DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY
PUBLIC MEETING OF THE GOVERNANCE REVIEW COMMITTEE
AGENDA

Date: Monday, November 4, 2024, 7:00 p.m.
Location: Virtual Meeting, MS Teams

Pages

1. **CALL TO ORDER**

2. **CONFLICT OF INTEREST DECLARATIONS**

3. **APPROVAL OF THE AGENDA**

    Recommendation
    That the agenda for the November 4, 2024, Governance Review Committee
    meeting be approved as presented.

4. **APPROVAL OF PREVIOUS MINUTES**

    4.1   Minutes of the September 16, 2024, Governance Review Committee   2 - 6
           Meeting

           Recommendation
           That the minutes from the September 16, 2024, meeting of the
           Governance Review Committee be approved as presented.

5. **DECISION ITEMS**

6. **DISCUSSION ITEMS**

    6.1   2023-2024 Board Evaluation Feedback: Prioritization of Items to Action -   7 - 24
           D. Townsend

           Focus: What items, if any, should be prioritized for action?

    6.2   Suggestions for Changes to Governance Processes (Fall 2024) - D.   25 - 37
           Townsend

    6.3   Board Retreat Planning - E. Popp   38 - 38

7. **INFORMATION ITEMS**

8. **MEETING ASSESSMENT - D. Townsend**

9. **ADJOURNMENT**

DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY
PUBLIC MEETING OF THE
GOVERNANCE REVIEW COMMITTEE
MINUTES

Date:	Monday, September 16, 2024
Location:	Oshawa Campus, Durham College Boardroom A144
Members Present:	Dwight Townsend, Committee Chair
	Brandon Bird
	Kelly Doyle, Committee Vice Chair
	Kwende Thomas
	Lisa Allen, Board Chair
	Elaine Popp, President
Staff Present:	Jean Choi, Vice President, Academic and Students
	Melissa Pringle, Manager, Board Governance and Privacy
Guests:	Danny Nashman, The Potential Group (attended virtually)
	Jackie McCaffrey, The Potential Group (attended virtually)

1. CALL TO ORDER

With quorum present, the Committee Chair called the meeting to order at 7:05 p.m.

The Committee Chair introduced staff and guests in attendance.

2. CONFLICT OF INTEREST DECLARATIONS

The Committee Chair asked if there were any conflicts of interest to declare. None noted.

3.   **APPROVAL OF THE AGENDA**

Moved by Governor Doyle
Seconded by Governor Bird
"That the agenda for the September 16, 2024, Governance Review Committee meeting be approved as presented." CARRIED

4.   **INTRODUCTION OF STRATEGIC PLAN ENGAGEMENT EXERCISE**

The President introduced guests from The Potential Group who were in attendance.

The Potential Group presented a community engagement exercise for Governors to complete before the strategic planning session on October 17, 2024.

The Committee questioned The Potential Group. In response to questions, the President clarified that the Board's Internal Governors should reach out externally rather than talk to their peers.

5.   **APPROVAL OF PREVIOUS MINUTES**

  5.1   Minutes of the May 15, 2024, Governance Review Committee Meeting

The Committee reviewed its minutes from the May 15, 2024 Governance Review Committee meeting.

Moved by Governor Doyle
Seconded by Governor Allen
"That the minutes from the May 15, 2024, meeting of the Governance Review Committee be approved as presented." CARRIED

6.   **REVIEW OF COMMITTEE TERMS OF REFERENCE**

As it was the first Governance Review Committee meeting of the 2024-2025 Board year, the Committee reviewed its terms of reference.

A brief discussion ensued about the fact that the Governance Review Committee meetings are open to the public and about the protocol for guests attending the meeting as an observer versus a scheduled delegation.

7.   DECISION ITEMS

7.1   Proposed Changes to By-law No. 3

The Committee received a report from the President and Vice President, Academic and Students, regarding proposed changes to By-law No. 3 to merge two groups at the College (College Council and Academic Council) into one new entity known as the College Advisory Council. The Vice President, Academic and Students, highlighted significant changes regarding the role of the group, membership composition, meeting frequency, and role of the President. Furthermore, the President advised the by-law was required to comply with the Minister's Binding Policy Directive on Governance and Accountability.

The Committee questioned the President and Vice President, Academic and Students, regarding the impetus for the change and the current mechanisms for employees and students to access the President.

Further, the Board Secretary advised J. Choi's title would be updated throughout the by-law to Vice President, Academic and Students.

Moved by Governor Allen
Seconded by Governor Doyle
That the Governance Review Committee recommends to the Durham College Board of Governors:

"1.   That By-law No. 3 of the Durham College of Applied Arts and Technology enacted on June 8, 2022, be repealed; and,

2.   That the new By-law No. 3. which establishes a College Advisory Council, be approved in the form and content provided to the Board." CARRIED

7.2   Proposed Changes to Board Policy: Committee Terms of Reference

The Committee received a report from the President regarding proposed amendments to the Board's Committee Terms of Reference policy. Significant amendments include removing references to the Executive Committee, approving changes to the leadership team, and establishing new accountability for the Audit and Finance Committee to provide oversight of the endowment investments effective April 1, 2025.

The Committee questioned the President and Board Secretary.

Moved by Governor Thomas
Seconded by Governor Doyle
That the Governance Review Committee recommends to the Durham College Board of Governors:

"That the Committee Terms of Reference policy be updated as presented." CARRIED

7.3 Proposed Changes to Board Policy: Board-President Relations

The Committee received a report from the President regarding a minor amendment to the Board's Board-President Relations policy to remove reference to staffing changes at the leadership level being approved by the Board.

Moved by Governor Bird
Seconded by Governor Allen
That the Governance Review Committee recommends to the Durham College Board of Governors:

"That the Board-President Relations policy be updated as presented." CARRIED

8. DISCUSSION ITEMS

8.1 Feedback from the 2023-2024 Board Evaluation Survey

The Committee Chair advised the feedback from the 2023-2024 Board Evaluation survey was before the Committee for a preliminary discussion and that subsequent conversations would occur at the Committee to determine what actions, if any, should be taken to address the feedback.

Further, the Committee discussed the statistical significance of changes in specific question categories versus influencing factors such as personality types, recent experiences, and emotions that play into answering survey questions. In response to questions, the President advised that a change of 0.3 was statistically significant enough to warrant a discussion.

Committee members were asked to consider areas for further discussion at the next meeting.

8.2 Preliminary Planning for the Board Retreat (February 2025)

The Committee Chair advised that one of the primary functions of the Committee was to plan the annual Board retreat. A discussion ensued about the retreat's purpose, format, location, and cost. The Committee discussed options to reduce costs as initial estimates ranged between $17K to $31K (accommodations and meals only) for a two-night stay at an off-site venue. Following the discussion, the Committee agreed to plan an off-site retreat (Friday night and Saturday) as the preferred option.

8.3 Content Review of Governance Refresher for the October 9 Board Meeting

The Committee discussed the content and form of the upcoming governance refresher training to be provided at the October 9, 2024 Board meeting by the Committee Chair. Additional thoughts for inclusion in the presentation included speaking to communication norms, having candid conversations at the Board table versus parking lot conversations, and understanding influence.

9. INFORMATION ITEMS

There were no information items.

10. MEETING ASSESSMENT

The Committee conducted a roundtable meeting assessment and expressed appreciation for the in-depth conversations, engaging questions, and space to have candid conversations about the context of items on the agenda.

11. ADJOURNMENT

With no further business, the meeting ended at 8:45 p.m.

