



2021

ALGONQUIN COLLEGE ANNUAL REPORT

2020-2021

Mission

To transform hopes and dreams
into lifelong success

Vision

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

Values

Caring

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

Learning

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

Integrity

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

Respect

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

TABLE OF CONTENTS

COLLEGE AT A GLANCE	4
2020-2021 STRATEGIC GOALS	5
LETTER FROM THE PRESIDENT AND CEO	6
LETTER FROM THE CHAIR, BOARD OF GOVERNORS	8
LETTER FROM THE STUDENTS' ASSOCIATION PRESIDENT	10
ABOUT THIS REPORT	12
COVID-19 RESPONSE	16
STRATEGIC PLAN	20
APPLIED EDUCATION AND TRAINING	44
ALUMNI, STUDENT AND EMPLOYEE SUCCESS	54
EMPOWERED PEOPLE	64
FINANCIAL SUSTAINABILITY	82
AC ADVANCEMENT	90
FINANCES AND ADMINISTRATION	98
FINANCIAL REPORT	99
BOARD MEMBERS AND SENIOR MANAGEMENT	100
SUMMARY OF ADVERTISING AND MARKETING COMPLAINTS	105
COLLEGE ACADEMIC COUNCIL REPORT	106
STRATEGIC MANDATE AGREEMENT REPORT-BACK	108
GOVERNMENT RELATIONS	109

COLLEGE AT A GLANCE

328
programs



- 99 COLLEGE CERTIFICATES
- 38 ONTARIO COLLEGE CERTIFICATES
- 88 ONTARIO COLLEGE DIPLOMAS
- 29 ONTARIO COLLEGE ADVANCED DIPLOMAS
- 54 ONTARIO COLLEGE GRADUATE CERTIFICATES
- 14 BACHELOR'S DEGREES
- 6 COLLABORATIVE DEGREES

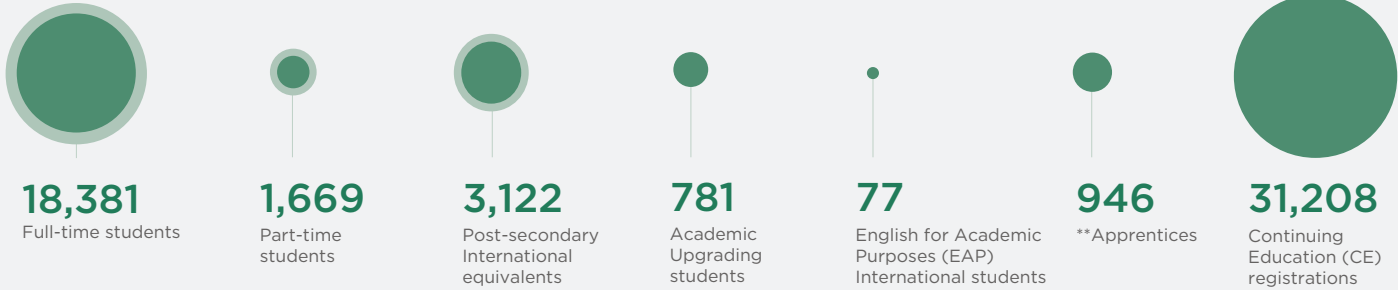
Delivery Methods

- 32 are offered part-time online
- 28 are offered full-time online
- 20 are apprenticeship programs
- 56 offer co-operative education

Students

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

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

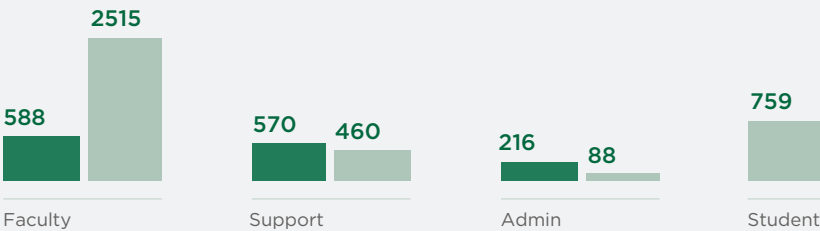


*Note: March 2021 intake of Apprentice students did not run due to COVID-19 pandemic)

**Note: For a complete breakdown of AC Online numbers, visit p. 28

Employees

- 1374 Full-time employees
- 3842 Part-time employees



2020-2021 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
Become an integral partner to our alumni and employers

- 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

3

GOAL THREE
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

4

GOAL FOUR
We will be leaders and continuously improve the quality, impact and innovativeness of teaching, learning and service delivery

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

5

GOAL FIVE
Pursue Truth and Reconciliation, social environmental, and economic sustainability

- CORE BELIEF: SUSTAINABLE**
- Total number and diversity of learners
 - Continued increase in onshore international student enrolment
 - Cross-college environmental management plan implemented
 - Reduce ecological footprint
 - Continue strong partnerships and relationships with Indigenous communities
 - Evidence-based research on Indigenous learner success
 - Increase in number of offshore partnerships
 - Social, environmental, and economic impact
 - Strong financial health indicators
 - Infrastructure initiatives to reduce greenhouse gas emissions
 - Acting on the Truth and Reconciliation Report recommendations
 - Cross-college environmental management plan implemented
 - Funds raised and hours volunteered by department
 - Reduce ecological footprint
 - Education initiatives to reduce greenhouse gas emissions
 - Grow student, employee and community member participation in Indigenous initiatives



“The extraordinary path we have travelled together... has had a profound impact on our lives.”

The extraordinary path we have travelled together at Algonquin College since the onset of the COVID-19 pandemic last March has had a profound impact on our lives, both professionally and personally, and it will be remembered and talked about for generations to come. It has tested and strengthened our resolve, allowed us to demonstrate our adaptability and resilience, significantly changed how we operate, and is shaping our future in ways yet to be revealed.

When the gravity of the pandemic became evident early last year, as a College community we understood the immense responsibility thrust upon us. We had to not only persevere, but to keep pushing boundaries, to see the opportunities, and above all, deliver exceptional educational experiences for our learners in a safe environment.

With a multitude of daily challenges needing careful attention, there has hardly been time to reflect on everything that we have accomplished together this year, including the groundwork that's been prepared for many exciting developments on our horizon. This year's Annual Report provides us that opportunity to look back on this unprecedented moment in our history with its challenges and successes, and to glimpse the plans and goals on the road ahead.

There were many unknowns when the initial shutdown commenced last March, as the massive transition to virtual delivery of programming and services began. The scope of the effort cannot be underestimated, with most of our entire community migrating from physical campuses to learning and working at a distance from home. The guidelines we put in place in those early days still provide the framework for our current operations.

The Summer Pilot and the Workplace Recovery Plan for the Fall and Winter terms represent countless hours of innovative thinking and hard work contributed by every department in collaboration with the Province and our public health officials. The effort included creating new health and safety policies, online training programs and websites dedicated to providing information related to the COVID-19 restrictions. As of this spring those websites had surpassed more than 300,000 page views.

As we contended with the challenges of the pandemic, the College did not stop forging ahead on many other fronts, including our commitment to Indigenization. This included the College partnering with Ottawa Tourism in the Fall to embark on a new training program aimed at helping Indigenous entrepreneurs bring their tourism business ideas to life. Tuition for the program was free thanks to funding from a pair of federal agencies, the Canadian Experiences Fund and FedDev Ontario.

Under the leadership of Ron (Deganadus) McLester, Vice President – Truth, Reconciliation & Indigenization, the Lighting the Fire storytelling and knowledge-sharing series was launched with great success to bring together Indigenous students from across the province and beyond isolated by the pandemic.

Circumstances also necessitated an entirely new approach to the many events the College hosts every year, the most prominent being our Convocation ceremonies. Thanks to the tireless efforts of our events team working alongside the Registrar's Office staff, faculty, administration and our Students' Association, more than 10,000 students who graduated

in the Spring and Fall terms were invited to celebrate online during Algonquin's first-ever virtual Convocation in October. While the experience was not the same as being there in person, the ceremonies offered our graduates and their loved ones a rousing send-off complete with valedictorians, personalized slides, drummers and pipers.

These online events have become the new norm at the College, including our series of interactive Town Halls which have attracted thousands of viewers who were able to engage with our executive leadership team and receive answers to their timely and important questions.

Throughout all of this, along with ensuring safe work and learning spaces for those on campus, we maintained an acute awareness of the mental health needs of all learners and employees. This pandemic has taken a toll on each of us. Ensuring resources were in place and accessible for those in need was of paramount importance, and our Student Support Services and Human Resources teams deserve high praise for making this happen. It's also why the donation last year from the RBC Foundation to The Royal to improve access to virtual mental health services for our students was so timely and appreciated.

This year, we have also watched the world rise up against racism and intolerance in significant ways, particularly following the death of George Floyd. Inspired by the calls for change and continuing its work on promoting equality and an anti-racist society, the College hosted its Inclusion Infusion's Livestream Speaker Series, bringing together prominent thinkers to share their perspectives and experiences.

This idea was taken even further with the College's initial Taking a Stand Week in February, with a series of events that took deep dives into the racism that exists in every corner of society. These events provided space for the College community to come together for healing and highlight the culture and success of Black and Indigenous people that too often goes unnoticed.

The College continues to build upon being the first post-secondary institution in Ontario to develop an Inclusion and Diversity Blueprint, including ensuring equality for female learners and employees. Recently we announced that the Leacross Foundation has donated \$60,000 to support women in Science, Technology, Engineering, Mathematics (STEM) and Trades programs at Algonquin.

This generous gift is helping enhance the success of our We Saved You a Seat program, which was launched in 2018 and actively recruits women in STEM programs at Algonquin. With funding support from Scotiabank, including the Scotiabank Women in Tech Award, We Saved you a Seat has now admitted more than 80 students, and has seen a 75 per cent increase in female enrolment in the Computer Systems Technician program alone.

It is fitting that in this year of monumental change, the College is drafting a new Strategic Plan — the successor plan to refresh the current Strategic Plan, 50+5, which was inaugurated in 2016.

Our many innovations and accomplishments this year provide us with the added confidence of knowing how much we can achieve together. We will now take this assurance and the lessons we have learned and apply them to ensuring our learners have every opportunity to thrive and lead the way forward in the post-pandemic years ahead.

Claude Brulé
President and CEO, Algonquin College



“I’m in awe of the dedication, ingenuity and humanity shown by the College community...”

While the last year has been filled with endless challenges, it also provided many heartening moments and opportunities to connect with one another in new and meaningful ways.

This marked my first year as Chair of Algonquin College’s Board of Governors. Having worked as a Board member since 2016, I was excited to take on this new role and play a part in guiding an organization close to my heart. Algonquin College is very fortunate to have Claude Brule as an exemplary CEO, along with a skilled Executive Team, and dedicated support staff and faculty. And, we have a committed Board of Governors who readily volunteer their time and knowledge.

None of us could have imagined the unprecedented academic year that was 2020-2021. Lives were lost, livelihoods were put at risk, learning changed and loved ones were isolated. Yet we persevered and, in many cases, thrived despite the hardships.

I am in awe of the dedication, ingenuity and humanity shown by the College community in these times. When the pandemic tested our vulnerabilities, our community rose to the occasion and revealed our individual and collective strengths. From our paramedic students taking on real-world calls and helping with COVID-19 testing, to our faculty creating new learning platforms, and our social services caring for and supporting learners, every member of our community has been affected and learned to do things differently. Through it all, I have seen people embrace our core values of Caring, Learning, Integrity and Respect, as well as the compassion and innovation that have been an important part of our programs and initiatives this past year.

While our main focus has been on learner support and dealing with the pandemic, several ongoing initiatives moved forward this year.

- **Commitment to Truth, Reconciliation and Indigenization** — Algonquin College continues its efforts to contribute to TRI both on its campuses and across the country. The College led a \$7-million expansion of a national project – Indigenous YouthBuild Canada - to help Indigenous youth obtain trades training while attending school. The College is also leading a \$2.5-million program to provide more than 250 Indigenous youth across Canada with hands-on job training and employment skills related to the impact of the pandemic.
- **New Student Recreational Space** — The new Jack Doyle Athletics and Recreation Centre (ARC), is scheduled to open in the fall of 2021. The ARC will include a fitness zone, rock climbing, a walking/running track, fitness nodes throughout the building, multi-purpose rooms, bowling lanes, billiards, golf simulator, massage therapy and a restaurant lounge. The new facility will be a welcome addition to the campus and an interactive space for students to use for fitness, wellness and socializing.

- **Learners from Around the World** — While international enrolment continues to be a priority, COVID-19 made it challenging for these students to return to Canada for their studies. The College developed a readiness plan to assist international students with an array of COVID-19-related resources and arrival supports. The International Education Centre adapted its cross-college services to support students from around the world who enrolled at Algonquin, whether in-person or virtually.
- **Learning in Cyberspace** — Online education took a huge step forward this year, with Algonquin College leading the way. Our new AC Online digital campus delivers over 65 online programs and 800 self-directed online classes to full- and part-time learners – with support systems and curriculum developed for digital learning. The majority of the College’s traditional on-campus programs also had to adapt to remote delivery when the pandemic hit in March 2020. We are proud as always of our faculty, who are resilient and creative in creating best practices and solutions for their students in any circumstance.
- **New Learning Centre** — The new Corporate Training Centre, located in downtown Ottawa, was created for executives and leaders who need a team, department or even an entire organization trained, and for individual learners to acquire the knowledge and skills needed to advance their career, land that promotion, increase earning potential or re-enter the workforce. Due to the pandemic, courses were redesigned to transition from in-person to remote learning.
- **New Student Information System** — Our entire College family will benefit from the new Student Information System that has been launched and is now in development. This new system will bring Algonquin College to the forefront in enabling fast and dependable electronic communication throughout of college system.
- **Strategic Exercise to Restore Financial Sustainability (SERFS)** — This project was launched to develop a strategy to put the College back on a sound, long-term financial path. Ensuring long-term future sustainability for the College is critical to the success of our mission and strategic goals. The success of this project is being driven by input from the entire community.

And, of course, I could not be prouder of Algonquin’s students. As Board chair, one of my proudest duties is to regularly honour students with Changemaker Awards. This year the Board’s recognition include a team who came together to together to raise funds to purchase health and wellness supplies for Inuit youth and Paramedic students who volunteered with drive-through COVID-19 testing sites in Renfrew County and Ottawa. This has not been an easy time for our learners. But they have adapted to these unusual circumstances and have remained focused and engaged.

I am proud to be part of an institution that puts the best interest of its community at the forefront. While the phrase “We’re All in This Together” has been said many times in the past year, it has been encouraging to see our community live by this principle in so many positive ways.

A handwritten signature in dark ink that reads "Jay McLaren".

Jay McLaren
Chair, Board of Governors



“Our community is centred
in the desire to see each
other succeed.”

In the 2020 Annual Report, Shanti Cosentino, my predecessor, focused on the resiliency of students. One year later, that resiliency continues to be tested. Yet we are still standing strong and our community has remained intact — even as we connect with each other for the most part online.

The Algonquin Students' Association's (SA) mission is to create an environment that inspires a passion for student success. Since March of 2020, that environment, for many, has been at home. Our challenge has been to contribute to student success in new and unique ways and we have worked consistently to meet that challenge.

Some students remained on campus — and we've been sure to keep our offices open for them to visit, not just to email or call. We've also kept the Observatory and Starbucks open on our Ottawa campus following required distancing and guidelines from Ottawa Public Health and the Government of Ontario. Our Fitness Zones and gymnasiums have remained open when allowed.

Our student life team has reimagined what they're capable of and have brought fantastic events to students remotely to bring the student experience home. Classic events such as Dirty Bingo have transitioned well for an online audience, and we've even partnered with other schools to host some bigger events, like a conversation with Saturday Night Live's Pete Davidson.

The SA Board of Directors assisted students throughout the year to help them with their concerns. We learned valuable information that helped us work with the College to make the Brightspace experience better for students and professors alike. The second year of the International Student Advisory Committee continues to help us improve the international student experience. We were even able to host focus groups in Pembroke to help the town council discuss public transit options.

The SA found new ways to connect with our class representatives this year. Moving our semesterly class rep meetings to a virtual format meant that more students could attend our meetings than ever before, which translated into more student feedback than we've ever received. Our discussions this year focused primarily on the use of Brightspace, virtual classroom etiquette, and remote access to student services. We've been able to take that feedback and work with the College to transform policies and create productive solutions rooted in students' needs.

Looking ahead, we are looking forward to the opening of a new environment that inspires a passion for student success, the Jack Doyle Athletics and Recreation Centre (ARC). This is set to open in the fall of 2021 and there are so many things to highlight about this incredible facility it's difficult to choose which ones to share.

One of the biggest wins is that the ARC is the first building owned by the SA, which means it is a student-owned facility, and it is in a league of its own. Being student-owned also means that we've been able to remove the barrier of user fees. For the first time at Algonquin College, SA fee-paying students will not have to buy a gym membership or pay additional fees to access fitness facilities.

When we began talking about fitness and leisure on campus more than 10 years ago, we learned that not everyone is athletic, but many students wanted recreation options. Fast forward nine years, and we broke ground on the most significant investment we've ever made in the student experience.

The ARC will have something for everyone, regardless of ability. The new licensed restaurant will feature bowling lanes, a golf simulator, billiards, and a beautiful patio for the warmer months. There is a rock-climbing wall, a bouldering wall, a recreation gymnasium, a walking and running track and fitness pods throughout for fitness and fun. Finally, the new varsity gym will host events and be the new home of the Algonquin Wolves!

2020 has taught us all what we are capable of as individuals and as a strong community. People always talk about the community at Algonquin College, that it is different from other schools, that we support one another and that we want the best for each other. I'm happy to see that this community has not fallen short even though most of us have transitioned to working and learning at home.

The ability to sustain a strong community, even while adjusting to remote learning, shows us that our connection to one another is not tied to a building or anything tangible. Our community is centred in the desire to see each other succeed, regardless of where we are. Our environment may look different for years to come, but Algonquin College students will remain resilient, and we will continue to overcome obstacles together.

Thank you for doing your part and staying home throughout this year. I know it has been a difficult year, but I am proud of the resiliency you have all shown.

A handwritten signature in black ink that reads "Emily Ferguson". The script is fluid and cursive.

Emily Ferguson,
President, Algonquin Students' Association



ABOUT
THIS REPORT

Bright



futures on the horizon



GET CONNECTED STAY INVOLVED

Algonquin College normally stages a big welcoming event for new and returning students at the beginning of each term, Spring, Fall and Winter. Known as AC Day 1, the event offers students numerous workshops, orientation sessions, support services, and social activities to help them settle into their home away from home.

Normally the halls, classrooms and cafeterias of Algonquin's campuses are bustling with activity on AC Days. This past year was different, of course, because of the COVID-19 pandemic.

But that didn't stop Algonquin from sticking with its traditional welcome – albeit in a virtual format. If there was an overarching theme spanning Virtual Day 1 events of 2020-2021, it had to be “stay connected and get involved.”

That, in fact, was President Claude Brulé's message to students at the beginning of the Fall term. “Even though many of us will not see each other in person, I encourage you to engage in our dynamic College community online,” he said. “The key is getting involved.”

He effectively repeated that message for the Winter and Spring terms, telling students that “being virtual, of course, does not mean being solitary, being on your own. Whenever you are seeking support, social opportunities or a vital resource, we are going to be there with you every step of the way.”

This stay-connected-get-involved message served as the College's guiding principle these past 12 months as it endeavoured to make the virtual realities of student learning experience and employee work experience as meaningful and satisfying as could be expected under the circumstances.

For example, more than 800 people participated in Fall 2020's AC Vision, an annual employee event where the College community gathers to discuss the future vision for the College. This year's event focused on the resilience and collective strength of the College community in the face of the pandemic, and how continuing to work together and innovate in response to the unique challenges posed by COVID-19 would be essential to achieving the College's goals.

The wider community was not forgotten. Algonquin College's Corporate Training Centre was quick off the mark to launch free online courses to help support the community during the COVID-19 outbreak. It also opened 1,150 spots for its free, instructor-led, virtual classroom courses and offered a 25-per-cent discount on its paid courses, which were also delivered virtually.

That community connection was very much in focus when the Perth Campus celebrated its 50th anniversary in December. Reflecting on the milestone, Dean Christopher Hahn described the campus as “not just in the community, it is a part of the community – there is a difference. You're part of contributing to the economy, you're part of the people.”

Pembroke Campus, too, emphasized its community presence in staging a poignant virtual Remembrance Day ceremony. “Today we remember those military men and women, past and present, who put their own lives in peril to defend our nation and bring peace and stability to countries in conflicts around the world,” Jamie Bramburger, Manager of Student and Community Affairs, said as he conducted a video tribute while standing in front of a tombstone engraved with the names of three local men who served in the First World War.

Perhaps, though, if there was one act that captured the spirit of Algonquin's message of stay-connected-get-involved, it was the work of a student by the name of Molly Drinnan.

The young woman, a student in the College's Advertising and Marketing Communications Management program, created a COVID-themed public service poster to promote social distancing by encouraging people to stay apart and wear masks as a patriotic duty.

The brightly coloured design went viral, being shared and retweeted thousands of times.

It caught the eye of politicians, journalists, and health-care workers. It was featured on billboards and bus shelters across Ottawa, its message of working together, positivity, and patriotism attracting the attention of thousands of city residents.

Molly's work, like that of many Algonquin students and employees, demonstrates the College's values of Caring, Learning, Integrity and Respect and its commitment to providing an education that gives students the opportunities to “to transform hopes and dreams into lifelong success.” This is the College's transformative mission and many of its effort to fulfill this mission are detailed in this report.



Pandemic-related poster earns Algonquin student, Molly Drinnan, national attention.

“The key is getting involved.”

Claude Brulé,
President and CEO, Algonquin College

COVID-19
RESPONSE

Algonquin



confronts COVID-19

In the early weeks of the COVID-19 pandemic, as infections threatened to overwhelm Ottawa’s health care system, there was a critical shortage of personal protective equipment (PPE) required by medical and support workers in hospitals and long-term care (LTC) facilities. Even ventilators needed to assist patients severely ill with COVID-19 were in short supply.

When a call for help went out to educational institutions in the region that used PPE and ventilators in their health sciences and veterinary technician programs, Algonquin College responded immediately.

Employees working remotely at the College’s three campuses in Ottawa, Perth and Pembroke quickly identified supplies — everything from nitrile gloves and N95 masks to isolation gowns and protective glasses — that would meet the public health need.

On-site staff gathered and delivered materials to The Ottawa Hospital for distribution across the health care system.

College laboratories were also deployed to make face shields and other personal protective equipment.

College employees step up to help students and the wider community

The College's rigorous reaction, its willingness to step up for a community in need, was emblematic of its response to the pandemic over the last year. President Claude Brulé expressed the essence of this response in an April 3 communiqué to students and employees, two weeks after the College went into lockdown:

"You may have heard our Prime Minister mention yesterday that we are witnessing the greatest civic mobilization since the Second World War. I am proud that our College is contributing to that effort, through our personal protective equipment donations and loans of life-saving ventilators to local health-care providers, to free online courses through our Corporate Training Centre, to a new initiative involving the 3D printers in our DARE District MakerSpace ... I want to thank all of you for your hard work and many contributions to our community."

Those community contributions would continue throughout the pandemic – from Pembroke Personal Support Worker students volunteering at COVID-19 testing clinics in Summer 2020 to Ottawa Event Management students adapting their annual charity campaigns to a virtual format. More recently, Pembroke nursing and business students volunteered at COVID-19 vaccination clinics in Winter 2021.

