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

Date: Wednesday, December 9, 2020, 6:00 p.m.

Location: GoToMeeting

When making decisions, the Board is encouraged to consider the College's values of collaboration, diversity & inclusion, excellence, innovation, integrity, respect, and social responsibility.

Pages

1.   **CALL TO ORDER**

2.   **INTRODUCTION OF GUESTS**

3.   **ADDITIONS/DELETIONS TO THE AGENDA**

4.   **CONFLICT OF INTEREST DECLARATIONS**

5.   **PRESENTATIONS**

   5.1.   Update on Operations - Durham College Students Inc.

   5.2.   Risk Management in a COVID-19 World - S. Smikle

   5.3.   Overview of the Process to Become a Designated Learning Institution and Plan for International Students - M. Marando & T. Bezruki

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.

9. DISCUSSION ITEMS

9.2.   New Program of Instruction: Supply Chain Management - Global - E.   65 - 97
        Popp & K. Baker

        <u>Recommendation</u>
        It is recommended to the Durham College Board of Governors:

        That in accordance with Report Number BOG-2020-74, the proposed
        Ontario College Graduate Certificate program of instruction listed below
        be approved:

        •Supply Chain Management - Global

9.3.   Government Relations Update - Fall 2020 - P. Garrett   98 - 101

        <u>Recommendation</u>
        It is recommended to the Durham College Board of Governors:

        That Report BOG-2020-81, providing an update on government relations
        activities, be received for information.

9.4.   Minutes of the Governance Review Committee of November 10, 2020 -   102 - 105
        J. Wilson

        <u>Recommendation</u>
        That the minutes from the Governance Review Committee meeting of
        November 10, 2020, be approved as read.

10.   UPCOMING EVENTS

   •   Help Fight Food Insecurity This Holiday Season by <u>Donating</u> to the
        Campus Food Drive Bursary

   •   Holiday Campus Closure - December 24, 2020 to January 3, 2021

11.   MOVE TO IN-CAMERA SESSION

12.   ADJOURNMENT

DURHAM COLLEGE

SUCCESS MATTERS

Durham College of Applied Arts and Technology
Public Meeting of the Board of Governors

DRAFT MINUTES

Date: Wednesday, October 14, 2020

Location: Via Video Conference (GoToMeeting)

Members Present: Michele James, Chair of the Board
                    Lisa Allen
                    Suzanne Beale
                    Elizabeth Cowie
                    Kelly Doyle
                    Kevin Griffin (joined the meeting at 6:02 p.m.)
                    Kristi Honey
                    Gail Johnson Morris
                    Robert Lanc
                    Don Lovisa
                    Bart Lucyk
                    Kenneth Michalko (joined the meeting at 6:06 p.m.)
                    Gary Rose
                    Jim Wilson

Members Absent: None.

Staff Present: Scott Blakey, Chief Administrative Officer
                    Linda Flynn, AVP, Office of Development and Alumni Affairs
                    Peter Garrett, Mgr., Strategic Reporting and Government Relations
                    Janse Tolmie, AVP, IT Services
                    Tara Koski, Dean, Students
                    Barbara MacCheyne, Chief Financial Officer
                    Elaine Popp, Vice-President, Academic
                    Melissa Pringle, Corporate and Board Secretary

Durham College of Applied Arts and Technology
Public Meeting of the Board of Governors

DRAFT MINUTES

1. Call to Order

With quorum present, the meeting was called to order at 6:01 p.m.

The Chair reminded the Board of the virtual meeting protocols.

2. Introduction of Guests

Governor Griffin joined the meeting.

The Chief Administrative Officer introduced the following guests:

- Marianne Marando, AVP, Academic (Enrolment & International Education)
- Jean Choi, Dean, Teaching, Learning and Program Quality, Centre for Academic and Faculty Enrichment
- Ralph Hofman, Associate Dean, School of Justice & Emergency Services
- Tanya Wakelin, Manager, E-Learning, Centre for Academic and Faculty Enrichment
- Amanda Cannon, faculty

3. Addition/Deletions to the Agenda

None.

4. Conflict of Interest Declarations

None.

5. Presentations

5.1.   Amanda Cannon (faculty) and Tanya Wakelin (CAFE) to talk about the transition to remote delivery and to share some of the tech tools and supports that are available to faculty

Governor Michalko joined the meeting.

Amanda Cannon provided an overview of how she successfully transitioned her Fire Services Communications course to an online format. Also, Tanya Wakelin provided an overview of the remote delivery tools and supports available to faculty and highlighted some usage statistics.

The Board questioned Tanya Wakelin.

6. Chair's Report

The Board Chair:

6.1.   Reminded the Board of the importance of maintaining the confidentiality of Board materials and discussions as well as the importance of declaring a conflict of interest when necessary.

6.2.   Reminded the Board to dispose of in-camera materials securely, preferably by shredding.

6.3.   Reminded the Board to RSVP for the virtual Hail and Farewell event on November 18.

6.4.   Asked for volunteers to form the 2021 Retreat Planning Committee. Governors Doyle, Cowie, Johnson Morris, and Lanc volunteered.

7. Co-Populous Governors' Report

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

- At the last board meeting, a new program proposal (BA in Science) was considered. The program aims to enrich skills in math, software design, and programming. The program is expected to launch in fall 2021 and will include a co-op option.

- A reverse career fair will be held the week of October 13, where students from different faculties will participate in virtual sessions hosted by employers.

- Ontario Tech held a virtual open house with approximately 1000 people attending.

- Langis Roy was appointed as the interim deputy provost.

- Ontario Tech will be the project lead on "Project Arrow", a project to build a zero-emissions car in Canada.

8. Consent Agenda

Moved by Governor Wilson
Seconded by Governor Rose
"That all items listed under the heading of consent agenda be adopted as recommended, except Item 8.4, "Report of the Governance Review Committee – September 16, 2020". CARRIED

8.1. Approval of the Public Minutes of the Board of Governors Meeting of June 3, 2020

   That the public minutes of the Board of Governors meeting of June 3, 2020, be approved as read.

8.2. Approval of the Public Minutes of the Board of Governors Meeting of September 23, 2020

   That the public minutes of the Board of Governors meeting of September 23, 2020, be approved as read.

8.3. President's Report – June to October 2020

   That Report BOG-2020-60, highlighting the President's activities from June to October 2020, be received for information.

8.5 Program Advisory Committees Semi-Annual Report (October 2020)

   That Report BOG-2020-73, providing the Program Advisory Committees semi-annual report for October 2020, be received for information.

Item Pulled from Consent Agenda

8.4. Report of the Governance Review Committee – September 16, 2020

   The Board questioned whether the concerns around voting procedures were addressed in the review of By-law No. 1 and questioned if electronic polling was considered.

In response to questions, the Corporate and Board Secretary advised there was no referral to the Governance Review Committee to consider electronic polling, but that the voting procedures were simplified and amended to eliminate the requirement for recorded votes during a virtual meeting.

Moved by Governor Wilson
Seconded by Governor Rose
"That all actions taken at the September 16, 2020, meeting of the Governance Review Committee, be adopted as recommended, and the minutes be approved as read." CARRIED

9. Discussion Items

9.1. Domestic and International Enrolment Update – Fall 2020

The AVP, Enrolment and International Education provided an update on enrolment for fall 2020, noting total enrolment as of day 10 of classes was 10,719 students (including new and returning international and domestic students), representing a 9.3% decline versus fall 2019.

The Board questioned President Lovisa and the AVP, Enrolment and International Education.

Moved by Governor Michalko
Seconded by Governor Lucyk
"That Report BOG-2020-68, providing an enrolment update for Fall 2020 at day 10 of classes, be received for information." CARRIED

9.2. Approval for Permanent Program Suspension: Web Applications for Mobile Computing

The Vice-President, Academic, presented an overview of the internal program development and program suspension process.

The Dean, Teaching, Learning and Program Quality, Centre for Academic and Faculty Enrichment reported a lack of interest in the program despite various marketing attempts was the rationale for the permanent suspension of the Web Applications for Mobile Computing program.

Governor Doyle left the meeting.

Governor Cowie left and temporarily rejoined the meeting.

>Moved by Governor Lanc
>Seconded by Governor Johnson Morris
>"That in accordance with Report BOG-2020-71, the following program be permanently suspended, effective Winter 2021:
>
>Web Applications for Mobile Computing, MTCU 70516/DURH01209."
>CARRIED

9.3.   First Business Plan Update for 2020-2021

The Chair reminded Governors about the importance of the business plan and how it is used by the Ministry for government planning and policy-making purposes.

President Lovisa presented the first business plan update for 2020-2021 and highlighted that of the 118 actions, the majority are tracking well for completion, with fourteen items completed to date. Because of COVID-19, many actions are on hold, delayed, or at-risk, more so than in previous years. Additionally, President Lovisa shared various highlights and successes from the business plan scorecard.

Governor Doyle rejoined the meeting.

The Board questioned President Lovisa regarding the key items at risk. In response to questions, President Lovisa advised that most items at risk are deliverables that involve third-parties, such as community members or employers. Further, the Board questioned President Lovisa about the actions on hold related to the health and wellness of employees and expressed concern about the mental health of students and employees.

Moved by Governor Honey
Seconded by Governor Griffin
"That Report BOG-2020-72, providing the first update on the 2020-2021 Business Plan, be received for information." CARRIED

10. **Upcoming Events**

The Chair highlighted the following events:

- Grad Sign Pick-Up Events – October 21 (Oshawa), October 22 (Whitby)

- Hail and Farewell Virtual Celebration – Wednesday, November 18

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

The Board recessed at 7:15 p.m. and reconvened in-camera at 7:22 p.m.

The Board rose from the in-camera session at 8:00 p.m.

During the in-camera session, the Board discussed recommendations from its Standing Committees and reflected on its recent Board strategy day.

12. **Adjournment**

With no further business, the meeting ended at 8:00 p.m.

DURHAM COLLEGE STUDENTS INC.

Financial Statements

Year Ended April 30, 2020

Preparer HLC 9/29/20	Reviewer MEH 10/30/20	Partner	-
-	-	Scanned	Published

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Page

Draft for discussion purposes only

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INDEPENDENT AUDITOR'S REPORT

To the Members of Durham College Students Inc.

Opinion

We have audited the financial statements of Durham College Students Inc. (the Organization), which comprise the statement of financial position as at April 30, 2020, and the statements of operations, changes in fund balances and cash flow for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Organization as at April 30, 2020, and the results of its operations and its cash flow for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the Organization in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with those requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian accounting standards for not-for-profit organizations, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Organization's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless management either intends to liquidate the Organization or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Organization's financial reporting process.

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Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements. As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control.

- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Organization's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Organization to cease to continue as a going concern.

- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Courtice, Ontario

Baker Tilly KDN LLP
Chartered Professional Accountants
Licensed Public Accountants

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	2020	2019
Assets		
Current		
Cash	$ **5,974,983**	$ 3,516,430
Short-term investments *(Note 3)*	**551,156**	550,450
Accounts receivable	**-**	44,269
Prepaid expenses	**194,080**	156,284
Due from Durham College *(Note 4)*	**178,565**	30,694
	6,898,784	4,298,127
Tangible capital assets *(Note 5)*	**66,774**	27,120
	$ **6,965,558**	$ 4,325,247
Liabilities		
Current		
Accounts payable	$ **331,999**	$ 201,477
Government remittances payable	**29,065**	-
Insurance contract liability *(Note 6)*	**133,397**	118,050
Deferred revenue *(Note 7)*	**1,230,316**	269,485
	1,724,777	589,012
Net assets		
Unrestricted	**2,871,298**	3,213,811
Invested in capital assets	**66,774**	27,120
Health fund - internally restricted	**1,552,709**	495,304
Building fund - internally restricted	**750,000**	-
	5,240,781	3,736,235
	$ **6,965,558**	$ 4,325,247

Approved on behalf of the Board

_____ *Director*

_____ *Director*

Printed: November 13, 2020 11:08 AM   **Prep** _____ **Added** _____ **Approved** _____

The accompanying notes are an integral part of these financial statements

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	2020	2019
Membership and other revenue		
Health fees *(Note 6)*	$ **3,329,010**	$ 2,824,935
Student fees *(Note 8)*	**1,983,186**	2,295,667
Other income	**92,644**	10,651
	5,404,840	5,131,253
Expenses		
Health expenses *(Note 6)*	**2,180,448**	2,275,266
Wages and benefits *(Note 9)*	**946,190**	790,214
Campus life	**198,207**	116,585
Occupancy expense	**157,518**	157,520
Administrative	**98,645**	65,976
Outreach services	**94,766**	16,893
Marketing and communication	**83,802**	64,416
Professional fees	**42,375**	102,933
Amortization	**32,927**	19,626
Governance	**30,881**	74,153
Riot radio	**22,722**	17,830
Clubs & Societies	**11,812**	6,112
	3,900,293	3,707,524
Excess of revenue over expenses from operations	**1,504,547**	1,423,729
Net effect of a restructuring transaction	**-**	42,987
Excess of revenue over expenses	$ **1,504,547**	$ 1,466,716

	2020	2019
Unrestricted fund		
Opening balance	$ 3,213,811	$ 2,195,795
Excess of revenue over expenses	1,504,547	1,466,716
Transfer (to) from capital asset fund	(39,655)	16,289
Transfer to health fund *(Note 6)*	(1,057,405)	(464,989)
Transfer to building reserve fund	(750,000)	-
Balance, end of year	$ 2,871,298	$ 3,213,811
Invested in capital assets		
Opening balance	$ 27,120	$ 43,409
Purchase of capital assets	72,581	3,337
Amortization for the year	(32,927)	(19,626)
Balance, end of year	$ 66,774	$ 27,120
Health fund		
Opening balance	$ 495,304	$ 30,315
Excess of revenue over expenses of the health fund *(Note 6)*	1,057,405	464,989
Balance, end of year	$ 1,552,709	$ 495,304
Building fund		
Transfer from unrestricted	$ 750,000	$ -

Printed: November 13, 2020 11:08 AM   **Prep** _____ **Added** _____ **Approved** _____

The accompanying notes are an integral part of these financial statements

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	2020	2019
Operating activities		
Excess of revenue over expenses	$ **1,504,547**	$ 1,466,716
Items not affecting cash:		
Amortization	**32,927**	19,626
Re-invested of interest income	**(706)**	(451)
	1,536,768	1,485,891
Changes in non-cash working capital:		
Accounts receivable	**44,269**	(44,269)
Prepaid expenses	**(37,796)**	(21,420)
Due from Durham College	**(147,871)**	25,248
Accounts payable	**130,521**	110,651
Government remittances payable	**29,065**	-
Insurance contract liability	**15,347**	118,050
Deferred revenue	**960,831**	45,270
	994,366	233,530
	2,531,134	1,719,421
Investing activities		
Purchase of capital assets	**(72,581)**	(3,337)
Re-investment of interest income	**-**	-
	(72,581)	(3,337)
Increase in cash and cash equivalents	**2,458,553**	1,716,084
Cash and cash equivalents - beginning of year	**3,516,430**	1,800,346
Cash and cash equivalents - end of year	$ **5,974,983**	$ 3,516,430

1.   Nature of the Organization

Durham College Students Inc. (the "Organization") was incorporated on July 10, 2017 without share capital and operates as a not-for-profit organization that is tax exempt under the Income Tax Act. The Organization is a service-based association that puts Durham College students' needs at the forefront, and provides quality campus engagement for every full-time student.

2.   Summary of significant accounting policies

Basis of presentation

The financial statements were prepared in accordance with Canadian accounting standards for not-for-profit organizations (ASNFPO).

Changes in accounting standards

During the year, the Organization adopted section 4433 of the CPA Canada Handbook: Tangible Capital Assets Held by Not-For-Profit Organizations. Section 4433 replaces section 4431 of the same name. The main changes from Section 4431 include: the requirement that tangible capital assets are written down to fair value or replacement cost to reflect partial impairments when conditions indicate that the assets no longer contribute to an organization's ability to provide goods and services, or that the value of future economic benefits or service potential associated with the tangible capital assets are less than their net carrying amount. The adoption of this standard did not have an impact on the Organization's financial statements.

Short-term investments

Short-term investments purchased with maturity of three months or more, but less than a year are classified as short-term investments

Tangible capital assets

Tangible capital assets are stated at cost or deemed cost less accumulated amortization and are amortized over their estimated useful lives at the following rates and methods:

Computer equipment	3 years	straight-line method
Furniture and fixtures	3 years	straight-line method
Leasehold improvements	5 years	straight-line method

Tangible capital assets are reviewed for impairment whenever events or conditions indicate that the assets no longer contribute to the Organization's ability to provide services for that the service potential of the assets are less than their net carrying amount. When conditions indicate that a capital asset is impaired, the net carrying amount of the asset is written down to the asset's fair value or replacement cost.

Tangible capital assets acquired during the year but not placed into use are not amortized until they are placed into use.

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2.   Summary of significant accounting policies *(continued)*

Revenue recognition

Durham College Students Inc. follows the deferral method of accounting for contributions.

Unrestricted contributions for student fees are recognized as revenue when received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured.

Unrestricted contributions for health fees are recognized as revenue when received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured. Student health insurance premiums provide coverage for students on an annual basis ending August 31. Deferred revenue includes the portion of fall and winter student health fees revenue for the period of coverage May to August of the following year.

All other revenue is recognized as revenue when received or receivable, if the amount can reasonably estimated and collection is reasonably assured.

Health Fund

The Health Fund is funded by the excess of health fund revenues over expenditures from student health insurance plan and supports the Organization's initiatives that relate to the health and well-being of students.

Building Fund

The Building Fund accounts for funds to be used towards the future purchase of space for the Organization.

Contributed services

The operations of the Organization depend on both the contribution of time by volunteers and donated materials from various sources. The fair value of donated materials and services cannot be reasonably determined and are therefore not reflected in these financial statements.