Board of Governors
Annual Board Evaluation Survey Report
2023-24

Prepared by the Office of Research Services Innovation & Entrepreneurship

April 2024

This report presents the results of the *2023-24 Board Evaluation Survey*. Each year, members of the Board of Governors are asked to evaluate different aspects of Board performance. This is an important part of the Board's goal of continuous improvement and is a tool to ensure compliance with the Ministry's Binding Policy Directive: Governance and Accountability Framework. The results are used to identify areas for improvement and growth.

Members of the Board of Governors were invited to complete the online survey from April 1 – 12, 2024. In total, 17 of 17 Governors completed the survey, for a response rate of 100%.

The survey tool is reviewed annually to ensure questions are relevant. In 2022, the survey tool was significantly revised with the introduction of new questions and edits to prior questions. As a result, longitudinal comparisons are only available for three years.

Respondents were asked to indicate their level of agreement with a series of statements, and had the option to choose 'No Opinion', 'Strongly Disagree', 'Disagree', 'Somewhat Agree', 'Agree' and 'Strongly Agree'. This report presents a bar chart for each statement, and includes the proportion and number of respondents (in parentheses) by level of agreement.

The following legend indicates the colours associated with each response option:

■ **Strongly Agree**   ■ **Agree**   ■ **Somewhat Agree**
■ **Disagree**   ■ **Strongly Disagree**   ■ **No Opinion**

Evaluation Survey Report, or if you require this report in an accessible format, please feel free to contact Melanie Hewitt, Director, Institutional Research and Planning at (905)721-2000 x2266 or Melanie.Hewitt@durhamcollege.ca.

Please note that this analysis is only based on the answers provided by respondents, and therefore excludes non-responses.

Freedom of Information and Protection of Privacy Act Notice: All information provided will be kept strictly confidential in accordance with Durham College's data governance policies, and related provincial and federal legislative requirements, specifically, *Freedom of Information and Protection of Privacy Act, R.S.O. 1990.*

I. Summary

The radar chart below shows the scores for each section of questions within the survey. Scores represent the average (mean) response based on a 5-point scale, where 'Strongly Disagree' is 1, 'Disagree' is 2, 'Somewhat Agree' is 3, 'Agree' is 4 and 'Strongly Agree' is 5. Responses of "No Opinion" are excluded from this analysis.

Radar charts are useful in identifying areas of strength and areas for improvement. The sections with higher scores (strengths) fall towards the outside of the chart (5).
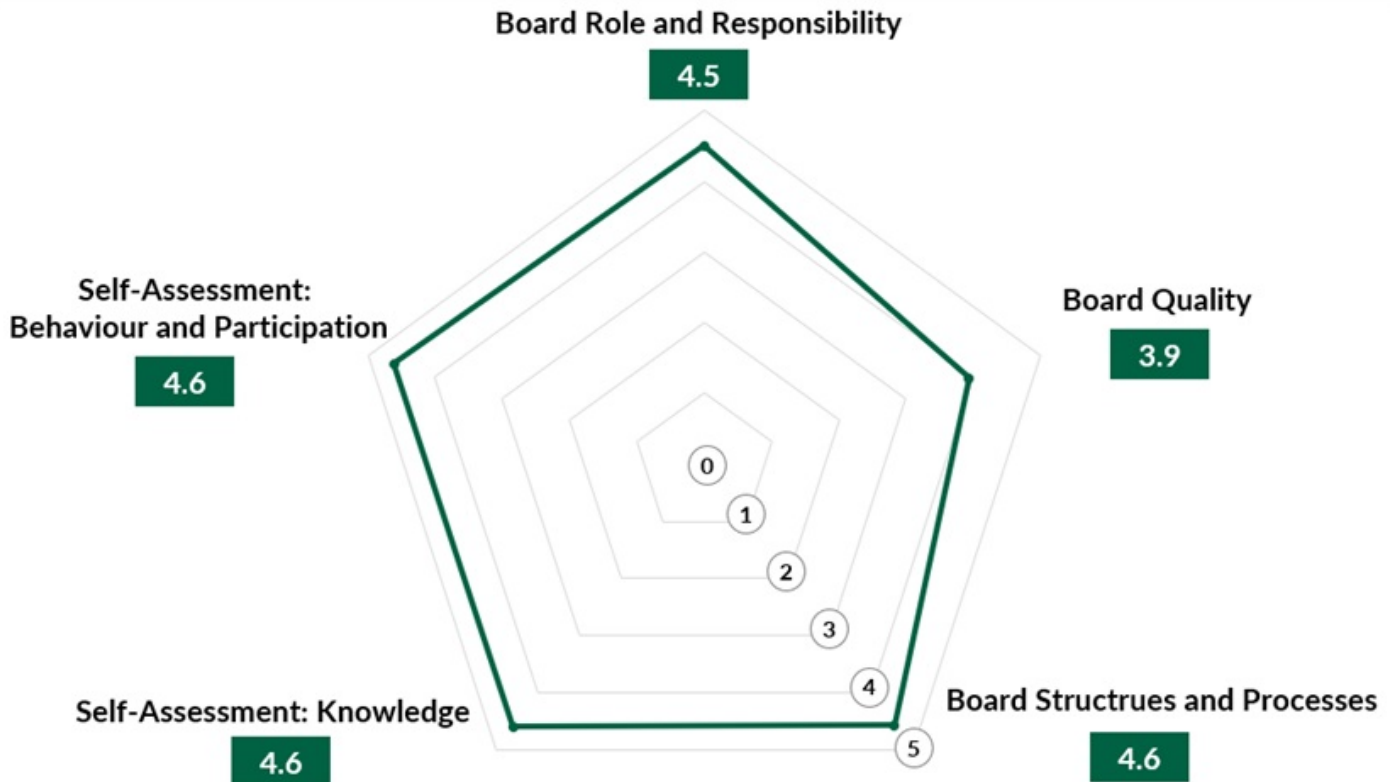
II. Comparative Snapshot

The following report section presents aggregated feedback across all eight sections of the Board of Governors Effectiveness survey using spark lines. Spark lines are useful in identifying areas of strength and areas for improvement. Full question text and score details are provided in subsequent sections of the report.

		2021-22	2022-23	2023-24
Board Role and Responsibility	1. The Board is familiar with the legislative environment it operates under.	4.6	4.4	4.6
	2. The Board understands its accountabilities to the Ministry of Colleges and Universities.	4.7	4.5	4.6
	3. The Board understands its governance role and does not become overly involved in operational issues.	4.6	4.5	4.6
	4. The Board makes decisions that are aligned with the College's mission, vision, values, and strategic goals.	4.9	4.7	4.6
	5. The Board provides sufficient financial oversight with due attention to ensuring that the College operates to a balanced budget and is financially sustainable in the long-term.	4.7	4.7	4.5
	6. The Board provides oversight to ensure high-quality programs that lead to student success.	4.7	4.3	4.4
	7. The Board has established effective monitoring and reporting processes that allow it to assess the overall performance of the College against established targets (e.g., SMA, KPI).	4.5	4.5	4.4
	8. The Board ensures that significant risks to the viability and the success of the College are identified and managed appropriately.	4.8	4.1	4.4
	9. The Board ensures that corrective action is taken when performance concerns become apparent.	4.6	4.4	4.4
Board Understanding	1. Setting the strategic direction.	4.9	4.8	4.7
	2. Selecting and evaluating the president.	4.8	4.7	4.8
	3. Overseeing College performance.	4.6	4.6	4.5
	4. Organizing the Board to perform its role.	4.5	4.6	4.6
Board Performance	1. Setting the strategic direction.	4.7	4.4	4.6
	2. Selecting and evaluating the president.	4.6	4.5	4.6
	3. Overseeing College performance.	4.3	4.5	4.4
	4. Organizing the Board to perform its role.	4.6	4.5	4.5

