

Algonquin College Annual Report

2019-2020



ALGONQUIN
COLLEGE
Changing Lives

Mission

To transform hopes and dreams into lifelong success

Vision

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

Values

Caring

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

Integrity

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

Learning

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

Respect

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

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College at a Glance

357 programs



- 122 COLLEGE CERTIFICATES
- 41 ONTARIO COLLEGE CERTIFICATES
- 93 ONTARIO COLLEGE DIPLOMAS
- 33 ONTARIO COLLEGE ADVANCED DIPLOMAS
- 52 ONTARIO COLLEGE GRADUATE CERTIFICATES
- 10 BACHELOR'S DEGREES
- 6 COLLABORATIVE DEGREES

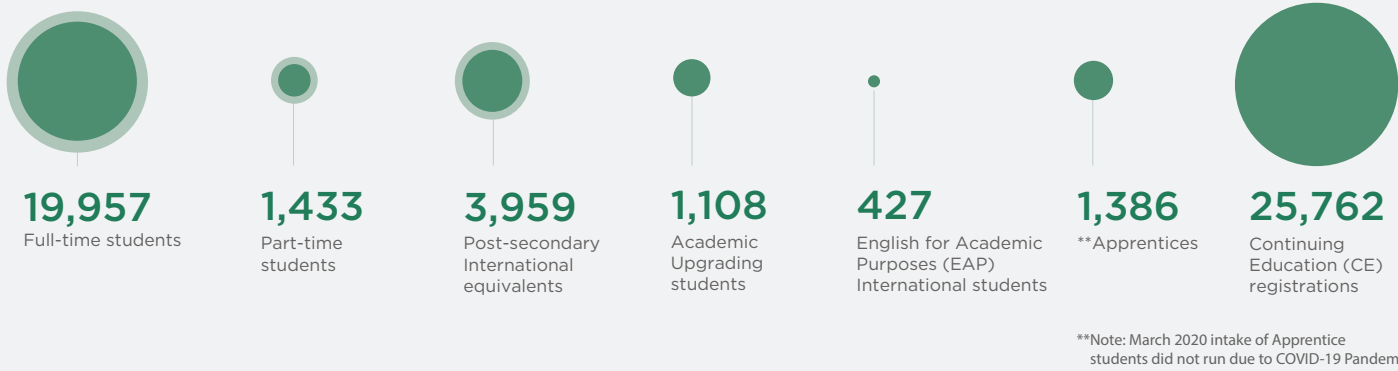
Delivery Methods

- 31 are offered part-time online
- 27 are offered full-time online
- 19 are apprenticeship programs
- 52 offer co-operative education

Students

These categories reflect the Fall term only due to the amount of student overlap in Spring 2019, Fall 2019, Winter 2020 terms

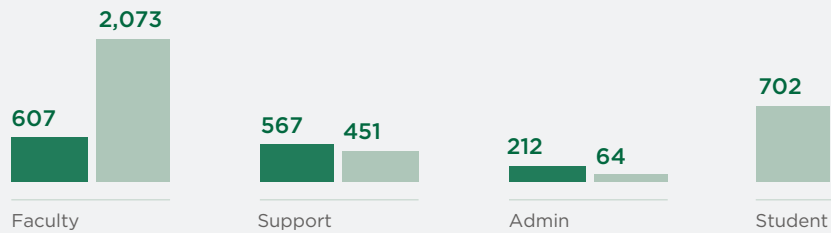
Due to lack of student overlap, these categories reflect the entire fiscal year and include Spring, Fall, and Winter terms



Employees

1,386 Full-time employees

3,290 Part-time employees



2019-2020 Strategic Goals

1

GOAL ONE
Establish Algonquin as a leader in personalized learning across all Ontario colleges

- CORE BELIEF: LEARNER DRIVEN**
- Student, graduate, and internal client satisfaction
 - Case response time and satisfaction by department
 - Number of program pathways, stackable programs, and alternative classroom delivery

2

GOAL TWO
Lead the college system in co-op and experiential learning

- CORE BELIEF: INNOVATION AND QUALITY**
- Percentage of students engaged and satisfied with co-op/Work Integrated Learning (WIL)/Applied Research
 - Satisfaction with co-op/WIL/Applied Research
 - Growth of co-op/WIL/ Applied Research activity by department
 - Volunteerism by department

3

GOAL THREE
Attain national standing in quality, impact, and innovation with each school and service

- CORE BELIEF: INNOVATION AND QUALITY**
- Graduation rate
 - Employment rate (within six months, 18 months, and five years)
 - Percentage of students engaged in and satisfied with co-op/WIL/ Applied Research
 - Awards and nominations submitted by department
 - Growth of co-op/WIL/Applied Research activity by department
 - Improvements introduced by department

4

GOAL FOUR
Become an integral partner to our alumni and employees

- CORE BELIEF: CONNECTED**
- Alumni engagement and satisfaction
 - Employer engagement and satisfaction
 - Alumni returning to the College for continuous learning
 - Alumni and employer interaction by department
 - Membership on program advisory committees

5

GOAL FIVE
Enhance Algonquin's global impact and community social responsibility

- CORE BELIEF: SUSTAINABLE**
- Total number and diversity of learners
 - Continued increase in onshore international student enrolment
 - Increase in number of offshore partnerships
 - Social, environmental, and economic impact
 - Strong financial health indicators
 - Cross-college environmental management plan implemented
 - Funds raised and hours volunteered by department
 - Reduce ecological footprint

6

GOAL SIX
Improve Algonquin's stewardship of the environment

- CORE BELIEF: SUSTAINABLE**
- Cross-college environmental management plan implemented
 - Reduce ecological footprint
 - Infrastructure initiatives to reduce greenhouse gas emissions
 - Education initiatives to reduce greenhouse gas emissions

7

GOAL SEVEN
Advance Algonquin's journey toward Truth and Reconciliation

- CORE BELIEF: SUSTAINABLE**
- Grow student, employee and community member participation in Indigenization initiatives
 - Continue strong partnerships and relationships with Indigenous communities
 - Evidence-based research on Indigenous learner success
 - Acting on the Truth and Reconciliation Report recommendations

8

GOAL EIGHT
Be recognized by our employees and the community as an exceptional place to work

- CORE BELIEF: PEOPLE**
- Graduation rate
 - Employment rate (within six months, 18 months, and five years)
 - Percentage of students engaged in and satisfied with co-op/WIL/ Applied Research
 - Awards and nominations submitted by department
 - Growth of co-op/WIL/Applied Research activity by department
 - Improvements introduced by department



“Personalized learning means that we need to be conscious of the needs of all our students.”

This past year has seen our College move forward with new connections — internal and external — that have strengthened our ties with each other, and within our community. These ties have served us well in good times, and also in challenging times, such as the latter part of this year, when we faced the unexpected and unprecedented situation created by the COVID-19 pandemic.

I would like to thank everyone for their efforts, support, and dedication throughout the year, and in particular our outgoing Board Chair, James Brockbank, for his outstanding leadership during a very busy and challenging time for the College.

When I became President in the summer of 2019, I took the helm of an institution that was already known as a leader in personalized education, online education and academic excellence. I am pleased to report that through the development of our Learner-driven strategy and implementation plan, our leadership position in those areas of strength has been fortified through our efforts to build bridges and connect in new ways to those we serve.

Forging connections means investing time to listen. My Listening Tour provided an opportunity to spend time at each of our campuses to hear the thoughts and ideas of both learners and employees. Almost 400 members of our Algonquin community gathered in circles to join these conversations, speaking passionately about our challenges, our opportunities, and our many achievements worthy of celebration. For employees, it also helped us understand and act on the results of our Employee Engagement survey, which revealed areas for us to work on, and areas of strength. Not surprisingly, the survey revealed that one of the things employees like most about working at Algonquin College is the people.

First and foremost, though, our people recognize that we are here to serve the needs of Algonquin’s learners, connecting in the ways that make the most sense for each individual. For that reason, we were especially proud to open our newest campus, AC Online. The online world has been part of our College’s evolution for more than two decades, including the past three Strategic Plans. This is why our college has emerged as a leader in digital learning and why we are recognized as a college of choice for personalized learning. This digital-only campus will meet increasing learner demand for flexible, personalized and quality online content, and builds on our record as a trailblazer in online education. Just last year, Algonquin College was ranked first in online enrolments among all Canadian colleges and CEGEPS, and this initiative underscores that achievement.

Personalized learning means that we need to be conscious of the needs of all our students. This includes our rapidly growing numbers of Indigenous learners, and this year we have continued the work of developing spiritual, academic and corporate bridges in this area. We have made great strides in our commitment to Truth, Reconciliation and Indigenization, exploring culture through nature via our Three Sisters’ garden and the planting of our Ishkodewan courtyard, believed to be the largest Indigenous-themed garden in the Ottawa area. We are

also advancing learning and business through our Burnt Water initiative, which will leverage modular curriculum units to support the development of a credential in Indigenous Leadership. The announcement of our DARE6 initiative ushered in a new collaborative partnership the College is offering to select corporate stakeholders, taking our own journey of Indigenous learning to others, and inviting them to join us.

Today, connecting means we also have to provide the right platforms to engage one another, such as with our Student Information System implementation project. With the input of our College community, this initiative will replace our current 25-year-old system with a solution that allows the College to meet its business goals and the demands of our diverse learner population. This new solution will help us realize our technological vision, helping us fulfill our commitment to 50+5, the College’s 2017-22 Strategic Plan.

Algonquin College acknowledges that learning — and connecting — does not stop after graduation. Our new, innovative home for corporate training in downtown Ottawa reflects the growing demand for lifelong learning and connects us to our community, our alumni and to new students in all disciplines. This 8,800-foot space serves employers and individuals looking for retraining, skills upgrading and development. The Centre was also able to give back to the business community by offering free online courses during the COVID-19 pandemic, an initiative that was so popular that more course options and dates had to be added almost immediately.

We are also renewing our efforts to make external connections beyond our campuses. Part of this effort has been the shift from the Algonquin College Foundation to a newly created Advancement Office administered by the College. Advancement is enhancing our connections to alumni, donors and our communities to best serve our learners, creating a network that spans the globe.

Closer to home, we know that learning cannot take place without the proper supports. That’s why we were also proud to announce a groundbreaking new connection with The Royal that will provide new mental-health resources for students and employees. This partnership not only helps us enhance existing services, but also allows us to offer new resources, and provides us the tools to make a difference in the mental health and wellness of all our learners.

I am so proud that Algonquin College was the first college in Ontario to have codified a commitment to Equity, Diversity and Inclusion with a policy. The purpose of this policy is to express Algonquin College’s beliefs, values and commitment regarding inclusion and diversity in the workplace, ensuring that we communicate with a consistent and clear voice. This policy is the foundation upon which we will build a “house for diversity,” following the first three-year plan for Algonquin College — our brand new Inclusion and Diversity Blueprint. In real terms, these documents demonstrate how we will achieve the commitment I made to the Algonquin College community when I was appointed President: that we would be a place where everyone belongs.

Our people, whether they are employees or learners, have been further galvanized in the latter part of this year by the challenges presented by the COVID-19 pandemic. United in spirit, we are secure in the knowledge that in the past year, we have laid the groundwork to allow future success, whether it is in person or at a distance via the many bridges we have built to support and connect our College to the community and each other.

Claude Brulé
President and CEO, Algonquin College



“Intelligence is the ability
to adapt to change.”

That Stephen Hawking quote comes to mind as I reflect on the sea change Algonquin College has experienced this year – and when I look at the creative, dynamic and intelligent ways students and employees have responded to the ongoing transformation of education, our society, and the world.

Change, of course, often starts on the personal level; it was my honour to become Chair of the Board of Governors in September 2019. In my 6 years serving on the Board, I have proudly watched the College continually build upon its achievements and strive to be a leader in all that it does — from launching new, in-demand programs to building compelling spaces like our Discovery Applied Research and Entrepreneurship (DARE) District.

This past year was filled with continued innovation, ingenuity, and cutting-edge approaches to both learning and student supports. Some of that ground-breaking work came out of necessity – as the College rapidly adapted to remote teaching and services due to the effects of the COVID-19 pandemic. But much of this inspired transformation was by design — examples of a proactive organization anticipating future needs of our Learners and employees and meeting new challenges head-on.

Intelligence is also about anticipating change — and getting ahead of it. Case in point, the College’s milestones in 2019-20 included:

- **AC Online:** A new, digital-only campus was launched to meet increasing learner demand for flexible, personalized, and quality online content.
- **Learning Centre:** The opening of a new, central, state-of-the-art Learning Centre — a collaborative, high-tech learning environment to meet demand for corporate training and upskilling.
- **Indigenous Gardens:** As part of the College’s ongoing efforts to embed Indigenous traditions in its institutional culture, two shared, outdoor green spaces were created: the city’s largest Indigenous garden in the DARE District courtyard and a Three Sisters Garden, which gives the whole campus access to the Haudenosaunee creation story.
- **International Strategic Plan:** The College adopted a five-year plan (2019-2022) to help the entire campus meet the evolving needs of our international students — including establishing cross-college support services.
- **Learner-driven Plan:** The College began implementing a Learner-driven Plan, a dynamic project to enhance and personalize our learners’ experience.
- **Athletics and Recreation Centre:** Development began on the Algonquin College’s Students’ Association’s new \$48-million athletics and recreation centre – a state-of-the-art facility that will emphasize recreation and personal wellness.

- **Coop:** The College continued to lead the pack in experiential learning with record-setting co-op numbers — registering an increase of more than 1,000 — or 40 per cent — from the previous year.
- **Applied Research:** In its annual ranking of Canada’s top 50 research colleges, Resource Infosource awarded Algonquin a No. 1 rating in the number of completed research projects. Over the year, 880 students participated in three RE/ACTION Showcase events, displaying a record-setting 237 projects — ranging from robotics and creative apps to artificial intelligence and virtual reality.

When it comes to Algonquin’s Values, Learning stands alongside Integrity, Respect and Caring. This College knows that personal health can play an important role in successfully navigating — and instilling — change. It understands the profound benefits of committing resources to employee and student health. Milestones in this area included:

- **Equity, Diversity and Inclusion Policy:** Algonquin College became the first College in Ontario to adopt such a policy.
- **Not Myself Today:** The College joined the Not Myself Today campaign, which aims to raise awareness and create a better understanding of mental health and illness, reduce the stigma, and provide a supportive work environment.
- **Mental Healthcare Partnership:** The College forged a new partnership with The Royal, a pivotal mental healthcare and research facility in Ottawa, to provide students and employees with new mental-health resources.

As Chair, it is my pleasure to regularly pay tribute to our learners’ remarkable achievements with Student Changemaker Awards. This year’s honourees included students who developed an idea for a Gamified Mental Health Resource Library App and a trio of Bachelor of Hospitality and Tourism Management students whose “hotel room of the future” concept took second place in a global hospitality competition. Learners from Pembroke Campus’s Office Administration-Executive program were also recognized for their fundraising efforts to address social issues in Renfrew County. These are shining examples of our many students effecting change.

In the end, change is often the ultimate catalyst for learning. And I am so proud of our College’s capacity to learn, to grow, to change in order to match our learners — and our employees — evolving needs. Through the inventiveness of our community, I know we will continue to make a difference, adapt, and shape a bright future for our campuses — physical and digital.

On a personal note, I offer my deepest gratitude to my colleagues on the Board for all the energy and time they devote to this College. We are privileged to be able to witness and support this forward-thinking institution — and the innovative members of its community — evolve and change for the better.

A handwritten signature in dark ink, reading "James Brockbank". The signature is fluid and cursive, with a long, sweeping underline.

James Brockbank
Chair, Board of Governors



“Success is not final; failure is not fatal; it is the courage to continue that counts.”

– Winston Churchill.

As I look back over the last few years at Algonquin College, in particular this last year, this quote seems more accurate than ever when applied to people in their studies. Having the courage to continue studying when faced with an obstacle is important. One of the many things I have learned during my time with the Algonquin College Students' Association is that students are not only courageous; we are also resilient.

International students leaving everything they know, facing the uncertainty of studying in a new country. Single parents coming back to school to create a new future for their families. A young person leaving the comforts of home for the promise of higher education. Students who choose to pay their tuition over finding safe and reliable housing. These are just some of the students I have met and worked for this year, and whom I will be proud to graduate alongside this summer.

Having to experience our time in school would have been challenging enough, but we did it while faced with a pandemic. Students, with support from a wonderful faculty and administration, have succeeded. I can't wait until it is safe to come together as a college community and celebrate these successes.

Adversity comes in many forms, and students face different kinds of adversity every day, yet they persist. It makes them stronger, and the community of students at Algonquin College is strong. I see students stand up for what they believe, support one another, and push through the challenges. When someone is in need at Algonquin, we are lucky that there are many services available to help. The greatest service, though, might be the kindness of community. I have seen strangers helping each other, students donating their time and money to help the greater good, and students helping their peers cross a finish line, to name a few.

Moving on from Algonquin College, and from my time as a Director and President of the Students' Association, will be very difficult. However, I take great pride in knowing that I am leaving a community that helped shaped who I have become, and one that will continue to do so for all students who pass through Algonquin's door on their journey.

I wish you all nothing but the best and to continue down your paths to success.

A handwritten signature in dark ink, reading "Shanti Consentino".

Shanti Consentino
Students' Association President

“The community of students at Algonquin College is strong. I see students stand up for what they believe, support one another, and push through the challenges.”

Shanti Consentino,
Students' Association President

Looking to the Community

**CONNECTING WITH THE COMMUNITY
ESSENTIAL TO ALGONQUIN'S FUTURE**

When asked to advise other college presidents on navigating the COVID-19 crisis, Algonquin College President Claude Brulé recommended that they could best take care of their schools by caring for the wider community.

“Be a community partner,” he said in Academica Group’s March newsletter. “Postsecondary institutions can retain and enhance the goodwill they have earned as active participants in their communities through this crisis by sharing their expertise and in some cases their material.”

The sentiment, while directed at the health-care crisis, also illustrated Algonquin’s efforts over the past year to enhance the learning experience and students’ career possibilities through community partnerships of one kind or another.

This focus on community was epitomized in Algonquin’s latest innovative ventures — the College’s digital campus and the Learning Centre.

In January 2020, Algonquin opened a new Learning Centre in downtown Ottawa that enables corporate employees to upgrade skills and seek professional development throughout their careers. With its high-tech classrooms and community spaces, the Centre offers everything from leadership training and project management to business analysis and facility management.

A couple of months later, in March 2020, Algonquin launched its digital-only campus — AC Online — to meet increasing learner demand for quality online content that is both flexible and personalized. The College is already ranked first in online enrolments among colleges and CEGEPs in Canada; AC Online will only enhance that reputation through an integrated service model that includes the latest digital tools, interactive elements, and customized student supports. People in any community around the world can obtain their education anytime.

International students are an increasingly intrinsic part of the Algonquin community, and the College partnered with guard.me International Insurance to provide new scholarships and bursaries to enhance their opportunities — while also creating support systems on the ground for when these students arrive on our campuses.

Algonquin reinforced its community ties closer to home, too. The Pembroke Campus, for instance, developed training programs to meet the labour market needs of the Renfrew County area. Likewise, the Perth Campus launched a program that blends business management and agricultural training, again with a view to serving the needs of Eastern Ontario’s agriculture community.

