

DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

PUBLIC MEETING OF THE BOARD OF GOVERNORS

AGENDA

Date: Wednesday, April 8, 2020, 6:00 p.m.

Location: Via Video Call (GoToMeeting)

Pages

1. CALL TO ORDER
2. INTRODUCTION OF GUESTS
3. ADDITIONS/DELETIONS TO THE AGENDA
4. CONFLICT OF INTEREST DECLARATIONS
5. PRESENTATIONS
6. CHAIR'S REPORT
7. CO-POPULOUS GOVERNORS' REPORT
8. CONSENT AGENDA

The following items will be addressed through the Consent Agenda unless specifically removed for separate attention, by request.

Recommendation

That all items listed under the heading of consent agenda be adopted as recommended.

- 8.1 Approval of Public Minutes of the Board of Governors Meeting of February 12, 2020 3 - 9

Recommendation

That the public minutes of the Board of Governors meeting of February 12, 2020, be approved as read.

- 8.2 President's Report - February to April 2020 10 - 18

Recommendation

That Report BOG-2020-20, highlighting the president's activities from February to April 2020 be received for information.

9. DISCUSSION ITEMS

- 9.1 New Program of Instruction: Pharmaceutical Science - E. Popp & M. Hutt 19 - 45

Recommendation

It is recommended to the Durham College Board of Governors:
That in accordance with Report Number BOG-2020-17, the proposed Ontario College Graduate Certificate program of instruction listed below be approved:

- Pharmaceutical Science

- 9.2 New Program of Instruction: Behavioural Science Technician - E. Popp & J. Innocent 46 - 71

Recommendation

It is recommended to the Durham College Board of Governors:
That in accordance with Report Number BOG-2020-18, the proposed Ontario College Diploma program of instruction listed below be approved:

- Behavioural Science Technician

- 9.3 Final Results of the 2019-2020 Business Plan - D. Lovisa 72 - 116

Recommendation

It is recommended to the Durham College Board of Governors:
That Report BOG-2020-22, providing the final update on the 2019-2020 business plan, be received for information.

- 9.4 Government Relations Update - P. Garrett 117 - 119

Recommendation

It is recommended to the Durham College Board of Governors:
That Report BOG-2020-23, providing an update on the College's government relations activities, be received for information.

- 9.5 College Quality Assurance Audit Process Follow-Up Report - E. Popp 120 - 153

Recommendation

It is recommend to the Durham College Board of Governors:
That Report BOG-2020-19, providing an update on the college quality assurance audit process, be received for information.

- 9.6 Limited Time Committee with Ontario Tech University - I. DeJong (verbal)

10. UPCOMING EVENTS

- Nominations accepted for Chair and Vice-Chair of the Board (April 20 to 24); if required election will be held April 27 and 28

11. MOVE TO IN-CAMERA SESSION

12. ADJOURNMENT



**DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY
BOARD OF GOVERNORS REGULAR MEETING
DRAFT PUBLIC SESSION MINUTES**

Date: Wednesday, February 12, 2020

Location: DC Boardroom, Gordon Willey Building, A-144

Members Present: Ivan DeJong, Chair of the Board
Suzanne Beale
Elizabeth Cowie
Kevin Griffin
Kristi Honey
Michele James, Vice-Chair of the Board
Gail Johnson Morris
Robert Lanc
Don Lovisa
Bart Lucyk
Debbie McKee Demczyk
Kenneth Michalko
Gary Rose
Steve Stewart
Vasu Sukhija
Jim Wilson

Members Absent: Heather Quantrill

Staff Present: Scott Blakey, Chief Administrative Officer
Barbara MacCheyne, Chief Financial Officer
Meri Kim Oliver, Vice-President, Student Affairs
Elaine Popp, Vice-President, Academic
Melissa Pringle, Corporate and Board Secretary
Andre De Freitas, Associate Vice-President/Registrar, Student Affairs
Linda Flynn, AVP, Office of Development and Alumni Affairs
Marianne Marando, Associate Vice-President, Academic
Janse Tolmie, Associate Vice-President, IT Services
Peter Garrett, Manager, Strategic Reporting and Government Relations

1. CALL TO ORDER

With quorum present, the meeting was called to order at 6:00 p.m.

2. INTRODUCTION OF GUESTS

The Chief Administrative Officer introduced the following guests:

- Darlene Heslop, Director, Campus Health Centre
- Shannan Saunders, Manager, Emergency Management
- Rashmi Gupta, Director, Institutional Research and Planning
- Laura Bogaert, Executive Assistant, Office of the President

3. ADDITIONS/DELETIONS TO THE AGENDA

None.

4. CONFLICT OF INTEREST DECLARATIONS

None.

5. PRESENTATIONS

5.1 Overview of the College's Response to the Coronavirus

The Director, Campus Health Centre, and the Manager, Emergency Management, presented an overview of the College's response to the coronavirus (COVID-19) and spoke to the College's emergency preparedness plans and communication strategy. The Manager, Emergency Management, overviewed the College's enhanced measures to prevent the virus, including additional cleaning of high-touch areas, public health campaigns, and the precautions taken in various academic programs such as the dental clinic.

The Board questioned the Director, Campus Health Centre, and the Manager, Emergency Management.

5.2 Meri Kim Oliver, Vice-President, Student Affairs to Present an Update on the Access and Support Centre

The Vice-President, Student Affairs, presented an update on the Access and Support Centre and reported that from 2013 to 2020, the number of students at Durham College who required accommodation increased 120%. Increasing complex accommodation needs are putting pressure on the Centre, and challenges include insufficient funding, the cost of education and training for staff, and new policies and decisions from the Ontario Human Rights Commission.

5.3 Presentation of Good Governance Certificates to Governors' Michalko and Sukhija

Governors Michalko and Sukhija were presented good governance certificates received through the College Centre of Board Excellence.

6. CHAIR'S REPORT

The Chair reported on the following:

- The importance of attending the joint Board of Governors event with Ontario Tech University on March 11, 2020.
- The importance of confidentiality and advised that effective immediately all printed in-camera material will be collected at the end of every meeting.
- His attendance at the Crown Corporate Governance Conference in January 2020.
- That the Office of the Development and Alumni Affairs would be contacting Governors regarding the giving campaign for the Whitby campus expansion.
- The need for caring and compassionate leadership.

7. CO-POPULOUS GOVERNORS' REPORT

Governor Wilson provided the co-populous governors' report, noting the holiday food drive raised \$21,000 and served over 300 families, the red dress campaign is currently underway, and Ontario Tech's basketball teams won their first games.

8. CONSENT AGENDA

Moved By Governor Stewart

Seconded By Governor Honey

"That all items listed under the heading of consent agenda be adopted as recommended." CARRIED

8.1 Approval of the Public Minutes of the Board of Governors Meeting of December 11, 2019

That the public minutes of the Board of Governors meeting of December 11, 2019, be approved as read.

8.2 Report of the Governance Review Committee - January 29, 2020

That all actions taken at the January 29, 2020 meeting of the Governance Review Committee be adopted as recommended, and the minutes be approved as read.

8.3 President's Report - December 2019 to February 2020

That Report BOG-2020-03, highlighting the president's activities from December 2019 to February 2020, be received for information.

8.4 Summary of Committee of Presidents Meeting - January 2020

That Report BOG-2020-04, presenting a summary of the Committee of Presidents meeting held in January 2020, be received for information.

8.5 Establishment of an Elections Dispute and Election Appeals Committee

That an Election Dispute Committee and Election Appeals Committee be established for the duration of the nomination, campaign, voting, disputes and appeals period plus ten (10) business days as outlined in By-law No. 4 (Section 4) for the student governor and administrative staff governor elections starting March 2, 2020.

8.6 Program Advisory Committees - Semi-Annual Report (February 2020)

That Report BOG-2020-10, providing the Program Advisory Committee semi-annual report, be received for information.

9. DISCUSSION ITEMS

9.1 Update on Winter 2020 Enrolment

The Associate Vice-President, Academic and Associate Vice-President/Registrar, Student Affairs, presented the winter 2020 enrolment update reporting that as of day ten, the enrolment count was 12,0444 students of which 2,185 were international students. The winter enrolment numbers represent an increase of 3.1% compared to the November 2019 audit count date.

Moved By Governor James

Seconded By Governor Lucyk

"That Report BOG-2020-13, providing an update on enrolment numbers for the 2020 winter semester, be received for information." CARRIED

9.2 Final Report on the 2017 to 2020 Strategic Plan

President Lovisa highlighted key accomplishments and achievements completed in support of the conclusion of the 2017 to 2020 strategic plan.

The Board questioned President Lovisa.

Moved By Governor Honey

Seconded By Governor Wilson

"That Report BOG-2020-14, providing an update on the accomplishments of the 2017-2020 Strategic Plan, be received for information." CARRIED

9.3 Approval of 2020 to 2023 Strategic Plan

The Manager, Strategic Reporting and Government Relations and Executive Assistant, Office of the President, presented the 2020 to 2023 strategic plan for approval.

The Board questioned the Manager, Strategic Reporting and Government Relations, and Executive Assistant, Office of the President.

Moved By Governor McKee Demczyk

Seconded By Governor Lucyk

"That based on Report BOG-2020-09, the 2020-2023 Strategic Plan be approved." CARRIED

9.4 2020-2025 Strategic Mandate Agreement

The Dean, Research Services, and Director, Institutional Research and Planning presented the draft 2020-2025 strategic mandate agreement, highlighting the government's priority areas and ten funding-related metrics. It was reported the College participated in a bilateral discussion with the Ministry on February 4, 2020 and the following policy changes were communicated:

- There will be an option to redistribute metric weightings up to three times over the first three years rather than once over the five-year period.
- The model was revised to ensure continuous improvement while recognizing consistent performance.
- The model was updated to reflect target setting on actual historical performance with no adjustments.
- Permission was granted to include additional sources of revenue in the metric concerning revenue attracted from private sector sources.

The Board questioned the Dean, Research Services and Director, Institutional Research and Planning.

Moved By Governor Griffin

Seconded By Governor Honey

"That based on Report BOG-2020-15 the 2020-2025 Strategic Mandate Agreement, be received for information." CARRIED

9.5 Second Business Plan Update for 2019-2020

President Lovisa presented the second business plan update for 2019-2020, noting of the 73 actions identified the majority of the actions are tracking well for completion with 38 items completed to date. The remaining items are on track for completion this fiscal year, with one item expected to be delayed.

Moved By Governor Johnson Morris

Seconded By Governor Cowie

"That Report BOG-2020-16, providing the second update on the 2019-2020 Business Plan, be received for information." CARRIED

9.6 Program Update: Fire Science and Leadership

The Vice-President, Academic advised the Fire Science and Leadership program approved in 2016, would be formally withdrawn as several issues were identified, and it is unlikely the credentials validation service will approve the program.

The Board questioned the Vice-President, Academic.

In response to the presentation by the Vice-President, Student Affairs about the Access and Support Centre, Governor Rose questioned if the Board was doing enough to bring attention to the need for mental health funding. In response to questions, President Lovisa advised Colleges Ontario is making a \$75M ask to the government for mental health supports and will be attending College Day at Queen's Park to advocate.

10. UPCOMING EVENTS

The following events were highlighted:

- Student Governor and Administrative Staff Governor Elections - Notice of Election Circulated February 10, 2020
- Board Retreat - March 6 to 8, 2020, Kingbridge Conference Centre
- Joint Board Event with Ontario Tech University - March 11, 2020, Centre for Food, 5:30 p.m. to 8:30 p.m.
- College Day at Queen's Park - March 30, 2020

- Standing Committee Preferences and Board Effectiveness Surveys Open - March 30 to April 3, 2020
- Durham College Open House - April 4, 2020, 10 a.m. to 2 p.m.

11. MOVE TO IN-CAMERA SESSION

Durham College By-law No. 1. provides for the Board of Governors to address, in-camera, items of corporate business respecting human resources or litigation matters, confidential items covered under the Freedom of Information and Protection of Privacy Act and, items that the Board deems to be confidential to the College.

Moved By Governor Lanc

Seconded By Governor Rose

"That the Durham College Board of Governors move in-camera after a short recess."

CARRIED

The meeting recessed at 7:42 p.m. and reconvened in-camera at 7:50 p.m.

The Board rose from the in-camera session at 8:23 p.m.

During the in-camera session, the Board discussed recommendations from its Standing Committees and the upcoming Board retreat.

12. ADJOURNMENT

With no further business, the meeting ended at 8:23 p.m.

Report Number: BOG-2020-20

To: Board of Governors

From: Don Lovisa, President

Date of Report: March 31, 2020

Date of Meeting: April 8, 2020

Subject: President's Report – February – April 2020

Purpose

The purpose of this report is to provide an update on the President's activities and significant college initiatives from February to April 2020.

1. Our Students

DC grads give advice on life after college at DC Talks: Alumni Series event



Two Durham College (DC) graduates returned to campus on February 6, meeting with students to discuss their careers and life after graduation during the annual DC Talks: Alumni Series event.

This year's event featured Gabby De Sousa, who graduated from the college's women-only Elevating Devices Mechanic (EDM) pre-apprenticeship training program in 2016 and EDM apprenticeship program in 2017. Joining her was Nicholas Coleman, a 2016 graduate of DC's Architectural Technology program.

Two weeks of career-focused activities and job fairs help students gear up to get hired

To assist students in their journey from campus to career, DC's Career Development office organized two weeks of career-focused fun at the college's Gear Up to Get Hired events and connected more than 2,000 students with employers at two Winter Job Fairs earlier this month.



Taking place from January 29 to February 6, students had access to job fairs at the college's Oshawa and Whitby campuses, as well as various workshops and sessions, including how to create a personal pitch, resumé writing techniques, job fair success strategies, using LinkedIn and more.

DC students win silver at national marketing competition



Students from the Marketing – Business Administration program successfully competed at the 2020 Scotiabank Vanier College National Marketing Case Competition, placing second and taking home silver.

Facing off against 25 teams from across Canada, the DC students emerged victorious following several intense three-hour rounds of competition, where real-world marketing challenges were presented and competitors were required to develop and present their creative solutions. Teams were assessed on the value and practicality of those solutions and the quality of their presentations.

DC culinary students compete in Student Chef Challenge 2020

On Thursday, February 27, three Durham College Culinary Management students competed in the Student Chef Challenge 2020 against five teams from post-secondary institutions across Ontario at the W. Galen Weston Centre for Food in Whitby.



Organized and sponsored by Ontario Sheep Farmers, Mushrooms Canada and DC, the annual competition aimed to showcase the complementary flavours of Ontario mushrooms and lamb while testing students on their skills and knowledge in butchering, recipe development, cooking and food presentation.

DC's team included second-year students Amira Cunha and Soo Hea Woo and first-year student Ethan Tate, alongside faculty mentors Dave Hawey and Josh Heuvelmans, professors in the School of Hospitality and Horticultural Science

DC journalism student Tara Sottile earns double work-integrated learning awards



Tara Sottile, a second-year student in the Durham College (DC) Journalism – Mass Media program, has been named a Work-integrated Learning (WIL) Student of the Year at both the provincial and national level.

On March 11, Education at Work Ontario (EWO) announced Sottile as their 2019 WIL Student of the Year. EWO awards the honour to students “who have showcased exceptional job accomplishment, extra-curricular

involvement, academic achievement and a strong contribution to work-integrated learning.”

Sottile was put forward by DC's Experiential Learning team with the support of partner organization Students Offering Support (SOS). Among the highlights flagged by the college were her leadership skills, professional expertise, initiative and creativity, which she demonstrated in particular while participating in an education abroad opportunity in Guatemala, where she worked on a digital storytelling project with local youth.

Students show strength and DC pride at 8th annual Justice Games competition

On March 11th Durham College held the annual Justice Games competition. The event was hosted and planned by the School of Justice & Emergency Services and the Justice Games committee along with student and alumni volunteers. Seven competitions took place and returning winners and alumni students from last year's event attended to challenge this year's winners. This was the first year that CERT entered a team and Diana D'Ornellas of CERT received the Tasha Nickelchok MVP award. PFP student Nathaniel Joseph-Parker received the Adam Brunt MVP for his leadership and sportsmanship. Ultimately, The Justice Cup champions were the FIRE program students. Congratulations to the school of JES for another successful event!



2. Our Community

REDress Campus Campaign urges move from awareness to action



Awareness has been achieved; now it is time for action.

This was the dominant message of the REDress Campus Campaign at DC, a week-long series of events focused on the crisis of Missing and Murdered Indigenous Women, Girls and Two-Spirited People (MMIWG2S).

Led by the First Peoples Indigenous Centre at DC and Indigenous Education and Cultural Services at Ontario Tech University, the campaign also brought together community partners including the Mississaugas of Scugog Island First Nation, Carea Community Health Centre, The Nourish and Develop Foundation and DC Students Inc.

The week began with the reveal of an installation of red dresses across the college and university's shared Oshawa campus, each dress symbolizing someone taken by the MMIWG2S crisis. In addition to the dress installation, events were held each day from February 10 to 14, culminating with a memorial march and closing ceremony feast on Friday afternoon.

DC hosts FIBA Americup 2021 qualifier game – the most-attended sporting event on campus in the college’s history

On February 21, 2,500 basketball fans filled Durham College’s Campus Recreation and Wellness Centre (CRWC) to watch Canada’s Senior Men’s National team take on the team from the Dominican Republic during the International Basketball Association (FIBA) Americup 2021 Qualifiers, making it the most-attended sporting event on campus in the college’s history.



Originally slated to take place at the Tribute Communities Centre, a last-minute venue change was needed due to unforeseen technical difficulties, and based on Team Canada’s familiarity with the CRWC facilities, FIBA approved the change of location.

DC students test their skills and collaborate in emergency simulation

On February 29, 195 Durham College students, faculty and industry partners collaborated on an intense, large-scale emergency simulation exercise at the Oshawa campus that let students put their classroom and lab training into action.



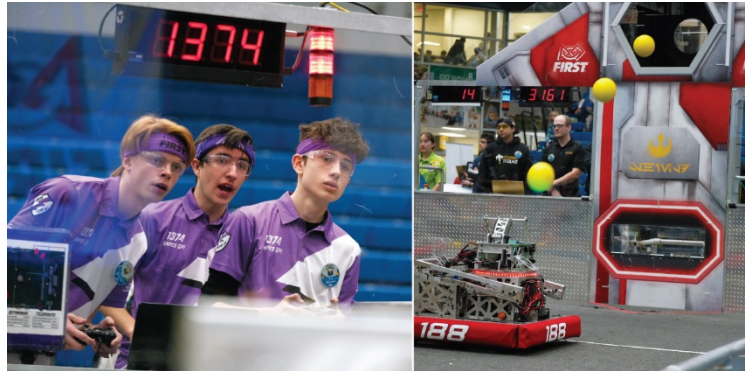
Bringing together participants from the schools of Justice & Emergency Services, Health & Community Services and Media, Art & Design, as well as peers from Ontario Tech University’s nursing program, the exercise followed a detailed script that saw volunteers simulate a mass-casualty emergency stemming from a sports-racing situation.

Unfolding in real-time, the exercise provided students with valuable experiential learning as well as a better understanding of how members of emergency services, health and social services, legal services and the media work together during an emergency. A second simulation exercise focused on mock legal proceedings in connection with the emergency will be held Saturday, March 7.

High school students get a taste of campus life as DC hosts FIRST Robotics Competition

While competing in the *FIRST*® Robotics Competition (FRC) Ontario District Durham College event on February 29 and March 1, high school students from across the province also got a first look at where they could be headed next while visiting the college’s Oshawa campus.

For the sixth year in a row, DC hosted more than 1,000 of the province’s brightest young minds, along with their mentors, family, friends and fellow robot enthusiasts, at the annual event. Competitors demonstrated their technological and engineering skills as they operated complex, 140-pound robots they had designed and built in only six weeks.



Region of Durham joins DC Administrators at “Dialogue with Don” event



On March 3rd, the quarterly meeting for administrative staff at Durham College was kicked off by Sandra Austin and Allison Burgess from the Region of Durham. Sandra and Allison joined our team to present the “City Studio” initiative that the Region of Durham hopes to implement. CityStudio brings together staff, students, faculty and community to co-create experimental projects that make cities more sustainable, liveable and joyful. This

initiative provides students with direct opportunities to work in and with municipalities on urban challenges. Sandra and Allison’s proposal was well received by employees, and DC looks forward to continuing to build a strong partnership with the Region of Durham.

3. Our Business

DC launches Centre for Cybersecurity Innovation



Durham College is responding to the ever-changing and complex threat landscape of cyberattacks, including data breaches and service disruptions and misdirections, with the launch of the Centre for Cybersecurity Innovation. The launch of the college's fourth applied research centre was announced at an event this morning.

The centre is designed to be a collaborative enterprise between DC's Office of Research Services, Innovation and Entrepreneurship

(ORSIE), Centre for Professional and Part-time Learning and School of Business, IT & Management.

Services will include:

- **Applied research in cybersecurity** with acute focus on technologies for cyber range deployments, threat intelligence, anomaly detection and incident management.
- **Micro-credentials** that provide training in industry-accredited programs at various levels. These flexible part-time programs and courses will appeal to individuals seeking development opportunities to advance or change their careers.
- **A Cybersecurity graduate certificate program** that prepares aspiring cybersecurity professionals to work in the industry.
- **Conferences and seminars** held in collaboration with corporate partners and high-profile industry experts to increase public awareness.

Introducing Sage-04: Durham College's collaboration in Guyana

Durham College, in collaboration with College of the North Atlantic and Mohawk College, was recently awarded one of six Skills to Access the Green Economy (SAGE-04) calls for proposals.

With this contract, DC will support two schools in Guyana: New Amsterdam Technical Institute and Bina Hill Institute, in developing industry-responsive and inclusive skills training programs.



SAGE will see more than 1,000 students and beneficiaries trained across a variety of fields, including: water and coastal management, agriculture, construction and eco-tourism. The ultimate goal of SAGE-04 is to develop an inclusive academic program within the renewable energy sector.

Durham College and partners win Pacific Alliance Education for Employment call for proposal

Durham College, in collaboration with Vancouver Island University and Fanshawe College, wins the Pacific Alliance Education for Employment A.08 call for proposal which



will see the Canadian consortium lead the technical assistance for the development and implementation of a national and regional promotional campaign of the entire Pacific Alliance program in Chile, Colombia and Mexico.

Funded by Global Affairs Canada and administered by Colleges and Institutes

Canada, the program will see more than 1,500 employers and learners benefit from a dialogue on educational best practices; capacity in leadership and institutional management strengthened; and 105 trainers trained in pedagogical strategies. Focus areas will include: training approaches, competence-based education, and leadership training.

CICAN on the Hill and Student Showcase

Colleges from across Canada met in Ottawa on February 26 & 27 to discuss national post-secondary priorities as well as meet with federal bureaucrats and politicians. At the same time, students attended the speaker sessions and brought examples of their applied research projects to be presented at an evening Student Showcase. DC was well represented at the Student Showcase by the AI Hub, in which students provided an interactive exhibit that demonstrated numerous ongoing



projects with partner companies. The exhibit was well received and visited by Minister of Innovation, Science and Economic Development, Navdeep Bains.

DC scheduled an additional meeting through Whitby MP, Ryan Turnbull to meet with Minister of Employment, Workforce Development and Disability Inclusion, Carla Qualtrough in between question period on the Hill. This gave the college the opportunity to discuss national education priorities as well as DC's own Whitby expansion, and the work the college is doing to meet skilled trades labour demands. Minister Qualtrough is interested in the work the college is doing and may be invited to attend the Whitby campus in the near future. This was a positive step forward in advancing the Whitby expansion and gaining federal support for the project.

Report Number: BOG-2020-17

To: Board of Governors

From: Dr. Elaine Popp, Vice President, Academic

Date of Report: March 24, 2020

Date of Meeting: April 8, 2020

Subject: New Program of Instruction - Pharmaceutical Science

1. Purpose

To seek approval from the Board of Governors for the following post-secondary program of instruction for September, 2021 intake:

Pharmaceutical Science

- Credential: Ontario College Graduate Certificate
- Duration: 3 semesters
- School: School of Science & Engineering Technology

2. Recommendation

It is recommended to the Durham College Board of Governors:

That in accordance with Report Number BOG-2020-17, the proposed Ontario College Graduate Certificate program of instruction listed below be approved.

- Pharmaceutical Science

3. Background

The Pharmaceutical Science program will equip graduates with the specialized knowledge and practical skills required by the Canadian Pharmaceutical industry. Graduates of the program will have a firm grounding in the theory, principles, and practices of development, formulation, manufacture, testing and approval process of pharmaceutical raw material and finished products, including natural health products, biopharmaceuticals, and cannabis.

Graduates will have the ability to manufacture tablets, ointments and creams, contribute to drug development and regulatory oversight, support validation and qualification of instrumentation, contribute to quality control and quality assurance processes, continuous improvement procedures, good lab and manufacturing practices, and pharmacopeia methodology.

Graduates will be prepared to successfully gain employment as a pharmaceutical technologist, quality control technologist, production technologist, document reviewer, instrument technician, pharmaceutical manufacturing technologist, and lab chemist.

As per the Ministry of Training, Colleges and Universities' Minister's Binding Policy Directive 3.0, Programs, Framework for Programs of Instruction, the Board of Governors is responsible for approving programs of instruction the college will offer.

It is the role of the Durham College Board of Governors to ensure that programs of instruction are developed and implemented in conformity with the Credentials Framework, and are consistent with provincial program standards where they exist. It is also the responsibility of the Board to ensure that all new and modified post-secondary programs of instruction lead to one of the following credentials: Durham College Certificate, Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, Ontario College Graduate Certificate or Bachelor Degree.

We confirm that Durham College is in compliance with all Minister's Binding Policy Directives as noted above, for this new program of instruction.

4. Discussion

The environmental scan prepared by the Institutional Research and Planning team in the Office of Research Services, Innovation and Entrepreneurship, indicates that based upon the analysis of labour market data and the program mix at Durham College, it is expected that the proposed Pharmaceutical Science program would be a strong addition to the College program offerings.

Job opportunities in the pharmaceutical industry are strong. The industry itself is not highly sensitive to changes in economic conditions. Even during periods of high unemployment, work is likely to be relatively stable in this industry because consumption of pharmaceutical products does not vary greatly with economic

conditions.¹ Demand is expected to remain strong for pharmaceutical products, especially due to population growth and aging.²

A proposal for the new Pharmaceutical Science, Ontario Graduate Certificate will be submitted to the Credential Validation Services in March 2020.