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2. Summary of significant accounting policies *(continued)*

Measurement uncertainty

The preparation of financial statements in conformity with Canadian accounting standards for not-for-profit organizations requires management to make estimates and assumptions that affect the reported amount of assets and liabilities, disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the period. Estimates are used when accounting for items and matters such as allowance for uncollectible accounts receivable, amortization, asset valuations, deferred revenue and provisions for liabilities of uncertain timing. Actual results could differ from these estimates.

On March 11, 2020, the World Health Organization categorized COVID-19 as a pandemic. The potential economic effects within the Organization's environment and in the global markets, possible disruption in supply chains, and measures being introduced at various levels of government to curtail the spread of the virus (such as travel restrictions, closures of non-essential municipal and private operations, imposition of quarantines and social distancing) could have a material impact on the Organization's operations. The extent of the impact of this outbreak and related containment measures on Organization's operations cannot be reliably estimated at this time.

As an emerging risk, the duration and full financial effect of the COVID-19 pandemic is unknown at this time, as is the efficacy of the government and central bank interventions, and other mitigating measures. Any estimate of the length and severity of these developments is therefore subject to significant uncertainty, and accordingly estimates of the extent to which the COVID-19 pandemic may materially and adversely affect the Organization's operations, financial results and condition in future periods are also subject to significant uncertainty. Therefore, uncertainty about judgments, estimates, and assumptions made by management during the preparation of the Organization's financial statements related to potential impacts of the COVID-19 outbreak on revenue, expenses, assets, liabilities, and note disclosures could result in a material adjustment to the carrying value of the asset or liability affected.

The Organization has taken the following actions in response to the pandemic:

- Temporary work from home arrangements for employees;

- Temporarily suspending all in-person events; and

- Applying for all grants and subsidies the Organization is eligible for.

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2. Summary of significant accounting policies *(continued)*

Financial instruments

The Organization initially measures its financial assets and financial liabilities at fair value, except for certain non-arm's length transactions. The Organization subsequently measures all its financial assets and financial liabilities at amortized cost, except for investments that are quoted in an active market, which are measured at fair value. Changes in fair value are recognized in excess of revenue over expenditures.

Financial assets measured at amortized cost include cash, short-term investments and amounts due from Durham College.

Financial liabilities measured at amortized cost include accounts payable and insurance contract liability.

Financial assets measured at cost are tested for impairment when there are indicators of impairment.

The amount of the write-down is recognized in excess of revenue over expenditures. The previously recognized impairment loss may be reversed to the extent of the improvement, directly or by adjusting the allowance account, provided it is no greater than the amount that would have been reported at the date of the reversal had the impairment not been recognized previously. The amount of the reversal is recognized in excess of revenue over expenditures.

The Organization recognizes its transaction costs in excess of revenue over expenditure in the period incurred. However, financial instruments that will not be subsequently measured at fair value are adjusted by the transaction costs that are directly attributable to their origination, issuance or assumption

3. Short-term investments

Short-term investments consists of two non-redeemable guaranteed investment certificates ("GIC") that have annual interest rates of 1.45% and 1.00%. The GICs mature October 2020 and April 2021, respectively.

4. Related party transactions

The Organization is governed by a board of directors consisting of student representatives from Durham College.

In 2017, the Organization entered into an operating agreement with Durham College. Under this agreement, Durham College is responsible to collect certain ancillary fees from students, which include; a Student Activity fee comprising the membership fee collected from the Organization's members, the levy collected to support the day-to-day operations of the Organization and the Riot Radio fee, and student health and dental fees, which are then remitted to the Organization. No further ancillary student fees collected by Durham College are remitted to the Organization. A new agreement was signed May 1, 2019 with substantially similar terms for the year ending April 30, 2020.

On October 16, 2017, the Organization entered into an rental agreement with Durham College for space in Student Centre building. The Organization has agreed to pay annual rent, including HST, of $157,519 to Durham College in equal monthly installments until August 31, 2020. This agreement has a one year renewal term at the end of the lease.

The operations of the Organization depend on the contribution of services from Durham College. The fair value of the services cannot be reasonably determined and are therefore not reflected in these financial statements.

These transactions are in the normal course of operations and are measured at the exchange amount, which is the amount of consideration established and agreed to by the related parties.

The amount due from Durham College is non-interest bearing and has no specific terms of repayment.

5. Tangible capital assets

	Cost	Accumulated amortization	**2020 Net book value**	2019 Net book value
Computer equipment	$ 12,195	$ 7,870	**$ 4,325**	$ 5,688
Furniture and fixtures	33,532	26,180	**7,352**	16,902
Leasehold improvements	81,224	26,127	**55,097**	4,530
	$ 126,951	$ 60,177	**$ 66,774**	$ 27,120

6.   Health fund and related disbursements

All full-time Durham College students are required to pay for health and dental insurance as part of the base student fees. Students can opt-out of these plans if they have alternative coverage.

On September 1, 2018, the Organization began to self-insure the health and dental plan. All annual surpluses are invested in the health fund reserve. The Organization is liable for health and dental claims made by students for the lesser of one year after the service date of the claim or 90 days after coverage terminates. A provision has been made in the amount of $133,397 for claims incurred to April 30, 2020 but not yet reported using applicable industry rates.

In order to mitigate risk, the Organization pays an annual stop loss premium for the health plan based on projected future claims. The Organization is insured for claims that exceed 120% of the projected future claims. The Organization reviews the health fund reserve semi-annually to ensure a minimum reserve amount of 20% of projected claims not covered by the stop loss insurance.

The Organization entered into an agreement with an insurance consulting company to provide program management services with respect to the student health and dental plan. If terminated without cause,   the contract requires the Organization to pay a fee equivalent to program management fees for a full policy year based on the current years enrolment. The agreement is effective until August 31, 2020 with an option for a one year extension.

	2020	2019
Revenue		
Student health levy (net of opt-out)	$ 3,329,010	$ 2,824,935
Expenses		
Claims	1,704,262	1,087,975
Health Plan Premiums	305,308	992,548
Program Management Fees	170,878	194,743
	2,180,448	2,275,266
Health - wages, salaries and benefits	91,157	78,125
Excess of revenue over expenses of the health fund	$ 1,057,405	$ 471,544

7.   Deferred revenue

	2020	2019
Opening balance	$ 269,485	$ 224,215
Funds received, health (net of opt-out)	4,289,841	2,870,205
Funds earned in the year	(3,329,010)	(2,824,935)
Total deferred revenue	$ 1,230,316	$ 269,485

8. Student fees

		2020		2019
Operations	$	**1,084,072**	$	1,303,577
Student Centre		**768,291**		839,956
Riot Radio		**130,823**		152,134
	$	**1,983,186**	$	2,295,667

9. Wages and benefits

		2020		2019
Outreach	$	**362,518**	$	305,075
Club and Societies		**152,311**		75,242
Riot Radio		**123,713**		146,586
Health		**91,157**		78,125
Management		**60,206**		40,975
Marketing		**55,450**		104,921
Campus life		**42,352**		-
Executive		**36,808**		32,542
Legal Aid		**21,675**		6,748
	$	**946,190**	$	790,214

Management and administrative compensation totalling $320,000 (2019 - $204,000), was allocated to various functions based on time spent.

10. Commitment

To support Durham College students financially impacted by the pandemic, the Organization has partnered with Durham College to offer bursaries to students in need, up to $250,000. Durham College will assess financial eligibility, administer the funds to students and invoice the Organization for bursaries granted. There were no bursaries granted during the year ended April 30, 2020.

11. Contingent liabilities

On October 28, 2018, a lawsuit was initiated against the Organization by former employees alleging wrongful dismissal. The claim is for $450,000 plus legal costs. The likelihood of the claim being successful is not known. The Organization has filed a statement of defence and it is the intention of the Organization to aggressively defend this lawsuit.

12. Financial instruments

The Organization is exposed to various risks through its financial instruments and has a comprehensive risk management framework to monitor, evaluate and manage these risks. The following analysis provides information about the Organization's risk exposure and concentration as of April 30, 2020.

Credit risk

Credit risk arises from the potential that a counter party will fail to perform its obligations. As the cash balance and short-term investments are held with a major Canadian financial institution there is a concentration of credit risk with one bank in Canada. The risk is managed by using a major bank that is a high credit quality financial institution as determined by rating agencies. The carrying amount of cash and short-term investments included on the statement of financial position represent the maximum credit exposure. The Organization is not exposed to significant credit risk related to accounts receivable as these are primarily due from Durham College and expect to be collected in full.

Interest rate risk

The guaranteed investment certificates included in short-term investments bear interest at a fixed rate of interest and as such is subject to interest rate price risk resulting from changes in fair value from market fluctuations in interest rates. The Organization manages this risk through investing in fixed-rate securities of short to medium term maturity and plans to hold the securities to maturity. The exposure to this risk increased primarily due to interest rate volatility caused by the COVID-19 pandemic.

Unless otherwise noted, it is management's opinion that the Organization is not exposed to significant other price risks arising from these financial instruments.

The risk assessment has been updated from the prior period for the impact of COVID-19.

13. Comparative figures

Some of the comparative figures have been reclassified to conform to the current year's presentation. The changes do not affect prior year excess of revenue over expenses.

Durham College Students Inc.

MASTER BUDGET FOR 2020/2021

	TOTAL
	BUDGET 2020/21
TOTAL REVENUE	5,168,075
LESS: EXPENSES	
Total Health Related Expenses	2,983,470
Total Governance Expenses	101,450
Total Member Services Expenses	60,328
Total Building/Student Centre Expenses	752,921
Total Locker Services Expenses	53,000
Total Management and Administrative Expenses	146,100
Total Membership Health & Wellness Expenses	500,711
Total Riot Radio Expenses	152,240
Total DCSI Clubs Expenses	142,143
Total DCSI Societies Expenses	141,712
Total Events Expenses	134,000
TOTAL EXPENSE	5,168,075
NET SURPLUS (DEFICIT)	-

Public Report

Report Number: BOG-2020-76

To: Board of Governors

From: Don Lovisa, President

Date of Report: December 3, 2020

Date of Meeting: December 9, 2020

Subject: President's Report – October to December 2020

Purpose

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

1.   Our Students

DC approved to welcome international students to Canada

Durham College (DC) is thrilled to be one of the first Ontario colleges approved by the Canadian government to accept international students. This means international students not currently in Canada who have an approved study permit and are registered with DC can now travel to start or continue their studies with us.

Designated learning institutions (DLI) across the country are required to have a COVID-19 readiness plan approved by their province that protects the health and safety of all students, employees and their surrounding community.

International students who meet the requirements may be able to travel to Canada effective immediately and must quarantine upon arrival per the Government of Canada's regulations. During quarantine students must follow a number of requirements including staying in quarantine accommodation for at least 14 days, remaining isolated (no visitors) and arranging for necessities to be delivered to them.

We look forward to welcoming our international students to DC!

DC civil engineering students team up with Confederation College peers for unique hands-on experience

Innovation in the classroom is the key to preparing students for the workforce. This fall, civil engineering students from DC and Confederation College in Thunder Bay are taking part in a unique experiential learning opportunity that mimics a real-world industry scenario for their AutoCAD and hand drafting courses.

The exercise will task students from Confederation College with hand drafting an object located on their campus and communicating the information required virtually for DC students to create a final engineered design in AutoCAD. Students must tap into the skills learned in their respective drafting and communication courses to ensure project success. As they would in the working world, students will leverage collaborative digital technologies, including email, SharePoint, Google Docs, Zoom and MS Teams to develop blueprints that accurately reflect the object and original hand-drawn design.

"This project echoes real life project situations from both a technical and management perspective and is a great example of how our students learn by doing," says M. Minelli, program co-ordinator for the Civil Engineering Technician and Civil Engineering Technology programs. "During a construction project life cycle there are many occasions where the project execution team is on site and the project design team is not, and they need to communicate through technical writing and drawings to solve problems that arise with site conditions or where value engineering takes place in the field."

This is the second collaboration between DC and Confederation College, and is just one of many innovative hands-on learning opportunities that make DC a leader in transformative education.

DC's Addictions and Mental Health graduate certificate recognized by Canadian Addiction Counsellors Certification Federation

DC is proud to announce that its Addictions and Mental Health graduate certificate program has been officially accredited by the Canadian Addiction Counsellors Certification Federation (CACCF) as approved formal education for CACCF certifications.

This recognition will allow DC students to qualify as an Associate Addictions Counsellor (AAC) through the CACCF upon completion of their program, giving students an added edge as they prepare to enter the workforce.

Graduates will also qualify to work towards other CACCF certifications, including the Certified Canadian Addictions Counsellor, which, in addition to their graduate certificate from DC, requires time in the field and supervised clinical training.

The CACCF is a not for profit organization that promotes, certifies and monitors the competency of addiction-specific counsellors in Canada. It is internationally recognized as the gold standard provider in addiction credentialing both in Canada and on the International stage, and the certifications CACCF issues along with their professional conduct review process provide public protection for counsellors, employers, regulatory agencies, clients and their families.

DC Lords Esports Rocket League team win NECC championship

The DC Lords Varsity Esports team earned their first championship win after the Rocket League squad captured the New England Collegiate Conference (NECC) championship on November 22.

After winning their regular season finale, the Lords completed a perfect 6-0 regular season run in NECC competition, entering the post-season as the number two seed overall. From there, DC dominated their first-round match before knocking off another team in an exciting championship final.

"I believe this is the standard we have set for ourselves moving forward with the overall tone of our program," said Lords esports general manager Bill Ai. "An amazing start to the inaugural season for the NECC and we will look to continue to produce results of this caliber into next year when we defend our championship in the spring."

The Lords Rocket League squad is made up of Conner McGlennan, Dallas Smith, Drew Fairbrother and Jared Greenwood.

"I'm really proud of the work Jared, Conner, Dallas, and Drew put in this season to win the NECC championship," noted Rocket League team coach and manager Ben Bramly. "Through countless hours of practice, scrimmages, and games they showed consistent improvement throughout the season. I can't wait to see what more they can achieve as they continue to play together and build themselves as a team."

The NECC match was only one of two championship matches the team competed in on November 22. The Rocket League team also made it to the Unified Collegiate Esports Association (UCEA) final. However, the Lords fell in the gold medal round.

PlayVS action also continued for the Rocket League team, adding wins over three teams to their record, before dropping their most recent match ahead of the post-season.

Finally, the team earned two more wins in CSL Esports competition heading into the winter break, resuming regular season matches in the new year.

2.   Our People

DC professor Edward Logan receives Minister of Colleges and Universities' Award of Excellence

DC is pleased to share that Edward Logan, a professor in DC's post-secondary and apprenticeship plumbing programs, has received a Minister of Colleges and Universities' Award of Excellence for his dedication to the local community, his students and the broader post-secondary sector during the COVID-19 pandemic.

Nominated by Dr. Rebecca Milburn, executive dean of the School of Skilled Trades, Apprenticeship and Renewable Technology, Edward demonstrated his Ontario spirit when the pandemic forced DC to close its campuses, by organizing two national virtual Community of Practice (CoP) events for plumbers and skilled trades faculty.

Created with the goals of bringing educators together, making the online experience better for students, forging new relationships, and sharing best practices for online delivery, each CoP saw professors from across Canada and the United States come together to share ideas, best practices, and further examine their roles as educators. Given the initial success of the sessions, there are plans to continue in the future.

DC is incredibly proud of Edward and wishes to extend its congratulations on his achievement. His commitment to his trade, his students and post-secondary education are shining examples of the college's new mission in action – together we're leading the way.

Developed to honour the work being done by professors and instructors at Ontario's publicly-assisted, Indigenous and private post-secondary institutions during COVID-19, the Minister of Colleges and Universities' Awards of Excellence celebrate the incredible work of professors and instructors on campus, in the community and beyond.

A second DC faculty member receives a Minister of Colleges and Universities' Award of Excellence

DC is pleased to share that Chris Daniel, a professor in Durham College's (DC) Mechanical Engineering Technology program and faculty advisor with DC's FastStart entrepreneurship team, has received a Minister of Colleges and Universities' Award of Excellence for his dedication to the local community, his students and the broader post-secondary sector during the COVID-19 pandemic.
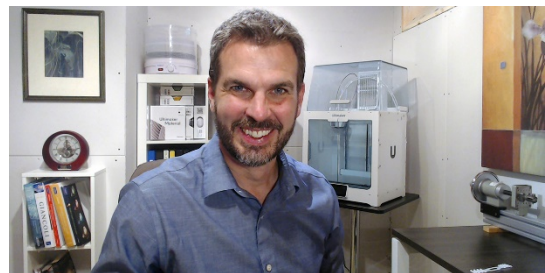
Nominated by Michelle Hutt, executive dean of the School of Science & Engineering Technology, Chris demonstrated his Ontario spirit when the pandemic struck by spearheading a team of 65 college students, employees, alumni and community members, who used 3D printers to create the frames for PPE face shields used by healthcare workers on the frontlines battling COVID-19.

At the height of production, 83 rapid prototyping machines were running across Durham Region and a GoFundMe page was established, which ultimately raised $15,918.32.   In total, Chris' 3D printing team produced 6,350 face shield headbands, as well as 32,700 ear savers. In addition, a $441.66 donation was made to the Lakeridge Health Foundation.

3.   Our Work

Durham College's Bistro '67 is awarded the Safe Travels Stamp

DC's teaching-inspired restaurant Bistro '67 is pleased to announce it has been awarded the Safe Travels Stamp.

Administered by the World Travel & Tourism Council (WTTC), in conjunction with industry partners including the Tourism Industry Association of Ontario (TIAO), the Safe Travels Stamp is an international symbol that allows travellers to recognize governments and companies around the world that have adopted health and hygiene global standardized protocols.

