



ANNUAL REPORT 2019-20

Conestoga College Institute of Technology and Advanced Learning

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Message from the President

The year 2019-20 marked significant progress for Conestoga as we completed the final year of our 2017-2020 Strategic Plan focused on the priorities of quality education and services, enhanced capacity through facility and program development, and sustainability through responsible resource management.

The global COVID-19 pandemic that closed schools, post-secondary campuses and businesses across Ontario in mid-March 2020 brought about an abrupt transition. College programming and services continued in remote delivery format as students and employees worked from home in accordance with physical distancing requirements designed to arrest the spread of the virus. This situation is unlikely to change in the near-term as we await the availability of an effective vaccine, and it will significantly alter college plans going forward. Until March 2020, however, Conestoga was on-track for a very successful year.

Enrolment in full-time post-secondary programs continued to grow, with a total of 19,266 students enrolled on the November 1 count date: that total is a 16 per cent increase over the previous year's enrolment. International student enrolments grew by 48 per cent over the previous year as the college remains a destination of choice for students from around the world. Conestoga also continued to demonstrate leadership in apprenticeship training, with a 12.3 per cent year-over-year increase in the number of apprenticeship seats delivered at the college in 2019-20.

Twenty-five new programs were validated through the Ontario Colleges Quality Assurance System: seven of them received funding approval from the Ministry of Colleges and Universities. In addition to traditional full-time programming, Conestoga also explored a number of new, flexible programming options, including micro-credentials that provide learners with competencies in strictly defined areas.

Investment in facilities, services and staffing to support enrolment growth continued during 2019-20. Highlights include the opening of a new, 85,000 square foot campus in Downtown Kitchener, continued expansion of programming in Brantford, further development of the Waterloo campus, and the purchase of a 250,000 square foot facility at 25 Reuter Drive in Cambridge. This latter property will serve as the foundation for a showcase trades training campus to be developed in the heart of the city's Business Park.

Conestoga's applied research strength continued to grow in 2019-20, with a portfolio of more than \$20M, including over \$13M secured through external grants and industry contributions as well as monetary and in-kind resources. We are now ranked among the top 12 research colleges in Canada, with more than 240 faculty and over 3,130 students engaged in applied research activity.

Ambitious enrolment growth goals for the year were met and exceeded while the college invested heavily in growth and development to meet workforce and community needs. Conestoga ended 2019-20 with a surplus of revenue over expenses of \$32.1M.

While COVID-19 has created new challenges and significantly altered future plans, Conestoga will take a proactive approach to maintaining the strength and sustainability of the college so that it can continue to fulfill its mission in a post-pandemic world.

John Tibbits
President

Vision/Mission/Values

What We Stand For and Where We Want To Go

Vision

Excellence in polytechnic education

Mission

To **CHAMPION** innovation in education and research

To **SERVE** community needs and priorities

To **EMPOWER** individuals to achieve their potential

Values

EXCELLENCE in the design and delivery of programs and services

EQUITY in providing opportunities for individuals from diverse backgrounds and communities

ENGAGEMENT as an active partner, responsible employer and corporate citizen

Goals:

QUALITY

CAPACITY

SUSTAINABILITY

Please refer to Conestoga's [2017 – 2020 Strategic Plan](#)

Achievement of Strategic Plan Goals and 2019-20 Business Plan Objectives

QUALITY

Between 2017 and 2020, Conestoga will demonstrate excellence and continuous improvement in programming and services.

Objective	2019-20 Achievements
<p><i>Q1. Continually improve programming through the ongoing implementation of quality assurance measures and processes.</i></p>	<p><i>We will focus on quality programming that supports student success and effectively addresses industry and community needs. Continued implementation of established quality assurance processes will contribute to the effectiveness of our programs, the success of our graduates and the satisfaction of their employers.</i></p> <p>Conestoga’s Continuous Quality Initiative (CCQI) completed and submitted a comprehensive self-study as the first step in the College Quality Assurance Audit Process (CQAAP) that is completed at Ontario colleges every five years. A site visit by the audit panel will be completed in 2020-21.</p> <p>Chairs, program managers and faculty continue to receive centralized support to complete Annual Program Reflections (APR) and Major Program Reviews (MPR). Ongoing system and process improvements have resulted in robust college program review practices and procedures.</p> <p>Process and technology enhancements have reduced the average MPR completion timeline from one year to six months. The online APR system continues to evolve through the development of tools that improve system functionality and tracking of action items.</p> <p>A new retention dashboard launched in 2019 provides data related to program retention and college persistence statistics since Fall 2013 for programs, schools and campuses. This information can be used to better understand when students depart programs, movement between programs, and graduation rates over time.</p> <p>A new online program statistics dashboard provides accessible program data related to applications, enrolment, retention, student satisfaction, graduate satisfaction and employment outcomes.</p> <p>An online repository has been developed to curate evidence that supports program reviews. The process of collection, curation and reviewer/user access continues to be improved based on feedback from internal and external stakeholders.</p>

Objective	2019-20 Achievements
	<p>A new approach introduced in 2019-20 streamlines and integrates site visit attendance and evidence gathering processes for the Postsecondary Education Quality Assurance Board (PEQAB) and relevant accrediting bodies.</p> <p>Conestoga’s Online Learning Centre (OLC) continued to refine processes and evolve development models to meet emerging program needs. A series of one-term development projects piloted in 2019-20 resulted in agile and cohort development models that will provide greater ROI.</p>
<p>Q2. Support student achievement and success through the delivery of a full range of services in a secure and inclusive learning environment.</p>	<p><i>We will support student success and satisfaction through a comprehensive range of services that address the academic, cultural and social needs of learners from diverse backgrounds.</i></p> <p>To support student success, Conestoga implemented a one-stop service model at all satellite campuses in 2019-20. This enhanced student service model features front-line service delivery that provides students with information, resources and referrals to help them effectively navigate college systems.</p> <p>Three additional managers were hired to serve as leads for the college’s growing satellite campuses, supporting onsite service providers, managing on-campus activities and development, and liaising with various college departments.</p> <p>In 2019-20, significant work was done to develop a comprehensive student mental health strategy. Extensive consultations on mental health and well-being were conducted with students and employees, and findings were shared at two Town Hall sessions. A newly established President’s Advisory Committee on Student Mental Health began work on creating a strategy for improving student mental health at Conestoga.</p> <p>In fall 2019, Conestoga participated in the National College Health Assessment survey to better understand the health-related experiences of our students. The results will be used to inform planning, decision-making and improved delivery of a range of health-related supports and services.</p> <p>In 2019-20, additional registrarial staff were hired for campuses in Brantford, Waterloo and Downtown Kitchener to enhance student access to services at satellite locations and support growing enrolment.</p> <p>E-text programs continue to grow at the college, providing students with cost-effective access to essential course resources. In the past year, e-texts were introduced to 21 additional programs. There are 49</p>