5. Financial/Human Resource Implications

The New Program Summary attached provides a projected five-year budget with account of all capital and human resource requirements.

The proposed program, Pharmaceutical Science, will submit the Request for Approval for Funding Form to the Ministry of Colleges and Universities as a high demand program of instruction. This will allow the college to charge fees above the maximum permitted for regular fees. Tuition is set for \$3,384.07 and is reflective of the tuition freeze by the provincial government.

The target for new contribution breaks even in Year 2.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

There are no anticipated implications for Ontario Tech University resulting from the implementation of this new program recommendation.

8. Relationship to the Strategic Plan/Business Plan

Strategic Mandate Agreement (SMA)

As outlined in the 2017-2020 SMA, Durham College will continue to launch market-driven programs. The proposed program aligns with the SMA in:

Program Areas of Strength

- Chemical/biological
- Civil

Program Areas of Expansion

- Chemical/biological/civil

¹ Jobs.ca. Career Paths in the Pharmaceutical Industry. <https://www.pharmaceutical.ca/tools-and-resources/career-paths-in-the-pharmaceutical-industry/>

² Canadian Occupational Projection System. 2017. Chemical Products. <http://occupations.esdc.gc.ca/sppc-cops/l.3bd.2t.1ils@-eng.jsp?lid=37>

Academic Plan

The Durham College 2017-2020 Academic Plan ensures the college is ready to respond to constantly changing student populations' expectations, employer needs, professional practices and workplace technologies. The proposed program responds to the changing needs of employers, broader industry and our community. Specifically, the development of the proposed program focuses on:

- Goal 1: Ensure exceptional quality in our academic programs.
- Goal 4: Intensify and strengthen the college's applied research agenda.
- Goal 5: Strategically management enrolment.

Strategic Plan

This proposed program aligns to several objectives identified in the college's 2017-2020 Strategic Plan, including:

- Goal 1:
 - Deliver high-quality programs to help students develop a wide range of career-ready skills.
- Goal 3:
 - Offer quality programs, services and systems that modernize, support and grow our business.
 - Maximize resources and processes in all aspects of our business oversight and leadership to achieve financial sustainability.
- Goal 4:
 - Strengthen our industry and community partnerships, including our campus partner the University of Ontario Institute of Technology.

Business Plan (2019-2020)

This proposed program aligns to several objectives identified in the college's Business Plan, including:

- Goal 1: Our Students
 - Ensure recruitment and enrolment strategies that achieve DC established targets. Support program development and excellence.
- Goal 3: Our Business
 - Implement the Strategic Mandate Agreement (SMA). Provide college-system leadership.
- Goal 4: Our Community
 - Support partners in reaching their community goals.

General Program Information

Proposed Program Title	Pharmaceutical Science
Proposed Credential	Ontario College Graduate Certificate
Academic Dean	Michelle Hutt Executive Dean School of Science & Engineering Technology
Date of Review by PPRC	March 11, 2020
MTCU Code	1302 (family of codes because an MTCU code does not currently exist)
Proposed Tuition	\$3,384.07
Proposed implementation	Fall 2021
Year 1 enrolment	54
Number of Semesters	3
Total hours	658 + 280 (WIL – 8 weeks @ 35 hrs) = 938
New or replacement program	New
Number of new FT faculty	None
Program delivery methods	Classroom, laboratory and field placement
Laptop requirement	No
New or renovated space requirements	No
Total capital costs	Year 1: \$87K (before taxes) for a liquid chromatograph and the corresponding chromatographic data system

1. Approval Stages

The following approval stages have been assessed for this program:

- Labour Market
- Student Demand
- Budget reviewed and approved by the Chief Financial Officer and the Vice President, Academic
- New Program Proposal Document reviewed by the Associate Dean, Centre for Academic and Faculty Enrichment
- Presented to the Program Proposal Review Committee – March 11, 2020
- Approved by Vice-President, Academic
- Reviewed and approved by President

2. Program Overview

2.1 Program Description

The goal of this one-year Pharmaceutical Science graduate certificate is to equip graduates with the specialized knowledge and practical skills required by the Canadian Pharmaceutical industry. Graduates explore the essential theory of the development, formulation, manufacture, testing and approval process of pharmaceutical raw material and finished products as well as discuss the considerations for natural health products, biopharmaceuticals and cannabis. Graduates will have extensive hands-on experience in analytical testing techniques directly related to the pharmaceutical industry.

The graduate will have knowledge of the manufacture of tablets, ointments and creams, product formulation, microbiology, drug development and regulatory oversight, validation and qualification of instrumentation, quality control and quality assurance processes, continuous improvement procedures, good lab and manufacturing practices, and pharmacopeia methodology. Graduates will have experience in statistical calculations and analysis, performing instrumental analyses – chromatographic, spectroscopic, safe handling of microbes, wet analytical chemistry procedures, performing drug assays, and quality control tests, following Standard Operating Procedures, Good Lab Practices, and the analysis of raw materials and finished products.

Graduates will be prepared to successfully gain employment as a pharmaceutical technologist, quality control technologist, production technologist, document reviewer, Instrument technician, pharmaceutical manufacturing technologist, and lab chemist.

2.2 Career Outcomes

Canada has a strong pharmaceutical industry with more than half of its 27,500 employees working in Ontario. Research and Development (R&D) is a core

element of the pharmaceutical industry and represents about 17 per cent of current pharmaceutical industry jobs.

Job opportunities in the pharmaceutical industry are strong. The industry itself is not highly sensitive to changes in economic conditions. Even during periods of high unemployment, work is likely to be relatively stable in this industry because consumption of pharmaceutical products does not vary greatly with economic conditions. Demand is expected to remain strong for pharmaceutical products, especially due to population growth and aging.

Currently, there are no Chemical Laboratory Pharmaceutical Science Graduate Certificate offerings in the CAAT system, but there are three colleges offering a graduate certificate in Regulatory Affairs. Applicant interest and enrolment in these programs is increasing and international enrolment accounts for a large proportion of enrolment in Algonquin's program.

2.3 Vocational Program Learning Outcomes

Vocational program learning outcomes must be consistent with the requirements of the Credentials Framework for the proposed credential.

The successful completion of this program will enable the graduate to:

1. Evaluate methodologies and independently perform analysis and purification procedures for chemical compounds and samples.
2. Verify that the status of chemical analysis instruments and methods are fit for purpose through validation, qualification, calibration, and troubleshooting.
3. Assess quality assurance and quality control systems by reviewing data, statistical analysis, investigative reports, and corrective actions to implement procedures in accordance with international, industry, and government regulations.
4. Explain the impact and responsibility of regulatory bodies in the Canadian pharmaceutical industry with respect to regulatory affairs, audits, and drug approvals.
5. Utilize computer and information technologies for the completion, monitoring, and management of chemical laboratory tasks and projects in accordance with government regulations.
6. Ensure a compliant and safe environment by engaging in the development and execution of health and safety practices and initiatives for the chemical laboratory.
7. Promote ethical, sustainable, and continuous improvement practices through the development, application, and analysis of processes and procedures.

8. Communicate procedures and results through written and oral presentations of technical reports in a scientifically relevant manner.
9. Develop recommendations and corrective actions through investigations and evaluating information and data.
10. Complete laboratory tasks and projects within expected deadlines by collaborating with others and working ethically and efficiently on chemical laboratory teams.
11. Identify major drug classes, their impact on human health and general typical pharmacokinetics, including traditional small molecule pharmaceutical ingredients, biopharmaceuticals, and health products.
12. Describe the life-cycle of a pharmaceutical product from drug discovery to post-market, including the related internal and governmental processes required.

2.4 Admission Requirements

- Ontario College Diploma, Advanced Diploma or Degree, or equivalent.
 - Academic credential in chemistry, life sciences, pharmaceutical sciences, pharmacy or a related field.
 - A minimum of two courses must be in chemistry and one of these courses must have a lab component.
 - Proof of English language proficiency required.
- OR
- Minimum of five years of related industry experience detailed in a professional resumé with a letter of intent may be considered; and
 - Proof of English language proficiency required

3. Program of Study Program Map

Semester 1		Semester 2		Semester 3	
Analytical Chemistry		Chromatography		Field Placement	
Analytical Instrumentation		Spectroscopy			
Microbiology		Pharmaceutical Microbiology			
Technical Writing for the Pharmaceutical Industry		Advanced Pharmaceutics			
Fundamental of the Pharmaceutical Industry		Biopharmaceuticals, Cannabis and Natural Health Products			
Pharmacology		Pharmaceutical Quality Control and Quality Assurance			
Good Manufacturing Practices					
Essential Scientific Techniques	Regulatory	Pharmaceutics	Field Placement		

Semester 1

Course Title: Analytical Chemistry

Course description: Essential analytical techniques such as pipetting, weighing, solution transfer, the proper use of analytical equipment and compliant documentation skills will be taught and practiced along with analytical chemical principles such as gravimetric, volumetric, TLC, and titrimetric methods of analysis. The use of reference standards in analytical work will be discussed and practiced. Health and safety practices in the laboratory will be stressed.

Instructional Setting: Classroom and Lab

Total Hours (Semester): 56 (2hr lecture, 2hr lab)

Course Title: Analytical Instrumentation

Course description: Spectroscopic and chromatographic concepts, applications and data interpretation will be studied, after a review of required organic chemistry concepts. Students will obtain hands-on experience using fluorescence, ultra-violet/visible, infrared, and atomic spectroscopy and high-performance liquid and gas chromatography instrumentation

Instructional Setting: Classroom and Lab

Total Hours (Semester): 56 (2hr lecture, 2hr lab)

Course Title: Microbiology

Course description: In this course, microbial cell morphology will be discussed, including the structure and function of prokaryotes and eukaryotes. The growth, reproduction, and enumeration of microorganisms and the effects of physical and chemical agents on populations will be studied. Students will gain essential

hands on experience in the isolation, identification, cultivation and enumeration of organisms. After completing the course, students will be able to work within the biosafety guidelines in a microbiology lab, prepare and sterilize microbiological media, and accurately perform analyses using aseptic techniques.

Instructional Setting: Classroom and Lab

Total Hours (Semester): 56 (2hr lecture, 2hr lab, 1 hour FP/alternative)

Course Title: Technical Writing for the Pharmaceutical Industry

Course description: Students will learn how to produce clear, concise and scientifically relevant documentation commonly used in the pharmaceutical industry. The preparation and delivery of technical reports, data summaries, standard operating procedures (SOPs), oral presentations, investigations and corrective action reports will be discussed and practiced. To prepare for their work-integrated learning experience, students will also create resumes and cover-letters and practice their self-marketing skills.

Instructional Setting: Classroom

Total Hours (Semester): 42 (3hr lecture)

Course Title: Fundamentals of the Pharmaceutical Industry

Course description: The Canadian pharmaceutical industry includes a diverse range of manufacturers, research organizations, third party testing organizations and governmental bodies. In this course the landscape of this industry from a North American perspective will be discussed, along with the departments which make up a pharmaceutical company. The development, approval process, formulation, manufacture and testing of solid dosage forms (tablets, capsules, and powders) will be the focus. Pharmacopeia methods and their role in the industry will be discussed. The laboratory portion of the course will address the testing of raw materials, finished products, and their stability using chemical and physical testing methods according to USP/NF monographs and “in house” methods. The importance of documentation, data integrity, and Good Laboratory Practice (GLP) in the laboratory is stressed.

Instructional Setting: Classroom and Lab

Total Hours (Semester): 56 (2hr lecture, 2hr lab)

Course Title: Pharmacology

Course description: Pharmacology describes the actions of drugs on biological systems and the actions of biological systems on the drug product. This course will focus on major drug classes, including cardiovascular medications, antihistamines, steroidal and non-steroidal anti-inflammatories, cannabis and opioids. The pharmacokinetics of these drug classes along with the factors,

biological and formulation, that impact the intensity of drug responses will be discussed.

Instructional Setting: Classroom

Total Hours (Semester): 42 (3hr lecture)

Course Title: Good Manufacturing Practices

Course description: The Pharmaceutical industry relies upon Good Manufacturing Practices (GMP) and Good Laboratory Practices (GLP) to ensure the safety, reliability and compliance of pharmaceutical products. The regulations and expectations of regulatory bodies and how they apply to the manufacturing, approval, distribution and importation of drugs and their components will be studied.

Instructional Setting: Classroom

Total Hours (Semester): 42 (3hr lecture)

Semester 2

Course Title: Chromatography

Course description: Chromatography is a powerful technique used by scientists to separate and analyze the components of a mixture. It is an essential tool for evaluating the safety, content, and quality of samples from food, environmental, pharmaceutical, biological and chemical sources. This course will discuss the theory of branches of chromatography - reverse and normal phase, ion, gas, size exclusion and gel permeation - and the components of the equipment used and how to prevent and troubleshoot instrumental issues. Recent development and trends will be discussed along with sample preparation techniques and method development. The laboratory component of the course allows students to gain practical hands-on training on HPLC, UPLC, LC-MS, IC and GC equipment to apply the theory, including calculations, and knowledge presented in lecture. Upon completion of this course, a student should be able to follow a Standard Operating Procedure, run samples on LC, IC and GC instrumentation, and collect, interpret, and report meaningful data.

Instructional Setting: Classroom and Lab

Total Hours (Semester): 56 (2hr lecture, 2hr lab)

Course Title: Spectroscopy

Course description: The theory and practical use of spectroscopic equipment will be explored in the context of the pharmaceutical industry. Commonly used molecular - ultraviolet/visible, fluorometry, infrared, nuclear magnetic resonance (NMR) and Raman - and atomic spectroscopy and mass spectrometry instruments will be discussed. The laboratory component of this course provides hands-on experience on a variety of spectroscopic instruments including infrared,

ultraviolet/visible, atomic absorption and emission, fluorometry, and NMR spectrometers. Upon completion of this course, a student should be able to follow a Standard Operating Procedure, run samples on spectroscopic equipment, and collect, interpret, and report meaningful data.

Instructional Setting: Classroom and Lab

Total Hours (Semester): 56 (2hr lecture, 2hr lab)

Course Title: Pharmaceutical Microbiology

Course description: In Pharmaceutical Microbiology the relationship between micro-organisms, their human hosts and pharmaceutical products, cosmetics and medical devices will be explored. Through lectures and hands-on laboratory work students further develop their microbiological techniques to determine microbial populations and isolate specific spoilage micro-organisms and pathogens using accredited laboratory methods such as the most current USP methodology. Chemotherapeutic agents, their mode of action, susceptibility, and their resistance to antimicrobial controls are studied. Emerging antibiotic resistant pathogens and their impact are studied. Students will examine the methods of detecting antibiotic sensitivity and potency. The production of pharmaceuticals by microbes, as well as the monitoring and control of microbial contamination will be studied.

Instructional Setting Classroom and Lab

Total Hours (Semester): 56 (2hr lecture, 2hr lab, 1 hour FP/alternative)

Course Title: Advanced Pharmaceutics

Course description: This course will discuss theoretical principles and practical aspects of solid dosage manufacturing and testing. Other dosage forms, including semi-solids, emulsions, liquids, patches and aerosols will be discussed. The theory and practice of chemical analyses will be discussed from a pharmaceutical perspective. The application of mathematical calculations used in the USP and other regulatory publications will be discussed and practiced. The lab will continue the testing of a variety of raw materials and finished products in a simulated quality control environment; results will be compared to pre-determined acceptance criteria to determine the item's status (pass/fail) and compliance. The process of out of specification investigations will be taught and practiced.

Instructional Setting: Classroom and Lab

Total Hours (Semester): 56 (2hr lecture, 2hr lab)

Course Title: Biopharmaceuticals, Cannabis, and Natural Health Products

Course description: This course will provide an overview of three key areas related to the pharmaceutical industry. The basic principles of biotechnology and classes of biopharmaceuticals will be discussed along with modern methods of production and formulation. Cannabis will be discussed in the context of other natural health products, their development, production and distribution. The regulatory requirements for these three areas will be discussed and contrasted to the rules governing traditional small molecule pharmaceuticals.

Instructional Setting: Classroom

Total Hours (Semester): 42 (3hr lecture)

Course Title: Pharmaceutical Quality Control and Quality Assurance

Course description: This course addresses the roles and responsibilities associated with Quality Assurance and Quality Control as they relate to the Canadian and North American Pharmaceutical industry. The critical components that make up a pharmaceutical quality system will be discussed including documentation, auditing, risk assessment, deviation management, change control, complaint handling, method validation, corrective action and preventative action, equipment and computer system validation processes, Installation Qualification (IQ), Operational Qualification (OQ), and Performance Qualification (PQ), product recall, and document review. Case studies will be used where appropriate for students to learn and practice their skills.

Instructional Setting: Classroom

Total Hours (Semester): 42 (3hr lecture)

Semester 3

Course Title: Field Placement

Course description: Field placements give students hands-on experience (280 hours), in real world settings, which connect the classroom to related industries and integrate students into the workforce. Students are required to complete essential Health and Safety, Workplace Hazardous Materials Information System (WHMIS) training, Accessibility Ontarians Disability Act training (AODA), Introduction to Diversity, and Workplace Violence and Harassment Prevention training to prepare them for the workplace. With the support of the Placement Coordinator and Placement Officer, the student will identify and apply for placement opportunities in their field and ultimately is responsible for obtaining a placement position. This course, along with our academic and industry partners, provides valuable work integrated learning opportunities for students through their field placement.

Instructional Setting: Employer's location

Total Hours (Semester): 280

4. Strategic Alignment

4.1 Strategic Fit

The proposed program aligns with a number of objectives/goals found within the college Strategic Mandate Agreement, Academic Plan, and Strategic Plan.

Strategic Mandate Agreement

The proposed program aligns with Durham College's 2017-2020 Strategic Mandate Agreement (SMA).

Program Areas of Strength

- Chemical/biological
- Civil

Program Areas of Expansion

- Chemical/biological/civil

Academic Plan

In addition, this proposed program aligns to objectives identified in the college's 2017-2020 Academic Plan.

Goal 1: Ensure exceptional quality in our academic programs.

- 1.1 Introduce new programs to meet evolving student, societal and workforce needs.
- 1.2 Continually review and renew academic programs to ensure they remain relevant.
- 1.4 Provide career-focused learning
- 1.5 Continually renew learning spaces and resources.

Goal 4: Intensify and strengthen the college's applied research agenda.

- 4.1 Increase opportunities for students to engage in applied research and social innovation projects both within and outside curricula.

Goal 5: Strategically management enrolment

- 5.1 Achieve enrolment targets for domestic and international students.
- 5.3 Realize retention, graduation and employment rate targets for domestic and international students.

Strategic Plan

This proposed program aligns to several objectives identified in the college's 2017-2020 Strategic Plan.

Goal 1: Our Students

- Deliver high-quality programs to help students develop a wide range of career-ready skills.

Goal 3: Our Business

- Offer quality programs, services and systems that modernize, support and grow our business.
- Maximize resources and processes in all aspects of our business oversight and leadership to achieve financial sustainability.

Goal 4: Our Community

- Strengthen our industry and community partnerships, including our campus partner the University of Ontario Institute of Technology.

Business Plan (2019-2020)

This proposed program aligns to several objectives identified in the college's Business Plan.

Goal 1: Our Students

- Ensure recruitment and enrolment strategies that achieve DC established targets.
- Support program development and excellence.

Goal 3: Our Business

- Implement the Strategic Mandate Agreement (SMA).
- Provide college-system leadership.

Goal 4: Our Community

- Support partners in reaching their community goals.

4.2 Fit with Existing Programs

Durham College currently delivers:

- Chemical Laboratory Technician (CLBT) (51302),
- Chemical Engineering Technology (CHEM) (61301),

- Biotechnology – Advanced (BITY/BTYF), and
- Chemical Laboratory Technology – Pharmaceutical and Food Science Technology (CHLT/CHLF) (61302) – to be suspended.

All of these programs have regional and local community supports in place through well-established and active Program Advisory Committees (PAC) and/or field placement providers. Many of the PAC members from the Chemical Laboratory Technology – Pharmaceutical and Food Science (CHLT) PAC will transition to the new Pharmaceutical Science graduate certificate program.

Durham College is uniquely positioned to offer students real-world knowledge and experience in key aspects of the pharmaceutical industry, beyond what is currently taught in our diploma programs. This will include continuous improvement (promoting, recommending actions and writing reports), investigations into unexpected, out of specification and deviated results, technical writing (preparing reports, writing procedures and summarizing data for regulatory submission), validating methods and qualifying and calibrating equipment.

5. Labour Demand and Graduate Employment Possibilities

Institutional Research and Planning prepared a comprehensive environmental scan. The following is a summary of the information and data from the scan.

After a review of the need for the Pharmaceutical Science program, Durham College determined it would be valuable to add this Ontario College Graduate Certificate to its postsecondary offerings because:

- Ontario is recognized as the province leading Canada's strong pharmaceutical industry.
- Strong demand for pharmaceutical products is largely unaffected by economic conditions, and is likely to be supported by the aging population.
- Job growth is supported by opportunities in the cannabis industry and the field of biologics.
- Strong enrolment and employment outcomes in Regulatory Affairs graduate certificate programs.

5.1 Labour Market Analysis

Main Industries of Employment: National Outlook

The following table displays wages, occupation statistics and employment outlooks for relevant occupations in Canada. The median wages for relevant

occupations are higher than average, especially for Biologists and related scientists. A balanced labour market is projected for these occupations.

Wages, Occupational Statistics and Employment Outlook (National)					
NOC Code - Occupation	Median Wage²²	Employment in 2016	Median Age in 2016	Average Retirement Age in 2016	Outlook to 2026²³
2211 – Chemical technologists and technicians	\$24.76	27,400	38	64.0	Balance
2221 – Biological technologists and technicians	\$25.33	12,800	37	64.0	Balance
2112 – Chemists	\$32.82	34,900	43	61.0	Balance
2121 – Biologists and related scientists	\$36.00	23,700	42	64.0	Balance

Source: Employment and Social Development Canada www.jobbank.gc.ca/marketreport/outlook Accessed: January 2020

References in the table

²² Average Wages - All occupations = \$21.00 based on Working in Canada (2006, Statistics Canada Census)

²³ Definitions correspond to national labour market data taken from the Department of Employment and Social Development Canada (ESDC) and are based on the Canadian Occupational Projections System (COPS).

Balance Labour demand and labour supply are expected to be broadly in line for this occupation group over the 2017-2026 period.

Surplus This occupational group is expected to face labour surplus conditions over the period of 2017-2026 period.

Shortage This occupational group is expected to face labour shortage conditions over the period of 2017-2026.

Occupational Classification: Provincial

The outlook for relevant occupations is largely favourable in Ontario and the median income for these occupations is higher than the Ontario average of \$55,121. The following table presents summary job profile statistics provided by the Government of Ontario for the relevant occupations. There is a greater proportion of females employed in the relevant occupations. Employment is primarily full-time and there are lower proportions of self-employed individuals working in each occupational area as compared to the national average of 14%.

Provincial Summary Job Profile Statistics					
NOC Code - Occupation	Males	Females	Full-Time	Part-Time	Self-Employed
2211 – Chemical technologists and technicians	51%	49%	70%	30%	1%
2221 – Biological technologists and technicians	46%	54%	63%	37%	3%
2112 – Chemists	56%	44%	77%	23%	3%
2121 – Biologists and related scientists	46%	54%	73%	27%	5%

Source: Ontario Job Profiles www.iaccess.gov.on.ca/labourmarket Accessed: January 2020

Main Industries of Employment: Provincial Outlook

The following tables identify the main industries for each relevant NOC code and the diversity of industries of employment for each of the relevant occupations.

Main Industries of Employment for NOC 2211 (Chemical technologists and technicians)	
Main Industries of Employment	(%)
Professional, scientific and technical services	40
Public administration	20
Wholesale trade	17
Utilities	5

Source: iaccess Job Profiles Accessed: January 2020

Main Industries of Employment for NOC 2221 (Biological technologists and technicians)	
Main Industries of Employment	(%)
Public administration	28
Professional, scientific and technical services	26
Agriculture, forestry, fishing and hunting	12
Arts, entertainment and recreation	10

Source: iaccess Job Profiles Accessed: January 2020

Main Industries of Employment for NOC 2112 (Chemists)	
Main Industries of Employment	(%)
Professional, scientific and technical services	43
Public administration	19
Health care and social assistance	11
Wholesale trade	11

Source: iaccess Job Profiles Accessed: January 2020

Main Industries of Employment for NOC 2121 (Biologists and related scientists)	
Main Industries of Employment	(%)
Professional, scientific and technical services	36
Public administration	29
Health care and social assistance	17
Educational services	5

Source: iaccess Job Profiles Accessed: January 2020

Occupational Summary

The following table presents the combined number of jobs that are expected to be created in Ontario and select census divisions across all four relevant occupations. A total of 2,254 jobs are expected to be created in Ontario by 2023 across the four relevant NOC codes. Most jobs are anticipated to be created in the Toronto census division. The Durham census division is projected to gain 64 jobs over the period, resulting in 693 total jobs by 2023.

Occupation Summary (Ontario and Select Census Divisions) – 2018 & 2023					
Region	2018 Jobs	2023 Jobs	Change	% Change	Median Hourly Wages
Ontario	25,273	27,527	2,254	9%	\$31.52
Durham	629	693	64	10%	\$30.76
Toronto	6,353	7,083	730	11%	\$31.76
Peel	2,853	3,090	237	8%	\$30.89
York	1,697	1,882	185	11%	\$30.96
Peterborough	251	272	21	8%	\$30.11
Northumberland	161	179	18	11%	\$29.21
Kawartha Lakes	75	85	10	13%	\$29.98

Source: Labour Force Survey, EMSI Analyst 2019.3 Accessed: January 2020

Occupational Classifications: Region of Durham

The following table presents the number of jobs and hourly wages for all relevant occupations within the Durham census division. Job counts are presented for 2018, in addition to a projection of the number of jobs in 2023. The table indicates the greatest number of jobs created in the Durham census division will be in the occupations categorized as Chemical technologists and technicians.

Durham Region Employment Outlook - 2018 & 2023					
NOC	2018 Jobs	2023 Jobs	Change	% Change	Median Hourly Wages
2211 – Chemical technologists and technicians	226	262	36	16%	\$22.67
2221 – Biological technologists and technicians	69	73	4	6%	\$24.83
2112 – Chemists	186	202	16	9%	\$37.55
2121 – Biologists and related scientists	147	159	9	6%	\$37.39
Total	629	693	64	10%	\$30.76

Source: The Ontario Labour Force Survey, EMSI Analyst 2019.3 Accessed: January 2020

Main Industries of Employment: Region of Durham

The North American Industry Classification System (NAICS) ¹ provides a standardized framework for classifying industries present in any given geographic region. NAICS 3254 - Pharmaceutical and Medicine Manufacturing (includes establishments primarily engaged in manufacturing drugs), 9112-9119 - Other federal services (includes regulatory services) , 5413 - Architectural, engineering and related services (includes testing laboratories), and 5417 - Scientific research and development services (includes pharmacy research and development laboratories) have been chosen for inclusion based on their relevance to Chemical Laboratory Pharmaceutical Science graduates.

