DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY
PUBLIC MEETING OF THE BOARD OF GOVERNORS
AGENDA

Date: Wednesday, June 3, 2020, 6:00 p.m.
Location: Video Conference (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   Results of the Employee Engagement Survey - R. Gupta

6. CHAIR'S REPORT

7. CO-POPULOUS GOVERNORS' REPORT

8. CONSENT AGENDA

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

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

   8.1   Approval of Public Minutes of May 13, 2020 Board Meeting   4 - 9

          Recommendation
          That the public minutes of the Board of Governors meeting of May 13, 2020, be approved as read.

   8.2   President's Report - May 2020   10 - 16

          Recommendation
          That Report BOG-2020-48, highlighting the President's activities for the month of May 2020, be received for information.

   8.3   2019-2020 Durham College Foundation Annual Report   17 - 20

          Recommendation
          That Report BOG-2020-44 presenting the 2019-2020 Durham College Foundation annual report, be received for information.

Recommendation
It is recommended to the Durham College Board of Governors:

That in accordance with Report BOG-2020-40, the proposed Durham
College Certificate program of instruction listed below be approved.
- Coding Essentials

Recommendation
It is recommended to the Durham College Board of Governors:
That Report BOG-2020-42, presenting the 2020-2025 New Program
Development Plan, be received for information.

Recommendation
It is recommended to the Durham College Board of Governors:

That based on Report BOG-2020-53, the 2019-2020 Durham College
annual report, 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, May 13, 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
                          Kenneth Michalko
                          Heather Quantrill
                          Gary Rose
                          Jim Wilson

Members Absent: Steve Stewart
                          Vasu Sukhija

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 6:02 p.m.

2. INTRODUCTION OF GUESTS

The Chief Administrative Officer introduced the following guests:

- Cameron Ackerblade, President, Durham College Alumni Association
- Carol Beam, Associate Vice-President, Communications and Marketing
- Kelly Doyle, Manager, Employee Engagement and Development
- Rashmi Gupta, Director, Institutional Research and Planning
- Charles Wilson, Durham College Students Inc.

3. ADDITIONS/DELETIONS TO THE AGENDA

None.

4. CONFLICT OF INTEREST DECLARATIONS

None.

5. PRESENTATIONS

5.1 Update on the Alumni Association

The Associate Vice-President, Office of Development and Alumni Affairs and the President, Durham College Alumni Association, presented an update on the activities of the Durham College Alumni Association Board of Directors and the alumni association.

The Board questioned the Associate Vice-President, Office of Development and Alumni Affairs.

5.2 Update on the Launch of the Strategic Plan & Branding Refresh

The Associate Vice-President, Communications and Marketing presented plans for the launch of the 2020-2023 strategic plan and an overview of a branding refresh that will be launched with the strategic plan.

The Board questioned the Associate Vice-President, Communications and Marketing.

Governor DeJong left the meeting, and Governor James assumed the Chair.

6. CHAIR'S REPORT

Governor James expressed appreciation for being acclaimed Chair of the Board for 2020-2021 and congratulated Governor Honey for being elected Vice-Chair. Governor Rose was also acknowledged for letting his name stand for election.

Governor DeJong rejoined the meeting and assumed the Chair.

The Chair reported on the following items:

- Kelly Doyle, Manager, Employee Engagement and Development was introduced as the incoming administrative staff governor effective September 1, 2020.

- Recognize Meri Kim Oliver was recognized for her service to Durham College, and Tara Koski was announced as the Interim Vice-President, Student Affairs effective June 1.

7. CO-POPULOUS GOVERNORS' REPORT

Governor Wilson provided the co-populous report, highlighting the following:

- On April 14, 2020, President Murphy published an article in the National Post titled "Battling Covid-19: University partners with industry, government to combat the pandemic." and the article is on the university website

- At the April 23, 2020, Board meeting, the Board received a construction update on the new A5 building

- Mitch Frazier was recently named the university chancellor

- Ontario Tech University will be hosting a virtual open house on May 23, 2020, from 11 a.m. to 2 p.m.

8. CONSENT AGENDA

That Chair advised that Kelly Doyle's name would be inserted in the motion for Item 8.4, 'Ratification of Results of the Administrative Staff Governor Election.'

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 the Public Minutes of the Board of Governors Meeting of April 8, 2020

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

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

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

That the results of the administrative staff governor election be ratified, and Kelly Doyle 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

The Director, Institutional Research and Planning presented the academic pathways report for 2019-2020.

For the reporting year 2019-20:

- 1,522 students in the first year of studies at Durham College (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 percent (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 percent (16 students) were enrolled in one-year certificate programs, 53.5 percent (91 students) in a diploma or advanced diploma programs, and 37.1 percent (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 percent (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 percent (286 students) had graduated from DC, while 5.3 percent had partial experience. Of the 286 students who had graduated from DC, 69.9 percent (200 students) had graduated from diploma programs, 16.1 percent (46 students) had graduated from advanced diploma programs, 11.9 percent (34 students) had graduated from certificate programs, and 2.1 percent (6 students) had graduated from graduate certificate programs.

The Board questioned the Director, Institutional Research and Planning.

Moved By Governor Griffin
Seconded By Governor Honey
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."
CARRIED

9.2   Business Plan for 2020-2021

President Lovisa presented the business plan for 2020-2021, noting the plan is the first business plan to align with the new strategic plan. It was further noted that as the plan was developed during the COVID-19 pandemic, priorities may be changed, altered, or eliminated based on what actions are required to return to normal operations within a post-pandemic environment. Also, for ease of reference, the "we will" statements from the strategic plan are now embedded in the business plan with associated actions.

The Board questioned President Lovisa.

Moved By Governor James
Seconded By Governor Johnson Morris
It is recommended to the Durham College Board of Governors:

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

10. UPCOMING EVENTS

None.

11. MOVE TO IN-CAMERA SESSION

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

Moved By Governor Lanc
Seconded By Governor Lucyk
"That the Durham College Board of Governors move in-camera after a 5-minute recess." CARRIED

The meeting recessed at 7:23 p.m. and reconvened in-camera at 7:28 p.m.

The Board rose from the in-camera session at 8:59 p.m.

During the in-camera session, the Board discussed recommendations from its Standing Committees and received an update on the College's response to COVID-19.

12. ADJOURNMENT

With no further business, the meeting ended at 9:00 p.m.

Public Report

Report Number: BOG-2020-48

To: Board of Governors

From: Don Lovisa, President

Date of Report: May 26, 2020

Date of Meeting: June 3, 2020

Subject: President's Report – May 2020

Purpose

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

1.   Our Students

DC students finish in top 25 and move on to national finals of SSHRC Storytellers competition
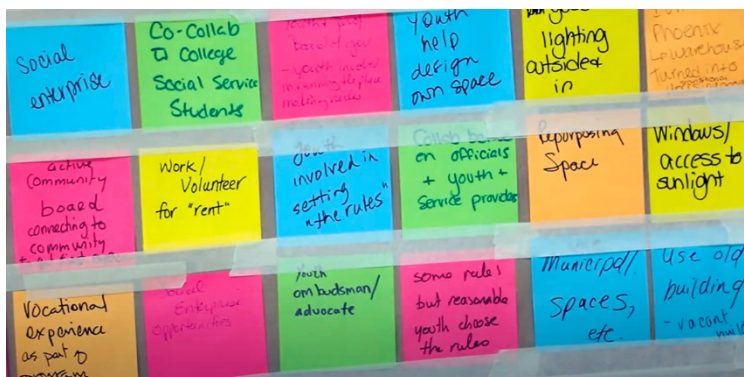
Calling on their creativity and narrative skill, a team of four DC students have made it to the Top 25 in the Social Sciences and Humanities Research Council (SSHRC) 2020 Storytellers competition for their video *There Is Hope*, which they wrote and produced together.

The short film showcases the impactful research being done by Lorraine Closs, a professor in the School of Health and Community Services, as she works collaboratively with community organizations to re-design a housing hub support network for youth living on their own in Durham Region. The project, which is funded by the College and Community Social Innovation Fund, is in its second and final year and is being completed with support from DC's Office of Research Services, Innovation and Entrepreneurship.

You can watch the video here:
https://www.youtube.com/watch?v=3df9Qvx00jk&feature=youtu.be

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2.   Our Community

DC on the Frontlines

Durham College is incredibly proud of our college community members who are serving and protecting others in response to the COVID-19 pandemic and well beyond every day. This includes our students, present and past employees who have returned to the frontlines, as well as thousands of DC alumni.

To honour and shine a light on the incredible work being done by our DC community members, the college has launched a new initiative: DC on the Frontlines.

Using our community's submissions, we will fill a DC on the Frontlines web page with stories to build an online gallery of goodwill, community, expertise and dedication.

There is perhaps no greater test of one's learning and training than the challenge of working in the midst of a large-scale emergency such as a pandemic.

DC participates in "EaRTH District" Collaboration

Over the past few months, members of the Durham College leadership team have met with leadership at the University of Toronto Scarborough (UTSC), Trent University, Centennial College, and Ontario Tech University to work on the development of an Environmental and Related Technologies Hub (**EaRTH District**), which will support the development of clean technology innovation.

The proposed EaRTH District is the catalyst for cross-sector collaboration to providing sector-focused research and comprehensive education to develop innovative, technology-driven solutions that will fuel sustainable, resilient communities around the world.

EaRTH District will be the catalyst for collaboration between the partners including joint research initiatives, new individual academic programs, student pathways, joint diploma and degrees, and improved access and collaboration with existing assets.

The next steps of this project include signing a MOU and a public announcement.
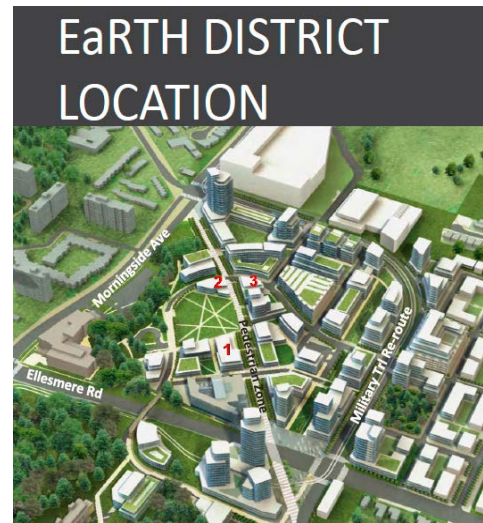
DC receieves funding supporting Artificial Intelligence advisory services for businesses

Durham College is pleased to announce that its Hub for Applied Research in Artificial Intelligence for Business Solutions (the AI Hub) will receive advisory services and a contribution of up to $300,000 from the National Research Council of Canada Industrial Research Assistance Program (NRC IRAP).

This conditional funding, which started in late 2019 and has since been extended, has allowed the AI Hub to develop technology-based solutions for seven small and medium-sized enterprises (SMEs) from across the country and a variety of industries.

The NRC IRAP l funding enables DC faculty and student researchers to act as consultants to SMEs, applying their skills and training to solve industry challenges related to innovation and technology adoption

3.   Our Work

Durham College receieves more than $1 million in applied research funding for three unique projects

DC is pleased to announce that its Office of Research Services, Innovation and Entrepreneurship (ORSIE) will receive more than $1 million in applied research grants from the Natural Sciences and Engineering Research Council of Canada (NSERC) to help create innovative solutions for local and regional social challenges.

Applied over a three-year term, the funding is provided through the College and Community Social Innovation Fund (CCSIF), which is managed by NSERC in collaboration with the Social Sciences and Humanities Research Council of Canada (SSHRC) and the Canadian Institutes of Health Research (CIHR). The funding is being directed to three of DC's applied research projects, which will be completed alongside a number of community partners, including:

- A participatory action research project that aims to design financial empowerment tools and resources that will help address the specific and unique needs of low-income residents. Through partnerships with a number of local agencies – including libraries, employment centres and new immigrant welcome centres – research lead Lorraine Closs and partner Randy Uyenaka will engage low-income residents to understand the use of available supports in their neighbourhoods, as well as barriers to access.
- An innovative research project using virtual reality to simulate uncontrolled fire scenarios and improve training for firefighters using immersive life-like experiential learning. By eliciting physiological and psychological responses similar to the human reactions in a real-life fire scenario, research lead Dr. Michael Williams-Bell and partner John Goodwin will develop a safe and controlled training environment for participants, resulting in saved lives and a reduced number of training injuries.
- A series of Innovation Lab co-production workshops held with early childhood educators, parents, faculty, students, behaviour experts and service providers, to develop a tool for educators and families to support the development of social competence in pre-school aged children. Under the direction of research lead Nicole Doyle and partner Corrine McCormick-Brighton, the tools will be used in EarlyON Child and Family Centres in the Durham Region.

ORSIE wins bronze in 2020 CICan Awards of Excellence

Durham College is pleased to announce that our Office of Research Services, Innovation
and Entrepreneurship (ORSIE) has
received bronze in the 2020
Colleges and Institutes Canada
(CICan) Awards of Excellence in
the Applied Research and
Innovation Excellence Award
category. CICan announced this
year's winners today in a media
release. CICan is a national
organization representing publicly
supported colleges, institutes,
CEGEPs and polytechnics in
Canada and internationally.

The CICan award recognizes ORSIE's extraordinary contributions to the DC campus
community and the team's role in supporting social, cultural and economic development
at local, provincial, national and global levels.

DC achieves second silver STARS sustainability rating

Following an intensive
assessment, Durham College
has succeeded in achieving a
second silver rating from the
Sustainability Tracking
Assessment and Rating
System (STARS), offered
through the Association for the
Advancement of Sustainability
in Higher Education (AASHE),
for its on-campus sustainability
initiatives.

DC first achieved its silver rating in 2017; the college first joined AASHE in 2009 and
achieved a bronze STARS rating in 2012. A tremendous amount of work went into
achieving and maintaining silver status with employees from numerous departments and
schools across DC contributing to the collection of data required to support the
application.

Highlights of new initiatives undertaken by DC since first achieving a silver rating include:

- Over 600 courses offered by the college that include social and environmental sustainability themes.
- Launch of a campus-wide Green Office Certification Program.
- The Centre for Collaborative Education became DC's first LEED certified building.
- Opening of new geothermal field and Energy Innovation Centre at the Oshawa campus.
- Receipt of a SIEMENS research grant for building sustainability into new course curriculum development.
- Recertification of the CFF as a 3-star certified Green Restaurant Association (GRA) facility, and 20 staff members achieving certified GRA green employee status.

Durham College begins construction on new women's softball facility

*artist rendition
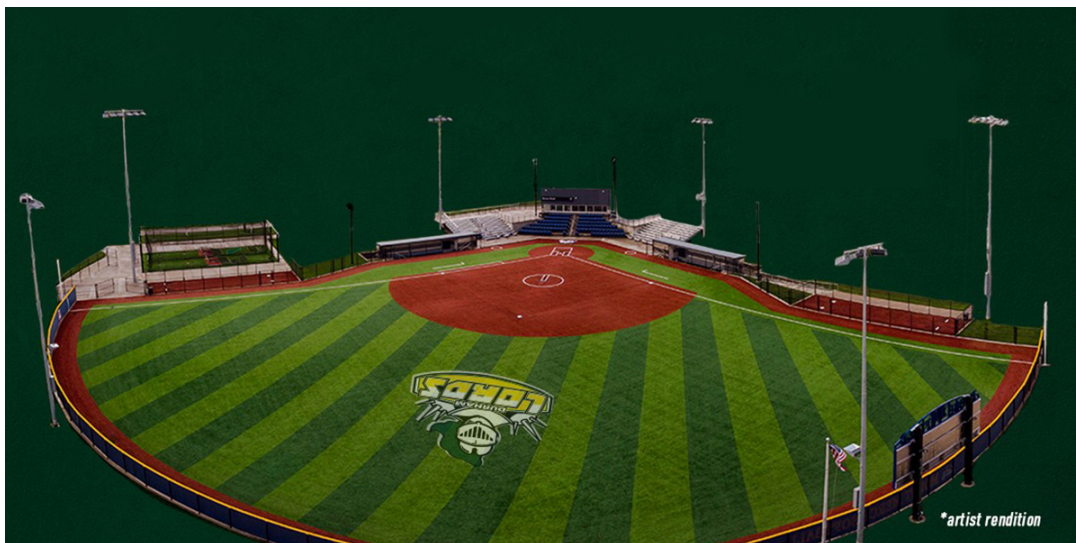
Durham College and its Athletics department are pleased to share that construction on a new women's softball facility at the Oshawa campus has commenced, with plans to complete by August 2020. The facility, which will include 100-per-cent synthetic SPORTURF playing surface with an underlay shock pad for safety, will become the new home of DC's award-winning women's softball program.

The new softball facility will give DC the ability to host provincial, national and international games and special showcase camps, as well it will house new campus recreational programs for students. A seating capacity of 400 people, including 100 VIP seats, and a custom press box at the top of the stadium bleachers will allow for livestreaming of home games and VIP hosting.

Replacing the current halogen light system will be state-of-the-art MUSCO LED energy-efficient stadium lights to eliminate light spill. This new feature will also provide the capability to match light requirement levels for broadcast TV.

Ongoing action related to COVID-19

With input from across the college system, Colleges Ontario has submitted two documents to the Provincial Government, including a *Proposal for Ontario College Project Plan* to complete stranded essential programs in the July, August period. Programs will include health, health related and trade programs essential to the economy. Durham College has approximately 1,000 students requiring on-campus labs, shops and specialized areas to graduate. The second document submitted was the *Framework for Reopening Ontario College Campus*. The document provides a framework for college to follow as plans are made to welcome small groups of students back on campus.

In addition to our work with the sector as a whole, DC has been working hard internally to ensure both students and staff are prepared for an eventual return to campus. Over the past few weeks we have:

- Continued to encourage 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)

- Continued to hold weekly meetings with the Larger DCLT group

- Been in regular contact with Ministry and government officials

- Developed a communications strategy "In This Together DC" to keep our DC community updated and informed about various ongoing initiatives and return to campus plans

- Consistently updated our COVID-19 FAQ webpage

Public Report

Report Number: BOG-2020-44

To: Board of Governors

From: Linda Flynn, Executive Director, Durham College Foundation

Date of Report: May 15, 2020

Date of Meeting: June 3, 2020

Subject: 2019-2020 Durham College Foundation Annual Report

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1.   Purpose

The purpose of this report is to highlight the significant activities of the Durham College Foundation during the 2019/20 Fiscal Year.

