



CONESTOGA

Connect Life and Learning



ANNUAL REPORT 2020-2021

CONESTOGA COLLEGE INSTITUTE OF
TECHNOLOGY AND ADVANCED LEARNING



MESSAGE FROM THE PRESIDENT

The fiscal year 2020-2021 was like no other in the history of Conestoga. Addressing the challenges, restrictions and ongoing uncertainties resulting from the COVID-19 pandemic required substantial re-alignment of both academic and business plans in an ever-evolving environment.

In the initial wave of the pandemic (March 2020), campuses were closed, with both students and employees working from home and learning delivered only in remote format. Hands-on learning activities were temporarily suspended, deferring semester completion for more than 2,300 Conestoga students, while travel restrictions and border closures jeopardized the college's ability to serve the growing population of international students who have made an enormous contribution to Conestoga's growth and success.

In addition to lost tuition revenues from international students, the college also faced significant losses from ancillary fee revenues such as parking, food services, residences, bookstore, recreation centre fees, IELTS (English language) testing, etc. New costs related to emergency financial aid for students (many of whom lost the service industry jobs that helped fund their education), technical and device support for students and employees, and essential investments in remote learning infrastructure placed additional pressure on the college's financial position, resulting in predictions of total revenue losses of up to \$80M. Further costs to adapt pedagogical approaches and processes to support essential face-to-face learning activities in Summer and Fall 2020 and beyond were also anticipated.

Campuses re-opened for the delivery of essential learning activities in July 2020 both for students needing to complete their Winter 2020 semester as well as for new students. Small class sizes, physical distancing, screening and monitoring of all individuals entering Conestoga campuses and strict infection prevention and control measures (including pre-screening, masks and enhanced environmental cleaning) were implemented to protect the safety and well-being of our campus community. Between July 2020 and March 2021, more than 12,000 students participated in on-campus activities with no evidence of virus transmission or spread on Conestoga campuses.

Managing through the pandemic

Since the beginning of the pandemic and throughout 2020-21, Conestoga adopted a proactive management approach to mitigate financial losses, optimizing revenues and reducing costs through enhanced student recruitment, strategic cost-cutting measures, and participation in sector-wide advocacy efforts that resulted in revisions to federal government policies to allow international students to start or continue their studies while residing outside Canada.

As a result of these measures, combined with lower-than-anticipated enrolment declines, Conestoga ended the fiscal year with a surplus of approximately \$30M, which will enable us to advance our vision for expanding college operations across southwestern Ontario as well as continuing to enhance the quality of operations, supports and services across all campuses.

Although the pandemic slowed progress in some areas of Conestoga operations through 2020-21, the college still realized significant achievements in building capacity, quality and sustainability, the three pillars of our Strategic Plan.

Building Capacity

Milton

Plans for the development of a Conestoga presence in Milton made substantial progress in 2020-21. In October 2020, Conestoga and the Town of Milton entered into an agreement through which the college is provided with approximately 45 acres of land at no cost for the development of a campus in the Milton Education Village (MEV). Conestoga and Wilfrid Laurier University will serve as lead educational partners in the delivery of a wide range of complementary, integrated and articulated programs.

Conestoga is also working in partnership with Schlegel Villages for the development of additional educational facilities in conjunction with a new long-term care and retirement living facility expected to open in 2023 on MEV lands. In addition to extending Conestoga's Living Classrooms initiative to include the new Schlegel development in Milton, the college is also in the process of obtaining land contiguous to the property for the delivery of additional health care and related programming to address a critical shortage of qualified workers for the sector.

A proposal for the new campus development has been submitted to the Ministry of Colleges and Universities.

Skilled trades campus - Reuter

Planning continued in 2020-21 for the development of a comprehensive, state-of-the-art skilled trades campus to be located on Conestoga's 41-acre site on Reuter Drive in Cambridge. Purchased by Conestoga in 2019, the site features a 250,000 square foot facility which will be expanded with an additional 80,000 square feet, allowing the consolidation of trades programs currently delivered at campuses in Waterloo, Kitchener (Doon) and Cambridge. Phase 1 of the new campus is scheduled to open in Fall 2022. The space vacated at other campuses will support further growth in post-secondary enrolment.

Developing the seniors care workforce

While the shortage of qualified workers to serve Ontario seniors in long-term care, home and community care settings has long been recognized, the need for additional workers across the province reached crisis proportions in 2020-21 as a result of the COVID-19 pandemic.

Conestoga is a recognized leader in education, training and applied research for seniors care. With support provided through the Cowan Foundation as well as the provincial government, the college introduced a number of new initiatives in 2020-21 to build a stronger workforce for the sector.

- Conestoga became the first college in Ontario to offer a 21-week accelerated Personal Support Worker (PSW) program, delivered through an employer sponsorship with ParaMed. Partnerships with additional employers across the province as well as a substantial investment from the Ontario government have created new capacity to deliver tuition-free training and paid work experience for PSW students.
- The college's new ONSITE delivery model for PSW education provides flexibility and local access to training across Ontario, including in small, rural and remote communities. This innovative approach uses technology-enhanced and remote delivery approaches to eliminate many of the barriers potential PSW students face. Six ONSITE locations were established in 2020-21, with more in development.

- Two additional programs to address seniors care needs were also introduced in 2020-21 and are being delivered across Ontario through the support of the provincial government. The Supportive Care Worker and Long-Term Care Home Assistant programs will further address the critical shortage of workers in the LTC sector.

New program development

In 2020-21, Conestoga continued to develop new academic programs to meet evolving workforce needs. Twenty new programs were approved internally and received Board of Governors approval. The ministry approved 35 programs over the year and 13 micro-credentials were launched. Micro-credentials, rapid training programs that help people upgrade their skills to find new employment, will play an important role in assisting workers displaced by pandemic-related economic disruption to quickly return to meaningful employment.

Conestoga's Online Learning Centre played a key role in supporting the college's successful transition to remote learning and working, providing resources, training and drop-in support for both faculty and staff.

Enhancing Quality

Despite the challenges of the pandemic, Conestoga continued to focus on quality improvement across a wide range of areas: more details are provided in this report. The college was awarded the highest possible rating in the College Quality Assurance Audit Process (CQAAP), assessed by an independent panel of auditors as meeting all quality standards required for Ontario's public colleges.

The November 2020 site visit for the audit involved the participation of approximately 160 Conestoga stakeholders, including students, recent graduates, Program Advisory Committee members, Board of Governors members, faculty, support staff and administrative employees.

The audit report, issued in April 2021, commends Conestoga for its commitment and significant investments in a quality culture.

