

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

Date: Wednesday, April 14, 2021, 6:00 p.m.

Location: MS Teams

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. Student Presentation: Mitacs-Funded Research Internship & TeachingCity Collaboration

Related Articles

 - [Pen Pal Program in The Chronicle](#)
 - [Reading Buddy Initiative in The Star](#)
 - [Durham College Media Release](#)
 - 5.2. Update on the Durham College Alumni Association - N. Blackman & L. Flynn
6. **CHAIR'S REPORT**
7. **CO-POPULOUS GOVERNORS' REPORT**
8. **CONSENT AGENDA**

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

Recommendation

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

- 8.1. Approval of Public BOG Minutes from February 10, 2021 6 - 11

Recommendation

That the public minutes of the Board of Governors meeting of February 10, 2021, be approved as read.

- 8.2. President's Report - March to April 2021 12 - 25

Recommendation

That Report BOG-2021-19, outlining the president's activities from March to April 2021, be received for information.

- 8.3. Post-Election Report and Results of the Internal Governor Elections 26 - 31

Recommendation

That based on Report BOG-2021-18:

1. The results of the student governor election be ratified, and **Kunal Nagpal** be confirmed as student governor for a 1-year term effective September 1, 2021, to August 31, 2022; and,
2. The results of the academic member election be ratified, and **Nathan Wilson** be confirmed as the academic governor for a 3-year term effective September 1, 2021, to August 31, 2024; and,
3. The results of the support staff member election be ratified, and **Jennifer Powell** be confirmed as the support staff governor for a 3-year term effective September 1, 2021, to August 31, 2024.

- 8.4. Government Relations & Advocacy Update 32 - 36

Recommendation

That Report BOG-2021-26 providing an update on government relations activities for winter 2021, be received for information.

9. DISCUSSION ITEMS

- 9.1. New Program of Instruction: Wireless Telecommunications - Internet of Things - E. Popp & M. Hutt 37 - 64

Recommendation

It is recommended to the Durham College Board of Governors:

That in accordance with Report Number BOG-2021-15, the proposed Ontario College Graduate Certificate program of instruction listed below be approved:

- Wireless Telecommunications – Internet of Things

- 9.2. New Program of Instruction: Interactive Media Design - Web Development (Diploma) - E. Popp & G. Murphy 65 - 85

Recommendation

It is recommended to the Durham College Board of Governors:

That in accordance with Report Number BOG-2021-16, the proposed Ontario College Diploma program of instruction listed below be approved:

- Interactive Media Design – Web Development

Recommendation

It is recommended to the Durham College Board of Governors:

That in accordance with Report BOG-2021-25, the following programs be permanently suspended effective fall 2021:

School of Hospitality and Horticultural Sciences (HHS)

- Event Management (EVMT), Ontario College Graduate Certificate, (MTCU Code 72205/APS 01226);

School of Justice and Emergency Services (JES)

- Legal Research and Information Management (LRIM), Ontario College Graduate Certificate, (MTCU Code 72616 / APS 01207);

School of Media, Art and Design (MAD)

- Animation - Digital, Ontario College Diploma (ADIG), (MTCU Code 51901/APS 01179);
- Interactive Media Management (IMEM), Ontario College Graduate Certificate, (MTCU Code 79403/APS 01);
- Investigative Journalism and Documentary Production (IJDP), Ontario College Graduate Certificate, (MTCU Code 79408 /APS 01238);
- Journalism – Web and Print (JOWP), Ontario College Diploma, (MTCU Code 52005/APS 01029); and,

School of Science and Engineering Technology (SET)

- Architectural Technician (ARHC), Ontario College Diploma, (MTCU Code 50600 / APS 01213).

Recommendation

It is recommended to the Durham College Board of Governors:

That Report BOG-2021-28, providing the final update on the 2020-2021 Business Plan, be received for information.

10. UPCOMING EVENTS

- Nominations accepted for the Election of Chair & Vice-Chair of the Board (April 19 to 22); if required, election to be held April 26 to 28
- CIGan Virtual Conference - April 26 to 28, 2021
- Learn More Series: Primer on Program Advisory Committees - May 4, 2021

11. MOVE TO IN-CAMERA SESSION

12. ADJOURNMENT



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

Date: Wednesday, February 10, 2021

Location: MS Teams

Members Present: Michele James, Chair of the Board
Lisa Allen
Suzanne Beale
Elizabeth Cowie
Kelly Doyle
Kevin Griffin
Kristi Honey, Vice-Chair of the Board
Gail Johnson Morris
Christine Kozminski
Don Lovisa, President
Bart Lucyk
Kenneth Michalko (joined the meeting at 6:10 p.m.)
Ian Murray
Gary Rose
Jim Wilson

Members Absent: Robert Lanc

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

1. CALL TO ORDER

With quorum present, the meeting was called to order at 6:02 p.m.

2. INTRODUCTION OF GUESTS

The Chief Administrative Officer introduced the following guests:

- Marianne Marando, Associate Vice-President, Academic (Enrolment and International Education)
- Kara Woods, Director, Enrolment Services
- Thomas Bezruki, Manager, Emergency Management
- Jacqueline Towell, Manager, International Projects and Partnerships

3. ADDITIONS/DELETIONS TO THE AGENDA

None.

4. CONFLICT OF INTEREST DECLARATIONS

None.

5. PRESENTATIONS**5.1 Update on the College's Response to COVID-19**

The Manager, Emergency Management, provided an update on the College's response to COVID-19 and highlighted how the College is using a collaborative approach to respond, prepare, prevent and recover from the pandemic. The Manager, Emergency Management, spoke to the role of the campus Return to Work Group in assessing plans for resumption of activity and responding to incidents on campus. Further, it was reported that the College is working with the Region of Durham to identify a possible site for a mass vaccination clinic and is assisting the Region with vaccination storage as part of the Region's contingency planning. It was also stated that the on-campus Campus Emergency Response Team was reactivated to reduce the volume of campus calls made to Durham Regional Emergency Medical Services.

Governor Michalko joined the meeting.

The Board questioned the Manager, Emergency Management.

5.2 Plans for Spring Convocation

The Associate Vice-President, Academic (Enrolment and International Education), and Director, Enrolment Services presented the recommendations of the Convocation Steering Committee which were to continue the convocation microsite, lawn sign pick-up event, and mailing of credentials to students at no cost for spring 2021. The recommendations were based on the results of a survey that indicated 58% of respondents preferred to wait to celebrate in-person. Further, the recommendations are consistent with other colleges in the GTA. It was also stated that once the College can return to in-person celebrations, all 2020 and 2021 graduates will be invited back to attend a convocation ceremony.

The Board questioned the Associate Vice-President, Academic (Enrolment and International Education), and the Director, Enrolment Services.

5.3 Overview of DC's International Projects

The Associate Vice-President, Academic (Enrolment and International Education), and the Manager, International Projects and Partnerships, provided an overview of the College's international work.

The Board questioned the Manager, International Projects and Partnerships.

6. CHAIR'S REPORT

- The Chair recognized Lisa Allen and Robert Lanc for receiving their advanced good governance certificates through the College Centre of Board Excellence
- The Chair advised that as the CIGan Conference is now virtual, the Board can send any governor interested in attending within the same budget.
- The Chair asked Governor Allen and Governor Beale to offer a few comments about their meeting with MPP Lorne Coe on December 11, 2020
 - Governor Allen and Governor Beale reported that their meeting with MPP Coe was positive and focused on three main issues 1) support for COVID-19 relief, 2) funding for the Whitby campus expansion and 3) funding for tuition grants
- The Chair advised she would be providing an update on the executive meeting with Ontario Tech University in the in-camera portion of the meeting

7. CO-POPULOUS GOVERNORS' REPORT

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

- Ontario Tech University is launching a new program to assist students experiencing academic challenges
- Ontario Tech University is currently working on refreshing its vision, mission, and values, and the Board will be considering the new strategy at its meeting on February 25, 2021

8. CONSENT AGENDA

Moved By Governor Allen

Seconded By Governor Wilson

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

8.1 Approval of Public Minutes from the December 9, 2020, Board Meeting

That the public minutes of the Board of Governors meeting of December 9, 2020, be approved as read.

8.2 Report of the Governance Review Committee - January 13, 2021

That all actions taken at the January 13, 2021, meeting of the Governance Review Committee be adopted as recommended and the minutes be approved as read.

8.3 President's Report - December 2020 to February 2021

That Report BOG-2021-10, outlining the president's activities from December 2020 to February 2021, be received for information.

8.4 Program Advisory Committee Semi-Annual Report - February 2021

That Report BOG-2021-09, providing the Program Advisory Committee semi-annual report be received for information.

9. DISCUSSION ITEMS**9.1 Update on Winter 2021 Enrolment**

The Associate Vice-President, Academic (Enrolment and International Education), provided an update on the winter 2020 enrolment and reported that the Day 10 total enrolment count is 11,283 students. Overall, the College is seeing a 6.3% decrease in total Day 10 enrolment. The decrease in enrolment is attributed to a lack of flow-through students from lab-based programs that the College suspended a semester one intake for in May and September 2020 because of the pandemic.

The Board questioned the Associate Vice-President, Academic (Enrolment and International Education).

Moved By Governor Beale

Seconded By Governor Rose

“That Report BOG-2021-11, providing an enrolment update for winter 2021 at Day 10 of classes, be received for information.” CARRIED

9.2 Government Relations Update

The Manager, Strategic Reporting and Government Relations provided an update on the College’s provincial budget submission and the various meetings held with Colleges Ontario, Regional mayors, and local MPs, and MPPS since the last Board update. Further, the Manager, Strategic Reporting and Government Relations reported that an op-ed was published in the Toronto Sun on January 19, 2021, regarding the government’s investment in skilled trades. Lastly, the Manager, Strategic Reporting and Government Relations advised that all three post-secondary institutions in Oshawa were invited to participate in a federal pre-budget discussion with MP Ryan Turnbull and worked collaboratively to develop a united message.

The Board questioned the Manager, Strategic Reporting and Government Relations.

Moved By Governor Cowie

Seconded By Governor Murray

“That Report BOG-2021-12, providing an update on government relations activities be received for information.” CARRIED

9.3 Second Update on the Business Plan for 2020-2021

President Lovisa provided some highlights of the 2020-2021 business plan and reported the majority of activities for the 118 actions are tracking well for completion with forty-three (43) items completed to date, and only a few items delayed or cancelled due to the pandemic. Further, President Lovisa explained that the business plan development process is collaborative and demonstrates the College's commitment to moving forward even in a pandemic.

The Board questioned President Lovisa.

Moved By Governor Doyle

Seconded By Governor Michalko

"That Report BOG-2021-13, providing the second update on the 2020-2021 Business Plan, be received for information." CARRIED

10. UPCOMING EVENTS

The following event was highlighted:

- Virtual Board Retreat – March 6, 2021

11. MOVE TO IN-CAMERA SESSION

Durham College By-law No. 1 provides for the Board of Governors to address in-camera, items covered under the Freedom of Information and Protection of Privacy Act and items of business the Board deems confidential.

