



Durham College of Applied Arts and Technology Public Meeting of the Governance Review Committee

AGENDA

When making decisions, the Board is encouraged to consider the College's values of collaboration, diversity and inclusion, excellence, innovation, integrity, respect, and social responsibility.

Date: Monday, November 3, 2025

Time: 7:00 p.m.

Location: Virtual Meeting, MS Teams

Timing	Item	Page No.
7:00 p.m. to 7:02 p.m.	1. Call to Order	
7:02 p.m. to 7:04 p.m.	2. Conflict of Interest Declarations	
	3. Presentations	
7:04 p.m. to 7:06 p.m.	4. Approval of the Agenda	
	<u>Recommendation</u> That the agenda for the November 3, 2025 meeting of the Governance review Committee be approved as presented.	
7:06 p.m. to 7:08 p.m.	5. Approval of Previous Minutes	1 to 5
	<u>Recommendation</u> That the minutes from the September 15, 2025 meeting of the Governance review Committee be approved as presented.	
	6. Decision Items	
7:08 p.m. to 7:13 p.m.	6.1 Board Policy for Review: Student, Employee, Client and Visitor Treatment – E. Popp	6 to 9
	<u>Recommendation</u> It is recommended to the Durham College Board of Governors:	

**Durham College of Applied Arts and Technology
Public Meeting of the Governance Review Committee**

AGENDA

Timing	Item	Page No.
	That the proposed edits to Board policy: Student, Employee, Client and Visitor Treatment be approved as presented.	
7:13 p.m. to 7:18 p.m.	6.2 Board Policy for Review: Governor Code of Conduct – E. Popp <u>Recommendation</u> It is recommended to the Durham College Board of Governors: That the proposed edits to Board policy: Code of Conduct be approved as presented.	10 to 16
	7. Discussion Items	
7:18 p.m. to 7:28 p.m.	7.1 Identification of Priority Actions from 2024-2025 Board Evaluation Survey – K. Thomas <i>*Each member is asked to identify and prioritize their top 3-4 items from the Board evaluation survey for discussion</i>	17 to 39
7:28 p.m. to 7:38 p.m.	7.2 Board of Governors Retreat (February 2026) – E. Popp	40 to 46
7:38 p.m. to 7:48 p.m.	7.3 Potential Merger of the Governance Review and Nominating Committees for the 2026-2027 Board Year – E. Popp	47 to 52
7:48 p.m. to 7:58 p.m.	7.4 Governor Engagement in College Events and Potential New Policy – K. Thomas	53 to 55
	8. Information Items	
7:58 p.m. to 8:03 p.m.	9. Meeting Assessment	
8:03 p.m.	10. Adjournment	



Durham College of Applied Arts and Technology Public Meeting of the Governance Review Committee

When making decisions, the Board is encouraged to consider the College's values of collaboration, diversity and inclusion, excellence, innovation, integrity, respect, and social responsibility.

Date: Monday, September 15, 2025

Time: 7:00 p.m.

Location: Virtual Meeting, MS Teams

Minutes

Members Present

Kwende Thomas, Committee Chair
Alison Burgess
John Ecker
Jerry Ouellette
Lisa Allen, Chair of the Board
Elaine Popp, President

Members Absent

Kelly Doyle, Committee Vice Chair

Staff Present

Melissa Pringle, Manager, Board Governance and Privacy

1. Call to Order

With quorum present, the Committee Chair called the meeting to order at 7:01 p.m.

2. Conflict of Interest Declarations

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

3. Presentations

3.1 Review of Committee Terms of Reference

As it was the first meeting of the 2025-2026 Board year, the Committee reviewed its terms of reference and key responsibilities. The Committee was reminded that its meetings were open to the public, with agendas and minutes posted online. Additionally, a brief discussion ensued about the Committee's role in policy development. In response to questions, the Board Secretary advised that, in the context of new policy development, it would be preferred to seek the Board's support for developing a new policy first, versus the Committee doing the work and then seeking support from the Board.

4. Approval of the Agenda

There was a request to add a discussion about a potential new policy to the agenda.

Moved by Governor Ecker

Seconded by Governor Burgess

"That the agenda for the September 15, 2025, meeting of the Governance Review Committee be approved as amended." CARRIED

5. Approval of Previous Minutes

The Committee reviewed and approved its minutes from the May 12, 2025 Governance Review Committee meeting.

Moved by Governor Burgess

Seconded by Governor Allen

"That the minutes from the May 12, 2025, meeting of the Governance Review Committee be approved as presented." CARRIED

6. Decision Items

There were no decision items.

7. Discussion Items

7.1 Results of the 2024-2025 Board Evaluation Survey (for potential action)

The Committee reviewed the results of the 2024-2025 Board evaluation survey and shared initial reflections and impressions regarding the survey results. A discussion ensued about how to best interpret the results and areas of potential

focus. Initial conversations focused on some of the results from the self-assessment section (e.g., adhering to the code of conduct), specific asks for enhanced education (e.g., governance versus operations), and ways to link and connect the work the Board does to questions asked in the survey (e.g., awareness of the Board work plan). Further, the Committee remarked that the results were positive and suggested the Board is already operating at a high level of effectiveness.

The Committee Chair advised that this item would come back to the Committee at its November meeting, and members were asked to prioritize their top 3-4 items for potential action.

7.2 Preliminary Planning for Board Retreat (February 2026)

The Committee received an update from the President regarding considerations for the February 2026 Board retreat, such as location (e.g., on-site), format (e.g., one day or two), and potential agenda topics. A brief discussion ensued about the potential format, location, and agenda topics and activities that could address the feedback received in the evaluation survey and link to the strategic vision.

The Committee Chair advised that this item would come back to the Committee at its November meeting for further discussion.

7.3 Handling of Board Meeting Evaluation Feedback

The Committee discussed the recent changes to the Board meeting evaluation process, whereby a new optional survey was created for distribution following each Board meeting. When the survey was implemented in February 2025, how the feedback would be shared back to the full Board wasn't explicitly established and it was the practice that the Chair and Vice Chair of the Board would receive the feedback and share it as appropriate at the next Board meeting. Since implementation, concerns were brought forward about the transparency of the feedback and whether it could be made accessible in a raw format to the entire Board by posting it to the portal. A discussion ensued about the structure of the survey, how it's currently being administered and if the survey results should be shared more broadly, including the potential risks of posting feedback received in a raw format to the portal and whether there should be a review process for redacting inappropriate comments.

Following the discussion, the Committee decided that no changes were needed to the current survey tool except for an enhanced instructions section which advises contributors that their feedback will be posted publicly on the Board portal with their name associated and all feedback should be submitted in a manner that is consistent with the Board's code of conduct and established norms. It was

decided that the Board Chair would apprise the Board of the new practice at the October 8, 2025, Board meeting. Further, the Committee decided that feedback received prior to the implementation of this new process would not be posted on the portal, as it was not explicitly communicated to Governors that this would occur.

7.4 Governance Review Presentation at the October 8, 2025 Board Meeting

The Committee Chair apprised the Committee of plans for Borden Ladner Gervais (BLG) to deliver the annual governance refresher at the October 8, 2025, Board meeting and reminded the Committee that the meeting will start at 5:15 p.m. to accommodate this presentation. Further, the President advised that during the Ministry's governance review consultation with presidents, several other colleges indicated that they bring in an external facilitator to deliver governance training to the Board on an annual basis, which was seen as a best practice. Additionally, as the Higher Education Summit is not proceeding this year, the annual good governance training typically provided to new Governors has pivoted to a virtual format.

The Committee questioned the cost of the training, which was reported at \$2K + HST.

7.5 New Policy Development

A discussion ensued about the possibility of developing a new policy related to Governor engagement in College events, to encourage a higher level of participation in College life and to ensure that Governors are strategically invited to key events on campus that enable them to act in the role of ambassador. Following the discussion, the Committee Chair suggested that the Committee look at the Board's existing policies and practices to determine if they need to be enhanced or refined to address the concerns brought forward and to defer a more fulsome discussion of the topic to the next meeting to give members time to reflect on the suggestion.

8. Information Items

There were no information items.

9. Meeting Assessment

The Committee engaged in a roundtable meeting assessment and commended the Chair for facilitating his first meeting.

10. Adjournment

With no further business, the meeting ended at 8:49 p.m.

Draft



POLICY TYPE: Executive Limitations
POLICY TITLE: Student, Employee, Client and Visitor Treatment
EFFECTIVE DATE: ~~June 2022~~December 2025
REVISION DATE: _____
RENEWAL DATE: ~~May 2026~~

Formatted: No widow/orphan control

In this policy, unless otherwise defined herein or the context requires otherwise, words have the same meaning as they do in the Definitions Schedule to By-law No. 1 of the College.

1. POLICY STATEMENTS

Formatted: No widow/orphan control, Don't keep with next

1.1. College Community Members are entitled to be an environment that maintains the rights afforded to them by the Ontario Human Rights Code, and the Accessibility for Ontarians with Disabilities Act (AODA).

Formatted: No widow/orphan control, Don't keep with next, Don't keep lines together

1.2. Employees are entitled to a safe working environment afforded to them under the Ontario Occupational Health and Safety Act.

1.3. General statements

Formatted: Heading 2, No widow/orphan control, Adjust space between Latin and Asian text, Adjust space between Asian text and numbers

This policy establishes conditions for the President's interaction with College Community Members.

Formatted: Indent: Left: 0.75", No widow/orphan control

4.1-a) With respect to interactions with the College Community Members, the President will not cause or knowingly permit conditions, procedures or decisions that do not uphold the College purpose, vision or vision, mission and values.

Formatted: Outline numbered + Level: 2 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 1" + Indent at: 1.3", No widow/orphan control, Don't keep with next, Don't keep lines together

4.2-b) The President will promote the safety and security of College Community Members on all Durham College campuses and ensure there are established practices to follow in the event of an emergency and learning sites.

