

DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

PUBLIC MEETING OF THE BOARD OF GOVERNORS

AGENDA

Date: Wednesday, May 13, 2020, 6:00 p.m.

Location: GoToMeeting - Video Call (see details in meeting invitation)

Pages

1. CALL TO ORDER
2. INTRODUCTION OF GUESTS
3. ADDITIONS/DELETIONS TO THE AGENDA
4. CONFLICT OF INTEREST DECLARATIONS
5. PRESENTATIONS
 - 5.1 Update on the Alumni Association - C. Ackerblade and L. Flynn
 - 5.2 Update on the Launch of the Strategic Plan & Branding Refresh - C. Beam
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 the Public Minutes of the Board of Governors Meeting of April 8, 2020 3 - 9

Recommendation

That the public minutes of the Board of Governors meeting of April 8, 2020, be approved as read.

- 8.2 President's Report - April to May, 2020 10 - 16

Recommendation

That BOG-2020-37, highlighting the President's activities for the months of April and May, 2020, be received for information.

8.3 Ratification of the Results of the Election for Chair and Vice-Chair of the Board

Recommendation

That the results of the election of Chair and Vice-Chair of the Board of Governors be ratified, and Michele James be declared as Chair and Kristi Honey be declared as Vice-Chair for the 2020-2021 Board year.

8.4 Ratification of Results of the Administrative Staff Governor Election

Recommendation

That the results of the administrative staff governor election be ratified, and [name to be announced at board meeting] be declared the administrative staff governor for a three-year term starting September 1, 2020 and ending, August 31, 2023.

9. DISCUSSION ITEMS

9.1 DC and Ontario Tech University Academic Pathways for 2019-2020 - R. Gupta 17 - 27

Recommendation

It is recommend to the Durham College Board of Governors:
That Report BOG-2020-31 concerning the Durham College and Ontario Tech University academic pathways for 2019-2020, be received for information.

9.2 Business Plan for 2020-2021 - D. Lovisa 28 - 71

Recommendation

That based on Report BOG-2020-36, the 2020-2021 business plan, be approved.

10. UPCOMING EVENTS

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, April 8, 2020

Location: Via Video Call (GoToMeeting)

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
Gary Rose
Steve Stewart
Vasu Sukhija
Jim Wilson

Members Absent: Heather Quantrill
Kenneth Michalko

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
Linda Flynn, Associate Vice-President, Office of Development and Alumni Affairs
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:

- Judeline Innocent, Executive Dean, School of Health and Community Services
- Michelle Hutt, Executive Dean, School of Science and Engineering Technology

3. ADDITIONS/DELETIONS TO THE AGENDA

None.

4. CONFLICT OF INTEREST DECLARATIONS

None.

5. PRESENTATIONS

None.

6. CHAIR'S REPORT

The Chair:

- Thanked the leadership team for their guidance during the COVID-19 pandemic
- Asked governors to complete the annual board effectiveness and standing committee preference surveys
- Advised the student governor election that was in progress before COVID-19 hit was cancelled and a new election will be held in the fall.
- Advised the administrative staff governor election that was in progress before COVID-19 hit was suspended. However, the Corporate and Board Secretary would be working with the candidates to finish the election in May
- Advised the College will be hosting a virtual open house on Saturday, April 25, 2020

7. CO-POPULOUS GOVERNORS' REPORT

Governor Wilson provided the co-populous governors' report, noting the following:

- At the last board meeting, academic council proposed the establishment of the Centre for Small Module Reactors.
- The university will be offering a diploma in teaching English as a second language, and the university will be moving forward with a job readiness initiative for graduates that will focus on talent development.

8. CONSENT AGENDA

Moved By Governor Beale

Seconded By Governor Cowie

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

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

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

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

The Vice-President, Academic and the Executive Dean, School of Science, Engineering and Technology presented a new program of instruction for approval, Pharmaceutical Science.

The Vice-President, Academic attested the program had undergone the full internal review process, it was compliant with the ministry binding policy directive and conformed with the credentials framework.

The Executive Dean, School of Science, Engineering and Technology reported the pharmaceutical science program would 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. The program will be one-year, composed of three semesters and field placement, and the program is unique in that no other college is offering a similarly focused graduate certificate.

The Board questioned the Vice-President, Academic and the Executive Dean, School of Science, Engineering and Technology.

Moved By Governor Griffin

Seconded By Governor Lanc

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.” CARRIED

9.2 New Program of Instruction: Behavioural Science Technician

The Vice-President, Academic and Executive Dean, School of Health and Community Services presented a new program of instruction for approval, Behavioural Science Technician.

The Vice-President, Academic attested the program had undergone the full internal review process, it was compliant with the ministry binding policy directive and conformed with the credentials framework.

The Executive Dean, School of Health and Community Services reported the two-year Behavioural Science Technician diploma program would prepare graduates to use the principles and techniques of applied behaviour analysis (ABA) to bring about positive change in behaviours of social relevance. Graduates would be able to apply ABA in a variety of fields, including developmental disabilities, autism, acquired brain injuries, and education. Graduates would also 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.

The Board questioned the Vice-President, Academic and Executive Dean, School of Health and Community Services.

Moved By Governor James

Seconded By Governor Johnson Morris

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.” CARRIED

9.3 Final Results of the 2019-2020 Business Plan

President Lovisa presented the results of the 2019-2020 business plan, noting of the 22 objectives and 73 associated action items, most have completed. A few action items were delayed due to the COVID-19 pandemic, and construction projects are stopped due to the emergency order. Highlights included developing renovation plans for the book store, approving and launching the new strategic plan, and completing the employee engagement survey. Action plans based on the results of the employee engagement survey will be prepared, and the President’s Office is working with communications and marketing to find a creative way to launch the strategic plan.

The Board questioned President Lovisa.

Moved By Governor Lanc

Seconded By Governor Lucyk

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.” CARRIED

9.4 Government Relations Update

The Manager, Strategic Reporting and Government Relations provided an update on government relations activities that occurred since the last report. Activities reported included hosting Durham’s local MPPs at the Whitby campus, making a budget presentation to the province, and attending the student showcase at CIGan in Ottawa.

Since the COVID-19 pandemic, the College has communicated with local MPs and MPPs to discuss the financial issues faced by the College, and challenges related to international enrolment. When the province announced its action plan and fiscal update to respond to COVID-19, there was nothing for the post-secondary sector except the deferral of OSAP payments, and the College is

exempt from the emergency leave provisions. On March 31, 2020, the province announced \$25M in emergency support for higher education, and Durham College received \$400,000, which will be used for student relief. A meeting will be scheduled with the Ministry of Colleges and Universities to discuss the financial impacts to Durham College.

The Board questioned President Lovisa and the Manager, Strategic Reporting and Government Relation.

Moved By Governor Mckee Demczyk

Seconded By Governor Rose

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.” CARRIED

9.5 College Quality Assurance Audit Process Follow-Up Report

The Vice-President, Academic, presented the 18-month college quality assurance audit process follow-up report and overviewed the audit process that occurred in 2018. During the 2018 audit, the College passed 31 of the 32 requirements, with one requirement partially met. Also, twenty-two areas of improvement were identified internally, and the audit team identified three areas of improvement for a total of twenty-five commitments. Of the three recommendations made by the audit team, two are complete, and the third is to be finished by the fall. The follow-up report will go to the quality assurance board for review.

The Vice-President, Academic, further advised the College was notified that the signing and implementation of SMA3 was delayed until post-COVID-19.

Moved By Governor Rose

Seconded By Governor Stewart

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.” CARRIED

9.6 Limited Time Committee with Ontario Tech University

The Chair advised that there would be an opportunity to reflect on the joint event with Ontario Tech University in the in-camera session. Also, the Chair advised that following discussion with the Executive Committee, it is recommended that the motion regarding the creation of a limited time Committee with Ontario Tech University be rescinded.

The Board discussed the merits of rescinding the motion.

Moved By Governor Wilson

Seconded By Governor Beale

“That the motion passed at the October 9, 2019 Board of Governors meeting concerning the establishment of a limited time committee with Ontario Tech University’s Board to identify strategies to improve the relationship and report back be rescinded.” CARRIED ON 2/3 VOTE OF MEMBERS PRESENT

10. UPCOMING EVENTS

The following events were highlighted:

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

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 Sukhija

Seconded By Governor Cowie

“That the Board of Governors move in-camera after a 5-minute recess.” CARRIED

The meeting recessed at 7:15 p.m. and reconvened in-camera at 7:20 p.m.

During the in-camera session, the Board discussed recommendations from its Standing Committees and the president’s performance and employment contract.

12. ADJOURNMENT

With no further business, the meeting adjourned at 8:18 p.m.

Report Number: BOG-2020-37

To: Board of Governors

From: Don Lovisa, President

Date of Report: May 7, 2020

Date of Meeting: May 13, 2020

Subject: President's Report – April – May 2020

Purpose

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

1. Our Students

DC Advertising students create buzz with wins in national creative competition

Several students in the Durham College (DC) Advertising and Marketing Communications program walked away from a national creative competition with more than bragging rights; they also secured prestigious paid apprenticeships with award-winning agency, Grip Limited (Grip).



Teams of DC students competed in Grip's annual Orange Juicer competition, which challenges students from across North America to put their creative chops to the test solving a real creative brief from a real client. Teams must create an innovative advertising pitch, all in less than two weeks, before presenting their fully integrated plans to a panel of senior industry professionals.

Grip's participating client for the 2020 competition was a cannabis company, and the brief required teams to create awareness for new forms of cannabis while promoting responsible consumption in a highly regulated market.

DC's students rose to the challenge, vying against 19 other teams. Two DC teams made the Top Seven, advancing to the Big Pitch, and eventually taking second and third place honours.

Enactus DC cashes in again with Money Makes Cents project

The Enactus Durham College (Enactus DC) team took 2020 regional runner up in its National CWB Financial Education Challenge league with the Money Makes Cents project. The achievement marked the team's highest result ever in the competition and was won against a competitive field of 40 colleges and universities from across Ontario and Quebec.



Money Makes Cents is a project conceived by Enactus DC in partnership with the Region of Durham Social Services Department that offers tax assistance and income tax return resources for low-income families by bringing mobile tax clinics and financial education to disadvantaged neighbourhoods.

This year Money Makes Cents was instrumental in increasing tax returns by \$7 million for those who need the money most in Durham Region. The project also launched Durham Tax Help, an online hub that enables the recruitment of volunteers, financial coaching, and scaling to more than 20 partners across the region.

DC Journalism students put learning to work, gain real-work experience creating COVID-cation podcast

Faced with COVID-19-related cancellations and postponements of their field placements, six Durham College Journalism – Mass Media students decided to create their own real-work experience.



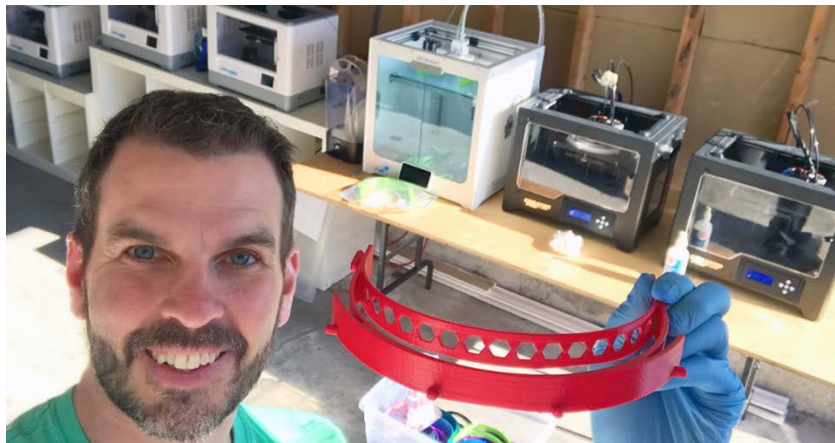
BY STUDENTS. FOR STUDENTS.