Category	Item	2021-22	2022-23	2023-24
Board Contribution	1. Strategic Plan	4.8	4.5	4.4
	2. Business Plan	4.5	4.4	4.2
	3. Annual Report	4.5	4.2	4.1
	4. Annual Budget	4.7	4.6	4.1
Board Quality	1. The Board uses its skills matrix appropriately to recruit Governors with varied skills.	4.6	4.4	3.8
	2. The Board reflects the diversity of the community served.	3.1	4.2	3.5
	3. Governors receive orientation that prepares them to contribute effectively to the Board.	4.4	4.4	4.2
	4. Issues related to Board performance are dealt with appropriately.	4.4	4.4	4.2
Board Structures and Processes	1. The Board develops an annual work plan with consideration to the College's strategic directions and the Board's role.	4.6	4.7	4.4
	2. The annual work plan helps the Board understand and perform its role.	4.6	4.5	4.4
	3. Committees are effective in supporting the work of the Board.	4.6	4.7	4.6
	4. The Board regularly evaluates its performance and uses the results to continuously improve.	4.5	4.8	4.3
	5. Board agendas focus on items that are within the Board's role.	4.9	4.8	4.8
	6. Meeting materials are received sufficiently in advance.	4.5	4.5	4.6
	7. Meeting materials are appropriate and prepare Governors to make decisions.	4.7	4.5	4.6
	8. The Board deals with in-camera business appropriately.	4.8	4.5	4.8
	9. The Board spends sufficient time on strategic and generative type discussions.	4.6	4.3	4.2
	10. The Board Chair conducts the meeting in a way that moves the business of the Board forward.	4.9	4.8	4.6
	11. The Board Chair ensures all sides of an issue are heard.	4.9	4.7	4.6
	12. The Board Chair invests time in building relationships with the president and Governors.	4.9	4.6	4.6
	13. The Board understands the Chair's role as the official spokesperson.	4.6	4.6	4.8
	14. The Board works together effectively.	4.6	4.6	4.4

		2021-22	2022-23	2023-24
Self-Assessment: Knowledge	1. I have a good understanding of the college system.	4.4	4.1	4.4
	2. I am aware of the College's mission, vision, and values.	4.8	4.8	4.7
	3. I am familiar with the strategic plan and take it into account when making decisions.	4.8	4.5	4.4
	4. I understand the difference between the governance role of the Board and the role of senior management.	4.9	4.8	4.8
	5. I am sufficiently knowledgeable in financial matters to understand the College's financial position.	4.7	4.3	4.1
	6. I am aware of the Board's conflict of interest policy.	4.8	4.7	4.8
	7. I declare conflicts of interest as they arise.	5.0	4.9	4.8
	8. I have reviewed the Board's annual work plan.	4.7	4.8	4.6
	9. I have reviewed the Board's annual goals.	4.7	4.7	4.6
	10. I have reviewed and understand the Board's by-laws and policies.	4.7	4.4	4.5
	11. I consistently adhere to the Board's code of conduct.	5.0	4.8	4.8
Self-Assessment: Behaviours and Participation	1. I am able to contribute my skills, experience, and perspectives to the Board.	4.3	4.4	4.6
	2. I am able to contribute to the Committees on which I serve.	4.4	4.5	4.5
	3. I listen to and consider the views of others.	4.8	4.9	4.9
	4. I come prepared to meetings.	4.8	4.8	4.6
	5. I feel comfortable asking questions to help me make decisions.	4.8	4.5	4.4
	6. I am able to express my views even when I may be in a minority.	4.6	4.5	4.4
	7. Once a decision is made, I respect the decision of the Board.	5.0	4.9	4.9
	8. I meet or exceed attendance requirements.	4.8	4.8	4.8
	9. I support the College's events and activities (where appropriate).	4.7	4.8	4.4
	10. I participate in the Board's education program (e.g., Learn More series)	4.5	4.5	4.2
	11. I have taken training provided by the College Centre of Board Excellence.	4.3	4.3	4.2
	12. I make decisions in the best interest of the College.	4.9	5.0	4.9
	13. I respect and maintain confidentiality.	5.0	5.0	4.9

III. Results 2023-24

The following report section presents the proportion of agreement with the various statements included in the survey.

■ **Strongly Agree**   ■ **Agree**   ■ **Somewhat Agree**
■ **Disagree**   ■ **Strongly Disagree**   ■ **No Opinion**

Board Role and Responsibility

Please refect on the following statements and indicate your level of agreement.

Statement	Strongly Agree	Agree	Somewhat Agree
1. The Board is familiar with the legislative environment it operates under.	52.9% (9)	41.2% (7)	
2. The Board understands its accountabilities to the Ministry of Colleges and Universities.	64.7% (11)	29.4% (5)	
3. The Board understands its governance role and does not become overly involved in operational issues.	64.7% (11)	35.3% (6)	
4. The Board makes decisions that are aligned with the College's mission, vision, values, and strategic goals.	64.7% (11)	29.4% (5)	
5. The Board provides sufficient financial oversight with due attention to ensuring that the College operates to a balanced budget and is financially sustainable in the long-term.	52.9% (9)	35.3% (6)	
6. The Board provides oversight to ensure high-quality programs that lead to student success.	58.8% (10)	23.5% (4)	17.6% (3)
7. The Board has established effective monitoring and reporting processes that allow it to assess the overall performance of the College against established targets (e.g., SMA, KPI).	47.1% (8)	47.1% (8)	
8. The Board ensures that significant risks to the viability and the success of the College are identified and managed appropriately.	47.1% (8)	47.1% (8)	
9. The Board ensures that corrective action is taken when performance concerns become apparent.	52.9% (9)	29.4% (5)	11.8% (2)

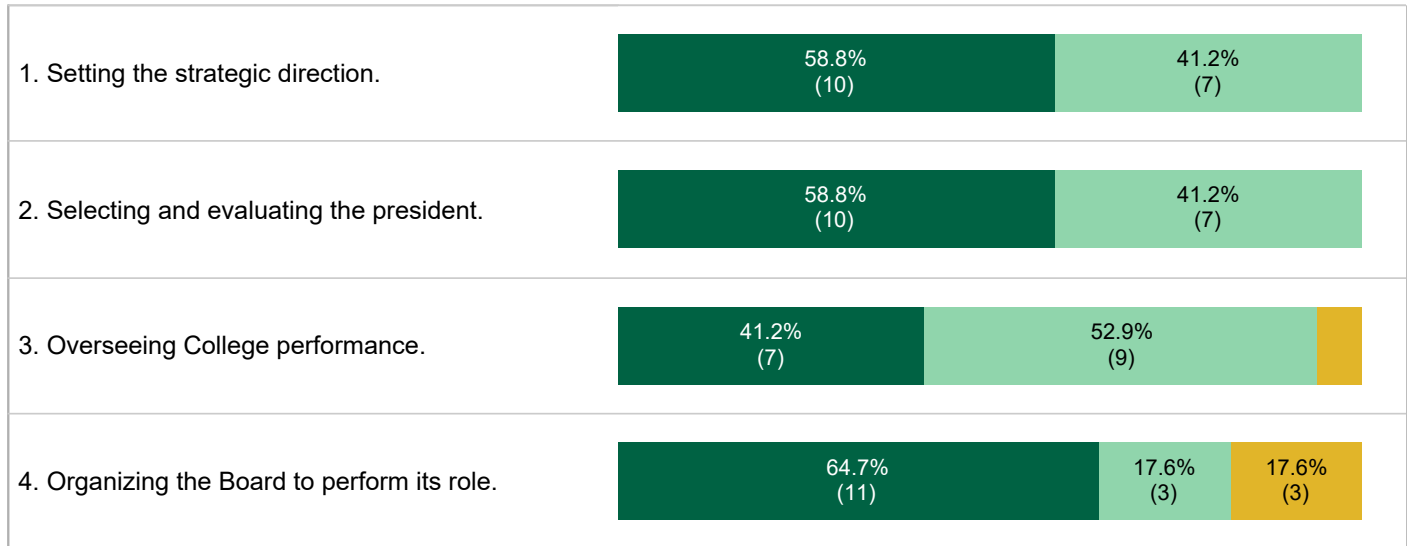## The Board <u>understands</u> its role in the following core areas:

