

The President's Listening Tour Final Report



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Letter From The President

Thank you, Merci, Miigwetch

In my first days as President, I am happy to have had the privilege to meet so many of you —our new and returning students, and our employees.

Almost 400 of you gathered in circles and had conversations to improve our College. You came forward and spoke about what challenges us, what opportunities are awaiting us, and what we can celebrate for doing well. For a moment, you had a chance to imagine being in my role as President for a day and to decide what you would focus on first.

In these sessions, it was your time and your space to express your many ideas and opinions. I used my two ears, keeping quiet to listen intently to your many voices. I am delighted with your candour, and I share your passion for our College. Overall, I heard you want to make our College a better place for all.

From Perth, Pembroke, Ottawa and online, as students or employees, thank you for challenging my assumptions and letting me have a glimpse of your view of our College.

With our sessions behind us, it's time to review the common themes that emerged from the Listening Tour discussions. From here, I encourage you to continue the conversation with me. Together we'll take action, moving us forward to a great future.

A handwritten signature in green ink, appearing to read "Claude B.", with a long horizontal flourish extending to the right.

The President's Listening Tour

Executive Summary

President Brulé launched a listening tour this fall, hosting employees and students in 20 sessions. These sessions were held online and in-person at the Perth, Pembroke and Ottawa campus locations. Nearly 400 employees and students gathered in the sessions to help inform the College's future priorities. Overall, 1155 comments were captured and posted to the President's Listening Tour website.

When asked what the College should keep doing well, most often, employees and students described the College's strengths across three categories.

Algonquin College Vision ⁽⁵¹⁾

Employees and students are proud of the College's new spaces and the visual presence of the brand. They want to continue celebrating learners, engaging alumni and fortifying partnerships for learner success. They are inspired by the Indigenous culture that shapes College spaces.

Learner-centred Views ⁽³⁴⁾

Employees believe in the Learner Driven Plan (LDP) and want to know how to bring it to life. Employees and students know the College offers relevant learner spaces, experiences, and programs to boost careers. They highlighted the positive steps the College has taken towards reconciliation.

Employee and Campus Life ⁽⁹¹⁾

Employees recognize the depth of talent at the College. They enjoy Professional Development (PD). Employees and students are proud of the College's inclusive culture. They want to have open dialogue with leaders and social events to enhance campus life.



When describing the College's opportunities, challenges, and what they would focus on first, employees and students described three similar categories.

Focus and Lead the Way ⁽⁵¹²⁾

Employees know there are many initiatives underway, and new opportunities are emerging. They want clarity to guide them in their efforts and decisions. They want to align with the College direction and balance their operational priorities. They want clearly defined processes, and with new initiatives, they want full implementation plans. They want to improve their use of new technology, systems and tools, and they need new access to data.

Align Learner Experiences ⁽²²⁵⁾

Employees expressed a strong desire to expand learner experiences with micro-credentials. Employees and students want standard policies and procedures for the classroom and to support accommodations. They need new access to data and they want to improve their use of new technology, systems and tools.

Enrich Employee and Campus Experiences ⁽¹⁸⁶⁾

Employees want the College to define ways to engage and support part-time employee careers. They want to collaborate and learn across College departments. Employees and students want more open dialogue and more social events. They want to be leaders in sustainability.

At the close of each session employees and students had the opportunity to evaluate the experience, and among those responding, 94% agreed their ideas were heard and taken into consideration.

The President's Listening Tour

Methodology



President Claude Brulé conducted a Listening Tour this fall, with 20 sessions held from September 26th to November 15th. The sessions included 400 employees and learners from across Algonquin College departments, academic areas, and campuses. Many sessions were held in The Lodge, the smaller, circular gathering place within Nawapon and a session for Indigenous students was conducted in the Mamidosewin Centre. Sessions were added to be sure employees, and learners across all of our campuses had an opportunity to participate face-to-face or online.

Employees and students were asked to provide their responses to the following questions:

1. What opportunities will lead us to greater success, and how would you pursue them?
2. What is challenging us that we need to improve on in order to ensure a sustained future?
3. As we build our future, what do we need to keep doing well?
4. If you were me, what is the one thing you would focus on first?