But even before the coronavirus was widely acknowledged as a serious threat in Canada, College officials began recasting the institution's health, safety, and security procedures. Staff teams were assembled to deliver what was necessary to meet public health authority regulations regarding COVID-19. The Risk Management department ramped up emergency management processes and activated emergency plans.

This involved everything from food security in cafeterias and extra cleaning of washrooms to arranging plexiglass screens, setting up hand sanitizer stations and preparing classrooms for remote learning. This effort enabled employees, including faculty, to work remotely and still provide online programs that safely delivered coursework to thousands of students.

The College's campuses were largely locked down over the Spring and Summer of 2020. Courses were delivered online — with the exception of a Summer pilot program in which select students returned to the Ottawa Campus for hands-on learning activities.

That did not stop College officials from preparing a Workplace Recovery Plan that would allow Algonquin to partially reopen for the Fall 2020 and Winter 2021 semesters. Health and safety policies were developed and online training programs related to these policies put in place for students, faculty and support staff returning to campus. All told, 200 classrooms and labs were prepared for remote or face-to-face teaching along with safe common spaces for 7,200 students whose programs required hands-on applied instruction on campus.

President Brulé articulated the importance of these measures in an August 25 communiqué. "Our teams have been working very hard over the summer to make sure everything is in place," he said. "As much as we are anxious to resume all of the activities we associate with the start of a new academic year and a new term, we know that we must proceed with caution in order to continue to make the health and safety of our College community our number one priority."

This emphasis on balancing health and safety while maintaining Algonquin's educational mission and community connections was evident in the way College employees responded to shifting circumstances. Their constant focus was the needs of students.

For example, the College created several websites dedicated to providing students with information related to the COVID-19 restrictions, fostering a sense of community, and bolstering their academic potential. These included everything from health and safety measures and how-to advice on remote learning to student learning kits, program advisories, and FAQ updates on the coronavirus. President Brulé and other senior administrators and managers regularly issued information communiqués relevant to students.

Campus Services' staff reimagined college life for the 500 students in campus residence. With a nod to health and safety, employees turned many activities traditionally available to students – everything from lessons on microwaving meals to a pet-therapy program – into virtual activities. In the three or so months after students began moving into residence in September, Campus Services facilitated more than 126 virtual events for them.

Algonquin's Office of Applied Research, Innovation & Entrepreneurship (ARIE), with its seven Research Centres devoted to experiential learning, responded imaginatively to the restrictions of the pandemic. ARIE teams — students, faculty and other employees — created virtual events and workshops between May and late August. The success and the reach of these events exceeded expectations. Nearly 1,000 registrants from countries around the world signed in.

In December, the ARIE team staged another virtual success. More than 200 people, including students, faculty, clients, and industry partners, registered to attend Algonquin's first online RE/ACTION Showcase, putting the spotlight on some 70 projects — from data analytics to serving charities — created by student teams from various College programs. It was the largest number of registered attendees for any of ARIE's RE/ACTION events.

Perhaps, though, the best testament to Algonquin's dedication in providing students with a quality education during the pandemic was the Fall Convocation in late October. A traditional convocation was out of the question given health and safety concerns. Instead, Algonquin pulled out all the stops to stage online celebrations for each campus, program and graduate. "The Class of 2020 is unique, and history will remember you," students were told.

The Class of 2021 will see a similar celebration. With the pandemic still very much a community threat, College leaders decided to make the Spring 2021 Convocation an online event, customized for each campus. As well, in late February, the College decided to extend the cancellation of all on-campus events at its Ottawa, Perth and Pembroke campuses until August 31, 2021.

Whether future events, including Convocations, will require virtual staging remains to be seen but as President Brulé observed early in the new year, Algonquin is well prepared to face any additional challenges.

"This is thanks to the diligent health and safety measures in place on our community campuses and the dynamic approaches being taken to deliver our programs, as well as the tremendous amount of COVID-19 resources we have created to support our learners and employees," he said in a January 11 communiqué to students and staff.

"Most of all, this is due to your extraordinary efforts to keep our College community, and the broader community we serve, safe while meeting our primary mission — to transform hopes and dreams into lifelong success."



All told, 200 classrooms and labs were prepared for remote or face-to-face teaching along with safe common spaces for 7,200 students whose programs required hands-on applied instruction on campus.

STRATEGIC PLAN

Together lifelong success

ALGONQUIN LOOKS TO ITS FUTURE

A STRATEGIC PLAN TO “REFRESH” THE COLLEGE’S VISION

Algonquin College is already looking to the post-pandemic future as it develops a new Strategic Plan.

In late February, College President Claude Brulé outlined a Strategic Planning process focused on defining Algonquin’s goals between 2022 and 2025. “A strategic vision is crucial for our future,” he said. “Our plan must find ways to recover and thrive in the post-pandemic environment — while also transforming the scope of opportunities available to our students.”

The new Plan is a “refresh” of the current 2017-2022 Strategic Plan. Entitled *50+5*, it laid out five overarching strategic directions for the College as it makes the transition from a traditional one-size-fits-all era of education to a new age focused on personalized, experiential learning.

Those themes remain central to the strategic refresh and will anchor the College’s new 2022-2025 Strategic Plan.

Keltie Jones, Dean of Algonquin’s Pembroke Campus, heads the Project Management Team responsible for delivering the new Strategic Plan. “We really want to embrace different ways of looking at our College and looking at our future,” she said.

In particular, the team wants to incorporate Indigenous knowledge and practices into the planning process through an Indigenous research approach known as Two-Eyed Seeing. “We really want to place a lot of value on the stories people have about the College and about their visions for the College,” Jones said.

This includes speaking to Indigenous leaders and stakeholders throughout the process, which is expected to conclude in Spring 2021. Recommendations will be provided to the College’s Board of Governors by June and a Plan will be in place for September.

Algonquin has engaged Deloitte, one of Canada’s leading consulting firms, to assist in developing the new Strategic Plan.

Like other post-secondary institutions, Algonquin finds itself in a period of transition because of COVID-19. The pandemic caused an unprecedented impact on College operations and a monumental shift in post-secondary education.

Consider, for example, that normally the first year of the College’s Business Plan is firm and the second year flexible. But now both years need to be flexible and fluid because of the unpredictable nature of the pandemic and the pending Strategic Plan refresh.

Creativity, resiliency and adaptability have marked the College’s response to evolving public health policy and restrictions created by the pandemic. However, Algonquin’s core mission and the vision and values that reside at heart of the organization remain unchanged.

Our mission remains to transform hopes and dreams into lifelong success. Our vision continues to make the College a global leader in personalized, digitally connected, experiential learning. Our values of caring, learning, integrity and respect are steadfast.

President Brulé summed it up this way in announcing the Strategic Plan refresh: “Personalization, innovation and flexibility will remain foundational to our goals as we adapt to the new post-COVID-19 realities.” Algonquin, he said, intends to foster a learning environment that responds to individual students — “meeting them when, where and how they wish to achieve their educational goals.”



Two-Eyed Seeing is a guiding-principle approach in learning environments that seeks to avoid knowledge domination and assimilation by recognizing the best from both worlds.

HIGHLIGHTS



INDIGENOUS

\$7 million

expansion of national Indigenous YouthBuild Canada project to help Indigenous youth obtain trades training (see on p. 36)

4 events held

as part of a new AC-led series, entitled “Lighting the Fire,” focused on Indigenous storytelling and knowledge sharing

1000+

self-identified Indigenous learners

\$2.5 million

funding for national COVID-19 Rapid Response Initiative, the Indigenous job-training program led by AC

500+ members

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



Corporate Training

2,650

free virtual course registrations to help support the community during COVID-19

\$2.6 million

government-funded programs through Business Development

INTERNATIONAL



480 STUDENTS

Number of International students provided with comprehensive self-isolation, arrival and post-arrival services while in Canada for studies during pandemic



ONLINE

50% INCREASE in part-time enrolments since the Spring of 2020

19.2% STUDENTS per cent increase in unique students

800 COURSES offered by AC Online, Algonquin College’s new digital campus

65 PROGRAMS offered by AC Online



Media (social and traditional)

400

personalized messages of congratulations sent to graduates.

13K

record level of new year-over-year followers on LinkedIn

Pembroke Campus focused on helping students — and the local community — during the pandemic

INNOVATIVE WAYS FOUND TO ENSURE QUALITY EDUCATION

Maintaining community partnerships and finding innovative ways to support students were foremost in the response of Algonquin College's Pembroke Waterfront Campus to COVID-19 during the last year.

As the pandemic took hold across Canada, faculty and other employees at the Campus quickly adjusted to teaching and supporting students remotely — all the while staying focused on helping students succeed.

The unique mix of outdoor training and skilled trades programs at the Pembroke Campus also prompted considerable creativity as faculty developed risk management plans that supported in-person instruction.

For example, students in the Urban Forestry-Arbiculture program received the experiential learning they needed to hone their tree-climbing skills. Outdoor Adventure students revelled in riding the waves of the Ottawa River rapids. Field trips for Forestry and Environmental Technician students meant wearing masks on buses and social distancing, but the opportunity to learn in the great outdoors outweighed the inconveniences of the pandemic.

Pembroke Campus Dean, Dr. Keltie Jones, lauded the efforts of faculty and other employees in responding to the pandemic. "They didn't just adapt, they transformed our approaches to teaching and support services," she said. "Their creativity has put us in a better position moving forward to enhance our use of technology to enrich the student experience."

On another front, the Pembroke Campus was inspired by health-care workers who volunteered on the frontlines in dealing with the pandemic. Many of Renfrew County's health-care heroes had been trained at the Campus. Pictures of students and alumni wearing personal protective equipment were widely shared on social media.

The Pembroke Campus also took a leadership role in helping the community organize its response to the pandemic. These efforts included donating medical supplies to local hospitals and health care centres and having Office Administration-Executive students support administrative tasks at vaccination clinics, while also testing a patient booking system for virtual physician appointments. Bachelor of Science in Nursing and Practical Nursing students also stepped up to support the distribution of vaccines at hospitals in Pembroke and Deep River. And the Campus labour market planning group surveyed employers to learn more about how the pandemic affected their businesses and then held labour market forums to assist Renfrew County in planning its post-pandemic economic recovery.

But even in the midst of the pandemic, the Campus found ways to celebrate. For the first time in the more than 50-year history of the Pembroke Campus, Convocation was done remotely. It also marked the first time the valedictory address was delivered from a foreign country as Outdoor Adventure Naturalist graduate Abhi Gupta pre-recorded a powerful message to the graduating class from his home country of India. "Don't wait for life to happen. As Mahatma Gandhi said, be the change you want to see in the world," he told his classmates.

In other matters, the Pembroke Campus responded to the Truth and Reconciliation Commission's Call to Action by launching its Mamiwi Maadaadizi — or "Start of an Algonquin Journey" — initiative. The project, which was supported in part by funding from the Social Sciences and Humanities Research Council through the College and Community Social Innovation Fund, allowed the Campus to introduce an Elder-in-Residence and a Kampus Kokum to support Indigenous learners.

A Kokum is an Algonquin Anishinaabe word for Grandmother, and Annie Parker of The Circle of Turtle Lodge fit the role well. Her gentle and welcoming personality has been well received by students and employees as she provides cultural and traditional insight and support and guidance to Indigenous students.

Pembroke Campus's military heritage was not forgotten despite the pandemic. With no opportunity to hold a Remembrance Day service on Campus, a special virtual service was made available to students and employees.

The service focused on Archie Graham, a soldier who was killed on the battlefields of Europe near the end of the First World War and who is memorialized at a countryside cemetery near Pembroke. The service was held at the cemetery and featured several videos, including one from the Chief of the Algonquins of Pikwakanagan, Wendy-Anne Jocko, a former member of the Canadian Army. She highlighted the many contributions that Indigenous soldiers have made to Canada's Armed Forces. The service closed with a single poppy being placed on Graham's tombstone.

The Pembroke Campus has a special bond with Canada's Armed Forces, given its close proximity to Garrison Petawawa, one of Canada's largest military bases. With a growing military community in Petawawa, the Campus continues to attract many current and former soldiers as well as spouses and children of military members to its programs.

In the Winter of 2021, the campus launched its first post-graduate certificate program when the Environmental Management and Assessment program had its first intake. More than half of the students who enrolled in the program were from international destinations. The Campus is committed to growing its international student population. This effort is regarded as an opportunity to help bring more diversity to the community and attract more newcomers to rural areas through the Local Immigration Partnership program.

Looking forward, the Pembroke Campus will remain focused on helping students succeed as the recovery from the COVID-19 pandemic continues. But it will also be making plans to celebrate the 10th anniversary of the opening of the Waterfront Campus in 2022.



Pembroke Bachelor of Science in Nursing and Practical Nursing students stepped up to support the distribution of vaccines at hospitals.



Pembroke Campus introduced an Elder-in-Residence and a Kampus Kokum to support Indigenous learners.

Perth Campus: Extraordinary times call for extraordinary measures in an extraordinary community

“PART OF THE COMMUNITY”

In last year’s annual report, Perth Campus pronounced itself as embracing change; who knew 2020-2021 would produce so much change. Yet amidst all the changes caused by the COVID-19 pandemic, the Campus can still say, as it did the previous year, that it “never lost sight of its commitment to the community.”

As Perth Campus Dean Chris Hahn said in reflecting on the past year: “When the pandemic struck, the strength of the relationship between the Perth community and our Campus was never more evident. As we worked to support our community in any way we could, we also felt the community support of our campus and our learners as we all adjusted to our rapidly changing environment.”

When the pandemic struck in March 2020, the Campus successfully pivoted to delivering its programs remotely to learners. At the same time, the Campus reached out to the local community, offering what help it could. By the end of March, after scouring every supply closet, classroom, and health care lab, local hospital officials were picking up thousands of pieces of much needed PPE for their frontline workers.

The ensuing months required innovation, perseverance, and dedication from every student and employee, and, no surprise, the Campus community came together to meet the pandemic’s challenges.

Students in both the Winter and Spring terms of 2020 successfully completed their programs remotely. For example, students in the Regulatory Affairs – Sciences program moved from the Spring intake to remote delivery in the Fall term along with their Ottawa Campus peers. Students in the inaugural Brick & Stone Mason Pre-Apprenticeship program, which required hands-on learning, were able to join the Campus after a delayed start.

Over the course of the summer, with everyone used to the new “normal,” and after their successes in delivering programs and services remotely, the Campus community approached the Fall term with a strong sense of can-do spirit and communal unity.

The proof is in the programs. The Business – Agriculture program welcomed its second intake of learners. Heritage Carpentry & Joinery students safely returned to campus for lab classes alongside the Pre-apprentice Masons. Police Foundations students began another year without a hitch. Students accessed the Registrar’s Office virtually, purchased their books online, and held counselling appointments from home. The Fall term concluded with the Campus congratulating and saying goodbye to our first graduating class of Computer Programmer students.

The Winter 2021 term arrived with Perth Campus remotely welcoming its first international cohort of learners in Introduction to Canadian Healthcare Studies. They will join the Campus for the inaugural Practical Nursing program in Spring 2021. These students will be joined by those entering the Early Childhood Education and Regulatory Affairs – Sciences programs. All three of these Spring intakes were new to the Perth Campus. Despite the pandemic, Perth Campus continues to move forward.

Across town from the Campus, the Algonquin College Community Employment Services (CES) office supported the local community through Employment Ontario-funded programming. Like the Campus, the pandemic required CES to shift to virtual service delivery to ensure service continuity for both job seekers and community employers.

CES delivered programs such as Employment Services, Second Career, Canada-Ontario Job Grant and Youth Job Connection programs as well as provided support a community resource centre for area job seekers and employers.

Annually, CES is contracted to support over 700 area job seekers across numerous programs. It also delivers employability workshops to more than 650 participants each year and provides direct employer funding in excess of \$500,000 to businesses and job seekers in support of new hiring and workforce training in Lanark County. The needs of the community did not stop during the pandemic, and CES was there to support them.

Perhaps, though, it is Perth Campus students who offer the best summary of the past year. “This was an extraordinary year, filled with challenges that have never before been encountered in our daily lives, let alone during our years in education,” Perth Campus Valedictorian Joshua Hammersley said during the Campus’s first-ever virtual Convocation in October.

“Everyone experienced physical, mental and emotional changes that by all means should have been insurmountable, but this was not to be the end of our year. We all adapted to the changes in our lives, overcoming adversity as a community.

“It is our ties together that gave each of us the strength to continue, to succeed, and ultimately to thrive. Our experiences, our strengths and our friendships carried us through opposition as we never have before.”

The sentiments are particularly apropos for this past year. On December 15, 2020, Algonquin’s Perth Campus marked its 50th anniversary, and over the last half-century it has been “our ties together” that have been its strength.

In the words of Dean Hahn: “After 50 years, the Perth Campus is not just in the community, it is part of the community — there is a difference.

“You’re part of contributing to the economy, you’re part of the people. We have contributed to social agencies in town, been on local boards, and worked on community projects. We’ve received a lot of help from the town, from community employers, from the people themselves.”



Virtual congratulations from employees to Perth Campus graduates.

AC Online expands digital reach and personalized approach

ALGONQUIN TOP-RANKED FOR ONLINE ENROLMENTS

Algonquin College's newest Campus, AC Online, enjoyed spectacular growth in demand for its numerous programs in the year since it officially opened.

The College had seen steady increases in its online enrolment for several years, but after the launch of the digital-only Campus in March 2020 the number of learners enrolling in online programs spiked significantly higher.

"On the full-time side, I have seen steady growth for years, but right now we are 25 per cent up year-over-year," says Patrick Devey, Associate Vice President, Global, Online and Corporate Learning. "Our part-time enrolments have surged since the Spring of 2020, so there is growth on both ends. We could not have predicted that."

AC Online features more than 65 online programs and almost 750 online courses, both part-time and full-time. All our programs are offered three times a year.

The Campus, which can only be visited in cyberspace, was developed in response to a growing demand from learners for flexible, personalized and quality online content.

Algonquin was already one of the top-ranked post-secondary institutions providing online enrolments among colleges and CEGEPS in Canada before the establishment of a cyber-campus. But as President Claude Brulé said, the success of the new AC Online Campus is an example of Algonquin's commitment to give learners the flexibility and resources they need to succeed.

"We know that learners have varying needs, demands and challenges in their lives and may not have ready access to attend a post-secondary campus," he said. "Our mission is to help every learner turn their dreams into lifelong success, and that means accommodating them where they live and on a timeline that fits their schedule. The success of AC Online demonstrates our commitment to these core values."

Rising enrolment numbers attest to this success, and future successes:

- 34,354 full-time online course enrolments — a 22.2-per-cent increase over last year;
- 21,818 part-time online course enrolments — a 28.9-per-cent increase over last year; and
- 3,874 unique students — a 19.2-per-cent increase over last year.

"(We are) affirming that online learning is just as important as the physical campuses — that's a leadership position that Algonquin is taking."

Patrick Devey,
Associate Vice President, Global, Online and Corporate Learning

AC Online students receive personalized assistance from enrolment to graduation. Supports include Online Student Pathway Advisors and Student Success Specialists that provide guidance, support, and resources to ensure students succeed in their online studies. The online campus delivers unique and integrated virtual services that enhance the supports offered by the physical campus.

The establishment of the digital-only campus reflects the massive technological changes re-shaping Canadian society and the economy, transforming everything from health care and travel to education.

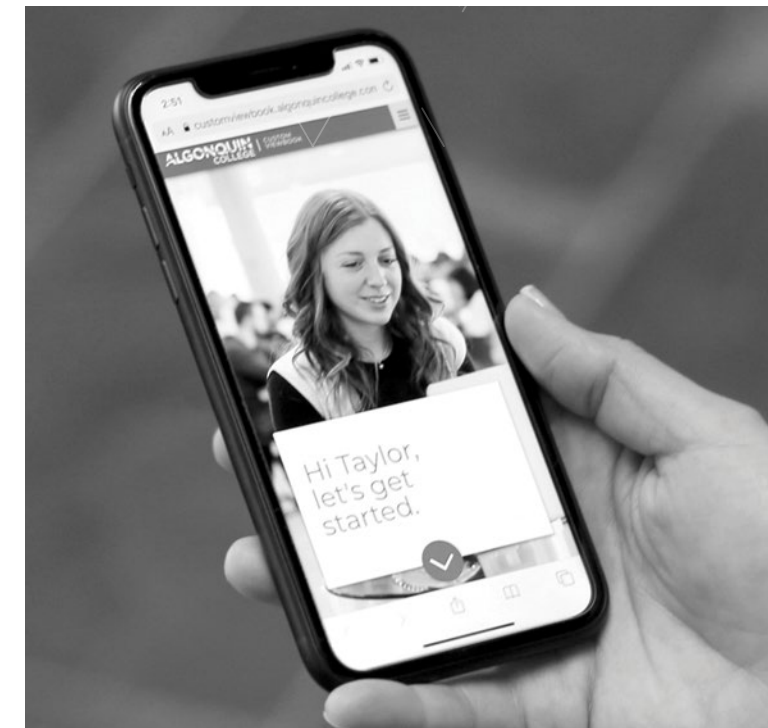
AC Online establishes Algonquin College as a forward-thinking leader in the future of education. As Devey puts it: "Our dream was to create an online campus and here we are. (We are) affirming that online learning is just as important as the physical campuses — that's a leadership position that Algonquin is taking."

Learners, he says, increasingly want a choice in how and when they learn. They want to pursue education from their homes, when they're on the road, in between picking up their children or caring for a parent, early in the morning or late at night. AC Online's innovative support systems and flexibility cater to all demographics — from recent high school graduates and working professionals to lifelong learners.

While the practical nature and advance remote learning tools used by AC Online have long had strong appeal, Devey acknowledges that some of the recent enrolment growth is likely due to the pandemic. People, he says are becoming more comfortable working virtually and perhaps finding more time to explore educational opportunities.



AC Online Campus is an example of Algonquin's commitment to give learners the flexibility and resources they need to succeed.



AC Online offers future learners the opportunity to customize their own program choices by gathering specific information pertaining to them through the Algonquin College Customized Viewbook online tool.

Business Development: Solving corporate challenges, training workers

BUSINESS DEVELOPMENT

The Business Development division of Algonquin College offers professional development for people already in the workforce. This includes courses and certification/ accreditation programs for individual learners and custom learning solutions for teams, groups, and organizations looking to solve a business challenge.

The division also manages and promotes externally funded training and employment programs, provides regional labour market data, employment resources, and counselling for specific segments. In this capacity, the Business Development division generates significant non-academic revenues for the College — a net contribution in the 2020 fiscal year of \$19 million in services and \$2.6 million in government-funded programs.

These results are achieved through its three sub-departments — Algonquin College Corporate Training, the Eastern Ontario Consortium of Colleges, and the Ottawa Employment Hub.

Prior to COVID-19, virtual training was projected to grow at 10 per cent each year. However, this rate significantly accelerated during the pandemic. Skills gaps will continue to affect workers and employers in the private and public sectors unprepared for today's economy.

There are opportunities to secure and manage well-funded government programs to train today's and tomorrow's workforce. There is a large, growing market for professional development, online training, micro-credentials, assessments, and coaching.

CORPORATE TRAINING

Algonquin College Corporate Training (ACCT) was quick to respond to the challenges of COVID-19, offering hundreds of free online courses to support the ongoing educational requirements of Ottawa-area businesses and the wider community.