Statement	Strongly Agree	Agree
1. Setting the strategic direction.	70.6% (12)	29.4% (5)
2. Selecting and evaluating the president.	76.5% (13)	23.5% (4)
3. Overseeing College performance.	52.9% (9)	47.1% (8)
4. Organizing the Board to perform its role.	64.7% (11)	35.3% (6)

Legend:
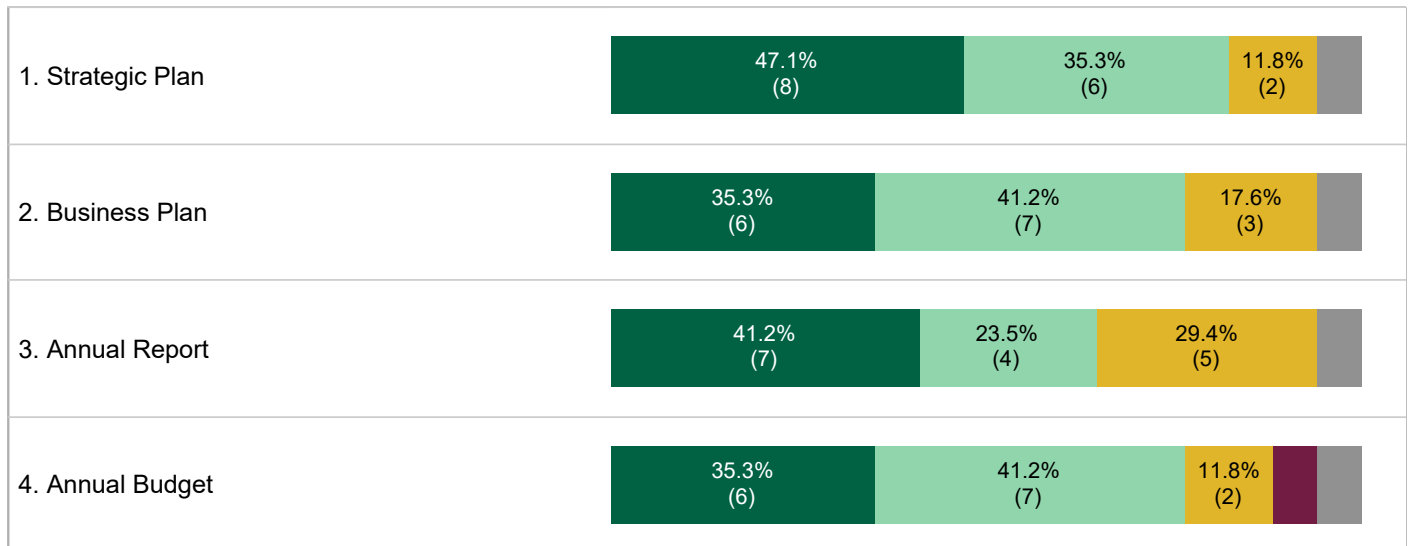- Strongly Agree
- Agree
- Somewhat Agree
- Disagree
- Strongly Disagree
- No Opinion

The Board <u>performs</u> its role effectively in each of the following core areas:

	Strongly Agree	Agree	Somewhat Agree
1. Setting the strategic direction.	58.8% (10)	41.2% (7)	
2. Selecting and evaluating the president.	58.8% (10)	41.2% (7)	
3. Overseeing College performance.	41.2% (7)	52.9% (9)	
4. Organizing the Board to perform its role.	64.7% (11)	17.6% (3)	17.6% (3)

The Board <u>contributes</u> effectively to the review and approval of the:

	Strongly Agree	Agree	Somewhat Agree
1. Strategic Plan	47.1% (8)	35.3% (6)	11.8% (2)
2. Business Plan	35.3% (6)	41.2% (7)	17.6% (3)
3. Annual Report	41.2% (7)	23.5% (4)	29.4% (5)
4. Annual Budget	35.3% (6)	41.2% (7)	11.8% (2)

List the key actions the board could undertake to improve the understanding and performance of its role.

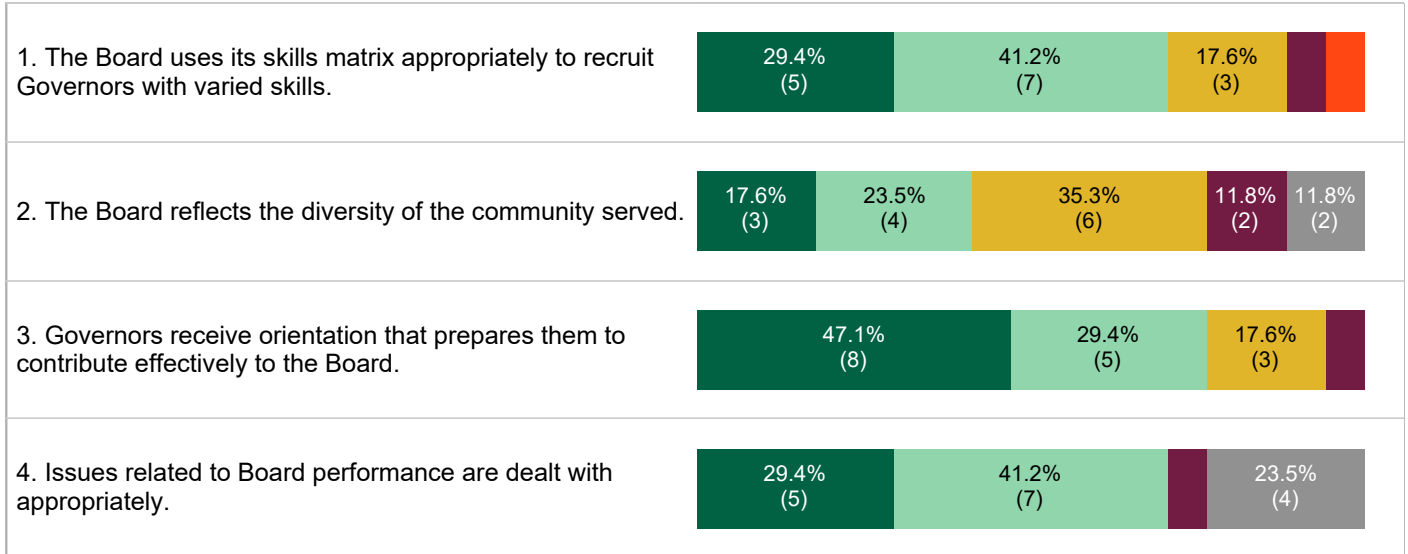|	
1	Annual review of the role, responsibilities and liabilities of the Board. Elizabeth Cowie has provided a presentation a few times and governors found it very valuable. Ideal to have this presentation during the first board meeting each year.
2	As a new governor, what I've seen to date are appropriate actions. No concerns.
3	Clarify how the mandate is used to inform the strategic plan & then how the business plan/annual plan are scaffolded from the strat plan & the work completed to date.
4	I believe this Board is highly functional, has good direction and maintains its core values and goals. I do not have any suggestions for improvement at this time.
5	I think the board understands this really well…
6	I think there are a number of strategies in place to ensure the DC Board is high-performing.
7	More education sessions for the governors. Mentoring/check-in sessions with senior experience governors/chairs.
8	Perform regular performance evaluations of the President following the refreshed process. Ensure Board members understand the level of time commitment necessary to perform its role effectively.
9	I do not have a lot to add on this front - while I appreciate the orientation I was given and found it very helpful (and welcoming), I expect that the typical orientation in September and Good Governance training would likely add a little more context to the Board's role. I think what surprised me was the scope of responsibilities of the President and the executive team relative to that of the Board.
10	I think that the Board overall understands its roles. However, like any oversight body -- or institution for that matter -- there always remain a few outliers who either appear less aware or are perhaps not availing themselves of the opportunities to learn and increase understanding. For example, the Learn More Series are crucial for increasing understanding, and yet not everyone can attend. What if the Board initiated its own internal governance certificate that Governors receive upon participating in, let's say, 5 Learn More Series during one term as Governor? Or perhaps a letter of recognition that is provided by the Chair and President upon the end of their term. That may prompt the outliers to engage and to help mitigate any lack of understanding.
11	Onboarding process is a critical step to ensure the board is able to operate at the highest possible performance level. I have appreciated all the time invested in onboarding me to the board this year. I strongly believe further reinforcing the onboarding process will lead to an even stronger board as so much of the board content is specific to colleges and is much different than many board members working experience.