Overall, 1155 comments were recorded in response to these four questions. Most comments were offered in-person (95%) while others were added virtually, in comment boxes online or by email (5%). As each session came to an end, attendees were also asked to complete a quick event poll online. Once the session completed, the session notes were posted online. Details of the data collected are provided in the last section of this report.

From the launch of the President's Listening Tour, employees and students were welcome to add comments online at www.algonquincollege.com/listening-tour or by email to listening@echomarcom.com. The web site had 725 new visitors between September 16th and November 17th. On average, visitors returned to the site, spending six minutes and reading three pages.

Our Strengths

Algonquin College Vision

51 comments described the strengths
of Algonquin College's Vision



- “ The direction of the College brand is good but need to do more.
- “ Moving towards reconciliation. Doing well, taken good steps. Need to continue so it's not tokenism.
- “ Partnerships with the outside community – employers or educational partners- we need to have them on campus.
- “ Trying to connect with donors, reminding them we are here and fostering these relationships.

Employees are proud of the new visual presence of the College brand. They agree that the new wayfinding, wall art, and innovative spaces showcase the strength of our College's identity, our diversity and our values. Although College campaigns are celebrating our learners and alumni, employees want more promotion of these stories. As employees reach out to industry, they want to convey the College's competitive differences.

Our Indigenous students enjoy the meditative, open space of the Mamidosewin Centre, and the students want the space to be more visible and accessible. Employees are proud that Indigenous culture has shaped our spaces. Employees and students agree the College has taken good steps towards reconciliation. They want to honour our Indigenous communities and our Indigenous heritage. Looking ahead, students and faculty want to know how to integrate Indigenous history, culture and ideas into our curriculum.

Employees value industry and educational partners. They agree partnerships help us raise the bar, keeping current with industry expectations and creating career connections for learners. Our employees are active in our communities as members of local associations and volunteers for community giving efforts. Employees are proud of these partnerships and want time to develop more. They want to help the College connect with recent graduates, alumni and donors to strengthen these relationships and to prepare for future growth.

Our Strengths

Learner-centred Views

34 comments described Algonquin College's inclusive Learner-centred views as strengths



- “ Learner Driven Plan; students want the personal touch...
How will it look in five years?
- “ Classroom creativity. Ability to find solutions to reach more students.
Brings students together. Openness to be creative to teach.
- “ Student supports are great. They (students) feel like a person...
good job connecting to students
- “ Supports for students are stretched, but the ability to take students to CAL,
counselling and set them up, the people are responsive. There's always someone
there. Having these supports are integral.

The Learner Driven Plan (LDP) is innovative. Employees believe in the personalized, flexible learner experiences it describes. Employees understand the LDP outlines a holistic view of College services and the success of learners. They wonder how they will implement the plan. Some want to create an operations plan to begin implementing LDP principles today.

Employees work well with the Student's Association (SA). They consult our learners, gather their suggestions and incorporate changes to improve the delivery of programs and services. Often employees and the SA find their objectives align, explaining, “There is synergy.”

Employees are working together to connect learners to the supports they need. They care about what they do; they want learners to succeed. They want to recognize the service excellence of colleagues and point out the great work of employees at orientation, as Student Success Specialists, at Community Employment Services, Cooperative Education, and the Transition Support Centre, among many other areas. Employees are making a difference, and they want to do better by engaging learners earlier.

Learner needs for services are increasing, and employees are stretching to provide high levels of service. They want to formalize processes, standardize supports, and even extend hours to improve service levels. Employees are working diligently to make the school environment welcoming for all learners.



Our Strengths

Employee and Campus Life

91 comments described the College's strengths
as Employee and Campus Life

- “ People are really helpful. Focused. Dedicated. Great place to work because of this.
- “ Our part-timers have great experience. We need more channels to cultivate their experiences.
- “ Great work on inclusion (transgender, LGBTQ, refusing racism) Keep up understanding and acceptance.
- “ We do keep our values front and centre...We talk, consider and (make) decisions (that) are aligned with our values.