The result is COVID-cation, a weekly podcast created by students for students. Each episode focuses on a specific theme – from education to emotional wellbeing to finances – while exploring the impact of the COVID-19 outbreak on students of all ages. Working under the supervision of their professor, Danielle Harder, the team oversees all aspects of development, production and deployment of the podcast and supporting materials, allowing them to put their classroom learning to the ultimate test.

In addition to honing their story development and audio and video skills, the students are gaining valuable real-work experience and content for their portfolios in the areas of on-air hosting, social media management, website development, online publishing and much more by doing journalism work on multiple platforms.

2. Our Community

DC puts 3D printers into action making PPE for donation to workers on frontline of COVID-19



Working out of their garages and basements, Durham College students, employees, alumni, and community members are using 3D printers to create the frames for face shields used by the healthcare workers on the frontlines of the COVID-19 pandemic. The initiative launched on March 26, and within 48 hours, the first donation of

personal protective equipment (PPE) built with the college's 3D-printed parts was delivered to Northumberland Hills Hospital in Cobourg, Ontario.

There are currently 20 DC community members using 30 rapid prototyping machines across Durham Region to create the face shield frames. With community outreach being led by DC's Office of Research Services, Innovation and Entrepreneurship, the college is currently working with two partners to see the parts put to use:

DC is shipping frames to InkSmith, where the parts are used to create the company's community shield, a sanitized single-use shield that InkSmith is donating quantities of to underfunded hospitals and healthcare providers.

The college is also collaborating with a team from Ontario Tech University that is also creating one-time-use face shields for donation to local healthcare teams.

On March 28, Chris Daniel launched a GoFundMe page with a goal of raising \$1,000 to purchase more polylactic acid, or PLA, the printing material used to 3D print the face shield frames. In less than a day, more than \$8,000 was donated, 100-per-cent of which will be used to purchase more PLA for the DC project and to purchase more face shields from InkSmith that will also be donated to healthcare providers.

Follow the link to the current Go Fund Me page: https://www.gofundme.com/f/3d-printing-face-shield-components?viewupdates=1&rcid=r01-158790336235-55378569b7e84c01&utm_medium=email&utm_source=customer&utm_campaign=p_email%2B1137-update-supporters-v5b

DC provides life saving equipment to Lakeridge Health

In order to assist our local hospitals meet the demands on the system during the COVID-19 pandemic, some of our Schools step in to provide valuable equipment and tools.

- The schools of Health & Community Services and Science & Engineering Technology have loaned Lakeridge more than a dozen ventilators.
- The School of Hospitality & Agricultural Science donated a huge amount of commercial sanitizer and soap that is usually used in the kitchens and labs at the W. Galen Weston Centre for Food.
- The School of Health & Community Services and the Campus Health Centre donated an assortment of testing materials including swabs and blood collection equipment, as well as hand sanitizer, face shields, masks and gloves.



The DC campus community is extremely proud to make this contribution to our local regional healthcare providers and partners.

DC partners with Community Care Durham on “Community to Table” food box program



In late March, the Durham College (DC) teams from Bistro '67 and Pantry partnered with Community Care Durham (CCD) to contribute to the CCD's new “Community to Table” food box program for seniors in Durham Region.

Faced with the need to adjust some of their programs and meet the increased demand for their meal services due to the impact of

the COVID-19 pandemic, CCD developed their community food boxes to support vulnerable members of the community who are unable to safely acquire food during this unprecedented time.

DC was able to support CCD in ensuring the food boxes contain locally made and grown essentials for healthy eating. Bistro '67 and Pantry provided soups and quiches at prices that allowed CCD to keep the community food boxes affordable and continue to donate 20 per cent of the boxes to those with lower incomes or who normally must rely on food banks. Additionally, Bistro '67 and Pantry donated a significant amount of food – including milk, eggs, yogurt, assorted produce, desserts, jams, and other frozen dishes – that was suddenly surplus due to the impending campus closure.

The boxes are proving to be a huge success, helping to relieve the pressure from immediate family members who are unable to provide their usual level of care to their vulnerable loved ones.

DC and CCD are looking forward to continuing their partnership well beyond these pandemic times.

3. Our Work

DC Virtual Open House engages 2300+ visitors in online experience



On April 25, more than 2,300 prospective students and their families explored Durham College – digitally. The college’s first-ever Virtual Open House was a huge success, providing guests an inside look at the DC student experience from the comfort of their homes.

DC welcomed guests from over 90 countries around the globe for virtual visits that included videos and live sessions about more than 140 career-focused programs, supportive student services, accessing financial aid, among many other topics. There were also virtual tours of campus spaces, including learning environments, residence, and wellness facilities. Attendees also had the chance to enter to win a \$1,000 tuition credit.

Within virtual rooms and information sessions, guests were able to live chat with faculty and staff, ensuring questions were answered in real-time and providing the meaningful connections between visitors and DC community members that are a hallmark of the in-person event.

Our response to COVID-19

The Durham College Leadership Team (DCLT) and all of our DC colleagues have been working tirelessly and collaboratively with students, community, employees, and the broader college sector to respond to the rapid changes in the post-secondary world. Our staff, faculty, and students have adapted and successfully transitioned to an online learning model, all while developing plans for the future. Some ways we have been ensuring seamless communication and up to date information being shared with the college community include:

- DCLT weekly and bi-weekly participation in sector-wide meetings and committees (ex: Committee of Presidents, College Committee of Vice President's Academic, College Employer Council Committees)
- Weekly meetings with the Larger DCLT group
- Have hosted three virtual town halls to keep support staff, administrative staff and faculty up to date on college initiatives
- Creating regular video content to be shared via email and social media with the college community
- Consistently updating our COVID-19 FAQ webpage
- Working with Durham College Students Inc. (DCSI) to ensure students are supported during this challenging time
- A return to campus plan is currently being developed in consultation with internal and external stakeholders, including Colleges Ontario, Ministry of Colleges and Universities, Ministry of Labour and Skills Development, along with local and provincial health authorities and Ontario Tech University.

Report Number: BOG-2020-31

To: Board of Governors

From: Elaine Popp, Vice-President, Academic

Date of Report: April 24, 2020

Date of Meeting: May 13, 2020

Subject: DC and Ontario Tech University Academic Pathways for 2019-2020

1. Purpose

To provide the Board of Governors with an annual update on the Durham College (DC) and University of Ontario Institute of Technology (Ontario Tech) academic pathways.

2. Recommendation

It is recommend to the Durham College Board of Governors:

That Report BOG-2020-31 concerning the Durham College and Ontario Tech University academic pathways for 2019-2020, be received for information.

3. Background

In 2003, the Ontario Tech (*prior years' reference UOIT*) was established as a science, technology, engineering, and manufacturing university. Included in the Act proclaiming Ontario Tech was the mission to facilitate student transition between college-level programs and university-level programs. To that end, Ontario Tech collaborates with DC. Through their respective strategic plans, DC and Ontario Tech is committed to providing students with a transparent and effortless credit transfer system. This collaboration is consistent with the vision of the Ministry of Colleges and Universities, which articulates the need for increased pathways between colleges and universities, and identifies the development of a comprehensive and transparent credit-transfer system as a high priority for Ontarians.

Each year, DC and Ontario Tech collaborate on data exchange and analysis to continue to assess the pathways framework and the mobility of students between the two institutions.

4. Discussion/Options

This report presents the update for student mobility between DC and Ontario Tech.

For the reporting year 2019-20:

- 1,522 students in the first year of studies at DC declared prior postsecondary experience at an institution other than DC.
- Of these 1,522 students, 524 students in the first year of studies at DC had prior Ontario Tech experience.
- Of these 524 students, 32.4 per cent (170 students) declared their prior verified Ontario Tech experience on their admission application while the remaining 350 did not declare their prior Ontario Tech experience.
- Of the 170 students who declared prior verified Ontario Tech postsecondary experience, 9.4 per cent (16 students) were enrolled in one year certificate programs, 53.5 per cent (91 students) in diploma or advanced diploma programs, and 37.1 per cent (63 students) in graduate certificate programs.

For the reporting year 2019-20:

- 613 students in the first year of studies at Ontario Tech declared prior postsecondary experience at an Ontario college.
- Of these 613 students, 383 students who started their studies at Ontario Tech had prior DC experience.
- Of these 383 students, 78.9 per cent (302 students) declared their prior verified DC experience on their admission application while the remaining 81 students did not declare their prior DC experience.
- Of the 302 students who declared prior DC experience, 94.7 per cent (286 students) had graduated from DC while 5.3 per cent had partial experience. Of the 286 students who had graduated from DC, 69.9 per cent (200 students) had graduated from diploma programs, 16.1 per cent (46 students) had graduated from advanced diploma programs, 11.9 per cent (34 students) had graduated from certificate programs, and 2.1 per cent (6 students) had graduated from graduate certificate programs.

The attached *DC-Ontario Tech Academic Pathways Report – Detailed*, further presents 2018-19 and 2017-18 comparisons to 2019-20 data, identifies specific programs of strong interest at each institution, and provides a list of pathways and articulation agreements between the two institutions.

5. Financial/Human Resource Implications

Capital and/or other resources required to implement improvement strategies are factored into decisions on capital expenditures. Strategies designed to promote the student mobility through integrated curriculum development and other relevant avenues have and will continue to be factored into future budget and planning decisions.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

Both DC and Ontario Tech is committed to promoting student mobility. Collaborative data exchange and analysis may provide both DC and Ontario Tech the opportunity to identify opportunities for potential articulation agreements and assess the success of transfer students from their respective institutions.

8. Relationship to the Strategic Plan/Business Plan

This report relates to the “Our Students” pillar of the Strategic Plan, and the goal to provide students with the best possible learning experiences by continuing to assess various aspects of student learning experiences, and the related graduate and employment outcomes.

Durham College - Ontario Tech University Academic Pathways Report - Detailed

This report presents inter-institutional student mobility at both Durham College (DC) and the University of Ontario Institute of Technology (Ontario Tech). Figures and tables will be presented for both Ontario Tech and DC with results presented in three sections:

Section 1: Pathways Students, presents data on the new non-direct students at each institution;

Section 2: Programs of Interest, presents the programs with the greatest uptake in recent years; and

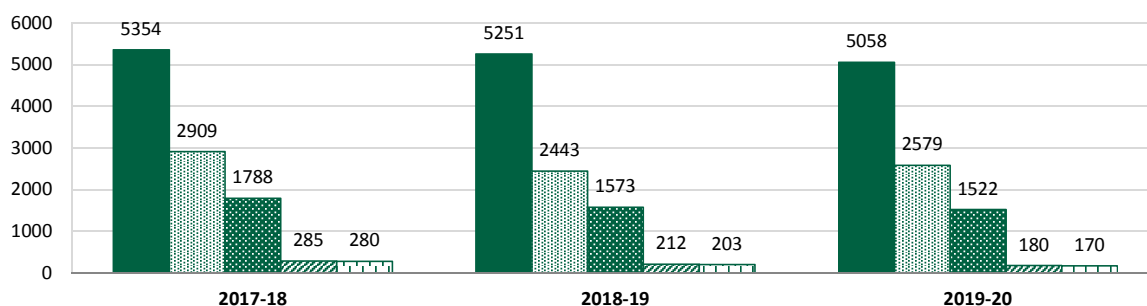
Section 3: Articulation Agreements, presents the available pathways between the two institutions.