Achieving Sustainability

Anticipated declines in tuition revenue, combined with additional costs incurred by operating under pandemic restrictions, posed a substantial threat to the college's fiscal sustainability in 2020-21. As a result, the college focused on reducing costs through a broad range of measures, such as shutting down non-essential facilities and services, delaying or deferring capital projects and reducing staffing costs.

These measures have placed the college in a favourable position to pursue our vision for continued growth as we contribute to Ontario's post-pandemic recovery and support individuals from all backgrounds and circumstances in their efforts to gain meaningful employment and contribute to the prosperity and well-being of their communities.

Conclusion

Conestoga faced the greatest challenges in its history in 2020-21. At the same time, the college made significant advances in a number of key priority areas while safeguarding the health and well-being of our students and employees, and ended the year in an excellent position to move forward with our vision for leadership in applied learning and research.

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

QUALITY



Achievement of Strategic Plan Goals and 2020-21 Business Plan Objectives

QUALITY

Between 2017 and 2021, Conestoga will demonstrate excellence and continuous improvement in programming and services.

The example below demonstrates how college operations continued to support development of an effective and high-performing employee team in 2020-21.

Meeting our Commitments

Employee Engagement

The transition to remote work in 2020 required new approaches to keeping the college community connected. Conestoga introduced a number of new initiatives to support employees working from home in their efforts to stay engaged and connected, including:

- [All Things Conestoga](#), a new online portal launched in 2020 to support employee communication and activity. It features podcasts, resources, and information about a wide range of college initiatives and employee opportunities. Approximately 90 per cent of employees have visited the site.
- College-wide community events such as the annual holiday gathering celebration and the President's Townhall were presented in virtual, online format. High participation rates and positive feedback from employees indicate that these activities were successful in providing a sense of connection for employees working remotely.
- Virtual workshops on topics ranging from wellness to technology attracted more than 4,000 registrations from college employees.



Objective Q1

Continually improve programming through the ongoing implementation of quality assurance measures and processes.

2020-21 Achievements

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.

The College Quality Assurance Audit Process (CQAAP) of Conestoga's quality processes and practices was completed in 2020. It involved the completion of a comprehensive self-study as well as a three-day site visit from an independent panel of auditors. Approximately 160 stakeholders participated in the site visit, including Board of Governors members, employees, students, recent graduates, and PAC representatives. Auditors concluded that Conestoga has successfully met or exceeded all quality standards expectations, and awarded the college a 'Mature' rating, the highest designation on the Ontario College Quality Assurance Service (OCQAS) scale.

Accreditation work continues to be a priority for Engineering and Technology degrees. In 2021, the Architecture Program and Facility Management degree successfully completed a formal program review.

A new Student Experience Survey was developed and launched by Conestoga in collaboration with 12 other Ontario colleges. The purpose of the survey is to gather student feedback regarding program and college experiences to help identify strengths and potential areas for improvement.

A new Course Grades Dashboard available to Conestoga's academic teams provides data on grades over time by program, section, and demographic group. This information will support decision-making related to course design and the sequencing of quality improvement initiatives.

New templates and tools developed by the Online Learning Centre have streamlined technical support tasks and online development processes, reducing requirements for manual tasks.

Refinements to Annual Program Reflection and Major Program Review processes were introduced in 2020-21 to introduce new functionalities, improve reporting capabilities and reduce required time to completion.

Objective Q2

Support student achievement and success through the delivery of a full range of services in a secure and inclusive learning environment.

2020-21 Achievements

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.

A number of new initiatives were launched in 2020-21 to support student learning and wellness during the pandemic.

New tools and programming were developed to support online orientation activities. They included a new Conestoga Ready app, online program sessions, transition workshops and welcome events for mature, Indigenous, LGBTQ2+ and African, Caribbean, and Black students.

A digital repository of resources, including videos on learning strategies, tips and math help, was developed to provide additional support for students studying remotely.

Press Pause, a self-help toolkit designed to help students self-reflect and develop skills for coping with stress was sent to first-year students.

In Fall 2020, Accessible Learning launched the course completion assessment, a new process by which students with a documented disability can access retroactive accommodations.

The first phase of a new Awards Module was launched in June 2020. This quality assurance initiative will provide the Awards team with resources and tools to enhance operational efficiencies.

The Scheduling department modified timetabling processes for remote and on-campus scheduling activities to align with emerging program needs and new COVID-19 protocols.

Test Centre services transitioned to online, facilitating and/or invigilating more than 1,200 online tests in 2020-21.

New systems were introduced to enhance supports and services for students:

- a new Student Success Portal was implemented to provide students with a central platform to book college service appointments and enable staff to work interdepartmentally, allowing service providers to support a student's journey through various advising and learning services
- a case management software was launched for student conduct and concerns.

The implementation of a new Electronic Medical Record (EMR) enabled Conestoga primary care practitioners and allied health professionals to work in a circle of care and develop holistic care plans for students.

To meet new remote delivery requirements and encourage community connection, ONE Card and Bookstore Services:

- increased digital offerings and introduced instant access to digital materials on the Bookstore webpage
- transitioned Bookstore inventory to an eCommerce platform
- shipped more than 17,000 orders to Conestoga students and community with enhanced shipping services.

In the Fall of 2020, Condors e-sports was launched with three competitive e-sports teams that competed against other colleges and universities in the new OPSE e-sports league.

To assist academic integrity initiatives at the college, Library Services enhanced resources and introduced processes such as proactive student consultations and supports for faculty on Third-Party File sharing sites.

Objective Q3

Develop career-ready graduates by building on our leadership in work-integrated, experiential and active learning.

2020-21 Achievements

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.

Conestoga hosted a Virtual Career Fair in 2020-21 to provide students, clients, and graduates with opportunities to network with employers and learn more about employment and career options.

Conestoga's Student Experiential Record (SER) initiative continued to be refined to support students in their transition from school to work. The SER, which can be shared with potential employers, provides a comprehensive record of practical and applied skills developed through work-integrated and experiential learning.

In November 2020, the college hosted the Future of Work and Learning: Student Edition, a series of four online events for students from Conestoga and the two local universities.

In 2020-21, Conestoga continued to rank among Canada's most active research colleges, with 223 members of the academic team and 4,206 students engaged in applied research activities.

Career Centre staff engaged in more than 3,000 interactions with job seekers through online pre-employment workshops, information sessions, and employer recruitment events.

Two virtual Employer Recognition events were held in 2020-21. Highlights include the presentation of the inaugural President's Employer of the Year award to Linamar as well as the celebration of Co-op and Work Integrated Learning student award recipients.