Algonquin College employees are passionate about our learners' success. From across the many different roles of our organization, our employees want to help learners succeed. They welcome impromptu conversations to help learners and colleagues. When obstacles occur, they are entrepreneurial. Together, employees are collaborating to create the best experiences for our learners. This dedication makes it a great place to work.

Our College has a depth of talent. Our part-time employees have extensive industry experience. The College has international faculty who have global insights to share. The College needs more ways to cultivate this talent and enrich our departments with their experiences. Employees want to retain this exceptional talent.

Every day, our employees are working together to create harmonious, multi-cultural spaces that are inclusive across our campuses. By promoting respect for diversity, employees are creating a culture of acceptance. They want to challenge one another to act with intention. Living our values, College employees want to choose words and actions that are meaningful.

- “ Professional Development (PD). We encourage learning, conferences, and training.
- “ Professional development within the College, for faculty, staff... We are learners too.
- “ Continual, consistent employee engagement...Ask, hear (our) wants, do it on a regular basis.
- “ Social events for getting to know people in departments... Met a lot of people I wouldn't have. Social events are important.

Employees are learners too. They want professional development, and they want to be encouraged to keep learning and growing. Employees want to reinvigorate older learning events with greater support from leadership. Although hesitant at first, employees are thrilled to be sharing ideas in new ways. They are excited about our Communities of Practice (CoP). They want to acquire new skills and confidence to fulfill the College's vision, and they hope to continue learning with colleagues across the organization. Employees want these opportunities to improve their understanding of each other's goals and to serve our learners better.

With retirements and new hires, employees want to get to know one another to build a strong culture together. Employees want to keep the AC Vision, spring barbeque and President's coffee breaks and add more events, such as smaller group events with opportunities for informal conversations. They want regular opportunities for open dialogue that is direct, honest and respectful. They want to reach out to leaders who are accessible and available.

Employees also want fun opportunities to get to know one another. They want to give back to their communities; they believe they have a social responsibility to volunteer. By volunteering, employees and students want to help the communities they work in, and people in these communities have an opportunity to get to know them. Employees want to bring back the air bands, hockey, flash mobs and other great social events. The faces of the College are changing, and they need to create new ties by celebrating success together.

Our Opportunities and Aspirations

Focus and Lead the Way

512 comments described opportunities and aspirations
to Focus and Lead the Way



- “ We need a common thread to make decisions. We need to understand our priorities to be able to cascade the prioritization to faculty and staff ... Once priorities are chosen, we need to mine the complexity.
- “ We need a clear vision of our business model for staff and others to understand departmental contributions, revenues, constraints ... We can't do it all.

Employees want clarity. They want to be moving in the same direction, contributing to common goals such as academic excellence, exceptional student supports, and the employment readiness of our graduates. At different levels of the organization, employees are unclear what activities are best to reach common goals.

With so many initiatives underway and not enough time, employees face difficult decisions day-to-day. They want leadership to reassess the active portfolio of priorities and put some on hold to make these decisions easier. They want to develop an operational plan, detailing how the College strategy cascades through to operations. Employees want to focus their time, effort and mental energy on the College's key priorities.

Employees want the College's strengths and competitive differences clearly defined. They want to use these messages in their conversations with learners, parents, community partners and other stakeholders. They want the College to increase marketing and communications activities sharing these meaningful messages with alumni and prospective partners— from industry, community and cultural associations, government departments, the diplomatic community, universities and post-secondary associations. Employees want the College to promote these messages regionally and internationally.

- “ System changes, processes have changed. These weren't communicated properly. There is no clear guide or printed guide on how to do things... Need Standard Operating Procedures (SOPs).
- “ Start working differently together. Focus on the value streams, the experiences end-to-end of the employee, the learner, across departments Experiences are connected, not in isolation; focus on the full experience.