Objective	2019-20 Achievements
	<p>e-text programs at Conestoga, supporting 10,854 students. Faculty and student supports were enhanced in 2019-20 to help promote e-text use.</p> <p>Library services for students were enhanced at Doon in 2019-20 through the addition of a new writing consultant and the creation of daily drop-in consultations on referencing (i.e., citations) and academic integrity. Similarly, technology services were expanded at Waterloo, Brantford and Downtown Kitchener campuses to support student needs.</p> <p>The Student Rights and Responsibilities Office (SRRO) consults with students and employees on a wide range of topics, from access and inclusion to disruptive behaviour. In 2019-20, SRRO facilitated 49 special events and training opportunities that attracted more than 1,300 participants.</p> <p>Aboriginal Services - Be-Dah-Bin Gamik - moved to a new location at Doon to enhance services offered to the college community. Renovations were completed to update the space and create a warm, open and welcoming environment for students and visiting elders.</p>
<p>Q3. Develop career-ready graduates by building on our leadership in work-integrated, experiential and active learning.</p>	<p><i>We will continue to enhance opportunities for students to apply their skills and knowledge through the integration of learning activities that reflect real-world challenges and opportunities and prepare graduates for successful careers.</i></p> <p>A new tracking capability developed in 2019-20 allows Conestoga to use course component tracking to report experiential learning completed by graduates, enhancing the quality of the college's experiential learning data.</p> <p>The integration of employer engagement management with insurance and affiliation tracking processes initiated in 2019-20 enhances the college's ability to provide more seamless support to co-op and work-integrated learning employers while facilitating reporting and monitoring of insurance requirements.</p> <p>The Career Centre increased client registrations by more than 10 per cent through enhanced marketing and outreach activities in 2019-20 and initiated a new group intake process to increase efficiency and service to job seekers.</p> <p>In response to new provincial reporting requirements, Conestoga submitted its inaugural Free Speech annual report to the Higher Education Quality Council of Ontario (HEQCO) in August 2019. Our submission was informed by the college policy statement on Upholding Free Speech that defines freedom of expression as "the right to speak, write, listen, challenge and learn."</p>

Objective	2019-20 Achievements
<p>Q4. Foster the development of an effective and high-performing employee team.</p>	<p><i>We will achieve our current and future goals through the recruitment and development of a qualified and talented employee team supported through ongoing professional and personal learning opportunities that result in enhanced skills, shared successes and an engaged college community.</i></p> <p>A wide range of initiatives were delivered in 2019-20 to support the development of a high-performing employee team:</p> <ul style="list-style-type: none"> - Curriculum Planning and Operations supported program development at Conestoga by delivering over 20 workshops, 230 consultations and 67 program review sessions with faculty. - The Conestoga Full-Time Faculty Development and Leadership Program (CFDLP) was launched in 2019 to support the development of new faculty. CFDLP offerings attracted 116 full-time faculty. - 3,352 unique attendees participated in Conestoga’s Faculty Development Program, a series of six mandatory workshops for all new faculty. More than 600 classroom observations of individual faculty were conducted to support new faculty development. - More than 900 unique attendees participated in intercultural customer service and teaching practices workshops developed to support Conestoga employees in their efforts to serve an increasingly diverse college community. - Four full-time Teaching & Learning consultants were hired to support our growing and diverse faculty employee group. - Over the past year, Online Learning Centre staff delivered more than 600 workshops to faculty on Conestoga’s learning management system, eConestoga. - A newly established Employee Engagement and Development team coordinates college programs and services designed to enhance and foster a strong employee culture, including onboarding and orientation, competency-based employee training and leadership development, and employee experience and recognition. The team delivered more than 600 employee workshops in 2019-20 and provided funding to support the participation of more than 400 faculty, support staff and administrators in external workshops, conferences and other development opportunities. - President Tibbits hosted 222 new employees at welcome gatherings designed to engage a diverse workforce, promote an inclusive and respectful environment and articulate college values.

Objective	2019-20 Achievements
	<ul style="list-style-type: none"><li data-bbox="565 262 1380 399">- The 2019 Employees for Excellence in Education (E3) conference attracted more than 1,080 employee registrations for 57 workshops led primarily by members of the college community. An additional 400 employees registered for the keynote events.

CAPACITY

Between 2017 and 2020, Conestoga will build our capacity to address community, workforce and industry needs through the development of facilities, technologies and programming options.

Goal	2019-20 Achievements
<p><i>C1. Deliver a comprehensive range of career-focused programs that responds to current and evolving workforce needs.</i></p>	<p><i>We will remain committed to a comprehensive range of accessible, career-focused programming geared to workforce and community needs. Targeted areas for development in 2017-2020 include substantial expansion of programming in Brantford, additional engineering and IT programming, increased access to trades and apprenticeship training, the enhancement of culinary and hospitality offerings, and focused programming for a potential Milton campus in partnership with Wilfrid Laurier University (WLU).</i></p> <p>In 2019-20, Conestoga continued to support the development, approval and implementation of new programs aligned with industry and community needs. A total of 22 programs moved through the internal approval process:</p> <ul style="list-style-type: none"> - 3 certificates of achievement - 2 college certificates - 1 Ontario college diploma - 10 Ontario college graduate certificates - 6 degrees <p>Eight (8) traditional apprenticeship programs were validated as Ontario College Certificates.</p> <p>Twenty-five (25) programs were validated by Curriculum Validation Services at Ontario Colleges Quality Assurance System (OCQAS): 7 of these have obtained funding approval from the Ministry of Colleges and Universities.</p> <p>To increase access to education and skills training, academic and administrative areas have worked to develop micro-credentials. In the last year:</p> <ul style="list-style-type: none"> - Sixteen (16) new micro-credential Professional Development Certificates were piloted and are ready for launch in Fall 2020. - A college-wide micro-credentials committee was created to identify credentials and badging opportunities and protocols. A survey of Program Advisory Committee members was conducted to provide insights on community needs regarding the development of specific skills and competencies. Survey results showed support for micro-credentials and identified priority areas for development. <p>A new graduate certificate in IT Infrastructure was launched in Winter 2020. Additional intakes were added for graduate certificate programs in</p>

Goal	2019-20 Achievements
	<p>Software Quality Assurance & Test Engineering and Big Data Solutions Architecture. Approval was received for the launch of a new Bachelor of Computer Science (Honours) degree program in Fall 2020.</p> <p>Conestoga’s School of Media & Design was renamed the School of Creative Industries to better align with industry trends following consultation with program teams and Program Advisory Committee members.</p> <p>A new dean was appointed in 2019 to lead the School of Creative Industries and the School of Applied Computer Science & Information Technology. This revised structure supports further growth and provides new opportunities to develop synergies between the disciplines in alignment with current industry practices.</p> <p>Conestoga continues to provide leadership in the delivery of career-focused degrees through the development of STEM-focused programs that meet workforce needs. In 2019-20, the first cohort of students began the new Power Systems Engineering degree program.</p> <p>Brantford is a focal point for a wide range of programming opportunities:</p> <ul style="list-style-type: none"> - In 2019-20, two Graduate Certificate programs began at the Brantford campus - Mental Health and Substance Use as well as Community and Social Service Management. - A two-year diploma and a one-year Fast Track program in Early Childhood Education were also introduced in Brantford. The ECE Fast Track program provides a degree-to-diploma pathway for Laurier graduates. - A unique part-time diploma program was introduced in Brantford to provide opportunities for those working in the sector to complete ECE courses while continuing to work. This initiative was developed in response to significant workforce needs in the community. - Conestoga’s trades training capacity in Brantford was enhanced through the introduction of the Electrical Techniques and the Motive Power Fundamentals - Automotive Repair programs. - Conestoga leased a 1,500 sq. ft hangar at the Brantford airport for the delivery of trades programming. A refurbished welding training trailer was deployed to support the delivery of welding instruction for full time programs. - Dual credit courses in electrical and plumbing were operated in Brantford through the School College Work Initiative (SCWI). Several other local activities – such as Explore Days – were completed in partnership with both local school boards to promote the potential of trades education.

