Feedback was overall very positive.
- Governors were reminded to return their completed Board Evaluation Surveys by the due date.
- Members were reminded of the Board Retreat in Pembroke, September 15 and 16.
- Correspondence from MTCU was received providing the College with support and approval for the Saudi Arabia Project. A similar letter of support from Ministry of Finance is anticipated.
- Members were reminded of the Ottawa convocations to be held on June 24, 25 and 26 at Scotiabank Place.
- Meeting dates for the remainder of 2013 and into 2014 will be circulated shortly.

8. REPORT FROM THE PRESIDENT

- The President's BBQ will be held on May 16 and provides an opportunity to celebrate the College's many successes and congratulates staff and faculty on various awards and prizes.
- Algonquin Centre for Construction Excellence received the 2013 Award for Commercial Green Architecture. Accepting the award were Zofia Jurewicz of Edward J Cuhaci and Associates Architects, Claude Brulé, Vice President, Academic, and Dan Gallivan of Diamond Schmitt Architects.
- The New Technology Store received first place in four of the five award categories including Top Sales to Student Ratio 2012, Top Partner Sales for 2012, Largest Partner Sales increase by %, and Largest Partner Sales increase by $ in the Campus Retail Canada awards.
- The grand opening of the new Pembroke Campus received a 2012 Canadian Council for the Advancement of Education Silver Award for Best Special Event.

9. MANAGEMENT SUMMARY REPORT

The Management Summary report for May, 2013 was received and is available online at www3.algonquincollege.com/bog/.

10. IN CAMERA SESSION

An In Camera Session followed. President's Council members and P. Nadeau remained in the room.

RESOLUTION

MOVED & SECONDED N. Cheng & K. Kasyanenko

That the Board of Governors move to an In Camera session for the purposes of discussing matters of a confidential nature.

CARRIED.

11. MEETING ADJOURNMENT

There being no further business, the meeting was adjourned at 5:55 pm.

James McIntosh, Chair

Suzannah DiMarco, Recorder

Presentation to:	Board of Governors
Subject:	Finance and Funding
Date:	October 15, 2013
Presenter(s):	Doug Ouderkirk, Executive Director, Academic Operations and Planning Duane McNair, Vice-President, Finance & Administration

Purpose

To present the Board of Governors with an overview of the College's finance and funding framework.

Background

Algonquin College is a controlled and related entity of the Province of Ontario. The College relies on significant Provincial funding support in addition to tuition, fees and other revenues to fund delivery of programs and services to students.

Discussion/Considerations

At the October 15, 2013 Board of Governors meeting, a presentation will be given by Doug Ouderkirk, Executive Director, Academic Operations and Planning and Duane McNair, Vice-President, Finance and Administration on College finance and funding.

Refer to the slide deck accompanying this transmittal report. Time will be allotted for discussion and questions.

Recommendation

That the Board of Governors receives the presentation on Finance and Funding.

ALGONQUIN COLLEGE

FINANCE AND FUNDING

Board of Governors

October 2013

Outline

- Fiscal Challenges in Post-Secondary Education
- College Revenues
  - Funding
  - Tuition and Other Revenues
- College Expenditures
- Funding for Strategic Investment Priorities
- Budget Management
- Discussion

Board of Governors – Finance and Funding

FISCAL CHALLENGES IN POST-SECONDARY EDUCATION

ALGONQUIN COLLEGE

POST-SECONDARY EDUCATION FISCAL CHALLENGES

SFU campus buildings need urgent repairs, students say

Leaky pipes, cracked walls and mould are making students and faculty ill

CBC NewsPosted: Sep 01, 2013 12:22 PM PTLast Updated: Sep 01, 2013 7:10 PM PT

The University of Alberta plans to cut another $56 million from its budget

BY SHEILA PRATT, EDMONTON JOURNALAUGUST 23, 2013

'Workforce planning' cuts 248 U of S jobs

BY JEREMY WARREN, THE STARPHOENIXAUGUST 7, 2013

The University of Saskatchewan cut 248 jobs from campus as part of an effort to avoid multi-million dollar budget deficits in the coming years.

ONTARIO FISCAL CHALLENGES

Ottawa Citizen, Friday, September 13th

A6 FRIDAY, SEPTEMBER 13, 2013 BREAKING NEWS AT OTTAWACITIZEN.COM THE OTTAWA CITIZEN

CANADA

Ontario's 'ticking time bomb'

Unless it raises taxes, the minority Liberal government is in a deep financial hole and has no money to increase public-sector compensation, SCOTT STINSON AND ARMINA LIGAYA report.

The Chestnut Conference Centre, once a hotel but now part of a nondescript student residence in downtown Toronto, is only a short walk from Queen's Park but worlds apart from the stately brass-and-wood fittings of the seat of the provincial government.

As such, it was a suitable neutral ground for the first skirmishes of The Great Ontario Labour War of 2012.

It was at the Chestnut that representatives of the McGuinty government met with officials of the province's teachers' unions to begin what all sides knew were going to be brutal contract negotiations.

The government's objective was simple. They were to tell the unions that there was no money — none — for salary or benefit increases. The province's fiscal picture was bleak. These were the financial parameters that had to be met.

On the afternoon of Feb. 22, the leadership of the Elementary Teachers' Federation of Ontario, along with more than a dozen regional chairs, took their seats across from a small group representing the government side. A scripted statement outlining the province's dire position was delivered. There was no new money.

The union, though, had its own agenda. Four years earlier, it had walked away from contract talks, despite a warning from the education minister at the time, Kathleen Wynne, that doing so could result in a worse offer later. That's exactly what had happened: the elementary teachers ended up with a contract that increased salaries by about two per cent less than those of other teachers.

At the Chestnut, the union leadership responded to the opening foray by saying the two per cent discrepancy had to be part of their discussions. The government side was bewildered. Did no one listen to the statement? The government wasn't about to commit to additional spending. It didn't even want to hold the line. These were concessionary discussions, solely meant to determine how much the unions would give back.

Dalton McGuinty and his finance minister, Dwight Duncan, had been laying the groundwork for these talks for weeks, vowing that austerity plans were the only way to balance the budget. The union negotiators said they would be back in touch, but if the two per cent top-up wasn't a possibility they didn't want to keep talking. They walked out and would not return. Those discussions lasted about an hour.

The consequences of what would become a year-long stalemate were far-reaching. Teachers stopped performing extracurricular duties. McGuinty and Duncan both left politics. And just this week, the governing Liberals announced that the 2012-13 budget came in with a deficit of $9.2 billion, $600 million lower than forecast.

While the Wynne government touted this achievement as the result of its ongoing commitment to fiscal discipline and responsible management, the explanation is somewhat simpler. The McGuinty government took the wood to the unions in 2012, and this was the payoff. One had to go beyond the fine print of the government's Tuesday announcement to the updated Public Accounts to find that among its lower-than-expected spending accomplishments was this nugget: "one-time savings of $1.3 billion from reducing liabilities carried by school boards for sick-day banking and retirement gratuities." These were the benefits that the teachers refused to surrender; the province only managed to eliminate them by imposing legislation the unions considered unconstitutional.

But, even as it claims credit for spending accomplishments engineered by the now-departed premier, the Kathleen Wynne government — despite a projected deficit for the current year that, at almost $12-billion, is about 30 per cent higher than last year — shows no signs of continuing the fight with unions. In fact, the opposite is true and what happened next with the elementary teachers is instructive.

This past June, just before the provincial legislature rose for the summer, the government and the elementary teachers' union announced that they had reached a deal on a new contract.

It was the culmination of a period of détente that had begun with the January selection of Wynne as Liberal leader to replace McGuinty. One of her first moves as premier had been to renew contract discussions with the two teachers' unions — the elementary teachers and their secondary-school counterpart — that had seen contracts imposed under the provisions of the much-reviled Bill 115. Those discussions were now completed. Among the terms of the new contract for elementary teachers: a two per cent salary top-up, beginning upon the expiration of the current contract that runs through the 2014 school year.

Ontario's austerity era was over. It had lasted about a year and a half.

As the legislature returned from its summer break this week, Finance Minister Charles Sousa used the revised deficit projections for the past year to proclaim that the government was on track to meet its target of eliminating the deficit by 2017-18.

The reality is far more challenging. Post-recession, the province has amassed record levels of debt, but has skirted that problem thanks to historically low interest rates that are expected to climb. Economic growth forecasts, meanwhile, have softened slightly. The manufacturing sector continues to be weighed down by a strong dollar. And most importantly, there is the fact that, when the government embarked on its austerity plan in 2012, it never made sense for it to only last two years.

"I think we simply cannot count on the economy to basically save the day," says Doug Porter, BMO's chief economist. "And in an incredibly competitive international environment, I don't really believe that we can count on big revenue increases to turn the ship around either. I think it will require very tough spending restraint for years, and any sign that the guard is being let down on that front is a potentially serious setback to the interim fiscal outlook."

That revised contract with elementary teachers appears to be good indication the government is letting its guard down.

■

Not long after the Liberals had confounded pundits and pollsters by winning the 2011 election, they were told they needed to develop a fiscal plan that was considerably less rosy than the one they had just sold to voters. Provincial debt was still piling up, meaning interest costs were climbing with it.

With almost two-thirds of its budget already committed to the health and education ministries, money was extremely tight. Global economic concerns had also clouded Ontario's outlook.

A confidential report prepared by Finance Ministry officials for cabinet expressed concerns about a possible credit downgrade: "No amount of talk about ratios or the Canada brand can disguise what we are hiding in plain sight: seventh largest of all non-sovereign borrowers in the world and greater reliance on borrowed capital than any other state-level government that we know of."

These types of worries are not just the stuff of secret cabinet documents. When economist Don Drummond was brought in to chair a panel that assessed the province's public service, he produced a report that said Ontario "faces more severe economic and fiscal challenges than most Ontarians realize."

Absent any changes, he said, the deficit that was scheduled to be eliminated by 2017-18 would instead hit $30 billion by that time. And last winter, as provincial Liberals were in the process of choosing a new premier, then-finance minister Dwight Duncan took the unusual step of giving speeches — twice — that warned McGuinty's would-be successor of the consequences of stepping off the current fiscal track. Duncan said that Liberal austerity measures up to that point had tackled the "low-hanging fruit" and that record-low interest rates were a "ticking time bomb" given the province's record-high debt levels.

Those interest rates have since started to inch upward. Economists and debt-rating agencies are unanimous in expecting them to climb further.

"The trend will be up in the next few years," says BMO's Porter. "So the free pass that provinces have been granted in the last year or two on the debt service charge may be coming to an end."

And as interest rates rise, growth projections have been lowered. In the pre-election budget of 2011, the government forecasted revenues that would grow to $142 billion by 2017-18.

Last spring's 2013 budget had reduced Ontario's projected revenue in 2017-18 to $134 billion. All other things being equal, that's an $8-billion hole the province has to fill. And even Sousa's good-news announcement this week included the fact that revenues were almost $1 billion lower in 2012-13 than what was forecast just last spring.

Continued on page A7

Continued from page A6

The weaker-than-expected economy means Ontario is in tougher shape than anybodyelse trying to get back to balanced budget," says Glen Hodgson, senior vice-president and chief economit of the Conference Board of Canda.

"They're in a deeper hole." The budgets from thenearly part of this decade were predicting robust growth of 4.5 pr cent in the province by 2017-8. The Conference Board, among other forecasters, now expects tpid growth of "two per cent or 'ler" by that time, Mr. Hodgson say.

A National Post analysis of private-sector wrecasts shows the Conference Bord is not out of step with the consensus. Not one of 13 forecasters exped the provincial economy to grow sore than 1.7 per cent this year, andnly one has annual growth reachinthree per cent by 2016.

All ofhich means, unless Ontario plans ? raise taxes, it has no new money for public-sector compensation. "his was the fundamental difference of opinion between the McGuity government and the unions that gave rise to the Great Labour Wa. The Liberals said they simply couldn't afford compensation increases; the unions disagreed.

The Drummond report supported the former position.

"Since the total bill for wages, salaries and benefits accounts for about half of all program spending," the report said, "it is difficult to believe that program spending can be held to annual growth of 0.8 per cent" — recall that the government actually needs to keep growth even lower in tie the fiscal picture back to balance.

Program spending — all of the province's expenses, excluding interest payments on the debt — is scheduled to be $117 billion in 2013-14. The following year, $118.3 billion. Then the totals from 2015-16 to 2017-18: $118.5 billion, $118.8 billion, $118.0 billion. That is a period of four years over which Ontario's total program spending is expected to decline. Since the Liberals were elected in 2003, program spending has [illegible] per cent from year to year. Even with the major austerity push of recent years, it has still grown at a rate of about one per cent annually.

The best example of a government that succeeded in reducing program spending was the Chrétien Liberals of the mid-1990s, but those reductions did not come easy: 45,000 federal jobs were lost, some departments had their budgets cut by 20 per cent and business subsidies took a 60 per cent hit.

The Ontario Liberals, no doubt in part because they do not hold a majority, and already fighting to recover from scandals that include the politically motivated decision to scrap two Toronto-area power plants at a cost of at least $600 million, have so far avoided those kinds of deep reforms. They have clasped a lid on spending in the past two budgets, largely through wage freezes, while at the same time telling their public servants that they were only being asked to "take a pause" on compensation increases. Big-ticket recommendations from the Drummond Report — cancelling full-day kindergarten and rescinding the Ontario Clean Energy Benefit — were rejected, and if some

A public-sector road to prosperity

Ontario's public sector workers get paid more than their counterparts in the private sector, but they are getting raises at a slower rate, experts say. On average, those working in the province's public sector are paid 13.9% more than those in comparable jobs in the private sector, according to a February report by the Fraser Institute.

Given that Ontario already spends 50% of its budget on compensation, perhaps Queen's Park should show more restraint when it comes to wages, said Charles Lammam, senior economist at the Fraser Institute. Compensation is a key issue for the Ontario government if it is looking to keep a tight lid on spending to tackle a significant deficit.

While the Fraser Institute points to a pay premium for the public sector, figures from the Conference Board of Canada show that public sector wages have been rising at a slower rate than in the private sector since 2009.

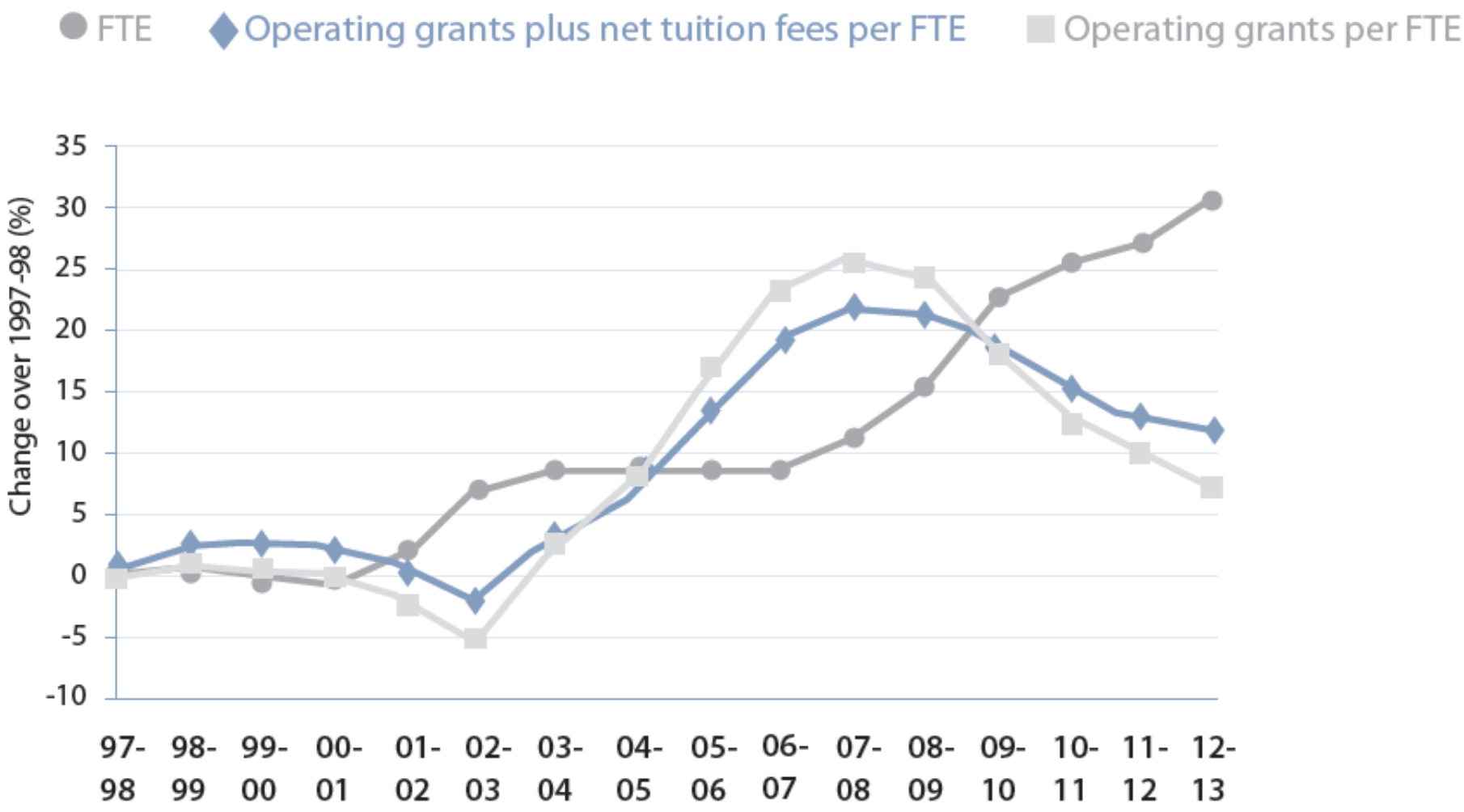
In 2012, private sector workers saw an average wage increase of 2.7%, compared to 2.3% in the public sector, said Ian Culliedick, vice-president of human resources research at the board. A year earlier, the wage adjustments were 2.7% and 1.8% respectively, he added.

But beyond salaries, public sector workers get better benefits overall, increasing the cost of compensation to Ontario coffers, the Fraser Institute says.

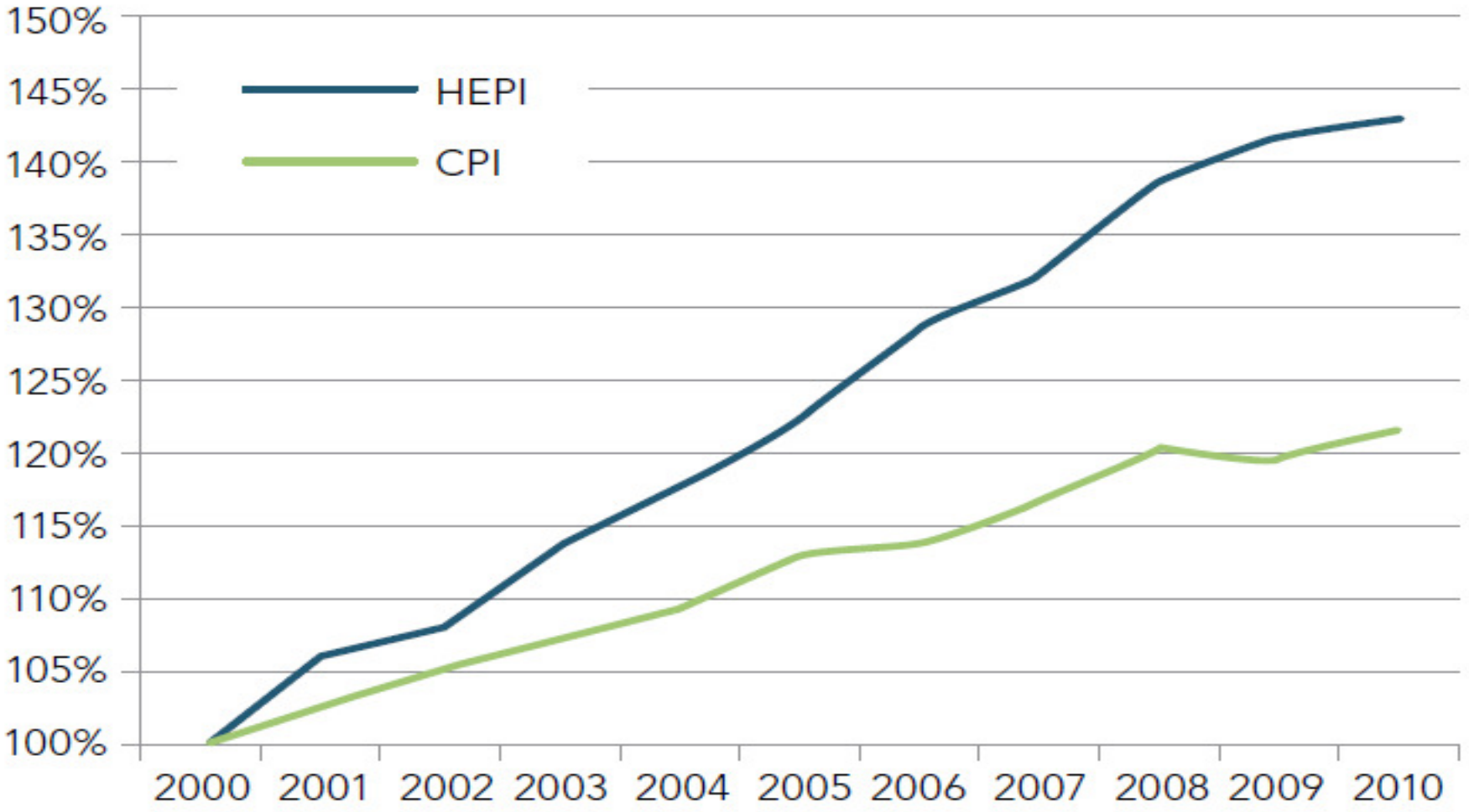
The institute's february analysis,

3. TRENDS IN COLLEGE FUNDING

Figure 3. Enrolment and revenue changes, 1997-98 to 2012-13 (Indexed to 1997-98)



HEPI vs. Canadian CPI (normalized to 2000)

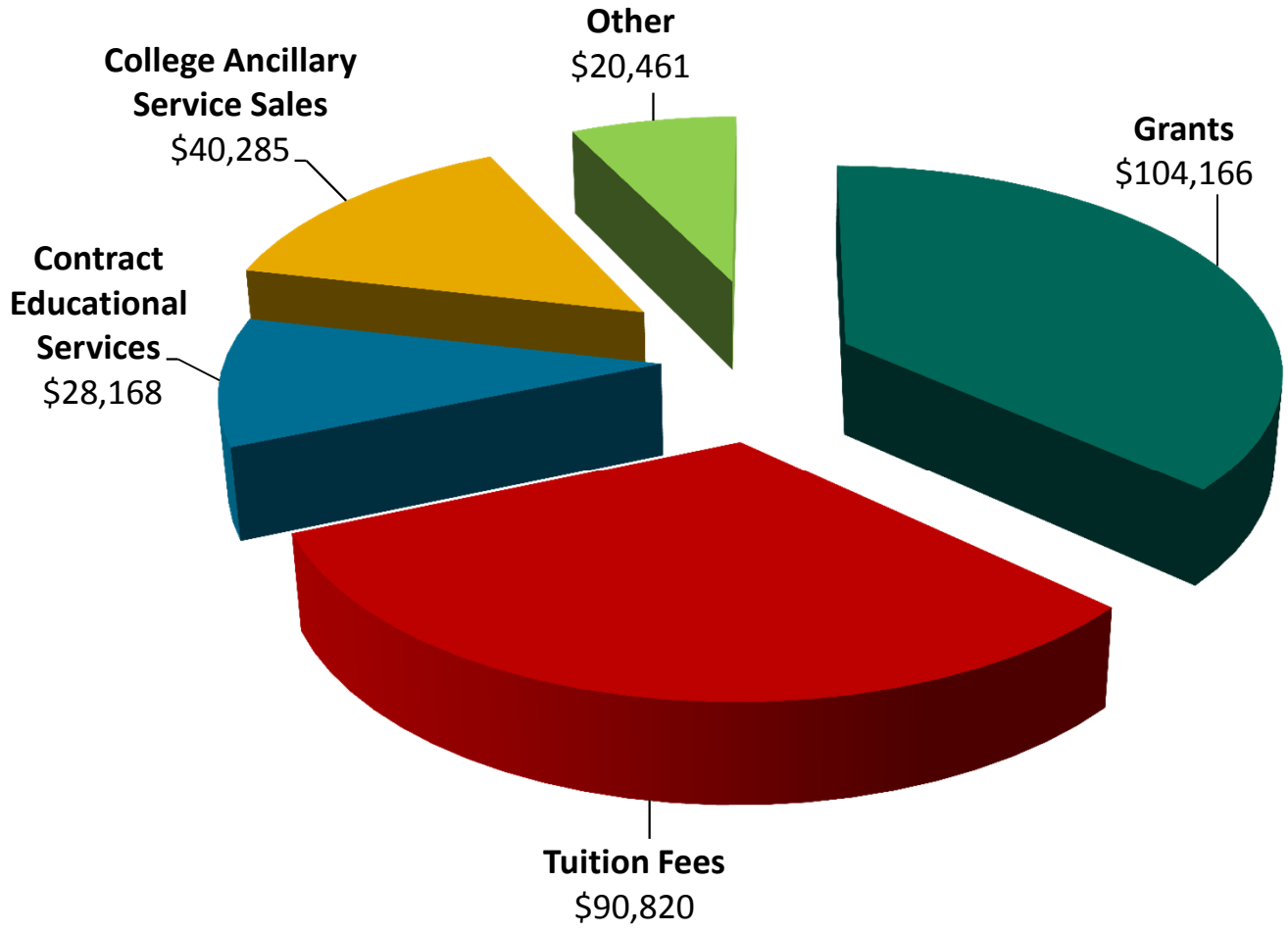


Board of Governors – Finance and Funding

COLLEGE REVENUES

ALGONQUIN COLLEGE

Revenue
Annual Budget 2013/14



2013/14 and 2014/15 PROVINCIAL FUNDING REDUCTIONS

	Cumulative Reduction in Funding	
MTCU Provincial Grant Reductions	**2013/14**	**2014/15**
Small Northern Rural College Grant	$ (900,000)	$ (1,800,000)
Funding Rate per Weighted Funding Unit reduced from: - $4,358 to $4,317 in 2013/14 - $4,317 to $4,285 in 2014/15	(600,000)	(1,240,000)
International Student Recovery	(442,000)	(1,000,000)
TOTAL CUMULATIVE REDUCTIONS IN FUNDING	**$ (1,942,000)**	**$ (4,040,000)**

Board of Governors – Finance and Funding

GRANTS

ALGONQUIN COLLEGE

Provincial Grants represent the largest single source of College funding and the General Purpose Operating Grant (GPOG) is the core operating grant distributed to the College.

The distribution of the GPOG to the Colleges is based on the Weighted Funding Units calculated for each College and the value assigned to the WAFU by the Ministry ($4,317 for 2013-14).

The allocation is done using a
“Three year Average with Two Year Slip”.

“Three Year Average with Two Year Slip”

“ACTIVITY BASED”

Audited Enrolment

converted to

“Weighted Funding Units” (WFU’s)

2005-06 WFU’s	2006-07 WFU’s	2007-08 WFU’s	Average of Three Years WAFU’s
17,210	**17,317**	**17,422**	**17,316**

funded at $4,317 per WAFU

GPOG Allocation: **$74,753,172**

Since Weighted Funding Units (WFU's) are the key measurement tool in the allocation of the General Purpose Operating Grant, what are they composed of?

WFU's are calculated using three components:

1. Enrolments
2. Program Funding Units
3. Program Weights

Enrolments

are recorded for the Audit Dates within the three College semesters

June 30th, November 1st and March 1st

International students are excluded from the counts as they are not eligible for GPOG funding

Program Funding Units
"hours of instruction required to graduate"

are based on the total amount of training required to graduate a student from a program.

The key component is the length of the program
(ie. 1 year, 2 years, etc)
and the program delivery hours
within each year.

Program Weights
"expenditure per hour of instruction"

are based on the teaching costs
(ie. student/teacher ratio)
and non-teaching costs such as instructional supplies, equipment and/or the number of support staff that are required based on the nature of the program.

Examples of WFU Calculations

GAS- Intro to Fine Arts is a **1 year certificate** delivered over two 15 week semesters.

For this example we have assumed that the November 1st audit date enrolment is **40** and that the March 1st audit date enrolment is **35**.

The following would be the WFU value of this program for the year.

Semester	Enrolment	x	Semester Length(wks)	/	Program Duration (wks)	=	Adjusted Enrolment	x	Funding Unit	=	FTE	x	Program Weight	=	WFU
1	40		15		30		20.0		1		20.0		1		20.0
2	35		15		30		17.5		1		17.5		1		17.5
	75						**37.5**				**37.5**				**37.5**

Broadcasting Radio is a **2 year diploma program** delivered over four 15 week semesters.