Section 1: Pathways Students

Pathways Students (Ontario Tech University --> Durham College)

Figure 1 displays the progressive totals for all students who can be identified as new non-direct students at Durham College for the last three years. Students who declared their previous educational experience at Durham College are included only if they were not enrolled as Continuing Education or Academic Upgrading students.

Figure 1: Durham College Data



Legend	Student Population	2017-18	2018-19	2019-20
	Starting Student Population: Number of non-direct students enrolled in first semester at Durham College*	5354	5251	5058
	Subset 1: # of students declaring a previous Post-Secondary experience in Ontario	2909	2443	2579
	Subset 2: # of students declaring a non-Durham College postsecondary experience	1788	1573	1522
	Subset 3: # of students declared having a Ontario Tech University experience	285	212	180
	Subset 4: # of students that were confirmed as having a full-time postsecondary Ontario Tech University experience and declared it on their application	280	203	170

* Please note that the definition of non-direct students corresponds to the OCAS definition of students who do not enrol in postsecondary in the year immediately after high school graduation. The numbers reflect unique students across Fall, Winter and Summer semesters.

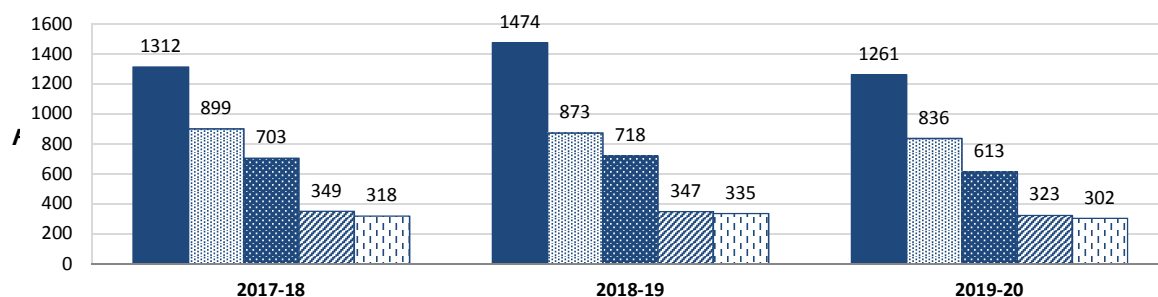
For the 2019-20 reporting year, the total number of Durham College students that were confirmed by Ontario Tech University as having a full-time postsecondary registration record at Ontario Tech is 170 students. Additionally, some students had full-time postsecondary registration record at Ontario Tech but did not declare it; as well, there were students who declared postsecondary enrolment at Ontario Tech, but were found to not have a registration record upon validation. All three categories of students are presented below:

- 170 students declared Ontario Tech experience and had an enrolment record;
- 354 students DID NOT declare their Ontario Tech experience, but had an enrolment record; and
- 10 students declared a Ontario Tech experience, but DID NOT have an enrolment record.
- In total, 524 students had a Ontario Tech enrolment record.

Additionally, of the 170 students where a full-time postsecondary Ontario Tech record was declared and confirmed in 2019-20, 16 (9.4%) enrolled into a certificate program, 91 (53.5%) enrolled into a diploma or advanced diploma program and 63 (37.1%) enrolled into a graduate certificate program. The data for 2019-20, along with the data for 2018-19 and 2017-18 is presented in Table 1.

Pathways Students (Durham College --> Ontario Tech University)

Figure 2 displays the progressive totals for all students that can be identified as a new non-direct student enrolment at Ontario Tech for the last three years. Students declaring a previous educational experience do not include re-admit students.



Legend	Student Population	2017-18	2018-19	2019-20
	Starting Student Population: Number of non-direct students new to Ontario Tech University	1312	1474	1261
	Subset 1: # of students declaring a previous PSE experience	899	873	836
	Subset 2: # of students declaring an experience at a college	703	718	613
	Subset 3: # of students declaring a Durham College experience	349	347	323
	Subset 4: # of students that were confirmed with a full-time postsecondary Durham College experience and declared it on their application	318	335	302

For the 2019-20 reporting year, the total number of Ontario Tech University students who were confirmed by Durham College as having a full-time postsecondary registration record is 302 students. Additionally, some students had a full-time postsecondary registration record at Durham College but did not declare it; as well, some students who declared a postsecondary enrolment at Durham College were found to not have a registration record upon validation. All three categories are presented below:

- 302 students declared a DC experience and had an enrolment record;
- 81 students DID NOT declare their DC experience, but had an enrolment record; and
- 21 students declared DC experience, but DID NOT have an enrolment record.
- In total, 383 students had DC experience.

Additionally, of the 302 students where a full-time postsecondary Durham College record was declared and confirmed in 2019-20, 16 (5.3%) students had a partial Durham College experience, that is they did not graduate, 204 (67.5%) graduated from a Durham College program and 82 (27.2%) graduated from Durham College and were actively enrolled in an embedded bridge program. Of the 286 Durham College graduates, 34 (11.9%) graduated with a certificate, 200 (69.9%) graduated with a diploma, 46 (16.1%) graduated with an advanced diploma and 6 (2.1%) graduated from a graduate certificate. The data for 2019-20, along with the data for 2018-19 and 2017-18 is presented in Table 2.

Section 2: Programs of Interest

Table 1 and 2 present student enrolment data at an aggregate level. The purpose of these tables is to identify the top five programs of interest among Durham College students into Ontario Tech University programs, and Ontario Tech students into DC programs. In order to determine the rank of each program, the summed student enrolment for the most recent two years is used.

Program (Program Credential)	Sum Total*	2018-19		2019-20	
		# of Students	as a %	# of Students	as a %
Registered Nurse - Critical Care Nursing	44	18	8.9%	26	15.3%
Addictions and Mental Health	15	7	3.4%	8	4.7%
Computer Science Transfer to UOIT	12	5	2.5%	7	4.1%
Paralegal (Graduate Certificate)	11	6	3.0%	5	2.9%
Computer Programmer Analyst	9	4	2.0%	5	2.9%

*Sum Total refers to two-year total for 2019-20 and 2018-19

In addition to the above programs, in 2019-20 there has been an increased student interest in the following programs: Human Resources Management graduate certificate (5 students) and Police Foundations (5 students).

Program	Sum Total*	2018-19		2019-20		
		# of Students	as a %	# of Students	as a %	
Bachelor of Commerce**	Total	314	177	52.8%	137	45.4%
	Embedded	170	88	26.3%	82	27.2%
	Bridge	118	74	22.1%	44	14.6%
	Other	26	15	4.5%	11	3.6%
Bachelor of Arts Honours Forensic Psychology	72	44	13.1%	28	9.3%	
Bachelor of Arts Honours Criminology and Justice	44	16	4.8%	28	9.3%	
Bachelor of Arts Honours Educational Studies and Digital Technology	36	18	5.4%	18	6.0%	
Bachelor of Arts Honours Communication and Digital Media Studies	35	19	5.7%	16	5.3%	

* Sum Total refers to two-year total for 2019-20 and 2018-19

** An embedded program is a program where students take the first two years of a program at DC, and then complete the remaining two years of a Bachelor of Commerce at Ontario Tech.

Section 3: Articulation Agreements

All of the articulation agreements in place between the two institutions as of March 2020 are presented in Table 3. The information is presented by the school in which the program resides at Durham College. Please note that the number of programs is presented at the start of each table. Further, the number of Durham College programs that are new to the articulation roster are presented in **bold italics**. Any program that may require additional credentialing has been identified with the corresponding note after each school table. The pathways identified below are per Durham College Strategic Enrolment Services (SES).

Table 3: Pathway Agreements; by Durham College School

	Durham College Program	Ontario Tech Program:	Type of Entry
School of Business, IT and Management (# of Programs = 16)			
1	Business - Accounting Transfer to UOIT	Bachelor of Commerce	Embedded
2	Business Administration - Accounting	Bachelor of Commerce	Advanced Entry
3	Business Administration - Human Resources	Bachelor of Commerce	Advanced Entry
4	Business Administration - Finance	Bachelor of Commerce	Advanced Entry
5	Business Administration - Marketing	Bachelor of Commerce	Advanced Entry
6	Business Administration - Operations Management	Bachelor of Commerce	Advanced Entry
7	Computer Programmer	Bachelor of Information Technology in Game Development and Entrepreneurship	Bridge
		Bachelor of Information Technology Security Bridge	Bridge
8	Computer Programmer Analyst	Bachelor of Computing Science	Advanced Entry
		Bachelor of Information Technology Security Bridge	Bridge
9	Computer Systems Technician	Bachelor of Information Technology Security Bridge	Bridge
		Bachelor of Information Technology in Networking and Information Technology Security	Embedded
10	Computer Systems Technology	Bachelor of Information Technology Security Bridge	Bridge
		Bachelor of Information Technology in Networking and Information Technology Security	Embedded
11	Business- Computer Systems Transfer to UOIT	Bachelor of Information Technology in Networking and Information Technology Security	Embedded
12	Business- Entrepreneurship and Small Business Transfer to UOIT	Bachelor of Commerce	Embedded
13	Business- Human Resources Transfer to UOIT	Bachelor of Commerce	Embedded
14	Business - Marketing Transfer to UOIT	Bachelor of Commerce	Embedded
15	Business - Supply Chain and Operations Transfer to UOIT	Bachelor of Commerce	Embedded
16	Business - Finance Transfer to UOIT	Bachelor of Commerce	Embedded

School of Health and Community Services (# of Programs = 9)			
17	Addictions and Mental Health	Bachelor of Allied Health Sciences*	Bridge
18	Child and Youth Care	Bachelor of Arts in Criminology and Justice	Advanced Entry
		Bachelor of Arts in Forensic Psychology	Advanced Entry
		Bachelor of Arts in Legal Studies**	Advanced Entry
		Bachelor of Arts in Political Science	Advanced Entry
19	Dental Hygiene	Bachelor of Allied Health Sciences	Bridge
20	Developmental Services Worker	Bachelor of Arts in Legal Studies**	Advanced Entry
		Bachelor of Arts in Political Science	Advanced Entry
21	Fitness and Health Promotion	Bachelor of Health Science - Kinesiology	Advanced Entry
		Bachelor of Allied Health Sciences	Bridge
22	Massage Therapy	Bachelor of Allied Health Sciences	Bridge
23	Occupational Therapist Assistant/ Physiotherapist Assistant	Bachelor of Health Science - Kinesiology	Advanced Entry
		Bachelor of Allied Health Sciences	Bridge
24	Practical Nursing	Bachelor of Science in Nursing	Bridge
		Bachelor of Allied Health Sciences	Bridge
25	Social Services Worker	Bachelor of Arts in Forensic Psychology	Advanced Entry
		Bachelor of Arts in Legal Studies	Advanced Entry
		Bachelor of Arts in Political Science	Advanced Entry