Focusing on four pillars – operational and staff preparedness, ensuring a safe experience, rebuilding trust and confidence, and implementing enabling policies – the protocols were developed based on local regulations, World Health Organization and US Centres for Disease Control and Prevention guidelines, and input from leading hospitality groups. By implementing the protocols and receiving the Safe Travels Stamp, restaurants around the world are demonstrating they are upholding the highest standards of health and safety.

For those looking to support local businesses during these unprecedented times, Bistro '67 is an excellent option. The restaurant offers guests a memorable field-to-fork dining experience within DC's multiple award-winning W. Galen Weston Centre for Food (Weston Centre).

Meals are prepared using fresh ingredients from the Weston Centre's own gardens and other local suppliers from across Durham Region, which is very fitting considering the theme for this year's World Tourism Day is Tourism and Rural Development, in celebration of driving economic development and providing opportunities outside of big cities.

In bringing community, local agriculture and learning together, Bistro '67 champions rural growth and encourages people to view local food production in a new light. It is also a 3 Star Certified Green Restaurant, holds a Feast ON designation in recognition of its use of local food and beverage options, and was named one of Open Table's 100 most scenic restaurants in Canada in 2019.

DC, Ontario Tech University and Loyalist College receive $757,143 investment from the Ontario government for Auto Stream program

DC is pleased to share that the Career Ready Fund (CRF) Auto Stream program, a collaboration between DC, Ontario Tech University and Loyalist College, recently received a $757,143 investment from the Ontario government.

Announced last week, the funding is part of a larger investment from the Ontario government of $37 million province-wide to help people in Ontario train for jobs in the automotive, transportation and construction sectors, helping thousands of job seekers get the skills they need to become job ready.

Through the CRF Auto Stream program, organizations looking for talent in numerous disciplines, including electrical, mechanical and software engineering; accounting; human resources; marketing; and nursing, or for skilled trade apprentices and technologists, will receive $3,000 for each student placement that lasts anywhere from 10 weeks to four months.

This funding will count towards either the hiring of new graduates and apprentices and/or co-operative education students and can be provided retroactively to hires dating back to April 1, 2020. Higher amounts per placement will apply for participants with one or more disability. The CRF can be stacked with federal funding to reduce employment costs by up to 100% and can access incentives to support up to 12 candidates per business.

During the announcement, the Ontario government also committed $121,847 to develop and implement Jobsite Readiness Micro-credentials in DC's Centre for Professional and Part-time Learning. This program will prepare underrepresented individuals (primarily unemployed youth) in Durham Region for success in entry-level jobs in the construction industry.

4. Our Community

DC Virtual Open House engages more than 1,300 visitors in online experience

On November 14, more than 1,300 prospective students and their families logged onto their computers, laptops, phones and tablets to digitally experience Durham College (DC) during its Fall Virtual Open House.

During live information sessions about the college's more than 140 career-focused programs, attendees had the opportunity to ask faculty and students questions in real time. There were also virtual sessions focused on student support, financial aid, admissions, and more.

Guests were also able to watch videos and take virtual tours of campus spaces, including learning environments, residences and wellness facilities, as well as having the chance to enter to win a $1,000 tuition credit.

In total more than 6,200 webpage views on the event website were recorded on Saturday, from 34 countries around the globe, including India, Brazil and Nigeria.

DC names Global Classroom in honour of local Rotary Clubs

DC is pleased to announce the re-naming of its Global Classroom. Inspired by Rotary's international efforts to promote peace, fight disease, support education and combat poverty, and in honour of local Clubs' financial support, the space will now be known as Rotary Global Classroom.

The newly named Rotary Global Classroom is used by faculty to expose students to international perspectives. The only one of its kind at an Ontario college, the facility connects students and thought leaders from around the world in real-time to discuss issues of importance and to collaborate on solutions by sharing knowledge and skills. In addition to hosting The Global Class, a course founded by DC professor Lon Appleby dedicated to expanding students' understanding of world issues, the space is also used for student presentations and competitions, conferences, and collaborations with the community, such as the recent Rotary World Polio Day event.

The Rotary Global Classroom is a landmark feature of DC's new Centre for Collaborative Education (CFCE). Located at the Oshawa campus, construction of the CFCE was funded in part through the Building Something Amazing Campaign and was supported by a collective fundraising campaign involving all 10 Rotary Clubs in Durham Region and the Rotary Club of Port Hope.

DC is delighted that all Durham Region Rotary Clubs and the Rotary Club of Port Hope chose to participate and gratefully acknowledges the efforts of past Rotary Club presidents Dave Andrews (Oshawa-Parkwood), Ron Dick (Oshawa) and Ken Hurst (Ajax) who spearheaded the donation initiative to support the Building Something Amazing campaign.

Public Report

Report Number: BOG-2020-77

To: Board of Governors

From: Melissa Pringle, Corporate and Board Secretary

Date of Report: November 13, 2020

Date of Meeting: December 9, 2020

Subject: Post-Election Report for the 2020-2021 Student Governor Election

1. Purpose

The purpose of this report is to comply with By-law No. 4 (s. 18) which requires the Chief Returning Officer to provide a post-election report identifying all candidates, the total number of votes received for each candidate, the number of invalid votes, and the total number of votes to a public meeting of the Board of Governors.

2. Recommendation

It is recommended to the Durham College Board of Governors:

1. That Report BOG-2020-77 providing the post-election report for the 2020-2021 student staff governor election, be received for information; and,

2. That the results of the student governor election be ratified, and Christine Kozminski be confirmed as student governor for a term effective October 30, 2020, to August 31, 2021.

3. Background

By-law No. 4 regulates the election of internal governors pursuant to Regulation 34/03 under the *Ontario Colleges of Applied Arts and Technology Act, 2002*.

4. Discussion/Options

4.1 Election Timeline

The election timeline was as follows:

- Monday, September 14 – notice of election issued

- Monday, October 5 at 8:30 a.m. – nominations opened
- Friday, October 9 at 4:30 p.m. – nominations closed
- Wednesday, October 14 at 8:30 a.m. – campaign period began
- Friday, October 23 at 4:30 p.m. – campaign period closed
- Monday, October 26 at 8:30 a.m. – voting opened
- Friday, October 30 at 4:30 p.m. – voting closed
- Official election results announced on Thursday, November 5

4.2   Confirmed Candidates

Two (5) nomination forms were accepted by the Chief Returning Officer and confirmed as candidates:

1. Matthew Doucette
2. Christine Kozminski
3. Jenna Peace
4. Syed Rizvi
5. Kaifhan Vakil

However, prior to the start of the campaign period Jenna Peace withdrew her nomination.

4.3   Total votes received

A total of 200 votes were cast, with the breakdown of votes as follows:

Election Results

Durham College Board of Governors, Student Governor Election

Position: Student Governor, Durham College Board of Governors			
Total Votes: 200			
Name	Votes	%	Total Votes
DOUCETTE, Matthew	70	35	200
KOZMINSKI, Christine	94	47	200
RIZVI, Syed	14	7	200
VAKIL, Kaifkhan	22	11	200
abstain / did not mark ballot	0	0	200

Total Ballots: 200

Christine Kozminski was the successful candidate garnering 94 votes or 47% of the vote.

4.4 Election results

- The election results were shared with the Nominating Committee on Monday, November 2, 2020

- The candidates were notified of the election results on Monday, November 2, 2020

- The College community was notified of the election results on Thursday, November 5, 2020.

4.5 Voting irregularity

There were no voting irregularities to report.

5. Financial/Human Resource Implications

There are no financial or human resources implications.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

There are no implications for Ontario Tech University.

8. Relationship to the Strategic Plan/Business Plan

This report relates to the "Our Work" pillar of the strategic plan and the goal to be a leader in teaching and learning while responsibly managing resources, ensuring good governance and strategically investing in the future.

DURHAM COLLEGE INFORMATION GOVERNANCE ASSESSMENT

Based on the ARMA Information Governance Maturity Model

Prepared by: Sarah Brathwaite, Records Manager
June 2020

DURHAM COLLEGE INFORMATION GOVERNANCE ASSESSMENT

Executive Summary

The purpose of this assessment is to identify Durham College's current level of Information Governance maturity and principles/characteristics that require further development to ensure that Durham College reaches a minimum of Maturity Level 3 according to the ARMA Generally Accepted Recordkeeping Principles® Information Governance Maturity Model. The last Information Governance assessment was completed in 2018, this report will highlight areas that have been advanced in the last two years.

Maturity Level 3 (Essential) describes the essential, or minimum, requirements that must be addressed to meet the organization's legal, regulatory, and business requirements. Level 3 is characterized by defined policies and procedures and the implementation of processes specifically intended to improve information governance and recordkeeping. Organizations that identify primarily with Level 3 descriptions still may be missing significant opportunities for streamlining business and controlling costs, but they have the key basic components of a sound program in place and are likely to be at the least minimally compliant with legal, operational, and other responsibilities.

Over the last two years Durham College has advanced some principles to Maturity Level 4 (Proactive). This level describes an organization that has established a proactive information governance program throughout its operations and has established continuous improvement for it. Information governance issues and considerations are routinely integrated into business decisions. The organization is substantially more than minimally compliant with good practice and easily meets its legal and regulatory requirements. The entity that identifies primarily with these descriptions should begin to pursue the additional business and productivity benefits it could achieve by increasing enterprise-wide information availability, mining its information for a better understanding of clients' and customers' needs, and otherwise

ARMA Generally Accepted Recordkeeping Principles® Information Governance Maturity Model

This Information Governance Maturity Model is based on the eight ARMA Generally Accepted Recordkeeping
Principles® as well as the established standards, best practices, and legal/regulatory requirements that surround information governance.

ARMA International (*www.arma.org*) is a not-for-profit professional association and a global authority on governing information as a strategic asset. Formed in 1955, ARMA International's mission is to provide information professionals the resources, tools, and training they need to effectively manage information assets within an established information governance (IG) framework. The association created the Generally Accepted Recordkeeping Principles® and the Information Governance Maturity Model.

Durham College Information Governance Assessment - 2018 vs 2020

The following chart highlights the Information Governance advancement in Maturity Levels at Durham College between 2018 and 2020. A detailed assessment of each Principle is provided following this chart.

The Principle	2018 Maturity Level	2020 Maturity Level
Accountability: A senior executive (or person of comparable authority) shall oversee the information governance program and delegate responsibility for records and information management to appropriate individuals. The organization adopts policies and procedures to guide personnel and ensure that the program can be audited.	2	3
Transparency: An information governance program shall be constructed so the information generated by or managed for the organization has a reasonable and suitable guarantee of authenticity and reliability.	3	4
Integrity: An information governance program shall be constructed so the information generated by managed for the organization has a reasonable and suitable guarantee of authenticity and reliability.	2	3
Protection: An information governance program shall be constructed to ensure a reasonable level of protection to records and information that are private, confidential, privileged, secret, classified, essential to business continuity, or that otherwise require protection.	2 & 3	3 & 4
Compliance: An information governance program shall be constructed to comply with applicable laws and other binding authorities, as well as with the organization's policies.	2 & 3	3 & 4
Availability: An organization shall maintain records and information in a manner that ensures timely, efficient, and accurate retrieval of needed information.	2 & 3	4
Retention: An organization shall maintain its records and information for an appropriate time, taking into account its legal, regulatory, fiscal, operational, and historical requirements.	3	4
Disposition: An organization shall provide secure and appropriate disposition for records and information that are no longer required to be maintained by applicable laws and the organization's policies.	2 & 3	4

DURHAM COLLEGE ASSESSMENT – ARMA GENERALLY ACCEPTED RECORDKEEPING PRINCIPLES®

1. Accountability

The Principle	Level 1 (Substandard)	Level 2 (In Development)
Accountability: A Senior executive (or person of comparable authority) shall oversee the IG Program and delegate responsibility for IM to appropriate individuals. 2018 Assessment: Level 2 **2020 Assessment: Level 3** **Notes:** • Records Manager consistently consults and works with Information Governance Manager (IT Services), Freedom of Information and Protection of Privacy Coordinator when developing Information Management, Information Governance, Data Governance policies, procedures, guidelines & standards. • DC may want to consider striking an Information Governance Committee to ensure a broader community is involved in developing Information Governance policies and procedures to direct various information-driven business processes throughout the organization.	No senior executive (or person of comparable authority) is aware of the need to manage records or other information assets. The information manager role is largely non-existent, or it is an administrative or clerical role distributed among general staff. Employees are not made aware of their responsibilities for managing the information assets they create or receive. Information assets are managed inconsistently or not at all.	A senior executive (or person of comparable authority) is aware of the need to manage information assets but is not actively engaged in coordinating with individual departments. The information manager role is recognized, but the person in that role is responsible only for tactical operation of the IM Program, which is concerned primarily with managing specific records rather than all information assets. The IM Program primarily covers only paper records. The information technology function or department is the de facto lead for storing electronic information, and the information manager is not involved in discussions about electronic systems; information assets are not stored in a systematic fashion. Only those employees with direct IM Program responsibilities receive training about managing information assets, but that training is limited to their program responsibilities.

Level 3 (Essential)	Level 4 (Proactive)	Level 5 (Transformational)
✓ **A senior executive (or person of comparable authority) is both responsible for and actively engaged in setting strategy for managing information.**	A senior executive (or person of comparable authority) is responsible for and involved in setting the strategy for managing all of the organization's information assets.	The organization's governing board and senior management place great emphasis on the importance of IG.

✓ **The information manager role is recognized within the organization, and the person in that role is responsible for the tactical operation of the established Information Management (IM) Program on an organization-wide basis.** ✓ **The IM Program is responsible for electronic, as well as paper, records.** ✓ **The information manager is occasionally engaged in strategic IM initiatives with executive management.** ✓ **Senior management is aware of the IM Program and its value to the organization.** ✓ **The organization envisions establishing a broader-based IG program to direct various information-driven business processes throughout the organization.** ✓ **The organization has created specific goals related to accountability for records assets and information-driven business processes.** All employees receive training regarding their IM responsibilities, but only during orientation.	The organization has appointed an Information Governance (IG) professional who oversees the Information Management (IM) Program. The information manager is a senior officer responsible for all tactical and strategic aspects of the IM Program, which is an element of the IG program. An IG stakeholder committee, representing all functional areas, meets periodically to review disposition policy and other IG-related issues. ✓ **All employees receive ongoing, documented training regarding their IM responsibilities.**	The information manager directs the IM Program and reports to an individual at the senior level of management (e.g. chief IG officer). The chief IG officer and the information manager are essential members of the organization's governing body. The organization's initial goals related to accountability for information-related business processes have been met, and it has an established, routinized process to ensure goals for accountability are reviewed and revised, as needed. All employees receive ongoing, documented training regarding their IM responsibilities, and compliance with this training is audited and documented regularly.

2. Transparency

The Principle	Level 1 (Substandard)	Level 2 (In Development)
Transparency: An organization's business processes and activities, including its Information Governance program, shall be documented in an open and verifiable manner, and that documentation shall be available to all personnel and appropriate, interested parties. 2018 Assessment: Level 3 **2020 Assessment: Level 4** **Notes:** • ADMIN 242 Information Management Policy & Procedure • ADMIN 222 Access to Records and Protection of Privacy • ADMIN 243 Access to Student Records and Protection of Privacy • ADMIN TBC Student Data Governance	It is difficult to obtain information about the organization, its business, or its IM Program in a timely manner. Business and IM processes are not well-defined, and no clear documentation regarding these processes is readily available. Employees are not made aware of their responsibilities for helping ensure transparency. The organization puts no emphasis on transparency. The organization cannot readily accommodate requests for information from regulators, the courts, potential business partners, investors, buyers, or other entities. The organization has no controls to ensure the consistency of information disclosure.	The organization realizes that some degree of transparency is important in its business processes and IM Program to meet the organization's business or regulatory needs. Although a limited amount of transparency exists in areas where regulations demand it, there is no systematic or organization-wide drive to transparency. Only those employees with direct IM Program responsibilities receive training related to transparency, but that training is limited to their program responsibilities. The organization has begun to document its business and IM processes.
Level 3 (Essential)	**Level 4 (Proactive)**	**Level 5 (Transformational)**
Transparency in business practices and IM is taken seriously, and information is readily and systematically available, when needed. There is a written policy regarding transparency in business operations and in IM. Employees receive training about the importance of transparency and the specifics of the organization's commitment to transparency, but only during orientation.	✓ **Transparency is an essential part of the corporate culture.** ✓ **On a regular basis, the organization monitors compliance with its transparency policy.** ✓ **Documentation of business and IM processes is monitored and updated consistently.**	The organization's senior management considers transparency as a key component of IG. Software tools are in place to help ensure transparency. All employees receive ongoing, documented training about the importance of transparency and the specifics of the organization's commitment to transparency; compliance with this training is audited and documented regularly.

The organization has defined specific goals related to IG transparency. Business and IM processes are documented. The organization can accommodate most requests for information from regulators, the courts, potential business partners, investors, buyers, or other entities.	✓ **All employees receive ongoing, documented training about the importance of transparency and the specifics of the organization's commitment to transparency.** ✓ **Requests for information from regulators, the courts, potential business partners, investors, buyers, or other entities are managed through routinized business processes.**	Regulators, the courts, potential business partners, investors, buyers, or other legitimately interested parties are consistently satisfied with the transparency of the organization's processes. The organization's initial transparency goals have been met and it follows a routinized process to ensure its goals for transparency are reviewed and revised, as needed.