For this example we have assumed that the enrolments

for Audit dates are

November 1st	March 1st
45 for Level 1	42 for Level 2
39 for Level 3	37 for Level 4

Semester	Enrolment	x	Semester / Length(wks)	Program = Duration(wks)	Adjusted Enrolment	x	Funding Unit	=	FTE	x	Program Weight	=	WFU
1	45		15	60	11.3		2.3		26.0		1.2		31.2
2	42		15	60	10.5		2.3		24.2		1.2		29.0
3	39		15	60	9.8		2.3		22.5		1.2		27.0
4	37		15	60	9.3		2.3		21.4		1.2		25.7
	163				**40.9**				**94.1**				**112.9**

OTHER GRANTS		***ANNUAL BUDGET 2013/14***
ENROLMENT GROWTH GRANT	$	11,128,603
APPRENTICESHIP		4,972,000
NURSING PROGRAM GRANT		3,480,146
KEY PERFORMANCE INDICATOR FUNDING		1,364,000
ACCESSIBILITY FUND		1,196,131
NORTHERN AND RURAL GRANT (*REDUCED BY 50% IN 2013/14 AND ELIMINATED IN 2014/15*)		922,925
OTHER MISCELLANEOUS GRANTS		6,349,043
TOTAL OTHER GRANTS	**$**	**29,412,848**

Board of Governors – Finance and Funding

TUITION FEES AND OTHER REVENUES

ALGONQUIN COLLEGE

TUITION AND OTHER FEES

- Tuition Policy – Maximum 3% Increase for the next 3 years
- Up to 15% of enrolment 'High Demand' – Higher Tuition Fees
- 10% of Tuition set aside for bursaries
- International Student Premiums
- Student IT Fees ($62/term)
- Mobile Computing Fees ($150/term)

CONTRACT EDUCATIONAL SERVICES

- Provincially Funded Programs ($8.4M)
  - College acts as an agency of the Province in delivering programming:
    - Employment Services
    - Summer Jobs Service
- Corporate and Other Programs ($18.6M)
  - Corporate Learning Services
  - Federally Funded Programs
  - Training Programs for Organizations

COLLEGE ANCILLARY SERVICES

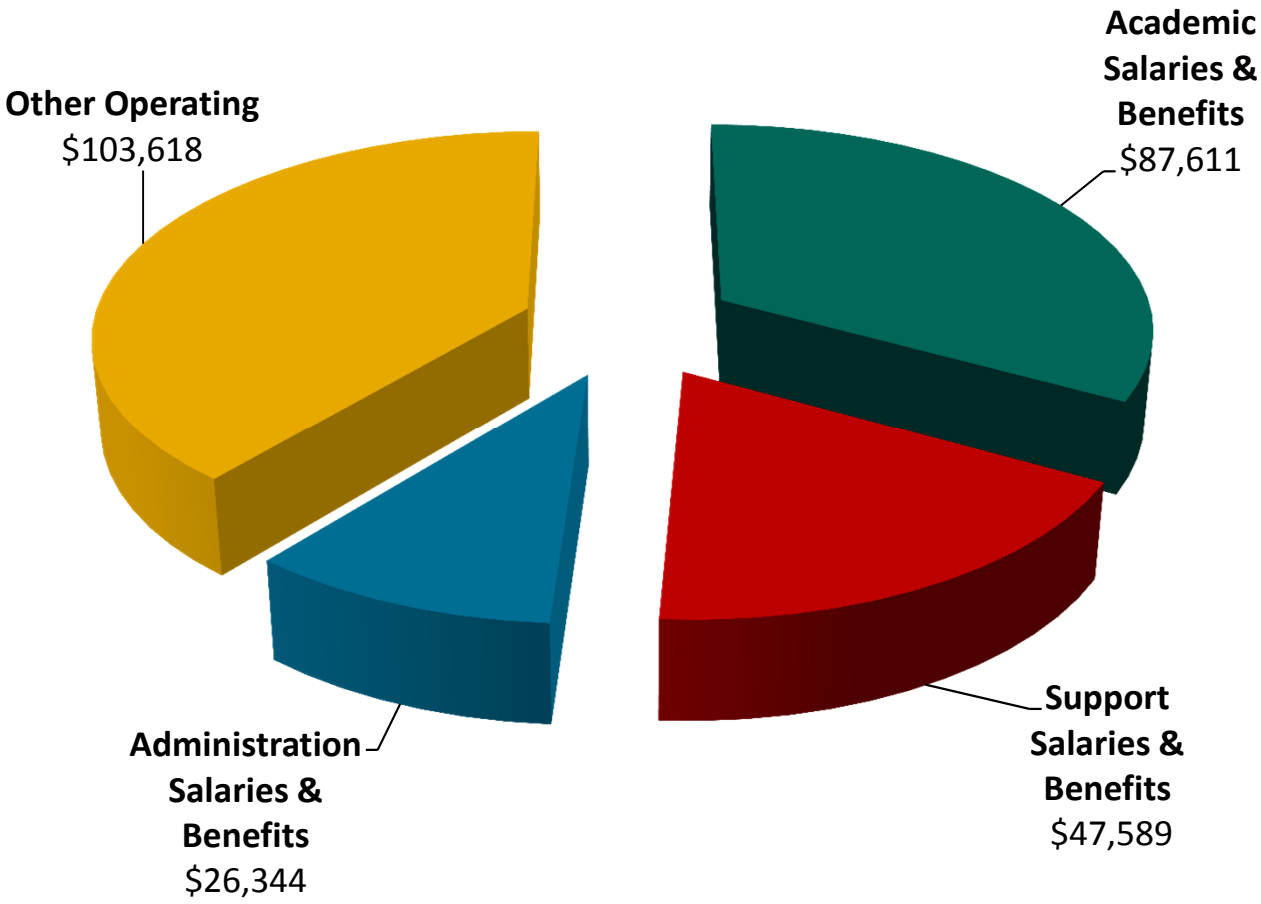
	ANNUAL BUDGET 2013/14	
	Revenues	Net Contribution
CAMPUS STORES	$ 15,837,000	$ 1,026,000
PARKING/LOCKERS/CARD SERVICES	4,508,000	2,842,000
FOOD SERVICES	9,006,000	482,000
RESIDENCE	8,901,000	2,434,000
PRINT SHOP	1,920,000	411,000
DIRECTOR/CONFERENCE SERVICES	114,000	(523,000)
TOTALS	**$ 40,286,000**	**$ 6,672,000**

Board of Governors – Finance and Funding

COLLEGE EXPENDITURES

ALGONQUIN COLLEGE

Expenditures
Annual Budget 2013/14



Operating Expenditures

- Salaries and benefits are 61% of College's Operating Expenditures
- Salaries and benefits are *72%* of College's 'Funded Activity' Operating Expenditures (*i.e. excluding College Ancillary Services, Contract Activity and International Education Centre)*

Employee Groups

- 595* Full Time Academic Employees
  - *Collective Agreement expires Aug 31/14*
- 515* Full Time Support Employees
  - *Collective Agreement expires Aug 31/14*
- 181* Full Time Administrative Staff

**as per 2013/14 Annual Budget*

Other Significant Operating Costs

- 1.9 million gross square feet of facilities with annual operating cost of approximately $10.30/square foot
- Information, Communications and Technology annual costs: $16M+
- Annual Debt Servicing (principal and interest) obligation: $6 million

Board of Governors – Finance and Funding

FUNDING FOR STRATEGIC INVESTMENT PRIORITIES

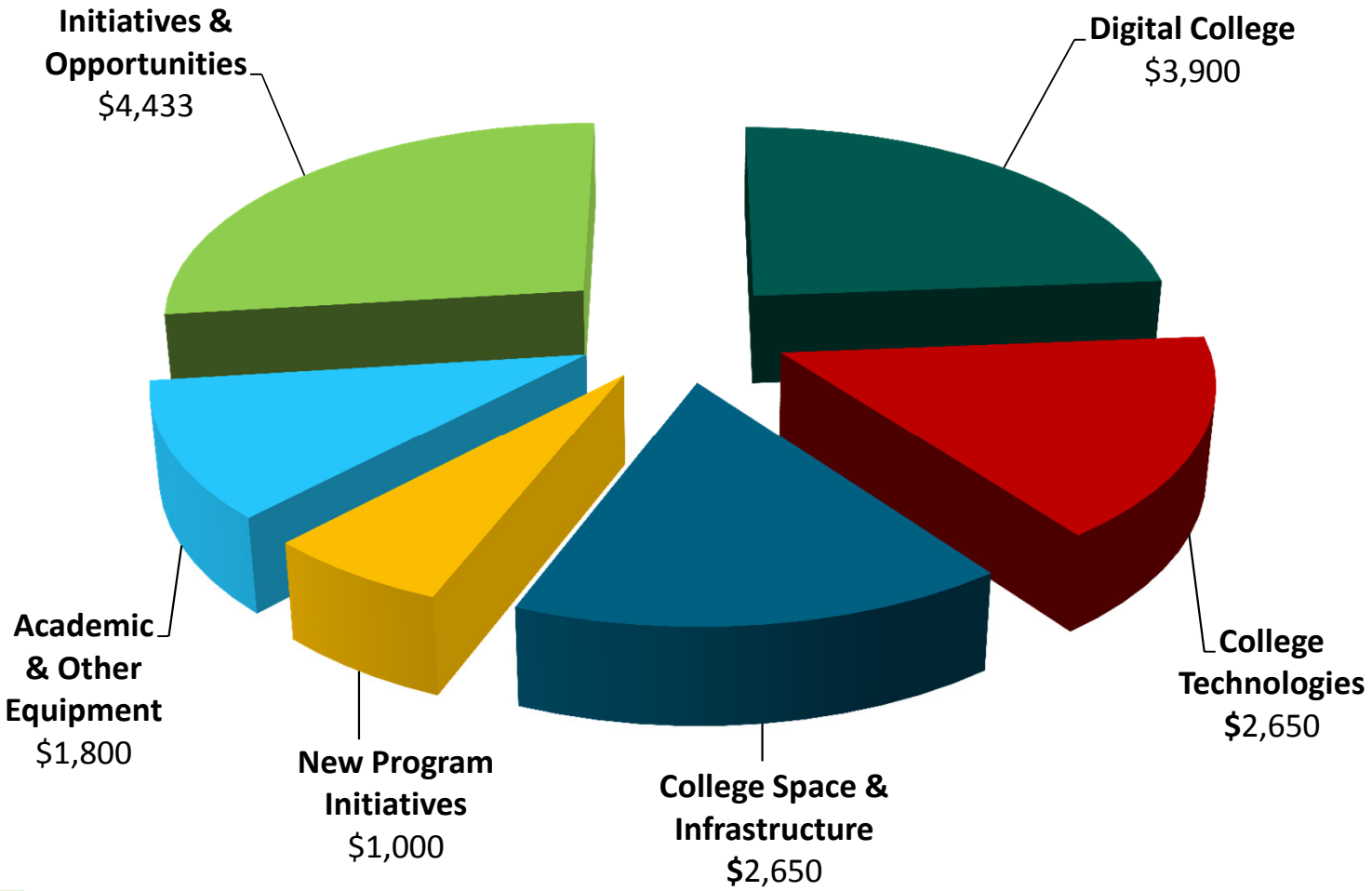
ALGONQUIN COLLEGE

STRATEGIC INVESTMENT PRIORITIES

ESTIMATED REQUIREMENTS OVER NEXT 5 YEARS

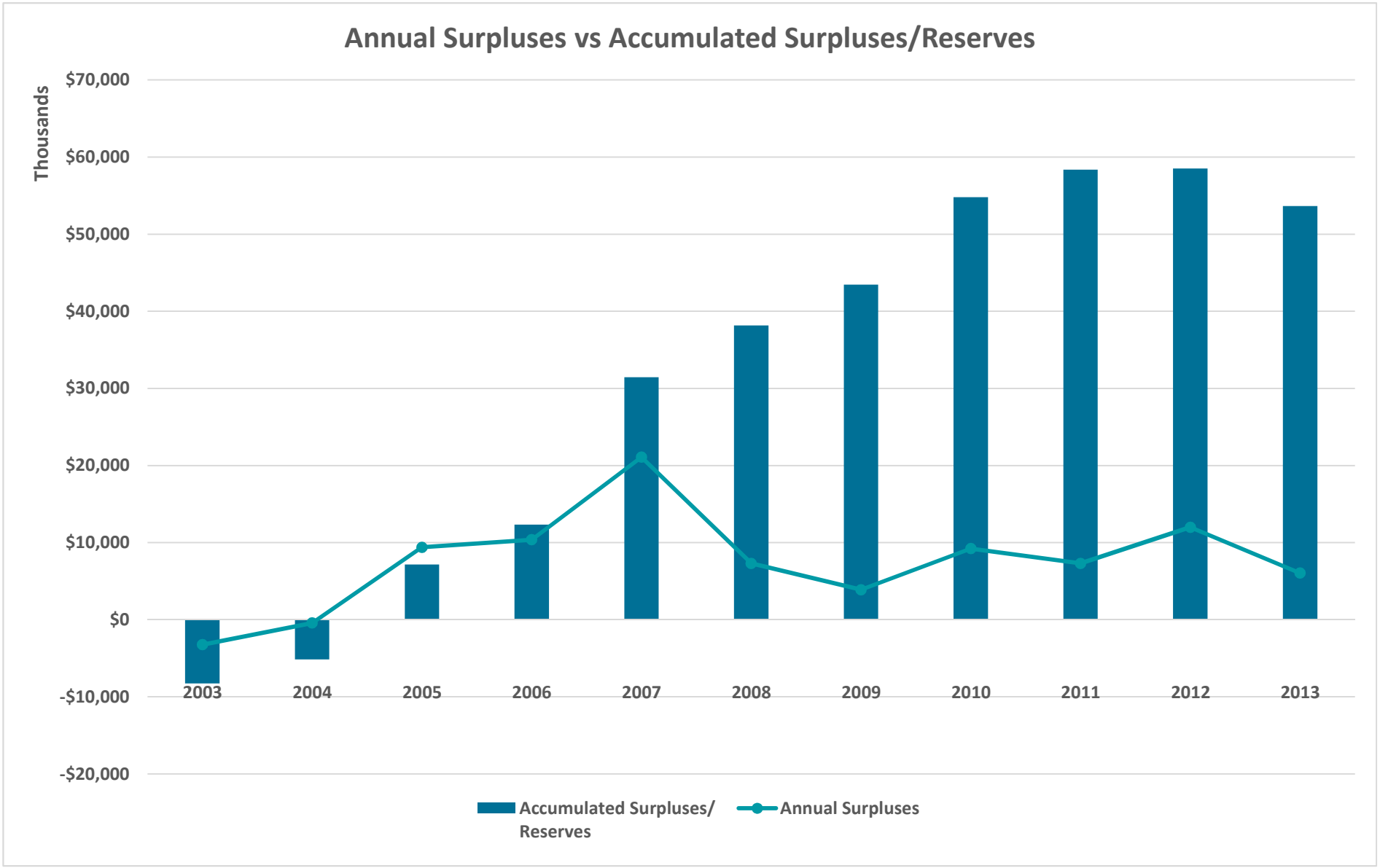
	RANGE			ASSUMPTION
	Minimum		**Maximum**	
New Programs/Curriculum Development	$ 5,000,000	to	$ 10,000,000	$1M to $2M per year
120,000 GSF Facility in 2017/18	$ 45,000,000	to	$ 54,000,000	Assume $375/GSF to $450/GSF
Deferred Maintenance	$ 80,000,000	to	$ 100,000,000	$8M to $10M/year to address existing backlog + $8M to $10M/year 'best practice' to remain current
Academic and Other Equipment	$ 10,000,000	to	$ 15,000,000	budget over past years has been approx $2M/year
IT Equipment/Infrastructure/ Application Development	$ 20,000,000	to	$ 35,000,000	assume $4M to $7M per year investment required
Other Space Adaptations & Infrastructure	$ 7,500,000	to	$ 12,500,000	space adaptations/infrastructure $1.5M/year to $2.5M/year
Initiatives and Opportunities	$ 10,000,000		$ 25,000,000	assume $2M to $5M per year
TOTAL STRATEGIC INVESTMENT CAPITAL REQUIREMENTS	**$ 177,500,000**	to	**$ 251,500,000**	**OVER THE NEXT 5 YEARS**

Strategic Investment Priorities (SIP)
Annual Budget 2013/14



Sources of SIP Funds

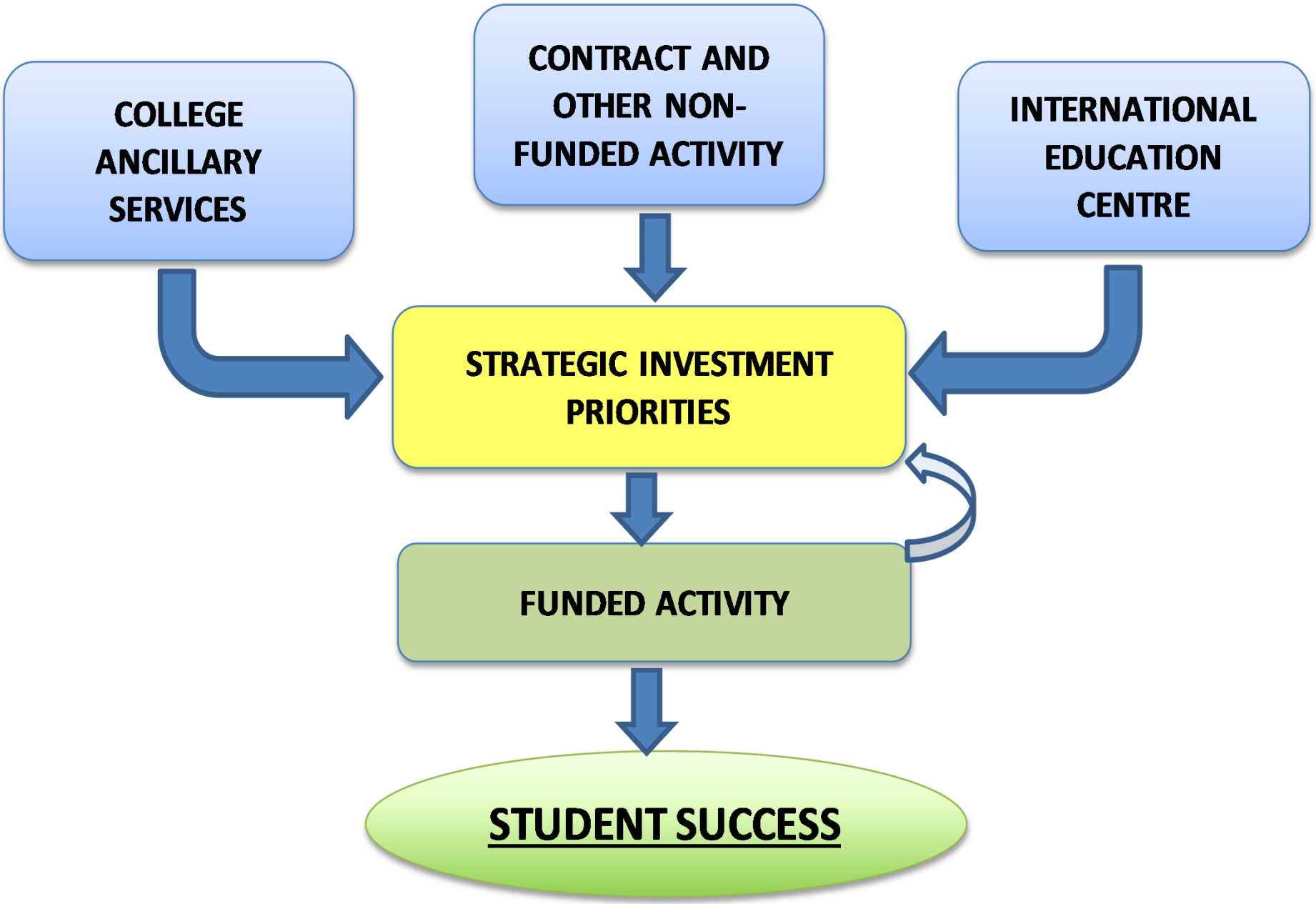
- Net 'Cash Flow' Contributions from Non-Funded Activities
- Provincial Grants
- Donations and Gifts in Kind
- Partnerships (Students' Association, Siemens, City of Ottawa)
- Budgeted Contributions from Funded Activity
- Accumulated Surpluses/Reserves


Annual Surpluses vs Accumulated Surpluses/Reserves
Thousands
$70,000
$60,000
$50,000
$40,000
$30,000
$20,000
$10,000
$0
-$10,000
-$20,000
2003
2004
2005
2006
2007
2008
2009
2010
2011
2012
2013
Accumulated Surpluses/ Reserves
Annual Surpluses

Board of Governors – Finance and Funding

BUDGET MANAGEMENT

ALGONQUIN COLLEGE


COLLEGE ANCILLARY SERVICES
CONTRACT AND OTHER NON-FUNDED ACTIVITY
INTERNATIONAL EDUCATION CENTRE
STRATEGIC INVESTMENT PRIORITIES
FUNDED ACTIVITY
STUDENT SUCCESS

BOARD OF GOVERNORS

FINANCE AND FUNDING

QUESTIONS AND DISCUSSION

ALGONQUIN COLLEGE

ALGONQUIN COLLEGE

Presentation to:	Board of Governors
Subject:	2012 Annual Report
Date:	October 15, 2013
Prepared by:	D. Wotherspoon, Executive Director Advancement

Purpose:

To seek the Board of Governor's approval of the 2012 Annual report.

Background:

Each year, the College is required under the Ministry of Training, Colleges and Universities (MTCU)'s Binding Policy Directive on Governance and Accountability, to prepare, approve and submit an annual report to the Minister and make it available to the public.

Further guidance for the annual report content and proscribed layout is provided in the MTCU Binding Directive for Annual Reports, rev 2010.

www.tcu.gov.on.ca/pepg/publications/**AnnualReport**.pdf

In follow-up to the Board's review of the draft Annual Report on June 17, 2013, a number of revisions were made in response to governors' suggestions. A final copy is attached for the Board's review and approval.

Recommendation:

MOVED & SECONDED BY _____&_____

That the Board of Governors approves the 2012 Annual Report as submitted.

ALGONQUIN COLLEGE

THE ENTERPRISE OF LEARNING

2012–2013 ANNUAL REPORT
(DRAFT)

OUR MISSION

To transform hopes and dreams into skills and knowledge, leading to lifelong career success

OUR VISION

To be a global leader in digitally-connected applied education and training

OUR CORE 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.

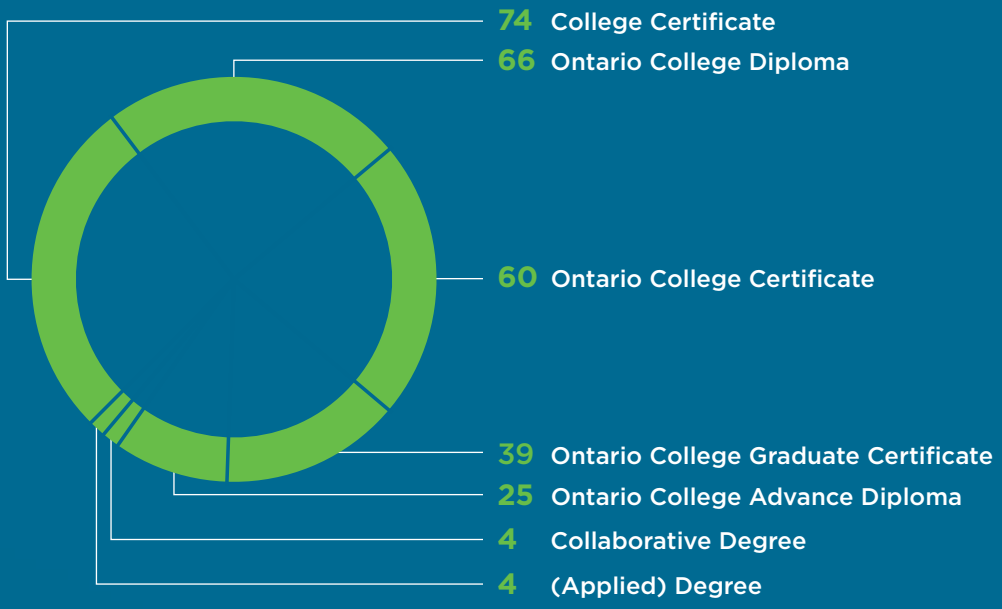
INTEGRITY
We believe in trust, honesty and fairness in all relationships and transactions.

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

COLLEGE AT A GLANCE

271 Programs Offered

Of these programs
- 28 offer co-operative education (mandatory or optional)
- 18 are apprenticeship programs
- 58 are offered part-time online, 17 are offered full-time online

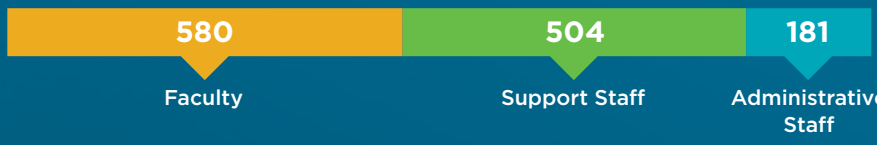


Students

19,517	Full-time Students
16,858	Full-time Equivalents
1,152	International Students
642	English-as-a-Second Language (ESL) Students
3,024	Apprentices
37,977	Continuing Education Registrations (Includes 19,843 Distance Education Registrations)

Employees

1,265 Full-time Employees



1,820 Part-time Employees

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MESSAGE FROM THE CHAIR, BOARD OF GOVERNORS

Why does a post-secondary institution need to be enterprising? To fulfill its mandate. To deliver value to its communities. And to thrive in today's competitive, fiscally constrained, global learning environment. This report contains many examples of the ways Algonquin College demonstrated that enterprising spirit last year — at every level of the institution.

In 2012–2013, our Board of Governors continued to guide Algonquin toward its goal of being a leading global 21st-century college. We opened the Pembroke waterfront campus and a beautiful new Student Commons in Ottawa. We continued the strategic prioritization of programs and services — enabling practical, prudent decisions that will ensure Algonquin's long-term success and sustainability. And we maintained our focus on being a Digital College, which allows us to broaden access to high-quality programs efficiently and cost-effectively while upholding equally high academic standards.

Throughout the year, we also continued to explore opportunities to expand our international offerings. I personally believe Ontario colleges, and Algonquin in particular, are well positioned to be world leaders in "exporting digitally-connected applied education and training". Growing our international offerings contributes to the financial sustainability of the College, and allows Algonquin to continually enhance its products and services. So too does increasing our corporate training offerings.

Algonquin is actively working to cultivate new sources of revenue such as these, which will only become more important as provincial funding assistance declines. We are striving to control our own destiny — to deliver high-quality education, to grow access to our programs, and to do more with less. We on the Board are dedicated to finding new ways for Algonquin to generate revenue going forward, and more ways to reduce costs as well. For example, money saved by the College's new, energy-efficient LEED-certified buildings will be put to uses that contribute directly to student success. All of this we are doing so that students, employers and the wider community will continue to benefit from our services and programs.

The Board strongly supported the College's outreach to industry in 2012–2013. The partnerships we establish and applied research we carry out are vitally important. They help us understand what employers need so that we can prepare students successfully for work in their chosen fields. They create opportunities for us to help industry achieve its goals with our facilities

and the research capacity of our students. Through our corporate training offerings, we can help workers within organizations keep their skills current. This focus on supporting our community's economic prosperity is an essential element of why Algonquin exists.

Another key priority for us in 2012–2013 was to ensure a successful transition as a new president took office at Algonquin. Kent MacDonald is a veteran of the College and a passionate educator whose collaborative approach has already established a positive and effective working relationship with the Board of Governors. Together, we strove to conduct as much business as possible in the public domain over the course of the year, seeking to further Algonquin's transparency and live up to its commitments of good governance.

I would like to thank my predecessor, Michael Dunlop, for his years of leadership, and particularly for refocusing the Board from operational concerns to the strategic oversight of the College. I must also thank Denise Amyot for her service on the Board as she moves into her new role as CEO of the Association of Canadian Community Colleges.

More broadly, I must acknowledge the tremendous energy and dedication shown not only by the Board of Governors but also by all employees at the College. This is a vibrant organization, and people's passion to position it as a global leader in digitally-connected applied education and training is clear — evidenced in Algonquin's excellent 2013 Key Performance Indicator (KPI) results detailed in this report.

To face the future with open eyes and pursue our strategic goals wisely, we increased the Board's accountability for risk management last year. Looking ahead, we aim to develop a new policy to provide sound direction for Algonquin's international business decisions. We will consider the establishment of new committees to strengthen the College's governance, and we will take further steps to work as a collective advocate for what all of us consider to be a remarkable post-secondary institution.

James McIntosh
Chair, Board of Governors

MESSAGE FROM THE PRESIDENT

One of our duties as a leading Canadian polytechnic is to continually rethink our responsibilities as the needs of our communities evolve. What does it mean to be dedicated to teaching and learning in this second decade of the 21st century? How far, in the globalized environment, do our communities reach?

These were some of the questions we asked ourselves this past year as we began to implement our 2012–2017 Strategic Plan. Many of the answers were clear. We must continue to contribute to our community and to the economic prosperity of our region. We must serve as a catalyst for research and innovation, sharpening the relevant skills of our students and increasing the competitiveness of the employers and industries they will one day work for. We have to prepare students in practical ways to find jobs after graduation. Applied education, training and research are essential to achieving these goals.

I am proud to be able to say we are delivering.

At 81.5 percent, Algonquin had one of the highest rankings among Ontario colleges for student satisfaction, one of several Key Performance Indicators measured by the province. In fact, across all indicators, Algonquin's scores were the highest among Ontario's largest colleges. More than 94 percent of employers said they were satisfied with our graduates' readiness for the workplace. Our faculty stood out as leaders in their fields. Our alumni continued to demonstrate the value of their Algonquin experience. Our students once again showed their mastery of what they have learned, winning national and international awards and competitions.

Recognizing that our 'community' today extends right around the globe, we continued to expand our international activities in 2012–2013 — breaking ground with our partners on a new facility in Kuwait where learning will begin in fall 2014. We delivered programs of study in Saudi Arabia, dispatched faculty to teach in China, and developed proposals for new undertakings in emerging and progressive countries such as Kazakhstan.

We made good, swift progress against many objectives in the first year of implementing our Strategic Plan. We added new programs. We piloted cost-saving eTextbooks for students and launched a capacity-building mentorship program for our employees. We took steps to broaden our revenue base and further enhance our capabilities as a college committed to education supported by digital technologies.

Going forward, we will capitalize on our strengths and address opportunities for improvement, measuring our performance regularly and rigorously. And we will continue to live in service to our two core endeavours of teaching and learning, so that the approaches we take to each will ensure our enterprise of learning remains relevant and responsive to the increasingly diverse communities we serve.

Dr. Kent MacDonald
President

ABOUT THIS REPORT

The Algonquin College Annual Report 2012–2013 describes the College's progress toward achieving the goals of its strategic and business plans over the previous fiscal year, April 1, 2012 through March 31, 2013, and includes financial results for the period. This current report defines and reports against the four pillars of the College's 2012 to 2017 Strategic Plan, implementation of which began last year. The four pillars are listed below with summary of results under each:

APPLIED EDUCATION AND TRAINING

Last year, the opening of the Algonquin Centre for Health and Wellness and the launch of Web Alive — a scenario-based training tool for police, fire and paramedic students — enriched the College's hands-on, applied education offering. Across Algonquin, 629 students, 88 employers and 47 faculty were involved in more than 154 applied research and development projects.