Goal	2019-20 Achievements
	<p>Conestoga’s Centre for Entrepreneurship (C4E) was relaunched in 2019 as the Conestoga Entrepreneurship Collective. The Collective provides both students and alumni with pathways for participation in the Region’s innovation economy.</p> <p>The Entrepreneurship Collective’s facilities include the Venture Lab business incubator, which supports the launch of new businesses across a wide range of industries and business models, as well as the Gig Lab, a business incubator for freelancers that is the first of its kind in any Canadian post-secondary institution.</p> <p>The development of Indigenous content for Conestoga’s degree programs continued in 2019-20. A video created by the OLC with faculty from the School of Interdisciplinary Studies received a national quality award at the Academy of Interactive and Visual Arts competition and is now used in First Nations Experience, an online degree breadth elective course.</p>
<p><i>C2. Renew and expand campus facilities to support enhanced access and the delivery of programming and services.</i></p>	<p><i>The expansion of the Waterloo campus to be completed in 2018 will enhance access to programming and services for a diverse range of learners, grow enrolment in key program areas, improve the visibility and image of Conestoga at the gateway to Waterloo’s education corridor, and consolidate two small rental satellites while improving college services. Other priority projects include substantial expansion of facilities in Brantford, the establishment of the new WLU campus in Milton, the development of an enhanced Student Centre, and continued renewal and refurbishment of existing facilities. We will also continue to explore potential partnerships for the development of new, multi-use facilities on college lands that address community needs while providing additional opportunities for students and programs.</i></p> <p>The college continues to renew and expand college campuses:</p> <ul style="list-style-type: none"> - In 2019-20, Conestoga renovated 85,000 sq. ft of new leased classroom, lab, staff and student support space in Downtown Kitchener. The new Downtown Kitchener campus opened in January 2020 for 800 new students. - Conestoga also opened a 30,000 sq. ft leased and renovated multi-trades building at 139 Dearborn Place, near the Waterloo campus. - The reconstruction of the Waterloo campus has significantly enhanced college programming capabilities. Development at the Waterloo campus continued in 2019-20 with the construction of a multi-purpose commercial kitchen to support instruction on nutrition and public health in several programs. A second bake lab was also added in response to program growth.

Goal	2019-20 Achievements
	<ul style="list-style-type: none"> - A new 17,000 sq. ft building in Waterloo was purchased, renovated and opened to house Co-op, Career Services and Work Integrated Learning and IELTS operations. - In November 2019, the college purchased a 250,000 sq. ft building at 25 Reuter Drive in Cambridge. This location will be used to develop a showcase facility for trades education in the heart of Cambridge Business Park. Work has begun on a master plan for the property. - Renovations continue at Doon: campus renewal efforts in 2019-20 include upgrades to 20,000 sq. ft of student study space, classrooms, computer labs and employee space. <p>From 2016-17 to 2019-20, Conestoga experienced an 83 per cent increase in program cohorts. To maintain scheduling quality and enhance service delivery for up to 9,000 classes per semester, the Scheduling Office has initiated several quality improvement initiatives:</p> <ul style="list-style-type: none"> - Infosilem exam scheduling software was introduced In April 2019 to automate final exam schedule production. - In response to academic needs, the department led projects to generate four-day timetables, schedule apprenticeship activity on the half hour, and schedule classes to the evenings and weekends. - Campus space planning and scheduling efficiencies were supported through the tracking and analysis of room utilization data, as well as through space modeling and scheduling simulations.
<p><i>C3. Increase access to education and skills training through pathways, technologies and flexible programming options.</i></p>	<p><i>We will continue to enhance access to programming through the expansion of online and hybrid delivery models and explore new opportunities for the delivery of short courses, modular programming and stackable credentials that lead to career success. Continued investment in technology-based tools and infrastructure will support new approaches to efficient and effective program delivery that meets the needs of today’s learners.</i></p> <p>In the past year, the Degree Quality team supported the development of a three-year hybrid degree in the School of Trades & Apprenticeship. This new degree will have one course delivered in-person and all other courses delivered online.</p> <p>In 2019-20, the Online Learning Centre (OLC) created 47 fully online courses, an additional 40 online projects (e.g., modules, quality audits, revisions, and web projects), and 435 media assets (e.g., videos, animations, custom graphics, etc.).</p> <p>In response to faculty feedback, the OLC created several custom tools in eConestoga, such as:</p> <ul style="list-style-type: none"> - An eConestoga Instructor Tools library that provides instructors with more options for populating courses with dynamic and

Goal	2019-20 Achievements
	<p>engaging content, such as interactive videos, pie graph data charts and timeline presentation capabilities.</p> <ul style="list-style-type: none"> - An eConestoga Quiz Password Management tool that supports bring-your-own-device proctored exams and assures quiz integrity. <p>In the past year, the School of Workforce Development, Continuing Education and Online Learning completed pathways to support student mobility and flexible programming:</p> <ul style="list-style-type: none"> - A pathway has been created for graduates of the Supportive Care Program to the Personal Support Worker program. This new college pathway creates opportunities for graduates of a college certificate program to further their post-secondary education. - In 2019-20, six new Ontario College Certificate programs were created with a focus on fast completion of 30 weeks or less and pathways to further post-secondary education. Three of the six programs are aimed at individuals who do not meet traditional admission requirements. These programs provide learners with pathways to further education: all six of them will begin in 2020-21. - Academic Upgrading developed a shorter and faster pathway to college programs with minimum admission requirements (OSSD only). This pathway will provide students with the opportunity to enter specific college programs in less than 20 per cent of time required for traditional pathways. - Academic Upgrading successfully implemented evening classes at all locations to provide more flexible options for students. <p>Conestoga has a broad array of academic agreements with other post-secondary institutions to support student mobility. In 2019-20, Conestoga completed 35 domestic and 10 international academic agreements, including agreements with Wilfrid Laurier University (Public Service, and Media & Design), University of Waterloo (Nursing/Pharmacy), the Independent Wine Education Guild (Hospitality and Culinary Arts) and the International Association of Administrative Professionals (Office Administration - General, Office Administration - Executive and Administrative Business Management programs).</p> <p>A new, portal-based credit transfer system was launched In January 2020. This online system provides significant process and tracking efficiencies for credit transfer submissions and reviews. Resources and supports created to support this new system included student and staff videos, faculty workshops, training materials and promotional items.</p>
<p><i>C4. Address the innovation needs</i></p>	<p><i>We will continue to expand applied research activities and the development of Conestoga's centres of excellence to support student learning, spur</i></p>