Board Quality

Please refect on the following statements and indicate your level of agreement.

Statement			
1. The Board uses its skills matrix appropriately to recruit Governors with varied skills.	29.4% (5)	41.2% (7)	17.6% (3)
2. The Board reflects the diversity of the community served.	17.6% (3)	23.5% (4)	35.3% (6) — 11.8% (2) — 11.8% (2)
3. Governors receive orientation that prepares them to contribute effectively to the Board.	47.1% (8)	29.4% (5)	17.6% (3)
4. Issues related to Board performance are dealt with appropriately.	29.4% (5)	41.2% (7)	23.5% (4)

Please provide brief comments or specific suggestions related to the quality of the Board.

1	Based on new Governor feedback, more could be done to explain the makeup of the Board, ie: internal, external, LGIC governors.
2	Expanding our recruitment efforts to consider lived experiences along with the skill matrix.
3	From my limited experience, I do think that this Board is comprised of exceptional individuals who represent the community well and who work well together. I cannot speak fully to the orientation process, but I still found my orientation extremely helpful.
4	I have really appreciated the varied perspectives on the board and the variety of questions being asked at meetings. I have found board meetings to have a great level of engagement and preparedness by board members.
5	Need to ensure best quality individuals not people who fill a perceived slot.
6	Our Board is engaged, comes to meetings prepared, and performs at a high-level.
7	Continue to strive for increased diversity of the Board members. Provide opportunities and encourage Board members to connect and develop relationships to foster mutual respect.
8	I think the quality of the board is very good. I would however like to explore more community representation -- perhaps members observing the board for an opportunity to join....
9	I think that Board onboarding and recruitment works well within the framework that it has little control over (i.e., that many Board members are appointed or elected and therefore fall outside the scope of nominating). While the Board may never reflect the diversity of the community served, it's good that we continue to engage in a conversation about what this means. There's value in the discussion, even though we may not agree on what this looks like in practice or even how to come close to achieving that.
10	Overall, Durham College has a high quality board. However, the letter that was sent to the Ontario Government concerning the governors it has appointed concerns me. Personally, I didn't like the letter, its contents or the fact it was not discussed before being sent. I have seen two other situations similar to this that left a bad taste. Both related to governor appointments.
11	The BOG does not have agency over the internal governors or the LGIC appointments - making it a challenge to fulfil the expectations for EDIB while still attracting governors with specific skills/expertise. Off-cycle intakes of new governors may present a scheduling challenge, best to strive for a similar intake program, where possible.
12	Quality of Board is very good. Benchmarking with other Boards on effectiveness. What does board health metrics look like at DC and do we understand how healthy we are as a board?

List up to three topics you would like to see presented as part of Board education.

1	1) How would Durham College operate if all international students were no longer admitted or heavily reduced to the country? 2) Comparing/bench marking against Ontario and Canada's other public colleges in categories TBD. 3) Where does DC see opportunities for growth in students and/or facilities?
2	I think that the Board may benefit from a clearer idea about labor relations and the college sector. What about a Learn More on something like Historical Context and Challenges that address where we've come from and where we're headed. This may help to contextualize our new President's five pillars and help us orient ourselves to her strategic vision and vice versa. I think that a deep dive into AI should also be on our agenda for sometime in the next two years.
3	I'd would like to see an EDI course or orientation similar to what we do for indigenous training around cultural competence.
4	Ministry briefing on various college and university methods of operation.
5	1. Master Plan & 5-10 yr projections for built environment usage/maintenance. 2. Demographic projections for next 5-10 years & projected impact on enrolment. 3. Micro credentialling & uptick in provision by tech / social media (LinkedIn) - what does the DCLT project will happen & how are they responding?
6	1. Overview of foundations investments and strategy. 2. Why students fail or become disappointed in the college. 3. More on student homelessness, mental health, support services.
7	External market scan of key inputs to business plans -i.e. demographics (enrolment), high demand skills (academic programing), etc. Overview of guidelines for partnerships and HNW donors i.e. Weston Family, Barrett Family. Capacity planning.
8	Longer term external factor risks (5 to 7 years) and mitigation plans. Strategic initiative roadmap at higher level - what does the journey look like? Impact of college on engineering and construction industry.
9	Meaningfully attending to EDIB (continue the discussion started at the 2024 Retreat). International Enrolments - immediate and long-term impact to DC. Cyber Security - how is DC protecting against threats and breaches.
10	University/College relationship and opportunities. How the College effectively manages its real estate holdings.

Board Structures and Processes

Please refect on the following statements and indicate your level of agreement.

Statement		
1. The Board develops an annual work plan with consideration to the College's strategic directions and the Board's role.	41.2% (7) / 52.9% (9)	
2. The annual work plan helps the Board understand and perform its role.	47.1% (8) / 41.2% (7)	
3. Committees are effective in supporting the work of the Board.	64.7% (11) / 29.4% (5)	
4. The Board regularly evaluates its performance and uses the results to continuously improve.	52.9% (9) / 29.4% (5) / 11.8% (2)	
5. Board agendas focus on items that are within the Board's role.	82.4% (14) / 17.6% (3)	
6. Meeting materials are received sufficiently in advance.	76.5% (13) / 17.6% (3)	
7. Meeting materials are appropriate and prepare Governors to make decisions.	70.6% (12) / 23.5% (4)	
8. The Board deals with in-camera business appropriately.	82.4% (14) / 17.6% (3)	
9. The Board spends sufficient time on strategic and generative type discussions.	41.2% (7) / 41.2% (7) / 17.6% (3)	
10. The Board Chair conducts the meeting in a way that moves the business of the Board forward.	76.5% (13) / 11.8% (2) / 11.8% (2)	
11. The Board Chair ensures all sides of an issue are heard.	76.5% (13) / 11.8% (2) / 11.8% (2)	
12. The Board Chair invests time in building relationships with the president and Governors.	76.5% (13) / 17.6% (3)	
13. The Board understands the Chair's role as the official spokesperson.	76.5% (13) / 23.5% (4)	
14. The Board works together effectively.	58.8% (10) / 23.5% (4) / 17.6% (3)	

Please provide brief comments or specific suggestions related to the Board's structures and processes.