The college received a grant of more than \$500,000 from the Government of Canada's (ESDC) Innovative Work-Integrated Learning program and CEWIL Canada through the CEWIL Innovation Hub. More than 1,200 Conestoga students received funding to support access to work-integrated learning (WIL) by offsetting expenses incurred when participating in WIL.

In 2020-21, the Stratford and Waterloo Career Centre staff negotiated approximately 175 employer agreements with nearly \$600,000 in financial incentives for local employers to support hiring and training.

Objective Q4

Foster the development of an effective and high-performing employee team.

2020-21 Achievements

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.

A wide range of initiatives were delivered in 2020-21 to support the development of a high-performing employee team:

- The college developed and operationalized work from home and equipment approval processes to support the transition from on-campus to remote work and teaching.
- Teaching and Learning delivered 135 workshops, conducted more than 220 classroom observations, and made 176 posts on teaching and learning topics to support faculty in their efforts to pivot to remote teaching.
- Human Resources implemented a new video interview platform – VidCruiter – to enhance the quality and timeliness of college hiring processes.
- Funding for employee development continued with financial support for degrees (32 employees), and priority training and development opportunities (106 employees).
- To aid the use of eConestoga, the Online Learning Centre provided faculty with instructional guides and videos, support via phone, email, online chat, and web conferencing and 60 learning management system workshops attended by more than 1,200 participants.
- Workshops on the use of cloud-based meeting and work technology – including Zoom, Teams and Microsoft-Office 365 – provided support for employees working remotely.
- Degree Quality staff led weekly/monthly consultations with faculty teams to guide the creation of eight new degree projects.
- Curriculum development was supported through the delivery of more than 200 consultations with individual and faculty teams for course outline review and creation.

CAPACITY



CAPACITY

Between 2017 and 2021, Conestoga will build our capacity to address community, workforce and industry needs through the development of facilities, technologies and programming options.

The example below demonstrates how the college has enhanced operations to increase access to education during the pandemic:

Meeting our Commitments

Online Learning Centre

As part of ongoing college plans to increase online teaching and learning, the Online Learning Centre (OLC) has made significant strides in guiding online course creation at Conestoga. A comprehensive quality system has been implemented to support the creation of fully online courses, online projects and media assets: the system includes customized tools, quality assurance metrics, and project management methodology. More than 100 new online courses have been assessed based on the OLC's quality assurance rubric.

With this foundation in place, the OLC supported the transition to remote teaching and learning required during the pandemic in 2020-21 by:

- developing a Remote Delivery resource toolkit used by more than 1,250 Conestoga employees to enhance the quality of remote courses
- delivering a Remote Delivery workshop attended by more than 280 faculty
- offering daily drop-in support over Zoom, visited 2,500 times by faculty
- creating an online course, Teach Online, to foster the development of online learning facilitators. This course supports faculty development by focusing on key components of online teaching, such as instructor presence, online community, and facilitation skills.

eConestoga Support



Phone



E-mail



Chat

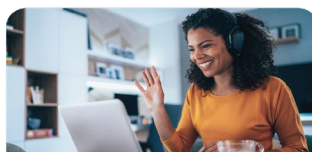


Virtual Drop-In

Courses



Remote Delivery Toolkit



Teach Online



Developing an Online Course

Objective C1

Deliver a comprehensive range of career-focused programs that responds to current and evolving workforce needs.

2020-21 Achievements

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).

Program development achievements in 2020-21 include:

- Completion of the internal approval process for 20 new programs
- Provincial approval of 35 programs through the Curriculum Validation Services at Ontario Colleges Quality Assurance System (OCQAS)
- Revisions to the Police Foundations and Protection, Security and Investigation programs to reflect current policing workforce needs
- Development of new programs in Esthetician (two-year diploma), Supportive Care (certificate), and Personal Support Worker (FAST certificate)
- Launch of a new International Educated Nurses (IEN) program and increased Personal Support Worker seats from 180 to 1000.

Conestoga also made progress over the last year in the development, approval and/or implementation of a number of new degree programs, including:

- Bachelor of Computer Science (Honours)
- Bachelor of Applied Biotechnology
- Welding Engineering
- Biomedical Engineering
- Engineering & Management.

To help address the provincial need for skilled trades graduates, in 2020-21 the School of Engineering, Technology and Trades:

- ran four pre-apprenticeship programs in Millwright, Cabinetmaker and Truck & Coach and Women in Skilled Trades (WIST) General Carpenter
- launched a Welding Engineering Technician – Robotics diploma that addresses industry's need for talent in robotic welding systems
- started a new one-year Construction Techniques Brick and Stone certificate program.

Thirteen micro-credential programs were launched in 2020-21 to provide short duration training in specific skills and competencies. More than 40 new courses were developed to support these programs: examples include Mental Health & Resiliency, Essential Hospitality Skills, Health Care Administration, Crime Investigation Communications, and Supervision and Administration in Early Childhood Education.

A new subcommittee established in 2020-21 is exploring ways to implement a badging initiative to complement existing programs and micro-credentials. Student and employer focus groups were conducted over the last year to provide stakeholder input on badging opportunities and design.

Initiatives to support Indigenous studies and learning in 2020-21 at Conestoga included:

- continued work on the creation of an Indigenous food garden at Doon through the efforts of Indigenous Studies faculty, students, and local elders
- an Indigenous language revitalization project that included free online workshops in Ojibwe and Inuktitut delivered through Conestoga's Aboriginal Services (Be-Dah-Bin Gamik).

The School of Business became the academic partner for Skills2Advance – a career-focused project led by the Workforce Planning Board of Grand Erie. Targeted to local workforce needs, this program prepares 60 graduates annually for entry-level careers within the warehousing – manufacturing sector. Successful graduates receive a digital badge micro-certification supported through Conestoga's partnership with eCampus Ontario.

Conestoga's Entrepreneurship Collective (CEC) launched the Sales Lab, a unique initiative that functions as a finishing school for high-tech B2B sales. Twelve students completed the program and secured entry-level sales jobs at the region's top tech companies. More than 500 students, alumni, faculty, and community members engaged in new venture and freelancer workshops sponsored by Scotiabank.

Objective C2

Renew and expand campus facilities to support enhanced access and the delivery of programming and services.

2020-21 Achievements

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.

In response to the COVID-19 pandemic, Conestoga implemented new campus processes, space configurations and approaches to scheduling to support physical distancing and health and safety measures, such as:

- smaller class sizes and reduced room capacities for essential on-campus learning activities
- setting up of computer labs for remote class access
- tracking of campus utilization rates and practices
- expansion of lab access to support diverse program delivery needs.

The college's new virtual campus – Conestoga Online – was launched in 2020-21 to enhance access to fully online programming and services, including 12 full-time programs, 75 part-time programs, and 12 micro-credentials.