4.3-c) The President will uphold ~~Board policies and applicable provincial statutes legislation and Board policies, including the Ontario Human Rights Code,~~ and will not cause or knowingly permit conditions that are in violation of those ~~policies and statutes~~ statutes or policies.

d) When communicating with College Community Members, the President shall ensure that the College's means of communication ~~shall meet meets~~ their needs and comply with the regulations of the ~~Accessibility for Ontarians with Disabilities Act AODA.~~

4.4-e) The President will ensure there are policies and processes that

College Community Members can follow to initiate a complaint, including the Good Faith Reporting Policy for serious misconduct, wrongdoing, or illegal activity and provisions for protection against retaliation by the President and that College Community members are aware of these policies and processes.

2. MONITORING

The President will verify in writing on an annual basis that they have not caused or knowingly permitted any practice, activity, decision or organizational circumstances that is unlawful, imprudent or in violation of commonly accepted business and professional ethics.

Formatted: No widow/orphan control, Don't keep with next

Formatted: No widow/orphan control

POLICY TYPE: Executive Limitations
POLICY TITLE: Student, Employee, Client and Visitor Treatment
EFFECTIVE DATE: December 2025

In this policy, unless otherwise defined herein or the context requires otherwise, words have the same meaning as they do in the Definitions Schedule to By-law No. 1 of the College.

1. POLICY STATEMENTS

- 1.1. College Community Members are entitled to be an environment that maintains the rights afforded to them by the Ontario Human Rights Code, and the Accessibility for Ontarians with Disabilities Act (AODA).
- 1.2. Employees are entitled to a safe working environment afforded to them under the Ontario Occupational Health and Safety Act.
- 1.3. General statements

This policy establishes conditions for the President's interaction with College Community Members.

- a) With respect to interactions with the College Community Members, the President will not cause or knowingly permit conditions, procedures or decisions that do not uphold the College purpose, vision or values.
- b) The President will promote the safety and security of College Community Members on all Durham College campuses and ensure there are established practices to follow in the event of an emergency.
- c) The President will uphold applicable legislation and Board policies and will not cause or knowingly permit conditions that are in violation of those statutes or policies.
- d) When communicating with College Community Members, the President shall ensure that the College's means of communication meets their needs and comply with the regulations of the AODA.
- e) The President will ensure there are policies and processes that College Community Members can follow to initiate a complaint, including the Good Faith Reporting Policy for serious misconduct, wrongdoing, or illegal activity and provisions for protection against retaliation by the President and that College Community members are aware of these policies and processes.

2. MONITORING

The President will verify in writing on an annual basis that they have not caused or knowingly permitted any practice, activity, decision or organizational circumstances that is unlawful, imprudent or in violation of commonly accepted business and professional ethics.

DRAFT



POLICY TYPE: Governance Process
POLICY TITLE: Governor Code of Conduct
EFFECTIVE DATE: ~~June 2022~~ December 2025
REVISION DATE: _____
RENEWAL DATE: ~~May 2027~~

Formatted: No widow/orphan control

Formatted: No widow/orphan control, Don't keep with next

Formatted: No widow/orphan control

In this policy, unless otherwise defined herein or the context requires otherwise, words have the same meaning as they do in the Definitions Schedule to By-law No. 1 of the College.

1. POLICY STATEMENTS

- 1.1. Each Governor will exhibit ethical and professional conduct at meetings of the Board and at any other place that may reflect on the Board as a whole.
- 1.2. Accordingly, the Board and each individual Governor, if applicable, shall:
 - 1.2.1. Comply with the fiduciary duties of a Governor to act honestly, in good faith and in the best interest of the College.
 - 1.2.2. Ensure respect of roles and for democratic processes, and respect decisions of the Board as a whole.
 - 1.2.3. Comply with the Minister's Binding Policy Directive on Conflict of Interest in particular and the common law duty regarding conflict of interest in general, acting in the utmost good faith in the interests of the College and the communities it is to serve, without regard to personal or financial interests or other benefit.
 - 1.2.4. Comply with the principle that authority is vested in the Board and individual Governors have no authority to direct the resources or affairs of the College.
 - 1.2.5. Cultivate a sense of group responsibility, utilizing the experience and expertise of individual Governors to enhance the function of the Board as a whole.
 - 1.2.6. Respect the strengths and differences of others, encouraging productive contribution of all viewpoints and sharing of information in frank and open discussion.
 - 1.2.7. Maintain confidentiality of privileged or confidential information ~~a Governor~~ gained in their capacity as a Governor, even after they cease to have an association with the College.-

1.2.8. Recognize the Board Chair and any other person appointed by the Board for such purpose as the spokesperson who will communicate Board stated positions and decisions, represent and speak on behalf of the Board when official representation is required.

1.2.9. Comply with all College policies applicable to Governors, including supporting the ~~mission, vision, purpose, strategic goals~~, and values of the College, as well as the By-laws, and the Minister's Binding Policy Directives.

1.3. Referral

1.3.1. A Governor may be referred to the process outlined below where any Governor believes that they or another Governor:

- a) has breached their duties to the College;
- b) is in a position where there is a potential breach of duty to the College;
- c) is in a situation of actual or potential conflict of interest; or
- d) has behaved in a manner that is not consistent with the highest standards of trust and integrity and such behaviour may have an adverse impact on the College.

Formatted: No widow/orphan control, Don't keep with next, Don't keep lines together

Formatted: Font: Not Bold

Formatted: Indent: Left: 0.75", Hanging: 0.56", Outline numbered + Level: 3 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.69" + Indent at: 1.04", No widow/orphan control, Don't keep with next, Don't keep lines together

Formatted: List Paragraph, Indent: Left: 1.31", Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 1.31" + Indent at: 1.56", No widow/orphan control

1.4. Process for Resolution

1.4.1. The matter shall be referred to the Chair, or where the issue may involve the Chair, to the Vice Chair, with notice to the President.

1.4.2. The Chair (or Vice Chair, as the case may be) may either:

- a) attempt to resolve the matter informally; or
- b) refer the matter to the Executive Committee who will consider the facts and make a recommendation to the Board. If appropriate, this recommendation will speak to potential disciplinary actions such as issuing a verbal reprimand, issuing a written reprimand, requesting the Governor resign, or removing the Governor subject to the Board's by-laws and the Ontario Not for Profit Corporations Act.

Formatted: Font: Not Bold

Formatted: Indent: Left: 0.33", Hanging: 0.43", Outline numbered + Level: 2 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 1" + Indent at: 1.3", No widow/orphan control, Don't keep with next, Don't keep lines together

Formatted: Font: Not Bold, Not Highlight

Formatted: Font: Not Bold

Formatted: List Paragraph, Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 1.31" + Indent at: 1.56", No widow/orphan control

Formatted: List Paragraph, Indent: Left: 1.31", Numbered + Level: 1 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 1.31" + Indent at: 1.56", No widow/orphan control

1.4.3. If the Chair or Vice Chair elects to attempt to resolve the matter informally and the matter cannot be resolved to the satisfaction of the Chair (or Vice Chair as the case may be), the Governor referring the matter, and the Governor involved, then the Chair or Vice Chair shall refer the matter to the process in 1.4.2(b) above.

Formatted: Font: Not Bold

Formatted: Indent: Left: 0.75", Hanging: 0.56", Outline numbered + Level: 3 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.69" + Indent at: 1.04", No widow/orphan control, Don't keep with next, Don't keep lines together

Formatted: Font: Not Bold

Formatted: Font: Not Bold

|

1.4.4. A decision of the Board by ordinary resolution shall be determinative of the matter.

1.4.5. It is recognized that if a conflict or other matter referred cannot be resolved to the satisfaction of the Board (by ordinary resolution) or if a breach of duty has occurred, a Governor may be asked to resign or may be subject to removal pursuant to the By-laws and the ONCA.

1.2.9.

2. MONITORING

The Board will conduct an annual self-assessment of their performance which includes components of the Code of Conduct. The annual survey is issued to all Governors by June of each year.

3. RELATED LEGISLATION, MINISTER'S BINDING POLICY DIRECTIVES AND OTHER DOCUMENTS

3.1. Minister's Binding Policy Directive – Conflict of Interest

3.2. Student, Employee, Client and Visitor Treatment Policy

3.3. Ontario Regulation 34/03

3.4. Durham College By-law No. 1

Formatted: Font: Not Bold

Formatted: Font: Not Bold

Formatted: Indent: Left: 0.75", Hanging: 0.56", Outline numbered + Level: 3 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.69" + Indent at: 1.04", No widow/orphan control, Don't keep with next, Don't keep lines together

Formatted: Font: Not Bold

Formatted: Normal, No widow/orphan control

Formatted: No widow/orphan control, Don't keep with next, Don't keep lines together

POLICY TYPE: Governance Process
POLICY TITLE: Governor Code of Conduct
EFFECTIVE DATE: December 2025

In this policy, unless otherwise defined herein or the context requires otherwise, words have the same meaning as they do in the Definitions Schedule to By-law No. 1 of the College.

1. POLICY STATEMENTS

- 1.1. Each Governor will exhibit ethical and professional conduct at meetings of the Board and at any other place that may reflect on the Board as a whole.
- 1.2. Accordingly, the Board and each individual Governor, if applicable, shall:
 - 1.2.1. Comply with the fiduciary duties of a Governor to act honestly, in good faith and in the best interest of the College.
 - 1.2.2. Ensure respect of roles and for democratic processes, and respect decisions of the Board as a whole.
 - 1.2.3. Comply with the Minister's Binding Policy Directive on Conflict of Interest in particular and the common law duty regarding conflict of interest in general, acting in the utmost good faith in the interests of the College and the communities it is to serve, without regard to personal or financial interests or other benefit.
 - 1.2.4. Comply with the principle that authority is vested in the Board and individual Governors have no authority to direct the resources or affairs of the College.
 - 1.2.5. Cultivate a sense of group responsibility, utilizing the experience and expertise of individual Governors to enhance the function of the Board as a whole.
 - 1.2.6. Respect the strengths and differences of others, encouraging productive contribution of all viewpoints and sharing of information in frank and open discussion.
 - 1.2.7. Maintain confidentiality of privileged or confidential information gained in their capacity as a Governor, even after they cease to have an association with the College.

- 1.2.8. Recognize the Board Chair and any other person appointed by the Board for such purpose as the spokesperson who will communicate Board stated positions and decisions, represent and speak on behalf of the Board when official representation is required.
- 1.2.9. Comply with all College policies applicable to Governors, including supporting the purpose, strategic goals, and values of the College, as well as the By-laws, and the Minister's Binding Policy Directives.