2.   Recommendation

It is recommended to the Durham College Board of Governors:

That Report BOG-2020-44 presenting the 2019-2020 Durham College Foundation annual report, be received for information.

3.   Background

As per the Memorandum of Understanding between Durham College and the Durham College Foundation dated February 2017, the Foundation shall make a report annually to the College regarding the affairs of the Foundation.

The Durham College Foundation Board meets quarterly, and its primary functions are to provide oversight to the DC Foundation endowment that provides scholarships and bursaries for students and to capital fundraising efforts as required.

The 2019-20 Board of Directors were:

Peter Bagnall, Chair
Carla Carmichael, Vice-Chair
Barbara MacCheyne, Treasurer (Staff)
Catherine Hardman, Secretary (Staff)
Garry Cubitt, Chair Governance and Nominating Committee

Lee Terry, Chair Investment Committee
Jerry Daniel
Lillian Jacoby
Michele James, Vice-Chair, DC Board of Governors
Kevin Kinsella
Stephen Leslie
Don Lovisa
Amanda MacDonald, Durham College Alumni Association
Tom Worden
Linda Flynn, Executive Director (Staff)

4. Discussion/Options

4.1 Revenue 2019 – 2020

- Building for Skills Campaign: $4,168,016

	Student Awards	Capital	Total
Cash	$587,031	$81,930	$668,961
Pledge Payments	$300,002	$1,716,888	$2,016,890
Total	$887,033	$1,798,818	$2,685,851

- Year over year

	Cash	**Pledge Payments**	**New Pledges**
FY17-18	$416,439	$1,443,703	$34,454
FY18-19	$366,907	$3,271,563	$1,771,814
FY19-20	$668,961	$2,016,890	$2,244,531

4.2 Governance Structure

At the direction of the Board of Governors, the Foundation spent the past year focusing on amending its by-law and developing policies and procedures as well as role descriptions to strengthen its governance processes.

The Foundation has oversight for two active standing committees: Investment and Governance and Nominating as well as an ad hoc Campaign Cabinet. The standing committees reviewed, adjusted, and added new policies as appropriate and have taken accountability for a more robust governance structure.

COVID-19 conditions hindered campaign Cabinet recruitment, however, recruitment conversations will begin over the summer/fall period.

The Board established the following new policies:

- Committee Principles and Terms of Reference;
- Director – Role Description and Code of Conduct;
- Executive Director - Role, Delegated Authority and Executive Constraint;
- Role of the Chair/President; and
- Board Orientation.

5. Financial/Human Resource Implications

The Market Value of the Foundation Endowment fund at March 31, 2020, was a value of $16,891,658, a decrease of $787,756 from the opening balance on April 1, 2019. This decrease of 4.5% differs significantly from last year's increase of 3.7%; however, it is not surprising given the market conditions arising from the COVID-19 pandemic. The portfolio performed well for much of the year with moderate gains each month until the pandemic hit in February. February and March saw notable losses of 2.2% and 6.9%, respectively. On a positive note, it bounced back in April with a gain of almost 4%. When compared against average double-digit losses in the market, the portfolio performed well in this volatile climate. TD Wealth predicts that the portfolio should recover by the end of the calendar year.

Ten Year History:
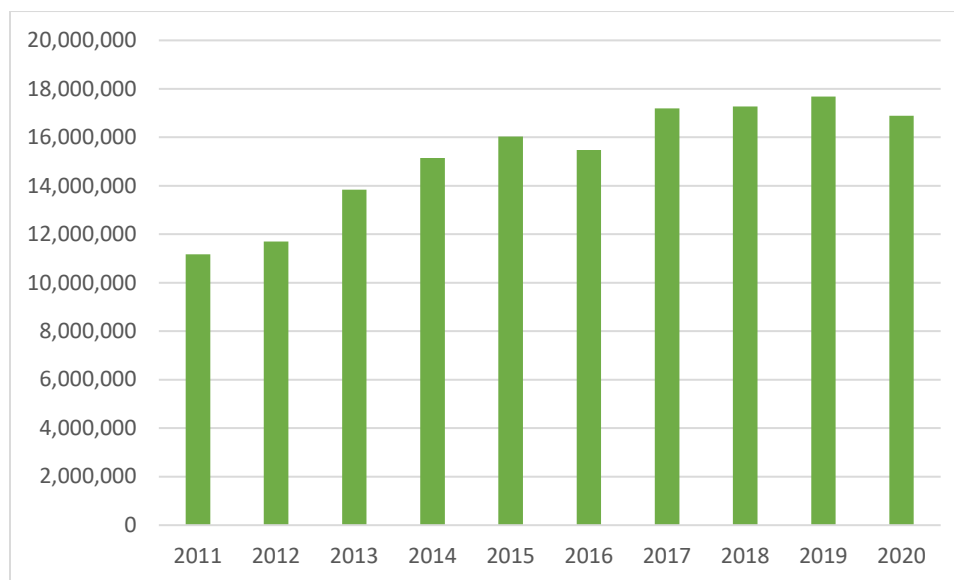
6. Implications for the Joint Campus Master Plan

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 report ties into the following two areas in the Durham College Strategic Plan:

Our Students: Develop and create opportunities to build student resilience, competence, personal capacity and life-enhancing skills.

Our Work: Optimize resources and processes in all aspects of our business.

Report of the Governance Review Committee (Public)

The Governance and Review Committee respectfully recommends to the Durham College Board of Governors the following recommendations from the Governance Review Committee meeting held on May 27, 2020.

1. President's Compliance Report for 2019-2020

    Recommendation

    That Report GOV-2020-03, confirming compliance with Board policy and all relevant legislation for 2019-2020, be received for information.

2. Post-Election Report: Administrative Staff Governor Election

    Recommendation

    That Report GOV-2020-04 providing the post-election report for the administrative staff governor election, be received for information.

3. Board Policies Due for Renewal

    Recommendation

    That based on Report GOV-2020-05, the following Board policies be approved:

    *   Communication and Counsel to the Board
    *   President Emeritus
    *   Mission, Vision and Values
    *   Strategic Goals

4. Annual Review of By-laws No. 1, 2, and 3

    Recommendation

    That based on Report GOV-2020-06:

    1. That Board By-law No. 2 be amended as outlined in Attachment 2 to this report; and,
    2. That Board By-law No. 3 be amended as outlined in Attachment 3 to this report.

5. Annual Review of Board By-law No. 4

    Recommendation

    That based on Report GOV-2020-08, By-law No. 4 enacted on February 10, 2016, be repealed and replaced with By-law No. 4, as presented in Attachment 1 to the report.

DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY
PUBLIC MEETING OF THE GOVERNANCE REVIEW COMMITTEE
DRAFT MINUTES

Date:	Wednesday, May 27, 2020
Location:	GoToMeeting, Video Conference
Members Present:	Jim Wilson, Committee Chair
	Elizabeth Cowie, Committee Vice-Chair
	Kevin Griffin
	Robert Lanc
	Debbie McKee Demczyk
	Don Lovisa, President
	Vasu Sukhija (left the meeting at 7:15 p.m.)
Members Absent:	Ivan DeJong, Board Chair
Staff Present:	Melissa Pringle, Corporate and Board Secretary

1.   CALL TO ORDER

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

2.   INTRODUCTION OF GUESTS

The Associate Vice-President, Office of Development and Alumni Affairs, joined the meeting for Discussion Item 8.1, 'Requirement for Criminal Reference Checks.'

3.   ADDITIONS/DELETIONS TO THE AGENDA

None.

4.   CONFLICT OF INTEREST DECLARATIONS

None.

5.   PRESENTATIONS

None.

6.   ACTIONS ARISING FROM PREVIOUS MINUTES/REGULAR RECURRING ITEMS

None.

7.   DECISION ITEMS

7.1   President's Compliance Report for 2019-2020

The President presented the annual compliance report for 2019-2020, confirming compliance with Board policy and relevant legislation.

The Committee questioned President Lovisa.

Moved By Governor McKee Demczyk
Seconded By Governor Lanc
That the Governance Review Committee recommend to the Durham College Board of Governors:

"That Report GOV-2020-03, confirming compliance with Board policy and all relevant legislation for 2019-2020, be received for information." CARRIED

7.2   Post-Election Report: Administrative Staff Governor Election

President Lovisa presented the post-election report for the administrative staff governor election, stating that despite being delayed due to COVID-19, there were two strong candidates. Campaign activities included the preparation of a video message, the use of social media, and email messaging. Kelly Doyle was the successful candidate, garnering 61% of the vote.

Moved By Governor Cowie
Seconded By Governor Griffin
That the Governance Review Committee recommend to the Durham College Board of Governors:

"That Report GOV-2020-04 providing the post-election report for the administrative staff governor election, be received for information." CARRIED

7.3 Board Policies Due for Renewal

President Lovisa presented the Board policies due for renewal: Communication and Counsel to the Board, President Emeritus, Mission, Vision and Values, and Strategic Goals.

Following a discussion on the policy, Communication and Counsel to the Board, Section 2.5, was amended to strike out the words 'actual or unavoidable' and to insert the word 'any' following the words 'promptly on.'

Following a discussion on the policy, President Emeritus, Section 2.1, was amended to strike out the words 'who have been appointed for more than one term or' and to insert the words 'as President' following the words 'five (5) years'.

Moved By Governor Cowie
Seconded By Governor Lanc
That the Governance Review Committee recommend to the Durham College Board of Governors:

"That based on Report GOV-2020-05, the following Board policies be approved:

• Communication and Counsel to the Board
• President Emeritus
• Mission, Vision and Values
• Strategic Goals." CARRIED AS AMENDED

7.4 Annual Review of By-laws No. 1, 2, and 3

President Lovisa overviewed proposed changes to By-laws No. 1, 2, and 3.

Concerning By-law No.1, the Committee discussed Section 27.1, and the requirement for a recorded vote during an electronic meeting. Given the shift to virtual meetings, the consensus was that recorded votes should not be required, but could be requested. Following discussion, the Committee agreed to delay the review and approval of amendments to By-law No. 1 to allow for further analysis.

Action: The Corporate and Board Secretary to work with Governor Cowie to address questions related to By-law No. 1 and report back to the next Governance Review Committee meeting.

Moved By Governor Griffin
Seconded By Governor Lanc
That the Governance Review Committee recommend to the Durham College Board of Governors:

"That based on Report GOV-2020-06:

1. That Board By-law No. 2 be amended as outlined in Attachment 2 to this report; and,
2. That Board By-law No. 3 be amended as outlined in Attachment 3 to this report." CARRIED

7.5 Annual Review of Board By-law No. 4

Governor Cowie presented an overview of the proposed changes to By-law No. 4, noting the new by-law addresses a lack of consistency, provides clarity and complies with best practices. Further, the chart outlined in Section 4 of the report was highlighted as it outlined significant changes as it relates to election governance, candidate qualifications, nominations, the campaign period, and the handling of complaints and appeals.

The Committee questioned the Corporate and Board Secretary.

Following discussion, Section 15.2 was amended to correct a typographical error by striking out the word 'any' and inserting the word 'shall' before the word 'include.'

The Committee discussed Section 6.2 as it relates to the qualifications for a candidate in a student election and the intent to allow a part-time student taking only one course to run for election.

Following discussion, the definition of a student in Section 2 was amended to read: 'An individual who is enrolled in a Program of Instruction at Durham College, carrying a minimum course load of 50%." Also, Section 6.2 was amended to strike out the words 'full or part-time.'

Moved By Governor McKee Demczyk
Seconded By Governor Cowie
That the Governance Review Committee recommend to the Durham College Board of Governors:

"That based on Report GOV-2020-08, By-law No. 4 enacted on February 10, 2016, be repealed and replaced with By-law No. 4, as presented in Attachment 1 to the report." CARRIED AS AMENDED

Governor Sukhija left the meeting.

8.   DISCUSSION ITEMS

The Associate Vice-President, Office of Development and Alumni Affairs joined the meeting.

8.1   Requirement for Criminal Reference Checks

The Associate Vice-President, Office of Development and Alumni Affairs, advised that at a recent DC Foundation Governance and Nominating Committee meeting, the question of requiring criminal reference checks for directors was discussed as a way to mitigate reputational risk. As part of the discussion, the Foundation wanted to understand the position of the Durham College Board of Governors and questioned if the two Boards needed to be aligned on the issue. Further, it was reported that following the DC Foundation Meeting, legal advice was sought, and the Foundation was advised that a criminal reference check is not required unless an individual is working in the vulnerable sector. An annual questionnaire was suggested as an alternative to the criminal reference check.

The Committee discussed the merits of requesting a criminal reference check and the need to be sure of the purpose of the collection and how the information would be used. Following discussion, the Committee determined it was a meaningful conversation to have, but that each Board needs to come to an independent opinion on whether a criminal reference check would be required.

Action: The Corporate and Board Secretary to circulate the questionnaire provided by the Associate Vice-President, Office of Development and Alumni Affairs and place the matter on the next Governance Review Committee agenda for further discussion.

8.2   Future Board and Committee Meetings + COVID-19

The Committee discussed the merits of holding Committee and Board meetings by video conference post-COVID-19. Following discussion, the Committee agreed that video conferencing is an efficient way to hold a Committee meeting, but that, where possible, Board meetings should be held in-person. Further, the Committee discussed the start time of Committee meetings and the difficulty of attending meetings scheduled during commute time.

8.3 Board Activities + COVID-19

The Committee discussed upcoming Board events such as orientation, Hail and Farewell, and the *Learn More* series in light of the COVID-19 pandemic. It was reported that orientation would be held in a virtual format, and the *Learn More* series would be stopped until the Board could reconvene in-person. Options are being considered for the Hail and Farewell, including deferring to later in the fall or facilitating a virtual event.

9. MEETING CRITIQUE

The Committee conducted a meeting critique and agreed that video conference is an effective way to hold a Committee meeting, that the discussion was robust and reflected a diversity of opinion, and that Committee members trusted each other enough to have an open and honest conversation. Further, the Committee commented that they appreciated the opportunity to learn about governance issues.

10. ADJOURNMENT

With no further business, the meeting ended at 7:28 p.m.

Report Number: BOG-2020-51

To: Board of Governors

From: Elaine Popp, Vice-President, Academic

Date of Report: May 27, 2020

Date of Meeting: June 3, 2020

Subject: Update on Key Performance Indicators Initiative and Results of the 2019-2020 Student Satisfaction Survey

1.   Purpose

The purpose of this report is to provide the Board of Governors with an update on the Ministry of Colleges and Universities Key Performance Indicators (KPI) initiative, and the results of the 2019-20 student satisfaction survey.

2.   Recommendation

It is recommended to the Durham College Board of Governors:

That the report BOG-2020-51 concerning the KPI initiative and the results of the student satisfaction survey for 2019-20, be received for information.

3.   Background

For the last twenty years, the Ministry has mandated the KPI initiative to assess college performance in five key areas, namely student satisfaction, graduate employment, graduate satisfaction, employer satisfaction, and graduation rate.

Each year, Durham College normally analyzes and benchmarks KPI results, compiling various KPI reports for individual programs and service/facility areas. This analysis has been used to identify strengths and key areas for improvement.

In 2019 the Ministry decided to transform the KPI data collection and metric methodologies in keeping with the priorities intended in the draft Strategic Mandate Agreement 2020-25. In December 2019, the Ministry informed colleges of the decision to discontinue the administration of the student satisfaction survey. At the same time, the Ministry granted colleges permission to utilize the standard survey instrument for their own purposes. To maintain our current practices relating to program quality assessments, Durham College, along with

many other colleges, contracted with a service provider to administer the survey to students in February 2020.

The Ministry also announced the formation of a KPI Modernization technical working group, which would consult with the college sector on future improvements.

4. Discussion/Options

KPI graduate and employer surveys were suspended in March 2020 due to pandemic, and as a result, the data collection was only partially completed. The Ministry has not provided an official release of the partial data but has provided each college with its informal individual dataset. Given the number of methodological changes that the Ministry was planning and the current lack of the system-level data, Durham College has decided that it is prudent to wait for the official Ministry data release before undertaking further analysis and reporting.

Durham College's high-level student satisfaction survey and graduation rate results are reflected below. This year, 19 out of 24 colleges participated in the student satisfaction survey, and this factor is expected to have an impact on the system-level results.

Ontario College Student Satisfaction and Engagement Survey	2019-20 Durham College	2019-20 System Avg	2018-19 Durham College	2018-19 System Avg	Variance: 2019-20 Durham College vs System Avg	Variance: 2019-20 Durham College vs 2018-19 Durham College	Variance: 2019-20 System Avg vs 2018-19 System Avg
Student Satisfaction (Margin of Error) (#participating CAAT colleges)	74.0 (+/-0.8 percent)	75.9 (+/-0.2 percent) (19)	73.6 (+/-0.8 percent)	75.7 (+/-0.2 percent) (24)	-1.9*	0.4	0.2
Graduate Satisfaction (Margin of Error)	data awaited						
Graduate Employment (Margin of Error)	data awaited						
Employer Satisfaction (Margin of Error)	data awaited						
Graduation Rate	65.9	data awaited	67.5	67.2	n/a	-1.6	n/a
variance is statistically signficant and cannot be attributed to margin of error at a 95% confidence interval							

Note: For Student Satisfaction, Graduate Satisfaction, and Employer Satisfaction, results reflect the proportion of students who indicated they were satisfied or very satisfied. Graduate Employment reflects the proportion of graduates who were available for employment and who were employed. Graduation rate is calculated by the college.

The Ministry has not released system-level graduation rates, so a system-level comparison is not possible. Durham College's graduation rate, which reflects the proportion of domestic students who have graduated over a duration that is approximately twice the length of the program, is below the prior reporting year by 1.6 per cent.

We will continue to focus on building our strengths and analyzing available data to develop strategies for further improvement. For the academic programs, program teams have access to the results from the 2019-20 student satisfaction Dashboard to support planning.

For the KPI 2020-21 cycle, the Ministry is expected to continue with the administration of the KPI graduate and employer surveys to provide relevant assessments of graduate outcomes.

We will continue to provide KPI results to the Board on an annual basis each April/May.