Moved By Governor Griffin

Seconded By Governor Lucyk

"That the Durham College Board of Governors move in-camera after a 10-minute recess." CARRIED

The meeting recessed at 7:32 p.m. and reconvened in-camera at 7:42 p.m.

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

During the in-camera session, the Board discussed recommendations from its Standing Committees and the outcome of a recent executive meeting with Ontario Tech University.

12. ADJOURNMENT

With no further business, the meeting ended at 8:59 p.m.

Report Number: BOG-2021-19

To: Board of Governors

From: Don Lovisa, President

Date of Report: March 29, 2021

Date of Meeting: April 14, 2021

Subject: President's Report – March to April 2021

Purpose

The purpose of this report is to provide an update on the President's activities and significant college initiatives from March to April 2021.

1. Our Students

FastStartDC virtual services support launch of student wellness entrepreneur



FastStartDC is home to student entrepreneurship at Durham College (DC). Since early 2020, the team has been working one-on-one virtually with students to support them in launching their own small business. Using the free, online FS360 Course, students are able to embrace the tools and landscape of e-commerce and prepare to be virtual champions in response to COVID-19's

devastating impact on small businesses around the world.

FastStartDC's team of dedicated employees and work-study students celebrate the success of the program's aspiring entrepreneurs. This year, with so many hardworking students to celebrate, they chose to share one story in particular, of a student who exemplifies true resilience, passion and ambition. Erin Malcolm, a second-year **Business – Entrepreneurship and Small Business** student, is working with FastStartDC to launch Methodically Yours, a multi-level wellness coaching business born from her personal history of suffering in the grips of trauma and

addiction. She credits the help of reiki, formal therapy, yoga and irreplaceable mentorships and friendships for her inspiration to create the Whole-Hearted coaching program.

FastStartDC has supported Erin during the last year with bi-weekly, virtual business mentorship meetings and weekly remote creative service support, including graphic design, videography and photography.

“My mission is to forge a path for those who suffer, helping them reconnect with themselves and those who love them,” says Erin. “My vision would be nowhere near reality if not for the guidance, support and encouragement from the FastStart program team. The resources, mentorship and time dedicated to this project has been crucial to my success.”

Lindsey Irwin-Jeremiah, manager, Entrepreneurship Services, knows the FastStartDC community thrives on challenge. The results of the pandemic have proven the need to act quickly to keep students motivated and encourage them to work remotely with the same passion and drive they would feel on campus.

With today’s employment landscape, there’s never been a better time to embrace resilience, channel creativity and explore self-employment. FastStartDC is available to all current DC students. From tech and artwork to beauty products and software, the FS360 program teaches students how to create their own summer jobs, generate revenue and bring their business ideas to life.

For more information about [FastStartDC](#), to access the FS360 program or to sign up for support, please email FastStartDC@durhamcollege.ca.

Music Business Management students receive 2021 SHINE! Music Bursary

The School of Media, Art & Design at DC is pleased to announce three [Music Business Management](#) students – one graduate and two currently enrolled – are recipients of the 2021 SHINE! Music Bursary. Second-year students Whitney Otis and Kailey Haskell along with Alexa Michaels, who graduated from the program in 2017, received the awards at the 2021 SHINE! Concert on March 7.



Established in 2010, the SHINE! Music Bursary is an external financial assistance award aimed at supporting young musicians looking to further their study of traditional or folk music. Originally named the Jim Fay Music Bursary, the award

has evolved over time in memory of four influential contributors to the Greater Toronto Area's music scene, including:

- Jim Fay – Irish-born guitar and mandolin player
- James Gray – musician and long-time keyboard player for Blue Rodeo
- Doug Queen – musician, singer and song-writer, and member of the bluegrass band Jughead (“Hockey Song”)
- Bruce Adamson – lead guitarist of Staggered Crossing

Funding for the bursary is raised through the annual SHINE! Concert as well as generous donations from individuals and groups. Now in it's 12th year, the concert was streamed virtually due to COVID-19. DC's Alexa and Whitney were two of four recipients to join this year's lineup and performed on the virtual stage.

Youth between the ages of 16 to 24 can apply to the bursary each year, with award amounts ranging between \$500 and \$2,000, to support opportunities for aspiring musicians to advance their careers, such as album releases and additional coaching.

To watch the 2021 SHINE! Concert, [click here](#).

DC helps more than 2,000 students gear up to get hired at its Virtual Career Fair

More than 2,000 DC students and alumni spent the first two weeks of March working to achieve their goals and launch their careers during the college's virtual Gear Up to Get Hired at Home events and Career Fair.



From March 1 to 11, DC's Career Development office organized numerous career-focused webinars and virtual events, which included valuable advice on how to create a personal pitch, resumé writing techniques, virtual interview tactics, and more, preparing them for DC's

largest Virtual Career Fair to date on March 11.

This year, the annual Virtual Career Fair brought in 142 potential employers for students and alumni to meet, including those currently hiring for part-time, summer and seasonal work. Over 2,700 job seekers accessed the event platform in the month leading up to the fair to visit virtual booths and research the participating employers. Organizations involved represented a mix of economic sectors,

including business, community services, manufacturing, skilled trades, information technology, engineering, health care, hospitality and justice.

In previous years, in order to participate, companies were required to be hiring within six months of the fair. Due to COVID-19, the event was open to companies not in a position to hire at the moment, but looking to build brand awareness among DC students, so they could begin to map out how they would like their career to look down the road.

DC's Career Development office provides students and alumni with year-round support for all things career-related, including support for career exploration, resumé building and cover letter writing, interviewing skills and job search strategies. To learn more, please visit www.durhamcollege.ca/careerdevelopment.

DC's Enactus team wins 2021 Central Canada Regional Championship

The DC Enactus team, [EnactusDC](#), recently won its first-ever regional championship at the [2021 Enactus Canada Regional Exposition](#) in the Scotiabank Climate Action Challenge, for [Project 3eeHive](#).



A branded apparel social enterprise, Project 3eeHive is focused on education, empowering consumers, and collectively restoring bee habitats.

The team now moves on to the Enactus National Exposition, where 66 teams from colleges and universities across Canada will compete.

[Enactus](#) is an international non-profit dedicated to creating social change through entrepreneurship. DC's chapter launched in 2016 through [FastStart DC](#) and is comprised of student leaders looking to make positive social impacts in the community.

2. Our People

DC researcher leads co-design of youth-led housing hub model for youth living on their own

Old enough to live on their own but too young to receive social assistance directly, Ontario's Trusteed Youth (TY) face challenges no child should.

Through a two-year research project funded by the Social Sciences and Humanities Research Council (SSHRC) through the College and Community Social Innovation Fund (CCSIF), DC researcher Lorraine Closs found that TY often face precarious housing situations and



homelessness, food insecurity, mental and physical health concerns and more. These issues are largely due to the challenge of navigating a complex and overburdened social services system and lack of safe and affordable housing options.

TY represent a unique and particularly vulnerable population, relying on a community agency to act as their "trustee" so they can collect Ontario Works assistance. They live alone without the opportunity to approach independence in a gradual and supported manner, and lack suitable role models and guidance that would generally be provided in a family setting.

Established in partnership with the Regional Municipality of Durham, Durham District School Board, Durham Mental Health Services, Boys and Girls Club of Durham, and the John Howard Society of Canada, the DC applied research project, which concluded in December, has resulted in the development of a ground-breaking alternative housing hub model co-designed for youth, by youth. It has also provided valuable insight into how the system can best meet the needs of TY while informing future policy recommendations for supporting youth living on their own.

During the project, Closs gathered survey feedback from 43 current TY, as well as 30 service providers from 22 agencies across the region to better understand the obstacles facing both groups. With this data, she hosted three in-person co-design sessions and a virtual consensus building session with community service providers and TY. At these sessions, they co-designed the youth housing hub model and strategized policies that would improve the coordination and collaboration of services for youth living on their own.

Other recommendations that came out of the research include:

- Bundling services for youth by creating school hubs.
- Creating drop-in style supports to by-pass complex referral and waitlist processes.
- Intervention services for landlord disputes and funding incentives for landlords who rent to youth.
- A designated case worker assigned to TY to help navigate the service system.
- Flexibility around communication options for youth to access service supports.
- Access to free transportation for youth.
- Affordable, safe transitional housing options to prevent the onset of chronic homelessness.
- Improved process for changing schools without parental consent.
- Life skills guidance for the seamless transition from adolescence to adulthood.
- Inclusion of youth in the development of youth services.

The full research report, including key findings, implications and recommendations are available to [view online](#), in addition to a [short film](#) that was produced to disseminate the findings of the research.

This project was proudly supported by DC's Office of Research Services, Innovation and Entrepreneurship (ORSIE). ORSIE provides support to social innovation projects through access to funding opportunities, faculty expertise, state-of-the-art research facilities, and student learning experiences. In partnership with industry and community agencies, applied research projects are carried out by DC faculty experts and students and administered by ORSIE. To connect with ORSIE, please reach out [online](#).

3. Our Work

DC launches two new degree programs and graduate certificate for in-demand jobs

DC has received consent from the Ministry of Colleges and Universities to offer two new degree programs which will address labour shortages being experienced in two of Canada's hottest job sectors – construction management and artificial intelligence.



Following the success of DC's first degree programs launched in 2017 and 2019, the new [Honours Bachelor of Construction Management \(HBCM\)](#) and [Honours Bachelor of Artificial Intelligence \(HBAI\)](#) are currently accepting applications for September 2021.

The HBCM program is the first DC program to be offered collaboratively across three of the college's academic schools, including the Schools of Skilled Trades, Apprenticeship & Renewable Technology (START); Science & Engineering Technology (SET); and Business, IT & Management (BITM). Through this multi-disciplinary approach, students will gain a firm grounding in the theory, principles, and practices of construction science as well as the business acumen and leadership skills to effectively facilitate the management of construction projects to successful completion, with the opportunity to synthesize their learning through two 14-week field placements.

Offered through BITM, students in the HBAI program will focus on learning technical theory with an emphasis on Machine Learning (ML) and Deep Learning, as well as the legal, social and corporate responsibility that comes with designing and developing AI-driven solutions. A field placement and capstone project will guide students in project management and assist in the development of critical and analytical thinking skills.

In addition to the degree programs, DC has also launched a new graduate certificate in [Pharmaceutical Science](#) for students with previous post-secondary experience. In this three-semester program, students will prepare for a career in Canada's strong pharmaceutical sector, a rewarding field that is seeing continuous job growth and demand. Featuring a 240-hour field placement, this program will set graduates on the path for a life-changing career that allows them to make a positive impact in the lives of millions of Canadians who rely on pharmaceutical products to improve and maintain their health, while helping to ensure access to better, safer drugs and consumer products. This new program will compliment DC's current pharmaceutical and food science [advanced diploma](#) program offered through the School of Science & Engineering Technology.