1	Annual review of the committee TOR is a great practice. Recommend in-person meetings for the 1st committee session of each fiscal year.
2	Board structure and processes are effective.
3	I am adjusting to the practice of movers/seconders being prescribed in advance. Not totally comfortable with that. I know that moving/seconding is to get the motion on the floor, however I would prefer that Board members be permitted to choose what motions to move/second.
4	I do not have a lot to add given the length of my tenure - though I will note that I feel there is significant value to in-person meetings, especially as a student. I understand why committee meetings are usually virtual, but I would prefer a hybrid option in most circumstances.
5	Not sure this comment fits here or not. I can't recall if we do this, but it may be helpful to have the Chairs of each committee provide a very brief overview of the committee's function and scope. This could be done during orientation or early on in the year. Encourage all governors to attend a committee meeting that is outside of the one they are assigned to.
6	Sometimes feel meetings are run with more concern that meetings is run to comply with a timeline rather than complete discussion.
7	We have a well structured Board.
8	We have had very effective Chairs during my tenure and Gail very much follows in that path. The Board is high functioning.
9	Continue to strive towards more time on the agenda for generative discussions and less presenting of materials that should be already read in advance. Consider having board and committee pre-meetings with the Chairs to avoid surprises; encourage BOG to send chair comments in advance.
10	Joining the board has been an intensive learning process, especially in understanding the unique dynamics of a college board compared to private sector boards. A significant challenge I've encountered involves navigating the extensive background materials for discussion topics. Often, it's difficult to locate specific documents within the pre-read materials or across different files. Improving the organization and accessibility of these materials could greatly enhance the efficiency and effectiveness of our board meetings. The BOG portal is an amazing asset, it would be great if the pre read pdf's could have embedded hyper link page numbers in the table of contents and through out the document.

The most important thing the Board could do to improve its effectiveness is:

1	Adopt a BOG leadership development plan.
2	An option for a longer term for committee and board chairs/vice-chairs. A 1 year term for board chair is very short with the complexities of a college.
3	Benchmarking with other Boards to determine effectiveness. Board members getting know each strengths and industry experiences - 'breaking bread' sessions. Feedback from presenters.
4	Continue to appoint the most qualified person, ensuring equal opportunity for all and not falling into the trap of appointing someone because they are a certain gender/nationality.
5	Continue to be transparent and communicate. Despite the best efforts along these lines, some Governors feel left out of the conversation. Additionally, the Board should raise its profile at the college. Should the Board have an increased social media presence and what would that entail?
6	I think the Board do most things well and have the best of intentions. I think perhaps something on Board member wellness. Board members aren't always in the same space physically, and mentally for their Board tenure---some support will help to ensure the Board's consistency and continued effectiveness.
7	More formal succession planning for board members including ensuring there are sufficient members seeking leadership positions as Chair / Vice Chair.
8	Non internal briefings, on issues.
9	Not so much an area for improvement, but continued communication excellence is a strength!

Legend: ■ **Strongly Agree** ■ **Agree** ■ **Somewhat Agree** ■ **Disagree** ■ **Strongly Disagree** ■ **No Opinion**

Self-Assessment: Knowledge

Question	Strongly Agree	Agree	Somewhat Agree
1. I have a good understanding of the college system.	52.9% (9)	35.3% (6)	11.8% (2)
2. I am aware of the College's mission, vision, and values.	76.5% (13)	17.6% (3)	
3. I am familiar with the strategic plan and take it into account when making decisions.	52.9% (9)	35.3% (6)	11.8% (2)
4. I understand the difference between the governance role of the Board and the role of senior management.	82.4% (14)	17.6% (3)	
5. I am sufficiently knowledgeable in financial matters to understand the College's financial position.	35.3% (6)	41.2% (7)	23.5% (4)
6. I am aware of the Board's conflict of interest policy.	82.4% (14)	17.6% (3)	
7. I declare conflicts of interest as they arise.	82.4% (14)	17.6% (3)	
8. I have reviewed the Board's annual work plan.	64.7% (11)	29.4% (5)	
9. I have reviewed the Board's annual goals.	64.7% (11)	29.4% (5)	
10. I have reviewed and understand the Board's by-laws and policies.	58.8% (10)	29.4% (5)	11.8% (2)
11. I consistently adhere to the Board's code of conduct.	82.4% (14)	11.8% (2)	

Self-Assessment: Behaviours and Participation

Question	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	No Opinion
1. I am able to contribute my skills, experience, and perspectives to the Board.	64.7% (11)	35.3% (6)				
2. I am able to contribute to the Committees on which I serve.	58.8% (10)	35.3% (6)		■		
3. I listen to and consider the views of others.	88.2% (15)	11.8% (2)				
4. I come prepared to meetings.	64.7% (11)	35.3% (6)				
5. I feel comfortable asking questions to help me make decisions.	52.9% (9)	35.3% (6)	11.8% (2)			
6. I am able to express my views even when I may be in a minority.	52.9% (9)	29.4% (5)	11.8% (2)			■
7. Once a decision is made, I respect the decision of the Board.	94.1% (16)	■				
8. I meet or exceed attendance requirements.	82.4% (14)	17.6% (3)				
9. I support the College's events and activities (where appropriate).	52.9% (9)	41.2% (7)		■		
10. I participate in the Board's education program (e.g., Learn More series)	52.9% (9)	23.5% (4)	17.6% (3)		■	
11. I have taken training provided by the College Centre of Board Excellence.	52.9% (9)	29.4% (5)			11.8% (2)	■
12. I make decisions in the best interest of the College.	88.2% (15)	11.8% (2)				
13. I respect and maintain confidentiality.	94.1% (16)	■				

Please provide any final comments that you'd like to share about your experience on the Board.

1	DC's BOG is a best practices exemplar for governance & professionalism.
2	I believe the way dinner is served is better done in a dining room where board and staff can sit together and rotate individuals to better get to know each other.
3	My board experience has been an excellent learning experience. I look forward to contributing more as I become more experienced.
4	My first term ends as the Academic Governor and I am seeking reelection. Hopefully, I will continue into a second term.
5	Overall very positive and continuing to be energized at each meeting and interaction with DC.
6	Overall, I think the board works well. I enjoy the meaningful engagement, thoughtful discussions, consideration, respect for staff, and deliberate efforts not to interfere with the College business operations.
7	This past year has been an exciting year for the Board and I'm most looking forward to participating in the development of our next strategic plan.
8	Being a member of the board has been very rewarding and educational. I have learned a ton so far in my first year of my term. I am interested in taking on more leadership roles on the board in upcoming years of my term. Having not yet completed my first year of service I did not think it was appropriate to take on chairing/vice chairing the board or committees.
9	I have enjoyed my second year much more than the previous year. Being a committee vice-chair, taking on a mentor role, conducting new governor interviews has helped me learn more about the Board and the college system. I enjoy taking an active role within the Board.
10	My rankings in this survey have largely been in the Agree and Somewhat Agree columns. As I learn more and participate more, I believe my ranking/score in this assessment tool will rise, as I gain more experience. Lastly, I am very happy about the change in leadership and the hiring of Elaine Popp.
11	I don't feel I was able to offer much support to the new Governor I was paired with as they came with a strong governance understanding and board experience. We did connect at the beginning of the year, but they have agreed to reach out to me if they have any questions. I wouldn't want this to reflect as not being engaged as an orientation buddy. Happy to do this again! I served my first term on the Nominating Committee and appreciate expanding my committee experience this year by joining the Governance Review Committee. I would appreciate another year with this Committee to continue my learning.
12	First, I want to acknowledge that I do not necessarily expect to be re-elected to this position for a second term. There are some very strong candidates this year, many who I believe would do Durham College and this position proud. But we will see what happens! Having the opportunity to sit on the Board as Student Governor has undoubtedly been the highlight of my post-secondary career. I will be forever grateful to the Board, DC's leadership, and especially the student population for the opportunity. This experience will likely change the path of my career - I want to have a seat at tables like this one again in the future. This experience has also strengthened my respect and love for Durham College - I do hope that there will be continued opportunities to serve and represent DC in the future. I have been to many educational institutions, and have never felt the kind of connection as I have here - I will always be DC proud. Thank you for making me feel welcome, for listening to the student voice, and for leading the way!