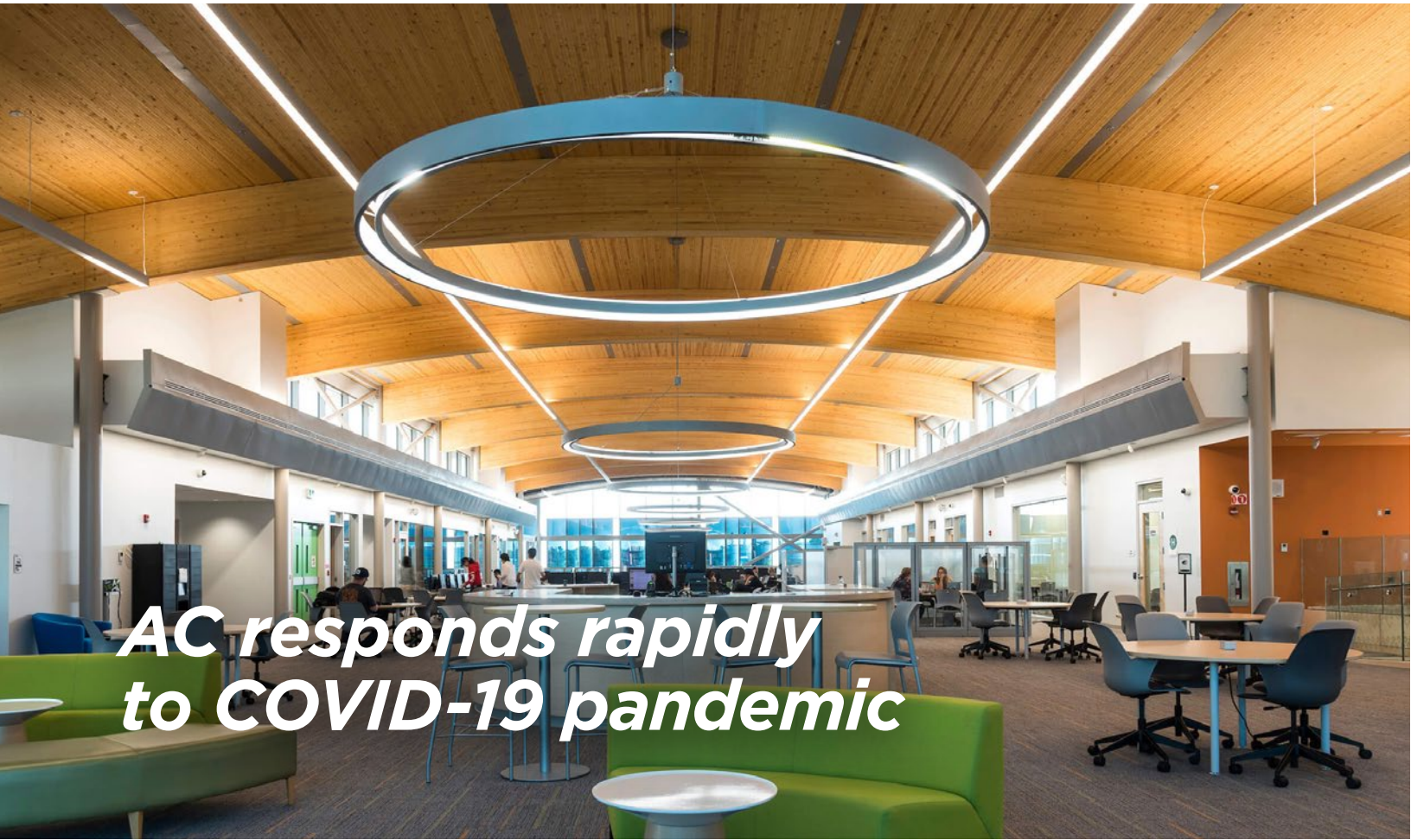
Back on the Ottawa Campus, Algonquin formed a number of partnerships that serve the interests of both learners and the external community. For instance, in October 2019, the College struck a partnership with The Royal, the largest mental-health care facility in Ottawa, to provide students and employees with new mental-health resources.

In keeping with the College’s commitment to Indigenization, Algonquin also teamed up with one of Canada’s premier construction companies, PCL Construction. The company was the first to sign on to a collaborative partnership the College offers select corporate stakeholders that allows both partners to deepen their commitment to Truth and Reconciliation.

This report details these and other innovations. They show Algonquin to be focused on delivering programs and services that allow learners — and the communities in which they live — to fulfill the College’s mission “to transform hopes and dreams into lifelong success.”



Algonquin steps up to support the wider community in a time of crisis



AC responds rapidly to COVID-19 pandemic

ALGONQUIN COLLEGE AND THE CHALLENGE OF COVID-19

Algonquin College stepped up quickly — and to good effect — in responding to the COVID-19 crisis.

Even before it was clear the coronavirus posed a threat to Canada, the College assembled teams to do behind-the-scenes planning to ensure the safety of students and employees and find ways to maintain the educational programs and functions of the institution should it be necessary.

This planning paid off over the next few months. For example, on Jan. 28, only three days after the first coronavirus case was reported in Canada, President Claude Brulé issued an advisory urging employees and learners to contact the College’s Health Services if they had concerns about their health. He also noted the advice of public authorities against non-essential travel.

This early message was followed by regular updates from the President and other College leaders as the COVID-19 crisis developed. “Just because the risk is low does not mean that we shouldn’t plan for the possibility of changing scenarios related to this situation, and many activities have been going on behind the scenes at the College to ensure we are prepared,” President Brulé told the Algonquin community. “We will continue to monitor the situation and make adjustments as required.”

These adjustments would eventually include everything from health advisories on physical distancing and the sanitizing of high-priority facilities to the postponement of Spring Convocation, the suspension of in-person classes, and, ultimately, the shutdown of campuses in Ottawa, Perth, and Pembroke to all but essential services and personnel.

The College community quickly adjusted to these new circumstances. A dedicated webpage was created to provide learners and employees with essential information, prevention tips, and links to key resources.

Most crucially, in an effort to sustain program integrity, the College began delivering many courses online as of March 23 — less than a week after the Government of Ontario declared a state of emergency. This quick response was made possible by a Learning and Teaching Services team that had been working on plans for remote at-a-distance delivery of coursework. Thanks to this team and our dedicated faculty, the College was able to make this shift for program delivery where it was suitable.

Many employees began working remotely from home. Faculty turned vacant guest rooms, dining-room tables and basements into virtual classrooms to deliver coursework and instruction to their learners. Other home-bound employees staged virtual events and activities to stay connected to colleagues and maintain morale. Face-to-face staff meetings became virtual meetings.

Amidst all these efforts, Algonquin did not forget the wider community. Our new Learning Centre launched free online courses and virtual classroom training to businesses and their employees.

“We are all in this together and Algonquin College wanted to give back to businesses and employees in these difficult times,” President Brulé said. “In our small way, we hope to do our part by delivering valuable training and skills development online during this period of uncertainty.”

The College also donated thousands of pieces of protective equipment and loaned out many of its ventilators to help local health-care facilities prepare for a COVID-19 surge.

“We do all we can to support the community,” the President told the *Ottawa Citizen*.

50K people switched to online platform

Over 50,000 employees and students successfully switched over to an online teaching and learning platform in less than one month

16.

Strategic Plan 50+5

Highlights

INDIGENOUS

100 plant species

planted by Horticultural Industries students in the Ishkodewan courtyard to create the largest Indigenous garden in Ottawa

\$216,000

investment from PCL Construction, the first corporation to sign on to the DARE6 initiative, which furthers commitments to Truth and Reconciliation

3 symbolic crops

in the new Three Sisters Garden of corn, beans and squash (The Sisters symbolize peace, friendship and respect)

500+ members

of the College community – students and employees – involved in professional and educational developments related to Indigenization

1000+

self-identified Indigenous learners



Media (social and traditional)

8

FEATURE STORIES ON THE TRI-ANNUAL RE/ACTION APPLIED RESEARCH SHOWCASE

the Ottawa morning show segments on CTV and CBC Radio had a combined net audience of 2.9 million

1,300 

NUMBER OF SOCIAL MEDIA FOLLOWERS THE AC DOG SQUAD HAS ACQUIRED OVER ONE YEAR

(Twitter and Instagram)



LEARNING CENTRE

700 SUSSEX

Address of new Learning Centre, AC's new corporate training facility in the heart of downtown Ottawa.

8,800 SQARE FEET

of Learning Centre, including several classrooms and community spaces will serve employers and individuals seeking retraining, skills upgrading, and PD



ONLINE

800 COURSES

offered by AC Online, Algonquin College's new, digital campus

65 PROGRAMS

offered by AC Online

INTERNATIONAL



18%
INCREASE

the increase in international enrolments between Fall 2018 and Fall 2019



250K
PARTNERSHIP

with **guard.me** International Insurance to establish an International Student Emergency Bursary Fund and Student Scholarship Fund



ATHLETICS AND RECREATION CENTRE

100K SQUARE FEET

of Algonquin College's Students' Association's future \$48 million Athletics and Recreation Centre (ARC)



Strategic Vision for the Future

COMMITMENT TO TRUTH, RECONCILIATION & INDIGENIZATION

Algonquin College takes pride in its commitment to making Indigenous Knowledge and traditions an integral part of the institution’s culture. Over the years this has included establishing a ceremonial courtyard, creating special facilities that reflect Indigenous customs, and commissioning Indigenous artifacts — all with a view to raising awareness of the College’s ties to Indigeneity.

This commitment continued in 2019-2020 through a variety of programs, projects, and events.

For example, two gloriously green — and very popular — Indigenous gardens were among the transformative projects the College embarked on in 2019. In both cases the intent was to create Indigenous-themed spaces that would be available to everyone, and appreciated by everyone.

In the College’s new Ishkodewan courtyard, Horticultural Industries students planted the largest Indigenous garden in Ottawa — with more than 100 plant species that have cultural and historical significance to Indigenous Peoples for their medicinal, nutritional or cultural properties. The courtyard garden is the outdoor component of the College’s newest facility, the DARE District, which opened 2018.

The outdoor courtyard with its sculptural Gathering Circle and an Indigenous ceremonial Fire Circle serves as a central location for outdoor classes, special events, ceremonies, and socializing — and as a testament to the College’s commitment to Truth, Reconciliation and Indigenous education. The installation of the garden has helped make Ishkodewan the heart of the Ottawa campus, and a favourite destination for employees and students.

In 2019, the outdoor classroom and event space was used for multiple gatherings aimed at Indigenous education, and Truth and Reconciliation, including a National Indigenous Peoples Day Picnic and Orange Shirt Day programming.

The year also saw the creation of a Three Sisters Garden of corn, beans and squash. The Sisters symbolize peace, friendship and respect. This traditional Haudenosaunee-style community garden project quickly took on a life of its own. A callout for garden volunteers received a flurry of interest from both students and employees. Overseen and maintained by College volunteers, this green space gives people of other cultures access to the Haudenosaunee creation story.



Jingle Dress Dancer Mary Ann Manatch at Sisters in Spirit event.



In addition to these symbolic promotions of Indigenization, Algonquin College works with First Nations and community organizations to improve learners' preparation for post-secondary education and promote greater academic success.

The College is seeing positive results from these efforts with increasing numbers of self-identified Indigenous learners — some 1,000 in 2019-2020. The result is rising graduation rates among Indigenous students.

Algonquin continued to advance learner success through programs that serve the stated needs of Indigenous students and communities. These included the Indigenous Cook Pre-Apprenticeship Program; an Entrepreneurship program that provided training toward such endeavours as launching a course devoted to creating a tourism business model for selling Indigenous arts and crafts, and Northern Youth Abroad.

The latter program involves Algonquin partnering to bring Inuit and Dene youth from Nunavut or the Northwest Territories to the Ottawa campus as part

of an experiential education program, Northern Youth Abroad Next. This provides them with the opportunity to explore career possibilities, acquire skills in different fields, and get a taste of the college experience.

The College also reached out to the corporate community to help promote Indigenization with the launch of DARE6, a new style of collaborative partnership it is offering to select corporate stakeholders.

DARE6 is based on a traditional Indigenous governance model derived from the Iroquois, or Haudenosaunee Confederacy, which is sometimes described as one of the oldest participatory democracies with six Indigenous tribes united under the Great Law of Peace.

PCL Construction was the first corporation to sign on to the DARE6 initiative at the inaugural event in February, pledging \$216,000 over six years to further commitments to Truth and Reconciliation. More details on this partnership are available on page 78.

Personalizing our learners' experience — both inside and outside the classroom

A UNIQUE SPACE FOR LEARNERS

In April 2019, Algonquin College's Students' Association broke ground on a new \$48-million recreation and sports centre.

The facility, known as the ARC, or Athletics and Recreation Centre, includes top-of-the-line amenities — from fitness zones and golf simulation to a restaurant and a “discovery” pathway. The latter feature is a second-level running-walking track that winds through the building and grants users an overview of the first floor.

College leaders characterized the new facility as allowing “students to own their health in a personalized way.”

The 100,000-square foot complex will include both recreation and varsity gymnasiums that can accommodate international level basketball and volleyball.

It will have bowling lanes, a climbing wall, a billiards room, table tennis and foosball tables, cross-fit areas, simulated golf, and several fitness zones featuring cardio machines and weights.

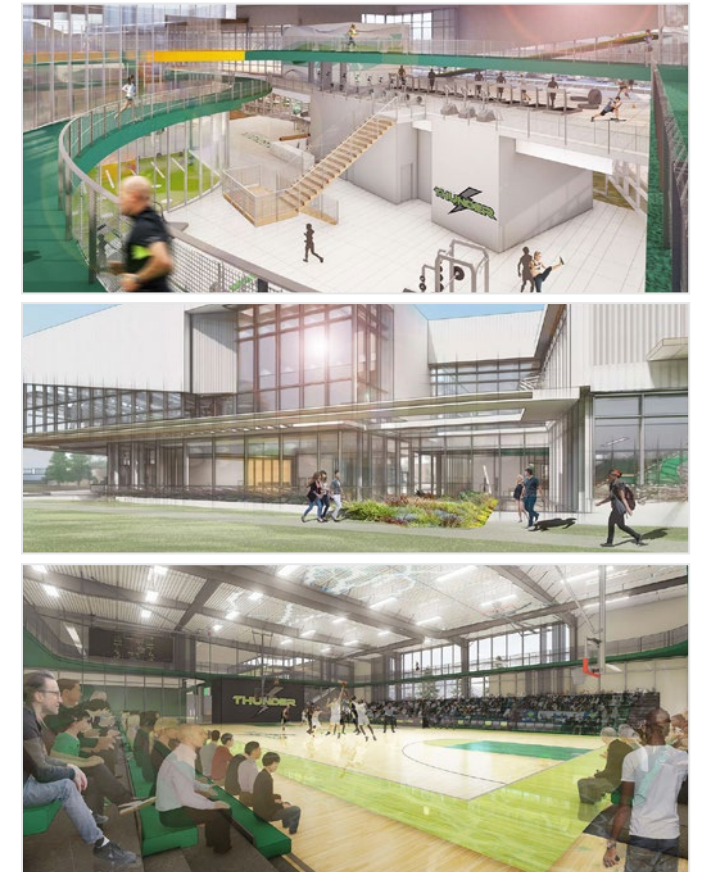
A video game space, a restaurant, and massage therapy rooms will also be available.

One of the most innovative elements is a first-floor sprint incline that will turn into a second-floor discovery track.

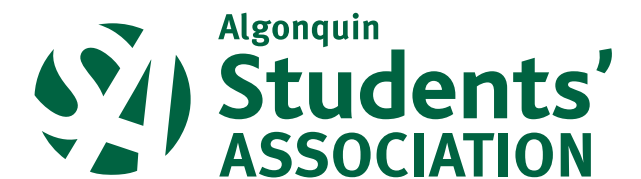
In terms of design, the facility will be spacious and well lighted with plenty of glass and greenery.

Recent years have seen a shift away from post-secondary facilities largely devoted to sports and athletics to ones that include recreation and personal wellness. Scholarly studies indicate that recreation-oriented complexes have a positive impact on student recruitment, retention, and the health and wellbeing of students, as well as student learning outcomes and post-graduation success.

The Students' Association is providing \$14 million to fund the new building, while Algonquin College is contributing \$5.5 million. The remaining costs are to be covered with a \$30-million loan.



Renderings of the future Athletics and Recreation Centre



Five-year plan focuses on Internationalization



Kenyan students benefit from Algonquin's overseas educational efforts

ALGONQUIN LEARNERS COME FROM AROUND THE WORLD

Responding to demand and demographics, Algonquin College continued to embrace internationalization as an institutional goal involving the capabilities of the entire College.

Our success in this endeavour was reflected not only in numbers — an 18-per-cent increase in international enrolments between 2018 and 2019 — but also in the implementation of various other measures.

Over the course of the last year, the College has adopted a five-year International Strategic Plan (2019-2022), established cross-college services to support international students, provided intercultural training for faculty and support staff, strengthened partnerships with foreign institutions, and funded opportunities for

domestic students and teachers to gain experience abroad. Internationalization has even extended to setting up and funding an award-winning cricket team.

The various measures established so far include:

- Providing comprehensive free arrival services for international students;
- Setting up pre-arrival orientation events in China and India for international students and a comprehensive orientation when they arrive at Algonquin, allowing them to connect with important services, learn about social supports, and work opportunities;
- Establishing the Intercultural Teaching Institute to support faculty and staff in their internationalization of programs and the curriculum; and
- Creating a partnership with guard.me International

Algonquin College also continued to reach out to the world through partnerships and international commitments. For example:

- As part of the Global Affairs Canada-funded and Colleges and Institutes Canada-administered Kenya Education for Employment Program, Algonquin deployed faculty and staff to support Kenya's efforts to improve technical and vocational institutes, worked with Kenya's national education authorities to build stronger quality assurance, curriculum development, and assessment systems, and aided Kenya's largest polytechnic to develop new curriculum and train instructional staff to deliver industry responsive construction certification programs. This involvement helped to improve Kenya's education system and enhance employment opportunities for women and youth.
- Offshore activities included delivering credentialed programs abroad at the same level of quality provided domestically as well as being involved in various overseas institutional partnerships and branch campuses, such as Algonquin College Kuwait. This institute continues to see enrolments grow and graduated its second cohort in October 2019.
- Algonquin College and Ningbo Polytechnic, in the City of Ningbo, China, welcomed a second cohort of 39 students in Algonquin's Hospitality Hotel and Restaurant Operations Management program at Ningbo. The program was launched in 2018.
- Algonquin worked with Manav Rachna International University in India, the Hotel Education Centre in Montenegro, and Ningbo Polytechnic in Ningbo, China, to deliver College programs.
- Algonquin also partnered with institutions around the world, including those in China, Mexico, Brazil, Denmark, Japan, and France on teacher training, mobility abroad, and articulation agreements. Algonquin was awarded two projects through the two Global Affairs Canada-funded and Colleges and Institutes Canada (CICan)-administered Skills to Access the Green Economy (SAGE) program, a five-year program focused on sharing the expertise of Canada's colleges and institutions with educational institutions and national education authorities in six Caribbean countries. Through the SAGE projects,

Algonquin will work with institutional partners in St. Lucia and Dominica to support the development of demand-driven technical and vocational education training, a skilled labour force, and better employment outcomes for youth, women, and vulnerable populations.

Algonquin's students, employees, and alumni were also deeply involved in other international assistance projects — everything from installing solar panels in Mayan villages to building a school for Maasai children. Each year, the College sends volunteers abroad on one-week trips to serve others in the world. In 2019, that included:

- The Guatemala project, in partnership with Light Up the World, took the Algonquin team to a Mayan village to install solar panels and wire a school and a community centre;
- The Dominican Republic trip, organized in cooperation with Outreach 360 and the Algonquin Students' Association, saw participants teach English to elementary students; and
- The Kenya volunteers helped build a school in a Maasai village in partnership with ME to WE.
- Finally, the College celebrated the unique story of its first cricket team, funded by Algonquin's International Education Centre. The players, mostly students from India, did the College proud in 2019, winning the National Cricket Cup in July and placing third in the Canadian College Cricket Men's National Championship in September.