5. Financial/Human Resource Implications

Capital or other resources required to implement improvement strategies are factored into decisions on capital expenditures. Strategies designed to improve the student experience 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

There are no implications for Ontario Tech University.

8. Relationship to the Strategic Plan/Business Plan

This report relates to the "Our Students" pillar of the Strategic Plan, and the goal to educate and inspire students to realize success in their careers and communities.

Public Report

Report Number: BOG-2020-43

To: Board of Governors

From: Dr. Elaine Popp, Vice President, Academic

Date of Report: May 22, 2020

Date of Meeting: June 3, 2020

Subject: Quality Assurance and Comprehensive Program Review

1.   Purpose

As part of Durham College's quality assurance processes, a comprehensive program review (CPR) of each Program of Instruction, or cluster of programs, must be conducted every five to seven years. This report provides the Board of Governors with an overview of our compliance with this requirement.

2.   Recommendation

It is recommended to the Durham College Board of Governors:

That Report BOG-2020-43, presenting information on the programs that both completed a comprehensive program review and presented the results to Academic Council this past year, as well as programs currently in the process of completing a comprehensive program review, be received for information.

3.   Background

All Ontario college programs must conform to the Minister's Binding Policy Directive Framework for Programs of Instruction. This framework requires that colleges establish mechanisms for the review of their programs to ensure ongoing quality, relevance, and currency. Durham College is dedicated to offering quality programming and to ensuring exceptional educational experiences for its students. To achieve these objectives and meet Ministry requirements, the college has implemented numerous quality assurance processes, including a CPR process. Each postsecondary program undergoes a rigorous review and assessment every five to seven years to monitor the quality of the program. This cyclical review determines that the program:

- Aligns with the mission, vision, and values of the college, and the college's strategic plan;

- Aligns with the existing program mix at Durham College;

- Remains responsive to economic and societal needs, as well as meets the expectations of students and employers;

- Supports transition to further study, where appropriate;

- Delivers current and innovative pedagogical best practices, experiential and work-integrated learning experiences, and alternate delivery modes, as appropriate, to enhance student success and satisfaction;

- Meets or exceeds the Ministry of Colleges and Universities Program Standards (where they exist);

- Meets or exceeds industry or program accreditation standards, where applicable;

- Fulfills the expectations of the Ontario College Quality Assurance Services (OCQAS), and meets the standards and requirements as outlined in the College Quality Assurance Audit Process (CQAAP); and

- Adheres to and meets the objectives of Durham College's Academic Program Review and Renewal policy and procedure (ACAD-105).

The CPR is a thorough, rigorous process that uses program performance information, Annual Program Review reports, stakeholder feedback, and external assessment, and collaborative exercises of self-assessment to analyze the program. Through critical analysis and reflection by the Program Review Team, a final report is developed to provide evidence of areas of strength, opportunity, and improvement through a set of recommendations with an action plan. After the final report is approved by the vice-president, Academic, highlights of the CPR are presented to Durham College's Academic Council. The final report is posted to Program Portfolios (on the Durham College intranet, ICE). The Manager, Academic Quality Assurance, supports the process and tracks completion of the recommendations identified in the action plan.

4.   **Discussion/Options**

4.1   **Completed Comprehensive Program Reviews**

The list of programs below completed their CPR during the 2018-2019 academic year and presented the analysis of program data and actions for continuous improvement to Durham College's Academic Council during the 2019-2020 academic year.

Centre for Academic and Faculty Enrichment (CAFE)
    College Teaching (Durham College Certificate) *(Due to the global pandemic, this presentation to Academic Council has been rescheduled for the 2020-21 academic year)*

Centre for Professional and Part-time Learning
    Mental Health Nursing (Ontario College Certificate)
    Teaching and Training Adults (Durham College Certificate)

School of Business, IT and Management
    Entrepreneurship and Small Business – Business / Transfer to UOIT (Ontario College Diploma)
    Human Resources Management (Ontario College Graduate Certificate)
    Information Systems Security – Computer and Networking (Ontario College Graduate Certificate)

School of Health and Community Services
    Addictions and Mental Health (Ontario College Graduate Certificate)
    Critical Care Nursing (Ontario College Graduate Certificate)
    Child and Youth Care (Ontario College Advanced Diploma)

School of Hospitality and Horticultural Science
    Hospitality – Hotel and Restaurant Operations Management (Ontario College Diploma)
    Hospitality Skills (Ontario College Certificate)
    Horticulture – Food and Farming (Ontario College Diploma)

School of Justice and Emergency Services
    Fire and Life Safety Systems Technician (Ontario College Diploma)
    Office Administration - Legal (Ontario College Diploma)
    Victimology (Ontario College Graduate Certificate)

School of Media, Art and Design
    Contemporary Web Design (Ontario College Diploma)
    Interactive Media Design (Ontario College Diploma)

School of Science and Engineering Technology
    Chemical Laboratory Technician (Ontario College Diploma)
    Mechanical Engineering Technician – Non-Destructive Evaluation (Ontario College Diploma)

School of Skilled Trades, Apprenticeship and Renewable Technology
    Crane Operation, Rigging and Construction Techniques (Ontario College Certificate)

4.2 In-Progress Reviews

The list of programs below began the CPR process in the spring of 2019 and would typically submit a final report and recommendations in June of 2020. Due to the global pandemic, the CPR template requirements and timelines have been adjusted. The final report will be condensed to highlight areas of improvement and recommendations in the action plan.

The revised deadline for these reviews is November 2020. Following submission and approval of the condensed final report and recommendations, the programs will be scheduled to present an analysis of the data and action items for continuous improvement to Academic Council for information sharing during the upcoming academic year (2020-2021).

Centre for Professional and Part-time Learning
   Building Environmental Systems Operator – Class I (Durham College Certificate)
   Building Environmental Systems Operator – Class II (Durham College Certificate)
   Bookkeeping (Durham College Certificate)

School of Business, IT and Management
   Sport Administration (Ontario College Diploma)
   Sport Business Management (Ontario College Advanced Diploma)
   Sport Management (Graduate Certificate)
   International Business Management (Graduate Certificate)

School of Health and Community Services
   Activation Coordination in Gerontology (Graduate Certificate)
   Early Childhood Education (Ontario College Diploma)
   Fitness and Health Promotion (Ontario College Diploma)

School of Hospitality and Horticultural Science
   Special Events Management (Ontario College Diploma)

School of Interdisciplinary Studies
   General Arts and Science - Liberal Arts UOIT Transfer (Ontario College Certificate)
   General Arts and Science - Liberal Arts UOIT Transfer – Forensics (Ontario College Certificate)
   General Arts and Science – Trent Transfer (Ontario College Certificate)

School of Justice and Emergency Services
   Law Clerk Advanced (Ontario College Advanced Diploma)

School of Media, Art and Design
      Music Business Administration (Ontario College Diploma)
      Music Business Management (Ontario College Advanced Diploma)
      Media Fundamentals (Ontario College Certificate)

School of Science and Engineering Technology
      Electronics Engineering Technician (Ontario College Diploma)
      Electronics Engineering Technology (Ontario College Advanced Diploma)
      Environmental Technology (Ontario College Advanced Diploma)

School of Skills Trades, Apprenticeship and Renewable Technology
      Gas Technician 2 (Ontario College Diploma)
      Heating, Ventilation and Air Conditioning Techniques (Ontario College Certificate)
      Mechanical Techniques- Plumbing (Ontario College Certificate)

4.3   Spring 2020 Launched Reviews

The list of programs below were scheduled to begin the CPR process in spring 2020, followed by the submission of the final report and recommendations in June 2021. Due to the global pandemic, the CPR review process for these programs will begin in fall 2020 with the final report submitted in June 2021. Following submission of the final report and recommendations, the programs will present an analysis of their data and action items for continuous improvement to Academic Council for information sharing during the following academic year (2021-2022).

Centre for Professional and Part-time Learning
      Children's Mental Health (Durham College Certificate)
      Technical Support Analyst (Durham College Certificate)

School of Business, IT and Management
      Computer Programmer (Ontario College Diploma Ontario College)
      Computer Programmer Analyst and Coop (Ontario College Advanced Diploma)
      Computer Systems Technician and UOIT Transfer (Ontario College Diploma Ontario College)
      Computer Systems Technology and Coop (Ontario College Advanced Diploma)
      Project Management (Ontario College Graduate Certificate)

School of Health and Community Services
      Dental Assisting (Levels 1 & 2) (Ontario College Certificate)
      Dental Hygiene (Ontario College Advanced Diploma)
      Occupational Therapist Assistant and Physiotherapist Assistant (Ontario College Diploma)

School of Interdisciplinary Studies
    General Arts and Science – General Certificate (Ontario College Certificate)

School of Justice and Emergency Services
    911 Emergency and Call Centre Communications (Ontario College Diploma)
    Youth Justice and Interventions (Ontario College Advanced Diploma)

School of Media, Art and Design
    Game - Art (Ontario College Advanced Diploma)
    Advertising and Marketing Communications (Ontario College Diploma)
    Journalism – Mass Media (Ontario College Diploma)

School of Science and Engineering Technology
    Biomedical Engineering Technology (Ontario College Advanced Diploma)
    Biotechnology – Advanced (& fast- track) (Ontario College Advanced Diploma)

School of Skills Trades, Apprenticeship and Renewable Technology
    Mechanical Technician – Millwright (Ontario College Diploma)
    Automotive Technician – Service and Management (Motive Power Technician)
    (Ontario College Diploma)

5.   **Financial/Human Resource Implications**

Recommendations resulting from the CPR process that have financial implications, such as the hiring of additional faculty, the acquisition of instructional capital, or the refurbishing/retrofitting of teaching space, are presented for approval through the annual budget process.

6.   **Implications for the Joint Campus Master Plan**

There are no implications for the joint campus master plan.

7.   **Implications for Ontario Tech University**

Pathway opportunities are considered for each program as it undergoes the CPR process. Communication with the appropriate Ontario Tech counterpart is an important aspect of program changes that affect pathways.

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

This report relates to the "Our Students" pillar of the Strategic Plan, and the goal to deliver high-quality programs to help students develop a wide range of career-ready skills. The report also relates to the "Our Business' pillar of the Strategic Plan, and the goal to offer quality programs, services and systems that modernize, support and grow our business.

This report addresses the first goal of the Academic Plan to ensure exceptional quality in our academic programs by meeting the objective to continually review and renew academic programs to ensure they remain relevant.

Public Report

Report Number: BOG-2020-39

To: Board of Governors

From: Dr. Elaine Popp, Vice President, Academic

Date of Report: May 21, 2020

Date of Meeting: June 3, 2020

Subject: New Program of Instruction: Veterinary Office Assistant

1. Purpose

To seek approval from the Board of Governors for the following post-secondary program of instruction for September 2020 intake:

Veterinary Office Assistant

- Credential: Durham College Certificate
- Duration: 330 hours
- School: Centre for Professional and Part-time Learning

2. Recommendation

It is recommended to the Durham College Board of Governors:

That in accordance with Report Number BOG-2020-39, the proposed Durham College Certificate program of instruction listed below be approved.

- Veterinary Office Assistant

3. Background

The Veterinary Office Assistant program, with emphasis on contributing to the effectiveness of a veterinary office environment, will equip graduates with the specialized knowledge and practical skills required to liaise with clients, oversee efficient office communications, schedule meetings and appointments, perform equipment maintenance, and contribute to special projects.

Graduates of the program will have a firm grounding in foundational knowledge of veterinary terminology and procedures to be a valuable asset in a veterinary office.

A graduate in this program will be able to apply for receptionist and office assistant positions at veterinary clinics and hospitals, veterinary specialist and emergency centres, humane and rescue societies, and pet insurance agencies.

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

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

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

4. Discussion

The environmental scan indicated that the demand for veterinarians and the services that veterinary offices provide continues to grow in Ontario (jobbank.gc.ca). Consumer spending on veterinary and other pet services has consistently increased over the past decade, with the overall pet population expected to increase year over year and further add to the demand in this industry (cahi-icsa.ca). There are currently over 6,000 veterinary practices (including labs) in Canada, serving an approximate 16,000,000 cats and dogs. In rural areas, veterinary services often treat farm as well as domestic animals.

A proposal for the new Veterinary Office Assistant, Durham College Certificate, is not required to be submitted to the Credentials Validation Service (CVS) for validation. According to the Ministry of Training, Colleges and Universities' Minister's Binding Policy Directive 3.0, Programs, Framework for Programs of Instruction, CVS is responsible for validating only the following credentials: Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, or Ontario College Graduate Certificate.

References
https://www.jobbank.gc.ca/marketreport/wages-occupation/24789/ON
https://www.cahi-icsa.ca/press-releases/latest-canadian-pet-population-figures-released

5. Financial/Human Resource Implications

The New Program Board of Governor's Summary document (attached) provides revenue projections for three deliveries of the courses. The total cost of delivering the program does not exceed the total revenue and the net contribution is 39 percent for the three deliveries.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

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

8. Relationship to the Strategic Plan/Business Plan

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

Goal 1: Ensure exceptional quality in our academic programs.

Strategic Plan
This proposed program aligns to several objectives identified in the college's 2020-2023 Strategic Plan, including:

Our Students
Goal: to educate and inspire students to realize success in their careers and community.
- Deliver high-quality programs that reflect labour markets and are responsive to emerging economies.

Our Work
Goal: to be a leader in teaching and learning while responsibly managing resources, ensuring good governance and strategically investing in the future.
- Reimagine and grow our facilities to be more flexible, accessible and progressive.

Our Community
Goal: to drive the economic, social and environmental success of our community, locally and globally.

- Leverage and grow our positive impact on the community to help it prosper and diversify.

Business Plan
This proposed program aligns to several objectives identified in the college's 2019-2020 Business Plan, including:

Goal 1: Our Students

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

- Expand flexible learning opportunities.

General Program Information

Proposed Program Title: Veterinary Office Assistant

Proposed Credential: Durham College Certificate

Academic Dean: Debbie Johnston

School/Centre: Centre for Professional and Part-time Learning

MTCU Code: N/A

Proposed Implementation: September 2020

Year 1 Enrolment: 10 new students

Number of Semesters: N/A

Total Hours: 330

Number of New FT Faculty: None

Program Delivery Methods: Fully online (through OntarioLearn)

Laptop Requirement: No

New or Renovated Space Requirements: None

Total Capital Costs: None

Proposed Tuition: $347.16 - $422.88 per course (36 to 48 hours courses)

1. Approval Stages

The following approval stages have been assessed for this program:
- Labour Market
- Student Demand
- New Program Proposal Document reviewed by the Associate Dean, Centre for Academic and Faculty Enrichment
- Budget reviewed and approved by the Chief Financial Officer and the Vice President, Academic – needs to be submitted
- Reviewed by Program Proposal Review Committee – direct approval by Vice President, Academic
- Approved by Vice President, Academic
- Reviewed and approved by President

2. Program Overview

2.1 Program Description

Veterinary office assistants are professionals who contribute to the effectiveness of a veterinary office environment in fundamental ways. This includes liaising with clients, overseeing efficient office communications, scheduling, equipment maintenance, and contributing to special projects. A foundational knowledge of veterinary terminology and procedures unique to this exciting industry will provide graduates with the knowledge and skills to be a valuable asset in a veterinary office.

2.2 Career Outcomes

A graduate in this program will be able to apply for receptionist and office assistant positions at veterinary clinics and hospitals, veterinary specialist and emergency centres, humane and rescue societies, and pet insurance agencies. As of March 11, 2020, there were 40 postings on indeed.com for positions in client care, office administration and office assistant in animal care facilities in Ontario. The competencies required in these postings closely match the graduate outcomes of this program.

2.3 Vocational Program Learning Outcomes

Vocational program learning outcomes must be consistent with the requirements of the Credentials Framework for the proposed credential. The graduate of the Veterinary Office Assistant Durham College Certificate has reliably demonstrated the ability to:

1. Coordinate the collection, distribution, and response to communications in the veterinary office context to facilitate the effective flow of information.

2. Contribute to scheduling, coordination, and organization of administrative tasks within specific deadlines and according to set priorities.

