

THE ENTERPRISE OF LEARNING



2012-2013 ANNUAL REPORT



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

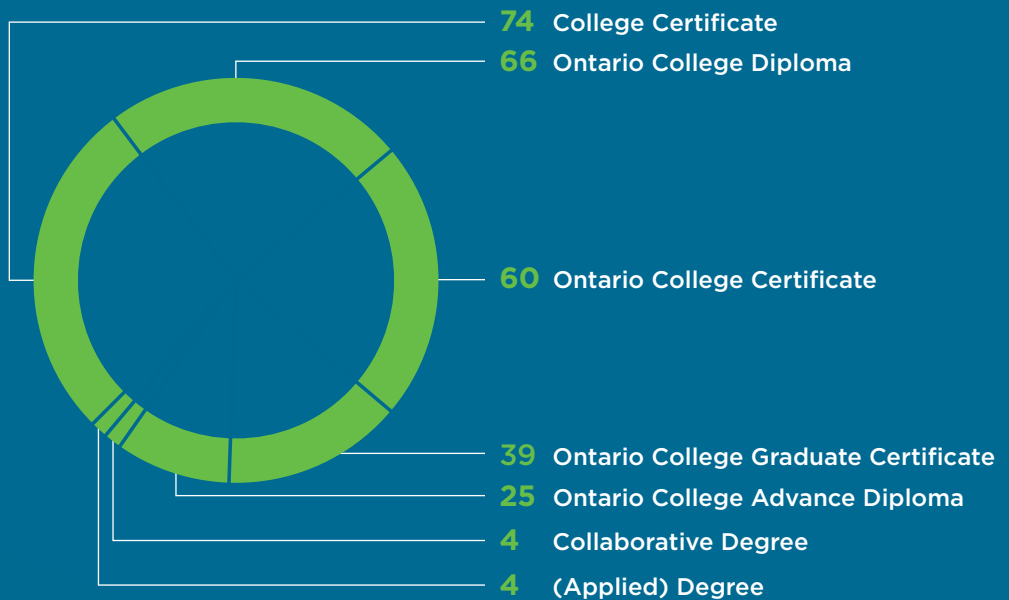
We value the dignity and uniqueness of the individual. We value equity and diversity in our community.

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.

A handwritten signature in blue ink that reads "K. MacDonald".

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.



APPLIED EDUCATION AND TRAINING

STUDENT AND CLIENT SUCCESS

EMPOWERED PEOPLE

FINANCIAL SUSTAINABILITY

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 classrooms 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
	Actual	Target
Applied Education and Training		
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

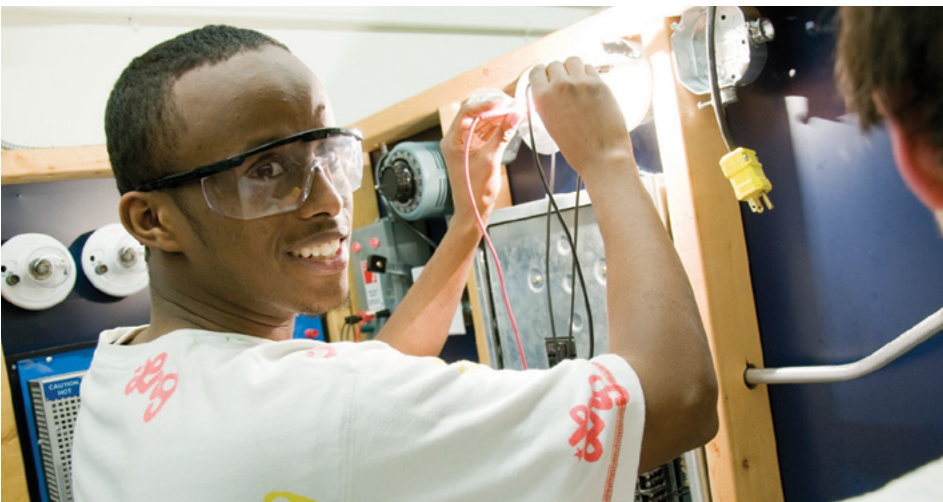
Algonquin's first Medical Radiation Technology class graduated in December 2012 with an 87 percent graduation rate.

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.



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.

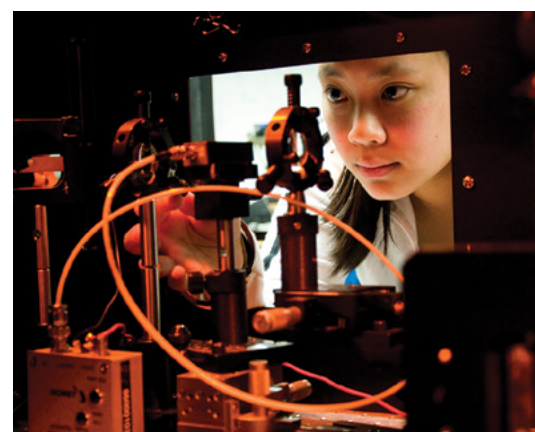
In October 2012, Algonquin launched a new website for students — ICopeU.com/Algonquin — and a new training module for staff, both focused on mental health. To broaden awareness further, Canadian recording artist Steven Page spoke at the website launch about his struggle with mental illness.

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 engagement 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.



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.



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.



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 Hollebhone, 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

PHILANTHROPY IN THE CLASSROOM



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

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 Thwaites, 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.



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.

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.



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.

\$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

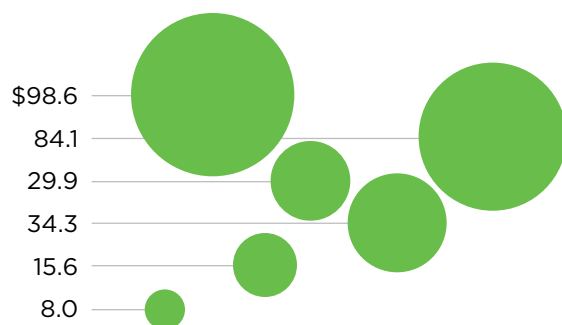
FINANCIAL REPORT

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/

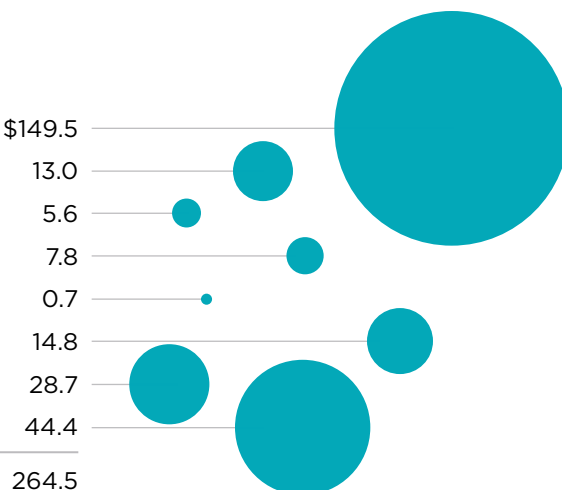
Revenue

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
Kathryn 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 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 Involving 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

Peer School Comparison %



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/



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

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