Algonquin's first cricket team

Pembroke Campus a partner in community development



Raise A Red Flag
Community Day in April 2019

COMMUNITY CONNECTIONS ENHANCE PEMBROKE CAMPUS'S SUCCESS

Algonquin College's Pembroke Campus continued to emphasize its commitment to community over the last year, and received the community's praise for those efforts.

Shifts in the local marketplace in recent years, both demographic and economic, have underscored the importance of the Pembroke Campus to the regional economy. While some of the 1,000 students who come to the Campus each year to take its 20 full-time programs will find work elsewhere, most will remain in the Renfrew County area and fill labour market needs.

Jamie Bramburger, Manager of Community and Student Affairs at the Pembroke Campus, made this point in a May 2019 article in the *Pembroke Observer*, "the Campus is a critical contributor to the region's labour market needs."

The Campus is certainly aware of its role in the community, which is why over the past year it has endeavoured to increase collaboration between the College and area employers, establish new training programs, and consult with program advisory councils that help steer the College's curriculum to ensure it meets the expectations of employers.

For example, in response to a shortage of Personal Support Workers in the Eastern section of Renfrew County the Pembroke Campus renewed its partnership with Bonnechere Manor, a long-term care facility in the town of Renfrew. After launching a program in Renfrew in 2019, the Campus has now delivered the PSW program twice at the Manor.

"We know there is a critical need for more PSWs throughout Renfrew County and this partnership is allowing us to make this training more accessible to prospective students in the Renfrew area," said Bramburger.

The Campus also began offering a pre-apprenticeship Electrician-Maintenance and Construction program in Spring 2019 to bolster the ranks of apprentices into the electrical trade. The program feeds the Electrician Apprenticeship program at the Ottawa Campus and supports local employer needs.

In late April, a forestry-related log scaling certification course was offered in collaboration with the Ministry of Natural Resources and Forestry.

The Pembroke Campus's community focus showed itself in other ways, too. College students and employees stepped up in June, volunteering for "work bees" to help the City of Pembroke clean up the waterfront after devastating spring floods along the Ottawa River.

A group of Office Administration-Executive students hosted a Raise A Red Flag Community Day in April 2019 to educate and destigmatize mental health. They also volunteered in February 2020, along with staff members, to support the annual "Coldest Night of the Year" fundraising event. Business graduate and Country Recording Artist Jason Blaine raised \$125,000 at his annual concert-and-golf tournament for his Pembroke-based charity, bringing his total in fundraising over the last six years to half-a-million dollars.



Jason Blaine fundraiser

Pembroke Campus's new Dean, Keltie Jones, has embraced this community connectedness since taking up her appointment in late August. She has been a guest speaker at meetings of local groups, including the Chamber of Commerce and the Rotary Club. She has used these gatherings to urge local leaders to recognize the benefits of partnerships with the College and the need to support the growing diversity of the Pembroke Campus student population.

"I have been impressed by the strong community connections this campus has and by the commitment level of its administrators, faculty, support staff, and students to get involved as champions for the region," said Jones. "I look forward to nurturing existing and new partnerships throughout the Ottawa Valley. We are a community college, and we should be an integral partner in community development."

The Campus's commitment to community has not gone unrecognized. In June, the Upper Ottawa Valley Chamber of Commerce awarded Pembroke Campus with its Excellence in Education Award. It was the second year in a row the Chamber has honoured the Campus with this award.



Waterfront cleanup

Perth Campus builds a community



Carpentry students on Perth Campus

PERTH CAMPUS EMBRACES CHANGE WITH NEW PROGRAMS

The last few years have produced big changes at the Perth Campus, and 2019-2020 was no exception. Without question, the Campus lives up to Algonquin College's message of "embrace change."

In Spring 2019, for example, Perth welcomed its first exclusively international cohort of Computer Programmer students from southern India. After nearly a year together, the program maintains a high retention rate and our learners have certainly benefited during their time in Canada from their experience of our small, friendly, rural Campus.

Then, in Fall 2019, Perth launched its much-anticipated Business – Agriculture program. This two-year Ontario College Certificate is a unique blend of business management and agriculture training. Student feedback

on the program has been very positive and the retention rate is extremely high. Moreover, the agriculture community in Eastern Ontario and beyond has wholeheartedly embraced the program.

"The talent and experience contained within our advisory committee was at a level I have never before experienced," said Perth Campus Dean Chris Hahn. "The agricultural industry is so important and so fundamental that it needs to continue to attract the best and brightest. The Perth Campus is proud to support that effort with such an amazing group of people."

Maintaining momentum, in March 2020 the Perth Campus secured a partnership with the Ontario Masonry Training Institute Centre to offer Brick & Stone Mason – Pre-Apprenticeship training. This 32-week program is funded by the Government of Ontario and allows us to breathe life back into the Campus's dedicated Masonry shop.

Looking forward to more change in the coming year, Perth is preparing for the launch of the Campus's first Ontario College Graduate Certificate program, Regulatory Affairs – Sciences, in 2020.

Even more change is coming in Winter 2021 when Perth Campus offers its Introduction to the Canadian Healthcare System program. This program supports the launch of the two-year Ontario College Diploma program, Practical Nursing, that is to begin in Spring 2021.

Amidst all these changes, the Campus never lost sight of its commitment to the community. Over the past year, Perth's learners, faculty, and employees volunteered, partnered with, and supported numerous community organizations, including Perth & Smiths Falls District Hospital, Special Olympics, Perth Rotary Club, Cornerstone Landing Youth Services, The Table Community Food Centre, Perth Civitan Club, Perth Blue Wings, United Way East Ontario, Perth BIA, Canadian Federation of University Women (CFUW) – Perth & District, and the Canadian Cancer Society, to name a few.



Perth's Dean Chris Hahn and his team

A community partnership highlight came in July when the Perth Campus and Cornerstone Landing Youth Services, a Lanark County charity organization that assists homeless youth or those at risk of being homeless, unveiled a Tiny Home that is to be used as an innovative rural response to emergency housing for young people.

Algonquin College also partnered with the Community Settlement Initiative (CSI) pilot project funded by Immigration, Refugees & Citizenship Canada. CSI works with the people of Renfrew and Lanark counties to build welcoming communities for newcomers to Canada. As part of this initiative, the Perth Campus welcomed a settlement coach who provides free, place-based support to anyone who works with newcomers, including businesses, service providers, municipalities, community groups, and individuals.

Across town from the Campus, the Algonquin College Community Employment Services office also supported the community through Employment Ontario funded programming, and experienced another busy year with over 800 people attending employment-related workshops and more than 640 registered program participants. The office also offered more than \$500,000 in funding to businesses and job seekers to support new hiring and workforce training in Lanark County.

Finally, the Perth Campus boosted mental-health efforts with the introduction of AC Dog Squad members, Kona and Winston. These furry team members of Algonquin's therapy dog program remind us to slow down and enjoy the company of our colleagues and students.



Perth Campus graduates



President Brulé opens our newest campus

LEARNING IN CYBERSPACE

Algonquin College's newest campus opened in early 2020. Only there aren't any doors for entry. AC Online can only be entered in cyberspace.

The digital-only campus is intended to meet the increasing learner demand for flexible, personalized, and quality online content. In 2018, the National Survey of Online and Digital Learning in Canada ranked Algonquin College first in online enrolments among colleges and CEGEPs in Canada.

"We are going to cement that achievement by not only providing the quality and variety of courses that our learners have come to expect, but also the support they need to be successful," President Claude Brulé said at the official launch in early March.

Ottawa West-Nepean MPP Jeremy Roberts also spoke at the event, saying Algonquin's online campus will ensure that people from across Ontario have "access to everything Algonquin College has to offer."

AC Online offers a customized, flexible, full-support service model that can cater to all demographics — from recent high school graduates and working professionals to lifelong learners. The online campus will feature more than 65 online programs and 800 online courses, including general interest courses, part-time programs, and full-time programs.

At AC Online, students receive personalized assistance from enrolment to graduation through the use of the latest digital tools, interactive elements, and an array of student supports. Those supports include Academic Advisors and Student Success Specialists who can offer guidance, accommodation, and learning strategies.

The intent is to augment the services and support the College can offer its learners. Since online learning is not tied to a face-to-face schedule, it gives the learner the flexibility to wrap education around their personal learning needs. In other words, Algonquin's cyberspace campus aims to deliver many of the same supports and services as a physical campus.

As AC Online Dean Patrick Devey puts it: "Our dream was to create an online campus and here we are. (We are) affirming that online learning is just as important as the physical campuses — that's a leadership position that Algonquin is taking."

65+
online programs
offered

and 800 courses, including
general interest courses,
part-time and full-time programs

Transforming Education — from Online Learning to Lifelong Learning

ALGONQUIN'S NEW LEARNING CENTRE OPENS ITS DOORS

Algonquin College gave new meaning to the concept of lifelong learning with the opening of its Learning Centre in the heart of the nation's capital.

The College has long offered corporate training courses and programming on Albert Street. But moving to a new high-tech facility in downtown Ottawa — at the highly-visible location of 700 Sussex Drive — greatly expands the possibilities.

"This Centre is our commitment to lifelong learning for employees in the Ottawa region," President Claude Brulé told guests at the facility's official opening at the end of January. "Companies large and small have a need to develop and adapt and innovate their workforce. Employees have a need for retraining and reskilling either to grow in their role or perhaps to change positions.

"We want people to know that Algonquin College is not just here for your entry-level work or your first career. We are here for your second career, your third career even."

The 8,800-square-foot Centre with its several classrooms and community spaces will serve employers and individuals seeking retraining, skills upgrading, and professional development. The Centre's programs and courses cover a wide range of skills — from leadership training and project management to business analysis and facility management.

Moveable walls and flexible floor plans allow for small- and large-sized training sessions of up to 100 participants who will have access to state-of-the-art digital teaching tools. Individual schedules can be accommodated with evening and weekend programming. There are busy spaces for networking and collaboration and quiet spaces for work and study.

Behind this innovative approach to learning is Algonquin's recognition that the nature of work is changing and individuals as well as businesses need tools and training to deal with this change.

More people are engaging in the gig economy outside of a traditional nine-to-five job. The useful half-life of skillsets is shrinking with the adoption of new technologies. Creativity and leadership skills are now valued and encouraged across a broader swath of the company org chart. Mid- and late-career individuals are considering new opportunities that will see them delay retirement.

The Learning Centre is a response to this changing environment. As Doug Wotherspoon, Algonquin's Executive Director of Business Development, puts it: "Our goal is to embed a culture of learning in our clients' organizations, to drive continuous improvement and employee engagement.

"We want to be here with companies all the way as they transform themselves each and every step of the way."



Algonquin College's new Learning Centre in downtown Ottawa

Learners, faculty, and programs attract attention

THE MEDIA LEARNS ABOUT ALGONQUIN COLLEGE

Algonquin College garnered another stellar year of media attention for its learners, faculty, programs, and events.

The opening of the AC Online campus, a partnership between Algonquin and The Royal to provide new mental-health resources for students and employees, a profile of the College's high-tech MakerSpace, our Esthetics for New Canadians program, the launch of our dog therapy squad, an exercise in cabin building — such were some of the nearly three dozen College-related stories that appeared in print, broadcast, and online media.

Some of the top College-related stories included:

- An op-ed by President Claude Brulé on the changing nature of applied education and what colleges must do serve learners ran in the *Ottawa Citizen*.
- The *Ottawa Citizen* highlighted the College's donation of thousands of pieces of protective equipment and its loan of several ventilators to help in the fight against COVID-19. The story prompted coverage on local radio, including Country 101.
- CBC Radio covered Algonquin and The Royal's new mental health care partnership.
- The *Globe and Mail* examined how Algonquin's new Online Campus allows the College to build on "its leadership role in online learning ... and learner-driven education."
- A CTV Ottawa evening newscast featured the College's therapy dog program — the Dog Squad — in a segment about how various people try to deal with mid-winter blues.
- The *Ottawa Business Journal* featured the DARE District, Algonquin's high-tech library and learning centre, in an article on Ottawa's future as Education City.

- CTV Morning Live spotlighted the College's new Interdisciplinary Studies in Human-Centred Design program that was set to launch in Fall 2019.
- The College's champion cricket team — largely consisting of international students from India — was featured on CBC's Ottawa Morning.



Dog Squad member Jessie



Horticulture Prof. Jason Vodden on CTV Morning Live

College learners also attracted media interest, whether as part of a team or as individuals.

Trent Correy, a graduate of the Animation program who worked on Disney productions, was profiled in *The Gate Entertainment Magazine*. College student leader and hop-hop artist **Liz Clarke** was named one of CBC's 2019 Trailblazers. CBC Radio spoke to students in the Women of Steel pilot program aimed at attracting women to the welding trade. CBC's All in a Day interviewed three Bachelor of Hospitality and Tourism Management students after they won second place in Take Off!, a global hospitality competition held in Paris. CFRA radio interviewed **Jess Lambert**, a Pembroke Campus Office Administration-Executive alumni, who ran a half-marathon five years after she suffered a serious spinal cord injury and was told she might never walk again.

Algonquin faculty and other employees were also media regulars.

Martin Taller, a Professor of Tourism Management, spoke to CBC Ottawa about the effect of the COVID-19 pandemic on Canada's tourism industry. **Jason Vodden**, a professor-technician in the Horticultural Industries program, made repeated appearances on CTV Morning Live to share his knowledge of gardening and plants. CBC interviewed **Curtis Farrell**, Professor and Coordinator in the Police and Public Safety Institute, about the challenges emergency first responders face.

Matthew Jerabek, Impact Coordinator for Applied Research, visited CBC TV's studio to discuss success of MakerSpace and its role in the DARE District. CBC Radio interviewed **Benjamin Roebuck**, Professor of Victimology and Police Foundations, about his book on youth homelessness. CTV Morning Live turned to Esthetics Professor **Natasha Wood** to share hairstyling tips to help Algonquin graduates get ready for their big day. Pastry Arts Chef **Catherine Beddall** enjoyed sweet success displaying her prize-winning gingerbread creations on the Food Network and discussing her prize-winning recipes on CBC Radio.

College leaders also had a wide-ranging media presence.

Jamie Bramburger, Manager of Student and Community Affairs at the Pembroke Campus, penned an article for the *Pembroke Observer* on how the College "delivers high-quality educational experience." Algonquin's first Vice President of Advancement, **Mark Savenkoff**, was featured in the *Ottawa Business Journal*. Academica interviewed **Ron (Deganadus) McLester**, Vice President, Truth, Reconciliation & Indigenization, on "What it means for an institution to Indigenize."



Ron Deganadus McLester, Vice President - Truth, Reconciliation & Indigenization, interviewed by CBC



Chef Harsh Singh and Sommelier Professor Marie-France Champagne appear on CTV Morning Live

SOCIAL MEDIA SUCCESS

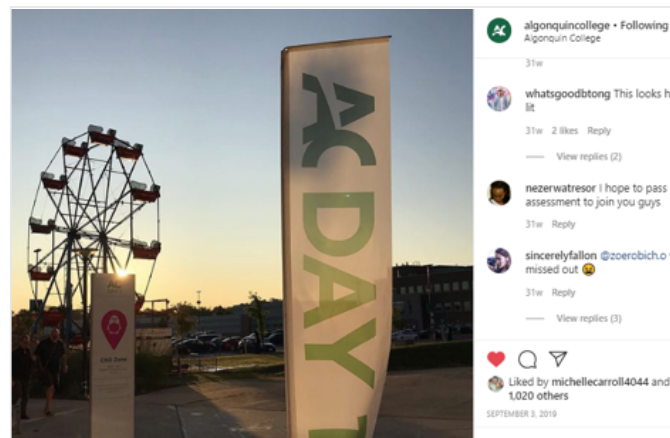
Algonquin College saw steady growth in 2019-2020 across all its key social media accounts, including Twitter, Instagram, and Facebook.

The College also created a new social media channel for the AC Dog Squad, a therapy dog program that is popular with learners and employees. In one year, the Dog Squad channel acquired more than 1,300 followers across Twitter and Instagram with posts that highlighted the individual dogs and informed students and employees when and where they could meet the animals.

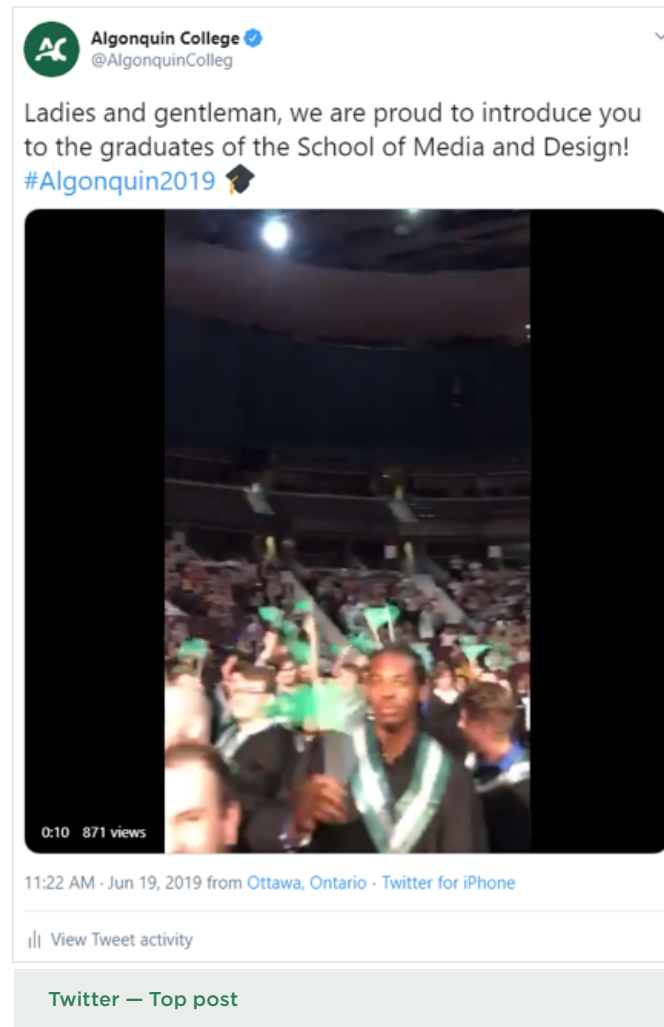
Our Instagram account continued to be the College's fastest growing with record engagement throughout the year.

The year also saw the College's most successful Convocation campaign on social media in June 2019 becoming the number-one trending topic in Ottawa on June 18, the third day of Spring Convocation.

Here are some of the Algonquin's most engaging social media content:



Twitter — Top post



Twitter — Top post



Twitter — Top post

**Algonquin
College Mission:**

**To transform hopes
and dreams into
lifelong success**

34.