2

3. Use effective interpersonal and client service skills to respond to the diverse needs of clients and office staff.

4. Produce accurate documents and reports using industry terminology and standards.

2.4   Admission Requirements

- Ontario Secondary School Diploma (OSSD) OR
- Grade 12 equivalency certificate achieved through College academic upgrading OR
- Mature Student Status (19 years of age or older) with Grade 12 English (C or U)

3.   Program of Study

3.1 Course Title: Veterinary Office Skills & Procedures
Course Code: VETA 1280
Host College in OntarioLearn: Loyalist College
Prerequisites/Equivalents: None
Course description: This course will cover the administrative and clerical procedures involved in a veterinary medical practice, including effective communication skills, telephone skills, body language, conflict management and working in a team oriented, professional environment. This course will stress the importance of proper preparation of medical records, filing methods, appropriate paperwork, message taking, collection of information, and maintaining a professional manner.
Instructional Setting: Online
Total Hours (Semester): 42

3.2 Course Title: Course Title: Veterinary Terminology
Course Code: VETA 1281
Host College in OntarioLearn: Loyalist College
Prerequisites/Equivalents: None
Course description: Focus on terminology used within the veterinary office and develop the necessary language skills to communicate effectively in this environment. Word structure and terminology are studied to ensure that those working in the veterinary profession understand the doctor, their peers and clients. Terminology will be introduced along with a very basic understanding of anatomy and physiology, using a systems approach.
Instructional Setting: Online
Total Hours (Semester): 42

3.3 Course Title: Animal Husbandry 1
Course Code: VETA 2281
Host College in OntarioLearn: Loyalist College
Prerequisites/Equivalents: VETA 1281
Course description: Designed for beginners in the animal health care field. Upon completion of this course, the student will have basic knowledge of

anatomy, nutrition, and behaviour of the dog, cat, ferret and rabbit. They will develop a basic understanding of veterinary diseases, especially zoonotics, and students will learn the importance of a clean, well organized hospital.
Instructional Setting: Online
Total Hours (Semester): 36

3.4 Course Title: Animal Husbandry 2
Course Code: VETA 3381
Host College in OntarioLearn: Loyalist College
Prerequisites/Equivalents: VETA 1281, VETA 2281
Course description: This course has been designed for beginners in the animal healthcare field. Upon completion of the course the student will have basic knowledge of the anatomy, nutrition, and behaviour of the horse, pig, cow, sheep and goat. They will develop a basic understanding of veterinary diseases, especially zoonotics, and students will learn the importance of proper restraint and safety around large animals.
Instructional Setting: Online
Total Hours (Semester): 36

3.5 Course Title: Communications for Business I
Course Code: COMM 2284
Host College in OntarioLearn: Algonquin College
Prerequisites/Equivalents: None
Course description: Effective communication is important for building relationships and successful functioning in every part of an organization. Through the different modes of reading, writing, speaking, listening, researching, analyzing, and representing information students develop the skills required for communicating effectively in personal and professional environments. Over the term, students will create a portfolio that includes communication tools and activities related to their chosen career path. An emphasis is placed on developing skills for communicating in digital environments.
Instructional Setting: Online
Total Hours (Semester): 42

3.6 Course Title: Excel Introduction
Course Code: SPRD 2281
Host College in OntarioLearn: Loyalist College
Prerequisites/Equivalents: None
Course description: Learn to use Microsoft Excel to create and format spreadsheets in order to analyze data and make more informed business decisions. You will discover how to; create, edit, format and print workbooks; use mathematical formulas and functions; create and format charts and shapes; insert images; cut, copy and paste data.
Instructional Setting: Online
Total Hours (Semester): 42

3.7 Course Title: Building & Maintaining Customer Relationships
Course Code: CCSC 1280
Host College in OntarioLearn: Algonquin College

Prerequisites/Equivalents: None
Course description: Students develop an understanding of customer service and the skills associated with understanding the needs of customers, meeting those needs and fostering an environment that encourages customers to return.
Instructional Setting: Online
Total Hours (Semester): 48

3.8 Course Title: Word Introduction
Course Code: WIND 2285
Host College in OntarioLearn: Loyalist College
Prerequisites/Equivalents: None
Course description: Learn to use MS Word 2016 for Windows, a word processing package that has the convenience and efficiencies of pull-down menus. Learn to create, edit, format and print documents. Use paragraph, page, and character formatting commands. Create multiple page documents with table, and desktop publishing with MS Word 2016. This course will prepare students for the Word 2016-Core MOS Certification exam (MOS EXAM #77-725).
Instructional Setting: Online
Total Hours (Semester): 42

4.   Strategic Alignment

4.1   Strategic Fit

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

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

   Goal 1: Ensure exceptional quality in our academic programs.

Strategic Plan
This proposed program aligns to several objectives identified in the college's 2020-2023 Strategic Plan, including:

Our Students
Goal: to educate and inspire students to realize success in their careers and community.
   • Deliver high-quality programs that reflect labour markets and are responsive to emerging economies.

Our Work
Goal: to be a leader in teaching and learning while responsibly managing resources, ensuring good governance and strategically investing in the future.
   • Reimagine and grow our facilities to be more flexible, accessible and progressive.

Our Community

Goal: to drive the economic, social and environmental success of our community, locally and globally.

- Leverage and grow our positive impact on the community to help it prosper and diversify.

Business Plan

This proposed program aligns to several objectives identified in the college's 2019-2020 Business Plan.

Goal 1: Our Students
- Deliver high-quality programs to help students develop a wide range of career-ready skills.

- Expand flexible learning opportunities.

4.2   Fit with Existing Programs

There are no direct pathways identified for this program. However, graduates from Office Administration programs at Durham College may want to upskill with a focus on medical contexts specific to veterinary clinics and hospitals, veterinary specialist and emergency centres, humane and rescue societies, and pet insurance agencies. If graduates of the proposed program were interested in developing a deeper understanding of animal behaviour, nutrition, wellness, handling, basic care procedures, legislation and ethics they could pursue further studies at the college in the Animal Care Ontario College Certificate program.

5.   Labour Demand and Graduate Employment Possibilities

Labour Market Analysis

According to the Federal Government, demand for veterinarians and the services that veterinary offices provide continues to grow in Ontario (jobbank.gc.ca). Consumer spending on veterinary and other pet services has consistently increased over the past decade, with the overall pet population expected to increase year over year and further add to the demand in this industry (cahi-icsa.ca). There are currently over 6,000 veterinary practices (including labs) in Canada, serving an approximate 16,000,000 cats and dogs. In rural areas, veterinary services often treat farm as well as domestic animals.

99.6 per cent of veterinary establishments are small – with well under 100 employees. As of 2019, 43,070 people were employed in veterinary services (10,600 veterinarians, 17,200 veterinary technicians, 15,270 assistants/receptionists and sundry office positions).

NOC 1241: Administrative Assistants

The employment outlook for administrative assistants in Toronto is rated as Fair over the 2019-2021 period. The median wage is $21.98, with a high-end wage of $32.00 (jobbank.gc.ca).

Resources:
https://www.jobbank.gc.ca/marketreport/wages-occupation/24789/ON
https://www.cahi-icsa.ca/press-releases/latest-canadian-pet-population-figures-released

6.   **Student Interest**

Student interest is gauged by two factors:

1. A related program, Durham College's 1-year face-to-face Animal Care Ontario College Certificate program, offered through the School of Health and Community Services (HCS), has three waitlisted cohorts per year. The Animal Care program is full time and therefore excludes people who are already employed. Veterinary Office Assistant is available online; therefore, it is expected that the program will meet the needs of students who are currently employed.

2. Enrolment from the three other colleges who pick up courses in our proposed program is moderately strong. For example, in Fall 2019, the Veterinary Terminology Course had 26 students and the Veterinary Office Skills and Procedures courses had 20 students. CAAT colleges have registration in similar courses ranging from 18 to 36 students. The Building and Maintaining Customer Relationships course forms part of several certificates and received 130 registrations while Word had 42 and Excel had 131.

7.   **Analysis of Competition**

College Programs

Many Ontario colleges offering face-to-face full-time diplomas and graduate certificates in this area have a technician focus. In Ontario, Veterinary Technicians must graduate from an Ontario Association of Veterinary Technicians Accredited program. Veterinary Technicians assist Veterinarians with complex medical procedures and specialized animal care. Some example Veterinary Technician Programs are:

- Georgian College (Orillia)
- Sheridan College (Brampton)
- St. Clair College (Windsor)
- St. Lawrence College (Kingston)

In addition, many Ontario colleges offer face-to-face Animal Care programs. Students who graduate from Animal Care become veterinarian assistants, kennel

attendants, wildlife rehabilitation assistants, farm workers or other members of animal care teams. These programs emphasize direct care and handling of animals, rather than the office assistant activities that are the focus of this proposed program. Examples of programs focusing on animal care include:

Durham College: <u>Animal Care</u>   1-year full-time certificate (face-to-face)
Georgian College: <u>Veterinary Assistant</u>   1-year full-time certificate (face-to-face)
Seneca College: <u>Veterinary Assistant</u>   1-year full-time certificate (face-to-face)

Online College Programs
There are three Veterinary Office programs offered through OntarioLearn in a variety of lengths and credentials. The programs listed below most closely align to the proposed Centre for Professional and Part-time Learning certificate.

Veterinary Office Administration	Recognition of Achievement	Sheridan College
Veterinary Office Assistant	Certificate	Loyalist College
Veterinary Office Management	Certificate	Mohawk College

8.   Target Market

This program is fully online and will appeal to anyone who is already working and looking to focus their careers in the animal care and veterinary fields:

- Part-time and full-time workers in any industry looking to transition to a specialized field in office work.
- Current entry level office assistants looking to work in a veterinary environment.

9. Operating Revenue and Expenses

The following budget table summarizes the net contribution for the proposed Veterinary Office Assistant Certificate program.

COURSE	PER STUDENT				HOURS	MODALITY	STUDENTS TOTAL REVENUE 10	STUDENTS TOTAL REVENUE 15	STUDENTS TOTAL REVENUE 20	STUDENTS Total Cost 10	STUDENTS Total Cost 15	STUDENTS Total Cost 20	STUDENTS NET CONTRIBUTION ($) 10	STUDENTS NET CONTRIBUTION ($) 15	STUDENTS NET CONTRIBUTION ($) 20	STUDENTS NET CONTRIBUTION (%) 10	STUDENTS NET CONTRIBUTION (%) 15	STUDENTS NET CONTRIBUTION (%) 20
	TUITION FEES	TEACHER COST	COMPUTER CONFERENCING FEES	PER STUDENT NET REVENUE														
Veterinary Office Skills & Procedures	$ 367.60	$120.00	$102.58	$ 145.02	42	Online	$3,676.00	$5,514.00	$7,352.00	$2,225.80	$3,338.70	$4,451.60	$1,450.20	$2,175.30	$2,900.40	39%	39%	39%
Veterinary Terminology	$ 367.60	$120.00	$102.58	$ 145.02	42	Online	$3,676.00	$5,514.00	$7,352.00	$2,225.80	$3,338.70	$4,451.60	$1,450.20	$2,175.30	$2,900.40	39%	39%	39%
Animal Husbandry 1	$ 329.74	$120.00	$102.58	$ 107.16	36	Online	$3,297.40	$4,946.10	$6,594.80	$2,225.80	$3,338.70	$4,451.60	$1,071.60	$1,607.40	$2,143.20	32%	32%	32%
Animal Husbandry 2	$ 329.74	$120.00	$102.58	$ 107.16	36	Online	$3,297.40	$4,946.10	$6,594.80	$2,225.80	$3,338.70	$4,451.60	$1,071.60	$1,607.40	$2,143.20	32%	32%	32%
Communications for Business I	$ 367.60	$115.00	$102.58	$ 150.02	42	Online	$3,676.00	$5,514.00	$7,352.00	$2,175.80	$3,263.70	$4,351.60	$1,500.20	$2,250.30	$3,000.40	41%	41%	41%
Excel Introduction	$ 367.60	$120.00	$102.58	$ 145.02	42	Online	$3,676.00	$5,514.00	$7,352.00	$2,225.80	$3,338.70	$4,451.60	$1,450.20	$2,175.30	$2,900.40	39%	39%	39%
Building & Maintaining Customer Relationships	$ 405.46	$115.00	$102.58	$ 187.88	48	Online	$4,054.60	$6,081.90	$8,109.20	$2,175.80	$3,263.70	$4,351.60	$1,878.80	$2,818.20	$3,757.60	46%	46%	46%
Word Introduction	$ 367.60	$120.00	$102.58	$ 145.02	42	Online	$3,676.00	$5,514.00	$7,352.00	$2,225.80	$3,338.70	$4,451.60	$1,450.20	$2,175.30	$2,900.40	39%	39%	39%
Grand Total - All Courses							$29,029.40	$43,544.10	$58,058.80	$17,706.40	$26,559.60	$35,412.80	$11,323.00	$16,984.50	$22,646.00	39%	39%	39%

10. Financial/Human Resources Implications

There are no financial or human resources implications.

11. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

12. Implications for Ontario Tech University

There are no implications for Ontario Tech University.

9

![Durham College - Success Matters logo]

Public Report

Report Number: BOG-2020-41

To: Board of Governors

From: Dr. Elaine Popp, Vice President, Academic

Date of Report: May 21, 2020

Date of Meeting: June 3, 2020

Subject: New Program of Instruction: Construction Management

1. Purpose

To seek approval from the Board of Governors for the following post-secondary program of instruction for September 2020 intake:

Construction Management

- Credential: Durham College Certificate
- Duration: 272 hours
- School: Centre for Professional and Part-time Learning

2. Recommendation

It is recommended to the Durham College Board of Governors:

That in accordance with Report Number BOG-2020-41, the proposed Durham College Certificate program of instruction listed below be approved.

- Construction Management

3. Background

The Construction Management program, provides practical training in the commercial construction management field. The program emphasizes two key areas of construction management: the interpretation and understanding of commercial project documents (working drawings, specifications, soils reports, contracts, etc.), and the preparation of estimates and construction schedules. By developing these foundational skills in the construction management field, graduates gain the knowledge to begin assisting or managing the construction process, from initial planning to project completion.

Graduates may find positions in many areas of construction, some of which may be at the management level if prior experience is in place. This includes site management, commercial estimating, commercial tender closing, project co-ordination and supervision, and construction/project management assistance.

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

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

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

4. Discussion

The environmental scan indicates construction managers often move up the ranks from other junior construction or trade roles (jobbank.gc.ca). For this reason, it is imperative that these employees have the opportunity for professional development and up-skilling.

The job outlook over the next three years for construction managers in Ontario is rated as Good and will remain steady (jobbank.gc.ca). According to jobbank.gc.ca, job seekers with knowledge in the fields of sustainable building techniques and digital software may have an advantage over other candidates. The proposed program incorporates industry-related software processes, and includes an entire course dedicated to the sustainable effects of green construction techniques.

A strong need for construction managers is projected over the next several years. Along with the addition of new positions in this field, there will also be job openings available due to retirements. The median wage in Ontario is $39.78/hour, with high end pay at $62.50. Since construction is affected by the seasons, job opportunities are at the highest in the summer months (jobbank.gc.ca).

A proposal for the new Construction Management, Durham College Certificate, is not required to be submitted to the Credentials Validation Service (CVS) for validation. According to the Ministry of Training, Colleges and Universities' Minister's Binding Policy Directive 3.0, Programs, Framework for Programs of Instruction, CVS is responsible for validating only the following credentials: Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, or Ontario College Graduate Certificate.

Source
https://www.jobbank.gc.ca/marketreport/outlook-occupation/24325/ON

5. Financial/Human Resource Implications

The New Program Board of Governor's Summary document (attached) provides revenue projections for three deliveries of the courses. The total cost of delivering the program does not exceed the total revenue and the net contribution is 38 per cent for the three deliveries.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

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

8. Relationship to the Strategic Plan/Business Plan

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

   Goal 1: Ensure exceptional quality in our academic programs.

Strategic Plan
This proposed program aligns to several objectives identified in the college's 2020-2023 Strategic Plan, including:

Our Students
Goal: to educate and inspire students to realize success in their careers and

community.
- Deliver high-quality programs that reflect labour markets and are responsive to emerging economies.

Our Work
Goal: to be a leader in teaching and learning while responsibly managing resources, ensuring good governance and strategically investing in the future.
- Reimagine and grow our facilities to be more flexible, accessible and progressive.

Our Community
Goal: to drive the economic, social and environmental success of our community, locally and globally.
- Leverage and grow our positive impact on the community to help it prosper and diversify.

Business Plan
This proposed program aligns to several objectives identified in the college's 2019-2020 Business Plan, including:

Goal 1: Our Students:
- Deliver high-quality programs to help students develop a wide range of career-ready skills.
- Expand flexible learning opportunities.

General Program Information

Proposed Program Title: Construction Management

Proposed Credential: Durham College Certificate

Academic Dean: Debbie Johnston

School/Centre: Centre for Professional and Part-time Learning

MTCU Code: N/A

Proposed Implementation: September 2020

Year 1 Enrolment: 12 new students

Number of Semesters: N/A

Total Hours: 272

Number of New FT Faculty: None

Program Delivery Methods: Fully online (through OntarioLearn)

Laptop Requirement: No

New or Renovated Space Requirements: None

Total Capital Costs: None

Proposed Tuition: Ranging from $329.70 - $405.46 per course

1. Approval Stages

The following approval stages have been assessed for this program:

- Labour Market
- Student Demand
- New Program Proposal Document reviewed by the Associate Dean, Centre for Academic and Faculty Enrichment
- Budget reviewed and approved by the Chief Financial Officer and the Vice President, Academic – needs to be submitted
- Reviewed by Program Proposal Review Committee – direct approval by Vice President, Academic
- Approved by Vice President, Academic
- Reviewed and approved by President

2. Program Overview

2.1 Program Description

This certificate program provides practical training in the commercial construction management field. The program emphasizes two key areas of construction management: the interpretation and understanding of commercial project documents (working drawings, specifications, soils reports, contracts, etc.), and the preparation of estimates and construction schedules. By developing these foundational skills in the construction management field, graduates gain the knowledge to begin assisting or managing the construction process, from initial planning to project completion.

2.2 Career Outcomes

Graduates may find positions in many areas of construction, some of which may be at the management level if prior experience is in place. This includes site management, commercial estimating, commercial tender closing, project co-ordination and supervision, and construction/project management assistance.

2.3 Vocational Program Learning Outcomes

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

1. Communicate and collaborate professionally with participants of an interdisciplinary construction project using appropriate technical language and industry standards.
2. Assess for compliance with legislative and regulatory practices and procedures applicable to construction projects.

3. Advise on appropriate construction materials, methods, and assemblies within a commercial construction project strategy.

4. Develop schedules and estimates to plan, monitor, and control portions of a small to mid-sized commercial construction project to ensure projects are completed on time and within budget.

5. Support the incorporation of sustainable practices and green design in construction projects.

6. Ensure project specifications and industry quality standards are met by reviewing construction documents (working drawings, specifications, soil reports, tender forms, and contracts).

7. Create high quality documentation to support the pre-construction phase (tenders, bonds and contracts) and the construction phase (site set up, change orders approvals, shop drawing process, job costing, and progress claim preparations) of a project.