3. Integrity

The Principle	Level 1 (Substandard)	Level 2 (In Development)
Integrity: An IG program shall be constructed so the information assets generated by or managed for the organization have a reasonable guarantee of authenticity and reliability. 2018 Assessment: Level 2 **2020 Assessment: Level 3** **Notes:** The following policies, ensure that information assets generated or managed by the organization have a reasonable guarantee of authenticity and reliability: • ADMIN 276 Information Security • ADMIN 242 Information Management Policy & Procedure • ADMIN 222 Access to Records and Protection of Privacy • ADMIN 243 Access to Student Records and Protection of Privacy	There are no systematic audits or defined processes for showing that an information asset is authentic, i.e., the information asset's origin, time of creation or transmission, and content are what they are purported to be. Various organization functions use haphazard methods to demonstrate authenticity and chain of custody; the legitimacy of those methods cannot be verified easily.	Some of the organization's information assets are stored with metadata that demonstrate their authenticity, but there is no formal process for metadata storage or chain of custody safeguards. Metadata storage and chain of custody safeguards are deemed important, but they are left to the departments to handle in their own ways. Only those employees with direct IM Program responsibilities receive training related to ensuring the integrity of information assets, but that training is limited to their program responsibilities.

Level 3 (Essential)	Level 4 (Proactive)	Level 5 (Transformational)
✓ **The organization has a formal process to ensure that chain of custody and the required levels of authenticity can be integrated into its systems and processes.** ✓ **The organization captures the appropriate metadata elements to demonstrate compliance with its policies. All employees receive training related to ensuring the integrity of information assets, but only during orientation.** ✓ **The organization has specific goals related to integrity.**	For all systems, business applications, and records, there is a clear definition of metadata requirements that will ensure the authenticity of information assets. The organization's metadata requirements include security, signature, and chain of custody safeguards to demonstrate authenticity. Metadata-related processes are an integral part of IM practices. ✓ **All employees receive ongoing, documented training related to ensuring the integrity of information assets.**	There is a formal, defined process for introducing record generating systems, capturing metadata, and meeting other authenticity requirements, including those related to chain of custody. Controls for ensuring the integrity of information assets are audited regularly. The organization's initial goals related to integrity have been met, and there is a routinized process to ensure goals for integrity are reviewed and revised, as needed. All employees receive ongoing, documented training related to ensuring the integrity of information assets, and their compliance with that training is audited.

4. Protection

The Principle	Level 1 (Substandard)	Level 2 (In Development)
Protection: An Information Governance program shall be constructed to ensure an appropriate level of protection to information assets that are private, confidential, privileged, secret, classified, essential to business continuity, or that otherwise require protection. 2018 Assessment: Level 2 & 3 2020 Assessment: Level 3 & 4 Notes: ● ADMIN 276 Information Security	No consideration is given to the organization-wide protection of information assets. For example, information is not backed up, and virus protection is absent. Employees are not made aware of their responsibilities for protecting information assets. Information assets are stored haphazardly and without centralized access controls; if controls exist, they are assigned by the document's author or owner.	Some protection of information assets is exercised. For example, anti-virus protection may be in place and information may be backed up sporadically. There is a written policy for select information assets requiring protection (e.g. paper personnel records); however, the policy does not give clear and definitive guidelines for all information assets in all formats and on all media. Only those employees with direct IM Program responsibilities receive training about protecting information assets; but that training is limited to their program responsibilities.

• ADMIN 242 Information Management Policy & Procedure • ADMIN 222 Access to Records and Protection of Privacy • ADMIN 243 Access to Student Records and Protection of Privacy • **Required:** Develop a centralized access management tool for all systems and implement processes to allow for auditing of compliance and protection measures. • **Required:** Implement business process to ensure that breach response and business continuity plans are reviewed and updated on an regular basis with frequency to be determined (i.e. Annually or Bi-Annually etc.)	Protection methods, if used at all, are left to the discretion of the divisions and departments within the organization	Protection policies do not address how to transmit protected information assets among internal or external stakeholders. Access controls for information are determined by individual content owners.
Level 3 (Essential)	**Level 4 (Proactive)**	**Level 5 (Transformational)**
✓ **The organization has a formal written policy for protecting information assets, and it has centralized access controls. For example, firewalls are in place, anti-virus software is installed, information is backed up regularly, and the breach response and business continuity plans are documented.** Confidentiality and privacy considerations for information assets are well-defined throughout the organization. The importance of chain of custody is defined.	The organization has implemented systems that provide for the protection of information assets. Firewalls are in place, ant-virus software is installed across the enterprise, there are centralized access controls, information is backed up routinely, and the breach response and business continuity plans are reviewed and updated regularly. ✓ **Employees receive ongoing, documented training about how to protect information assets.** Auditing of compliance and protection measures is conducted regularly.	Executives, senior management, and other governing bodies (e.g. board of directors) place great value in the protection of information. All information protections are in place, including anti-hacking tools, offsite data backups, and business continuity and breach response plans; plans are reviewed, tested, and updated regularly. Employees receive ongoing, documented training about how to protect information assets, and compliance with that raining is audited. Audits are conducted and results are examined regularly; continuous improvement is a priority.

Employees receive training about how to protect information assets, but only during orientation.		Incidents of inappropriate or inadvertent information asset disclosure or loss are rare.
✓ **Information asset audits are conducted in regulated areas of the business; audits in other areas may be conducted, but they are left to the discretion of each functional area.** ✓ **The organization has created specific goals related to information asset protection.**		The organization's initial goals related to information protection have been met, and there is an established, routinized process to ensure that goals for protection are reviewed and revised, as needed.

5. Compliance

The Principle	Level 1 (Substandard)	Level 2 (In Development)
Compliance: An Information Governance program shall be constructed to comply with applicable laws, other binding authorities, and the organization's policies. 2018 Assessment: Level 2 & 3 ==2020 Assessment: Level 3 & 4== **Notes:** ● ADMIN 242 Information Management Policy & Procedure updated to include Item 5.5 Information Hold Procedure. ● Implementation of Verified for Student Placement / Practicum Medical Records & Criminal Background Checks with Vulnerable Sector Searches. ● In order to move to Level 4 & 5 DC needs to update access management systems to ensure that audits can be conducted. This	There is no clear understanding or definition of the information assets the organization is obligated to keep. Employees are not made aware of their responsibilities for complying with IM policies and processes. Information is not systematically managed; groups within the organization manage information as they see fit, based upon their own understanding of their responsibilities, duties, and requirements. There is no central oversight or guidance and no consistent, defensible position on compliance. There is no formally defined or generally understood policy for imposing legal, audit, or other processes in relation to information asset production.	The organization has identified some of the rules and regulations that govern its business and introduced some compliance policies and practices; the policies are incomplete, and there are no structured accountability controls for compliance. Only those employees with direct IM Program responsibilities receive training about the importance of compliance with IM policies and processes, but that training is limited to their program responsibilities. There is an information asset hold process, but it is not well-integrated with the organization's IM and discovery processes; the organization lacks full confidence in it

is not currently available for electronic records stored on the Shared Network Drives. Assigned access for various applications are managed by different departments using various tracking methods. A consolidated process for managing employee access to all systems in the college would make it much easier to manage ongoing access and conduct required audits.	The organization has significant exposure to adverse consequences from poor compliance practices.	
Level 3 (Essential)	**Level 4 (Proactive)**	**Level 5 (Transformational)**
✓ **The organization has identified key compliance laws and regulations.** ✓ **Information creation and capture are, in most cases, systematically carried out in accordance with IM principles.** ✓ **The organization has a code of business conduct that is integrated into its overall IG structure and policies.** All employees receive training about the importance of compliance with IM policies and processes, but only during orientation. Compliance is highly valued, and it is measurable and verifiable. ✓ **The information hold process is integrated into the organization's IM and discovery processes, and it is generally effective.** ✓ **The organization has created specific goals related to compliance.**	✓ **The organization has implemented systems to capture, protect, and dispose of information assets in a legally defensible manner.** Records are linked with the metadata, which are used to demonstrate and measure compliance. ✓ **Employees receive ongoing, documented training about the importance of compliance with IM policies and processes.** ✓ **Training and audit-related information is available for review.** ✓ **Lack of compliance is consistently remedied by defined corrective actions.** Legal, audit, and other processes that require producing information assets are well-managed and effective, with defined roles and repeatable processes that are integrated into the organization's IG Program.	The importance of compliance in the management of information assets is clearly recognized at the board and senior management levels. Auditing and continuous improvement processes are well-established and monitored by senior management. The roles and processes for IM are discovery are integrated, well-developed, and effective. All employees receive ongoing, documented training regarding the importance of compliance with IM policies and processes; compliance with this training is audited and documented regularly. The organization suffers few or no adverse consequences related to IG and compliance failures. The organization's goals related to compliance have been met, and it has an established, routinized process to ensure its goals for compliance are reviewed and revised, as needed.

The Principle	Level 1 (Substandard)	Level 2 (In Development)

✓ **The organization's exposure to adverse consequences from poor IM and IG practices is reduced.**	The organization is at low risk of adverse consequences from poor IM and IG practices.	

6. Availability

The Principle	Level 1 (Substandard)	Level 2 (In Development)
Availability: An organization shall maintain its information assets in a manner that ensures their timely, efficient, and accurate retrieval. 2018 Assessment: Level 2 & 3 **2020 Assessment: Level 4** Notes: • Ongoing Records Management Training sessions are held as part of New Employee Orientation. Training sessions are offered for all staff each fall and spring providing an update when any updates or changes to business processes are made. • Records Inventory Database is used to manager physical records (inactive storage), and appropriate systems and controls are in place for requests for information.	Information assets are not readily available when needed, and/or it is unclear whom to ask when assets need to be produced. It is too time-consuming to find the appropriate version of an information asset, if it can be found at all. Employees are not made aware of how and where to store information assets. The organization lacks finding aids, such as indices or metadata, for information assets. Legal discovery and information requests are difficult to fulfill because it is not clear where information assets, including specific versions of those assets, are located.	Information retrieval mechanisms have been implemented in some areas of the organization. In those areas with information asset retrieval mechanisms, it is possible to distinguish among official records, duplicates, and other items. There are some policies on where and how to store official records and other information assets, but a best practice is not imposed across the organization. Only those employees with direct IM Program responsibilities receive training about how and where to store information assets, but that training is limited to their program responsibilities. Responding to legal discovery and information asset requests is complicated and costly due to the inconsistent treatment of information

Level 3 (Essential)	Level 4 (Proactive)	Level 5 (Transformational)
There is a best practice for where and how information assets are stored, protected, and made available. There are clearly defined policies for handling information assets. Information asset retrieval mechanisms are consistent and effective.	✓ **Information Governance policies have been clearly communicated to all employees and other parties.** ✓ **All employees receive ongoing, documented training about how and where to store information.**	The senior management and board provide support to continually upgrade processes that affect information asset availability. All employees receive ongoing, documented training about how and where to store information, and they are audited for compliance regularly.

All employees receive training about how and where to store information, but only during orientation. Most of the time, it is easy to determine where to find the authentic, final version of any information asset. Discovery and information asset request processes are well-defined and systematic. Systems and infrastructure contribute to the availability of information assets. The organization has created specific goals related to the availability of information assets.	✓ **There are clear guidelines and an inventory that identify and define information assets and systems, so information assets are consistently and readily available, when needed.** ✓ **Appropriate systems and controls are in place for discovery and other requests for information assets, including the use of automation for consistent processing of requests.**	There is a measurable return on investment because of the availability of information assets. The organization's goals for information asset availability have been met, and there is an established, routinized process to ensure that these goals are reviewed and revised, as needed.

7. Retention

The Principle	Level 1 (Substandard)	Level 2 (In Development)
Retention: An organization shall maintain its information assets for an appropriate amount of time, taking into account its legal, regulatory, fiscal, operational, and historical requirements. 2018 Assessment: Level 3 ==2020 Assessment: Level 4== **Notes:** • ADMIN 242 Information Management Policy & Procedure • ACAD-129 Learning Management System Data Retention	There is no current, documented records retention schedule or policy. Rules and regulations defining retention are not identified or centralized; retention guidelines are haphazard, at best. In the absence of retention schedules and policies, employees either keep everything or dispose of information assets based on their own business needs, rather than on organizational needs.	A records retention schedule and policies are available, but they do not encompass all information assets, have not undergone an official review, and are not well-known throughout the organization. Only those employees with direct IM Program responsibilities receive training about the requirements for keeping or disposing of the information assets they create and receive, but only as the requirements relate to their program responsibilities. The records retention schedule and polices are not updated or maintained regularly.

		The litigation hold process is in place, but it may not be monitored to ensure its effectiveness so relevant information may be missed. Educational materials and training activities related to retention policies are not available.
Level 3 (Essential)	**Level 4 (Proactive)**	**Level 5 (Transformational)**
The organization has instituted a policy for the retention of information assets; a formal records retention schedule that is tied to rules and regulations is consistently applied throughout the organization. All employees receive training about the requirements for keeping or disposing of the information assets they create and receive, but only during orientation. The litigation hold process is in place and compliance is monitored. The organization has created specific goals related to information asset retention.	✓ **Employees understand how to classify records and other information assets appropriately.** ✓ **All employees receive ongoing, documented training about the requirements for keeping or disposing of the information assets they create and receive.** ✓ **Records retention schedules are reviewed on a regular basis and there is a process to adjust retention schedules, as needed.** ✓ **The appropriate retention of information assets is a major organizational objective.**	The appropriate retention of information assets is an important consideration at the senior management and board levels. All employees receive ongoing, documented training about the requirements for keeping or disposing of the information assets they create and receive, and compliance with this training is audited and documented regularly. Retention is applied to all information assets in an organization and is not limited to official records only. Information assets are consistently retained for the appropriate periods, per retention schedules. The litigation hold process is in place, routinely monitored, and actively reminds employees of requirements throughout the litigation action. The organization's information asset retention goals have been met, and there is an established, routinized process to ensure goals are reviewed and revised, as needed.

- Durham College Common Records Retention Schedule review and updates – 2019 & 2020

8. Disposition

The Principle	Level 1 (Substandard)	Level 2 (In Development)
Disposition: An organization shall provide secure and appropriate disposition for information assets no longer required to be maintained, in compliance with applicable laws and the organization's policies. 2018 Assessment: Level 2 & 3 **2020 Assessment: Level 4** **Notes:** • ADMIN 242 Information Management Policy & Procedure updated to include Item 5.5 Information Hold Procedure. • ADMIN 242 Information Management Policy & Procedure updated to include Item 5.4.3 Secure Destruction Procedure. • Records Management Destruction Form requires authorization signature by Department Manager & Records Manager. • Records Storage has Secure Media destruction bin for disks, USB storage devices etc.	There are no processes or there is no documentation of processes for transferring or disposing of information assets. Employees are not made aware of their information disposition responsibilities. A process for suspending the disposition of information assets in the event of investigation or litigation is nonexistent or applied inconsistently throughout the organization.	Preliminary guidelines for the disposition of information assets are established. There is a realization of the importance of consistently suspending the disposition of information assets, when required. Only those employees with IM Program responsibilities receive training about their information disposition responsibilities, but that training is limited to their program responsibilities. The disposition of information assets is not audited or enforced.

Level 3 (Essential)	Level 4 (Proactive)	Level 5 (Transformational)
Official policy and procedures for the disposition of information assets have been developed. Official policy and procedures for suspending the disposition of information assets have been developed.	✓ **All employees receive documented, ongoing training about their information disposition responsibilities.** ✓ **Information asset disposition procedures are applied consistently throughout the organization.**	The information asset disposition process covers all information assets, regardless of media or format. Information asset disposition is assisted by technology and is integrated into all applicable data applications, repositories, and systems.

Although policies and procedures for the disposition of information assets exist, they may not be standardized throughout the organization. All employees receive training about their information disposition responsibilities, but only during orientation. The organization has created specific goals related to the disposition of information assets.	✓ **The process for suspending the disposition of information assets is defined, understood, and used consistently throughout the organization.** ✓ **Information assets are disposed of in a manner appropriate to the assets' content, media, and format in accordance with retention policies.**	All employees receive documented, ongoing training about their information disposition responsibilities, and compliance with this training is audited and documented regularly. Information asset disposition processes are applied consistently and effectively. Processes for information asset disposition are regularly evaluated and updated to account for operational changes. The organization's information asset disposition goals have been met and it has an established, routinized process to ensure goals are reviewed and revised, as needed.

Report Number: BOG-2020-79

To: Board of Governors

From: Allison Hector-Alexander, director, Office of Equity, Diversity and Inclusion

Date of Report: December 1, 2020

Date of Meeting: December 9, 2020

Subject: Sexual Violence and Harassment Action Plan Statistics Report

1.   Purpose

The purpose of this report is to provide a statistics report on the Sexual Violence and Harassment Action Plan.

2.   Recommendation

It is recommended to the Durham College Board of Governors:

That Report BOG-2020-79, presenting a statistics report as a directive of the Sexual Violence and Harassment Plan, be received for information.

3.   Background

On March 8, 2016, the government passed the *Sexual Violence and Harassment Action Plan Act (Supporting Survivors and Challenging Sexual Violence and Harassment)*).

The action plan outlines concrete steps to provide more supports for survivors and make campuses both safer and more responsive to complaints of sexual violence and harassment. In particular, the Action Plan calls for postsecondary (PSE) institutions "to report publicly on [the] incidence of sexual violence, as well as initiatives underway to address sexual violence and harassment, and their effectiveness."

Amendments made to the *Ministry of Training, Colleges and Universities Act*, 1990, and the *Private Career Colleges Act, 2005*, in March 2016, include a requirement for PSE institutions to:
(1) Have sexual violence policies (completed in 2015) and
(2) Participate in a survey of students' related to sexual violence*

The following represents statistical information for the sexual violence mandate at Durham College for the period of October 2019 – November 2020.

- Total number of formal complaints/reports of sexual violence: 4
- Number of formal complaints/reports of sexual assault: 3
- Number of formal complaints/reports of sexual harassment: 1
- Number of formal complaints/reports of voyeurism: 0
- Number of informal (disclosures) of sexual violence: 16

These statistics capture the number of formal and informal reports of sexual violence as well as the number of education and awareness initiatives. For the purpose of this report, sexual violence is an umbrella term that includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism and sexual exploitation. Formal reports are received by the Office of Campus Safety (OCS) and informal reports are referred to the Office of Equity, Diversity and Inclusion (OEDI).