Applied Education and Training

Highlights

ARIE

APPLIED
RESEARCH
IN EDUCATION



#1



AC'S RATING

in the number of
completed research
projects (source:
Canada's top 50 research
colleges, Resource
Infosource)



Applied Research Centres

PROJECTS THROUGH
ARIE'S APPLIED
RESEARCH CENTRES
INVOLVING

1,088
Students

58
Faculty

145
Industry partners

282
Total number
of projects

\$3,575,206

Total investment in Applied
Research, Innovation and
Entrepreneurship, including
federal and provincial funding
as well as private sector and
not-for-profit investment)

\$1,090,000

College investment to
advance entrepreneurship
activities

221

face shield headpieces created on MakerSpace 3D printers in the first week of production (part of a partnership to produce face shields for frontline health-care workers dealing with the COVID-19)

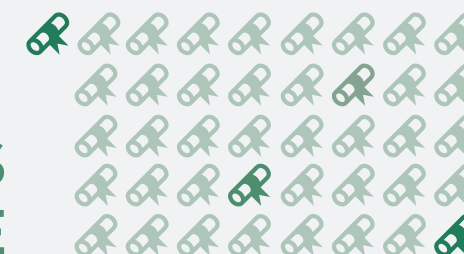


APPLIED LEARNING

41

CO-OP
PROGRAMS
AVAILABLE

40% (3,661) Increase
in co-op students



3



LIVING CLASSROOMS
FOR PERSONAL SUPPORT
WORKERS, INCLUDING A
NEW WORK-INTEGRATED
PROGRAM AT THE GLEBE
COMMUNITY CENTRE



Experiential Learning

LEADING IN APPLIED RESEARCH, INNOVATION & ENTREPRENEURSHIP

Algonquin College continues to reinforce its reputation as one of Canada’s best applied research colleges.

In its annual ranking of Canada’s top 50 research colleges, Resource Infosource awarded Algonquin a No. 1 rating in the number of completed research projects. Such recognition highlights the value of Algonquin’s Applied Research, Innovation & Entrepreneurship (ARIE) office with its seven Applied Research Centres.

ARIE brings students, faculty, industry, and community organizations together in some 200 collaborative projects — from construction and design to environmental science and resource management. These partnerships produce cutting-edge products while providing students with the skills and experience they need for successful careers. They also deepen the College’s ties with the wider community by matching the educational needs of our students with those of the community.

As President Claude Brulé says: “Algonquin College has developed a truly national reputation for excellence in applied research. Guided by our cutting-edge Applied Research Centres and our faculty expertise, our learners are gaining invaluable experience as they engage with our industry partners to solve real-world problems.”

#1
for completed
research projects
among Canada’s top Research colleges

ARIE’s MakerSpace is a case in point. This hands-on technology facility, which is open to students, faculty, and external partners, offered the use of its 3D printers in a partnership with Hacking Health Ottawa and University of Ottawa medical students to produce face shields for frontline health-care workers dealing with the COVID-19 crisis. Makerspace staff, volunteers and students created prototypes for hospitals to test and provided 221 headpieces in the first week of production.

“The Algonquin College MakerSpace has always had a strong focus on community building and social impact,” says Matthew Jerabek, Impact Coordinator for Applied Research. “When I approached the team over Zoom suggesting that we could use our knowledge and equipment to address the need for Personal Protective Equipment in our community, there was no question. Staff and volunteers unanimously agreed that it was our responsibility to support the heroes on the frontlines.”

This is only one example of the quality — and quantity — of research in which Algonquin’s students and faculty are involved.

In 2019-2020, 1088 students, 58 faculty, and 145 industry partners engaged in Applied Research at Algonquin College. A total of 282 projects were completed through ARIE’s Applied Research Centres.

Total investment in Applied Research, Innovation and Entrepreneurship was \$3,575,206. This included federal and provincial funding as well as private sector and not-for-profit investment. Additionally, the College has supported Applied Research, Innovation and Entrepreneurship with an investment of \$1,090,000 to advance entrepreneurship activities, as well as to provide operation support for the department.



In the last decade, ARIE has partnered on more than 2,000 projects, of which the majority support small to medium sized businesses.

For example:

- Data Analytics Centre researchers contributed to DroneEntry's digital dashboards for the drone industry and helped transition the company to the pre-financing stage.
- Design Centre research teams developed a prototype with Ametros Learning that could engage students seeking help in a dialog with expert Academic Success advice through an interactive chatbot using IBM Watson Artificial Intelligence technology.
- Data Analytics Centre researchers developed deep-learning-based computer vision for AirShare Inc.'s anti-drone project with the Department of National Defence.

ARIE's research centres are magnets for local companies needing help to develop products and services. Consider these examples from 2019-2020:

- The Construction Research Centre secured three patents for its industry partners, including one for the smart home ecosystem company 1Valet.
- The Data Analytics Centre was involved in nine research projects with six companies, five of which are new partners. For instance, incubating partner Cheetah Networks, a micro-sensor technology start-up, has grown to a total of 10 researchers.

Algonquin's MakerSpace focuses on building community and social change

ARIE's research centres are also involved at the social level with area businesses, industries, health organizations, and government agencies. Such connections highlight Algonquin's impact. Consider:

- The Social Innovation Lab provides an opportunity for students to serve the public good. The lab's inaugural program is SLiDE — Service Learning in Design and Engineering. Students in design and engineering disciplines assist social-sector clients in using digital technology to address real-world problems.
- An excellent, and timely, example is how students working in the Lab partnered with clinicians at the Children's Hospital of Eastern Ontario to create a software platform — insightScope, as it's called — that speeds up the process of reviewing health-care research, reducing the time spent on these systematic reviews from months to weeks or even days.
- "To date, the platform has been used for over 50 systematic reviews with 310 participants, including 220,000 assessments complete," says Kevin Holmes, the Lab's Managing Director, noting those reviews include four related to COVID-19 research.
- The Pembroke Campus Applied Research Centre collaborates with partners to address local area needs. In 2019-2020, students participated in an initiative called The Natural Edge Project with Watersheds Canada and the Muskrat Watershed Council to plant 15,000 plants along agricultural streambanks in the Muskrat Watershed to reduce fertilizer runoff and erosion.
- Since 2018, students participating in this project have planted 30,000 native trees and shrubs. The final 15,000 plants are scheduled for planting in fall 2020. This will bring the total number of native plants planted in the Muskrat Watershed to 45,000 by November 2020, for the purposes of raising awareness, re-naturalizing degraded ecosystems, and improving water quality for the long-term.

RE/ACTION SHOWCASE

Algonquin College's RE/ACTION Applied Research Showcase events display leading-edge applied research projects student teams undertake in collaboration with industry and other community partners.

In 2019-2020, 880 students participated in three RE/ACTION Showcase events, displaying a record-setting 237 projects — ranging from robotics and innovative apps to artificial intelligence and 3D modelling in virtual reality. The events attracted an estimated 1400 attendees. They also attracted media attention, including eight different feature stories on Ottawa's two major morning shows, CTV Morning Live and CBC Radio's Ottawa Morning, with a combined net audience of 2.9 million.

Award-winning projects included:

- A live-action video for Musclebound Mama, an online nutrition-coaching business to help women change their attitude toward food. The video uses motion graphics and animation to help clients understand complicated concepts in an effective way.
- Diefenbunker Lighting Design, a lighting solutions project created for the Diefenbunker, Canada's Cold War Museum.
- Dooring in the City of Ottawa, supported a safer cycling experience in dooring zones by designing improved signage for the City of Ottawa.

237

Record setting

of projects at the tri-annual
RE/ACTION Showcase

More to learn as Algonquin adds new programs



Perth Campus launched a Business – Agriculture Diploma

ENROLMENT AND NEW PROGRAMS

Algonquin College has seen record enrolment in recent years. Last year, the College had one of the highest levels of full-time post-secondary and graduate certificate enrolments in its history. It also saw an 18-per-cent, year-over-year increase in international enrolments.

Algonquin College is already the largest polytechnic institute in Eastern Ontario, offering more than 340 programs in multiple disciplines, but over the past year it added even more programs..

On Ottawa Campus, the College introduced a cutting-edge Bachelor of Automation and Robotics (Honours) degree that prepares students for a career in the field of automation and robotics. An innovative new graduate certificate, Interdisciplinary Studies in Human Centred Design, was also launched Fall 2019. Other new programs of note included Therapeutic Recreation (Graduate Certificate) and Cardiovascular Technology (Diploma).

Perth Campus launched a Business – Agriculture Diploma in Fall 2019 and a Brick and Stone Mason Pre-apprenticeship Program in March 2020 (though the latter was temporarily paused due to COVID-19 restrictions). On Pembroke Campus, a pre-apprenticeship Electrician-Maintenance and Construction program began in Spring 2019.

Meanwhile, new AC Online offerings in 2019-2020 included Autism Studies, Business Fundamentals and Computer Programming.

The College received approval for several new graduate certificates, diplomas, and college certificates and college diploma programs this year — to be launch in 2020 or 2021:

- Bachelor of Technology (Business Systems Development) (Honours) (Co-op) – Fall 2021;
- Bachelor of Technology (Digital Health) (Honours) (Co-op) – Fall 2021;
- Film and Media Production Ontario College Diploma – Fall 2020;
- Bachelor of Technology (Digital Health) (Honours) – Fall 2021;
- Bachelor of Technology (Business Systems Development) (Honours) – Fall 2021;
- Bachelor of Digital Marketing Communication (Honours) – Fall 2021; and
- Environmental Management and Assessment Ontario College Graduate Certificate (Winter 2021, Pembroke Campus)



Many Co-op opportunities

Roy Nandram, President, RND Construction, with Kevin Garrahan, Bachelor of Building Science

CO-OPERATIVE EDUCATION — A COMMUNITY OF STUDENTS AND EMPLOYERS

Algonquin College’s Co-operative Education team’s ongoing efforts to strengthen connections between students and employers over the past year have made it one of the largest Co-op departments in Ontario.

This achievement is reflected in the College’s record-setting co-op numbers — a total of 3,661 students registered in co-op this past year, an increase of more than 1,000 — or 40 per cent — from the previous year.

The number of work-integrated programs being offered also continued to expand. In 2019-2020, there were 41 co-op programs available, an increase of five over the preceding year.

Perhaps not surprisingly, the growth of co-op program offerings and the increasing numbers of students registering in co-op has resulted in the demand for even more co-op jobs. With this mind, the Co-op Department implemented a variety of measures to generate industry connections that would lead to the development of new co-op programs and satisfy demand.



Felipe M.S. da Silva, Co-op Computer Programmer graduate

For example, throughout the 2019-2020 academic year Co-op hosted multiple employer breakfast networking events that connected new co-op programs with relevant industries, including:

- Business – Agriculture (hosted at the Perth Campus for 20 agriculture employers). This is the College's first co-op program in Perth;
- Interdisciplinary Studies in Human-Centred Design (26 employers); and
- Environmental Management and Assessment Energy Management (35 employers and 10 students).

The Co-op Department also devoted considerable effort to making it easier for students to access co-op programs and improve practices to support students. In September 2019, the College implemented a Direct Admissions Pilot Project involving six co-op programs. Under the project, eligible students could apply for co-op even before they came to the College and be guaranteed that they would have a co-op experience.

It also allowed the Co-op Department to integrate College registration and co-op registration which had previously been handled separately. This new process resulted in an increased conversion rate from application to registration in these particular programs through 2019-2020.

Another benefit of students having direct admission into the co-op process is that the Co-op team, faculty, and employers are better able to support them over the course of their college experience.

The students themselves appear to appreciate the project's benefits. Attendance at Co-op orientation events jumped dramatically — from 47 per cent to 90 per cent. As well, the on-time completion rate of assignments almost doubled in these six co-op programs over the previous year.

Given the success of the pilot project, the College is now accepting Direct Admissions for more than 20 co-op programs, with more to come in future years.

The Co-op Department also continues to enjoy success with its annual Horticultural Industries Day, a speed-networking event that connects students with industry. Tellingly, the January 2020 event saw more jobs posted than students searching for co-op jobs.

Finally, even though the annual Co-op Awards of Excellence event was postponed because of the coronavirus, the Co-op Department celebrated its 10 award winners' achievements online with testimonial videos highlighting their individual experiences. The department will use these videos in 2020 to showcase the benefits to potential employers of hiring a co-op student.

43%
increase in attendance
at Co-op orientation events



The PSW team , L to R, Jennifer Muñoz, Jane Trakalo, Karen Ball, Jennifer Kennedy

LEARNING IN A LIVING CLASSROOM

To meet the growing need for Personal Support Workers, Algonquin College expanded its PSW program last year by signing on with a new partner — The Glebe Centre.

The Glebe Centre is a not-for-profit, community-based institution that provides long-term specialized care to 254 older adults and offers community programs and support services to clients 55 and older in the Ottawa area. It is Ontario's first home for the aged, tracing its roots to 1886.

In late September, College and the Centre announced the establishment of a "living classroom" to train learners in Algonquin's two-term Personal Support Worker program. The classroom welcomed its first cohort of PSW students in January 2020.

The Glebe Centre classroom follows the opening of similar PSW classrooms at The Perley and Rideau Veterans' Health Centre, which graduated its first class in January 2018, and at Bonnechere Manor in Pembroke.

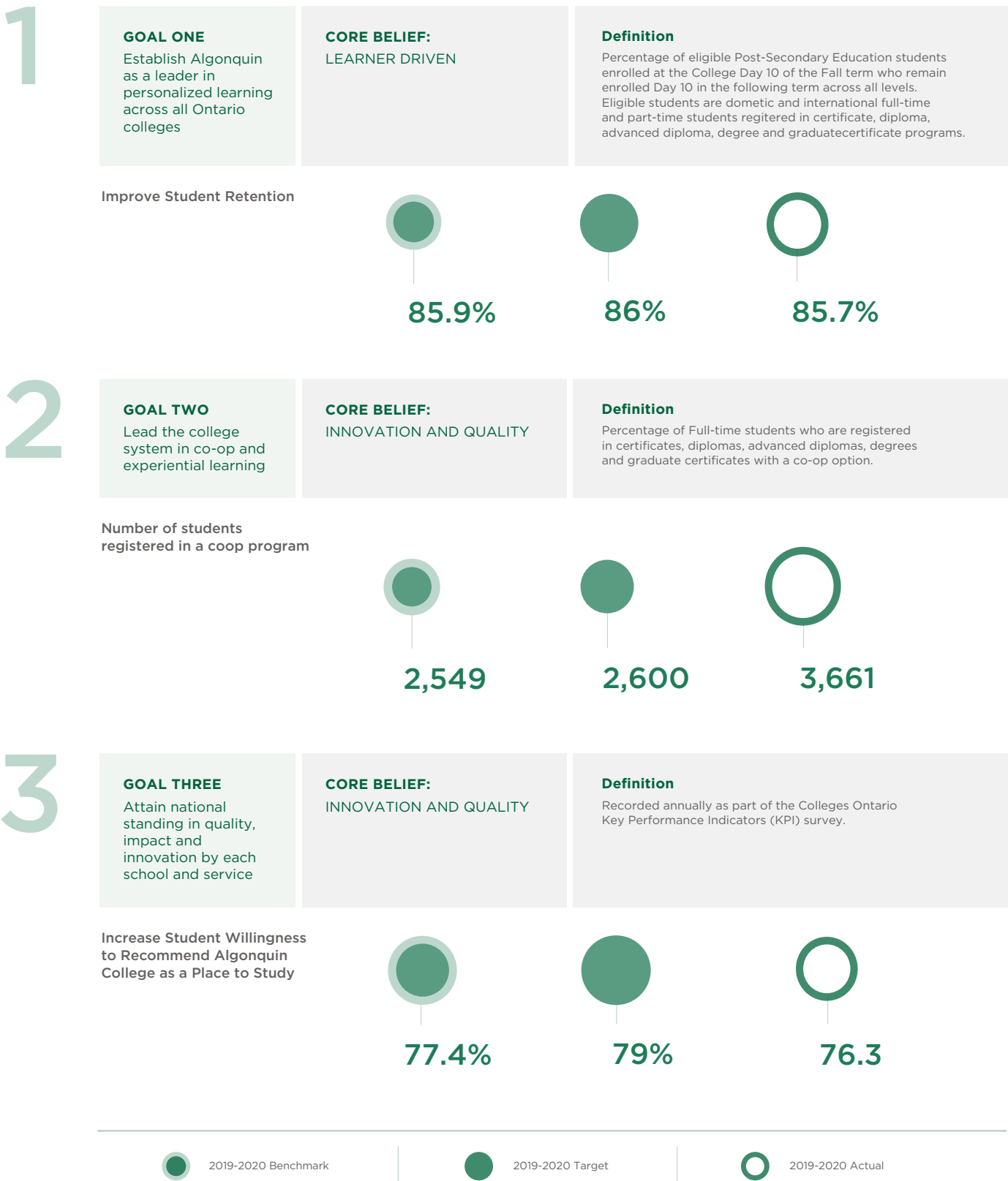
Living classrooms, as these facilities are tagged, allow PSW students to take advantage of a full work-integrated learning environment where they acquire hands-on practical experience in their field while working alongside experienced mentors in a professional setting.

"A living classroom promotes continuous learning and sharing best practices among the faculty and long-term care team members," Jane Trakalo, Dean, Faculty of Health, Public Safety and Community Studies, said at a ceremony opening the classroom. "Students gain very rich experiences and opportunities for engagement with residents and family members, which supports students in their development of confidence and skill that prepares them to work with older adults.

"Long-term care staff gain opportunities for personal growth and development through mentoring the next generation of personal support workers."

Another benefit of the living-classroom model is that by being immersed in a long-term care environment, PSW students are more likely to seek employment in those facilities. This makes it easier for the long-term care sector to recruit employees to meet the growing demand for PSWs as the country's population ages.

Strategic Goals



“The Algonquin College MakerSpace has always had a strong focus on community building and social impact,”

Matthew Jerabek,
Impact Coordinator for Applied Research

46.

Student and Alumni Success

Highlights



RECORD WIN

ALGONQUIN COLLEGE TEAM MAKES HISTORY WITH A **FIRST-PLACE** SHOWING AT THE **2019 ONTARIO COLLEGES' MARKETING COMPETITION**

11 ALUMNI OF DISTINCTION

including Ricardo Larrivée, Chef, Owner and Founder of Ricardo Cuisine, was named **Alumnus of the Year**

★ 27 winners

Algonquin College employees received the **President's Star Award** for commitment to excellence

2ND

Algonquin team takes **second place** in **Take Off!**, an international hospitality competition



2019 Ontario Skills Competition



8

MEDALS AT **SKILLS ONTARIO**

1ST

Horticulture team wins gold medal at **Skills Canada National Competition**



PHILANTHROPY

\$37K

raised by **Algonquin College's Public Relations** in two charity campaigns

\$12K

record-breaking **United Way** campaign at **Pembroke Campus**

300 kilograms

of turkey prepared by faculty chefs, along with **School of Hospitality and Tourism** students and volunteers, for **Operation Big Turkey** charitable holiday dinner event



Alumni of Distinction Awards gala

Learning from our alumni community

ALUMNI OF DISTINCTION GALA

Algonquin College celebrated the accomplishments of its alumni in late September at the third annual Alumni of Distinction Awards. The awards, presented at a dinner gala, honoured the contributions of the College's graduates to the National Capital Region and beyond.

President Claude Brulé described the award winners as “innovators in fields as diverse as nutrition, health care, social justice, security and artificial intelligence. They are entrepreneurs, business and community leaders, fitness advocates, and culinary wizards.

“Algonquin graduates are making a profound difference in our communities, our country, and around the world,” he said.

The gala's success was due in no small part to the Algonquin alumni who had a hand in almost every aspect of the event — from the videography and photography to the music and take-away gifts. The emcee for the evening, journalism alumnus Michael O'Byrne, was also the 2018 Rena Bowen Volunteer of the Year recipient.

The 2019 recipients were:

- **Ricardo Larrivée**, Chef, Owner and Founder of Ricardo Cuisine, was named Alumnus of the Year. A 1990 graduate in Television Broadcasting, Larrivée and his wife, nutritionist Brigitte Coutu, have created a media and retail empire devoted to the appeal of simple nutritious meals. His television shows have been widely broadcast and his cookbooks are best-sellers.