Durham College now accepting applications for PSW Accelerated program

Following the Ontario government's recent announcement, DC is pleased to share it is accepting applications for the new Personal Support Worker (PSW) Accelerated program, with start dates offered in April, May and June.



The tuition and ancillary fees for accepted students will be covered by the Ontario government and they will graduate with full credentials within six months; the standard PSW program at DC takes eight months to complete.

With more study hours per week, the accelerated program will use a hybrid model that combines remote learning with in-person practical experience, consisting of taking courses virtually and participating in laboratory classes and in care settings. After three months, students will also be able to participate in paid work placements, in long-term care homes and other settings.

PSWs serve as front-line workers whose responsibilities focus on providing compassionate, client-centred care to enhance and maintain the quality of everyday life for client populations across all institutional, community care and service settings.

Through dedicated faculty, enhanced curriculum, skills and certifications obtained in the course of study, and implementation of several interprofessional education and simulation opportunities, students will graduate well-prepared and job-ready to support the community.

Students who are currently enrolled in the winter 2021 intake of the traditional PSW program, as well as those planning to enroll for fall 2021, are eligible to receive a \$2,000 bursary to support their studies.

Durham College awarded two Mitacs Accelerate grants to support student research internships



DC's Office of Research Services, Innovation and Entrepreneurship (ORSIE) is pleased to announce it has been awarded two Mitacs Accelerate grants totalling \$120,000, in support of two new applied research projects creating eight internships for DC students.

Mitacs is a not-for-profit organization that fosters growth and innovation in Canada by solving challenges with research solutions from academic institutions. It is funded by the Government of Canada with support from provincial governments across the country.

Among the first colleges in Ontario to access the program, the grants are allowing DC to build research partnerships while also giving students meaningful experiential learning opportunities to participate in research as paid interns. Not only does this help partner organizations that need their expertise, it contributes to the training of highly qualified research personnel by providing work-integrated opportunities at DC that support students' career readiness.

Project One: Developing a unique inventory optimization model

Recognizing that manufacturing is a \$174 billion industry in Canada, representing over 10 per cent of the total GDP and 68 per cent of merchandise exports, efficient inventory management plays a vital role in a business's profitability.

Thanks to Mitacs funding, two DC students from the college's [Supply Chain and Operations Management – Business Administration](#) (SOM) program have created an inventory optimization model that predicts factors affecting stock, as part of an internship with electronics manufacturer Creation Technologies LP.

Students worked under the supervision of Creation Technologies' Supply Chain Leader Maura Kirby, who also sits on the SOM Program Advisory Committee at DC, and faculty researcher Brent Clemens, to create a system that can determine the optimal levels of supply needed to support customer needs, while meeting the company's business targets. By creating significant cost-savings and improving customer satisfaction, the outcome of this project will support the company's continued growth and the creation of high-quality jobs for Canadians.

During their internship, DC's students applied the skills, theories, and concepts learned in their program in a workplace setting, while building their professional networks, and acquiring hands-on experience. Since the project ended in January, both students were hired by Creation Technologies.

Project Two: Improving recruitment for employers and job seekers

In today's highly competitive job market, the recruitment industry often struggles with information overload and the ability to effectively match potential candidates with available positions.

To help address this problem, DC faculty researcher Uzair Ahmad and six interns from DC's [Artificial Intelligence Analysis, Design and Implementation](#) and [Data Analytics for Business Decision Making](#) graduate certificate programs will work with Reachout Inc., a start-up company that is building a diversified early career community for post-secondary students and an end-to-end virtual recruiting platform for employers, to develop a two-way hybrid recommendation system to support both employers and job seekers. The system will learn relevant content and rank candidates based on the job description. This will result in stronger candidate recommendations for employers while also promoting appropriate job opportunities to candidates.

It will also ensure increased accuracy and explainable recommendations—an innovation that will provide Reachout with a competitive advantage.

The students involved in this research will be integrated into Reachout's technical team, with direct supervision provided by Thomas Liu, it's CEO, and will benefit

from the ability to leverage the skills and knowledge they've acquired in the classroom and apply them to solve businesses challenges in a real-world setting.

DC supporting Ontario's workforce in acquiring in-demand skills with new micro-credential

DC is pleased to announce its latest micro-credential, Ultrasonic Testing Level II. Designed to meet the demands of industry by quickly teaching highly sought-after skills, DC is the only college in Ontario to offer this level of qualifying certification for the in-demand field of Non-Destructive Evaluation (NDE).



Offered through the college's [School of Science & Engineering Technology \(SET\)](#), the development of Ultrasonic Testing Level II micro-credential is an example of the strong link that exists between post-secondary institutions and industry.

After agreeing to train OPG's employees, DC made the decision to offer the Ultrasonic Testing Level II micro-credential more broadly.

Designed to help those studying to be an NDE professional, as well as those currently working in the industry quickly develop their skills, successful completion of the micro-credential will mean that they meet the educational requirements to be eligible to write the Level II Ultrasonic Testing (UT) certification exam.

Developed following a rigorous quality assurance process, the micro-credential requires students to complete case studies and hands-on laboratory applications to build their competencies, confidence and employability.

4. Our Community

Durham College and Ontario Tech University celebrate successful Campus Food Drive



Thanks to the generosity of the Durham College and Ontario Tech University communities, the 2020 Campus Food Drive raised more than \$22,000 to help 384 students in need.

The food drive bursary supported qualifying full-time students (married/sole

support) with families, and students who are living away from home and experiencing food insecurity.

The Campus Food Drive is an annual campaign organized by Durham College and Ontario Tech with support from employees, alumni, students and community members.

Campus Ice Centre to become Durham Region COVID-19 Vaccination Clinic

DC is proud to partner with Ontario Tech University, the Regional Municipality of Durham and Durham Region Public Health (DRPH) to support our community in its fight against COVID-19.

As part of its COVID-19 vaccination roll-out plan, Durham Region and DRPH have selected the Campus Ice Centre (CIC) at DC and Ontario Tech as the region's Oshawa COVID-19 Vaccination Clinic location.

While the clinic is running, one ice pad at the CIC will remain open for student, employee and community recreational use by appointment/rental.

More information about the Durham Region vaccination roll-out plan, including additional clinic locations, operations, appointments and priority groups, can be found on the [Durham Region Public Health](#) website.

For more information about DC's response to COVID-19, please visit www.durhamcollege.ca/coronavirus.

DC helps Vietnamese college develop new food and pharmaceutical science technology program

DC has been providing curriculum and program development expertise to Vietnam's Hua Giang Community College (HGCC) since 2014 as part of the [Vietnam Skills for Employment Project](#). Funded by



Global Affairs Canada, the partnership and project has resulted in the development of the country's first college-level food and pharmaceutical science technology

program, and further aims to improve access and quality of skills training in Vietnamese colleges. DC will continue to celebrate this partnership as HGCC sees its first graduates of the program accept their credentials.

DC has been offering students access to its **Chemical Laboratory Technology – Food Science** program (formerly the Pharmaceutical and Food Science) and previous Pharmaceutical and Food Science fast-track program for more than 40 years. With this expertise, the college was able to host capacity-building workshops to guide HGCC in the development and implementation of a new Technical and Vocational Education and Training (TVET) curriculum, ensuring an emphasis on gender equality, environmental sustainability and entrepreneurship. As well, DC has provided guidance on marketing, recruitment, governance and student support services during on-campus trips from HGCC educators, offering expertise from DC’s academic leadership team, faculty, students services and career development offices.

To help HGCC’s students enhance a wide variety of pharmaceutical analysis skills, microbiology and food product development, DC helped HGCC to design and integrate three new labs, including an instrumentation lab, food science lab and microbiology Lab.

Project components also included strategies for increasing student recruitment and retention; improving access to marginalized groups through career guidance, enhanced programs and services; and building long-term, sustainable relationships with local industry. Instructors developed 29 new competency-based courses, including the integration of gender-sensitive pedagogy, industry standards and environmental sustainability.

DC and OPG renew successful longstanding partnership



DC is pleased to announce Ontario Power Generation’s (OPG) continued championing of skilled trades development and training thanks to a \$500,000 donation provided through OPG’s Centre for Canadian Nuclear Sustainability (CCNS). The funds are supporting the ongoing construction of DC’s Whitby **Campus**

Expansion project.

OPG recently opened the CCNS, a world-class facility that will attract skilled jobs, innovative businesses, and economic development to the Durham Region. Whether working on collaborative research or planning for the decommissioning of the Pickering Nuclear Generating Station, one the CCNS goals is to create jobs to benefit Ontario’s economy, including a variety of skilled trades roles. As such,

supporting DC's efforts to increase its educational capabilities in those related fields, through capital development, is a natural fit.

In addition to the latest \$500,000 contribution, the 15-year partnership with DC has resulted in more than \$5.5 million to support numerous initiatives and programs throughout the college. These include the development of DC's first-ever Boiler and X-ray labs, funding towards specialized pre-apprenticeship programs, purchasing of specialized equipment and instruments for numerous other technology labs, sponsoring the Young Women in Science Technology and Trades Conference, establishing paid internship and co-op programs at OPG, and funding student scholarships and bursaries.

In return, the college has been able to support OPG through training for its own employees, as they seek to find innovative solutions for the nuclear industry.

DC launches immersive virtual tour for prospective students to explore Oshawa and Whitby campuses

From simulation labs and skilled trades shops, to culinary kitchens, media studios and more, the state-of-the-art facilities and learning spaces at DC facilitate hands-on learning that enables students to develop career-ready skills for an ever-changing job market.



As prospective students begin to make their decisions about their post-secondary programs for the next academic year, DC has made exploring its campuses easier and safer for applicants by leveraging leading-edge technology to develop a new [immersive virtual tour](#).

With 56 spaces to visit at the Oshawa and Whitby campus, prospective students, parents, and the public can experience what it's like to be on campus and learn more about the innovative facilities available to students at DC.

At the Oshawa campus, users have access to behind-the-scenes at the massage room in the Durham College Spa, Global Classroom and Nursing Lab and can explore the industrial-grade equipment available in the flexible, fully automated Integrated Manufacturing Centre. While at the Whitby campus, those interested in hospitality and horticulture, skilled trades and more can learn more about the innovative service areas, labs, shops and training facilities that will help them develop career-ready skills through transformative education.