The following table presents the number of employers in each industry by census divisions located close to Durham Region.

Number of Employers in Related Industries Based on Census Division							
NAICS Code – Occupation	Durham	Toronto	York	Peel	Northumberland	Peterborough	Kawartha Lakes
3254 - Pharmaceutical and Medicine Manufacturing	3	32	25	15	0	0	1
9112-9119 - Other federal services	195	1,406	815	667	21	54	23
5413 - Architectural, engineering and related services	9	267	78	69	3	6	2
5417 - Scientific research and development services	1	13	0	0	0	0	1
Total	208	1,718	918	751	24	60	27

Source: Canadian Business Patterns, EMSI Analyst 2019.3 Accessed: January 2020

6. Analysis of Competition

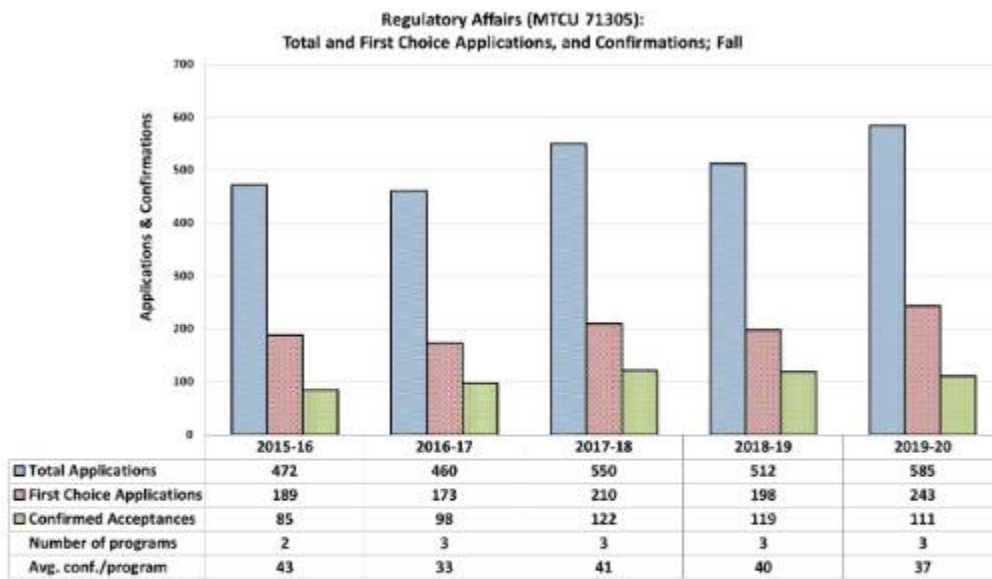
Currently there are no graduate certificates of this kind in the Ontario College system. The one-year graduate certificate will provide students with fundamental and advanced skills in analytical and organic chemistry, instrumentation, microbiology, pharmaceutical microbiology, pharmaceutical production, pharmacology, and quality assurance and quality control (QAQC).

¹ NAICS is the agreed upon common framework for the production of comparable statistics by the statistical agencies of the three countries, Canada, Mexico and the United States. Its hierarchical structure is composed of sectors (two-digit code), subsectors (three-digit code), industry groups (four-digit code), and industries (five-digit code).

This program does not currently exist in the Ontario’s CAAT system, however, three CAAT colleges offer a graduate certificate under the MTCU title Regulatory Affairs (71305). Graduates of these programs are uniquely suited to work in regulatory affairs in pharmaceuticals, health products, medical devices, biotechnology industries, food industries and other sectors that require a regulatory component.

OCAS Data and Applicant Interest

Data for Regulatory Affairs programs has been included to provide an understanding of how a graduate certificate similar to the proposed program has performed. The following figure displays system-wide applications, first choice applications and confirmed acceptances to the Regulatory Affairs programs in Ontario (MTCU 71305).



Source: OCAS Data Warehouse, accessed January 2020

- The average growth²⁷ between 2015 and 2019 for total applications was: 6%.
- The average growth between 2015 and 2019 for first choice applications was: 7%.
- The average growth between 2015 and 2019 for confirmations was: 8%.

Overall, applicant interest to this program has increased over the reporting period.

System-wide, enrolment in Regulatory Affairs programs has increased over the reporting period. The Winter term in particular is experiencing growth and International enrolment accounts for a large proportion of enrolment.

Over the past five years, a small but increasing number of students from the Durham College catchment have enrolled in Regulatory Affairs programs within the CAAT system.

7. Target Market

The target market for this program includes domestic and international students who already possess a diploma, advanced diploma, and/or an undergraduate degree in a science related discipline.

8. Operating Revenue and Expenses

The following tables summarize the net contribution for the proposed Pharmaceutical Science, Ontario College Graduate Certificate program.

Student Enrolment	2020-21 Projection	2021-22 Projection	2022-23 Projection	2023-24 Projection	2024-25 Projection
Projected enrolment	54	54	54	54	54
Total	54	54	54	54	54

Net Contribution	2020-21 Projection	2021-22 Projection	2022-23 Projection	2023-24 Projection	2024-25 Projection
Total Direct Program Expenses	243,358	250,212	257,271	264,542	272,031
Total Revenue For Program	366,107	366,107	366,107	366,107	366,107
Net Contribution \$	122,749	115,895	108,836	101,565	94,076
Net Accumulated Contribution / (Deficit)	122,749	238,645	347,481	449,046	543,121
Net Contribution - % of Gross Revenue	33.5%	31.7%	29.7%	27.7%	25.7%
Target Net Contribution	n/a	Breakeven	40.0%	40.0%	40.0%
Capital Requirement	87,000	0	0	0	0

Revenue	2020-21 Projection	2021-22 Projection	2022-23 Projection	2023-24 Projection	2024-25 Projection
Tuition Fees per academic year	\$3,384	\$3,384	\$3,384	\$3,384	\$3,384
Set-Aside Fee Removed	\$338	\$338	\$338	\$338	\$338
Tuition Fee realized by college	\$3,046	\$3,046	\$3,046	\$3,046	\$3,046
Total Tuition Fees	164,466	164,466	164,466	164,466	164,466
Other Revenue (Contract Training)	0	0	0	0	0
Total Other Revenue	0	0	0	0	0
Program Wtd Funding Unit	0.90	0.90	0.90	0.90	0.90
Grant - MTCU Operating (Assume \$4160/wfu)	\$201,641	\$201,641	\$201,641	\$201,641	\$201,641
Total Revenue	\$366,107	\$366,107	\$366,107	\$366,107	\$366,107

Expenditures	2020-21 Projection	2021-22 Projection	2022-23 Projection	2023-24 Projection	2024-25 Projection
Salaries - Faculty (FT)	85,000	87,550	90,177	92,882	95,668
Salaries - Co-ordinator Allowance	0	0	0	0	0
Salaries - PT Teaching	107,200	110,416	113,728	117,140	120,655

Expenditures	2020-21 Projection	2021-22 Projection	2022-23 Projection	2023-24 Projection	2024-25 Projection
Salaries - PL Teaching	0	0	0	0	0
Salaries - Sessional Teaching	0	0	0	0	0
Contract Teaching	0	0	0	0	0
Total Teaching Salaries	192,200	197,966	203,905	210,022	216,323
Benefits - Faculty - FT 25%	21,250	21,888	22,544	23,220	23,917
Benefits - Faculty - PT 15.0%	15,008	15,458	15,922	16,400	16,892
Benefits - SS (FT) 28%	0	0	0	0	0
Total Employee Benefits	36,258	37,346	38,466	39,620	40,809
Total Labour	228,458	235,312	242,371	249,642	257,131
Instructional Supplies	2,000	2,000	2,000	2,000	2,000
Instructional Other Costs	5,000	5,000	5,000	5,000	5,000
Field Work	600	600	600	600	600
Membership & Dues	300	300	300	300	300
Professional Development	1,000	1,000	1,000	1,000	1,000

Expenditures	2020-21 Projection	2021-22 Projection	2022-23 Projection	2023-24 Projection	2024-25 Projection
Travel/accommodation/ meals	1,000	1,000	1,000	1,000	1,000
Promotion/Public relations	0	0	0	0	0
Maintenance- Equipment	5,000	5,000	5,000	5,000	5,000
Telecommunications	0	0	0	0	0
Software Costs	0	0	0	0	0
Office supplies/Other Expenses	0	0	0	0	0
Rental	0	0	0	0	0
<i>Total Other Expenditure</i>	14,900	14,900	14,900	14,900	14,900

Report Number: BOG-2020-18

To: Board of Governors

From: Dr. Elaine Popp, Vice President, Academic

Date of Report: March 24, 2020

Date of Meeting: April 8, 2020

Subject: New Program of Instruction - Behavioural Science Technician

1. Purpose

To seek approval from the Board of Governors for the following post-secondary program of instruction for September 2021 intake:

Behavioural Science Technician

- Credential: Ontario College Diploma
- Duration: 2 years, 4 semesters
- School: School of Health & Community Services

2. Recommendation

It is recommended to the Durham College Board of Governors:

That in accordance with Report Number BOG-2020-18, the proposed Ontario College Diploma program of instruction listed below be approved.

- Behavioural Science Technician

3. Background

The two-year Behavioural Science Technician diploma program prepares graduates to use the principles and techniques of Applied Behaviour Analysis (ABA) to bring about positive change in behaviours of social relevance. Graduates will be able to apply ABA in a variety of fields including developmental disabilities, autism, acquired brain injuries, education and others.

Graduates will have the knowledge, skills and abilities to support the modification of behaviour across the lifespan, enhance the quality of life of clients, assist with behavioural assessment, and contribute to the design and implementation of

behaviour change plans. Graduates will have the skills to adhere to ethical decision-making and to enable collaboration with other professionals when providing behavioural treatment.

Graduates of the Behavioural Science Technician program will be prepared to successfully gain employment as behaviour technicians, instructor therapists, ABA facilitators, educational assistants and educational resource facilitators.

As per the Ministry of Training, Colleges and Universities' Minister's Binding Policy Directive 3.0, Programs, Framework for Programs of Instruction, the Board of Governors is responsible for approving programs of instruction the college will offer.

It is the role of the Durham College Board of Governors to ensure that programs of instruction are developed and implemented in conformity to the Credentials Framework, and are consistent with provincial program standards where they exist. It is also the responsibility of the Board to ensure that all new and modified post-secondary programs of instruction lead to one of the following credentials: Durham College Certificate, Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, Ontario College Graduate Certificate or Bachelor Degree.

We confirm that Durham College is in compliance with all Minister's Binding Policy Directives as noted above, for this new program of instruction.

4. Discussion

The environmental scan prepared by the Institutional Research and Planning team in the Office of Research Services, Innovation and Entrepreneurship, indicates the proposed Behavioural Science Technician program would be a strong addition to the College program offerings.

Behavioural sciences entail the study of the behavioural activities of humans. The field of behavioural sciences extends to cover every aspect of behaviour across the human life span. Behavioural science typically entails aspects of psychology, sociology, anthropology and criminology.¹ The treatments facilitated by Behavioural Science Technicians have been shown effective in the treatment of many conditions across the human lifespan. These conditions include ASD, developmental disabilities, dementia and traumatic brain injuries.²

¹ Andrews University. Behavioural Sciences Department
https://www.andrews.edu/cas/behavioral/docs/book_draft_12_linked.pdf

² Applied Behaviour Analysis Edu. <https://www.appliedbehavioranalysisedu.org/what-is-aba/>

Demand for Behavioural Science Technicians is also expected to be affected by changing demographics. In 2015, for the first time in history, Canada had a greater population of seniors (over 65) than it has children (aged 14 and younger). The share of seniors in Canada has continued to increase through 2019 and is expected to represent 20 per cent of the population by 2024.³ Along with this increase in the number of seniors, comes an increased incidence of neurobiological disorders such as dementia. The behavioural analytical approach employed by behavioural scientists has been effective at increasing desirable behaviours and managing unwanted behaviours or violent outbursts, for instance, often associated with dementia.⁴

The provincial government has increased its investment in resident care needs over the next three years by earmarking an additional \$10 million annually for behavioural supports to help residents with dementia and other complex behaviours.⁵ As the rates of these various conditions continue to increase the skills of trained Behavioural Science Technicians will continue to be in demand.⁶

A proposal for the new Behavioural Science Technician, Ontario College Diploma was submitted on March 19, 2020 to the Credentials Validation Service (CVS) and is pending approval.

5. Financial/Human Resource Implications

The New Program Summary attached provides a projected five-year budget with account of all capital and human resource requirements.

The application for the proposed program, Behavioural Science Technician, will submit the Request for Approval for Funding Form to the Ministry of Colleges and Universities. Tuition is set for \$2771.68 and is reflective of the tuition freeze by the provincial government.

The target for new contribution breaks even in Year 2.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

³ Global News. 2015. Greying nation: Canada has more seniors than kids for the first time ever – Here's what it means. <http://globalnews.ca/news/2247372/greying-nation-what-the-latest-population-numbers-mean-for-canadas-workforce-health-care-and-the-budget/>

⁴ Douthit, K.Z., and D.R. Donnelly. 2015. Applied Behavior Analysis in the Management of Individuals with Dementia. http://gerontologist.oxfordjournals.org/content/55/Suppl_2/635.2.full

⁵ Ministry of Finance. 2016. 2016 Ontario Budget: Chapter I. <http://www.fin.gov.on.ca/en/budget/ontariobudgets/2016/ch1d.html>

⁶ Autism Ontario (2016). Info about autism. www.autismontario.com

7. Implications for Ontario Tech University

There are no anticipated implications for Ontario Tech University resulting from the implementation of this new program recommendation.

Pathway opportunities at Ontario Tech University will be considered in the future for graduates of the proposed program.

8. Relationship to the Strategic Plan/Business Plan

Strategic Mandate Agreement (SMA)

As outlined in the 2017-2020 SMA, Durham College will continue to launch market-driven programs. The proposed Behavioural Science Technician program aligns with the SMA in:

Program Areas of Strength and Expansion

- Health miscellaneous/health technology and social services.

Academic Plan

The Durham College 2017-2020 Academic Plan ensures the college is ready to respond to constantly changing student populations' expectations, employer needs, professional practices and workplace technologies. The proposed Behavioural Science Technician program responds to the changing needs of employers, broader industry and our community. Specifically, the development of the proposed program focuses on:

Goal 1: Ensure exceptional quality in our academic programs.

Strategic Plan

This proposed program aligns to several objectives identified in the college's 2017-2020 Strategic Plan, including:

- Goal 1: Deliver high-quality programs to help students develop a wide range of career-ready skills.
- Goal 2: Cultivate and reward employee engagement, creativity and innovation.
- Goal 3: Offer quality programs, services and systems that modernize, support and grow our business.
- Goal 4: Develop new programs and services to meet the evolving demands of the job market and our students.

Business Plan (2019-2020)

This proposed program aligns to several objectives identified in the college's Business Plan, including:

Goal 1: Our Students

- Ensure exceptional quality in our academic programs.

General Program Information

Proposed Program Title	Behavioural Science Technician
Proposed Credential	Ontario College Diploma
Academic Dean	Judeline Innocent Executive Dean School of Health & Community Services
Date of Review by PPRC	March 11,2020
MTCU Code	50719
Proposed Tuition	\$2771.68
Proposed implementation	Fall 2021
Year 1 enrolment	24
Number of Semesters	4
Total hours	910 + 406 (WIL) = 1316
New or replacement program	New (addition to a cluster of programs in this field)
Number of new FT faculty	1 FT (Year 2)
Program delivery methods	Classroom
Laptop requirement	No
New or renovated space requirements	No
Total capital costs	None

1. Approval Stages

The following approval stages have been assessed for this program:

- Labour Market
- Student Demand
- Budget reviewed and approved by the Chief Financial Officer and the Vice President, Academic
- New Program Proposal Document reviewed by the Associate Dean, Centre for Academic and Faculty Enrichment
- Presented to the Program Proposal Review Committee – March 11, 2020
- Approved by Vice-President, Academic
- Reviewed and approved by President

2. Program Overview

2.1 Program Description

The two-year Behavioural Science Technician diploma program prepares graduates to use the principles and techniques of Applied Behaviour Analysis (ABA) to bring about positive change in behaviours of social relevance. Graduates will be able to apply ABA in a variety of fields including developmental disabilities, autism, acquired brain injuries, education and others.

This program provides students with the knowledge, skills and abilities to support the modification of behaviour across the lifespan to enhance the quality of life of clients. Students gain the skills required to assist with behavioural assessment and contribute to the design and implementation of behaviour change plans. Graduates develop the ability to engage in ethical decision-making and collaboration with other professionals when providing behavioural treatment.

Future employment opportunities for graduates include behaviour technicians, instructor therapists, ABA facilitator, educational assistant and educational resource facilitator.

2.2 Career Outcomes

As Canada's population continues to age and diagnosed cases of Autism continue to rise, the skills possessed by Behavioural Science Technicians will be increasingly in demand. The applied behaviour modification techniques supported by Behavioural Science Technicians are continuing to gain recognition for their use in the treatment of dementia and other conditions associated with aging. Combined with the widely accepted use of these techniques in the treatment of developmental disabilities, demand for practitioners of ABA should be expected to persist. Subsequent growth in demand can be expected as new areas where behavioural interventions are effective continue to be found. These areas include treatment of traumatic brain injury, and the behaviour modification associated with managing addiction.

Behavioural Science Technicians are employed in a variety of occupations from Educational Assistants to Instructor Therapists. Industries of employment include both private and public sector employers, indicating a wide ranging demand for these skills that will not solely depend on government funding or priorities. Additionally, it should be noted that the number of large (500+) employee facilities in Durham that provide potential employment for trained Behavioural Science Technicians, indicates a strong local demand for the skills being taught in this program.

2.3 Vocational Program Learning Outcomes

Vocational program learning outcomes must be consistent with the requirements of the Credentials Framework for the proposed credential. The graduate of the program will have reliably demonstrated the ability to:

1. Implement effective behaviour analytic intervention strategies based on the science of Applied Behaviour Analysis (ABA) in order to increase desired behaviours, teach new skills, and decrease contextually problematic behaviours.
2. Explain behavioural concepts and skills with families and interdisciplinary team members to facilitate goal setting.
3. Write clear and professional documentation using behavioural terms and concepts to support best practice for a variety of audiences.
4. Apply systems thinking to behavioural processes related to socially significant behaviour change, client quality of life, and long-term planning.
5. Adhere to federal, provincial, professional policies, regulations and ethical codes associated with practicing Applied Behaviour Analysis (ABA).
6. Apply input gained from collaboration with stakeholders (including individuals, family members, and community members) and professionals in the field of service into effective client service intervention.
7. Develop a reflective practice, using professional development and self-care strategies to enhance professional competence.
8. Collaborate in the development of client-centered behavioural intervention plans that account for individuals' rights, needs, goals, and their social and community context.
9. Assist in the assessment, design and implementation of behaviour change plans for individuals, families and/or groups, based on principles of learning and behaviour therapy, current research and evidence-based practice.

2.4 Admission Requirements

- Ontario Secondary School Diploma (OSSD), Mature student, or equivalent,
- Grade 12 English (C or U), and
- Grade 12 mathematics (C, M or U)

3. Program of Study Program Map

Semester 1	Semester 2	Semester 3	Semester 4	
Introduction to ABA: History and Principles 42 hours	Introduction to ABA II: Techniques and Applications 42 hours	Application of ABA: Mental Health 42 hours	Bio- Psycho- Social Aspects of ABA (6 hour credit x 7 weeks) 42 hours Weeks 1-7	
Behavioural Theory I: Observation and Assessment 42 hours	Behavioural Theory II: Assessment and Data Analysis 42 hours	Interventions I: Skill Development 42 hours	Interventions II: Behaviour Reduction (6 hour credit x 7 weeks) 42 hours Weeks 1-7	
Communication Foundations – Health & Community Services (COMM 1803) 42 hours	Ethics and Professionalism 42 hours	Application of ABA: Emerging Use in Special Populations 42 hours	Advanced Topics: Evidenced Based Practice (6 hour credit x 7 weeks) 42 hours Weeks 1-7	
Fundamental Communication Skills (COMM 1810) 14 hours	Academic Writing for Success Strategies (COMM 2715) 42 hours	Field Work & Seminar I (14 hours Field Placement + 1 hour seminar class per week for 14 weeks) 104 +14 hours	Field Work II (30 hours per week for 7 weeks) Weeks 8-14 210 hours	
Legislation, Policy and Practice 42 hours	Application of ABA: Autism & Developmental Disabilities 42 hours		Registered Behaviour Technician (6 hour credit x 7 weeks) 42 hours Weeks 8-14	
Introduction to Developmental Psychology 42 hours	Interpersonal Communications: Behavioural Sciences 42 hours			
GEN ED 42 hours	GEN ED 42 hours	GEN ED 42 hours		
Applied Behaviour Analysis	Professional Communication/Ethics	Psychology	Special Populations	GEN ED

Semester 1

3.1 Course Title: Introduction to ABA: History and Principles

Course Code: TBD

Prerequisites/Equivalents: N/A

Course description:

This course will introduce students to the concepts, principles and dimensions of applied behaviour analysis (ABA) and the history of experimental analysis of behaviour. Students will describe the principles of ABA and identify how they can be applied to produce socially significant behaviour change. The application of ABA with various populations and a variety of settings will also be introduced.

Instructional Setting: Classroom

Total Hours (Semester): 42

3.2 Course Title: Behavioural Theory I: Observation and Assessment

Course Code: TBD

Prerequisites/Equivalents: N/A

Course description:

As applied behaviour analysis (ABA) focuses on behaviour occurring within the context of its environment, this course will focus on the observation of behaviour and how observable behaviour can be measured. Students will operationally define behaviour and develop skills needed to observe behaviour, gather information about behaviour. Students will implement a variety of data collection procedures and methods for measuring behaviour.

Instructional Setting: Classroom

Total Hours (Semester): 42

3.3 Course Title: Communication Foundations – Health & Community Services

Course Code: COMM 1803

Prerequisites/Equivalents: N/A

Course description:

This course invites students to practice and develop the foundational skills and competencies necessary to communicate in a variety of health and community service contexts. Students will be challenged to reflect upon questions that include, but are not limited to: What is the purpose of communication? How does one communicate effectively and professionally? How can I improve communication to meet the needs of my audience? Students will learn to analyze different audiences and their needs and adapt their messages to ensure written, verbal, and visual communication is effective. The course will introduce communication theories, techniques, and models for interpersonal relationships, group dynamics, public speaking and public communication, and intercultural environments.

Instructional Setting: Classroom

Total Hours (Semester): 42

3.4 Course Title: Fundamental Communication Skills**Course Code:** COMM 1810**Prerequisites/Equivalents:** N/A**Course description:**

This course is for students who require focused practice in developing the correct conventions of writing, specifically with an eye towards improving their understanding of the basic parts of speech. Students will examine the most common grammar, punctuation, and sentence structure difficulties in writing in order to raise their level of expression. Additionally, students will cultivate practical strategies and skills for revising, editing, and correcting their own written work.

Instructional Setting: Classroom**Total Hours (Semester):** 14**3.5 Course Title:** Legislation, Policy and Practice**Course Code:** TBD**Prerequisites/Equivalents:** N/A**Course description:**

This course provides students with an overview of the provincial and regional systems in which applied behaviour analysis is practiced. Provincial funding mechanisms and associated legislation will also be examined. Students will become familiar with the rights and entitlements available to children and adults with disabilities living in Ontario. Students will also learn about the legal process related to capacity assessments, power of attorney, and substitute decision makers.

Instructional Setting: Classroom**Total Hours (Semester):** 42**3.6 Course Title:** Introduction to Developmental Psychology**Course Code:** TBD**Prerequisites/Equivalents:** N/A**Course description:**

This course introduces students to the basic vocabulary and principles of psychology. It also surveys the major theories and research related to the scientific study of human behaviour. Students will be encouraged to develop an understanding of the basic principles that underlie human behaviour. In addition, students will gain some insight into how and why people think, learn and behave as they do. A continuous attempt will be made to illustrate theory with practical examples which are meaningful to students. The course examines the scientific process of research, physiology and perception, learning, memory and motivation, consciousness, stress, health, adjustment, and social psychology.

Instructional Setting: Classroom**Total Hours (Semester):** 42

3.7 Course Title: General Education**Course Code:****Prerequisites/Equivalents:** N/A**Course description:****Instructional Setting:** Lecture**Total Hours (Semester):** 42**Semester 2****3.8 Course Title:** Introduction to ABA II: Techniques and Applications**Course Code:** TBA**Prerequisites/Equivalents:** Intro to ABA I: History and Principles**Course description:**

This course will describe the use of behaviour analytic principles in the development behaviour change interventions and procedures. Students will identify the principles and dimensions of ABA used within specific behaviour interventions. Students will describe behaviour procedures used to decrease behaviour and increase skill development. Students will also identify methods for applying ABA to issues of social significance.

Instructional Setting: Classroom**Total Hours (Semester):** 42**3.9 Course Title:** Behavioural Theory II: Assessment and Data Analysis**Course Code:** TBD**Prerequisites/Equivalents:** Behaviour Theory I: Observation and Assessment**Course description:**

This course introduces students to different methods for behaviour assessment. Students will describe different types of behaviour assessment procedures and identify the value of using assessment results to inform behaviour interventions. Students will use case examples and sample behaviour data graphs to interpret the results of functional behaviour assessment. Students will identify the functions of behaviour identified in assessments and describe how clinicians would apply this information when providing treatment.

Instructional Setting: Classroom**Total Hours (Semester):** 42**3.10 Course Title:** Ethics and Professionalism**Course Code:** TBD**Prerequisites/Equivalents:** N/A**Course description:**

This foundational course introduces students to ethical and professional issues in the practice of applied behaviour analysis. Students will learn about the standards of practice set by the Behavior Analyst Certification Board (BACB®) and the associated guidelines for responsible conduct of behaviour analysts. Student will gain practice in the application of the guidelines to address an extensive range of ethical issues using role play and simulations in addition to variety of active learning processes. Topics addressed include practicing within one's scope of practice, confidentiality, consent, dual relationships,

responsibility to clients, competence and service delivery. Students will also examine their own professional values and develop individual standards of practice.