- **MindBridge Ai** received the Alumni Employer of the Year Award. The Ottawa-based company transforms industries by using artificial intelligence to analyze and identify risk. Its cloud-based Ai Auditor platform is used by accounting firms around the world, including over 40 of the U.S. Top 100. Chief executive officer Eli Fathi leads a growing team of more than 100 employees, including several alumni of Algonquin College.
- **Paul Brisson**, President of Ottawa's Cantwell Air, earned the Apprenticeship Award. Brisson, a 2011 Refrigeration and Air Conditioning Systems Mechanic graduate, is a business owner and an advocate for his trade. As a businessman and as an apprentice-intake interviewer for the Ontario College of Trades, he plays a valuable role in advancing the success of a new generation of skilled tradespeople.
- **Luc Villeneuve**, President, Benchmark Corp., received the Business Award. Villeneuve, a 1979 graduate in Business Administration, has spent more than 25 years in leadership roles with major companies, including Sun Microsystems, GE Capital, NCR, McAfee Canada, Red Hat Canada and Benchmark. He has also taken a leading role in national discussions about diversity and inclusion in IT.
- **Ryan Armitage**, a 2007 graduate in Fitness and Health Promotion, earned the Changing Lives Award. Armitage, Fitness Centre Manager and Trainer at the Soloway Jewish Community Centre, is nationally known for his expertise and leadership in fitness and health promotion for clients with special needs. His work with people recovering from health crises or dealing with the effects of aging or mental and physical disabilities has won acclaim.

Ricardo Larrivée,
Chef, Owner and Founder
of Ricardo Cuisine,
was named Alumnus
of the Year.



- **Mark Marsolais-Nahwegahbow**, a 1993 Correctional Worker graduate, picked up the Community Services Award. Marsolais-Nahwegahbow is founder of the Ottawa-based Birch Bark Coffee Company, which sets aside a portion of its sales proceeds to buy water purifiers for Indigenous families in Canada. He has also served aboriginal justice programs as a native justice coordinator, a residential school crisis intervention counsellor, and as founder of IndiGenius & Associates, a justice consulting firm that helps Indigenous people in court for bail or sentencing hearings.
- **Ben Ing**, Head Chef at Copenhagen's renowned restaurant Noma — which has been named Best Restaurant in the World five times by Restaurant magazine — received the Creative Arts & Design Award. Ing, a 2008 graduate in Culinary Management, took the position after honing his craft in some of Ottawa's best restaurants and leading establishments in New York City and Melbourne, Australia. He now leads Noma's team of chefs and explorations of Scandinavian cuisine.
- **Jennifer Kryworuchko**, a 1996 Registered Nurse, Critical Care graduate, was honoured with the Health Sciences Award. An Associate Professor at UBC's School of Nursing, Kryworuchko, who passed away in October from cancer, devoted much of her work as a nursing researcher to studying the delivery of health care services to optimize patient and family involvement in making health-care decisions and improve access to palliative care.
- **Naomi Fong** received the Recent Graduate Award. Fong has worked toward a career and stable health in the years since leaving the Canadian Armed Forces with PTSD. After graduating in 2018 from the Social Service Worker program at the Pembroke Campus, she competed in the Invictus Games in Sydney, Australia that same year, winning two bronze medals in Women's Road Cycling. She was Team Canada's flag bearer at the opening ceremonies.

- **Monica Elaine Campbell**, a 2005 graduate in the Palliative Care Multidisciplinary Program, was presented with the Rena Bowen Volunteer of the Year Award. Campbell has been a leader in promoting culturally appropriate care, including palliative care, for the Culturally Deaf, hard of hearing, and deafened communities. She helped establish the Ottawa Deaf Health Care Team and successfully advocated for the opening of a dedicated floor for Deaf seniors at the Glebe Centre. She was awarded the Order of Ontario in 2016.
- **Grant Lecky**, co-founder of the Security Partners' Forum and 2007 graduate in Security Management, received the Technology Award. Lecky is a security and resilience expert hailed as a "global visionary" on the cover of the April/May 2019 issue of Sovereign Magazine. He is founder of the Security Partners' Forum, a network of the global security community dedicated to building security and resilience capacity internationally. He is also a security and resilience professional with the Canadian government.

EMPLOYEE AWARDS HONOUR THE COLLEGE'S BEST

Algonquin College celebrated its very best at the annual Employee Awards event in late May 2019.

College leaders characterized the award winners as "the very best of Algonquin College," employees who "go above and beyond" in their work by helping others, creating innovative tools, sacrificing their time, being creative, and not being afraid of challenges.



The 2019 award winners were:

Ruth Dunley, Communications Manager
Administrative Staff Award

**Karen Gendron, Student Success Specialist,
Health, Public Safety and Community Studies;**
**Tony Mendes, Student Success Specialist,
Centre for Continuing & Online Learning**
Deborah Rowan-Legg Service Excellence Award

**Wendy Threader, Professor and Coordinator,
Marketing and Business Administration,
School of Business**
Laurent Isabelle Teaching Excellence Award

**Jason Verboomen, Applied Science
& Environmental Technology**
Dianne Bloor Part-time Faculty Award

**Grant Perry, Director, Finance and Administrative
Services** Gerry A. Barker Leadership Award

**Matt Wheatley, Co-op Consultant,
Co-operative Education**
Support Staff Award

Matthew Skinner, Graphic Designer, Marketing
Part-time Support Staff Award

**Mark Crane, Network Technician Innovation
and Strategy, ITS**
Lifetime Achievement Award

ITS Phishing Attack Team
Team Award

**David Thibodeau, Chair, Mechanical
and Transportation Technology,
School of Advanced Technology**
Employee Philanthropic Recognition Award

Besides the awards, Algonquin has found another way to honour its very best — an Employee Awards Wall. Starting in 2019, photographs of the year's winners were displayed on a wall in the DARE District for all to see.

A college of student Changemakers



Fundraiser organized by Pembroke Campus's Office Administration-Executive program

LEARNER EXCELLENCE

Each year, Algonquin College's Board of Governors looks to honour our learners for their innovative accomplishments. The Student Changemaker Award serves that purpose. The term Changemaker, coined by the social entrepreneur organization Ashoka, refers to those who seek knowledge and find ways to change the world for the better.

In 2019-2020, the board presented Changemaker Awards to five groups of students throughout the year.

In April 2019, learners from the Pembroke Campus's Office Administration-Executive program received a Changemaker Award in recognition of their fundraising efforts to address social issues in Renfrew County. These efforts included a community fundraising initiative in Pembroke known as Coldest Night of the Year, the Raise a Red Flag initiative (in partnership with the Robbie Dean Family Counselling Centre), and Project Hope for the Homeless in Renfrew County.

Five students and alumni from the Office Administration-Executive (OAE) Program accepted the honour: Josiah Hartwig, Maureen MacMillan, Fiona Liedtke, Holly Gleason, and Shania Keuhl. Together, they raised nearly \$54,000.

"I was able to be part of a positive change that our program was able to spark," student alumnus Hartwig said during the Board presentation. "The continued support of our community inspires me still."

Others Changemaker recipients were also inspired by their work.



AC's first-place team at the Ontario Colleges' Marketing Competition

"Before (the competition) I was a shy and anxious student," said Business-Marketing student Laura Pardy after she and the rest of the 19-member Algonquin College team made an historic first-place showing at the Ontario Colleges' Marketing Competition (OMC) in November 2019. "OMC allowed me to step outside of my comfort zone to become the person I want to be," Pardy said after receiving the Changemaker Award in February 2020.

The win was Algonquin's best finish in the 40-year history of the competition. The team members came primarily from the College's Business Marketing and Business Administration Marketing programs, as well as the Business Management & Entrepreneurship, and Advertising & Communications Management programs.

Other students reiterated Pardy's sentiment in praising the competition experience as "life-changing" and "rewarding," crediting their success to their coaches.

The Ontario Colleges' Marketing Competition is an annual case-based competition that lures best and brightest business students from across the province. They train for months to compete in various industry specific case-based business challenges. Students are asked to analyze real-life business challenges and make recommendations to a panel of judges, comprised of academics and industry professionals.



Bachelor of Hospitality and Tourism Management team honoured

The Board of Governors also honoured three Bachelor of Hospitality and Tourism Management students who took second place in Take Off!, a global hospitality competition held in Paris in June 2019. The trio — Brielle Pelletier, Yuxiang Jiang, and Tsvetan Stanchulov — presented a ground-breaking concept for the hotel room of the future, E-Atmosphere, as a customizable, multi-sensory, AI environment.

The Paris judges, who included top hotel managers, must have been impressed. The student team bested more than 500 worldwide competitors with their pitch on how artificial intelligence can enhance the experiences of hotel guests to be one of five finalists — and the only finalist from the Western Hemisphere.

The Board of Governors recognized the students' accomplishment with a Changemaker Award during a presentation in December. At the time, Stanchulov described the competition as an "incredible experience," and expressed his appreciation at being able "to represent Algonquin College on the world stage."



People's Choice Award winners at the Hacking Health Ottawa competition

In late October 2019, two Algonquin students in the School of Media and Design received Changemaker Awards for their success in the People's Choice Award at the Hacking Health Ottawa competition in June.

Wilfrid Turcotte, a student in the Interactive Media Design program and Mohamad Akel, a student in the Mobile Application Design and Development program, along with a Carleton University psychology student, Erin Wiles, used the Hacking competition to pitch an idea of a Gamified Mental Health Resource Library App.

They had developed the concept while participating in the College SLiDE program. SLiDE, which stands for Service Learning in Design and Engineering, is part of Algonquin's Social Innovation Lab. The lab exposes teams of students in design and engineering disciplines to community-based social-sector organizations — non-profits, charities, and social enterprise — so that they can assist these clients in adopting digital technologies useful to their missions.

The students said they hoped the app, which was available free of charge and was also anonymous, would help many people by directing them to mental-health resources.



Finally, in early June, the Board of Governors gave the Changemaker Award to eight learners who'd done the College proud at the 2019 Skills Ontario competition.

Skills Ontario is the largest skilled-trade and technology competition in Canada for post-secondary and apprentice students. The students' medal count included one gold, two silver, and five bronze medals, distributed between nine skilled participants.

They were:

Blaise Mombourquette and **Thomas Hawley** – Horticulture and Landscaping (Gold). The win was the third gold medal at the Skills Ontario competition for the two students. They also went on to win a gold medal at the Skills Canada National Competition.

Christina Khenmaniso – Restaurant Management (Silver)

Krystal Wiles-Horscroft – Baking (Silver)

Jasmine Ebery – Hairstyling (Bronze)

Tom Kearney – Auto Body Repairer (Bronze)

Jordan Ball – Automotive Service Technician (Bronze)

Ahmed Jaffer – Restaurant Management (Bronze)

Chris Naranowicz – Carpentry Division (Bronze)

"It was something special to bring a medal home for Algonquin," Naranowicz said.



“ It was something special to bring a medal home for Algonquin”

Chirs Naranowicz,
Carpentry Division, Bronze medal winner

56.

Empowered
People

Highlights

7TH
TIME

NATIONAL CAPITAL
REGION'S TOP
EMPLOYER
AWARD RECIPIENT



11 NEW DOGS
JOINED THE DOG SQUAD
IN JANUARY 2020

18 TOTAL THERAPY DOGS
ON THE SQUAD

2

INAUGURAL
STUDENT
RECIPIENTS

of the **Scotiabank
Women in Tech Award**



HUMAN RESOURCES

1ST

College in Ontario

TO ADOPT AN **EQUITY, DIVERSITY
AND INCLUSION POLICY**

1st

Celebrate
Citizenship
Challenge

The College became
the **first post-secondary
institution in Canada**
to take part in the
**#CelebrateCitizenship
Challenge** when it hosted
its **first Citizenship
Ceremony** on Dec. 12

58.1%

of employees who participated
in the **2019 Employee Engagement
Survey** (compared to 57 per cent
in 2017 and 46 per cent in 2015)

40

**NUMBER OF IMMIGRANTS
WHO TOOK THE OATH
OF CITIZENSHIP**



Wadhah Al Monaifi, Online Learning Administrative Coordinator (Acting) and President Claude Brulé at Citizenship Ceremony event held on Ottawa Campus

An Engaged and Empowered Community

INLUSION AND DIVERSITY BLUEPRINT

A “house for diversity.” That’s how President Claude Brulé described Algonquin College’s intentions last year in becoming the first college in Ontario to adopt an Equity, Diversity and Inclusion policy.

“That belief in equality is also what we aspire to every day at Algonquin College; not just because it is the law, but because it is the right thing to do,” he said in early December when he announced the policy.

The policy provides the basis on which the College will build a “house for diversity,” the President said, and the foundation of this “house” is the new 2019-2022 Inclusion and Diversity Blueprint. With these documents Algonquin will be “a place where everyone belongs.”

Both the policy and the blueprint were developed by the College’s Inclusion and Diversity Circle, which includes employees from across the school. They decided on the wording of the policy, how it would work, and how to build collective understanding around it.

The blueprint outlines how Algonquin will pursue and integrate inclusion and diversity into its people processes, operations, and services. Certain areas of focus were identified for moving the College along on its journey toward inclusion. They include:

- Understanding Oneself. At the individual level, it is important for employees to go through a process of learning and reflecting on their own values, worldview, cultural norms and communication and conflict styles in order to understand themselves.
- Managing for Diversity. This means more than acknowledging diversity as a reality in the workplace; it means ensuring that people managers have the group leadership and process skills to foster effective diverse group functioning.

- Inclusive Systems and Processes. This component recognizes that the College needs to change the structures under which employees and learners operate to eliminate those systemic barriers — policies, practices or procedures — that preclude equitable participation in the workplace and leave some people receiving unequal access or being excluded.

To address these focus areas the College has promoted a series of Inclusion Infusion talks about inclusion and diversity. As well, Algonquin is building self-directed online learning opportunities on the subject for employees.

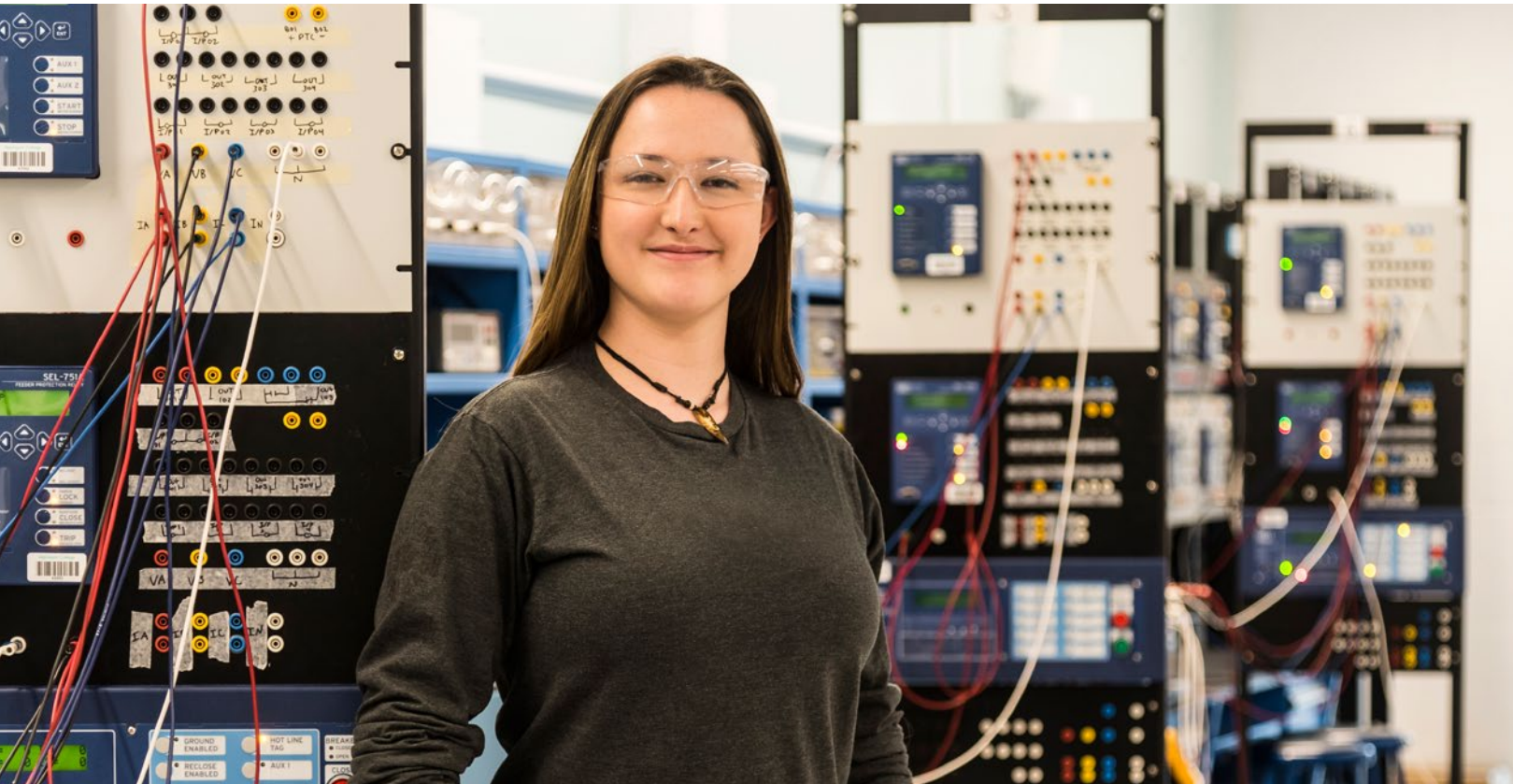
A number of programs emphasize and enhance diversity and inclusion for the College’s 20,000 students. We Saved You a Seat, for instance, sets aside 30 per cent of places for female students in select male-dominated programs and provides financial support through scholarships and awards.

The International Student Centre runs programs to help students from over 100 foreign countries studying at the College navigate the school, Ottawa’s workplaces and Canadian society.

The Centre for Accessible Learning helps disabled students get the accommodation they need, and a new Accessibility for Ontarians with Disabilities Act advisor coordinates accessibility work across the campus.

In late June, the College became a signatory on the Dimensions: Equity, Diversity and Inclusion (EDI) Canada charter, a Government of Canada initiative designed to help colleges and universities increase EDI in the academic research community.

An Algonquin College effort to increase the number of women in popular technology programs



WE SAVED YOU A SEAT STEAMS AHEAD

An Algonquin College effort to increase the number of women in popular technology programs — We Saved You a Seat, as it's called — continues to attract attention and admiration.

The three-year pilot program reserves 30 per cent of the available seats in Electrical Engineering Technician, Mechanical Engineering Technology, Electro-Mechanical Engineering Technician, Computer Systems Technician, and Powerline Technician for those who meet the programs' admission standards.

Since it began in late 2018, the program has garnered considerable media attention, but over the last year it has also won several awards and attracted corporate interest.

In February 2020, for example, We Save You a Seat received an Award of Excellence from Electricity Human Resources Canada. The program was recognized with the Innovation in HR Practices-Education or Training Institution Award.

Algonquin is a signatory to Electricity Human Resources Canada's Leadership Accord on Gender Diversity, a public commitment by Canadian educators, employers, unions, and governments to promote the values of diversity and inclusion within their organizations.

Earlier in January, two students, Denise Silva and Khushbu Shah, became the first recipients of the Scotiabank Women in Tech Award.

The award was given as part of Scotiabank's commitment to the We Saved You a Seat program. Scotiabank has invested \$160,000 in the program and its corresponding awards over the next four years.