In late March of 2020, only days after the first lockdown, the College announced it would offer virtual classroom training free of charge until the end of April. This was followed in early July by ACCT's opening of 1,150 additional places for its free, instructor-led virtual classroom courses. In addition, the ACCT team added several new short courses along with a 25-per cent-discount on its paid courses, which were also delivered virtually.

The intent in all this, as President Claude Brulé noted, was to give back to a business community hard hit by the pandemic. "We are all in this together and Algonquin College wanted to give back to businesses and employees in these difficult times," he 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 community response was gratifying. Some 1,500 people completed the first offering of two, three, and four-day courses after they were announced on March 26. The course subjects included Business Analysis in an Agile Environment, Project Management, Business Relationship Management, Change Management, Business Analysis, and Transformation Leadership.

The second round of courses, announced on July 4, provided 1,150 spaces on a first-come, first-served basis. The virtual courses covered diverse topics — everything from business analysis and customer service to communication and software skills training.

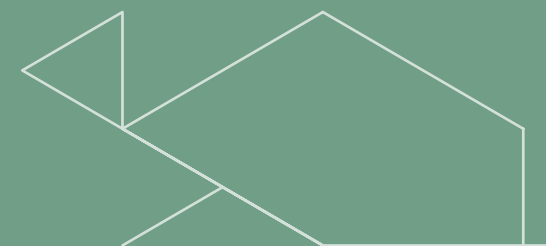
AC Corporate Training moved to a new central, downtown location on Sussex Drive in 2019 to serve employers and individuals looking for professional development, retraining, and skills upkeep. The mission was to help individuals gain the knowledge and skills they need to advance their careers, increase their earning potential or re-enter the workforce. It also provides corporate executives and leadership with custom learning solutions for training a company team, department, or even the entire organization.

“In our small way,
we hope to
do our part
by delivering
valuable training
and skills
development.”

Claude Brulé,
President and CEO, Algonquin College



AC Corporate Training moved to a new central, downtown location on Sussex Drive in 2019.



EASTERN ONTARIO CONSORTIUM OF COLLEGES

The Eastern Ontario Consortium of Colleges (EOCC) is a group of post-secondary institutions led by Algonquin College and funded by the Ministry of Labour, Training and Skills Development. This SkillsAdvance Ontario project resulted in the formation of the EOCC, which includes Algonquin College, La Cité, St. Lawrence College, Loyalist College, and Fleming College

In 2020-2021, the EOCC group received \$13.8 million in funding to support SAO's Steel and Aluminum project. This was a significant increase from the \$6 million received the previous year.

The objectives of the SAO project were to:

- Deliver workforce training and development support for the sector;
- Address long-term labour retention and increased skillsets, adaptability, resiliency, and competitiveness of the existing workforce;
- Offset up to 10 per cent of the employer's eligible workforce training costs; and
- Prioritize job seekers to assist them in attaining the skills needed to secure work.

Over the two years of the project, the group achieved the following:



This success included the development of two micro-credential programs, Manufacturing Fundamentals and Lean Management.

The EOCC group is now pursuing SAO projects for the region in Manufacturing and Construction to address labour issues in these sectors. Based on the success of the past two years, the group is well established to pursue future projects, and support the Business Development mission "to provide the training, skills, and support needed by current and future workers as well as help employers successfully adjust to competitive and evolving economic, business, and employment environments."



The Eastern Ontario Consortium of Colleges (EOCC) is a group of post-secondary institutions led by Algonquin College.

OTTAWA EMPLOYMENT HUB AND MAKING IT IN MANUFACTURING

The Ottawa Employment Hub (OEH) is one of 26 workforce planning boards across Ontario. It is managed by the Business Development division as a valued partner in the community and is funded by the Ministry of Labour, Training and Skills Development.

OEH connects stakeholders from various sectors to help build an integrated, responsive system that supports economic growth and meets the needs of workers and employers.

Informed by Labour Market Intelligence (LMI) data and consultations, the OEH delivers an annual Local Labour Market Planning report. This report provides a detailed snapshot of the local labour market, including updated market indicators, analysis of the Employment Ontario data, and labour market intelligence gathered from employers, and economic and occupational data.

The OEH consults with local employers to identify their needs when it comes to hiring, attraction, and retention. It shares quantitative data on employer needs with service-provider partners to support them in service delivery planning.

The OEH website provides up-to-date LMI reports, resources, and tools that inform employers, community partners, and industry associations about the latest funding opportunities, upcoming programs, and labour market information through monthly Staying Connected meetings and publications.

Finally, the OEH manages the Making it in Manufacturing to increase awareness of the manufacturing industry in the Ottawa region. Its goals are to manage a community hub for the sector, map manufacturing talent pathways, and connect Ottawa-area manufacturing stakeholders. In 2020, the OEH launched the Making it in Manufacturing website and published the second issue of *Stuff Made & Built in Ontario* magazine with Great River Media.

The OEH connects business and community partners to bridge the skills gap and broaden the search for talent.

Ottawa
EMPLOYMENT HUB
CONNECT • PLAN • LEARN • WORK

International Education Centre: AC engaged with the world

COLLEGE PIVOTS PROGRAMS TO MEET THE CHALLENGES OF COVID-19

Despite the challenges of COVID-19, Algonquin College continued over the last year to expand its engagement with the wider world through a variety of partnerships, projects and initiatives. In some cases, the College had to pivot its program and service delivery because of the pandemic.

“Despite the COVID-19 pandemic, we have learned a great deal about our global communities over the past year,” said Ernest Mulvey, Director of the College’s International Education Centre. “We have learned that despite the lack of physical proximity, we can come together to create good, to enhance our health, to learn from the expertise of others, and to support one another.”

Algonquin’s commitments extended from the Caribbean and Africa to China and the Middle East. For example:

- Algonquin College is leading and supporting projects to help the Caribbean nations of Dominica and St. Lucia develop vocational and technical education systems to bolster their “green economy” aspirations. In partnership with Dalhousie University, Algonquin is working with local education institutions via a remote delivery model to deliver the Skills to Access the Green Economy program to produce qualified and competent graduates, including adolescent girls and women. In Dominica, students will gain climate-smart construction and carpentry skills while St. Lucia’s students will acquire climate-smart crop production skills. In either case, the projects will meet local labour market needs and generate entrepreneurial activity and job creation.
- Over the last year, Algonquin also worked closely via a remote format with the Kenyan Technical and Vocational Education and Training Authority, the Ministry of Education, and the Kenya Technical Trainers College to develop the country’s post-secondary technical school system. The project, which involves partnerships with Durham and Camosun colleges, develops curriculum and supports the roll-out of pre-service and in-service competency-based instructor training to more than 15,000 technical and vocational instructors across Kenya. Leadership and management training is also being provided to about 2,500 post-secondary technical and vocational institutional administrators. The five-year project, administered by Colleges and Institutes Canada, is part of a \$72-million program in Kenya funded by the Mastercard Foundation’s Young Africa Works in Kenya — TVET initiative.
- Since 2017, the College has been assisting Kenya’s Eldoret National Polytechnic and Kitale National Polytechnic in improving the delivery of post-secondary technical and vocational programs under the auspices of the Kenya Education for Employment Program, which supports the country’s 10 polytechnics and various education-related agencies. This program is funded by Global Affairs Canada.
- Elsewhere, Algonquin is involved in managing an innovative online training, coaching and mentoring program for Iraqi technical instructor Master Trainers. The program, which goes by the title of “Bolstering Reconstruction in Iraq through Development, Growth and Employment” (BRIDGE), is being implemented by World University Services Canada through the sponsorship of Global Affairs Canada. Algonquin delivers the program in support of wider education sector reforms in Iraq that are focussed on strengthening economic growth and employment opportunities for Iraqi youth.

- In partnership with China’s Senior Service Informatic Innovation Research Centre, the College is delivering a pilot education course that introduces China to the expertise of Canadian colleges in delivering education programs devoted to the care of elders. The initiative, which is supported with funding through the CanExport Associations program administered by Global Affairs Canada, demonstrates the quality of education and training provided to students in Canada in the field of elder care. At the same time, the initiative seeks to highlight the “Canada Brand” and gain insights into further potential business and partnership opportunities for Canadian colleges.

Closer to home, Algonquin College continued to embrace internationalization on the domestic front.

- Algonquin is engaged in two applied research projects. “People First: Designing an Indigenous mobility program,” provided program design options and models that seek solutions to problems and overcome obstacles faced by communities historically underrepresented in outbound mobility programs. With leadership from Algonquin’s Indigenous Services and Partnerships Department, the Design Research Centre, and with support from the International Education Centre, teams of student researchers were tasked with implementing the project.

The second project, “Mobility by Design: Creating accessible global learning programs,” utilized student researchers directed by Algonquin College faculty to identify process and program level obstacles and challenges to increased participation in outbound mobility — particularly for low-income students and students with disabilities. In the process, students supporting both projects benefited from the work-integrated learning experience.

Both projects are funded through Global Affairs Canada, Immigration, Refugees and Citizenship Canada, and Employment and Social Development Canada, and administered by Colleges and Institutes Canada’s Outbound Mobility Pilot Program.

Following on from its adoption of an International Strategic Plan (2019-2022) that emphasized the College’s commitment to international students — 3,905 full-time students in total in the Spring, Fall and Winter terms of 2020-2021 — the International Education Centre maintained its cross-college services to support students from around the world who enrolled at Algonquin, whether in-person or virtually. As Mulvey observed: “Through the challenges of a pandemic, our learners have remained flexible, curious and tenacious.”

Algonquin’s support measures included:

- Providing comprehensive self-isolation and arrival services and supports to 480 international students arriving in Canada for studies. This included daily phone calls for wellness checks, accommodations as needed, airport pickup, transportation to testing, virtual programming and arrival services.
- Collaborating provincially with 18 institutions for a comprehensive virtual social, wellness, and settlement programming schedule over the winter holiday break.
- Pivoting to remote services, including workshops, social programming, orientation, and advising, in a virtual environment.



Despite the challenges of COVID-19, Algonquin College continued over the last year to expand its engagement with the wider world through a variety of partnerships, projects and initiatives.

Indigenization efforts expand nationally

ALGONQUIN COLLEGE HELPS SUPPORT INDIGENOUS COMMUNITIES ACROSS CANADA

As a proud signatory of the Indigenous Education Protocol, Algonquin College continues to expand its support for Indigenous education and identity.

The College's commitment to Indigenization is set out in its 2017-2022 Strategic Plan: "As Canada moves along a path of truth and reconciliation, we will do our part to ensure that Indigenous ideas, knowledge and culture are an integral part of everything we do."

Located as it is on traditional Algonquin territory, Algonquin College is well aware of the legacy attached to its name. In maintaining this legacy, the College extended its commitment to Indigeneity in 2020-2021 by developing relationships and partnerships with Indigenous communities across the country and taking a leading role in job-training initiatives for Indigenous, Inuit, and Métis youth.

This commitment did not waver amidst the challenges of COVID-19. In late 2020, for example, the federal government selected Algonquin College to lead a \$7-million expansion of a national project to help Indigenous youth obtain trades training while attending school.

The three-year project, funded by Employment and Social Development Canada (ESDC) and mandated through Indigenous YouthBuild Canada (IYBC), is a national job-readiness program. It brings First Nations communities together with educational institutions, government, and corporate partners to help Indigenous youth acquire job-ready skills while extending their education.



Algonquin is teaming up with Indigenous communities and other post-secondary institutions across Canada to provide nearly 360 Indigenous youth with earn-as-you-learn opportunities over the next three years.

The choice of Algonquin College to provide oversight and coordination on this project followed the College's successful administration of ESDC's initial \$1.2-million IYBC pilot project in 2019 and 2020 to support 80 Indigenous youth in receiving trade skills and schooling. With the renewed longer-term funding, Algonquin is teaming up with Indigenous communities and other post-secondary institutions across Canada to provide nearly 360 Indigenous youth with earn-as-you-learn opportunities over the next three years.

"The enhancement of the Indigenous YouthBuild program and Algonquin's role in it underscores our commitment to the principles of the Truth and Reconciliation Commission," said Claude Brulé, President and CEO of Algonquin College. "At a very concrete level, the program offers a way forward for Indigenous youth to fully participate in the building of their communities and the wider Canadian community."

Algonquin's partners include:

- the IOHAHI:IO Education & Training Institute in Akwesasne in southwestern Quebec;
- the Atoskiwin Training & Employment Centre, in northern Manitoba's Nisichawayasihk Cree Nation (formerly known as Nelson House);
- the Manitoba Institute of Trades & Technology in Winnipeg;
- Assiniboine Community College in Brandon, Manitoba;
- Thompson Rivers University in Kamloops, B.C.; and
- Nicola Valley Institute of Technology, Canada's only Indigenous public post-secondary institute, in Merritt, B.C.

Algonquin College was also selected to lead another Indigenous job-training program — the College's COVID-19 Rapid Response Initiative. This is a \$2.5-million investment to provide between 250 and 275 Indigenous youth across Canada with hands-on job training and employment skills related to the effects of the pandemic in their communities.

Mandated by the ESDC with funding from the federal government's Youth Employment and Skills Strategy, Algonquin will oversee and provide funding to a number of organizations to deliver training and development programs in more than a dozen First Nations communities in Nova Scotia, New Brunswick, Quebec, Ontario, Manitoba, Alberta, Saskatchewan, British Columbia, and the Northwest Territories.

Algonquin's partners in the COVID-19 Rapid Response Initiative include:

- the Confederacy of Mainland Mi'kmaq in Nova Scotia;
- the Tobique, Elsipogtog and Esgenoopetitj First Nations in New Brunswick;
- the IOHAHI:IO Education & Training Institute in Akwesasne in southwestern Quebec;
- the Wabano Centre in Ottawa;
- Algonquins of Barriere Lake in Quebec;
- Tsi' Niyukwaliho: Learning Centre in Southwold, Ont.;
- Assiniboine Community College in Brandon, Man.;
- Aboriginal Health and Wellness Centre of Winnipeg;
- Montreal Lake Cree Nation, Sask.;
- Little Red River Cree Nation in Alberta;
- the Enoch Cree Nation, Alta.;
- Thompson Rivers University in Kamloops, B.C.;
- the Industry Training Authority in Richmond, B.C.; and
- Fort Good Hope in the Northwest Territories.

The projects generally reflect community experience in responding to the pandemic. For example, several Indigenous communities planned food sustainability projects that would make them less reliant on outside sources.

Ron (Deganadus) McLester, Vice President, Truth, Reconciliation & Indigenization, highlighted the sustainability dimension of the program. "This is a welcome opportunity at a very difficult time for everyone," he said. "It is quite interesting and very telling that half of the partner communities are focussing on sustainability and food security, reflecting a very real need on First Nations."

Under McLester's leadership, the College also organized a virtual dialogue series that involved students, community leaders, and Indigenous Elders from across Canada. The four-part series, entitled "Lighting the Fire," saw Indigenous storytellers and knowledge-sharers come together in the summer of 2020 to educate, inform and entertain students in a time of enforced isolation, reinforcing Algonquin's leadership on Truth and Reconciliation

"This is a
welcome
opportunity
at a very
difficult time
for everyone."

Ron (Deganadus) McLester,
Vice President, Truth, Reconciliation & Indigenization

The media looks to Algonquin for innovative news

TALENT AND INNOVATION MAKE HEADLINES

With its innovative programs and talented individuals, Algonquin College was a popular source of stories for media outlets whether radio, television or newspapers this past year.

Some of the top College-related stories included:

- Ron (Deganadus) McLester, Algonquin's Vice President, Truth, Reconciliation & Indigenization, and Jeff Turner, Algonquin's Partnership Development Specialist, were featured on CBC's All in a Day in late December. They discussed two federally funded initiatives — the College's COVID-19 Rapid Response Initiative and the expansion of its YouthBuild program — to help Indigenous youth acquire job-readiness skill while expanding their education.
- Algonquin film students Samantha Green and Sammy Lewis joined Professor Jeremy Atherton on CBC Radio in early December to talk about the College's new film production program. Some of the films were first screened on PBS TV in the United States.
- Nazira Tareen, who graduated from Algonquin's Early Childhood Education program in 1973 after coming to Canada from India with her family in 1968, was the subject of a CTV News segment in early December after she returned to the College in 2020 to receive an Alumni of Distinction Award. She spoke during the interview about the importance of volunteering.
- CBC's All in a Day interviewed Bonnie Chan, Algonquin's Coordinator of College Events, and Meghan Boyd, Class Valedictorian for the School of Media & Design, about how in late October the College staged its first ever virtual Convocation complete with online ceremonies and post-ceremony receptions involving thousands of students and the families and friends.
- The *Ottawa Citizen* and CTV News also picked up the virtual Convocation story. The newspaper ran a frontpage story while CTV highlighted the day's event for students, family, and faculty.
- Kim Bosch, English Coordinator and Communications Professor in the School of Hospitality and Tourism, had an article entitled "How to Tell if Distance Learning is Working for Your Kid" published in the *New York Times* in mid-September.
- CTV News visited Culinary students on the Ottawa Campus in late August to highlight the safety measures the College had put in place to protect the students, faculty, and employees who were returning to campus for the Fall term.
- CBC's All in a Day also focused on health and safety precautions for the Fall term in a late August interview with Shaun Barr, Chair of Construction Trades and Building Systems, on the topic of teaching hands-on trades in the COVID-19 environment.
- Students and teachers at the Waterfront Campus who helped raise money and provide free labour to build a homeless shelter for individuals needing short-term housing were the subject a late May article *Pembroke Observer*.
- In mid-May column for the *Pembroke Observer*, Jamie Bramburger, Manager of Community and Student Affairs on the Pembroke Campus, wrote about the many graduates from the Personal Service Worker program who serving on the frontlines in Renfrew County's fight against COVID-19.
- The *Ottawa Business Journal* devoted some of its pages in late April to a group of Algonquin students and researchers who had teamed up with staff at the Children's Hospital of Eastern Ontario to create a new software platform that could hasten the process of reviewing scientific research related to COVID-19 and other medical investigations.
- In an early March article, the *Globe and Mail* explained how Algonquin's newest campus, AC Online, built on the College's "leadership role in online learning."

SOCIAL MEDIA KEPT THE COLLEGE CONNECTED

With many of Algonquin's program being taught remotely and events switching to virtual format, finding ways to make sure the College community stayed connected was a top priority this past year.

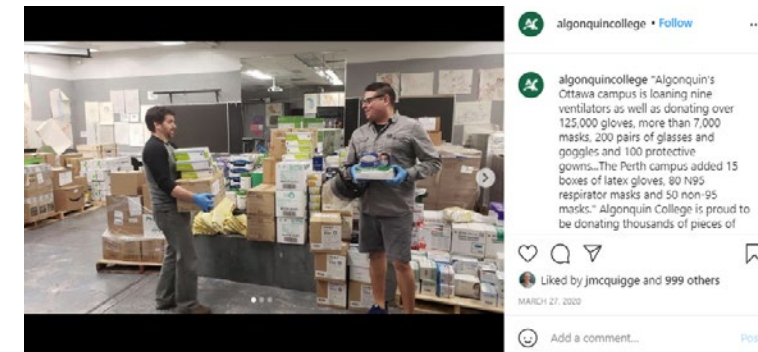
The College's social media channels were needed more than ever in 2020 to keep students, faculty, and employees informed of all the changes that took place during the COVID-19 pandemic. We wanted to keep our community close no matter how far apart people were.

Platforms such as Instagram helped the College amplify feel-good stories from the AC Community, such as when the College providing ventilators and personal protective equipment to local health units, and the numerous ways instructors found to adjust teaching methods to accommodate students.

Algonquin also used social media to celebrate some of its largest events such as its first ever virtual Convocation. With that single ceremony the College gained one of its largest social media engagements ever in terms of the number of posts, including more than 300 personalized tweets and Instagram messages that went out to congratulate our graduates.



CBC's All in a Day focused on health and safety precautions for Fall term in a late August interview with Shaun Barr, Chair of Construction Trades and Building Systems, on the topic of teaching hands-on trades in the COVID-19 environment.



Algonquin College made headlines for loaning medical equipment and donating supplies to local hospitals during COVID-19.



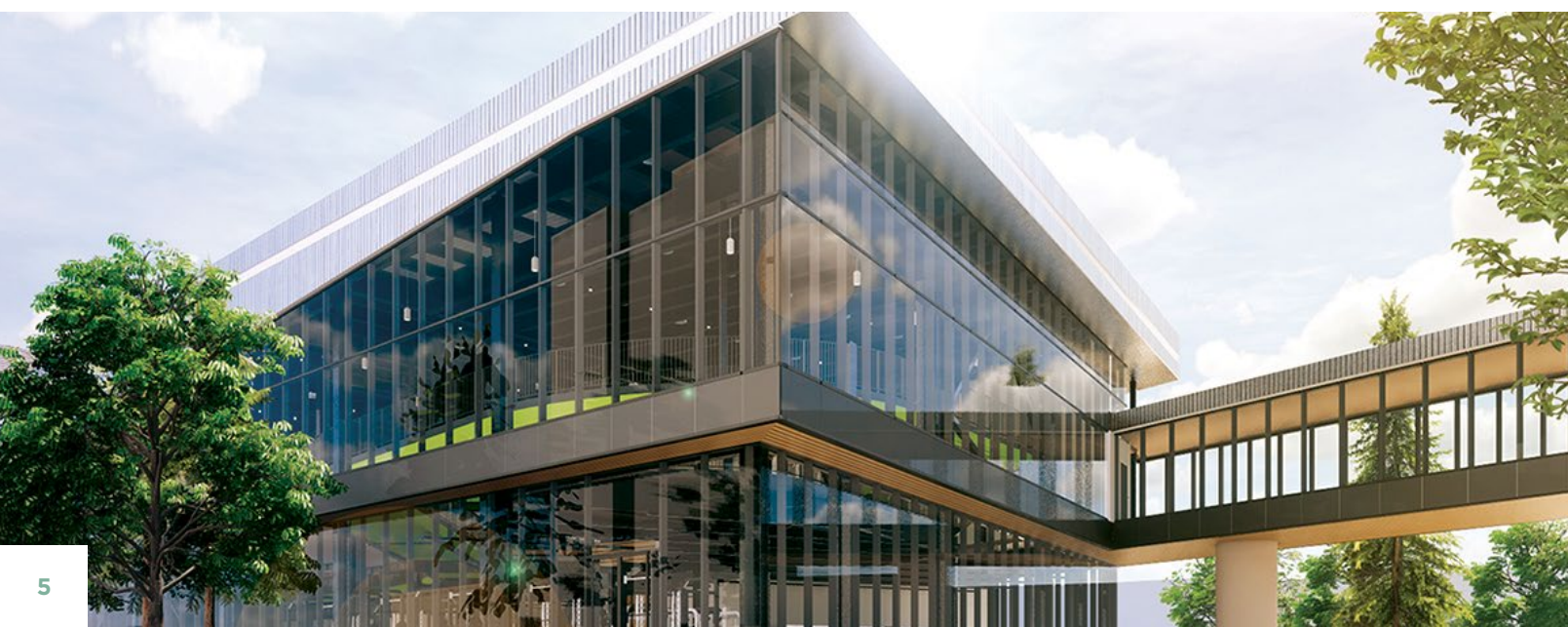
CTV News visited Culinary students on the Ottawa Campus in late August to highlight safety measures.