Instructional Setting: Classroom

Total Hours (Semester): 42

3.11 Course Title: Academic Writing for Success Strategies

Course Code: COMM 2715

Prerequisites/Equivalents: COMM 1803

Course description:

This course introduces students to applied communication with emphasis on the development of writing, and thinking skills. The primary focus of the course will be on effective essay writing and on the use of correct spelling, grammar and punctuation. The course will also enhance the students' presentation and interpersonal skills, which are fundamental to success in college and in the workplace.

Instructional Setting: Classroom

Total Hours (Semester): 42

3.12 Course Title: Application of ABA: Autism & Developmental Disabilities

Course Code: TBD

Prerequisites/Equivalents: Intro to ABA I: History and Principles

Course description:

Students will be introduced to the application of applied behaviour analysis (ABA) interventions for people with Autism Spectrum Disorder (ASD) and people with a developmental disability. Students will describe different diagnostic procedures and the diagnostic criteria for people with ASD and other developmental disabilities. Students will recognize the variety of treatments available for people with ASD and identify procedures that are evidence based. Students will learn how the principles of ABA are used within Intensive Behaviour Interventions (IBI), a common evidence-based intervention for children with ASD.

Instructional Setting: Classroom

Total Hours (Semester): 42

3.13 Course Title: Interpersonal Communications: Behavioural Sciences

Course Code: TBD

Prerequisites/Equivalents: N/A

Course description:

This course will focus on the development of communication skills used within therapeutic settings. Students will develop effective interpersonal skills needed to conduct interviews and to facilitate an effective, therapeutic relationship with clients and people in their circle of care. Students will be introduced to factors impacting clinician-client relationships such as power dynamics, diversity and personal biases. The course highlights the importance of ethical and engage in client-centred practices.

Instructional Setting: Classroom

Total Hours (Semester): 42

3.14 Course Title: General Education**Course Code:****Prerequisites/Equivalents:** N/A**Course description:****Instructional Setting:** Lecture**Total Hours (Semester):** 42**Semester 3****3.15 Course Title:** Application of ABA: Mental Health**Course Code:** TBD**Prerequisites/Equivalents:** N/A**Course description:**

This course will introduce students to the application of applied behaviour analysis (ABA) within the field of mental health and treatment for people with mental health diagnoses. Students will identify how ABA can be used to advance the mental health services for children and adults. Focus will be placed on using ABA procedures as part of a multi-disciplinary treatment approach, collaborating with professionals from other disciplines such as psychology and psychiatry.

Instructional Setting: Classroom**Total Hours (Semester):** 42**3.16 Course Title:** Interventions I: Skill Development**Course Code:** TBA**Prerequisites/Equivalents:** Introduction to ABA II; Behaviour Theory II**Course description:**

This course will focus on the application of applied behaviour analysis (ABA) to teach individuals new skills and establish meaningful behaviour. Students will demonstrate the knowledge and skills needed to implement an intervention focused on skill building. Students will identify a variety of teaching methods that are used to increase socially significant behaviours across populations and in various settings.

Instructional Setting: Classroom**Total Hours (Semester):** 42**3.17 Course Title:** Application of ABA: Emerging Use in Special Populations**Course Code:** TBD**Prerequisites/Equivalents:** N/A**Course description:**

This course will provide students with an introduction to the use of Applied Behaviour Analysis (ABA) with a variety of special populations. Students review emerging literature and describe how ABA is being used to provide treatment to these populations. Students will compare the use of ABA with these populations with other forms of intervention and describe the benefits of ABA becoming a part of a multidisciplinary treatment approach. Special populations include criminal offenders, acquired brain injury, genetic disorders and gerontology.

Instructional Setting: Classroom
Total Hours (Semester): 42

3.18 Course Title: Field Work & Seminar
Course Code: TBD

Prerequisites/Equivalents: Introduction to ABA I; Behaviour Theory I; Ethics and Professionalism

Course Description:

Students will be introduced to the experience of observing and implementing Applied Behaviour Analysis (ABA)-based procedures and interventions in a practical setting. Students will work in a field setting that provides clinical services rooted in ABA. Examples of potential agency environments for this field placement might include children's behavioural treatment clinics, residential agencies, correctional facilities, rehabilitation centres and centres for treatment of Autism Spectrum Disorder (ASD). In addition to the 1-day a week field placement experience student will also attend a weekly 1 hour seminar meeting. During the seminar meetings students share knowledge and experiences about their placement settings, discuss issues and complete assignments that integrate theory with practice.

Instructional Setting: 104 hours Field + 14 Hours classroom
Total Hours (Semester): 118

3.19 Course Title: General Education
Course Code:

Prerequisites/Equivalents: N/A

Course description:

Instructional Setting: Lecture
Total Hours (Semester): 42

Semester 4

3.20 Course Title: Bio-Psycho-Social Aspects of ABA
Course Code: TBD

Prerequisites/Equivalents: Behaviour Theory II

Course description:

Students will examine the biological, psychological and social influences on behaviour using an Applied Behaviour Analytic (ABA) perspective. Students will learn to view behaviour from a holistic perspective, considering all the factors that influence behaviour. Topics including pharmacological interventions, cognitive strengths and deficits, health and wellness issues, quality of life and social factors will be examined. Behaviour analytic methods for assessing the ongoing influence of bio-psycho-social factors will be explored, as well as the influence these factors have on multimodal treatment interventions.

Instructional Setting: Classroom
Total Hours (Semester): 42

3.21 Course Title: Interventions II: Behaviour Reduction**Course Code:** TBD**Prerequisites /Equivalents:** Interventions I: Skill Development**Course description:**

This course will prepare students to identify and implement behaviour analytic interventions that focus on decreasing contextually inappropriate behaviour. Students will identify how the results of functional behaviour assessment impact the development of interventions for behaviour reduction. Students will describe multiple approaches to decreasing contextually inappropriate behaviour and will gain knowledge of methods for responding to the Behaviour as it occurs. Through video demonstrations, case studies and role play scenarios students will apply the knowledge and skills needed to implement interventions.

Instructional Setting: Classroom**Total Hours (Semester):** 42**3.22 Course Title:** Evidenced Based Practices**Course Code:** TBD**Prerequisites/Equivalents:** Introduction to ABA II: Behaviour Theory II**Course description:**

This course provides students with the opportunity to examine literature and research on Applied Behaviour Analysis (ABA). Students will gain knowledge in how the principles of behaviour were developed and described in the research literature. Students will describe the various single subject research designs used within behaviour analytic research. Students will paraphrase, reference and refer to behaviour analytic research when engaging in academic writing.

Instructional Setting: Classroom**Total Hours (Semester):** 42**3.23 Course Title:** Field Work II**Course Code:** TBD**Prerequisites/Equivalents:** Field Placement I**Course description:**

This course will provide students with further opportunity to integrate theory with practice in clinical settings using ABA principles and technologies. Students will collaborate with agency professionals and consumers to develop and implement client-focused behavioural assessments, data collection systems, and intervention plans. Students will use reflective practices throughout the field placement experience to establish individual professional development plans.

Instructional Setting: Field**Total Hours (Semester):** 210**3.24 Course Title:** Registered Behaviour Technician**Course Code:** TBD**Prerequisites/Equivalents:** N/A**Course description:**

The Registered Behaviour Technician is a paraprofessional certification in behaviour analysis. RBTs assist in delivering behaviour analysis services and

practice under the direction and close supervision of an RBT Supervisor. This course is designed to provide the students with the 40 hour training requirement set out by the Behaviour Analyst Certification Board (BACB) to become a RBT.

Instructional Setting: Classroom

Total Hours (Semester): 42

4. Strategic Alignment

4.1 Strategic Fit

The proposed program aligns with a number of objectives/goals found within the college Strategic Mandate Agreement, Academic Plan, and Strategic Plan.

Strategic Mandate Agreement

The proposed graduate certificate aligns with Durham College's 2017-2020 Strategic Mandate Agreement (SMA).

Program Areas of Strength

- Health miscellaneous/health technology
- Social services

Program Areas of Expansion

- Social services

Academic Plan

In addition, this new program aligns to objectives identified in the college's 2017-2020 Academic Plan.

Goal 1: Ensure exceptional quality in our academic programs.

- Introduce new programs to meet evolving student, societal and workforce needs.
- Focus on the provision of a range of credentials.
- Provide career-focused learning

Strategic Plan

This new graduate certificate program aligns to several objectives identified in the college's 2017-2020 Strategic Plan.

This program supports all four pillars (Our Students; Our People; Our Business; and Our Communities" of DCs strategic plan. Specifically, it helps fulfil our commitment to:

Goal 1: Our Students

- Deliver high-quality programs to help students develop a wide range of career-ready skills.

Goal 2: Our People

- Cultivate and reward employee engagement, creativity and innovation.

Goal 3: Our Business

- Offer quality programs, services and systems that modernize, support and grow our business.

Goal 4: Our Community

- Develop new programs and services to meet the evolving demands of the job market and our students.

Business Plan (2019-2020)

Goal 1: Our Students

- Goal 1: Objective 2 - Ensure exceptional quality in our academic programs.

4.2 Fit with Existing Programs

Durham College currently delivers the following programs:

- Developmental Services Worker
- Autism & Behavioural Sciences (Launch Winter 2021)
- Honours Bachelor of Behaviour Sciences (Launch Fall 2020)

All of these programs have regional and local community supports in place through well-established and active Program Advisory Committees (PAC) and/or field placement providers.

5. Labour Demand and Graduate Employment Possibilities

The Office of Research Services, Innovation and Entrepreneurship (ORSIE) prepared a comprehensive environmental scan. The following is a summary of the information and data from the scan.

After a review of the need for the Behavioural Science Technician program, Durham College determined it would be valuable to add this Ontario College Diploma to its postsecondary offerings because of the:

- Broad employment opportunities across the public sector.
- Pathway opportunities across various Durham College programs.
- Increased government funding.
- Increased applications in similar programs in CAAT system.

Based upon the analysis of labour market data and the program mix at Durham College, it is expected that the proposed Behavioural Science Technician program would be a strong addition to the College program offerings.

5.1 Labour Market Analysis

Main Industries of Employment: National Outlook

The following table displays wages, occupation statistics and employment outlooks for relevant occupations in Canada.

Wages, Occupational Statistics and Employment Outlook (National)							
NOC Code - Occupation	Median Wage ¹	Males ²	Females	Full-Time	Part-Time ³	Self-Employed ⁴	Outlook to 2026 ⁵
4215 – Instructors of persons with disabilities	\$26.00	15%	85%	80%	20%	19%	Balance
4153 – Family, marriage and other related counsellors	\$28.55	25%	75%	77%	33%	22%	Balance
4413 – Elementary and secondary school teacher assistants	\$22.00	10%	90%	54%	46%	15%	Balance
4212 – Social and community service workers	\$21.54	33%	77%	77%	33%	19%	Balance

Source: Employment and Social Development Canada www.jobbank.gc.ca/marketreport/outlook
 Accessed: December 2019

Main Industries of Employment: Provincial Outlook

The following table presents provincial employment opportunities for each NOC code relevant to this field. Within each column, the percentages indicate the distribution of all individuals employed in the corresponding occupation across a

¹ Average Wages - All occupations = \$21.00 based on Working in Canada (2006, Statistics Canada Census)

² Average Male to Female Ratio – All occupations = 52%/48% based on Working in Canada (2006, Statistics Canada Census)

³ Average Part-Time work – All occupations = 19% based on Working in Canada (2008, Labour Force Survey)

⁴ Average Self-Employment – All occupations = 15% based on Working in Canada (2008, Labour Force Survey)

⁵ Definitions correspond to national labour market data taken from the Department of Employment and Social Development Canada (ESDC) and are based on the Canadian Occupational Projections System (COPS).

Balance Labour demand and labour supply are expected to be broadly in line for this occupation group over the 2017-2026 period.

Surplus This occupational group is expected to face labour surplus conditions over the period of 2017-2026 period.

Shortage This occupational group is expected to face labour shortage conditions over the period of 2017-2026.

variety of economic regions (e.g., 19% of occupations in Family, marriage and other counsellors are employed in Toronto).

Occupations relevant to behavioural science exist primarily in Healthcare and Social Assistance, Educational Services and Public Administration.

Employment by Economic Region					
	All Occupations	Instructors of persons with disabilities (4215)	Family, marriage and other counsellors (4153)	Elementary and secondary school teacher assistant (4413)	Social and community service workers (4212)
Toronto	21%	17%	19%	16%	17%
Peel	10%	10%	5%	10%	6%
Durham	5%	7%	5%	1%	5%
Peterborough	1%	1%	1%	1%	2%
Northumberland	1%	0%	0%	1%	1%
York	9%	8%	5%	8%	5%
Kawartha Lakes	1%	0%	0%	1%	1%

Source: MTCU Ontario Job Profiles www.iaccess.gov.on.ca/labourmarket Accessed: December 2019

Main Industries of Employment: Local Outlook

The following table presents the number of jobs and hourly wages for all relevant NOCs within the Durham census division. Job counts are presented for 2018, in addition to a projection of the number of jobs in 2023.

The table indicates the greatest number of jobs created in the Durham census division (i.e., 194) will be in the occupation of Elementary and secondary school teacher assistant.

Durham Region Employment Outlook for NOCs 1221, 1123, 4164 and 1241 - 2018 & 2023					
NOC	2018 Jobs	2023 Jobs	Change	% Change	Median Hourly Wages
4215 – Instructors of persons with disabilities	92	85	-7	8%	\$26.17
4153 – Family, marriage and other counsellors	364	420	56	15%	\$27.86
4413- Elementary and secondary school teacher assistant	1,709	1,904	194	11%	\$22.36
4212 – Social and community service workers	1,349	1,469	120	9%	\$22.40

Durham Region Employment Outlook for NOCs 1221, 1123, 4164 and 1241 - 2018 & 2023					
NOC	2018 Jobs	2023 Jobs	Change	% Change	Median Hourly Wages
Total	3,514	3,878	363	--	--

Source: The Ontario Labour Force Survey, EMSI Analyst 2019.3 Accessed: December 2019

Main Industries of Employment: Region of Durham

The North American Industry Classification System (NAICS)⁶ provides a standardized framework for classifying industries present in any given geographic region. NAICS 6222 – Psychiatric and substance abuse hospitals, 6241 Individual family services, 6117 – Educational support services and 6233 – Community care facilities, have been chosen for inclusion based on the high number of Behavioural Science Technician graduates who report entering these fields. It is important to note that none of the industries chosen are unique to behavioural science.

The following table presents the number of employers in each industry by census divisions located close to Durham Region. In the Durham census division, Individual and family services (NAICS 6241) registers the largest number of employers (74).

Number of Employers in Related Industries Based on Census Division							
NAICS Code – Occupation	Northum-berland	Peter-borough	Kawartha Lakes	Durha-m	York	Toront-o	Peel
6222 – Psychiatric and substance abuse hospitals	0	0	0	4	0	4	0
6241 – Individual and family services	20	29	12	74	90	459	90
6117 – Educational support services	0	3	2	13	55	160	38
6233 – Community care facilities for the elderly	5	7	2	24	41	147	38
Total	25	39	16	115	186	770	166

Source: Canadian Business Patterns, December 2019

As Canada's population continues to age and diagnosed cases of Autism continue to rise, the skills possessed by Behavioural Science Technicians will be increasingly in demand. The applied behaviour modification techniques supported by Behavioural Science Technicians are continuing to gain recognition for their use in the treatment of dementia and other conditions associated with

⁶ NAICS is the agreed upon common framework for the production of comparable statistics by the statistical agencies of the three countries, Canada, Mexico and the United States. Its hierarchical structure is composed of sectors (two-digit code), subsectors (three-digit code), industry groups (four-digit code), and industries (five-digit code).

aging. Combined with the widely accepted use of these techniques in the treatment of developmental disabilities, demand for practitioners of ABA should be expected to persist. Subsequent growth in demand can be expected as new areas for the application of behavioural interventions are determined to be effective. These areas include treatment of traumatic brain injury, and the behaviour modification associated with managing addiction.

Behavioural Science Technicians are employed in a variety of occupations from Educational Assistants to Instructor Therapists. Industries of employment include both private and public sector employers, indicating a wide ranging demand for these skills that will not solely depend on government funding or priorities. Additionally, it should be noted that the number of large (500+) employee facilities in Durham that provide potential employment for trained Behavioural Science Technicians, indicates a strong local demand for the skills being taught in this program.

6. Analysis of Competition

Similar Programs at Other Colleges (Eastern & Central)

The following table presents the colleges within the Eastern and Central regions currently offering the Behavioural Science Technician (MTCU 50719) program. There is also one program at Canadore College which is not represented on the following table but is included in the data for total and first choice applications and confirmations.

Similar Programs at Other Colleges		
College	Behavioural Science Technician (MTCU: 50719)	
Eastern	There are no similar programs at other colleges	
Central	George Brown	Behavioural Science Technician
	Seneca	Behavioural Science Technician

The proposed program is differentiated from the programs above in that it will introduce students to basic research methods, with a strong focus on teaching

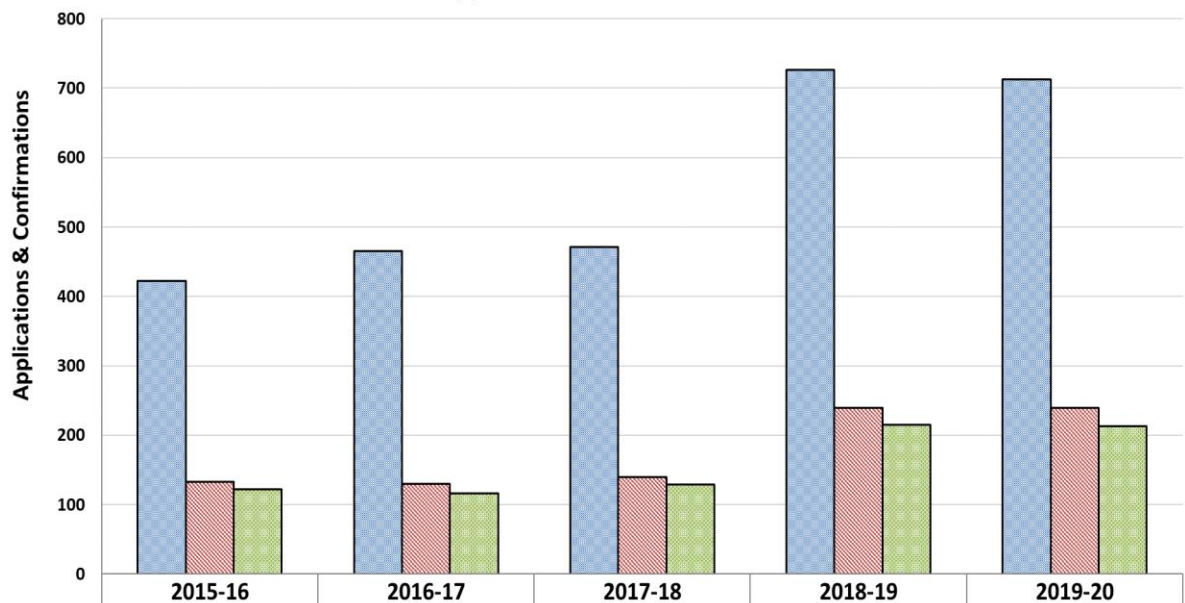
ethics, professionalism and interpersonal communication. The emphasis of the proposed program will be on providing services across the lifespan from a bio-psycho-social perspective.

OCAS Data and Student Interest

Behavioural Science (MTCU 50719)

Data for Behavioural Science Technician programs has been included to provide a comparator for the performance of a similar program. Such an understanding may inform decisions to offer the proposed diploma program. The figure below displays system-wide applications, first choice applications and confirmed acceptances to the Behavioural Science Technician programs in Ontario (MTCU 50719). Total Applications, First Choice Applications and Confirmations have increased consistently over four of the five years displayed.

**Behavioural Science Technician (MTCU 50719):
Total and First Choice Applications, and Confirmations; Fall**



Total Applications	422	465	471	726	713
First Choice Applications	133	130	140	239	239
Confirmed Acceptances	122	116	129	215	213
Number of programs	1	1	1	2	3
Avg. conf./program	122	116	129	108	71

Source: OCAS Data Warehouse, accessed December 2019

- The average growth⁷ between 2015 and 2019 for total applications was 16 per cent.

⁷ Average Growth refers to the average change each year.

- The average growth between 2015 and 2019 for first choice applications was 26 per cent.
- The average growth between 2015 and 2019 for confirmations was 9 per cent.
- The average number of confirmations per program was 108 in 2018-19 and dropped to 71 in 2019-20.

Over the past five years Durham College has lost between three and nine students to other Behavioural Science Technician programs within the CAAT system.

7. Target Market

This program will appeal to direct entry (high school graduates) and non-direct entry students who wish to pursue training in behavioural intervention techniques used in clinical areas, such as gerontology, educational services, healthcare services, mental health and addictions, special education and those working with children and adults with developmental disorders.

8. Operating Revenue and Expenses

The following tables summarize the net contribution for the proposed Behavioural Science Technician, Ontario College Diploma program.

Student Enrolment	2021-22 Projection	2022-23 Projection	2023-24 Projection	2024-25 Projection	2025-26 Projection
Projected enrolment (Yr 1)	24	48	48	48	48
Projected enrolment (Yr 2)	0	22	43	43	43
Total	24	70	91	91	91

Net Contribution	2021-22 Projection	2022-23 Projection	2023-24 Projection	2024-25 Projection	2025-26 Projection
Total Direct Program Expenses	91,572	322,294	390,886	401,289	412,005
Total Revenue For Program	155,883	452,060	592,355	592,355	592,355
Net Contribution \$	64,311	129,766	201,469	191,066	180,350
Net Accumulated Contribution / (Deficit)	64,311	194,077	395,547	586,613	766,963

New Program Summary

Net Contribution	2021-22 Projection	2022-23 Projection	2023-24 Projection	2024-25 Projection	2025-26 Projection
Net Contribution - % of Gross Revenue	41.3%	28.7%	34.0%	32.3%	30.4%
Target Net Contribution	n/a	Breakeven	40.0%	40.0%	40.0%
Capital Requirement	24,000	0	0	0	0

Revenue	2021-22 Projection	2022-23 Projection	2023-24 Projection	2024-25 Projection	2025-26 Projection
Tuition Fees per academic year	\$2,722	\$2,722	\$2,722	\$2,722	\$2,722
Set-Aside Fee Removed	\$272	\$272	\$272	\$272	\$272
Tuition Fee realized by college	\$2,450	\$2,450	\$2,450	\$2,450	\$2,450
Total Tuition Fees	58,796	170,509	223,426	223,426	223,426
Other Revenue (Contract Training)	0	0	0	0	0
Total Other Revenue	0	0	0	0	0
Program Wtd Funding Unit	0.98	0.98	0.98	0.98	0.98
Grant - MTCU Operating (Assume \$4160/wfu)	\$97,087	\$281,551	\$368,929	\$368,929	\$368,929
Total Revenue	\$155,883	\$452,060	\$592,355	\$592,355	\$592,355

Expenditures	2021-22 Projection	2022-23 Projection	2023-24 Projection	2024-25 Projection	2025-26 Projection
Salaries - Faculty (FT)	0	85,000	87,550	90,177	92,882
Salaries - Co-ordinator Allowance	0	0	0	0	0
Salaries - PT Teaching	64,800	159,600	208,200	214,446	220,879
Salaries - PL Teaching	0	0	0	0	0
Salaries - Sessional Teaching	0	0	0	0	0
Contract Teaching	0	0	0	0	0

New Program Summary

Expenditures	2021-22 Projection	2022-23 Projection	2023-24 Projection	2024-25 Projection	2025-26 Projection
Total Teaching Salaries	64,800	244,600	295,750	304,623	313,761
Benefits - Faculty - FT 25%	0	21,250	21,888	22,544	23,220
Benefits - Faculty - PT 14.0%	9,072	22,344	29,148	30,022	30,923
Benefits - SS (FT) 28%	0	0	0	0	0
Total Employee Benefits	9,072	43,594	51,036	52,567	54,144
Total Labour	73,872	288,194	346,786	357,189	367,905
Instructional Supplies	5,000	5,000	5,000	5,000	5,000
Instructional Other Costs	5,000	20,000	30,000	30,000	30,000
Field Work	600	1,500	1,500	1,500	1,500
Membership & Dues	300	300	300	300	300
Professional Development	500	1,000	1,000	1,000	1,000
Travel/accommodation/meals	1,300	1,300	1,300	1,300	1,300
Promotion/Public relations	0	0	0	0	0
Maintenance-Equipment	5,000	5,000	5,000	5,000	5,000
Telecommunications	0	0	0	0	0
Software Costs	0	0	0	0	0
Office supplies/Other Expenses	0	0	0	0	0
Rental	0	0	0	0	0
Total Other Expenditure	17,700	34,100	44,100	44,100	44,100

Report Number: BOG-2020-22

To: Board of Governors

From: Don Lovisa, President

Date of Report: April 2, 2020

Date of Meeting: April 8, 2020

Subject: Final Update on the 2019-2020 Business Plan

1. Purpose

The purpose of this report is to provide the final update on the 2019-2020 business plan.

2. Recommendation

It is recommended to the Durham College Board of Governors:

That Report BOG-2020-22, providing the final update on the 2019-2020 business plan, be received for information.

3. Background

The Durham College Board of Governors approved the 2019-2020 business plan at its meeting of May 2019 (Report BOG-2019-42), and the plan was developed with direction and input from all departments, schools, and areas of operation on campus.

The business plan aligns with the College's strategic plan and allows the College to plan its operations for the fiscal year (April 1 – March 31), and to be accountable to the public and provincial government about the operational outcomes that the College expects to achieve. The Ministry of Colleges and Universities (MCU) uses the information provided in sector business plans for government planning and policy-making purposes.

Consistent with the Board's policy and expectations of the MCU, the president is required to provide updates on the status of the business plan throughout the year. This report represents the final update on the 2019-2020 business plan.

4. Discussion/Options

The following describes the progress made to date across the four goals set out in the 2019-2020 business plan.

The accompanying 2019-2020 business plan scorecard describes the progress made on each objective; there are 22 objectives in total, with 73 action items to achieve these goals. Most actions have been completed, with a few actions tracking for completion by the end of the semester. Given the current situation with COVID-19, there are more items delayed than usual, namely actions that involve community partnerships, projects, and resources to move classes online.