Goal	2019-20 Achievements
<p><i>of industry and community partners through the expansion of applied research capacity.</i></p>	<p><i>innovation for small and medium-sized enterprises in the local community and contribute to regional prosperity. Priority projects include the establishment of a centre of excellence for Supply Chain Management and the development of an applied research hub in the Gaslight District in Cambridge that will provide new opportunities to focus on innovation for advanced manufacturing, cybersecurity and advanced recycling technologies.</i></p> <p>Conestoga continues to be ranked among Canada’s top 12 research colleges. In 2019-20, Conestoga developed a portfolio of over \$20 million in research activities and engaged more than 240 faculty and 3,131 students in applied research activities.</p> <p>Applied research activity at Conestoga is highlighted by work completed through a variety of initiatives:</p> <ul style="list-style-type: none"> - The Virtual and Augmented Reality Lab (VARLab) completed close to 20 applied research and curriculum-based projects in 2019-20. - The Magna Centre for Supply Chain Excellence (MCSCE) in collaboration with the college’s Centre for SMART Manufacturing secured \$2 million in Natural Sciences and Engineering Research Council of Canada (NSERC) research funding for a Secure Digital Supply Chain (SDSC) initiative. Over the next five years, NSERC funding will support collaborative research between MCSCE and the Centre for SMART Manufacturing that will include more than 35 research projects, 30 industry representatives and 100 paid student research (co-op) opportunities. - The Canadian Institute for Safety, Wellness and Performance (CISWP) hosted by Conestoga’s School of Business was launched on May 1, 2019. CISWP’s mission is to improve the safety, wellness and performance of the Canadian labour force by generating knowledge, transferring research to practice, and strengthening workforce development. The Institute has secured funding through Defence Research Development Canada and Canadian Standards Association and is leading several national research and development projects.

SUSTAINABILITY

Between 2017 and 2020, Conestoga will build on our longstanding commitment to responsible resource management, engaging with partners and exploring new opportunities to support the achievement of our goals.

Objective	2019-20 Achievements
<p><i>S1. Achieve economies of scale and enhance revenues through enrolment growth and increased student retention.</i></p>	<p><i>We will continue to increase enrolment in high-demand areas by implementing new recruitment methodologies and expanding international recruitment into a broader range of countries and markets. Delivery of a quality learning experience, including a comprehensive range of support services tailored to student needs, will support retention and continued progress in graduation rates.</i></p> <p>As outlined in our Strategic Mandate Agreement, Conestoga targeted stable enrolment for domestic students for 2019-20, along with continued growth in international student enrolment.</p> <p>Total post-secondary enrolment for Fall 2019 grew by 16 per cent over Fall 2018 with a 48 per cent increase in international students.</p> <p>Conestoga’s domestic enrolment remains strong. Domestic student confirmation percentages for Conestoga programs continue to rank among the highest in the Ontario college system.</p> <p>Student recruitment efforts have been augmented through the adoption of a range of digital marketing initiatives. Videos posted on ThinkConestoga’s YouTube channel have attracted more than 5.5M views in total, making it the top channel among Ontario colleges.</p> <p>Engagement with ThinkConestoga’s Instagram, Facebook and Twitter social media channels targeting prospective domestic students have all increased significantly in the past year.</p> <p>The Student Retention Working Group completed a comprehensive review of college advising activities in 2019-20. As a result of this review, a new college-wide advising model was developed and will be implemented in the coming year.</p> <p>Several technology projects were completed in consultation with Deloitte in 2019-20 to improve the efficiencies of fee refunds, streamline the add/drop process, and leverage the use of Robotic Process Automation (RPA) to reduce administrative overhead and improve efficiencies.</p> <p>Work on the redesign of the student portal began in the past year to enhance the student experience. The redesigned portal will make it easier for students to initiate processes with the Registrar’s Office, (e.g.</p>

Objective	2019-20 Achievements
	<p>timetables, digital forms, program announcements and payment information).</p> <p>Work also began on a new strategy for the Student Information System (SIS). An environmental scan was initiated to help identify next steps, possible strategic partners, and best practices to support college enrolment and retention goals.</p> <p>In 2019-20, Workforce Development’s IT portfolio continued to have strong international student growth in all programs as well as very high student retention rates (i.e., 90+%).</p> <p>Conestoga’s OntarioLearn participation increased by 6.9 per cent over the previous year in 2019-20, with a total of 5,127 enrolments. The course retention rate for Conestoga students was approximately 89 per cent.</p>
<p><i>S2. Enhance engagement with college and community partners to support the achievement of our goals.</i></p>	<p><i>We will launch new initiatives to increase public awareness of Conestoga’s role in supporting the prosperity and well-being of our community. Building on our strong relationships with student government, alumni, partners and stakeholders will support the development of programs, services and facilities and provide new opportunities for current and future students.</i></p> <p>Recognizing the contributions that Conestoga graduates make to industry and the community enhances the college profile and builds relationships with outstanding graduates. Over the past year, Conestoga recognized eight Alumni of Distinction as well as two Alumni Employers of Distinction. Three Conestoga graduates joined the ranks of Ontario’s most outstanding college graduates when they were chosen as recipients of 2019 Premier’s Awards. The annual awards program recognizes the top nominee in seven categories from across Ontario’s 24 colleges. This past year was the first time in the history of the program that three alumni from one college received awards.</p> <p>In addition to providing exclusive offers on products and services for graduates, affinity partners provide financial support for student scholarships, bursaries and alumni programming. In 2019-20, Conestoga received more than \$125,000 from affinity partners.</p> <p>Conestoga@Work is a networking initiative to recognize local businesses that employ significant numbers of Conestoga students and graduates. Held on the employer sites, Conestoga@Work events provide opportunities to build on existing partnerships while connecting employers, graduates and students. Over the past year, more than 300 individuals participated in Conestoga@Work events held at four businesses.</p>