"Scotiabank strongly believes that by investing in an academic institution such as Algonquin College, we are positioning women to be our future leaders," Laurence Levy, Scotiabank's Regional Vice-President, Québec and Eastern Ontario, said in announcing the funding. "We hope that our award helps them reach their potential and acquire the skills and resources they need to succeed in this industry."

"With the help of Scotiabank and their leadership approach to this award and initiative, we are well on our way to supporting the next generation for women in STEM industries," said President Claude Brulé.

Françoise Gagnon, ADGA's Chief Executive Officer, expressed similar sentiments in early December when she awarded Ndona Wansaula, a Computers Systems Technician, with the first ADGA Women in Tech Award. The award is attached to the We Saved You a Seat program.

"The times are changing and this is your time," Gagnon said at the award ceremony. "You are that generation of women who will shatter the glass ceiling. There is a vast market out there looking for your skills."

The ADGA Women in Tech Award provides \$5,000 over two semesters for one or two full-time female students enrolled in Algonquin's Computer Systems Technician (Co-op) program.

The College also received support for the We Saved You a Seat program from IBM.

In November 2019, Algonquin partnered with IBM Girls in STEM for a year-long initiative with middle-school students from across the Ottawa-Carleton District School Board. The idea is to foster an interest in STEM subjects among young girls before they enter high school. Throughout the year, students will visit the Ottawa Campus and be mentored by women working or studying in STEM.

That same month, the College's Inclusion and Diversity Specialist, Sarah Gauen, served as a panelist and speaker at an Equity, Diversity and Inclusion Forum hosted by the Ontario Society of Professional Engineers (OSPE) at the Shaw Centre in Ottawa.

The event, of which Algonquin was one of the sponsors, attracted 1,200 delegates from government, industry and academia — including representatives from the Algonquin Centre for Construction Excellence, the School of Advanced Technology, and Marketing.

The Forum focused on equity, diversity and inclusion in Canada's Science, Technology, Engineering, Arts, Mathematics (STEAM) sector.

Gauen highlighted Algonquin's We Saved You a Seat as an example of the kind of program that promotes gender equity. "Algonquin College really thinks it's important that we focus on women in tech, and you can see that with the new We Save You a Seat project," she said.

30%

available seats reserved

for women in four popular technology programs
as part of We Saved You a Seat program



Burly, a Chocolate Labrador Retriever, is part of the AC Dog Squad

LEARNERS GO FOR THE DOGS

Algonquin College's Dog Squad has been a huge hit with both learners and employees. After a year of operation, the therapy dog program more than doubled in size in terms of the number of animals (and their humans) involved.

The Squad began with seven dogs in January 2019. It quickly became a part of everyday life at Algonquin, boosting mental health and spreading the word about mental-health resources. A year later, in January 2020, Dog Squad 2.0 went to work on Algonquin's three campuses with the addition of another 11 dogs, for a total of 18.

The numbers reflect the Squad's popularity. Decked out with College-green jackets and ranging in size from a little Yorkshire Terrier to a burly Chocolate Lab, the dogs have become campus celebrities with students and employees coming out to see them on their scheduled walkabouts.

The Dog Squad also started making appearances at College events: they were present at our Convocation ceremonies, took part in our summer carnival for students, and were ready to greet our students and faculty on the first day of classes in September. As the dogs became more visible, the demand for them grew, with students and professors requesting their presence in classrooms, for stress relief after exams, or as part of presentations on mental health.

Some dogs, such as Jessie, a British Bulldog, have even acquired a clientele. "People point her out in the hall, saying 'there's Jessie, there's Jessie,'" says owner Shelley Doherty, a Project Manager with Algonquin's Information Technology Services. "I have students who wait to see Jessie when they learn she'll be on campus. I had one student who really needed a break after two exams that day. She needed some stress relief and stayed with Jessie for the whole session."

Such a response underscores the Dog Squad's purpose. The College's therapy dog program aims to help students and employees manage stress levels. Research shows that spending even 20 minutes with a therapy dog can reduce stress, homesickness, and make students feel more connected with their campuses.



Project Manager Shelley Doherty and Trainer Jane Madigan with Jessie

In this regard, the Dog Squad aligns with our College's values of Caring, Learning, Integrity and Respect:

- To help alleviate student and employee stress levels through opportunities for canine therapy (Caring);
- Raising awareness about mental-health resources on campus and beyond (Learning);
- Giving back to the College community through outreach and communications (Integrity); and
- Breaking down the stigma related to mental health (Respect)

But it is not only students who benefit from the program. The Dog Squad's animals all belong to College employees who have volunteered their time — and their dogs — for the cause. They worked with a professional animal trainer, Jane Madigan, to ensure that their dogs — and themselves — made suitable therapy-dog teams. These employees, it seems, get as much pleasure out of their role as the students get from the dogs.

Natasha Wood, a Professor in Algonquin's Hospitality and Tourism program, sums up the motives for all the employee volunteers: "I wanted to get Hugo involved because he's caring and uplifting," she said in explaining her reasons for signing on to the Dog Squad. "If I can share that with the College community in some way, it's a real benefit to put a smile on somebody's face."



Dog Squad

Algonquin College tackles mental-health challenge and spreads good will and understanding

LEARNING ABOUT MENTAL HEALTH

Cookies. Karaoke. Mood music

These were three of the ingredients that proved popular last year after Algonquin College signed on to mental-health initiative focused on the workplace.

A long-time advocate of mental health for learners and employees, the College last year joined the Not Myself Today campaign spearheaded by the College’s Psychological Health and Safety Task Force. Not Myself Today’s objective is to raise awareness and create a better understanding of mental health and illness, reduce the stigma, and provide a supportive work environment.

Not Myself Today is affiliated with the Canadian Mental Health Association (CMHA), and is specifically oriented to the workplace.

A key purpose in the campaign was to overcome the stigma attached to mental health and illness. Organizers of the year-long effort wanted 75 per cent of College employees to develop a greater awareness of mental health as a result of Not Myself Today. This included employees reporting that they’d had a conversation about mental health with somebody in their workplace.

“It’s about how to talk to your colleagues and to allow people to become more comfortable talking about mental health,” Tara Aquilanti, Disability Management Coordinator, Organizational Wellness, Compensation and Benefits for Human Resources, said when the campaign was launched in early October 2019.

The greatest challenge for the campaign, according to Paul LaHaise, Vice President of the College’s Support Staff Union and another organizer of the campaign is stigma around mental health. “It should be no different to see a psychologist or counsellor than it is to see it is to go see your doctor about a sore back and that’s our goal, to make those conversations the same.”

Organizers deployed the 30 employees who volunteered as campaign ambassadors in a series of micro-events promoting activities to increase mental health awareness.

These activities included staging a Kindmas Cookie-Gram Campaign and a Karaoke challenge between College departments as well as Mental Health Minutes offering tips and tools for mental well-being. Top tips included everything from taking time to listening to mood music to giving chocolate treats to fellow employees.

The cookie campaign was a particular success with 1,050 cookies sold by early December.



Cookies for the Not Myself Today campaign

ALGONQUIN HONOURED AS A CHANGEMAKER

The College’s commitment to social innovation has also been recognized by Ashoka U, the international social innovation organization. In July 2019, Ashoka U listed Algonquin as one of only three colleges in Canada to be recognized for its commitment to accelerating changemaking. The recognition came as part of Ashoka U’s global #MillionsofChangemakers campaign.

Under this initiative, the College has committed itself, among several items, to recognizing remarkable student success and projects with its Student Changemaker Award, using the Office of Innovation and Entrepreneurship to establish a cohort of Changemakers to lead changemaking activities throughout the institution, and fostering an entrepreneurial mindset leavened with Indigenous Knowledge.

“Algonquin College, through our ongoing work with Ashoka U, has truly embraced the changemaker vision,” said Kevin Holmes, the Managing Director of the College’s Social Innovation Lab. “We are now joining the global community through this initiative to help empower millions of changemakers to build a better world.”

LUCKY NO. 7 — AC SELECTED AS A TOP EMPLOYER

For the seventh year in a row Algonquin College’s core values resulted in the College being named one of the Top Employers in the National Capital Region.

Each year, Mediacorp, a firm that specializes in publishing employment-related periodicals, stages a contest to select Canada’s Top 100 Employers, seeking to determine the best places to work across the country. The competition includes several regional contests, including the one in which Algonquin competes — the National Capital Region’s Top 25 Employers.

The College has won a top employer award in this category since 2014.



Algonquin celebrates 7th year in a row as a Top Employer in the National Capital Region

President Claude Brulé greeted this year’s results by applauding College employees. “While I am not at all surprised that we have received this recognition, I am very proud — of our College, of our supportive and inclusive environment, and especially of all of our employees who have made this possible,” he said in January 2020 when the award was announced.

“I want to emphasize that we are among the best because of the connections we foster between employees and learners, between management and employees, and between the College and our community,” the President said.

“But we are also among the best because of what you, our employees, bring to work with you each and every day — a spirit that reflects our core College values of caring, learning, integrity and respect.”



EMPLOYEE ENGAGEMENT

The 2019 Employee Engagement Survey demonstrated a continuing increase in employee participation over previous years.

Employee participation increased to 58.1 per cent. That compares to 57 per cent in 2017 and 46 per cent in 2015.

The results were shared at a Town Hall led by President Claude Brulé and Human Resources Vice President Diane McCutcheon.

“Your voices are very much appreciated,” McCutcheon said, noting that 2,287 employees responded to the survey.

“I want to congratulate all of you ... for taking the time to complete the survey and to let us know the things that matter to you,” President Brulé said.

“We’ve done very well with diversity and co-worker relationships (and it’s) high marks for Algonquin,” he said, adding, however, that there is always room for improvement. “You’ve spoken, we’ve heard you and now it’s time to take action.”

The President himself was among the first to act. Shortly after assuming the presidency in mid-August, he embarked on a Listening Tour of the College campuses in Ottawa, Pembroke, and Perth.

Over a seven-week period in Fall 2019, President Brulé met nearly 400 employees and students, both online and in-person, to solicit their views on setting the College’s future priorities. Collectively, they commented on everything from employee and campus life and the College’s vision to the need for greater alignment of learner experiences and enriched campus experiences. All told, 1155 comments were received and posted to the President’s Listening Tour website.

In order not to duplicate efforts, a committee will be formed and called upon to review the results of both the Listening Tour and the Employee Engagement Survey. This group will develop a college-wide action plan aimed at addressing issues raised in both engagement exercises.

Highlights from the Employee Engagement Survey included:

- One thing that all employee groups — Support Staff, Academic, and Administration — like most about working at Algonquin College is the people themselves;
- Many are more engaged with their jobs than with their departments or the College itself, with the exception of Support Staff. This employee group has the highest level of engagement with the organization; and
- Co-worker relations are very strong.

SATISFIED LEARNERS

Algonquin College has enjoyed a rising level of student satisfaction in the last year.

The latest provincial Key Performance Indicators were presented to College employees in October and they showed, as President Claude Brulé put it, that “you’ve done a great job.”

The KPI numbers showed that Algonquin ranked second among Ontario’s large colleges in terms of overall student satisfaction — rising three per cent to 76.2 for 2018-2019. As well, the annual survey gave Algonquin a top-three ranking in six of nine categories.

President Brulé characterized the KPI figures as “excellent results,” and indicative of the hard work and dedication of College employees.

2nd
Among Ontario Large
Colleges in terms of
student satisfaction

Latest provincial Key Performance Indicators (KPI)



LEARNING TO CHANGE

Well aware that the nature of work is changing, Algonquin College instituted a new speaker series to help industry and business leaders understand the shifting landscape and organize their workplaces for tomorrow’s work world.

The Future of Work Speaker Series was inaugurated in late January 2020 with Konval Matin, Shopify’s Chief of Staff to the Chief Product Officer, as the first guest speaker. A second event in February saw Greg Pryor, Workday’s Senior Vice President, People and Performance Evangelist, give the keynote address.

Appropriately enough, the two events were held at Algonquin’s new Corporate Learning Centre in downtown Ottawa.

The series reflects Algonquin’s awareness that the future of work is in a continual process of transformation, with change driven by technological advances, demographic shifts, and intensifying competition. To keep pace with this change requires an aptitude for innovation and an entrepreneurial mindset.

Pryor’s speech reflected Algonquin’s intention with the series. “We are in the middle of a really accelerated change ... in the shift of human capital management,” the Workday executive said, noting the move towards “performance enablement” versus performance management. “Capabilities and skills are increasingly becoming the new career currency.

“(It’s about) how we enable peoples’ ‘performance’ and the ‘democratization of work,’” he added. ““We put the person in the centre and unlock their capabilities.””

Matin had a similar theme in her address, emphasizing that the best workplaces are not static — their environment, values and behaviours are constantly changing, adapting and improving.

“Curiosity is key to thriving in ambiguity,” she said, noting Shopify’s employee values: “be impactful, thrive on change, be a constant learner” and “build for the long term.”

Algonquin College couldn’t agree more given its commitment to lifelong learnin

Putting the student first

Flexibility and personalization



LEARNER-DRIVEN LEARNING

Flexibility and personalization are at the heart of the College's Learner-driven Plan (LDP), an initiative to enhance and personalize our learners' experience — both inside and outside the classroom.

Extensive consultations with learners, employees, and stakeholders elicited 7,600 ideas, comments and suggestions that helped the College develop this new strategy to become a leader in personalized learning.

The Learner-driven Strategy Implementation was created in Fall 2019 through the dedicated efforts of three Working Groups, and approved by College's Board of Governors on December 2019.

The LDP aims to provide students with more choice and the ability to chart their own pathways at the College — to give learners what they need, when they need it.

It's a big change for Algonquin, according to Sandra Larwill, Acting Leadership and Organizational Learning Manager with the Centre for Organizational Learning. "The Learner-driven Plan is ... a living, evolving idea that will be integrated into everything we do," she said. "It is a change in behaviour, a change in thinking, and it will make Algonquin College a stronger, more agile learning organization the longer we explore its possibilities."

There are three focus areas in the first phase of this transformative implementation plan: Schedules and Timetables, Universal Design for Learning, and Micro-credentials and Digital Credentials.

The Schedules and Timetables working group is identifying opportunities to increase the flexibility of learning delivery over time from the mostly Monday-Friday, in-person model to something closer to an anywhere, anytime on-demand model. The group has also been tasked with, among other things, identifying ways to increase awareness of general education and the employability skill development it provides, and identifying pilot programs that would have appeal as weekend courses.

The Universal Design for Learning (UDL) is a framework for designing a process or service, teaching, or learning with variability in mind. The UDL working group aims to reduce barriers to education and enhance success for our changing learner population, whether they are young Canadians just out of high school, international students, married individuals with children, or people in their prime working years returning to school for professional upgrading or reskilling.

Micro-credentials are focused, competency-based learning experiences that learners can take to upgrade or develop their technical skills and cross-vocational skills. Micro-credentialing is expected to have strong appeal for more mature learners with specific career or professional development goals as they upskill and reskill for the changing labour market. The Micro-credentials and Digital Credentials Working Group is overseeing the development of the educational material for an array of target audiences. The goal is to ensure the credentials have value to the careers of our learners and are recognized and valued by industry.

Future of Learner-driven Plan

The coordinated implementation of the Learner-driven Plan will be paused for the 2020-2021 fiscal year. The decision to delay further coordination on this project was made, in part, to help the College mitigate the financial challenges created by the COVID-19 pandemic — and to allow it to focus collective efforts on delivering Fall 2020 programming differently than done in the past, in a manner that reflects guidance from public health agencies regarding COVID-19.

The LDP's impact to date can be seen in the College's responses to the pandemic. The LDP's central theme of flexibility has been embodied in every innovative solution that has been created to help learners continue their education. The LDP's three supporting themes: being proactive and responsive, forging connections between learners and the College, and enabling employee excellence, have underpinned efforts throughout the COVID-19 crisis. The LDP project will continue informally through all the work the entire College undertakes during the pandemic, and beyond. When the College is able to re-launch LDP implementation, the project will be stronger due to lessons learned during COVID-19.

STUDENT INFORMATION SYSTEM

Algonquin College's is updating its administrative systems to replace the current 25-year-old system.

Launched last year, the Student Information System project will greatly enhance the College's capacity to meet business requirements and the demands of an increasingly diverse and non-traditional learner population.

The system improves the College's ability to manage key information pertaining to program and course offerings, student course registration, grades, and transcripts throughout the student life-cycle. It also allows the College to better manage information related to student applicants, current students, and graduates.

In effect, our new SIS enables employees to better assist learners and allow those learners to better serve themselves. It also fits well with Algonquin's technological vision and our Learner-driven Plan.

FLEXIBLE LEARNING

A new Employee Learning platform and registration system launched in March 2020 to support and enrich employee learning at Algonquin College. The system allows the College to deliver more flexible learning to employees and fulfil employee learning expectations.

It features a new contemporary interface, a straightforward registration process, and an easy way for employees to browse and manage their professional development.

An independent installation of Brightspace was also established to be used exclusively by College employees for professional development.

NEW TOOL INTRODUCED TO AID BUDGET PROCESS

A new budget software replacement went live in the summer of 2019, just in time for the second-quarter financial projection for 2020 in October.

The new Adaptive Insights software replaced a 26-year-old legacy system known as BUS (Budget Utility System). Built in-house and DOS-based, BUS was continually developed until a few years ago and was regarded as having served the College community well.

The new tool offers the same functionality with a contemporary interface. Among other features that will aid data capture for future budget projections, the new tool has click-and-drag and performance-management models that BUS could not offer.

To prepare for the launch, weeks of intensive testing involving more than 45 users — project managers, project developers from Deloitte, and College employees — examined the software's functionality in various cycles between May and July, including academic revenue and enrolment, salaries, reporting, non-salary expenses and non-academic revenue.

Once testing was complete, more than 200 College employees were trained in the use of the software in August and September.

14 week term

New three-term model adopted to boost student success and mental health



14-WEEK TERMS GIVE LEARNERS A BREAK

Beginning in Fall 2019, Algonquin College incorporated a one-week mid-term break in each of the school's terms as part of the 14-week term model implemented earlier in the year.

No program-related academic activity is scheduled during mid-term breaks for most postsecondary programs.

The breaks provide learners with a chance to catch up with their reading, complete assignments without additional schoolwork or exams, meet with faculty, pursue Co-Curricular Record activities, participate in the Student Success activities offered over the course of the week, or simply relax.

The breaks were implemented in response to challenges identified by the Students' Association around student success and mental health.

Historically, weeks 9 and 10 of the Fall term have seen the greatest number of program withdrawals. By providing learners with the opportunity to catch up in Week 8, the breaks will help to support student success.

President Claude Brulé stated before the start of Fall 2019 that student mental health is a cross-College priority at Algonquin.

"Implementing mid-term breaks in each term presents Algonquin College with an opportunity to highlight its adaptability and its concern for students' well-being," he said. "The change is a positive move for our students that will support improved student mental health and promote long-term academic success."

Celebrating Diversity

ALGONQUIN COLLEGE SHOWS ITS PRIDE

President Claude Brulé marched along with some 80 members of the Algonquin College community in Ottawa’s Capital Pride Parade in August — the second year the College participated in the event.

“The strength of our College is in our diversity and inclusiveness,” he said as the marchers followed Algonquin’s green fire truck, which was decorated in rainbow colours. “We are committed to making Algonquin a highly accessible institution — one that enhances educational opportunities and removes barriers to success.

“Today is a day to celebrate our diversity and support our 2SLGBTQ+ community, and I am proud to stand with our employees, learners and allies of this community. We stand together not just today, but every day,” said the President.