Highlights from the scorecard are as follows:

4.1 Our Students

- Achieve domestic and international student recruitment and enrolment goals:
 - Successfully launched year three of the signature and priority campaign back in the fall – numbers as of winter 2020 have surpassed 150,000 online clicks, with winter program pages seeing an increase in traffic by 150%.
- Ensure exceptional quality in our academic programs and services:
 - Mixed reality capture studio (MRC Studio) opened, hosted a grand opening supported by NSERC in January 2020.
 - Fifteen student research assistants were hired in the MRC Studio to work on three internally funded capacity-building applied research projects under the leadership of three faculty members.
- Update and improve student services:
 - A five-year food services contract was awarded to Chartwells through a request for a proposal process.
 - The renovation plan for the bookstore is complete – construction set to take place between May 15 and July 15. During construction, all services will still be available to students.

4.2 Our People

- Supporting employee development:
 - CAFÉ provided 457 faculty with 172 training sessions focused on DC Connect, Ed Tech, and multimedia.
- Conducted an employee engagement survey and developed a strategy to respond:
 - Survey launched in March 2020 with a response rate of 45.9%.

4.3 Our Business

- Developed strategies to scale special projects and research assets:
 - Was awarded two new international projects:
 - The Pacific Alliance Project
 - The Skills to Access the Green Economy Program
- Support effective board governance:
 - New Strategic Plan for 2020-2023:
 - Strategic Plan has been approved. The strategic plan was intended to be launched at the Employee Town Hall in May; however, due to COVID-19, the launch has been delayed.
- Continue financial sustainability practices and priorities:
 - College projecting a surplus for 2019-2020.

4.4 Our Community

- Supporting community partners:
 - GM and Unifor have requested an extension of the online portal for the action centre beyond the June 1, 2020 end date. The College is currently in discussions to finalize extension.
 - 1,000 staff from Ontario Power Generation participated in custom courses provided through Corporate Training Services over the past year.

-
- Advancing applied research partnerships:
 - Within the NSERC Innovation Enhancement portfolio, eleven new AI projects were initiated with new industry partners to date.

5. Financial/Human Resource Implications

There are no financial or human resource implications at this phase of the business plan update.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

There are no implications for Ontario Tech University.

8. Relationship to the Strategic Plan/Business Plan

The 2019-2020 business plan supports the 2017-2020 strategic plan, including the mission, vision and values outlined in the strategic plan. Further, this business plan supports the four pillars of the strategic plan, specifically:

1. **Our Students** - To provide students with the best possible learning experience.
2. **Our People** - To optimize the experience and expertise of our people and help them make the best possible contribution toward the student experience.
3. **Our Business** - To manage resources responsibly and ensure that we are financially and environmentally sustainable, demonstrate good governance, and are leaders in the support of outstanding teaching and learning.
4. **Our Community** - To contribute and respond to the economic, social and environmental well-being of our community.

2019-2020 Business Plan



OUR STUDENTS

Goal: To provide students with the best possible learning experience.

We will:

- Deliver high-quality programs to help students develop a wide range of career-ready skills.
- Expand flexible, experiential and global learning opportunities.
- Support students' wellbeing with a focus on adaptability and resilience.
- Build lifelong relationships with students.

Objective	Action	Measurement/Milestone	Lead	Update on Actions	Status
1. Achieve domestic and international student recruitment and enrolment goals	<ul style="list-style-type: none"> • Develop annual recruitment and marketing strategies that support the enrolment targets identified for 2019-2020. 	<ul style="list-style-type: none"> • Successfully attain domestic and international enrolment targets as follows: <ul style="list-style-type: none"> • Spring/summer 2019: 1,973 domestic and 494 international students; • Fall 2019: 9,946 domestic and 1979 international students; • Winter 2020: 9,719 domestic and 2,147 international students. • Expand activity in appropriate markets to achieve a more balanced international student population and realize source countries greater than 65. 	<ul style="list-style-type: none"> • Vice-president, Academic • Vice-president, Student Affairs • Chief administrative officer 	<ul style="list-style-type: none"> • Spring/summer 2019 day 10 statistics: Domestic enrolment = 2,109 International enrolment = 562 • Fall 2019 day 10 statistics: Domestic enrolment = 9,872 International enrolment = 1,999 • Winter 2020 day 10 statistics Domestic enrolment = 9,859 International enrolment = 2,185 • Successfully launched year 3 of the signature and priority campaign completed in December. The final reports will be available in February and will be presented, have surpassed targets of 150,000 clicks to DCLT at that time. Winter program pages by 150%. Paid campaign launches January 27 ended in March, organic ads will run through to spring/summer 2020. • Worked with international and SES to develop college guide, view book, marketing material, recruiter 	Completed

2019-2020 Business Plan



Objective	Action	Measurement/Milestone	Lead	Update on Actions	Status
				presentations, and recruitment booth.	
2. Ensure exceptional quality in our academic programs and services	<ul style="list-style-type: none"> Implement enhancements to program review and renewal processes. 	<ul style="list-style-type: none"> Implement a revised curriculum mapping using Tableau. Initiate a streamlined approach for program review, including revised policies, procedures and SWOT analysis, beginning with 2019-2020. Conduct comprehensive program reviews. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> Revised curriculum mapping project using Tableau implemented. Revised program review templates and processes to be reviewed and approved by ALT originally in March 2020 – now delayed due to pandemic scheduling complications; Implementation of pilot originally due spring 2020 now delayed due to pandemic scheduling complications. 2019-2020 CPR roster originally in process of completion – now delayed due to pandemic scheduling complications. 	<p style="text-align: center;">On track</p> <p style="text-align: center;">Delayed</p>
	<ul style="list-style-type: none"> Support internationalization of the curriculum. 	<ul style="list-style-type: none"> Create and deliver a minimum of two internationalization professional-development opportunities for academic employees. Provide international-learning opportunities for a minimum of eight employees through Kenyan and Vietnam projects. Support the delivery of three faculty lead classroom abroad 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> Hofstede training was delivered to 10 faculty and staff and a plan has been developed to deliver training to additional faculty and staff . The VSEP project provided international learning opportunities for 5 employees in 2019. The KEFEP project provided international learning opportunities for 3 employees this year. In October 2019, 10 students and 1 faculty participated in a faculty led 	<p style="text-align: center;">Completed</p>

2019-2020 Business Plan



Objective	Action	Measurement/Milestone	Lead	Update on Actions	Status
		<p>experiences, providing international experience for six employees and 30 students.</p> <ul style="list-style-type: none"> • Develop educational and logistical resources to assist in pre-departure and debrief activities. • Complete all assets from the Kenya Education for Employment Program (KEFEP) project. • Plan upcoming Kenya excursion, KEFEP part two (time, material and human resources needs) and begin the process of recruiting faculty and students. 		<p>classroom abroad in Guatemala. In February 2020 a total of 19 students and 2 faculty will participate in international experiences in Guatemala and Peru. In May 2020 25 students and 2 faculty will participate in two separate projects in Guatemala.</p>	
	<ul style="list-style-type: none"> • Develop augmented reality/virtual reality (AR/VR) research facility with compositing and motion capture functionality. 	<ul style="list-style-type: none"> • Initiate research related to AR/VR, motion capture and compositing (with at least one funded project). • Incorporate use of AR/VR technology into Animation – Digital Production and Game Art programs curricula as an experiential learning opportunity. 	<ul style="list-style-type: none"> • Vice-president, Academic 	<ul style="list-style-type: none"> • A Teaching City project involving the Oshawa Valley Botanical Garden was completed over the summer, which made use of augmented reality. • Studio set-up is now complete. Two public demonstrations of the technology took place in the fall, for Oshawa Doors Open and DC’s Open House. Multiple additional tours have been provided since then to interested parties (including members of Oshawa City Council and City staff). • The studio has been named the Mixed Reality Capture Studio, or MRC Studio for short. Promotion of new applied 	<p style="background-color: #00FF00; display: inline-block; padding: 2px;">On track</p>

2019-2020 Business Plan



Objective	Action	Measurement/Milestone	Lead	Update on Actions	Status
				<p>research capabilities has begun, with a web presence, hallway branding, and new social media accounts. A grand opening, supported by NSERC funding and aimed at potential industry partners, took place on January 23.</p> <ul style="list-style-type: none"> • Fifteen student research assistants have been hired to work on three internally funded capacity-building applied research projects under the leadership of three faculty members. Industry tours continue to generate interest in collaborative projects. • Training on the technology is underway with key faculty, and planned for all full and part time faculty during 2019-20. Integration into the curriculum has begun with tours and demonstrations in 2019-20 and with some course learning outcomes incorporated into Advanced Digital Production (ADP) and Graphic Art (GART) curricula. Further implementation is planned for May/June 2020. 	
	<ul style="list-style-type: none"> • Launch new post-secondary programs in fall 2019. 	<ul style="list-style-type: none"> • Artificial Intelligence Analysis, Design and Implementation Graduate Certificate. • Carpentry and Renovation Technician Diploma. 	<ul style="list-style-type: none"> • Vice-president, Academic 	<ul style="list-style-type: none"> • Programs approved and launched as per the academic school's targets. 	Completed

2019-2020 Business Plan



Objective	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Submit new degree program proposals to the Ministry. 	<ul style="list-style-type: none"> Honours Bachelor of Technology – Construction Management (HBCM). Honours Bachelor of Artificial Intelligence (HBAI). 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> Honours Bachelor of Construction Management (HBCM) application submitted to MCU for consent review Sept. 12, 2019. Honours Bachelor of Artificial Intelligence (HBAI) application submitted to MCU for consent review Dec. 2019. Next Steps: MCU referred both HBCM and HBAI to PEQAB Dec. 2019. PEQAB site visit for HBAI booked for April 2020. PEQAB site visit for HBCM is being planned. 	<p>Completed</p> <p>Delayed</p>
	<ul style="list-style-type: none"> Work with 13 programs and five academic schools to provide co-operative education (co-op) supports and services to programs currently offering co-op. Develop system workflow for Strategic Enrolment Services and the Financial Aid and Awards to create a more automated transfer process for students applying to the co-op option of their program. Expand relationships with the business community to engage 	<ul style="list-style-type: none"> Number of work terms approved and completed to match student enrolments. Submit a project application to Institutional Project Prioritization Council for prioritization. Once the project has been prioritized, progress will be monitored as we work towards implementation. Co-op office to source job opportunities expanding employer relations to meet the goal of having 19 programs with co-op, internship and work term options. 	<ul style="list-style-type: none"> Vice-president, Student Affairs 	<ul style="list-style-type: none"> IPPC project submitted and awaiting prioritization by council. Launched new co-op programs for BITM in Sept 2019 with 50 new students. Welcomed back to campus 65 co-op students from their summer work terms. Job development for summer 2020 has begun. Enrolment Services worked with the co-op office to create the transfer to the co-op stream including developing forms and process requirements. The systems team will work with IT to create a workflow process to allow the co-op office access to specific information for their approval process and to reduce administrative workload. Project submitted to IPPC in summer 2019 – still waiting approval 	<p>On track</p> <p>On track</p> <p>Delayed</p>

2019-2020 Business Plan



Objective	Action	Measurement/Milestone	Lead	Update on Actions	Status
	employers in DC co-op with six new co-op programs launching.			<ul style="list-style-type: none"> Co-op Co-ordinators conducting outreach activities and building relationships with employers 	On track
	<ul style="list-style-type: none"> Strengthen the quality of the continuing education learning environment. 	<ul style="list-style-type: none"> Introduce added rigour to instructor hiring practices. Strengthen orientation sessions and make them mandatory. Conduct trend analysis of student feedback results. Improve online course templates to ensure consistent delivery of core information in areas such as time management, academic integrity, writing proctored online exams, etc. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> Cover letters now required in order for applications to be considered. Orientations now mandatory and include both synchronous and asynchronous components. Feedback from the three-year provincial PPL survey has been analyzed to identify opportunities for improvement that will support PPL's revised strategy. Implementation plans now under development and being implemented. Course template project with CAFE is complete. 	Completed
	<ul style="list-style-type: none"> Implement new marketing approaches for continuing education. 	<ul style="list-style-type: none"> Develop and implement a minimum of three new marketing approaches based on research done in 2018-2019. 	<ul style="list-style-type: none"> Vice-president, Academic Chief administrative officer 	<ul style="list-style-type: none"> New department brand and name launched successfully in December, with a comprehensive strategy in collaboration with C+M and PPL. New digital marketing approaches successfully implemented, including expanded use of social media/digital advertising, billboard advertising, and development of a new Twitter feed managed by PPL. Registrations by DC students in the 	Completed

2019-2020 Business Plan



Objective	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Further strengthen and develop our Mechanical Technician - Elevating Devices (MTED) program and position DC as the program of choice in Ontario. 	<ul style="list-style-type: none"> Achieve an 85 per cent employment rate of the first graduating cohort. Develop additional elevator training opportunities. Provide all MTED students the opportunity to secure their EDM-T licence. 	<ul style="list-style-type: none"> Vice-president, Academic 	<p>month of January increased by 19.7% year-over-year, suggesting that the new marketing strategystategy is having a positive impact (although the specific increase attributable to marketing changes cannot be preciselyprecisely quantified)..)</p> <ul style="list-style-type: none"> Employment rate – tracking and ongoing, hosted various employers on campus to meet graduating students. Finalized attestation (level 1 and 2) for graduating students in MTED program to support student hiring. Summer 2019 – 2 faculty members from the Millwright program participated in job shadowing opportunities for one week with elevating companies in May/June. The millwright and elevating programs share a common first year and this opportunity provided the millwright faculty an opportunity to better understand the elevating field. All students will now graduate with EDM-T licence. 	<p>Completed</p> <p>Completed</p>
	<ul style="list-style-type: none"> Collaborate with community partners in advancing student entrepreneurship to support the needs of the local economy and labour market. 	<ul style="list-style-type: none"> Introduce five niche program streams to student entrepreneurs – e-commerce, technology, food, arts, and social innovation – with an expanded mentor pool from the community. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> Five program streams launched and active, with strategic partnerships established to support each stream, specifically, Food Foundry & Ontario Agri-Food Venture Centre, Maker2Market & Business Advisory Centre Durham, FastTECH & OPG’s X-Lab, 	

Objective	Action	Measurement/Milestone	Lead	Update on Actions	Status
		<ul style="list-style-type: none"> • Develop at least one international Enactus project, with financial support from a strategic partner. • Develop and host the first annual IMPACT Summit in the Global Classroom, positioning DC as a leader in social innovation, enterprise and change making. • Develop and facilitate the FastTECH Program to offer 'Project X' – a paid, experiential-learning opportunity for DC students to utilize the FastTECH Makerspace to work on technology projects for OPG's X-Lab. 		<p>SHIFT & EnactusDC, and E-SHOP & Shopify.</p> <ul style="list-style-type: none"> • EnactusDC successfully traveled to Midrand, South Africa, where they spent one week working with DC alumnus Cailey Hart, at Botshabelo School to research and plan Project G.R.O.W - a garden build and education project designed to support both teachers and the students (children aged 0-5) from the disadvantaged rural public schools in the Midrand region. A return trip in October 2020 to build the garden is being pending. • SHIFT Summit held successfully on November 22, 2019, in the Global Classroom. Attendance reached over 80, and notable community participation and panel members included: Whitby MP Ryan Turnbull, CFCE donor Jason Atkins, CTO of Plastic Bank, Shaun Frankson, Founder of Furniture Bank, Dan Kershaw, and Founder of Rainbow Plate, Janet Nezon. • FastStart/X-Lab 'Project X' collaboration agreement currently with OPG for approval. Media release and web announcement ready for publication. SET faculty support secured and makerspace ready to host first pilot project with X-Lab staff and the industry partner, Exoinsights. 	

2019-2020 Business Plan



Objective	Action	Measurement/Milestone	Lead	Update on Actions	Status
				Promotional marketing campaign prepared to recruit students for participation in the VR user experience testing with Exoinsights' HoloLens training technology.	
	<ul style="list-style-type: none"> Create and launch a DC Indigenous language program in efforts to indigenize the campus community. 	<ul style="list-style-type: none"> Target: 75 participants. 	<ul style="list-style-type: none"> Vice-president, Student Affairs 	<ul style="list-style-type: none"> Program launched. To date 12 sessions have been hosted with 192 participants . 	Completed
3. Update and develop student services	<ul style="list-style-type: none"> Develop related strategies for next food services contract by June 2020. 	<ul style="list-style-type: none"> Successful implementation of continuing food services. Contract awarded for next food service provider. KPI Tracking. 	<ul style="list-style-type: none"> Chief administrative officer 	<ul style="list-style-type: none"> RFP was released to market in November and closed December 20th. Two proposals received from Armark and Chartwells. Next five year contract effective June 29, 2020 has been awarded to Chartwells. Concept planning for 2020 includes additional stand-alone contracts for speciality/niche opportunities in SW Wing and Student Centre Building. On Tech U is pursuing an independent contract to serve university buildings. 	Completed
	<ul style="list-style-type: none"> Plan targeted resources to support increased enrolment in trades and apprenticeship. Conduct a needs assessment identifying and developing resources using student and faculty input. 	<ul style="list-style-type: none"> Track use of resources in Student Academic Learning Services online. Faculty and student feedback. 	<ul style="list-style-type: none"> Vice-president, Student Affairs 	<ul style="list-style-type: none"> Complex math and physics resources developed and loaded to SALS ONLINE. Tracking is ongoing and continual. Student and faculty focus groups completed, resources recalibrated and adjusted to align with program needs. Partnerships developed to support high needs courses. 	Completed

2019-2020 Business Plan



Objective	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Develop a plan to update the DC Oshawa campus bookstore to a DC only space. 	<ul style="list-style-type: none"> Implement physical upgrades to space (lighting, storage etc.). Increase merchandizing of non-book product lines. 	<ul style="list-style-type: none"> Chief administrative officer 	<ul style="list-style-type: none"> Initial plan to undertake a deep retrofit of entire space has been reduced to fit within prescribed upper financial limit of \$500k. Renovation plans tendered; responses due in April. Planning with Bookstore management and operations team underway to accommodate renovation while Bookstore remains open. Renovations will take place in two phases between May 15 and July 15. 	<p style="text-align: right;">On track</p>
	<ul style="list-style-type: none"> Evaluate current faculty career development supports in the classroom to create new ways to engage students with career development. Enhance faculty toolkit with more career development resources focusing on in-class activities and assignments. 	<ul style="list-style-type: none"> Work with faculty focus group to evaluate effectiveness of resume seminars provided to classes. Increase number of career development resources to faculty toolkit on ICE by 10 per cent. 	<ul style="list-style-type: none"> Vice-president, Student Affairs 	<ul style="list-style-type: none"> Launched new career development workshop series September; anticipate being invited to 100 classes. Did a complete overhaul of the online career development faculty resources on Hired by over 100%. 	<p style="text-align: right;">Completed</p>

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Objective	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Develop open workshop series for students focused on RESPECT campaign. Plan and host Ontario Post-secondary Access and Inclusion Program (OPAIP) conference on Campus (February 21, 2019). Design and launch an experiential learning project with the Durham District School Board (DDSB) and the School of Health and Community Services. 	<ul style="list-style-type: none"> RESPECT target: 15 workshops, 300 participants. OPAIP target: 24 Ontario Colleges and representation from MTCU. 250 participants for DDSB project. 	<ul style="list-style-type: none"> Vice-president, Student Affairs 	<ul style="list-style-type: none"> The first session in the RESPECT series, “RESPECT the Land” was held in mid-September with 26 participants. The OPAIP conference was hosted at the Whitby campus with 16 Colleges and Universities in attendance. 65 participants. Launched the experiential project with the DDSB in November 2019. 	<p style="text-align: center;">Delayed</p> <p style="text-align: center;">Completed</p> <p style="text-align: center;">Completed</p>
	<ul style="list-style-type: none"> Strengthen relationship with Durham College Students Inc. 	<ul style="list-style-type: none"> Collaborate with student development team re: elections, annual general meeting, board development and orientation activities. 	<ul style="list-style-type: none"> Vice-president, Student Affairs 	<ul style="list-style-type: none"> Long Night Against Procrastination (LNAP) was planned in partnership with DC students inc. (DCSI). They provided the food, swag from the student association , a popcorn machine, games and staff to support this event. They did stress buster activities and supported students until 11 at night. In the PTC, we advertised DCSI workshops and participated in the food drive fundraiser. Student Academic Learning Services (SALS) initiated the donation campaign with staff and faculty in partnership with DCSI to raise 	<p style="text-align: center;">Completed</p>

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Objective	Action	Measurement/Milestone	Lead	Update on Actions	Status
				funds for the food bank. The swap market was hugely successful raising a significant sum for the purchase of food. SALS was recognized by DCSI as a valued partner at their celebration dinner.	
	<ul style="list-style-type: none"> Expand capacity for walk-in appointments and extended hours at Campus Health Centre 	<ul style="list-style-type: none"> Implement extended hours Monday-Thursday until 7 p.m. depending on doctor's availability. Allows students to access services in the evening and during peak stress times (eg. exam periods). 	<ul style="list-style-type: none"> Vice-president, Student Affairs 	<ul style="list-style-type: none"> We augmented a contract with one of the MDs to incorporate walk-in hours every day of the week. During strategic planning as a team decided the only way to expand the clinic was to add additional hours to accommodate students late on campus. We continue to track usage and will adapt according to student needs. 	Completed
	<ul style="list-style-type: none"> Launch a successful eGaming centre – the Esports Gaming Arena. 	<ul style="list-style-type: none"> Generate revenue (break even initially). Track utilization and various activities. 	<ul style="list-style-type: none"> Chief administrative officer 	<ul style="list-style-type: none"> The eSports Arena opened in April 2019. One FTE manager on-boarded to oversee operations along with PT support staff to cover operational hours. Corporate bookings, special events and planning for summer camps underway. Retail operations somewhat lower than forecast however various initiatives have been launched to address lower than expected usage. 	Completed

Objective	Action	Measurement/Milestone	Lead	Update on Actions	Status
4. Develop effective program marketing campaign	<ul style="list-style-type: none"> Improve program reputation by managing program-specific media relations strategies. 	<ul style="list-style-type: none"> Support the signature and priority program strategy. Increase media engagements by 10 per cent (50 engagements) by March 2019. Develop a media training kit to be piloted by training one faculty member from each school. Faculty member determined in consultation with VPA and deans. Completion date March 31, 2019. 	<ul style="list-style-type: none"> Chief administrative officer 	<ul style="list-style-type: none"> Media engagement for signature and priority programs are currently at 130 engagements, goal was 50. Media training was successfully delivered in July. Participants, who were identified by DCLT, represented the President's office, International Education office, schools of START, MAD, HSC and ConEd. 	Completed
5. Increase Alumni Engagement, and strengthen relationship between alumni and students	Track alumni engagement.	<ul style="list-style-type: none"> All interactions with alumni documented in Raiser's Edge. System for measuring engagement. Targeted emails are sent based on segmentation. Host one alumni coffee date per month. 	<ul style="list-style-type: none"> Associate vice-president, Development and Alumni Affairs 	<ul style="list-style-type: none"> Record system has been established. Rating system complete. Plan is to be initiated in Q4. Ongoing. 	Complete
	Alumni volunteer program.	<ul style="list-style-type: none"> Increase alumni guest speaker participants by 20 per cent. A minimum of five alumni to participate in conversion calls. Bring on board one school to the mentorship program with the goal of having a minimum of 10 mentors and mentees. 	<ul style="list-style-type: none"> Associate vice-president, Development and Alumni Affairs 	<ul style="list-style-type: none"> Significant growth experienced already. Last year we had 110 participants. To date, we have had 83 alumni guest speakers this current year. We have discussed Alumni conversion calls and it's been decided that it's not beneficial for enrolment services. Supply Chain Management is the new school – 15 mentor/mentee pairs have 	Complete

2019-2020 Business Plan



Objective	Action	Measurement/Milestone	Lead	Update on Actions	Status
	pilot.			been established.	
	<ul style="list-style-type: none"> • Increase alumni touchpoints. • Implement milestone recognition program. • Increase alumni networking events. • Increase alumni stories and distribution channels. 	<ul style="list-style-type: none"> • Implement process to send cards/gifts recognizing alumni milestones. • Host two new events (one per quarter). • Add a webpage to the DC website for alumni stories and refresh it quarterly. 	<ul style="list-style-type: none"> • Associate vice-president, Development and Alumni Affairs 	<ul style="list-style-type: none"> • Complete – customized cards, baby t-shirts and socks to celebrate family and career milestones. • Alumni Summer Social complete, Alumni Games night complete. 	Complete
	<ul style="list-style-type: none"> • Provide global learning opportunities for alumni through DC international programs. 	<ul style="list-style-type: none"> • Work with International Office to investigate opportunities for alumni to participate in global learning opportunities. 	<ul style="list-style-type: none"> • Associate vice-president, Development and Alumni Affairs 	<ul style="list-style-type: none"> • Partnered with International for Alumni Global Class that took place in November. 	Complete
	<ul style="list-style-type: none"> • Continue to focus on improving and promoting alumni benefits with alumni and graduating students. 	<ul style="list-style-type: none"> • Increase number of benefits by 20 per cent with a specific focus on provincial/national benefits. • Increase revenue from affinity programs by five per cent. 	<ul style="list-style-type: none"> • Associate vice-president, Development and Alumni Affairs 	<ul style="list-style-type: none"> • Number of benefits have increased by 21.5%. • 5.8% growth in insurance affinity revenue. 	Complete

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Objective	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Expand alumni-focused support system for students. 	<ul style="list-style-type: none"> Ensure a mechanism that provides encouragement for students at exam time is implemented. Host a professional clothing drive that allows alumni to donate gently used professional clothing for students. Develop a process for students to receive “wish I knew” messages from alumni. 	<ul style="list-style-type: none"> Associate vice-president, Development and Alumni Affairs 	<ul style="list-style-type: none"> Partnered with students services around puppy stress-relief event for students Cancelled due to Covid-19 Video complete, implemented “Wisdom Wednesday” – every Wednesday a short video is released on social media that shares lessons learned from alumni for students. 	<p>Completed</p> <p>Delayed</p> <p>Completed</p>
	<ul style="list-style-type: none"> Review and align Durham College Alumni Association (DCAA) strategic plan with the college strategic plans. 	<ul style="list-style-type: none"> Review and revise DCAA bylaws to ensure student recruitment to the DCAA board. Strategic plan reviewed and revised. 	<ul style="list-style-type: none"> Associate vice-president, Development and Alumni Affairs 	<ul style="list-style-type: none"> Revised bylaw was approved at AGM in September. Student is in place. Strategic plan has been revised. 	<p>Complete</p>
	<ul style="list-style-type: none"> DCAA involvement in Enactus. 	<ul style="list-style-type: none"> Execute DCAA sponsorship agreement. DCAA Board members and other alumni to participate in six Enactus activities. 	<ul style="list-style-type: none"> Associate vice-president, Development and Alumni Affairs. 	<ul style="list-style-type: none"> DCAA and Enactus DC partnership agreement drafted and signed by DCAA president. Board liaisons (2) determined to serve on Enactus DC Advisory Board. \$15,000 sponsorship over 2 years including \$3,000 in matching funding. 5 Enactus DC projects engaged so far, including support from 12 alumni. <ul style="list-style-type: none"> Girls EnPower – Manjula Selvarajah, Peter Wiebe 	<p>Complete</p>

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Objective	Action	Measurement/Milestone	Lead	Update on Actions	Status
				<ul style="list-style-type: none"> - Money Makes Cents – Amanda Morari (IKEA donation) - 3EEHIVE – Cameron Ackerblade - MO3 Solutions – Kyle Douglas - True Grit – Lori Lane Murphy <p>Jurors include Ellen Stitt and Brent Lessard.</p>	
6. Develop strategy to respond to strategic planning feedback from students	<ul style="list-style-type: none"> • Compile data collected from strategic planning survey and sessions for review by the Durham College Leadership Team (DCLT). 	<ul style="list-style-type: none"> • Data to be presented to DCLT in Fall 2019. • Address recurring concerns or comments, identify, and delegate solutions. • Host a student town hall with the president. 	<ul style="list-style-type: none"> • President’s Office • Vice-president, Student Affairs 	<ul style="list-style-type: none"> • Final data on stakeholder input being collected in October. Results will be presented to DC leadership in November. • Stakeholder data and new strategic plan presented to BOG in January 2020. 	Completed

2019-2020 Business Plan



OUR PEOPLE

Goal: To optimize the experience and expertise of our people and help them make the best possible contribution toward the student experience.