2.4   Admission Requirements

- Ontario Secondary School Diploma (OSSD) OR
- Grade 12 equivalency certificate achieved through College academic upgrading OR
- Mature Student Status (19 years of age or older) with Grade 12 English (C or U)

3.   Program of Study

3.1 Course Title: The Construction Industry
Course Code: CNST1083
Host College in OntarioLearn: Sault College
Prerequisites/Equivalents: None
Course description: This course explores the many facets of the construction industry and develops a deeper knowledge of the many factors that impact this industry. Students increase their awareness of various participants and stakeholders that are typically involved in a commercial construction project, as well as and issues such as impact on the economy, safety, environmental, and use of technology.
Instructional Setting: Online
Total Hours (Semester): 36

3.2 Course Title: Course Title: Commercial Construction Principles
Course Code: CNST 1084
Host College in OntarioLearn: Northern College
Prerequisites/Equivalents: None
Course description: Students explore various building materials and construction methodologies used in commercial construction, including: durability, availability, ease of construction, and aesthetic perspective. Studies

include a review of commercial construction drawings and specifications. Students use a variety of learning tools including standard building practices, commercial working drawings, and trade publication websites. In this online course students use a variety of learning tools including standard building practices, commercial working drawings, and trade publication websites. Students participate in readings, quizzes, research, discussions and collaboration work groups.
Instructional Setting: Online
Total Hours (Semester): 36

3.3 Course Title: Commercial Construction Estimating
Course Code: TBD
Host College in OntarioLearn: Northern College
Prerequisites/Equivalents: None
Course description: This course introduces students to measuring techniques for items in a commercial construction project. Utilizing Excel spreadsheets, students will interpret construction working drawings and specifications to measure items such as excavation, concrete, steel, etc. Emphasis is placed on accuracy of measurement, standard descriptions, logical sequence of take-off, and estimating principles. The parts of a detail estimate will be identified.
Instructional Setting: Online
Total Hours (Semester): 48

3.4 Course Title: Project Construction Management
Course Code: CNST 1089
Host College in OntarioLearn: Northern College
Prerequisites/Equivalents: None
Course description: The course provides students with basic knowledge of the principles of planning, organizing, and controlling administrative aspects of a project in the commercial construction industry. The contents of this course will prepare students for the day to-day administrating, planning and monitoring of a small to mid-sized commercial project.
Instructional Setting: Online
Total Hours (Semester): 48

3.5 Course Title: Construction Planning and Scheduling
Course Code: CNST 1480
Host College in OntarioLearn: Sault College
Prerequisites/Equivalents: None
Course description: This course introduces students to the concept of construction scheduling and planning. This course will explore applications of effective project planning and analysis. Topics include Gantt schedule, CPM, Critic Path Planning, Resource allocation, Cash Flow Planning, Schedule Monitoring and Productivity Factors. Students will complete a detailed schedule for a small commercial project.
Instructional Setting: Online
Total Hours (Semester): 36

3.6 Course Title: Construction Contracts and Documents
Course Code: CNST 1080
Host College in OntarioLearn: Algonquin College
Prerequisites/Equivalents: None
Course description: As projects become more complex it is important that all the parties involved (owner, architect, engineer(s) and general contractor construction) have a proper understanding of contract documents and their relationship to the entire project. This understanding of contract documents is essential to prevent or minimize disputes and claims, which can be very costly. Students are introduced to the documents that form a construction contract. The course builds upon the principles of law and introduces the most commonly used standard forms of construction contracts issued by the Canadian Construction Documents Committee and the Canadian Construction Association. Basic building law, contractual responsibilities and obligations are explored.
Instructional Setting: Online
Total Hours (Semester): 32

3.7 Course Title: Green Building Construction Practices
Course Code: ENVI 1184
Host College in OntarioLearn: Sault College
Prerequisites/Equivalents: None
Course description: Students explore many facets of building green in the construction industry from a general contractor's (builder's) perspective. Students will gain an introductory knowledge of the Canada Green Building Council (CaGBC), Net Zero Energy program and the various LEED Rating Systems with an emphasis on new construction. The significance of the elements of green construction, green procurement, and contracting for green construction as they relate to a contractor's green strategy are addressed.
Instructional Setting: Online
Total Hours (Semester): 36

4.   **Strategic Alignment**

4.1   **Strategic Fit**

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

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

   Goal 1: Ensure exceptional quality in our academic programs.

Strategic Plan
This proposed program aligns to several objectives identified in the college's 2020-2023 Strategic Plan, including:

Our Students

Goal: to educate and inspire students to realize success in their careers and community.

- Deliver high-quality programs that reflect labour markets and are responsive to emerging economies.

Our Work

Goal: to be a leader in teaching and learning while responsibly managing resources, ensuring good governance and strategically investing in the future.

- Reimagine and grow our facilities to be more flexible, accessible and progressive.

Our Community

Goal: to drive the economic, social and environmental success of our community, locally and globally.

- Leverage and grow our positive impact on the community to help it prosper and diversify.

Business Plan

This proposed program aligns to several objectives identified in the college's 2019-2020 Business Plan.

Goal 1: Our Students:

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

- Expand flexible learning opportunities.

4.2   Fit with Existing Programs

The School of Skilled Trades, Apprenticeship & Renewable Technology (START) at Durham College currently offers the following full-time programs:

- Building Construction Technician
- Carpentry and Renovation Technician

These two-year diploma programs are designed for students who are looking for hands-on experience in construction as a skilled worker (e.g. carpenter). Graduates of these programs may eventually wish to further their career by taking the proposed certificate in Construction Management.

Comparable Durham College Part-time Online Programs:

The Centre for Professional and Part-time Learning currently offers an online certificate program called Construction Estimator. This is a 7-course program designed to improve the knowledge and skill level of people working or wanting to work specifically as estimators in the construction industry. While the Construction Estimator program has a similar target audience, the focus of the Construction Management program has a broader approach to a wide range of

skills that a manager would need to possess rather than a focus on just one aspect.

5.   Labour Demand and Graduate Employment Possibilities

Labour Market Analysis

NOC 0711 – Construction Managers
Construction managers often move up the ranks from other junior construction or trade roles (jobbank.gc.ca). For this reason, it is imperative that these employees have the opportunity for professional development and up-skilling.

The job outlook over the next three years for construction managers in Ontario is rated as Good and will remain steady (jobbank.gc.ca). According to jobbank.gc.ca, job seekers with knowledge in the fields of sustainable building techniques and digital software may have an advantage over other candidates. The proposed program incorporates industry-related software processes, and includes is an entire course dedicated to the sustainable effects of green construction techniques.

A strong need for construction managers is projected over the next several years. Along with the addition of new positions in this field, there will also be job openings available due to retirements. The median wage in Ontario is $39.78/hour, with high end pay at $62.50. Since construction is affected by the seasons, job opportunities are at the highest in the summer months (jobbank.gc.ca).

Source
https://www.jobbank.gc.ca/marketreport/outlook-occupation/24325/ON

6.   Student Interest

OntarioLearn courses in construction management topics have moderate to strong enrolment in the province. In fall 2019, the course Construction Contracts and Documents had 24 students, while Commercial Construction Principles had 15. Overall, construction-based online courses attracted 188 enrolments in the fall 2019 semester.

7.   Analysis of Competition

College Programs:

Full-time Graduate Certificate
Conestoga College's Construction Management Graduate Certificate is a two-year co-op program. It provides high-level and comprehensive learning over a full-time two-year period. The program would require a significant financial

investment and is not targeted to students who are currently employed. The program proposed by the Centre for Professional and Part-time Learning responds to the needs of working individuals that require flexible learning options in time and place.

Part-time Online Graduate Certificate
Algonquin College offers a two-year part-time program titled Project Construction Management. The program consists of 12 courses and caters to graduates looking for more advanced employment opportunities than the certificate in this proposal.

OntarioLearn Certificate Programs
OntarioLearn has various courses that relate to the construction industry, including topics pertinent to managers. From these courses, colleges are able to curate programs at the Certificate or Recognition of Achievement (ROA) levels. Similarly, the Centre for Professional and Part-time Learning has chosen appropriate courses to meet the needs of our target market. Examples of colleges using OntarioLearn courses for similar purposes include:

- Sault College offers a Certificate in Commercial Construction Management (6 courses in total).

- Sheridan College offers a Recognition of Achievement in Commercial Construction Management (6 courses in total).

8. **Target Market**

- Junior employees currently working in the trades and/or construction industry looking to position themselves for promotional opportunities.

- Persons with management experience that would like to grow within or transition into the construction industry.

- Tradespeople who wish to consider larger bids and projects.

- Individuals seeking opportunities in the trades that do not require an apprenticeship.

9. **Operating Revenue and Expenses**

The below budget table summarizes the net contribution for the proposed Construction Management Certificate program.

| COURSE | PER STUDENT | | | | | | STUDENTS | | | STUDENTS | | | STUDENTS | | | STUDENTS | | |
	TUITION FEES	TEACHER COST	COMPUTER CONFERENCING FEES	PER STUDENT NET REVENUE	HOURS	MODALITY	12 TOTAL REVENUE	15 TOTAL REVENUE	20 TOTAL REVENUE	12 Total Cost	15 Total Cost	20 Total Cost	12 NET CONTRIBUTION ($)	15 NET CONTRIBUTION ($)	20 NET CONTRIBUTION ($)	12 NET CONTRIBUTION (%)	15 NET CONTRIBUTION (%)	20 NET CONTRIBUTION (%)
Project Construction Management	$ 329.74	$115.00	$102.58	$112.16	36	Online	$3,956.88	$4,946.10	$6,594.80	$2,610.96	$3,263.70	$4,351.60	$1,345.92	$1,682.40	$2,243.20	34%	34%	34%
The Construction Industry	$ 329.74	$100.00	$102.58	$127.16	36	Online	$3,956.88	$4,946.10	$6,594.80	$2,430.96	$3,038.70	$4,051.60	$1,525.92	$1,907.40	$2,543.20	39%	39%	39%
Construction Planning and Scheduling	$ 329.74	$100.00	$102.58	$127.16	36	Online	$3,956.88	$4,946.10	$6,594.80	$2,430.96	$3,038.70	$4,051.60	$1,525.92	$1,907.40	$2,543.20	39%	39%	39%
Green Building Construction Practices	$ 367.60	$100.00	$102.58	$165.02	42	Online	$4,411.20	$5,514.00	$7,352.00	$2,430.96	$3,038.70	$4,051.60	$1,980.24	$2,475.30	$3,300.40	45%	45%	45%
Commercial Construction Estimating	$ 405.46	$115.00	$102.58	$187.88	48	Online	$4,865.52	$6,081.90	$8,109.20	$2,610.96	$3,263.70	$4,351.60	$2,254.56	$2,818.20	$3,757.60	46%	46%	46%
Commercial Construction Principles	$ 329.74	$115.00	$102.58	$112.16	36	Online	$3,956.88	$4,946.10	$6,594.80	$2,610.96	$3,263.70	$4,351.60	$1,345.92	$1,682.40	$2,243.20	34%	34%	34%
Construction Contracts and Documents	$ 304.50	$115.00	$102.58	$86.92	32	Online	$3,654.00	$4,567.50	$6,090.00	$2,610.96	$3,263.70	$4,351.60	$1,043.04	$1,303.80	$1,738.40	29%	29%	29%
Grand Total - All Courses							$28,758.24	$35,947.80	$47,930.40	$17,736.72	$22,170.90	$29,561.20	$11,021.52	$13,776.90	$18,369.20	38%	38%	38%

10. **Operating Revenue and Expenses**

There are no financial or human resources implications.

11. **Implications for the Joint Campus Master Plan**

There are no implications for the joint campus master plan.

12. **Implications for Ontario Tech University**

There are no implications for Ontario Tech University.

9

Report Number: BOG-2020-40

To: Board of Governors

From: Dr. Elaine Popp, Vice President, Academic

Date of Report: May 21, 2020

Date of Meeting: June 3, 2020

Subject: New Program of Instruction: Coding Essentials

1.   Purpose

To seek approval from the Board of Governors for the following post-secondary program of instruction for September 2020 intake:

Coding Essentials

- Credential: Durham College Certificate
- Duration: 478 hours
- School: Centre for Professional and Part-time Learning

2.   Recommendation

It is recommended to the Durham College Board of Governors:

That in accordance with Report Number BOG-2020-40, the proposed Durham College Certificate program of instruction listed below be approved.

- Coding Essentials

3.   Background

The Coding Essentials program equips students with the fundamental skills needed to enter and succeed in careers in the Canadian knowledge economy. This program provides sought-after skills in computer programming and web app development, augmented with perspectives on project management to support the learners' ability to work successfully in a team environment.

This program will be attractive to:

- Under- or unemployed individuals looking for an entry-level job in the technology industry;
- Mature students searching for a career change into this growing industry; and
- Professionals with credentials from other countries who are looking for a Canadian perspective and who want to add a Canadian credential to their resume.

Graduates may find entry-level positions such as Computer Programmer, JavaScript Developer, Software Developer, Web Developer and App Developer.

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

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

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

4.   Discussion

The environmental scan indicates IT is the fastest growing industry in Canada and our country's tech sector is the "fastest growing IT job market in the world" (IT World Canada).According to Randstad, "if you have tech skills, (in particular the ability to code in popular languages such as Java, Python or various C-based languages), you'll have your pick of employers in many of Canada's largest cities". Of course, such a strong demand makes it "a challenge for employers to find the talent they need" (IT World Canada).

Locally, it has been determined that "[t]he city of Toronto is the largest technology cluster in Ontario" and includes not only large numbers of employment opportunities, but also the ability of the region to continuously attract sizeable investments in the industry (jobbank.gc.ca). The median wage in Ontario is $38.20/hour, with high-end pay at $57.69 (jobbank.gc.ca).

A proposal for the new Coding Essentials, Durham College Certificate, is not required to be submitted to the Credentials Validation Service (CVS) for validation. According to the Ministry of Training, Colleges and Universities' Minister's Binding Policy Directive 3.0, Programs, Framework for Programs of Instruction, CVS is responsible for validating only the following credentials: Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, or Ontario College Graduate Certificate.

References
https://www.jobbank.gc.ca/marketreport/outlook-occupation/22534/22437
https://www.jobbank.gc.ca/marketreport/wages-occupation/24513/22437
https://www.randstad.ca/best-jobs/best-it-and-technology-jobs/

5.   Financial/Human Resource Implications

The New Program Board of Governor's Summary document (attached) provides revenue projections for three deliveries of the courses. The total cost of delivering the program does not exceed the total revenue and the net contribution is 58 per cent for the three deliveries.

6.   Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7.   Implications for Ontario Tech University

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

8.   Relationship to the Strategic Plan/Business Plan

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

Goal 1: Ensure exceptional quality in our academic programs.

<u>Strategic Plan</u>
This proposed program aligns to several objectives identified in the college's 2020-2023 Strategic Plan, including:

Our Students

Goal: to educate and inspire students to realize success in their careers and community.

- Deliver high-quality programs that reflect labour markets and are responsive to emerging economies.

Our Work

Goal: to be a leader in teaching and learning while responsibly managing resources, ensuring good governance and strategically investing in the future.

- Reimagine and grow our facilities to be more flexible, accessible and progressive.

Our Community

Goal: to drive the economic, social and environmental success of our community, locally and globally.

- Leverage and grow our positive impact on the community to help it prosper and diversify.

<u>Business Plan</u>

This proposed program aligns to several objectives identified in the college's 2019-2020 Business Plan, including:

Goal 1: Our Students

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

- Expand flexible learning opportunities.

General Program Information

Proposed Program Title: Coding Essentials

Proposed Credential: Durham College Certificate

Academic Dean: Debbie Johnston

School/Centre: Centre for Professional and Part-time Learning

MTCU Code: N/A

Proposed Implementation: September 2020

Year 1 Enrolment: 10 new students

Number of Semesters: N/A

Total Hours: 478

Number of New FT Faculty: None

Program Delivery Methods: Fully online (through OntarioLearn)

Laptop Requirement: No

New or Renovated Space Requirements: None

Total Capital Costs: None

Proposed Tuition: Ranging from $102.58 - $354.36 per course

1.   Approval Stages

The following approval stages have been assessed for this program:
- Labour Market
- Student Demand
- New Program Proposal Document reviewed by the Associate Dean, Centre for Academic and Faculty Enrichment
- Budget reviewed and approved by the Chief Financial Officer and the Vice President, Academic
- Reviewed by Program Proposal Review Committee – direct approval by Vice-President Academic
- Approved by Vice-President, Academic
- Reviewed and approved by President

2.   Program Overview

2.1   Program Description

The Coding Essentials program equips students with the fundamental skills needed to enter and succeed in careers in the Canadian knowledge economy. This program provides sought-after skills in computer programming and web app development, augmented with perspectives on project management to support the learners' ability to work successfully in a team environment.

2.2   Career Outcomes

Graduates may find entry-level positions such as Computer Programmer, JavaScript Developer, Software Developer, Web Developer and App Developer.

2.3   Vocational Program Learning Outcomes

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

1. Mitigate organizational risks within a software development context through the application of appropriate procedures, processes and techniques.

2. Create and maintain visually appealing, responsive web pages that incorporate multimedia and forms to meet accessibility standards and business needs.

3. Develop professional, database-driven e-commerce websites that are accessible from any web-enabled device.

2

4. Use industry-priority programming languages to develop, test, document and maintain secure program code that is based on defined specifications.