Employees want standardized processes. College processes tend to be shared anecdotally, and are often undocumented. They explained, this storytelling culture limits corporate knowledge to 'who you know,' or worse, appears as favouritism. With poor succession planning, employees are retiring, and new hires have limited access to College processes. Employees want the time to document processes and create Standard Operating Procedures (SOPs) that are readily available for updates.

Processes need to be improved right away. Hiring to fill vacancies is incredibly difficult. With different deadlines, scheduling classrooms, labs, and technology is difficult. Employees believe curriculum and program reviews would be more effective if conducted in the spring. They know Co-op is growing, yet their processes remain manual. They feel it takes too long to launch new academic programming. They find the paperwork for Applied Research overwhelming. They agree retroactive accommodations are time-consuming without standard College-wide policies and procedures. Other employees do not like the inconsistent implementation of recent changes, including the 14-week academic term. Employees want the continuous evaluation of processes to achieve positive outcomes.

Employees want to use data to inform their daily activities. They want decision frameworks with checklists to guide them. They want access to new data and reports, new system integration capabilities, or pilot projects to collect and track data. Employees want new policies and procedures to guide the use of data and to simplify their collaboration.

- “ There are a lot of initiatives. It would be nice to finish them – to operationalize them.
- “ Get Workday to work for us. I hope we will not repeat that mistake with the GeneSIS replacement project.
- “ Need to get a better handle on what a Learner Driven Plan is. Put up cases, references or examples of what we mean by it. Students’ perception is it’s a system customized for each. We need to manage expectations.

Over the past five years, employees have experienced a lot of change. Employees are unclear how to integrate new initiatives into day-to-day activities after initial funding ends. They want the College to take on less and follow-through more to operationalize new initiatives.

Although the College has powerful systems and tools, they remain under-utilized. Employees are struggling to complete tasks in Workday; they are creating workarounds to get things done. They have additional and repetitive tasks to administer expenses. Hiring takes much more time than before, challenging service levels (e.g. from 5 to 24 days). Employees agree it is a top priority to improve the use of Workday.

Employees want the College to plan for implementation with buy-in and clear communications from the start. They want to prepare for change before it begins, and they need training and manuals to incorporate changes into their operations. They want a standard evaluation process, collecting data to monitor each implementation so they can continuously improve. Employees want the opportunity to solve issues creatively, and they want a place to put their ideas forward.

Employees are supportive of the Learner Driven Plan. They believe it is an opportunity to share goals, and to move forward together. Employees know they will need to work differently, and they will need greater access to data to have a single view of the student. Employees want guidance to implement the plan.

- “ We need to be future-ready, and we aren’t organized for it – need behavioural, structural, cultural shifts.
- “ Less management (and more) employees doing the work – there is less and less (and) the amount of managers is more and more. There are too many layers.

Employees feel the College “has cut back too far”—there are not enough resources, people or funds to do the work. People retire, and the positions are not replaced. Employees in non-academic areas feel they are unable to uphold service levels and respond to all requests. Although our footprint has grown significantly, there are only a few people maintaining our spaces. There are only a few Student Success Specialists for all of our learners. Two people are looking after Alumni. Open positions are taking too long to fill. In academic areas, employees need help hiring qualified faculty (e.g., the speed, strength of offer) and developing internal or external candidates for new roles. Employees want a new organizational structure with more capacity.

Many employees feel the College’s expectations do not align with capacity. College Managers, Chairs and Coordinators are overloaded with administrative tasks, leaving little time for strategic work. Activities have become reactive and “crisis-driven” instead of proactive and forward-looking. Employees indicate turnover is high, and burnout is possible. They recommend new roles to add capacity and backfill people on leave (such as an Associate Chair). Others recommend budget officers and human resources positions in each department. Some say roles are blurring; management needs to separate and delegate employees to do the work. When hiring, the College needs to find people who can adapt and embrace new challenges. Employees want more professional development and coaching for people in management who need to build trust, inspire staff, and lead.