We will:

- Improve communication across all levels of the college to better facilitate co-operation, collaboration and a culture of service.
- Continue to grow diversity in our workforce to reflect our student body and community.
- Cultivate and reward employee engagement, creativity and innovation.
- Invest in the professional development and personal wellbeing of our employees.

Objective	Action	Measurement/Milestone	Lead	Update on Actions	Status
1. Support employee development	<ul style="list-style-type: none"> • Promote teaching practices and provide training provisions for faculty learning related to new technologies. 	<ul style="list-style-type: none"> • Successfully deliver DC Connect, Ed Tech and Multimedia sessions for faculty. • Pilot at least two new technologies and have faculty present their findings. • Equip and utilize B240 and CAFE training room to increase number of faculty participating in professional development activities related to new technologies. 	<ul style="list-style-type: none"> • Vice-president, Academic 	<ul style="list-style-type: none"> • 172 sessions focused on DC Connect, Ed Tech and Multimedia with 457 participants delivered. • Piloted five new technologies (O365; peerScholar; Lockdown Browser; TurningPoint Technologies; Virtual Classroom). • October 2019 and March 2020 CAFE Monthly. October CAFE Monthly included faculty experiences using Lockdown Browser. • March 2020 CAFE Monthly also showcased faculty use of an e-lab. • Supported HCTM professor in implementing the HoloLens as a 90 day pilot. • Re-designing CAFE spaces for faculty professional development (PD) focused on new technologies for fall 2020. 	Completed

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Objective	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Support Globalization and Intercultural awareness. 	<ul style="list-style-type: none"> Complete student and faculty focus groups. Integrate resources and update the database on the Global Classroom website. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> Faculty survey and student focus groups complete and results shared with ALT. Work on the organization of the Global Classroom partner list is ongoing by the Global Learning Facilitator and the Global Classroom Coordinator. 	Completed
	<ul style="list-style-type: none"> Support indigenization. 	<ul style="list-style-type: none"> Develop curricula and pedagogical resources to support faculty. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> First Peoples Indigenous Centre (FPIC) online modules (n=7) near completion; five modules released as of December 2019; final two modules planned for release in spring 2020, delayed due to CAFE support required moving courses online (COVID-19). 	Delayed
	<ul style="list-style-type: none"> Create and implement a mentorship program for faculty. 	<ul style="list-style-type: none"> Successful implementation of pilot phase in Winter 2020 that will see a minimum of 30 faculty members participate. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> Pilot phase launched in Winter 2020 with 24 faculty from the Schools of Science and Engineering Technology and Justice and Emergency Services. Manual and resources posted on the CAFE website. Mid-semester evaluation distributed. Final evaluation surveys drafted, and plans for distribution at the end of the semester. 	On track
	<ul style="list-style-type: none"> Increase mental health awareness for all employees by collaborating with internal (such as Coaching and Access and Support) and external partners. 	<ul style="list-style-type: none"> Monitor numbers of employees participating in workshops. Implement collaboration between Campus Health Centre, Access and Support Centre and Health Promotions to support staff education. 	<ul style="list-style-type: none"> Vice-president, Student Affairs 	<ul style="list-style-type: none"> Looking at ways to expand the MOU with Ontario Shores post the demonstration project complete anticipated March 2020. Opening of the Well-Being Centre on campus to bring Access and Support and Health Centre teams together to form a 	Completed

2019-2020 Business Plan



Objective	Action	Measurement/Milestone	Lead	Update on Actions	Status
		<ul style="list-style-type: none"> Look to the Mental Health Review for ways to support employees. Investigate new collaborations in partnership with Ontario Shores and Durham Region Public Health. 		multidisciplinary support team for students.	
	<ul style="list-style-type: none"> Create and implement action plans supporting the Academic Integrity Ad-Hoc Committee recommendations. 	<ul style="list-style-type: none"> Strengthen the culture of academic integrity at DC. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> Turnitin webinars presented during Professional Development (PD) week in May 2019; recorded and distributed. Turnitin resources on new CAFE website. Academic Integrity Committee meetings resumed in September 2019. Deliverables include implementation of a common academic integrity form (completed) and construction of a decision flowchart for faculty with templates and resources targeted for completion by fall 2020. 	Delayed
2. Conduct employee engagement survey and develop strategy to respond	<ul style="list-style-type: none"> Develop a communication plan to include: purpose of survey; timelines; results (high level); action plan. Conduct employee focus groups Fall 2019 to seek input from employees on professional development and employee 	<ul style="list-style-type: none"> Minimum three focus groups completed by December 2019. Employee Engagement Survey completed by March 2020. Survey response rate of 65 per cent. Results provided to managers by end of March 2020 to create action plan in response to results. 	<ul style="list-style-type: none"> Chief administrative officer 	<ul style="list-style-type: none"> Communication plan developed and delivered that communicated the purpose and timeline of the survey. Focus groups conducted in October and November, 2019 to gather feedback from employees regarding the type of PD/wellness workshops they are interested in attending. Human Resources (HR) collaborated with the Office of Research Services, Innovation and Entrepreneurship to 	Completed

2019-2020 Business Plan



Objective	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<p>engagement opportunities.</p> <ul style="list-style-type: none"> Human Resources (HR) collaborate with the Office of Research Services, Innovation and Entrepreneurship to develop survey questions. Survey to be launched in February 2020. 			<p>finalize survey questions and launch survey to all employees.</p> <ul style="list-style-type: none"> Employee Engagement Survey launched on March 2 and closed on March 13, 2020. Survey response rate of 45.9 per cent Reports to be generated and provided to directors and VP's to create action plan in response to results by end of May, 2020. 	On track
<p>3. Redesign open houses – involve more faculty, include more campus buildings</p>	<ul style="list-style-type: none"> Create robust mandatory training program (available through multiple channels i.e. in person as well as online) for student, faculty and staff Open House volunteers. Manager, Student Recruitment to attend program coordinator meetings to discuss the value and meaning of the open houses. Ensure the student recruitment team is available to address questions about the event and encourage participation and 	<ul style="list-style-type: none"> Implementation of training program. Increased faculty involvement and engagement. More campus buildings are utilized. Feedback from internal and external surveys conducted post event. 	<ul style="list-style-type: none"> Vice-president, Student Affairs 	<ul style="list-style-type: none"> Student recruitment team has encouraged participation and engagement in Fall Open House by hosting volunteer recruitment tables and meeting with school representatives, faculty members, and service departments. Plans for Fall Open House have addressed utilizing all space on-campus including: <ul style="list-style-type: none"> - multiple entrances with DC Lord tents to allow for registration points across campus. - engaging in activities across campus including food trucks in the CFCE parking lot, Esports arena with free gaming, DC Spa demos, degree panel in the Global Classroom, and a FastStart pop-up inside the CFCE. Student recruitment has assigned crew 	Completed

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Objective	Action	Measurement/Milestone	Lead	Update on Actions	Status
	engagement. <ul style="list-style-type: none"> Better utilize space on campus including multiple “landing points” with “team leads” attending to registration at each. 			chiefs for each major area of volunteering so that staff, faculty and student volunteers have a direct point of contact throughout the event.	

2019-2020 Business Plan



OUR BUSINESS

Goal: To manage resources responsibly and ensure that we are financially and environmentally sustainable, demonstrate good governance, and are leaders in the support of outstanding teaching and learning.

We will:

- Offer quality programs, services and systems that modernize, support and grow our business.
- Maximize resources and processes in all aspects of our business oversight and leadership to achieve financial sustainability.
- Connect our objectives with economic, social and environmental policy perspectives that support the wellbeing of our local, provincial, national and international community.
- Expand our reputation among the local and global community.

Objective	Action	Measurement/Milestone	Lead	Update on Actions	Status
1. Complete major capital projects on time and on budget	<ul style="list-style-type: none"> • Whitby Stellar Drive second entrance to crane site and W. Galen Weston Centre for Food completed. 	<ul style="list-style-type: none"> • Completion of second entrance work for main lot. • Enhanced access to Whitby campus once Stellar Drive is opened. 	<ul style="list-style-type: none"> • Chief administrative officer 	<ul style="list-style-type: none"> • Stellar Drive entrance to CFF/Bistro '67 now in use. Parking control gates to be installed by end of February. • Second entrance to main parking under review with Town as part of overall Site plan Agreement. 	On track
	<ul style="list-style-type: none"> • Complete renovations at the Oshawa campus to continue with updating and modernizing space on campus. 	<ul style="list-style-type: none"> • Renovations of D-Wing complete. • Simcoe Village second floor: continuation of administrative space – IT relocation from second-floor D-Wing. 	<ul style="list-style-type: none"> • Chief administrative officer 	<ul style="list-style-type: none"> • IT and the Office of Development and Alumni successfully relocated to their new office space in the Simcoe Village residence in the spring of 2019. • D Wing renovation completed in time for the first day of class and within budgeted \$4.4M forecast. 	Completed
	<ul style="list-style-type: none"> • Prepare parameters for potential Whitby campus expansion. 	<ul style="list-style-type: none"> • Design requirements for new space are developed. • Continued engagement with MTCU on section 28 approval for a new long-term loan. • Continued engagement with federal government for grant. 	<ul style="list-style-type: none"> • Chief administrative officer 	<ul style="list-style-type: none"> • Building foundation under construction. • Steel may be delayed 2-3 weeks due to COVID-19 outbreak. Assessing supply chain issues. • Site Plan Agreement pending with Town of Whitby. 	On track

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Objective	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Renovate front desk and nursing station in Campus Health Centre. 	<ul style="list-style-type: none"> Improved accessibility, ergonomics and privacy to ensure compliance with AODA standards. 	<ul style="list-style-type: none"> Vice-president, Student Affairs 	<ul style="list-style-type: none"> The front desk renovation started Mid August and full completion was end of September. The Nursing station project was put on pause as there were changes to the operation. 	Completed
2. Update Information technology Systems	<ul style="list-style-type: none"> Enhance Global Classroom video wall with remote in-classroom projection capabilities. 	<ul style="list-style-type: none"> Solution identified and implemented. Select and procure equipment. Go live by September 1, 2019. 	<ul style="list-style-type: none"> Chief administrative officer 	<ul style="list-style-type: none"> The equipment was selected and procured. The solution was implemented and went live in August 2019. 	Completed
	<ul style="list-style-type: none"> Increase main internet connectivity infrastructure to allow for significant growth. 	<ul style="list-style-type: none"> Implement design changes to network infrastructure in data centre. Procure equipment. Implement infrastructure change. Go live by September 1, 2019. 	<ul style="list-style-type: none"> Chief administrative officer 	<ul style="list-style-type: none"> The equipment was selected and procured. The equipment was integrated in the network infrastructure in the data centre. Went live with the increased connectivity in June 2019. 	Completed
	<ul style="list-style-type: none"> Upgrade customer service kiosks in computer commons. 	<ul style="list-style-type: none"> Integrate new kiosks in customer queue management solution. Select equipment and procure equipment. Go live by January 1, 2020. 	<ul style="list-style-type: none"> Chief administrative officer 	<ul style="list-style-type: none"> The equipment was selected and ordered. The kiosks were integrated in the queue management solution. The solution went live on December 19, 2020. 	Completed

2019-2020 Business Plan



Objective	Action	Measurement/Milestone	Lead	Update on Actions	Status
3. Support effective college governance	<ul style="list-style-type: none"> Continue to foster better collaboration opportunities with Ontario Tech University. 	<ul style="list-style-type: none"> Refine and improve degree pathways, based on program KPI's. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> New collaborative program ideas have been identified and teams are engaged in exploring them. New Business – Finance pathway to Ontario Tech University program is finalized and open to students. Five pathway programs within the School of Business, IT and Management have been reviewed and curriculum has been updated to ensure Ministry requirements are met. DC and Ontario Tech faculty are mapping curriculum between Chemical Engineering Tech. diploma (DC) and Bachelor of Tech. Renewable Energy (Ontario Tech.) This will lead to the development of embedded transfer program and possible bridge pathway. 	<p>Completed</p>
	<ul style="list-style-type: none"> Work with province to negotiate the 2020-2025 Strategic Mandate Agreement (SMA3). 	<ul style="list-style-type: none"> Execute and approve Strategic Mandate Agreement (SMA3). Receive 2018-19 SMA2 report back by Office of Research Services, Innovation and Entrepreneurship. 	<ul style="list-style-type: none"> President's Office Vice-president, Academic 	<ul style="list-style-type: none"> Pre-populated workbooks were received from the Ministry in October, and utilized for establishing preliminary weightings for each performance metric. First bilateral discussion with Ministry representatives took place on October 9 and the draft SMA3 documents were submitted to the Ministry on December 16. Second bilateral discussion took place on February 4, and final draft was 	<p>Completed</p>

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Objective	Action	Measurement/Milestone	Lead	Update on Actions	Status
				<p>submitted to the Ministry on February 19. Minor changes were subsequently made at the request of the Ministry and we expect that the final SMA3 will be executed and posted by March 31. Note: requirement for 2018-19 SMA2 report back was rescinded by the Ministry.</p>	
	<ul style="list-style-type: none"> Approve new strategic plan for 2020-2023. 	<ul style="list-style-type: none"> Host opportunities for stakeholder engagement, including an online survey, focus groups and consultation with the Durham College Leadership Team. New strategic plan approved by the Board of Governors in February/March 2020. 	<ul style="list-style-type: none"> President's Office 	<ul style="list-style-type: none"> A survey was open to all stakeholders took place in April, with hundreds of respondents participating. Two employee sessions were held in the summer. A student input session was held in September. Student input forms were distributed at the Ask the President event to engage a larger group of students for response. A community input session was held in June and the last session will be held on October 10. DCLT met in November 2019 and revised the strategic plan. The BOG provided input and reviewed new draft in January 2020. 	<p>Completed</p>

2019-2020 Business Plan



Objective	Action	Measurement/Milestone	Lead	Update on Actions	Status
4. Support effective board governance	<ul style="list-style-type: none"> Support new governors in orientation and mentorship. 	<ul style="list-style-type: none"> Implement new governor mentorship program. Provide orientation and support for new governors through good governance certificates, conferences and planned board events. 	<ul style="list-style-type: none"> President's Office 	<ul style="list-style-type: none"> In-coming governors were matched with a mentor A board professional development session was held on September 12, 2019 and 8 governors attended. In-coming governors attended the Higher Education Summit in November, including the pre-sessions on Good Governance and Board Orientation. Governor Michalko and Governor Vasu to be presented Good Governance certificates in February 2020. 	Completed
	<ul style="list-style-type: none"> Provide board with an overview of Federal election results. 	<ul style="list-style-type: none"> Government relations strategy to report on elections and provide presentation pre-election about party positions and priorities to keep the Board informed of political events and initiatives afterward. 	<ul style="list-style-type: none"> President's Office 	<ul style="list-style-type: none"> Board was presented with an elections overview of local candidates and party platforms in October. Board was provided with an information session in September on government relations, including an update on federal election. 	Completed
5. Develop strategies to scale special projects and research assets	<p>Source new international projects.</p> <ul style="list-style-type: none"> Respond to project RFP's and source new contract opportunities. 	<ul style="list-style-type: none"> Successfully secure at least one new international project from a proactive market country. Build processes to manage proposal development, human resource management, finance and budgeting, risk 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> We have been awarded two new International projects: <ul style="list-style-type: none"> The Pacific Alliance Project The Skills to Access the Green Economy (SAGE) Program 	Completed

2019-2020 Business Plan



Objective	Action	Measurement/Milestone	Lead	Update on Actions	Status
		management and capacity development.			
	<p>Grow W. Galen Weston Centre for Food (CFF) off-site operations.</p> <ul style="list-style-type: none"> • Increase volume of off-site catering. • Establish partnerships that make CFF a preferred vendor. 	<ul style="list-style-type: none"> • Grow overall off-site business by 10 per cent. • Secure three agreements as preferred vendor. 	<ul style="list-style-type: none"> • Vice-president, Academic 	<ul style="list-style-type: none"> • Offsite catering has started to grow particularly in recurring daily/weekly Catering commitments offsite. Currently catering three times a week to popular tourist attraction in Whitby and twice a week to two education providers. • Most recent offsite catering events include Employee Barbecue at global employer, museum gala, and a health-sector employer. • Current partnerships include Durham-based brewer, tourist attraction in Whitby; new DC residence in Whitby. Have had a few catering contracts with All or Nothing Brewhouse in Oshawa. Quoted a wedding July 2020. • Preferred vendor at education provider and popular Whitby tourist attraction. In talks for a new venue to be opened by local Ontario distillery. They have yet to find a location in Durham Region. Have 	<p>Completed</p>

2019-2020 Business Plan



Objective	Action	Measurement/Milestone	Lead	Update on Actions	Status
				<p>been catering sandwiches/ snacks to another new Whitby business.</p> <ul style="list-style-type: none"> • November 1, 2019 catered VIP opening reception at Royal Winter Fair. • Catering 150-plus for Ajax-Pickering Board of Trade Presidents Reception in January • Exploring Pantry delivery for high-profile/ largely attended DC events. Sold \$1,500 at Turkey on a Bun in December. • Large offsite DC IT Conference booked for May 2020. 	
	<ul style="list-style-type: none"> • Develop strategy to scale AI Hub services. 	<ul style="list-style-type: none"> • Develop an AI Hub business expansion plan that addresses the growing demand for AI services. • Develop strategy for space and infrastructure issues required to enable scale-up. • Initiate at least two projects with partners beyond the scope of NSERC funding. 	<ul style="list-style-type: none"> • Vice-president, Academic 	<ul style="list-style-type: none"> • Business case prepared and approved by DCLT, identifying deliverables for projects as well as resources required. Results to date include three confirmed fee for service projects with two fee for service projects in discussion; eight training programs completed, including Global Cyberlympics. Cybersecurity emerged as a specific area of opportunity, and subsequently the Centre for Cybersecurity Innovation was launched, with plans to attract private sector funding support as well as NSERC funding. 	<p>Completed</p>

2019-2020 Business Plan



Objective	Action	Measurement/Milestone	Lead	Update on Actions	Status
				<ul style="list-style-type: none"> Additional meeting space in C111 continues to be well utilized by project teams, providing secure space for minor cybersecurity infrastructure. \$210,000 approved from Ontario Centres of Excellence to support 21 AI-related projects with industry partners. All projects have now been confirmed and initiated. Additional \$100,000 approved from National Research Council Canada (NRC) to fund seven AI-related projects with companies from across Canada. Projects will be completed by March 31. Additional \$100,000 has already been confirmed from NRC for 2020-21. 	
	<p>Grow and diversify Corporate Training Services (CTS) offerings:</p> <ul style="list-style-type: none"> Foster partnerships between CTS and academic schools to offer new quality programs and services that support, grow and diversify our business. Increase clientele base beyond Durham Region. 	<ul style="list-style-type: none"> Design, develop and deliver at least two new programs which are in partnership with academic schools. Productize CAFE offerings to create a service catalogue for CTS clients. Design, develop and deliver at least three new national or international programs. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> OPG Machining Training completed in summer 2019 with partnership with START for scoping and delivery. Utilized faculty, equipment and space requirements. Boilermakers and OPG pre-apprenticeship training program in collaboration produced 93 graduates by August 2019. Key collaboration with START for faculty, equipment, space requirements. Partnership with START to deliver Working at Heights curriculum. 250 	<p>Completed</p>

Objective	Action	Measurement/Milestone	Lead	Update on Actions	Status
				<p>students completed training in September/October 2019. 174 students planned for March 2020.</p> <ul style="list-style-type: none"> • CTS and CAFE working to commoditize offerings to be advertised on CTS website. CTS created a new services section of their website which offers Micro-learning assets. These learning assets leverage the specific skills found in the CAFÉ. Examples include: <ul style="list-style-type: none"> ○ Equipment simulations ○ Interactive assessments and learning objects ○ Infographics ○ Whiteboard animations ○ Software demonstration • CTS leveraged CAFE multimedia expertise in the completion of four 5 bilingual e-learning programs between April 1-January 1 • CTS designed and delivered a new program for Hyundai Sales consultants on the Palisade SUV. The program delivered in 15 Canadian cities from coast to coast between April and June 2019. • A second National program is planned for October 2-November 27 on the new Sonata. 15 cities in both official languages. 	

2019-2020 Business Plan

Objective	Action	Measurement/Milestone	Lead	Update on Actions	Status
				<ul style="list-style-type: none"> Delivered training to energy Sector Managers and Supervisors in Vaughan, Barrie and Newmarket In 2019. These engagements were done in partnership with the Mearie Group. 	
6. Continue financial sustainability practices and priorities	<ul style="list-style-type: none"> Maintain financial sustainability. 	<ul style="list-style-type: none"> Achieve a balanced budget for 2019-2020. 	<ul style="list-style-type: none"> Chief administrative officer 	<ul style="list-style-type: none"> Financial indications project the College will report a surplus for 2019-20. 	On track
	<ul style="list-style-type: none"> Identify strategies to reduce operating expenditures. Streamline process for student payments and refunds. Effectively transition payroll services to new ADP platform. 	<ul style="list-style-type: none"> Implement the Touchnet Payment centre for Monday, July 1, 2019. Implement E-transfer refunds for September 1, 2019. Move full-time payrolls to new ADP platform by July 1, 2019. Move part-time payrolls to new ADP platform by September 1, 2019. 	<ul style="list-style-type: none"> Chief administrative officer 	<ul style="list-style-type: none"> The Touchnet Student Payment Centre is now live. E-transfers project is well underway and expected to be implemented by July 1, 2020. Both full-time and part-time payrolls are expected to be moved to the new platform by the June 2020. 	Delayed
	<ul style="list-style-type: none"> Implement new provincial ancillary fee protocol and metrics into reporting. 	<ul style="list-style-type: none"> Reporting mechanisms are updated to reflect new provincial regulations. 	<ul style="list-style-type: none"> Chief administrative officer Vice-president, Student Affairs 	<ul style="list-style-type: none"> SES worked with IT, Finance, and OnTechU to create the opt-out of ancillary fees process. This included system development, communication strategies and involvement from all stakeholders. For 2019 there was less than a 10% opt out rate per fee. 	Completed

2019-2020 Business Plan



Objective	Action	Measurement/Milestone	Lead	Update on Actions	Status
7. Improve environmental sustainability efforts	<ul style="list-style-type: none"> Incorporate sustainable technologies in new/renovation projects. 	<ul style="list-style-type: none"> Energy usage is monitored through Building Automation System and related systems. Reduction in monthly electrical usage charges is realized – tracking based on degree-day normalization. 	<ul style="list-style-type: none"> Chief administrative officer 	<ul style="list-style-type: none"> Ongoing monitoring of campus-wide electrical and natural gas usage. Replacement of outdated building mechanical and electrical systems ongoing through facility renovation projects. On track per fiscal year plan. 	On track
	<ul style="list-style-type: none"> Improve waste diversion rate and waste reduction. 	<ul style="list-style-type: none"> Launch centralized office waste collection and mini-bin program for employees to produce less waste, sort waste more effectively and take home organic waste to compost in the regional green bin program. Collect results from waste audit in May 2020 to measure improvements. – goal to exceed current rate of 52 per cent. 	<ul style="list-style-type: none"> Chief administrative officer 	<ul style="list-style-type: none"> Centralized waste collection and mini bin program launched. 	On track
8. Launch Capital Campaign for Whitby Expansion	<p>Create and begin implementing Campaign Plan:</p> <ul style="list-style-type: none"> Conduct feasibility study for \$10 million campaign. Communicate stewardship messages to past donors. Develop prospect list of industry stakeholders. Develop gift chart. Develop case for support. Refresh Development portion of website. 	<ul style="list-style-type: none"> Feasibility study is completed with a minimum of 30 interviews. Stewardship of past donors complete. Prospect list and gift chart is completed. Cultivation and solicitation strategies are underway. Case for support written and in use. Build Something Amazing campaign success celebrated. 	<ul style="list-style-type: none"> Associate Vice-president, Development and Alumni Affairs 	<ul style="list-style-type: none"> Feasibility study completed along with donor impact report. Gift chart complete, prospect and suspect list ongoing. Launch Capital Campaign, 125 major gifts prospects have been identified. Case for support draft complete. Complete 	Completed

2019-2020 Business Plan



Objective	Action	Measurement/Milestone	Lead	Update on Actions	Status
		<ul style="list-style-type: none"> Student Experience Fund (SEF) described and on-line giving portal updated to accommodate SEF donations. 			
9. Broaden mandate for Durham College Foundation	<ul style="list-style-type: none"> Introduce governance structure and fundraising mandate Develop policies and procedures. Revise by-laws. Provide training for directors. Recruit new directors and campaign cabinet. Determine possibilities for representation from Board of Governors and Durham College Alumni Association. 	<ul style="list-style-type: none"> Policies and procedures in place that cover terms, responsibilities and expectations. By-laws revised to reflect changes. Training sessions built into agendas. Job descriptions written; board and cabinet fully recruited. Representation from both other board on Foundation Board. 	<ul style="list-style-type: none"> Associate Vice-president, Development and Alumni Affairs 	<ul style="list-style-type: none"> Complete; ratified at Board meeting on October 2nd. Complete; ratified at Board meeting on October 2nd. Board fully recruited, committees in place. Job descriptions bumped to Q4 BOG and DCAA representatives chosen. Job descriptions and policies are written for presentation to committees. Meetings have been deferred due to Covid-19. 	Completed

2019-2020 Business Plan

OUR COMMUNITY

Goal: To contribute and respond to the economic, social and environmental well-being of our community.