Key Meetings Involving the President's Office (Feb 10 to April 9)

- BNI Education Committee Working Group Meeting – February 10, 2021
- Meeting with MP Ryan Turball – February 10, 2021
- Meeting with Steven Murphy, Ontario Tech – February 11, 2021
- Ajax Pickering Board of Trade Mayor's Address – February 18, 2021
- Meeting with Dave Barton, Township of Uxbridge – February 18, 2021
- CIGan Prep Meeting for Call with Ryan Turnball – February 18, 2021
- CIGan Virtual Call with Ryan Turball – February 19, 2021
- COP Meeting – February 19, 2021
- BNI Education Committee Meeting – February 25, 2021
- Global News Tour of Whitby Campus – February 26, 2021
- Tour of GM's Mask Making Room & McLaughlin Advanced Technology Track – March 2, 2021
- CIGan Prep Meeting for Roundtable with Minister Champagne – March 2, 2021
- CIGan Roundtable with Minister Champagne – March 3, 2021
- CEC Human Resources Steering Committee Meeting – March 4, 2021
- COP Meeting – March 4, 2021
- COP Meeting – March 18, 2021
- BNI Education Committee Initiatives – March 23, 2021
- OPG – CCNS Q1 Update Meeting – March 25, 2021
- Regional Chair's Address – March 25, 2021
- Metroland Durham Advisory Council – March 25, 2021
- COP Meeting – March 30, 2021
- CEC Management Board Meeting – April 1, 2021
- CIGan Virtual Call with Ryan Turnball – April 6, 2021
- CIGan Prep Call Meeting for Call with Simon Kennedy – April 6, 2021
- CIGan Meeting with Simon Kennedy – April 7, 2021
- Meeting with Nancy Palardy, Office of the Auditor General of Ontario – April 9, 2021
- Meeting with Steven Murphy, Ontario Tech – April 9, 2021

Report Number: BOG-2021-18

To: Board of Governors

From: Melissa Pringle, Chief Returning Officer

Date of Report: March 25, 2021

Date of Meeting: April 14, 2021

Subject: Post-Election Report and Results of the Internal Governor Elections

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:

That based on Report BOG-2021-18:

- a) The results of the student governor election be ratified, and **Kunal Nagpal** be confirmed as student governor for a 1-year term effective September 1, 2021, to August 31, 2022; and,
- b) The results of the academic member election be ratified, and **Nathan Wilson** be confirmed as the academic governor for a 3-year term effective September 1, 2021, to August 31, 2024; and,
- c) The results of the support staff member election be ratified, and **Jennifer Powell** be confirmed as the support staff governor for a 3-year term effective September 1, 2021, to August 31, 2024.

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, February 8 – notice of election issued
- Monday, March 1 at 8:30 a.m. – nominations opened
- Friday, March 5 at 4:30 p.m. – nominations closed
- Wednesday, March 10 at 8:30 a.m. – campaign period began
- Friday, March 19 at 4:30 p.m. – campaign period ended
- Monday, March 22 at 8:30 a.m. – voting opened
- Friday, March 26 at 4:30 p.m. – voting closed
- Official election results announced on Thursday, April 1

4.2 Confirmed Candidates

Student Election

Two (2) eligible students submitted Nomination Forms and were confirmed as a Candidate by the Chief Returning Officer:

1. Avilumb Kakkar
2. Kunal Nagpal

Academic Member Election

Five (5) eligible employees submitted Nomination Forms and were confirmed as a Candidate by the Chief Returning Officer:

1. Dale Button
2. Linda Cheng
3. John Goodwin
4. Jason Vassell
5. Nathan Wilson

Support Staff Member Election

Three (3) eligible employees submitted Nomination Forms and were confirmed as a Candidate by the Chief Returning Officer:

1. Chetan Date
2. Suzanne Land
3. Jennifer Powell

All confirmed Candidates attended an information session with the Chief Returning Officer before the commencement of the Campaign Period.

4.3 Total votes received

Student Election

In the student election, there were **13,326** eligible voters. A total of **142** votes were cast, with the results as follows:

Election Results

Durham College Board of Governors, Student Governor Election

Position: Student Governor, Durham College Board of Governors			
Total Votes: 142			
Name	Votes	%	Total Votes
KAKKAR, AVILUMB	46	32.394	142
NAGPAL, KUNAL	96	67.606	142
abstain / did not mark ballot	0	0	142

Total Ballots: 142

Academic Member Election

In the academic election, there were **321** eligible voters. A total of **164** votes were cast, with the results as follows:

Election Results

Durham College Board of Governors, Academic Staff Governor Election

Position: Academic Staff Governor, Durham College Board of Governors			
Total Votes: 164			
Name	Votes	%	Total Votes
BUTTON, DALE	17	10.366	164
CHENG, LINDA	33	20.122	164
GOODWIN, JOHN	18	10.976	164
VASSELL, JASON	38	23.171	164
WILSON, NATHAN	58	35.366	164
abstain / did not mark ballot	0	0	164

Total Ballots: 164

Support Staff Member Election

In the support staff election, there were **369** eligible voters. A total of **179** votes were cast, with the results as follows:

Election Results

Durham College Board of Governors, Support Staff Governor Election

Position: Support Staff Governor, Durham College Board of Governors			
Total Votes: 179			
Name	Votes	%	Total Votes
DATE, CHETAN	33	18.436	179
LAND, SUZANNE	53	29.609	179
POWELL, JENNIFER	93	51.955	179
abstain / did not mark ballot	0	0	179

Total Ballots: 179

4.4 Election results

- The election results were shared with the Nominating Committee on Monday, March 29, 2021
- The Candidates were notified of the election results on Monday, March 29, 2021
- The College community was notified of the election results on Tuesday, March 30, 2021

4.5 Voting irregularities

There were no voting irregularities to report.

4.6 Promotional Activities

The following activities were done to promote the elections:

- Candidates prepared personal statements that were posted to the election websites
- Campus-wide emails were sent to notify constituents of election milestones (e.g., the opening of the nomination period, voting period). Further, two email messages were sent on behalf of the Candidates.
- Social media was used in the student governor election to promote election milestones (e.g., the opening of the nomination period, voting period). Further, all Candidates were encouraged to promote themselves using their social media accounts.
- The student Candidate's had access to the digital signage screens located on campus
- For the support staff and academic member elections, relevant messaging was as posted to ICE (Info Centre for Employees)
- A Candidate "Meet and Greet" event was held for the support staff and academic member elections (*the student Candidates did not respond to schedule a date)

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.

Report Number: BOG-2021-26

To: Board of Governors

From: Don Lovisa

Date of Report: April 8, 2021

Date of Meeting: April 14, 2021

Subject: Government Relations Update – Winter 2021

1. Purpose

The purpose of this report is to provide a summary of the government relations activities for winter 2021.

2. Recommendation

It is recommended that the Durham College Board of Governors:

That Report BOG-2021-26 providing an update on government relations activities for winter 2021, 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

4.1 PSW Programming

On February 24, the Ontario government announced it is investing more than \$115 million to train up to 8,200 new personal support workers (PSWs) for high-demand jobs in Ontario's health and long-term care sectors. This funding supports an accelerated program and will cover students' tuition and other expenses. Each college, including DC, will receive a \$4,149 tuition per student, plus \$500 for administration, less 15 per cent that will be paid to Colleges Ontario. For DC, we will welcome 108 students across three cohorts, which will bring to the college \$1,132,518 of total revenues (tuition, grant and admin fee).

The program will be delivered over six months rather than the traditional eight months. The shorter duration will be achieved by increasing the number of study hours per week. It will use a hybrid delivery model that combines remote learning with in-person practical experience. Students will also be able to volunteer at long-term care homes and other settings early in the program and participate in paid work placements after three months. The cohorts will begin in April, May and June.

In March, DC began accepting applications and, the first of our three intakes began classes Monday April 5. As of March 1, DC already had 282 applications across the three cohorts.

4.2 Mitacs Internship

In March, the Ontario government announced that they would be investing \$39.5 million to help Mitacs create up to 8,000 paid innovative internships and upskilling opportunities for post-secondary students. The Office of Research Services, Innovation and Entrepreneurship (ORSIE) announced two Mitacs Accelerate grants totaling \$120,000, in support of two new applied research projects creating eight internships for DC students.

Mitacs is a non-for-profit funded by the Government of Canada to foster growth and innovation across the country by solving challenges with research solutions from academic institutions.

Among the first colleges in Ontario to access the program, the grants are allowing DC to build research partnerships while also giving students meaningful experiential learning opportunities to participate in research as paid interns. Not only does this help partner organizations that need their expertise, it contributes to the training of highly qualified research personnel by providing work-integrated opportunities at DC that support students' career readiness.

4.3 OSAP & Micro-credentials

In March, the Ontario government announced that it is expanding the Ontario Student Assistance Program (OSAP) to include nearly 600 micro-credential programs.

DC currently offers about 15 micro-credential programs and is developing a micro-credential framework and development guide that is currently being reviewed by academic leadership.

DC recently submitted 14 proposals for additional micro-credential program funding through eCampusOntario as the lead college, and is a participating college in 20 more being led by other colleges.

4.4 Ontario Budget

Finance Minister Peter Bethlenfalvy tabled the 2021 Ontario Budget on March 24, 2021. The full budget can be found at the Ministry of Finance website: <https://budget.ontario.ca/2021/index.html>.

The budget measures are in addition to the \$106.4 million announced on March 19 to support colleges facing cost pressures from COVID-19. DC will be receiving \$7.1 million from this fund. For 2021-22, the government will be providing base operating grant funding of \$3.6 billion to Ontario's public universities and \$1.4 billion to Ontario's public colleges.

Additional highlights from the budget are described below.

Facilities renewal / college equipment fund

Ontario is investing \$493 million in capital funding over three years – starting in 2021-22 – to help colleges and universities address the ongoing need for the maintenance, renovation and modernization of their facilities.

Virtual learning / digital passport

Starting in 2021-22, the government is providing an additional \$21.4 million over two years to support the Virtual Learning Strategy, which will help expand access to virtual education. This is in addition to the \$50 million previously announced by the government in fall 2020.

The province is providing an additional \$2 million for the development of a virtual skills passport that tracks learners' credentials to set the foundation for lifelong learning and share credentials digitally with employers.

Job training tax credit

The government is introducing a new Ontario Jobs Training Tax Credit. This would be a temporary, refundable personal income tax credit that would deliver support for 2021. The credit would provide up to \$2,000 in relief for 50 per cent of eligible expenses.

Expenses eligible for the proposed Ontario Jobs Training Tax Credit would be the same as those that can be claimed for the Canada training credit, which includes tuition and other expenses in areas such as:

- PSW training programs.
- Graphic design programs.
- Heavy machinery training programs.
- Post-secondary courses that provide credits towards a degree, diploma or certificate.

Employment and training supports

The province is investing an additional \$614.3 million during 2020–21 and 2021–22 to provide targeted employment and training supports. This includes up to:

- \$85 million to support the Skills Development Fund to help training and employment organizations assist workers during the province's economic recovery. The funded projects will give laid-off workers immediate access to training supports or new jobs, improve the quality of training, support traditionally underrepresented groups, increase apprentice registrations and completion, better serve local communities and support the talent needs of small businesses. These additional funds will bring the government's investment up to \$115 million. – *Note: the first round did not allow colleges to apply for this fund directly, colleges could be a partner but not lead applicant. Colleges Ontario is advocating for a second round of funding that allows colleges to apply as a lead. DC is taking part in these advocacy efforts by providing local MPP's with a letter requesting their support.*
- \$117.3 million to assist women, racialized individuals, Indigenous peoples, youth and people with disabilities who are facing the highest rates of unemployment during the pandemic. This funding will help remove barriers and offer training opportunities so they can get the in-demand skills they need for good jobs and are connected with employers looking to grow their businesses.
- \$157.2 million to provide workers in the hardest hit sectors during the pandemic — including the hospitality and tourism sectors — with career counselling and urgent training to find new careers and good jobs. This support will be provided by Employment Ontario's range of client services and community development programs.
- \$60.8 million to upgrade and expand high-speed internet and other digital infrastructure so community organizations, training providers and colleges can provide employment and training services

remotely to workers in every corner of the province, including rural, remote and northern regions.