5. Apply relevant methodologies, policies and standards to meet defined business software standards.

6. Participate in all phases of a project by applying project management principles to meet business goals.

2.4 Admission Requirements

- Ontario Secondary School Diploma (OSSD) OR
- Grade 12 equivalency certificate achieved through College academic upgrading OR
- Mature Student Status (19 years of age or older) with Grade 12 English (C or U)

3. Program of Study

3.1 Course Title: Programming for Absolute Beginners
Course Code: TBD
Host College in OntarioLearn: Conestoga College
Prerequisites/Equivalents: None
Course description: If you have never written a computer program and have wondered how to do it, here is an opportunity for you. Working at a fairly relaxed pace, you can learn how to store information in the computer, how to determine what the computer does next, and how to get information into and out of the computer. Other topics will be included as time permits. Upon successful completion of this course, you will have a general understanding of what is involved in computer programming. Those wishing to pursue further programming courses will be well prepared for an intensively paced course.
Instructional Setting: Online
Total Hours (Semester): 30

3.2 Course Title: HTML Introduction
Course Code: PROG 1288
Host College in OntarioLearn: Durham College
Prerequisites: Programming for Absolute Beginners
Course description: Students will learn some of the most important topics of HTML, from the basics of creating Web pages with graphics and links, using tables, and controlling page layout, to more advanced topics including cascading style sheets, and adding pre-written JavaScript to HTML documents. They will also learn how to create a multimedia Web page, and create a Web page with forms.
Instructional Setting: Online
Total Hours (Semester): 42

3.3 Course Title: Java Introduction
Course Code: PROG 3286
Host College in OntarioLearn: Loyalist College
Prerequisites: Programming for Absolute Beginners
Course description: This course provides the beginning programmer with a guide to developing applications using the Java programming language. This course covers object-oriented programming concepts including: creating and using classes and methods, loop structures, string method, if/thenelse, joptionPane Class and arrays.
Instructional Setting: Online
Total Hours (Semester): 42

3.4 Course Title: Java Intermediate
Course Code: PROG 4286
Host College in OntarioLearn: Loyalist College
Prerequisites: Java Introduction
Course description: This course expands upon the basic skills you have learned in developing Java applications to developing more robust Java applications. You will learn some of the more advanced Java topics such as utilizing inheritance, the swing toolkit, layout managers, the event model, exceptions and file input/output.
Instructional Setting: Online
Total Hours (Semester): 42

3.5 Course Title: Introduction to Project Management
Course Code: PROJ 1280
Host College in OntarioLearn: Algonquin College
Prerequisites/Equivalents: None
Course description: Project management practitioners need to understand the established industry norms, methods, and practices for managing all stages of the project life cycle and its related processes. Students are introduced to the fundamental principles of project management, such as project strategy, selection, scheduling, risk management, quality assurance, performance measurement, audit and closure. By participating in discussions, analyzing readings, and conducting preliminary research, students acquire a working understanding of project management knowledge and theory.
Instructional Setting: Online
Total Hours (Semester): 42

3.6 Course Title: Introduction to Python Programming
Course Code: PROG 2085
Host College in OntarioLearn: Sheridan College
Prerequisites/Equivalents: Programming for Absolute Beginners
Course description: In this course students install and set up a Python development environment and learn to apply fundamental concepts of Python programming by manipulating various data types. Through hands-on assignments, students execute Python scripts that use logical operators, conditional statements, and loops.
Instructional Setting: Online

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Total Hours (Semester): 42

3.7 Course Title: Intermediate Python Programming
Course Code: PROG 3085
Host College in OntarioLearn: Sheridan College
Prerequisites/Equivalents: Introduction to Python Programming
Course description: Students expand on the knowledge and skills acquired in PROG70030 Introduction to Python Programming. Students explore advanced Python data structures, learn to manage project files, and perform basic error handling and testing. Through hands-on activities, students apply recommended programming practices including documentation and naming conventions to build Python files.
Instructional Setting: Online
Total Hours (Semester): 42

3.8 Course Title: Principles of Information Security
Course Code: TBD
Host College in OntarioLearn: Seneca College
Prerequisites/Equivalents: None
Course description: This course provides students with a background in information security, security management, and the technical components of security. Students gain an overview of the entire field of information security: the history, the terminology, and the management aspects of information security programs with sufficient detail to facilitate an understanding of information security systems and their management.
Instructional Setting: Online
Total Hours (Semester): 42

3.9 Course Title: Introduction to C# Programming
Course Code: PROG 1289
Host College in OntarioLearn: Centennial College
Prerequisites/Equivalents: Programming for Absolute Beginners
Course description: This course introduces fundamentals of the C# programming language. Students will explore object-oriented programming (OOP) concepts including data abstraction, inheritance and polymorphism. Using .NET and C#, students will learn to design, code and document business-oriented programs.
Instructional Setting: Online
Total Hours (Semester): 42

3.10 Course Title: JavaScript
Course Code: PROG 2283
Host College in OntarioLearn: Durham College
Prerequisites/Equivalents: Programming for Absolute Beginners
Course description: This subject introduces the student to computer programming using the JavaScript programming language. While JavaScript is the language of instruction, the course covers the essential concepts and constructs which are part of most modern programming languages, including sequence, selection, repetition, variables, arrays, and objects. This course leads

the student from writing the simplest of programs to creating programs that interact with the elements in a web page. Using only a simple text processor and a browser, the student will write and run programs that utilize variables, calculations, arrays, if statements, loops, objects, and events. In addition to writing programs, the student will also be instructed in the elements of good programming style and their importance.
Instructional Setting: Online
Total Hours (Semester): 56

3.11 Course Title: Dynamic Websites with LAMP
Course Code: PROG 3283
Host College in OntarioLearn: Durham College
Prerequisites/Equivalents: Programming for Absolute Beginners
Course description: The internet has grown rapidly in the last decade with a profusion of mobile devices that make working and playing on the go as easy as accessing the Internet from a traditional desktop. The demand for database-driven cross-platform web-based applications has increased tremendously. The parallel growth of open source software and the Internet has made web development easy. This course is aimed at users with little programming or database experience who wish to develop professional database-driven web sites that can be accessed from any web-enabled computing device. This is a specialized course which addresses the current trends and technology to create dynamic and secure ecommerce websites easily. It focuses on using LAMP (Linux, Apache web server with PHP scripting and MySQL database) freely available open source software. The course teaches the students how to install LAMP and develop applications with PHP (Apache being the web server and MySQL the back end database server). The knowledge gained in this course can be used easily on other architectures.
Instructional Setting: Online
Total Hours (Semester): 56

4. **Strategic Alignment**

   4.1 **Strategic Fit**

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

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

   Goal 1: Ensure exceptional quality in our academic programs.

   Strategic Plan
   This proposed program aligns to several objectives identified in the college's 2020-2023 Strategic Plan, including:

Our Students

Goal: to educate and inspire students to realize success in their careers and community.

- Deliver high-quality programs that reflect labour markets and are responsive to emerging economies.

Our Work

Goal: to be a leader in teaching and learning while responsibly managing resources, ensuring good governance and strategically investing in the future.

- Reimagine and grow our facilities to be more flexible, accessible and progressive.

Our Community

Goal: to drive the economic, social and environmental success of our community, locally and globally.

- Leverage and grow our positive impact on the community to help it prosper and diversify.

Business Plan

This proposed program aligns to several objectives identified in the college's 2019-2020 Business Plan.

Goal 1: Our Students

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

- Expand flexible learning opportunities.

4.2 Fit with Existing Programs

This foundational program may serve as a starting point for further specialization in the areas of programming or web development. Those interested in a higher credential may be interested in the School of Business, IT and Management's (BITM) Computer Programming Ontario College Diploma program: https://durhamcollege.ca/programs/computer-programming-two-year.

5. Labour Demand and Graduate Employment Possibilities

Labour Market Analysis

The environmental scan indicates IT is the fastest growing industry in Canada and our country's tech sector is the "fastest growing IT job market in the world" (IT World Canada).According to Randstad, "if you have tech skills, (in particular the ability to code in popular languages such as Java, Python or various C-based languages), you'll have your pick of employers in many of Canada's largest cities". Of course, such a strong demand makes it "a challenge for employers to find the talent they need" (IT World Canada).

Locally, it has been determined that "[t]he city of Toronto is the largest technology cluster in Ontario" and includes not only large numbers of employment opportunities, but also the ability of the region to continuously attract sizeable investments in the industry (jobbank.gc.ca). The median wage in Ontario is $38.20/hour, with high-end pay at $57.69 (jobbank.gc.ca).

NOC 2174 – Computer Programmers and Interactive Media Developers
The job outlook over the 2019-2021 period for computer programmers and interactive media developers in Ontario is rated as Good and will remain steady (jobbank.gc.ca).

"The city of Toronto is the largest technology cluster in Ontario" which includes not only large numbers of employment opportunities, but also the ability of the region to continuously attract sizeable investments in the industry (jobbank.gc.ca). The median wage in Ontario is $38.20/hour, with high end pay at $57.69 (jobbank.gc.ca).

NOC 2175 – Web Designers and Developers
The job outlook over the 2019-2021 period for web designers and developers in Ontario is rated as Fair and will remain steady with several new positions (jobbank.gc.ca). The median wage in Ontario is $33.65/hour, with high end pay at $50.48 (jobbank.gc.ca).

Sources:
https://www.jobbank.gc.ca/marketreport/outlook-occupation/22534/22437
https://www.jobbank.gc.ca/marketreport/wages-occupation/24513/22437
https://www.randstad.ca/best-jobs/best-it-and-technology-jobs/

6. **Student Interest**

Within OntarioLearn there were more than 371 course registrations in the courses of this proposed program of study over the last semester (winter 2020). This strongly indicates that Ontario students are interested in coding courses as part of their post-secondary education. Interest may also be related directly to a culture-shift where coding is becoming ubiquitous across all industries, and the need for employees to have a high degree of digital literacy is increasing.

7. **Analysis of Competition**

We reviewed Ontario colleges to see if they offered a similar program to this proposal (refer to chart below). Four colleges offer a certificate or Recognition of Achievement (ROA) in the IT field (highlighted in green in the chart). Each college program either has no coding/programming courses or a small component of the credential has a coding/programming element. These credentials are not considered equivalent or a competitive program, as each program structure is very different from the proposed Coding Essentials Certificate.

Each college also offers one or more diploma programs with an IT focus, which includes coding/programming language courses; however, our focus was on comparing local certificates and ROAs.

College Comparison Table

Institution	Program Name	Comments
Durham College	Coding Essentials Certificate	11 compulsory courses total
Centennial College	Computer Programming Certificate	7 courses total (4 mandatory and 3 electives). While this program has two coding courses, it is more focused on programming a computer using databases rather then understanding a variety of different coding languages.
George Brown College	Many	GBC has many different IT certificates available, but none have a coding focus. The programs are often focused on the hardware side of IT rather than coding.
Mohawk College	Computer Science Level 1 Computer Science - Software Engineering Specialist Web Design and Development Certificate	Mohawk offers three certificates, the first (Computer Science Level 1) is the closest in offerings to Coding Essentials program. It is comprised of 3 programming courses (covering 2 languages) and 3 networking courses. It does not offer the depth in programming languages which are offered through the Coding Essentials program. The other two programs offer a much different focus; one is focused on database programming and the second is focused on website design. They are very different from our proposed Coding Essentials program.
Sheridan College	Python Foundations Java Foundations ROA	Sheridan offers two ROAs that have a very specific coding language focus. They lack the comprehensive breadth offered by our Coding Essentials certificate.
Fleming College	N/A	No similar program
Loyalist College	N/A	No similar program
Humber College	N/A	No similar program
Seneca College	N/A	No similar program
Georgian College	N/A	No similar program

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8. Target Market

- The Under- or unemployed individuals looking for an entry-level job in the technology industry.
- Mature students searching for a career change into this growing industry
- Professionals with credentials from other countries who are looking for a Canadian perspective and who want to add a Canadian credential to their resume.

9. Operating Revenue and Expenses

The below budget table summarizes the net contribution for the proposed Coding Essentials program.

COURSE	PER STUDENT				HOURS	MODALITY	STUDENTS			STUDENTS			STUDENTS			STUDENTS		
	TUITION FEES	TEACHER COST	COMPUTER CONFERENCING FEES	PER STUDENT NET REVENUE			10 REVENUE	15 REVENUE	20 REVENUE	10 Total Cost	15 Total Cost	20 Total Cost	10 CONTRIBUTION ($)	15 CONTRIBUTION ($)	20 CONTRIBUTION ($)	10 CONTRIBUTION (%)	15 CONTRIBUTION ($)	20 CONTRIBUTION ($)
Programming for Absolute Beginners	$ 189.30	$0.00	$102.58	$ 86.72	30	Online	$1,893.00	$2,839.50	$3,786.00	$1,025.80	$1,538.70	$2,051.60	$867.20	$1,300.80	$1,734.40	46%	46%	46%
HTML Introduction	$ 265.02	$95.00	$54.15	$ 115.87	42	Online	$2,650.20	$3,975.30	$5,300.40	$1,491.50	$2,237.25	$2,983.00	$1,158.70	$1,738.05	$2,317.40	44%	44%	44%
Java Introduction	$ 265.02	$0.00	$102.58	$ 162.44	42	Online	$2,650.20	$3,975.30	$5,300.40	$1,025.80	$1,538.70	$2,051.60	$1,624.40	$2,436.60	$3,248.80	61%	61%	61%
Java Intermediate	$ 265.02	$0.00	$102.58	$ 162.44	42	Online	$2,650.20	$3,975.30	$5,300.40	$1,025.80	$1,538.70	$2,051.60	$1,624.40	$2,436.60	$3,248.80	61%	61%	61%
Introduction to Project Management	$ 265.02	$0.00	$102.58	$ 162.44	42	Online	$2,650.20	$3,975.30	$5,300.40	$1,025.80	$1,538.70	$2,051.60	$1,624.40	$2,436.60	$3,248.80	61%	61%	61%
Introduction to Python Programming	$ 265.02	$0.00	$102.58	$ 162.44	42	Online	$2,650.20	$3,975.30	$5,300.40	$1,025.80	$1,538.70	$2,051.60	$1,624.40	$2,436.60	$3,248.80	61%	61%	61%
Intermediate Python Programming	$ 265.02	$0.00	$102.58	$ 162.44	42	Online	$2,650.20	$3,975.30	$5,300.40	$1,025.80	$1,538.70	$2,051.60	$1,624.40	$2,436.60	$3,248.80	61%	61%	61%
Introduction to C# Programming	$ 265.02	$0.00	$102.58	$ 162.44	42	Online	$2,650.20	$3,975.30	$5,300.40	$1,025.80	$1,538.70	$2,051.60	$1,624.40	$2,436.60	$3,248.80	61%	61%	61%
Principles of Information Security	$ 265.02	$0.00	$102.58	$ 162.44	42	Online	$2,650.20	$3,975.30	$5,300.40	$1,025.80	$1,538.70	$2,051.60	$1,624.40	$2,436.60	$3,248.80	61%	61%	61%
JavaScript	$ 353.36	$95.00	$54.15	$ 204.21	56	Online	$3,533.60	$5,300.40	$7,067.20	$1,491.50	$2,237.25	$2,983.00	$2,042.10	$3,063.15	$4,084.20	58%	58%	58%
Dynamic Websites with LAMP	$ 354.36	$95.00	$54.15	$ 205.21	56	Online	$3,543.60	$5,315.40	$7,087.20	$1,491.50	$2,237.25	$2,983.00	$2,052.10	$3,078.15	$4,104.20	58%	58%	58%
Grand Total - All Courses							$30,171.80	$45,257.70	$60,343.60	$12,680.90	$19,021.35	$25,361.80	$17,490.90	$26,236.35	$34,981.80	58%	58%	58%

10. Financial/Human Resources Implications

There are no financial or human resources implications.

11. Implications for the Joint Campus Master Plan

There are no financial or human resources implications

12. Implications for Ontario Tech University

There are no financial or human resources implications.

Public Report

Report Number: BOG-2020-42

To: Board of Governors

From: Dr. Elaine Popp, Vice President, Academic

Date of Report: May 22, 2020

Date of Meeting: June 3, 2020

Subject: 2020-2025 New Program Development Plan

1.   Purpose

The addition of new academic programs ensures that our program offerings remain responsive to student demand and labour market needs. This 2020-2025 New Program Development Five-Year Plan is used for academic planning purposes. As programs are considered for addition to our college offerings, we employ concerted efforts to ensure the impacts of future resource requirements, such as new and/or renovated academic space, IT assets, academic equipment and other capital needs, faculty and support staff needs, and library resources are captured and documented.

2.   Recommendation

It is recommended to the Durham College Board of Governors:

That Report BOG-2020-42, presenting the 2020-2025 New Program Development Plan, be received for information.

3.   Background

Ensuring the sustainability of its current program mix is an essential strategic exercise for Durham College. The development of new high-quality programs remains a goal in our corporate strategic plan, annual business plan, academic plan, and Ministry mandated Strategic Mandate Agreement (SMA).

The process for building Durham College's first New Program Development Five-Year Plan was introduced in the fall of 2015 and was presented to the Board of Governors in April 2016. Since then, the New Program Development Five-Year Plan has been presented to the Board of Governors annually at the June meeting.

In the fall of 2019, the process for the development of the 2020-2025 plan began. The current five-year plan is presented within the attached table. Criteria for selecting programs is founded on factors including student interest, labour market needs, community, industry and stakeholder recommendations, fit with current program mix, and bench strength or faculty complement. The five-year plan is considered fluid and, therefore, subject to change based on the factors noted above.

4.   Discussion/Options

Various internal quality assurance mechanisms are in place for vetting and approving new program proposals. The process begins with the preparation of a concept paper to describe the scope of the new program idea and conduct preliminary discussions regarding the purpose and strategic fit of the program. The Office of Research Services, Innovation and Entrepreneurship (ORSIE) then develops an environmental scan for each of the proposed new programs, followed by the execution of a labour market/industry focus group session to gauge industry's interest in supporting a new program in this area of study and field of practice.

The program development team prepares Program Vocational Learning Outcomes and begins the initial curriculum planning with support provided by the Manager, Program and Curriculum Development in the Centre for Academic and Faculty Enrichment (CAFE).

The new program proposal is presented to the Program Proposal Review Committee (PPRC), a cross-representative college committee. The PPRC is charged with reviewing each new program proposal for its feasibility and sustainability. The PPRC will determine whether or not to recommend the new program to the Vice President, Academic for approval and continuation with full development.

Once a proposed program is fully vetted through the internal mechanisms, approval is sought from the Durham College Board of Governors. External quality assurance bodies ensure the program meets the standards identified by either the Ontario College Quality Assurance Service (OCQAS) for validation of programs of instruction for credentials other than honours baccalaureate degrees or by the Postsecondary Education Quality Assessment Board (PEQAB) for degrees in the process of seeking Ministerial consent. Once external quality assurance processes are successfully achieved, Ministry funded credentials then seek program funding approval by the Ministry of Colleges and Universities.

5.   Financial/Human Resource Implications

There are no financial or human resource implications.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

Implications for Ontario Tech University are an important consideration in the development of the annual New Program Development Five-Year Plan. Pathway opportunities are considered initially and throughout the development process of each new program.

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

The planning and implementation of the 2020-2025 New Program Development Five-Year Plan falls within the "Our Students" pillar in the Strategic Plan, addressing the goal to deliver high-quality programs to help students develop a wide range of career-ready skills.

The report also relates to the "Our Business' pillar of the Strategic Plan and the goal to offer quality programs, services and systems that modernize, support and grow our business.

This report addresses the first goal of the Academic Plan to ensure exceptional quality in our academic programs by meeting the objective to introduce new programs to meet evolving student, societal and workforce needs.