The summer season parade marked the second time Algonquin College and the Algonquin College Students’ Association had participated in the Pride Parade. In 2018, about 40 2SLGBTQ+ employees, students and their allies participated.

Sarah Gauen, the College’s Inclusion and Diversity Specialist, noted the doubling in parade numbers for 2019. “We are excited to again be dancing in the streets as a way to celebrate the full diversity of our community and inclusion on our campus,” she said.

As part of living the value of equity and diversity in the College community, Algonquin continues to implement 2SLGBTQ+ initiatives. In 2019, the College renewed its membership with Pride at Work Canada, which includes access to the job board, monthly learning webcasts, and advisory services.

Human Resources and Student Support Services also launched an awareness campaign at all three campuses to ensure our washrooms are safe spaces for everyone.

In partnership with the Students’ Association, Algonquin hosts its own Campus Pride Week. In 2019, the event took place from September 30 to October 4.



Algonquin College participates in the Ottawa Pride Parade



8

GOAL EIGHT
Be recognized by our employees and the community as an exceptional place to work

CORE BELIEF:
PEOPLE

Definition
Percentage of engaged employees as measured in the Employee Engagement Survey.

Raise Employee Engagement



56%



59%



68%

2019-2020 Benchmark

2019-2020 Target

2019-2020 Actual

The background image shows a modern building interior with a curved staircase and people. The image is overlaid with a dark green tint. The text '74.' is in the top left corner, and 'Financial Sustainability' is below it. A quote is on the right side, and the name 'Claude Brulé, President and CEO, Algonquin College' is at the bottom right.

74.

Financial Sustainability

“The strength of our College is in our diversity and Inclusiveness. We are committed to making Algonquin a highly accessible institution — one that enhances educational opportunities and removes barriers to success.”

Claude Brulé,
President and CEO, Algonquin College



A three-storey Indigenous mural decorates the DARE District

Partners in Learning

REACHING OUT TO A WIDER COMMUNITY

Algonquin College continues to reach out to the wider community to form partnerships that serve the interests of its learners.

The past year exemplified this effort as the College established new partnerships with several different stakeholders across a wide range of educational fields and interests.

In October 2019, for instance, we struck a partnership with The Royal, a 284-bed, mental health-care and research facility in Ottawa, to provide students and employees with new mental-health resources.

The partnership allows Algonquin students to take advantage of various mental-health services from their homes using digital technology to participate in psychiatric clinics and join a mood disorder group offering psychological therapy for anxiety and depression. As well, The Royal will provide professional development and training opportunities for Algonquin employees.

The main objective in these measures is to reach students in the early stages of their mental-health problems, according to Ben Bridgstock, Director, Student Support Services. “If we can give people the tools and resources and link them to different services early enough, it is possible to limit the damage that their mental-health condition will do to them as they go forward.”

President Claude Brulé lauded the partnership as the perfect complement to the College’s Healthy Living Education initiative. “It puts new emphasis on recognizing and treating mental illness before it stops our learners from doing the things they want to do and, more importantly, being the people they want to be,” he said during an event announcing the arrangement.

Dr. Gail Beck, Clinical Director of The Royal’s Youth Outpatient Psychiatry Program, and a member of Algonquin’s Board of Governors, echoed that theme. “Our partnership will improve the care we both provide and will ensure that many more youths have access to evidence-based care as soon as they need it,” she said. “It’s going to multiply our impact ... and make it possible for more young people to graduate from college.”



Announcement of mental-health partnership with The Royal



DARE6 project partnership

The DARE6 project promises to be an equally valuable partnership for Algonquin.

In late February 2020, one of Canada's premier construction companies, PCL Construction, became the first corporation to sign on to this new collaborative partnership the College is offering to select corporate stakeholders.

The DARE6 concept is based on an Indigenous governance model derived from the Iroquois, or Haudenosaunee, Confederacy dating back hundreds of years. The Confederacy united six tribes living in what is now upper New York State, southeastern Quebec, and Ontario under the Great Law of Peace.

At a ceremony launching the DARE6 initiative, Ron (Deganadus) McLester, Algonquin's Vice President, Truth, Reconciliation & Indigenization, explained that Algonquin drew on this history in wanting to establish special partnerships between the College and half-a-dozen corporate stakeholders — hence, the DARE6 appellation — that would allow both partners to deepen their commitment to Truth and Reconciliation.

In yet another partnership arrangement, Algonquin College in February 2020 joined 22 other Canadian colleges to deliver sustainable development initiatives as part of a new program sponsored by Colleges and Institutes Canada (CICan).

CICan ImpAct is a two-year program in which colleges across the country will band together to set up three pan-Canadian project working groups to pursue collaborative initiatives promoting sustainability, access to education, and social entrepreneurship. The initiative, funded by the McConnell Foundation and with the support of the Canadian Commission for UNESCO, aims to help Canada deliver on its commitment to the United Nations' 2030 Agenda for Sustainable Development Goals.

CICan selected Algonquin to participate because of its reputation as a post-secondary institution devoted to building social infrastructure and promoting social innovation.



Ron (Deganadus) McLester, Algonquin's Vice President of Truth, Reconciliation and Indigenization, explains the significance of the College's wampum belt



Scotiabank committed \$160,000 over four years to Algonquin's We Saved You a Seat program.

In August, Algonquin joined forces with the Information and Communications and Technology Council to support education-industry partnerships that enhance opportunities in the digital economy for learners.

The two organizations are collaborating to secure industry partners and create pathways for students to receive quality workplace learning opportunities, particularly in science, technology, engineering and mathematics, as well as in business sectors.

President Claude Brulé cited the partnership as an “innovative agreement (that) will allow us to provide our learners with valuable, relevant work experience for today's digital economy — in everything from cybersecurity to big data to artificial intelligence.”

Finally, Algonquin also deepened another sustainability-related partnership in July 2019, partnering with Carleton University on a project to make buildings more energy efficient.

Researchers from the College's Construction Research Centre will work with others at Carleton's Centre for Advanced Building Envelope Research to develop building framing that is more energy efficient and less greenhouse gas intensive. The partnership came about after Carleton announced that it received \$5.1 million in funding from the Ontario Research Fund and the NRCan Energy Innovation Program.

The two post-secondaries have been partners on this initiative since Algonquin's Construction Research Centre opened in 2015. Future collaborations on energy efficient projects are expected to emerge.

The ceremony marked another milestone for Algonquin College. The College was the first post-secondary institution in Canada to take part in the Institute's #CelebrateCitizenship Challenge.

The challenge is a call to action for corporate Canada to recognize the importance of the citizenship ceremony by providing employees with paid time off to attend their event.

216K

PCL Construction's donation

over six years to the DARE6 initiative

Algonquin College is always planning for the future

LOOKING AHEAD WITH NEW PLANS

While proud of its past, Algonquin College continually looks forward. If evidence of this is necessary, look no further than Imagine 2030 — the new master plan for developing Algonquin's four campuses.

Imagine 2030 is an update of both the Integrated College Development Planning (ICDP) framework and the Master Campus Development Plan (MCDP). The ICDP framework is intended to provide principles to guide planning for the next 20 to 30 years. The MCDP aims to outline detailed development strategies for the next five to 10 years. Taken together, these plans will shape the future learning and working environments of the Ottawa, Pembroke, Perth, and Online campuses.

The Facilities Management project team introduced the College community to these plans at a special engagement and consultation session in late February 2020. Urged to imagine the College's future development, faculty, employees, and students were asked to contribute ideas on what they would like see.

"What if we were to imagine what our College campuses could look like years from now," said Ryan Southwood, Associate Director, Facilities Planning. "What would be most important? What would you like to see over the next decade happen at this College?"

The existing MCDP, published in 2015, has served the College well, but parts of it are out of sync with changes at the College and in society as a whole. For example, it does not take into sufficient account the tremendous growth of online education.

The new MCDP — a five-year plan with a 10-year vision for the College — needs to address the balance between the physical campuses and the online campus to meet Algonquin's vision of being a global leader in personalized, digitally connected, experiential learning. Among the elements to be considered will be Truth, Reconciliation and Indigenization. Sustainability will also be important in future planning.

Achieving Algonquin's development goals requires the full engagement of the College community, said Southwood. By sharing their experience of how they work in the physical and digital space and how it might be improved, people have an opportunity to influence the future direction of how it delivers education and continues to be a community leader.

"We really need to sit down with the professors, learners and employees using the technology we have today. They have ideas about where the technology will go next and how to use it to benefit the students of the years ahead."

More engagement sessions at Algonquin's campuses are planned throughout 2020.

BUILDING ENVIRONMENTAL SYSTEMS LAB OPENS

Algonquin students in Building Science programs now receive hands-on training thanks to the generosity of industry leaders in the heating, ventilation and air conditioning industry in Eastern Ontario.

The new Building Environmental Systems Lab officially opened in late October. Along with students, faculty, and other employees, representatives from the Mechanical Contractors Association of Ottawa and the companies that provided equipment, software, and funds for the facility attended the event.

Cathy Godin, Project Manager at S K Sheet Metal Ltd and Vice Chair of the Mechanical Contractors Association of Ottawa, acted as Project Manager and rallied her industry colleagues to recognize the education potential of the Lab. The Association provided a grant of \$25,000 to support the project.



Dr. Merrilee Fullerton, Ontario Minister of Long-Term Care, speaks at Future of Health and Wellness Speaker Series

Andrew Douma, owner of Total HVAC Inc and a College alumnus, led the way with a donation of equipment. "I am grateful for the education and training I received at the College," he said. "Many of my employees are graduates and I could not think of a better way to give back to the College that set me up for success in my career."

Other contributors to the Lab include Modern Niagara Ottawa, Automated Logic, Greystone Energy Systems Inc, Longhill Energy, and TAMCO.

Chris Jensen, Senior Vice President, Academic, lauded the HVAC industry's involvement in the College's programs. "Eighty-six percent of students enrolled in an Algonquin Centre for Construction Excellence program expressed that their College program provided them with the skills and knowledge they need to be successful in their career," he said. "This high rating is only achieved by industry leaders stepping up to work directly with our students and faculty."

THE FUTURE OF HEALTH CARE

The Future of Health and Wellness Speaker Series, co-sponsored by Algonquin College and its partners, has become a must-attend event for health-care professionals in the National Capital Region since it began in 2015.

The breakfast event, which has seen The Bruyère Foundation, Ottawa Public Health and the former Champlain Local Health Integration Network step up as partners, generally takes place every two months. It allows knowledgeable professionals to discuss health-related topics before an attentive audience. These sessions attract local, provincial, and federal politicians either as members of the audience or as speakers.

The past year saw nine speakers address a wide range of health-and-wellness issues in both individual lectures and panel exchanges:

- **Steve Bell**, Deputy Chief, Ottawa Police Service
- **Nancy Worsfold**, Executive Director of Crime Prevention Ottawa
- **Naini Cloutier**, Executive Director of Somerset West Community Health Centre
- **Benjamin Roebuck**, Coordinator of Algonquin College's Graduate Victimology program shared the stage in a panel discussion
- **Patrick Nelson and Peter Cleary**, a Principal and a Senior Consultant respectively, with Ottawa-based Santis Health
- **Alan J. Forster**, Vice President of Innovation and Quality at the Ottawa Hospital
- **Dr. Merrilee Fullerton**, Ontario Minister of Long-Term Care
- **Alex Munter**, President and CEO of the Children's Hospital of Eastern Ontario

The speakers' topics touched on everything from the shortage of staff in long-term care homes and the need for more collaboration among social service agencies to ways data science techniques can improve health care and how political realities are likely to affect future health-care policies and programs.

Strategic Goals

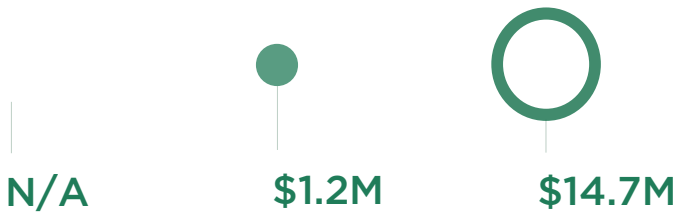
5

GOAL FIVE
Enhance Algonquin's financial sustainability

CORE BELIEF:
SUSTAINABLE

Definition
Operating revenues less operating expenditures on a modified cash flow basis.

Net Contribution \$



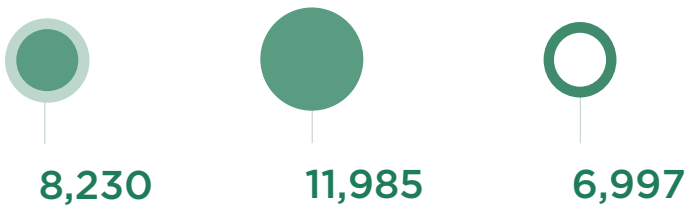
6

GOAL SIX
Improve Algonquin's stewardship of the environment

CORE BELIEF:
SUSTAINABLE

Definition
Percentage reduction of greenhouse gas emissions.

Greenhouse Gas Emissions
Measured in tonnes CO2,
Scope 1&2 Emissions



7

GOAL SEVEN
Advance Algonquin's journey toward truth and reconciliation

CORE BELIEF:
SUSTAINABLE

Definition
Indigenous initiatives included: workshops, blanket excercises, playback sessions, town halls, department and unit presentations.

Grow Student, Employee
and Community Member
Participation in Indigenization



2019-2020 Benchmark 2019-2020 Target 2019-2020 Actual

“This past year has seen our College move forward with new connections — internal and external — that have strengthened our ties with each other, and within our community.

Claude Brulé,
President and CEO, Algonquin College

84.

AC Advancement

Highlights



DONATIONS, AWARDS, BURSARIES, SCHOLARSHIPS

371 

number of **donors** who gave more than **\$2.1 million** to meet the needs of the College and its students

\$650,000

investment from **guard.me International Insurance**

to enhance international education opportunities

\$10,000

The **Susan Davies Scholarship in Nursing** will support female **Practical Nursing students** who are **First Nations, Métis or Inuit**

1,048

awards, bursaries, and scholarships

\$160K
INVESTMENT
FROM SCOTIABANK

for an annual **Women in Tech Award** for the College's **We Saved You a Seat** program



48

NEW ANNUALLY ENDOWED BURSARIES, SCHOLARSHIPS, AND AWARDS WERE ESTABLISHED



\$1.15M+

Total distributed to support learners



Building Strong Communities, Together

REACHING OUT TO A WIDER COMMUNITY

Algonquin College remains committed to engaging its alumni and the external community in support of its learners and academic priorities. With this guiding principle in mind, 2019-20 included making the transition from an externally governed foundation to a College-administered Advancement Department.

The restructuring reaffirmed the College’s commitment to its alumni and donors. Building the internal infrastructure underscored the importance of this work and the desire to more closely integrate these functions into the College. The new structure also included the addition of a new executive position, and after a nation-wide search, Mark Savenkoff joined the Algonquin College Executive Team as Vice President, Advancement in December 2019.

Together with our generous donors, we can ensure that learners have every opportunity to transform their hopes and dreams into lifelong success. Such aspirations involve working with donors and alumni who help us raise funds for student scholarships, bursaries, and awards, and it allows the College to undertake capital projects and invest in equipment for our labs and programs. The College will continue to rely on volunteer champions and external partners who support student success. We are building strong communities, together.



Recipients of the Susan Davies Scholarship

This past year, 371 donors gave more than \$2.1 million to meet the needs of the College and its students. These gifts included:

- \$650,000 from guard.me International Insurance to enhance international education opportunities at Algonquin College. The two-year investment, announced in June 2019, will provide international students with 40 scholarships worth \$2,500 each, bursaries, and seed funding for unique entrepreneurship and applied research initiatives. The funding will also help more domestic students study and work abroad.
- \$160,000 from Scotiabank for its Women in Tech Award. The award is given annually as part of Scotiabank’s commitment to support Algonquin’s We Saved You a Seat program for four years. These awards will support five students annually in the amount of \$1,000 per level. Details about the first two award recipients — and the We Saved You a Seat program — can be read on page 61.

Funding our future through partnerships and community

- A gift-in-kind valued at \$240,000 from ALIBI Music Library that will allow learners in the School of Media and Design to access more than 170,000 audio files, along with catalogues of music for projects involving film and video production, social media, podcasts, websites, and video games. With this partnership, ALIBI became the College's exclusive music library provider.
- A \$25,000 grant from the Mechanical Contractors Association of Ottawa. Industry leaders in the heating, ventilation and air conditioning industry in Eastern Ontario came forward in late October to donate equipment, software, and funds for the College's new Building Environmental Systems Lab. Contributors included SK Sheet Metal, Total HVAC, Modern Niagara Ottawa, Automated Logic, Greystone Energy Systems Inc, Longhill Energy, and TAMCO. Details on the Lab's official opening can be read on page 80.
- The Susan Davies Scholarship in Nursing. This scholarship, set up through the Canadian Federation of University Women – Ottawa Chapter, was established in 2019 to support a second-year female First Nations, Métis or Inuit student enrolled in Algonquin's Practical Nursing Program. Susan Davies, a member of the CFUW, created this \$10,000 scholarship to support five full-time students annually in the amount of \$2,000 after she retired from a 42-year career in nursing.
- The Diane Houston Award in Tourism. This award was established in 2019 to support First Nations, Métis, or Inuit students enrolled in the College's Bachelor of Hospitality and Tourism Management or Tourism-Travel Service program. Houston retired after 34 years with Ottawa Tourism but remains a member of the College's Program Advisory Committee for the Bachelor of Hospitality and Tourism Management program. She created the award to help Indigenous students "work toward their new careers and achieve their dreams." Each year two students with the highest Grade Point Average will receive a \$1,000 award to further their studies.

AWARDS, SCHOLARSHIPS AND BURSARIES

Over the last year, Algonquin College distributed 1048 awards, bursaries, and scholarships valued at \$1,155,015 to support our learners. 48 new annual and endowed bursaries, awards, and scholarships were established in 2019-2020. Highlights include:

- The Princess Auto Foundation Bursaries. David Shnider, Director of the Princess Auto Foundation, visited the Ottawa Campus in May 2019 to present a \$25,000 cheque to support 10 new bursaries in the trades for 2019, including Welding, Aircraft Maintenance, Motive Power Technician, Motive Power Technician-Diesel and HVAC. "The Princess Auto Foundation is extremely pleased to be a part of your college and community through the establishment of this bursary," Shnider said. Since its founding in 2007, the Princess Auto Foundation has distributed more than \$4 million in bursaries to students in Canadian colleges.
- The Cameron Scrim Memorial Award. In early February 2020, Elizabeth Langille, General Manager of The Royal Oak pub on Wellington Street in Ottawa, presented Mark Savenkoff, Vice President, Advancement, with a cheque for \$3,500 — the proceeds of The Royal Oak's 10th anniversary curling bonspiel. This was the second year the bonspiel's proceeds have been donated to Cameron Scrim Award. The award, established in 2018, is offered annually to a student enrolled in Algonquin's Truck and Coach Technician Program. Scrim, a former employee of the pub who graduated from the program in 2013 and later became a licensed truck and coach mechanic, died in a car accident in 2017. He was 31.



Keith Segal, President of guard.me International Insurance, donates \$650,000 to Algonquin in 2019

AC ALUMNI AT WORK

The Algonquin College Alumni & Friends Network holds Alumni at Work events to reconnect with graduates and say thank you to the organizations that hire them. Several events were held this year in partnership with local organizations, including McDonald Brothers Construction, the County of Renfrew, and the Algonquin College Students' Association to name a few.

At the Assent Compliance event, employee experience advisor and human resources alumna, Jillian Mitchell, said that the flexibility of her program and the support of her professors enabled her to successfully balance school and working a full-time job.