Objective	2019-20 Achievements
	<p>In 2019-20, the Mental Health project funded through the Lyle S. Hallman Foundation engaged with clinical and community partners to create a common understanding of mental health and its impact on student work placement experiences. The project’s development of specific resources for community partners will continue in Fall 2020.</p> <p>In 2019, the Bachelor of Public Relations agency conducted through the program’s Consulting course worked with Conestoga Applied Research and Innovation, to help tell their stories. In 2020, the agency partnered with Capacity Canada and seven charities across Canada to develop branding, social media strategies and content, PR campaign strategies, videos and podcasts to help these charities tell their stories and raise needed funds.</p> <p>Community partnerships with Workforce Development were strengthened through the formation of advising groups specifically for the Ontario Post-secondary Access and Inclusion project, to help guide and support the goal of reaching individuals who may not traditionally attain post-secondary credentials.</p> <p>In 2019-20, Conestoga continued to deliver focused presentations to increase recognition of the role the college plays in supporting business and workforce needs and contributing to the prosperity of the regions we serve. Target audiences over the past year included Program Advisory Committees as well as a number of community and industry organizations.</p> <p>Student Services engaged in a formal partnership with Conestoga Students Inc. (CSI) to offer four themed weeks of events each semester. Themes for 2019-20 included Equity and Diversity, Career Readiness, Health and Wellness, and Exam Stress.</p> <p>As part of the Sexual Violence Education & Prevention Task Force initiative, an education subcommittee was formed that includes partners from across the college and local communities. As a result of the subcommittee’s work, Conestoga has partnered with a local organization to consult and offer specialized programming in sexual violence prevention education.</p>
<p><i>S3. Effectively manage resources to support the sustainable delivery of college programming and services.</i></p>	<p><i>We will implement new approaches to further improve space and resource utilization across the college that will support increased enrolment in existing facilities and create additional revenues. Our continued commitment to energy use reduction and waste diversion will lead to cost-savings and further reduce our carbon footprint.</i></p> <p>A new Enrolment Project Model was developed in 2019-20 to help inform college planning. The model was first used for the Winter 2020 semester and produced promising results.</p>

Objective	2019-20 Achievements
	<p>IT resources play an important role in the delivery of college programming and services. Several significant information systems initiatives were undertaken in 2019-20:</p> <ul style="list-style-type: none"> - Information Systems accelerated its use of Microsoft Azure to provide high quality, reliable and secure business infrastructure. This includes enhanced cybersecurity monitoring, the most up-to-date authentication standards, multi-form authentication policies to support self-serve password resets and industry best practice, and virtual desktop technology to offer remote access to learning software. Along with programming, cloud services will scale with college growth and reduce the reliance on capital equipment and the risk of outages. - Information Systems has taken steps to reduce redundancy and improve reliability of its core infrastructure. Reliable access to services ensures sustainable program delivery. - Information Systems is investing in new platforms to deliver web solutions that are enhanced for mobile users, easier to use, and streamlined with business processes. The current roadmap will retire older technologies and replace them with single repositories (e.g., OneDrive). <p>The Registrar’s Office has undertaken an extensive document imaging project that has resulted in the digitization of all historic paper student records as well as the creation of workflows for all registrarial paper processes. All current paper forms are being transitioned to digital work forms, with seven forms being released in digital format.</p> <p>To streamline and enhance student awards processes, a project was initiated in 2019-20 to migrate the student awards database to the college’s student information system (SIS). Good progress has been made on this project, with a projected completion date of Fall 2020.</p> <p>With support provided through college funds, grants, incentives and new technologies, Conestoga continues to develop and enhance practices to reduce energy use and greenhouse gas (GHG) emissions. All renovations and new build projects include energy initiatives to ensure that Conestoga’s buildings are as energy efficient as possible.</p> <p>Conestoga began a carbon reduction project at the Doon campus. As part of the first phase of this project, sections of the campus were re-roofed to reduce summer heat load. The next phase of the project will be to install 50 per cent of the Photovoltaics (PV) panels.</p> <p>Energy reduction projects were completed at all campuses in 2019-20, including:</p>

Objective	2019-20 Achievements
	<ul style="list-style-type: none"> - incorporating building management upgrades to better control heating, cooling, and lighting - implementing mechanical upgrades to increase efficiency and reduce asset deficiencies - converting interior and exterior lighting to LED.
<p><i>S4. Explore and advance revenue generating opportunities.</i></p>	<p><i>We will continue to seek out new opportunities to increase revenues from ancillary operations and introduce new or enhanced services that will result in additional revenues to support the achievement of our goals.</i></p> <p>In Spring 2019, the Conestoga Test Centre opened Canada’s first remotely operated, computer-delivered IELTS lab at a partner venue in Mississauga. By March 2020, two additional labs were opened: one in Markham and a flagship lab at the new Conestoga Marsland location. Accomplishments for the year include the delivery of 19,686 paper-based tests and 768 computer-based tests.</p> <p>Workforce Development continues to develop new programs, including full-time, Flexible, Accessible, Short Training (FAST) programs, micro-credentials, and other continuing education programs to support skills development and advance revenue opportunities.</p> <p>Corporate Training initiatives have expanded via Skills Advance Ontario projects establishing Conestoga programming to address recruiting and training needs in specific sectors. For example, Palliative Care corporate training modules were developed and delivered to 400 nurses and PSWs employed by the Victorian Order of Nurses.</p> <p>Strong growth in international student enrolment has contributed to the internationalization of our campuses as well as enhanced our ability to support resource and facility expansion required to meet Ontario’s work-force needs.</p>

Analysis of Conestoga's Operational Performance

Conestoga's operational performance in relation to the goals outlined in the Strategic Plan and 2019-20 Business Plan has been discussed thoroughly in the preceding sections. Conestoga's operational performance in relation to financial outcomes is discussed in this section.

Analysis of Conestoga's Financial Performance

INITIAL CHALLENGES AND POSITION AT START OF 2019-20 FISCAL YEAR

- Conestoga had ambitious student enrolment growth goals in a provincial college system expecting limited growth for domestic students.
- Conestoga has experienced continued satellite campus growth at Brantford, Guelph and Waterloo campuses, and opened the new Downtown Kitchener location. Campus growth has supported program and enrolment growth at all campuses.

IN-YEAR SIGNIFICANT ACTIVITY/ENVIRONMENT CHANGES

As in 2018-19, the increased number of international students was an influential factor affecting net financial results. This was included in the 2019-20 revised budget projections.

- International student enrolment increased by 49 per cent between 2018-19 and 2019-20.
- To provide quality services to all students and to manage this growth, the college supported new staff and faculty hiring and procured additional leased and purchased buildings.

YEAR-END FISCAL POSITION

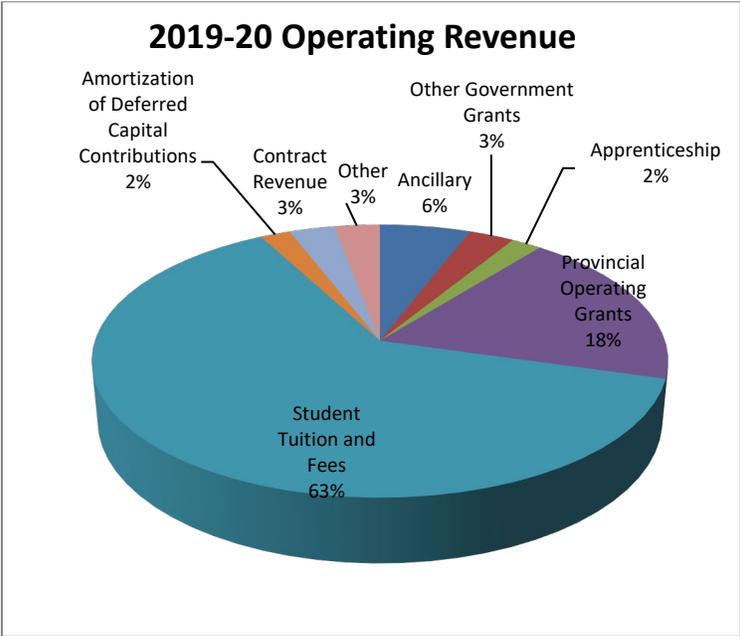
The 2019-20 fiscal year results confirm Conestoga's ability to achieve strategic objectives including enrolment and program growth to meet community and labour market needs.