1



2



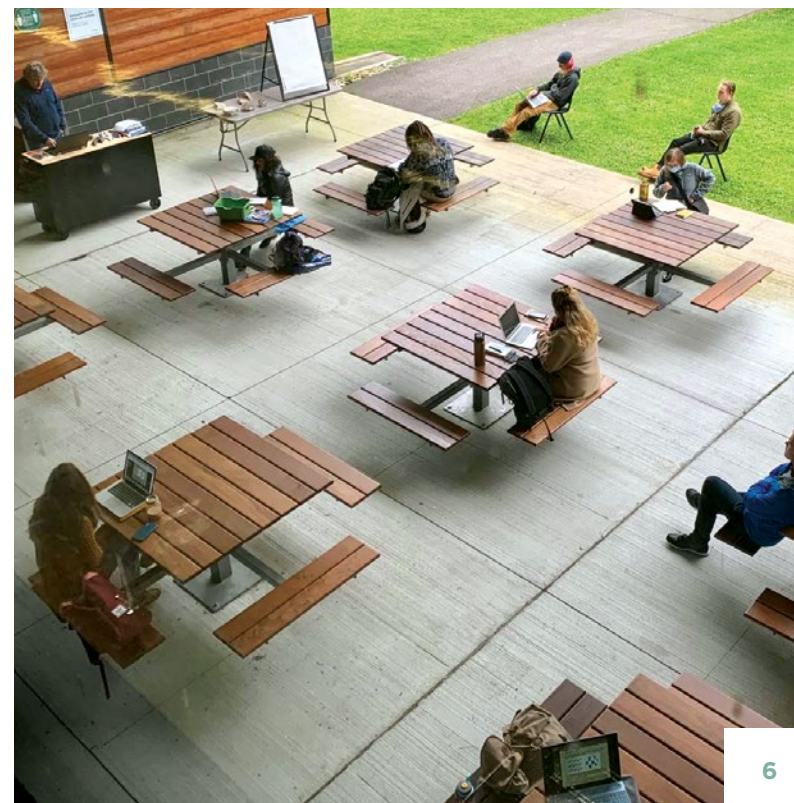
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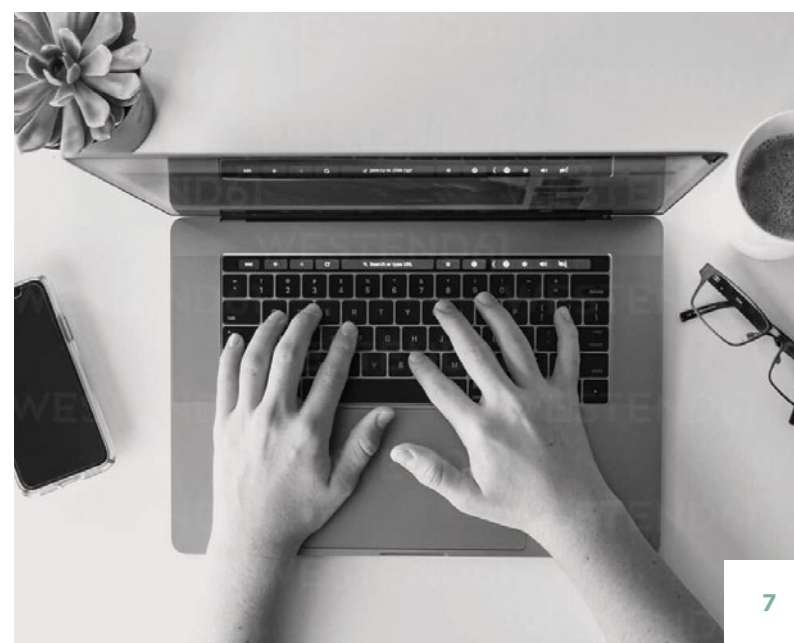
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4



6



7

REFLECTIONS OF 2020-2021

1. Algonquin College developed detailed health and safety protocols on campuses for those students and employees required to attend as part of learning activities
2. Algonquin College Corporate Training facility on Sussex Drive in Ottawa's downtown core.
3. Algonquin College and Ottawa Tourism celebrated the launch of Indigenous Tourism Entrepreneurship Training, which will support Indigenous entrepreneurs in the creation and development of their own business and tourism ideas.

Thanks to funding provided by the Canadian Experiences Fund, this partnership will see the creation of 10-week training modules, which will prepare Indigenous learners with the skillset to develop their business and tourism plans, and prepare them to pitch their idea to founders, as well as apply for funding through various agencies.

4. President Claude Brulé and Jeremy Roberts MPP for Ottawa West-Nepean on Ottawa Campus.
5. The Jack Doyle Athletics and Recreation Centre scheduled to open in late 2021.
6. Physical distancing outdoor classroom.
7. 1316 employees took part in mandatory COVID-19 Health & Safety Awareness Training for Employees Returning to Campus

New Jack Doyle Athletics and Recreation Centre for all members of the College community to enjoy

A STATE-OF-THE-ART ARC

Algonquin’s Students’ Association’s Athletics and Recreation Centre project, known as the ARC, is on track to open on schedule in summer 2021 despite delays incurred when construction halted in the early months of the COVID-19 pandemic.

The College and the Students’ Association (SA) broke ground on the \$49.9-million recreation and sports centre in early 2020. With 125,485 square feet of space available, the two-storey plus basement facility will include top-of-the-line amenities.

This includes three gymnasiums:

1

one single gym for general recreational sports

2

one double gym for recreational sports, competitive varsity-level games and special events

3

a second-floor 400-metre corkscrew track for walking and jogging, multi-purpose rooms for yoga, spinning classes, dancing, martial arts, etc., and simulated golf, climbing walls, bowling lanes, a billiards rooms, table tennis, fitness zones, and restaurant

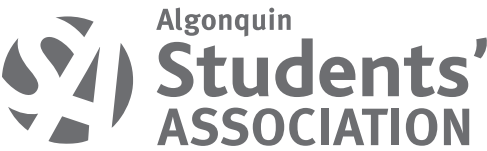
“The project is advancing nicely and students will be absolutely delighted with their new athletics and recreation facility,” says SA President Emily Ferguson. “There will be something for everyone.”

The ARC is badly needed. Algonquin has outgrown the existing varsity, fitness and recreational facilities on the Ottawa Campus. The existing athletics facilities accommodate about 60 recreational and intramural teams annually; limited availability means another 30 to 40 team events must be declined each year, and time for open play is restricted, reducing student satisfaction.

The new building and its programs are expected to encourage a diverse range of students of all levels of ability to participate in health-and-wellness activities and to take ownership of their health and fitness — body, mind, and spirit.

It will also advance the College’s commitment to Truth and Reconciliation Calls to Action in various ways, beginning with a rebrand of the varsity program and including traditional Indigenous sports within the ARC’s programming.

The facility is funded by the SA to the tune of \$49.9 million. Algonquin College is contributing \$5.5 million to the ARC construction, in addition to \$11.9 million to fund the pedestrian link, road upgrades, and other infrastructure upgrades.



The Jack Doyle Athletics and Recreation Centre is funded by the Students’ Association to the tune of \$49.9 million.

APPLIED EDUCATION AND TRAINING

Learn

innovate create

TIMELY RESEARCH IN A TIME OF COVID-19

ALGONQUIN CONNECTS TO THE COMMUNITY WITH INNOVATIVE PRODUCTS

Innovation meets Adversity. The phrase captures the work of Algonquin College's Office of Applied Research, Innovation & Entrepreneurship (ARIE) and its eight Applied Research Centres in 2020-2021.

Algonquin College is committed to developing partnerships on innovative research projects that help business and communities thrive. These partnerships deepen the College's ties with the community and ensures a match between the needs of our students and those of employers.

The COVID-19 crisis highlighted the importance to client-partner projects of our research centres. These partnerships, involving businesses, health organizations, and government agencies, produced innovative products and services that served the public good in a time of need. A few examples illustrate the point:

- ARIE's MakerSpace, a hands-on facility open to students, faculty, and external partners, used 3D printers in a partnership with Hacking Health Ottawa, the Children's Hospital of Eastern Ontario, the Thistledown Foundation, and University of Ottawa medical students to produce face shields for health-care workers. Makerspace staff, volunteers and students provided 300 headpieces by the end of April 2020.
- MakerSpace staff also struck a partnership with Aaryan Harshith, a Sudbury high school student, giving him access to College equipment and student expertise to develop the AI-Powered Cancer Detection Device, an innovative instrument that uses photonic technology to find cancer cells in the body during surgery.

- The Social Innovation Lab partnered with clinicians at the Children's Hospital of Eastern Ontario to create a software platform, insightScope — built entirely by College students — that speeds up reviewing health-care research, reducing the time spent on these reviews, including those related to COVID-19, from months to weeks or even days. To date, the platform has been used for more than 69 systematic reviews with 437 participants and includes more than 340,000 completed assessments. The results are provided to key decision-makers, including the Chief Science Advisor's expert panel on COVID-19, the Ontario Command Table Secretariat, Ontario's Health Technology Assessment team, Public Health Agency of Canada, and several hospitals across Canada.
- The Victimology Research Centre, drawing on a grant from the Social Sciences and Humanities Research Council, embarked on a project — Victim Services and Vicarious Resilience — that seeks to review best practices, locate systemic barriers that service providers encounter when serving clients, and develop tools that foster resilience for service providers. The Centre, the first of its kind in Canada, was officially launched in the last week of November during Victims and Survivors of Crime Week. The Centre will collaborate with service providers from across the nation and internationally to identify what additional training would be helpful. During the pandemic, the Victimology Research Centre hosted host six additional practicum students from the Victimology graduate certificate program whose community agency placements were affected by the lockdown.

HIGHLIGHTS



2,318

approximate number of registrants who participated in 84 virtual events staged by Applied Research, Innovation & Entrepreneurship (ARIE)



face shield headpieces created by MakerSpace team for frontline health-care workers (see p. 45)

PROJECTS THROUGH ARIE'S APPLIED RESEARCH CENTRES INVOLVING

797

Students

45

Faculty

115

Industry partners

178

Total number of projects

\$14M+

\$14,313,000: Investment in ARIE between 2016 to 2021 (including federal and provincial funding, private sector, and not-for-profit investment)



2,869+

projects ARIE partnered on in the last decade (most to support small to medium-sized businesses)



CO-OP
27%
29%
46

increase in the number of Co-op work terms for students in the 2020 Fall Term.

increase in the number of Co-op work terms for students in the 2021 Winter Term.

total co-op programs offered in 2020-2021

115

PARTNERS

number of applied research industry and community partners



people, including students, faculty, clients, and industry partners who registered to attend Algonquin College's first virtual RE/ACTION Showcase in December 2020

Algonquin College: a partner for innovation

Of course, the quality of research involving Algonquin's students and faculty goes beyond the exigencies of the pandemic. Consider:

- In 2019-2020, 797 students, 45 faculty, and 115 industry partners engaged in Applied Research. A total of 178 projects were completed through ARIE's Applied Research Centres.
- Investment in ARIE between 2016 and 2021 was \$14,313,000. This included federal and provincial funding, private sector, and not-for-profit investment.
- ARIE partnered on 2,869 projects in the last decade, most to support small to medium-sized businesses.
- In 2020-2021 alone, ARIE researchers were involved in 178 projects, many of which involved helping entrepreneurial start-ups and small- and medium-sized enterprises (SMEs) develop products and services.

Then there are these examples:

- The **Data Analytics Centre** is a research facility that brings together entrepreneurs, students and faculty researchers to offer companies research expertise in data-related areas, from applied data engineering to advanced machine learning and deep learning. This past year the Centre was involved in six commercial product-oriented research projects with four companies, two of which were new partners. These projects included:
 - 1) Helping incubate Cheetah Networks, an innovative Edge to Cloud IoT Solutions company with expertise in wireless IoT technologies. The company offers service provider around the world with solutions to networking issues.
 - 2) Assisting Caseware RCM/Alessa to develop anti-money laundering software solutions. Alessa allows clients to identify high-risk entities and activities early, engage the business to investigate and remediate any potential issues and comply with regulations.

3) Working with Driven Sport Inc., the industry leader in human performance technologies for sport and military, on using data and artificial intelligence to provide customers with insights that maximize performance potential.

- **The Design Centre** connects students and faculty in digital technology-related areas with local tech firms. For example, Interactive Media Design students worked through the Design Centre to help deliver a new app, POP TIKR Local Support, that helps SMEs cope with the COVID-19. The app provides users with real-time offers from local businesses, driving traffic into stores, helping them retain jobs. Company founder Kamal Dhanoa credits the app's creation to the "great support" of ARIE students who contributed to the app's design, research, and marketing.
- Algonquin College is one of four partners in the **Canadian Partnership for Research in Immunotherapy Manufacturing Excellence (CanPRIME)**, a training program to boost Canada's capacity to manufacture vaccines and viral immunotherapies for cancer and other biotherapeutics. ARIE administers the AC portion of the grant and Kevin Holmes, Managing Director of the Social Innovation Lab, is Academic Lead on the project for the College. The College's Biotechnology co-op students are involved in research related to COVID-19, receiving specialized training to develop, test and manufacture novel biotherapeutics. The program, which also involves The Ottawa Hospital, the University of Ottawa, and Mitacs, is the only one in Canada that provides hands-on training to develop these skills in a Good Manufacturing Practice facility.



Interactive Media Design students worked through the Design Centre to help deliver a new app, POP TIKR Local Support, that helps SMEs cope with disruptions caused by COVID-19.

RE/ACTION SHOWCASE

RE/ACTION Showcase events provide students with a venue for displaying the leading-edge applied research projects they have developed in collaboration with industry and other community partners. The events also give them the opportunity to network with other students, educators and professionals. As well, employers have the opportunity to find new talent. It is not uncommon for Algonquin students to be offered job interviews on the spot.

Before COVID, 880 students participated in three RE/ACTION Showcase events in 2019-2020, displaying a record-setting 237 projects — ranging from robotics and innovative apps to artificial intelligence and 3D modelling. The events attracted an estimated 1,400 attendees. They also attracted media attention, including eight feature stories on CTV's Morning Live and CBC Radio's Ottawa Morning, with a combined net audience of 2.9 million.

Since last May, in responding to the pandemic, the ARIE team has created 84 virtual workshops and events. These included how to set up an e-commerce store using Shopify, creating 3D models and designs, using lasers to cut and design objects, and a four-part workshop on the basics of Arduino boards, an open-source electronics platform. The reach of these events exceeded expectations. As of March 2021, 2318 registrants from countries around the world had signed in.

ARIE teams also created nine workshops for the Student Learning Centre. The workshops showed students in Engineering, Business, Hospitality, Skilled Trades, Computer Programming and Project Management how to build portfolios of their work. More than 25 live workshop sessions were held in-class and via Zoom.

Finally, in December, more than 204 people, including students, faculty, clients, and industry partners registered to attend Algonquin College's first virtual RE/ACTION Showcase — the largest number of registered attendees ARIE has seen at any of its RE/ACTION events. They had plenty to consider — 72 projects created by student teams from various College programs offering the latest innovations in everything from data analytics to helping charities.

"The inaugural virtual Showcase (is) a testament to the ability of our learners to pivot, problem solve, rise to the occasion and succeed," said Chris Janzen, Senior Vice President, Academic. "It is truly incredible what can be achieved when industry and Algonquin College talent work together."

In particular, Janzen noted a common theme in the Showcase event — "helping businesses and charities adapt and respond to COVID-19."

"It's truly incredible what can be achieved when industry and AC talent work together."

Chris Janzen,
Senior Vice President, Academic

Cooperative Education work terms set new record

The Cooperative Education department grew significantly in the last year with student work-terms surging to record levels, ranking Algonquin College among the best post-secondary institutions in Canada offering co-op education programs.

Despite the challenges of the COVID-19 pandemic, Fall 2020 co-op work terms jumped 27 per cent compared to the same pre-pandemic period a year earlier. This trend continued in the 2021 Winter Term with year-over-year work-term placements spiking 29 per cent.

These steep increases are all the more remarkable considering that work-terms across the rest of the country have dropped, according to the Co-operative Education and Work-Integrated Learning Canada. The organization's November report indicated that nation-wide placements declined 14 per cent over the last year.

Algonquin's Co-op Department, however, expanded its offerings in the last year, making 46 co-op programs available. That's an increase of five over 2019-2020, which was itself a jump of five from the year earlier. Roughly 4,500 students registered this past year.

Algonquin's success with both students and employers is directly connected to the Cooperative Education team's flexible and innovative work with students, employers, and internal stakeholders. Team members took a hands-on approach in dealing with students and employers.

“We asked ourselves what we could do to help our students.”

David Hall,
Manager, Cooperative Education

Algonquin President Claude Brulé lauded the department's success. “This great news is underscored by countless hours of effort and tireless dedication on the part of the College's Cooperative Education team to our learners and employer partners,” he said. “This success reminds us of the strong and resilient relationships the College has built with our business community, and how vital these connections are to overcoming our current challenges together.”

One example of the co-op team's innovativeness — and in direct response to circumstances imposed by the pandemic — was a new Entrepreneurship Co-op (eCo-op) program in the summer of 2020. The program provided aspiring entrepreneurs with a structured program to help them launch or develop their existing business as part of co-op.

As David Hall, Manager of the Cooperative Education department, explained: “eCo-op was just one of the Co-op department's responses to the pandemic. We asked ourselves what we could do to help our students to spend their time developing their skills and potentially earning money by working on something important to them.”

The eCo-op option differed from Algonquin's more traditional co-op work terms in which students satisfy their co-op requirements by working with a College employer partner in a job where they get paid.

With eCo-op, students were their own bosses. From developing a business plan and pitching their business, to engaging with community partners and future customers, the eCo-op program provided a platform for students to bring their ideas to life under the guidance of a mentor. Interested students worked on their business venture full-time for a semester rather than working a traditional co-op job with an employer.

The Co-op Department collaborated with Algonquin's Innovation and Entrepreneurship Centre to provide and build a network of mentors to help to assist students through the process. Student interest was immediate, with half-a-dozen signing up for the eight-week Summer semester and about a dozen for the Fall semester. Another 20 expressed interest in the Winter semester. In total, 32 students completed eCo-op program. There was also interest in other Co-op initiatives.

About 100 employers attended five new program launch events – Bachelor of Public Safety, Office Administration — Executive, Business-Marketing, Bachelor of Automation and Robotics, and Energy Management/Environmental Management and Assessment — the department hosted in the Fall.

These kinds of innovative programming suggest why co-op learning continues to have a bright future at Algonquin. In fact, work-term enrolment for the Summer 2021 Term already looks promising. Recently, in one week alone, the Co-op department saw a 13-per-cent increase in the number of planned student-employer interviews compared to the same period in 2020. That translates into 373 student interviews with 77 different employers.

CO-OP AWARDS

Algonquin's work-term numbers reflect the high regard employers have for the College's co-op programs.

In the words of Lynn Ferron, a Principal with architectural firm HOK in Ottawa: “I would definitely recommend co-op to another employer. It's the smartest way to hire young people.”

Chulaka Ailapperuma, Manager, Information, Science and Technology Branch, Canada Border Services Agency, echoed that view: “We find that students from Algonquin tend to be more current with the technology.”

Ailapperuma and Ferron were among the co-op employers to be honoured with Cooperative Education Awards of Excellence. The annual awards recognize the contributions of five co-op employers and five students.

The 2020 awards ceremony was postponed because of the pandemic. Nonetheless, the department was proud to announce the names of the award winners and offer short videos showcasing each of the 10 winners' experience with the co-op program.



The eCo-op program provided aspiring entrepreneurs with a structured program to help them launch or develop thier existing business as a part of co-op.



Despite the challenges of the COVID-19 pandemic, Fall 2020 co-op work terms jumped 27 per cent compared to the same pre-pandemic period a year earlier.

Student award winners were also effusive. “I couldn’t have wished for a better place to have as my first employer,” said Anastasia Kurbakovskaya, a Geographic Information Systems student who completed her co-op terms with the Ottawa Police Service.

“It really showed me what I can be capable of in the workplace when I’m applying the knowledge I learned from Algonquin and the program,” said Kevin Garrahan, who completed his Bachelor of Building Science (Honours) degree with co-op terms at RND Construction.

The employers who received the Outstanding Contribution to Algonquin College Cooperative Education Award were:

- **Lynn Ferron**, HOK;
- **Christine Gan**, Bishop Water Technologies;
- **Raija Pearce**, Ribbon Communications;
- **Chulaka Ailapperuma** and **Ranjan Bannerjee**, Canada Border Services Agency; and
- **Gaetan Pierre Chartier**, Canadian Coast Guard.

The Co-op students who earned The Cooperative Education Student Achievement Award were:

- **Anastasia Kurbakovskaya**, Geographic Information Systems program graduate;
- **Kevin Garrahan**, Bachelor of Building Science (Honours) graduate;
- **Ragav Mahajan**, Bachelor of Commerce (e-Supply Chain Management) graduate;
- **Alexandra (Allie) Timotheou**, Interactive Media Design graduate; and
- **Felipe M.S. da Silva**, Computer Programmer graduate and artificial intelligence to provide customers with the insights to maximize performance potential.

NEW PROGRAMS

Algonquin College is the largest polytechnic institute in Eastern Ontario, offering more than 340 program in numerous disciplines.

But regardless of its size — and despite COVID-19 — the College continues to expand its program offerings to meet student demand and labour market needs.

Over the past year, the College received ministry approval for several Bachelor’s degrees, graduate certificates, and diplomas.

Some such as the Film and Media Production Ontario College Diploma were launched in Fall 2020. But most are scheduled to begin in Fall 2021. They include:

- Bachelor of Technology (Digital Health) (Co-op);
- Bachelor of Technology (Business Systems Development) (Co-op);
- Bachelor of Digital Marketing Communications (Honours);
- Bachelor of Science (Building Science); and
- Cyber Security Analysis (Graduate Certificate).

The College has also received approval for two new graduate certificate programs and a diploma program at the Pembroke Campus, beginning in either 2021 or 2022. They include:

- Environment Management and Assessment (Graduate Certificate) – Winter 2021;
- Computer Programming (Diploma) – Winter 2022; and
- Geographic Information Systems (Graduate Certificate) – Winter 2022.

A Bachelor of Culinary Arts and Food Science (Honours) program was approved for the Ottawa Campus in Winter 2022.

1

GOAL ONE

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

CORE BELIEF:

LEARNER DRIVEN

Definition

Percentage of eligible post-secondary education students enrolled at the College Day 10 of the Fall term who remain enrolled Day 10 in the following term across all levels. Eligible students are domestic and international full-time and part-time students registered in certificate, diploma, advanced diploma, degree and graduate certificate programs.

Improve Student Retention



85.7%



81%*



84%

GOAL ONE

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

CORE BELIEF:

INNOVATION AND QUALITY

Definition

Recorded annually as part of the Colleges Ontario Key Performance Indicators (KPI) survey.

Increase Student Willingness to Recommend Algonquin College as a Place to Study



76.3%



71%*



78%

4

GOAL FOUR

We will be leaders and continuously improve the quality, impact and innovativeness of teaching, learning and service delivery

CORE BELIEF:

INNOVATION AND QUALITY

Definition

Percentage of full-time students who are registered in certificates, diplomas, advanced diplomas, degrees and graduate certificates with a co-op option.

Number of Students Registered in a Co-op Program



3,661



4,000*



4,309



2020-2021 Benchmark



2020-2021 Target



Target revised due to COVID-19



2020-2021 Actual

ALUMNI, STUDENT
& EMPLOYEE SUCCESS

Clear

vision &
outlook

RECOGNIZING OUR AC COMMUNITY

ALUMNI OF DISTINCTION AWARDS

Algonquin College did not let the COVID-19 pandemic get in the way of celebrating the achievements of its illustrious alumni by holding a virtual event in their honour.