- \$194 million to further support Ontario workers with additional employment and training programs and services that are responsive to the province's economic recovery.

The government is also investing an initial \$5 million this year to develop a new, modern suite of digital services to complement the in-person services delivered through Employment Ontario.

Lastly, the Federal government is expected to release the federal budget on April 19, 2021.

5. Financial/Human Resource Implications

There are no financial or human resource implications.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

There are no implications for Ontario Tech University.

8. Relationship to the Strategic Plan/Business Plan

This government relations 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.

Report Number: BOG-2021-15

To: Board of Governors

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

Date of Report: April 7, 2021

Date of Meeting: April 14, 2021

**Subject: Approval of a New Program of Instruction – Wireless Telecommunications
– Internet of Things**

1. Purpose

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

Wireless Telecommunications - Internet of Things

- Credential: Ontario College Graduate Certificate
- Duration: 2 Semesters
- School: Science, Engineering and Technology

2. Recommendation

It is recommended to the Durham College Board of Governors:

That in accordance with Report Number BOG-2021-15, the proposed Ontario College Graduate Certificate program of instruction listed below be approved.

- Wireless Telecommunications – Internet of Things

3. Background

The Wireless Telecommunications - Internet of Things (IoT) Ontario College Graduate Certificate program prepares graduates to participate in the field of the internet of things (IoT), Industrial IoT (IIoT) and IoT Vision associated with smart cities and homes, connected vehicles, wearable devices, and medical devices. Graduates explore security and surveillance cameras attached IoT devices, their technologies, architectures, resources, data management, strategies, and security and privacy issues.

The graduates of the program will have the knowledge and skills to address backend, frontend and embedded software design and implementation. They will be able to utilize remote access, evaluate, assess and select different technologies, connect hardware and software, monetize emerging technologies (such as database cloud services) including contextual technology, augmented reality and virtual reality, and identify and recommend the best practices for use of IoT-empowered products, services, and solutions.

Employment opportunities for graduates of the program are in demand. The IoT sector currently involves professionals working in a range of occupations and industries, such as, healthcare, smart home management (e.g., refrigerator and lighting technology), community infrastructure (e.g., waste management), transport, traffic routing and public transportation, industrial systems and sensors (e.g., robotics), mining, and gaming.

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 Wireless Telecommunications – Internet of Things (IoT) program would be a strong addition to the College's program offerings for the following reasons:

- Strong demand for IoT enabled products.
- High wages for related occupations.
- High enrolment system-wide of international students.
- Pathway opportunities for electronics technician/technology graduates.

- Graduates will have skills necessary to work in a range of jobs within electronics industries.

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, Wireless Telecommunications – Internet of Things, will be submitted in the Request for Approval for Funding Form to the Ministry of Training, 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 \$4500.00 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 Fit

The proposed program aligns with the following goals and objectives of the Academic, Strategic, and Business plans.

Academic Plan

Goal 1: Ensure Exceptional Quality in our Academic Programs

Goal 2: Enhance Exemplary Teaching and Learning Practices

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

Strategic Plan and Business Plan

Pillar: Our Students

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

The proposed graduate certificate supports Academic Plan Goal 1 as it offers a diverse and advanced Program of Study (POS) and provides students with the

evolving and critically relevant skills that are needed by a rapidly changing workforce. With capital equipment refresh, the program will be delivered in existing SET electronics laboratories and provide students with hands-on experience in micro-processor and IoT technologies.

The ideation for this new program was generated from the faculty and Program Advisory Committee (PAC) memberships discussing the current and emerging trends in the industry. The PAC members from Information Systems Security - Computers and Networking (ISCN) and Electronics Engineering Technology (ELTY) and external industry partners that have an affinity with this proposal, strongly endorse and support the development of a program in IoT in response to a critical industry need. According to the different PACs, the development of this program will respond to the need for IoT specialists in several industries, such as healthcare, transportation, appliances, robotics, home automation, and waste management infrastructure, to name a few. This program will address a skills gap in the rapidly evolving digital sector.

The development of this program will strengthen the connections with relevant industry and community partners (domestic and international) to ensure students are graduating with career-ready skills in an emerging field (Strategic Plan & Business Plan). The new program will result in varied and increased experiential learning opportunities that are specifically connected to the emerging field of IoT.

This program has been developed in close consultation with industry and PAC. The curriculum, combined with the enhanced facilities, will create new opportunities to engage with industry to solution real-world problems in IoT security and wireless 5G communication than we are currently equipped to as an institution.

The experiential learning within this program is designed as a capstone project that will engage one-on-one interaction between students and industry and, as such, generate opportunities for newly identified projects and opportunities to seek grant funding qualifications with Natural Sciences and Engineering Research Council (NSERC) and Public Safety.

General Program Information

Proposed Program Title: Wireless Telecommunications – Internet of Things (MCU Title)

Internet of Things (DC Marketing Title)

Proposed Credential: Ontario College Graduate Certificate

Academic Dean: Michelle Hutt

School: Science, Engineering and Technology

Date of Review by PPRC: March 10, 2021

MTCU Code: 75700 (Program Description)

Weight and Funding Unit (as per APS table): Weight = 1.3, Funding = 1

Proposed Tuition: Year 1: \$4500.00

Proposed Implementation: 2022

Year 1 Enrolment: 40

Number of Sections, Y1: 2

International Students Seat Allocation: 20

Number of Semesters: 2

Total Hours: 686 Instructional Hours

New or Replacement Program: New

Number of New FT Faculty: 1 FT, 2 PT

Program Delivery Methods: Classroom, lab, online

Laptop Requirement: No

New or Renovated Space Requirements: Yes

Total Capital Costs: Year 1: \$75,000.00

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 Executive Vice President, Academic – February 12, 2021
- New Program Proposal Summary reviewed by the Associate Dean, Centre for Academic and Faculty Enrichment
- Presented to the Program Proposal Review Committee – March 10, 2021
- Approved by Dean, Centre for Academic and Faculty Enrichment
- Approved by Executive Vice-President, Academic – March 30, 2021
- Approved by President – April 7, 2021

2. Program Overview

2.1 Program Description

The Wireless Telecommunications - Internet of Things (IoT) Ontario College Graduate Certificate program prepares graduates to participate in the field of the internet of things (IoT), Industrial IoT (IIoT) and IoT Vision associated with smart cities and homes, connected vehicles, wearable devices, and medical devices. Graduates explore security and surveillance cameras attached IoT devices, their technologies, architectures, resources, data management, strategies, and security and privacy issues.

The graduates of the program will have the knowledge and skills to address backend, frontend and embedded software design and implementation. They will be able to utilize remote access, evaluate, assess and select different technologies, connect hardware and software, monetize emerging technologies (such as database cloud services) including contextual technology, augmented reality and virtual reality, and identify and recommend the best practices for use of IoT-empowered products, services, and solutions.

Employment opportunities for graduates of the program are in demand. The IoT sector currently involves professionals working in a range of occupations and industries, such as, healthcare, smart home management (e.g., refrigerator and lighting technology), community infrastructure (e.g., waste management), transport, traffic routing and public transportation, industrial systems and sensors (e.g., robotics), mining, and gaming.

2.2 Career Outcomes

IoT describes the network of physical objects – “things” – that are embedded with sensors, software and other technologies for the purpose of exchanging data with other devices over the internet. An IoT ecosystem consists of web-enabled smart devices that collect, send and act on data collected from their environments. IoT

has evolved to include real-time analytics, attributes of machine learning and embedded systems.

There are employment opportunities across a wide variety of consumer/commercial market segments (e.g., wearable technology, smart home appliances, navigational sensors, virtual assistants and “smart homes” - lighting fixtures, thermostats, home-security systems and other smart appliances) and industrial settings, such as smart, connected equipment.

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. Analyze, test, measure and troubleshoot communications systems and circuit modules to implement an interface within an IoT subsystem.
2. Resolve network performance issues and problems in compliance with pertinent legislation, standards, policies, ethical principles and protocols to meet user needs.
3. Install and configure wired and wireless, and when needed, wireless and mesh processing network configurations using design documentation and various standard protocols to design an IoT system.
4. Upgrade network hardware and related components and software in accordance with design documentation and best practices in the IoT industry.
5. Modify, maintain, repair and recommend purchase of electronic equipment and systems to align with IoT functional specifications, codes, standards, policies and procedures, job requirements, ethical principles.
6. Install, use existing and/or reconfigure hardware and software components of the processor and operating systems using system level commands and scripts.
7. Design, evaluate and produce electrical and electronics schematics, layouts and reports related to the IoT industry.
8. Secure an IoT infrastructure by managing user profiles, processes, memory management, peripheral devices, telecommunication, and networking.
9. Collect, send, manipulate, and present data from microcontrollers to support evidence-based decision-making, actions, and recommendations.
10. Contribute to the planning, implementation, management and evaluation of team projects by applying project management principles.
11. Design electronic circuits, equipment, communication systems and subsystems in accordance with design documentation, job requirements, functional specifications and relevant standards.

2.4 Admission Requirements

- Diploma or degree (electronics, computer science, biomedical, or electromechanical recommended)
- A minimum of two post-secondary courses in micro-controllers and one of these courses must have a hands-on lab component
- Proof of English language proficiency required

OR

- Mature Student status
- A minimum of three years of related industry experience with micro-controllers is required, other professional documentation may be requested
- Proof of English language proficiency required

3. Program of Study

Program Map

Semester 1	Semester 2
Digital Applications for IoT (2-2)	IoT Programming (2-3)
Introduction to IoT Programming (1-3)	Graphic User Interface (GUI) Design (2-2)
Cloud Computing (2-1)	Cloud Computing Advanced (2-2)
IoT Electronics & Sensors (3-3)	Intelligent Sensors (2-3)
IoT Device Configuration and Communications (2-2)	Wireless Networks (2-2)
IoT Application & Design Proposal (1-2)	IoT Application & Design Development (0-3)
Hours (per week): 11 Lecture/13 Lab Hours (semester): 336	Hours (per week): 10 Lecture/15 Lab Hours (semester): 350

Electronics	Programming	Telecommunications	Capstone
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Semester 1

3.1 Course Title: Digital Applications for IoT

Course Code:

Prerequisites/Equivalents: N/A

Course description: In this course, students will analyze logic circuits, design and implement Field Programmable Gate Arrays (FPGA) and IoT projects with microcontrollers. Students will gain experience with troubleshooting hardware and systems in order to identify and correct wiring faults and programming errors.