The provincial government introduced new governance and performance-based funding for Ontario post-secondary institutions in 2019. Employees are unsure how this will impact the College’s financial sustainability. If they miss their targets, they are unsure of the repercussions. They feel Responsible Centre Management (RCM) encourages competition between departments and discourages investment. They want to make financial decisions that align with College goals. They want investments in strategic areas – such as faculty research, publishing and grant applications. They want leadership to review alternative ways to add space, save money and time (e.g. software licensing, additional use of Office 365 teams). With the new context, employees want to have more conversations about the funding and investment decisions needed for the College’s future.

- “ Same people working “IN the business” and “ON the business”. Have someone looking at strategy while not “IN the business”. (It’s) tough to capture enough people working ON the business when encumbered IN the business.
- “ Space will be our final frontier. We are now limiting enrolment because we do not have the space to support increased enrolment.

Employees believe there is tension in the College’s organizational structure that limits our ability to take on new initiatives. The College has the same people “in the business” working “on the business.” They recommend project management teams for new initiatives and business transformation teams to take on competitive intelligence in and outside the Ontario post-secondary system. They suggest AC Online, Co-op and Applied Research could be fully integrated into the academic area. The College could introduce a Managers Council, or expand the profile of the Academic Council to facilitate collaboration. They suggest looking at other sectors to reconsider how the College is organized.

Many employees want more collaboration across College areas and departments. College spaces can make it easier to collaborate, and there is a need for more meeting spaces. Employees want centralized physical and virtual spaces to facilitate collaboration with: a one-stop-shop for community connections and a one-stop-shop for marketing and recruitment at the entrance to the College.

The College drives innovation with its spaces. Universal Design for Learning is a priority; the College needs to allocate the budget for height adjustable desks and ergonomic chairs in all of our classrooms. The College needs to keep up the ‘cool factor’ of our new labs and maker spaces to attract faculty and learners to our College.

The College is limiting enrolment with limited space. The classroom space shortage is negatively impacting learner schedules. For example, one group has difficulty with 10.5 hours of class each Monday. The College needs to creatively use space, considering multi-use spaces for classrooms (e.g. tables on wheels, a closet with chairs and a whiteboard) and meeting rooms. There needs to be room for faculty to ‘hang their hat’; one area has 65 part-timers using one room. With growth, the College needs to use modern design principles for our office spaces.

The College needs to evaluate maintenance costs when investing in buildings and equipment (lifecycle costing). There are millions of dollars needed to repair a 7-year old building. Older buildings are in disrepair. The College is misusing the B elevator for freight. College washrooms are showing wear and tear. There are spaces used for storage that can be cleaned out and reused. Employees agree we need to respect our spaces by cleaning up our gardens, painting walls and keeping our spaces clean.



Our Opportunities and Aspirations

Align Learner Experiences

225 comments described opportunities and aspirations
to Align Learner Experiences

- “ Tracking students...try to track earlier to avoid students at risk. Proactively identify the behaviours that are trending downwards to support these students.
- “ Increase care of our international students: deliver what we promise for them... They have big expectations, recognize it.
- “ Have a compulsory class to have to learn Indigenous practices and ways. It would do a lot to have a way of understanding what we've been through...Could be part of (learner, employee) orientation.
- “ Singers, dancing, totally free, potlucks. It would be cool to do that as a regular basis.

Employees want to thank learners for choosing Algonquin College and offer each learner a “basic,” essential set of services. Particularly for the first term at Algonquin, employees want better “onboarding” for learners, adding “a mental health first aid kit,” and increasing awareness of all the student services available. Employees want to track students to support them at their time of need, noting where they have been, the services used, and any behavioural trends (e.g. attendance, wellness) that suggest learners are at risk.

The College has a diverse learner population and employees want to be inclusive. The number of online learners is increasing; services need to match this growth. Learners have classes late in the day, so campus service hours – for coffee, food, supports – need to be available later in the day. Requests for accommodations are increasing; employees want more information to be sure they are making the right decisions to support these learners.

Employees want learners to acquire the literacy, numeracy, and prerequisites needed to manage their course work. They want to qualify learner skills before classes begin. Others want learners to choose the right courses to match their interests. Students want us to strengthen partnerships with employers who offer career opportunities, not only part-time positions.