In early December, the College held its fourth annual Alumni of Distinction Awards Gala remotely, honouring ten individuals and organizations that have distinguished themselves in their respective fields.

Fittingly, given the circumstances, the gala’s theme was “community.” The virtual event, attended by more than 105 participants, honoured the important contributions these College graduates have made to their communities.

As Jay McLaren, Chair of the Algonquin College Board of Governors, put it: “We are so proud to commemorate our Alumni of Distinction Award recipients. They are a group of people who exemplify what it means to transform hopes and dreams into lifelong success. They inspire us to be more. To give more. To learn more. To make a difference.”

Algonquin College President and CEO Claude Brulé, echoed the sentiment. “This year’s cohort of award recipients are shining examples of paying it forward, building communities, life-long learning ... and life-long leadership. They represent the best of us. They are part of a thriving, interconnected community who are proud Algonquin alumni.”

While the celebrations took place online, every effort was made to ensure honorees could enjoy something from the College at home. Each award recipient received a special “taste” of the College from the School of Hospitality & Tourism, Culinary and Baking programs. The individual charcuterie boards included meats prepared by Farm to Fork students, pastries made by baking students, while the wines were selected by the College sommelier.

Chef Dan Halden, Chef Harsh Singh, and the second-year Culinary and Baking students were involved in the preparation of these treats. As well, each award was conceived, designed and crafted by the Applied Research, Innovation and Entrepreneurship team in the Algonquin MakerSpace facility.

Mark Savenkoff, Vice President of Advancement, expressed the pride the College felt for its alumni. “Our mission at Algonquin College is to transform hopes and dreams into lifelong success. Our recipients this year are no exception. These awards are a point of pride for us at the College, and we are proud that our award recipients are not only community leaders, but also community builders.”

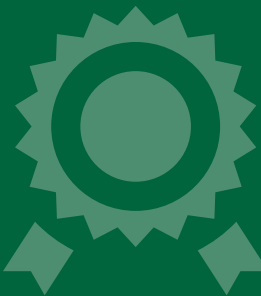


Algonquin College did not let the COVID-19 pandemic get in the way of celebrating the achievement of its illustrious alumni and students by holding a virtual event in their honour.

HIGHLIGHTS



ACHIEVEMENTS



25
EMPLOYEES

honoured with Employee Awards
for significant individual and team
contributions to the College



8

Professors and employees honoured with
awards at the Students' Association annual
Faculty Recognition Awards.

\$36,000

FUNDRAISED BY EVENTS
MANAGEMENT STUDENTS FOR FOUR
LOCAL CHARITIES - ALL THROUGH
VIRTUAL EVENT PLANNING



11 Alumni of Distinction
awards presented during
a virtual ceremony, including
The Ottawa Hospital as
Alumni Employer
of the Year



27

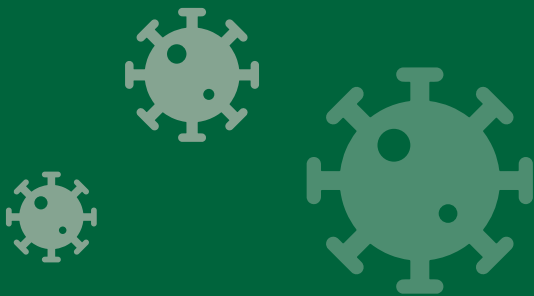
PARAMEDIC
STUDENTS

honoured with **Changemaker
Award** for their efforts on the
frontlines of COVID-19



688
HOURS

Paramedic students
volunteered to help
professional paramedics
during the pandemic



Virtual celebrations held to honour our community

The Alumni of Distinction Award recipients were:

- **Ian Millar**, an Olympic medal equestrian, was named Alumnus of the Year. Millar graduated from the Business Administration program in 1968 when Algonquin College was known as the Eastern Ontario Institute of Technology. His heart, though, was in horses — “I was totally horse-crazy,” is how he puts it. That passion eventually led Millar literally to Olympian heights. Today, he is among the most honoured champions in his field, having competed as a rider in 10 Olympic Games, breaking the world record for most Olympic appearances across all sports in 2012. In 2008, he won a silver Olympic medal in Beijing.
- The Ottawa Hospital was honoured as Alumni Employer of the Year. **Dr. Jerry Maniate**, the organization's Vice President of Education, accepted the award on behalf of the hospital. With more than 1,100 beds and a workforce composed of about 16,000 people, The Ottawa Hospital has an annual budget of \$1.2 billion. Each year, the hospital hires approximately 600 nurses, many of them graduates of Algonquin College.
- **Heidi Hauver**, Vice President, Talent and HR, Leadership and Culture Mentor, with Invest Ottawa, was named Alumni of Distinction – Business recipient. A graduate of both the Applied Management program (Class of 2005) and the Human Resources Management certificate program (Class of 2007), she was recognized for her transformational leadership in the field of Human Resources.
- **Leslee Brown**, with the Addiction Services of Eastern Ontario, received the Alumni of Distinction – Changing Lives Award. A 1981 graduate of the College's Recreation and Leadership program, she has earned a stellar reputation as an addiction therapist and counsellor. Since 1990, Brown has worked with Cornwall Community Hospital as an Addiction Therapist in both inpatient and outpatient care.
- **Véronique Rivest**, sommelier and owner of the Soif - Bar à vin in Gatineau, received the Alumni of Distinction – Creative Arts & Design Award. Rivest graduated from the School of Hospitality's Sommelier program in 1996. Since then she has been recognized as one of the best sommeliers in the world, placing in the top 12 at the World's Best Sommelier competition in 2007 and 2012. She took second place in the same competition in 2013 – the first woman to appear on the podium in the history of the competition.
- **Paula Doering** is the Senior Vice President of Clinical Programs and Chief Nursing Executive and Allied Health Professionals at the Bruyère, Ottawa's only complex continuing care hospital. She was the Alumni of Distinction – Health Sciences recipient. A 1982 graduate in Practical Nursing, Paula has held more than 18 different positions as a nursing professional and directed numerous hospital programs has over the course of her 37-year career.
- **Nazira Tareen**, a graduate of the Early Childhood Educator program (Class of 1973), was honoured as the Rena Bowen Volunteer of the Year for her long-time volunteer work with the Ottawa Muslim Women's Auxiliary of the Ottawa Mosque. She served three terms as the organization's president. In the years since she and her husband arrived in Canada in 1968, she has seen Ottawa's Muslim community grow from about 500 people in the late 1960s to more than 100,000 today.

“This year's cohort of
award recipients
are shining examples
of paying it forward.”

Claude Brulé,
President and CEO, Algonquin College

- **Michael Nolan**, Chief, Paramedic Service and Director, Emergency Services, County of Renfrew, received the Alumni of Distinction – Community Services Award. A 1991 graduate of Algonquin's Ambulance and Emergency Care Paramedic program, Nolan's career has sent him far afield, professionally and personally, and earned him a reputation for leadership and innovation in his field. During his 35-year career, he's taught college-level health medicine, served as Deputy Chief of the Ottawa Paramedic Service, and Director of Emergency Management for the City of Ottawa, and advised governments around the world on paramedic systems and best practices.
- **Luc Levesque**, Vice President of Growth at Spotify, was the Alumni of Distinction – Technology recipient. After graduating from Algonquin in 1995, he went on to become a highly successful technology entrepreneur in the digital world — he created the world's first travel blogging platform, Travelpod — with positions at TripAdvisor, Facebook and, most recently, Shopify. Along the way he has created several popular websites, including the Traveller IQ Challenge that is used by 100 million people, and a photo-sharing site, TripWow, that had 60 million users.
- **Shaun Barr**, the Chair of the Algonquin College Construction Trades and Building Systems and Perth Campus, received the Alumni of Distinction – Apprenticeship Award. A 1993 graduate of the Heating, Refrigeration/Ventilation and Air Conditioning program at Algonquin, he owned and operated a heating company for 15 years — regularly hiring Algonquin HRAC graduates — before starting to teach part-time at the College in the early 2000s. In 2008, he accepted a full-time position and went on to become the Chair a decade later.
- **Lexi Savoy**, an Ottawa-based scriptwriter, received the Alumni of Distinction – Recent Graduate Award. A 2015 graduate of the College's Scriptwriting program, Savoy is already making a name in the industry. In 2108, she won the Sir Peter Ustinov Award at the International Emmys in New York for a TV pilot script, “Who Killed Heather McAdams?,” about a woman who returns home after being missing for 14 years. It was one of the ideas she had developed as an Algonquin student. Savoy subsequently pitched the idea to Netflix.

One of our
partners, The
Ottawa Hospital,
was honoured
as the Alumni
Employer of the
Year. Each year,
the hospital hires
approximately
600 nurses,
many of them
graduates of
Algonquin
College.

CHANGEMAKER AWARD

The Student Changemaker Award allows Algonquin College's Board of Governors to recognize the remarkable achievements of our learners.

Fittingly in 2020-2021, Paramedic students were among those learners honoured with the Changemaker Award for their efforts on the frontlines of COVID-19. Twenty-seven students from the Paramedic Program volunteered to staff drive-through testing sites in Renfrew County and Ottawa.

These students donned Personal Protective Equipment (PPE) and volunteered over 655 hours to help professional paramedics and gain valuable experiential training during a pandemic that had become the "new normal" of health care.

The opportunity to work on the frontlines also allowed the College to create stronger relationships with the Renfrew Paramedic Service and Ottawa Paramedic Service. The two services were hosts to Algonquin Paramedic program placements.

"It is an honour to thank you all," Board Chair Jay McLaren said during a virtual award ceremony in October. "This unprecedented pandemic has given you a real, hands-on opportunity to learn. We are very proud of our learners in the Paramedic program."

The Paramedic students expressed pride in their frontline contribution. "These opportunities gave me a sense of purpose and the drive to get up and do something," said Justin Jordens, one of several students who accepted the Changemaker Award. "It made me feel like I was doing something in Canada's fight against COVID-19."

A second Changemaker Award in December went to the four members of a College Project Management team.

The four students were honoured for their work on an AI software tool called Compleet developed at the College during Fall 2019 and Winter 2020.

The team — **Mridul Khurana, Suprojit Das, Yashaswini Reddy, and Rohan Prajapati** — captured first place in the Ontario Project Management Competition in March.

"This is a very exciting project," McLaren said in conferring the award during a virtual Board meeting in December. "We're always proud to learn of these exciting projects and they (the team members) are indeed changemakers. Algonquin College is always happy and proud to recognize this."

The project was conceived by Marketing and Management Studies Professor Nicole Priatel, who came up with a plan to develop a fully functional software tool she called Compleet. The tool would use artificial intelligence and machine learning to estimate a project's completion rate using image recognition.

"I could not be more proud of this team," Priatel said in March. "They demonstrated all the skill of top-notch project managers. Work pretty much came to a standstill due to COVID-19 and the halt to face-to-face learning opportunities. They rallied, they made sure quality machine-learning data was still being created. And they adapted from the initial plan to deliver a face-to-face demo to the judging committee in Toronto to creating a compelling online presentation."

If the prototype is developed further by an industry partner, Compleet could act as an enhanced support function for project management.



Algonquin College Paramedic students were among those learners honoured with the Changemaker Award for their efforts on the frontline of COVID-19.

In February 2021, the Board of Governors awarded a third Changemaker Award to Police Foundations student **Lucia Guder** for her influential Instagram account. A former Military Police officer in Brazil, Guder came to Canada in 2019 and decided to study at Algonquin College.

She set up an Instagram account in 2019 to relate the adventures and challenges she experienced in adjusting to life in Canada as a student, hoping to help others who might want to do the same thing. Her social media account has nearly 18,000 followers from various countries and academic programs, and has significantly raised the profile of the Police Foundations program.

The award recognized Guder's contribution to the College and lauded her efforts to inform others about life in Canada. As President Brulé said after the virtual presentation: "This is opening a gateway for many people to have a bright future in Canada, and we thank you for all the work and leadership you've displayed through this initiative."

EMPLOYEE AWARDS

Algonquin College employees did not let the pandemic get them down. Some 200 people attended the 2020 Employee Awards — virtually, of course — to honour colleagues who made a significant contribution to the institution this past year.

"The exceptional individuals and teams we salute today reflect the collective energy, optimism, creativity, and commitment of all Algonquin employees," President Claude Brulé said during the October event. "All of you helped the College overcome adversity and innovate at an unparalleled moment in our history."

Acknowledging the restrictions COVID-19 imposed on this year's event, the President suggested the pandemic's impositions provided even more reason to celebrate employees' achievements. "It's important to honour our employees, to say thank you for your innovation, your drive for excellence and dedication in a year that has been unlike any in Algonquin College's history.

"COVID-19 challenged us — practically overnight — to try new things in order to best meet the needs of our learners and employees remotely. Through your ingenuity, we came up with unique ways to deliver the majority of student support services, campus services, and events virtually."

“We’re always proud to learn of these exciting projects and they (the team members) are indeed changemakers.”

Jay McLaren,
Chair, Algonquin College Board of Governors

The past year's award winners were:

- **Shahina Siddiqi**, Early Child Education Worker
Early Learning Centre
Part-time Support Staff Award
- **Jonathan Holmes**, Recruitment Officer,
Student Recruitment
Support Staff Award
- **Mara Lowrey**, Manager, Marketing and
Communication, Campus Services
Administrative Staff Award
- **Steven Dowdell**, Technician Academic,
Architecture, Construction & Civil
Deborah Rowan Legg Service Excellence Award
- **Patti Hancock**, Part-Time Academic – Counsellors,
Librarians and Learning Strategy, Counselling
Services and Spiritual Centre
Dianne Bloor Part-time Faculty Award
- **Dmitri Priven**, Professor, Language Institute
Laurent Isabelle Teaching Excellence Award
- **Colin Bonang**, Director, Risk Management,
Finance and Administration
Gerry A. Barker Leadership Award
- **Joe Mariani**, Professor/Coordinator, School of
Hospitality and Tourism, and Sharon Norris,
Professor, School of Business
Lifetime Achievement Award
- **Employee Lifecycle Value Stream**
Team Staff Award
Team members include: **James Pede**, **Catalina Sepulveda**, **Tara Kelly**, **Chantal Dubé**, **Sam Perks**, **Bobbi Gormley**, **Adam Shane**, **Angela Peterson**, **Claire Ramsay**, **Maureen Castella**, **Kristen Jonkman**, **Yen Do**, **Penny Dockrill**, **Erin Stitt-Cavanaugh**, **Dan Pihlainen**, and **Zack Deorksen**.

The Employee Philanthropic Recognition Award was presented to **Jamie Bramburger**, Manager of Student and Community Affairs at the Pembroke Campus.

The following employees were named as National Institute for Staff and Organizational Development Excellence Award recipients:

John McKinlay-Key (Algonquin Centre of Construction Excellence), **Jeff Jackson** (Outdoor Adventure, Pembroke), **Laurie Logan** (School of Business), **Shelley Pond** (AC Online), **Vicki Grisim** (Health and Community Studies), **Martin Savard** (Program Coordinator, Perth), **Martin Taller** (Hospitality & Tourism), **Jeff Threader** (Business Administrator), **Benjamin Roebuck** (Police and Public Safety Institute), and **Charles Nixon** (Advanced Technology).

“All of you helped
the College
overcome
adversity
and innovate.”

Claude Brulé,
President and CEO, Algonquin College

FACULTY AWARDS

Regardless of the pandemic, the Algonquin Students' Association was not going to let its long tradition of honouring College teachers lapse.

In November, the SA staged its 25th annual Faculty Recognition Awards, honouring professors nominated by students for their teaching excellence. This event was originally scheduled for April but was postponed and moved to a virtual format because of COVID-19.

Each year, students nominate professors who have gone above and beyond in the classroom. Nominations are reviewed by a committee of students and SA staff who select the award recipients.

The recipients of the Excellence in Teaching Award were:

- **Blerim Qela**, Professor, Electrical, Horticultural and Building Sciences, Ottawa Campus;
- **Jancess Pheona Pinnock**, Professor, Heritage Institute, Perth Campus;
- **Jenny Hodgson**, Campus Life Coordinator, Pembroke Campus;
- **Marina Westbrook**, Professor, General Arts and Science, Ottawa Campus;
- **Paul Zwicker**, Part-Time Professor, Hospitality and Tourism, Ottawa Campus; and
- **Sharmeen Charania**, Professor, Community Studies, Ottawa Campus

Two additional awards were also handed out. The Chris Warburton Award of Excellence is awarded to a community member who has made outstanding contributions to student life at Algonquin College.

The recipient of the Chris Warburton Award for 2020 is:

- **Bryan Eburne**, Manager, Fees, Curriculum and Reporting

The Algonquin Students' Association Board of Directors Award was a new honour. The Board created this award to honour a College community member who is in a student-facing role on all campuses and has made a significant contribution to the Board's priorities.

The inaugural recipient of the Algonquin Students' Association Board of Directors Award was:

- **Sarah Crawford**, Sexual Violence Prevention and Harm Reduction Coordinator



Twenty-seven students from the Paramedic Program volunteered to staff drive-through testing sites in Refrere and Ottawa.



The Faculty Recognition Awards event was originally scheduled for April but was postponed and moved to a virtual format because of COVID-19.



EMPOWERED
PEOPLE

Equity

Diversity Inclusion

STRONG VALUES SUPPORT COMMUNITY

ALGONQUIN COLLEGE STAYS TRUE AND LEADS THE WAY

Algonquin College values both the dignity and uniqueness of the individual and the equity and diversity in our community. With these values in mind, the College completed the second year of efforts detailed in the *2019-2022 Inclusion & Diversity Blueprint* to further our commitment to “build a learning workplace that is respectful, diverse, inclusive and healthy.”

This three-year plan was launched in December 2019, some three months before the COVID-19 pandemic forced Algonquin, like other post-secondaries across the country, to go into lockdown, restrict access to its campuses, and turn to remote delivery for many of its programs.

Nevertheless, despite these unanticipated circumstances, the College moved forward in developing its inclusion, diversity, and equity policies. As Sarah Gauen, Algonquin’s Diversity and Inclusion Specialist, put it: “With COVID-19 it became even more important to be reaching out to members of our teams to connect, learn about our varied lived experiences, and create an environment where everyone is included.”

Indeed, there are numerous examples of Algonquin’s efforts on the inclusion and diversity front — everything from online events, podcasts, and videos to blogs, learning sessions, and articles. All are aimed at furthering the goals of the *Inclusion & Diversity Blueprint* among students and employees. Consider:

- The Inclusion and Diversity Circle, an employee-led group that partnered with the College’s Student Support Services department and the Students Association to organize a week-long series of events and activities in early February entitled “Taking a Stand: Disrupting Black and Indigenous Racism.”

Some 847 people participated in ten main events featuring 24 speakers and performers. Parallel activities included fundraising, targeted outreach for employee mentoring, and calls to create diversified course content. Support for Black and Indigenous learners and colleagues was also a central concern.

These strong communications activities were highly effective in achieving the week’s goals of:

- Building awareness and offering the opportunity to learn about racism and becoming anti-racist;
- Providing visible commitment and support to the Black and Indigenous members of the Algonquin College community;
- Celebrating Black and Indigenous cultures; and
- Encouraging the community to act to foster an inclusive College.



The Inclusion and Diversity Circle is an employee-led group partnered with the College’s Student Support Services and Students’ Association that organizes the Taking a Stand: Disrupting Black and Indigenous Racism week-long event.

HIGHLIGHTS

AC COMMUNITY

8TH
TIME

ALGONQUIN COLLEGE
IS A **NATIONAL
CAPITAL REGION'S
TOP EMPLOYER**
AWARD RECIPIENT



10K+



Students graduated in the
Spring and Fall terms in
**Algonquin's first-ever virtual
Convocation** in October.



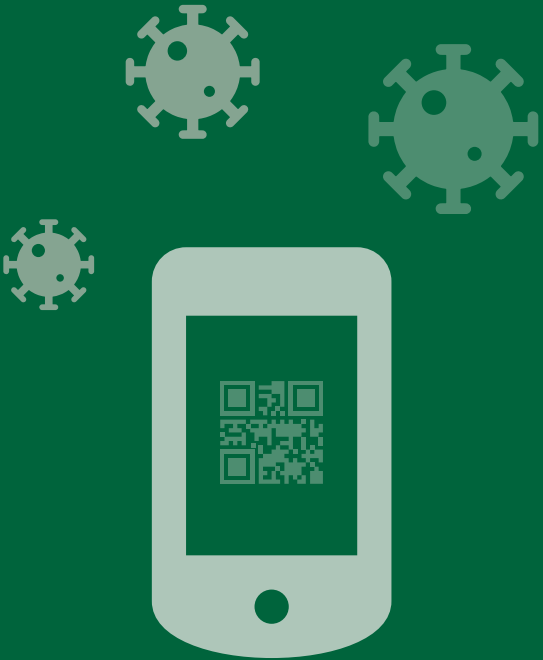
200

classrooms and labs were prepared
for remote teaching or physical-
distanced in-person teaching

2,639

PARTICIPANTS

In **Remote/Hybrid
Employee Learning** sessions



15K+

DOWNLOADS

of the Algonquin Mobile Safety
App after the November 2020
addition of a COVID-19 self-
screening feature

The Inclusion & Diversity team was also active in creating new ways to deliver learning opportunities focused on equity, inclusion, diversity, and intercultural competence. A record number of employees engaged in personal and professional activities to understand and develop themselves. Consider:

- The Inclusion Infusions learning brand presented numerous blogs and six live events. Among the events was “A panel discussion on Race in Education” involving Meghan Wills, Chair for Parents for Diversity; Tim McCaskell, author of the book *Race to Equity: Disrupting Educational Inequality*; and Pascale Diverlus, co-founder Black Lives Matter — Toronto. The event was moderated by Annette Carla Bouzi, a professor in Algonquin’s School of Business and President of the faculty union.
- Another event to mark International Day of Persons with Disabilities involved Michael Jacques, a young man with autism and intellectual disability who authored *Can’t Read, Can’t Write, Here’s My Book*.
- The past year also saw the creation of a six Inclusion Infusions podcast series where in each episode the co-hosts from the Incision & Diversity Circle engaged in conversations with experts to explore perspectives on equity, diversity, inclusion, exclusion, hardship and leadership, and link these issues to the reality facing employees in Ontario’s colleges. With 500 listens on topics from the “Wisdom of Women Leaders,” “The Reality of Virtual Inclusion,” and “A Vision for Accessible Colleges,” this podcast series reached audiences across the province.
- In September 2020, the College launched its first all employee training module. The self-directed online course “Introduction to Inclusion and Diversity at Algonquin College” has enrolled 288 employees who are exposed to foundational concepts, College policies and respectful terminology.
- Led by the Office of Truth, Reconciliation and Indigenization, the new course “Building Relationships: Learning About Truth and Reconciliation” was made available to all College employees. This self-paced multi-media course offers a concise primer on the truths and implications of the historical and contemporary relationship between Indigenous peoples and those who settled on their traditional lands in Canada. Seventy learners enrolled in the course. Seventeen have completed the course and received a certificate from The First Nations University of Canada.
- By building skills through the Ethical Upstanders Workshop, the College has developed more than 60 Inclusion Leaders this past year to interrupt microaggressions and effectively ‘call-in’ those who may do harm in our community.
- People managers engaged in Books Clubs during Summer 2020 by examining the book *Danger and Opportunity Bridging Cultural Diversity for Competitive Advantage*, and were treated to a conversation with the author Dr. Lionel Laroche.