* If presented concurrently with a college diploma or university degree

** If presented concurrently with a graduate certificate in Youth Corrections and Interventions

School of Interdisciplinary Studies (# of Programs = 1)			
26	General Arts and Science – Liberal Arts Ontario Tech Transfer	Bachelor of Arts in Communications and Digital Media Studies	Transfer
		Bachelor of Arts in Criminology and Justice	Transfer
		Bachelor of Arts in Forensic Psychology	Transfer
		Bachelor of Arts in Legal Studies	Transfer
		Bachelor of Arts in Political Science	Transfer

School of Justice and Emergency Services (# of Programs = 6)			
27	Law Clerk - Advanced	Bachelor of Arts in Criminology and Justice*	Advanced Entry
		Bachelor of Arts in Legal Studies	Advanced Entry
28	Office Administration - Legal	Bachelor of Arts in Legal Studies	Advanced Entry
29	Paralegal	Bachelor of Arts in Criminology and Justice *	Advanced Entry
		Bachelor of Arts in Legal Studies	Advanced Entry
		Bachelor of Arts in Political Science	Advanced Entry
30	Paramedic	Bachelor of Allied Health Sciences	Advanced Entry
31	Police Foundations	Bachelor of Arts in Criminology and Justice	Advanced Entry
		Bachelor of Arts in Forensic Psychology	Advanced Entry
		Bachelor of Arts in Legal Studies **	Advanced Entry
		Bachelor of Arts in Political Science	Advanced Entry
32	Protection, Security and Investigation	Bachelor of Arts in Criminology and Justice	Advanced Entry
		Bachelor of Arts in Forensic Psychology	Advanced Entry
		Bachelor of Arts in Legal Studies	Advanced Entry
		Bachelor of Arts in Political Science	Advanced Entry

* If presented concurrently with a graduate certificate in Youth Corrections and Interventions

**If presented concurrently with a graduate certificate in Paralegal or Mediation - Alternative Dispute Resolution

School of Media, Art and Design (# of Programs = 11)			
33	Advertising and Marketing Communications	Bachelor of Arts in Communications and Digital Media Studies	Advanced Entry
34	Animation - Digital Production	Bachelor of Information Technology in Game Development and Entrepreneurship	Bridge
35	Broadcasting - Radio and Contemporary Media	Bachelor of Arts in Communications and Digital Media Studies	Advanced Entry
36	Contemporary Web Design	Bachelor of Arts in Communications and Digital Media Studies	Advanced Entry
37	Game Development	Bachelor of Information Technology in Game Development and Entrepreneurship	Bridge
38	Interactive Media Design	Bachelor of Arts in Communications and Digital Media Studies	Advanced Entry
39	Journalism - Mass Media	Bachelor of Arts in Communications and Digital Media Studies	Advanced Entry
40	Photography	Bachelor of Arts in Communications and Digital Media Studies	Advanced Entry
41	Public Relations	Bachelor of Arts in Communications and Digital Media Studies	Advanced Entry
42	Music Business Administration	Bachelor of Commerce	Advanced Entry
43	Video Production	Bachelor of Arts in Communications and Digital Media Studies	Advanced Entry

School of Science and Engineering Technology (# of Programs = 6)			
		Bachelor of Science - Biological Science	Advanced Entry
44	Biotechnology - Advanced	Bachelor of Allied Health Sciences	Bridge
		Bachelor of Health Science in Medical Laboratory	Bridge
45	Environmental Technology	Bachelor of Arts in Political Science	Advanced Entry
46	Biomedical Engineering Technology	Bachelor of Allied Health Sciences	Bridge
47	Chemical Engineering Technology	Bachelor of Technology Sustainable Energy Systems	Bridge
48	Mechanical Engineering Technology	Bachelor of Technology Sustainable Energy Systems	Bridge
49	Pharmaceutical and Food Science Technology	Bachelor of Science	Advanced Entry

The following pathways are applicable to all programs offered at Durham College.

General Pathways			
50	Any 2 year diploma program	Bachelor of Commerce	Bridge
51	Any 2 year diploma or 3 year advanced Diploma program	Bachelor of Arts (Hons) Educational Studies and Digital Technology Designing Adult Learning for the Digital Age	Advanced Entry Advanced Entry

Data Definitions

Advanced Entry – a pathway opportunity that allows graduates to gain entry into an upper-level of a program with a full block of credit for the prior year(s). For example, our three-year Business Administration graduates can gain entry into the third year of the Bachelor of Commerce at Ontario Tech.

Bridge – refers to a course or program constructed to provide remedial and/or transition support for students. Graduates of three year diplomas typically bypass the summer bridge and enter directly into year three at Ontario Tech, whereas graduates of two-year programs do not. The “bridge” term is intended to close the gap between their former and proceeding credentials.

Embedded – refers to a program where students take the bridge courses as part of their Durham College diploma (embedded in their program) rather than completing the bridge after graduating from Durham College and prior to entering the Bachelor of Commerce program.

Non Direct - A student who has not taken at least one secondary school course in the 12-month period prior to the current application cycle.

Post RPN – Post-diploma option for Practical Nursing graduates who are certified by the College of Nurses of Ontario.

Transfer – For Ontario Tech, transfer programs award a block of credit (around one year typically); however, not as much credit as their advanced-entry or bridge options.

Report Number: BOG-2020-36

To: Board of Governors

From: Don Lovisa, President

Date of Report: May 7, 2020

Date of Meeting: May 13, 2020

Subject: 2020-2021 Business Plan

1. Purpose

The purpose of this report is to introduce the new 2020-2021 business plan.

2. Recommendation

It is recommended to the Durham College Board of Governors:

That based on Report BOG-2020-36, the 2020-2021 business plan, be approved.

3. Background

Consistent with the Board of Governors' Board Policy and expectations of the Minister's Binding Policy Directive for business plans, the college president is required to build an annual business plan that outlines the goals and actions the college will take to ensure exceptional service delivery. Throughout the year, there will be three update reports presented to the Board of Governors on the progress of the plan.

The business plan allows Durham College to plan its operations for the fiscal year (April 1 – March 31) within the framework outlined in its Strategic Plan (2020-2023), and in support of its mission, vision, and values. The business plan identifies to the public and provincial government the operational outcomes that the college expects to achieve in the fiscal year. The Ministry of Colleges and Universities (MCU) uses the information provided in college business plans for government planning and policy-making purposes.

This plan was developed with input, direction, review, and guidance from all departments, schools, and areas of operation on the campus, led by the Durham College Leadership Team (DCLT).

4. Discussion/Options

The 2020-2021 business plan was developed before and during the COVID-19 Pandemic. As such, the plan may change as the college develops an organizational recovery plan, which will be inclusive of our students, our people, our work, and our community. Priorities and 'we will' statements may be changed, altered, or eliminated based on what actions are required to return to normal operations within a post-pandemic environment.

As the first business plan developed under the new 2020-2023 strategic plan, the new 'we will' statements are embedded within the business plan directly as the plan's goals. In previous years, the 'we will' statements were not the direct goals. With this change, the outcomes of the business plan are directly related to the goals specified in the strategic plan.

The accompanying 2020-2021 business plan scorecard describes in detail the actions that the college will undertake to achieve these goals. The actions listed below are just a few highlights of what we can expect to accomplish over the next year.

4.1 Our Students

- Deliver high-quality programs that reflect labour markets and are responsive to emerging economies:
 - Launch five new programs:
 - Esport Business Management graduate certificate
 - Tourism – Destination Marketing diploma
 - Bachelor Behavioural Science degree
 - Environmental Health and Safety graduate certificate
 - Autism and Behavioural Sciences graduate certificate
- Be a champion of experiential learning, global engagement, and applied research opportunities:
 - Expand relationships with the business community to engage employers in DC co-op with six new co-op programs.
 - Provide international learning opportunities through international project work.

-
- Develop and create opportunities to build student resilience, competence, personal capacity, and life-enhancing skills:
 - Create a new departmental mandate and work plan that allows Strategic Enrolment Services to not only act as a central hub for student information but also as a coaching center that provides learning opportunities.

4.2 Our People

- Attract and retain highly qualified, creative, and collaborative employees:
 - Expand the faculty mentoring program to all full-time academic schools.
 - Develop online resources for part-time Professional and Part-time Learning (PPL) teaching staff to provide news/updates, as well as easy to access tools and best practice ideas which can be implemented in their teaching practices.
- Foster teams whose work exemplifies our mission, vision and values.
 - Empower our staff to be lifelong learners by identifying programs/courses to improve their educational credentials.
- Be a positive and inclusive work environment that is diverse, respectful, and representative of our community:
 - Develop Equity, Diversity, and Inclusion (EDI) in Pedagogy and Practice Modules.
 - Create an EDI Policy and Library Resource Webpage.

4.3 Our Work

- Create an environment that inspires idea generation, bold leadership, and purposeful innovation that aligns with the evolution of work:
 - Develop a Strategic Enrolment Services (SES) committee where both management and support staff can contribute to the future planning of department goals.
 - To support the bold new Strategic plan, Durham College's Leadership Team has established a \$350,000 fund to support projects that demonstrate innovation, creativity, risk-taking and the entrepreneurial spirit, and projects that add value to the college, helping us to achieve our strategic priorities.

-
- Lead in the development of transformational programs, services, and systems that enhance the student experience:
 - Enhance the student experience through the development of a virtual tour that displays our unique campus spaces and learning environments.
 - Be at the forefront of the evolving practices of teaching, learning, and applied research:
 - Develop a Scholarship of Teaching and Learning framework to provide faculty a way to assess the impact of their teaching.
 - Maximize resources and processes in all aspects of our business:
 - Build a capital campaign for the Whitby campus expansion to raise \$10 million in support.
 - Support effective College Governance:
 - Develop a post-pandemic strategy that addresses budgetary concerns, organizational recovery, and new practices to support online learning.

4.4 Our Community

- Establish and strengthen sustainable partnerships locally and internationally with industry, government, community, and alumni:
 - Work with municipal partners and local leaders on an economic recovery plan post-pandemic. Durham College will take part in regional and municipal (City of Oshawa) committees and work with the federal and provincial governments on policy support.
 - Collaborate with community, national and international partners to advance social entrepreneurship.
- Expand opportunities for employees and students to volunteer in our community:
 - Establish an International Student Community Engagement strategy.
- Guide students in making meaningful connections with their communities:
 - Host a Business Summit alongside local small and medium enterprises and boards of trade to connect students with the business community in Durham.
- Strengthen our relationships with Indigenous communities:

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- Continue to work with the Office of Student Diversity, Inclusions and Transitions to increase our student recruitment efforts and presence with local Indigenous communities.

5. Financial/Human Resource Implications

There are no financial or human resource implications at this phase of the Business Plan.

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 2020-2021 Business Plan supports the 2020-2023 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 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.

2020-2021 Business Plan Scorecard



NOTE:

The 2020 – 2021 business plan was developed prior to and during the pandemic and as such, the plan may change as the college develops an organizational recovery plan, which will be inclusive of our students, our people, our work and our community. *Priorities* and *We Will* statements may be changed, altered or eliminated based on what actions are required to return to normal operations within a post pandemic environment.