Integrating mobility into the learning experience, Algonquin partnered with four academic publishers to offer eTextbooks, introduced mobile learning to 70 programs, and converted 40 eclassrooms into mobile learning environments.

The College continued to expand its learning offerings, approving seven new Ontario College Graduate Certificate programs, launching five full-time online programs through the Centre for Continuing and Online Learning, and partnering on educational projects globally.

STUDENT AND CLIENT SUCCESS

More than 81 percent of students say they are satisfied with their Algonquin experience, and more than 94 percent of employers say they are satisfied with the graduates they've hired. New additions to the College infrastructure will further contribute to Algonquin student and client success. Optical equipment donated by Ciena last year, for example, will enrich the hands-on learning experience; the newly opened Robert C. Gillett Student Commons in Ottawa and the waterfront campus in Pembroke enhanced the student experience.

As evidence of their success, Algonquin students received recognition throughout the year, including a Best Student Project Award from the Ontario Centres of Excellence and the Gold Prize at the Vanier College BDC Case Competition.

EMPOWERED PEOPLE

According to a third party study, Algonquin employees exceed the Canadian average for employee engagement evidenced by their contributions to the College's strategic planning process.

Algonquin employees completed several programs offered by the Algonquin Leadership in Education Institute. And as a leader itself, the College hosted the fifth annual Canada Conference on Corporate & Community Social Responsibility.

Over the course of the fiscal year, Algonquin achieved its targets for 39 of 42 performance measures and, where progress was slower than expected, took action to redirect its approach.

FINANCIAL SUSTAINABILITY

Algonquin reached a full-time post-secondary education enrolment of 19,517 last year. It met its target for international contracts and revised its targets for international enrolments to align more accurately with demand.

Algonquin Corporate Training delivered services to more than 7,000 public and private sector employees. The College's Second Career strategy services exceeded its $1 million revenue goal, and its Personal Development Institute achieved nearly $1.8 million in net contributions.

Two Algonquin buildings were LEED®-certified last year: the Algonquin Centre for Construction Excellence (ACCE) (LEED Platinum) and the Algonquin Heritage Institute (LEED Gold). The ACCE received the Canada Green Building Council Academic Leadership Award.

Last year the Foundation unveiled three donor walls to display the names of those who have contributed to capital projects at the College, many of which concluded in 2012–2013.

The Foundation received its largest-ever alumni gift — $100,000 from the Dave and Ann Trick Family Foundation — to go toward the 'Our College, Our Community, Our Future' Perth Campus Campaign. The Foundation receipted $4.5 million dollars in revenue and distributed more than $900,000 in bursaries to 1,200 students.

In recognition of its work, the Algonquin College Foundation received the 2012 Not-for-Profit Award from the Greater Nepean Chamber of Commerce at its Business Achievement Awards.

OUR STRATEGY

A strategic plan is more than a set of goals to be pursued.

It's a recipe for transformation.
A map that shows how to move from today to tomorrow.
A tool for realizing vision.

Last year, Algonquin undertook a sweeping nine-month process to establish its next strategic plan — from 2012 to 2017. To create a plan that would truly reflect the needs of Algonquin's funder, partners, employees, alumni and students, the College engaged in extensive consultations with all stakeholders.

Through workshops, focus groups and town hall meetings, more than 1,200 individuals and organizations shared their thoughts on issues related to student success and retention, funding, growth, access, attainment, demand, programs, facilities, technology, support, leadership and collaboration. The entire College community was engaged in the exercise — discussing everything from the global economy to employer needs and client expectations.

The result is a vision that everyone at Algonquin has a stake in, can feel ownership of, and is inspired to make real.

Algonquin emerged from the strategic planning process with a renewed mission and reaffirmed values. The four strategic pillars of the plan — Applied Education and Training, Student and Client Success, Empowered People and Financial Sustainability — and the goals associated with them informed the College's business plan for 2012–2013.

Here's how we did.

APPLIED EDUCATION AND TRAINING

Algonquin aims to deliver an exemplary applied education and training experience, gearing its programs, products and services to meet the needs — and expectations — of clients and students. The College uses technology to enhance learning and seeks to give every full-time student exposure to work experience outside the classroom.

TOOLS TO LEARN BY DOING

Last year, Algonquin expanded its ability to deliver applied education and training with the opening of the Algonquin Health and Wellness Research Centre — the third research centre at the College. The aim of the centre is to provide highly trained personnel for the health and wellness sectors and at the same time contribute significantly to health and wellness research in Ottawa.

In addition to hands-on learning for students, the centre supports the efforts of entrepreneurs, small and medium enterprises and large companies, and strengthens the skillsets of Algonquin faculty. By the end of the fiscal year, 30 students, faculty and external contractors were engaged in projects led by the Health and Wellness Research Centre, which received $2.3 million in funding from the Natural Sciences and Engineering Research Council of Canada (NSERC) through the College and Community Innovation (CCI) Program.

Web Alive was another hands-on enhancement at Algonquin in 2012–2013. An online 'world' that simulates emergency scenarios in which police, firefighters and paramedics have to work together and communicate on the job — Web Alive helps prepare emergency responder students for the reality of being in the field.

Embedding experiential learning

To advance its plan to embed industry or community work experience in all full-time programs, Algonquin inventoried all programs' current work experience activities in December 2012.

$250K

From textbooks to eTextbooks

More than 700 Algonquin College students in six programs received eTextbooks as part of a pilot study last year that yielded savings for students of more than $250,000.

eTEXTBOOKS FOR ALL

Algonquin negotiated arrangements with four major academic publishers to make eTextbooks available to students, putting the College on the path to becoming the first post-secondary institution in North America to replace physical textbooks with eTextbooks.

Each year, only 75 percent of students buy their required course books — mostly because of the cost, which can reach $800 a semester. Yet 95 percent of students have laptops. With the switch to eTextbooks, more students are likely to acquire the texts they need — at a price reduced by almost 40%. The price of the books is included in ancillary fees rather than incurred as a separate expense. The College reduces the effort related to returning unpurchased stock. In addition to being economical and convenient, eTextbooks also allow instructors to offer interactive and dynamic classroom-learning experiences; more evidence of Algonquin's commitment to high quality teaching and learning experiences.

SKILLS ON DISPLAY

We sent our biggest contingent of competitors ever to the Ontario Technological Skills Competition last year. Sixteen Algonquin students travelled to Waterloo in May 2012 to test their mettle against 1,900 other Ontario undergraduates — and brought home six medals.

Trevor Smith (Automotive Service Technician), Kathryn Craswell (IT Office Software) and Cody Malloch (Carpentry) won gold; Jessica Leclair (IT Office Software), Randall Kuehl (Heating Technician), and Carl Macuzzi (Carpentry) won silver. Smith said the competition gave him the chance to prove that what he's learned in class translates to the real world of automotive service.

Graphic Design student Tara Caldwell, meanwhile, caught the eyes of the fashion world in Miami with her entry in the Miami Fashion Week poster competition. Her dramatic design took top prize in the 2013 international contest.

On Applied Research Day, College employees, students and employers showcased more than 70 projects — ranging from employment services for youth with Asperger's Syndrome to mobile electronic records for patient-centered healthcare to new ways of manufacturing crash test dummy skeletons.

Tara Caldwell, Algonquin Graphic Design student and 2013 Miami Fashion week poster competition award recipient.

NEW MODES OF LEARNING — AND NEW LEARNING OPPORTUNITIES

In 2012–2013, 70 programs went mobile and 40 eclassrooms were converted into mobile learning classrooms, giving students the flexibility to learn using the kinds of mobile devices they depend on in their daily lives. The College also launched a Digital Activity Creator site, which lets faculty create interactive online learning activities without requiring any programming.

The College approved seven new Ontario College Graduate Certificate programs in 2013, creating new learning opportunities for students and responding to industry needs. Algonquin's Centre for Continuing and Online Learning launched five full-time online programs — Child and Youth Worker, Community and Justice Services, Fitness and Health Promotion, Office Administration, and General Arts and Science — and won an Ontario Colleges Heads of Continuing Education award for exemplary procedures. In all, the Centre grew its enrolment by 44 percent, with rural enrolment increasing by 68 percent.

Enrolment in the Canadian English as a Second Language (ESL) program of the College's Language Institute also increased last year, by 20 percent. The Language Institute held its first online tutoring session in the Avaya live environment with TED University in Turkey.

Engaged in applied research

Last year at Algonquin, applied research involved:

47 faculty

88 employers

154 projects

179 prospects

629 students

TAKING ALGONQUIN ABROAD

Algonquin continued to expand its activities as a global College last year. We became the first Ontario institution to launch a social media site on Weibo.com in China, offered Algonquin courses internationally — in India, Montenegro and elsewhere — and partnered on educational projects in Tanzania and Korea.

Algonquin College has partnered with Cadre, a state-of-the-art educational facility created within Jazan Economic City, to provide globally competitive, practical vocational and technical training in English. Our International Education Centre saw 125 students enrol in programs offered at the Jazan Economic City Polytechnic College (JECPT) in Saudi Arabia. The Centre conducted its first overseas site program quality assessments in June 2012 for the Mechanical Technician, Industrial Millwright, Electrical Engineering Technician and the ESL Foundation Year programs.

Algonquin curriculum reaches across the globe including its academic partnership with the Jazan Economic City Polytechnic College (JECPT) in Saudi Arabia.

Measuring our performance

Algonquin has instituted a balanced scorecard approach to measuring its performance in relation to its four strategic pillars. Highlights for Applied Education and Training include:

Measure	2012–2013	2016–2017
Applied Education and Training	**Actual**	**Target**
Graduation rate	64%	70%
Students enrolled in applied degrees	367	800
Students enrolled in graduate certificates	633	1,000
Online courses offered	106	150
Unique hybrid courses offered	880	1,424
Programs with work opportunities	75%*	100%
Students engaged in applied research and development	629	950

* Estimate, survey in progress.

CARING

In 2013, Algonquin students raised more money to fight malaria than any other Canadian higher education team since the inception of the *Spread the Net Challenge*, earning them a visit from TV host Rick Mercer.

Led by professor Lisa Roots, 14 Police Foundations students got the ball rolling in fall 2012 by establishing their *Spread the Net* fundraising goal of $15,000. As awareness of their effort grew, others joined in. By the end, hundreds of students and some 30 College groups had come together to raise more than twice the previous record of any post-secondary institution in the Country. The result of this college-wide effort was that Algonquin raised over $40,000 and helped to save as many as 4,000 lives from malaria by enabling the purchase and distribution of mosquito nets.

Mercer visited Algonquin in March to record segments of his show, *The Rick Mercer Report*, with some of the enterprising students involved.

STUDENT AND CLIENT SUCCESS

Algonquin is committed to delivering exceptional service to students and clients, using technology to automate and modernize its business processes, and striving to foster an environment of continuous improvement.

SIGNS OF SUCCESS

In the classroom and beyond, there was abundant evidence last year that Algonquin's focus on teaching and learning is paying off for students. The College held its largest convocation ever in Spring 2012, with 6,623 students graduating. For the 11th year in a row, 100 percent of Paramedic graduates passed their Ministry of Health Certificate exams. The year's full cohort of Respiratory Therapy students succeeded at their national exams. The College's Police Foundations bridging program for the military saw its first two graduates last year, two members of the Canadian Armed Forces.

87%

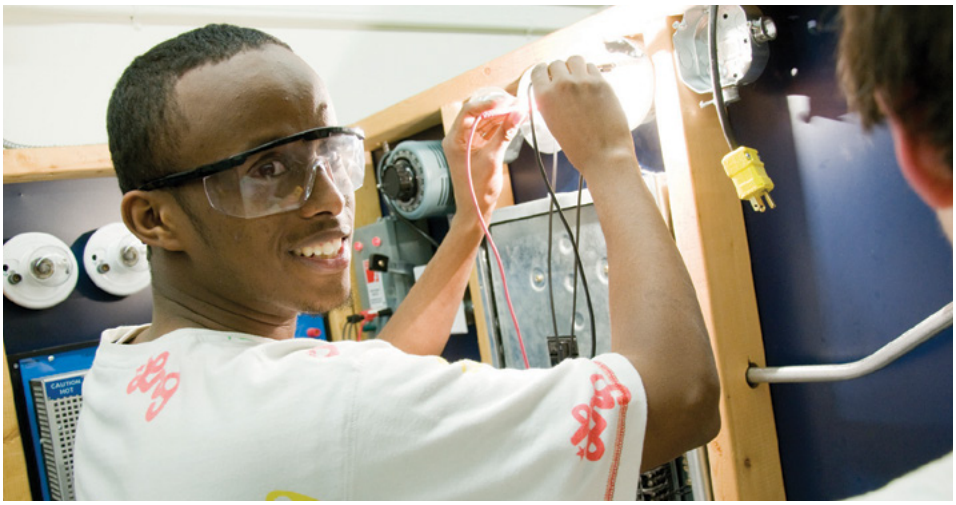
A new program's first graduates

Algonquin's first Medical Radiation Technology class graduated in December 2012 with an 87 percent graduation rate.

30%

Tuition savings for students

To help make post-secondary education more accessible, Algonquin implemented the Ontario Tuition Grant program last year, allowing students to save 30 percent on their tuition fees.



Algonquin students received external acknowledgement and recognition over the course of the year. Electrical Engineering Technology students won an Ontario Centres of Excellence Best Student Project Award. Business Management and Entrepreneurship students took gold at the Vanier College BDC Case Competition, and Pembroke Business Graduate Emma Leavey won the Chamber of Commerce Young Entrepreneur of the Year award.

The College itself was recognized in 2012–2013. Algonquin's Marketing Department received a Marketo *Revvie Award* for 'Most Dramatic Business Impact' in the business-to-consumer category. Algonquin is an early adopter of Marketo's email tracking software, which allows the College to efficiently track all email campaigns.

Algonquin also won International Bronze in the Special Event category from the Council for Advancement and Support of Education (CASE) for its annual year-end staff meeting and barbecue.

Four students, along with their two coaches, took home gold at the Vanier College BDC Case Challenge.

Students at work in the Algonquin Centre for Construction Excellence (ACCE) one of the first public institutions in Canada to be awarded LEED Platinum status.

ENHANCING OUR FACILITIES, INVESTING IN COMMUNITIES

In October 2012, Algonquin officially opened the Robert C. Gillett Student Commons, a 110,000-square foot, $52-million facility funded in partnership by the Algonquin Students' Association and the College. Built to the LEED-Gold certification standards of the Canada Green Building Council, the Commons includes a 700-seat auditorium and space for Counselling Services, the Centre for Students with Disabilities, and the Mamidosewin Centre (for Aboriginal students) has achieved the goal of being a gathering place for our students.

In November, Algonquin held the grand opening of its new waterfront campus in Pembroke, which represents a significant investment by the College in a rural Ottawa Valley community. The $36-million campus includes 16 classrooms, nine specialized learning labs, a student commons, library, gymnasium and fitness centre. Canadian Recording Artist and Algonquin College Pembroke Campus Business graduate Jason Blaine — who won single of the year at the 2012 Canadian Country Music Association Awards — performed at the campus opening.

Other initiatives were undertaken last year to enhance the student experience including $5.6 million in reconfiguration and renewal projects — among them the expansion of Health Services, Information Technology and Learning and Teaching Services at the College, and the creation of a Digital College Video Production Centre.

Algonquin relies on more than 100 social media channels to stay connected to its communities. In 2012, the College hired its first-ever Social Media Community Officer to manage its official Twitter, Facebook and YouTube profiles and to empower employees with social media knowledge.

TOP 10

Managing our social media

Algonquin now leads as the most influential Canadian college on social media and is among the top 10 most influential post-secondary institutions in Canada based on its growing Klout score.

13

Automating our business processes

Thirteen business processes were automated including OSAP electronic confirmation, additional online services and tools for students, a web-based registration system for Corporate Training Centre clients, and an online United Parcel Service Inc. (UPS) service portal for employees.

APPLYING INNOVATION FOR A SUPERIOR STUDENT EXPERIENCE

Over the course of the year, Algonquin introduced numerous innovations to enhance the student and client experience, including electronic confirmation for those who receive financial support through the Ontario Student Assistance Program (OSAP); an online resource specifically for first-generation students (the first of its kind in Canada); and an app for Android, iOS and Blackberry devices that provides staff and students mobile access to College emergency procedures. The College also implemented new online functionality to facilitate our admission and graduation processes.

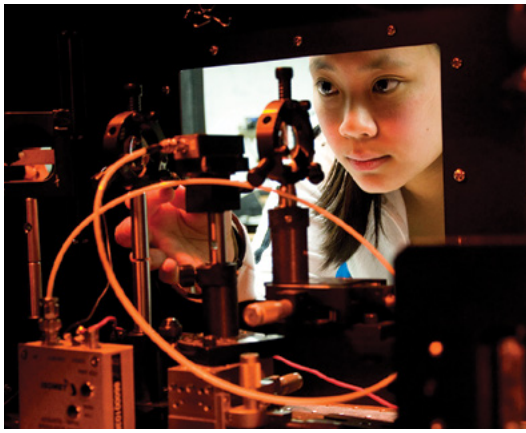
In October 2012, Algonquin launched a new website for students — ICopeU.com/Algonquin — and a new training module for staff, both focused on mental health. To broaden awareness further, Canadian recording artist Steven Page spoke at the website launch about his struggle with mental illness.

Measuring our performance

Algonquin has instituted a balanced scorecard approach to measuring its performance in relation to its four strategic pillars. Highlights for Student and Client Success include:

Measure	2012–2013	2016–2017
Student and Client Success	**Actual**	**Target**
Student satisfaction	81.5%	83.5%
Employer satisfaction	93.4%	94%
Alumni satisfaction	NA	TBC

LEARNING



Optical equipment donated by Ciena in 2012–2013 will enrich the hands-on learning experience of students in Algonquin's Bachelor of Information Technology — Photonics and Laser Technology program.

The donation to Algonquin's Ciena Optophotonics Lab gives students practical exposure to technology used by major telecommunications companies in real-world networks. It also boosts the program's capacity for innovation by enabling greater collaboration with other educational institutions, laboratories and advanced research networks.

With more than a third of the world's population online and connectivity increasingly essential to economic development, the skills acquired by Algonquin technology students will be in high demand both in Canada and around the globe.

EMPOWERED PEOPLE

Algonquin seeks to attract, develop and retain employees with the knowledge and skills to contribute fully to the College. Its goal is to create and foster an environment that supports its model of leadership competencies and behaviours

AN ENGAGED TEAM

A third-party survey commissioned by Algonquin last year showed strong employee en gagement throughout the College, with an overall score of 3.71 — higher than the Canadian average of 3.50. Algonquin employees are proud to work here, focused on students and clients, and stimulated by their work.

That level of engagement showed throughout the year, exemplified by employees' enthusiastic participation in the strategic planning process. Individuals from all corners of the College gave their time and shared their insights to help shape the vision for Algonquin to 2017.

LEADERSHIP AT CENTRE STAGE — AND BEHIND THE SCENES

Cultivating leadership within the College is a priority for Algonquin. Last year, 74 employees completed programs offered by the Algonquin Leadership in Education Institute. Those programs include Advanced Leadership Development I, a foundational program; Advanced Leadership Development II, which builds on the foundation of the first to integrate contemporary management concepts, skills and tools; and Organizational Leadership, which builds on both of the former in a practical, applied way. Also in 2012–2013, the College launched an ongoing Leadership Speaker Series with a talk by Senator Vern White on "Authentic Leadership in the Future".

Algonquin employees demonstrated their leadership within and across disciplines last year. Benjamin Roebuck, Acting Coordinator of the Victimology graduate program, was invited to address the 29th annual World Society of Victimology International Post-Graduate Course on Victimology, Victim Assistance and Criminal Justice. The course draws experts in Victimology — including victims of crime, academics, teachers, students, lawyers, psychologists and policy makers — to discuss current and emerging issues in the field. Professor Roebuck's topic was youth homelessness in Ottawa.

Engaging with employees

Algonquin administered a detailed employee engagement survey in 2012. Results were communicated to the College community in February 2013 with the top three areas of employee concern to be addressed in alignment with Algonquin's strategic direction.

Mentorship in the mix

Algonquin piloted a mentorship program in 2012–2013 and implemented tracking of career development opportunities for employees in the talent pool slated for high-risk and critical roles. The College also developed a faculty performance assessment framework, and launched an online Administrative Performance Appraisal system based on the College's leadership competencies.

EXPLORATION, INNOVATION AND 'JUST FOR ME' SUPPORT

The College once again hosted the Fifth Annual Canada Conference on Corporate & Community Social Responsibility — Canada's largest conference on CCSR, which celebrates and showcases excellence in social innovation. Speakers included Dr. Bruce Piasecki, bestselling author of *Doing More With Less*, leading social entrepreneur Andreas Souvaliotis and, for the keynote, Amir Dossal, founder and Chairman of the Global Partnerships Forum and recipient of a 2010 United Nations Association of New York Humanitarian Award.

The Algonquin College Innovation Centre, opened in 2012–2013, provides employees with a classroom-sized collaborative space to experiment with new technologies and learn from one another's experiences. The modular environment is designed for group and individual work, and is outfitted with large monitors and a collaborative smart board as well as laptops and desktop workstations.

Within the Algonquin Centre for Construction Excellence (ACCE), employees came together to establish a learning community encompassing all ACCE programs. The aim is to foster continuous learning through just-in-time, just-enough and just-for-me support. The project will also promote the development of personalized learning plans for the ACCE team, encompassing both individual goals and organizational strategies.

A COMMUNITY OF EXCELLENCE

Throughout the year, Algonquin employees received strong recognition for the excellence they bring to their work every day. Some of those employees recognized include:

Sandra Gibbons receiving the Doris Lacroix award. From left to right: Sandra Gibbons, Algonquin College student Andrea Buikema, who won a Student Award from the National Kitchen and Bath Association, and Jim Donnelly, Vice President of Special Projects with the NKBA.

Outstanding change management

Algonquin's Physical Resources Facilities Management Team received a Certificate of Appreciation from the Ministry of Training, Colleges and Universities (MTCU) granted for outstanding performance and lasting contribution on Managing Change & Growth in Recent Years.

External recognition

- Richard Briginshaw, Architecture: CMHC Excellence in Education Award
- Brent Brownlee, General Manager, Food & Beverage Operations: Elected President of Canadian College and University Food Services Association (CCUFSA)
- Carole Chambers, Registrar's Office: Ottawa Tourism Stars of the City Award
- Karen Coffey (Human Resources) and Wayne McIntyre (Marketing and Management Studies): Celebration of People Awards
- Tony Davidson, Game Development: ACCC Awards of Excellence Nomination
- Sylvie Ferguson, Medical Radiation Technology Program: Les Fox Education Award
- Marilyn Gallant, Registrar's Office: Ontario Colleges of Applied Arts and Technology Heads of Continuing Education J. David Stewart Leadership Award
- Sandra Gibbons, School of Media and Design: National Kitchen and Bath Association Doris Lacroix Award
- Kurt Goebel, Manager, Connections The Campus Store: Elected President of CanColl
- Eric Hollebone, Marketing: Marketo Champion 2013
- Jim Kyte, Marketing and Management Studies: Governor General's Gold Academic Medal and the Chancellor's Award for highest academic performance
- Russell Mills (School of Media and Design) and Robert C. Gillett (Past President): Order of Ottawa Inductees
- Kathryn Moore, Registrar: Committee of Registrars, Admissions and Liaison Officers Provincial Award
- Brenda Rothwell, Algonquin College Foundation: Association of Fundraising Professionals Outstanding Fundraising Executive of the Year
- Pete Thompson, Police Foundations: Governor General's Caring Canadian Award
- Joanne Venne, Human Resources: Algonquin College International Women's Week Dinner '*Everyday Inspiring Women*' Honoree
- Executive Chef Russell Weir, Sous Chef Brendan Kobzdan, Chef Yves Doran, and Gordie Esnard: CCUFSA Chefs' Competition Gold Medal and People's Choice Award winners
- The Algonquin College Foundation team received the Nepean Chamber of Commerce 2012 Not for Profit Award

Jacquie Kummel recipient of the Queen Elizabeth II Diamond Jubilee Medal for community service and the Student Association Faculty Recognition Award.

National Institute for Staff and Organizational Development Excellence Awards

The National Institute for Staff and Organizational Development (NISOD) Awards honour outstanding individuals who teach and exhibit leadership that enriches the post-secondary learning experience. In 2012–2013 Algonquin College recognized:

- Jeremy Atherton, Professor/Coordinator, TV Broadcasting — Media
- Shaun Barr, Professor/Coordinator, Heating, Refrigeration and Air Conditioning
- Trish Beals, Secretary, Information and Communications Technology
- Shawn Benhke, Professor and BlackBoard Support, New Media
- Ruth King, Budget Officer, School of Hospitality and Tourism
- Cynthia Rowland, Professor, General Arts and Science
- Ernest Schmidt, Online Facilitator, Centre for Continuing and Online Learning

Capital Educators' Awards

The Capital Educators' Awards recognize the achievements of outstanding educators and celebrate public education in our community. The 2012–2013 Capital Educators' Awards Finalists included:

- Frank Bowick, Professor, Electrical Engineering and Powerline Technician
- Valerie Hill, Professor, Marketing and Management Studies
- Dan Pihlainen, Professor/Coordinator, Radio Broadcasting Program
- Sandy Ouellette, Professor, Event Management
- Dmitri Priven, Professor/Coordinator, TES/FL Program, Language Institute
- Francesco Tangorra, Professor/Coordinator, Construction Engineering/Civil Engineering
- Michael Wood, Part-time Faculty, General Arts and Science

Students' Association Awards

- John Dalziel, Physical Resources and Lisa Roots, Professor, Police and Public Safety Institute: Algonquin Students' Association Chris Warburton Award of Excellence for outstanding contribution to student life at Algonquin
- Curtis Farrell, Paramedic Program, Margaret O'Brien, Business Marketing, and Jacquie Kummel, Nursing Program, Woodroffe campus, Frank Christinck, Nursing Program, Pembroke campus and Andy Cockburn, Heritage Carpentry Program , Perth campus: Faculty Recognition Awards for faculty who go well beyond the call of duty — conveying enthusiasm, responsibility in teaching, approachability and effective communications.

Recognitions and awards within the College

EMPLOYEE AWARDS

Employee Awards recognize the individuals and teams who make a valuable and much-appreciated contribution to the Algonquin experience. College employees 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 2012–2013 were:

Support Staff Award

Presented annually to the employee who worked well with students, colleagues and the public, contributed to the student success and the effective operation of their department.

Lisa Lamb, Student Success Specialist, Faculty of Technology and Trades

Part-time Support Staff Award

Presented annually to the part-time employee who worked well with students, colleagues and the public, contributed to student success and the effective operation of their department.

Irene Mitani, Student Success Specialist, School of Business and School of Hospitality and Tourism

Team Award

Presented annually to a team recognized as outstanding advocates for the College. The team has worked effectively together, demonstrated innovation, contributed to College success.

Applied Research and Innovation Team

Spread the Net Employee Organizing Team

Administrative Staff Award

A role model to colleagues, this annual award is presented to an individual who has made a significant contribution to the College while demonstrating commitment and professionalism.

Robyn Heaton, Chair, Media Studies

Linda Rees, Dean, Centre for Continuing and Online Learning

Diane Bloor Part-time Faculty Award

Presented to an individual who has demonstrated outstanding performance at the College over the past three years.

Lorie Hadley, Part-time Faculty, Community Studies

Deborah Rowan-Legg Service Excellence Award

Given to a person who has demonstrated outstanding client service in support of student success, embodied the College's core values and been recognized by colleagues for expressing a 'Here 2 Help' attitude, as an excellent role model in an educational institution.

Marni Squire, Coordinator/Academic Advisor, Faculty of Technology and Trades

Laurent Isabelle Award

Given in recognition of excellence in teaching.

Mario Ramsay, Professor, Culinary Management, School of Hospitality and Tourism

Lifetime Achievement Award

Presented to those who have contributed a minimum of 25 years of distinguished service to students, colleagues and Algonquin College, and who continue to fulfill their role as a full-time employee

Gail Allan, Faculty e-Learning and Developmental Support, Centre for Organizational Learning

PHILANTHROPY IN THE CLASSROOM

In 2012–2013, Algonquin students and employees continued to show their generosity and support for a wide range of community causes.