4. Discussion/Options

The Office of Campus Safety received four (4) reports of Sexual Violence during this period compared to the six (6) received last year. All four (4) of these reports involved an incident reported to have occurred on campus property or directly related to the institute's day to day operations. None of the complainants chose to report the matter to the local law enforcement agency with jurisdiction over the alleged offence. All information received by the OCS in regards to the reports is filed at the OCS.

The Sexual Violence Educator and Support Coordinator received sixteen (16) disclosures of sexual violence from campus members compared to fifteen (15) last year. Disclosures were received from students, faculty, residence, Campus Health Centre, and Human Resources.

The OEDI continues to educate the campus community on sexual violence by facilitating conversation on topics such as: consent, rape culture and gender-based violence. The 2019-2020 academic year marked DC's second time participating in the global 16 Days of Activism against Gender-based Violence campaign. Additional programming in the 2019-2020 academic year included the 4th Annual Kiss with Consent Campaign, a discussion series on healthy masculinity for male-identified students, and a collaboration with the Sexual Assault and Harassment Resource Exchange (SHARE) on programming during start-up of the fall 2020-2021 semester.

2020-2021 Education and Awareness programming:

- Third Annual 16 Days of Activism Against Gender-Based Violence campaign continued in collaboration with Ontario Tech University. This year, all activities took place virtually and include key learning areas:
    - The LGBTQ+ community and their experiences with gender-based violence;
    - Sex trafficking along the 401 corridors;
    - Missing and Murdered Indigenous Women in Canada and the Calls to Justice;
    - Violence against Black, Cis, and Trans women;
    - Men's roles in ending gender-based violence; and
    - Refugee and Immigrant women and girl's experiences with violence.
- Monthly workshops continue to be hosted, educating participants on how to support survivors of sexual violence. A new monthly series will be added about understanding non-verbal consent and comfort communicating boundaries.
- Continued collaboration with community partners on education and survivor support.
- A social media series is planned for the start of winter semester to address common consent myths and provide guidance on accessing supports.

Student Voices on Sexual Violence Survey

On February 27, 2020, the Ontario government released summary data of the Student Voices on Sexual Violence Survey results. Receiving this information was helpful as it provided valuable insights to help us better understand student experiences and how we can best support a safe campus environment.

The summary data identifies the following areas of successful education and survivor support:
- Overall Durham College students demonstrate an understanding of consent: 89.2%of students strongly agree that consent must be given at every step in a sexual encounter; 91.2% of students strongly agree that consent can be withdrawn at any time; and 92% of students agree that consent must be obtained for every sexual interaction;
- Durham College scored the highest in students completing in-person or online training on the college's SV policy and process; overall students scored higher in education around SV at Durham College;
- Durham College students have been receiving information about sexual violence awareness and supports at a higher rate than the college sector - Durham

College scored higher than the college average on understanding the formal reporting options; and

- 71.2% of students stated they very likely felt they would be believed if they came forward and 84.9% of students felt that information on obtaining supports would very likely be provided.

Identified areas for increased student education include:

- Substance use and consent as it relates to consent when both parties are inebriated;
- Recognizing and understanding non-verbal consent;
- Accessing academic accommodations related to sexual violence; and
- An increase in education/awareness on the availability of supports for those survivors who experienced sexual violence prior to attending DC.

The following measures have been taken to addresses the areas identified as requiring additional attention in the summary results:

- A new partnership with the Durham Rape Crisis Centre (DRCC) through funding awarded from the Centre for Innovation in Campus Mental Health. This partnership allows Durham College survivors immediate access to a long-term counsellor. To date, 8 referrals have been made to the counsellor. Deliverables of this agreement include updating of the student sexual violence module, Leadership in Action module, and the staff module. Similarly, this collaboration will lead to the creation of a new Sexual Violence first aid module for staff and students to learn to identify sexual violence, respond appropriately to disclosures, access supports, and connect survivors to appropriate resources.
- Employee survivors are able to confidentially access the Employee Assistance Program for counselling and other support services;
- Collaboration with Residence and the OEDI on education and awareness sessions with a focus on consent, sexual violence, and how students can access support if impacted by sexual violence;
- Continued collaboration with Ontario Tech University on sexual violence awareness through campaigns and resource discussions;
- Increase in "Consent is Everything" and "Supporting Survivors" sessions;
- Highlighting sexual violence awareness and supports during semester orientation by increasing promotions for the PREP1000 module and hosting sessions with the Sexual Violence Coordinator before the start of the semester; and
- Increased social media engagement with DC community (over 320 followers) and weekly consent Q+A's are being run on Instagram with good engagement.

5. Financial/Human Resource Implications

The implementation of the *Act* continues to require dedicated resources to ensure that training materials are relevant and responsive to the community's needs. Additionally, it required that every employee and board member continue to participate in mandated training to understand roles in policy compliance. It has also requires significant time from two Directors for the continued management of all components of the Act.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

Ontario Tech University is also required to provide statistics to its Advisory Committee on Student Sexual Violence Prevention and Support to the Board of Governors.

8. Relationship to the Strategic Plan/Business Plan

This subject pertains to the "our people" and "our students" pillars in the strategic plan, to ensure that Durham College achieves Bill 132 compliance.

Sexual Violence Statistics   - Durham College

The following represents statistical information for the sexual violence mandate at Durham College (DC) for the period of October 2019 – November 2020. This document captures the number of formal and informal reports of sexual violence as well as the number of education and awareness initiatives. For the purpose of this report, sexual violence is an umbrella term that includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism and sexual exploitation. Formal reports are received by the Office of Campus Safety (OCS) and informal reports are referred to the Office of Equity, Diversity, and Inclusion (OEDI).

Sexual Violence October 1, 2019 to November (YTD), 2020	2018/19	2019/20
Total number of formal complaints/reports of **sexual violence***	**6**	**4**
Number of formal complaints/reports of sexual assault	3	3
Number of formal complaints/reports of sexual harassment	2	1
Number of formal complaints/reports of Voyeurism	1	0
Number of informal (disclosures) of sexual violence	15	16
Number of referrals to DRCC counsellor		8

Education and Initiatives

The OEDI continues to work to educate the campus community on sexual violence by leading conversations on topics that include consent, rape culture and gender-based violence.

The 2019-2020 academic year marked DC's second time participating in the global 16 Days of Activism Against Gender-based Violence campaign. This campaign featured events that included:

- A discussion Circle on gender-based violence;
- On-campus and community resource fair;
- Restorative Circle on Missing and Murdered Indigenous women;
- Film screening and discussion circle on 'The Hunting Ground';
- Discussion panel on the experiences of LGBTQ+ racialized individuals in Durham Region;
- Interactive art project raising awareness for women who have experienced domestic violence;
- Presentation on the facts about human trafficking in Ontario; and
- A discussion circle about the politics of gender and the importance of social justice.

The third annual Kiss with Consent campaign successfully engaged a number of student volunteers who facilitated the activities and educated the campus community about consent, sexual violence, how to support survivors, reporting options on-campus, and about the supports available for those affected by sexual violence.

OEDI, with guidance/facilitation of a psychotherapist, hosted a series on healthy masculinity for male identified students. These groups offered a safe space for male students to discuss topics that included the societal influences on gender, anger and anxiety, and mental health.

OEDI also collaborated with SHARE (Sexual Assault and Harassment Resource Exchange) on programming during start-up of the fall semester. SHARE is a free legal service whose goal is to "support diverse groups of workers who are exposed to sexual harassment and assault by providing them with legal information to make informed decision about which steps, if any, they would like to take" (SHARE 2020). Two (2) sessions were offered in September 2020: Standing up to Sexual Harassment and A Matter of Consent, engaging a number of students.

The social media engagement with Durham College's consent campaign, Yes Means Yes, has significantly increased over the last several months. Today there are over 320 students, staff, and community partners who follow and engage with content on social media. The platform has been used to provide information about consent (conducting a weekly Q+A with followers), sexual violence awareness, answer student questions, and promote further learning to the DC community.

Education and Initiatives October 2019 – November 2020	Total events	Total participants
Training and education sessions	34	345
Class Presentations	2	43
Kiss with Consent	5	546
16 Days of Activism Against Gender-Based Violence 2019	16	627
What is Masculinity? Series	8	38
Other Awareness Events: International Women's Day (internal & external)	2	51

Students who completed Prep1000	3938
Employees who completed the Sexual Violence Online Module	478
Students who completed Leadership in Action – Online Module	832
Residence Consent Chat (recorded session)	107 views

2020-2021 Initiatives

There are a number of initiatives taking place in the2020/2021 school year which include:

- Third Annual 16 Days of Activism Against Gender-Based Violence campaign in continued collaboration with Ontario Tech University. This year, the campaign will take place virtually and will include discussions on:
    - Survivor's Stories and interview with the Durham Rape Crisis Centre;
    - The LGBTQ+ community and their experiences with gender-based violence;
    - Sex trafficking along the 401 corridor;
    - Missing and Murdered Indigenous Women in Canada and the Calls to Justice;
    - Violence against black cis and trans women;
    - Men's roles in ending gender-based violence; and
    - Refugee and Immigrant women and girl's experiences with violence.

- Monthly workshops continue to be offered, educating participants about providing supports to survivors of sexual violence. A new monthly series will be added about understanding non-verbal consent and comfort communicating boundaries.
- Increased engagement with campus community via social media with weekly Q+A and scheduling Instagram Live outreach sessions with community partners.
- Continued collaboration with community partners on education and student support.
- A social media series is planned for the start of winter semester to address and unpack common consent myths and provide direction on finding support

Student Voices on Sexual Violence Survey

On February 27, 2020, the Ontario government released summary data of the Student Voices on Sexual Violence Survey results. Receiving this information was helpful as it provided valuable insights that helps us better understand student experiences and how we can best support a safe campus environment.

The summary data identified the following areas of successful education and survivor support:

- Overall Durham College students demonstrate an understanding of consent: 89.2%of students strongly agree that consent must be given at every step in a sexual encounter; 91.2% of students strongly agree that consent can be withdrawn at any time; and 92% of students agree that consent must be obtained for every sexual interaction;

- Durham College scored the highest in students completing in-person or online training on the college's SV policy and process; overall students scored higher in education around SV at Durham College;
- Durham College students have been receiving information about sexual violence awareness and supports at a higher rate than the college sector - Durham College scored higher than the college average on understanding the formal reporting options; and
- 71.2% of students stated they very likely felt they would be believed if they came forward and 84.9% of students felt that information on obtaining supports would very likely be provided.

Identified areas for increased student education include:

- Substance use and consent as it relates to consent when both parties are inebriated;
- Recognizing and understanding non-verbal consent;
- Accessing academic accommodations related to sexual violence; and
- An increase in education/awareness on the availability of supports for those survivors who experienced sexual violence prior to attending DC.

The following addresses the areas identified as requiring attention in the summary results:

- A new partnership with the Durham Rape Crisis Centre (DRCC) through funding awarded from the Centre for Innovation in Campus Mental Health. This partnership allows for Durham College survivors immediate access to a long-term counsellor. Deliverables of this agreement include updating of the student sexual violence module, Leadership in Action module, and the staff module. Similarly, this collaboration will lead to the creation of a new Sexual Violence first aid module for staff and students to learn to identify sexual violence, respond appropriately to disclosures, access supports, and connect survivors to appropriate resources.
- Employee survivors are able to confidentially access the Employee Assistance Program for counselling and other support services;
- Collaboration with Residence and the OEDI on education and awareness sessions with a focus on consent, sexual violence, and how students can access support if impacted by sexual violence;
- Continued collaboration with Ontario Tech University on sexual violence awareness through campaigns and resource discussions;
- Increase in "Consent is Everything" and "Supporting Survivors" sessions;
- Highlighting sexual violence awareness and supports during semester orientation by increasing promotions for the PREP1000 module and hosting sessions with the Sexual Violence Coordinator before the start of the semester; and
- Increased social media engagement with DC community (over 320 followers) and weekly consent Q+A's are being run on Instagram with good engagement.

Report Number: BOG-2020-74

To: Board of Governors

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

Date of Report: December 1, 2020

Date of Meeting: December 9, 2020

Subject: New Program of Instruction: Supply Chain Management - Global

1.   Purpose

To seek approval from the Board of Governors for the following post-secondary program of instruction for September 2022 intake:

Supply Chain Management - Global

- Credential: Ontario College Graduate Certificate
- Duration: 2 semesters
- School: Business, IT and Management

2.   Recommendation

It is recommended to the Durham College Board of Governors:

That in accordance with Report Number BOG-2020-74, the proposed Ontario College Graduate Certificate program of instruction listed below be approved.

- Supply Chain Management - Global

3.   Background

The Supply Chain Management - Global Ontario College Graduate Certificate program prepares graduates to participate in the social, financial and economic value of a supply chain from point of origin to point of consumption, through a variety of functions, or the management of those functions. These industries and functions may include manufacturing, distribution, transportation, storage, sales of materials, and/or production of goods or services. Graduates will explore the significant variability in size and scope of supply chains that can serve local and/or global markets and involve a diversity of public and private sector stakeholders that can impact and be impacted by a range of internal and external factors. This graduate program prepares graduates to work within complex

systems and to have the agility to adapt to interconnected roles, work processes, and transactions.

Employment opportunities for graduates of this program are in high demand and span all industries. The supply chain sector currently involves professionals who work in a range of occupations and industries such as freight transportation arrangements, government agencies, manufacturing and production industries, retailers and distributors, third-party logistics firms, transportation and warehousing organizations, and wholesale trade companies. In addition to strong employment opportunities for supply chain professionals, the compensation is competitive.

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

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

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

4.   Discussion

The environmental scan prepared by the Institutional Research and Planning team in the Office of Research Services, Innovation and Entrepreneurship, indicates the proposed Supply Chain Management program would be a strong addition to the College's program offerings for the following reasons:

- Supply chain professionals are in high demand.
- Applications and confirmations are increasing system-wide.
- The proportion of international enrolment is high system-wide.
- Increasing opportunities for related employment in the Region of Durham.
- High full-time related employment for graduates of Ontario CAAT Colleges.

The Supply Chain sector includes all the activities that take place to get a product to its intended market from the extraction of raw materials to the delivery of the final product. Supply Chain Management (SCM) focuses on planning and

forecasting, purchasing, product assembly, moving, storing, and tracking products to the point of delivery (Tech Target, 2019). SCM has always been a fundamental enterprise but it is more vital than ever in this current climate as a marker for business success. Companies that can effectively manage their supply chain to adapt to today's volatile and ever-changing, technology-driven business environment are the ones that will survive and thrive (Oracle Canada, 2019).

Increased globalization has provided many companies access to new sources of procurement and the ability to reach new markets, but it is also associated with new challenges. Global supply chains are longer, leaner and involve more complex relationships with a wide variety of suppliers. These factors can expose organizations to interruptions in supply, delays, stock-outs, quality problems and supplier management issues. For instance, natural disasters might have a major impact on shipping and transportation; and labour strikes or civil unrest can result in low productivity. The supply chain can also be affected by shortages of raw materials or product components (Supply Chain Drive, 2019).

Supply chain disruptions (i.e., an unexpected event that stops or slows the normal flow of material), are increasing in frequency and severity. The 2020 global pandemic (COVID-19) has highlighted the importance of the supply chain for ensuring access to goods, services and materials, and exposed the vulnerabilities in many organizations' supply chains. Such disruptions are often unpredictable, and the ability to prevent, contain and mitigate their impacts relies heavily on successful supply chain management.

Graduates of a Supply Chain Management - Global Ontario College Graduate Certificate program will gain an understanding of the complexity and inter-connectedness of roles, work processes, transactions and stakeholders within and between supply chains, and the impact of supply chain decisions on financial performance. There are employment opportunities across a wide range of organizations and industries, including manufacturing and production industries, retailers and distributors, third-party logistics firms, transportation and warehousing organizations, and wholesale trade companies.

A proposal for the new Supply Chain Management - Global, Ontario College Graduate Certificate was submitted on November 18, 2020 to the Credentials Validation Service (CVS). DC received validation (approval) for the program on November 23, 2020.

References

Oracle Canada. (2020) What Is Supply Chain Management? https://www.oracle.com/ca-en/applications/supply-chain-management/what-is-supply-chain-management-system.html
Supply Chain Dive. (2019) How to assess risks in a globalized supply chain. https://www.supplychaindive.com/news/assess-risks-globalized-supply-chain/568971/
TechTarget. (2019) What is supply chain management (SCM) and why is it important? https://searcherp.techtarget.com/definition/supply-chain-management-SCM

5. Financial/Human Resource Implications

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

The proposed program, Supply Chain Management – Global, will be submitted in the Request for Approval for Funding Form to the Ministry of Colleges and Universities as a high demand program of instruction. This will allow the college to charge fees above the maximum permitted for regular fees. Tuition is set for $2999.00 and has been flat-lined until there is direction from the Ministry on how long tuition is reduced.

The target for new contribution breaks even in Year 2.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

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

8. Relationship to the Strategic Plan/Business Plan

8.1 Strategic Mandate Agreement (SMA)

As outlined in the 2020-2025 SMA, Durham College will continue to launch market-driven programs. The proposed program aligns with the SMA by:

Institutional Strength/Focus:
- Business

a) Priority Areas and Performance Metrics: Skills & Job Outcomes

How does the proposed program support this priority area and performance metric?

Skills
- This program provides graduates with the skills in supply chain management, business and professional ethics, and the tools and technology (including ERP systems) necessary to fill the employment opportunities available across a wide range of organizations and industries.