International students are a significant and growing population at Algonquin College; they need our support, from cultural information to housing or transportation and health services. These students have high expectations and need to see value for the fees they pay. The College's approach needs to include newcomers to ensure they succeed. Some suggest the College needs to develop a week-1 to help international learners acclimatize to campus life. Employees want to form a committee to make recommendations on the supports needed for international students.

Our Indigenous students want employees and students to know more about their culture, to be part of the movement to reconciliation. They want an orientation course on Indigenous culture for employees and students. They want more visibility on campus with a presence that distinguishes their different backgrounds: First Nations, Inuit, and Métis. They want to learn in Indigenous spaces that reflect their backgrounds. They want to celebrate with food, singing and dancing to share their Indigenous culture with the campus communities.

- “ Micro-credentials and multiple educational ins and outs. Better way to build something an employer wants. We haven’t rolled out a smooth way to give students more options, designed for the learner.
- “ Universal Design for Learning (UDL): Ensure UDL is fully delivered... what’s good for one is good for all.
- “ Need to understand market forces. (There is) too much time in-between formal reviews.
- “ Don’t have adequate supervision in our clinical field placements.

Many employees want the College to introduce micro-credentials, competency-based assessments and badges for learners. Some want to recognize essential skills such as soft skills, personal skills, teamwork and networking to be sure graduates are ready for the workforce. Some consider essential skills beyond communications; they want to consider skills for entrepreneurs such as contract law or bookkeeping to help graduates operate a business. Other employees believe more entry-level programs are needed to attract a higher number of learners.

Employees want to provide a competitive mix of programs. Some want the opportunity to conduct research and publish. Popular programming needs to be left alone (left to “breathe”), and outdated materials need to be improved or removed from the inventory. As the College updates academic programming, employees need to be inclusive, following principles of Universal Design for Learning (UDL) suited for all our learners.

They want to improve the cycle of course and program reviews with more employer engagement and the opportunity to immediately act on comments provided by the Program Advisory Committees (PACs). They want experts to help them indigenize curriculum. Employees want to update online, part-time and full-time programming at the same time. Employees agree the College needs to improve the oversight of learner placements to enhance the quality of the learner experience. Employees want to work more closely with employer partners to uphold the high quality of our programming and more time to update their material more frequently.

Our Opportunities and Aspirations

Enrich Employee and Campus Life

186 comments described opportunities and aspirations
to Enrich Employee and Campus Life



- “ Part-time employees need to know that their contributions matter and that full-time positions are available to them.
- “ We want to start learning while at work, learning new technology. Only our resources are stretched so thin, can't take advantage of the great opportunities to learn.
- “ Bring back the air-bands... support employees in positive ways to relieve burnout.
- “ Sustainability is important. There is a big opportunity to focus on waste as an institution and sustainability programs for students.

Part-time employees want to advance their careers at the College. Not advancing to full-time employment, these candidates are unsure if their work is valued. Employees want College graduates to be eligible for employment at their institution. Faculty members want the College to review the credentials required for full-time faculty positions.

Employees want to continue learning at work. They want time to learn new technology and tools for their day-to-day activities. Employees want the College to offer mentorship, coaching and shadowing opportunities to improve their work. Employees want flexible work options, and the option to work virtually, to improve productivity and morale while reducing their carbon footprint. They want to know what learning pathways are available to them.

Employees want leadership, management and workers to be accountable. They want new ways to recognize positive employee behaviour. They feel building relationships helps employees work through conflict; choosing mediation could help us resolve issues more favourably. Employees want to build trust.

Air bands, large celebrations and small group conversations with leadership are great opportunities to connect and build relationships. Employees want more ways to socialize, to give back to the community with volunteer opportunities, and to enjoy their experiences with colleagues. Additional parking, carpool parking and coffee breaks were also provided as further suggestions.

Employees want to address waste on campus in small ways, with composting and water stations. They want to bring back the Sustainability Committee to ensure students and employees minimize day-to-day waste. Employees want to inspire learners to live sustainably on campus and to apply sustainable principles in their careers. Employees want Algonquin College to lead with sustainable practices on-campus and in our curriculum.