- Event Management students raised $73,000 for Children's Wish Foundation, with 10% of that total used to support the additional cause of mental health
- Public Relations students raised $20,000 for Valerie's Flutter Foundation
- Led by the Police Foundations team, students college-wide raised more than $40,000 for Spread the Net
- Paralegal students raised more than $1,600 for Lawyers Feed the Hungry
- Child and Youth Worker students raised $1,300 for Children's Aid Society Purple Ribbon Campaign
- General Arts and Sciences raised $4,000 for student bursaries
- Social Service Worker students raised $4,900 for the Syd Ford Emergency Fund and $2,000 for the Canadian Cancer Society
- Algonquin students raised $3,500 for Operation Come Home through the 24 Hours of Homelessness event

President's Star Award recipients Solveig Keshavjee, Carrie Snow, Audrey Michaud, and Amanda Racine of the College Finance and Administration Purchasing Department with President MacDonald

President's Star Award

The President's Star Award is presented to employees who demonstrate a commitment to excellence in their role within the College community; regularly and consistently demonstrate 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 2012–2013 were:

- Bonnie Anderson, Client Service Officer, Registrar's Office
- Diane Banks, Faculty Marketing Officer, Faculty of Media, Arts and Design
- Lynn Berry, Professor/Coordinator, Office Administration, Legal/Executive
- Melissa Brasch, Clerk, Community and Student Affairs
- Leah-Anne Brown, Acting Manager, Organizational Effectiveness
- Karen Charron, Student Services Representative, Welcome Centre
- Angela Clermont, Manager, Business and Planning Services, ITS
- Jason Connell, Digital Marketer, Marketing
- Shawn Davies, General Manager, College Retail Services
- Joanne Del Duca, Public Relations Officer/Administrative Assistant, Advancement
- Christine Doody, Professor, Office Administration, Executive/Legal
- Andrew Edmondson, Marketing Officer, Marketing
- Andrea Emery, Program Co-Coordinator/ Professor, Graphic Design
- Sandra Fraser, Disabilities Counsellor, Centre for Students with Disabilities
- Robert C. Gillett, Past President, Algonquin College
- Suzanne Hartlin, Support Services Officer, Academic
- Beverley Haslegrave, Horticulturalist, Physical Resources
- Jennifer Kennedy, Faculty Marketing Officer, Faculty of Health, Public Safety and Community Studies
- Catherine Kenney, Professor, Faculty of Media, Arts and Design
- Brian Langer, Evening Enforcement Officer, Parking Services
- Carmel Larkin, Administrative Assistant, Applied Research and Innovation
- Susan Legault, Budget Officer, Faculty of Technology and Trades
- Trevor Lukey, Programmer Analyst, ITS
- Lorraine McLinton, Scheduling Officer, Registrar's Office
- Wendy McMonagle, Philanthropy Administrator, Algonquin College Foundation
- Sharon Moreau, Administrative Assistant, Dean's Office, Algonquin College in the Valley
- Cathy Palmer, Administrative Assistant, Algonquin College Foundation

- Kelly Prudhomme, Accounts Receivable Coordinator, Finance and Administrative Services
- Wendy Ratcliffe, Client Service Officer, Registrar's Office
- Phillip Rouble, Associate Director, Facilities Planning and Sustainability
- Amandah Selvey, Academic Coach/ACCE Liaison, Construction Trades and Building Services
- Sharon Smith, Student Success Specialist, General Arts and Science
- Jane Thwaits, Client Service Representative, Residence Life
- Stewart Yemen, Web Developer, Web Services
- Christine Chatelain and Christine Berthelet, Client Service Representatives, Registrar's Office
- Lori Morley and Sheri Pagnan, Administrative Assistants, Allied Health
- Perth Flood Response Team
- Purchasing Team

Measuring our performance

Algonquin has instituted a balanced scorecard approach to measuring its performance in relation to its four strategic pillars. Highlights for Employee Engagement include:

Measure	2012–2013	2016–2017
Empowered People	**Actual**	**Target**
Employee engagement	3.71	4.00
Leadership training	3.44	4.00

INTEGRITY

Setting clear targets is vital to achieving the College's strategic goals. So is reporting transparently on progress toward them. In 2012–2013, Algonquin monitored 42 measures of performance — the majority of which are on track for completion as planned.

Openness and integrity in performance tracking ensure Algonquin operates as a responsible enterprise in the interests of its funder, students, staff, faculty, partners and clients.

Last year, the College reached its targeted milestones for 39 of its performance measures. In cases where progress was slower than expected, Algonquin assessed root causes and established alternative targets. By the end of 2012–2013, the College had advanced every one of its strategic initiatives.

FINANCIAL SUSTAINABILITY

Algonquin aims to ensure its funded operational expenditures are in line with the provincial funding it receives — and at the same time, seeks opportunities to increase non-funded revenue and meet capital needs through strategic business partnerships. Being sustainable is also about having the right technological foundation, one that aligns with the College's digital direction.

RETENTION, GRADUATION AND OPPORTUNITIES FOR GROWTH

In 2012–2013, Algonquin achieved an 86.5 per cent term-to-term retention rate and a 64.0 percent graduation rate, both important indicators that it is obtaining results for the government's investment of funds. The College came very close to its graduation rate target of 65 percent, and remains committed to its objective to meet the desired provincial benchmark of 70 percent as it continues to implement its strategic plan.

Over the course of the year, Algonquin pursued opportunities to increase revenues through international activities, personal development, corporate and contract training offerings, and Ancillary Services. Ancillary Services increased their service offerings with new and updated facilities in the Student Commons building including a new Print Shop location, expanded Retail Services and a new food kiosk, Phogo's, which offers Asian cuisine.

1st

Toward self-sufficiency

Last year, Algonquin implemented the first iteration of a self-sufficiency model for Applied Research and Innovation and the Algonquin College Foundation. This is an important step toward full cost-recovery for these divisions of the College, a key indication that Algonquin is delivering what the community needs.

79.1%

Spaces that foster student satisfaction

Colleges Ontario surveys student satisfaction with the overall quality of College facilities and resources. Algonquin saw a 4.2 percent gain on this measure last year — climbing to 79.1 percent, more than eight percent higher than the provincial average.

The College met its 2012–2013 target of $667,000 for international contracts, which included six training contracts in Lebanon and Saudi Arabia. Targets for international enrolments were revised to align more accurately with demand, and measures to increase these enrolments will be implemented as part of the 2013–2014 business plan.

Closer to home, Algonquin delivered corporate training services to more than 250 employers and more than 7,000 employees of public and private sector organizations. It met its revenue target for government training contracts, though had to revise its corporate training target to $2.725 million.

The College also expanded its offering of educational products and certificates for Corporate Training Centre clients last year, and became one of a handful of PRINCE2 certified training centres in Ontario. Algonquin's Second Career strategy services, which help laid-off workers acquire new advanced skills, exceeded their $1 million revenue target. The College's Personal Development Institute came very close to achieving its goal of $1.8 million in net contributions. The Institute was restructured and brought under the umbrella of the College's Centre for Continuing and Online Learning to position it for greater success going forward.

On the Ancillary Services front, Algonquin's Retail Services and Print Shop met their third quarter contribution targets. Food Services' proposal for a Tim Hortons location on campus was approved in principle by the President's Council, with the intent to open in fall 2013.

A DEDICATION TO SUSTAINABILITY

Algonquin was proud to have two of its new buildings LEED®-certified last year. The Algonquin Centre for Construction Excellence (ACCE) became one of the first public institutions in Canada to be awarded LEED Platinum status, while the Algonquin Heritage Institute became the first building in Perth to be certified LEED Gold. Both achievements reflect design principles that will yield significant energy and cost savings at each site. Detailed Feasibility Studies initiated last year for the Energy Performance Contract will derive energy savings to reduce deferred maintenance and to fund further capital improvements.

At the Canada Green Building Council's (CaGBC) national conference and expo, ACCE received the Academic Leadership Award from Thomas Mueller, President and CEO of the Canada Green Building Council, and it won a SCUP/AIA-CAE Award for Excellence in Architecture from the Society for College and University Planning/American Institute of Architects' Committee on Architecture for Education.

BEST PRACTICES AND ENHANCED SYSTEMS

Strengthening the College's ability to move forward with high-quality program initiatives, Algonquin established and implemented a coordinated curriculum/program development strategy in 2012–2013. It also completed multi-year plans to implement enterprise resource planning (ERP) systems for Human Resources and Information Services (HRIS), Finance, Customer Relationship Management (CRM), and deployed and trained staff on a new Cognos business intelligence environment to improve access to actionable insights within the College.

An integrated planning approach

Algonquin has undertaken an Integrated College Development Plan that considers physical and technological infrastructure needs together, establishing a roadmap of capital needs to pursue 21st century campus planning objectives.

A FOUNDATION TO EXCEL: IT AT ALGONQUIN

Digital technology and mobility are central to our vision for Algonquin. Last year, students could bring any device to campus — whatever they prefer — and participate fully. Since 2009, the College demand for Internet and Wireless coverage has tripled as the average number of devices per person on campus has increased steadily. To support growing traffic, the College increased overall Internet bandwidth from 500 megabytes to 950 megabytes in 2012–2013. Our wireless network has more than 31,000 users and has transported more than 91 trillion bits of data. An average week sees 25,000 unique devices on our wireless network, with 7,500 concurrent devices during peak periods. Over $1.6 million was invested in classroom renovations and wireless network upgrades throughout the campus to accommodate the increase in mobile learning programs in 2012.

Measuring our performance

Algonquin has instituted a balanced scorecard approach to measuring its performance in relation to its four strategic pillars. Highlights for Financial Sustainability include:

Measure	2012–2013	2016–2017
Financial Sustainability	**Actual**	**Target**
Retention rate	86.5%	89%
Enrolment (PSE and others)	19,517	21,107
Enrolment (Online — FTE equivalents)	2,613	3,500
Enrolment (PSE international — FTE equivalents)	976	1,400
Enrolment (PSE - mobile)	38%	100%
Number of organizations served through Corporate Training	296	425
Alternative revenues	29.1%	32%
Cash, in-kind contributions and returns from alternative financing	$4.6M	$10M
College data accessible through a common BI portal	15%	100%
Availability of wireless network to all stakeholders	99%	99.9%
Availability of College networks and internet access	99%	99.9%

RESPECT

When people work in an environment that respects their unique talents and abilities, they can accomplish great things. Last year we were proud to see Jim Kyte, Chair, Marketing & Management Studies and developer of Algonquin's Sport Business Management graduate program, recognized with two prestigious awards: the Governor General's Gold Academic Medal and a Chancellor's Award for academic performance.

Jim Kyte received the awards for his work in the Royal Roads University MBA program. He received the Governor General's medal for the final project and the Chancellor's Award for grade-point average. The esteemed Governor General's Academic Medals have been awarded in Canada since 1873. Past recipients include Pierre Trudeau, Tommy Douglas, Kim Campbell, Robert Bourassa, Robert Stanfield and Gabrielle Roy.

The final project proposed new approaches to pay and reporting for academic chairs in post-secondary institutions. It represents the type of initiative taken by many Algonquin employees as leaders in their fields and dedicated advocates of high-quality post-secondary education.

Seven College representatives received Queen Elizabeth II Diamond Jubilee Medals for community service: Jay McLaren (Pembroke); Jacquie Kummel (School of Health and Community Studies); Russell Mills (School of Media and Design); Sherrel Franklin (Public Relations and Communications); Altaf Sovani (School of Hospitality and Tourism); Dave Donaldson (School of Business); Pete Thompson (Police Foundations); and Barbara Farber (Board of Governors).

ALGONQUIN COLLEGE FOUNDATION

The Algonquin College Foundation raises funds for bursaries, scholarships, awards, facilities and instructional equipment at the College, and manages Alumni Relations.

With several major capital campaigns coming to an end, the Foundation focused last year on collecting pledges and ensuring donors receive the recognition they deserve. Three donor walls were finalized in 2012–2013, presenting the names of all those who contributed so importantly to the success of capital projects such as the creation of the Algonquin Centre for Construction Excellence.

Celebrating the unveiling of the new donor wall at the Algonquin Centre of Construction Excellence:
Dr. Kent MacDonald, President, Algonquin College
Robert Gillett, Former President, Algonquin College
Dwight Brown, Constructing OUR Future Campaign Chair, Retired Vice President & District Manager, PCL Constructors Canada Inc.
Roger Greenberg, Campaign Honorary Chair, President, The Minto Group
Claude Brulé, Vice President Academic, Algonquin College
Robert Merkley, Campaign Cabinet Member, President, Merkley Supply Limited
Mike Sharp, Campaign Cabinet Member, Vice President, Black & McDonald Limited
John McAninch, Campaign Cabinet Member, Retired, President, Modern Niagara Group Inc.

FRIENDRAISING AND FUNDRAISING GROWS AND GROWS

The Foundation receipted $4.5 million dollars in revenue, with a significant increase in gifts in kind from industry. In addition, last year, the Foundation received its largest-ever alumni gift — $100,000 from the Dave and Ann Trick Family Foundation — to go towards the 'Our College, Our Community, Our Future' Perth Campus Campaign.

In recognition of its work, the Algonquin College Foundation received the 2012 Not-for-Profit award from the Greater Nepean Chamber of Commerce at its Business Achievement Awards. Over the next fiscal year, the Foundation aims to develop a five-year fundraising plan to position it for future success.

$10.3M

Capital campaigns in 2012–2013

Heritage Institute (Perth) Campus Expansion
Campaign total as of March 31, 2013 is **$567,925**

Ottawa Valley (Pembroke) Campus Expansion
Campaign total as of March 31, 2013 is **$2,153,048**

Algonquin Centre for Construction Excellence (ACCE)
Constructing Our Future Campaign total as of March 31, 2013 is **$7,606,420**

Proud alumnus David Trick presents the Dave and Ann Trick Family Foundation gift to the College.

AN INVESTMENT IN THE FUTURE: FINANCIAL SUPPORT FOR STUDENTS

Many of Algonquin's over 19,000 full-time students require some form of financial support to stay in school. Every year, that invaluable support is provided through community investment awards, bursaries and scholarships. For our partners in industry and the broader community, supporting an award, bursary or scholarship represents an investment in the future of their sector — a way of ensuring that over the long term they will continue to have access to the kinds of skilled, talented workers they need.

In 2012–2013, the Foundation distributed more than $900,000 in bursaries to some 1,200 students. By providing students with a means of offsetting tuition fees, these bursaries help the College achieve its retention targets. A new bursary program joined the mix last year thanks to a generous $100,000 donation from Pembroke car dealer Charlie Butler.

SUPPORTERS, AMBASSADORS, ROLE MODELS: OUR ALUMNI

Alumni are not only important supporters of Algonquin College but also its champions — and, through their successes, proof of the value of an Algonquin education. Algonquin was proud to celebrate the achievements of many alumni in 2012–2013, including 2012 Alumnus of the Year John Fenik, a graduate of the Child Care Worker program who today serves as Mayor of Perth.

Last year, Sommelier program graduate Véronique Rivest finished 2nd overall in '*The Best Sommelier of the World* competition — the top female participant in the competition held in Tokyo and the first woman ever to finish in the top three of the global competition. Two alumni from the Practical Nursing for Foreign Trained Nurses program, Louis Nkubana and Ina Cameron, received Heroes in the Home Caregiver Awards. And Interior Design alumna Michele van Zetten won a 'Top 5 Under 5' award from the Interior Designers of Canada.

As well, six Algonquin alumni were nominated for the annual Ontario Premier's Awards in 2012:

- Richard Young, Vice President of Transformation at Maple Leaf Consumer Foods
- Peter Tilley, Executive Director of the Ottawa Food Bank
- Michelle Valberg, President, Valberg Imaging
- Paula Doering, Senior Vice President of Clinical Programs and Diagnostics and Regional Vice President of the Champlain Regional Cancer Program at the Ottawa Hospital
- Dave Hale, Founder and CEO of the Soshal Group
- Jeffrey Green, Advisory Information Technology (IT) Specialist at IBM

ALGONQUIN COLLEGE FOUNDATION BOARD OF DIRECTORS 2012–2013

Sal Iacono	Foundation Chair, Retired Senior Vice President Bell
John Owens	Foundation Director, Board of Governors Designate, Revay and Associates
Rena Bowen	Foundation Director, Director of Special Services, Almonte General Hospital, Algonquin College Alumni Advisory Committee Chair
Dwight Brown	Foundation Vice Chair, Retired Vice President & District Manager, PCL Constructors Canada Inc.
Leslie Coates	Foundation Director, President, Highlight Travel & Cruises
Wayne French	Foundation Director, Manager, Government Affairs and Community Relations Eastern Canada, Waste Management of Canada Corporation
Eric Kalbfleisch	Foundation Director, Marketing Advertising Consultant
Krista Kealey	Foundation Secretary, Vice President Communications and Public Affairs, Ottawa Macdonald-Cartier International Airport Authority
Max Keeping	Foundation Director, Retired Broadcast Executive
Dr. Kent MacDonald	President, Algonquin College
Duane McNair	Foundation Treasurer, Vice President Finance and Administration, Algonquin College
Deneen Perrin	Foundation Director, Public Relations Director, Fairmont Chateau Laurier
Vasilios (Bill) Sioulas	Foundation Director, Conundrum Capital Corporation
Michael Tremblay	Foundation Director, Vice President Public Services, Microsoft
Carolyn Booth	Foundation Director, District Vice President, Retail & Commercial Banking Eastern Ontario, Bank of Montreal

ALGONQUIN COLLEGE ALUMNI ADVISORY COMMITTEE 2012–2013

Rena Bowen	Chair, Director of Special Services, Almonte General Hospital
George Bouris	Distinguished Alumnus, Police Foundations
Kerry Durant	Director of Care, The Royale Retirement Residence
Michel Gauthier	Director, Flora Niagara 2017
Alex Hosselet	Marketing Manager, Momentous
Wayne McIntyre	Retired Director, Algonquin College
Rob Nettleton	Marketing Officer, Government of Canada
Kathy Prescott	Application Support Specialist, Renfrew County District School Board
Kelly Rusk	Senior Account Executive, Banfield Seguin
Laura Spragge	Communications Officer, Bruyère Continuing Care
Pat Whalen	Executive Vice President and Chief Marketing Officer, Ottawa Sports and Entertainment Group

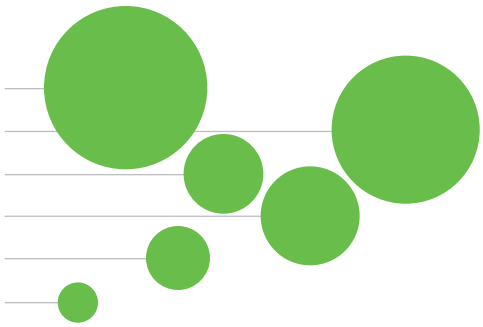
FINANCIAL REPORT

YEAR ENDED MARCH 31, 2013

The Audited Financial Statements are part of the public record and made available on the College website at **www.algonquincollege.com/reports/**

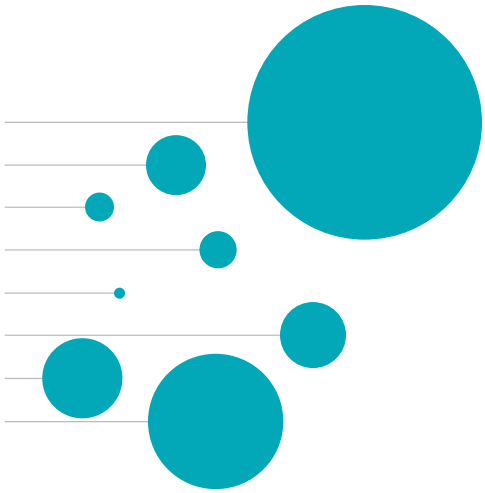
Revenue

Grants and reimbursements	$98.6
Student tuition fees	84.1
Contract educational services	29.9
Ancillary services	34.3
Other	15.6
Amortization and write-off of deferred capital contributions	8.0
	$270.5



Expenditures

Salaries and benefits	$149.5
Building maintenance and utilities	13.0
Instructional supplies and equipment	5.6
Bursaries and other student aid	7.8
Interest	0.7
Amortization and write-off of capital assets	14.8
Ancillary services	28.7
Other	44.4
	264.5
Change in vacation, sick leave and post-employment benefits liabilities	(0.04)
	$264.4
Excess of revenue over expenses	**$6.1**



* Expressed in millions of dollars

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.

Governors	Title	First Appointed	Current Term Expires
Jim McIntosh	Chair	September 1, 2010	August 31, 2013
Doug Orendorff	Vice Chair	September 1, 2008	August 31, 2013
Denise Amyot	Chair, Governance Committee	September 1, 2010	August 31, 2013
Fred Blackstein	Chair, Audit Committee	September 1, 2012	August 31, 2013
Nancy Cheng	Governor	September 4, 2012	August 31, 2015
Jeanine Chiasson	Support Staff Representative	September 1, 2011	August 31, 2014
Lynne Clark	Governor	September 1, 2011	August 31, 2013
Michael Dunlop	Past Chair	September 1, 2008	August 31, 2013
Barbara Farber	Governor	September 1, 2010	August 31, 2013
Kyrylo Kasyanenko	Student Governor	September 1, 2012	August 31, 2013
Louis Lamontagne	Governor	September 1, 2010	August 31, 2012
Kathyrn Leroux	Governor	September 1, 2011	August 31, 2013
Kent MacDonald	President		
Shawn McBride	Academic Representative	September 1, 2012	August 31, 2015
John Owens	Governor	September 1, 2008	August 31, 2013
Andrew Pridham	Administrative Representative	September 1, 2011	August 31, 2014
Mark Sutcliffe	Governor	September 1, 2011	August 31, 2013

PRESIDENT'S COUNCIL 2012-2013

President and CEO	**Kent MacDonald**
Vice President, Academic	**Claude Brulé**
Vice President, Finance and Administration	**Duane McNair**
Vice President, Human Resources	**Gerry Barker**
Vice President, Student Services	**Laura Stanbra**
Executive Director, Advancement	**Doug Wotherspoon**

COLLEGE LEADERSHIP COUNCIL 2012-2013

Academic

Academic Development	**Jo-Ann Aubut** (Acting)
Faculty of Technology and Trades	**Chris Janzen** (Acting)
Faculty of Health, Public Safety and Community Studies	**Barbara Foulds** (Acting)
Faculty of Arts, Media and Design	**Russell Mills**
School of Business	**Dave Donaldson**
School of Hospitality and Tourism	**Michel Savard**
Algonquin College Heritage Institute	**Shelley Carter-Rose**
Algonquin College in the Ottawa Valley	**Karen Davies**
Centre for Continuing and Online Learning	**Linda Rees**

Administrative

Academic Operations and Planning	**Doug Ouderkirk**
Algonquin College Foundation	**Brenda Rothwell**
Applied Research and Innovation	**Mark Hoddenbagh**
College Ancillary Services	**Karen Foster**
Business Development	**Joe Ranieri** (Acting)
Finance and Administrative Services	**Cathy Dempsey**
Information Technology Services	**Mike Sparling**
International Education Centre	**Ernest Mulvey**
Labour Relations	**Diane McCutcheon** (Acting)
Learning and Teaching Services	**Glenn MacDougall**
Marketing	**Eric Hollebone**
Physical Resources	**John Tattersall**
Registrar	**Kathryn Moore**
Strategic Programs and Services Planning	**Jennifer Daly-Cyr** (Acting)
Sales and Student Recruitment	**Peter MacKie**
Student Support Services	**Shelley Styles**
Workforce and Personal Development	**Denyce Diakun**

CHAIRS COUNCIL 2012-2013

School of Hospitality and Tourism	**Altaf Sovani** **David Keindel** (Acting)
School of Business	**Peter Fortura** **Jim Kyte** **Lisa Taylor**
Faculty of Health, Public Safety & Community Studies	**Joan Degan** **Cathy Sidorenko** **Marlene Tosh** (Acting) **Norm Bruce** **Barb Foulds**
Faculty of Technology & Trades	**Andy Pridham** **Misheck Mwaba** **Chris Hahn** **Eric Marois** **Chris Janzen**
Faculty of Arts, Media and Design	**Robyn Heaton** **Peter Larock** **Claire Snasdell-Taylor** **Jane Trakalo**
Algonquin College in the Ottawa Valley	**Murray Kyte** **Debra Balasevicius**
Centre for Continuing & Online Learning (Academic Managers)	**Debra Clendinneng** **Pat Lychak** **Sandra Larwill** **Lorna Brigden**

COLLEGE ACADEMIC COUNCIL REPORT

In accordance with the Minister's Binding Policy Director on Governance and Accountability, Algonquin College has established an Advisory College Council, called College Academic Council. The purpose of the council is to provide a means for students and staff of the college to provide advice to the President on matters of importance to students and staff related to academic excellence, academic matters and communication. A report from this Council is to be included in each college's annual report. The report for 2012– 2013 follows.

The College Academic Council (CAC) has been quite productive this 2012-13 academic year. The primary focal point of the committee remains as a forum focussed on matters important to the success of students and faculty. This mandate was clearly supported during a visit of our newly appointed President Kent MacDonald. A strong collaboration between members allowed us to move forward on many items.

The year began with the introduction of our new Vice President, Academic, Claude Brulé and Vice President, Student Services, Laura Stanbra to Council.

Our elected Executive Committee this year was composed of Enrico De Francesco, Chair, Catherine Kenney, Past Chair, Sherryl Fraser, Academic representative, Catherine Sidorenko, Administrative representative, Vini Bhindi, Support Staff representative, and David Corson, Student representative.

Following is a list of topics which were reviewed by CAC during this academic year and either brought to conclusion or remain active. Please note that not all items in this list required action from Council; some were for information (FYI) items and are identified as such:

- (FYI) Ontario Postsecondary Education Consultation — Strategic Mandate Agreements
- The Right Fit — Living Library
- Social Media
- (FYI) Curriculum Alignment Working Group
- Promoting Continuous Professional and Personal Learning for Faculty
- (FYI) "Starting the Conversation — Raising our Awareness of Student Mental Health"
- (CAC support on initiative) Spread the Net
- (FYI) BAA (Interior Design) - Program Evaluation Committee Report and Action Plan
- (CAC Representation required) Work-Integrated Learning Management Group
- Plagiarism Detection Software
- (FYI) Faculty Performance Evaluation Project
- AA13 Evaluating Student Learning
- AA42 Learning Management System
- AA42 Learning Management System — Addendum — Blackboard Common Look and Feel Template
- (FYI) eTextbook Initiative
- (FYI) Kaleidoscope 2013
- Research-related Policies
  - RE02 Integrity in Research and Scholarly Activities
  - RE03 Research Involving Human Subjects
  - RE07 Academic Freedom

Each year, Council develops a set of priorities they would like to address in the current academic year over and above new business or carry-over priorities from the previous year. This year, members developed the following list:

- Transitioning to a digital culture/college (S. Heckbert)
- Corporate sponsorship/Industry Liaison — Policies (A. Cockburn and E. de Francesco)
- Use of computers for non-work activities (V. Bhindi)
- Support for off-cycle programs (S. Heckbert)
- Lab Safety and General Rules
- Complaints about Professor (part-time) Use of Blackboard
- Cross-Academic Partnerships (Mobile & Social Media Management, OCGC — G. Hurdle)

The list was voted upon and resulted in the following top three priorities for the 2012-2013 academic year:

- Transitioning to a Digital College
- Plagiarism Software
- Student Course Feedback

The following is a synopsis of some of the priorities, as well as other business items covered in this academic year.

Social Media

A presentation of best practices when using Social Media at school was presented to Council. The working group will reconvene to develop the delivery mode for these best practices.

"Starting the Conversation — Raising our Awareness of Student Mental Health"

A one hour online introduction module on student mental health entitled "Starting the Conversation" was created by Student Support Services in collaboration with the Canadian Mental Health Association. This three module awareness video allows faculty to become familiar with the growing mental health issues occurring with our student population. In addition to the video, there is a helpful resource section providing college and community resources, case studies and referral guidelines. A certification of completion is awarded to participants. An email went out to encourage staff to complete. Further to this, members were also asked to encourage their colleagues to complete the module. At the January, 2013 meeting, it was reported that approximately 150 faculty and staff had completed the module so far and members were reminded to encourage their colleagues to participate.

Spread the Net

At our November 2012 meeting, Lisa Root, Professor, Police and Public Safety Institute introduced the fundraising program entitled "Spread the Net" to Council. The intent was to engage the College Community as a collective group in support of this this charity founded by Rick Mercer and Belinda Stronach to purchase mosquito nets for people in Africa. Discussion focused on fundraising ideas and effective ways to engage the College Community, as well as the timing of the initiative. Lisa Root was provided with a variety of suggestions and recommendations. CAC supported the cause and encouraged Lisa in her efforts. The initiative turned out to be an incredible success for Algonquin College.

AA13 Evaluating Student Learning

Concerns were raised regarding procedural statement 1.4 of the Policy AA13 Evaluating Student Learning which states: "Provide students with the results of each evaluation along with meaningful feedback in a course within ten working days." The turn-around time (ten days) was the main concern, primarily due to class size, assignment type, and assessment type. Full-time faculty identified the concern, and expressed their concerns for the ability of part-time faculty to meet this timeline in some cases. The issue was reviewed by each School and determined not to be a College-wide problem but rather isolated to a few areas. A recommendation was put forward to provide some flexibility dependent upon the identified variables. Claude Brulé offered an amendment to Policy AA13 giving Chairs the ability to support faculty in the event a situation reflecting this situation should arise. The amendment to the policy was endorsed by Council.

A22 Student Participation in Athletics or on the Students' Association Board of Directors

D. Corson, President, Students' Association advised Council that some professors did not seem to be aware of Policy A22. As a result amendments were made to the policy to ensure that students, professors and coordinators meet at the beginning of the academic term to review the policy to ensure everyone has an understanding of their respective roles and responsibilities.

AA42 Learning Management System

Glenn MacDougall, Director, Learning and Teaching Services, advised that, in response to students' requests, policy AA42 Learning Management System had been revised to tighten up requirements. Members were asked to review policy revisions with colleagues and submit issues and possible solutions. A number of Schools have provided their comments. It was subsequently agreed that Glenn MacDougall would chair a group of 4 or 5 volunteers to make the appropriate revisions.

AA42 Learning Management System — Addendum: Blackboard Common Look & Feel Template

Jo-Ann Aubut, A/Dean, Academic Development reported that Curriculum Implementation Services staff had proposed the implementation of a Blackboard (Bb) Common Look and Feel (CLF) template. The template is intended to support student success through the provision of a common, AODA compliant navigational structure and to assist faculty in the use of Bb. The purpose of her visit to CAC was to present the draft Learning Management System (LMS) Blackboard (Bb) Common Look and Feel (CLF) template, elements of which could possibly serve as a future AA42: Learning Management System Policy Addendum. It was suggested that members consult with their constituencies and provide feedback which will be discussed with the working group reviewing the revisions of AA42 with Glenn MacDougall.

Transitioning to a Digital College

Stephen Heckbert prepared and distributed a document entitled "Transitioning to a Digital College — A Discussion Paper" to spark discussion on the topic. He spoke to the document advising that the challenges fall into three main areas: infrastructure, implementation and staffing. Claude Brulé noted that it appeared there is a misunderstanding of what is meant by the term 'digital college'. The College needs common language and a better understanding of the term. He also noted that the Student Services area was not included in the framework document and they form an important part of the definition. It was agreed that a meeting take place with Claude Brulé, Stephen Heckbert and Glenn MacDougall in order to discuss the draft paper within the fuller context of the College's 2012-17 Strategic Plan, and Strategic Mandate Agreement issued to MTCU in October 2012.