To enhance applied student learning, the Hospitality and Community Services teams worked with Conestoga's Digital Learning Simulations initiative to create immersive virtual learning experiences that replicate real-life environments and tasks (Bloom Restaurant Orientation, Crime Scene investigation).

The School of Business began work on the development of four open educational resources (OERs) and one simulation project with funding support provided through Ontario's Virtual Learning Strategy eCampus funding.

Development of plans for campus renewal and expansion projects continued in 2020-21:

- Design was completed for several projects, including the A-wing renovation, 3065 King renovation, and emergency generator installation.
- Due diligence studies were initiated on the site of the future Conestoga campus to be located in the Milton Educational Village: they include an environmental site assessment, environmental impact study, archeological survey and a sub-watershed impact study.
- A lease agreement was finalized and design initiated for a new IELTS testing facility in Milton.
- Design began on the Living Classroom for Conestoga programming to be located within the new Schlegel Villages development in Milton.

Objective C3

Increase access to education and skills training through pathways, technologies and flexible programming options.

2020-21 Achievements

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.

The transition to remote learning and working in 2020-21 as a result of the pandemic required rapid expansion of Conestoga's information technology systems.

Online digital resources, such as Adobe-Creative Cloud and Microsoft-Office 365 were expanded to meet the needs of students and employees.

The user interface in the Credit Transfer portal was modified to enhance usability and process efficiency. A new Credit Transfer Dashboard was launched to support users in identifying and resolving any process concerns.

An online proctoring solution, Respondus Monitor, was implemented to strengthen the college's transition to remote delivery. Together with existing Lockdown Browser capabilities, Respondus Monitor provides automated proctoring across all eConestoga courses to support remote delivery exams.

The Online Learning Centre developed several custom tools in eConestoga to address innovation needs and support student engagement through the launch of:

- a Progress Snapshot Tool that provides faculty and students with course progress data. This tool helps faculty identify at-risk students early and throughout the term
- a What-If Calculator that allows students to see how potential results on future assignments would affect their final grades. This tool has been accessed by 11,500 unique users since January 2021
- an International Phonetic Alphabet (IPA) Tool that allows students to listen to common pronunciations of words as well as record and listen to their own pronunciations for practice and self-review.

In the past year, the School of Workforce Development, Continuing Education and Online Learning completed pathways to support student mobility and flexible programming through the launch of new Flexible, Accessible, Short Training (FAST) college certificates as well as development of new programs or conversion of in-person programs to online delivery.

Workforce Development successfully delivered the Ontario Post-Secondary Access and Inclusion (OPAIP) project funded by the Ministry. This project, which included the development and delivery of a new College Bound course, creates access and pathways for those furthest from a post-secondary education. Sixty students completed the course, with most progressing either to Academic Upgrading or directly to a post-secondary program.

College scheduling capabilities were enhanced through the adoption of upgraded software to support various delivery models. New resources were developed and training for academic teams delivered to support academic scheduling during the pandemic.

A digital communications strategy for Conestoga applicants was developed and implemented in 2020-21. Materials such as admissions letters were digitized, creating communications that were scalable, cost-efficient and less resource-intensive.

The adoption of eText continued to grow, with 77 Conestoga programs participating in 2020-21. More than 20 additional programs plan to transition to eText in the coming year.

Objective C4

Address the innovation needs of industry and community partners through the expansion of applied research capacity.

2020-21 Achievements

We will continue to expand applied research activities and the development of Conestoga's centres of excellence to support student learning, spur 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.

Conestoga continues to be ranked among Canada's top 20 research colleges. In 2020-21, the college was awarded \$2.05 million in new funding and held a portfolio of more than \$37 million in research funding.

Applied research activity at Conestoga occurs across the college with a sector-leading breadth of research domains and activities. Collaboration is a hallmark of research and innovation at Conestoga:

- A group of researchers from the college's SMART Centre (Smart Manufacturing and Advanced Recycling Technologies), Virtual and Augmented Reality (VAR) Lab, and the Institute for Food Processing Technologies collaborated on a successful application to OMAFRA's 2020-21 Ontario Agri-Food Research Initiative. This multidisciplinary research project represents OMAFRA's largest investment in Conestoga to date.
- The Canadian Institute for Safety, Wellness and Performance (CISWP), launched in 2019, partnered with the School of Trades & Apprenticeship and the School of Engineering & Technology on a proposal to the Ministry of Labour, Training and Skills Development to support Skilled Trade Research, InnoVation and Education in Occupational Safety and Health. The STRIVE-OSH project was funded by the Ministry for \$793,000 over three years. The outputs will shape the future of health and safety in the skilled trades.

SUSTAINABILITY



SUSTAINABILITY

Between 2017 and 2021, 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.

The example below demonstrates how the college was able to engage with community partners in the last year.

Meeting our Commitments

PSW program supports urgent need for health care workers

Conestoga has seen a significant increase in Personal Support Worker (PSW) program activity over the last year.

In 2020, our college became the first in the province to offer PSW education through a 21-week accelerated delivery model (PSW-FAST) supported through an employer-sponsorship with ParaMed. Since then, the establishment of additional partnerships with employers across the province and the significant investment of the Ontario government in PSW education have provided students with tuition sponsorship as well as connections to paid work experience.

Conestoga's unique ONTario Sites for Integrated Training and Experiential learning (ONSITE) delivery model provides flexibility and local access to integrated, high quality education and training opportunities for PSWs. The ONSITE delivery approach brings health-care education and training to local communities and is designed to avoid any COVID-19 related barriers to education.

An investment of \$5M from the Cowan Foundation has created new opportunities for innovative and tailored delivery approaches to support PSW learning including hyflex delivery, remote simulation, and applied research. Direct supports available to PSW students have eliminated many of the financial, travel and time barriers that PSW students traditionally encounter. As a result of these and other initiatives, PSW student enrolment at Conestoga is expected to grow to an estimated total of 2,000 students per year.



Objective S1

Achieve economies of scale and enhance revenues through enrolment growth and increased student retention.

2020-21 Achievements

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.

Despite the enrolment challenges faced across the post-secondary sector in 2020-21 as a result of the pandemic, Conestoga's domestic and international enrolment have remained solid, with fewer losses than initially anticipated, thanks in part to federal government policy changes allowing international students to begin their programs remotely from their home countries.

In addition, domestic student confirmation percentages for Conestoga programs continued to rank among the highest in the Ontario college system.

A new college website launched in October 2020 supports student recruitment efforts. An enhanced user experience combined with improved design and navigation features assists visitors in finding the information and content most relevant to them, including streamlined access to program and campus services information.