1.3. Referral

- 1.3.1. A Governor may be referred to the process outlined below where any Governor believes that they or another Governor:
 - a) has breached their duties to the College;
 - b) is in a position where there is a potential breach of duty to the College;
 - c) is in a situation of actual or potential conflict of interest; or
 - d) has behaved in a manner that is not consistent with the highest standards of trust and integrity and such behaviour may have an adverse impact on the College.

1.4. Process for Resolution

- 1.4.1. The matter shall be referred to the Chair, or where the issue may involve the Chair, to the Vice Chair, with notice to the President.
- 1.4.2. The Chair (or Vice Chair, as the case may be) may either:
 - a) attempt to resolve the matter informally; or
 - b) refer the matter to the Executive Committee who will consider the facts and make a recommendation to the Board. If appropriate, this recommendation will speak to potential disciplinary actions such as issuing a verbal reprimand, issuing a written reprimand, requesting the Governor resign, or removing the Governor subject to the Board's by-laws and the Ontario Not for Profit Corporations Act.
- 1.4.3. If the Chair or Vice Chair elects to attempt to resolve the matter informally and the matter cannot be resolved to the satisfaction of the Chair (or Vice Chair as the case may be), the Governor referring the matter, and the Governor involved, then the Chair or Vice Chair shall refer the matter to the process in 1.4.2(b) above.

- 1.4.4. A decision of the Board by ordinary resolution shall be determinative of the matter.
- 1.4.5. It is recognized that if a conflict or other matter referred cannot be resolved to the satisfaction of the Board (by ordinary resolution) or if a breach of duty has occurred, a Governor may be asked to resign or may be subject to removal pursuant to the By-laws and the ONCA.

2. MONITORING

The Board will conduct an annual self-assessment of their performance which includes components of the Code of Conduct. The annual survey is issued to all Governors by June of each year.

3. RELATED LEGISLATION, MINISTER'S BINDING POLICY DIRECTIVES AND OTHER DOCUMENTS

- 3.1. Minister's Binding Policy Directive – Conflict of Interest
- 3.2. Student, Employee, Client and Visitor Treatment Policy
- 3.3. Ontario Regulation 34/03
- 3.4. Durham College By-law No. 1



Board of Governors

Annual Board Evaluation Survey Report 2024-25

Prepared by the Office of Research Services, Innovation & Entrepreneurship
April 2025

Dream → Experience → Achieve

WWW.DURHAMCOLLEGE.CA

This report presents the results of the *2024-25 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 March 31 – April 14, 2025. In total, 17 of 17 Governors completed the survey, for a response rate of 100%.

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 |

If you have any questions or comments regarding the Board 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.

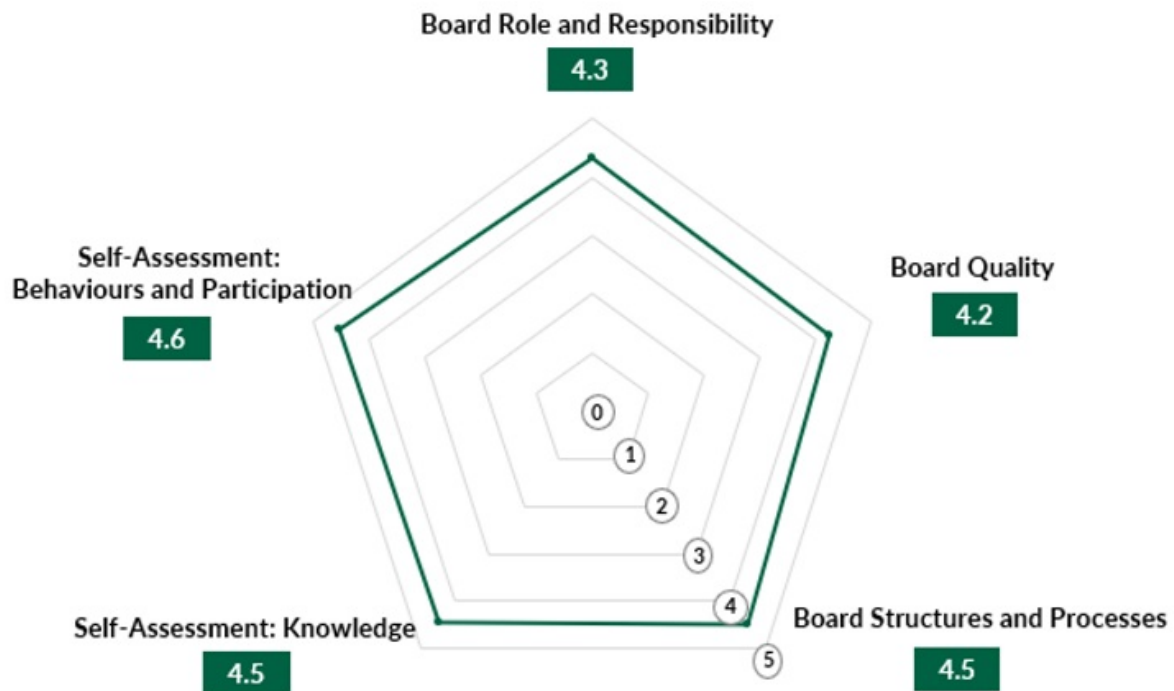
Please note that this analysis is only based on the answers provided by respondents, and therefore excludes non-responses.

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.

		2022-23	2023-24	2024-25
Board Role and Responsibility	1. The Board is familiar with the legislative environment it operates under.	4.4	4.6	4.5
	2. The Board understands its accountabilities to the Ministry of Colleges and Universities.	4.5	4.6	4.5
	3. The Board understands its governance role and does not become overly involved in operational issues.	4.5	4.6	4.2
	4. The Board makes decisions that are aligned with the College's mission, vision, values, and strategic goals.	4.7	4.6	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.	4.7	4.5	4.2
	6. The Board provides oversight to ensure high-quality programs that lead to student success.	4.3	4.4	4.3
	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).	4.5	4.4	4.4
	8. The Board ensures that significant risks to the viability and the success of the College are identified and managed appropriately.	4.1	4.4	4.2
	9. The Board ensures that corrective action is taken when performance concerns become apparent.	4.4	4.4	4.2
Board Understanding	1. Setting the strategic direction.	4.8	4.7	4.5
	2. Selecting and evaluating the president.	4.7	4.8	4.6
	3. Overseeing College performance.	4.6	4.5	4.5
	4. Organizing the Board to perform its role.	4.6	4.6	4.5
Board Performance	1. Setting the strategic direction.	4.4	4.6	4.2
	2. Selecting and evaluating the president.	4.5	4.6	4.5
	3. Overseeing College performance.	4.5	4.4	4.2
	4. Organizing the Board to perform its role.	4.5	4.5	4.5

Board Contribution	1. Strategic Plan	4.5	4.4	4.5
	2. Business Plan	4.4	4.2	4.5
	3. Annual Report	4.2	4.1	4.4
	4. Annual Budget	4.6	4.1	4.3
Board Quality	1. The Board uses its skills matrix appropriately to recruit Governors with varied skills.	4.4	3.8	4.1
	2. The Board reflects the diversity of the community served.	4.2	3.5	4.0
	3. Governors receive orientation that prepares them to contribute effectively to the Board.	4.4	4.2	4.5
	4. Issues related to Board performance are dealt with appropriately.	4.4	4.2	4.4
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.	4.7	4.4	4.5
	2. The annual work plan helps the Board understand and perform its role.	4.5	4.4	4.4
	3. Committees are effective in supporting the work of the Board.	4.7	4.6	4.4
	4. The Board regularly evaluates its performance and uses the results to continuously improve.	4.8	4.3	4.1
	5. Board agendas focus on items that are within the Board's role.	4.8	4.8	4.4
	6. Meeting materials are received sufficiently in advance.	4.5	4.6	4.5
	7. Meeting materials are appropriate and prepare Governors to make decisions.	4.5	4.6	4.5
	8. The Board deals with in-camera business appropriately.	4.5	4.8	4.5
	9. The Board spends sufficient time on strategic and generative type discussions.	4.3	4.2	4.1
	10. The Board Chair conducts the meeting in a way that moves the business of the Board forward.	4.8	4.6	4.7
	11. The Board Chair ensures all sides of an issue are heard.	4.7	4.6	4.6
	12. The Board Chair invests time in building relationships with the president and Governors.	4.6	4.6	4.7
	13. The Board understands the Chair's role as the official spokesperson.	4.6	4.8	4.6
	14. The Board works together effectively.	4.6	4.4	4.5