Plagiarism Software

The Students' Association (SA) representatives spoke to concerns and recommendations outlined in the Ombudsman's Annual Report 2011-2012 specific to the use of plagiarism detection software "Turnitin". The use of such software is a concern of the SA and it was suggested at the last Ombudsman Review Committee meeting that the topic be brought to Council for discussion. Some of the concerns identified were:

- Personal information stored on servers outside of Canada
- Software company retains students' work and the copyright privilege
- Policy regarding the use of plagiarism detection software should be in place so that students are aware of the requirement
- Assumption of guilt
- Considered plagiarism when it was something you wrote 3 years ago in high school

David Corson spoke to the document "Plagiarism at Algonquin College" that he had prepared and distributed to Council. The document outlined what students had shared with the Students' Association regarding their concerns with the use of the plagiarism detection software "Turnitin". He noted that the issues identified are solvable in that they appear to be issues of communication and consistency of use. The original intent of the use of the software was to provide a support for students. As a tool for students it has great benefit.

Research-related Policies

Council endorsed two research-related policies presented by M. Hoddenbagh, Director, Applied Research and his team. The policies were RE02 Integrity in Research and Scholarly Activities and RE03 Research Involving Human Subjects. Revisions to these two policies were required as a result of changes to the Federal Government's *Tri-Council Policy Statement: Ethical Conduct for Research Involved Humans 2nd Edition* (TCPS2) and its *Tri-Agency Framework: Responsible Conduct of Research* (RCR) which are the guiding policy documents describing how institutions must conduct research.

Council endorsed a third research-related policy entitled RE 07 Academic Freedom Rights and Responsibilities. This is a new policy put in place as directed by the Postsecondary Education Quality Assessment Board (PEQAB).

In conclusion

This year saw the departure of two long existing CAC members and supporters. Leslie Manion, School of Business representative, as well as Catherine Sidorenko, Chair representative who both retired at the end of December. As Chair of the College Academic Council, I wish to convey my utmost gratitude for the contribution made by Catherine and Leslie over the years.

I would also like to thank all the other members who took part on this year's Council. One element that has captured my attention over the last four years here at CAC is how proactive this Council is. I believe this to be a direct reflection of what Algonquin stands for. We have tackled existing issues as well as looked into the future for potential others. It is this type of forward thinking that has kept me involved with the College Academic Council. As anticipated, some of you are completing your two year term while others have just started. Regardless of the changes to membership, the integrity of Council remains on staying true to the college four core values, Caring, Learning, Integrity and Respect. Honouring these values will allow us to continue our collaboration and solving the challenges facing an ever changing education system.

To the departing Students' Association representatives, I would like to commend you on your involvement with CAC. You are the much needed voice of the students, the key component in our quest for higher education. We look forward to welcoming the new SA representatives and hearing what messages they bring.

Last, but not least, a special thank you to Nancy Makila for her guidance and mentoring. I consider Nancy the main support column who keeps this Council standing year after year. As well, I would like to give special thanks to Claude Brulé for his invaluable input and direction on his inaugural involvement with the College Academic Council.

As all of you I look forward to the next academic year and the challenges it may bring.

Respectfully submitted,

Enrico De Francesco

May 7, 2013

KEY PERFORMANCE INDICATOR PERFORMANCE REPORT

Algonquin student satisfaction is the highest among Ontario's largest colleges

Algonquin students are among the most satisfied in the province, rising 1.2% to 81.5% in 2013

81.5%

The provincial government requires all colleges to gather and report on five Key Performance Indicators (KPIs): student satisfaction, graduate satisfaction, employer satisfaction, graduate employment rate, and graduation rate.

The KPI results are published every year by Colleges Ontario, which is the advocacy and outreach association of Ontario's 21 Colleges of Applied Arts and Technology and three College Institutes of Technology and Advanced Learning. For consistency and reliability, a common methodology is used to administer the data and calculate the results. Each indicator is measured on its own timeline. For the 2012–2013 academic year, the KPI data was collected from college audiences as follows:

- **Student satisfaction:** students in June 2012, November 2012 and February 2013
- **Graduate satisfaction:** graduates six months after 2011–2012 graduation
- **Employer satisfaction:** employers who hired 2011–2012 graduates
- **Graduate employment rate:** graduates six months after 2011–2012 graduation
- **Graduation rate:** students who started one-year programs in 2010–2011, two-year programs in 2008–2009, three-year programs in 2006–2007, and four-year programs in 2005–2006, and who had graduated by 2010–2011.

Find out more about key performance indicators tracked by Ontario colleges at **http://www.collegesontario.org/outcomes/key-performance-indicators.html**

94.1%

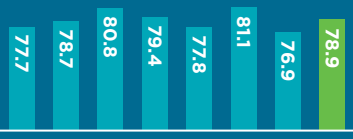
Local and national employers are extremely satisfied in the quality of our grads

Employer satisfaction with their hires of Algonquin graduates rose 3% to 94.1% in 2013

Student Satisfaction 81.5%

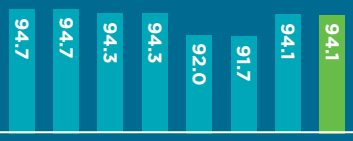
The percentage of overall student satisfaction reflecting the student experience at Algonquin College by summarizing, and giving equal weighting to, student responses that measure the:

- 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 Satisfaction 78.9%

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.



Employer Satisfaction 94.1%

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

Graduate Employment 84.8%

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.

Graduation Rate 64.0%

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.

SUMMARY OF ADVERTISING AND MARKETING COMPLAINTS

For the period April 1, 2012 — March 31, 2013, 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 one complaint regarding advertising and marketing of College programs.

Total number of complaints: 1

Average number of working days to resolution: 43+

Nature of complaint	Date received	How resolved or addressed	Date resolution communicated to student	Working days to resolve
Request for refund due to the realization that the credential earned was not recognized in her jurisdiction (outside Ontario)	February 22, 2013	The graduate filed a complaint with the Algonquin College Registrar's Office. A letter was sent to the graduate of the Nursing Unit Clerk Part-time Online program indicating that the request for refund was denied; it is the responsibility of the prospective student to choose the credential corresponding to the employment requirements of their own jurisdiction.	March 27, 2013	23
	March 27, 2013	The graduate filed a complaint with the Better Business Bureau (BBB). This complaint was sent to the Algonquin College Centre for Continuing and Online Learning. A reply was sent to the BBB indicating the College's reasons for denying the request.	April 19, 2013	16
	May 8, 2013	The graduate sent a letter of complaint to the Vice President Student Services.	May 15, 2013	4
	—	Issue ongoing; resolution continues into 2014.	—	—

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. The 2012–2013 MYAA Report Back will constitute part of the public record, and as such, with governance approval, will be made available in full on the College website at **www.algonquincollege.com/reports/**

ALGONQUIN COLLEGE

Info for future students

www.algonquincollege.com/future-students

Info for parents

www.algonquincollege.com/future-students/parents-guardians

Info for counsellors

www.algonquincollege.com/future-students/teachers-counsellors

Ottawa Campus
1385 Woodroffe Avenue
Ottawa, ON K2G 1V8
Local: 613-727-0002
Toll-free: 1-800-565-GRAD (4723)
TTY: 613-727-7766
24 hour fax machine: 613-727-7754
In-Person Service: Room C150

Perth Campus
7 Craig Street
Perth, ON K7H 1X7
Phone: 613-267-2859
Fax: 613-267-3950

Pembroke Campus
315 Pembroke East
Pembroke, ON K8A 3K2
Phone: 613-735-4700
Fax: 613-735-4739

Presentation to:	Board of Governors
Subject:	Status Update - Jazan Campus, Kingdom of Saudi Arabia
Date:	October 15, 2013
Presenter(s):	Claude Brule, Vice-President, Academic Services Duane McNair, Vice-President, Finance & Administration

Purpose

To provide the Board of Governors with a status update on operations of the newly formed subsidiary corporation, Algonquin College – Saudi Arabia, operating in Jazan, Kingdom of Saudi Arabia.

Background

During the Winter of 2013, Algonquin College responded to a Request for Proposals issued by the Technical and Vocational Training Corporation of the Kingdom of Saudi Arabia. Algonquin submitted a proposal to establish a male-only college in Jazan and a female-only college in Al-Kharj.

Algonquin successfully won the bid to establish the male-only college in Jazan but was not successful in the bid to establish the female-only college in Al-Kharj. Up until the Spring of 2013, the Jazan campus was a functioning vocational college operated by CADRE, an economic development agency in Saudi Arabia.

Algonquin received approvals to establish the college in Jazan and enter into a 5-year agreement with Colleges of Excellence in Saudi Arabia from the Ontario Ministry of Training, Colleges and Universities and the Ministry of Finance during the summer of 2013.

Over the past summer, Algonquin has been focussed on preparing for the Jazan campus' first intake of students.

Discussion/Considerations

Algonquin College – Saudi Arabia has received its first intake of students at the Jazan campus this past September. A Preparatory Year Program (PYP) is being offered to most students to educate them in English, Math and other skills to prepare them to enter a technical program. In addition, returning students, previously enrolled at the Jazan campus while it was operated by CADRE, are being accommodated so that they may complete their diploma programs.

The attachments below provide a status update on the campus start-up, marketing and recruitment, corporate training, community relationships and current financial projections.

College staff will be on hand at the October 15th Board of Governors meeting to answer questions.

Recommendation

That the Board of Governors receives the status update on the Jazan campus in the Kingdom of Saudi Arabia.

Report on status of Algonquin College Jazan

10/5/2013

1. **Campus Start-Up**
    1. Status of LLC creation
        a. The LLC was registered on September 25th.
        b. There are, inter alia, three post incorporation tasks that need to happen before normal operation is possible. Our target is by end of October, but they are dependent on the speed of the Saudi bureaucracy; this is not assured.
            i. We need to apply for a working bank account. The applicant must be a KSA resident with corporate authority. Signing authority must be given to KSA residents. We required a board resolution to nominate Jebril Zurbtan as our designate. This is pending as of this date.
            ii. We need to have our status to sponsor business visas confirmed. The term is Iqama. Regulations are similar to banking and the resolution above will address this.
            iii. We need to give the two Board-approved bonds to CoE. BMO is working on this and we believe it will be completed by Oct 18.

    2. Enrolment
        a. PYP students enrolled 835 – approximately 650/675 are serious students.
        b. Technical program enrollment is 83 – about 70/75 are serious students.

    3. Financials
        a. A Year-1 budget was submitted on September 6.
        b. It projects a slight surplus in F2014 ending July 31, 2014.
        c. Aug/September expenditures are below budget
        d. Revenues are being earned but have not been paid to date. A recent guideline defines the 80% attendance figure in a manner that is favourable to AC. Students have a bank of hours that is 20% of required hours. They are warned as they use up their bank of hours. When they exceed the maximum for the year, they are expelled. We have asked for clarification on the administration of this attendance performance metric. Our understanding is that they are students in good standing until they are expelled for poor attendance and we would be paid.
        e. Our budget for PYP tuition is based on 650 students for September. We believe we can claim for more than this.
        f. Plans are to accept up to 400 more students in a February intake. This will enhance Semester 2 tuition revenue.
        g. The budgeted revenue for F2014 is attainable.

4. Human Resources (HR)
    a. We are working to fill the critical Campus Principal position. Expectations are that it can be filled for early January 2014.
    b. The PYP director started Oct 3rd.
    c. An administrative position review was conducted and salary adjustments were awarded.
    d. As part of the review, the following administrative positions now report to the Campus Principal:
        i. Director of Finance
        ii. Director of HR
        iii. Registrar
        iv. Director of Administration and Student Services
    e. Remaining area to review is Student Services, in order to provide better alignment and support student success and retention.

5. Infrastructure
    a. Deferred maintenance in the Compounds was a serious issue. It was addressed and necessary improvements are well underway. Some financial relief was negotiated from CADRE as part of the transition handover.
    b. We received permission from CoE to rectify identified deficiencies and bill the CoE.
    c. Not included were the two network core switches that we claimed.
    d. The campus is lacking some furniture and classroom space would need to be created in some of the outer lying buildings before we can house 2,500 students.
    e. Classroom space is not as efficient due to scheduling issues associated with Saudi culture. PYP students are scheduled from 8:00 am to 3:15 pm straight. We are getting only one turnover from a classroom.

6. Information Technology (IT)
    a. We have been in fruitful discussions with ITS about implementation of a better IT infrastructure. First step is to get proper air conditioning in the switch closets.
    b. Implementation plan will be further developed during week of Oct 15-18.

7. Other Support activities
    a. Seven key staff are visiting Algonquin College-Ottawa Oct 11-19 for training.
    b. Glenn MacDougal is participating in a CoE Excellence Lab Competition on Oct 7/8 in Jeddah. We are promoting COMMS (the Algonquin College Course Outline Management System).

8. Academic Affairs

a. Our next goal is to reduce PYP teaching hours to just over 21 per week for teachers.
b. They have been teaching the entire 27-hour week for each section.
c. This was necessitated by teacher shortages due to visa issues.
d. We staggered intake over three weeks to give time for the new teachers to relocate to Jazan.
e. AC had proposed to expand to 10 programs of study in the diploma program in September 2014. This assumed a PYP intake of 1,250. As we have fewer students, we are proposing to scale back the number of programs to be launched in September 2014. One suggestion is to add the Business programs and an Air Conditioning technician program.

9. Student Affairs
    a. Senior students have formed a student council. We are supporting them.
    b. Student support had two staff allocated, two English speaking staff - Counselor and Student Activity manager. Both of those staff were seconded to the PYP program to allow for the intake of new students. We have the opportunity to revisit this section to reassess student needs and deploy staff with the required skills. The majority of our PYP students do not have the English skills to be properly supported solely in English. Student success and retention are our main objectives.

2. Marketing and Recruitment for next term

a. We have developed the framework of the required plan. It will be fleshed out during the training week and implemented immediately after Eid holiday on Sunday Oct 20.
b. The Advancement department has completed the prerequisite duties.
    i. Web site is active and bilingual.
    ii. On-the-ground promotion plan implemented in the Jazan Community
    iii. Integration of all activity-generated leads are entered into Salesforce.

3. Corporate Training

a. On Oct 10, we will be submitting a proposal to Cristal, a global metals company, for establishment of a training partnership. We will devote one floor of building 301, up to 6 labs and 6 offices as a corporate training centre.

4. Community Relationships

a. Our promotions program will establish community awareness for Algonquin College - Jazan.

b. Outreach to corporate and community leaders will commence after operations are normalized, e.g. when we have a working bank account.

5. Miscellaneous

a. As of this date, TVTC staff has vacated the premises.
b. We are awaiting confirmation that all buildings have been turned over to Algonquin College – Jazan. We expect to hear this on Oct 7.

Algonquin College Jazan												
Five Year Financial Projection Summary $Can												
Fiscal Year Ending August 31st												
	Year 1	**%**	**Year 2**	**%**	**Year 3**	**%**	**Year 4**	**%**	**Year 5**	**%**	**5 Year Total**	**%**
Revenue	$ 9,593,101	100.0%	$ 21,799,886	100.0%	$ 32,165,042	100.0%	$ 37,265,744	100.0%	$ 38,203,009	100.0%	$ 139,026,781	100.0%
Expenses												
Staff Costs	5,830,968	60.8%	10,806,507	49.6%	16,849,093	52.4%	19,278,284	51.7%	20,268,898	53.1%	73,033,750	52.5%
Operations Expense	1,057,325	11.0%	1,395,241	6.4%	1,513,125	4.7%	1,573,913	4.2%	1,644,183	4.3%	7,183,786	5.2%
Facilities Expense	1,981,961	20.7%	4,047,898	18.6%	4,511,202	14.0%	4,643,626	12.5%	4,844,349	12.7%	20,029,036	14.4%
Contract Costs	640,303	6.7%	2,192,783	10.1%	2,814,170	8.7%	3,059,787	8.2%	3,062,154	8.0%	11,769,198	8.5%
Total Expenses	9,510,557	99.1%	18,442,429	84.6%	25,687,590	79.9%	28,555,609	76.6%	29,819,584	78.1%	112,015,769	80.6%
Pretax Profits	82,544	0.9%	3,357,457	15.4%	6,477,452	20.1%	8,710,135	23.4%	8,383,425	21.9%	27,011,012	19.4%
Tax	23,569	0.2%	872,369	4.0%	1,714,376	5.3%	2,287,063	6.1%	2,209,007	5.8%	7,106,384	5.1%
Dividends Available	$ 58,975	0.6%	$ 2,485,087	11.4%	$ 4,763,076	14.8%	$ 6,423,072	17.2%	$ 6,174,417	16.2%	$ 19,904,627	14.3%

Presentation to:	Board of Governors
Subject:	Algonquin College Subsidiary Corporations • Governance Model • Memorandum of Agreement
Date:	October 15, 2013
Presenter(s):	Duane McNair, Vice-President, Finance & Administration

Purpose

To present for approval:

- The proposed governance model of the College's two subsidiary corporations:
  - Algonquin College – Saudi Arabia
  - 2369143 Ontario Limited
- The Memorandums of Agreement between the College and the two subsidiary corporations.

Background

The Ministry of Training Colleges and Universities requires that subsidiary corporations of Ontario Colleges have Memorandums of Agreement (MoA) in place to define the operating relationship. MoA's have been drafted for:

- The Algonquin College of Applied Arts and Technology and Algonquin College – Saudi Arabia (ATTACHMENT A)
- The Algonquin College of Applied Arts and Technology (Algonquin College) and 2364193 Ontario Limited (ATTACHMENT B)

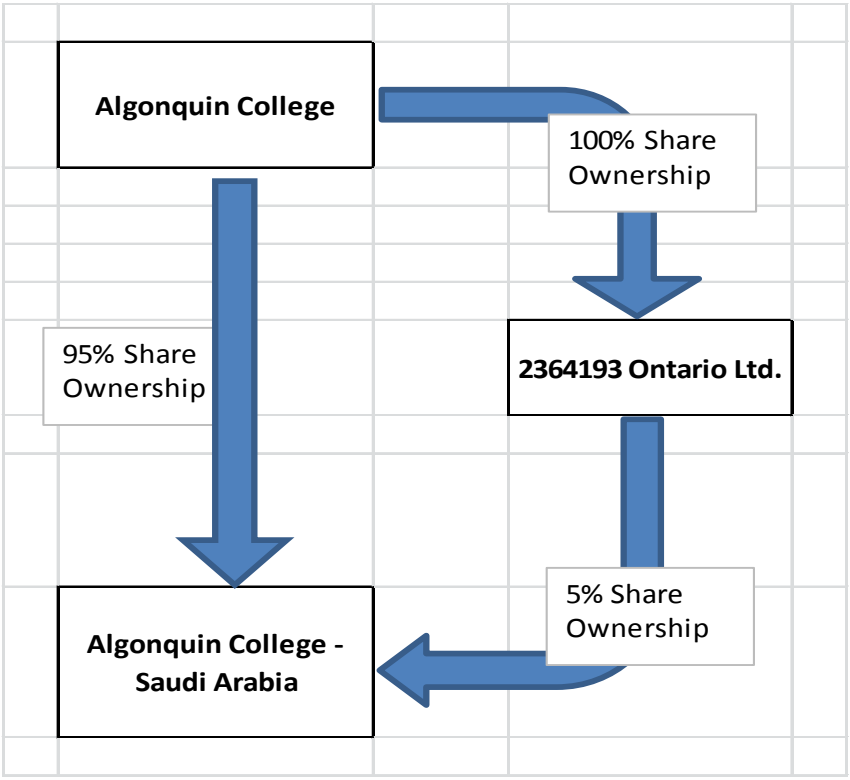
Articles of Association for Algonquin College – Saudi Arabia have been prepared and submitted to the Kingdom of Saudi Arabia (KSA) Ministry of Commerce.

Articles of Incorporation for 2364193 Ontario Limited have been prepared and submitted to the Ontario Ministry of Government Services.

KSA laws require that Limited Liability Companies incorporated in KSA have a minimum of two shareholders.

Discussion/Considerations

The following depicts the ownership structure of the Algonquin College corporate entities:



The fiscal year for Algonquin College and 2364193 Ontario Ltd. is April 1st to March 31st.

The fiscal year for Algonquin College – Saudi Arabia is September 1st to August 31st.

Proposed Governance of Algonquin College – Saudi Arabia

Considering the Articles of Association of Algonquin College – Saudi Arabia (AC-SA) and the MoA between Algonquin College and AC-SA, the following governance procedures are recommended:

- The MoA must be approved by The Algonquin College Board of Governors prior to submission to MTCU. In addition, any modifications to the MoA must be approved by the Algonquin College Board of Governors

- Annual General Meeting (AGM) to be held each year within six months after the end of each fiscal year (propose November of each year). At each AGM:
    - The General Manager of AC-SA will present an Annual Report containing financial statements, report describing AC-SA's evaluation and results of activities and financial position for the fiscal year just ended, and recommendation on distribution of profits. The Annual Report will then be submitted to the Algonquin College Board of Governors for final approval.
    - Shareholders will review and approve the annual Auditor's report
    - Shareholders will appoint or reappoint auditors to audit AC-SA accounts for the current fiscal year.
    - Shareholders will discuss and decide upon any other business or matter relating to AC-SA

- In addition to the AGM, two regular Shareholder Meetings will be held for shareholders to perform the following:
- 1. Propose February of each year:
    - Review and approve reports from the General Manager of the AC-SA concerning the management and administration of AC-SA
    - Review financial projections of results for the current fiscal year
    - Consider requests for approval of expenditures that are not within the financial limits set by the approved annual budget
    - Review enrolment information for the preceding term and academic year just ended
    - Discuss and decide upon any other business or matter relating to AC-SA

  2. Propose May of each year:
    - Review and approve reports from the General Manager of the AC-SA concerning the management and administration of AC-SA
    - Review and approve a multi-year strategic plan (when applicable)
    - Review and approve for submission to the Algonquin College Board of Governors an annual business plan and budget for the next fiscal year starting September 1st provided that an accumulated deficit is not budgeted
    - Review financial projections of results for the current fiscal year
    - Consider requests for approval of expenditures that are not within the financial limits set by the approved annual budget
    - Review graduate and enrolment information for the preceding term and academic year just ended

    - Consider requests for borrowing or other proposed transactions that would result in an increase of AC-SA's long term liabilities or contingent liabilities (would also require Algonquin College Board of Governors approval and MTCU/MoF approval)
    - Discuss and decide upon any other business or matters relating to AC-SA

- Shareholders have one vote per share owned. Algonquin College holds 95 shares and 2364193 Ontario Ltd. holds 5 shares. 2364193 Ontario Ltd. is wholly owned by Algonquin College.

- Shareholder representatives are currently designated as:
    - Kent MacDonald for Algonquin College
    - Duane McNair for 2364193 Ontario Ltd.

- In addition to Shareholder representatives (or their designates), the following Algonquin College representatives (or their designates) will attend all Shareholder Meetings:
    - Claude Brule, Vice-President, Academic Services
    - Laura Stanbra, Vice-President, Student Services
    - Ernest Mulvey, Director, International Education Centre
    - Algonquin College Governor – Chair or Member of the Audit and Risk Management Committee

- The presence of the duly authorized representatives of the shareholders (Kent and Duane) constitutes valid quorum at Shareholder Meetings

- Shareholders' Resolutions require the affirmative vote of those representing at least 51% of AC-SA's capital (ie. shares) except for the following:
    - Change of the nationality of AC-SA or decreasing the company capital requires unanimous support
    - Amendments to the Articles of Association and increases of company capital requires at least 75% of the vote

- Algonquin College as the majority shareholder (First Party) shall delegate management of the Company to a General Manager

The President of Algonquin College will present to the Algonquin College Board of Governors:

- <u>For approval</u>: Algonquin College's Strategic Plan, Annual Report, Annual Business Plan and Budget, financial projections, audited financial statements *that incorporate and/or consolidate relevant AC-SA information.* In addition, the AC-SA Annual Report and Annual Business Plan and Budget must be submitted to the Board of Governors for approval.

- <u>For information</u>: AC-SA Strategic Plan, financial projections, audited financial statements, strategic risks, minutes from Shareholder Meetings

and other operating reports on a regular basis

- For approval (as needed): Requests for borrowing or increases to long term liabilities or contingent liabilities

The President of Algonquin College will present to the Board of Governors' Audit and Risk Management Committee:

- Regular reports on strategic risks, risk mitigation strategies and status of mitigation strategies concerning the AC-SA operations.

In addition to the governance requirements above, On a monthly basis, College management (ie. President's Council) will:

- Review and approve reports from the General Manager of the AC-SA concerning the management and administration of AC-SA
- Review financial projections of results for the current fiscal year
- Review enrolment information
- Review existing and potential risks and opportunities and where appropriate refer items to the College Risk Management Committee
- Discuss and decide upon any other business or matter relating to AC-SA
- Prepare briefings to the Board of Governors that will be included in the regular management summaries submitted as part of the Board meeting package.

Proposed Governance of 2364193 Ontario Limited

Considering the Articles of Incorporation of 2364193 Ontario Ltd. and the MoA between Algonquin College and 2364193 Ontario Ltd., the following governance procedures are recommended:

- Annual General Meeting (AGM) to be held each year within six months after the end of each fiscal year (propose May of each year). At each AGM:
    - The Vice-President, Finance and Administration of Algonquin College will present an Annual Report containing audited financial statements, report describing 2364193 Ontario Ltd.'s evaluation and results of activities and financial position for the year just ended, and recommendation on distribution of profits.
    - Review and approve the annual Auditor's report
    - Appoint or reappoint auditors to audit 2364193 Ontario Ltd.'s accounts for the current fiscal year
    - Review and approve an annual budget for the current fiscal year provided that an accumulated deficit is not budgeted
    - Discuss and decide upon any other business or matter relating to 2364193 Ontario Ltd.

- Currently, the Board of Directors of 2364193 Ontario Ltd. has one Director, Duane McNair, Vice-President, Finance and Administration of Algonquin College. At the first Board of Directors meeting it is proposed that the first Director appoint four additional Directors consisting of:
    - President, Algonquin College
    - Vice-President, Academic Services
    - Vice-President, Student Services
    - Director, Finance and Administrative Services
    - Algonquin College Governor – Chair or Member of the Audit and Risk Management Committee

- ByLaws for 2364193 Ontario Ltd. will be drafted in compliance with MTCU Directives and the MoA and be presented to the Board of Directors for approval at the first Board meeting.

The President of Algonquin College will present to the Algonquin College Board of Governors:

- For approval: Algonquin College's Strategic Plan, Annual Business Plan and Budget, financial projections, audited financial statements *that incorporate and/or consolidate relevant 2364193 Ontario Ltd. information*

- For information: 2364193 Ontario Ltd. Annual Budget, financial projections, audited financial statements, strategic risks, minutes from Board of Directors Meetings and other operating reports on a regular basis

- For approval (as needed): Requests for borrowing or increases to long term liabilities or contingent liabilities

Recommendations

1. That the Algonquin College Board of Governors approve the proposed governance model of Algonquin College's subsidiary corporation Algonquin College – Saudi Arabia.
2. That the Algonquin College Board of Governors approve the proposed governance model of Algonquin College's subsidiary corporation 2364193 Ontario Limited.
3. That the Algonquin College Board of Governors approve the Memorandum of Agreement between Algonquin College and Algonquin College – Saudi Arabia and authorize President Kent MacDonald to sign the agreement on behalf of Algonquin College.
4. That the Algonquin College Board of Governors approve the Memorandum of Agreement between Algonquin College and 2364193 Ontario Limited and authorize President Kent MacDonald to sign the agreement on behalf of Algonquin College.

MEMORANDUM OF AGREEMENT

BETWEEN:

THE ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

(Hereinafter "the College")
(OF THE FIRST PART)

-AND-

ALGONQUIN COLLEGE – SAUDI ARABIA,

(Hereinafter "the Saudi College")
(OF THE SECOND PART)

WHEREAS the College is a corporation without share capital established by 0. Reg. 34/03 under the *Ontario Colleges of Applied Arts and Technology Act*, 2002.

AND WHEREAS the Saudi College is a limited liability company incorporated under the laws of the Kingdom of Saudi Arabia and therefore is subject to those laws;

AND WHEREAS the Saudi College was established as a subsidiary of the College to assist the College in pursuit of the College's objects;

AND WHEREAS the Ministry of Training, Colleges and Universities requires that there be a memorandum of agreement between the College and the Saudi College for the purpose of establishing the operating relationship between the parties hereto;

AND WHEREAS the Saudi College's mandate and powers cannot exceed those of the College;

AND WHEREAS the Saudi College shall be subject to government policies and directives in a manner similar to Ontario colleges to the extent possible under the foreign jurisdiction of the Kingdom of Saudi Arabia.

NOW THEREFORE THE PARTIES AGREE EACH WITH THE OTHER AS FOLLOWS:

I Roles and Responsibilities

(a) Objects

The Saudi College shall conduct its activities such that the objects of the Saudi College are as follows:

- to provide technical and vocational training, foundation training including English language training for youth and corporate programmes in accordance with the decision of the Saudi Arabian Investment Authority No [to be completed]
- to conduct similar or complementary activities to the above objects after satisfying the relevant laws and regulations
- to assist the College in the attainment of the College's objects.

The Saudi College shall be operated exclusively for the attainment of the above-noted objects.

(b) The General Manager

As a Saudi Limited Liability Company the Saudi College has no Board of Directors. In the Articles of Association of the Saudi College the role usually associated with a Board of Directors is performed by a General Manager. The General Manager of the Saudi College shall be approved by the College.

The General Manager of the Saudi College shall be responsible for the management and control of the affairs of the Saudi College in consultation with and as directed by the College.

(c) Shareholders Resolutions

As a Saudi Limited Liability Company the Saudi College has no Bylaws. The Articles of Association together with shareholders resolutions provide for the content usually included in Bylaws, The shareholders of the Saudi College may, subject to the approval of the College as majority shareholder, make such resolutions as are necessary for:

(i) the administration of the Saudi College;

(ii) any other matter necessary for carrying out the objects of the Saudi College.

II Financial Arrangements

(a) Budget

The Saudi College shall submit annually for approval by the College a proposed budget including evaluation and results of activities of the Saudi College. The College shall not approve a proposed annual budget prepared in respect of a fiscal year of the Saudi College that would provide for an accumulated deficit at the end of such fiscal year. The Saudi College shall not make any expenditures that are not within the financial limits set by the approved annual budget unless approved by the College.