During the comprehensive Governance Review in 2022, it was decided that any changes to Governance practices would first be discussed by the Governance Review Committee.

The following is a list of suggestions that have come forward in recent months that we are bringing to the Governance Review Committee for discussion and possible decision.

#1 – Delegating authority to the Board Chair for approving the President's expenses

- Current process:

    o Expenses are prepared by the Manager, Office of the President and sent to the Vice President, Corporate Services/Chief Financial Officer for review and approval.

    o Then, the expense claim is signed by the President and submitted to the Manager, Board Governance and Privacy for placement on the Executive Committee agenda for review and approval.

    o Next, the Executive Committee reviews the expenses and recommends approval to the Board.

    o Once the Board has approved the expenses, the Board Chair's signature is obtained on relevant documents.

- In recent years, the Executive Committee has questioned why expenses that are often described as "immaterial" are coming to the Committee for approval.

- At the September Executive Committee meeting, the Committee asked the Board Secretary to investigate how other post-secondary institutions handle the process.

- There are several examples of colleges (e.g., Confederation, Fanshawe, and Lambton) who delegate approval of the President's expenses to the Board Chair once they are vetted by the Chief Financial Officer.

- **Discussion**

    o **Do we want to change the process at Durham College to delegate authority to the Board Chair versus the Board to approve the President's expenses?**

        ▪ **If yes, would there be any exceptions to the Chair's delegated authority?**

> ▪ **If yes, the Committee Terms of Reference policy will require an amendment.**

#2 – Moving New Program approvals to the Consent Agenda

- A suggestion has come forward from a Governor to move new program approvals to the Consent Agenda, primarily, because staff has already spent a considerable amount of work on the proposal and it is unlikely the Board would not approve it.

- The Board has a policy: Consent Agenda that outlines how the consent agenda is handled.

- Current process:

  - ○ Relevant Vice President and Dean present the new program of instruction to the Board.

  - ○ The Board has the opportunity to raise questions, seek clarification and suggest ideas to the Vice President and Dean following the presentation.

  - ○ The Board approves/denies the program by passing a resolution.

- **Discussion**:

  - ○ **Do we want to move to putting new program approvals in the Consent Agenda?**

  - ○ **Are there alternatives to improve this process? For example, shortening the length of the presentations?**

#3– Length of Program Advisory Committee Reports Presented for Information

- A suggestion came forward to shortened the length or reduce the information presented in the Program Advisory Committee (PAC) reports.

- By-law No. 2 provides details of how the College's PACs operate. Section 4.9 (b) states the Board shall be provided a report **at least** annually to include a summary of PAC membership, meeting frequency, meeting dates and recommendations.

- Current process:

  - ○ PAC reports are included in agenda packages twice per year (October and February)

- o PAC reports are presented for information only and not discussed unless a Governor has a question.

- **Discussion**:

   - o **Do we want to suggest the PAC Reports are abbreviated or shortened?**

   - o **Do we want to reduce the reporting down to once per year (the minimum required in By-law No. 2)?**

#4– Meeting Assessments

- One of the Board's goals for this year is that the Board will conduct a review of its meeting assessments.

- A previous report prepared on this topic from 2021 is attached for discussion.

- Current process:

   - o For Committee meetings, a roundtable meeting assessment is done where all members can contribute feedback.

   - o For Board meetings, a Governor is appointed based on a cycle to do the meeting assessment.

- **Discussion:**

   - o **What is the purpose of the meeting assessment? Is our current practice meeting the purpose? If not, what changes could be made?**

Report Number: GOV-2021-01

To: Governance Review Committee

From: Melissa Pringle, Corporate and Board Secretary

Date of Report: December 14, 2020

Date of Meeting: January 13, 2021

Subject: Meeting Assessments

1.   Purpose

The purpose of this report is to respond to the request of the Governance Review Committee for more information regarding the best practices related to meeting assessments.

2.   Recommendation

It is recommended that the Governance Review Committee provide direction on any further actions to be taken regarding the Board's current meeting assessment process.

3.   Background

In response to the Board's goal of continuous improvement, the Board has historically engaged in a practice whereby meeting assessments are conducted at every Committee and Board meeting. At a Committee meeting, a verbal roundtable assessment is conducted at the end of each meeting. At Board meetings, a meeting assessor is assigned on a rotational basis, and the meeting assessor is provided a form to guide the conversation **(see appendix A for a copy of the current meeting assessment form)**. Further, the Board engages in an annual effectiveness survey that is completed by all Governors. The Executive Committee reviews the results from the annual effectiveness survey to determine if additional actions are required.

For the 2020-2021 Board year, the Board approved a goal related to continuous improvement with the following measurement: "That the Executive Committee completes a review of the current meeting assessment process and makes refinements based on Board member input to ensure validity and to optimize Board engagement."

Following approval of the goal, it was noted that as per Durham College By-law No. 1, the Governance Review Committee is responsible for reviewing the Board's governance processes. However, the Executive Committee began its review of the Board's meeting assessment process at its meeting on November 2, 2020, and subsequently forwarded their initial ideas to the Governance Review Committee for discussion at its meeting on November 10, 2020.

At the Governance Review Committee meeting on November 10, 2020, the Committee discussed the impetus for the discussion, the problem that was trying to be solved, and various suggestions to enhance the meeting assessment process. As no consensus was reached on what suggestions, if any, to pursue to enhance the meeting assessment process, the Committee requested additional information on the best practices related to meeting assessments.

4.   Discussion/Options

Engaging in a meeting assessment process is the best practice, and it is the Board's responsibility to decide what metrics will be used to evaluate its meetings and the appropriate tool.

Common performance factors include assessing meeting results, meeting process, participation, and next steps. The goal is to evaluate if all expectations were met.[1] More generally, meeting assessments are an opportunity to evaluate the effectiveness of a meeting by identifying what went well and areas of improvement. According to the *Manual for Effective College Governance*, the purpose of evaluating meeting effectiveness is to improve meeting quality and processes. A meeting effectiveness survey may evaluate the quality and timeliness of materials, effectiveness of the meeting, agenda management, effectiveness of the debate, conduct of meeting participants, the effectiveness of the chair, and overall satisfaction.[2] Sample forms are included in the *Manual for Effective College Governance* (section 4.10).

Currently, the Board evaluates its meetings based on three criteria: 1) the demonstration of leadership against the College's values, 2) the meeting structure and participation, and 3) success in achieving the targets of the Board's work plan and Board goals.

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[1] Retrieved from https://www.ittoolkit.com/articles/post-meeting-assessment
[2] Manual for Effective College Governance, page 127.