A number of virtual recruitment events were held in 2020-21 to provide opportunities for prospective students to ask questions, engage with program representatives and learn more about the potential of a Conestoga education.

The digitalization of documents in the Registrar's Office has resulted in the transition of all historic student records to digital format. Twelve new forms were transformed into digital work processes, while all remaining paper forms are available electronically.

To increase student success and retention, Conestoga implemented a centralized Student Success Advisor model in 2020-21.

A number of surveys conducted throughout the year provided important insights on student needs and experiences and helped guide the development of services, supports and training for students and faculty.

Objective S2

Enhance engagement with college and community partners to support the achievement of our goals.

2020-21 Achievements

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.

In 2020, Conestoga President John Tibbits began a two-year term as the new chair of Colleges Ontario, the association representing Ontario's 24 public colleges. In addition to ongoing work to address the challenges created by COVID-19, he will lead sector efforts to strengthen college education.

Since the onset of the pandemic, Conestoga has worked closely with media, alumni, partners and friends to share information about college plans and operations and build broader understanding of the unique role the college has played in addressing community needs during the pandemic.

Conestoga's contributions to the local fight against COVID-19 took multiple forms:

- Many Conestoga employees, students and graduates stepped forward to join the front lines in hospitals and long-term care homes, providing care and support to patients, residents and families. Others contributed to the production and distribution of urgently needed personal protective equipment and supplies or coordinated food drives and fundraising efforts to support the community through difficult days. In May 2020, Conestoga launched #InThisTogether, an awareness campaign in recognition of their contributions.
- Conestoga's supply of N95 respirators was donated to local hospitals and health care agencies experiencing shortages.
- The college's adult, neonatal and paediatric ventilators, high flow oxygen units, video intubation and video bronchoscopy equipment and anaesthetic gas machines were made available to the province to deploy to Ontario hospitals.
- Conestoga's Magna Centre for Supply Chain Excellence worked to develop a solution to support the distribution of personal protective equipment to more than 60 locations in the region.
- A new online tool offering a comprehensive collection of COVID-19 resources was launched by the college's Schlegel Centre for Advancing Seniors Care to support those living and working in long-term care homes.
- During lockdown periods, Conestoga's ECE Child Development lab school childcare centres provided emergency childcare at no cost to school-age children whose parents were employed as essential workers.

Conestoga established a COVID-19 Student Emergency Fund in response to urgent student financial needs resulting from the pandemic. College alumni, PAC members and retirees donated more than \$92,000 to the relief fund to support students through times of crisis.

A new Graduating Class Endowed Fund was established in collaboration with Johnson Insurance to honour the 2020 graduating class. The fund will be used to generate annual student scholarships.

The new Canadian Institute for Seniors Care was launched at Conestoga in 2020-21 to enhance national collaboration across organizations and industry, promote evidence-informed practices to improve education and care practices, and establish a Canada-wide knowledge mobilization network to support workforce development in seniors care. The new Institute builds on almost a decade of leadership at Conestoga in the delivery of education, workforce development and applied research focused on improving the quality of life and care for Canada's seniors.

The School of Business became a signatory to the United Nations Principles for Responsible Management Education (PRME) initiative. This framework is focused on the promotion, adoption, and implementation of six guiding principles and supports progress towards Sustainable Development Goals (SDGs). As a result of work from a School Steering Committee and working group, 15 program- and curriculum-related projects have been completed or are underway, and more than 40 courses have initiated or completed the process of infusing SDGs into curriculum.

Objective S3

Effectively manage resources to support the sustainable delivery of college programming and services.

2020-21 Achievements

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.

New protocols and practices were established in 2020-21 to maintain the health and safety of the Conestoga community through the pandemic. They included:

- a campus capacity model to support campus planning by guiding the selection of program offerings and learning spaces required
- COVID-19 signage and wayfinding to support cohort zoning and Public Health regulations across all college buildings
- a college-wide supply chain for COVID-19-related PPE resources, including the safe storage, inventories, picking, and timely deliveries of disinfection products to college stakeholders
- supplies, processes, and training to support the safe delivery of in-person, hands-on learning activities
- new approaches to clinical and field placements that maximized student learning and completion, reduced costs, and safeguarded students, staff, and community.

The college initiated a new Work Location Initiative (WLI) as part of the plan to transition back to campus post-COVID-19. This initiative will identify consistent operational standards using a blended model that includes both on-campus and remote options.

To safeguard college operations, authentication and security enhancements such as the expansion of Single-Sign-On capabilities and Multi-Factor Authentication were made across all core enterprise services.

To reduce energy cost fluctuations, Facilities completed energy hedging of natural gas consumption for use over the next three years.

In 2020, Conestoga was awarded an Active Learning Center Grant from Steelcase Education totalling \$132,000 to support learning opportunities designed to engage, empower and enable faculty in the practice of active learning. At Conestoga, the funding will be used to design, furnish and install an active learning classroom featuring accessible lecterns, enhanced interactive presentation tools, multiple presentation screens and tabletop power sources for each student. Conestoga was among four institutions to be awarded the 2020 grant and the only Canadian recipient selected.

Objective S4

Explore and advance revenue generating opportunities.

2020-21 Achievements

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.

Long-term 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 to meet Ontario's workforce needs.

Workforce Development continues to develop new programs that support industry needs for flexible delivery, including full-time, Flexible, Accessible, Short Training (FAST) programs, micro-credentials, and other continuing education programs to support skills development and advance revenue opportunities.

Corporate Training withstood the economic impacts of COVID-19 by pivoting to government-funded initiatives addressing workforce skills gaps. The department obtained more than \$2M in provincial funding to support workforce development training focused on supporting health care and manufacturing sectors. The Supportive Care and LTC Home Assistant programs contributed to COVID-19 staffing relief initiatives for LTC Home and Home and Community employers.

In accordance with public health and safety pandemic protocols, several changes were made to ensure the safe and effective delivery of IELTS services:

- Computer-delivered testing increased 300 per cent. In the previous year paper-based tests accounted for 96 per cent of test delivery. Paper-based testing was discontinued to reduce contact risk.
- Testing venues across the country closed. Those that re-opened, implemented new delivery models that featured physical distancing and computer-based testing.
- In September 2020, the Marsland campus computer delivery lab opened in Waterloo.

In 2020, the School of Business partnered with Capacity Canada to launch the Modern Board: Governance micro-credential. Offered fully online, the two-course micro-credential provides

opportunities for individuals serving on non-profit boards to develop relevant skills. More than 130 students from across North America completed the introductory course and 15 graduates obtained the full micro-credential in 2020-21.