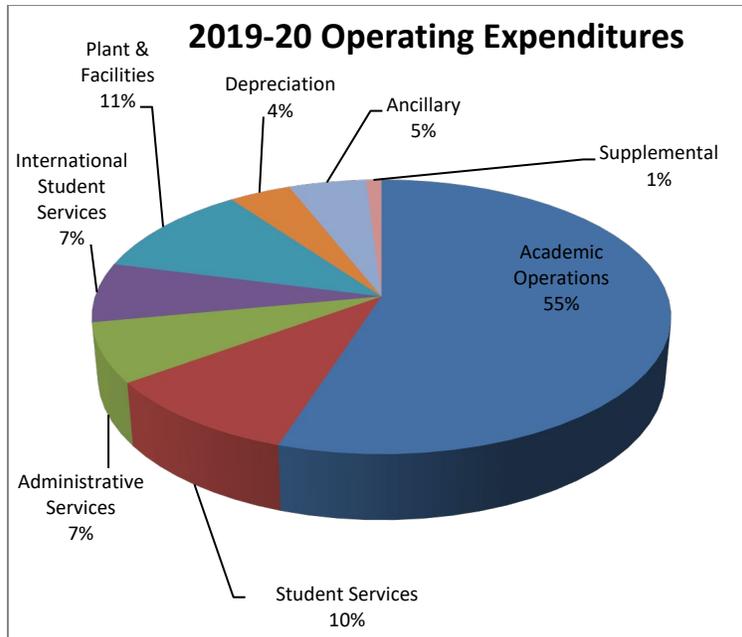
The table below summarizes 2019-20 fiscal results as compared to the budget projections. Significant changes resulted from the following:

- A surplus of revenue over expenditure of \$32.1 million.
- Operating revenue was slightly over budget projections by approximately \$3.4 million or 0.9 per cent of budget.
- Operating expenses were \$6.7 million or 2.0 per cent below the revised budget.

	2019-20 Actual		Budget Projection		% of Budget
	Fiscal Year Results (000's)		Fall 2019 (000's)		
Non-Capital Related Expenditures					
Revenue		357,466		354,064	100.96%
Expenditure		317,995		324,683	97.94%
Operating Surplus		\$39,471		\$29,381	
Capital Contributions/Depreciation					
Capital Contribution Amortization	7,855		7,760		101.22%
Depreciation	15,178		15,682		96.79%
Net Capital Amortization Expenditure		(\$7,323)		(\$7,922)	
NET SURPLUS FOR FISCAL YEAR		\$32,148		\$21,459	

The following charts illustrate the sources of college revenue and the major expenditure categories. Revenue and expenditure patterns were similar to prior years.





Subsidiaries and Foundations

The operation of Conestoga’s campus radio station, CJIQ, is fully integrated into the Broadcast Radio program and, as such, all financial aspects are incorporated within Conestoga’s overall financial statements found in Appendix B - Audited Financial Statements.

Appendix A

Strategic Mandate Agreement Report Back

The most recent [SMA Report Back](#) is posted on the college website.
Earlier this year, the Ministry informed colleges that a Report Back was not required for 2019-20.

Appendix B

Audited Financial Statements

The audited 2019-20 Financial Statements will be posted to Conestoga's website.

Appendix C KPI Performance Report

	2015-16		2016-17		2017-18		2018-19		2019-2020*	
	Conestoga	Ontario Colleges								
	%	%	%	%	%	%				
Post-Secondary Graduation Rates	71.7	67.0	71.3	66.6	72.8	66.8	74.1	67.2	72.4	N/A
KPI Provincial Survey:										
Employment Rate	86.9	83.6	86.4	83.0	89.3	85.7	88.4	86.2	85.1	N/A
Employer Satisfaction	90.8	91.4	94.4	91.2	92.8	92.5	88.2	89.6	87.5	N/A
Graduate Satisfaction	81.4	80.3	81.7	78.8	82.7	79.5	80.7	79.9	81.7	N/A
Student Satisfaction	74.1	76.8	75.6	76.5	73.3	73.4	74.8	75.7	74.1	75.9
Overall KPI	83.3	83.0	84.5	82.4	84.5	82.8	83.0	82.9	82.1	N/A

* 2019-20 KPI data: Conestoga was one of 19 Ontario colleges that individually undertook the Student Satisfaction Survey and agreed to share the data. As the graduate survey process was halted due to COVID-19, graduate and employer statistics are not yet available.

Appendix D

Summary of Advertising and Marketing Complaints Received

Conestoga has received no Advertising or Marketing complaints.

Appendix E

Institutes of Technology and Advanced Learning Reports

REPORTING ITEM: RANGE OF PROGRAMMING

The college will describe how it continues to deliver a comprehensive range of programming of degrees, other post-secondary programming and non-post-secondary programming consistent with the college system mandate to meet the needs of high school graduates and adult learners. As part of this description, the college will provide enrolment data for the different program areas.

2019-20 Achievements

The primary emphasis related to offering a comprehensive range of programming over the past year has been on developing programs at all levels (certificate, diploma, degree and graduate certificate), developing pathways between programs and into degree programs, and continuing to enhance program review and revision processes to ensure program currency and relevancy. Total full-time post-secondary program enrolment as per the November 1 count date for all programs increased by 16 per cent in 2019 as outlined below:

	2015-16*	2016-17*	2017-18*	2018-19*±	2019-20*±
Applied Computer Science & Information Technology, and Creative Industries	—	—	—	—	1,973
Business & Hospitality	2,709	2,765	3,298	5,666	6,664
Communications & Liberal Studies (Interdisciplinary Studies)	598	534	527	768	820
Community Services				1,556	1,646
Engineering & IT and Trades	3,505	3,861	4,451	4,086	3,366
Health & Life Sciences	3,903	3,897	3,953	2,492	2,466
Media & Design	862	800	738	898	—
Workforce Development, Continuing Education & Online Learning	—	—	—	1,043	2,411
Total	11,577	11,857	12,967	16,509	19,266

± Year-over-year enrolment comparisons have been impacted by the creation of new college schools. Notably:

- The creation of the School of Community Services resulted in the redistribution of programs from Health & Life Sciences.
- Similarly, the creation of the School of Applied Computer Science & Information Technology, and Creative Industries resulted in the redistribution of programs from Engineering & IT and Trades and Media & Design.