The following is a summary of the meeting assessment practices of other colleges:

College	Meeting Evaluation Technique
Centennial College	Each meeting ends with a round of "*For the Good of the Board,*" where each member is asked to identify anything that worked well or anything that might be improved.
Georgian College	An electronic survey is provided to all members after each Board meeting (compliance is about 70%). ***sample survey attached as Appendix B**
Lambton College	Do not conduct meeting assessments, only annual Board evaluation survey
New Brunswick Community College	Do not evaluate committee meetings, but an electronic survey is provided after each Board meeting. Responses are collated and included in the next consent agenda. ***sample survey attached as Appendix C**
Southern Alberta Institute of Technology	Do not conduct meeting assessments, but conducts an annual Board evaluation. Also, the Board discusses effectiveness at the annual strategic retreat.
Northern Lights College	A meeting evaluator is appointed to provide a verbal report at each meeting. Following the verbal report, other members are welcome to provide feedback. The Board also completes an annual Board evaluation survey. ***sample survey attached as Appendix D**
Fanshawe College	An electronic survey is provided to all members after each Board meeting (the average number of responses is 9); the Board Process Committee reviews feedback.
Camosun College	Only do annual assessments on the Board and Committee meetings.

There is no "one size fits" all approach to meeting assessment, and many tools are available to assist with evaluating meeting effectiveness. The Board must determine its metrics and the tool it wishes to use to solicit feedback.

Public Report

In support of this discussion, the following resources were provided by Governor Michalko:

1.   What it takes to run a great virtual meeting
2.   Board or Committee Meeting Evaluation Form

5.   Financial/Human Resource Implications

There are no financial or human resources implications.

6.   Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7.   Implications for Ontario Tech University

There are no implications for Ontario Tech University.

8.   Relationship to the Strategic Plan/Business Plan

This report relates to the 'Our Work' pillar of the strategic plan and the goal to be a leader in teaching and learning while responsibly managing resources, ensuring good governance, and strategically investing in the future.

DURHAM COLLEGE
SUCCESS MATTERS

Board of Governors
Board Meeting Critique

Date:

Critique by:

Through the annual Board Effectiveness survey, governors recognize the Durham College Board of Governors as a highly effective board. In the spirit of continuous improvement and as a best practice, the Board assesses the effectiveness of each meeting using this critique form. The focus of the assessment is to be on the achievement of the meeting objectives.

1. Meeting participants demonstrate leadership in our values: collaboration, diversity & inclusion, excellence, innovation, integrity, respect, social responsibility. ☐ Satisfactory ☐ Needs improvement (provide suggestion(s) below)
2. The meeting structure and leadership encourages participation from all Board members. ☐ Satisfactory ☐ Needs improvement (provide suggestion(s) below)
3. We were successful in achieving the targets of the Board Work Plan and Board Goals for this meeting. ☐ Satisfactory ☐ Needs improvement (provide suggestion(s) below)
Additional Comments:

Georgian

Board of Governors' Board Retreat/Board Meeting Evaluation Form

Date of the meeting:

EVALUATION CATEGORY	HIGHLIGHT ONE CATEGORY				
1. The board focus of the workshop/meeting was	*Operational*				*Strategic*
	1	2	3	4	5
2. The workshop/meeting structure allowed	*Limited participation*			*Full participation*	
	1	2	3	4	5
3. The workshop/board materials provided were	*Too late for review*				*Timely for review*
	1	2	3	4	5
4. Also, the materials provided were	*Confusing*				*Informative*
	1	2	3	4	5
5. The discussion was	*Unfocused*				*Focused*
	1	2	3	4	5
6. The issues provided were	*Not very important*				*Very Important*
	1	2	3	4	5
7. The time given to all agenda items was	*Inadequate*				*Adequate*
	1	2	3	4	5
8. The use of consent agenda was	*Non effective*				*Very effective*
	1	2	3	4	5
9. The board engagement was	*Poor*				*Excellent*
	1	2	3	4	5

Board Workshop/Meeting Evaluation Form

Board of Governors' Board Retreat/Board Meeting Evaluation Form

10. What was most helpful for you at this board workshop/meeting?
11. What was least helpful for you?
12. After having gone through this, what expectations do you have for next time?
13. What lessons have we learned as an organization?
14. Topics for discussion you would like added to a future Board agenda.
15. Questions/Comments:

Board Workshop/Meeting Evaluation Form

NBCC | Board of Governors

BOARD MEETING EVALUATION
[Date] – [Location]
(PLEASE NOTE: **[#]** Governors completed the survey; **[#]** attended the meeting)

Our Vision: Transforming Lives and Communities

Our Purpose: We are a collaborative, learner-centred college – creatively contributing to social and economic prosperity through applied learning

Our Values: We learn together to: • Nurture a culture of belonging • Encourage, engage and inspire • Lead with integrity • Embrace innovation • Develop strong relationships

Our Goals: • Welcome more learners • Enrich the NBCC Advantage • Build our capacity to grow

QUESTION 1:
Did you receive the Board package in a timely manner and did the meeting package provide the right information?

Answer Choices	Responses
YES	
NO	

QUESTION 2:
The presentations made during the meeting were relevant.

Answer Choices	Responses
YES	
NO	

QUESTION 3:
Board discussion demonstrated that the Board is governing in alignment with the vision, purpose and values of the College.

Answer Choices	Responses
YES	
NO	

QUESTION 4:
Do you believe this meeting was more strategic than past meetings?

Answer Choices	Responses
YES	6
NO	4

Comments:
1.

QUESTION 5:
The meeting dynamic encouraged me to participate fully.

Answer Choices	Responses
YES	
NO	

Comments:
1.

QUESTION 6:

In your own estimation, do you feel that you were fully prepared for this Board meeting? How long did it take you to prepare for the meeting?

Answer Choices	Responses
YES	
NO	

 Comments:

 1.

QUESTION 7:

Any noteworthy contributions by Governors at this meeting?

 Comments:

 1.

QUESTION 8:

Suggestions for future meetings.

Comments:

1.

QUESTION 9:

Request for information that would help you in your governance role:

 Comments:

 1.

QUESTION 10:

Other comments:

1.

Board Meeting Evaluation

Northern Lights College

The Board Evaluator and Timer will present an informal report regarding the performance of the Board during the meeting. As outlined in GP-1 Governing Style, the Board will govern with an emphasis on:

Observed at this meeting?

1. Outward vision rather than an internal preoccupation   Yes ☐   No ☐

2. Encouragement of diversity in viewpoints   Yes ☐   No ☐

3. Strategic leadership more than administrative detail   Yes ☐   No ☐

4. Clear distinction of Board and presidential roles   Yes ☐   No ☐

5. Collective rather than individual decisions   Yes ☐   No ☐

6. Future rather than past or present   Yes ☐   No ☐

7. Pro-activity rather than reactivity   Yes ☐   No ☐

Notes:

Evaluator Name: _____ Date: _____

Durham College Board of Governors Retreat Agenda
The Briars Resort and Spa – 55 Hedge Road, Jacksons Point

Friday, February 21, 2025

Time	Item
4:00 p.m.	Check-In Begins
5:30 p.m.	Group Dinner
7:00 p.m. to 8:00 p.m.	Social Activity or Content?

Saturday, February 21, 2025

Time	Item
8:00 a.m.	Breakfast buffet available
9:00 a.m.	Welcome, land acknowledgement, opening remarks
9:10 a.m.	Session #1 – TBD
10:30 a.m.	Morning Break
10:40 a.m.	Session #2 – TBD
12:15 p.m.	Lunch buffet available
12:45 p.m.	Session #3 – TBD
2:15 p.m.	Afternoon Break
2:30 p.m.	Session #4 – TBD
4:00 p.m.	Closing remarks, retreat ends