New Program Development Five-year Plan (2020-2025)

2020-2021

School	Program Name	Credential	Process Status
Business, IT & Management	Esport Business Management	Ontario College Graduate Certificate	Fully approved and set to launch in September 2020
Centre for Professional and Part-time Learning	Coding Essentials	Durham College Certificate	Undergoing Board of Governors approval. Expected launch in September 2020
Centre for Professional and Part-time Learning	Construction Management	Durham College Certificate	Undergoing Board of Governors approval. Expected launch in September 2020
Centre for Professional and Part-time Learning	Veterinary Office Assistant	Durham College Certificate	Undergoing Board of Governors approval. Expected launch in September 2020
Health & Community Services	Autism and Behavioural Sciences	Ontario College Graduate Certificate	Fully approved and set to launch in September 2020
Health & Community Services	Honours Bachelor of Behavioural Science	Honours Bachelor Degree	MCU consent received. Set to launch in September 2020
Hospitality & Horticulture Science	Tourism – Destination Marketing	Ontario College Diploma	Fully approved and set to launch in September 2020
Science & Engineering Technology	Environment Health and Safety Management	Ontario College Graduate Certificate	Fully approved and set to launch in September 2020
Total of 8 new programs to launch in September 2020			

2021-2022

School	Program Name	Credential	Process Status
Business, IT & Management	Honours Bachelor of Artificial Intelligence	Honours Bachelor Degree	Undergoing MCU review process. Expected launch in September 2021
Centre for Professional and Part-time Learning	Environmental Management	Durham College Certificate	Fully approved and set to launch in September 2021
Health & Community Services	Behavioural Science Technician	Ontario College Diploma	Awaiting MCU funding approval
Science & Engineering Technology	Pharmaceutical Science	Ontario College Graduate Certificate	Awaiting program approval

Skilled Trades, Apprenticeship & Renewable Technology/ Science & Engineering Technology/ Business, IT & Management	Honours Bachelor of Construction Management	Honours Bachelor Degree	Undergoing MCU review process. Expected launch in September 2021
Total of 5 new programs for 2021-2022			

2022-2023

School	Program Name	Credential
Business, IT & Management	Global Supply Chain Management	Ontario College Graduate Certificate
Business, IT & Management	Digital Media Marketing	Ontario College Graduate Certificate
Justice & Emergency Services	Paramedic	Ontario College Advanced Diploma
Science & Engineering Technology	Internet of Things	Ontario College Graduate Certificate
Science & Engineering Technology	Cannabis	Ontario College Graduate Certificate
Total of 5 new programs for 2022-2023		

2023-2024

School	Program Name	Credential
Business, IT & Management	Emerging Technology	Ontario College Graduate Certificate
Health & Community Services	Dental Technology	Ontario College Advanced Diploma
Health & Community Services	Honours Bachelor of Community Mental Health	Honours Bachelor Degree
Health & Community Services	Recreation Therapy	Ontario College Diploma
Hospitality & Horticulture Science	Hospitality and Tourism Management	Ontario College Graduate Certificate
Hospitality & Horticulture Science	Nutrition	Ontario College Diploma
Justice & Emergency Services	Fire Protection Engineering Technology	Ontario College Advanced Diploma
Justice & Emergency Services	Honours Bachelor of eCrimes and Investigation	Honours Bachelor Degree
Media, Art & Design	Interior Decorating	Ontario College Diploma
Skilled Trades, Apprenticeship & Renewable Technology	Boilermaker	Ontario College Diploma
Skilled Trades, Apprenticeship & Renewable Technology	Steamfitter	Ontario College Certificate/Diploma
Total of 11 new programs for 2023-2024		

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2024-2025

School	Program Name	Credential
Business, IT & Management	Cybersecurity	Ontario College Diploma
Health & Community Services	Wellness and Lifestyle Promotion	Ontario College Graduate Certificate
Justice & Emergency Services	Public Administration	Ontario College Graduate Certificate
	Degree #7	Honours Bachelor Degree
Total of 4 new programs for 2023-2024		

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Public Report

Report Number: BOG-2020-53

To: Board of Governors

From: Don Lovisa, President

Date of Report: May 28, 2020

Date of Meeting: June 3, 2020

Subject: 2019-2020 Durham College Annual Report

1. Purpose

The purpose of this report is to present the 2019-2020 annual report.

2. Recommendation

It is recommended to the Durham College Board of Governors:

That based on Report BOG-2020-53, the 2019-2020 Durham College annual report, be approved.

3. Background

As per the Minister's Binding Policy Directive on Governance and Accountability and Section 8 of O. Reg. 34/03 under the OCAAT Act, all colleges are required to prepare an annual report, make it available to the public, and submit the report to the minister. The annual report is to be prepared in accordance with the annual report operating procedure established in the Binding Policy Directive and must be submitted to the Ministry of Colleges and Universities and other required agencies by July 31.

The annual report celebrates the past year's successes and activities. The report is shared with college employees and in the community with partners and donors in an effort to capture the work that is done every day at Durham College in support of student success and, ultimately, the effort to build stronger communities.

For this fiscal year, the report looks back at not only a successful year but a decade in review. Given the launch of the new strategic plan, we wanted to recognize the past decade since it has been ten years since the mission statement has been changed. Note that the previous mission, vision, and values are referenced in the report as they were the guiding statements during the fiscal year being reported on.

In addition to recognizing success and a new strategic plan, the report also references COVID-19 and the impact it has had on the college.

The report has been reviewed by the Durham College Leadership Team. Additionally, the audited financial statement will be included with the final published report, as is required under the Minister's Binding Policy Directive on Governance and Accountability.

The finalized annual report will be posted in an online format, presenting the information as a dynamic and interactive report.

4. Financial/Human Resource Implications

There are no financial or human resource implications.

5. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

6. Implications for Ontario Tech University

The annual report outlines deliverables linked to Ontario Tech University where appropriate.

7. Relationship to the Strategic Plan/Business Plan

The annual report is aligned with the Business Plan and Strategic Plan.

Annual Report 2019-2020

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President's message

As we headed into 2020, we not only welcomed the new year, we also celebrated the start of a new decade. The passing of time, whether one year or ten, often leads to reflection and in Durham College's (DC) case, we have certainly come a long way.

When I think back to our humble beginnings as an institution – one temporary building, a small group of students and only a handful of programs – we may have been small but we had a strong sense of where we wanted to go. Anchored in a desire to lead, innovate and educate at the highest level, this commitment has remained unwavering as the decades passed and the college grew.

Throughout our history, we've remained nimble, adapting as times changed, evolving to meet the needs of our students, employees and community, and delivering market-driven programs that get grads jobs.

For the last ten years we have lived our mission – the student experience comes first. However, as we consulted with college and community stakeholders while developing our new 2020-2023 Strategic Plan, it became very clear that we have reached a tipping point. In looking at all that we have accomplished we are not only putting the student experience first; we are reinventing it.

As we find our way through the unprecedented times caused by the COVID-19 pandemic, DC continues to evolve. What is happening on our campuses, across our communities and around the globe is a transformation of the way we learn, teach, work, live and lead. What used to be a clear-cut path to post-secondary education is now varied and diverse, but no matter the format on delivery, we are not losing focus on advanced learning at home and abroad.

It truly is a team effort, both before and now, as we navigate this new reality, drawing on the strengths of our four pillars – our students, our people, our work and our community – to shape this transformation.

Together, we are leading the way.

As you read through this year's annual report, you will see examples of this leadership. From investing in capital projects including the Phase IV Whitby Campus Expansion, to driving innovation with the launch of two new applied research centres, we are incredibly DC proud of all we have achieved.

We are also eagerly anticipating our future and all that is to come. Guided by our new mission, which truly represents who we are as a college and what we stand for, I know our record of growth, development and student success will continue.

Sincerely,

Don Lovisa

President, Durham College

A decade in review

In recognition of the start of a new decade at DC, we not only want to look at the past year, but also at the nine preceding it. Each achievement and milestone have helped lay the foundation for leading the way today and in the future.

As you will see, a lot can happen in 10 years. Here are some highlights.

Our campus:

- One new construction project started or completed per year since 2010. These include Phase 2 of the Whitby campus, the Centre For Food, the Student Services Building, the Pickering Learning Site, Whitby residence, the Centre for Collaborative Education and the Energy Innovation Centre.
- Four satellite locations in Oshawa, Bowmanville, Port Hope and Uxbridge were launched.

Our students:

- Domestic and international enrolment increased by more than 80 per cent.
- While the college was home to 200 international students in 2010, 1,998 are now studying at DC.
- The community of DC grads grew from 50,000 alumni to 95,000 in 2020.
- The Whitby campus experienced a 130 per cent increase in the student population.

Our leadership:

- There have been 10 years of consecutive, balanced budgets for the college.
- DC President Don Lovisa has provided leadership and vision for the college since 2008.

Our academics:

- The number of programs offered nearly doubled, from 89 in 2010 to over 160 by 2020.
- DC has launched two bachelor honours degree programs.
- Students have accessed numerous experiential learning opportunities through the services offered to the broader community, as clients dine at DC's teaching-restaurant Bistro '67, book meetings, weddings and catering services through the W. Galen Weston Centre for Food and pamper themselves with spa services at the DC Spa.

Our research:

- Four applied research centres were developed and launched – The AI Hub, The Centre for Craft Brewing Innovation, The Centre for Cybersecurity Innovation and the Mixed Reality Capture Studio.
- DC was been named one of Canada's Top 50 Research College's for six consecutive years.

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Our awards:

- The college has been named one of Greater Toronto's Top Employers nine times.
- DC has been recognized as one of Canada's Greenest Employers three times.
- Two alumni received Premier's Awards since 2010 – Brent Lessard (2017) and Debbie Low (2015).
- DC was honoured by Greater Oshawa Chamber of Commerce's Business Excellence Awards when it received the 2010 Innovative Technology Award.
- The Centre for Collaborative Education won the 2018 Urban Design Award from the City of Oshawa.
- The W. Galen Weston Centre for Food won second place in the prestigious Canadian Design-Build Institute Awards of Excellence, making it the second-best design-build project in all of Canada for 2014.
- In 2016, DC was awarded the Whitby Chamber of Commerce Business Achievement Award in the category of Business Achievement (50+ employees).
- The W. Galen Weston Centre for Food and its unique field-to-fork vision was recognized internationally, winning gold in the Green Colleges category at the World Federation of Colleges and Polytechnics Awards of Excellence in 2016.
- DC succeeded in achieving a second silver rating from the Sustainability Tracking Assessment and Rating System (STARS), offered through the Association for the Advancement of Sustainability in Higher Education (AASHE), for its on-campus sustainability initiatives.

Words we live by

MISSION – the student experience comes first.

VISION – Durham College is the premier post-secondary destination for students to succeed in a dynamic and supportive learning environment. Our graduates develop the professional and personal skills needed to realize meaningful careers and make a difference in the world.

VALUES –

Integrity and transparency – we behave and communicate sincerely and honestly.

Respect – we treat everyone with dignity, deliver superior service and offer a safe environment.

Equal access and diversity – we embrace diversity, ensure accessibility and champion all learners.

Personal and team accountability – we do what we say we will do and are creative and innovative in how we conduct our business.

Collaboration – we create opportunities to work together to foster learning and achieve success.

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GOALS

Our Students

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

Our People

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

Our Business

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

Our Community

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

DC by the numbers – updated infographics

- 13,000+ full-time post-secondary and apprenticeship students
- 30,000+ part-time, continuing education and online students
- 1,988 international students
- 95,000 alumni
- 2,259 employees
- 2 campuses (Oshawa and Whitby)
- 1 learning site (Pickering)
- 4 satellite locations (Bowmanville, Oshawa, Port Hope and Uxbridge)
- 10th consecutive balanced budget
- $913+ million economic impact on Durham Region
- 9,558 jobs supported in Durham Region
- Top GTA Employer (for the ninth time)
- Canada's Greenest Employer (for the third consecutive year)
- Top 50 Research College (for the sixth consecutive year)

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2019-2020 Research highlights

DC's Office of Research Services, Innovation and Entrepreneurship (ORSIE) plays an integral role in helping the college drive its leadership stake into the ground. Growing at a rapid pace, ORSIE is now home to four applied research centres, which means students and faculty can participate in diverse learning opportunities, while creating real, viable solutions to help small and medium-sized businesses solve their operational challenges.

This year ORSIE pushed the envelope even further, deepening their expertise in the innovative fields of artificial intelligence, cybersecurity and mixed reality capture.

The following are examples of just some of the projects ORSIE has engaged in over the past year.

Durham College hosts its first Enable AI Summit

DC's Hub for Applied Research in Artificial Intelligence for Business Solutions (the AI Hub) held the Enable AI Summit, the first conference of its kind within the Durham Region.

Showcasing the potential of artificial intelligence (AI) both locally and across the Greater Toronto Area, more than 120 industry professionals, students and faculty members converged around core AI applications, with a focus on solving complex business operational problems.

Hands-on workshops that focused on block chain, compliance, machine learning in cybersecurity and solutions development were the core of the day's programming. Participants developed the cutting-edge skills required to adopt and apply AI into business strategies to improve efficiencies.

Housed within the ORSIE, the AI Hub offers industry partners access to technical expertise, state-of-the-art facilities and platforms, and student talent to uncover business insights while providing intelligent and autonomous solutions that increase companies' productivity and growth.

DC announces new business incubator for social entrepreneurs

DC's FastStartDC program has launched SHIFT, a new business start-up accelerator service designed to support social enterprises and entrepreneurs, as they work towards making a positive social, environmental or economic impact on the world.

SHIFT is the first FastStartDC service to support both students and social entrepreneurs from across Durham Region. FastStartDC is an extra-curricular entrepreneurship program housed within DC's 360insights Entrepreneurship Centre in the Centre for Collaborative Education that offers DC students access to entrepreneurial services and training programs.

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"Great things happen when entrepreneurship and social thinking go hand-in-hand. We have seen so many incredible student entrepreneurs working with the FastStartDC team to develop products, brands and businesses. Now the next generation of students will be able to take advantage of all that FastStartDC has to offer but can do so while building a culture of social change through entrepreneurial thinking and action all thanks to SHIFT."

- Dr. Elaine Popp, vice-president, Academic

Durham College opens Mixed Reality Capture Studio

ORSIE once again found itself on the leading edge of technology with the opening of the Mixed Reality Capture Studio (the MRC Studio).

What is mixed reality? It's the result of blending the physical and digital worlds and refers to the merging or combination of virtual and real environments where both worlds can exist together.

Featuring one of only three Captury Live systems in Canada, the MRC Studio allows businesses to develop experiential applications that integrate motion capture, virtual reality, augmented reality and virtual production. Organizations benefit from access to technical expertise, student talent and a state-of-the-art motion capture technology.

The third applied research centre at DC, the MRC Studio has been established in collaboration with the School of Media, Art & Design. It joins the AI Hub and Centre for Craft Brewing Innovation in offering organizations opportunities to increase productivity, growth and market potential while also supporting student experiential learning.

Durham College launches Centre for Cybersecurity Innovation

DC is responding to the ever-changing and complex threat landscape of cyberattacks, including data breaches and service disruptions and misdirection, with the launch of the Centre for Cybersecurity Innovation, the fourth applied research centre at DC.

The centre is designed to be a collaborative enterprise between ORSIE and the Centre for Professional and Part-time Learning and School of Business, IT & Management.

Services include:

- **Applied research in cybersecurity** with acute focus on technologies for cyber range deployments, threat intelligence, anomaly detection and incident management.
- **Micro-credentials** that provide training in industry-accredited programs at various levels. These flexible part-time programs and courses appeal to individuals seeking development opportunities to advance or change their careers.

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- **A Cybersecurity graduate certificate program** that prepares aspiring cybersecurity professionals to work in the industry.

2019-2020 International highlights

International education was alive and well at DC in 2019-2020, with students coming from 65 countries around the world to study on campus and others travelling abroad alongside faculty to participate in unique, experiential learning opportunities.

The following are some of the highlights as the college leads the way in bridging borders, supporting international development and winning awards on the global academic stage.

DC receives Real Life Learning Award for its KEFEP documentary

DC took home a Real Life Learning Award at the PIEoneer Awards 2019 in London, England in September.

The award, which recognizes organizations offering real-life learning programs overseas, was presented to DC for its Kenyan Education for Employment Program (KEFEP) documentary which premiered in 2018.

Captured, scripted, edited and produced by four DC students and two faculty from the School of Media, Art & Design, the crew spent three weeks in Kenya documenting KEFEP, a five-year initiative focused on strengthening and supporting technical and vocational education and training in Kenya, funded by the Government of Canada through Global Affairs Canada.

The PIEoneer Awards are the only global awards that celebrate innovation and achievement across the whole of the international education industry. With a distinguished judging panel representing geographical and professional diversity, the PIEoneer Awards recognize both individuals and organizations who are pushing professional standards, evolving their engagement or redefining the international student experience.

DC students and faculty travel to Guatemala to support the United Nation's Sustainable Development Goals

Students and faculty from DC's School of Media, Art & Design traveled for 10 days to rural regions of Guatemala as part of a new digital storytelling program, called Youth United 2030, contributing to the United Nation's Sustainable Development Goals (SDGs).

The program was delivered in partnership with the Canadian charity, Students Offering Support (SOS), which has facilitated youth service-learning programs throughout Latin America since 2008.

With the support of faculty member, and former CBC journalist Danielle Harder, students from DC's Video Production and Journalism – Mass Media/Journalism programs used the skills they

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developed in class to deliver interactive training workshops for 35 low-income Guatemalan youth to learn about using digital storytelling techniques as a tool for change.

In addition to delivering workshops, participants fundraised, purchased and donated iPads so youth from host communities have access to technology to put the training into action.

In February 2020, a second cohort of DC students travelled to Guatemala alongside Harder, to deliver follow-up training opportunities, and continue producing new media content, as part of the ongoing program.

Upon their return from Guatemala, the students produced short documentaries offering cross-cultural perspectives on the SDGs.

In total, more than 35 students and faculty had the opportunity to study abroad last year – in countries including Guatemala, Peru, and Barbados.

DC's Working Across Borders tiles the way for a sustainable future

DC launched Working Across Borders (WAB), a new course focused on international collaboration and sustainability through student-run consultancy projects.

Approximately 550 people from around the world joined DC students and faculty members for the launch, using the global classroom, DC's internationally live-streamed approach to global learning.

The WAB program teaches students how to achieve success in a global marketplace, while meeting the environmental needs of today's world. Students work in multi-national teams to develop and pitch sustainable solutions to combat issues that impact the world socially and environmentally.

These solutions, based on three of the 17 Sustainable Development Goals outlined by the United Nations, include: gender equality, clean water and sanitation, climate action and responsible consumption and production.