OUR STUDENTS

Goal: To educate and inspire students to realize their success.

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
1. Deliver high-quality programs that reflect labour markets and are responsive to emerging economies.	<ul style="list-style-type: none"> • Successfully launch five new programs; • Esport Business Management graduate certificate • Tourism – Destination Marketing diploma • Bachelor Behavioural Science degree • Environmental Health and Safety graduate certificate • Autism and Behavioural Sciences graduate certificate 	<ul style="list-style-type: none"> • Enrolment targets realized for all new programs. 	<ul style="list-style-type: none"> • Vice-president, Academic 		

2020-2021 Business Plan Scorecard

	<ul style="list-style-type: none"> Gain approval to offer Steamfitter apprenticeship. 	<ul style="list-style-type: none"> Submit Application for Apprenticeship Training Delivery Agent (TDA) application for Steamfitter (307A). 	<ul style="list-style-type: none"> Vice-president, Academic 		
	<ul style="list-style-type: none"> Successfully launch four new Centre for Part-time and Professional Learning (PPL) programs based on OntarioLearn courses: <ul style="list-style-type: none"> Veterinary Office Administration Construction Management Coding Essentials Medical Terminology (micro-credential) 	<ul style="list-style-type: none"> Launch all four new programs by January 2021. 	<ul style="list-style-type: none"> Vice-president, Academic 		
	<ul style="list-style-type: none"> Launch the Part-time and Professional Learning (PPL) microcredential AI Privacy & Compliance. 	<ul style="list-style-type: none"> Launch the new program by Fall 2020. 	<ul style="list-style-type: none"> Vice-president, Academic 		

2020-2021 Business Plan Scorecard

<ul style="list-style-type: none"> • Continuous improvement of program review and renewal processes. • Completion of planned Comprehensive Program Reviews (CPRs). 	<ul style="list-style-type: none"> • Implement revised Annual Program Review (APR) template and CPR templates and process. • Implement pilot project for program change requests. • Implement program curriculum visualizations for all programs. • Successful completion of 23 CPRs as per 2020-2021 roster. 	<ul style="list-style-type: none"> • Vice-president, Academic 		
<ul style="list-style-type: none"> • Develop new partnership with Humber River Hospital to offer Emergency Room program. 	<ul style="list-style-type: none"> • Launch first cohort of 24 students by winter 2021. 	<ul style="list-style-type: none"> • Vice-president, Academic 		
<ul style="list-style-type: none"> • Broaden the reach of Corporate Training Services (CTS) programs beyond Durham Region with programs with a national scope. 	<ul style="list-style-type: none"> • CTS to develop and deliver two national online or classroom programs. 	<ul style="list-style-type: none"> • Vice-president, Academic 		
<ul style="list-style-type: none"> • Support the delivery of high-quality programs by increasing awareness and program reputation in the following ways: <ul style="list-style-type: none"> ○ Continue the Signature and Priority program digital advertising 	<ul style="list-style-type: none"> • 150k visits to identified program web pages. • Generate 1,500 impressions, 300 page views, and 140 engagements on average per blog. • 15,000 hits www.durhamcollege.ca/degrees landing page. 	<ul style="list-style-type: none"> • Chief administrative officer 	<ul style="list-style-type: none"> • 	

2020-2021 Business Plan Scorecard



	<ul style="list-style-type: none"> ○ Introduce a content marketing strategy with a focus on authentic storytelling to deepen audience connection with the DC brand and identified programs. ● Promote degree programs through strategic and targeted marketing including digital, print and environmental graphics. 	<ul style="list-style-type: none"> ● Total of 50k hits to all specific program web pages. ● Bachelor of Healthcare Technology Management (BHCTM): 25k ● Bachelor of Behavioural Science (BBS): 15k ● Construction: 10k 			
<p>2. Provide exceptional learning experiences in and out of the classroom.</p>	<ul style="list-style-type: none"> ● Inspire students to be self-directed, life-long learners who set achievable goals for themselves and who continue to revise their goals throughout their lives to reach their highest potential. 	<ul style="list-style-type: none"> ● Track use of SALS ONLINE resources and quizzes ● Work with faculty to integrate SALS ONLINE learning into courses. ● Coach students to use SALS ONLINE supports ● Facilitate academic coaching to increase persistence and resilience. ● Co-ordinate homework groups encouraging students to join communities of learners. ● Promote the benefits of using LinkedIn Learning. 	<ul style="list-style-type: none"> ● Vice-president, student affairs 	<ul style="list-style-type: none"> ● 	

2020-2021 Business Plan Scorecard

	<ul style="list-style-type: none"> • Increase usage of three educational technology tools to engage students and deepen learning as well as allowing for varied assessments. 	<ul style="list-style-type: none"> • Increased usage of a minimum of five educational technology tools, demonstrated by a 10 per cent growth in the number of faculty participating. 	<ul style="list-style-type: none"> • Vice-president, Academic 		
	<ul style="list-style-type: none"> • Develop additional new learning objects such as 360 videos. Learning objects are modular resources, digital or web-based, that are used to support learning activities for students. 	<ul style="list-style-type: none"> • Minimum of 10 new learning objects developed. 	<ul style="list-style-type: none"> • Vice-president, Academic 		
	<ul style="list-style-type: none"> • Roll out new DC Connect “Core” package from D2L, including promotional materials and training opportunities to encourage faculty use of new tools and functionality. 	<ul style="list-style-type: none"> • Transition to the core package with limited support calls to CAFE. • Phased launch of new tools in DC Connect. • Provision of monthly updates on new tools and functionality in DC Connect. 	<ul style="list-style-type: none"> • Vice-president, Academic • CAO 		
	<ul style="list-style-type: none"> • Lead the way in developing new projects and partnerships in TeachingCity Oshawa. 	<ul style="list-style-type: none"> • Media, Art & Design (MAD) students to participate in developing a wayfinding tool for the Oshawa Lakeview Park using augmented reality technology. • Install public art project as part of collaboration between the schools of Health & Community Services (HCS) and MAD. 	<ul style="list-style-type: none"> • Vice-president, Academic 		

2020-2021 Business Plan Scorecard

	<ul style="list-style-type: none"> • Launch co-op opportunities in additional programs. 	<ul style="list-style-type: none"> • Successfully launch co-ops in six academic programs. 	<ul style="list-style-type: none"> • Vice-president, Academic 		
	<ul style="list-style-type: none"> • Justice & Emergency Services (JES) students further develop off-campus engagement with marginalized populations which extend post-secondary learning to a group who would not otherwise receive it. 	<ul style="list-style-type: none"> • Move from piloting Walls to Bridges to embedding it into two graduate certificate programs, Victimology and Mediation – Alternative Dispute programs. 	<ul style="list-style-type: none"> • Vice-president, Academic 		
3. Be a champion of experiential learning, global engagement and applied research opportunities.	<ul style="list-style-type: none"> • Co-op office to support five academic schools in delivering cooperative education (co-op) supports and services to programs currently offering co-op. 	<ul style="list-style-type: none"> • Promote co-op work term options to students in first year to encourage participation in this WIL opportunity and facilitate the transfer processes with the academic schools and SES. 	<ul style="list-style-type: none"> • Vice-president, student affairs 	<ul style="list-style-type: none"> • 	
	<ul style="list-style-type: none"> • Expand relationships with the business community to engage employers in DC co-op with 6 new co-op programs scheduled to launch 2020. 	<ul style="list-style-type: none"> • Provide supports to employers and students during work terms • Co-op office to source job opportunities expanding employer relations to have 19 programs with co-op, internship and work term options. 	<ul style="list-style-type: none"> • Vice-president, student affairs 		

2020-2021 Business Plan Scorecard

	<ul style="list-style-type: none"> Continue to develop and foster partnerships with eight local regional chambers with the goal of developing School of Business IT & Management (BITM) student membership agreements. 	<ul style="list-style-type: none"> Develop and implement formal agreements with the local regional chambers for BITM student membership with the goal of establishing a business summit next year. 	<ul style="list-style-type: none"> Vice-president, Academic 		
	<ul style="list-style-type: none"> Provide international learning opportunities through international project work. 	<ul style="list-style-type: none"> Successfully complete year four of the Kenya Education for Employment Project (KEFEP). Successfully complete year one of SAGE and the Pacific Alliance projects. 	<ul style="list-style-type: none"> Vice-president, Academic 		
	<ul style="list-style-type: none"> Expand international experiential learning opportunities for FastStartDC participants. 	<ul style="list-style-type: none"> Develop at least one strategic international partnership for SHIFT, providing training opportunities for student entrepreneurs. 	<ul style="list-style-type: none"> Vice-president, Academic 		
<p>4. Develop and create opportunities to build student resilience, competence, personal capacity and life enhancing skills.</p>	<ul style="list-style-type: none"> Develop a new departmental mandate and work plan that allows Strategic Enrolment Services to not only act as a central hub for student information but also as a coaching center that provides learning 	<ul style="list-style-type: none"> Creation of an Operational/Strategic Plan for Strategic Enrolment Services. 	<ul style="list-style-type: none"> Vice-president, student affairs 	<ul style="list-style-type: none"> 	

2020-2021 Business Plan Scorecard

	opportunities.				
	<ul style="list-style-type: none"> • Improve students self-regulation and resilience. 	<ul style="list-style-type: none"> • ASC counsellors will offer ongoing student workshops to develop effective self-regulation and resilience for managing stress which will be designed to improve student coping strategies. 	<ul style="list-style-type: none"> • Vice-president, student affairs 	<ul style="list-style-type: none"> • 	
	<ul style="list-style-type: none"> • Well-being Centre to create online modules to assist students with managing resiliency and positive self-esteem and coping strategies. 	<ul style="list-style-type: none"> • Launch modules through in-person and social media promotions. • Track participation rates and measure impact of participation with Session rating scales and Outcome rating scales. 	<ul style="list-style-type: none"> • Vice-president, student affairs 	<ul style="list-style-type: none"> • 	
	<ul style="list-style-type: none"> • Resurgence of the Healthy Campus Task Force. 	<ul style="list-style-type: none"> • Terms of reference to be updated and communicated. • Regular meetings to be scheduled and working groups reporting relevant work completed (i.e. Mental Health Strategy for Campus). 	<ul style="list-style-type: none"> • Vice-president, student affairs 	<ul style="list-style-type: none"> • 	

2020-2021 Business Plan Scorecard

	<ul style="list-style-type: none"> • Orientation & Student Information Online Module. 	<ul style="list-style-type: none"> • Identify relevant content and communication timelines in consultation with students and campus partners. • Develop module for review by students. • Ensure module is available in DC Connect with relevant course information. 	<ul style="list-style-type: none"> • Vice-president, student affairs 		
	<ul style="list-style-type: none"> • Deliver Career Development workshops to career and field placement prep classes to assist students with enhancing their career resilience and grit for the new economy. 	<ul style="list-style-type: none"> • Fully migrate faculty requests to the transformational workshops rather than content specific topics such as resume writing and portfolio creation. • Enhance online resources to faculty delivering career prep. 	<ul style="list-style-type: none"> • Vice-president, student affairs 		
	<ul style="list-style-type: none"> • Deliver mindfulness modules to students in four programs in Justice and Emergency Services (JES). Explore potential to make mindfulness modules available to all students. 	<ul style="list-style-type: none"> • Deliver mindfulness modules to 400 students in the Paramedic, Police Foundations Firefighter – Pre-service, Education and Training and 9-1-1 Emergency Communications programs. • Develop recommendations for increasing availability, based on experience delivering modules across four JES programs. 	<ul style="list-style-type: none"> • Vice-president, Academic 		