(b) Accounting Procedure

The Saudi College shall maintain accounting standards generally accepted in the Kingdom of Saudi Arabia as issued by the Saudi Organization for Certified Public Accountants. Where permitted and appropriate, the Saudi College shall adopt accounting policies and practices consistent with the College's policies and practices.

(c) Revenues

The College shall identify what revenues are to be returned to the College and what revenues shall be retained by the Saudi College to further the objects of the Saudi College.

(d) Inspection and Audit

The books, accounts, and records of the Saudi College shall be made available at all reasonable times for inspection and audit by representatives of the College and the College's auditors, who may make copies thereof and take extracts there from and proper facilities for any inspection and audit shall be made available, together with reference to such books and records.

(e) Status Reports

The Saudi College shall, from time to time, promptly furnish to the College such information relating to the operations and affairs of the Saudi College as the College may from time to time require.

(f) Annual Report

The Saudi College shall make a report annually to the College regarding the affairs of the Saudi College and the College shall submit the report to the Minister of Training, Colleges and Universities.

(g) Audited Financial Statements

The Saudi College shall include in its annual report to the College, the auditor's report and audited financial statements for each fiscal year, as prepared by the College's external auditor, and the College shall include the Saudi College's audited financial statements in the College's annual report to the Minister.

(h) Borrowing

When the Saudi College proposes entering into any financial arrangements that could increase its liabilities, prior written approval must be obtained from the College.

(i) Investments

The Saudi College shall adhere to s. 3 of the *Financial Administration Act,* R.S.O. 1990, *c.* F.12, and all related government policies and directives.

(j) Dissolution

Upon the dissolution of the Saudi College and after the payment of all debts and liabilities, the remaining property of the Saudi College shall be distributed or disposed of to and for the benefit of the shareholders being the College and its wholly owned subsidiary

(k) Compliance

The Saudi College shall comply with all government filing and tax remittance requirements of the Kingdom of Saudi Arabia.

III Administrative Arrangements

(a) Consultation

The College shall meet with the representative(s) of the Saudi College from time to time to discuss the affairs of the Saudi College including such matters as budgets, objectives, plans, procedures, use of College resources, and other matters.

(b) Administrative Procedures

The Saudi College shall establish and maintain administrative procedures that permit accurate recording and reporting of the operations of the Saudi College and which maintain adequate administrative control.

(c) Conflict of Interest

In addition to the conflict of interest provisions of the Business *Corporations Act,* the Saudi College shall adhere to the conflict of interest directive from the Ministry of Training, Colleges and Universities.·

(d) Agreements

The Saudi College may not enter into agreements with the private sector, governments, related agencies, and other bodies in furtherance of its objects

without the prior approval of the College.

IV General

(a) Insurance

The Saudi College shall maintain adequate third party liability insurance.

(b) Review

This memorandum of agreement shall take effect on the date of signature of both parties and shall be reviewed on or before the expiration of five years from the date of signing, and shall be subject to review in the interim upon the request of either of the parties hereto.

(c) Amendment

No agreement purporting to amend or modify this agreement or any document, paper, or writing relating hereto or connected herewith is valid and binding unless it is in writing and signed and accepted in writing by both the College and the Saudi College.

Agreed to this _____day of September, 2013

THE ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Per:_____
I have authority to bind the Corporation

ALGONQUIN COLLEGE – SAUDI ARABIA

Per: _____ (seal)
I have authority to bind the Corporation

MEMORANDUM OF AGREEMENT

BETWEEN:

THE ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

(Hereinafter "College")
(OF THE FIRST PART)

-AND-

2364193 ONTARIO INC.,
a corporation incorporated pursuant to the laws of the Province of Ontario

(Hereinafter "Subsidiary")
(OF THE SECOND PART)

WHEREAS the College is a corporation without share capital established by 0. Reg. 34/03 under the *Ontario Colleges of Applied Arts and Technology Act, 2002*.

AND WHEREAS the Subsidiary is incorporated by Articles of Incorporation under the *Business Corporations Act,* R.S.O. 1990, CHAPTER B.16

AND WHEREAS the Subsidiary was established as a wholly owned subsidiary of the College to assist the College in pursuit of the College's objects;

AND WHEREAS the Ministry of Training, Colleges and Universities requires that there be a memorandum of agreement between the College and the Subsidiary for the purpose of establishing the operating relationship between the parties hereto;

AND WHEREAS the Subsidiary's mandate and powers cannot exceed those of the College;

AND WHEREAS the Subsidiary is subject to government policies and directives in a manner similar to colleges.

NOW THEREFORE THE PARTIES AGREE EACH WITH THE OTHER AS FOLLOWS:

I Roles and Responsibilities

(a) Objects

Notwithstanding that the Subsidiary is not restricted in its activities in its Articles of Incorporation, the Subsidiary shall conduct its activities such that the objects of the Subsidiary are as follows:

- To act as the minority second shareholder in a Saudi limited liability company in order to allow its incorporation by the College, which Saudi limited liability company will also be a subsidiary of the College used to operate a training and vocational college in Saudi Arabia;

- To assist the College in the attainment of the College's objects.

The Subsidiary shall be operated exclusively for the attainment of the above-noted objects and any profits or other accretions shall be used in promotion of its objects.

(b) Board of Directors

The Board of Directors of the Subsidiary currently consists of 1 Director with the ability to appoint up to 10 directors, all of whom shall be approved by the College.

The Board of Directors of the Subsidiary shall be responsible for the management and control of the affairs of the Subsidiary.

(c) By-Laws

The Directors of the Subsidiary may, subject to the approval of the College, make such by-laws as are necessary for:

(i) the administration of the Subsidiary;

(ii) any other matter necessary for carrying out the objects of the Subsidiary.

II Financial Arrangements

(a) Budget

The Subsidiary shall submit annually for approval by the College a proposed budget including evaluation and results of activities of the Subsidiary. The

College shall not approve a proposed annual budget prepared in respect of a fiscal year of a Subsidiary that would provide for an accumulated deficit at the end of such fiscal year. The Subsidiary shall not make any expenditures that are not within the financial limits set by the approved annual budget unless approved by the College.

(b) Accounting Procedure

The Subsidiary shall maintain accounting procedures in a manner consistent with the College's accounting policies and practices and which are in accordance with generally accepted accounting principles. The College shall make all reasonable efforts to inform the Subsidiary of such policies.

(c) Revenues

The College shall identify what revenues are to be returned to the College and what revenues shall be retained by the Subsidiary to further the objects of the Subsidiary.

(d) Inspection and Audit

The books, accounts, and records of the Subsidiary shall be made available at all reasonable times for inspection and audit by representatives of the College and the College’s auditors, who may make copies thereof and take extracts there from and proper facilities for
any inspection and audit shall be made available, together with reference to such books and records.

(e) Status Reports

The Subsidiary shall, from time to time, promptly furnish to the College such information relating to the operations and affairs of the Subsidiary as the College may from time to time require.

(f) Annual Report

The Subsidiary shall make a report annually to the College regarding the affairs of the Subsidiary and the College shall submit the report to the Minister of Training, Colleges and Universities.

(g) Audited Financial Statements

The Subsidiary shall include in its annual report to the College, the auditor's report and audited financial statements for each fiscal year, as prepared by the College's external auditor, and the College shall include the Subsidiary's audited financial statements in the College's annual report to the Minister.

(h) Borrowing

When the Subsidiary proposes entering into any financial arrangements that could

increase its liabilities, prior written approval must be obtained from the College.

(i) Investments

The Subsidiary shall adhere to s. 3 of the *Financial Administration Act,* R.S.O. 1990, *c.* F.12, and all related government policies and directives.

(j) Dissolution

Upon the dissolution of the Subsidiary and after the payment of all debts and liabilities, the remaining property of the Subsidiary shall be distributed or disposed of to and for the benefit of the College.

III Administrative Arrangements

(a) Consultation

The College shall meet with the representative(s) of the Subsidiary from time to time to discuss the affairs of the Subsidiary including such matters as budgets, objectives, plans, procedures, use of College resources, and other matters.

(b) Administrative Procedures

The Subsidiary shall establish and maintain administrative procedures that permit accurate recording and reporting of the operations of the Subsidiary and which maintain adequate administrative control.

(c) Conflict of Interest

In addition to the conflict of interest provisions of the Business *Corporations Act,* the Subsidiary shall adhere to the conflict of interest directive from the Ministry of Training, Colleges and Universities.·

(d) Agreements

The Subsidiary may not enter into agreements with the private sector, governments, related agencies, and other bodies in furtherance of its objects without the prior approval of the College.

IV General

(a) Insurance

The Subsidiary shall maintain adequate third party liability insurance.

(b) Review

This memorandum of agreement shall take effect on the date of signature of both parties and shall be reviewed on or before the expiration of five years from the date

of signing, and shall be subject to review in the interim upon the request of either of the parties hereto.

(c) Amendment

No agreement purporting to amend or modify this agreement or any document, paper, or writing relating hereto or connected herewith is valid and binding unless it is in writing and signed and accepted in writing by both the College and the Subsidiary.

Agreed to this _____day of September, 2013

THE ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Per:_____
I have authority to bind the Corporation

2364193 ONTARIO LIMITED

Per: _____
I have authority to bind the Corporation

Presentation to:	Board of Governors
Subject:	Governance Committee
Date:	October 15, 2013
Presented by:	Kathyrn Leroux, Chair, Governance Committee

Purpose:
To gain Board of Governors consensus on the Board Meeting Schedule 2013-2014.

Background:
As a result of the Board Chair and President's governance road trip to several colleges across Ontario, a review of governance best practices and trends in meeting format and frequency was completed at the Board's Fall Retreat in September, 2013. Governors concurred that a new meeting format would be adopted, as well as a new meeting schedule for 2013-2014.

Recommendation:
That the Board of Governors adopt the Board Meeting Schedule 2013-2014 as presented.

Purpose:
To seek the Board of Governors' approval to establish an Ad Hoc Working Group to develop draft Terms of Reference for a new Academic & Student Affairs Committee.

Background:
At the Board's Fall Retreat, Governors considered and agreed to the establishment of a new Board committee called Academic & Student Affairs. The Board directed Governance Committee to complete some research on the subject and create draft Terms of Reference for the new committee. Governance Committee is seeking the Board's approval to convene an Ad Hoc Working Group to complete the research and development of the new committee's Terms of Reference.

Recommendation:
That the Board of Governors approve the establishment of an Ad Hoc Working Group for the purposes of developing Terms of Reference for a new Academic & Student Affairs Committee of the Board.

Presentation to:	Board of Governors
Subject:	ESCO2 (Energy Service Company) Phase 2(a) Update
Date:	October 15, 2013
Presenter(s):	D. McNair, VP Finance and Administration

Purpose

To provide a recommendation for Phase 2(a) of the ESCO2 project.

Background

On December 10, 2012 the Board of Governors approved amending the proposal to be a single project, conducted in three phases:

- Phase 1 – replace Building B HVAC (Heating Ventilation and Air Conditioning) system along with additional improvement measures,
- Phase 2 – design and gain necessary provincial approvals for the co-generation plant along with additional improvement measures, and
- Phase 3 – install both the co-generation plant and the photo-voltaic array for the FIT (Feed-in Tariff) program along with additional improvement measures. **Note** – although Ontario Power Authority has denied our application for the FIT program, there are recent developments that Siemens is now pursuing that may keep the FIT component viable.

Siemens is currently conducting the DFS (Detailed Feasibility Study) for each of Phases 2 and 3. College staff has completed its technical and legal reviews of one part of the Phase 2 DFS, with final financial reviews expected to be completed before October 15, 2013.

Phase 2 total completion is expected in December 2014 but one component of the project deals with fast-tracking and replacing the Central Plant's obsolete cooling tower that requires at least $100,000 in repairs, now. The replacement must start immediately in order to be finished prior to the next cooling season and Siemens has recommended splitting Phase 2 into sub phases: Phase 2(a) addresses ACCE, T Building and the Central Plant's cooling tower; and, Phase 2(b) addresses co-generation and remainder of the buildings on Woodroffe Campus.

Discussion / considerations

Technical Considerations. Physical Resources staff determined that the proposed facility improvement measures are sound. However, the measurement and verification protocol for Phase 1 relies more on stipulated savings (deemed) than what was articulated in the RFP. Staff accepts Siemens counter-argument that when combined with Phases 2 and 3, the portion of stipulated savings will be at an acceptable risk level and therefore RFP-compliant. Staff assesses that some risk mitigation is advanced as part of Phase 2(a). Accordingly, College staff endorses the technical components of the DFS for Phase 2(a).

Legal Considerations. College staff and legal counsel have reviewed proposed amendments to the Energy Performance Contract and the Tri-Party Agreement for Phase 2(a). The amendments bring clarity to definitions and to permitted recourse options for Manulife in the event of a default by the College. Consistent with Phase 1, College legal counsel and College staff advise that the proposed Agreement is compliant with the intended nature of ESCO2, with generally accepted accounting principles for "off balance sheet" accounting, and with Siemens' guarantee of performance.

Financial Considerations. There are two aspects of the financial review. As noted in the Phase 1 briefing to the Board, there was inequitable tax treatment for Phase 1 financing. Siemens proposal to account for 65% of the taxes in Phases 2(a) and the balance in Phases 2(b) and 3 of the project is acceptable. However, should neither the balance of Phase 2 nor 3 be achievable, the College would be liable for the remaining 35% ($25,000 per year) tax in two years. The probability of Phases 2 and 3 not being achievable is zero (at issue is scale, not feasibility of the proposed measures); therefore, staff recommends in favour of this approach.

The second issue is the accounting methodology. The Phase 2(a) proposal remains compliant with the Phase 1 accounting methodology, and is thus compliant with "off balance sheet" accounting.

Summary of Risks. The following risks are noted:

a. Strategic Risk: that the College chooses to do nothing, leaving the Central Plant's cooling tower and some other deferred renewal items in their present condition. Mitigation: Algonquin would now need to fund a $500K Cooling Tower renewal project or be at risk of an imminent failure with attendant air conditioning disruptions for half the campus (Buildings A, B, C, D, K, and M) during May, June and July. The impact of component failure to College operations and reputation is unacceptable, and thus staff recommends in favour of the proposed Phase 2(a) project with its attendant risks.

b. Operational Risk: as noted in discussion above, Siemens incorrectly treated tax in their Phase 1 cash flow calculations; College staff concurs with their proposal to partially correct this error in Phase 2(a) and finalise correction of the error in Phases 2(b) and 3. The risk of Siemens not completing future Phases is negligible; thus, staff recommends the risk should be accepted without further mitigation.

Status. The technical, legal and financial reviews will be completed in time for the Board of Governors regularly-scheduled October 15, 2013 meeting leaving the College with two possible courses of action:

- Approval - since the proposal is technically, legally and financially compliant and acceptable; or,
- Refusal – since Siemens has complied with the RFP but the College no longer wishes to complete the contract and will reimburse Siemens for the costs associated with the DFS, only.

Recommendation

That the Board of Governors concurs, approves and authorizes staff to amend the contract with Siemens to include Phase 2(a) subject to final form documentation.

ALGONQUIN COLLEGE | OTTAWA PERTH PEMBROKE

PRESENTATION TO BOARD OF GOVERNORS

Program Title:	Brand Management
Credential:	Ontario College Graduate Certificate
Program Length:	One Year
Schools:	Media and Design/Business
Dean:	Russell Mills/Dave Donaldson
Proposed Start Date:	Spring 2014

PURPOSE

This one-year Ontario College Graduate Certificate prepares students for a career in the dynamic field of brand management. Branding is a globally-recognized, specialized function of marketing communication. This intense, hands-on program is created and taught by leading industry experts. Students gain tools, strategies and business savvy to drive success around a company's most precious asset – the brand – in the global, digital, and socially-conscious marketplace.

Using a variety of learning formats including case studies, classroom, online study, group work and practical industry-related experience, students build brand equity through managing strategic, integrated promotional campaigns from conception to delivery. To measure campaign success, students identify, create and use brand metrics and tracking tools. Development of leadership and strategic thinking is a major focus throughout the program. Managing a brand in the world's emerging economies, and building and leveraging a socially responsible brand is another key area of focus. Other areas include using and measuring social media brand channels and evaluating brand design elements.

BACKGROUND

The International Education Centre (IEC) proposed the creation of an Ontario College Graduate Certificate (OCGC) designed to recruit students abroad, based on knowledge of a similar program offered at Seneca which receives a high proportion of international applications. The OCAS enrollment data indicated that 38.9% of registered students were international. The initial direction for the program focused on creating an OCGC in Brand and Design Management. Following consultation with the Ad Hoc Advisory Committee, it was decided that though these were two distinct areas, design is a component of branding that would be integrated into the program. Recognizing that brand management and business work hand-in-hand, the School of Media and Design and the School of Business have leveraged the expertise within each of the Schools to collaboratively develop this program proposal. This interprofessional collaboration reflects the Academic Area's efforts to best utilize resources within the College to address market and student demand.

CONSIDERATIONS

(i) **Evidence of Need**

The IEC identified the program area to be of great interest to the international demographic. Currently, only Seneca College offers this program as a specialization. OCAS data is indicative of a healthy applicant demand. The OCGC program would be the only one of its type in eastern Ontario. Employment opportunities in the area of brand management continue to grow nationally and internationally.

The key findings of the Labour Market Analysis are as follows:

- Brand management is a critical element of organizations' marketing and financial strategies to create a sustainable competitive advantage.
- Strong brands engender trust and reliability, and reduce the amount and complexity of information that consumers need to consider before making a purchase decision.
- Brands evolve over time based on consumer requirements, competitive dynamics, and social developments. Brands risk becoming irrelevant if they fail to reflect societal changes.

- Social media websites, which enable organizations to build collaborative relationships with stakeholders, are an indispensable part of many organizations' branding efforts.

(ii) **Student Interest**

As there is a scarcity of brand management programs in Canada, the catch basin for the program would extend beyond the National Capital Region. The program's international focus makes it attractive to potential applicants from countries with rapidly developing economies where organizations will require this expertise to achieve their sales, marketing and financial objectives. With effective support and promotion, it is expected that the program would become a signature program of the School of Media and Design and the School of Business.

(iii) **Staffing**

In the first year of the program, staffing costs will be attributed to part-time faculty with one full-time faculty taking on the role of coordinator.

(iv) **Admissions Requirements**

Program Eligibility:

- Ontario College Diploma, Ontario College Advanced Diploma, degree or equivalent.
- Students must have successfully completed at least one introductory marketing course from a recognized university or college.
- Applicants must submit a completed Brand Management eligibility package to include the following components:
    - A Letter of Intent which requires the applicant to state their previous experience related to brand management, their program expectations, and what skills, knowledge and attitudes they bring to the program
    - Applicant's Curriculum Vitae
    - Copy of applicant's transcripts
- Applicants with International transcripts must provide proof of a TOEFL iBT score with at least a total score of 90, with the following minimum section requirements: Reading: 21; Listening: 20; Speaking: 27; Writing: 22. OR IELTS-International English Language Testing Service-Overall band of 6.5 with a minimum of 6.0 in each band.

(v) **Advisory Committee Support**

The Brand Management Advisory Committee reviewed the curriculum as presented for the program electronically in November 2012, supports the need for this program in the community, and recommends it for approval to the Board of Governors.

(vi)**Strategic Alignment**

The implementation of this program reflects the strategic directions of the College including the commitment to digital learning with 41% online delivery, mobile learning, alternative delivery (evenings and weekends), laddering opportunities for graduates of the Business and Media programs, leveraging our relationships with business and industry, and meeting the needs of students and the community.

(vii) **Attestation**

This 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.
(www.algonquincollege.com/board/documents/BGII-01ProgramsofInstruction.APPROVED.May.14.2012.pdf)

Appendix 1: Program of Study
Appendix 2: Cash Flow Analysis

RECOMMENDATION

That the Board of Governors approve the Brand Management Ontario College Graduate Certificate program effective Spring 2014 and seek validation of the program title and outcomes from the Credentials Validation Service and approval for funding from the Ministry of Training, Colleges and Universities.

Appendix 1: Program of Study

LEVEL 1 – 15 Weeks

COURSE NUMBER	COURSE TITLE	Hours					
		Theory		Lab		Field / Clinical	Total Hours
		In class	Online	In class	Online		
ADV2100	Understanding the Brand	30	15				45
ADV2101	Brand Value	30	15				45
ADV2102	Market Research and Brand Insights	30	15				45
ADV2103	Project Management and Stakeholder Relations	30	15				45
COM2100	Managing Digital and Social Media Strategy		45				45
ADV2104	Brand Strategy I	45	15				60
ADV2105	Brand Consulting I	30	30				60
	TOTAL LEVEL HOURS	**195**	**150**				**345**

LEVEL 2 – 15 Weeks

COURSE NUMBER	COURSE TITLE	Hours					
		Theory		Lab		Field / Clinical	Total Hours
		In class	Online	In class	Online		
ADV2106	Managing Brand Content and Design	30	15				45
ADV2107	Brand Measurement	30	15				45
ADV2108	Managing Brand Reputation	30	15				45
ADV2109	Brand Strategy II	45	15				60
ADV2110	Delivering Brand Campaigns	45	15				60
ADV2111	Brand Consulting II	30	60				90
	TOTAL LEVEL HOURS	**210**	**135**				**345**

Program Total Hours: **690**

Hybrid Hours = 285 (41%)

BRAND MANAGEMENT

Ontario College Graduate Certificate

Cash Flow Analysis

TOTAL ENROLMENT	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Year 1**	45	45	45	45	45	45
Tuition Fee per Semester	2,119	2,183	2,248	2,315	2,385	2,457
REVENUE						
Fees	95,355	98,216	101,162	104,197	107,323	110,543
Grant*			32,378	64,755	97,133	97,133
Total Revenue	95,355	98,216	133,540	168,952	204,456	207,676
EXPENSES						
FT Academic + Fringe (22.9%)	12,000	12,000	12,000	12,000	12,000	12,000
Temp Acad + Fringe (9.5%)	79,316	79,316	79,316	79,316	79,316	79,316
FT Supp + Fringe (26.8%)						
Temp Supp + Fringe (9.5%)						
Operating	7,000	7,210	7,426	7,649	7,879	8,115
Total Expenses	98,316	98,526	98,742	98,965	99,195	99,431
CONTRIBUTION BEFORE	**-2,961**	**-310**	**34,798**	**69,987**	**105,261**	**108,245**
INVESTMENTS						
Equipment	0	0	0	0	0	0
Course Development	41,000	0	0	0	0	0
Renovations	0	0	0	0	0	0
Total Capital	41,000	0	0	0	0	0
NET CONTRIBUTION	**-43,961**	**-310**	**34,798**	**69,987**	**105,261**	**108,245**
%	**-46.10%**	**-0.32%**	**26.06%**	**41.42%**	**51.48%**	**52.12%**

* Grant Value $ 4,317

Program Weight 1.0, Funding Unit 1.0 Estimate

A number of variables are considered when calculating tuition and expenses; these are changed based on government direction as required

Note:

The purpose of the Cash Flow Analysis for a new program is to capture the direct revenues and expenses associated with the program. The resulting contribution indicates the funds the program will generate to help support the current operations of the Academic Area. Therefore, pre-existing costs such as department overheads and space costs are not included in the cash flow. These costs are captured in the annual Program Costing exercise.

**Enrolment Detail

Level 01	25	25	25	25	25	25
Level 02	20	20	20	20	20	20
	45	45	45	45	45	45

ALGONQUIN COLLEGE | OTTAWA PERTH PEMBROKE

PRESENTATION TO BOARD OF GOVERNORS

Program Title:	Museum and Cultural Resource Management
Credential:	Ontario College Graduate Certificate
Program Length:	Two Years
School:	Health and Community Studies
Dean:	Barbara Foulds
Proposed Start Date:	Fall 2015

PURPOSE

The Museum and Cultural Resource Management (MCRM) Ontario College Graduate Certificate builds upon the previous education and experience of the applicant. The program's objective is to prepare graduates for professions in the museum, heritage and cultural sectors through the development of knowledge and skills in classifying, cataloguing and interpreting collections, constructing and installing exhibits and displays, assessing preserving and treating material culture.

Graduates may find employment in a variety of positions within the museum and gallery industry such as Collections Care Specialist, Collections Manager, Collections Consultant, Collections Technician, Museum Registrar, Museum Cataloguer, Conservation Technician, Conservation Assistant, Education and Public Programming Assistant/Officer, Exhibit Technician, Preparator, Museum Technician, Curatorial Assistant, Collections and Exhibitions Coordinator, Interpretive Planner, Interpreter, Matting and Framing Technician, Exhibitions Consultant, Visitor Studies Specialist, Membership Coordinator and Museum Project Manager. Graduates may also be self-employed contractors within the cultural industry.

BACKGROUND

The Applied Museum Studies (AMS) Ontario College Advanced Diploma (OCAD) program (formerly the Museum Technology program) has been successfully training museum and cultural resource personnel for close to 40 years. Its long history at Algonquin College has resulted in strong community partnerships with the museum and cultural resource sector. Students come from diverse educational backgrounds. The demographic has historically included direct entry and mature students, as well as students with prior postsecondary education both at the undergraduate and graduate levels.

To address low KPI results, retention issues in year one, a low contribution rate (13.98% 2011/12) and changes in the industry; a two-year Ontario College Graduate Certificate program is proposed to replace the AMS OCAD offering. The proposed program is intended to address the current challenges and capitalize on the strengths of the applied curriculum. The facility requirements remain the same.

CONSIDERATIONS

(i) **Evidence of Need**

Museums and cultural institutions generate 70% of the revenue earned in Canada's $1.3B heritage sector (Sheldon Polowin Consulting Group Inc., April 2013). As museums and cultural institutions strive to enhance the visitor experience, there is a need for professionals who have practical, analytical and management skills. Organizations increasingly seek those with advanced education and practical experience. The labour market analysis indicates prospects are generally good in the occupations in which MCRM graduates will be best-equipped to work.

(ii) **Student Interest**

The Applied Museum Studies program has a high demand based on OCAS statistics dating back to 2009. Application numbers have been consistent during this period ranging from 250 - 306 with attained registrations between 51 - 60 students.

The program has offered advanced standing to select university graduates since 1999. The graduation rate for this stream is significantly greater than for the direct entry students. In recent years, demand for advanced standing has exceeded vacancies. Current industry trends suggest that individuals with both a university degree and college vocational credentials are the most successful in securing employment in the cultural sector.

(iii) **Staffing**

There are currently three positions attached to the Applied Museum Studies program which will meet the staffing needs in the delivery of the new program while teaching out the three year OCAD program. Two positions are required for the delivery of the OCGC program and the third position will be redeployed. There will be an ongoing need for two part-time laboratory technicians who assist with the extensive laboratory, experiential learning component of the curriculum.

(iv) **Admissions Requirements**

Program Eligibility:
Ontario College Diploma, Ontario College Advanced Diploma, degree or equivalent.

(v) **Advisory Committee Support**

The program proposal was tabled at the Applied Museum Studies Advisory Committee meeting on October 26, 2012 at which time the program was endorsed through a formal motion by the committee members. On March 7, 2013, an update of the approval process was presented to the Advisory Committee who confirmed their ongoing support of the new program of study.

(vi) **Strategic Alignment**

The implementation of this program reflects the strategic directions of the College including the commitment to digital learning with 35% online, alternative delivery, leveraging of our relationships with business and industry, and meeting the needs of students and the community. This program was identified as a “Revise” in the Strategic Programs and Services Planning Project Report.

(vii) **Attestation**

This 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. (www.algonquincollege.com/board/documents/BGII-01ProgramsofInstruction.APPROVED.May.14.2012.pdf)

Appendix 1: Program of Study
Appendix 2: Cash Flow Analysis

RECOMMENDATION

That the Board of Governors approve the Museum and Cultural Resource Management Ontario College Graduate Certificate program effective Fall 2015 and seek validation of the program title and outcomes from the Credentials Validation Service and approval for funding from the Ministry of Training, Colleges and Universities.

Appendix 1: Program of Study

LEVEL 1 – 15 Weeks

COURSE NUMBER	COURSE TITLE	Hours					
		Theory		Lab		Field / Clinical	Total Hours
		In class	Online	In class	Online		
MUS1100	Digital Content Creation and Management	30	15				45
MUS1101	Collections Registration	30	15				45
MUS1102	Preservation Management Practices			45	15		60
MUS1103	Material Sciences			45	15		60
MUS1104	Visitor Studies and Informal Learning	15	30				45
MUS1105	Digital Design Techniques	15	30				45
	TOTAL LEVEL HOURS	**90**	**90**	**90**	**30**		**300**

LEVEL 2 – 15 Weeks

COURSE NUMBER	COURSE TITLE	Hours					
		Theory		Lab		Field / Clinical	Total Hours
		In class	Online	In class	Online		
MUS1200	Collections Cataloguing and Research	30	15				45
MUS1201	Laboratory Procedures I			90			90
MUS1202	Interpretation	15	30				45
MUS1203	Shop Practices			45	15		60
MUS1204	Project Management	15	45				60
	TOTAL LEVEL HOURS	**60**	**90**	**135**	**15**		**300**

LEVEL 3 – 15 Weeks

COURSE NUMBER	COURSE TITLE	Hours					
		Theory		Lab		Field / Clinical	Total Hours
		In class	Online	In class	Online		
MUS2300	Collections Care, Handling and Storage	30	15				45
MUS2301	Laboratory Procedures II			90			90
MUS2302	Exhibition Techniques			30	15		45
MUS2303	Interpretation Project			30	15		45
MUS2304	Educational Programming	30	15				45
MUS2305	Museum Field Placement Preparation		30				30
	TOTAL LEVEL HOURS	**60**	**60**	**150**	**30**		**300**

LEVEL 4 – 15 Weeks

COURSE NUMBER	COURSE TITLE	Hours					
		Theory		Lab		Field / Clinical	Total Hours
		In class	Online	In class	Online		
MUS2400	Museum Field Placement					500	500
	TOTAL LEVEL HOURS					**500**	**500**

Program Total Hours:

1400

Hybrid Hours = 315 (35%)

MUSEUM AND CULTURAL RESOURCE MANAGEMENT

Ontario College Graduate Certificate

Cash Flow Analysis

TOTAL ENROLMENT	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Year 1**	68	128	128	128	128	128
Tuition Fee per Semester	1,800	1,854	1,910	1,967	2,026	2,087
REVENUE						
Fees	122,400	237,312	244,431	251,764	259,317	267,097
Grant*			54,797	157,945	261,092	309,443
Flowthrough ***	265,693	377,766	479,835	350,195	169,205	52,193
Total Revenue	388,093	615,078	779,063	759,904	689,614	628,732
EXPENSES						
FT Academic + Fringe (22.9%)	155,904	212,751	259,543	269,258	277,441	284,451
Temp Acad + Fringe (9.5%)	2,943	27,757	24,495	24,985	25,485	25,994
FT Supp + Fringe (26.8%)						
Temp Supp + Fringe (9.5%)	24,200	24,684	25,178	25,681	26,195	26,719
Operating	32,600	33,578	34,585	35,623	36,692	37,792
Total Expenses	215,647	298,770	343,802	355,548	365,812	374,957
CONTRIBUTION BEFORE	**172,446**	**316,308**	**435,262**	**404,356**	**323,803**	**253,776**
INVESTMENTS						
Equipment	50,000	0	0	0	0	0
Course Development	20,000	0	0	0	0	0
Renovations	0	0	0	0	0	0
Total Capital	70,000	0	0	0	0	0
NET CONTRIBUTION	**102,446**	**316,308**	**435,262**	**404,356**	**323,803**	**253,776**
%	**26.40%**	**51.43%**	**55.87%**	**53.21%**	**46.95%**	**40.36%**

* Grant Value $ 4,317

Program Weight 1.4, Funding Unit 1.6 (Based on similar programs)

FT academic calculated based on current faculty staff salaries

A number of variables are considered when calculating tuition and expenses; these are changed based on government direction as required

Note:

The purpose of the Cash Flow Analysis for a new program is to capture the direct revenues and expenses associated with the program. The resulting contribution indicates the funds the program will generate to help support the current operations of the Academic Area. Therefore, pre-existing costs such as department overheads and space costs are not included in the cash flow. These costs are captured in the annual Program Costing exercise.