Full-time post-secondary program enrolment by credential (November 1):

	2015-16*	2016-17*	2017-18*	2018-19*	2019-20*
Certificate	14%	13%	11%	10%	8%
Diploma	39%	37%	36%	36%	36%
Advanced Diploma	23%	23%	21%	17%	14%
Graduate Certificate	8%	10%	16%	24%	30%
Degree	16%	17%	16%	13%	11%

*These numbers do not include co-op students or Continuing Education registrations.

REPORTING ITEM: APPRENTICESHIPS

The college will describe how it is doing its part to build up the apprenticeship system in Ontario to increase the skilled labour market supply through in-school training, expanding the range of apprenticeship programming, developing learning pathways for apprentices who wish to ladder into diploma programs and vice versa. As part of this description, the college will provide enrolment data for the apprenticeship programs it offers.

2019-20 Achievements

In 2019-20, Conestoga delivered a wide range of apprenticeship in-school training for 23 different apprenticeships. Apprenticeship activity is closely monitored by the college to maximize its seat purchase plan and reallocate unfilled seats. Through this process, the college has been able to fully utilize its seat purchases as well as meet additional requests of the local Ministry of Labour, Training and Skills Development (MLTSD) office as provincial funding becomes available. The original seat purchase was \$7.05 million, and the college delivered schooling valued at \$7.81 million. Overall, there was a 12.3 per cent year-over-year increase in the number of apprenticeship seats delivered at Conestoga.

In light of the COVID-19 pandemic and resulting campus closures, a number of scheduled Spring intakes were cancelled. More than 30 intakes already underway were moved to remote and hybrid delivery.

Conestoga continues to expand the delivery of a wide-range of certificate and diploma trades programs that provide excellent pathway opportunities for graduates to enter full-time employment, often as apprentices in a skilled trade. Currently, 36 programs are directly articulated to one or more levels of apprenticeship curriculum, offering advanced standing for graduates who enter an apprenticeship. These pathways are recognized in the Ministry's Prior Learning Assessment and Recognition (PLAR) document. In addition to existing trades offerings, Conestoga received approval for the block delivery of the General Machinist level 1 in-school training and level 1 delivery of Electrician-Construction and Maintenance at the Waterloo campus.

In 2019-20, Conestoga ran pre-apprenticeship programs in Millwright/Industrial Electrician, Cabinetmaker/General Carpenter and the Women in Skilled Trades (WIST) General Carpenter Pre-Apprenticeship.

In 2019, Conestoga received funding from Employment and Social Development Canada to deliver the Increasing Canada's Prosperity Through Skilled Trades project. This project funds the delivery of a welding pre-apprenticeship program at Conestoga and national partner sites across Canada over three years. In 2019, Conestoga and Algonquin College delivered the program. In 2020, six new partners will deliver the program across Canada - Academy Canada (Newfoundland); New Brunswick Community College (New Brunswick); Red River Community College (Manitoba); Southern Alberta Institute of Technology (SAIT) (Alberta); Assiniboine Community College (Manitoba) and Thompson Rivers University (British Columbia).

The School College Work Initiative (SCWI) continued to offer seats through the Ontario Youth Apprenticeship Program (OYAP) in the college level 1 apprenticeship programs. Students were registered in Plumbing, Brick and Stone Masonry, Automotive Service Technician and Truck and Coach Technician. In 2019-20, approximately 1,400 students from grades seven to twelve participated in

hands-on workshops, exploring careers in trades and apprenticeship sectors by participating in Explore Your Future, Explore Conestoga and Trades and Technology (TNT) Days.

In October 2019, Conestoga hosted the TradeUcation event at the Waterloo campus. This event, funded by the Weston Foundation, provided 54 high school guidance counsellors, Math and English teachers and administrators with the opportunity to participate in hands-on, trade-specific workshops that demonstrated the academic requirements of the program. Feedback from participants indicated that the event provided valuable insights that would inform their future discussions with students about trades as a career path.

More than 220 industry and donor-sponsored awards, valued at over \$337,000, were presented to students in the School of Trades & Apprenticeship.

Conestoga’s Apprenticeship training days:

	2016-17	2017-18	2018-19	2019-20
	6-Hour Days	6-Hour Days	6-Hour Days	6-Hour Days
Block Release	59,564	68,769	69,053	80,488
Day Release	34,536	36,409	36,076	37,604
Total # of days	94,100	105,178	105,129	118,092

REPORTING ITEM: ITAL KPI OUTCOMES

ITALs are expected to maintain KPIs above the system average. The college will describe how it is tracking on its KPI and where improvements are being made, if needed.

2019-20 Achievements

Conestoga has demonstrated an ongoing commitment to service and facility enhancements that support the learning experiences of students. Significant improvements have been made at many campuses. Ongoing review and development of Conestoga's facilities and services are guided in part by student input provided through the KPI Student Satisfaction Survey as well as internally managed focus groups and the Annual Student Feedback survey.

Conestoga looks forward to the release of the remaining 2019-20 KPI data components to support ongoing quality review and improvement processes.

REPORTING ITEM: DIPLOMA TO DEGREE PATHWAYS

The college will describe how it is ensuring that college diploma graduates have access to degree programs, and how many graduates access degree education.

2019-20 Achievements

Building capacity through diploma-to-degree pathways is a strategic priority for Conestoga. All newly proposed degree programs incorporate the development of degree completion pathways, and work continues on the development of pathways for existing degree programs. Conestoga degree programs focus on delivering instruction that is based on both theory and practice. By making applied skills the focus of our programs, Conestoga adds the value of experience to a degree. Conestoga programs are developed in consultation with many of the region's industry leaders, ensuring that students' skills will be aligned with workforce demands when upon graduation.

In 2019-20, three new articulation agreements were signed, supporting the 2017 ONCAT-funded project for Ontario College Graphic Design Advanced Diplomas to Conestoga's Bachelor of Design (Honours) Program. These new articulation agreements will provide graduates from Graphic Design advanced diploma programs at Algonquin, Centennial and Niagara colleges with the opportunity to build on their learning in Conestoga's Bachelor of Design degree program.

Conestoga continues to explore pathway development opportunities with post-secondary institutions from across Canada and around the world. In 2019-20, Conestoga completed 35 domestic and 10 international academic agreements, including agreements with Limerick Institute of Technology, Technical University of Liberec, Wilfrid Laurier University, and the Schlegel-UW Research Institute for Aging.

A new online credit transfer process was launched in January 2020 to create a seamless, customized credit transfer experience for students. As part of this new process, credit transfer requests are submitted by students through the student portal and sent for faculty review through the employee portal. The new system streamlines the credit transfer approval process and provides faster responses to student requests.

REPORTING ITEM: APPLIED RESEARCH IMPACT

The college will describe how its applied research activity supports its mission as a differentiated institution.

2019-20 Achievements

At Conestoga, applied research drives collaboration, empowers industry and community partners, contributes to professional currency opportunities for faculty, and provides students with opportunities to learn and grow in rich experiential learning environments.