“Build a learning workplace
that is respectful, diverse,
inclusive and healthy.”

Algonquin College Inclusion & Diversity mandate

Virtual events devoted to helping people feel less remote

FOSTERING COMMUNITY VIRTUALLY

Algonquin showed considerable resilience and creativity in shifting to virtual formats to stay connected to students and employees.

These online events were intended to foster a sense of community and belonging among those working or learning remotely. Indeed, one benefit in staging virtual events was that all campuses could enjoy events organized by other campuses. As well, more students and employees were able to attend more joint events because, unlike in-person events, there were no capacity issues.

Among the notable events delivering remotely this past year, some of which are detailed elsewhere in this report, were:

- **Virtual Convocation:** More than 10,000 students who graduated in the Spring and Fall terms were invited to celebrate their achievement together online during Algonquin’s first-ever virtual Convocation in October. The online ceremonies were specialized for every program and hosted by all three campuses. “Today you are crossing a virtual convocation stage,” said Dr. Keltie Jones, Dean of the Pembroke Campus, in her Convocation speech. “You are celebrating in a space that has no borders, a space of inclusion and diversity where as human beings you are being called to be leaders to make the world a better place.”
- **Virtual AC Day 1 (Fall):** Algonquin has always recognized the importance of kicking off a new term, but this past year the Spring and Fall Term orientation events were a bit different. Program orientation for full-time first-year students was held virtually, as were a wide array of support and social activities for new and returning learners from all campuses. Fall’s Virtual AC Day 1 featured a home-brewed coffee workshop, tips on designing a work-from-home space, how to get started with Zoom, lunchtime yoga, a cooking class, and interactive storytelling and song requests with the Juno award-winning band The Arkells.
- **AC Vision:** More than 800 people — employees, students, and guests — participated in Fall 2020’s AC vision, an annual event where the College community gathers to discuss the future vision for the College. The event, which featured Ottawa Mayor Jim Watson as the guest speaker, focused on the collective strength of the College community during COVID-19. The key message was how working together and creative innovation would be essential to achieving the College’s goals during the pandemic.
- **AC Engage:** Neil Pasricha, a highly popular public speaker, kicked off Tuesday’s inaugural AC Engage event with a high-energy performance that offered College community members “tools” to boost their happiness amidst the COVID-19 pandemic. He urged the 400 students and employees who attended the hour-long online session “to check in with each other, take care of each other, (and) see what tools we can use to help each other as we go through this crazy time.” Pasricha, Director of the Institute for Global Happiness, is known for his blog, podcast, TED talks, and best-selling books that try to help people develop a capacity for happiness. In his introduction, President Claude Brulé described Pasricha as an inspirational speaker who could “bring us back together as a community” and “foster the vital connections between us.”
- **Virtual Summer Market:** The market offered the delights of the season in a safely remote way. There was a beer- and wine-pairing segment, tips on harvesting seeds and growing herbs, and lessons on barbecue grilling, among other suggestions for warm-weather enjoyment. Singer-songwriter and Algonquin alumni Jason Blaine provided musical accompaniment from his home studio.

- **Steve Paikin in Pembroke:** Paikin, long-time Anchor of TVO's The Agenda, opened up during Pembroke Campus's Speaker Series about his worst interview, the toll of the pandemic, the story that had the greatest impact on him in his career, and the moment that made him want to become a reporter. It was a candid, emotional and inspiring conversation in a lively Speaker Series that has featured everyone from author Charlotte Gray to Quirks & Quarks Host Bob McDonald.
- **Inclusion Infusion's Livestream Speaker Series:** This speaking series was made to spark curiosity about inclusion and diversity by inviting various thinkers to speak about their experiences, share their expertise, and participate in virtual conversation with College employees about crucial and challenging topics. This series has featured Social Justice Advocate Howard Ross sharing strategies individuals and organizations can use to create more inclusive and culturally competent organizations; a panel discussion on race in education featuring Chair for Parents for Diversity Meghan Willis, Author and Equity Activist Tim McCaskell, and Educator, Community Organizer and Black Lives Matter Co-Founder Pascale Diverlus; and a discussion of the cultural dimension of the COVID-19 pandemic.

“Engagement is much better than I expected.”

Colin Mills,
Professor and Coordinator, Music Industry Arts

REMOTE TEACHING AND LEARNING

Algonquin College faculty were quick to step up in response to COVID-19, modifying, recasting and, in some cases, rewriting course curricula to ensure that students would receive the best education possible in a remote setting.

In general, this meant that faculty had to re-examine how they shared course content with their students. Various methods were developed in responding to the educational dimensions of the pandemic, including:

- Ensuring variety in lesson presentations so that they were not simply hours of frontal lectures. Instead, a class might involve a quick lecture, a short video, breakout discussions, small group discussions, and even polling.
- Professors themselves learned new methods and technologies to deliver course content in creative ways. For example, some teachers researched why videos can be visually compelling and were able, after acquiring the necessary technological skills, to create videos that enhanced the student learning experience.
- Breaking up lessons and lectures to create social groups where students could interact with classmates. Some teachers, for instance, hosted informal movie night watch parties, trivia nights, and live chats to increase student social engagement.
- Ensuring students have meaningful connections to course content, other students, and the teacher. This often involved faculty reaching out to students to build personal connections.
- Teachers were sensitive to “digital fatigue” and aware that synchronous and asynchronous learning may not be the only methods to share content. Consequently, they did what they could to ensure students learned the best practices, methods, and tools to deal with digital fatigue while they learned remotely. This included streamlining processes for one-time appointment bookings and meetings.

Beyond these measures, individual faculty members and College departments also found innovative ways to meet students' needs over the course of the pandemic.

For example, the Cooperative Education department launched a new Entrepreneurship Co-op (eCo-op) program in the summer of 2020 in direct response to circumstances imposed by the pandemic. The program provided aspiring entrepreneurs with a structured program to help them launch or develop their existing business as part of co-op. (For more details, see p. 50).

The Hospitality and Tourism department produced courses that mixed videos that taught various kitchen skills and hands-on culinary labs.

The College's Learning and Teaching Services department collected and shared “Stories from the Remote Classroom” that recognized great teaching in a challenging time and presented faculty with learning and training opportunities.

And how did our teachers respond to the new paradigm of learning? Let them speak for themselves.

- “I’m using Zoom for my live classes and engagement is much better than I expected,” said Colin Mills, a Professor and Coordinator in the Music Industry Arts program. “I’m often lecturing over a PowerPoint slideshow but I always make sure the students can also see me on their screen so they have something animated and human to focus on, other than just the slides.”
- “(One) course I teach is a drawing one,” said Game Development Professor Gerry Paquette. “After reviewing the theory, I conduct a practice sketch session where we all draw together, applying the techniques from the lesson. These sketches are posted online and contribute to their participation mark ... Over time, they can see their progression and improvement in drawing proficiency.”



Event Management students switched their annual fundraising campaign to virtual events and were still able to raise over \$40,000.

- “I was lucky that the two faculty training courses I am teaching this semester recently went through a curriculum revision, meaning I could design them from scratch,” said Rebecca Wakelin, an Educational Developer with Learning and Teaching Services. “As such, instead of converting existing courseware to remote delivery, I am designing them as online courses. This is definitely more development work, but once the initial work is done, they can be recycled to use in future offerings, thus giving more options for choice of modality.”

Students also responded to the pandemic's impositions in creative learning ways. For example, Business Marketing Entrepreneur students embraced a curriculum that addresses changing COVID-19 needs and focuses on online retail businesses. Elsewhere, Event Management students switched their annual fundraising campaign to virtual events and were still able to raise over \$40,000.

And, finally, the College itself has learned some valuable lessons, including the reality that remote education will continue in 2021 and will likely shape post-pandemic options for learning. To leverage what is working well and to determine areas requiring further support, Algonquin has undertaken a research program to better understand how remote learning and teaching happens at the course level.

This research aims to identify:

- Teaching practices and learning activities that faculty and students are engaging in the most;
- Practices, activities, and tools that faculty and students perceive to be especially effective for supporting learning within a remote, virtual context;
- Challenges that faculty are facing in planning, managing, and participating in remote digital learning experiences; and
- Support activities, tools, and resources needed for manageable, effective remote teaching and learning at the course level.

Enhancing the employee and student personal experience

STUDENT EXPERIENCE

A Student Experience Survey conducted in mid-2020 had some interesting results when considered in light of the COVID-19 situation.

Not surprisingly, the vast majority — 80 per cent — of those studying remotely prefer all or mostly face-to-face learning. Similarly, 80 per cent were very or somewhat concerned about how the pandemic will affect them as students.

At the same time, though, 84 per cent reported feeling engaged with their course work, with some acknowledging that “the professors are great and they are doing their best.”

In fact, 74 per cent of students said they were either neutral or satisfied with their instructors’ engagement in a remote setting. Some 65 per cent either agreed or were neutral in saying their teachers provided effective instruction in remote classes.

Again, not surprisingly, when asked what they liked least about remote learning, students highlighted difficulties in staying motivated, lack of interaction with others, and workload.

On the other hand, when asked what Algonquin can do to better assist their learning experience, they called for improving their online experience with greater personal engagement and receiving up-to-date information about their programs.

At the same time, though, students appeared to recognize that the College was doing its best in trying circumstances. As one put it: “I think the College has done an outstanding job given the unexpected and all-encompassing nature of the crisis.”

Maybe that helps explain why 79 per cent of students indicated they were likely to stay enrolled at Algonquin for the Fall 2020 term.

EMPLOYEE ENGAGEMENT

The latest Employee Engagement survey, released in late February 2020, revealed areas where the College is strong.

Metrics@Work, the survey provider, reported a participation rate of 58 per cent.

One of the things employees like most about working at Algonquin College is the people, the survey found. Co-worker relations are very strong.

More generally, employees are more engaged with their jobs than with their departments and the organization, with the exception of Support Staff, the survey concluded. Of the three employee groups, Support Staff are the most highly engaged with the organization.

The survey results also shows a high degree of support among employees – in the 80-per-cent range — for the College’s promotion of diversity.

“We’ve done very well with diversity and co-worker relationships,” President Claude Brulé said in a Feb. 26 Town Hall attended by about 200 employees. “(It’s) high marks for Algonquin.”

R3: NEW STUDENT INFORMATION SYSTEM (SIS)

Transformative. Personalized. Leading-edge. And, most important, people-centric. Those were some of the key words used to describe Algonquin College’s new Student Information System (SIS) when it was officially launched in early February.

“We are leading the way as the first college in Ontario to harness what 21st-century technology can provide with our new cloud-based Software-as-a-Service Student Information System,” President Claude Brulé said at the time.

The Student Information System — to be known as R3 — was a much-anticipated replacement for a home-grown record-keeping and student-support system Algonquin has used since the early 1990s. As a cloud-based Software-as-a-Service system, the SIS allows a more personalized learning experience for students while also offering employees greater agility in supporting students and handling College records.

Laura Stanbra, Vice President, Student Services — and the project’s Executive Sponsor — described the project’s people-centric principles as transformative in improving both student and employee experience.

“For you, our employees, this transformation will ease your access to the tools and information that you need in order to focus on what matters most, and that’s supporting our learners,” she said.

“Your training and preparation to effortlessly navigate the system and adapt to new ways of working are at the forefront of this College transformation. And I think you’ll be able to take pride in working for a college that is on the leading edge of technology and delivering a modern digital experience.”

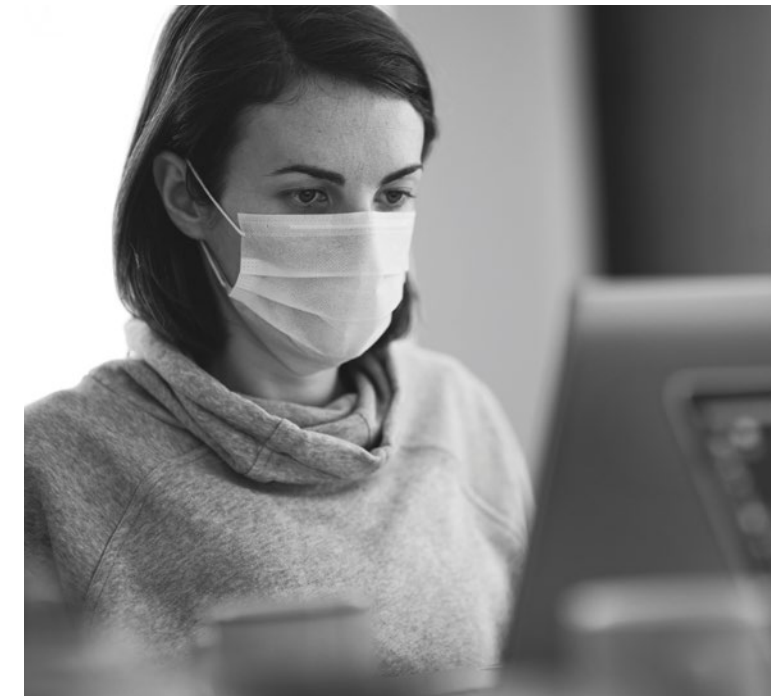
The R3 branding, which stands for “rethinking, redesigning, reimagining,” captures the essence of the project and reflects its dynamic scope, Stanbra said.

President Brulé also focused on R3’s people-first promise during the launch, observing that when technology serves Algonquin’s learners — “isn’t a barrier to personalization,” as he put it — the College’s people-centric culture flourishes.

“People are at the heart of what we do, so we will bring our people-centred approach to our R3 project as well,” he said. “We will educate, train, and equip you to prepare for this transformation. We will support you each step of the way.”

Algonquin’s partner in the project is Unit4, an internationally recognized leader in next-generation enterprise solutions with its headquarters in the Netherlands and with offices around the world. It was selected as the SIS vendor in November.

R3
Rethink.
Redesign.
Reimagine.



R3 is a learner-driven transformational project to replace the student information system while redesigning the College’s enterprise architecture, identity and access management, and data governance.

Algonquin launches consultation process to restore College financial health and improves Workday

SERFS

In the final months of 2020, the College launched a new consultation process in support of the Strategic Exercise to Restore Financial Sustainability (SERFS) project.

“Ensuring long-term future sustainability for the College is critical to the success of our mission and strategic goals,” said President Claude Brulé. “The SERFS project will serve to establish a financial sustainability roadmap that will guide our decision-making and support the future development of strategic plans, business plans, and College initiatives.”

A working group, led by Duane McNair, Vice President, Finance and Administration, was formed to guide the process in consultation with employees, learners and other stakeholders through the Spring of 2021. The group was expected to present its findings to the College leadership team with a view to implementation by May or June.

These were being dealt with through reductions in discretionary spending, deferring investments in select projects and initiatives and adjusting service levels where required.

The SERFS project team was tasked with identifying where the College stood in terms of long-term financial sustainability and how to put the institution on a sound financial footing for the future.

McNair considered broad consultation vital to the success of the project, and he looked to the level of engagement and stakeholder input with the Learner-driven Plan as a model.

“I’m hopeful people will get excited and behind the SERFS Project,” he said at the outset of the process. “The roadmap we want to create can help us prioritize and focus our energies and resources to ensure the College is here for the learners of today and well into the future.”

WORKDAY

Workday continued to play a vital role at the College as the cloud-based payroll, finance, and human resources system. Introduced in January 2019, the system has continued to evolve.

The biggest single initiative involving Workday in 2019-20 was the Payroll Project. This project was undertaken to ensure that all payroll calculations were accurate as it became evident that some deductions were not always correct. The project addressed these deficiencies and corrected all previous errors.

Important updates were implemented in June 2020, followed by further updates in the Fall, that corrected problems experienced by a large number of employees and which over the long term will benefit all College employees. Phase 2 of the project will take place in 2021-2022.

Other sources of continuous improvement include the scheduled feature releases in September 2020 and March 2021 and a series of smaller targeted enhancements as required to improve the system and streamline workflow.

One such enhancement was the implementation of single sign-on for Adaptive Planning and Workday in August 2020. This allowed Adaptive Planning users to access the system through an icon on their Workday home screen, rather than having to log into a separate system through a different URL. Other enhancements supported the implementation of the Workforce Pandemic Mitigation Plan.



Single sign-on for Adaptive Planning and Workday was implemented for users to access the system through an icon on their Workday home screen.

The Strategic Exercise to Restore Financial Sustainability (SERFS) project addresses long-term financial plans for a sound footing toward the future of the College.



1



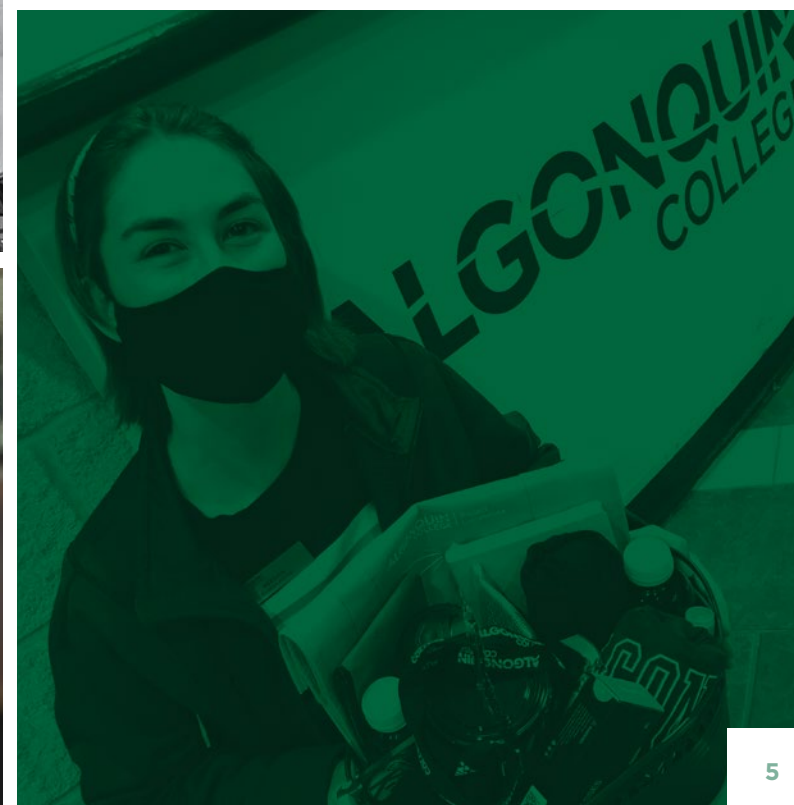
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5



6

REFLECTIONS OF 2020-2021

1. AC President Claude Brulé, Students' Association President Emily Ferguson and Quinn Blue, Wellness and Equity Centre Coordinator, participate in a Pride flag raising ceremony on Ottawa Campus.
2. Many programs recorded virtual lessons and tool kits to help learners with their remote studies during COVID-19.
3. Algonquin College offered hands-on learning opportunities in programs where the curriculum required in-person instruction. Select students returned to campuses in Fall 2020 after a successful, safe summer pilot program.
4. The Indigenous mural outside of the Mamidosewin Centre on Ottawa Campus is one of many visible symbols of Indigenization on Algonquin's campuses.
5. Algonquin College provided a variety of services for students who were required to attend in-person classes, including a variety of food options, and access to Connections: The Campus Store.
6. Hospitality students were among the learners who had in-person classes on campus.

Charitable acts of kindness — gifts that keep on giving

WORTHY CAUSE

Algonquin's students and employees did not let COVID-19 stop them from devoting time and energy to charitable causes in 2020-2021.

Each semester, a class of Algonquin College Public Relations students have the opportunity to run a fundraising program on behalf of a local charity of their choice. They have been doing this since 1988 and over the years have raised funds for nearly three dozen charities.

This past year was a bit different because it had a personal dimension. Jeff Hay, a second-year Public Relations student, lost his younger brother, 22-year-old Tyler, in an accidental fentanyl overdose in 2019. During an intermission at a memorial concert to honour Tyler, he heard about an organization, Ottawa Inner City Health, that helped him find a renewed sense of purpose after the tragedy.

OICH aims to improve access to health care for the chronically homeless. The organization serves Ottawa's street community and operates the city's largest safe consumption site with a focus on harm reduction.

Coincidentally, at the time Hay heard about OICH, he and his classmates were preparing to select a local charitable organization to fundraise for and support during the Spring term as part of the College's Courage to Care campaign.

Hay and his team pushed for OICH as the charity of choice, even conducting Naloxone training during their pitch sessions. The class ultimately voted in favour of OICH.

Student teams organized events ranging from a drag night to a curling bonspiel. Because of the pandemic, events were postponed until the Fall. Two were socially distanced and two were virtual. This included a cooking demonstration, a bottle collection drive, a golf tournament and a 24-hour online gaming tournament.

Even though students had begun a new semester and were no longer required to participate in the events, more than half of the original students participated on their own time. They raised more than \$11,000, which was presented to OICH in November.

For Hay, it was a revelatory experience. "I want to work with non-profits and I have a special place in my heart for OICH," he said. "I hope to continue to work with them and support them in the future."



Algonquin College Public Relations student Jeff Hay selected Ottawa Inner City Health (OICH) as his choice for the charitable organization support project.



COMMUNITY KINDNESS

In a national first, the College teamed up with Kind Village, a technology-centric enterprise organization that facilitates in-kind connections through community-building activities and its online platform.

In November 2020, the team launched Project In-Kind: Campus Edition — the world's first in-kind giving movement to motivate people around the world to support the United Nations Sustainable Development Goals (SDGs).

For the College, the aim is to motivate students, faculty, and staff to support more than 500 local charities and non-profit enterprises through experiential impact learning and community support activities focused on in-kind contributions. Participants provide skills, goods and other non-cash resources for local charities while gaining a greater awareness of the UN SDGs and local needs.

The Government of Canada has provided financial support for the initiative and Colleges and Institutes Canada and the International Institute of Sustainable Development are advisors.

A key component of Algonquin's participation is its Social Innovation Lab — or SLiDE — led by the Lab's Managing Director, Kevin Holmes. "We plan to reach out to thousands of Algonquin campus community members and get counting," he said. "We hope we can inspire everyone to make at least one in-kind contribution to local community organizations and then join us in measuring the impact and celebrating it with us."

Kind Village founder, Tanya Woods, described the joint project as a "big deal," explaining that it is "the first time this kind of technology matching people, organizations, and in-kind resources to meet needs is going to be openly available to campuses."

"This is also the first time a campus in Canada — its students and staff and surrounding community organizations — is partnering to deliver much-needed community support and create measurable impacts on the UN SDGs."

Woods, who has been associated with the College for some time as Canada's first social entrepreneur-in-residence with the Social Innovation Lab, also observed that Project In-Kind: Campus Edition "is scalable across Canada and beyond."

In March 2021, Algonquin students were invited to hear from peers in the School of Media & Design and Advanced Technology about how they are putting the skills they are learning into practice while working on real-world projects for charities, not-for-profits and social enterprises such as Project In-Kind.

"We hope we can inspire everyone to make at least one in-kind contribution."

Tanya Woods,
Kind Village founder

KINDNESS IN BLOSSOM

A group of students gathered virtually in late February to write kind words of encouragement in cards that were to be sent to women living in domestic violence shelters — or accessing other gender-based violence services — around Ottawa.

The cards, which read “Wildflowers adapt and bloom wherever they are,” and markers and wildflower seed paper, were mailed in advance to students signed up to participate in the Glitter & Gab session, hosted by Project Lighthouse and Project In-Kind.