At the Amsted Design-Build event, AC alumni from the Ottawa and Perth campuses gathered, including president Steve Barkhouse. An Algonquin College graduate himself, Barkhouse proudly employs many graduates at his residential design and build company.

ALUMNI OF DISTINCTION GALA

The Alumni & Friends Network proudly stewards the College's relationships with our alumni family. Since 2017, this has included celebrating Algonquin College graduates who have experienced outstanding career success and have demonstrated exemplary community leadership at the annual Alumni of Distinction Awards Gala. Details of the gala can be read on page 49.

\$650K
gift from guard.me
International Insurance

will enhance international education
opportunities



Strategic Goals

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GOAL FOUR
Become an integral partner to our alumni and employers

CORE BELIEF:
CONNECTED

Definition

Number of Alumni with contactable data with whom the College interacts:

- On-campus (meetings, visits, committees, lectures/panels, events)
- Off-campus (meetings, events, activities, ad hoc discussions)
- Donations, pledges or sponsorship
- College initiated outreach (feature story, award nomination, etc.)
- Alumni Customer Service — interaction from alumni through web, twitter, LinkedIn, phone, drop in when they are looking for information or support

Improve Alumni Engagement



13,424



4,097



5,101



2019-2020 Benchmark



2019-2020 Target



2019-2020 Actual

“I am so proud of our College’s capacity to learn, to grow, to change in order to match our learners — and our employees — evolving needs.”

James Brockbank,
Chair, Board of Governors, Algonquin College

Year Ended March 31, 2020

The Audited Consolidated Financial Statements are part of the public record and are made available on the College website.

algonquincollege.com/reports

REVENUE

Grants and reimbursements	\$	108,410
Student tuition fees		160,690
Contract educational services		42,995
Campus services		33,175
Other		26,005
Amortization of deferred capital contributions		7,721
	\$	378,996

EXPENSES

Salaries and benefits	\$	205,576
Building maintenance and utilities		23,522
Instructional supplies and equipment		6,065
Bursaries and other student aid		7,910
Interest		724
Amortization and write-down of capital assets		15,975
Campus services		26,443
Other		79,435
SUBTOTAL	\$	365,650
Changes in vacation, sick leave, and post-employment benefits liabilities		1,010
	\$	366,660
Gains on sale of March Road land in Kanata		2,403
Excess of revenue over expenses		14,739

Across Ontario, nominees are put forward to the Ministry of Colleges and Universities based on a skills matrix and assesment

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 Colleges and Universities (MCU) with three nominees for each vacant position to be filled as an appointee. Across Ontario, nominees are put forward to MCU based on a skills matrix and an assessment that includes qualifying interviews (which evaluate skills and willingness to serve, and review role expectations and responsibilities). Members of the public interested in serving on a college board may submit their names directly to the Public Appointment Secretariat (PAS) or by contacting Ontario colleges directly for their consideration.

BOARD OF GOVERNORS – SEPT. 1, 2019 TO AUG. 31, 2020

Name	Title	First Elected	Maximum Term of Service
Brockbank, James	Board Chair	Sept. 1, 2014	Aug. 31, 2020
Robblee, James	Vice Chair	Sept. 1, 2014	Aug. 31, 2020
Brulé, Claude	President and Chief Executive Officer		
Beck, Gail Maureen	Chair, Governance Committee	Sept. 1, 2017	Aug. 31, 2023
McLaren, Jay	Chair, Academic and Student Affairs Committee	Sept. 1, 2016	Aug. 31, 2022
Sample, Kelly	Chair, Audit and Risk Management Committee	Sept. 1, 2014	Aug. 31, 2020
Barkhouse, Steve	Vice Chair, Audit and Risk Management Committee	Sept. 1, 2017	Aug. 31, 2023
Darwin, Jeff	Governor	Sept. 1, 2018	Aug. 31, 2021
DeFrancesco, Enrico	Faculty Representative	Sept. 1, 2018	Aug. 31, 2021
Johnson, Wayne	Governor	Sept. 1, 2018	Aug. 31, 2021
Lawrence, Audrey-Claire	Governor	Sept. 1, 2017	Aug. 31, 2023
McCracken, James	Governor	Sept. 1, 2019	Aug. 31, 2022
McKelvie, Cyril	Governor	Sept. 1, 2017	Aug. 31, 2023
Tudor, Stephen	Governor	Sept. 1, 2019	Aug. 31, 2021
Zouari, Ikram	Governor	Sept. 1, 2019	Aug. 31, 2022

BOARD OF GOVERNORS – SEPT. 1, 2019 TO AUG. 31, 2020 (CONT'D)

Name	Title	First Elected	Maximum Term of Service
Singh, Yadwinder	Student Representative	Sept. 1, 2019	Spring 2020
Sayah-Hoareau, Valerie	Support Staff Representative	Sept. 1, 2017	Spring 2023
Stanton, Krisha	Administrative Staff Representative	Sept. 1, 2017	Spring 2020

ALUMNI AND FRIENDS NETWORKS ADVISORY COMMITTEE – 2019-2020

Name	Title
Bawa, Jaiveer Singh	Project Manager, Architecture49 Inc. <i>Alumnus</i>
Bowen, Rena	Nursing Inspector at Ontario Ministry of Health and Long-Term Care <i>Alumna</i>
Cummings, Gillian	Grow Studios <i>Alumna</i>
Gauthier, Michel	President, Gardens Ottawa <i>Alumnus</i>
Goss, Blake	Project Manager, McDonald Brothers Construction Inc. <i>Alumnus</i>
Lee, Richard	Chair, Alumni Advisory Committee Founder and CMO, Lee & Associates <i>Alumnus</i>
Prescott, Kathy	Software Support Specialist, Renfrew County District School Board <i>Alumna</i>

AC EXECUTIVE TEAM – 2019-2020

Name	Title
Brulé, Claude	President and Chief Executive Officer
Janzen, Chris	Senior Vice President, Academic
McNair, Duane	Vice President, Finance and Administration
Savenkoff, Mark	Vice President, Advancement
Stanbra, Laura	Vice President, Student Services
McCutcheon, Diane	Vice President, Human Resources
McLester, Ron (Deganadus)	Vice President, Truth, Reconciliation and Indigenization
Wotherspoon, Doug	Vice President, Innovation and Strategy (until August 2019)
Devey, Patrick	Acting Vice President, Innovation and Strategy (August 2019 - December 2019)
McDougall, Tracy	Director, President’s Office and Communications

BOARD MEMBERS AND SENIOR MANAGEMENT

AC LEADERSHIP TEAM – 2019-2020

Name	Title
President	
Brulé, Claude	President and Chief Executive Officer
Senior Vice President	
Janzen, Chris	Academic
Vice Presidents	
McNair, Duane	Finance and Administration
McCutcheon, Diane	Human Resources
McLester, Ron (Deganadus)	Truth, Reconciliation and Indigenization
Savenkoff, Mark	Vice President, Advancement
Stanbra, Laura	Student Services
Wotherspoon, Doug	Innovation and Strategy (until August 2019)
Devey, Patrick	Innovation and Strategy (acting) (August 2019 to December 2019)
Executive Directors	
Leduc, Mark	Academic Operations and Planning
Chief Digital Officer	
Pollock, Lois	Chief Digital Officer
Directors	
Bridgstock, Ben	Student Support Services
Brownlee, Brent	Campus Services
Bonang, Colin	Risk Management
Halguin-Pando, Christina	Partnerships, Applied Research, Innovation and Entrepreneurship
Langevin, Erin	Labour Relations
McDonell, Alanna	Marketing
McDougall, Tracy	President's Office and Communications

AC LEADERSHIP TEAM – 2019-2020 (CONT'D)

Name	Title
Directors	
Mulvey, Ernest	International Education Centre
O'Bonsawin, Andre	Indigenous Initiatives, Manager
Pearson, Krista	Registrar
Perry, Grant	Finance and Administrative Services
Wotherspoon, Doug	Business Development
Tattersall, John	Physical Resources (acting)
Deans	
Cusson, Margaret	Academic Development
Jones, Keltie	Algonquin College in the Ottawa Valley
Munroe, Sara	AC Online (acting) (Sept 2019 to Spring 2020)
Brancatelli, Sandra	AC Online (starting Spring 2020)
Beauchamp, Julie	School of Business
Trakalo, Jane	Faculty of Health, Public Safety and Community Studies
Hahn, Chris	Algonquin Heritage Institute, Faculty of Technology and Trades
Heaton, Robyn	Faculty of Arts, Media and Design
Kyte, Jim	School of Hospitality and Tourism

CHAIRS COUNCIL – 2019-2020

Name	Title
Membership	
Janzen, Chris	Council Chair
Makila, Nancy	Office of the Senior Vice President, Academic
Grammatikakis, Mary	Council Co-Chair
Farbod, Karimi	Council Co-Chair
Ridgeway, Leigh	General Arts and Science

CHAIRS COUNCIL – 2019-2020 (CONT’D)

Name	Title
Chairs and Academic Members	
Fraser, Sherryl	Design Studies
Pihlainen, Dan	Media Studies
Surman, Kerry	Management Studies
Grammatikakis, Mary	Financial, Accounting, and Legal Studies
Tarnowski, Michael	Business Administration – Core Service Courses
Root, Katherine	Marketing, Entrepreneurship and Office Studies
Barr, Shaun	Heritage Institute (Perth)
Stitt-Cavanaugh, Erin	Allied Health
McCormick, Sandra	Wellness and Innovation
Ball, Karen	Nursing Studies
Jaffray, Jodi	Community Studies
Harrison, Cindy	Police and Public Safety Institute
Hall, Sarah	Business, Technology, and Outdoor Training (Pembroke)
Conway, Megan	Health and Community Studies (Pembroke)
Deveau, David	Language Studies
Sovani, Alta	Hospitality and Tourism
Bakogearge, Michael	Culinary Arts
Shane, Adam	Applied Science and Environmental Technology
Thibodeau, David	Mechanical and Transportation Technologies
Dallas, John	Information and Communications Technologies – Applications and Programming
Dallas, John	Information and Communications Technologies – Security Systems and Networking
Barr, Shaun	Construction Trades and Building Systems
Selvey, Amandah	Architecture
Marois, Eric	Electrical, Civil and Building Sciences
Karimi, Farbod	Learning and Teaching Services
DeVries, Jessica	Academic Development
Powell, Rob	Academic Access Centre

Good Standing

For the period April 1, 2019, to March 31, 2020, as specified in the Minister’s Binding Policy Directive on the Framework for Programs of Instruction, which sets out college program advertising and marketing guidelines, Algonquin College has received no complaints from its students regarding advertising and marketing of College programs.

Nature of Complaint	Date Received	How Resolved or Addressed	Date Resolution Communicated to Student	Working Days to Resolve
NIL	NIL	NIL	NIL	NIL

COMPLIANCE

The Communications, Marketing and External Relations department ensures the community is aware of events and announcements through media relations, internal communications, and advocacy with government representatives. The department promotes corporate and employee events that are often open to students, businesses, and community stakeholders, including the opening of new buildings, keynote speakers and executive town halls, coffee breaks, breakfasts, and barbecues. Communications with the student body are achieved through a variety of means, including email and announcements in the Algonquin College Student Information System and the Learning Management System. The department coordinates the production of corporate documents to meet the provincial government’s governance and accountability requirements, such as the Annual Report.

The Algonquin College Marketing department actively builds and enhances the Algonquin College brand and profile inside and outside the College doors. With traditional print and outdoor advertising and the latest in digital technologies, the department generates and qualifies leads. The Recruitment department keeps close ties with contacts across regional secondary schools and community groups by holding open houses, off-site presentations, on-campus visits, tours, and outbound calling to reach those interested in our College. In compliance with the Responsibilities of the Board (BGI-01, 2-5), the Algonquin College Board of Governors agrees that the College communications with students, business, community stakeholders, and the Ontario provincial government have been ongoing and effective through 2019–2020.

The Board of Governors agrees that the College has operated in accordance with legal and regulatory requirements through the 2019–2020 fiscal year in compliance with the Responsibilities of the Board (BGI-01, 2-6).

Providing a means for College students and staff to offer advice to the College President

The Ministry of Colleges and Universities requires the Algonquin College Board of Governors to establish an advisory College council, known as the College Academic Council. The College Academic Council provides a means for College students and staff to offer advice to the College President on matters they deem important to their constituents. The College Board of Governors ensures that the structure, composition, terms of reference, and procedures for the council are established by law. The College Academic Council Report 2019-2020 will constitute part of the public record, and as such, with governance approval, will be made available in full on the College website at algonquincollege.com/reports.

COLLEGE ACADEMIC COUNCIL MEMBERSHIP – 2019-2020

Title	Name	First Elected	Maximum Term of Service
Chair	Judy Puritt	Sept. 2016	Sept. 2020
Academic Staff			
Algonquin Centre for Construction Excellence	William Roberts	Sept. 2018	Aug. 2020
School of Advanced Technology	Martin Lee	Sept. 2018	Aug. 2020
School of Business	James Halls	Dec. 2019	Aug. 2020
School of Health and Community Studies	Jennifer Liberty	May 2020	TBD
School of Hospitality and Tourism	Enrico DeFrancesco	Sept. 2019	Aug. 2021
School of Media and Design	Jodi Tilley	Sept. 2018	Aug. 2020
General Arts and Science	Leslie Wyman	Oct. 2019	Aug. 2021
Language Institute	Carl O'Toole	Sept. 2018	Aug. 2020
Police and Public Safety Institute	Sharleen Conrad-Beatty	Sept. 2017	Aug. 2019
Algonquin College in the Ottawa Valley	Frank Christinck	Sept. 2016	Aug. 2020
Academic Access Centre	Karen Carr	Sept. 2018	Aug. 2020
Counsellors	Maria Taylor	Sept. 2019	Aug. 2021
Librarians	Maureen Sheppard	Sept. 2018	Aug. 2020

COLLEGE ACADEMIC COUNCIL MEMBERSHIP – 2019-2020 (CONT'D)

Title	Name	First Elected	Maximum Term of Service
Support Staff	Lisa Lamb	Sept. 2017	Aug. 2021
Centre for Organizational Learning	Rebecca Volk	Sept. 2014	Aug. 2019
Past Chair	Steve Neuman	Sept. 2018	Aug. 2019
Dean – Faculty of Arts, Media and Design	Robyn Heaton	Sept. 2018	Aug. 2020
Chair – Allied Health	Jodi Jaffray	February 2020	TBD
Students			
President, Students' Association	Deijanelle Simon	May 2018	Apr. 2020
Director, Students' Association	May Ghadban	May 2019	Apr. 2020
Director, Students' Association	Michael Wolff	May 2019	Apr. 2020
Executive Office Members			
Senior Vice President, Academic	Chris Janzen		
Vice President, Student Services	Laura Stanbra		
Registrar	Krista Pearson		

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advising members
to provide a means for College students and employees to offer advice to the College President on matters they deem of reference, and procedures for the council are established by law

The relationship between the ministry and the institutions

Each of Ontario's 45 publicly funded universities and colleges has an agreement highlighting institutional priorities for the period 2017–2020. These are called Strategic Mandate Agreements.

The agreements help promote student success and institutional excellence. They encourage institutions to work with government to help build a highly skilled workforce and also put an emphasis on collaboration and openness. They focus on each institution's strengths to enhance quality and outcomes, as well as planned enrolment growth and financial sustainability.¹

The Strategic Mandate Agreement between the Ministry of Colleges and Universities and Algonquin College outlines the role the College currently performs in Ontario's post-secondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives and government priorities.²

The term of the Strategic Mandate Agreement is from April 1, 2017 to March 31, 2020.

The Strategic Mandate Agreement represents Algonquin's vision, aspirations and priorities for excellence in the student experience, teaching and learning, access and equity, applied research, and innovation, economic development and community engagement. It also outlines current and future areas of program strength, enrolment plans, financial sustainability measures as well as institutional collaborations and partnerships.

Algonquin's aspirations are focused on the following key areas:

- **Polytechnic Education:** Algonquin College will work with the Province of Ontario and the Ontario College sector to define itself as a polytechnic;
- **Digital Leadership and Personalized Learning:** Algonquin knows technology advances in innovation drive changes in the nature of work;
- **Leadership in Work Integrated Learning/Co-op:** Algonquin College intends to be recognized for its commitment to co-operative education;
- **A Destination of Choice for Indigenous Students:** Algonquin College will support Canada's journey toward truth and reconciliation with Indigenous peoples; and
- **The Algonquin College Centre for Excellence in Health Education:** Algonquin will create the Algonquin College Centre for Excellence in Health Education — a community-integrated learning and innovation community hub.

An example of institutional collaboration is the partnerships between Algonquin College, Carleton University, La Cité, and the University of Ottawa to establish the "Education City with a Capital Advantage." This unique pilot project will foster a learner-driven partnership that focuses on personalized education delivery and career pathways to help students develop the skills necessary to satisfy the needs of the job market in Ottawa and eastern Ontario.

For more information regarding the Algonquin College Strategic Mandate Agreement, please view the full report at ontario.ca/page/2017-20-strategic-mandate-agreement-algonquin-college-applied-arts-and-technology.

1. ontario.ca/page/college-and-university-strategic-mandate-agreements-2017-2020

2. Algonquin College Strategic Mandate Agreement 2017-2020



President Claude Brulé with Jeremy Roberts, MPP Ottawa West-Nepean, Ross Romano, Minister of Colleges and Universities, and Lisa MacLeod, Minister of Heritage, Sport, Tourism and Culture Industries

Algonquin College was a regular destination for political leaders and government officials during 2019-2020.

They participated in events, attended meetings, made announcements, and gave public speeches at one or another of the College's campuses.

Among our guests were:

- **Elizabeth Dowdeswell**, Lieutenant Governor of Ontario
- **Ross Romano**, Member of Provincial Parliament for Sault Ste. Marie, and Minister of Colleges and Universities
- **Dr. Merrilee Fullerton**, Member of Provincial Parliament for Kanata-Carleton, and Minister of Long-Term Care
- **Lisa MacLeod**, Member of Provincial Parliament for Nepean, and Minister of Tourism, Culture and Sport
- **John Yakabuski**, Member of Provincial Parliament for Renfrew-Nipissing-Pembroke, and Minister of Natural Resources and Forestry
- **David Piccini**, Member of Provincial Parliament for Northumberland-Peterborough South, and Parliamentary Assistant for Training, Colleges and Universities
- **Jeremy Roberts**, Member of Provincial Parliament for Ottawa West-Nepean
- **Joel Harden**, Member of Provincial Parliament for Ottawa Centre
- **Chris Glover**, Member of Provincial Parliament for Spadina-Fort York
- **Anita Vandenbeld**, Member of Parliament for Ottawa West-Nepean
- Ottawa Mayor **Jim Watson**
- Pembroke Mayor **Michael LeMay**
- Perth Mayor **John Fenik**

INFORMATION

Future Students

algonquincollege.com/future-students

Parents

algonquincollege.com/future-students/parents-guardians

Counsellors

algonquincollege.com/future-students/teachers-counsellors

CONTACT

Ottawa Campus
Algonquin College of
Applied Arts and Technology

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Ottawa, Ontario K2G 1V8
Local: 613.727.4723
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TTY: 613.727.7766
Fax: 613.727.7754
In Person Service: Student Central – C Building (lower level)
algonquincollege.com

Pembroke Campus
Algonquin College
in the Ottawa Valley

1 College Way
Pembroke, Ontario K8A 0C8
613.735.4700
algonquincollege.com/pembroke

Perth Campus
Algonquin College
Heritage Institute

7 Craig Street
Perth, Ontario K7H 1X7
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