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

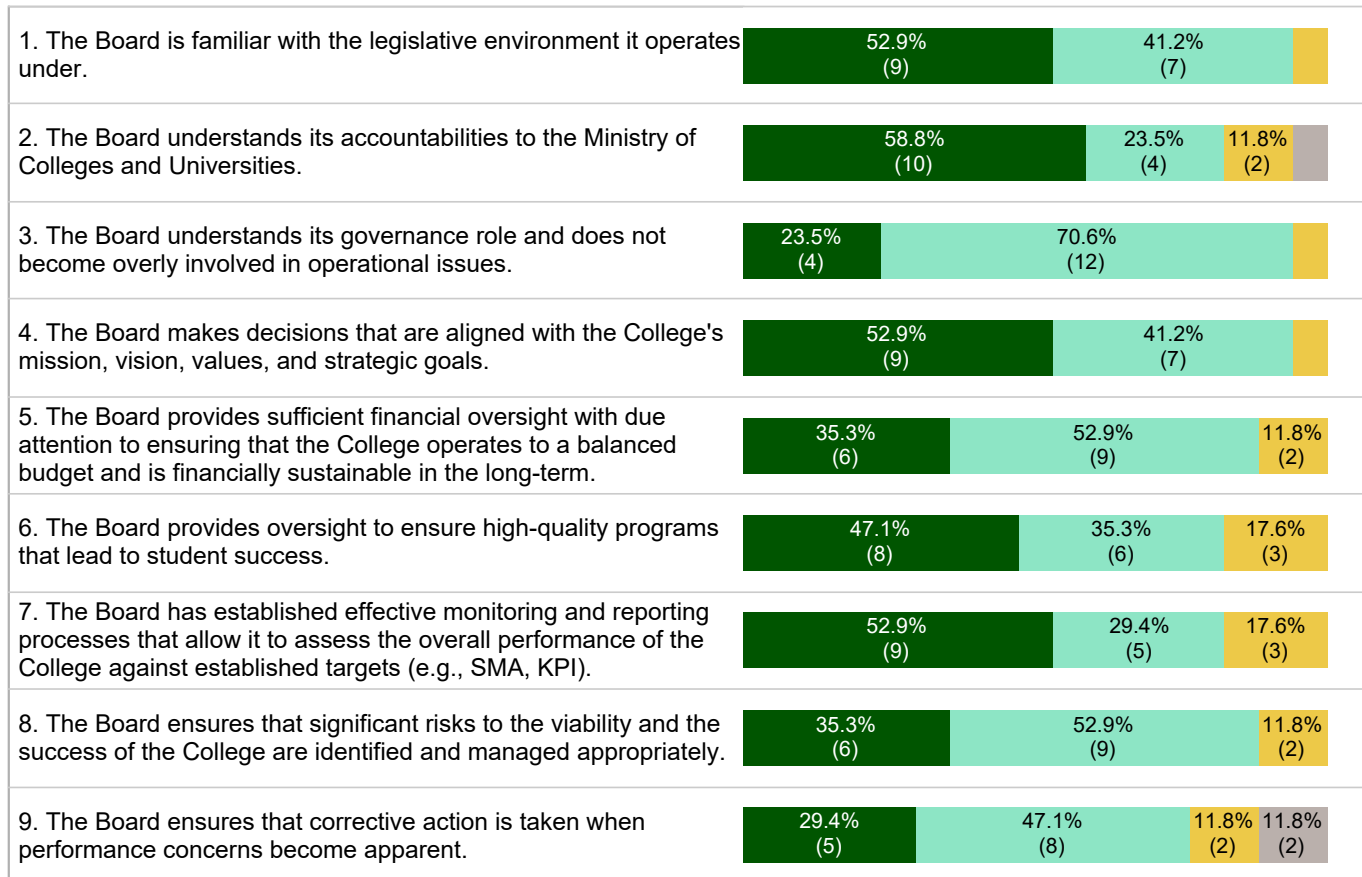
III. Results 2024-25

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

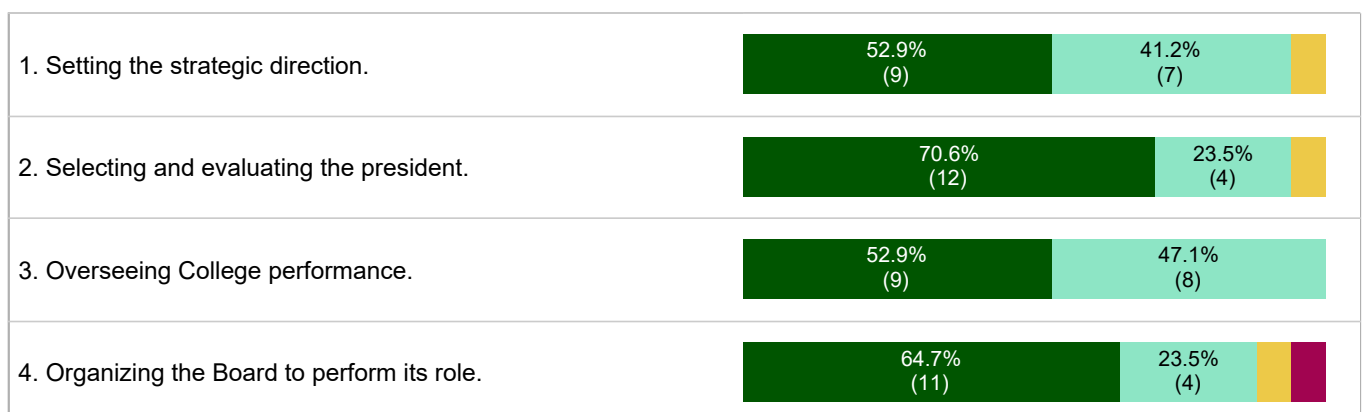


Board Role and Responsibility

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



The Board understands its role in the following core areas:

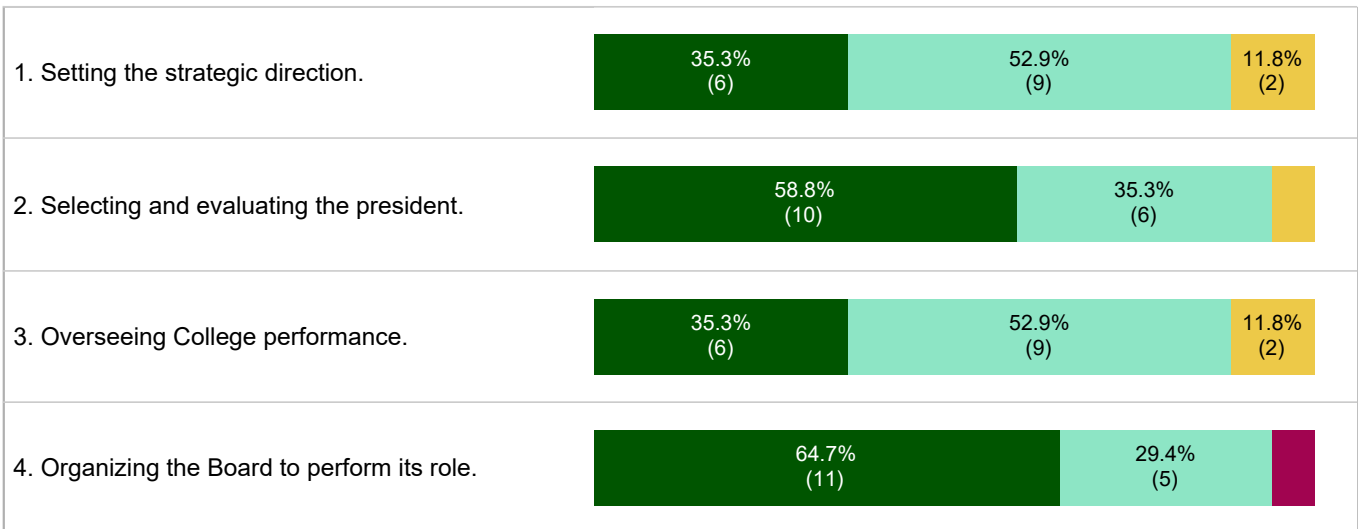


Strongly Agree
Disagree

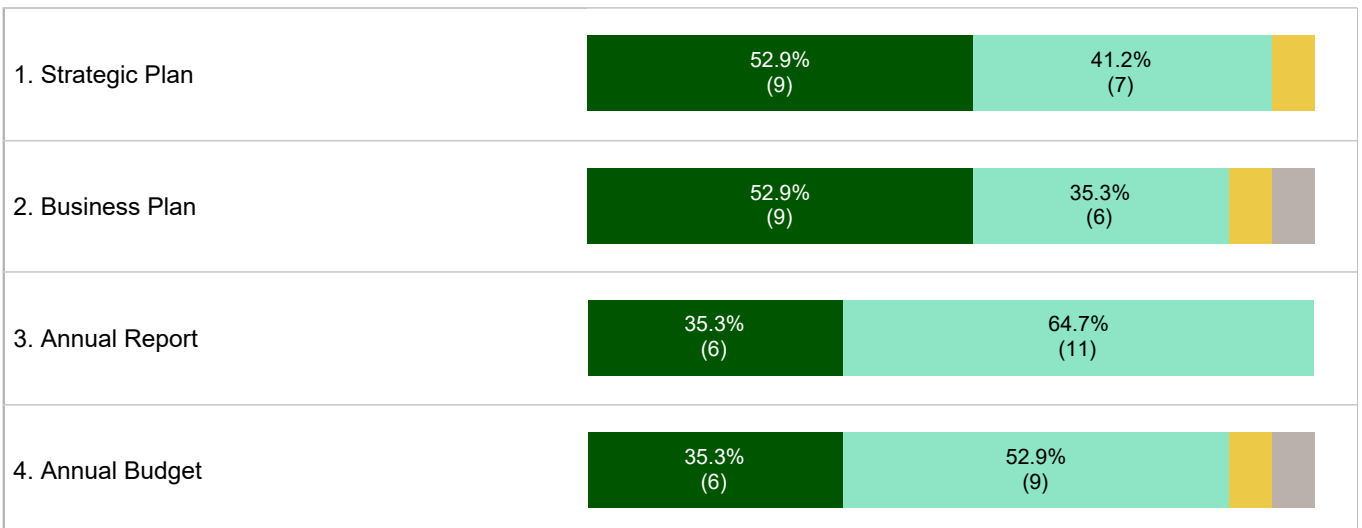
Agree
Strongly Disagree

Somewhat Agree
No Opinion

The Board performs its role effectively in each of the following core areas:



The Board contributes effectively to the review and approval of the:



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

1	Get more external presentations regarding needs and operations
2	Honour the board norms in the way we show up, contribute, and challenge each other respectfully.
3	I believe the Board understands its role quite well. Understanding its limits, sometimes that line gets blurred. Further Board training at the beginning of the school year would be a good reminder as to the Boards limits and operational/governance boundaries.
4	I think the board has done a good job this year and ensuring we stay out of operational issues and focus on governance.
5	I think the Board performs well however as a new member I chose no opinion to a couple of the items above as we haven't discussed our responsibilities to the ministry and I personally haven't been part of business plan development etc.
6	I've noticed during the 2024-25 year, a few members are struggling to understand when discussions and questions are operational versus the Board's oversight. This came up at the retreat as well at a few meetings.
7	Increasing training or courses like learn more series
8	Overall, there are many key performance indicators presented by the college but it is not always as to which indicators are important to drive the strategic direction. Visibility on the key indicators and increasing criticality of these focus areas for the board.
9	Perhaps better distinguishing between what is strategic oversight vs. what is more operational and defining the reasons for the strategic reasons as to why we may need more information, in certain cases.
10	Regularly reminding each other to keep discussions centered on policy, governance, and big-picture goals can help us make decisions that align with the institution's mission and growth, while allowing the leadership team to manage operational execution.
11	I think the Board does well to ensure all members have the opportunities to fully understand their role on the Board and the Board's overall performance. Continued opportunities for Learn Mores are effective. I wonder, though, should there be opportunities for Board members to opt in to a self-assessment at least once during their three-year term on the Board? I mean something with a little more rigor or personalized self-reflection than this survey for instance, which is good in and of itself, but it's more about the Board broadly. And something that falls outside the scope of a Board member seeking a second term, etc. Just a thought.