More than 128 students across the International Business Management and Project Management post-grad programs, alongside a group of students in the Finance program, enrolled in WAB this fall.

DC's mission, vision and values in action

Highlighting the 2019-2020 achievements of our students, our people, our business and our community as they lead the way at home and abroad.

Our students

DC students and professor take home People's Choice Award at all-female culinary competition

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DC professor Tanya Heck and second-year students Amira Elgindy and Arlinda Prenaj from DC's Culinary Management program, won the Up and Coming Chef's Challenge at the annual Eat to the Beat charity event.

Competing against teams from other colleges, DC placed first, winning the People's Choice Award for their team's roasted beet and panzanella salad made with feta cheese, heirloom tomato, red onion, basil, honey, garlic and micro-greens – all grown, harvested and produced at DC's Whitby campus.

Throughout the competition, DC's talented team of female chefs received great reviews and feedback from taste-testers, who were impressed that all ingredients used in the dish came directly from DC's fields, greenhouses and apiary.

Entering its 24th year, Eat to the Beat is a charity event that raises funds for the Canadian Cancer Society by welcoming urban foodies to taste the culinary creations of 60 female chefs – women supporting women through the challenges that come with a breast cancer diagnosis.

DC students test their skills and collaborate in emergency simulation

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

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

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

Students from the following DC programs participated:

- 911 Emergency and Call Centre Communications
- Advanced Law Enforcement and Investigations (graduate certificate)
- Court Support Services
- Emergency Services Fundamentals
- Firefighter – Pre-service, Education and Training
- Journalism – Mass Media
- Paralegal
- Paralegal (graduate certificate)
- Paramedic
- Police Foundations
- Practical nursing

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- Pre-Health Sciences Pathway to Advanced Diplomas and Degrees
- Protection, Security and Investigation

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

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

In March 2020, Education at Work Ontario (EWO) announced Sottile as their 2019 WIL Student of the Year. EWO awards the honour to students "who have showcased exceptional job accomplishment, extra-curricular involvement, academic achievement and a strong contribution to work-integrated learning."

Co-operative Education and Work-Integrated Learning Canada (CEWIL Canada) also announced Sottile as the WIL Student of the Year in the category of Other Forms of WIL – College. She was one of only four students to be honoured by CEWIL Canada out of more than 40 competitive nominations.

Our people

DC employees take part in Hofstede Training, considered the standard for institutional cultural understanding

Several DC employees took part in Hofstede Training workshops lead by Jan Vincent Meertens, from Hofstede Insights, a company dedicated to cross-cultural management and organizational change.

The purpose of this training was to help develop a community at DC that uses the Hofstede Model of National Culture, an approach often considered the standard for cultural understanding in institutions around the world.

Working towards certification, employees participated in workshops, e-learning classes, training exercises, consulting and much more. Certified employees are now using this newfound knowledge to educate others about positive international and inter-cultural learning, both inside and outside the classroom, ultimately enhancing the student and community experience at DC.

DC's Global learning facilitator Joanne Spicer leads workshop at international conference

Joanne Spicer from DC's Centre for Academic and Faculty Enrichment (CAFE), and colleague, Jenna Mittelmeier, professor at the University of Manchester in Manchester, U.K., presented a workshop at the Shaping Sustainable Futures for International Higher Education (SSFIHE) Conference in Toronto.

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Their workshop, titled, Internationalization at a Distance: Global Classroom Technologies for Fostering Inclusion and Sustainable Access to International Education, focused on internationalization, a method of higher education aimed at developing intercultural and international awareness for students.

Joanne and Jenna's workshop put DC in the spotlight with a live demonstration of DC's Global Class. The Global Class, developed by Lon Appleby, professor, School of Interdisciplinary Studies, is DC's interactive, internationally live-streamed class created to connect with other educators and students around the world to discuss different topics and provide learners with an internationalised learning experience

Hundreds of attendees from around the world came together both to take stock of internationalization in higher education as it is currently evolving in Canada and around the world, and to consider the ways in which it could be shaped sustainably into the future.

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

Working out of their garages and basements, DC 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 were delivered to Northumberland Hills Hospital in Cobourg, Ontario.

"Ontario PPE manufacturer InkSmith put out a call for support to the 3D printing community and Durham College immediately answered that call," said Chris Daniel, a professor with the college's School of Science & Engineering Technology.

 "I am completely overwhelmed by the support we have received in such a short time," said Chris. "Thank you so much. In only four days, our team of 11 working with 16 printers has grown to 33 with 44 printers and your donations have supplied us with one and a half MONTHS of material that will allow us to make approximately 8,750 face shields at a rate of 220 per day.

DC staff, students and alumni used rapid prototyping machines across Durham Region to create the face shield frames. With community outreach being led by ORSIE, the college worked with industry partners to see the parts put to use.

Chris Daniel is a professor in the Mechanical Engineering Technology program at DC as well as a faculty advisor with the college's FastStart entrepreneurship team. DC also recognizes the efforts of Chris Gillis, Manager, Applied Research, Innovation and Entrepreneurship.

Our business

DC becomes first college in Canada to deliver course through Walls to Bridges program

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DC is the first college in Canada to provide college courses in prison through the Walls to Bridges (W2B) education program, which facilitates for-credit post-secondary courses taught within correctional settings. Each W2B classroom sees equal numbers of incarcerated and non-incarcerated students learning together as peers.

When the program launched, DC Professor Dale Burt taught Resiliency in Society: The Bridges and Barriers at a federal correctional institution in Ontario. Each week she travelled to the prison with eight DC students who took the class alongside eight currently incarcerated students.

"The Walls to Bridges classroom offers a unique transformational learning experience that encourages diverse learners to build bridges with one another, recognizing that there are many ways of 'knowing,' including from each other and our experiences," said Professor Burt. "We are really all students and teachers in the W2B classroom. Together we are able to break down barriers as we examine – and unlearn – assumptions and 'othering.'"

DC celebrates opening of Energy Innovation Centre and completion of geothermal field

In October, DC celebrated the completion of its geothermal field and grand opening of its Energy Innovation Centre (EIC), which together leverage clean, sustainable underground thermal energy for the heating and cooling of the college's Gordon Willey building.

Not only does the EIC work in tandem with DC's green initiatives to reduce the college's carbon footprint, it also provides our students with a unique living lab that offers self-guided experiential learning opportunities.

Open to students, employees and the public, the EIC facility provides an exhibit-like atmosphere where visitors can learn more about how the geothermal system works through displays and interactive touch screens that feature system diagrams and performance metrics. Additionally, a real-time energy dashboard provides insight on campus energy savings and the reduction of associated greenhouse gas emissions and is part of the ongoing transformation of DC's energy infrastructure to support and implement sustainably focused initiatives on campus.

DC to launch second degree program: Honours Bachelor of Behavioural Science

DC received consent from the Ministry of Training, Colleges and Universities to offer a new Honours Bachelor of Behavioural Science (BBS). Based at the college's Oshawa campus and beginning in September 2020, the Honours BBS will be DC's second, degree program following the successful launch of the Honours Bachelor of Health Care Technology Management in 2018.

"Ontario is seeing an increasing incidence of autism spectrum disorder (ASD) in children and youth, dementia in seniors, as well as individuals with addictions and acquired brain injuries," said Dr. Judeline Innocent, executive dean of DC's School of Health & Community Services (HCS). "As agencies and long-term care facilities prepare for the increasing numbers in these client populations, the need for more

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qualified professionals in the areas of health, community and social services will also increase. With the Honours Bachelor of Behavioural Science, our graduates will be ready to not only meet this need but become leaders in these fields as well."

Under the leadership of the college's HCS administration and faculty, the Honours BBS program was developed with guidance from psychologists, community and social service agencies, municipal services representatives, mental health workers and psychogeriatric services.

Students will gain vital work experience in a professional setting through a 420-hour supervised field placement. Upon graduation, they will be prepared to work with individuals of all ages within a variety of health and community settings, helping people with addictions and mental health challenges, acquired brain injuries, dementia and pervasive developmental disabilities, including ASD.

DC launches Centre for Professional and Part-time Learning

The School of Continuing Education at DC is now the Centre for Professional and Part-time Learning (PPL). With extraordinary customer service at its core, PPL delivers quality part-time programs and courses to individuals who are looking for professional development opportunities, as well as to students seeking credit towards a post-secondary credential.

"The world of learning is changing, especially when it comes to continuing education," said Dr. Elaine Popp, vice president, Academic, at DC. "Today's professionals understand that staying competitive in their field requires a commitment to continual upskilling and development. Durham College understands that these professionals require flexible learning that meets their needs. This is why we are so excited to introduce the Centre for Professional and Part-time Learning as the next step in the evolution of lifelong learning at DC."

The market-driven programming focuses primarily on the areas of health, technology, business, education and training, languages, and specialized trades.

Offering more than 1,000 courses and 75 programs across a broad range of disciplines, PPL leverages the wealth of experience provided by DC faculty and provide students with flexible learning opportunities via in-class, online and hybrid delivery.

Our community

Bistro '67 named one of the 100 Most Scenic Restaurants in Canada

Bistro '67, DC's full-service, teaching-inspired restaurant, has been named one of the 100 Most Scenic Restaurants in Canada for 2019. The accolade comes from OpenTable, the world's leading provider of online restaurant reservations.

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In July, OpenTable released its list of unique local restaurants that allow diners to take in the best views while they travel this summer, drawing upon more than 500,000 reviews from more than 3,000 restaurants. They then narrowed the field by looking at establishments that offer breathtaking views of nature, cityscapes or travel-worthy landmarks with top scores in overall diner rating, total number of reviews and overall regional rating.

Bistro '67 was the only restaurant in Durham Region to make the list, and was one of 42 restaurants across Ontario selected. The resulting list highlights establishments that include everything from breathtaking mountain gorges to seaports off the east coast and everything in between. DC's field-to-fork-focused Bistro '67 boasts impressive views of the W. Galen Weston Centre for Food's (CFF) agricultural planting fields and gardens.

DC continues to support local autoworkers through transition

Minister of Labour, Training and Development, the Honourable Monte McNaughton announced the opening of the Unifor/GM Oshawa Action Centre, established in response to General Motors' (GM) announced closure of the Oshawa Assembly Plant. The centre is a resource for affected GM employees, offering employment guidance and job search support, referrals to service providers and access to computers and the internet.

As a proud member of our community, DC worked with GM, the provincial government and education partners, developing resources to support impacted auto-sector workers. Generously powered by TD Canada Trust (TD), a resource-filled, college-supported website provides these workers access to post-secondary and government information and offerings from regional partners and employers. The college seeks to connect those looking for work, with the right education and training solution and the right employer. Additionally, DC established a job portal specifically for GM employees affected by the changes.

DC's Oshawa campus also played host to a job fair for auto-sector employees. Sponsored and organized by GM, UNIFOR, and the Ontario Government, with sponsorship from TD, DC's event helped participants connect with 40 employers and community partners who were on hand to discuss employment and training opportunities.

Construction begins on DC's Whitby campus Phase IV expansion

In January, DC employees, students and members of the broader community gathered at the Whitby campus to celebrate the start of construction on its Phase IV expansion,   designed to shine a spotlight on skilled trades training, innovation and education.

"The college continuously hears from its partners that they need more skilled workers and would like new programs developed to focus on emerging industries," said Lovisa. "Yet in spite of our current efforts, the ability to keep up with the demand remains a challenge due to the physical space constraints

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at the Whitby campus. For example, the student population has increased by 130 per cent in the past 10 years."

Given the skilled labour shortage at the regional, provincial and national level, the timing of this new project could not be better. Colleges Ontario forecasts that over the next decade, the province will continue to experience a skilled labour shortage.

To address this demand, Phase IV will result in a 60,000 square-foot expansion, allowing DC to increase its student intake in Whitby by 700 to 750 over three to five years.

The following are some of its unique features:

- A double-height shop lab to address the specialized needs of both the mechanical and construction programs. Home to a two-storey building model, the lab will allow plumbing students to work underneath it while elevating devices students will be able to work in an easily accessible dual-level elevator shaft.
- Training labs with dedicated space and equipment for a range of post-secondary and apprenticeship programs.

A capital campaign is also underway to raise $10 million for this project. So far, the college has received just over $4 million in commitments, including a $1 million contribution from the Town of Whitby and $2 million from the Regional Municipality of Durham.

REDress Campus Campaign urges move from awareness to action

Awareness is building; now it is time for action.

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

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

The week began with the reveal of an installation of red dresses across the college's shared Oshawa campus, each dress symbolizing someone taken by the MMIWG2S crisis. In addition to the dress installation, daily events culminated with a memorial march and closing ceremony feast.

The campaign was inspired by Métis artist Jaime Black's, "The REDress Project", an aesthetic response to the MMIWG2S crisis. Black's work is now a permanent exhibit in the Canadian Museum for Human Rights. Much like Black's project, the red dresses installed across the Oshawa and Whitby campus and Pickering Learning Site, served as a visual reminder of the staggering number of MMIWG2S.

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DC Virtual Open House engages 2,300+ visitors in online experience

More than 2,300 prospective students and their families explored DC – 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 across 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.

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.

Developed in response to COVID-19's impact on the annual Spring Open House, one of DC's most popular events, the virtual edition came together quickly through the incredible efforts of employees from every corner of the college.

Sports shorts

- DC wins Canadian Collegiate Athletic Association (CCAA) Men's Soccer National Championship.
- DC wins Men's National Collegiate Baseball Championship.
- DC teams capture school record-setting seven championship medals in 2019-2020.
- A record seven DC teams were nationally ranked and four DC teams qualified for Nationals.
- The Men's Ruby team won the Ontario College Athletic Association's (OCAA) Gold Medal.
- The Men's Volleyball team won the OCAA Silver Medal.
- The Women's Softball team OCAA Silver Medal.
- The Women's Rugby team won the OCAA Silver Medal.
- The Men's Baseball team won the OCAA Silver Medal.
- There was a record-high number of intramural sports offered, as well as a record-high number of participants.
- A new Campus Rec Intramural Champions Wall was installed to recognize winning intramural participants.
- The DC Lords achieved a new college record with 48 student-athletes receiving provincial OCAA All Academic Award status by making the academic honour roll.
- Three DC Lords student athletes named National CCAA Academic All Canadians.
- DC hosted the 2019 CCAA Men's Soccer National Championship on campus welcoming the best college soccer teams from across the country. The event was recognized by the CCAA as one of the best hosted National Championships ever.

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A look ahead

Under the leadership of DC President Don Lovisa, whose contract has been extended for a fourth term, the college launched its new 2020-2023 Strategic Plan in May.

Guided by its new mission "Together, we are leading the way", the entire DC community will continue working together to drive innovation and growth in its programs, student experience, research and infrastructure.

As we consider the coming year, we know it will look very different from what employees and students are accustomed. The COVID-19 pandemic has caused us to revaluate how education is delivered however, keeping our students, employees and community safe while also continuing to offer the quality programs we are known for – whether that be online, in the classroom, or both – will remain our number one priority.

To learn more about the Strategic Plan and the college's intentions for the future, visit www.durhamcollege.ca/strategicplan.

Appendices

Members of the DC Board of Governors for 2019-2020 are:

- Ivan DeJong, chair of the Board
- Suzanne Beale
- Elizabeth Cowie
- Kevin Griffin, academic staff governor
- Kristi Honey
- Michele James, vice-chair of the Board
- Gail Johnson Morris
- Robert Lanc
- Bart Lucyk, support staff governor
- Debbie McKee Demczyk, administrative staff governor
- Kenneth Michalko
- Heather Quantrill
- Gary Rose
- Steve Stewart
- Vasu Sukhija, student governor
- Jim Wilson
- Don Lovisa, president

Durham College Leadership Team:

- Don Lovisa, president
- Dr. Elaine Popp, vice-president, Academic
- Meri Kim Oliver, vice-president, Student Affairs

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- Dr. Scott Blakey, chief administrative officer
- Barbara MacCheyne, chief financial officer

2019-2020 Business Plan Overview

Achieving the objectives outlined in the annual Business Plan each year is critical to the success of the college's three-year strategic plan. The Ontario Minister's Binding Policy Directive for Annual Reports requires each college to summarize the results of its Business Plan from the previous year in their annual report, in recognition of the importance of these objectives to post-secondary institutions.

The fiscal year, 2019-2020 marks a year of two stories. While the COVID-19 crisis occurred near the end of the year, causing classes to shift online and some initiatives to be put on hold, it was also an incredibly successful year for students and staff.

Highlights of DC's achievements are as follows:

Our students

- Launched two new programs:
    - Artificial Intelligence Analysis, Design and Implementation Graduate Certificate.
    - Carpentry and Renovation Technician Diploma.
- Supported internationalization of curriculum with new training opportunities such as the Hofstede program.
- The Ontario Post-secondary Access and Inclusion Program (OPAIP) conference was hosted at the Whitby campus with 16 colleges and universities in attendance.
- Opened the new Mixed Reality Capture Studio (MRC Studio) and hosted a grand opening ceremony supported by NSERC.
- Food service contract has been awarded to Chartwells through an RFP process.

Our people

- CAFÉ provided 172 training sessions focused on new teaching and learning technology such as DC Connect, ED Tech and multimedia – reaching over 450 participants.
- Developed new resources to support Indigenization efforts in curriculum, with several training modules provided to faculty and staff.

Our business

- The 2020-2023 Strategic Plan was developed and approved by the board of governors, introducing a new mission, vision and values to ensure DC continues to lead the way.
- The new Stellar Drive entrance to the Whitby campus was completed, providing new access for students, staff and patrons of Bistro 67'.
- Awarded two new international projects being: the Pacific Alliance Project, and the Skills to Access the Green Economy (SAGE) Program.

Our community

- More than a dozen students participated in the Community Justice HUB stream – offering legal aid services to the community.
- Eleven new AI projects initiated with new industry partners within the NSERC Innovation Enhancement portfolio. Forty-four students employed to deliver on these projects with industry partners.
- 1,000 OPG staff have been provided training through DC's Corporate Training Services (CTS) over the course of the year through several custom training courses.
- Successfully launched the GM/Unifor Action Centre online portal. Since September 2019, over 1,000 jobs within the GTA have been posted to the portal. DC hosted a career fair in which over 300 autoworkers attended.