**Enrolment Detail

Level 01	35	35	35	35	35	35
Level 02	33	33	33	33	33	33
Level 03		31	31	31	31	31
Level 04		29	29	29	29	29
	68	128	128	128	128	128

Flowthrough from Suspended Programs ***

Grant	533,711	542,129	479,835	350,195	169,205	52,193
Tuition	154,749	63,066				
Expenses	422,767	227,429				
Net Contribution	265,693	377,766	479,835	350,195	169,205	52,193

AS SPSP recommendations are implemented, new programs to replace phase-out programs, will be presented for approval. Often, full-time faculty will be re-assigned to the new program from the phase-out program. The allocation of full-time salaries to the first year of the new program causes significant strain on the reported financial contribution since the grant revenue is not recognized in the first years of the program's delivery.

To compensate, the cash flow recognizes the grant revenue, which continues to flow for a number of years after the a program is suspended. Also included are tuition revenue and associated costs for any "teach-out" that may be required for remaining students in Year 2 or beyond, of the phase - out program.

Code of Ethical Conduct and Governors' Agreement

Algonquin College of Applied Arts and Technology has an outstanding reputation in the community for its integrity, loyalty, dedication and commitment as well as its high quality training and educational programs. In support of this positive image, it is expected and required that the Governors conduct themselves in a professional, respectful and collegial manner while carrying out their responsibilities as Board Members.

As a Governor of Algonquin College, I hereby commit myself to the highest ethical conduct as an individual and a member of the Board and will strive at all times to:

1. Comply with the Minister's Binding Policy Directive on Conflict of Interest issued under the Act , the Governor's Code of Conduct being Appendix A to Bylaw #1 and this Code of Ethical Conduct.

2. Work with fellow Governors and the College President in a co-operative and respectful manner, remembering that I am accountable to the community as a whole, and not any special interest group(s).

3. Support my fellow Governors in fulfilling ethical, fiscal and professional obligations.

4. Participate actively in Board and committee meetings, respecting the opinions of others.

5. Practice and uphold openness and transparency in the conduct of Board business as demanded by the legislation and regulations governing colleges in Ontario while respecting confidentiality when required by law, regulation or policy.

6. Honour and follow the rules of order and procedure adopted by the Board to facilitate meetings and decision-making.

7. Base my decisions on the facts of each situation, vote with honest conviction, un-swayed by any special interests and honour and uphold all majority decisions taken by the Board.

8. Ensure the College's mission, values and strategic plan and objectives are achieved in a democratic and fiscally responsible manner which meets the needs of learners and enables staff to carry out their responsibilities competently and ethically and which enhance the College's public image.

9. Treat my fellow Governors, College staff, students and the general public in a fair and equitable manner, regardless of race, religion, gender, sexual orientation, disabilities, age or national origin.

10. Accept the consequences of any of my actions which violate this Code of Ethical Conduct, the Governors' Code of Conduct or the MTCU Minister's Binding Policy Directives on Conflict of Interest and abide by the resulting decisions.

11. Participate fully in any review conducted under this Code of Ethical Conduct, the Governors' Code of Conduct or the MTCU Minister's Binding Policy Directives on Conflict of Interest and any revisions decided upon.

12. Generally be guided by high ethical standards in my performance of Board responsibilities.

I, _____hereby acknowledge receipt of a copy of and agree to abide by this Algonquin College Code of Ethical Conduct, the Governors' Code of Conduct and the MTCU Minister's Binding Policy Directives on Conflict of Interest at all times in exercising my responsibilities as a Governor.

Signature of Governor:_____

Date:_____

To ensure that Governors have been duly informed of their obligation and that they understand this obligation and the consequences associated with violating the Code of Ethical Conduct and supporting policies and guidelines, the following written sign off is required:

This is to confirm that a copy of the Code of Ethical Conduct, Governors' Code of Conduct and the MTCU Minister's Binding Policy Directives on Conflict of Interest have been provided, reviewed and explained to _____who has pledged to honour all obligations under it, and has provided his/her signature as confirmation of that pledge.

Signature of Board Chair:_____

Date:_____

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AREA 1 – HUMAN RESOURCES

ACCESSIBILITY OFFICE

As required by Section 16 of Integrated Accessibility Standards, a faculty awareness training module was released to all academic areas. Training can be completed online individually, or in a facilitated departmental session with the Accessibility Advisor. Compliance date was, January 1, 2013.

COMPENSATION, PENSION & BENEFITS (CP&B)

A first draft of the "Volunteer Leave Policy" is under review. Community Studies and Human Resources will be the pilot departments.

With regards to Employee International travel, ITS and HR have created an HRIS tracking screen for employees who are out of country for work related reasons. We will be able to report at any time where the employees are located as well as provide data on how much out of country activity took place in a given period. Additionally, we have worked with OC&S and IEC on the draft policy on International Travel and the web based form where employees can enter the information on a self-serve basis. Both have been presented at PC for review.

We have created and implemented a new procedure and developed an HRIS tracking system for Partial Load employees, ensuring each partial load employee is aware of their benefit options, but only enrolling those who indicate they would like to be covered. We expect this will save $100,000 in premiums per year.

Working with ITS, extensive programming changes were completed to meet several CAAT Pension deadlines with regard to providing employee data on a monthly basis to CAAT Pension and significant changes to the part time enrolment in the pension plan and annualization. Existing, other than regular full time employees (part time) will be offered the opportunity to join the pension plan in October. Beginning January 1st, all OTRFT employees will be able to join the pension plan without any restrictions or waiting period. We expect a significant increase in costs to the college as well as required resources to implement and maintain the additional pension plan members.

We have successfully implemental both Support Staff OPSEU Increases and the Support Staff Special Allowance.

CENTER FOR ORGANIZATIONAL LEARNING (COL)

The first annual Live.Laugh.Learn Employee Retreat hosted 80 employees (faculty, support and admin. staff) in Picton, ON on May 29-31. Employee recommendations from an Open Space session have been forwarded to PC. Since this time one Action item resulted in the College Family Day held on September 21.

TALL course offerings for Fall 2013 include:
TTA 5501 - Getting Started (15 registrants)
TTA 5503- Teaching Strategies
TTA 5508- Course Planning

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In Pembroke
The TALL Program is now available in Pembroke (TA5504- Evaluation and Assessment).

Part-time Faculty Orientation (Fall edition) wrapped up on September 14 with 463 registrants in 21 sessions (5 modules with 4 sessions of each, 5 sessions of Blackboard).

Focus on Learning, Part 1 was held in Kingston, August 12-16, orienting 97 new FT faculty from Colleges across the Eastern Region, including 27 from Algonquin College. COL coordinates this program for the Eastern Region.

Leadership Mentoring Program begins October 29 through the 2014-2015 academic year pairing 14 mentors and mentees.

New COL Staff Members
Leigh Ridgeway joined the COL team as the full-time faculty responsible for faculty development and support. Leigh joins COL with 20 years of teaching experience in the College's early Childhood Education program.

Nicole Samut has joined the COL team as a full-time faculty (contract) for 2014-2015. She will assist in ensuring alignment of all faculty Professional Development with the mobile direction of the College.

ORGANIZATIONAL EFFECTIVENESS
Job Posting Summary
Form April 1 to September 19 there were 172 job postings.

Academic	65
Administrative	36
Support	71
Total posting	172

*Note: Includes part time and reposted information.

Offer letter templates were updated in September to include AODA language.

Request for Information (RFI)
An RFI (Request for Information)was sent out on Merx to respond to a new HRIS/Financial system and received a response from 12 vendors. Those 12 applications are presently being reviewed by a committee and successful vendors will present to them in late October. From this process we will go to a RFP for our final solution.

LABOUR RELATIONS
As of September 23, 2013 there are 20 active Support Staff grievances and 14 active Academic grievances which are ongoing through the Step process.

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AREA 2 – FINANCE & ADMINISTRATION

FINANCE AND ADMINISTRATIVE SERVICES

The Finance and Administrative Services Department team has begun planning for the 2014-15 Pro-forma budget process and the Q2 process. The Finance department has completed all cost audits by the required due dates.

The College has been selected for a GST/HST audit for the 2 year period ending March 31, 2013. The purpose of the review is to examine our books and records, verify the GST/HST collected and the Input Tax Credits (ITCs) and Rebates claimed. Preliminary discussions have taken place and the bulk of the data requirements will be supplied to the auditor on September 24th. Additional interviews will be scheduled once CRA has reviewed all of our electronic books and records. Further updates will be provided as the audit progresses.

Other Projects currently in progress:

- The College received notification that it has met the requirement of the Payment Card Industry-Data Security Standards (PCI) standard for compliance. The Finance department is working collaboratively with Information Technology Services to ensure that the College meets the ongoing compliance standards. Effective July 1, 2013, the College implemented a new PCI policy as part of the PCI standards.
- Financial, Procurement, and Administrative support continues for the Jazan Campus in Saudi Arabia.
- An RFI for HRIS/Financials/Payroll solutions was released in August and will be closing September 2013.
- Planning continues for the release of an RFP for Banking Services in collaboration with Ontario Education Collaboration Marketplace (OECM). Timelines for the release of the RFP are being adjusted to ensure that the process meets the needs of all participants and meets MTCU requirements.

INFORMATION TECHNOLOGY SERVICES

Infrastructure Services

- Wired and wireless upgrades for the Mobile Learning Program (MLP) completed.
- Significant increases in wireless and network usage observed as a result of increased MLP programs. Connectivity and Internet usage over wireless increased 30% year-over-year. College Internet bandwidth increased to 1 Gb/s.

Institutional Research / Business Intelligence

- The Academic Metric Reports are the program costing and quality review reports that are now available online. .
- Article 2 Compliance report, and SWF (Standard Workload Formula) Management reports delivered to HR.
- The Multi-Year Accountability Agreement (MYAA) is being prepared and will be submitted in October.

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Information Security

- Information Security Awareness material prepared for College staff, including a Management Communication kit.
- Published Cloud Computing Security and Teleworking Security Guides.
- Revised Directive IT01 (Computer Acceptable Use Policy).

Client Care

- Performance Summary: 3,756 Help Desk tickets closed and 1,176 calls handled.
- Overnight eClassroom 'sweep' of all classrooms completed prior to Fall '13 term start-up to ensure operation for day 1.
- All classroom and faculty evergreening activities completed.

Enterprise Business Solutions

- HRIS and SIS upgrade completed (increased stability and security).
- RFI for Finance / Human Resource / Payroll solutions issued and responses received (12 responses being analyzed by joint Finance, HR, ITS project team).

Blackboard LMS (Learning Management System)

- Blackboard Service Pack 11 successfully implemented over the summer.
- Application performing at over 95% availability, in line with commitment.
- Implemented after-hours BlackBoard support for PT faculty (beginning of term).
- 900 trouble tickets opened and actioned from Faculty since the beginning of term.
- Ensured that all AC Jazan Campus Faculty and Students enrolled appropriately.

Application Development and Solutions Automation

- Algonquin College Student Advisory tool v3.5 successfully delivered.
- Completed Test Centre automation and Student Learning Centre automation.

Business and Planning Services and Director's Office

- IT Strategy and Governance Audit interviews completed (internal audit).
- SIP Project Funding and Position request forms and associated database delivered in support of Finance & College Budget Committee (CBC) initiatives.

PHYSICAL RESOURCES

Integrated College Development Plan (ICDP)

- Engaged with the Board on their retreat to define the role of ICDP in supporting their thinking and decision making.
- Initiated development of a sketch project charter definition for Scenario Planning related to the ICDP Framework and other College-wide planning initiatives.
- Advanced work on the Facilities Master Plan for Building C: beginning to formulate a stronger vision for Building C as a "first-stop / one-stop" hub for Algonquin.

Healthy Living

- Presented the Healthy Living Education vision definition to PC.
- Advanced the Healthy Living Initiative: visited 5 local innovative "shining light" facilities for health and wellness; updated PC on progress and direction; held initial Steering Group Meeting.

Sustainability Initiatives

- The Sustainability Coordinator, Sarah Dehler, was hired by Siemens as part of the ESCO 2 contract.
- An Energy Expert Panel was held on September 12 as the first step towards developing a College Energy Strategy.

Preparations for Fall 2013 Term

- The program of seasonal or academic dependent projects was completed during the summer break before the September commencement of classes, this included the conversion of 73 MLP classrooms on 3 campuses.
- The Tim Horton's Kiosk was completed and opened for operations.
- Advanced work on the Facilities Master Plan for Building C: beginning to formulate a stronger vision for Building C as a "first-stop / one-stop" hub for Algonquin.

ANCILLARY SERVICES

College Ancillary Services (CAS) is developing a strategic business plan that endeavors to double the net contribution of Y12/13 results over the next five years.

- CAS has completed and submitted a Y12/13 business review to President's Council.
- Print Services is reviewing the opportunity to implement a print strategy for the entire College. The goals of the plan include: reduced cost of printing documents, delivering consistent service through streamlining of equipment, improved sustainability practices, and improved confidentiality of documents.
- Parking Services is working with a consultant to review the current operational practices and identify opportunities to improve our services.
- Retail Services continues to adapt its services to ensure Algonquin College is a leader in E-text delivery.
- Food Services opened Tim Horton's in A building. A grand opening date will be announced in the near future.

AREA 3 – STUDENT SERVICES

REGISTRAR'S OFFICE

Registration Statistics

Full-time Registration in Post-Secondary/Graduate Certificate Programs

For the 2013 Fall Term, as at September 17, 2013 (10-Day Count), the net registered students numbered 17,162 or 104.4% of the projected enrolment.

Further details are noted in Appendix 1 – Area 3: Student Services, at the end of this report, and also found at the following link:
http://intraweb.ottawa.ad.algonquincollege.com/departments/registrar/statistics/registration_stat/Su

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mmary/2013F/2013-09-17.pdf

Continuing Education Registrations

For the 2013 Fall Term as at September 13, 2013, registrations stood at 11,684 as compared to 11,363 at the same time last year. The term registrations to September 13, 2013 represent 112.1% of the projected enrolment. Registration continues throughout the term.

Admissions Statistics

Ontario College Counts, 2013 Fall , as at September 16, 2013

Percentage increase (decrease) vs. 2012 Fall Term						
	Algonquin			Ontario College System		
	Non-Direct	Direct	Overall	Non-Direct	Direct	Overall
College Choices Number of individual applicants	1.9%	2.3%	**2.0%**	0.6%	2.5%	**1.5%**
Program Choices Number of applications (5 total program Choices with up to 3 choices at any one College)	1.8%	3.6%	**2.6%**	0.7%	3.6%	**2.0%**
Confirmations	4.5%	5.9%	**5.0%**	2.5%	4.4%	**3.3%**

Registration Activity for Jazan Campus

In support of this important college initiative, over the last month, the Client Service team has been busy with pre-registration activity related to the current 1,900 prospective students and further 500 prospective students expected. The Admissios staff were very effective in enrolling 900 of these students into the Occupation Specific Language Training program.

E-textbooks

The roll-out of the e-text pilot was completed with a great deal of collaboration between Learning and Teaching Services, Information Technology Services and the Fees team within the Registrar's Office. The combined effort allowed an automated assessment of fees to take place when students were registered in e-textbook assigned courses for the 2013 Fall term. Post registration fee reviews and adjustments require additonal resources to be assigned to the initiative to ensure acuracy of assessment as the initiative rolls out to all programs. A second phase of GeneSIS development is underway and must be completed prior to November 15 to ensure students returning in the Winter Term have accurate e-textbook fee assessments.

Fees

Process automation in the Fees office allowed the processing time required for $7M in student loan payments to shrink from 15 working days to 2 working days. This had a very positive impact on this

service level.

This coincided with a significant increase in manual processing of payments due to the shift in tuition fee payment options. Removing the credit card option, also removed the option of tutiton payment by phone or through ACSIS. From a volume perspective, the Fees office processed $17.5M in manual payments, compared to $5.5M in July 2012. ACSIS and credit card payments update the student subledger automatically, while the online bank option requires manual entry of each payment. Automation of this functionality has been submitted to ITS.

Financial Aid

The consensus among the provincial financial aid community is that the start-up for 2013 Fall for OSAP students was a much improved process over the start-up for 2012 Fall. There were none of the delays in students receiving OSAP funding like had been experienced in 2012 Fall. In fact, according to Noah Morris, Director of the Student Financial Assistance Branch in Thunder Bay, approximately 75% of OSAP students had their funds in their bank accounts just prior to the commencement of the Fall term.

We are pleased to report that Financial Aid Services are participating in an initiative funded by the Algonquin College Students' Association (SA) to help students in financial emergencies. The focus of the initiative will be to assist students with emergency food vouchers and bus tickets.

2013 Fall Convocation - Ottawa Schools

The 2013 Fall Convocation Ceremonies for Ottawa Schools will be held at the National Arts Centre (NAC) on October 28, 2013 in Southam Hall. Ceremonies will be held at 2:00 p.m. and 6:30 p.m.
Online registration will begin on October 15, 2013 and will continue until October 25, 2013 at 4:00 p.m.
Detailed information has been posted to the Convocation website at:
http://www3.algonquincollege.com/ro/graduate/

2013 Spring Convocation Ceremonies – Attendance

CAMPUS	2013 # of Graduates Attended	2013 Attendance % of Total Graduates	2012 # of Graduates Attended	2012 Attendance % of Total Graduates
Woodroffe (*June 24-26, 2013)*	2,218	36%	2,332	38%
Perth (*June 13, 2013)*	95	73%	115	82%
Pembroke (*June 9, 2013)*	219	54%	206	51%
TOTAL	2,532	38%	2,653	40%

Registrar's Office Client Services June to September 2013

	2013	2012	Variance
Contact Centre - Calls Received	79,256	79,480	-
Service Counter & Welcome stations (in	69,714	59,566	17%

person)			

FOUNDATION

Endowment Funds

Endowment Funds	April 1, 2013 to September 12, 2013	April 1, 2012 to September 12, 2013	Variance
Received endowment funds	$336,162	$80,954	74%
Confirmed non-endowed annual awards	$319,128	$168,706	52%
Bursary, Scholarship and Award Disbursements	$370,703	$280,760	25%

Capital Campaigns

Most gifts are pledged over five years. Confirming and receiving each annual donation requires effective donor relations and ongoing stewardship.

	April 1, 2013 to August 31, 2013	April 1, 2012 to August 31, 2012	Fiscal Year Goal	% Goal
Major gifts and GIK	$263,178	$9,570	$500,000	52.64%

Building Campaigns

	Cash Received		Fiscal Year Goal (Note 3)	% Goal	Cumulative Cash Received to Date	Cash Received and Outstanding Pledges	Campaign Target	% Goal
	April 1, 2013 to August 31, 2013	April 1, 2012 to August 31, 2012						
Woodroffe (Note 2)	$281,690	$273,190	$950,000	29.65%	$4,729,425	$7,354,837	$7,000,000	105%
Pembroke expansion	$107,915	$89,328			$1,691,859	$2,211,971	$2,500,000	88%
Perth expansion	$7,000	$28,450	$50,000	14.00%	$430,392	$567,925	$1,000,000	57%
	$396,605	$390,968	$1,000,000	28.87%	$6,851,676	$10,134,733	$10,500,000	97%

Note 1: Outstanding Pledges represents total pledged amount less cash received to date.

Note 2: Because Donations for the Woodroffe campaign (ACCE) exceeded $7M target by over $600,000, the Board approved the transfer of $250,000 of the 2011-12 donations to establish an ACCE Endowment Bursary.

Note 3: Fiscal year goal includes cash received for Woodroffe and Perth expansion projects only.

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Alumni Relations

- Customer Relationship Index (CRi) conducted the Algonquin College Alumni Survey. Results will be presented to the Foundation Board and Alumni Advisory Board in October.
- Premier's Awards Nominees selected for Algonquin College:
  - Steve Barkhouse, Owner Amstead Construction, Class of 1988 – Technology Category
  - Collin Douma, SVP Global Brand Startegist Protor and Gamble Oral Care, Class of 1995 – Business Category
  - Jason Blaine, Country Music Recording Artist, Class of 2002 – Community Services Category
  - Véronique Rivest, Sommelier, Class of 1996 – Creative Arts and Design Category
  - Terri Strawn, RRDit, Dip Ott, VP Ontario Dental Hygiene Association – Health Services Category
  - Jith Paul, Film Maker, Class of 2009 – Recent Graduate

STUDENT SUPPORT SERVICES

Aboriginal Student Services

This year marks the first start to the academic year in a fully functional Mamidosewin Aboriginal Student Centre. This level of functionality and an increase in awareness of the services has lead to increases in student demand for services. Aboriginal students are requesting support for issues related to adapting to Algonquin's educational environment (e.g., accessing Blackboard, using e-texts, and wayfinding) and financial concerns (e.g., sponsorship issues, bursary applications, and housing).

Centre for Students with Disabilities (CSD)

The CSD ran a day long transition program on August 21, for students with disabilities beginning Algonquin programs in September. Strategic Learning in the College Environment (SLICE) was filled to capacity with 45 students attending in order to jump start their transition to successful participation in College. The online Test Booking system for the CSD Test Room is now college-wide. Training has taken place to ensure that faculty are aware of how to approve online booking requests for accommodated tests, from students.

Counselling Services

The types of services offered by Counselling Services can be defined as: a) Direct Client Support (intake, Counsellor Sessions, and Prospective Student Advisement), b) Outreach Activities (student and employee workshops, educational events, and Tragic Event Response Team (TERT)).

Direct Client Support

Key Service Metrics (May 22 – September 20, 2013):

Service	2013	2012	Variance
# of counselling appointments available	2,135	1,847	15%
# of counselling and intake appointments completed	1,081	983	10%
# of students meeting with a counsellor or intake worker	384	347	11%
# of perspective students seeing a program choice advisor	666	735	9%
% of students completing a first session	68%	65%	3%

% of requests for appointments that could not be granted due to schedule conflicts	9%	15%	(6%)

Most common reasons for accessing Counselling Services:

- Career and Academic Planning: 44%
- Mental Health Concerns: 32%

The demand for the direct client support aspects of Counselling Services continues to rise steadily, with increases in the number of students accessing Counselling and total sessions. The 10% decline in the number of prospective students meeting with a Program Choice Advisor is related to a decrease in available sessions rather than a drop in demand for this service. In general, Counselling Services has worked to make more appointments available to students in an effort to increase access. This not only improved the quality of the services, but has resulted in increases in the numer of students completing appointments.

Outreach Activities

Tragic Event Response Team (TERT)

On May 22, 12 members of the TERT actively participated in the disaster event training Live Exercise in the T Building courtyard. From September 18 – 20, 2013 members of TERT were activated to support students following the Bus/Train collision near the campus.

Health Services

Sandra McCormick, Manager, was filmed by CBC on August 26, 2013, with regard to the launch of SODA (Safer Ottawa Drinking Alliance) website. Fourth year nursing students will conduct a survey this fall regarding the drinking habits of students at Algonquin to compare to an initial survey completed last fall that was the spark for the SODA survey and initiative.

A Mental Health Steering Committee, chaired by Sandra McCormick, was formed in August. This committee is comprised of representatives from various areas in Student Support Services, Residence, the International Office, the Students' Association and Perth/Pembroke campuses. The committee will oversee coordination of events that meet the needs of the students throughout the academic year.

Health Services Client Statistics

	Number of Clients Served		
	2013	**2012**	**Variance**
June to September	7,612	8,134	-6%

Employment Support Centre

	Number of Job Postings		
	2013	**2012**	**Variance**

May 15 to September 15	981	896	9%

The Co-Curricular Record program offered drop-in tutorial sessions, to assist students with navigating the website, search and add activities and creating a profile. This year some of the new partners on campus include: faculty from the School of Hospitality and Tourism and from the Algonquin College Centre for Construction Excellence.

Spiritual Centre

The Presidents' Council approved College Policy SA15 for the operation of the Spiritual Centre on August 26.

Currently, Campus Ministry has applied for a full-time Chaplaincy and Ottawa Shambhala Meditation Centre has applied for a Visiting Chaplaincy. Campus Ministry has established daily and weekly activities (prayers, meditation and discussions) related to the Christian faith. The Chaplain, Yuriy Derkach, also provides three hours weekly for the coordination of activities within the Spiritual Centre. The Ottawa Shambhala Meditation Centre provides Buddhist focused meditation sessions once monthly in the Prayer Room. The Muslim Students' Association leads Muslim Prayers daily with a focus on the Friday mid-day prayer.

Student Affairs and Orientation

Fall Orientation 2013 was hosted for the first time in the new Student Commons building from August 26 to 30, 2013. Approximately 4,100 (or 44.8% of the first-year students) students and guests participated in this year's fall orientation activities in comparison to approximately 4,300 last year. Nine orientation sessions were held throughout the week to accommodate new students in the Student Commons Theatre.

Test Centre (TC)

TC Service Volumes

Services were offered to a total of 4,232 candidates from April 1 to September 18, 2013, compared to 4,470 candidates during the comparable time period in 2012, a decrease of 5.3 %. While Algonquin College Admission Assessments increased 6.5%, the overall decrease in assessments can be attributed to a 64% decrease in external assessments (i.e., MTCU Assessments and Private companies – of which CONNECT Strategic Alliances who the Test Centre proctored the Ontario Pharmacists Exam for was dissolved by its Board of Governors on March 31, 2013, as well as a 34% decrease in the part-time Taxi Assessments, which can be attributed to fewer enrollees in the program and/or fewer rewrites (i.e. fewer unsuccessful candidates who return to rewrite).

TC Electronic Grading Service (Marks Analysis)

Electronic grading volumes processed for the College by the April 1, 2013, to September 18, 2013, were 1,034 course sections /33,540 individual exams. For the comparable reporting period in 2012 there were 885 course sections /29,887 individual exams. This marks a 16.8% increase in course sections processed, and a 12.2% increase in individual exams. This demonstrates an increased use of the Electronic Grading service by faculty through this time which can be attributed to more faculty and/or

more courses utilizing the service.

Welcome Centre

During the time period encompassing mid-May to mid-September the Welcome Centre provided service to 17,988 clients. Year-to-year comparable figures are not available for this fulsome time period given the Welcome Centre commenced operation in late-August 2012.

The Welcome Centre launched a new platform, TextNet, to replace existing Text Telephone TTY technology at the College. TextNet is a digital platform telephone service enabling PCs to function as TTY, thereby replacing TTY hardware. TextNet allows organizations to have more accessible services to culturally deaf, orally deaf, deafened and hard of hearing community members. Training for this platform was facilitated by ITS in May, and the platform was launched in June. This new program is also operational within the CSD department.

Student Success Service

The Student Information Desk, located in C building main corridor, underwent a major facelift over the summer months. The new and improved desk now features an AODA compliant counter as well as new plasma screens used to promote Student Support Services activities and new uniforms for the student employees. The recruitment and training processes were also revamped.

As part of a Retention Proposal, the Student Success Specialist in Student Support Services is leading a Peer Mentorship Pilot Project. Information was gathered throughout the summer months and recruitment of Mentors took place in early-August. The Mentorship Pilot Program will focus closely on one program, Hospitality Management - Hotel and Restaurant for the 2013 Fall Term and then expand to include three programs in the 2014 Winter Term. Training of the Mentors began during the second week of September.

Learning Resource Centre (LRC)

The Student Learning Centre (SLC) opened it's doors for operation on Thursday, September 19, 2013, after many months of preparation. The SLC is a pilot project intended to support students in the development of their English, math, and computer skills, and provide referral to appropriate colllege services. The centre will work out of room C043 until the construction of room C210, which is close to LRC and in a high traffic corridor, is completed. The current target completion date is October 15, 2013.

Statistics - Woodroffe Campus (Summer 2013)

The LRC reduced hours by 101 hours; however, the LRC patron visits rose to 46,571 in comparison with 42,880 in 2012.

Type of Service	2013	2012	Comparison	Comments
Patron Visits	46,571	42,880	92.7%	Reduced hours by 101 hours.
Reference	5,002	3,202	64.0%	An increase in visits.
Circulation	4,592	4,191	91.3%	More student awareness.

Reserves	1,152	925	80.3%	An increase in use by faculty.