■ Strongly Agree
■ Disagree

■ Agree
■ Strongly Disagree

■ Somewhat Agree
■ No Opinion

Board Quality

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

1. The Board uses its skills matrix appropriately to recruit Governors with varied skills.	23.5% (4)	64.7% (11)		
2. The Board reflects the diversity of the community served.	23.5% (4)	64.7% (11)		11.8% (2)
3. Governors receive orientation that prepares them to contribute effectively to the Board.	58.8% (10)	35.3% (6)		
4. Issues related to Board performance are dealt with appropriately.	41.2% (7)	41.2% (7)		11.8% (2)

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

1	Appear to be more concerned with appointing individuals to check off predetermined boxes of specific sectors rather than experienced individuals because those experienced individuals don't fill a box.
2	Areas marked as no opinion are areas where I haven't been aware of an issue. If there have been issues, they were managed discretely.
3	Continuing to foster the culture of open communication, and valuing contributions from all Board members.
4	I feel like the board could have more industry partners who have a broader provincial influence to support the college's strategic direction and remove barriers for the college.
5	In my opinion we have a very diverse board with many years of experience in different business sectors, which provides an open view to various topics and discussions
6	Overall, it is an effective functioning board. There are very diverse skill sets across the composition of the board which promotes its effectiveness. I think the formalization of the Board norms will further enhance and support this.
7	Staying at the appropriate governance level; relying on the skills and expertise of the ELT
8	The Board excels in onboarding and recruiting new members. The "Board buddy" program is good, too.
9	The Board is made up of a variety of skills sets and diversity of opinion which helps to ensure a healthy discussion, that reflects the broader community.
10	The quality of the board is excellent
11	I believe we currently have a high quality board. We can sometimes slip into details that are more operational and less strategic however I don't believe this is a big issue, but rather something we should continue to be mindful of.
12	The Nominating Committee has focused on expanding where they promote opportunities along with revising the selection process. Since my first year on the Board, I have noticed a significant improvement each year in the recruitment and selection process. The Board membership strives to have the skill set, professional expertise and community connection that we need to serve the Durham College community.

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

1	An update on new SMA framework (which I think is changing)
2	Effectiveness of each courses that are introduced. As we just hear new programs that are put in but never hear back how they are performing. This will help us to make better decisions for future programs
3	Governance College Finances
4	How to be an effective Chair - board and/or committee level How to ask good questions Post secondary education competitive landscape
5	How to be the best ambassadors for Durham College Board role in performing and supporting the college's advocacy activities
6	Improving financial acumen
7	Industry partnerships updates Government relationship health Continued financial performance updates - These are a strength!
8	Ministerial presentations
9	Role of the Board Board Code of Conduct

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

10	<p>Expand on the Governance refresher session to remind everyone our role is to not get into the weeds of operational matters.</p> <p>For this year as we introduce a new Strategic Plan, some governors would benefit with an overview of the Business Plan and Academic Plan process and how they all feed up to support the Strategic Plan. At the retreat, a few governors seemed confused with that process. They were asking why the Strategic Plan didn't provide specific measurables.</p> <p>Continue with the session on college funding.</p>
11	<p>I would appreciate the opportunity to gain a deeper understanding of the college's budgeting process, particularly how decisions are made regarding the useful life and replacement cycles of systems and infrastructure.</p>
12	<p>I'm not sure yet - I personally would like education on atopic but perhaps that's part of being new. I will continue to share ideas throughout the year as I learn more.</p>
13	<p>We've had some turnover in Board membership... Is there value in having Graham Lloyd come back to speak about the role of CEC and some larger sector trends from the CEC's perspective? Additionally, one of our new strategic pillars is being future-focused. Therefore, what if the Board were to engage in a foresight exercise of some kind... Engaging in some future forecasting, perhaps the Board reviews scenario planning, trend mapping, etc. to explore how automation/AI (the AI tutor mentioned at Wednesday's meeting is still rocking my brain), continued economic turbulence, and shifting societal values may reshape the college's role over the next 10–20 years and, from our perspective, how and where Boards fit into that evolving role.</p>

Strongly Agree
Disagree

Agree
Strongly Disagree

Somewhat Agree
No Opinion

Board Structures and Processes

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

1. The Board develops an annual work plan with consideration to the College's strategic directions and the Board's role.	58.8% (10)	29.4% (5)	11.8% (2)		
2. The annual work plan helps the Board understand and perform its role.	47.1% (8)	47.1% (8)			
3. Committees are effective in supporting the work of the Board.	58.8% (10)	23.5% (4)			
4. The Board regularly evaluates its performance and uses the results to continuously improve.	35.3% (6)	41.2% (7)	11.8% (2)		
5. Board agendas focus on items that are within the Board's role.	52.9% (9)	41.2% (7)			
6. Meeting materials are received sufficiently in advance.	58.8% (10)	29.4% (5)	11.8% (2)		
7. Meeting materials are appropriate and prepare Governors to make decisions.	64.7% (11)	23.5% (4)	11.8% (2)		
8. The Board deals with in-camera business appropriately.	58.8% (10)	35.3% (6)			
9. The Board spends sufficient time on strategic and generative type discussions.	29.4% (5)	52.9% (9)			
10. The Board Chair conducts the meeting in a way that moves the business of the Board forward.	76.5% (13)	17.6% (3)			
11. The Board Chair ensures all sides of an issue are heard.	70.6% (12)	23.5% (4)			
12. The Board Chair invests time in building relationships with the president and Governors.	82.4% (14)	11.8% (2)			
13. The Board understands the Chair's role as the official spokesperson.	64.7% (11)	35.3% (6)			
14. The Board works together effectively.	58.8% (10)	35.3% (6)			

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

1	Board structures and processes are sound. No specific comments.
2	Committees need to be able to dive deeper into issues of concern. Information sufficient for committee consideration in developing recommendations for board decisions is sometimes seen as the same level of information necessary for the BoG.
3	I do not have any concerns with our Boards structure or processes.
4	I see the board as keeping the status quo and not moving outside long established norms and should be seeking new opportunities to advance the college. Establish new committees to review needs.
5	Lisa and Peter are doing tremendous work in their roles as Chair and Vice Chair. I find they are able to facilitate productive discussions and keep the full board focused on the college's strategic goals.
6	Think the board structures are appropriate. As discuss in the past, may beneficial for board members to sit in on certain committee meetings where they are not a member (i.e., as an observer) to further enhance their knowledge, but recognize most board members have many time constraints.
7	This is a high-functioning Board.
8	We hear a financial performance but rest of the metrics and KPIs are not effectively brought to boards review
9	While the board has well established and effective structures and processes, it is healthy to challenge the status quo to ensure they continue to support board effectiveness. For example, do we have the right committees, are the meetings and/or work of the committees adding value, etc.

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

1	Embracing and adopting the new board norms I think will really help, so as much as we can do to further support this, the better.
2	I think we're doing all of the right things.
3	It would be helpful to receive notifications when new materials are posted to the board portal—such as minutes from previous meetings, including those from committees we do not serve on—so that we can review them in advance and be more fully informed during board discussions.
4	More advanced questions to satisfy Board member curiosity to ensure effective use of time. I would like to hear more about the health of industry partnerships and government relations
5	No concerns
6	Relax a bit more, especially during in camera discussions. More free flowing conversations. We seem a bit too uptight and formal at times.
7	There could be more opportunity for the board to have open discussion and ask questions of staff and other members without it being perceived as negative to staff, the other board members or the topic being discussed. From the discussion at the board retreat day, I worry that in the past, Board members asked too many questions and it was perceived as being negative to staff. I think there is opportunity for more discussion without negativity.
8	Understanding the difference in the roles of the Board and ELT.
9	With a growth mindset, continue to provide and receive feedback in support of continuous improvement.

Strongly Agree
Disagree

Agree
Strongly Disagree

Somewhat Agree
No Opinion

Self-Assessment: Knowledge

1. I have a good understanding of the college system.	35.3% (6)	64.7% (11)	
2. I am aware of the College's mission, vision, and values.	52.9% (9)	41.2% (7)	
3. I am familiar with the strategic plan and take it into account when making decisions.	41.2% (7)	52.9% (9)	
4. I understand the difference between the governance role of the Board and the role of senior management.	70.6% (12)	29.4% (5)	
5. I am sufficiently knowledgeable in financial matters to understand the College's financial position.	23.5% (4)	64.7% (11)	11.8% (2)
6. I am aware of the Board's conflict of interest policy.	58.8% (10)	41.2% (7)	
7. I declare conflicts of interest as they arise.	70.6% (12)	29.4% (5)	
8. I have reviewed the Board's annual work plan.	52.9% (9)	41.2% (7)	
9. I have reviewed the Board's annual goals.	52.9% (9)	41.2% (7)	
10. I have reviewed and understand the Board's by-laws and policies.	52.9% (9)	35.3% (6)	11.8% (2)
11. I consistently adhere to the Board's code of conduct.	52.9% (9)	47.1% (8)	