Instructional Setting: Classroom/Lab

Total Hours (Semester): 56

3.2 Course Title: Introduction to IoT Programming

Course Code:

Prerequisites/Equivalents: N/A

Course description: In this course, students will design and code multi-module programs according to industry accepted software engineering processes and use a variety of development tools. Students will have the opportunity to develop simple IoT applications on Windows and Linux operating systems and design and code programs that handle exceptions. Students will develop event-driven programs using threads and state machine techniques.

Instructional Setting: Classroom/Lab

Total Hours (Semester): 42

3.3 Course Title: Cloud Computing

Course Code:

Prerequisites/Equivalents: N/A

Course description: This is an introductory course in the use of databases in cloud computing. Students will explore the role of a Database Management System (DBMS) in an IoT application and analyze the IoT application data requirements using GPS data tracking. Students will design and implement a database for day-to-day IoT projects and tracking. Develop application code to incorporate data access for report generation.

Instructional Setting: Classroom/Lab

Total Hours (Semester): 42

3.4 Course Title: IoT Electronics & Sensors

Course Code:

Prerequisites/Equivalents: N/A

Course description: In this course, students will be able to differentiate between analog and digital sensors, and use a variety of input sensors and actuators. Students will explore, for example, how to design a signal conditioning circuit for interfacing a sensor and/or actuator to microcontrollers or Field Programmable Gate Array (FPGA) modules.

Instructional Setting: Classroom/Lab

Total Hours (Semester): 84

3.5 Course Title: IoT Device Configuration & Communications

Course Code:

Prerequisites/Equivalents: N/A

Course description: In this course, students will explore the different communication standards used in IoT applications. Students will design, apply and maintain wireless communication systems, including but not limited to Bluetooth, WiFi, ZigBee, LiDAR and NFC as used in IoT applications.

Instructional Setting: Classroom/Lab

Total Hours (Semester): 56

3.6 Course Title: IoT Application & Design Proposal

Course Code:

Prerequisites/Equivalents: N/A

Course description: In this course, students will apply research techniques to find resources applicable to the IoT project. Students will identify and describe the properties and basic legal characteristics of intellectual property (IP), utilize project management tools, and procure the components (hardware/software)

necessary for the implementation of the IoT project. These elements will be incorporated in a proposal of the IoT project aligned to industry best practices.

Instructional Setting: Classroom/Lab

Total Hours (Semester): 42

Semester 2

3.7 Course Title: IoT Programming

Course Code:

Prerequisites/Equivalents:

Course description: In this course, students will apply source code management tools for collaborative program development and collaborate in the design layout of an interface graphic user interface (GUI).

Instructional Setting: Classroom/Lab

Total Hours (Semester): 70

3.8 Course Title: Graphic User Interface (GUI) Design

Course Code:

Prerequisites/Equivalents:

Course description: In this course, students will collaborate in the design and implementation of a Graphic User Interface (GUI). Students will explore the development and integration of various GUI designs for mobile devices and web applications and will have experience in launching and troubleshooting the developed GUI.

Instructional Setting: Classroom/Lab

Total Hours (Semester): 56

3.9 Course Title: Cloud Computing Advanced

Course Code:

Prerequisites/Equivalents: Cloud Computing

Course description: This is an advanced course in the use of databases in cloud computing using bespoke platforms. Students will further explore the role of Database Management Systems (DBMS) when used on common global platforms in an IoT application and analyze the IoT application data requirements, for example, using GPS data tracking.

Instructional Setting: Classroom/Lab

Total Hours (Semester): 56

3.10 Course Title: Intelligent Sensors

Course Code:

Prerequisites/Equivalents:

Course description: In this course, students will design, develop and maintain IoT applications, using tracking sensors (iBeacon) and/or radio-frequency identification (RFID) tags, closed-circuit television (CCTV) and/or infrared (IR) cameras considering alignment to design requirements and applications using Power over Ethernet (POE).

Instructional Setting: Classroom/Lab

Total Hours (Semester): 70

3.11 Course Title: Wireless Networks

Course Code:

Prerequisites/Equivalents:

Course description: In this course, students will be able to describe the elements of a wireless network to differentiate between wireless sensor networks (WSN) and mobile ad-hoc network (MANET), utilizing meshing.

Instructional Setting: Classroom/Lab

Total Hours (Semester): 56

3.12 Course Title: IoT Application & Design Development

Course Code:

Prerequisites/Equivalents: IoT Application & Design Proposal

Course description: In this course, students may utilize an existing design to enhance or plan, design and build a new IoT application adhering to basic legal characteristics of intellectual property (IP), utilize project management tools, and procure the components (hardware/software). Students produce and present a technical report suitable for submission to the Ontario association of Certified Engineering Technicians and Technologists (OACETT) in partial fulfillment of the requirements for the Certified Engineering Technologist (CET) qualification.

Instructional Setting: Lab

Total Hours (Semester): 42

4. Strategic Alignment

4.1 Strategic Fit

The proposed program aligns with the following goals and objectives of the Academic, Strategic, and Business plans.

Academic Plan

Goal 1: Ensure Exceptional Quality in our Academic Programs

Goal 2: Enhance Exemplary Teaching and Learning Practices

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

Strategic Plan and Business Plan

Pillar: Our Students

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

The proposed graduate certificate supports Academic Plan Goal 1 as it offers a diverse and advanced Program of Study (POS) and provides students with the evolving and critically relevant skills that are needed by a rapidly changing workforce. With capital equipment refresh, the program will be delivered in existing SET electronics laboratories and provide students with hands-on experience in micro-processor and IoT technologies.

The ideation for this new program was generated from the faculty and Program Advisory Committee (PAC) memberships discussing the current and emerging

trends in the industry. The PAC members from Information Systems Security - Computers and Networking (ISCN) and Electronics Engineering Technology (ELTY) and external industry partners that have an affinity with this proposal, strongly endorse and support the development of a program in IoT in response to a critical industry need. According to the different PACs, the development of this program will respond to the need for IoT specialists in several industries, such as healthcare, transportation, appliances, robotics, home automation, and waste management infrastructure, to name a few. This program will address a skills gap in the rapidly evolving digital sector.

The development of this program will strengthen the connections with relevant industry and community partners (domestic and international) to ensure students are graduating with career-ready skills in an emerging field (Strategic Plan & Business Plan). The new program will result in varied and increased experiential learning opportunities that are specifically connected to the emerging field of IoT.

This program has been developed in close consultation with industry and PAC. The curriculum, combined with the enhanced facilities, will create new opportunities to engage with industry to solution real-world problems in IoT security and wireless 5G communication than we are currently equipped to as an institution.

The experiential learning within this program is designed as a capstone project that will engage one-on-one interaction between students and industry and, as such, generate opportunities for newly identified projects and opportunities to seek grant funding qualifications with Natural Sciences and Engineering Research Council (NSERC) and Public Safety.

4.2 Fit with Existing Programs

Durham College is proposing a program in Wireless Telecommunications - IoT within the School of Science and Engineering Technology (SET). The one-year graduate certificate will provide students with an understanding of hard-wired and wireless IoT in addition to their applications in residential and commercial settings. Students will develop skills and abilities in remote access, technology evaluation, connecting hardware and software and monetizing IoT. These skills will enable graduates to stand out to employers in a competitive market.

This new program responds to emerging technology and enhances the suite of programs in SET. The program curriculum incorporates advanced technology and innovative communication security that is not comprehensively reflected in the diploma programs. For example, the wireless technologies, satellite communications, 5G, short wave communication for autonomous vehicles will provide faculty the opportunity to develop their expertise in innovative technology. The proposed program will allow faculty to explore interdisciplinary and inter-professional experiential learning opportunities and support initiatives that enhance student-faculty interaction and foster student engagement across multiple Schools (SET and Business, IT & Management (BITM)). The curriculum is designed to provide authentic experiential learning through industry engagement and capstone project completion.

Durham College has a well-established diploma in Electronics Engineering Technician and an advanced diploma in Electronics Engineering Technology. In addition to the further educational opportunities for these students, the proposed graduate certificate in IoT will provide domestic, mature and international students with education that will build upon the previous education and/or work experience they bring to Durham College.

5. Labour Demand and Graduate Employment Possibilities

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

After a review of the need for a Wireless Telecommunications – Internet of Things program, Durham College determined it would be valuable to add an Ontario College Graduate Certificate to its postsecondary offerings because of the:

- Strong demand for IoT enabled products.
- High wages for related occupations.
- High enrolment, system-wide, of international students.
- Pathway opportunities for electronics technician and technology graduates.
- Graduates will have skills necessary to work in a range of jobs within electronics industries.

5.1. Labour Market Analysis

IoT describes the network of physical objects – “things” – that are embedded with sensors, software and other technologies for the purpose of exchanging data over the internet. An IoT ecosystem consists of web-enabled smart devices that collect, act on, and send data collected from their environments. The IoT also includes real-time analytics, attributes of machine learning and embedded systems. In the consumer market, IoT technology is often associated with the products associated with a “smart home”. This includes devices such as smart lighting fixtures, thermostats, home-security systems and appliances.

IoT is generally divided between two key categories: hard-wired and wireless. Hard-wired IoT makes use of an ethernet connection to enable the interaction between IoT devices. Examples of hard-wired IoT include smart lighting systems, retail beacon systems, and connected medical devices. Wireless IoT requires smart devices to connect to the internet wirelessly using a Local Area Network (LAN) or a cellular network. Use of wireless connection is determined by security, energy usage, network coverage, data range and latency. Examples of wireless IoT include wearable technology, wireless speakers and self-driving cars are often easier to adopt as they do not require physical cables to support connected devices.

In 2019, the consumer market posted annual sales of IoT smart home devices totalling \$13 billion. These sales are expected to reach \$53 billion annually by 2022. In 2019, the amount of data generated by IoT devices was 269 times greater

than data being transmitted to data centres, and 49 times higher than total data centre traffic.

Along with the dramatic growth in the sales of IoT devices, an entirely new labour market segment has been created around the adoption of IoT. This segment supports the full lifecycle of IoT devices and includes monitoring, servicing, updating and management of data. The monitoring of smart doorbells or home security systems, servicing of connected washing machines, or the management of data collected by other smart devices all represent additional areas of employment in service of IoT. Globally, the analysis of IoT data is expected to reach \$57.3 billion by 2025.

In the retail market segment alone, IoT is estimated to account for nearly \$35 billion in economic activity annually. In commercial applications, IoT is utilized in order to monitor customer satisfaction and experience data in real-time, monitor retail goods throughout the supply chain and to enable the tracking of physical assets. Smart lighting alone is estimated to grow to a \$20.98 billion industry by 2023. Smart lighting is being increasingly adopted by building owners to reduce operating costs, attract environmentally conscious tenants, and reduce management costs.