2020-2021 Business Plan Scorecard

<p>5. Foster the development of durable skills that transfer across all industries and workplaces including collaboration, entrepreneurial and critical-thinking, digital literacy, communication and creativity.</p>	<ul style="list-style-type: none"> Develop and implement professional development sessions focused on teaching for skills transfer, including critical thinking, digital literacy and communication skills. 	<ul style="list-style-type: none"> Deliver three professional development sessions for faculty with this focus. 	<ul style="list-style-type: none"> Vice-president, Academic 		
	<ul style="list-style-type: none"> Create a Digital Learning Plan as part of the Teaching and Learning Plan. 	<ul style="list-style-type: none"> Completion of Digital Learning Plan as part of the Teaching and Learning Plan. 	<ul style="list-style-type: none"> Vice-president, Academic 		
	<ul style="list-style-type: none"> Develop a framework for global competency for students. 	<ul style="list-style-type: none"> Launch framework by February 2021. Pilot in at least one school in late winter 2021. 	<ul style="list-style-type: none"> Vice-president, Academic 		
	<ul style="list-style-type: none"> Develop and produce Phase II of KEFEP documentary project. 	<ul style="list-style-type: none"> Through interdisciplinary collaboration between students from Journalism and Video Production programs, develop and produce video and multimedia assets. 	<ul style="list-style-type: none"> Vice-president, Academic 		

2020-2021 Business Plan Scorecard

	<ul style="list-style-type: none"> Support the Enactus DC team to reflect the United Nations Sustainable Development Goals through their work. 	<ul style="list-style-type: none"> With support from the FastStart team, develop and initiate a technology-based Enactus project on campus aimed at reducing plastic waste through entrepreneurial innovation. 	<ul style="list-style-type: none"> Vice-president, Academic 		
	<ul style="list-style-type: none"> Support the development of creative skills for careers in marketing for BITM students and FastStartDC participants. 	<ul style="list-style-type: none"> Develop one creative literacy workshop designed for BITM marketing students and FastStartDC participants to support the development of essential creative skills for careers in marketing. 	<ul style="list-style-type: none"> Vice-president, Academic 		
6. Cultivate relationships with students that extend beyond graduation.	<ul style="list-style-type: none"> Strategic Enrolment Services will build online informational videos that will promote student pathways where students can study globally. 	<ul style="list-style-type: none"> Work with C & M to create informational videos that better promote pathway opportunities for our graduating students. 	<ul style="list-style-type: none"> Vice-president, student affairs 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Create and engage with students through approved social media mediums. 	<ul style="list-style-type: none"> Creation of a SES social media strategy and social media channels. Continue president’s social media initiative. 	<ul style="list-style-type: none"> Vice-president, student affairs President’s Office 	<ul style="list-style-type: none"> 	

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	<ul style="list-style-type: none"> Engage students and alumni in career-oriented events to expand their industry connections and networking skills. 	<ul style="list-style-type: none"> Deliver 10K Coffees online mentoring program sponsored by RBC in collaboration with Alumni office and OSDIT. 	<ul style="list-style-type: none"> Vice-president, student affairs 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Develop an alumni network focused on international graduates. 	<ul style="list-style-type: none"> Host at least one virtual networking event for international graduates. 	<ul style="list-style-type: none"> Vice-president, Academic AVP Development and Alumni Affairs 		
	<ul style="list-style-type: none"> Continue to support and expand the alumni mentorship initiative. 	<ul style="list-style-type: none"> Increase participation in the alumni mentorship initiative by 20 per cent. Embed alumni mentorship initiative into the curriculum. 	<ul style="list-style-type: none"> Vice-president, Academic AVP Development and Alumni Affairs 		
	<ul style="list-style-type: none"> Increase Alumni Engagement 	<ul style="list-style-type: none"> Establish and execute year-long engagement. Define “notable alumni”. Increase notable alumni database by 10%. Participate in faculty and athletics driven alumni events. Develop Alumni Hiring Alumni Program. Work with Durham College 	<ul style="list-style-type: none"> Associate vice-president, Development and Alumni Affairs 	<ul style="list-style-type: none"> 	

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		Alumni Association (DCAA) Student Representative to strengthen relationship with students.			
	<ul style="list-style-type: none"> Increase alumni engagement in and donations to DC. 	<ul style="list-style-type: none"> Research and implement innovative approaches for mass alumni solicitation. Develop “alumni leader” giving program. Minimum of three major gift (\$10,000) asks to alumni. 	<ul style="list-style-type: none"> Associate vice-president, Development and Alumni Affairs 	<ul style="list-style-type: none"> 	
7. Champion the necessity and value of life-long learning.	<ul style="list-style-type: none"> Strategic Enrolment Services to support our Academic partners in the research and development and Micro-credentials at DC. 	<ul style="list-style-type: none"> Policy and procedure development for micro-credentials, fees, registration, and parchments. 	<ul style="list-style-type: none"> Vice-president, student affairs 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Develop and launch a PPL marketing strategy to communicate with alumni from targeted programs about the value of lifelong learning. 	<ul style="list-style-type: none"> Launch in winter 2021. 	<ul style="list-style-type: none"> Vice-president, Academic Associate vice-president, Development and Alumni Affairs 	<ul style="list-style-type: none"> 	

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	<ul style="list-style-type: none"> Establish pathways for students between Durham College and Ontario Tech University. 	<ul style="list-style-type: none"> Create a pathway for students in DC's Massage Therapy program to articulate into the university's Kinesiology degree program. Establish an integrated diploma/degree between DC's Advertising & Marketing Communications program and the university's Digital Media Arts and Creativity degree. Explore opportunities for an integrated diploma/degree between the DC's Electromechanical / Electronics Engineering Technology programs and the university's Mechatronics Engineering degree. 	<ul style="list-style-type: none"> Vice-president, Academic 		
	<ul style="list-style-type: none"> Establish alternative delivery formats for select BITM programs. 	<ul style="list-style-type: none"> Establish a minimum of one program to offer the alternative delivery format and identify alternative delivery formats to be employed. For example, evening or weekend delivery. 	<ul style="list-style-type: none"> Vice-president, Academic 		
	<ul style="list-style-type: none"> Continue to provide specific industry based learning to meet justice and law enforcement needs through the Centre for Integrated Justice Studies (CIJS). 	<ul style="list-style-type: none"> Provision eight to 10 workshops or courses through CIJS. 	<ul style="list-style-type: none"> Vice-president, Academic 		

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OUR PEOPLE

Goal: To build upon the expertise of our employees so that they can make the best contribution to student success.

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
1. Attract and retain highly qualified, creative and collaborative employees.	<ul style="list-style-type: none"> Hold quarterly professional development sessions for PPL’s part-time teaching staff. 	<ul style="list-style-type: none"> New sessions to be held virtually in May, August, and December. 	<ul style="list-style-type: none"> Vice-president, Academic 		
	<ul style="list-style-type: none"> Develop online resources for part-time PPL teaching staff to provide news/ updates, as well as easy access to tools and best-practice ideas which can be implemented in their teaching practices. 	<ul style="list-style-type: none"> Launch by December 2020. 	<ul style="list-style-type: none"> Vice-president, Academic 		
	<ul style="list-style-type: none"> Revise the full-time and part-time faculty orientation program curricula, to better support faculty onboarding. 	<ul style="list-style-type: none"> Launch of revised orientation programs for full-time and part-time faculty by Fall 2020. 	<ul style="list-style-type: none"> Vice-president, Academic 		

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We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Expand the faculty mentoring program to all full-time academic schools. 	<ul style="list-style-type: none"> Adoption of the faculty mentoring program by all eight full-time academic schools. 	<ul style="list-style-type: none"> Vice-president, Academic 		
	<ul style="list-style-type: none"> Achieve Top Employer and Greenest Employer designations. 	<ul style="list-style-type: none"> Strategically identify DC initiatives and milestones for inclusion in award applications. Select employee testimonial representatives. Promote application to all DC employees through electronic view book. 	<ul style="list-style-type: none"> Chief administrative officer 	<ul style="list-style-type: none"> 	
<p>2. Foster teams whose work exemplifies our mission, vision and values.</p>	<ul style="list-style-type: none"> Empower our people to maximize their skills, advance their knowledge, and education to create supports that will meet the needs of current students and serve future generations. Leadership will identify learning opportunities during strategic planning to support our students and people. Staff will develop 	<ul style="list-style-type: none"> Employees to identify goals in performance reviews. Employees will commit to the development of content each year. Employees will sign up for and attend PD sessions. Track all PD and increases in staff education. 	<ul style="list-style-type: none"> Vice-president, student affairs 	<ul style="list-style-type: none"> 	

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We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	resource materials for SALS ONLINE. <ul style="list-style-type: none"> • Staff will participate in CAFÉ sessions and other PD on campus. • Empower our staff to be lifelong learners by identifying programs/courses to improve their educational credentials. 				
	<ul style="list-style-type: none"> • Respond to employee engagement survey results. 	<ul style="list-style-type: none"> • Prepare results reports for each department. • Ensure response plans are in place. • Develop organizational communications on survey results. 	<ul style="list-style-type: none"> • Chief administrative officer 	<ul style="list-style-type: none"> • 	

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3. Be a positive and inclusive work environment that is diverse, respectful and representative of our community.	<ul style="list-style-type: none"> Develop Equity, Diversity, and Inclusion (EDI) in Pedagogy and Practice Modules. 	<ul style="list-style-type: none"> Work in collaboration with CAFE to develop DC specific EDI modules for faculty. Develop a communication plan to release the modules. Facilitate sharing circles in-person and online to support faculty learning. 	<ul style="list-style-type: none"> Vice-president, student affairs Vice-president, academic 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Create an Equity, Diversity & Inclusion (EDI) Policy. 	<ul style="list-style-type: none"> Identify institutional priorities in collaboration EDI working group. Develop a plan to engage campus members to develop DC's EDI priorities. Submit to DCLT for approval. Share approved policy with the campus community. 	<ul style="list-style-type: none"> Vice-president, student affairs Vice-president, academic 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Equity, Diversity and Inclusion (EDI) Library Resource Webpage. 	<ul style="list-style-type: none"> Work in collaboration with ORSIE, Library and OnTech to launch an EDI specific resource webpage. 	<ul style="list-style-type: none"> Vice-president, student affairs Vice-president, academic 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Further develop our employees' understanding of the differences in cultures across countries. 	<ul style="list-style-type: none"> Develop and launch eight Hofstede Cultural Dimensions training modules for faculty and staff. Ensure that at least 30 DC employees participate in a minimum of two modules. 	<ul style="list-style-type: none"> Vice-president, Academic 		
	<ul style="list-style-type: none"> Maintain and expand the service provided to low-income residents through the Access to Justice Hub. 	<ul style="list-style-type: none"> Engage up to 20 paralegal students per year. Develop a research proposal and identify data to be collected 	<ul style="list-style-type: none"> Vice-president, Academic 		