We will:

- Develop new programs and services to meet the evolving demands of the job market and our students.
- Celebrate and support advances in entrepreneurship, innovation and sustainability.
- Advance our role as a community hub in Durham.
- Demonstrate leadership in volunteerism and giving back to our community.
- Strengthen our industry and community partnerships, including our campus partner Ontario Tech University.

Objective	Action	Measurement/Milestone	Lead	Update on Actions	Status
1. Support partners in reaching their community goals	<ul style="list-style-type: none"> • Partner with the Community Justice HUB to provide an accessible, central location for legal and social service agencies to provide wrap-around services to low income and precariously employed residents. 	<ul style="list-style-type: none"> • Continue implementation of a 14-week semester placement, for an increased number of paralegal students at the HUB (moving from nine to 15 students). • Expanded services provided to residents in specific areas of paralegal practice, to include advice and authorized representation in the field of Provincial Offences under the supervision of licensees of the Law Society of Ontario. 	<ul style="list-style-type: none"> • Vice-president, Academic 	<ul style="list-style-type: none"> • 16 students currently enrolled in the HUB stream, so target met. • Provincial Offences services are scheduled to be offered this semester for the first time. • Negotiations for further expansion of services are underway with new Executive Director of the Dutham Community Legal Clinic. 	Completed
	<ul style="list-style-type: none"> • Collaborate with Durham Region Social Services, Youth Coaching Program, Project Youth Opportunities, and York/Durham Crown Ward Education Championship Team. 	<ul style="list-style-type: none"> • Host financial education workshops. • Provide tools for students to develop successful financial plans and objectives for funding their post-secondary choices. 	<ul style="list-style-type: none"> • Vice-president, Student Affairs 	<ul style="list-style-type: none"> • Event collaboration between Financial Aid and Diversity, Inclusion & Transitions offices. 	On track

2019-2020 Business Plan

Objective	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Provide support for the next phase of the D-Hive Innovation Hub. 	<ul style="list-style-type: none"> Government relations and advocacy support. Attend relevant meetings and events. 	<ul style="list-style-type: none"> President's Office 	<ul style="list-style-type: none"> D-Hive project has been turned over to Spark Centre (Regional Innovation Centre for Durham). D-Hive has received funding from the Region to support the project. 	Completed
	<ul style="list-style-type: none"> Create Summer Transitions Institute (Needs specific) program in partnership with the Durham District School board (as per MOU). 	<ul style="list-style-type: none"> Implement needs specific programming for students who will be attending DC in Fall 2019. Target: 200 students. 	<ul style="list-style-type: none"> Vice-president, Student Affairs 	<ul style="list-style-type: none"> Five (5) transitions sessions were hosted. The target was exceeded. Over 219 students attended 5 sessions over the summer. 	Completed
2. Advance applied research partnerships	<ul style="list-style-type: none"> Successfully complete Year Two of the five-year Natural Sciences and Engineering Research Council (NSERC) grant supporting the AI Hub. 	<ul style="list-style-type: none"> Twelve new AI projects with industry partners initiated. Thirty-two students employed in AI research projects. Fifty students engaged in AI bootcamps. Successful delivery of the Enable AI Summit. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> Twelve new AI projects initiated with new industry partners to date within the NSERC IE portfolio. Fifty-two students employed to date to deliver on AI projects with industry partners. Boot camp modules have been revamped and developed. They were scheduled to take place in late March but in light of current situation owing to COVID-19, these boot camps are on hold. The inaugural Enable AI Summit was hosted on June 6 with over 120 attendees, preceded by a dinner of industry leaders and local government representatives. Following the Summit, a Tech Talk was hosted to explore Oshawa's readiness for the tech revolution. 	On track

2019-2020 Business Plan



Objective	Action	Measurement/Milestone	Lead	Update on Actions	Status
				<p>Since then, another five Tech Talks have been hosted.</p>	
	<ul style="list-style-type: none"> Expand applied research and service collaborations with craft brewers through the Centre for Craft Brewing Innovation (CCBI). 	<ul style="list-style-type: none"> Two new CCBI-funded projects initiated. Develop relationships with five local breweries for ongoing craft beverage testing support. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> One NSERC Engage application is ready to be submitted for a local brewer. Three additional local brewers are at various stages of preparing NSERC funding eligibility with the expectation these will be submitted by the end of March. Serious discussions are being held with five additional brewers/companies on potential applied research projects. Anticipate two funded projects initiated by the end of May 2020. Development of new funded projects was delayed by a late start of the Ontario Hops Terroir Project which was successfully completed, resulting in invitations for the project team to represent DC and present at the Ontario Craft Brewers Trade Show and Conference, the Master Brewers of The Americas Ontario District Tech Conference, the Ontario Hops Growers AGM, as well as an article in the Globe and Mail. Currently seven local brewers are contracted for CCBI lab testing services. An additional eight have verbally expressed their intention to 	<p>On track</p>

2019-2020 Business Plan



Objective	Action	Measurement/Milestone	Lead	Update on Actions	Status
				<p>contract for testing and discussions have been held with the OCB who support the CCBI providing testing services to support approximately 80 craft brewers in the GTA and eastern region in an OCB testing program anticipated to start a role out in the summer of 2020.</p>	
	<ul style="list-style-type: none"> Explore new areas of specialization for applied research. 	<ul style="list-style-type: none"> Submit at least one grant application to NSERC for an Applied Research Tools and Instruments grant. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> Two applications were submitted for the NSERC Applied Research Tools and Instruments grant. Decisions are expected by end of March 2020. 	<p>Completed</p>
	<ul style="list-style-type: none"> Successfully complete Year Two of the two-year NSERC College and Community Social Innovation Fund (CCSIF) grant in collaboration with community partners. 	<ul style="list-style-type: none"> Substantial completion of a study recommending a housing model for youth living on their own (full report by May 30, 2020). 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> Hired and trained two new students as research assistants. Analysis of service provider data is complete. Project Director and a student research assistant travelled to Finland, met with youth housing providers to learn about promising practices in the prevention of youth homelessness. There are plans to continue developing this international partnership. Global classroom tentatively booked for the 2 day Forum in October 2020. Three co-design sessions involved Trusted Youth and 25 community stakeholders to co-design a youth housing hub model. Date set to use 	<p>Completed</p>

2019-2020 Business Plan



Objective	Action	Measurement/Milestone	Lead	Update on Actions	Status
				<p>GIS software to do asset mapping with the youth.</p> <ul style="list-style-type: none"> • Consultant hired for the feasibility study to explore additional community partners, financial viability and risk assessment of the co-designed housing model. Working with the feasibility sub-committee of the Research Steering Committee, will complete feasibility activities and report by mid-May. • Student research assistants developed video submission outlining impact of the project to the SSHRC Storytellers Competition. Received notice that our student video submission placed in the top 25 in Canada (not yet public knowledge). Students awarded \$3000 and invited to attend a Congress to present and compete for top five in Canada. • Abstracts submitted to present the project at four conferences related to youth and poverty including ABLE and OMSSA conference. Accepted for workshop at HEIT conference, which has been postponed to October 2020. All conferences postponed due to the COVID19 virus. Project presented at DC Social 	

2019-2020 Business Plan



Objective	Action	Measurement/Milestone	Lead	Update on Actions	Status
				Justice Week January 28. DC Research Day has been postponed.	
3. Align Community Relations program with DC strategic objectives	<ul style="list-style-type: none"> Develop annual strategy that aligns with DC plans and budget. Segment opportunities to ensure funds are allocated appropriately. Set targets for each category.. 	<ul style="list-style-type: none"> Goals and metrics are set for each strategic bucket. Online application form is in place. A streamlined system for determining attendance at events in place. 	<ul style="list-style-type: none"> Associate vice-president, Development and Alumni Affairs 	<ul style="list-style-type: none"> Complete – budget allocated for the year; policy updated; Complete Complete 	Completed
	<ul style="list-style-type: none"> Provide relevant and timely reports to Board of Governors, president and DC employees. Determine relevant information. Develop timeline for reporting. Develop templates. 	<ul style="list-style-type: none"> Ensure a process for obtaining impact information from community partners is in place. Reporting mechanisms for BOG and employees. Implementation of Raiser’s Edge reporting. 	<ul style="list-style-type: none"> Associate vice-president, Development and Alumni Affairs 	<ul style="list-style-type: none"> Online tool tracks appropriate data Quarterly report template complete; first report distributed on ICE Determined not to use Raiser’s Edge at this time. 	Completed
4. Develop community volunteer program for international students	<ul style="list-style-type: none"> Establish connections with Rotary, United Way and other key volunteer organizations in collaboration with Office of Development and Alumni Affairs. Determine feasibility of 	<ul style="list-style-type: none"> Secure student volunteer opportunities for a minimum of 40 international students. If there is enough interest from organizations, a Volunteer Fair will be hosted during International Orientation. 	<ul style="list-style-type: none"> Vice-president, Academic Associate vice-president, Development and Alumni Affairs. 	<ul style="list-style-type: none"> Members of International presenting at Education and AVP Office of the Development and Alumni Affairs are attending the Durham Philanthropy Forum Region Charitable Foundation event in October 2020, along with a group of international student volunteers. 	Delayed

2019-2020 Business Plan



Objective	Action	Measurement/Milestone	Lead	Update on Actions	Status
	hosting a volunteer fair at International Orientation.			<ul style="list-style-type: none"> • Volunteer Fair in discussion. In discussions with ORSIE and the chair of the Local Diversity and Inclusion Partnership Council (LDIPC) regarding a potential bid for funding for an applied research project to measure the impact of international student volunteers on the local community (Durham Region). • Conversations team met with 1855 (an accelerator in Whitby as) and they have ongoing need for student volunteers - would like DC volunteers to help with their Masterclass events. A plan is being developed with the Manager, International Education to encourage international students to take advantage of this opportunity. • Community Relations will be including international students as guests at community events where appropriate. 	

2019-2020 Business Plan

- On Track for Completion (75 to 99 per cent chance of completion)
- Risk of Delay (50 to 74 per cent chance of completion)
- Delayed (0 to 50 per cent chance of completion)
- Completed (100 per cent completed)

On Track
At Risk
On Hold
Delayed
Completed

Report Number: BOG-2020-23

To: Board of Governors

From: Don Lovisa, President

Date of Report: April 2, 2020

Date of Meeting: April 8, 2020

Subject: Government Relations Update

1. Purpose

The purpose of this report is to provide an overview of the Durham College's (DC) lobbying activities with government officials, locally, provincially and federally.

2. Recommendation

It is recommended to the Durham College Board of Governors:

That Report BOG-2020-23, providing an update on the College's government relations activities, be received for information.

3. Background

This report provides an overview of the College's interactions with local politicians and government agencies since the last update to the Board in October 2019, and this report is intended to provide the Board with an understanding of the College's advocacy on issues of importance and support of the community.

4. Discussion/Options

In January 2020, DC presented at the provincial budget submission session in Durham Region, and the College identified support for the Whitby campus expansion and funding for additional students as key priorities to help address the skilled trades shortage.

Following the budget presentation, DC hosted the 'Durham 4', which consists of MPP's Peter Bethlenfalvy, Rod Phillips, Lorne Coe, and Lindsey Park, as well as their office staff at the Whitby campus. During this afternoon, DC presented

updates on college activities, advocated for further support for skilled trades funding and mental health supports for students, and provided a tour of the campus. The visit was a great success, and numerous follow-up documents have been sent to their offices to keep the province informed.

Colleges from across Canada met in Ottawa on February 26 and 27 to discuss post-secondary priorities at the national level and to engage with federal bureaucrats and politicians. At the same event, students attended the speaker sessions and presented examples of their applied research projects at an evening student showcase. DC scheduled an additional meeting with the assistance of Whitby MP, Ryan Turnbull, with Minister of Employment, Workforce Development and Disability Inclusion, Carla Qualtrough. At this meeting, the College advocated for the Whitby expansion and the work the College is doing to meet skilled trades labour demands. Minister Qualtrough will be invited to tour the Whitby campus. This was a positive step in advancing the Whitby expansion and gaining federal support for the project.

Most recently, with the advent of COVID-19, the College is making a concerted effort to remain in contact with local political leaders and keep them informed of the measures that DC is taking during this time. Several conversations have taken place at all three levels of government to explain the issues the College is facing, and information has been provided to the province to identify these priorities, which include:

- Enrolment both domestic and international may be impacted in the Fall 2020 school year;
- International numbers may fluctuate depending on when borders open again (both within Canada and internationally);
- The province's COVID-19 action plan and economic/fiscal update did not identify any direct supports for post-secondary (besides deferring the provincial portion of OSAP loans for six months);
- Colleges would like access to the Province's Designated Emergency Leave (DEL) provisions. As colleges are exempt from the legislation, if employees are laid off, they will not have access to benefits.

On March 31, 2020, the Ontario government announced a \$25 million emergency investment in higher education. This funding was for colleges and universities to mitigate some of the initial costs of addressing the outbreak. Durham College is receiving \$400,000 through this fund.

5. Financial/Human Resource Implications

There are no financial or human resource implications.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

There are no implications for Ontario Tech University.

8. Relationship to the Strategic Plan/Business Plan

The government relations activities all correlate to the objectives identified in the business plan and support the College's strategic plan according to the following pillars.

1. **Our Students** – To educate and inspire students to realize success in their careers and community.
2. **Our People** – To invest in our employees and empower them to be entrepreneurial, innovative and strategic.
3. **Our Work** – To be a leader in teaching and learning while responsibly managing resources, ensuring good governance and strategically investing in the future.
4. **Our Community** – To drive the economic, social and environmental success of our community, locally and globally.

Report Number: BOG-2020-19

To: Board of Governors

From: Dr. Elaine Popp, Vice-President, Academic

Date of Report: March 20, 2020

Date of Meeting: April 8, 2020

Subject: College Quality Assurance Audit Process Follow-up Report

1. Purpose

Durham College is committed to effective quality assurance policies and processes ensuring they are embedded in teaching and learning, student support systems, infrastructure and college processes. Our quality assurance policies and procedures were recently reviewed by the Ontario College Quality Assurance Service (OCQAS) during the College Quality Assurance Audit Process (CQAAP) resulting in a final report. This Follow-up Report provides the required eighteen-month status update to OCQAS regarding Durham College's twenty-five commitments outlined in the 2018 CQAAP final report.

2. Recommendation

It is recommend to the Durham College Board of Governors:

That Report BOG-2020-19, providing an update on the college quality assurance audit process, be received for information.

3. Background

All Ontario publically funded colleges undergo a provincially mandated cyclical CQAAP external review to ensure effective institutional-wide quality assurance policies and procedures and commitment to continuous improvement. Durham College underwent CQAAP during the 2017-2018 academic year with a self-study submission to OCQAS, site visit and subsequent report detailing 25 commitments, including three recommendations made by the reviewers. This Follow-up Report provides the required eighteen-month status update regarding Durham College's twenty-five commitments outlined in the 2018 CQAAP final report.

4. Discussion/Options

On November 1, 2018, Durham College received the CQAAP final report from the OCQAS Board. The report provided an executive summary, a general overview of the audit process, and outlined Durham College's compliance with the CQAAP standards and requirements. Overall, Durham College was deemed as a Mature Effort (the highest overall rating) successfully meeting all of the six CQAAP standards and all but one (31 out of 32) requirements (requirement 2.3 was deemed partially met).

The CQAAP audit panel provided commendations and highlighted themes that exemplified the quality assurance of the college. Themes identified were consistency, professional development, systems, and a culture of collaboration.

The report acknowledged twenty-two areas for improvement identified by the college providing three additional recommendations by the CQAAP audit panel:

1. Proceed with the CLO-PLO mapping project identified as an area requiring improvement.
2. Introduce a formal orientation process for new PAC members to supplement the existing resources provided by the college.
3. Review the processes used by the different service areas to find a common review process/tool.

Subsequently, lead stakeholders were identified and timelines established for completion of the commitments. The CQAAP Follow-up Report details the status of those commitments noting a 60% completion rate with the remainder of commitments in process for completion. The Follow-up report is required to be submitted to OCQAS during the month of April 2020.

5. Financial/Human Resource Implications

There are no financial or human resource implications.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

There are no implications for Ontario Tech University

8. Relationship to the Strategic Plan/Business Plan/Academic Plan

CQAAP addresses several goals of our Strategic Plan including Goal 1: Our Students in delivering high-quality programs to help students develop a wide range of career-ready skills, Goal 2: Our People in improving communication across all levels of the college to better facilitate co-operation, collaboration and a culture of service, and Goal 3: Our Business in offering quality programs, services and systems that modernize, support and grow our business.

In terms of the Business Plan, CQAAP addresses Goal 1: Our Students in ensuring exceptional quality in our academic programs and services (Objective 2).

This report addresses the first goal of the Academic Plan to ensure exceptional quality in our academic programs by meeting the objective to introduce new programs to meet evolving student (Objective 1.1), societal and workforce needs, and continually review and renew academic programs to ensure they remain relevant (Objective 1.2).



Ontario College Quality Assurance Service

Service de l'assurance de la qualité des
collèges de l'Ontario

COLLEGE QUALITY ASSURANCE AUDIT PROCESS (CQAAP)

CURRENT STATE OF QUALITY ASSURANCE ACTIVITIES REPORT for: Follow-up (18-month)

DURHAM COLLEGE

DATE SINCE LAST UPDATE TO OCQAS: November 1, 2018

DATE OF PREPARATION OF REPORT: April 10, 2020

REPORT PREPARED BY: Centre for Academic and Faculty Enrichment (CAFE)



This report aims to provide updated information regarding the quality assurance activities that the college is implementing to address the identified gaps (affirmations, recommendations and other) since the college's last submitted report to the OCQAS.

1. Provide the continuous improvement plan (action/ implementation plan) and results to date.

** The college must provide (at the very least) the affirmations made by the college and the recommendations made by the audit panel at the time of the last audit. These stipulations (affirmations and recommendations) should be listed, verbatim as they appear in the audit report.*

Recommendation #1

* What has been identified as needing to be done? (stipulations)	Proceed with the CLO-to-PVLO mapping projects identified as an area requiring improvement.
What deliverables are associated with addressing the stipulations?	<ol style="list-style-type: none"> 1. Implement the revised Curriculum Mapping process to ensure that the Program Vocational Learning Outcomes (PVLOs) are assessed throughout the program (see Affirmation #4) 2. Update all course outlines to include PVLOs, to indicate what PVLOs are assessed in each course, and at what level they are directly mapped to the Course Learning Outcome (CLOs) (see Affirmation #5) 3. Enhance learning plans to include a mapping area to the CLOs for each week, linking the CLOs to teaching and learning strategies, and thus ultimately to the PVLOs (see Affirmation #6)
What tasks are associated with addressing the deliverable?	<ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> a) Review existing revised curriculum mapping processes to ensure the PVLOs are assessed b) Continue to develop and implement the revised curriculum mapping processes in Comprehensive Program Review (CPR) 2. <ol style="list-style-type: none"> a) Modify course outline application (WebCOT), to display PVLOs assessed in each course as identified through the CPR curriculum mapping process



	<p>b) Revise CQAAP commitment as weighting is not measured</p> <p>3. a) Revise CQAAP commitment as mapping will not be accessed from the learning plans but rather a stand-alone document to avoid providing students with excessive information</p> <p>b) Modify WebCOT to capture data in learning plans where CLOs are taught</p>
Who is responsible for the specific deliverable/ task?	<ul style="list-style-type: none"> • Executive Deans • Associate Dean, Centre for Academic and Faculty Engagement (CAFE)
When is the completion deadline of the specific deliverable/ task?	<ol style="list-style-type: none"> 1. Revised curriculum mapping process implemented in CPR process in May 2018 2. In-process. Delivery of PVLOs on course outlines expected to be implemented in May 2020 for programs who have undergone CPR since May 2018 3. WebCOT learning plans modified in May 2019 to capture taught CLOs
What is the current status of each specific deliverable/ task? (include a completion percentage)	<ol style="list-style-type: none"> 1. Deliverable has been fully implemented and is considered 100% complete 2. Deliverable is in-process and is considered 85% complete 3. Deliverable has been fully implemented and is considered 100% complete

Recommendation #2

* What has been identified as needing to be done? (stipulations)	Introduce a formal orientation process for new Program Advisory Committee members to supplement the existing resources provided by the College.
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What deliverables are associated with addressing the stipulations?	<ol style="list-style-type: none"> 1. Review feedback from academic schools regarding Program Advisory Committee (PAC) orientation deficiencies 2. Review gaps in PAC handbook and resource manual to address in Orientation Program 3. Draft PAC Orientation Program agenda and materials 4. Deliver PAC Orientation Program 5. Plans for continuous improvement
What tasks are associated with addressing the deliverable?	<ol style="list-style-type: none"> 1. Academic Leadership Team (ALT) meeting and follow-up meetings to discuss PAC feedback 2. Undertake needs assessment to identify gaps in PAC Handbook and Resource Manual to address in Orientation Program 3. Draft PAC Orientation Program agenda and materials including high-level overview of DC finances, senior staff responsibilities, Ministry and provincial governance, risk management process, Board governance, and government relations and priorities 4. Two in-person PAC orientation sessions (one at each of our main campuses) were delivered in the 2018-19 academic year 5. Participant feedback recorded for future use. Two in-person sessions are planned for the 2019-20 academic year and an additional virtual session is being planned for Board members who are not able to attend in person
Who is responsible for the specific deliverable/ task?	<ul style="list-style-type: none"> • Associate Vice President, Academic
When is the completion deadline of the specific deliverable/ task?	June 2019



What is the current status of each specific deliverable/ task? (include a completion percentage)	Recommendation has been fully implemented and is considered 100% complete
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Recommendation #3

* What has been identified as needing to be done? (stipulations)	Review the processes used by the different service areas to find a common review process/tool.
What deliverables are associated with addressing the stipulations?	<ol style="list-style-type: none"> 1. Review current processes used by various areas to determine a common quality assurance review/process tool to encompass a broad group of areas, to minimize duplication of efforts and survey fatigue 2. Draft revised common review process/tool 3. Approval of review process/tool by Durham College Leadership Team (DCLT) 4. Implement revised common review process/tool
What tasks are associated with addressing the deliverable?	<ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> a) Develop an information gathering survey to be distributed to administrators in the student service and administrative divisions to determine current feedback practices for clients/students b) Distribute survey to college stakeholders c) Review data gathered 2. Engage departments to review data and draft revised process/tool 3. Provide recommendation for approval to DCLT 4. Implement revised common review process/tool
Who is responsible for the specific deliverable/ task?	<ul style="list-style-type: none"> • Associate Vice President, Communications and Marketing • Associate Vice-President, Office of Development and Alumni Affairs



<p>When is the completion deadline of the specific deliverable/ task?</p>	<ol style="list-style-type: none"> 1. October 2019 2. May 2020 3. August 2020 4. September 2020
<p>What is the current status of each specific deliverable/ task? (include a completion percentage)</p>	<ol style="list-style-type: none"> 1. Deliverable has been fully implemented and is considered 100% complete 2. Deliverable is in-process and is considered 20% complete 3. Deliverable has not yet started and is considered 0% complete 4. Deliverable has not yet started and is considered 0% complete

Affirmation #1

<p>* What has been identified as needing to be done? (stipulations)</p>	<p>Proceed with introduction of Annual Program Review (APR) process for programs offered through the School of Continuing Education (CE) in the 2017-2018 academic year.</p>
<p>What deliverables are associated with addressing the stipulations?</p>	<p>Introduce a formalized APR process for Continuing Education Programs offered by the Centre for Professional and Part-Time Learning (PPL)</p>
<p>What tasks are associated with addressing the deliverable?</p>	<p>Revise current APR templates for PPL reporting</p>
<p>Who is responsible for the specific deliverable/ task?</p>	<ul style="list-style-type: none"> • Director, Program Quality and Development, PPL • Manager, Academic Quality Assurance, CAFE
<p>When is the completion deadline of the specific deliverable/ task?</p>	<p>June 2019</p>
<p>What is the current status of each specific deliverable/ task? (include a completion percentage)</p>	<p>This affirmation has been fully implemented and is considered 100% complete</p>



Affirmation #2

* What has been identified as needing to be done? (stipulations)	Update and implement changes to Course Outlines Policy and Procedure as per the working group recommendations.
What deliverables are associated with addressing the stipulations?	<ol style="list-style-type: none"> 1. Conduct a fulsome review of the Course Outline Policy and Procedure 2. Revise the Course Outline Policy and Procedure 3. Implement the revised Course Outline Policy and Procedure
What tasks are associated with addressing the deliverable?	<ol style="list-style-type: none"> 1. Consultation with policy stakeholders 2. <ol style="list-style-type: none"> a) Draft revised policy and procedure in collaboration with stakeholders b) Follow the approval process for all new and revised policies and procedures 3. <ol style="list-style-type: none"> a) Update the policy and procedure on publication sites b) Revise course outline template in WebCOT
Who is responsible for the specific deliverable/ task?	<ul style="list-style-type: none"> • Vice President, Academic
When is the completion deadline of the specific deliverable/ task?	April 2018
What is the current status of each specific deliverable/ task? (include a completion percentage)	This affirmation has been fully implemented and is considered 100% complete

Affirmation #3

* What has been identified as needing to be done? (stipulations)	Develop and implement an online system to manage program lifecycle, program information data and all associated records to
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	replace the current excel spreadsheet database and folder/files repository system for storing permanent records related to programs.
What deliverables are associated with addressing the stipulations?	<ol style="list-style-type: none">1. Determine needs2. Determine commercial software3. Implementation of new software4. Training5. Ongoing maintenance
What tasks are associated with addressing the deliverable?	<ol style="list-style-type: none">1. Determine all existing systems and documents for inclusion2. <ol style="list-style-type: none">a) Review softwareb) Test softwarec) Purchase software3. Implement system<ol style="list-style-type: none">a) Transfer documentsb) Data entryc) Document publication4. Training staff and stakeholders5. Update software and internal processes
Who is responsible for the specific deliverable/ task?	<ul style="list-style-type: none">• Associate Dean, CAFE
When is the completion deadline of the specific deliverable/ task?	2024-2025
What is the current status of each specific deliverable/ task? (include a completion percentage)	<ol style="list-style-type: none">1. Deliverable has been fully implemented and is considered 100% complete