The seed paper was to be mailed back along with the cards to Algonquin’s Sexual Violence and Harm Reduction Coordinator, Sarah Crawford, who organized the event. She was to deliver them — along with mason jars full of soil and rocks — to participating shelters where the women there could read the cards, plant the seeds, and see wildflowers bloom in their rooms.

“It’s not a big task we’re asking you to do today, just one that comes from the heart,” said Crawford during the session.

The sentiment suited the session’s co-host, Project In-Kind, which is dedicated to expanding the concept of philanthropy.

“This is a really special initiative,” Woods said of Cards for Kindness, pointing out that the initiative allowed participants to use their art skills and do something they enjoyed doing while giving to others by letting them know someone is thinking of them.

“This is a really special initiative.”

Tanya Woods,
Kind Village founder

EIGHT-TIME WINNER AS NATIONAL CAPITAL REGION TOP EMPLOYER

For the eighth year in a row, Algonquin College was named one of the National Capital Region’s Top Employers.

Canada’s Top 100 Employers is an annual competition organized by Mediacorp Canada Inc. that awards exceptional workplaces on both a national and regional basis. Algonquin College has won an award in the National Capital Region category since 2014.

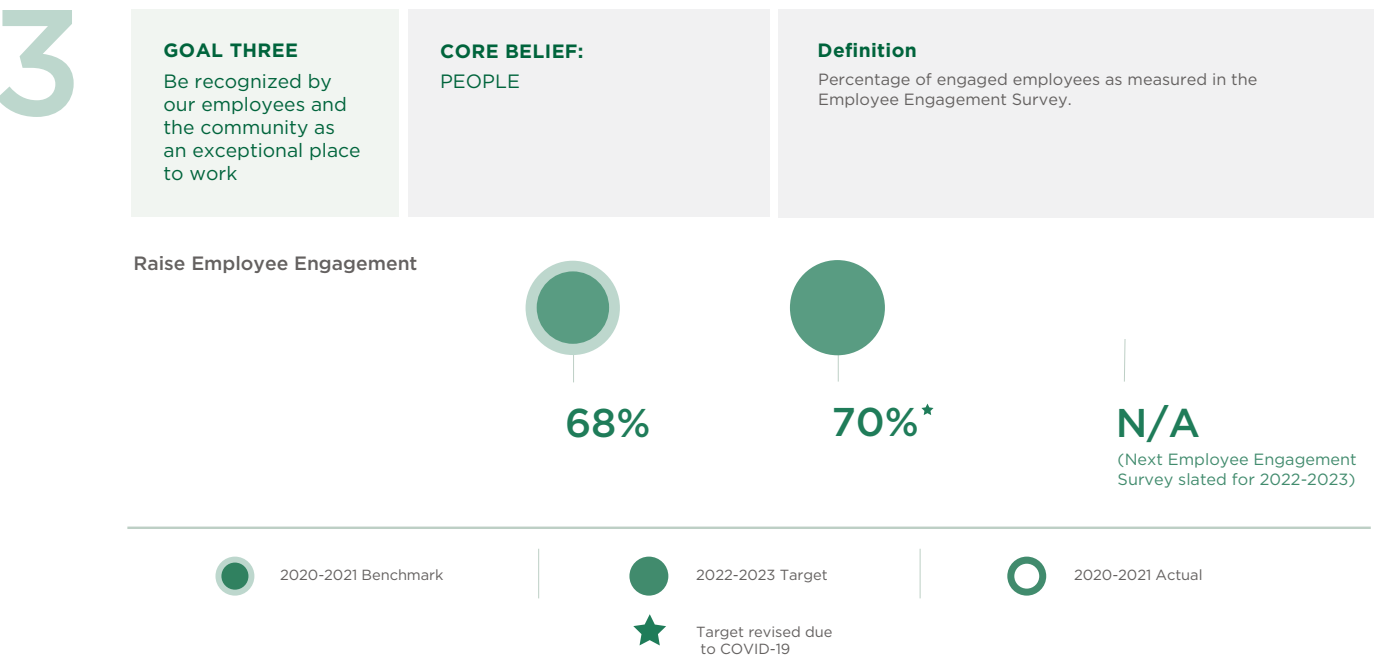
“This is an exciting and meaningful achievement for Algonquin,” said Diane McCutcheon, Vice President, Human Resources. “One of the foundational goals in the College’s Strategic Plan is to be recognized as an exceptional place to work by our employees — and that is precisely what this award is about.

“In a year in which the COVID-19 pandemic created unprecedented change in how we live and how we work, it is more important than ever to celebrate our successes as a College,” she added.

Algonquin is always seeking ways to improve the employee experience. When the pandemic struck in 2020, the College created a detailed health and safety plan for those employees working on campus. It also created innovative resources for those working from home — including an Employee Toolkit from Human Resources and academic supports from Learning and Teaching Services.

“This award speaks to the efforts of each and every one of our employees,” McCutcheon says. “It is your continued dedication to our students, your colleagues and the entire College community that drive our unique, inclusive, and dynamic culture.”

When the pandemic struck in 2020, the College created a detailed health and safety plan for those employees working on campus. It also created innovative resources for those working from home.





AC
ADVANCEMENT

Forward

moving plans



DONOR SUPPORT SHAPES A BOLD FUTURE

BUILDING THROUGH PARTNERSHIPS, FUNDRAISING AND COMMUNITY

Working with partners and the wider community, Algonquin College provides students with the kind of experiential learning that will allow them to fulfil their career aspirations in the field of their choice.

One of those partners is Ciena, a U.S.-based telecommunications networking equipment company with more than 1,800 employees in the Ottawa area. Ciena is working with Algonquin College to upgrade its Optophotonics Lab on the Ottawa Campus — providing students hands-on experience with the same cutting-edge equipment that powers the majority of internet traffic and Zoom calls.

Thanks to Ciena's support, School of Advanced Technology graduates will benefit from extensive, experiential learning on the same equipment available in top corporations — including major telecommunications carriers in Canada and around the world.

Students enrolled in the Optical Systems and Sensors stream of the joint Bachelor of Information Technology program with Carleton University will get access to the upgraded, state-of-the-art facility — the only student lab of its kind.

Ciena's latest investment expands a long-standing partnership with the College that began in 2012 and will stimulate increased interest in the program and support continued enrollment growth. Already Ciena employs more than 120 Algonquin graduates.

"Ciena is proud to equip the Algonquin lab with technology deployed by many of the world's largest service and cloud providers, as we know firsthand that applied skills help tremendously with both learning and career opportunities," said Rod Wilson, Ciena's Chief Technologist of External Research Networks.

President Claude Brulé also lauded the partnership. "We couldn't be more grateful for Ciena's contribution, they have been a wonderful partner for close to a decade," he said. "This will ensure our current and future learners have access to the latest and greatest technology — and position them to find employment and long-term career success in the tech sector."

(For more on the Ciena partnership, please visit p. 91).

“Applied skills help tremendously
with both learning and
career opportunities.”

Rod Wilson,
Chief Technologist, External Research Networks

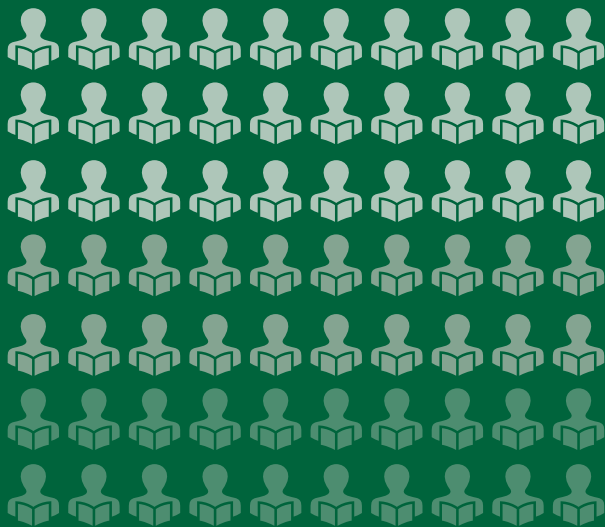
HIGHLIGHTS



DONATIONS, AWARDS,
BURSARIES, SCHOLARSHIPS

565
DONORS

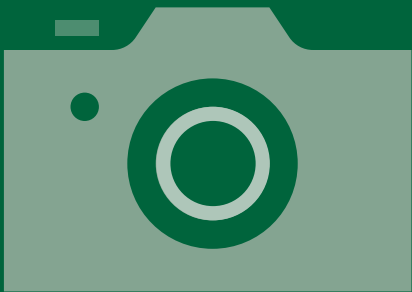
supported College students
and academic priorities.
\$2.2M+ was raised to
support learners



70 ALGONQUIN STUDENTS
received **Weston Family
Scholarships in the Skilled
Trades** during the 2020-2021
academic year.

\$16,000

56 donors contributed over \$16,000 to
establish the **Ron de Vries Award** for
Excellence in Photojournalism in honour
of the Ottawa photographer.



80+

new donor funds established

1K+

1,072 students
received a
scholarship,
bursary or award

\$10K

\$10,000: provided by the
James McNulty Bursary over
a five-year period to support
Black and Indigenous
students in the Practical
Nursing program.

Helping our students achieve their goals

FEATURED FUNDS DRIVE DONATIONS

The Featured Funds initiative came to life this past summer. Algonquin wanted to highlight various funds that support our students, whether through bursaries, project supplies, or a social innovation initiative. The goal was to empower donor champions to share these funds with the wider community.

- **Empowering Black Students Bursary.** During last summer's Black Lives Matter movement protesting racial injustice against Black people, Carl Clergé, a 25-year-old professional at Export Development Canada and an Algonquin College graduate, wanted to do his part to help. Clergé established the first Algonquin College bursary to support Black students.

"I reached out to Advancement over the summer to donate to a bursary for Black students," said Clergé. "There wasn't one, so I asked how I could go about creating one. For me it was remarkable how fast everything went — from my first email to when the bursary was created — it was about a month."

Clergé pushed forward with an ambitious objective that he quickly reached. A Featured Fund was launched on the Advancement website to make it easy for the community to give. "I had a goal of fifteen thousand for the bursary and it took a month and a half to get over that amount," he said proudly. He was happy with the wide-ranging support. "My employer was on board, one of my former profs made a donation; everyone's support was appreciated," he said. "For me personally, and for Black students, I was very appreciative of how everything transpired."

Clergé studied Business Administration with a concentration in Finance at Algonquin from 2013-2016. He had a positive experience as a student. "I loved my time here," he said. "It prepared me more for real life than university. I still have connections with certain profs."

He appreciated the willingness and openness of the College to create a grant for Black students. "The College did a great job of understanding and asking questions," he said. "When I reached out to the

Advancement team and was told there wasn't a bursary, they called, asked questions and listened." He said they were open to the idea from the beginning.

His advice from the experience is "never think that anything is not possible. If you have an idea or a vision, try everything you can to make sure it happens. You never know how far you can go."

- **Supporting Women in STEM.** The Leacross Foundation, a champion for the education of women and girls, donated \$60,000 to support women in Science, Technology, Engineering and Mathematics (STEM) programs at Algonquin College. These funds support two programs — providing bursaries for women in the We Saved You a Seat program for those in financial need, and purchasing take-home kits for female students to support their remote learning activities.
- "Our hope is that women and girls can participate in whatever career they choose without discrimination (or) bias, and have wraparound support networks to succeed," said Leacross Foundation President Roslyn Bern. "These two programs — the take-home kits and We Saved You a Seat — augment and continue our practice in supporting women in underrepresented fields."

Over the last 16 years, the Leacross Foundation has donated more than over \$600,000 to the College. As Mark Savenkoff, Vice President, Advancement, remarked: "The Leacross Foundation continues to be a strong supporter of promoting and enhancing opportunities for women in STEM-related fields. They are ensuring women have the tools they need to succeed in their chosen fields here at Algonquin."

- **Lincoln Heights Ford** donated a Lincoln Corsair and a Ford F-150 to Algonquin's School of Advanced Technology to support Automotive Service Technicians students learning their trade. The vehicle donation also gave faculty and students access to Ford Canada's Automotive Career Exploration (ACE) program. ACE includes many online courses taken by Ford technicians to attain specialty certifications and will give students the opportunity to receive current industry-level training.

"Lincoln Heights Ford is delighted to partner with Ford Canada to provide these vehicles to Algonquin College's automotive program," said Evan Bell, Operations Manager of Lincoln Heights Ford. "The Lincoln Corsair and Ford F-150 are equipped with some of the latest technology available and will give students invaluable hands-on experience on their path to becoming certified automotive technicians."

In accepting the donation, President Claude Brulé thanked Lincoln Heights Ford for its generosity and acknowledged that Ford Canada and its local dealerships have a long history of supporting the College, having donated vehicles for training purposes in the past. "The donation of these vehicles and the resources provided through their innovative online training program are evidence that they share Algonquin's passion for giving our learners the most comprehensive training experience possible," he said.

"We are delighted that Ford and Lincoln Heights continue to invest in our mutually beneficial relationship," said David Thibodeau, Chair, Mechanical and Transportation Technology. "Having vehicles that feature current industry technology and access to online course material for Ford certifications allows our faculty to teach the skills students need to enter the workforce with added confidence."

- Last year, Algonquin College participated in its first **Giving Tuesday**, a one-day international event to promote helping others through philanthropy, volunteering and community building. Alumni, donors, employees, faculty, and industry partners were asked to join the College to empower students with a day of giving.

On December 1, Advancement highlighted four matching funds that included bursaries for Practical Nursing students, Police Foundations students, students at our Perth and Pembroke campuses, and women studying in STEM through the **John Tattersall Bursary**. Thanks to the generosity of people such as Cristina Holguin-Pando, Audrey Lawrence, the Bennett Family and Ed Ireland, who agreed to match new donations, more than \$28,000 was raised to support College students.



The Leacross Foundation, a champion for the education of women and girls, donated \$60,000 to support women in Science, Technology, Engineering and Mathematics (STEM) programs at Algonquin College.

DONATIONS, AWARDS, SCHOLARSHIPS
AND BURSARIES

Algonquin received more than \$2.2 million in 2020-2021 from 565 donors to meet the needs of the College and its students. Sixty-two new awards, bursaries and scholarships were established, and 1,072 students received a scholarship, bursary or award. Highlights of this generosity include:

- Fifty-six donors contributed more than \$16,000 to establish the **Ron de Vries Award** for Excellence in Photojournalism in honour of the Ottawa photographer.
- The **Princess Auto Foundation** provided \$50,000 in cumulative support for students in the School of Advanced Technology (Aircraft Maintenance, Motive Power Technician and MPT Diesel Equipment & Truck) and the Algonquin College Centre for Construction Excellence (Welding & HVAC).
- The **Hugh Wright Bursary** was created to celebrate and honor Hugh Wright, the former Associate Director of Corporate Training who retired after a 29-year career with the College. Faculty, employees and the wider community contributed to the bursary through the Featured Funds initiative, raising \$4,500.
- The **Johannah Raphael Nursing Bursary** was established to support front-line workers. The bursary honours the memory of Johannah Raphael, a devoted nurse, mother and a teacher at Algonquin College.
- Mercury Filmworks, an Ottawa-based animation studio, established the **Kevin Kocvar Editing Award** to honour their former employee. The annual award has a value of \$5,000 and will go to a graduating Film and Media Production student. Kocvar was also a former Algonquin student.
- Alumnus and part-time faculty member Tim McNulty established the **James McNulty Bursary** as a way to pay tribute to his father, James, and give back to the College community. The bursary provides a \$10,000 commitment over a five-year period to support Black and Indigenous students in the Practical Nursing program.

- Upon retiring, Russell and Brenda Bennett, longtime agricultural professionals in the Perth area, created the **Bennett Family Bursary** to support future generations that work in the agriculture industry. The \$20,000 gift will go to students in the Business – Agriculture program at the Perth Campus.
- Janeta Neilson and Frank Knaapen, former faculty members in the Forestry Technician Program at the Pembroke Campus, established the **Janeta Neilson and Frank Knaapen Scholarship** as a way to give back to the College and to support Forestry Technician students. Knaapen has also established an estate gift of life insurance to further support students in the program.

PROFESSIONAL OF THE YEAR

Algonquin College's Vice President Advancement, Mark Savenkoff, was recognized with the 2021 Professional of the Year Award by the Council for Advancement and Support of Education.

Savenkoff, who joined the College in 2019 as its first Vice President of Advancement, attributes his success to the hard work of his team.

Along with shepherding the transition from an externally-governed Foundation to an internal Advancement Division, Savenkoff and his team oversaw double-digit percentage increases in both the number of donors and the total funds raised.

The newly established Advancement team also completed 11 fundraising campaigns.



The James McNulty Bursary provides \$10,000 over a five-year period to support Black and Indigenous students in the Practical Nursing program.

5

GOAL FIVE
Pursue Truth and Reconciliation, social, environmental, and economic sustainability

CORE BELIEF:
SUSTAINABLE

Definition
Achieve financial sustainability with a balanced budget and financial results that demonstrates the College can recover its full economic costs, maintain appropriate cash reserves and invest in its key infrastructure and resources

Financial Sustainability

N/A

\$70M*
(in cash reserves)

TBD

GOAL FIVE
Pursue Truth and Reconciliation, social, environmental, and economic sustainability

CORE BELIEF:
SUSTAINABLE

Definition
Percentage reduction of greenhouse gas emissions.

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

6,997

11,870*

9,590

(Estimated: Final numbers available July 2022)

GOAL FIVE
Pursue Truth and Reconciliation, social, environmental, and economic sustainability

CORE BELIEF:
SUSTAINABLE

Definition
Engage members of the College community (students, employees and community members) in Truth and Reconciliation activities

Grow Student, Employee
and Community Member
Participation in Indigenization

500+

600*

1,656

2020-2021 Benchmark

2020-2021 Target

2020-2021 Actual

★ Target revised due to COVID-19



FINANCIAL SUSTAINABILITY

Grow

our AC community

WORLD-CLASS PARTNERSHIPS

PERSONAL SUPPORT WORKERS

Algonquin College will be among the Ontario colleges to deliver a new accelerated training program for personal support workers (PSWs) in partnership with the provincial government.

The Ontario government announced in February that it would fund a program to significantly bolster the number of PSWs available for work in long-term care homes and other health-related facilities.

The program covers students' tuition and other expenses. It starts in May 2021 and allows participants to graduate with full credentials as personal support workers within six months rather than the standard eight months. The program is expected to deliver 8,000 PSW graduates by the Fall.

"We were excited to work alongside the province to create this vital new opportunity for our learners," said President Claude Brulé. "Our PSW graduates provide essential care and support to many of our most vulnerable."

"This timely program supports learners and future patients by helping address the community demand for personal support workers."

The program uses a hybrid model that combines online learning with in-person practical experience. Students in the program will complete courses online and participate in laboratory classes available at the colleges and in care settings.

Students will be available to volunteer at long-term care homes and other settings early in the program and then be available for paid work placements after three months.

CIENA

Algonquin College became home to the only photonics lab of its kind in the world in 2020 — all thanks to a substantial upgrade and sponsorship donated by Ciena.

Ciena, a major networking systems, services and software company, has partnered with Algonquin for some time. In 2012, it contributed to upgrading the College's phototonics labs. Eight years later, the partnership was reaffirmed with the latest iteration and upgrade of the Ciena Optophotonics Lab.

Where the lab previously has had a capacity of 2.5 gigabits per second (Gbit/s), it can now transmit data flows at 200 Gbit/s. It also features the equipment used in major telecommunications facilities in Canada.

Most crucially, it allows Algonquin students to get hands-on experience from world-class and cutting-edge technology in this new teaching lab installation.

With Ciena's continued support, Algonquin College students get a world-class lab on campus, complete with 600 kilometres of fiber cables that simulate a long-distance, multi-city environment. In turn, Ciena, and other photonic industry employers, get highly qualified graduates with both theoretical and applied knowledge and the latest skills while investing in our local economy and the industry.

Indeed, Ciena now boasts more than 100 Algonquin College alumni as part of their worldwide workforce.



The Ciena Optophotonics Lab allows Algonquin students to get hands-on experience from world-class and cutting-edge technology.



Ensuring that our learners get industry-leading education

ALIBI

Algonquin became the first institution in Canada with access to extensive catalogs used in Hollywood productions and in the TV, streaming, video games, and advertising industries when it struck a partnership in early September with ALIBI Music Library, a professional music and sound effects (SFX) platform.

Through a special educational license, ALIBI becomes the College's exclusive music library provider, offering students access to music for various curriculum projects involving film, video production, social media, podcasts, and video games. The library contains more than 200,000 audio files, including more than 11,000 curated original songs and 6,000 sound effects, created by a global array of professional artists.

With this newly-formed partnership, students enrolled in courses for film and media production, television, radio, advertising, interactive media design, and video game development will be able to access, download, and incorporate professional music and sound effects content into the films, videos, ads, and games they create as part of their course curriculum.

“This raises the bar for our students’ digital content,” said Robyn Heaton, Algonquin’s Dean of the School of Media and Design. “We have an innovative and forward thinking learning environment that fosters creativity, and the use of this extensive library will only better prepare students to thrive in the screen-based industries.”



The College provides students with virtual mental health services and other assistance valuable to the full College community.

THE ROYAL

Algonquin College's partnership with The Royal, the largest mental-health care and research facility in Ottawa, more than demonstrated its value over the past year.

The necessity of mental health care is a constant, but the restrictions imposed by COVID-19 considerably heightened that need. The Algonquin-Royal partnership, struck in 2019, allowed the College to deal with this situation, providing a full suite of services to students and employees, albeit in a virtual mode.

In the words of Ben Bridgstock, Director, Student Support Services: “With COVID, people just assumed services were closed. They’re not. They’re just virtual.”

Thanks to its association with The Royal, Algonquin is able to offer a significant level of mental health support for students and staff. The Centre for Accessible Learning employs an experienced team of counsellors and social workers. The Health Clinic employs doctors, nurses, and a mental health nurse. Counselling Services employs highly experienced counsellors who offer mental health, academic, and career counselling.

The College also provides students with virtual mental health services and other assistance valuable to the full College community. And since aligning with The Royal, the College has been able to offer students access to virtual psychiatry.

This arrangement has proven extremely valuable doing the pandemic, said Bridgstock. “(The partnership) has been incredibly helpful before the pandemic and ever since it began.

“Access to psychiatry makes it possible to get a diagnosis for individuals in our community. It gives our health-care professionals access to someone who can give guidance about patient care and not just recommend referral routes but expedite referrals. This is the piece of the puzzle that makes everything else work.”

CANPRIME

Algonquin College is one of four partners in a training program to boost Canada's capacity to manufacture vaccines and viral immunotherapies for cancer and other biotherapeutics.

With COVID-19 underscoring the need to increase vaccine production around the world, the CanPRIME program is intended to bolster the manufacture of vaccines in this country. The Ottawa Hospital, Algonquin College, University of Ottawa, and Mitacs are partners in the five-year training program.

“We’re proud to have Algonquin’s Biotechnology co-op students play an active and important role in conducting cutting edge research that can ultimately help save lives around the world,” said David Hall, Manager, Algonquin College Cooperative Education Department. “Students choose Algonquin College for our strong track record of helping our graduates launch their careers and this partnership is a great example of how the College works closely with industry to help our students realize this dream.”