Analysis of Conestoga's Financial Performance

Initial Challenges And Position At Start Of 2020-21 Fiscal Year

- At the beginning of the year, Conestoga had ambitious goals for growth in both student enrolment and campus expansion.
- COVID-19 restrictions had a significant impact on college operations.

In-Year Significant Activity/Environment Changes

- Many international students were unable to come to Canada to study as planned and in-person classes were restricted in terms of when they could be offered and the number of students that could be present in a classroom or lab.
- Conestoga acted early to pivot to online delivery of programs where possible, including offering out-of-country program delivery for international students unable to travel.
- Discretionary spending was reviewed carefully, and although revenues were down significantly, offsetting savings were realized to end the year with a \$29.9M surplus.

Year-End Fiscal Position

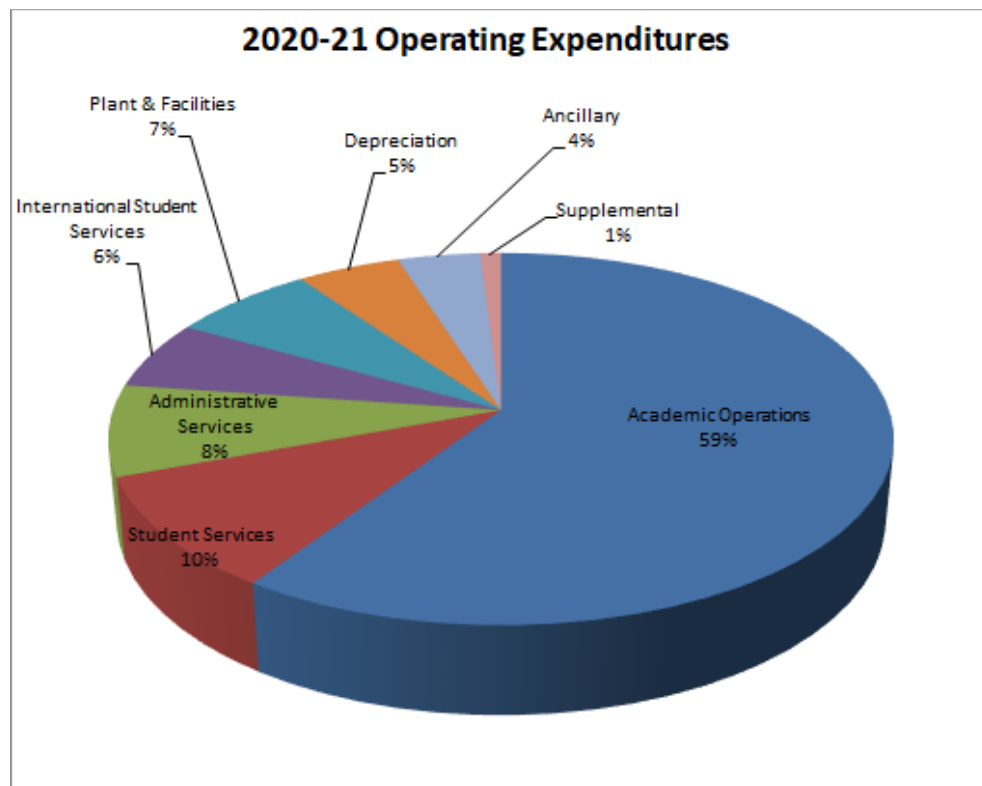
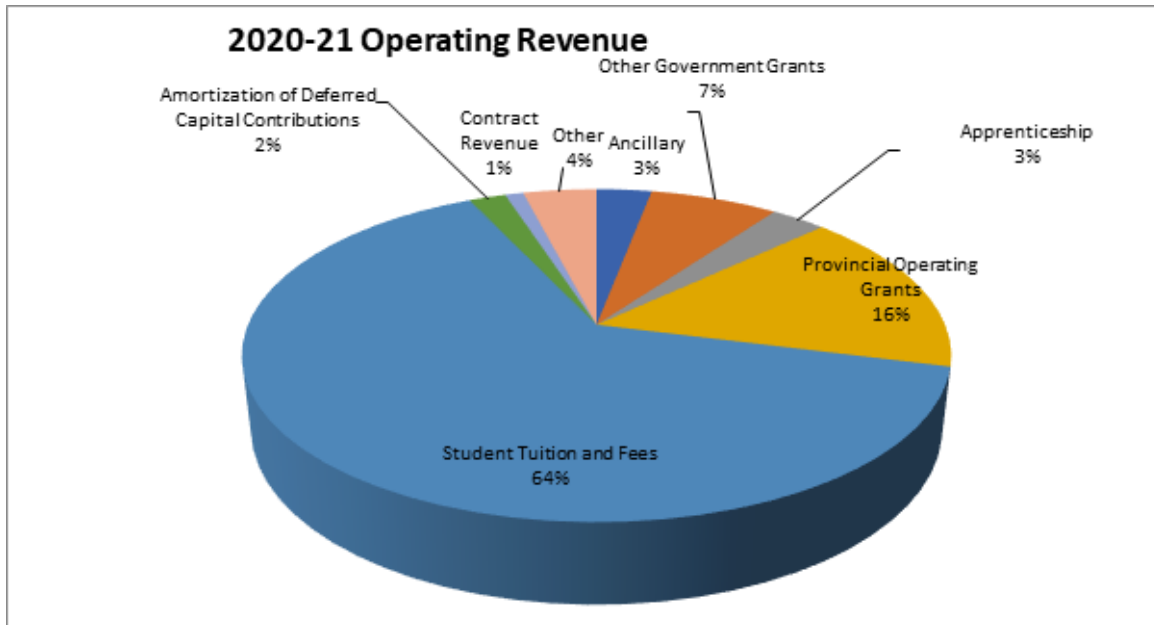
The 2020-21 fiscal year results confirm Conestoga's ability to adjust quickly to changing environmental influences.

The table below summarizes 2020-21 fiscal results as compared to 2019-20. The net surplus is \$2.2M less than the 2019-20 surplus, resulting from the following:

- Operating revenue was less than 2019-20 by \$27.7 million or 7.7 per cent. COVID-19 restrictions resulted in lower revenue from tuition and student fees due to lower student enrolment as well as lower contract training and ancillary fees.
- Operating expenses were \$27.5 million or 8.7 per cent below 2019-20 expenses due to a targeted effort by the college to reduce all discretionary fees. Key areas of reduced spending included instructional supplies, staff travel and office expenses, deferral of purchase of non-capital equipment and deferral of renovations and maintenance items.