- Embedded in the program are a variety of experiential learning opportunities
    - a 420-hour optional work term,
    - capstone course, and
    - hands-on courses with industry technology (e.g. SAP, Excel, Power BI).

- Graduates will have access to industry credentials (SAP-UA[1] student recognition award, Microsoft Office Specialist Certification in Excel) to support them to be more marketable and employable in the field.

Job Outcomes
- Employment in this field is expected to grow in Ontario by up to 5 per cent by 2021 and there is an anticipated shortage of employees to meet this demand.

- For colleges who offer this graduate certificate, applicant interest and enrolment are increasing, and international enrolment is particularly high. Employment outcomes for graduates are stronger than those of all graduates in the CAAT system.

b) Priority Areas and Performance Metrics: Economic & Community Impact

How does the proposed program support this priority area and performance metric?

Economic Impact
- Supply chain is considered one of the most essential sectors of Canadian economy.

- The demand for supply chain professionals spans all industries and currently in high demand.

Community Impact
- The Durham region is emerging as an integrated logistics and distribution hub for the GTA and Eastern Ontario market – will lead to increasing employment opportunities for supply chain graduates in the region.

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[1] SAP-UA SAP - University Alliances enables faculty and teachers at educational institutions and partners around the world to educate next generation talents with SAP skills for the intelligent enterprise and the experience economy. SAP-University Alliances enables engagement with SAP events, building industry partnerships, launching graduates in the SAP ecosystem, and inspiring young thinkers.

8.2 Academic Plan

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

Goal 1: Ensure exceptional quality in our academic programs.

Goal 3: Establish and augment internationalization and global engagement initiatives.

8.3 Strategic Plan

The new program aligns to several objectives identified in the college's 2020-2023 Strategic Plan.

a) Pillar: Our Students

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

Objectives:
- Deliver high-quality programs that reflect labour markets and are responsive to emerging economies.
- Foster the development and durable skills that are transferable across all industries and workplaces.

b) Pillar: Our Work

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

Objectives:
- Lead the development of transformational programs, services and systems that enhance the student experience.
- Optimize resources and processes in all aspects of our business.

c) Pillar: Our Community

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

Objectives:
- Establish and strengthen meaningful partnerships with industry, government, community and alumni to ensure our programs are leading-edge.

8.4 Business Plan (2020-2021)

The new program aligns to several objectives identified in the college's 2020-2021 Business Plan.

a) Pillar: Our Students

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

Objectives:
- Deliver high-quality programs that reflect labour markets and are responsive to emerging economies.
- Foster the development of durable skills that transfer across all industries and workplaces including collaboration, entrepreneurial and critical-thinking, digital literacy, communication and creativity.

b) Pillar: Our Work

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

Objectives:
- Lead in the development of transformational programs, services and systems that enhance the student experience.
- Maximize resources and processes in all aspects of our business.

c) Pillar: Our Community

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

Objectives:
- Establish and strengthen sustainable partnerships locally and internationally with industry, government, community and alumni.

General Program Information

Proposed Program Title: Supply Chain Management - Global

Proposed Credential: Ontario College Graduate Certificate

Academic Dean: Kevin Baker

Date of Review by PPRC: November 11, 2020

MTCU Code: 78902 (Program Standard)

Weight and Funding Unit (as per APS table): Weight = 1, Funding = 1

Proposed Tuition: Year 1: $2999.00

Proposed Implementation: Fall 2022 (please note BITM is open to a Winter start if employer competition necessitates it)

Year 1 Enrolment: 40

Number of Sections, Y1: 1

International Students Seat Allocation: 30

Number of Semesters: 2

Total Hours: 700 instructional hrs + 420 hrs (optional Work Term) = 1120 hrs

New or Replacement Program: New

Number of New FT Faculty: 1 in Year 3

Program Delivery Methods: Classroom, laboratory, online

Laptop Requirement: Yes

New or Renovated Space Requirements: Slated for new building

Total Capital Costs: Year 1: None

1. Approval Stages

The following approval stages have been assessed for this program:

☒ Labour Market

☒ Student Demand

☒ Budget reviewed and approved by the Chief Financial Officer and the Vice President, Academic

☒ New Program Proposal Document reviewed by the Associate Dean, Centre for Academic and Faculty Enrichment

☒ Presented to the Program Proposal Review Committee – November 11, 2020

☒ Approved by Executive Vice-President, Academic – November 18, 2020

☒ Reviewed and approved by President – November 30, 2020

2. Program Overview

2.1 Program Description

The Supply Chain Management - Global Ontario College Graduate Certificate program prepares graduates to participate in the social, financial and economic value of a supply chain from point of origin to point of consumption, through a variety of functions, or the management of those functions. These industries and functions may include manufacturing, distribution, transportation, storage, sales of materials, and/or production of goods or services. Graduates will explore the significant variability in size and scope of supply chains that can serve local and/or global markets and involve a diversity of public and private sector stakeholders that can impact and be impacted by a range of internal and external factors. This graduate program prepares graduates to work within complex systems and to have the agility to adapt to interconnected roles, work processes, and transactions.

Employment opportunities for graduates of this program are in high demand and span all industries. The supply chain sector currently involves professionals who work in a range of occupations and industries such as freight transportation arrangements, government agencies, manufacturing and production industries, retailers and distributors, third-party logistics firms, transportation and warehousing organizations, and wholesale trade companies. In addition to strong employment opportunities for supply chain professionals, the compensation is competitive.

2.2 Career Outcomes

Supply chain management (SCM) is the broad range of activities required to plan, control and execute a product's flow from materials to production and distribution in the most economical way possible. Each major phase of a product's movement through the supply chain has its own distinct business processes and disciplines. Supply chain professionals have the knowledge and skills to effectively manage the intricacies of this process.

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There are employment opportunities across a wide range of organizations and industries, including manufacturing and production industries, retailers and distributors, third-party logistics firms, transportation and warehousing organizations, and wholesale trade companies.

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. Examine the connections between strategic objectives, stakeholder expectations, and supply chain design, functions, processes and roles, to guide decision-making, problem-solving and coordination of tasks.

2. Determine the value added and financial implications of supply chain decisions and design on overall business profitability, efficiency and stakeholder satisfaction.

3. Ensure supply chain activities and transactions are compliant with relevant legal, regulatory and contractual obligations, and industry and organization standards and policies for quality, health, safety, accountability, social and environmental responsibility.

4. Use risk mitigation tools and strategies to inform supply chain management decisions.

5. Contribute to the acquisition and sale of goods, services and materials in accordance with best practices and public and private sector stakeholder expectations across a variety of industries.

6. Contribute to the strategic planning and scheduling of material requirements, resource allocation and inventory for efficient production and fulfillment of customer orders and returns.

7. Coordinate the efficient handling and movement of goods, services, materials and related information within and between supply chains.

8. Contribute to the identification and management of continuous improvements to functions and processes within and between supply chains.

9. Use available technologies to enhance work performance and support supply chain functions, processes, transactions and communications.

10. Monitor relevant trends, emerging technologies, and local and global economic, political and environmental issues to enhance work performance and guide management decisions.

11. Use leadership and communication skills to establish and manage strategic relationships with a diversity of stakeholders and support the achievement of business goals.

12. Develop and apply ongoing strategies for personal, career and professional development.

2.4 Admission Requirements

This program will appeal to international and domestic students with previous education and/or work experience who wish to pursue a credential at the graduate certificate level in the area of supply chain management.

- Ontario College Diploma, Advanced Diploma or Degree, or equivalent

3. Program of Study

Program Map

Semester 1	Semester 2	Semester 3
Business Acumen for SCM Professionals	Professional Ethics and Leadership in SCM	
Supply Chain Optimization	Global Materials Management and Enterprise Resource Planning Systems	
Global Logistics and Transportation Management	Business Analytics and Decision Making for SCM	
Integrated Business Process Management	Compliance in Global Supply Chain	Optional Work Term
Global Procurement and Supply Management	Global Sourcing	
Principles of Supply Chain Management	Strategic Supply Chain Management Capstone	
Advanced Tools and Technologies in SCM		
364 hours (Lecture, Lab)	**336 hours (Lecture, Lab)**	**420 hours**

Business Acumen	Supply Chain	SAP	Tools and Technologies

Semester 1

3.1 Course Title: Business Acumen for SCM Professionals
Course description: In this course, students are orientated to and are provided with an opportunity to explore the depth and breadth of the supply chain management field. Students conduct research to develop artefacts for a personal career and professional development plan to support entry into the supply chain management field. Business communication, networking, and exploration of interview strategies will underscore the development of a professional profile.
Instructional Setting: Classroom
Total Hours (Semester): 56 (4hr lecture)

3.2 Course Title: Supply Chain Optimization
Course description: In this course, students examine the workings of a supply chain, how organizations transform resources to products and/or services and create value along supply chains. Students apply this knowledge to use of a variety of industry standard tools to support efficient supply chain planning to manage and improve supply chain processes and performance. Project management planning tools will be employed to develop innovative solutions and cost reduction ideas, solve product and service quality problems and process improvement problems, and optimize effectiveness of supply chains. This course will allow students to see how operational effectiveness in global supply chains supports the strategic nature of global business operations.
Instructional Setting: Classroom
Total Hours (Semester): 56

3.3 Course Title: Global Logistics and Transportation Management
Course description: In this course, students are introduced to the key elements of an effective global supply chain strategy and design: logistics and transportation management. Students examine the features, benefits, limitations, and linkages ("inter-modalism") of four primary modes of transportation – road, rail, marine and air. Transportation security, in the context of new risks that face modern supply chains, the economic impact of transportation on businesses and firms, and the Logistics Manager's role in corporate strategy development are explored.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.4 Course Title: Integrated Business Process Management
Course description: In this course, students explore how organizational efficiency is created by managing integrated business processes with an enterprise resource system (ERP). This course examines the management of business tasks and activities across different business functional areas. Students explore the chain of information handoffs that occur among and between functional areas of the business to support its internal business partners and external customers. Students will access the latest SAP software to execute tasks and carry out activities related to sales order processing, credit and receivables, risk management, pricing, procurement, material requirements planning, and production planning.

*Note: If approved by the SAP - University Alliance (SAP-UA)[1], this course would be the first of three courses that, upon completion with a minimum grade of 60%, will contribute to the attainment of the SAP-UA Student Recognition Award.
Instructional Setting: Online
Total Hours (Semester): 42 (3hr online)

3.5 Course Title: Global Procurement and Supply Management
Course description: This course is an introduction to the field of purchasing and supply chain management, the legal aspects of procurement, and the ethics and social responsibility of supply chain. Students explore the impact of sourcing and supply management on the success and profitability of organizations in a global business environment. In the course, students examine the contribution of procurement to profitability by analyzing the strategic alignment of supply management. Students explore the significance of supplier selection, pressure points, negotiation strategies, and risk management for make or buy decision-making and the importance of the use of technology, tools and techniques to sustain cost savings.
Instructional Setting: Online
Total Hours (Semester): 56 (4hr online)

3.6 Course Title: Principles of Supply Chain Management
Course description: This is an introductory course about the principles, functions, processes and objectives of supply chain management. Students explore the planning, organizing, and controlling necessary in the physical movement of raw materials, inventory, and finished goods from point of origin to point of use or consumption. The course examines the role of supply chain processes in creating sustainable competitive advantage with respect to quality, flexibility, lead time, and cost.
Instructional Setting: Classroom & Online
Total Hours (Semester): 56 (3hr lecture, 1hr online)

3.7 Course Title: Advanced Tools and Technologies in SCM
Course description: In this course, students utilize industry standard software to create, format, edit, and visualize data on professional worksheets and workbooks. Students develop comprehensive solutions to business problems to support business leaders in making comprehensive and informed decisions. This course is the second of the three courses in the Supply Chain Management Graduate Certificate program that, upon completion with a minimum grade of 60%, contributes to the attainment of the SAP Student Recognition Award.
Instructional Setting: Classroom & Online
Total Hours (Semester): 56 (3hr lecture, 1hr online)

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[1] SAP-UA SAP - University Alliances enables faculty and teachers at educational institutions and partners around the world to educate next generation talents with SAP skills for the intelligent enterprise and the experience economy. SAP-University Alliances enables engagement with SAP events, building industry partnerships, launching graduates in the SAP ecosystem, and inspiring young thinkers.

Semester 2

3.8 Course Title: Professional Ethics and Leadership in SCM
Course description: This course is an introduction, for emerging Supply Chain Management (SCM) professionals, to the role of a leader as a formal front-line supervisor or manager, or as an informal leader of a work team. Students explore how effective communication and strong leadership impact organizational effectiveness and how legislation and professional standards influence decision-making for business leaders. Students discuss leadership philosophy in the context of complex business problems and ambiguous or incomplete information to act with honesty, integrity, and credibility. In this course, students explore strategies, such as mentors, continuing education, professional networking, and professional accreditations, for managing one's own career path as a business leader.
Instructional Setting: Classroom & Online
Total Hours (Semester): 56 (3hr lecture, 1hr online)

3.9 Course Title: Global Materials Management and Enterprise Resource Planning Systems
Course description: This is an advanced course on the functionality of SAP, the market leading enterprise resource planning (ERP) software system, for procurement, materials requirements planning, production planning, and other materials management and operational processes. The student explores all aspects of material management including forecasting, material requirements planning (MRP), inventory control, receiving and warehousing. In this course, students discuss how SAP can be used to help a business run its operations efficiently and provide all users access to real-time data for decision-making. *Note: If approved by the SAP-UA, this course would be the second of the three courses in the Supply Chain Management Graduate Certificate program that, upon completion with a minimum grade of 60%, contributes to the attainment of the SAP Student Recognition Award.
Instructional Setting: Classroom & Online
Total Hours (Semester): 56 (3hr lecture, 1hr online)

3.10 Course Title: Business Analytics and Decision Making for SCM
Course description: In this course, students develop analytical skills to support the analysis of data that leads to data driven business decisions. This course is the third of the three courses in the Supply Chain Management Graduate Certificate program that, upon completion with a minimum grade of 60%, contributes to the attainment of the SAP Student Recognition Award.
Instructional Setting: Classroom & Online
Total Hours (Semester): 56 (3hr lecture, 1hr online)

3.11 Course Title: Compliance in Global Supply Chain
Course description: This course is an introduction to the basic legal aspects and regulations, trade restrictions, agreements, terms (International Chamber of Commerce (ICC), Incoterms 2020), and the World Trade Organization (WTO) relevant to managing the logistical aspects of supply chains on an international/global market. Students explore the complexities of international trade such as differences in culture, physical environment, labour supply, politics

and business models. The course provides an overview of essential import and export procedures, documentation requirements, measures protecting Canada's border security, and the role of Canada Customs for achieving compliance with regulations and facilitating the successful flow of goods. Students examine risk and apply mitigation tools and strategies to inform supply chain management decisions and comply with laws, regulations, and standards. The course prepares students to lower the probability of the occurrence of risk factors and degree of impact.
Instructional Setting: Classroom & Online
Total Hours (Semester): 56 (3hr lecture, 1hr online)

3.12 Course Title: Global Sourcing
Course description: In this course, students examine how global sourcing affects businesses operating in a global environment. This course introduces students to key aspects of sourcing goods in a global environment including cultural, political, social, economic, and ethical trends/issues that affect supply chains. Students develop negotiation skills to work with suppliers to create legal and ethical agreements/contracts while adding value to an organization. The course stresses the significance and importance of contract management as the basis of most business relationships and mitigation of financial loss, relationship harm, and damaged reputations.
Instructional Setting: Classroom & Online
Total Hours (Semester): 56 (3hr lecture, 1hr online)

3.13 Course Title: Strategic Supply Chain Management - Capstone
Course description: In this capstone course, students examine the value added and financial implications of supply chain decisions on overall business profitability, efficiency, and stakeholder satisfaction. Students use financial documentation, explore financing of international business transactions, apply financial strategies to develop a supply chain strategy, plan financial exchange strategies, and analyze global marketplace trends to generate recommendations to preserve business viability. This course requires students to apply leadership principles and strategies to coordinate decision-making, stimulate problem solving, and respond to team dynamics with the goal of achieving overall business profitability, efficiency, and stakeholder satisfaction. In this course, students will formulate, execute, evaluate and adjust business strategy as they use SAP to manage team-based virtual businesses.
*Note: If approved by the SAP-UA, this course would be the third of the three courses in the Supply Chain Management Graduate Certificate program that, upon completion with a minimum grade of 60%, contributes to the attainment of the SAP Student Recognition Award.
Instructional Setting: Classroom & Online
Total Hours (Semester): 56 (3hr lecture, 1hr online)

Semester 3
3.14 Course Title: Optional Work Term
Course description:
Instructional Setting:
Total Hours (Semester): 420

4. Strategic Alignment

4.1 Strategic Fit

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

Strategic Mandate Agreement
The proposed program aligns with Durham College's institutional strengths outlined in the 2020-2025 Strategic Mandate Agreement (SMA).

Institutional Strength/Focus:

- Business

a) Priority Areas and Performance Metrics: Skills & Job Outcomes

How does the proposed program support this priority area and performance metric?

Skills
- This program provides graduates with the skills in supply chain management, business and professional ethics, and the tools and technology (including ERP systems) necessary to fill the employment opportunities available across a wide range of organizations and industries.

- Embedded in the program are a variety of experiential learning opportunities
    - a 420-hour optional work term,
    - capstone course, and
    - hands-on courses with industry technology (e.g. SAP, Excel, and Power BI).

- Graduates will have access to industry certifications (SAP-UA student recognition award, Microsoft Office Specialist Certification in Excel) to support them to be more marketable and employable in the field.

Job Outcomes
- Employment in this field is expected to grow in Ontario by up to 5 per cent by 2021 and there is an anticipated shortage of employees to meet this demand.