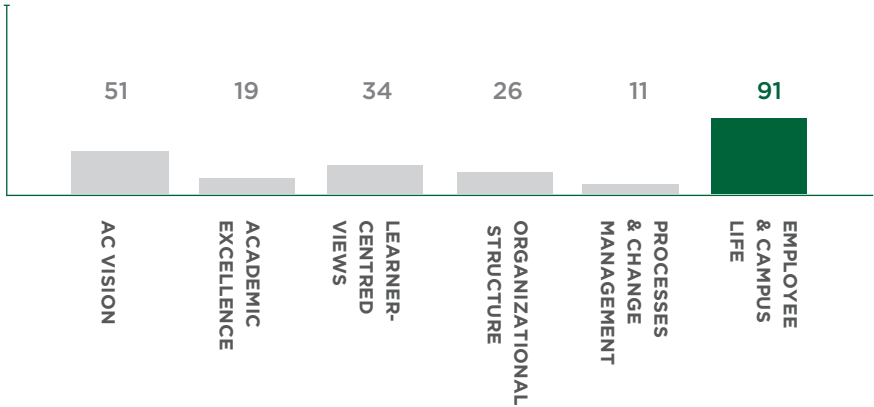


The President's Listening Tour

Data Collected

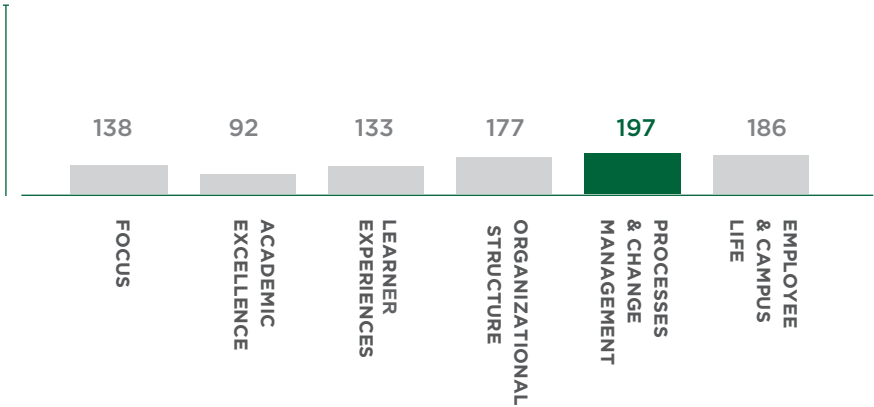
Strengths

Total responses one question: As we build our future, what do we need to keep doing well? ⁽²³²⁾



Opportunities and Aspirations

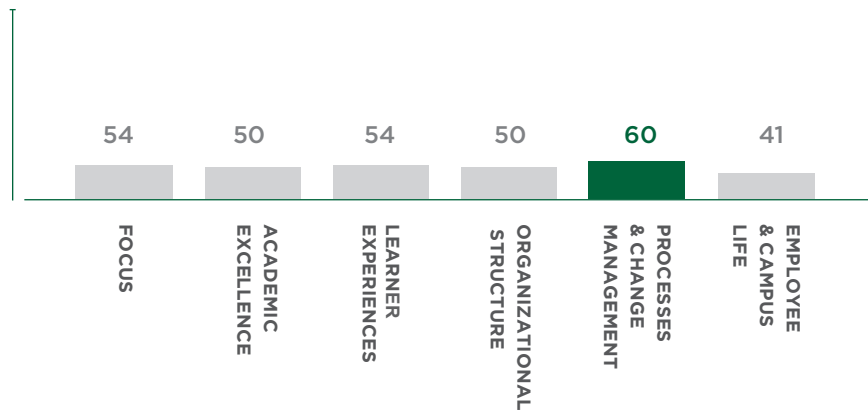
Total responses to three questions outlining opportunities and aspirations ⁽⁹²³⁾