Strongly Agree
Disagree

Agree
Strongly Disagree

Somewhat Agree
No Opinion

Self-Assessment: Behaviours and Participation

1. I am able to contribute my skills, experience, and perspectives to the Board.	52.9% (9)	41.2% (7)		
2. I am able to contribute to the Committees on which I serve.	52.9% (9)	41.2% (7)		
3. I listen to and consider the views of others.	88.2% (15)	11.8% (2)		
4. I come prepared to meetings.	76.5% (13)	23.5% (4)		
5. I feel comfortable asking questions to help me make decisions.	47.1% (8)	29.4% (5)	23.5% (4)	
6. I am able to express my views even when I may be in a minority.	47.1% (8)	29.4% (5)	17.6% (3)	
7. Once a decision is made, I respect the decision of the Board.	88.2% (15)	11.8% (2)		
8. I meet or exceed attendance requirements.	47.1% (8)	47.1% (8)		
9. I support the College's events and activities (where appropriate).	47.1% (8)	29.4% (5)	23.5% (4)	
10. I participate in the Board's education program (e.g., Learn More series)	47.1% (8)	29.4% (5)	11.8% (2)	
11. I have taken training provided by the College Centre of Board Excellence.	70.6% (12)	17.6% (3)		
12. I make decisions in the best interest of the College.	94.1% (16)			
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	Frustrated in that my belief of doing same old same old is the way things need to be done. I do feel that board members are not treated with the respect they deserve and the way I experienced respect in the 1990's when I was on the board previously.
2	I have been a buddy/mentor for a few years. Although I have enjoyed it, I do not feel I will have the time next year to provide support to a new member.
3	I may be interested in more senior position, such as vice chair and chair in the future however, with being new to the committee/Board, I think there is still quite a bit of learning from my side before I put my hand up for additional positions.
4	I really like being in the board it's a complete new experience for me. I still have to learn a lot and I hope to take back as much as I can
5	My experience on the board continues to be rewarding and I appreciate the opportunities to continue to learn and grow. I'm proud to be a member of the DC board of governors. I feel our time is valued and our contributions have an impact. I'm grateful to work and serve along side with such a high calibre team!
6	Overall my first year on the board has been a great experience. Everyone has been very welcoming and the orientation process was excellent. I look forward to continuing to serve on the board.
7	Overall, the Board continues to perform at a high level. I'd like to see us continue to raise the profile of the Board and its members among our DC community -- the initiatives we've been doing have been good, let's continue to do that. Is there a Board Instagram? Do other college Boards utilize social media to raise their profile at all?
8	I am hoping to be returning for another 3 years! Fingers crossed!
9	My experience overall has been positive.
10	Nothing immediately comes to mind.
11	Overall, the Board is moving in a better direction with the new Chair and new(ish) President. Good to see the senior staff team also coming together and growing into their roles. We have many really delightful Governors as well.
12	This past year has been particularly challenging for the college, given the significant changes at the federal level. It would have been valuable for the board to be more proactively engaged and kept informed of management's planned responses to these developments, to ensure alignment and support through such a critical period.

Appendix

The following report section presents Standard Deviation (SD), which reflects the variability of the responses for each question across the last three survey cycles.

		2022-23	2023-24	2024-25
Board Role and Responsibility	1. The Board is familiar with the legislative environment it operates under.	0.61	0.50	0.61
	2. The Board understands its accountabilities to the Ministry of Colleges and Universities.	0.50	0.60	0.71
	3. The Board understands its governance role and does not become overly involved in operational issues.	0.72	0.48	0.51
	4. The Board makes decisions that are aligned with the College's mission, vision, values, and strategic goals.	0.44	0.60	0.61
	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.	0.47	0.61	0.64
	6. The Board provides oversight to ensure high-quality programs that lead to student success.	0.70	0.77	0.75
	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).	0.72	0.60	0.76
	8. The Board ensures that significant risks to the viability and the success of the College are identified and managed appropriately.	0.81	0.60	0.64
	9. The Board ensures that corrective action is taken when performance concerns become apparent.	0.62	0.70	0.65
Board Understanding	1. Setting the strategic direction.	0.40	0.46	0.61
	2. Selecting and evaluating the president.	0.60	0.42	0.59
	3. Overseeing College performance.	0.61	0.50	0.50
	4. Organizing the Board to perform its role.	0.71	0.48	0.85
Board Performance	1. Setting the strategic direction.	0.71	0.49	0.64
	2. Selecting and evaluating the president.	0.73	0.49	0.61
	3. Overseeing College performance.	0.50	0.59	0.64
	4. Organizing the Board to perform its role.	0.72	0.78	0.78

Board Contribution	1. Strategic Plan	0.63	0.70	0.61
	2. Business Plan	0.72	0.73	0.61
	3. Annual Report	0.86	0.86	0.48
	4. Annual Budget	0.62	0.86	0.58
Board Quality	1. The Board uses its skills matrix appropriately to recruit Governors with varied skills.	0.81	1.10	0.73
	2. The Board reflects the diversity of the community served.	0.75	0.96	0.84
	3. Governors receive orientation that prepares them to contribute effectively to the Board.	0.71	0.92	0.61
	4. Issues related to Board performance are dealt with appropriately.	0.48	0.80	0.61

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.	0.47	0.50	0.70
	2. The annual work plan helps the Board understand and perform its role.	0.62	0.61	0.76
	3. Committees are effective in supporting the work of the Board.	0.44	0.60	0.86
	4. The Board regularly evaluates its performance and uses the results to continuously improve.	0.54	0.89	0.86
	5. Board agendas focus on items that are within the Board's role.	0.40	0.38	0.77
	6. Meeting materials are received sufficiently in advance.	1.09	0.97	0.70
	7. Meeting materials are appropriate and prepare Governors to make decisions.	0.88	0.59	0.70
	8. The Board deals with in-camera business appropriately.	0.81	0.38	0.61
	9. The Board spends sufficient time on strategic and generative type discussions.	0.85	0.73	0.97
	10. The Board Chair conducts the meeting in a way that moves the business of the Board forward.	0.41	0.68	0.57
	11. The Board Chair ensures all sides of an issue are heard.	0.45	0.68	0.59
	12. The Board Chair invests time in building relationships with the president and Governors.	0.62	0.76	0.75
	13. The Board understands the Chair's role as the official spokesperson.	0.49	0.42	0.48
	14. The Board works together effectively.	0.61	0.77	0.61

Self-Assessment: Knowledge	1. I have a good understanding of the college system.	0.68	0.69	0.48
	2. I am aware of the College's mission, vision, and values.	0.40	0.57	0.61
	3. I am familiar with the strategic plan and take it into account when making decisions.	0.50	0.69	0.59
	4. I understand the difference between the governance role of the Board and the role of senior management.	0.41	0.38	0.46
	5. I am sufficiently knowledgeable in financial matters to understand the College's financial position.	0.79	0.76	0.58
	6. I am aware of the Board's conflict of interest policy.	0.44	0.38	0.49
	7. I declare conflicts of interest as they arise.	0.34	0.38	0.46
	8. I have reviewed the Board's annual work plan.	0.40	0.60	0.77
	9. I have reviewed the Board's annual goals.	0.44	0.60	0.77
	10. I have reviewed and understand the Board's by-laws and policies.	0.71	0.70	0.69
	11. I consistently adhere to the Board's code of conduct.	0.40	0.55	0.50
Self-Assessment: Behaviours and Participation	1. I am able to contribute my skills, experience, and perspectives to the Board.	0.62	0.48	0.61
	2. I am able to contribute to the Committees on which I serve.	0.50	0.78	0.61
	3. I listen to and consider the views of others.	0.25	0.32	0.32
	4. I come prepared to meetings.	0.40	0.48	0.42
	5. I feel comfortable asking questions to help me make decisions.	0.50	0.69	0.81
	6. I am able to express my views even when I may be in a minority.	0.62	0.70	0.92
	7. Once a decision is made, I respect the decision of the Board.	0.25	0.24	0.32
	8. I meet or exceed attendance requirements.	0.40	0.38	0.60
	9. I support the College's events and activities (where appropriate).	0.40	0.77	0.81
	10. I participate in the Board's education program (e.g., Learn More series)	0.88	1.10	0.90
	11. I have taken training provided by the College Centre of Board Excellence.	1.18	1.29	0.78
	12. I make decisions in the best interest of the College.	0.00	0.32	0.24
	13. I respect and maintain confidentiality.	0.00	0.24	0.24

Durham College Board of Governors Retreat
Oshawa Campus, Centre for Innovation and Research (CIR-102)
Oshawa Campus, Global Classroom (CFCE145) – *preferred if there is any virtual session/participation*
Saturday, February 28, 2026
XX a.m. to XX p.m.

Sample Agenda

Time	Item
8:30 a.m.	Arrival. Hot breakfast.
9:00 a.m.	Welcome, land acknowledgement, opening remarks.
9:10 a.m.	People-Centred: Be an equity-driven and inclusive environment where everyone feels supported, can realize their full potential, and truly belongs. 90 minutes <i>Possible ideas:</i> <ul style="list-style-type: none">• <i>Board Education: The Art of Asking Questions and Staying Strategic (90 minutes)</i><ul style="list-style-type: none">○ Proposal received from L. McDonell, The Accountability Group (facilitated similar session at the Higher Education Summit)○ Cost \$4950 CAD + GST• <i>Indigenous Teachings/connection to FPIC</i>
10:45 a.m.	Break.
11:00 a.m.	Sustainable: Be intentional and align our efforts to adapt, thrive, and achieve our ambitions and ensure long-term sustainability. 75 minutes <i>Possible ideas:</i> <ul style="list-style-type: none">• <i>Deep dive into the Board’s Integrated Risk Management Framework policy/discussion on risk appetites and/or</i>• <i>Sustainability showcase (have 2-3 groups come and showcase DC’s various sustainability initiatives, e.g., Enactus, Barrett, Facilities)</i>
12:15 p.m.	Buffet lunch. <ul style="list-style-type: none">• <i>Have the DCSA executive join the Board for lunch.</i>
1:00 p.m.	DCSA to provide an update on their operations, with a focus on student supports 20 minutes

Time	Item
1:20 p.m.	<p>Future-Focused: <i>Be the first and best choice as a globally recognized leader in delivering the innovative lifelong learning that students, communities, and industries need most</i></p> <p>90 minutes</p> <p><i>Possible ideas:</i></p> <ul style="list-style-type: none">• <i>Panel discussion with faculty members discussing GenAI and interesting technologies used in teaching and learning</i>• <i>Keynote speaker: Ken Steele – Trends in Post-Secondary/Higher Education Evolution (60-90 minutes)</i><ul style="list-style-type: none">○ <i>Cost \$7500 CAD + HST</i>
2:50 p.m.	Break.
3:00 p.m.	<p>Community Connected: <i>Be purposefully connected locally and globally to deepen our impact and drive social and economic progress.</i></p> <p>75 minutes</p> <p><i>Possible ideas:</i></p> <ul style="list-style-type: none">• <i>Successes in applied research/project gallery walk</i>• <i>Community Relations and Alumni Relations Strategies with the Office of Advancement and Alumni Affairs</i>
4:15 p.m.	Formal program ends.
4:30 p.m.	<p>Social activity:</p> <ul style="list-style-type: none">• <i>Group dinner</i>• <i>Identify an appropriate team-building activity</i>• <i>Other ideas?</i>
XX	Evening ends.