- For colleges who offer this graduate certificate, applicant interest and enrolment are increasing, and international enrolment is particularly high. Employment outcomes for graduates are stronger than those of all graduates in the CAAT system.

b) Priority Areas and Performance Metrics: Economic & Community Impact

How does the proposed program support this priority area and performance metric?

Economic Impact
- Supply chain is considered one of the most essential sectors of Canadian economy.
- The demand for supply chain professionals spans all industries and currently in high demand.

Community Impact
- The Durham region is emerging as an integrated logistics and distribution hub for the GTA and Eastern Ontario market – will lead to increasing employment opportunities for supply chain graduates in the region.

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

Goal 1: Ensure exceptional quality in our academic programs.

Goal 3: Establish and augment internationalization and global engagement initiatives.

Strategic Plan
The new program aligns to several objectives identified in the college's 2020-2023 Strategic Plan.

a) Pillar: Our Students

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

Objectives:
- Deliver high-quality programs that reflect labour markets and are responsive to emerging economies.
- Foster the development and durable skills that are transferable across all industries and workplaces.

b) Pillar: Our Work

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

Objectives:
- Lead the development of transformational programs, services and systems that enhance the student experience.
- Optimize resources and processes in all aspects of our business.

c) Pillar: Our Community

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

Objectives:
- Establish and strengthen meaningful partnerships with industry, government, community and alumni to ensure our programs are leading-edge.

Business Plan (2020-2021)

The new program aligns to several objectives identified in the college's 2020-2021 Business Plan.

a) Pillar: Our Students

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

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

- Foster the development of durable skills that transfer across all industries and workplaces including collaboration, entrepreneurial and critical-thinking, digital literacy, communication and creativity.

b) Pillar: Our Work

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

Objectives:
- Lead in the development of transformational programs, services and systems that enhance the student experience.

- Maximize resources and processes in all aspects of our business.

c) Pillar: Our Community

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

Objectives:

- Establish and strengthen sustainable partnerships locally and internationally with industry, government, community and alumni.

4.2   Fit with Existing Programs

Durham College is proposing the option to offer Supply Chain Management – Global within the School of Business, IT & Management. The one-year graduate certificate will provide students with an understanding of the complexity and inter-connectedness of roles, work processes, transactions and stakeholders within and between supply chains, and the impact of supply chain decisions on financial performance. Students will be able to earn additional embedded industry credentials, including the SAP - UA Student Recognition Award and Microsoft Office Specialist Certification in Excel, to help them stand out to employers in a competitive market. Graduates will have the job-ready skills in complex problem solving, analytics, decision-making and communications that employers seek.

Durham College has a well-established diploma in Business - Supply Chain & Operations and an advanced diploma in Business Administration - Supply Chain & Operations Management. The addition of the graduate certificate in Supply Chain Management - Global will provide mature and international students with education that will build upon the previous education and/or work experience they bring to the college. All of these programs have regional and local community supports in place through well-established and active Program Advisory Committees (PAC) and/or field placement providers.

A Supply Chain Management graduate certificate is currently offered at 13 CAAT colleges under the MTCU code 78902. Graduates of these programs are prepared for careers in the fields of logistics, procurement, supply chain and operations.

5.   Labour Demand and Graduate Employment Possibilities

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

Based upon the analysis of labour market data and the program mix at Durham College, it is expected that the proposed Supply Chain Management program would be a strong addition to the College's program offerings for the following reasons:

- Supply chain professionals are in high demand.
- Applications and confirmations are increasing system-wide.
- The proportion of international enrolment is high system-wide.
- Increasing opportunities for related employment in the Region of Durham.
- High full-time related employment for graduates of Ontario CAAT Colleges.

5.1.   Labour Market Analysis

Considered one of the most essential sectors of Canada's economy, the supply chain sector currently involves more than 800,000 employees (excluding truck drivers) who work in a range of occupations and industries.[2] Approximately 150,000 of these positions are at the professional or managerial level. The annual labour force growth rate in the supply chain sector is expected to be around 1.1 per cent from 2017 to 2021.[3] As well as anticipated growth in new jobs, the sector is expected to face challenges filling jobs left vacant due to retirements and worker turnover. The greatest increase in job growth is expected to occur in professional and high-tech occupations.

Currently in Ontario, approximately 29,450 people work as supply chain tracking scheduling coordinators, 18,650 as purchasing agents and officers, and 9,050 as production logistic co-ordinators. Employment in the supply chain sector is expected to grow in Ontario by up to 5 per cent in 2021, and there is an anticipated shortage of employees to meet this demand.[4]

Durham Region is emerging as an integrated logistics and distribution hub for the Greater Toronto Area and eastern Ontario market. The municipalities of Ajax, Whitby and Oshawa each list Logistics as a key business sector. A well-established transportation network of regional highways, deep-sea shipping ports, transcontinental and commuter railway lines, as well as proximity to local and international airports, has allowed for considerable growth in warehousing and distribution centres throughout Durham Region. For instance, in 2020, Amazon opened a delivery station in Whitby, providing hundreds of new jobs.[5] Amazon also announced it will be opening a one million-square-foot facility in Ajax in 2021, which will create 1,000 jobs. This would make Amazon one of the largest employers in Ajax.[6] Gordon Food Service also recently created hundreds of jobs in Ajax by opening a 342,000 square foot warehouse in 2020.[7] The establishment of these facilities supports employment in supply chain management and throughout the diverse network of inter-connected industries, including transportation, manufacturing and retail.

Job titles and descriptions relevant to the field of Supply Chain Management were culled from a variety of labour market reports. The NOC provides a

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[2] Canadian Supply Chain Sector Council. (2017) Supply Chain Sector Facts and Figures. http://legacy.cscrf.ca/www.supplychaincanada.org/assets/u/Sector-FactsandFigures-English.pdf
[3] Ibid,
[4] UTM Career Centre. (2019) Industry Profile: Supply Chain. https://www.utm.utoronto.ca/careers/sites/files/careers/public/shared/pdf/IndustryReports/2019/FINAL_IndustryReport _SupplyChain_v190722_kw.pdf
[5] Durham Region. (2020) Amazon opens delivery centre in Whitby, bringing hundreds of jobs. https://www.durhamregion.com/news-story/10187264-amazon-opens-delivery-centre-in-whitby-bringing-hundreds-ofjobs/
[6] Durham Region. (2020) Amazon creating 1,000 new jobs in Ajax https://www.durhamregion.com/newsstory/10176220-amazon-creating-1-000-new-jobs-in-ajax/
[7] Durham Region. (2019) What's Going On Here: Gordon Food Service warehouse, https://www.durhamregion.com/news-story/9174992-what-s-going-on-here-gordon-food-servicewarehouse/

standardized framework for organizing the labour force in a coherent system. Based on the titles and descriptions, four key four-digit National Occupation Classifications (NOC) codes were identified: 0113, 1215, 1225 and 1523.

These four codes are: 0113 – Purchasing managers (e.g., Supply chain manager; Procurement manager), 1215 – Supervisors, supply chain, tracking and scheduling co-ordination occupations (e.g., Supply chain supervisor), 1225 – Purchasing agents and officers (e.g., Supply chain specialist - procurement), and 1523 – Production logistics co-ordinators (e.g., Supply chain coordinator - production).

Labour Market Outlook
Occupational Classification: National

Table 1 displays wages, occupation statistics and employment outlooks for relevant occupations in Canada.

Table 1

Wages, Occupational Statistics and Employment Outlook (National)					
NOC Code - Occupation	**Median Wage[21]**	**Employment in 2018**	**Median Age in 2018**	**Average Retirement Age in 2018**	**Outlook to 2028[22]**
0113 – Purchasing managers	$42.05	13,400	48	60.0	Balance
1215 – Supervisors, supply chain, tracking and scheduling co-ordination occupations	$24.04	n/a			
1225 – Purchasing agents and officers	$28.85	64,000	44	61.0	Balance
1523 – Production logistics co-ordinators	$24.09	n/a			

Source: Employment and Social Development Canada www.jobbank.gc.ca/marketreport/outlook Accessed: September 2020
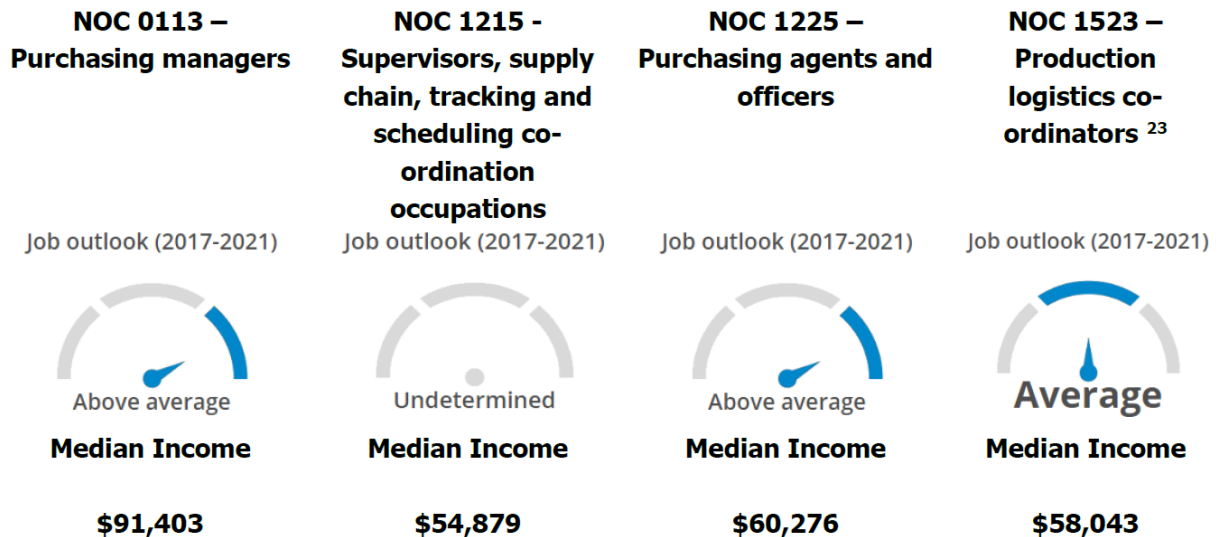
The median wages for relevant occupations are higher than average, especially for Purchasing managers. Where available, a balanced labour market is projected for these occupations through to 2028.

Provincial Outlook
Occupational Classification: Provincial

Figure 1 displays the provincial job outlook rating for the relevant occupations, as well as median income.

Figure 1

NOC 0113 – Purchasing managers	NOC 1215 - Supervisors, supply chain, tracking and scheduling co-ordination occupations	NOC 1225 – Purchasing agents and officers	NOC 1523 – Production logistics co-ordinators [23]
Job outlook (2017-2021)	Job outlook (2017-2021)	Job outlook (2017-2021)	Job outlook (2017-2021)
Above average	Undetermined	Above average	Average
Median Income	**Median Income**	**Median Income**	**Median Income**
$91,403	$54,879	$60,276	$58,043

Source: MTCU, Ontario Job Profiles www.iaccess.gov.on.ca/labourmarket Accessed: September 2020

The outlooks for relevant occupations are largely favourable in Ontario and the median income for three of the four occupations is higher than the Ontario average of $55,121.

Table 2 presents summary job profile statistics provided by the Government of Ontario for the relevant occupations.

Table 2

Provincial Summary Job Profile Statistics					
NOC Code - Occupation	**Males**	**Females**	**Full-Time**	**Part-Time**	**Self-Employed**
0113 – Purchasing managers	62%	38%	83%	17%	0%
1215 – Supervisors, supply chain, tracking and scheduling co-ordination occupations	68%	32%	83%	17%	3%
1225 – Purchasing agents and officers	48%	52%	78%	22%	4%
1523 – Production logistics co-ordinators	47%	53%	79%	21%	2%

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

Employment is primarily full-time and there are lower proportions of self-employed individuals working in each occupational area as compared to the national average of 14 per cent.

Table 3 displays the education level of employees in relevant occupations in Ontario.

Table 3

Educational Attainment				
Education Level	**0113 – Purchasing managers**	**1215 – Supervisors, supply chain, tracking and scheduling co-ordination occupations**	**1225 – Purchasing agents and officers**	**1523 – Production logistics co-ordinators**
No certificate, diploma or degree:	3%	10%	4%	5%
Secondary (high) school diploma or equivalency certificate	19%	38%	23%	27%
Apprenticeship or trades certificate or diploma	2%	4%	2%	3%
College, CEGEP or other non-university certificate or diploma	27%	24%	33%	34%
Bachelor's degree	33%	17%	27%	23%
Degree in medicine, dentistry, veterinary medicine or optometry	0%	0%	0%	0%
Master's degree	11%	3%	6%	4%
Earned doctorate	0%	0%	0%	0%
Other	5%	3%	4%	4%

The relevant occupations largely employ graduates with College certificates or diplomas and Bachelor's degrees.

Table 4 presents provincial employment opportunities for each relevant occupation. Within each column, the percentages indicate the distribution of all individuals employed in the corresponding occupation across the select census divisions (e.g. 22 per cent of Supervisors, supply chain, tracking and scheduling co-ordination occupations are employed in Peel).

Table 4

Census Division	All Occupations	0113 – Purchasing managers	1215 – Supervisors, supply chain, tracking and scheduling co-ordination occupations	1225 – Purchasing agents and officers	1523 – Production logistics co-ordinators
Durham	5%	6%	5%	4%	6%
Toronto	21%	18%	18%	16%	20%
Peel	10%	13%	22%	12%	13%
York	9%	12%	8%	10%	8%
Peterborough	1%	1%	1%	1%	1%
Northumberland	1%	0%	0%	1%	1%
Kawartha Lakes	1%	0%	0%	0%	0%

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

Main Industries of Employment: Provincial

Tables 5 to 8 present the main industries for each relevant NOC code and indicate the diversity of industries of employment for each of the relevant occupations.

Table 5

Main Industries of Employment for NOC 0113 (Purchasing managers)	
Main Industries of Employment	**(%)**
Wholesale trade	25
Public administration	16
Professional, scientific and technical services	10
Construction	9

Source: iaccess Job Profiles Accessed: September 2020

Table 6

Main Industries of Employment for NOC 1215 (Supervisors, supply chain, tracking and scheduling co-ordination occupations)	
Main Industries of Employment	**(%)**
Wholesale trade	46
Professional, scientific and technical services	10
Public administration	8
Administrative and support, waste management and remediation services	7

Source: iaccess Job Profiles Accessed: September 2020

Table 7

Main Industries of Employment for NOC 1225 (Purchasing agents and officers)	
Main Industries of Employment	**(%)**
Public administration	25
Wholesale trade	21
Professional, scientific and technical services	13
Construction	9

Source: iaccess Job Profiles Accessed: September 2020

Table 8

Main Industries of Employment for NOC 1523 (Production logistics co-ordinators)	
Main Industries of Employment	**(%)**
Wholesale trade	15
Information and cultural industries	14
Health care and social assistance	13
Professional, scientific and technical services	12

Source: iaccess Job Profiles Accessed: September 2020

Table 9 presents the combined number of jobs that are expected to be created in Ontario and select census divisions across all four relevant occupations.

Table 9

Occupation Summary (Ontario and Select Census Divisions) − 2019 & 2024					
Region	**2019 Jobs**	**2024 Jobs**	**Change**	**% Change**	**Median Hourly Wages**
Ontario	67,864	70,351	2,487	4%	$29.31
Durham	2,134	2,194	60	3%	$29.53
Toronto	13,329	13,487	158	1%	$29.95
Peel	11,173	11,676	503	5%	$28.72
York	6,237	6,412	175	3%	$29.68
Peterborough	374	362	-12	-3%	$28.09
Northumberland	169	161	-8	-5%	$27.69
Kawartha Lakes	121	118	-3	-2%	$27.98

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

A total of 2,487 jobs are expected to be created in Ontario by 2024 across the four relevant NOC codes. Most jobs are anticipated to be created in the Peel census division. The Durham census division is projected to gain 60 jobs over the period, resulting in 2,194 total jobs by 2024.

Local Outlook
Occupational Classifications: Region of Durham

Table 10 presents the number of jobs and hourly wages for all relevant occupations within the Durham census division. Job counts are presented for 2019, in addition to a projection of the number of jobs in 2024.

Table 10

Durham Region Employment Outlook - 2019 & 2024					
NOC	**2019 Jobs**	**2024 Jobs**	**Change**	**% Change**	**Median Hourly Wages**
0113 − Purchasing managers	198	213	15	8%	$57.52
1215 − Supervisors, supply chain, tracking and scheduling co-ordination occupations	998	1,043	45	5%	$25.03
1225 − Purchasing agents and officers	644	663	19	3%	$29.69
1523 − Production logistics co-ordinators	294	275	-19	-6%	$25.60
Total	**2,134**	**2,194**	**60**	**3%**	**$29.53**

Source: The Ontario Labour Force Survey, EMSI Analyst 2019.3 Accessed: September 2020
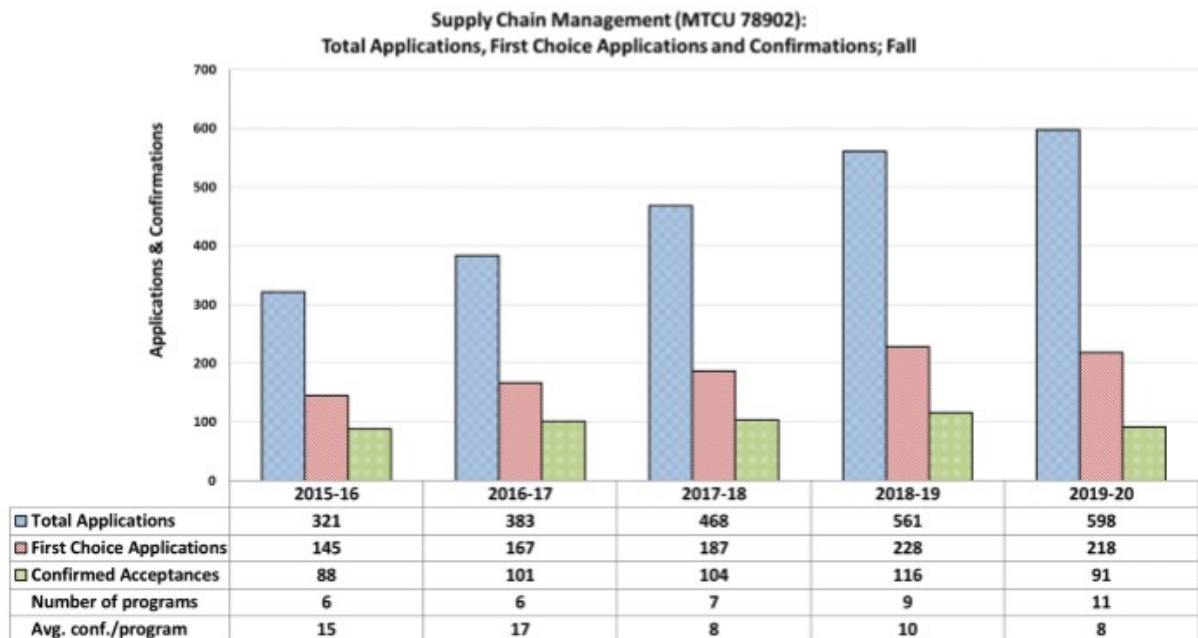
Table 10 indicates the greatest number of jobs created in the Durham census division will be in the occupations categorized as Supervisors, supply chain, tracking and scheduling co-ordination occupations.