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	<ul style="list-style-type: none"> • Measure effectiveness of the Access to Justice Hub. 	<p>for analysis to understand the effectiveness of the Access to Justice Hub to better serve cliental in the future.</p>			
	<ul style="list-style-type: none"> • Develop Equity, Diversity & Inclusion working group, employee focused initiatives. 	<ul style="list-style-type: none"> • Develop employee sub-group. • Engage in stakeholder discussion to establish objectives. • Identify two employee-focused initiatives. 	<ul style="list-style-type: none"> • Chief administrative officer 	<ul style="list-style-type: none"> • 	
<p>4. Empower and support employees to be entrepreneurial, innovative and strategic.</p>	<ul style="list-style-type: none"> • Increase faculty’s capacity in understanding academic accomodations and creating inclusive learning environments. 	<ul style="list-style-type: none"> • Promote video training and FAQ through CAFE outlining the ASC role and function for faculty’s understanding to build capacity. • A survey to participating faculty will be developed and delivered to evaluate faculty satisfaction and to drive any necessary improvements. 	<ul style="list-style-type: none"> • Vice-president, student affairs 	<ul style="list-style-type: none"> • 	
	<ul style="list-style-type: none"> • Promote and create opportunities to cross-train employees with other areas of SES to become more empowered in how they engage with our community. 	<ul style="list-style-type: none"> • Build a training and development plan that is open for all SES employees to access. 	<ul style="list-style-type: none"> • Vice-president, student affairs 	<ul style="list-style-type: none"> • 	

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	<ul style="list-style-type: none"> • Introduce commercial farming operation: maximize container farm to supply leafy greens for purchase by large vendors and increase capacity for community supported agriculture (CSA) project. 	<ul style="list-style-type: none"> • Farm plan in place. • Weekly production cycle established. • Delivery of 50 CSA boxes per week, over 20 weeks. 	<ul style="list-style-type: none"> • Vice-president, Academic 		
	<ul style="list-style-type: none"> • Develop Teaching and Learning Plan that will outline professional development for new and experienced faculty. 	<ul style="list-style-type: none"> • Completion of Teaching and Learning Plan. 	<ul style="list-style-type: none"> • Vice-president, Academic 		
	<ul style="list-style-type: none"> • Create a Faculty Playground that inspires experimentation with new technology and teaching methodologies. 	<ul style="list-style-type: none"> • Faculty Playground completed by Spring 2021. 	<ul style="list-style-type: none"> • Vice-president, Academic 		
	<ul style="list-style-type: none"> • Provide faculty support with educational technology tools such as advanced features of DC Connect and Office 365. 	<ul style="list-style-type: none"> • Develop a minimum of 70 additional resources to support use of educational tools. 	<ul style="list-style-type: none"> • Vice-president, Academic 		

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	<ul style="list-style-type: none"> To support the bold new Strategic plan, Durham College’s Leadership Team has established a \$350,000 fund to support projects that demonstrate innovation, creativity, risk-taking and the entrepreneurial spirit, and projects that add value to the college, helping us to achieve our strategic priorities. 	<ul style="list-style-type: none"> Committee is formed that will assess applications for funding. The first projects are approved and can start by Winter 2021. 	<ul style="list-style-type: none"> President’s Office Vice-president, Academic Chief administrative officer 		
<p>5. Strengthen our organizational culture to prioritize the health and wellness of our employees.</p>	<ul style="list-style-type: none"> Improve employee engagement through ICE by: <ul style="list-style-type: none"> Launching employee newsletter; Developing ICE engagement strategy; Developing an accolades database for the campus community to share student and employee achievements 	<ul style="list-style-type: none"> Launched by September, 2020. Launched by September, 2020. Gather 25 submissions by March 2021. 	<ul style="list-style-type: none"> Chief administrative officer 	<ul style="list-style-type: none"> 	

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	<ul style="list-style-type: none"> • Support employees in strengthening their capacity to address and respond to mental health distress on campus by: • Offering wellness workshops available to all college employees, with a target of 6 workshops per semester. • Develop an employee wellness working group, with the goal of developing two additional employee-focused wellness initiatives. 	<ul style="list-style-type: none"> ○ Delivering 2 Mental Health First Aid sessions per semester; ○ Developing a refresher course on mental health first aid, and delivering 4 sessions to employees and managers. 	<ul style="list-style-type: none"> • Chief administrative officer 	<ul style="list-style-type: none"> • 	
	<ul style="list-style-type: none"> • Implement a DC Proud program for employees who are alumni. This allows them to let others know they are DC Alumni. 	<ul style="list-style-type: none"> • Provide diplomas and discounted frames to employees. Profile DC employees as part of engagement plan. 	<ul style="list-style-type: none"> • Associate vice-president, Development and Alumni Affairs 	<ul style="list-style-type: none"> • 	

2020-2021 Business Plan Scorecard



OUR WORK

Goal: To be leaders in teaching and learning while responsibly managing resources, ensuring good governance and strategically investing in our future.

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
1. Create an environment that inspires idea generation, bold leadership and purposeful innovation that aligns with the evolution of work.	<ul style="list-style-type: none"> Develop a Strategic Enrolment Services (SES) committee where both management and support staff are able to contribute to the future planning of department goals. 	<ul style="list-style-type: none"> Create a committee that includes at least one support staff from each SES area. 	<ul style="list-style-type: none"> Vice-president, student affairs 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Highlight exemplary faculty practices and innovative program delivery in the CAFE monthly. 	<ul style="list-style-type: none"> Highlight one exemplary faculty and one innovative program delivery per month in CAFE Monthly. 	<ul style="list-style-type: none"> Vice-president, Academic 		
	<ul style="list-style-type: none"> Promote internal and external awards for exemplary faculty and programs. 	<ul style="list-style-type: none"> Nominate faculty for the college's annual Employee Excellence Award. Nominate faculty and/or programs for external awards including: CiCan Awards of Excellence, Chair Academy awards and World Federation of Colleges and Polytechnics Awards of Excellence. 	<ul style="list-style-type: none"> Vice-president, Academic Chief administrative officer Vice-president, student affairs 		

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We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Renew the Academic Plan and supporting plans. 	<ul style="list-style-type: none"> Completion of the Academic Plan and supporting plans. 			
2. Lead in the development of transformational programs, services and systems that enhance the student experience.	<ul style="list-style-type: none"> Lead and support the development of transformational programs through the advancement of scheduling and customer relationship management systems. 	<ul style="list-style-type: none"> Implementation and integration of visual schedule builder Launch Salesforce training and implementation plans with departments outside of SES. 	<ul style="list-style-type: none"> Vice-president, student affairs 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Implement new self-service registration software for students. 	<ul style="list-style-type: none"> Select and procure software. Design solution. Implement solution. Go live by March 31 2021. 	<ul style="list-style-type: none"> Chief administrative officer 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Implement new faculty workload software. 	<ul style="list-style-type: none"> Procure software. Implement solution. Go live by January 1st 2021. 	<ul style="list-style-type: none"> Chief administrative officer 	<ul style="list-style-type: none"> 	

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We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Implement next generation of Wi-Fi controllers. 	<ul style="list-style-type: none"> Design solution. Select and procure equipment. Implement solution. Go live by September 1st 2020. 	<ul style="list-style-type: none"> Chief administrative officer 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Enhance the student experience through the development of a virtual tour that displays our unique campus spaces and learning environments. 	<ul style="list-style-type: none"> Launch version 1 of virtual tour by September 2020, which includes 10 programs and 30 campus feature locations. 	<ul style="list-style-type: none"> Chief administrative officer 	<ul style="list-style-type: none"> 	
<p>3. Be at the forefront of the evolving practices of teaching, learning and applied research.</p>	<ul style="list-style-type: none"> Develop a Scholarship of Teaching and Learning (SoTL) framework and processes. A SoTL framework provides faculty a way to assess the impact of their teaching practices and make evidence-based decisions about their practices. Engagement in SoTL contributes to faculty currency as a dual professional. 	<ul style="list-style-type: none"> Develop a SoTL framework and process with a call for proposals. 	<ul style="list-style-type: none"> Vice-president, Academic 		

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We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Support faculty participation in provincial and national teaching and learning conferences. 	<ul style="list-style-type: none"> Support up to 10 faculty member's participation in provincial and national teaching and learning conferences. 	<ul style="list-style-type: none"> Vice-president, Academic 		
	<ul style="list-style-type: none"> Expand curricular experiential learning opportunities through collaboration with industry and community partners. 	<ul style="list-style-type: none"> Develop and implement at least one Mitacs-supported applied research project with internship. Increase company projects in Riipen by 20 per cent (from 19 to 23); increase courses by 100 per cent (from 4 to 8). 	<ul style="list-style-type: none"> Vice-president, Academic 		
	<ul style="list-style-type: none"> Successfully complete Year Three of the five-year Natural Sciences and Engineering Research Council (NSERC) grant supporting the AI Hub. 	<ul style="list-style-type: none"> Eight new AI projects with industry partners initiated. Thirty-two students employed in AI research projects. 	<ul style="list-style-type: none"> Vice-president, Academic 		
	<ul style="list-style-type: none"> Develop applied research opportunities with industry partners in the Mixed Reality Capture Studio. 	<ul style="list-style-type: none"> At least three new research projects initiated that involve AR/VR/MR technologies. Twelve students engaged in applied research projects. 	<ul style="list-style-type: none"> Vice-president, Academic 		

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We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Develop applied research opportunities with industry partners in the new Centre for Cybersecurity Innovation. 	<ul style="list-style-type: none"> At least two new research projects initiated that involve cybersecurity. Eight students engaged in applied research projects. 	<ul style="list-style-type: none"> Vice-president, Academic 		
	<ul style="list-style-type: none"> Prepare business case for a new building at the Oshawa campus. 	<ul style="list-style-type: none"> Determine requirements for new space. Submit a section 28 application for financing options. Post RFP for construction of new build. 	<ul style="list-style-type: none"> Chief administrative officer Chief financial officer 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> New Whitby Campus Stellar Drive Main Lot Entrance. 	<ul style="list-style-type: none"> Completion of Site Plan Agreement with Town. Reconfiguration of parking lot for new-gated driveway. 	<ul style="list-style-type: none"> Chief administrative officer Chief financial officer 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Renovate the Oshawa Bookstore. Increase merchandising of non-textbook product lines. 	<ul style="list-style-type: none"> Finalize design and tender project. Tentatively award renovation contract by April 30, 2020. If possible once the pandemic restrictions are lifted, complete renovation by August 31, 2020. 	<ul style="list-style-type: none"> Chief administrative officer Chief financial officer 	<ul style="list-style-type: none"> 	

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We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
5. Maximize resources and processes in all aspects of our business.	<ul style="list-style-type: none"> Launch 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. Upgrade Hired Portal to Outcome product allowing CCR and EL programming to be on one platform for students, faculty and employers. 	<ul style="list-style-type: none"> Assign staff resources to launch Co-op Workflow project team with SES and ITS. Launch new Hired portal using the Outcome Career and Co-op Platform in June 2020. Launch new CCR platform on Outcome in June 2020. 	<ul style="list-style-type: none"> Vice-president, student affairs 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Touchnet – One Card Solution. 	<ul style="list-style-type: none"> Implementation of a software and technology progressive campus-side identification one card system. Priority implementation to improve and enhance production and distribution of student identification cards through utilization of system feature to allow self-service photo upload functionality integrated through Ellucian Banner system. Work with OT and Trent Universities to implement digital 	<ul style="list-style-type: none"> Vice-president, student affairs 	<ul style="list-style-type: none"> 	