Proposed Swag Item:

- Governors will select from 4-5 curated items selected from the DC Bookstore; items will be presented at the retreat (approx. \$100 per person)



October 24, 2025

By Email

Melissa Pringle, Manager, Board Governance and Privacy
Office of the President, Durham College

Dear Melissa and Committee,

Thank you for the opportunity to propose a learning session for the Durham College Board of Governors on February 28th, 2026. I bring relevant experience in the higher education space. I have led sessions before supporting the capacity of governing boards and institutional leaders of universities and colleges to be strategic, ask the right questions, and discern what will be far-reaching decisions. So, I was delighted to learn of this initiative.

Indeed, this mix of topics is exactly the focus of my work now: preparing boards for what will be an even more challenging future by developing their own resilience and competencies in complexity. Any board now is challenged to contribute at the right level and be strategic *asking questions from the governance and strategic perspective* and in a way that is sufficiently exploratory and respectful of everyone's roles.

The Session

We are proposing a 90-minute session as *interactive and dialogue-oriented* as possible to address this topic:

Helping the governors understand the difference between governance and operations, the ideal relationship of perspectives and responsibilities, how governors can be more strategic in as a board, and specifically how to ask good (arising) governance-level questions.

While we will be responsive to pre-session leaders' input and expectations between now and then, I expect we will cover:

1. **The different roles of governance and management:** What that "line" is and why and how it supports organizational effectiveness. We provide a tool for this.

Here are two images that will provide some sense of what we'll cover in this section, and how it is presented.

In this Oversight Framework slide, the fundamental function of a board is depicted. This is the basis of board *assurance* regarding the responsible and responsive achievement of organizational objects/purposes. Organizational plans go from A to B, A being purpose and B being performance or desired impact. In the session, we explain how each stage or transit point can be queried, contemplated and reviewed in greenlighting a plan, overseeing performance, or evaluating institutional affairs.

The Oversight Framework

Board Accountability



The 2nd slide below shows the practical framework with illustrative questions at the appropriate level. This chart helps Governors appreciate “the governance zone” of questions. I will talk about “altitude” and help Governors understand what “out of the weeds” entails.

Director’s Oversight Framework

©The Accountability Group, Inc. 2025 CC BY-NC-SA 4.0

Intent	Plans	Action	Impact	ROI	Standards	Reputation
1. Have we defined the issue or opportunity?	5. What is or will be our strategy or plan? What other options were considered?	9. Is sufficient risk mitigation in place?	13. What is the impact on customers, members, staff and on the organization? Who and what else is impacted?	17. What were the costs and resources required? Did we steward resources wisely? How do we know?	21. Did we comply with all external regulations, contracts, agreements, etc.?	25. What are the communications regarding this? What would others expect us to share and/or be transparent about?
2. What organizational values will be involved? What wider system values will be involved?	6. Are the plans of appropriate scope and level of effort? Are they practical and feasible?	10. Are our values, mission, and plans sufficiently understood and supported by our people, especially key management?	14. What is or has been the related organizational development potential? Is it sufficiently ambitious? Are we capable of doing new things?	18. What indicators did we track? Are we able to measure success?	22. Were things to both our own standards and what others external to us expected? (in terms of quality, stakeholder satisfaction, etc.)	26. Is our message being well received? How do we know?
3. What relevant external trends should we be mindful of?	7. Do we have sufficient capacity, expertise and support? Was partnering with others considered?	11. What level of priority for leadership will this have?	15. What is the impact on our financial health?	19. What were the actual performance results? To what extent did we meet our goals?	23. Can we compare our targets and results relative to other similar organizations?	27. How did our teams experience this? How do our other stakeholders judge us/see this?
4. What are our stakeholders’ needs, perceptions, and expectations? What do we owe them in terms of our process?	8. What will need to go right for this strategy or plan to work?	12. What is the right level of board oversight on this issue, opportunity or plan?	16. Is there a broader sector/ industry/ community/ public benefit?	20. What were the downsides?	24. Did we gain knowledge that will help the organization (teams, the board, etc.) make improvements next time?	28. What ongoing follow-up or engagement do we need to do externally with others?

- This session draws upon two chapters I wrote, *The Art of Asking Questions as a Director*, in the 2nd Edition (Wiley 2020) and *Asking Questions as a Director* in the 3rd edition [The Handbook of Board Governance](#) (Wiley 2024).

Our plan to prepare for, resource, and lead this session includes:

- This is in order to gain the board and administration's view of things by about the main themes of today's strategic and operating environment, the board's grasp, what specific areas that the board could sharpen focus upon, or do more of, or do less of, and where might Governors improve their questioning – on what topics or matters before the board?

- Throughout, there is correspondence and logistical planning with your office.

The total fee for the session is **\$4,950 CDN**. This is the fee charged to a counterpart college on the same topic so I want to match that. (Reference available.)

Should this proposal be acceptable, an email confirmation is sufficient to proceed and for us to reserve the time. I can sign a NDA if required.

Qualifications and Testimonials

Lyn McDonell, MA, C. Dir. FCMC will lead the training (although with your permission an associate may sit in). Lyn is Principal of The Accountability Group, Inc., a consultancy focused on readying boards for the future through key questions, authentic dialogue and a systems and regenerative approach. She has held executive positions as CEO and COO at national organizations, and served on boards as both Chair and Director. Since 2006, Lyn has provided governance training to directors in public sector/voluntary organizations across a range of sectors, professions, and industries. She is a Chartered Director (C. Dir), Certified Management Consultant and Fellow. From 2007-2017, Lyn was a member of the Not-for-Profit Organizations Committee of CPA Canada; serving as Chair for four years. She is Past-President of the Institute of Certified Management Consultants of Ontario and, since 2018 and currently, teaches "Accountability Issues in the Public Sector" as part of the Masters of Financial Accountability Program at York University. Her ongoing professional learning supports today's boards on critical governance issues across a range of dimensions including: complex system dynamics, human adaptation, AI, climate change, sustainability, ESG, and organizational design.

What people have said about Lyn (shared with permission):

"Your session with the board yesterday went excellently.... You said and presented the right things to spur strategic thinking in the board. Your listening and thoughtful approach in the session was superb--the best I've ever experienced." – Charles Pankratz, Board Chair, OCQAS, a Quality Assurance organization in the post-secondary education sector

"You did a fantastic job! I was certain you would be the best presenter on the topic, purpose, and outcomes we (I) were seeking for the board. It is a great pleasure to have worked alongside you on the effort." – Maria Chavez-Haroldson, Vice-Chair of the Board, Oregon State University

"I can't recall a time when I've seen board members respond so positively to a consultant. The ability to engage the board, keep them interested, and move them along on issues is a testament to your passion for governance and your ability to convey that and motivate others. In all ways you over delivered on our project." Margaret Eaton, Retired as National CEO, Canadian Mental Health Association (CMHA)

"Process and planning are excellent. Lyn has an ability to "cut to the chase" as well which is really appreciated. She has the ability to facilitate large groups and small conversations

with ease. The passion that she brings to the process “catches on” and people engage at a wonderful level.” Lorraine Sunstrum-Mann ECEDH, RN, BA, MBA. Now retired CEO

Conclusion

Melissa, it would be a pleasure to support the learning and dialogue of the Governors. I would enjoy working with you and leadership to frame and deliver a productive session.

I look forward to any comments you have. Please let me know if you see ways in which this proposal can be made a better fit for the College.

Thank you, Melissa and Committee. Best wishes for your February learning event.

Sincerely,

A handwritten signature in black ink, reading "Lyn McDonnell". The signature is fluid and cursive, with the first name "Lyn" being more prominent than the last name "McDonnell".

Lyn McDonnell C. Dir. FCMC
lyn@theaccountabilitygroup.com
Phone: 416-444-5932

**Briefing Note for the Durham College Board of Governors
September 2025**

Purpose

The purpose of this report is to highlight for the Board the risks, opportunities, and considerations for potentially merging the Board's Governance Review and Nominating Committees effective for the 2026-2027 Board year.

Background

As outlined in the Board's policy, [Committee Terms of Reference](#) the Board currently has a four committee structure which includes the Audit and Finance, Governance Review, Nominating and Executive Committees. This policy outlines the principles by which the committees operate and the terms of reference for each committee. There are no legal requirements for a Board to have a committee structure, and the Board has full autonomy to coordinate its work accordingly. The purpose of establishing committees is to assist the Board with fulfilling its oversight function and to act in support of the College's purpose, values, and strategic vision.

Currently, the primary responsibilities of the Governance Review Committee include oversight of the Board's governance practices, analyzing the feedback received from the annual board evaluation survey for potential process improvements, reviewing the Board by-laws and policies on a cyclical basis and planning the annual retreat. The primary responsibilities of the Nominating Committee include oversight of the Board's recruitment and reappointment processes, internal elections and providing support to the Board's mentorship program. While both committees serve distinct functions, their mandates increasingly overlap in the areas of providing support to new Governors, enhancing, and increasing the Board's awareness of governance best practices and Board development, including its education program. As evidence of a shared interest, a few years ago the committees elected to host a joint meeting as both committees were discussing the importance of mentorship and onboarding activities.

Furthermore, in recent years, it has been identified that workload for these committees is recurring and driven by the needs of the Board each year. As an example, after the 2022 full governance review the Governance Committee was introspective of its purpose and was discussing how it could best add value to the Board. Similarly, the work of the Nominating Committee is dependent on the number of vacancies and/or elections that are required each year. Additionally, it has been observed that the bulk of the work of the Governance Review Committee primarily happens between September and February of the Board calendar, while the Nominating Committee's recruitment efforts ramp up between January and May.