CanPRIME provides students with specialized training to develop, test and manufacture novel

biotherapeutics, which include vaccines and other therapies that incorporate viruses, cells, and genes. It is the only program in Canada that provides hands-on training to develop these skills in a Good Manufacturing Practice facility. It will train nearly 50 individuals in its first five years, including college students, MSc students, PhD students, and postdoctoral fellows.

OTTAWA TOURISM

Algonquin College and Ottawa Tourism formed a partnership in September to launch Indigenous Tourism Entrepreneurship Training to support Indigenous entrepreneurs in the creation and development of their own business and tourism ideas.

Thanks to funding provided by the federal government’s Canadian Experiences Fund, this partnership creates 10-week training modules that prepare Indigenous learners with the skillset to develop their business and tourism plans, prepare them to pitch their ideas to funders, and help them apply for funding through various agencies.

“What I am excited about is this idea of embedding this Indigenous Knowledge into our work at the College, and with our partnerships, such as with Ottawa Tourism,” said Ron McLester, Algonquin’s Vice President, Truth, Reconciliation & Indigenization.

Those who complete the training will be provided with access to a variety of resources provided by Ottawa Tourism, including workshops, networking events, and professional development opportunities.

THE WESTON FAMILY SCHOLARSHIP

Algonquin College has a strong tradition of mentoring students through private-sector partnerships. One of the College’s premier partners is The W. Garfield Weston Foundation. The Foundation has been supporting Algonquin College students since 2018 with the Weston Family Foundation Skilled Trades Initiative.

To date, Algonquin College has awarded the Weston Family Scholarship in the Skilled Trades to more than 100 students in manufacturing, transportation and construction skilled trades programs.

During the academic year of 2020-2021, 70 Algonquin students received Weston scholarships.

As well, we had 11 Weston Family Scholars recognized this past year for achieving the highest grade (3.8 to 4.0 GPA) in his or her program.

“This raises the bar
for our students’
digital content.”

Robyn Heaton,
Dean, Algonquin College School of Media and Design

HEALTH CARE SPEAKER SERIES

Algonquin’s Future of Health and Wellness Speakers Series has proven highly popular with Ottawa-area health-care professionals since its inauguration in 2015.

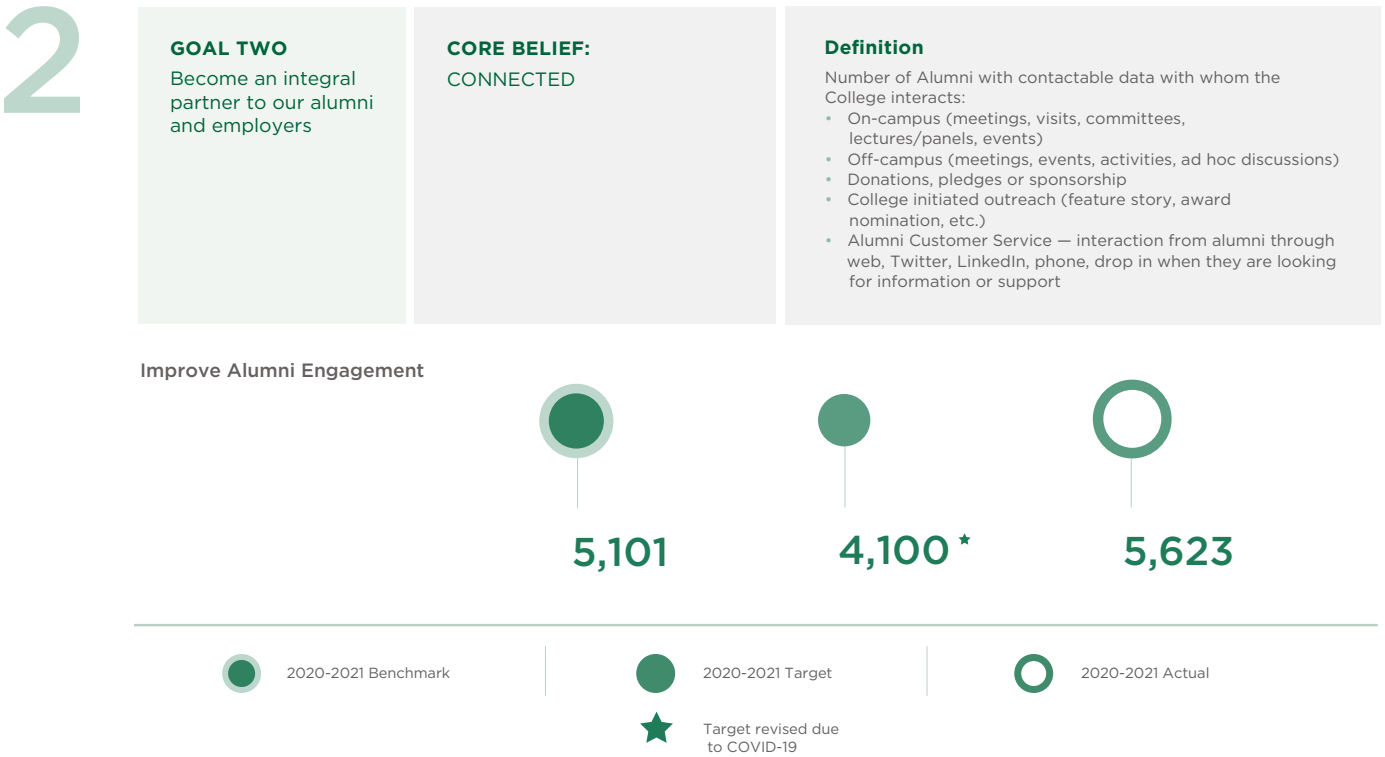
In the last five years, the College and its partners, including variously the Bruyère Foundation, Ottawa Public Health, and the former Champlain Local Health Integration Network, have hosted 26 instalments of the event. The breakfast events take place every two months and provide professionals with a venue to discuss health-related issues with a knowledgeable and interested audience.

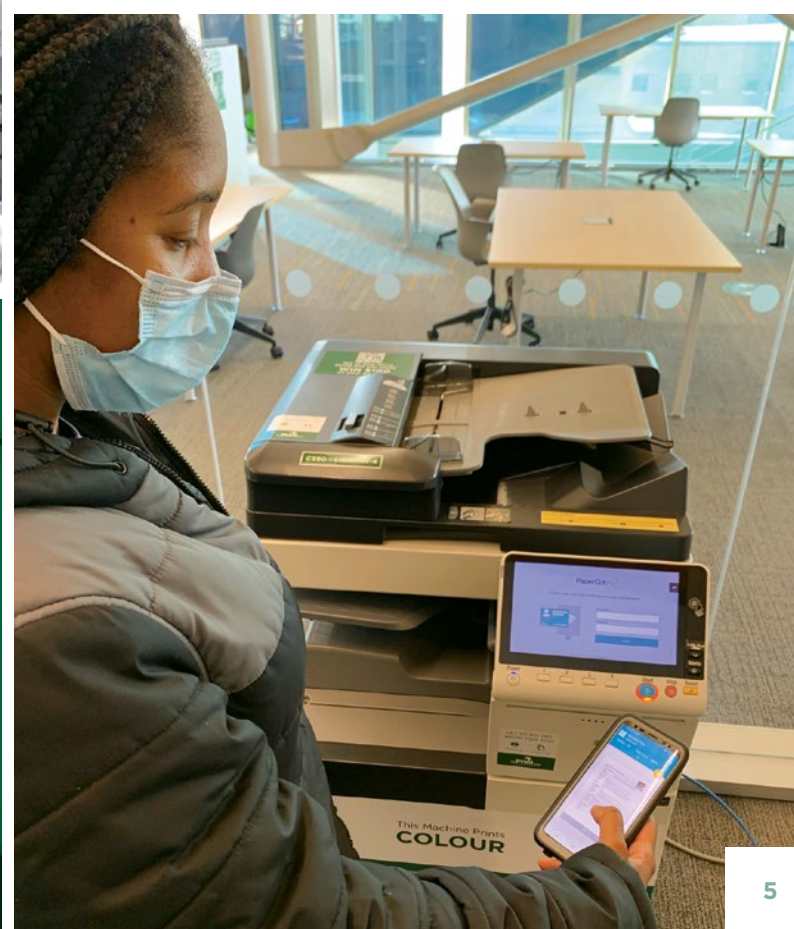
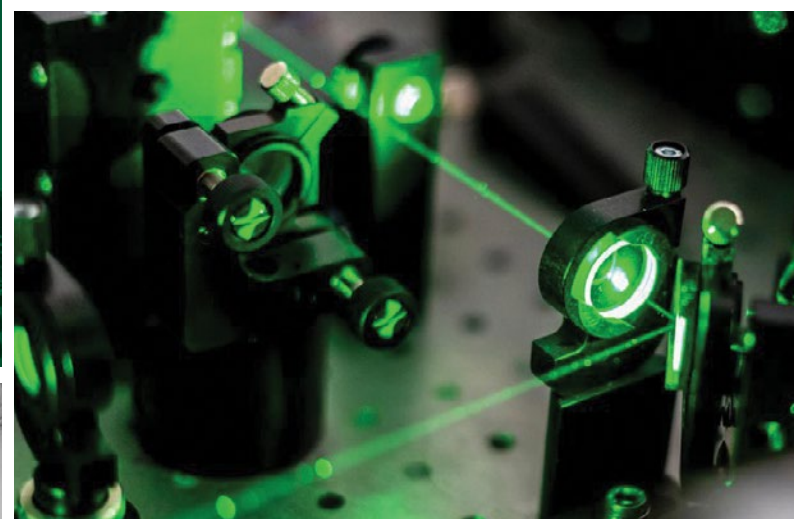
The COVID-19 pandemic forced the series into hiatus for much of 2020, but it returned in a virtual format by the end of the year.

Since December, the College and its partners have staged three speakers who addressed a variety of health-and-wellness issues either as lectures or in question-and-answer exchanges:

- Amy Hsu, an Investigator at the Bruyère Research Institute, discussed the impact of the pandemic on long-term care facilities.
- Joanne Bezzubetz, President and CEO of The Royal, focused on the increase in mental health problems during the pandemic
- Cameron Love, President and Chief Executive Officer of The Ottawa Hospital, offered details on how the Hospital has responded to COVID-19

Algonquin College and Ottawa Tourism formed a partnership in September to launch Indigenous Tourism Entrepreneurship Training to support Indigenous entrepreneurs in the creation and development of their own business and tourism ideas.





REFLECTIONS OF 2020-2021

1. Algonquin College welcomed Ontario Minister of Labour Monte McNaughton to the Ottawa Campus for a tour of the College's Automotive Service Lab and a discussion of programs to train jobseekers in the manufacturing sector.
2. Algonquin College became home to the only photonics lab of its kind in the world in 2020 — all thanks to a substantial upgrade and sponsorship donated by Ciena.
3. Ontario Premier Doug Ford visited Ottawa Campus in August to see the summer pilot program in action. He toured working labs in the Algonquin Centre for Construction Excellence and met with faculty and students. The Premier praised the facility as a “perfect example” of what the province needs to provide more trades workers.
4. Pembroke students volunteered in COVID-19 vaccination clinics at hospitals.
5. Students were able to access on-campus services such as printing during the year, with a variety of safety precautions in place to ensure the campus remained a safe learning environment for students and faculty.

FINANCES AND ADMINISTRATION

FINANCIAL REPORT

Year Ended March 31, 2021

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	\$	117,229
Student tuition fees		135,804
Contract educational services		48,527
Campus services		12,112
Other		18,541
Amortization of deferred capital contributions		7,639
	\$	339,852

EXPENSES

Salaries and benefits	\$	207,234
Building maintenance and utilities		15,438
Instructional supplies and equipment		5,027
Bursaries and other student aid		8,077
Interest		699
Amortization and write-down of capital assets		16,321
Campus services		14,144
Other		72,040
SUBTOTAL	\$	338,980

Changes in vacation, sick leave, and post-employment benefits liabilities		2,022
	\$	336,958
Excess of revenue over expenses		2,894

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, 2020 TO AUG. 31, 2021

Name	Titles/Department	First Elected	Maximum Term of Service
McLaren, Jay	Board Chair	Sept. 1, 2014	Aug. 31, 2022
Beck, Gail Maureen	Vice Chair	Sept. 1, 2017	Aug. 31, 2023
Brulé, Claude	President and Chief Executive Officer		
Lawrence, Audrey-Claire	Chair, Governance Committee	Sept. 1, 2017	Aug. 31, 2023
McKelvie, Cyril	Chair, Academic and Student Affairs Committee	Sept. 1, 2017	Aug. 31, 2023
Barkhouse, Steve	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
Wilson, Rodney	Governor	Oct. 22, 2020	Aug. 31, 2023
McCracken, James	Governor	Sept. 1, 2019	Aug. 31, 2022
Dunn, Sheilagh	Governor	Apr. 16, 2020	Aug. 31, 2022
Tudor, Stephen	Governor	Sept. 1, 2019	Aug. 31, 2021
Zouari, Ikram	Governor	Sept. 1, 2019	Aug. 31, 2022

BOARD OF GOVERNORS – SEPT. 1, 2020 TO AUG. 31, 2021 (CONT’D)

Name	Titles/Department	First Elected	Maximum Term of Service
Dhawan, Shivang	Student Representative	Sept. 1, 2020	Aug. 31, 2021
Sayah-Hoareau, Valerie	Support Staff Representative	Sept. 1, 2017	Aug. 31, 2023
O’Bonsawain, Andre	Administrative Staff Representative	Sept. 1, 2020	Aug. 31, 2023

ALUMNI AND FRIENDS NETWORKS ADVISORY COMMITTEE – 2020-2021

Name	Titles/Department
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>

AC EXECUTIVE TEAM – 2020-2021

Name	Titles/Department
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
McDougall, Tracy	Director, President’s Office and Communications

BOARD MEMBERS AND SENIOR MANAGEMENT

AC LEADERSHIP TEAM – 2020-2021

Name	Titles/Department
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
Associate Vice President	
Devey, Patrick	Global, Online and Corporate Training
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
Holguin-Pando, Cristina	Applied Research, Innovation and Entrepreneurship
Langevin, Erin	Labour Relations
McDonell, Alanna	Marketing
McDougall, Tracy	President’s Office and Communications

AC LEADERSHIP TEAM – 2020-2021 (CONT'D)

Name	Titles/Department
Directors	
Leroux, Kathryn	Business Development
Mulvey, Ernest	International Education Centre
Pearson, Krista	Registrar
Perry, Grant	Finance and Administrative Services
Southwood, Ryan	Physical Resources (acting)
Deans	
Cusson, Margaret	Academic Development
Jones, Keltie	Algonquin College in the Ottawa Valley
Devey, Patrick	AC Online
Beauchamp, Julie	School of Business, School of Hospitality and Tourism (acting)
Trakalo, Jane	Faculty of Health, Public Safety and Community Studies
Hahn, Chris	Algonquin Heritage Institute, Algonquin Centre for Construction Excellence, Faculty of Technology and Trades
Heaton, Robyn	Faculty of Arts, Media and Design
Marois, Eric	School of Advanced Technology

CHAIRS COUNCIL – 2020-2021

Name	Titles/Department
Membership	
Janzen, Chris	Council Chair
Makila, Nancy	Office of the Senior Vice President, Academic
Fraser, Sherryl	Council Co-Chair
Farbod, Karimi	Council Co-Chair
Ridgeway, Leigh	General Arts and Science

CHAIRS COUNCIL – 2020-2021 (CONT’D)

Name	Department
Chairs and Academic Members	
Fraser, Sherryl	Design Studies
Pihlainen, Dan	Media Studies
Surman, Kerry	Marketing and Management Studies, Business Administration – Core Service Courses
Grammatikakis, Mary	Financial, Accounting, and Legal Studies
Root, Katherine	Marketing, Entrepreneurship and Office Studies
Barr, Shaun	Heritage Institute (Perth)
Walsh, Rodney	Allied Health
McCormick, Sandra	Wellness, Research 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)
Rintoul, Angela	Health and Community Studies (Pembroke)
Deveau, David	Language Institute
Tarnowski, Michael	Hospitality and Tourism
Cory Haskins	Culinary Arts
Shane, Adam	Applied Science and Environmental Technology
Thibodeau, David	Mechanical and Transportation Technologies
Brancatelli, Sandra	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
Parra, Maria	Electrical, Building Science and Horticulture
Karimi, Farbod	Learning and Teaching Services
DeVries, Jessica	Academic Development
Alana Anderson	Academic Access Centre

Good Standing

For the period April 1, 2020, to March 31, 2021, 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 2020–2021.

The Board of Governors agrees that the College has operated in accordance with legal and regulatory requirements through the 2020–2021 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 - 2020-2021

Titles/Department	Name	First Elected	Maximum Term of Service
Chair	Martin Lee	Sept. 2018	Sept. 2022
Academic Staff			
Algonquin Centre for Construction Excellence	Ken Hill	Sept. 2020	Aug. 2022
School of Advanced Technology	Greg Mapp	Mar. 2021	Aug. 2021
School of Business	James Halls	Dec. 2019	Aug. 2021
School of Health and Community Studies	Jennifer Liberty	Sept. 2020	Aug. 2022
School of Hospitality and Tourism	Enrico DeFrancesco	Sept. 2019	Aug. 2021
School of Media and Design	Danielle Allard	Sept. 2020	Aug. 2022
General Arts and Science	Leslie Wyman	Oct. 2019	Aug. 2021
Language Institute	Carl O'Toole	Sept. 2018	Aug. 2022
Police and Public Safety Institute	Sharleen Conrad-Beatty	Sept. 2017	Aug. 2021
Algonquin College in the Ottawa Valley	Heather (Klein-Horsman) Macmillan	Sept. 2020	Aug. 2022
Heritage Institute	Pat Murphy	Sept. 2019	Aug. 2021
Academic Access Centre	Karen Carr	Sept. 2018	Aug. 2022
Counsellors	Karen Barclay-Matheson	Sept. 2020	Aug. 2022
Librarians	Maureen Sheppard	Sept. 2018	Aug. 2022

COLLEGE ACADEMIC COUNCIL MEMBERSHIP - 2020-2021 (CONT'D)

Titles/Department	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	Enrico DeFrancesco	Sept. 2020	Aug. 2021
Dean – Faculty of Arts, Media and Design	Robyn Heaton	Sept. 2018	Aug. 2020
Chair – Community Studies	Jodi Jaffray	Feb. 2020	Aug. 2022
Students			
President, Students' Association	Emily Ferguson	May 2018	Apr. 2020
Director, Students' Association	Robert Richter	May 2019	Apr. 2020
Director, Students' Association	TBC	May 2019	Apr. 2020
Ex-Officio Members			
Senior Vice President, Academic	Chris Janzen		
Vice President, Student Services	Laura Stanbra		
Registrar	Krista Pearson		



The College continues to build upon being the first post-secondary institution in Ontario to develop an Inclusion and Diversity Blueprint, including ensuring equality for female learners and employees.

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 2020–2025. 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.

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.

The term of the Strategic Mandate Agreement is from April 1, 2020 to March 31, 2025. 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 priority areas include:

Skills & Job Outcomes: This priority area seeks to measure and evaluate the college’s role in supporting student and graduate outcomes and alignment with Ontario’s economy. Metrics measure institutional commitment to areas of strength and specialization; students’ preparation with the skills essential for employment; experiential learning opportunities; graduation; and positive labour-market outcomes for graduates, through the following performance indicators:

- Graduate Employment Rate in a Related Field
- Institutional Strength/Focus
- Graduation Rate
- Graduate Employment Earnings
- Experiential Learning
- Skills & Competencies

Economic & Community Impact: This priority area seeks to measure and evaluate the college’s role in supporting Ontario’s economy. Metrics measure funding from private sector sources; the positive economic impact on local economies brought by students at an institution; and the differentiated ways institutions demonstrate economic impact:

- Community/Local Impact of Student Enrolment
- Economic Impact (Institution-specific)
- Revenue Attracted from Private Sector Sources
- Apprenticeship-related (Institution-specific)

For more information regarding the Algonquin College Strategic Mandate Agreement, please view the full report at algonquincollege.com/reports/#stratmandate.

Algonquin College works diligently to maintain close connections with political leaders and government officials. When they attend our campuses, participate in events, make announcements, and give public speeches, these visitors reinforce a relationship that allows students to benefit from quality education and services in a technologically advanced learning environment.

This past year our guests included:

- Ontario Premier **Doug Ford**. He toured working labs in the Algonquin Centre for Construction Excellence during his August 27 visit. He praised the facility as a “perfect example” of what the province needs to provide more trades workers. “We are in desperate need of trades,” he said.
- **Catherine McKenna**, the federal Minister of Infrastructure and Communities and MP for Ottawa Centre, was on hand in late November to launch a partnership between Algonquin College and Ottawa Tourism establishing the Indigenous Tourism Entrepreneurship Training program. The program aims to support Indigenous entrepreneurs to develop business planning skills and visitor readiness training for their tourism ideas. The federal government provided Ottawa Tourism with \$500,000 from the Canadian Experiences Fund, through the Federal Economic Development Agency for Southern Ontario to develop this initiative with the College.
- **Monte McNaughton**, Ontario Minister of Labour, Training and Skills Development, visited the Ottawa Campus in mid-December. He announced \$1.3 million in funding for the Excellence in Manufacturing Consortium’s Innovative Skills Training Program, which support training, upskilling and growth in the manufacturing sector. McNaughton was joined in making the announcement by Nepean MPP Lisa MacLeod, the provincial Minister of Sport, Tourism and Culture.

- **Jeremy Roberts**, the MPP for Ottawa West-Nepean, also visited Algonquin in mid-December to announce \$5.5 million in capital funding to help the College to renew and modernize its facilities. The monies were to be used to clear up a deferred maintenance backlog, undertake needed repairs and upgrades, and provide a safer environment for students, faculty and other employees. “Well-maintained facilities and the latest in learning tools and equipment are critical parts of a post-secondary education,” Roberts said in making the announcement.
- Ottawa Mayor **Jim Watson** was a regular, if virtual, presence on Algonquin campuses during the past year. He was the guest speaker at AC Vision 2020 in September, praising the College for its “bold” vision of the future. That same month he joined College leaders at a virtual back-to-school conference highlighting preparations by Ottawa-area post-secondaries to deal with the pandemic during the Fall semester. And earlier In July, he congratulated Event Management students on their fundraising for three local charities during COVID-19.



Political leader visits reinforce a relationship that allows students to benefit from quality education and services.

1. ontario.ca/page/college-and-university-strategic-mandate-agreements-2017-2020
2. Algonquin College Strategic Mandate Agreement 2017-2020

ALGONQUIN COLLEGE



INFORMATION

Future Students

algonquincollege.com/future-students

Parents

algonquincollege.com/future-students/parents-guardians

Counsellors

algonquincollege.com/future-students/teachers-counsellors

CONTACT

Ottawa Campus
Algonquin College of
Applied Arts and Technology

1385 Woodroffe Avenue
Ottawa, Ontario K2G 1V8
Local: 613.727.4723
Toll-free: 1-800-565-GRAD (4723)
TTY: 613.727.7766
Fax: 613.727.7754
In-Person Service: Student Central – C Building (lower level)

algonquincollege.com

Pembroke Campus
Algonquin College
in the Ottawa Valley

1 College Way
Pembroke, Ontario K8A 0C8
613.735.4700

algonquincollege.com/pembroke

Perth Campus
Algonquin College
Heritage Institute

7 Craig Street
Perth, Ontario K7H 1X7
613.267.2859

algonquincollege.com/perth