6.   Analysis of Competition

A Supply Chain Management graduate certificate is currently offered at 13 CAAT colleges under the MTCU code 78902. Graduates of these programs are prepared for careers in the fields of logistics, procurement, supply chain and operations.

System-wide, enrolment in Supply Chain Management programs has increased over the reporting period in all three intakes. International students account for a large proportion of enrolment (over 80 per cent in all years and terms). There has been substantial growth of the Spring intake over the reporting period.

7.   Student Interest

Supply Chain Management (MTCU 78902):
Total Applications, First Choice Applications and Confirmations; Fall

	2015-16	2016-17	2017-18	2018-19	2019-20
Total Applications	321	383	468	561	598
First Choice Applications	145	167	187	228	218
Confirmed Acceptances	88	101	104	116	91
Number of programs	6	6	7	9	11
Avg. conf./program	15	17	8	10	8

Source: OCAS Data Warehouse, accessed September 2020

- The average growth[26] between 2015 and 2019 for total applications was: 17%.
- The average growth between 2015 and 2019 for first choice applications was: 11%.
- The average growth between 2015 and 2019 for confirmations was: 2%.

Overall, domestic applicant interest in this program has increased over the reporting period (2015-2019). The 2020-21 application cycle is in progress but confirmations for Fall 2020 are higher than the previous five years (159). The Winter and Spring intakes have also steadily increased in applications and confirmations.

8. **Target Market**

The target market for this program is domestic and international students possessing a diploma, advance diploma, and/or baccalaureate degree from programs in the following disciplines:

1. Business (2- or 3-year)
2. Information Technology (2- or 3-year)
3. Hospitality
4. Healthcare Technology

9. **Operating Revenue and Expenses**

The following tables summarize the net contribution for the proposed Ontario College Graduate Certificate program: Supply Chain Management – Global.

Student Enrolment	2022-23 Projection	2023-24 Projection	2024-25 Projection	2025-26 Projection	2026-27 Projection
Projected enrolment	40	40	80	80	80
Total	**40**	**40**	**80**	**80**	**80**

Net Contribution	2022-23 Projection	2023-24 Projection	2024-25 Projection	2025-26 Projection	2026-27 Projection
Total Direct Program Expenses	137,152	163,464	325,116	334,115	343,384
Total Revenue For Program	273,924	273,924	547,848	547,848	547,848
Net Contribution $	136,772	110,460	222,732	213,733	204,464
Net Accumulated Contribution / (Deficit)	136,772	247,231	469,963	683,696	888,160
Net Contribution - % of Gross Revenue	**49.9%**	**40.3%**	**40.7%**	**39.0%**	**37.3%**

Net Contribution	2022-23 Projection	2023-24 Projection	2024-25 Projection	2025-26 Projection	2026-27 Projection
Target Net Contribution	n/a	Breakeven	40.0%	40.0%	40.0%
Capital Requirement	0	0	0	0	0

Revenue	2022-23 Projection	2023-24 Projection	2024-25 Projection	2025-26 Projection	2026-27 Projection
Tuition Fees per academic year	$2,999	$2,999	$2,999	$2,999	$2,999
Set-Aside Fee Removed	$300	$300	$300	$300	$300
Tuition Fee realized by college	$2,699	$2,699	$2,699	$2,699	$2,699
Total Tuition Fees	107,964	107,964	215,928	215,928	215,928
Other Revenue (Contract Training)	0	0	0	0	0
Total Other Revenue	0	0	0	0	0
Program Wtd Funding Unit	1.00	1.00	1.00	1.00	1.00

Revenue	2022-23 Projection	2023-24 Projection	2024-25 Projection	2025-26 Projection	2026-27 Projection
Grant - MTCU Operating (Assume $4160/wfu)	$165,960	$165,960	$331,920	$331,920	$331,920
Total Revenue	**$273,924**	**$273,924**	**$547,848**	**$547,848**	**$547,848**

Expenditures	2022-23 Projection	2023-24 Projection	2024-25 Projection	2025-26 Projection	2026-27 Projection
Salaries - Faculty (FT)	42,500	85,000	172,550	177,727	183,058
Salaries - Co-ordinator Allowance	0	0	0	0	0
Salaries - PT Teaching	60,480	36,960	73,920	76,138	78,422
Salaries - PL Teaching	0	0	0	0	0
Salaries - Sessional Teaching	0	0	0	0	0
Contract Teaching	0	0	0	0	0
Total Teaching Salaries	**102,980**	**121,960**	**246,470**	**253,864**	**261,480**

Expenditures	2022-23 Projection	2023-24 Projection	2024-25 Projection	2025-26 Projection	2026-27 Projection
Benefits - Faculty - FT 25%	10,625	21,250	43,138	44,432	45,765
Benefits - Faculty - PT 13.0%	8,467	5,174	10,349	10,659	10,979
Benefits - SS (FT) 28%	0	0	0	0	0
Total Employee Benefits	**19,092**	**26,424**	**53,486**	**55,091**	**56,744**
Total Labour	**122,072**	**148,384**	**299,956**	**308,955**	**318,224**
Instructional Supplies	2,000	2,000	4,000	4,000	4,000
Instructional Other Costs	0	0	0	0	0
Field Work	0	0	0	0	0
Membership & Dues	0	0	0	0	0
Professional Development	1,000	1,000	2,000	2,000	2,000
Travel/accommodation/meals	1,300	1,300	2,600	2,600	2,600
Promotion/Public relations	0	0	0	0	0

25

Expenditures	2022-23 Projection	2023-24 Projection	2024-25 Projection	2025-26 Projection	2026-27 Projection
Maintenance-Equipment	5,000	5,000	5,000	5,000	5,000
Telecommunications	0	0	0	0	0
Software Costs ($65USD and $60 CDN)	5,780	5,780	11,560	11,560	11,560
Office supplies/Other Expenses	0	0	0	0	0
Rental	0	0	0	0	0
Total Other Expenditure	**15,080**	**15,080**	**25,160**	**25,160**	**25,160**

Public Report

Report Number: BOG-2020-81

To: Board of Governors

From: Don Lovisa

Date of Report: December 3, 2020

Date of Meeting: December 9, 2020

Subject: Government Relations Update – Fall 2020

1. Purpose

The purpose of this report is to provide a summary of the government relations activities for fall 2020.

2. Recommendation

It is recommended that the Durham College Board of Governors:

That Report BOG-2020-81, providing an update on government relations activities, be received for information.

3. Background

This report summarizes the government relations activities at the College. This report describes ongoing communications with government officials and ministries, and the projects impacted by these communications.

4. Discussion/Options

On September 21, 2020 Durham College submitted a letter outlining our fiscal situation that was sent on behalf of the board chair, Michele James, to the Minister of Colleges and Universities, Ross Romano. The letter discussed the expected deficit that the college will incur this fiscal year as a result of an increase in expenses and decrease in revenue brought on by COVID-19. The letter discusses the impact this has had on the college itself, specifically the number of staff that have been furloughed or laid off. It also brought forth the decline in international enrolment, a major factor impacting our revenue.

A revised version of the letter was sent in as Durham College's fall pre-budget consultation submission in October. The core ask and information was the same,

with minor edits to address the budget consultation process. This submission was presented virtually before the Minister of Finance, Rod Phillips, and three other Durham Region MPP's being Peter Bethlenfalvy (Pickering-Uxbridge), Lorne Coe (Whitby) and Lindsey Park (Durham).

On November 5, 2020, Ontario Finance Minister Rod Phillips tabled the 2020 fall provincial budget. The following are highlights that affect colleges:

- The province is investing $59.5 million over three years to support Ontario's first micro-credentials strategy, which will help people retrain and upgrade their skills to find new employment.
- The province is committing $100 million in funding for 2020-21 through Employment Ontario for skills training programs for workers most affected by COVID-19.
- The government is redesigning the Second Career program to support workers laid off due to COVID-19 by making it easier for them to retrain and upgrade their skills.
- The province is investing $37 million in employment and training services to help more than 15,000 people train for new jobs and upgrade their skills to fit the evolving needs of Ontario's economy.

Finally, with regard to the fall provincial budget, the government of Ontario expects post-secondary education sector expenses to increase from $10.5 billion in 2019-20 to $11.2 billion in 2022-23.

On November 20, 2020, the Minister of Colleges and Universities, Ross Romano announced $466 million in capital grants over three years starting in 2020-21 for all colleges and universities. This sum was included in the fall budget outlined above. These funds will be disseminated throughout all post-secondary institutions (over 40 of them) in the province and will help address deferred maintenance backlogs – it will not help with the fiscal crisis resulting from COVID-19. These funds will address physical and mechanical renovations that were already planned before COVID-19. Durham College will receive an additional $1.7 million for deferred maintenance, which will help address an estimated $35 million accumulated deferred maintenance backlog on campus.

Over the past eight months, Durham College has worked closely with Colleges Ontario to advocate for support from the provincial government. Looking back, Colleges Ontario has confirmed since March the system has provided the Ministry of Colleges and Universities with financial impact projections at least three times. Once in the spring, and twice this fall the ministry has received system-wide data on the fiscal issues impacting colleges across Ontario.

Recent discussions with the Durham College board of governors has revealed a desire from board members to assist in college advocacy. As such, the board secretary, and government relations manager have been organizing with certain board members additional webinars on advocacy and further, setting up meetings between board members and political figures to have a discussion on college priorities.

There are two meetings being established at the moment, including one with Whitby MPP, Lorne Coe, this December and another with Pickering-Uxbridge MPP and President of the Treasury Board, Peter Bethlenfalvy in January. These meetings will focus predominantly on the college's fiscal sustainability, as well as specific areas including executive compensation.

If a board member is interested in having a meeting scheduled with a political figure to speak on behalf of the college, please contact Melissa Pringle to begin the process. Any assistance in advocating from our board is immensely appreciated, and can only help to positively impact post-secondary education in our community.

5. Financial/Human Resource Implications

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

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

A meeting was held with OnTech's government relations representative as well as Trent University Durham's representative to discuss a united message on post-secondary sustainability be presented to MPP Coe at a joint advocacy meeting with the Whitby Chamber of Commerce. Meeting with MPP Coe will take place on December 11, 2020.

8. Relationship to the Strategic Plan/Business Plan

This government relations and election update supports the 2020-2023 Strategic Plan including the Mission, Vision and Values outlined in the Strategic Plan.

1. **Our Students** – To educate and inspire students to realize success in their careers and communities.

2. **Our People** – To invest in our employees and empower them to be entrepreneurial, innovative and strategic.

3. **Our Work** - To be a leader in teaching and learning while responsibly managing resources, ensuring good governance and strategically investing in the future.

4. **Our Community** - To drive the economic, social and environmental success of our community, locally and globally.

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

Date: November 10, 2020

Location: MS Teams

Members Present: Jim Wilson, Committee Chair
                    Elizabeth Cowie, Committee Vice-Chair
                    Christine Kozminski
                    Kenneth Michalko (joined the meeting at 6:33 p.m.)
                    Ian Murray
                    Gary Rose
                    Michele James, Chair of the Board (joined the meeting at 6:59 p.m.)
                    Don Lovisa, President

Staff Present: Melissa Pringle, Corporate and Board Secretary

1.   CALL TO ORDER

With quorum present, the meeting was called to order at 6:30 p.m.

2.   WELCOME TO NEW MEMBERS & ROUNDTABLE INTRODUCTIONS

Governor Michalko joined the meeting.

New Governors Christine Kozminski and Ian Murray were welcomed to the meeting, and the Committee participated in roundtable introductions.

3.   INTRODUCTION OF GUESTS

The Chair introduced Allison Hector-Alexander, Director, Equity, Diversity and Inclusion.

4.   ADDITIONS/DELETIONS TO THE AGENDA

None.

5.   CONFLICT OF INTEREST DECLARATIONS

None.

6.   PRESENTATIONS

None.

7.   DECISION ITEMS

None.

8.   DISCUSSION ITEMS

8.1   Collection of Demographic Data & Sample Survey Used by Nova Scotia Community College

The Director, Equity, Diversity and Inclusion provided an overview of the diversity self-identification survey the College is intending to implement to better understand who is on campus in terms of diversity and to understand if individuals feel included on campus. This data collected will be used to identify gaps, to develop targeted outreach and programming, to comply with measures in the dimensions charter and BlackNorth initiative pledge, to measure the College's success of equity, diversity and inclusion initiatives, and to support research and grant applications.

Governor Kozminski temporarily left and re-entered the meeting.

The Director, Equity, Diversity and Inclusion reported that the survey would be accompanied by a detailed communication plan to explain why the data is being collected, the purposes it will be used for, and how the data will be protected and stored.

The Committee questioned the Director, Equity, Diversity and Inclusion about the self-identification project and discussed the importance of being transparent about why the data is being collected, how the data will be used, and how it will be protected.

Governor James joined the meeting.

Following discussion, the Director, Equity, Diversity and Inclusion confirmed the intent would be that students, employees, and Board members would be asked to voluntarily complete the survey. Further, the Director, Equity, Diversity and Inclusion advised the College is exploring best practices and has obtained survey

tools and questions used successfully by other organizations (e.g., Sheridan College, Ryerson University) to ensure the best possible outcome.

The Committee concurred that pending implementation of the College's self-identification survey, no further action was required by the Board at this time.

8.2   Recent Suggestions for Enhancing Board Meetings & Supporting Diversity and Inclusion Efforts

The Committee explored various suggestions (e.g., reading a diversity statement, saying the indigenous land acknowledgment, updating the Board report template) offered by various Governors over the past couple of months to enhance Board meetings and support diversity and inclusion efforts.

The Committee discussed the importance of all the College values and considered the best way to ensure that decision-making at the Board reflected the College's mission, vision, and values without becoming an exercise in "checking a box," ultimately losing the impact of the action.

The Committee questioned the Director, Equity, Diversity and Inclusion regarding some of the suggestions presented. In response, the Director, Equity, Diversity and Inclusion stated that in her opinion, the most significant impact would come from weaving the College's values into decision-making and reviewing materials presented to the Board through various lens's rather than engaging in specific actions at the beginning of every meeting. Further, the Director, Equity, Diversity and Inclusion advised that the College recently approved an anti-black racism statement that is now included in the College's strategic documents.

Following discussion, the Committee decided that it was the responsibility of every Governor to read and consider materials presented to the Board through the lens of the College's values and to question staff, where appropriate.

Action: The Corporate and Board Secretary to ensure that future Board meeting packages include the Board values on the front page of the agenda to remind the Board of their importance in decision-making.

8.3   Handling of Conflicts of Interest in Virtual Meetings

The Committee discussed the current practice of asking Governors to leave the meeting during a vote on an item to which they have a conflict and discussed whether the practice should change given the pivot to virtual meetings.

The Corporate and Board Secretary advised that it was best practice for a Governor to leave the room while a vote is taken on a matter in which they have a conflict.

Following discussion, the Committee concurred that the current practice of asking a Governor to leave the meeting during a vote on a matter to which they have a conflict should continue, and the fact that the meetings have shifted to a virtual format is not relevant.

8.4   Board Goal re Continuous Improvement

The Committee discussed the Board's current meeting assessment process and the suggestions put forward by the Executive Committee to improve the process. Further, the Committee discussed what issue, if any, the purpose of reviewing the meeting assessment process was trying to address.

Following discussion, the Committee concurred that the Board was high functioning but that there is always room to improve and challenge the status quo. The Committee also discussed the different personalities at the Board table and how Governors may not feel comfortable speaking up to offer areas of improvement.

As no consensus was reached on what suggestions to pursue to enhance the meeting assessment process, the Committee requested more information on the best practices related to meeting assessments.

Action: The Corporate and Board Secretary to research the best practices for meeting assessments and bring the matter back for discussion at the next Governance Review Committee meeting.

9.   MEETING CRITIQUE

The Committee conducted a roundtable meeting critique and agreed that the meeting was different than members were used to because the conversation was generative in nature, but acknowledged that everyone had the opportunity to participate and voice their opinions. The Committee commended the Chair for facilitating the meeting and recommended that in the future, to ensure clarity, that the Chair be more aggressive at confirming action items. The Committee also concurred that having the Director of Equity, Diversity and Transitions in attendance was a valuable resource.

10.   ADJOURNMENT

With no further business, the meeting ended at 8:11 p.m.