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We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
		solution for students to access DRT and GO Transit. (This is a critical piece for the success of the aforementioned Touchnet – One Card Solution.) <ul style="list-style-type: none"> • Create digital solution for UPass Program and removal of UPass icon from Student Card design. 			
	<ul style="list-style-type: none"> • Build up capital campaign for Whitby Campus expansion to raise \$10 million in support. • Continue to improve donor stewardship practices. • Continue improvement on DC Foundation governance. 	<ul style="list-style-type: none"> • Complete Family Campaign which includes all Boards, DCLT and employees. • Qualify 200 prospects or as many as necessary to make the target. • Cultivation activities for 100 prospects. • Conduct 50 major gift solicitation. • Confirm two transformational gifts. • Create welcome material for new campaign donors. • Create donor "thank you video." • Host mini stewardship events • DC Foundation Governance Committee to establish job descriptions, policies and procedures 	<ul style="list-style-type: none"> • Associate vice-president, Development and Alumni Affairs 	<ul style="list-style-type: none"> • 	

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We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Energy consumption reduction initiatives: <ol style="list-style-type: none"> Whitby CoGen Third Party Energy Systems development (battery storage) 	<ul style="list-style-type: none"> Completion of legal and connection agreements for Combined Heat & Power (CHP) installation at Whitby campus. Development of Energy Twin Model for Oshawa campus by April 30th. 	<ul style="list-style-type: none"> Chief administrative officer 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Develop a comprehensive event strategy that considers all events at DC. Strategy will include a campus wide approval/information sharing process to ensure event activity is well coordinated. 	<ul style="list-style-type: none"> Launch by December 2020. 	<ul style="list-style-type: none"> Chief administrative officer 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Introduce sustainability practices into hiring processes. 	<ul style="list-style-type: none"> Review distribution process for teaching contracts. Examine technical requirements for electronic contract distribution, and systems to support delivery. Pilot electronic delivery of part time teaching contracts with two academic schools. 	<ul style="list-style-type: none"> Chief administrative officer 	<ul style="list-style-type: none"> 	

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We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
6. Support Effective College Governance	<ul style="list-style-type: none"> Validate performance metrics for the 2020-2021 SMA3 Annual Evaluation Report from the Ministry of Colleges and Universities. 	<ul style="list-style-type: none"> SMA3 Annual Evaluation report successfully reconciled for funding allocations, pending Ministry direction given the COVID-19 situation. 	<ul style="list-style-type: none"> Vice-president, Academic 		
	<ul style="list-style-type: none"> Launch an internal CASL awareness program through policy and guideline development; communications; and education/training. 	<ul style="list-style-type: none"> Policy, procedure, guidelines and FAQ's to be completed by April 30. Communications launched in June; ICE, webpage, and utility updates completed by May 29. Run six education and training sessions by March 2021. 	<ul style="list-style-type: none"> Chief administrative officer 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Support the DC Board of Governors by onboarding five new incoming governors and assist with the transition of a new chair and vice-chair. 	<ul style="list-style-type: none"> Offer an orientation session for new governors in September 2020, either in-person in or in a virtual format. Provide a minimum of two training and development opportunities. 	<ul style="list-style-type: none"> President's Office 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Launch new strategic plan for 2020-2023. 	<ul style="list-style-type: none"> Create new strategic plan publication. Launch new strategic plan internally and publicly. 	<ul style="list-style-type: none"> President's Office Chief administrative officer – Communications & Marketing 	<ul style="list-style-type: none"> 	

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We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> • Post-pandemic strategy development 	<ul style="list-style-type: none"> • Address budget deficit • Organizational Recovery Plan development and implementation • New online learning modules 	<ul style="list-style-type: none"> • President’s Office • Chief administrative officer • Vice-president, Academic • Chief Financial Officer 	<ul style="list-style-type: none"> • Prepare a recovery plan to address the budget deficit. 	

2020-2021 Business Plan Scorecard



OUR COMMUNITY

Goal: To drive the economic, social and environmental success of our communities.

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
1. Establish and strengthen sustainable partnerships locally and internationally with industry, government, community and alumni.	<ul style="list-style-type: none"> Community Employment Services (CES) – Work with existing and new employers to create new job opportunities. CES – Strengthen connections with community partners to provide holistic approach to clients. 	<ul style="list-style-type: none"> Place clients in new employment opportunities that will support their personal success and strengthen industry. Refer clients to the supports they need from community partners to be successful socially and economically within our community. 	<ul style="list-style-type: none"> Vice-president, student affairs 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Collaborate with community, national and international partners to advance social entrepreneurship. 	<ul style="list-style-type: none"> Initiate and develop an advisory committee of Canadian institutional partners to collaborate semi-annually on the advancement of social entrepreneurship. 	<ul style="list-style-type: none"> Vice-president, Academic 		
	<ul style="list-style-type: none"> Work with municipal partners and local leaders on economic recovery plan post pandemic. 	<ul style="list-style-type: none"> Join regional/municipal recovery planning committees. Develop internal college strategy for working with community partners. Communicate government support and funding options to business community to ensure 	<ul style="list-style-type: none"> President’s Office Vice-president, Academic Associate vice-president, Development and Alumni Affairs 		

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We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
		students maintain placements and co-ops.			
2. Expand opportunities for employees and students to volunteer in our community.	<ul style="list-style-type: none"> Establish an International Student Community Engagement strategy. 	<ul style="list-style-type: none"> Connect 50 International students with opportunities to engage with the community. Identify and promote opportunities for International students to volunteer at two or more community events (i.e. Rotary events). Organize at least one community networking event on-campus, that will include community partners and International students. Identify and promote a minimum of two off-campus community networking opportunities for International students to participate in (i.e. chambers of commerce). 	<ul style="list-style-type: none"> Vice-president, Academic AVP Development and Alumni Affairs 		
	<ul style="list-style-type: none"> In collaboration with local School Boards, develop student led mentorship initiatives that focus on reciprocal experiential learning. 	<ul style="list-style-type: none"> Deliver student led workshops on the topic of robotics and automation with one new elementary school partner in Durham Region in fall 2020. 	<ul style="list-style-type: none"> Vice-president, Academic 		

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We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Encourage community participation for employees and students. 	<ul style="list-style-type: none"> Diversify DC representation at community events to ensure representation from students and employees. Increased community involvement for international students (target 50 student volunteers). 	<ul style="list-style-type: none"> Associate vice-president, Development and Alumni Affairs 	<ul style="list-style-type: none"> 	
3. Leverage and grow our positive impact on the communities we serve.	<ul style="list-style-type: none"> Support GM Action Centre in serving displaced employees with their transition to new educational and employment opportunities. 	<ul style="list-style-type: none"> Provide online tools and resources via the Hired portal for displaced GM employees. Organize an on-campus Autoworkers career fair. 	<ul style="list-style-type: none"> Vice-president, student affairs 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Community Employment Services (CES) – to deliver new Employment Ontario (EO) programs specifically geared at the needs of the labour market. CES to deliver EO programs and highlighting the impact DC has on the communities it services. 	<ul style="list-style-type: none"> Successfully launch new EO programs in Port Hope under SSM Prototype. Promote EO programs to local politicians and through its social media to engage employers and job seekers with funded programs. 	<ul style="list-style-type: none"> Vice-president, student affairs 	<ul style="list-style-type: none"> 	

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We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Participate in Phase Two of the Municipal Employment Sector Study to explore the development of relevant micro-credentials. 	<ul style="list-style-type: none"> Provision of subject matter expertise and recommendations to the project (which is led by the Community Training and Development Centre - CTDC). 	<ul style="list-style-type: none"> Vice-president, Academic 		
	<ul style="list-style-type: none"> Improve reporting from partners and to stakeholders. 	<ul style="list-style-type: none"> Create an online reporting tool for community partners. Create a Government Relations/Community Relations section of DC web-page for quarterly updates. 	<ul style="list-style-type: none"> Associate vice-president, Development and Alumni Affairs President's Office 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Reach out to employers/potential employers to share Solutions for Business opportunities at DC. 	<ul style="list-style-type: none"> Presentations made to 10 businesses. 	<ul style="list-style-type: none"> Associate vice-president, Development and Alumni Affairs 	<ul style="list-style-type: none"> 	
<p>4. Guide students in making meaningful connections with their communities.</p>	<ul style="list-style-type: none"> Develop collaborations with community agencies for students in Dental, Massage Therapy and Fitness and Health Promotion programs to present workshops to their client groups. 	<ul style="list-style-type: none"> Dental, Massage Therapy and Fitness and Health Promotion students will establish and present workshops to community client groups. 	<ul style="list-style-type: none"> Vice-president, Academic 		

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We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Assist community groups developing multimedia assets used for raising community awareness to secure funding. 	<ul style="list-style-type: none"> Develop and deliver various multimedia assets to be published on partner websites, including Ontario Shores, Youth Without Shelter, Ontario Neurotrauma Foundation. 	<ul style="list-style-type: none"> Vice-president, Academic 		
	<ul style="list-style-type: none"> Business summit – an event run alongside local small and medium enterprises, and boards of trade to connect students with the business community in Durham. 	<ul style="list-style-type: none"> Host business summit in Winter 2021. 	<ul style="list-style-type: none"> Vice-president, academic 		
	<ul style="list-style-type: none"> Develop and support social innovation applied research activities. 	<ul style="list-style-type: none"> Successfully complete Year Three of current College and Community Social Innovation Fund (CCSIF) funded project. Initiate Year One of the three new CCSIF funded projects. 	<ul style="list-style-type: none"> Vice-president, academic 		
5. Strengthen our relationships with Indigenous communities.	<ul style="list-style-type: none"> Continue to work with the Office of Student Diversity, Inclusions and Transitions (OSDIT) to increase our student recruitment efforts and presence with local Indigenous communities. 	<ul style="list-style-type: none"> Incorporate Indigenous language into SES outreach initiatives. Numbers of sessions, presentations in the communities and student applications from these targeted outreach efforts will be tracked. 	<ul style="list-style-type: none"> Vice-president, student affairs 	<ul style="list-style-type: none"> 	

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We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Consult and participate in planning with the recruitment team in SES to align our efforts to support high school students as they transition to college level studies. 	<ul style="list-style-type: none"> Participate in sessions with guidance counsellors, community leaders, and high school teachers to identify gaps in student learning and skills to prepare students for higher education. Develop and offer preparatory bootcamp sessions for incoming PSE students. 	<ul style="list-style-type: none"> Vice-president, student affairs 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Explore partnerships for delivery of primary care paramedic program to Seven Generations Educational Institute. 	<ul style="list-style-type: none"> Establish memorandum of understanding (MOU) with Seven Generations Educational Institute. 	<ul style="list-style-type: none"> Vice-president, Academic 		
	<ul style="list-style-type: none"> Provide Indigenous Histories and Reconciliation modules to the community in collaboration with CAFE and First Peoples Indigenous Centre. 	<ul style="list-style-type: none"> Seven online Indigenous Histories and Reconciliation modules open to the public 	<ul style="list-style-type: none"> Vice-president, Academic 		

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Status Column Legend

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

On Track
At Risk
On Hold
Delayed
Completed