In accordance with Conestoga's Strategic Mandate Agreement, the college is building applied research capacity in priority areas through interconnected centres of innovation. Applied research also contributes to the achievement of the goals and objectives set out in Conestoga's Strategic Plan, supporting:

- **Quality** through the demonstration of excellence and continuous improvement of curriculum
- **Capacity** through development of facilities and technologies to address community, workforce and industry needs
- **Sustainability** by accessing external resources, engaging with partners, and exploring new opportunities to develop solutions for real-world challenges.

Conestoga is ranked among Canada's top 12 research colleges. In 2019-20, Conestoga developed a portfolio of over \$20 million in research activities, with more than \$13 million secured through external grants and industry contributions, as well as monetary and in-kind resources. More than 240 faculty and 3,131 students were engaged in applied research activities, including 864 curriculum, capstone and independent applied research projects.

The following sample of externally funded projects demonstrates Conestoga's growing capacity to engage in research activities across the college.

Secure Digital Supply Chain

(Natural Sciences and Engineering Research Council (NSERC) Innovation Enhancement Grant - \$2,000,000 / Canada Foundation for Innovation Grant - \$305,960)

Conestoga's Secure Digital Supply Chain initiative is an industry-driven research program focused on the digital transformation of supply chains. The supply chain sector enables the movement of more than \$1 trillion of goods each year and employs over 900,000 workers. The secure and efficient movement of goods throughout the supply chain ecosystem has a huge impact on the overall cost of goods, quality of customer service, and productivity of Canada's businesses across all sectors. Technologies such as robotics, automation and big data analytics are revolutionizing supply chains and changing the skills required of workers.

For this initiative, Conestoga's SMART Centre and Magna Centre for Supply Chain Excellence will bring together experts in supply chain management, digital innovation and cybersecurity to engage with industry partners to improve their supply chain performance. Professional organizations supporting this research include Supply Chain Canada, Automotive Parts Manufacturing Association and the Automotive Industry Action Group.

Future Skills Centre

(Employment and Social Development Canada Grant - \$1,185,522)

Currently, more than 564,000 people in Canada live with dementia: this number is expected to increase to more than 900,000 in the next 15 years. Canadian workforce capacity is vastly insufficient compared to the urgent demand for services. The aim of the Canadian Remote Access for Dementia Learning Experiences (CRADLE) program is to engage employers (i.e., home care and long-term care agencies) to provide online learning opportunities to support unregulated care workers (UCWs) in caring for people living with dementia.

Online educational modalities have the advantage of reaching an unlimited number of users and the material is accessible, regardless of time and scheduling. Additionally, up to 33 per cent of seniors (many of whom will develop a dementia) live in rural regions where care providers have disparate access to supportive services, such as education and training. This program focuses on aligning dementia care training and skills development for UCWs. Given the current and ever-increasing demand for well trained UCWs, this approach offers one step forward toward a solution for Canadians living with dementia.

Technology Access Centre

(Natural Sciences and Engineering Research Council (NSERC) Grant - \$1,750,000)

Conestoga's SMART Centre (Smart Manufacturing and Advanced Recycling Technologies) provides a unique one-stop shop for industry collaborations for a new Digital Circular Economy. Our research supports industry in full end-to-end life cycle technology solutions. With a focus on smart manufacturing and de-manufacturing (recycling) technologies associated with Waste Electrical and Electronic Equipment, the SMART Centre has dedicated facilities configured with manufacturing and software research labs, and an advanced electronics recycling pilot plant.

Social Sciences and Humanities Research Council (SSHRC) College and Community Social Innovation Fund (SSHRC CCSIFS)

(Piscitelli - \$360,000 /Judge - \$360,000)

1. Piscitelli - The 'Leveraging Community Contributions to Acquire Local Real Estate for Long-Term Affordability and Sustainability' project explores alternative solutions to the lack of ownership and financial capacity among low-and middle-income neighbourhoods that often results in limited availability of resources and amenities. A research collaboration between Conestoga College, Union Sustainable Development Co-operative (USDC), Reception House Waterloo Region and Scaled Purpose supports the launch of a community real estate co-operative designed to buy, upgrade and manage commercial and residential properties to improve environmental, social and economic health across Waterloo Region.
2. Judge - The focus of this project is utilizing Indigenous knowledge to restore language, culture and land through the support of several collaborating organizations: Indigenous Studies, Aboriginal Services and the Online Learning Centre (OLC) at Conestoga College; the Cambridge Self Help Food Bank (CSHFB); rare Charitable Research Reserve; Mississauga of the Credit First Nation (MCFN); White Owl Native Ancestry Association (White Owl); the University of Waterloo; and Waterloo Region District School Board's (WRDSB) - Blair's Outdoor Education Centre (Blair).

Ultimately, this network of collaborators is mobilizing and disseminating Indigenous knowledge to inspire social innovation and ensure that a diverse interconnected ecology thrives around us. Together we will restore language, culture and land by aligning our objectives for social innovation with Canada's national strategy, thus preparing our community to move forward in

honouring/fulfilling Canada's commitments to Indigenous peoples, the environment and practical skill development in a changing economy and climate.

Applied Research Statistics

Applied research at Conestoga enjoys strong engagement from faculty and students, and Conestoga's industry, academic and community partners. In 2019-20, a total of 864 applied research projects that engaged 3,131 students and 240 faculty and staff researchers occurred.

Year	Faculty/Staff Engaged	Students Engaged			Number of Projects (Active or Completed)		
		Independent or Curriculum Projects	Capstone Applied Research Projects	Total Number of Students Involved	Independent or Curriculum Projects	Capstone Applied Research Projects	Total Number of Applied Research Projects
2008-09	5	33	-		6	-	
2009-10	11	82	-		23	-	
2010-11	23	76	-		20	-	
2011-12	27	95	616		19	285	
2012-13	54	40	968		12	379	
2013-14	82	16	935		11	441	
2014-15	87	73	927		29	476	

*Note: data collection method revised for 2015-16 – results should not be compared to previous years

2015-16	131	643	809	1,452	165	467	632
2016-17	166	1,404	696	2,100	885	381	1,266
2017-18	174	1,029	1,048	2,077	755	429	1,184
2018-19	267	1,396	2,209	3,605	1,006	755	1,761
2019-20 *	240	1,803	1,328	3,131	434	430	864

*Note: Statistics for 2019-20 may be under-reported as a result of COVID-19

Appendix F

2019-20 Board of Governors

Governors

- Frank Boutzis, Chair
- Jane Black, Vice Chair
- Heather McLachlin, Vice Chair
- Laura Briston
- Greg Eller
- Dianna Fong Lee
- Kerry Hadad
- Kimberley Hogan
- Jennifer Knapp
- Bob Magee
- Janet Parrish
- Minto Schneider
- Ray Tanguay
- Robin Todd
- Dave Walden
- Scot Wyles

Ex Officio

- John Tibbits, President

Appointed Officer

- Jacinda Reitsma, Secretary-Treasurer