	2020-21 Actual Fiscal Year Results (000's)		Budget Projection Fall 2020 (000's)		% of Budget
Non-Capital Related Expenditures					
Revenue		329,796		327,395	100.7%
Expenditure		290,488		316,047	91.9%
Operating Surplus		\$39,308		\$11,348	
Capital Contributions/Depreciation					
Capital Contribution Amortization	8,079		7,000		115.4%
Depreciation	17,452		17,705		98.6%
Net Capital Amortization Expenditure		(\$9,373)		(\$10,705)	
NET SURPLUS FOR FISCAL YEAR		\$29,935		\$643	

The following charts illustrate sources of college revenue and major expenditure categories. Most revenue categories maintained the same proportions as 2019-20. One exception is Ancillary Services which decreased due to COVID-19 restrictions. Other Government Grants increased as a result of several project-based grant awards. Shifts in proportionate spending relate mainly to lower spending on non-academic costs, particularly in non-capital facilities projects.



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 A - Audited Financial Statements.

Appendix A

Audited Financial Statements

The audited 2020-21 Financial Statements will be posted to Conestoga's website.

Appendix B

KPI Performance Report

	2015-16		2016-17		2017-18		2018-19		2019-2020*		2020-2021**	
	Conestoga	Ontario Colleges	Conestoga	Ontario Colleges	Conestoga	Ontario Colleges	Conestoga	Ontario Colleges	Conestoga	Ontario Colleges	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	N/A	N/A
KPI Provincial Survey:												
Employment Rate	86.9	83.6	86.4	83.0	89.3	85.7	88.4	86.2	86.9	85.5	N/A	N/A
Employer Satisfaction	90.8	91.4	94.4	91.2	92.8	92.5	88.2	89.6	92.9	91.1	N/A	N/A
Graduate Satisfaction	81.4	80.3	81.7	78.8	82.7	79.5	80.7	79.9	81.6	78.9	N/A	N/A
Student Satisfaction	74.1	76.8	75.6	76.5	73.3	73.4	74.8	75.7	74.1	75.9		

* 2019-20 KPI data: Conestoga was one of 19 Ontario colleges that individually undertook the Student Satisfaction KPI Survey and agreed to share the data. Data from the Graduate and Employer Surveys was officially released May 12, 2021.

** 2020-21 KPI Graduate and Employer survey data is not yet available. Student Satisfaction KPI survey was cancelled - comparable data is no longer available.

Appendix C

Summary of Advertising and Marketing Complaints Received

Conestoga has received no Advertising or Marketing complaints.

Appendix D

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.

2020-21 Achievements

During the past year, the primary emphasis at the college has continued to be on offering a comprehensive range of programming by developing programs at all levels (certificate, diploma, degree, and graduate certificate), developing pathways between programs and into degree programs, and enhancing 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 decreased by 8 per cent in 2020-21 as outlined below:

	2016-17*	2017-18*	2018-19*±	2019-20*±	2020-21*±
Applied Computer Science & Information Technology, and Creative Industries	—	—	—	1,973	2,024
Business & Hospitality	2,765	3,298	5,666	6,664	5,661
Community Services			1,556	1,646	1,534
Engineering & IT and Trades	3,861	4,451	4,086	3,366	2,757
Health & Life Sciences	3,897	3,953	2,492	2,466	2,379
Interdisciplinary Studies	534	527	768	820	850
Media & Design	800	738	898	—	—
Workforce Development, Continuing Education & Online Learning	—	—	1,043	2,411	2,402
Total	11,857	12,967	16,509	19,266	17,607

± 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):

	2016-17*	2017-18*	2018-19*	2019-20*	2020-21*
Certificate	13%	11%	10%	8%	7%
Diploma	37%	36%	36%	36%	34%
Advanced Diploma	23%	21%	17%	14%	14%
Graduate Certificate	10%	16%	24%	30%	31%
Degree	17%	16%	13%	11%	13%

*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.

2020-21 Achievements

Conestoga continues to be one of Ontario's largest apprenticeship training delivery agents. In 2020-21, the original seat purchase was \$8.60 million, and despite numerous challenges caused by the pandemic, Conestoga was able to deliver education valued at \$6.52 million.

In response to guidance provided by the Ministry, Conestoga resumed onsite learning activities in July 2020, operating in alignment with evolving Public Health guidelines while consulting with the local apprenticeship office to mitigate the impact on the academic progression of apprentices. To provide a safe learning environment, Conestoga completed a thorough review of the design and capacity of shops, purchased and mandated the use of PPE, and revised academic delivery by pivoting from a total shutdown to remote and then hybrid delivery.

In 2020-21, Conestoga continued to expand the delivery of a wide range of certificate and diploma trades programs that provide pathway opportunities for graduates to enter full-time employment, often as apprentices in a skilled trade. This year, Conestoga provided increased access by offering more programs at additional locations, including two new Motive Power programs in Brantford and Construction Techniques Brick and Stone in Waterloo.

Conestoga also created new opportunities for individuals to gain the basic skills they need to gain employment in the skilled trades by offering a two-month Construction Foundations program through Skills Advance Ontario funding in partnership with St. Leonards' Community Services.

Conestoga continues to respond to critical workforce needs. This year, the college developed and delivered a pilot project for Agricultural Equipment Operators as part of the Canadian Agricultural Partnership. This training initiative supported the development of in-demand skills for the agricultural sector. This successful initiative is now being developed into a certificate program at Conestoga. As well, a new Bachelor of Skilled Trades Business Management was developed to support Ontario's entrepreneurial tradespeople.

In 2020-21, Conestoga ran four pre-apprenticeship programs in Millwright, Cabinetmaker, Truck & Coach and Women in Skilled Trades (WIST) General Carpenter. These programs were also impacted by the pandemic as delivery capacity was significantly reduced. However, after consultation with the Ministry, the programs were modified to meet health and safety protocols.

All programs were delivered, and seventy-eight individuals participated in the programs. Also, this year Conestoga expanded the delivery of a national Welding Pre-Apprenticeship program as part of Increasing Canada's Prosperity through Skilled Trades project. Conestoga and six partner colleges ran the program in 2020, and five more colleges were recruited for delivery in 2021-22.

The School College Work Initiative (SCWI) continued to offer seats in the college level 1 apprenticeship programs through the Ontario Youth Apprenticeship Program (OYAP). Students

were registered in Plumbing, Brick and Stone Masonry, Automotive Service Technician and Truck and Coach Technician.

In 2020-21, more than 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.

This year, the School of Trades & Apprenticeship will recognize students' achievement with more than 200 industry and donor-sponsored awards, valued at \$320,000.

Conestoga is committed to leadership in skilled trades education and has recently negotiated its largest seat purchase to date, valued at more than \$10 million. A new 330,000 sq. ft. Conestoga Skilled Trades Centre is currently in development and scheduled to open in 2022.