Opportunities

Considering recent structural and organizational changes that highlighted the need to evaluate how we work, it is recommended that the Board consider merging its Governance Review and Nominating Committees effective September 1, 2026. This merger could present several strategic and operational benefits:

- Improved efficiency: reduces duplication of effort and streamlines decision-making, given the overlapping and similar interests of these two committees.
- Resource optimization: Eliminating one committee would allow for administrative efficiencies for both the Board and management team by reducing the number of meetings and thereby subsequently reducing the associated work related to preparing for and hosting meetings (e.g., preparation of agenda packages, meeting minutes). A merger may also ensure there is enough meaningful work for Governors to feel like they are contributing to a strong governance structure.
- Stronger accountability: consolidating responsibility for board recruitment, governance, governor support, and education under one committee umbrella may improve transparency and accountability.

Risks

- Loss of specialized focus: combining the two committees may be seen as diluting attention to important issues currently under the mandate of each committee or could be perceived as a reduction in governance rigor.
- Fewer opportunities for board development and succession planning. Currently, the chairs of the Audit and Finance, Governance Review, and Nominating Committees along with the Chair and Vice-Chair of the Board form the membership of the Executive Committee.
 - If the Board reduces its committees to two, there will be one less seat on the Executive Committee and less opportunities for board succession planning and development. Similarly, there would be one less committee vice-chair position, a role that is often supported by our Internal Governors.
- Increased workload (at least initially): a single committee may see heavier agendas and an increased workload, requiring careful planning and support. A review of the Committee's work plan to ensure the work is distributed carefully throughout the year may be required.

Other Considerations

- Currently, the Board's policy, [Committee Terms of Reference](#) states that every Governor is required to serve on at least one committee and that each committee should have a minimum of four members. If the Board's committee structure is reduced to two (Audit and Finance, Governance and Nominating) plus the Executive Committee (composing of

the chairs of each of the other two committees), the Audit and Finance and Governance and Nominating Committees may need to increase its membership composition to allow an opportunity for everyone to participate.

- For example, for a 17-member board:
 - Audit and Finance Committee – 8 members
 - *Note: under ONCA a majority of this committee must be comprised of External Governors*
 - Governance and Nominating Committee – 9 members
 - Executive Committee would be comprised of:
 - Board Chair
 - Board Vice Chair
 - Chair of the Audit and Finance Committee
 - Chair of the Governance and Nominating Committee
 - President
- To keep the Executive Committee well-rounded and inclusive, the Board could consider extending membership to the vice-chair of each of the two committees as well.
- If the Board decides to move forward with merging these two committees, there could be an opportunity to refresh the name of the committee.
- Updates to the Board’s policy, [Committee Terms of Reference](#) would be required to reflect any new changes.

A sector environmental scan

A high-level environmental scan was conducted by reaching out to our counterparts at other post-secondary institutions and by viewing the posted by-laws and policies of other post-secondary institutions to review the various committee structures. This review revealed that the scope and mandate of committees is varied and inconsistent across the sector; however, several examples were identified where board governance, recruitment and internal development responsibilities were assigned to one committee.

Note: where the mandate description was too lengthy or not presented in a format that allowed for ease of information sharing, a link has been provided to the relevant document.

College	Committee Name	Committee Mandate
Algonquin College	Governance Committee (this committee oversees recruitment responsibilities and reviews the skills matrix)	Committee Mandate
Fleming College	Governance Committee (but includes the Nominating Committee role)	Committee Mandate
George Brown College	Governance and Nomination Committee	Committee Mandate The Governance and Nomination Committee is established to assist the Governors in carrying out the affairs of the College in connection with matters related to governance performance, the review and assessment of Board governance practices, the recommendation of measures to employ in assessing governance performance, the nomination for vacancies in the Board and the development of selection criteria and profiles for the nomination and performance of Board members, the annual nomination of the Chair, Vice

College	Committee Name	Committee Mandate
		Chair, and chairs of the committees, committees' membership, as well as matters that may be referred to it.
Mohawk College	Governance and Human Resources Committee	Committee Mandate
Sheridan College	Governance and People Committee	Committee Mandate <p>The Governance and People Committee is responsible for the direction and oversight of all matters of Board governance. The committee is charged with reviewing and monitoring Presidential performance, oversight of Presidential succession planning, oversight of Board leadership succession planning, and nominating members for appointment to the Board, its committees, and other bodies. The committee will ensure that the Board of Governors fulfills its legal, ethical, and functional responsibilities through governance oversight, training, and evaluation of Board performance. The committee will also ensure that Board membership is appropriately skilled, reflects the communities Sheridan serves and is able to exercise their fiduciary duties and duty of care to the institution. The committee is charged with regular review of the By-Laws and policies and protocols which relate to governance. The committee is also responsible for governance oversight of the Board's participation in Sheridan's Strategic Planning process and monitors progress and outcomes.</p>

For comparison purposes, other committee structures reported by our peers are outlined below and further demonstrate the varied approaches to delegating responsibilities to various board committees:

- Boreal – only has a Nominating Committee, no Governance Committee
- Cambrian – has separate Nomination and Governance Committees
- Canadore – does not have a Governance or Nominating Committee (Governance is managed by the Office of the President; Governors are asked to submit recommendations for external members against a skills matrix)
- Centennial – has a Governance, People and Equity Committee (with oversight of recruitment activities)
- College La Cite – only has a Governance Committee (reviews skills matrix), no Nominating Committee
- Confederation – has separate Nomination and Governance Committees
- Fanshawe – has a separate Nominating Committee
- Lambton – No Governance Committee; has a Nominating and an Executive Committee (where governance items typically reside)
- Niagara College – has a New Member Search Committee (responsible for recruitment activities and making recommendations about appointment to the Board)
- Northern – has a Vacancy Nominating and Policy Review Committee
- Seneca – has a Governance and Nominating Committee (responsible for recruitment responsibilities)
- St. Lawrence – has a Nominating Committee; does not have a standing Governance Committee, but they put one together on an ad hoc basis during academic years in which they know there will be updates needed to board by-laws and policies (about once every 3 years)

College Events the Board is Invited to - November 2025

Event	Description	Role
Academic Kick Off	<ul style="list-style-type: none"> Held every August, this is an event to launch the upcoming academic year and to celebrate faculty 	<ul style="list-style-type: none"> No formal role Governors are invited to attend (pre-registration is required) and to sit at a reserved table near the stage
Apprenticeship Celebrations	<ul style="list-style-type: none"> Held at scheduled dates throughout the year, these events are small group celebrations to recognize our apprenticeship students completing their programs 	<ul style="list-style-type: none"> No formal role Because these ceremonies are quite small, the number of Governors attending these ceremonies must be managed through the Office of the President
Building Grand Openings	<ul style="list-style-type: none"> Ad-hoc events the Board would be invited to when/if a new building is opened on campus 	<ul style="list-style-type: none"> Governors in attendance would be there in a supportive role, representing the Board
Campus Cup/DC Lords Athletics Events	<ul style="list-style-type: none"> Various sporting events 	<ul style="list-style-type: none"> No formal role; these events are open to the public
Convocation	<ul style="list-style-type: none"> Held every June, this is a celebration of our graduating students held at the Tribute Communities Centre 	<ul style="list-style-type: none"> Formal role Governors are invited to attend one or more ceremonies and to participate in the platform party as a VIP guest (attendance must be registered in advance)
Durham College Alumni Association (DCAA) Annual General Meeting	<ul style="list-style-type: none"> Held annually, the DCAA AGM is an opportunity engage and interact with the College's alumni and to hear updates about the work the DCAA is doing 	<ul style="list-style-type: none"> No formal role Attendees must pre-register for this event
Harvest Dinner	<ul style="list-style-type: none"> Held every fall, the Harvest Dinner is our annual signature event at the W. Galen Weston Centre for Food 	<ul style="list-style-type: none"> No formal role Governors are sent the link to purchase tickets if they wish to attend
Higher Education Summit (currently on pause)	<ul style="list-style-type: none"> Held every fall and hosted by Colleges Ontario, the Higher Education summit is the premier conference for the post-secondary 	<ul style="list-style-type: none"> Governors are invited to attend at the pleasure of the Board

College Events the Board is Invited to - November 2025

	sector and includes Good Governance Training and Board Orientation sessions	<ul style="list-style-type: none">Historically new Governors have been invited to participate as well as the Board Chair and Vice Chair
Lean Into Green	<ul style="list-style-type: none">Held every May, this is an all-employee event where campus updates are provided and employees are recognized for milestone years of service	<ul style="list-style-type: none">No formal roleGovernors are invited to attend (pre-registration is required) and to sit at a reserved table near the stage
National Day for Truth and Reconciliation	<ul style="list-style-type: none">Held every September, this event is held by our First Peoples Indigenous Centre and offers programming to commemorate National Day for Truth and Reconciliation	<ul style="list-style-type: none">No formal roleGovernors participate in this event as any other member of the public
Open House	<ul style="list-style-type: none">Held twice per year, this event is an opportunity for the public to explore our campuses, connect with faculty and staff, and discover all that DC has to offer.	<ul style="list-style-type: none">No formal roleGovernors could attend the event at either campus, tour the displays, and participate like any other member of the public
Other Events, Open to the Public	<ul style="list-style-type: none">Governors are sometimes invited to attend public events at the College, such as the ORSIE Impact Expo	<ul style="list-style-type: none">No formal roleGovernors participate in this event as any other member of the public

Notes:

This fall, we did an outreach to our colleagues at other institutions and determined that of the colleges who responded:

- No institution has an official Board policy, written practice, or standards that speak to the attendance of Governors at college events. Invitations appear ad-hoc and are consistent with the types of events we currently invite the Board to.
- No institution has any official Board policy, written practice, or standards regarding Governor participation in advocacy or government relations activities. Responses to this question reinforced the fact that the president is responsible for government relations activities, only involving the Board Chair or Vice Chair when deemed necessary by the president.

Relevant Board policies

- [Governors Duties and Responsibilities](#) – *references attendance at relevant sector conferences (upon invitation) and participation in professional development offered through the College Centre of Board Excellence and the sessions offered at the Higher Education Summit*