Perth

Type of Service	2013	2012	Comparison	Comments
Reference	58	130	-44.6%	Unual situation – further investation in ongoing.

AREA 5 – ACADEMIC

Algonquin College in the Ottawa Valley
Enrolment levels topped 900 students this Fall 2013 term at Algonquin College in the Ottawa Valley for the first time in the history of the campus.

A new Skills Link Youth Employment Program, funded by the federal government is being delivered by the School in Petawawa. The contract is worth approximately $100K.

The Ministry of Training, Colleges and Universities has awarded the School a contract to deliver the new Youth Employment Fund program in Pembroke. The majority of the approximately $200K funding will be provided to employers who hire youth who with barriers to employment with a portion going provided to the College for operating purposes.

Algonquin Heritage Institute
A police cruiser was donated to the Police Foundations program at the Algonquin Heritage Institute by the Town of Perth on September 3, 2013. The cruiser is an outstanding resource that will be utilized for students' experiential learning, as well as being utilized for community events.

Algonquin Centre for Construction Excellence
The Abbott Point of Care plant in Ottawa launched a new Red Seal Instrumentation and Control Technician apprenticeship program for its manufacturing employees in September 2013.Developed in partnership with the College, the program complements the existing Microelectronics Manufacturer apprenticeship program. Both programs allow course work to be completed onsite during working hours and include comprehensive training and mentoring to help employees at every phase in their careers. The Academic Upgrading partnership with the plant provided customized math preparation and time management/study skills workshops to over 40 employees who are now entering the Red Seal program.

Career and College Access Centre
The annual Prepared for Success Report found that 612 former Academic Upgrading students entered postsecondary programs in 2012-13. They made up approximately 5% of the Fall 2012 intake and 9% of the Winter 2013 intake. Of the 612 students, 457 (75%) passed Level 01 of their postsecondary program, including 19 who graduated from a one semester program. Of the 593 students who could have enrolled in Level 02, 468 (79%) did enroll, while 36 (6%) transferred to a different program after Level 01, resulting in a Retention Rate of 85%.

Centre for Continuing and Online Learning

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Workflow was an area identified by staff in the CCOL Employee Engagement Forums conducted in early 2013. As a result, a WordPress Staff Collaboration site was created and documents uploaded for collaborative work. The current document under review contains 22 of the processes undertaken in the Centre. Staff make amendments so as to create a visual flowchart end product that can guide them in making informed decisions on their own work.

School of Advanced Technology
In June 2013, the Department of National Defence extended the two-year Geomatics Technician program to members of the Canadian Forces School of Military Mapping for the period August 2013 to July 2015. The contract is valued at $612K.

School of Health and Community Studies
One hundred percent (26) of the 2012 Respiratory Therapy graduates passed the Canadian Board for Respiratory Care national exam. Diane Szoda, Algonquin College graduate, obtained the highest mark cross-Canada.

One hundred percent (29) of the 2013 Dental Assisting graduates passed the National Dental Assistance Examination.

The Bachelor of Science in Nursing – Woodroffe graduates achieved a 90.4% success rate on the Canadian Registered Nurse Examination in June 2013.

The School is running the third offering of the Introduction to Canadian Health Care System for international students who are entering the School's health programs this year. The modules are effective in facilitating the transition of the students into their new roles as students in a Canadian postsecondary program. The student feedback supports our prediction that the program would positively impact student success.

School of Hospitality and Tourism
The School of Hospitality and Tourism has partnered with Red Apron, Thyme and Again, and Pêches & Poivre, to sell the School's expanded line of Dirty Duck soaps.

Police and Public Safety Institute
A Memorandum of Understanding has been completed with the Canada Agricultural Museum and the Royal Canadian Mounted Police stables to provide field placements for the Veterinary Technician rotations effective October 2013.

Applied Research and Innovation
Applied Research and Innovation had a successful summer with 35 projects being conducted in collaboration with external clients, 80 students and 15 Principal Investigators. As a result, Applied Research Day 11.1 was the largest ever with 34 projects showcased. Approximately 400 students, faculty, staff, clients, funders and community members participated.

International Education Centre

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In September, the Algonquin College of Excellence Jazan successfully launched with 87 students in the two diploma programs (Electrical Engineering Technician and Mechanical Technician – Industrial Millwright) and 842 Preparatory Year program students.

International student enrolment at the Woodroffe, Pembroke and Perth Campuses, as of September 16, 2013, is 931 (an increase of 18% from Fall 2012 and 10% above Fall 2013 target).

Corporate Training
Commencing September 2013, professional public (open enrolment) workshops offered at the Algonquin College Corporate Training Centre are available to support the professional development needs of Algonquin employees. This initiative is as a result of feedback from the Employee Engagement Survey indicating that employees desire more such opportunities and is offered in collaboration with the Centre for Organizational Learning.

Workforce and Personal Development
The Women in Electrical Engineering Technologist (WEET) full-time, postsecondary, non-funded program successfully launched this Fall 2013 with 22 students. The program, delivered by Algonquin Centre for Construction Excellence, is offered in partnership with Hydro One and Leacross Foundation. The goal of the initiative is to increase the number of women participating in non-traditional occupations in the Electrical Sector.

Student/Alumni Activity
Pembroke Business graduate and Canadian Recording Artist, Jason Blaine, won two awards at the inaugural Ontario Country Music Awards on May 27, 2013 in Markham, Ontario. On August 21, 2013, Jason hosted a 9-and-Dine golf tournament in Pembroke to announce a major fundraiser in 2014 that will support the College's capital campaign and the Pembroke Boys and Girls Club.

Public Relations students are working on a communications plan with the Students' Association to promote their Executive in Residence (EIR), Andrew Foti, an experienced legal executive and strategic advisor. The EIR will help students grow as entrepreneurs and develop their creative business ideas.

Advertising and Marketing Communications Management students are engaged with FarmWorks to create a communications strategy. FarmWorks is an Operation Come Home social enterprise which offers youth between the ages of 16-30 a safe space to develop skills while learning about food, farming and agriculture.

The School of Business, in conjunction with the Students' Association, promoted student and staff participation in the 10th Annual World Business Forum, which was live-streamed into the Algonquin Commons Theatre on October 1 and 2, 2013.

Starting September 23, 2013, third year Dental Hygiene students are providing oral care to residents of St. Vincent's Hospital – Bruyère Continuing Care facility.

Students from the Veterinary Technician and Veterinary Assistant programs, accompanied by their

professors, raised money for SPCA de l'Outaouais Walk of Paws on September 29, 2013.

Michael Wood, Professor, General Arts and Science, who was awarded a 2013 Capital Educator's Award, is an alumni of the Tourism and Travel program. He is a partner in Ottawa Special Events which provides employment opportunities to many of our graduating students. Michael was awarded the Bill Cosby Scholarship through Berklee and was a 2009 Forty Under Forty winner. Michael is currently a voting member of the Academy for the Grammy Awards and for the Juno Awards.

Chef Matt Burns graduated from the Culinary Management program in 2009. He has spent the last three years working as an Executive Chef on the Odessa, a private super yacht cooking for a crew of nine.

Mariah Setosta and Caroline Samson, Culinary Skills – Chef Training students, were selected to attend the "Right Some Good" competition in Cape Breton from August 23 to 31, 2013. The festival started in 2011 and brings culinary talent from all over the world to Cape Breton to create one-of-a-kind menus.

Faculty/Staff Activities
Karen Davies, Dean, Algonquin College in the Ottawa Valley was awarded a Bronze Award of Excellence for Leadership from the Association of Canadian Community Colleges.

The Community and Student Affairs Department, Algonquin College in the Ottawa Valley won a Prix d'Excellence Silver Medal from the Canadian Council for the Advancement of Education for Best Special Event. The event was the grand opening of the Waterfront Campus in Pembroke in November 2012.

More than 45 faculty, administration and support at Algonquin College in the Ottawa Valley participated in a two-day Mental Health First Aid Certificate program which was delivered on campus by staff from Humber College. Humber received a grant from the Ontario government to develop and deliver mental health training to other postsecondary institutions in the province.

Sandra Gibbons, Coordinator, Kitchen and Bath Design, was one of the judges for the Ottawa Home Builders Association 2013 Housing Design Awards which are to be presented on October 5, 2013 at the Ottawa Convention Centre.

Academic Upgrading faculty showcased the online video resource which includes math and English tutorials at the College Sector Committee for Adult Upgrading Conference in June 2013. St. Lawrence College expressed an interest in using the videos in their program and this has been provided. Development of this resource was funded in part through the College Retention Fund.

David Grigg, Professor, Broadcasting – Television has enlisted Rogers 22 to air the Ontario Men's College Soccer Championships from the Algonquin Soccer field.

Peter Larock, Chair, Design Studies, completed the Master of Arts in Learning and Technology program at Royals Roads University in July 2013.

Jed Looker, Professor, Interior Design, completed the Bachelor of Design program at the University of

Hertfordshire in the United Kingdom this summer 2013.

School of Business hosted a Faculty Professional Development Day on August 26, 2013. The theme was Educational Technology and the keynote speaker was Dr. Gail Krovitz, Director of Academic Solutions for Pearson's eCollege Division.

Judy Flieler, Coordinator, Year 3 Bachelor of Science in Nursing, has been accepted as a member of the 2013-2014 Colleges of Nurses of Ontario Academic Advisory Group. This initiative provides nurses an opportunity to advise the College of Nurses of Ontario on opportunities to safeguard the standard of nursing practice.

Rick Briginshaw, Professor, Architecture, received an Excellence in Education award from the Canada Mortgage and Housing Corporation (CMHC). This was in recognition for his efforts in sustainable education.

Community Activity
More than $23K was raised for the Algonquin College in the Ottawa Valley Capital Campaign at this year's fundraising golf tournament held on June 19, 2013 in which 126 golfers participated.

Faculty and administrators from the Sport Business Management program (School of Business) attended Egg 'n' Icons on September 13, 2013 at the Sheraton Hotel, Ottawa. The featured speaker was Jeff Hunt, partner in the Ottawa Sport and Entertainment Group, who spoke about the redevelopment of Landsdowne Park and the re-launching of the Canadian Football League club in 2014.

Over 2000 meals were prepared, daily for Bluesfest volunteers using Algonquin kitchens, faculty and students volunteers from July 3 to 13, 2013.

Chef Ric Lee and several students from the Culinary programs organized and cooked food at the 21st Annual Dr. James Naismith 3 on 3 Basketball Tournament in Almonte, Ontario on August 10, 2013. The event, hosted by the Naismith Foundation, was a huge success with over 40 t4eams attending. The Culinary students were praised for the professionalism and over-all food.

On August 25, 2013, Chef Patrick Kostiw assisted with the Kurt Waldele Garden Party at the National Arts Centre Terrace. Chef Kostiw helped to prepare food for over 300 attendees using Algonquin College kitchens. The event is a memorial to Kurt Waldele in support of the Ottawa Humane Society.

AREA 7 – ADVANCEMENT

SALES AND STUDENT RECRUITMENT

Presentations (High School, University, Employment Centres)
Four Month Period Ending:

- June - September 30th 2013 - 289
- June - September 30th 2012 - 227

Recruitment Generated Leads Collected

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Four Month Period Ending:

- June - September 30th 2013 – 2,021
- June - September 30th 2012 – 1,345

School of Business

We continue to pilot having the SoB Faculty Marketing Officer reporting to Student Recruitment. The pilot continues to produce superior results, during the 4 month period ending September the FLMO ran 3 Information Sessions, 1 Webinar, 4 telemarketing campaigns and 4 email marketing campaigns, all to increase conversion of applicants to registered students. In addition, a number of web site pages were re-worked and a number of Google AdWord advertising campaigns were run to increase awareness and applications. These efforts have contributed to increased web site traffic, applications and registrations. First year enrolments are up 5.3% over last fall to 1,581.

Leveraging Technology

We released a second version of our iPad Lead Collection App to automate lead collection (the application is fully integrated with Salesforce.com our CRM platform). All leads captured are automatically uploaded into Salesforce.com triggering automated emails to nurture the prospects towards applying. The new version is IOs7 compatible and provides room for additional fields.

This period also saw Advancement integrate Go To Webinar into its CRM platform, providing staff an easy to use platform to promote, register, enroll, track, manage and deliver webinars.

Inside Sales

Our Student Ambassador led telemarketing team made 16,768 calls of which 5,214 calls resulted in a live conversation. Call campaigns were used to increase application conversion and invite prospective students and applicants to information sessions. Feedback from the Schools and Registrar's Office has been positive and improved enrolment attributed to our telemarketing efforts.

Jazan – Saudi Arabia

Student recruitment provided consulting services and on-site support in Jazan for 2 weeks in August to assist in the start-up of the new campus. Modern recruitment tactics were put in place contributing to a significant increase in enrolment.

Campus Tours

We conducted a Secret Shopper market research campaign during the summer visiting 4 colleges in Toronto to take their campus tours. The effort uncovered a number of ideas and areas that we could improve in.

MARKETING

Lead Generation

Marketing Leads Collected Y/Y

- June to October 2013 - 6,500 leads
- June to October 2012 - 3,600 leads

- Year-over-year increase of 80%

Adding an information request form to program pages helped us achieve this increase, as well as website improvements to the Future Student's page. For example, we ran A/B/C tests to determine the most effective (in terms of visitor involvement) Future Student website design.

First Year Student Survey
At the request of SEMC chair, Shelley Carter-Rose, we created and delivered a survey to first-year Algonquin students on their experiences with the college thus far. Through sending alerts on MyAlgonquin and Blackboard, as well as emailing through Marketo and SalesForce, we saw over 1,100 students participate in the survey and provide valuable feedback.

Email Nurture Campaign
By examining legacy data collected across the past year, we have enriched out understanding of the possibilities of our nurture program. We are able to see which techniques and strategies were most effective and thereby optimize our current efforts.

Therefore, we have developed a list of 12 emails with content and calls to action that encourage the prospect through the Enrolment Funnel — culminating in an application.

By asking respondents for Area of Interest and Program of Interest, we can deliver increasingly relevant content to our prospects — translating to increased returns.

Seven of ten emails have been written at the general level. After the remaining three emails are developed, further details — such as Area of Interest and Program of Interest — will be added.

Jazan
Extensive marketing was required to support the opening of the Jazan campus. Marketing drafted a Jazan campus Marketing Plan, leading to the creation a new website, brochures, a Google AdWords campaign, and the deployment of an SMS text messaging campaign, all in both English and Arabic. Marketing also sent a representative to Jazan to support a faculty telephone call campaign.

Fall Brand Awareness Advertising Campaign - 'Connected to Where You Want to Go'.
Marketing tested three messaging concepts for the College's annual student recruitment advertising campaign. The messaging that resonated with students was based on the idea that at Algonquin you have options that lead to employment and a successful future. The campaign will launch in October and include busboards, bus shelter ads, online digital ads, and Cineplex preshow video spots. The campaign will run in Ottawa and Kingston.

Two creative designs are being deployed with the results for each being measured and compared.

Direction 1 – At Algonquin you have options.

- Title: For the future you want get the education you need.
- Imagery: A single student (1 male/1 female) displayed in several different 'career uniforms' -

illustrating the many options one person has to choose from to get the education they need.
- Tone: Fun, fresh, optimistic

Direction 2 – At Algonquin we'll help you land the job.
- Title: Connected to Real Life. Real Jobs.
- Imagery: Real students in 'career outcomes' images
- Tone: Serious, realistic, and direct

Program Webinar Pilot
In June, a webinar for Business Administration was held to support the F2013 intake. The results of the pilot were promising. Of 107 registrants, 31 attended and 24 stayed on for the duration of the session (one hour). Thirteen of the attendees were applicants and of that group eleven are now current students. Interestingly, three of the applicants were not previously identified as Business Administration leads. This would seem to indicate a desire to connect to the College during the admissions process, and webinars are a convenient way to do so.

Online Tools - Career Coach
Algonquin College is the first Canadian institution to make use of the labour market data collection engine of EMSI. This data, combined with the course offerings of Algonquin and the local specific employment trends related to career outcomes of our graduates, provides a valuable tool for both our future and current students in finding the correct fit for their studies.

Now that the data has been collected and aggregated, the application is ready to be launched and added to the growing set of value-added tools we provide to our students. You can visit Career Coach at http://careercoach.algonquincollege.com/

Mobile, Apps for iOS and Android
Along with our partner, Modo Labs, we have started the update process of our mobile application suite. The first of the apps, as a spinoff of the updates, is the Admissions app which gives students important direction about how to apply, where to visit, tour information and critical links. The app is available both in the Apple Store and the Android site. More apps will be developed. Marketing also provided assistance on the development and launch of the 1st Gen Student App.

- Apple: https://itunes.apple.com/WebObjects/MZStore.woa/wa/viewSoftware?id=714344987
- Android: https://play.google.com/store/apps/details?id=com.algonquin.recruitment

Environmental Graphics
In order to build and enhance the College branding, Algonquin College has developed and installed brand environmental graphics throughout its campuses. In collaboration with the Deans, Directors and Faculty Marketing Officers (FMOs) we were able to implement environmental graphics this summer for the Schools of Business, Health and Community Studies, Hospitality & Tourism, Advanced Technology, Health Services and the Perth campus.

We are currently branding these areas:

- Pembroke Campus
- Media Design (N Hallway wall above recycling)
- C building Foyer
- Rosser Boardroom Entrance
- Restaurant International
- Language Institute
- Learning & Teaching Services and Curriculum Services
- College bulletin boards prototype

Viewbook

This year's Viewbook continues the theme of Connection from last year, emphasizing the notion that Algonquin is connected to career success and career pathways. The 2014 Viewbook represents approximately a 30% reduction in page count over 2013, an achievement reached through strategic editing and design. The 2014 Viewbook was available on August 16. 45,000 thousand were printed.

Google Indoor Street View

The street views are created by mounting cameras on a trolley, which is then pushed around an institution, capturing 360° images in areas previously selected by Marketing. The
Views can function as a kind of virtual, self-guided tour. Approximately 85% of the project has been completed and selected segments of the Street View have been posted internally for review. When completed, the Street View will be heavily promoted through social media.

This is an example for Google Indoor Street View:
https://maps.google.ca/maps?q=ottawa+convention+centre&hl=en&ll=45.424148,-75.690984&spn=0.000015,0.013078&sll=45.424149,-75.690982&layer=c&cid=11327843717718043390&panoid=6fU9HeclNQJobfBBSxzzrA&cbp=13,1.27,,0,7.01&gl=ca&hq=ottawa+convention+centre&t=m&z=17&cbll=45.424138,-75.690986

Website infrastructure move – Page.ly

As of the last week of August we have completed the transfer of the college's main website to a WordPress-specific cloud hosting company — Page.ly. Page.ly enables to provide a higher level of reliability and security compared to Amazon and allows marketing to spend less time on back-end process and maintenance — and more on core responsibilities. This move has also freed up some resources in ITS as they are no longer required to support the web hosting stack on campus.

Faculty Marketing Officer Workshop

On June 27th a full-day workshop was hosted for the Faculty Marketing Officers (FMO). The event was

designed to support the new School of Business FMO, as well as sharing best practices, knowledge, and tools to support the work of this group. Secondary goals were to continue to nurture the relationship between Advancement and the FMOs.

The agenda for the session included copywriting for web, email, and print, Marketo email introduction, Business Administration website case study, Google Analytics, and content strategy for faculty and program web pages**.**

Web Analytics
Marketing updated web traffic reports using Google data. New web traffic ROI metrics, such as Conversion Rate and Conversion Rate by Medium, offered further insights to content and design. We produced four School Program web reports which included Conversion Rates.

PDF Generator Project
The first phase of development is now complete and all 200+ full-time programs have a PDF file that is associated with their database record, which can be updated at any time and displayed on the Web and in the PDF within 24 hours — and which can be printed individually or in batches by staff, marketers and/or end users.

PUBLIC RELATIONS

Media Relations
The Public Relations and Communications department issued four media releases and advisories in the month of September.

- Lather up With Duck Fat – Algonquin College Students Bring Cutting Edge Soap to More Ottawa Locations
- Algonquin Students Create Unique Up-cycled Pieces for Charity Auction at Ottawa Home and Design Show
- Toon Boom Centre of Excellence Designation Ilustrates Quality of Algonquin College Program
- New Program Results in More Women Enrolled in Electrical Engineering Technology Program Than Ever Before at Algonquin College

The media releases and responses to media requests in September resulted in the following media coverage:

- **Sept 1** – 580 CFRA's "Sunday Morning Blend" interviewed Janice Dean, Algonquin College alumnus and Fox New York Weather Specialist, about her new book.
- **Sept 3** – Global National wrote a story about women in the trades, and interviewed an Algonquin College student and an alumna.
- **Sept 12-13** – The Ottawa Citizen, Ottawa Sun, and 580 CFRA wrote stories about a student who collapsed in the Gym at Woodroffe campus.
- **Sept 14** – The Pembroke Daily Observer wrote a story about the Fall Orientation Games.
- **Sept 16** – The Ottawa Citizen wrote a story about the soap produced by the Culinary Studies program using their kitchen waste.

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- **Sept 16** – The Ottawa Star wrote a story about our new Jazan campus.
- **Sept 16** – The Pembroke Daily Observer wrote a story about Pembroke Campus' Fall Orientation games.
- **Sept 18-26** – The Ottawa Citizen, Ottawa Sun, 580 CFRA, CTV Ottawa, CTV National, CBC Ottawa, CBC National, and 1310 News wrote stories about the bus/train crash, which killed Algonquin/Carleton student Kyle Nash.
- **Sept 19** – The Ottawa Citizen wrote a story about the launch of the Bachelor of Building Science degree.
- **Sept 19 –** The Ottawa Citizen wrote a story about a Respiratory Therapy grad who will be a part of the launch team at the new Surrey Memorial Hospital.
- **Sept 23** – The Ottawa Citizen wrote a story about Nadine McInnis, a Professor who is a finalist in the Annual Ottawa book awards.
- **Sept 26-27** – The Ottawa Sun, Ottawa Citizen, and 580 CFRA wrote stories about the charges against former student Eli El-Chantiry.
- **Sept 26** – CTV Ottawa Morning Live featured the work of Interior Decorating students on their show ahead of the Ottawa Home and Design show.
- **Sept 27** – Inside Halton wrote a story about Algonquin College radio graduate Scott MacArthur.

The Public Relations and Communications department also initiated its crisis communication protocol in response to the collision involving an OC Transpo bus and a Via Rail train in the Barrhaven area. Through email updates, myAlgonquin posts, and social media use, the College was able to inform stakeholders about the latest news regarding the incident and in particular the College's response.

Public Relations was successful in transitioning delivery of media releases and advisories to the College's marketing automation platform (Marketo). This transition has allowed the unit to track media advisory open rates and establish a benchmark on which to measure future efforts. Our September releases averaged a 27.3% open rate.

Convocation Ceremonies
The Department worked in partnership with the Registrar's Office in the preparation of the Ottawa Spring Convocation ceremonies held June 24, 25, and 26, 2013 at Scotiabank Place. In addition to coordinating all aspects related to the set design and technical production of the events, the Department was also responsible for the selection and coordination of the emcees, graduate announcers, and the following six guest speakers:

- *June 24 @ 9:30 am - School of Business*
  Honorary Diploma: Brian Kilrea, Former NHL Player and Retired Ottawa 67s Head Coach
- *June 24 @ 2:30 pm - School of Advanced Technology and Algonquin Centre for Construction Excellence (ACCE):* Greetings by John Owens
- *June 25 @ 9:30am – Faculty of Arts, Media and Design:*
  Honorary Degree: Steve Madely – CFRA Radio Host *"Madely in the Morning"*
- *June 25 @ 2:30pm – Centre for Continuous and Online Learning, and School of Hospitality and Tourism:*

Guest Speaker: His Worship Jim Watson, Mayor of the City of Ottawa

- *June 26 @ 9:30 am – School of Health and Community Studies:*
  Honorary Degrees: Luke and Stephanie Richardson, Founders of Do It For Daron (D.I.F.D.)
- June 26 *@2:30pm – Police and Public Safety Institute:*
  Guest Speaker: Chief Michael Nolan, County of Renfrew Emergency Services; President, Emergency Medical Services Chiefs of Canada; and Algonquin Alumnus, Paramedics, Class of 1991.

President's Breakfast

The annual President's Breakfast to mark the beginning of another academic year was held on Thursday, August 22nd in the Marketplace Food Court. David Hall, Co-operative Education Consultant, was the emcee for the event. Approximately 1,000 full- and part-time staff attended the event to hear President MacDonald's address. Post-event survey results identified 84% of respondents as being fully satisfied or satisfied, up by 1% from the previous year.

President's Star Award

The Department worked collaboratively with the President's Office to present awards to the following Algonquin employees: Doug Wotherspoon (Advancement), John Tappin (School of Advanced Technology), Kamal Sing (Registrar's Office), Dale Chimirii (Parking), Albert Dudley (Curriculum Implementation Services), Paul LaHaise (New Technology Store), Wayne McIntyre (School of Business), Judy Sayeau (Finance), Sharon Rendle (CCOL), Mark Tam (ITS), Linda Joly (Food and Beverage Services), and Joe Corkery and John Tattersall (Physical Resources).

Family Fun Day

The Department served as a resource for the College's volunteer Family Fun Day team which hosted its first event on Saturday, September 21st. Despite the bad weather, the event welcomed approximately 350 people, all Algonquin College employees and their families.

Minister Jason Kenney Tour

Advancement organized and hosted a tour of the College for the Honourable Jason Kenney, Minister of Employment and Social Development, and Minister for Multiculturalism on Friday, September 27th at 10:00 a.m. The tour was part of the Essential Skills Day celebrations sponsored by ABC Life Literacy Canada with a focus on how essential skills, continuous learning, and an upgrading culture are immersed in all of Algonquin programs and services. The tour began in the ACCE building and ended in the Student Commons, with stops along the way involving an Applied Research presentation by Mark Hoddenbagh, a tour of the Nursing Simulation Centre for Health Studies by Marlene Tosh, a visit to Savoir Fare hosted by Dean Michel Savard and a visit to the College's Welcome Centre delivered by Shelley Styles.

Social Media

Between the College's main Twitter and Facebook accounts, there were more than 14,100 interactions (Twitter mentions, Retweets and Facebook stories) in September by 10,900 unique users.

More than 500 tweets were sent from the @AlgonquinColleg account in September. Popular topics were back to school, campus events, and communication surrounding Ottawa's tragic bus/train

accident. The account attracted nearly 2,000 new followers, a 16% increase since May. We continue to be the leading Ontario College on Twitter with 13,125 followers.

Algonquin now ranks 5th in Facebook followers among all Ontario Colleges, up from 19th place in January. Our main Facebook page has grown to 23,334 page 'Likes' — a 30% increase since May and a 922% increase since January. Facebook advertising is again being used to target new and returning students to connect with our page.

Algonquin College leads as the most influential Canadian college on social media with a Klout score of 68 and remains one of the top 10 most influential Canadian postsecondary institutions. Klout score is calculated based on engagement, output, number of followers, and the quality of interactions via social media. It is ranked from 1-100.

Appendix 1 – Area 3: Student Services

ALGONQUIN COLLEGE

Algonquin College Post-Secondary and Graduate Certificate Registration Statistics
2013F Summary Report

As of Sep 17/2013 07:01 PM

	2012F	2013F																	Part-Time		Co-Op	
Faculty/School	Audited	Approved/Projected			Total Registered Cumulative	College Withdrawal			Rtning Not Paid	Net Registered			Audit Eligible	International			Contract	Net Registered (Total) as % of Projected	Audit as % of Audited	12F	13F	12F	13F
		A01	Rtning	Total		A01	Rtning	Total		A01	Rtning	Total		A01	Rtning	Total							
SCHOOL OF BUSINESS	2,896	1,483	1,710	3,193	3,436	107	24	131	258	1,581	1,724	3,305	2,957	164	152	316	0	103.5%	102.1%	201	182	30	33
SCHOOL OF HOSPITALITY & TOURISM	976	757	428	1,185	1,251	37	10	47	71	777	427	1,204	1,048	76	74	150	0	101.6%	107.4%	65	57	0	0
FACULTY OF ARTS & MEDIA DESIGN	3,487	2,402	1,213	3,615	3,769	101	19	120	120	2,481	1,168	3,649	3,552	57	31	88	0	100.9%	101.9%	164	169	0	0
FACULTY OF TECHNOLOGY & TRADES	3,019	1,745	1,745	3,490	3,868	125	33	158	181	1,921	1,789	3,710	3,350	126	175	301	0	106.3%	111.0%	326	283	59	60
FACULTY OF HLTH, PUBLIC SAFETY/COMM STUDIES	3,291	1,789	1,631	3,420	3,674	75	30	105	93	1,901	1,668	3,569	3,458	31	30	61	0	104.4%	105.1%	164	156	0	0
INTERNATIONAL & CORPORATE BUS DEV	29	33	0	33	97	4	5	9	8	54	34	88	83	5	0	5	0	266.7%	286.2%	0	0	0	0
CENTRE FOR CONTINUING & ONLINE LEARNING	350	243	209	452	635	0	0	0	95	384	251	635	621	0	1	1	0	140.5%	177.4%	39	26	0	0
ALGONQUIN COLLEGE HERITAGE INSTITUTE	221	204	111	315	299	12	1	13	9	214	72	286	280	2	0	2	0	90.8%	126.7%	5	3	0	0
ALGONQUIN COLLEGE IN THE OTTAWA VALLEY	642	488	251	739	728	10	2	12	10	501	215	716	701	4	2	6	0	96.9%	109.2%	29	25	0	0
COLLEGE TOTAL	**14,911**	**9,144**	**7,298**	**16,442**	**17,757**	**471**	**124**	**595**	**845**	**9,814**	**7,348**	**17,162**	**16,050**	**465**	**465**	**930**	**0**	**104.4%**	**107.6%**	**993**	**901**	**89**	**93**
FOR COMPARISON ONLY																							
College Total at Sep 18, 2012 08:14 PM 14 Days After Term Start (1)	13,970	8,876	6,712	15,588	16,853	485	120	605	531	9,485	6,763	16,248	15,225	361	430	791	0	104.2%	109.0%	893	896	86	91

NOTES:

(1) Calculated days are calendar days including weekends

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Registrar's Office - REG001