Other such applications of IoT within industrial settings include equipment and personnel tracking in the mining industry, wearable technology in the healthcare industry and occupancy monitoring in parking garages and buildings. In a time of increased need to monitor building occupancy, air quality and the movement patterns of individuals due to the global COVID-19 pandemic, the demand for IoT enabled devices and the data they collect will continue to grow.

In addition to the consumer and commercial applications of IoT technologies, the province of Ontario is supporting the integration of IoT through smart city planning. Through the Building Ontario's Next-Generation Smart Cities Through Data Governance report, a strategy is imagined to govern the collection of data produced through the IoT devices that support smart cities. The report recognizes the unprecedented amount of data being generated and the need for important questions of data ownership, sharing and governance to be answered.

There is a sizeable and growing interest in the IoT within the Region of Durham. In addition to the establishment of the Autonomous Vehicle Integration Network, the provincial government has designated Oshawa as one of six regional technology development sites. This designation includes an \$80 million funding envelope designed to enable the testing, prototyping and integration of advanced automotive technologies and smart automotive solutions.

In addition to the ongoing research and investment in the area of autonomous vehicles, there continues to be an increasing interest among industry partners to access the expertise of Durham College faculty and students through Applied Research projects in the area of IoT. Durham College, Artificial Intelligence Hub (AI/Hub) has partnered with several companies in Durham on various IoT-related projects. The Region of Durham has also partnered with the AI/Hub to create predictive algorithms to assess data on traffic related infractions and resolutions in

the Region. These are just a few of the many IoT related projects taking place within the Region and specifically at Durham College.

Employment Projections

Job titles and descriptions relevant to the field of IoT were culled from a variety of labour market reports. The National Occupation Classifications (NOC) provides a standardized framework for organizing the labour force in a coherent system. Based on the titles and descriptions, four key four-digit NOC codes were identified as relevant to the program:

- 2174 – Developer, Software (e.g., web programmer; software programmer),
- 2171 – Systems Analyst (e.g., information systems analyst; systems consultant,
- 2147 – Engineer, Hardware (e.g., network test engineer; wireless communications engineer), and
- 2282 – User Support Technician (e.g., help desk technician; software installation technician).

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 ¹	Employment in 2018	Median Age in 2018	Average Retirement Age in 2018	Outlook to 2028 ²
2174 – Developer, Software	\$36.06	167,900	39	61.0	Shortage
2171 – Systems Analyst	\$38.46	216,000	43	61.0	Shortage
2147 – Engineer, Hardware	\$43.27	23,000	43	63.0	Shortage

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

² Definitions correspond to national labour market data taken from the Department of Employment and Social Development Canada (ESDC) and are based on the Canadian Occupational Projections System (COPS).

Balance Labour demand and labour supply are expected to be broadly in line for this occupation group over the 2019-2028 period.

Surplus This occupational group is expected to face labour surplus conditions over the period of 2019-2028 period.

Shortage This occupational group is expected to face labour shortage conditions over the period of 2019-2028.

Wages, Occupational Statistics and Employment Outlook (National)					
NOC Code - Occupation	Median Wage ¹	Employment in 2018	Median Age in 2018	Average Retirement Age in 2018	Outlook to 2028 ²
2282 – User Support Technician	\$28.59	117,000	40	61.0	Balance

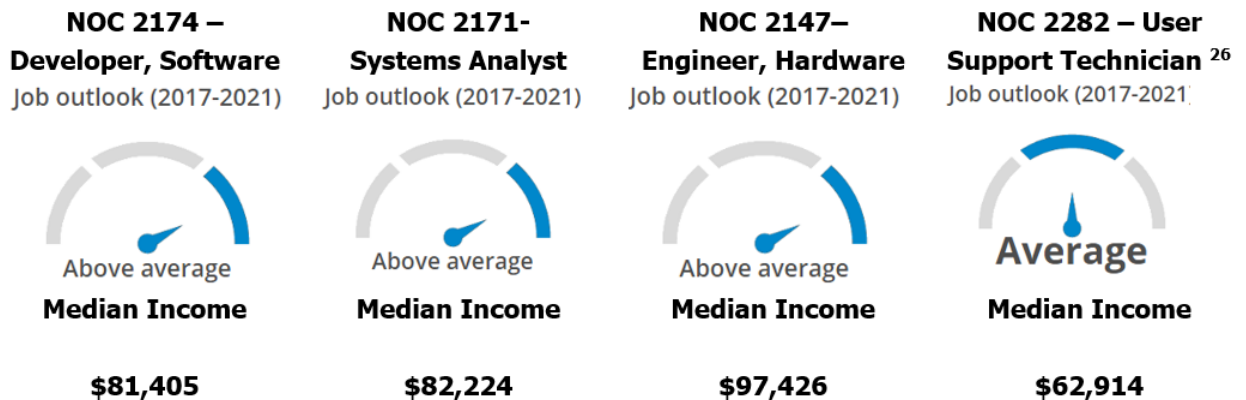
The median wages for relevant occupations are higher than average, especially for Hardware Engineers. In addition, most of the relevant occupations listed are reporting labour shortages through to 2028.

Provincial Outlook

Occupational Classification: Provincial

Figure 1 displays the provincial job outlook rating for the relevant occupations through to 2021, as well as median income.

Figure 1



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

²⁶ **Below Average** conditions mean that it is more difficult to find stable work or employment prospects are not attractive or are deteriorating relative to those in other industries or occupations. "Below Average" labour market conditions mean a relatively low probability of finding stable work in this occupation and lower potential for rising pay

Above Average labour market conditions usually mean that, relative to the employment situation overall, there is a better likelihood of finding stable work in this occupation, and employment prospects are attractive or improving.

Average labour market conditions indicate that jobs are expected to be more difficult to find; the probability of unemployment is higher; and wages and salaries have recently increased at a slower pace than those occupations rated as "Above Average." On the other hand, jobs are easier to find; unemployment is less likely; and wages and salaries have recently increased at a faster pace than in those occupations rated "Below Average".

The outlooks for relevant occupations are very favourable in Ontario. The median income for three of the four occupations is higher than the median wage in Ontario of \$55,121.

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

Table 2

Provincial Summary Job Profile Statistics					
NOC Code - Occupation	Males	Females	Full-Time	Part-Time	Self-Employed
2174 – Computer programmers and interactive media developers	81%	19%	75%	25%	10%
2171 – Information systems analysts and consultants	72%	28%	77%	23%	14%
2147 – Computer engineers	88%	12%	80%	20%	8%
2282 – User Support Technicians	77%	23%	73%	27%	3%

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

Employment is primarily full-time and there are elevated proportions of self-employed individuals working as Information Systems Analysts and Consultants compared to the national average of 15%.

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

Table 3

Educational Attainment				
Education Level	2174 – Computer programmers and interactive media developers	2171 – Information systems analysts and consultants	2147 – Computer engineers	2282 – Software Engineers and Designers
No certificate, diploma or degree:	0%	0%	0%	2%
Secondary (high) school diploma or equivalency certificate	10%	10%	5%	19%
Apprenticeship or trades certificate or diploma	1%	1%	1%	2%
College, CEGEP or other non-university	19%	23%	18%	39%

Educational Attainment				
Education Level	2174 – Computer programmers and interactive media developers	2171 – Information systems analysts and consultants	2147 – Computer engineers	2282 – Software Engineers and Designers
certificate or diploma				
Bachelor's degree	46%	42%	44%	27%
Degree in medicine, dentistry, veterinary medicine or optometry	0%	0%	0%	0%
Master's degree	17%	17%	22%	6%
Earned doctorate	2%	1%	3%	1%
Other	5%	6%	6%	4%

The relevant occupations largely employ graduates with Master's and Bachelor's degrees. In addition, about one quarter of information systems analysts and nearly 40% of software engineers and designers employ graduates of College, CGEP or other diploma programs.

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., 15% of Information Systems Analysts and Consultants occupations are employed in Peel).

Table 4

Employment by Census Division					
Census Division	All Occupations	2174 – Computer programmers and interactive media developers	2171 – Information systems analysts and consultants	2147 – Computer engineers	2282 – User Support Technicians
Durham	5%	3%	5%	3%	5%
Toronto	21%	28%	27%	21%	21%

Employment by Census Division					
Census Division	All Occupations	2174 – Computer programmers and interactive media developers	2171 – Information systems analysts and consultants	2147 – Computer engineers	2282 – User Support Technicians
Peel	10%	10%	15%	14%	10%
York	9%	14%	15%	17%	9%
Peterborough	1%	0%	0%	0%	1%
Northumberland	1%	0%	0%	0%	1%
Kawartha Lakes	1%	0%	0%	0%	1%

Source: MCU 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 2174 (Computer programmers and interactive media developers)	
Main Industries of Employment	(%)
Professional, scientific and technical services	53
Information and cultural industries	12
Finance and insurance	12
Public administration	10

Source: iaccess Job Profiles Accessed: September 2020

Table 6

Main Industries of Employment for NOC 2171 (Information systems analysts and consultants)	
Main Industries of Employment	(%)
Professional, scientific and technical services	43
Finance and insurance	20
Public administration	13
Information and cultural industries	7

Source: iaccess Job Profiles Accessed: September 2020

Table 7

Main Industries of Employment for NOC 2147 (Computer engineers)	
Main Industries of Employment	(%)
Professional, scientific and technical services	41
Information and cultural industries	25
Wholesale Trade	9
Finance and insurance	8

Source: iaccess Job Profiles Accessed: September 2020

Table 8

Main Industries of Employment for NOC 2282 (User Support Technicians)	
Main Industries of Employment	(%)
Professional, scientific and technical services	28
Information and cultural industries	15
Finance and insurance	11
Public Administration	11

Source: iaccess Job Profiles Accessed: September 2020

Table 9 presents the aggregate 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	225,054	251,825	26,771	12%	\$37.40
Durham	6,137	7,042	905	15%	\$37.13
Toronto	80,520	92,033	11,513	14%	\$37.28
Peel	28,522	32,483	3,961	14%	\$37.13
York	23,045	26,251	3,206	14%	\$37.23
Peterborough	667	641	-26	-4%	\$36.56
Northumberland	150	137	-13	-9%	\$37.13
Kawartha Lakes	210	204	-6	-3%	\$37.15

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

A total of 26,771 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 Toronto

census division. The Durham census division is projected to gain 905 jobs over the period, resulting in 7,042 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
2174 – Computer programmers and interactive media developers	1,803	1,988	195	11%	\$38.13
2171 – Information systems analysts and consultants	2,667	3,058	391	15%	\$38.56
2147 – Computer engineers	369	396	27	7%	\$44.31
2282 – User support technician	1,298	1,463	165	13%	\$30.73
Total	6,137	7,042	905	15%	\$37.13

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

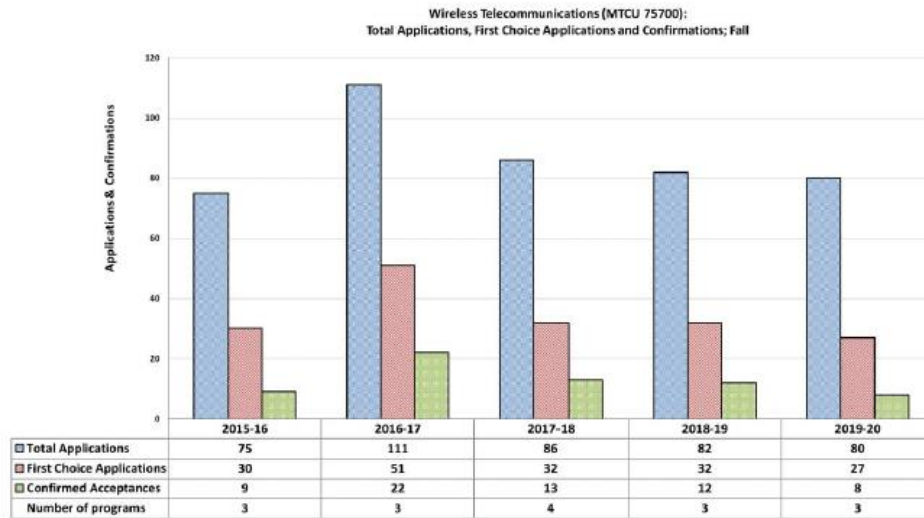
Table 10 indicates that the greatest number of jobs created in the Durham census division will be in the occupations categorized as Information Systems Analysts and consultants.