Conestoga's Apprenticeship training days:

	2016-17 6 hour days	2017-18 6 hour days	2018-19 6 hour days	2019-20 6 hour days	2020-21 6 hour days
Block Release	59,564	68,769	69,053	80,488	47,479
Day Release	34,536	36,409	36,076	37,604	42,301
Total # of days	94,100	105,178	105,129	118,092	89,780

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.

2020-21 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 independently run Student Satisfaction Survey as well as internally managed focus groups and the Annual Student Feedback survey.

Conestoga looks forward to the release of the 2020-21 KPI graduate and employer 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.

2020-21 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 the region's industry leaders, ensuring that students' skills upon graduation will be aligned with workforce demands.

Conestoga continues to explore pathway development opportunities with post-secondary institutions from across Canada and around the world. In 2020-21, Conestoga completed 52 academic agreements - 44 domestic and 8 international - including agreements with Limerick Institute of Technology (LIT), Technical University of Liberec (TUL), Wilfrid Laurier University, and the Schlegel-UW Research Institute for Aging, University of Waterloo, Niagara University, and Y Schools.

Enhancements to college credit transfer processes, including the launch of an online credit transfer system, were made in 2020-21 to support student mobility. Efforts to promote credit transfer and pathways to students, staff, and faculty include building awareness through information and training videos as well as an updated web presence on the Conestoga website.

REPORTING ITEM: APPLIED RESEARCH IMPACT

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

2020-21 Achievements

Applied research at Conestoga drives collaboration, empowers industry and community partners, contributes to faculty professional currency, 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 among Canada's top 20 research colleges and is ranked #1 in Industry Research Intensity, reflecting our commitment to supporting our local economy and community partners. In 2020-21, Conestoga held a portfolio of more than \$37 million in research funding with \$2.05 million in new funding awarded and more than \$5 million in our pipeline. More than 223 faculty and 4,206 students were engaged in applied research activities, including 665 curriculum, capstone, and independent applied research projects.

The following sample of externally funded research activities demonstrates the breadth of Conestoga's applied research capacity and the agility of faculty and researchers in responding to the unique situation created by COVID-19.

Responding to COVID-19

Researchers at Conestoga answered the call for assistance in the face of the global pandemic and were awarded research funds in order to apply their skills and knowledge to addressing challenges arising from the global pandemic.

(Natural Sciences and Engineering Research Council (NSERC)/ Social Sciences and Humanities Research Council (SSHRC) College and Community Innovation program Rapid Response to COVID-19 grant)

- Dr. Veronique Boscart, Executive Dean of Conestoga's School of Health and Life Sciences, CIHR Research Chair for Colleges in Seniors Care, and Director of the Canadian Institute for Seniors Care, was awarded \$75,000 for a project promoting hand hygiene in long-term care to reduce the transmission of COVID-19.
- Dr. Amin Yazdani, Director of the Canadian Institute for Safety Wellness and Performance (CISWP), was awarded \$75,000 for the development of a rapid guideline to address the mental health impact of COVID-19 among Canadian paramedics.

(Canadian Foundation for Innovation-Exceptional Opportunities Fund)

The team at CISWP was awarded \$50,000 for the project “Empowering the Frontline Workforce to Combat COVID-19: Infrastructure to Cultivate a Community of Practice.”

Canadian Institute for Seniors Care

(Employment and Social Development Canada (ESDC) New Horizons for Seniors - Supporting Inclusion through Intergenerational Partnerships (SIIP) Grant - \$376,965 over four years)

Building on almost a decade of leadership in the delivery of education development and applied research focused on improving the quality of life and care for Canada’s seniors, Conestoga launched the Canadian Institute for Seniors Care (CISC) in early 2021, a dedicated institute that will develop innovative education, improve workforce development, and strengthen care practices to support seniors and their care partners across Canada.

The CISC will continue to build on a strong track record of research as evidenced by a funding investment from Employment and Social Development Canada (ESDC) to support “Taking Interest in People: Intergenerational Bridges Between Youth and Those Living with Dementia (TIP-BRIDGE)”.

Technology Access Centre (TAC)

(Natural Sciences and Engineering Research Council (NSERC) Grant - \$1,750,000 over 5 years)

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. In 2020-21 the Conestoga TAC developed new business processes and onboarded project managers and researchers to support activities with new industry partners.

The TAC will leverage the Waste Electronics and Electrical Equipment recycling facility which was completed in 2021 thanks to a multimillion-dollar investment from the Canadian Foundation for Innovation and Ontario Research Fund (CFI and ORF respectively). The SMART-TAC continues to be one of 7 member institutions in the Southern Ontario Network for Advanced Manufacturing Innovation, a FedDev Ontario-funded network that will provide \$1.3 million in research funding to Conestoga over five years.

Canadian Institute for Safety Wellness and Performance

(Ministry of Labour, Training and Skills Development- \$793,000 over three years)

Ontario’s Ministry of Labour, Training and Skills Development (MLTSD) has prioritized skilled trades by investing significant funding in Conestoga’s skilled trade programs, and more recently, granting CISWP \$793,000 in research funding to support a multi-year program of research in skilled trades Occupational Safety and Health (OSH). This initiative, called STRIVE OSH: Skilled Trades Research, Innovation, and Education in Occupational Safety and Health, will focus on building the capacity of the skilled trade workforce through applied research and develop strategies and innovative solutions to address workforce challenges. The STRIVE OSH project represents the largest contribution to date from MLTSD for skilled trades OSH research.

Applied Research Statistics

Applied research at Conestoga continued to have strong engagement from faculty and students as well as the college's industry, academic and community partners despite the challenges and disruption resulting from COVID-19 in 2020-21. Conestoga researchers embarked on a total of 665 research projects through the year, engaging 4,206 students as well as 223 faculty and staff.

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
2020-21*	223	2,387	1,819 ^a	4,206	215	450 ^b	665

*Note: Statistics for 2019-20 may be under-reported because of COVID-19.

^a Includes students engaged in both funded (393) and capstone (1426) projects.

^b Includes both funded (71) and capstone (379) projects.

Appendix E

2020-21 Board of Governors

Governors

Frank Boutzis, Chair
Jane Black, Vice Chair
Heather McLachlin, Vice Chair
Sana Banu
Krystal Darling
Greg Eller
Kimberley Hogan
Jennifer Knapp
Bob Magee
Shannon Rea
Minto Schneider
Real Tanguay
Robin Todd
Dave Walden

Ex Officio

John Tibbits, President

Appointed Officer

Jacinda Reitsma, Secretary-Treasurer



CONESTOGA

Connect Life and Learning