	<ol style="list-style-type: none"> 2. Deliverable is in-process and is considered 5% complete 3. Deliverable is not yet started and is considered 0% complete 4. Deliverable is not yet started and is considered 0% complete 5. Deliverable is not yet started and is considered 0% complete
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Affirmation #4

* What has been identified as needing to be done? (stipulations)	Implement the revised Curriculum Mapping Process to ensure that the VLOs are assessed throughout the program.
What deliverables are associated with addressing the stipulations?	1. Implement the planned revised Curriculum Mapping Process to ensure that the PVLOs are assessed throughout the program
What tasks are associated with addressing the deliverable?	<ol style="list-style-type: none"> 1. a) Review existing revised curriculum mapping processes to ensure the PVLOs are assessed b) Continue to develop and implement the revised curriculum mapping processes in CPR
Who is responsible for the specific deliverable/ task?	<ul style="list-style-type: none"> • Executive Deans • Associate Dean, CAFE
When is the completion deadline of the specific deliverable/ task?	Revised curriculum mapping process implemented in CPR process in May 2018
What is the current status of each specific deliverable/ task? (include a completion percentage)	Affirmation has been fully implemented and is considered 100% complete



Affirmation #5

* What has been identified as needing to be done? (stipulations)	Update all course outlines to include program PVLOs to indicate what PVLOs are addressed in each course and at what level they are directly mapped to the CLOs.
What deliverables are associated with addressing the stipulations?	<ol style="list-style-type: none"> 1. Modify course outline application (WebCOT) to display PVLOs addressed in each course as identified through the CPR curriculum mapping process. 2. Revise CQAAP commitment as weighting is not measured.
What tasks are associated with addressing the deliverable?	<ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> a) Determine WebCOT modification plan b) ITS to modify WebCOT to display PVLOs addressed in each course as identified through the CPR curriculum mapping process. c) Test modification in development status d) Implement in production phase. e) Communicate to Durham College (DC) community modifications and provide supports for the change. 2. REVISED CQAAP AFFIRMATION #5 <ol style="list-style-type: none"> a) Update all course outlines to display PVLOs addressed in each course as identified through the CPR curriculum mapping process. b) Rationale: Reflective of the Quality Assurance principle of continuous improvement, this commitment has evolved to incorporate the technical implementation but leveling (as noted in the original affirmation) is not addressed in the curriculum mapping process.
Who is responsible for the specific deliverable/ task?	<ul style="list-style-type: none"> • Associate Dean, CAFE • Business Analyst, IT Services – Enterprise Systems



When is the completion deadline of the specific deliverable/ task?	<ol style="list-style-type: none"> 1. May 2020 2. Revised CQAAP commitment is complete in this 18 month follow-up CQAAP report
What is the current status of each specific deliverable/ task? (include a completion percentage)	<ol style="list-style-type: none"> 1. Affirmation is in-process and is considered 85% complete. Delivery of PVLOs on course outlines expected to be implemented in May 2020 for programs who have undergone CPR since May 2018 2. Revised CQAAP Affirmation #5 has been fully implemented in this report and is considered 100% complete

Affirmation #6

* What has been identified as needing to be done? (stipulations)	Enhance learning plans to include a mapping areas to the CLOs for each week, linking the CLOs to teaching and learning, and thus ultimately to the VLOs.
What deliverables are associated with addressing the stipulations?	<ol style="list-style-type: none"> 1. Revise CQAAP affirmation as mapping will not be accessed from the learning plans but rather a stand-alone document to avoid providing students with excessive information 2. Modify WebCOT to capture data in learning plans where CLOs are taught
What tasks are associated with addressing the deliverable?	<ol style="list-style-type: none"> 1. a) Revised CQAAP Affirmation #6: Modify learning plans in course outlines to identify when CLOs are explicitly taught b) Rationale: Reflective of the Quality Assurance principle of continuous improvement, this commitment has evolved from the initial broad reference to teaching and learning strategies as well as the expectation that curriculum mapping will be part of the course outline. As of 2020,



	<p>curriculum mapping will be a stand-alone evidence-based document. CLO to PVLO mapping is completed in CPR curriculum mapping</p> <ol style="list-style-type: none"> 2. a) Determine WebCOT modification plan b) ITS to modify WebCOT to capture inputs of CLOs taught c) Test modification in development status d) Implement in production phase e) Communicate to DC community modifications and provide supports for the change
Who is responsible for the specific deliverable/ task?	<ul style="list-style-type: none"> • Executive Deans • Associate Dean, CAFE • Business Analyst, IT Services – Enterprise Systems
When is the completion deadline of the specific deliverable/ task?	<ol style="list-style-type: none"> 1. Revised CQAAP commitment is complete in this 18 month follow-up CQAAP report 2. Implemented May 2019
What is the current status of each specific deliverable/ task? (include a completion percentage)	Affirmation has been fully implemented and is considered 100% complete

Affirmation #7

* What has been identified as needing to be done? (stipulations)	Update and maintain PVLOs in the Program Learning Outcomes Repository (PLOR) database in anticipation of using the database to support the program life cycle data and records project mentioned in Standard 1. PVLOs will be posted on Durham College's public website.
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What deliverables are associated with addressing the stipulations?	<ol style="list-style-type: none">1. Update the PLOR2. Collaborate with ITS and Communications and Marketing (C+M) to create link from PLOR to website enabling PVLOs to appear on each program page on DC website3. Publish PVLOs on each program page on public DC website for credentialed programs
What tasks are associated with addressing the deliverable?	<ol style="list-style-type: none">1. Edit and ensure accuracy of PLOR2. <ol style="list-style-type: none">a) ITS develop code to ensure accurate and continuous transfer from PLOR to DC websiteb) C+M to edit website to accommodate PLOs from credentialed programs3. <ol style="list-style-type: none">a) Implement projectb) Communicate to ALT and academic community
Who is responsible for the specific deliverable/ task?	<ul style="list-style-type: none">• Associate Dean, CAFE• Business Analyst, IT Services – Enterprise Systems• Manager, Digital Media
When is the completion deadline of the specific deliverable/ task?	<ol style="list-style-type: none">1. Winter 20202. March 20203. April 2020
What is the current status of each specific deliverable/ task? (include a completion percentage)	<ol style="list-style-type: none">1. Deliverable has been fully implemented and is considered 100% complete2. Deliverable in-process and is considered 75% complete



	3. Deliverable has not yet started and is considered 0% complete
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Affirmation #8

* What has been identified as needing to be done? (stipulations)	Include approved program APS title in the Program Guides (posted in <i>MyCampus™</i>), in all marketing and promotional materials prepared by the School.
What deliverables are associated with addressing the stipulations?	Update all DC program titles on marketing materials to ensure Ministry Approved Titles are displayed
What tasks are associated with addressing the deliverable?	<ol style="list-style-type: none"> 1. Compare active DC programs on website with the MTCU APS table to ensure program title alignment 2. Provide list of inaccurate titles to C+M department to update all promotional materials 3. Re-review programs on DC materials (including website and college guide) to ensure compliance
Who is responsible for the specific deliverable/ task?	<ul style="list-style-type: none"> • Manager, Academic Quality Assurance • Manager, Marketing, Communications and Marketing
When is the completion deadline of the specific deliverable/ task?	<ol style="list-style-type: none"> 1. March 2020 2. April 2020 3. August 2020
What is the current status of each specific deliverable/ task? (include a completion percentage)	<ol style="list-style-type: none"> 1. Deliverable has been fully implemented and is considered 100% complete 2. Deliverable in-process and is considered 60% complete 3. Deliverable in-process and is considered 0% complete



Affirmation #9

* What has been identified as needing to be done? (stipulations)	Include an Experiential Learning (EL) experience to all programs of study to ensure that all students have an EL experience.
What deliverables are associated with addressing the stipulations?	<ol style="list-style-type: none"> 1. Define EL for DC 2. Review existing list of programs with Work Integrated Learning (WIL) 3. Determine program-based EL need 4. Ensure new programs have EL added to their Program of Study (POS) 5. Ensure program review includes tracking of EL
What tasks are associated with addressing the deliverable?	<ol style="list-style-type: none"> 1. Definitions of EL developed 2. Annual review of current DC WIL of credentialed programs 3. <ol style="list-style-type: none"> a) Determine existing EL opportunity and if so, provide evidence b) If EL opportunity is not present in a program, determine through APR and CPR processes the addition of EL to POS and implement through program change process c) Add additional EL opportunities as need-based 4. Ensure EL included as part of concept paper for new program development and program development templates 5. In APR template revision, ensure EL tracking opportunity
Who is responsible for the specific deliverable/ task?	<ul style="list-style-type: none"> • Vice President, Academic • Executive Deans • Associate Dean, CAFE
When is the completion deadline of the specific deliverable/ task?	<ol style="list-style-type: none"> 1. March 2019



	<ol style="list-style-type: none"> 2. Annually in May 3. APR and CPR processes 4. October 2019 5. May 2020
<p>What is the current status of each specific deliverable/ task? (include a completion percentage)</p>	<ol style="list-style-type: none"> 1. Deliverable has been fully implemented and is considered 100% complete 2. Deliverable has been fully implemented and is considered 100% complete 3. Deliverable is in-process and is considered 67% complete 4. Deliverable has been fully implemented and is considered 100% complete 5. Deliverable has been fully implemented and is considered 100% complete

Affirmation #10

<p>* What has been identified as needing to be done? (stipulations)</p>	<p>Institute a formalized monitoring/tracking process that accounts for all steps and identify all stakeholders in the process of communicating and implementing new Ministry of Colleges and Universities (MCU) Program Standards.</p>
<p>What deliverables are associated with addressing the stipulations?</p>	<ol style="list-style-type: none"> 1. Execute formal process to communicate Program Standard changes
<p>What tasks are associated with addressing the deliverable?</p>	<ol style="list-style-type: none"> 1. a) Identify representatives who receive information regarding MCU program standards changes



	<ul style="list-style-type: none"> b) Communicate Program Standards under review to relevant academic school Executive Dean/Dean and Associate Dean when advised by MCU c) Validate Program Standard changes when received by the MCU d) Forward finalized Program Standards to the relevant academic school Executive Dean/Dean and Associate Dean e) Distribute a Program Standard Change MEMO to college stakeholders notifying change f) Present information item at the Program Proposal and Review Committee (PPRC) g) Record the new Program Standard in the shared college-wide digital program repository folder and the CAFE program change digital folder h) Track change on CAFE program change tracking sheet
Who is responsible for the specific deliverable/ task?	<ul style="list-style-type: none"> • Manager, Academic Quality Assurance, CAFE • Executive Deans/Dean/Associate Dean or delegate • Administrative Assistant, CAFE
When is the completion deadline of the specific deliverable/ task?	October 2019
What is the current status of each specific deliverable/ task? (include a completion percentage)	Affirmation has been fully implemented and is considered 100% complete



Affirmation #11

* What has been identified as needing to be done? (stipulations)	Continue working with schools and faculty to include an experiential learning opportunity to all programs of study.
What deliverables are associated with addressing the stipulations?	<ol style="list-style-type: none"> 1. Define Experiential Learning (DL) for DC 2. Ensure new programs have EL added to their Programs of Study (POS) 3. Ensure program review processes include capture of existing EL evidence and discussion regarding the addition of EL opportunities especially where lacking in existing POS 4. Ensure program review includes tracking of EL
What tasks are associated with addressing the deliverable?	<ol style="list-style-type: none"> 1. Definitions of EL developed 2. Ensure EL included as part of concept paper for new program development and program development templates 3. APR and CPR templates address program EL 4. APR template revision includes EL tracking opportunity
Who is responsible for the specific deliverable/ task?	<ul style="list-style-type: none"> • Vice President, Academic • Executive Deans • Associate Dean, CAFE
When is the completion deadline of the specific deliverable/ task?	<ol style="list-style-type: none"> 1. March 2019 2. October 2019 3. APR and CPR processes 4. May 2020



What is the current status of each specific deliverable/ task? (include a completion percentage)	Affirmation has been fully implemented and is considered 100% complete
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Affirmation #12

* What has been identified as needing to be done? (stipulations)	Review, update and implement the <i>Admissions Policy and Procedure</i> , which are currently out of date.
What deliverables are associated with addressing the stipulations?	<ol style="list-style-type: none"> 1. Conduct a fulsome review of the Admissions Policy and Procedure 2. Revise the Admissions Policy and Procedure 3. Implement the revised Admissions policy and procedure
What tasks are associated with addressing the deliverable?	<ol style="list-style-type: none"> 1. Consultation with policy stakeholders; 2. a) Draft revised policy and procedure in collaboration with stakeholders b) Create two separate admissions policy and procedures: 1. Domestic Admissions, and 2. International Admissions i) Follow approval process for all new revised policies and procedures 3. Implement policy and procedure a) update the policy and procedure on publication sites b) communicate to stakeholders revised policies
Who is responsible for the specific deliverable/ task?	<ul style="list-style-type: none"> • Associate Vice President/Registrar, Student Affairs • Vice President, Academic
When is the completion deadline of the specific deliverable/ task?	<ol style="list-style-type: none"> 1. January 2018 2. a) The Domestic Admissions Policy and Procedure ADMIN-208 was revised in March 2018



	<p>b) The International Admissions Policy and Procedure ACAD-107 was revised January 2019</p> <p>3. a) The Domestic Admissions Policy and Procedure ADMIN-208 was fully implemented in June 2018.</p> <p>b) The International Admissions Policy and Procedure ACAD-107 was fully implemented in March 2019</p>
What is the current status of each specific deliverable/ task? (include a completion percentage)	Affirmation has been fully implemented and is considered 100% complete

Affirmation #13

* What has been identified as needing to be done? (stipulations)	Review, update and implement the <i>Academic Integrity Policy (ACAD-101) and Procedure (ACAD-101.1)</i> which are currently outstanding and under review by the stakeholder working group.
What deliverables are associated with addressing the stipulations?	<ol style="list-style-type: none"> 1. Conduct a fulsome review of the Academic Integrity policy and procedure 2. Revise the Academic Integrity policy and procedure 3. Implement the revised Academic Integrity policy and procedure
What tasks are associated with addressing the deliverable?	<p>The following tasks are associated with addressing the deliverables of this affirmation:</p> <ol style="list-style-type: none"> 1. Consultation with policy stakeholders 2. a) Draft revised policy and procedure in collaboration with stakeholders b) Follow approval process for all new revised policies and procedures



	3. Implement policy and procedure
Who is responsible for the specific deliverable/ task?	<ul style="list-style-type: none"> Vice President, Academic
When is the completion deadline of the specific deliverable/ task?	<ol style="list-style-type: none"> April 2018 Revised September 2018
What is the current status of each specific deliverable/ task? (include a completion percentage)	Affirmation has been fully implemented and is considered 100% complete

Affirmation #14

* What has been identified as needing to be done? (stipulations)	All post-secondary students who register for Durham College courses will be required to attest to having reviewed Durham College policies and procedures. This additional step in the registration process is under development for implementation in spring 2018.
What deliverables are associated with addressing the stipulations?	Amend student registration system to require students to acknowledge responsibility to fully understand all college policies and procedures and their lack of knowledge does not constitute a valid defence against action by the college
What tasks are associated with addressing the deliverable?	In order to proceed with full-time registration into a schedule block students must accept this term and condition
Who is responsible for the specific deliverable/ task?	<ul style="list-style-type: none"> Associate Vice President/Registrar, Student Affairs Director of Reporting & Student Systems, Strategic Enrolment Services – Reporting & Student Information Systems
When is the completion deadline of the specific deliverable/ task?	July 2018



What is the current status of each specific deliverable/ task? (include a completion percentage)	Affirmation has been fully implemented and is considered 100% complete
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Affirmation #15

* What has been identified as needing to be done? (stipulations)	Increase collaboration between the Office of Research Services, Innovation and Entrepreneurship (ORSIE) and CAFE to strengthen the connection between research done through both departments, and enhance opportunities to share the results of their Scholarship of Teaching and Learning (SoTL) researchers with other faculty.
What deliverables are associated with addressing the stipulations?	<ol style="list-style-type: none"> 1. Revise faculty orientation guide 2. Engage ORSIE in faculty professional development opportunities
What tasks are associated with addressing the deliverable?	<ol style="list-style-type: none"> 1. Develop shared content 2. a) Embed ORSIE as presenters into Faculty Orientation b) Embed professionalism and scholarly practice into the College Teaching Certificate (CTC) program panel presentation
Who is responsible for the specific deliverable/ task?	<ul style="list-style-type: none"> • Manager, Educational and Curriculum Development
When is the completion deadline of the specific deliverable/ task?	December 2018
What is the current status of each specific deliverable/ task? (include a completion percentage)	Affirmation has been fully implemented and is considered 100% complete



Affirmation #16

* What has been identified as needing to be done? (stipulations)	Create a new full-time faculty probationary checklist for the School Deans. The checklist would identify the CAFE specific requirements attached to a full-time faculty probationary status, providing the School Deans with an overall sense of where a particular faculty is in relation to CAFE supported training.
What deliverables are associated with addressing the stipulations?	<ol style="list-style-type: none"> 1. Develop FT faculty probationary checklist 2. Record required participation in PD by FT faculty 3. Distribute to Executive Deans
What tasks are associated with addressing the deliverable?	<ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> a) Review registration documentation for programs delivered by CAFE to support probationary period for faculty b) Create checklist 2. Record required participation 3. Distribute to Executive Deans
Who is responsible for the specific deliverable/ task?	<ul style="list-style-type: none"> • Manager, Educational and Curriculum Development
When is the completion deadline of the specific deliverable/ task?	August 2019
What is the current status of each specific deliverable/ task? (include a completion percentage)	Affirmation has been fully implemented and is considered 100% complete



Affirmation #17

<p>* What has been identified as needing to be done? (stipulations)</p>	<p>Update the <i>Student At-Academic Risk Policy and Procedure</i> to provide more details regarding who is responsible for outreach and encouraging students to seek academic support.</p>
<p>What deliverables are associated with addressing the stipulations?</p>	<ol style="list-style-type: none"> 1. Conduct a fulsome review of the Student At-Academic Risk Policy and Procedure 2. Revise the Student At-Academic Risk Policy and Procedure 3. Implement the revised Student At-Academic Risk Policy and Procedure
<p>What tasks are associated with addressing the deliverable?</p>	<ol style="list-style-type: none"> 1. Consultation with policy stakeholders 2. a) Draft revised policy and procedure in collaboration with stakeholders from across the college, including Student Advisors, Deans, Associate Deans, and Academic Council. b) Follow the approval process for all new and revised policies and procedures including Approval from DCLT 3. Update the policy and procedure on publication sites
<p>Who is responsible for the specific deliverable/ task?</p>	<ul style="list-style-type: none"> • Associate Vice President, Academic
<p>When is the completion deadline of the specific deliverable/ task?</p>	<p>April 2019</p>
<p>What is the current status of each specific deliverable/ task? (include a completion percentage)</p>	<p>Affirmation has been fully implemented and is considered 100% complete</p>



Affirmation #18

* What has been identified as needing to be done? (stipulations)	Explore inclusion of administrative processes for recruiting, verifying credentials, and hiring contract faculty into the <i>New Academic Employees – Academic and Professional Credentials Requirements Policy (EMPL-316) and Procedure (EMPL-316.1)</i> .
What deliverables are associated with addressing the stipulations?	<ol style="list-style-type: none">1. Conduct a fulsome review and revision of the New Academic Employee – Academic and Professional Credentials Requirements policy and procedure and related policies2. Implement the revised New Academic Employee – Academic and Professional Credentials Requirements policy and procedure and related policies
What tasks are associated with addressing the deliverable?	<ol style="list-style-type: none">1. <ol style="list-style-type: none">a) New Academic Employee – Academic and Professional Credentials Requirements policy and procedure reviewed and revised to include contract facultyb) Related Recruitment and Selection Policy and Procedure (EMPL-309) reference amended to include verification of credentials required for all teaching faculty to be obtained and maintained as part of the employment file in Human Resources2. <ol style="list-style-type: none">a) Implemented revised New Academic Employee – Academic and Professional Credentials Requirements policy and procedureb) Implemented Recruitment and Selection Policy and Procedurec) Implemented credential validation business process for full-time faculty to contract faculty hires and the salary step rating process as per the Recruitment and Selection Policy and Procedured) Maintain credential validation process for all faculty



Who is responsible for the specific deliverable/ task?	<ul style="list-style-type: none"> • Associate Vice-President, Human Resources
When is the completion deadline of the specific deliverable/ task?	<ol style="list-style-type: none"> 1. October 2018 2. a) November 2018 b) September 2019 c) April 2020 d) September 2020
What is the current status of each specific deliverable/ task? (include a completion percentage)	<ol style="list-style-type: none"> 1. Deliverable has been fully implemented and is considered 100% complete 2. a) Task has been fully implemented and is considered 100% complete b) Task has been fully implemented and is considered 100% complete c) Task is in-process and is considered 80% complete d) Task is in-process and is considered 75% complete

Affirmation #19

* What has been identified as needing to be done? (stipulations)	Development and implement a tracking sheet for all employee professional development such as training, workshops, conferences, scholarly practice. Tracking form table/chart be created and maintained centrally by department/school.
What deliverables are associated with addressing the stipulations?	<ol style="list-style-type: none"> 1. Develop tracking table for all employees 2. Implement tracking table for all employees to capture range of professional development activities and maintenance of currency



	<ol style="list-style-type: none"> 3. Ensure completion of tracking tables for all DC employees 4. Store completed tables annually
What tasks are associated with addressing the deliverable?	<ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> a) Draft PD activities based on PEQAB requirements as well as DC significance b) Reviewed and approved by Academic Leadership Team (ALT) 2. <ol style="list-style-type: none"> a) Implement tracking table with schools and departments reporting to the Vice President, Academic b) Collate, analyze and summarize responses and themes from VPA employees c) Disseminate summary to ALT d) Implement tracking table with leads of departments reporting to the Vice President, Student Affairs, the Chief Administrative Officer (CAO) and employees reporting directly to the Office of the President 3. Quality assurance check for completion 4. Each Vice President to store annual digital tables
Who is responsible for the specific deliverable/ task?	<ul style="list-style-type: none"> • Associate Dean, CAFE (on behalf of employees reporting to the VPA) • Vice President, Student Affairs (on behalf of employees reporting to the VPSA) • Associate Vice President, Human Resources (on behalf of employees reporting to the CAO) • Office Manager, Office of the President (on behalf of employees reporting to the Office of the President)
When is the completion deadline of the specific deliverable/ task?	<ol style="list-style-type: none"> 1. April 2019



	<ol style="list-style-type: none"> 2. a, b, c) June 2019 d) June 2020 3. June 2019 (VPA); June 2020 (All) 4. June 2019 (VPA); June 2020 (All)
<p>What is the current status of each specific deliverable/ task? (include a completion percentage)</p>	<ol style="list-style-type: none"> 1. Deliverable has been fully implemented and is considered 100% complete 2. a, b, c) Task has been fully implemented and is considered 100% complete d) Task is in-process and is considered 75% complete 3. Deliverable is in-process and is considered 75% complete 4. Deliverable is in-process and is considered 75% complete

Affirmation #20

<p>* What has been identified as needing to be done? (stipulations)</p>	<p>Review, update and implement the <i>Space Policy and Procedure</i>.</p>
<p>What deliverables are associated with addressing the stipulations?</p>	<ol style="list-style-type: none"> 1. Conduct a fulsome review of the Space Policy and Procedure 2. Revise the Space Policy and Procedure 3. Implement the revised Space Policy and Procedure
<p>What tasks are associated with addressing the deliverable?</p>	<ol style="list-style-type: none"> 1. Review existing policy and procedure with Director, Capital Projects and Space Management 2. a) Draft revised policy and procedure for review by VP Administration and Vice-President Administration & Chief Financial Officer (CFO) as well as Chief Administrative Officer (CAO)



	<p>b) Follow the approval process for all new and revised policies and procedures including approval from DCLT</p> <p>3. Update the policy and procedure on publication sites</p>
Who is responsible for the specific deliverable/ task?	<ul style="list-style-type: none"> • Associate Vice President, Facilities and Ancillary Services
When is the completion deadline of the specific deliverable/ task?	April 2020
What is the current status of each specific deliverable/ task? (include a completion percentage)	Affirmation is in-process and is considered 50% complete

Affirmation #21

* What has been identified as needing to be done? (stipulations)	Continue the work started by the Classroom Standards group to inform new and renewed teaching and learning spaces to meet twenty-first century standards.
What deliverables are associated with addressing the stipulations?	1. Develop Classroom Standards for Durham College
What tasks are associated with addressing the deliverable?	<p>1. a) Establish a working group with representation from: academics (including faculty and admin.), the CAFE, facilities, IT, and AV services</p> <p>b) Consult campus community including faculty, students and administrators to determine what they need/want in their learning spaces</p> <p>c) Draft standards, which include 4-5 different types of classrooms, and detailed specifications for each</p> <p>d) Gather input on the draft standards and specifications from faculty, and administrators in order to confirm and refine them</p>



	e) VPA approved classroom standards document and sharing with DCLT
Who is responsible for the specific deliverable/ task?	<ul style="list-style-type: none"> Associate Vice President, Academic
When is the completion deadline of the specific deliverable/ task?	December 2019
What is the current status of each specific deliverable/ task? (include a completion percentage)	Affirmation has been fully implemented and is considered 100% complete

Affirmation #22

* What has been identified as needing to be done? (stipulations)	Include additional data in the current room inventory spreadsheet such as including an AV tab of this list.
What deliverables are associated with addressing the stipulations?	Maintain AV data
What tasks are associated with addressing the deliverable?	Collect and maintain AV data at all DC campuses
Who is responsible for the specific deliverable/ task?	<ul style="list-style-type: none"> Director, IT Services - IT User Support Services
When is the completion deadline of the specific deliverable/ task?	March 2020
What is the current status of each specific deliverable/ task? (include a completion percentage)	Deliverable has been fully implemented and is considered 100% complete

Add (copy and paste from above) additional tables as required to complete the exercise.



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2. Provide additional comments (if applicable).

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