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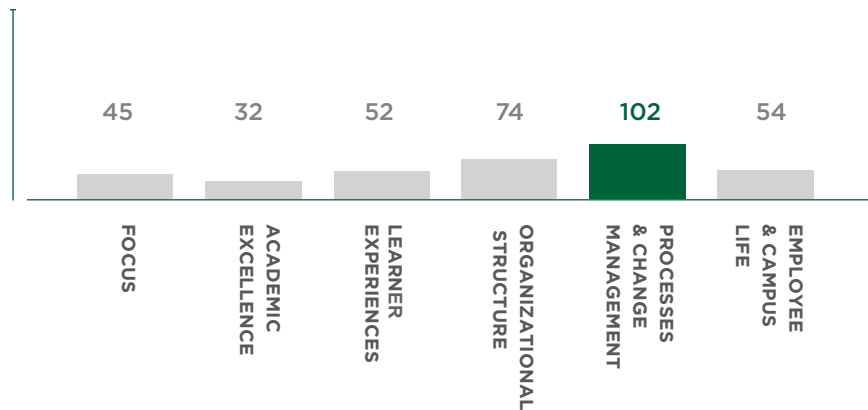
Opportunities

What opportunities will lead us to greater success, and how would you pursue them? ⁽³⁰⁹⁾



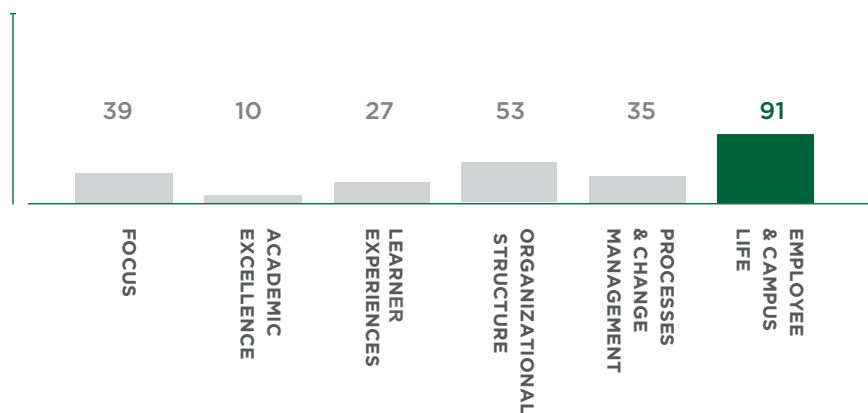
Challenges

What is challenging us that we need to improve on in order to ensure a sustained future? ⁽³⁵⁹⁾



Focus on First

If you were the President, what is the one thing you would focus on first? ⁽²⁵⁵⁾





Listening Session Feedback

Event Poll

As the sessions came to an end, employees and learners were asked to complete a quick event poll online to comment on how their session was conducted. Among the President's Listening Tour attendees, 101 or 25% of attendees participated in the online event poll and 53 added personal comments to let the organizers know what they thought of their session.



POLL QUESTION 1 : 101 PARTICIPANTS

Did we achieve what we set out to do?



POLL QUESTION 2 : 99 PARTICIPANTS

Were everyone's ideas heard and taken into consideration?



POLL QUESTION 3 : 53 PARTICIPANTS

Is the anything you would like to add?



Listening Session Feedback

Event Comments

All of the comments provided at the end of the sessions are available [online](#) 

- “ Improving workday and business processes.
- “ I thought the Listening Tour was very valuable, thank you for taking the time!
- “ I hope that concerns raised that aren't immediately acted upon don't die.
- “ Great Work - having a number of avenues for feedback is useful.
- “ Great session and great moderator! Thanks.



- “ Communicate follow up plan to ideas.
- “ To continue to have a learn(ing) lens and mindset.
- “ I appreciated the opportunity to express my opinions and my view points in a very positive and supportive environment! Thank you!
- “ Without any action taken being heard does not mean anything to me. I would be very interested to know the next steps that will be taken by the President. Many times I addressed the issues and being “heard”, but very minimal or no actions were taken.