6. Analysis of Competition

A Wireless Telecommunications graduate certificate program is currently offered at four CAAT colleges under the MTCU code 75700. Graduates of these programs are prepared for careers in the fields of Wireless Telecommunications/Internet of Things.

System-wide applications and first choice applications for the Fall intake of Internet of Things programs in Ontario (MRCU 75700) has grown five and four per cent, respectively, between 2015-2019. The confirmations for the Fall intake have grown 16 per cent between 2015-2019.

7. Student Interest



Source: OCAS Data Warehouse, accessed September 2020

- The average growth²⁹ between 2015 and 2019 for total applications was: 5%.
- The average growth between 2015 and 2019 for first choice applications was: 4%.
- The average growth between 2015 and 2019 for confirmations was: 16%.

Target Market

The target market for this program are domestic and international graduates of a diploma, advance diploma, and/or degree from programs in the following disciplines:

1. Electronics
2. Computer Science
3. Biomedical
4. Electromechanical

8. Operating Revenue and Expenses

The following tables summarize the net contribution for the proposed Ontario College Graduate Certificate program: Wireless Telecommunications – Internet of Things.

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

Net Contribution	2022-23 Projection	2023-24 Projection	2024-25 Projection	2025-26 Projection	2026-27 Projection
Total Direct Program Expenses	240,875	245,567	252,652	257,533	262,512
Total Revenue For Program	377,748	377,748	377,748	377,748	377,748
Net Contribution \$	136,873	132,181	125,096	120,215	115,236
Net Accumulated Contribution / (Deficit)	136,873	269,054	394,149	514,364	629,600
Net Contribution - % of Gross Revenue	36.2%	35.0%	33.1%	31.8%	30.5%

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	75,000	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	4,500	4,500	4,500	4,500	4,500
Set-Aside Fee Removed	450	450	450	450	450
Tuition Fee realized by college	4,050	4,050	4,050	4,050	4,050
Total Tuition Fees	162,000	162,000	162,000	162,000	162,000
Other Revenue (Contract Training)	0	0	0	0	0
Total Other Revenue	0	0	0	0	0
Program Wtd Funding Unit	1.30	1.30	1.30	1.30	1.30

Revenue	2022-23 Projection	2023-24 Projection	2024-25 Projection	2025-26 Projection	2026-27 Projection
Grant - MTCU Operating (Assume \$4160/wfu)	215,748	215,748	215,748	215,748	215,748
Total Revenue	\$377,748	\$377,748	\$377,748	\$377,748	\$377,748

Expenditures	2022-23 Projection	2023-24 Projection	2024-25 Projection	2025-26 Projection	2026-27 Projection
Salaries - Faculty (FT)	112,585	114,836	117,133	119,476	121,865
Salaries - Co-ordinator Allowance	0	0	0	0	0
Salaries - PT Teaching	82,320	83,966	85,646	87,359	89,106
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	\$194,905	\$198,803	\$202,779	\$206,834	\$210,971

Expenditures	2022-23 Projection	2023-24 Projection	2024-25 Projection	2025-26 Projection	2026-27 Projection
Benefits - Faculty - FT 25%	28,146	28,709	29,283	29,869	30,466
Benefits - Faculty - PT 13.0%	11,525	11,755	11,990	12,230	12,475
Benefits - SS (FT) 28%	0	0	0	0	0
Total Employee Benefits	\$39,671	\$40,464	\$41,274	\$42,099	\$42,941
Total Labour	\$234,575	\$239,267	\$244,052	\$248,933	\$253,912
Instructional Supplies	4,000	4,000	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

Expenditures	2022-23 Projection	2023-24 Projection	2024-25 Projection	2025-26 Projection	2026-27 Projection
Maintenance-Equipment	0	0	0	0	0
Telecommunications	0	0	0	0	0
Software Costs (\$65USD and \$60 CDN)	0	0	0	0	0
Office supplies/Other Expenses	0	0	0	0	0
Rental	0	0	0	0	0
Total Other Expenditure	\$6,300	\$6,300	\$8,600	\$8,600	\$8,600

Report Number: BOG-2021-16

To: Board of Governors

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

Date of Report: April 1, 2021

Date of Meeting: April 14, 2021

Subject: New Program of Instruction: Interactive Media Design - Web Development

1. Purpose

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

Interactive Media Design – Web Development

- Credential: Ontario College Diploma
- Duration: 4 semesters
- School: Media, Art and Design

2. Recommendation

It is recommended to the Durham College Board of Governors:

That in accordance with Report Number BOG-2021-16, the proposed Ontario College Diploma program of instruction listed below be approved.

- Interactive Media Design – Web Development

3. Background

Durham College currently has Ministry approval to deliver a program in interactive media design. With strong enrolment numbers, faculty currency in web development, and the opportunity to share a common first semester, a program in interactive media design with an emphasis on web development was proposed.

The Ontario College Diploma program, *Interactive Media Design – Web Development*, upon ministry approval, will be the second program within the field of interactive media design for delivery in the School of Media, Art & Design. The proposal to add a new program, with an emphasis on web development, is

supported by strong enrolment numbers of the *Interactive Media Design* program.

The current *Interactive Media Design* program focuses on designing and producing illustrations, photography, infographics and animations for anything interactive. Graduates of this program become skilled composers able to create motion graphics, virtual environments and integrated media content as a UI/UX designer, design manager, production manager, motion graphic designer, and/or multimedia designer or developer.

The *Interactive Media Design – Web Development* focuses on the website and back-end coding to design and develop web content for all methods of distribution. Graduates of the program will possess the graphic and technical skills as a highly competent designer, able to deliver dynamic, cross-media content in a complex and competitive business environment as a web developer or designer, and/or frontend developer.

As per the Ministry of 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 information prepared by the Institutional Research and Planning team in the Office of Research Services, Innovation and Entrepreneurship, indicates the proposed *Interactive Media Design – Web Development* program remains a strong addition to the College's program offerings.

5. Financial/Human Resource Implications

The proposed program, *Interactive Media Design – Web Development*, will be submitted in the Request for Approval for Funding Form to the Ministry of

Training, Colleges and Universities. Tuition is set for \$3,188.46 and has been flat-lined until there is direction from the Ministry on how long tuition is reduced.

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 Fit

The proposed program aligns with the following objectives/goals of the Academic, Strategic, and Business plans.

Academic Plan

Goal 1: Ensure Exceptional Quality in our Academic Programs

Goal 2: Enhance Exemplary Teaching and Learning Practices

This program responds to goal 1 of the Academic Plan, to ensure exceptional quality in our academic programs. This program will support our graduates to be better prepared to make a contribution to their chosen disciplines and to be more competitive in their job search or in their pitches as freelance (project-based) professionals.

This program has a strong alignment with goal 2 and the professional and teaching skills of the existing faculty in MAD. The significant lab and independent work in the program is aligned with the teaching philosophy and industry practices.

Strategic Plan and Business Plan

Pillar: Our Students

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

This program will prepare graduates with career-ready skills in this strong field (web development). The program will result in varied experiential learning opportunities (Strategic and Business plans, Pillar: Our Students).

General Program Information

Proposed Program Title: Interactive Media Design – Web Development (MCU);
Web Development (Marketing title)

Proposed Credential: Ontario College Diploma

Academic Dean: Greg Murphy, Executive Dean, School of Media, Art & Design

Date of Review by PPRC: March 10, 2021 (FYI item)

MTCU Code: 59403

Weight and Funding Unit (as per APS table): Weight = 1.7, Funding = 1.8

Proposed Tuition: Year 1: \$3,188.46

Proposed Implementation: Fall 2021

Year 1 Enrolment: 100

Number of Sections, Y1: 4

International Students Seat Allocation: 65

Number of Semesters: 4

Total Hours: 1073 instructional hrs + 200 hrs (Field Placement or Capstone) =
1273 hrs

New or Replacement Program: MTCU code realignment

Number of New FT Faculty: No

Program Delivery Methods: In-person and hybrid

Laptop Requirement: Yes

New or Renovated Space Requirements: No

Total Capital Costs: Year 1: No

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
Waived
- Presented to the Program Proposal Review Committee – March 10, 2021
- New Program Proposal Summary reviewed by the Associate Dean, Centre for Academic and Faculty Enrichment
- New Program Proposal Summary reviewed by the Dean, Centre for Academic and Faculty Enrichment
- Approved by Executive Vice-President, Academic – March 30, 2021
- Reviewed and approved by President – April 8, 2021

2. **Program Overview**

2.1 **Program Description**

Durham College currently has Ministry approval to deliver a program in Interactive Media Design. With strong enrolment numbers, faculty currency in web development, and the opportunity to share a common first semester, a second program in interactive media design with an emphasis on web development was proposed.

Program Abstract

The *Interactive Media Design – Web Development* Ontario College Diploma program prepares students for an exciting career in the field of web design. Students have access to the latest software and web technologies to develop skills in coding for a responsive environment, creating a seamless interface between the message and the user and applying traditional design methods to emerging technologies. This program provides students with the graphic and technical skills to become highly competent designers, able to deliver dynamic, cross-media content in a complex and competitive business environment.

Graduates of the program will act as the vital bridge between the design of a website and back-end coding including being flexible, creative and able to respond to the design challenges of the ever-changing digital landscape. Graduates possess the knowledge, skills and experience necessary to design and develop web content for all methods of distribution.

Employment opportunities for graduates of the program involves professionals working in a range of occupations and industries, such as banking, insurance, consulting, marketing agency, education, and broadcasting.

2.2 Career Outcomes

Job Titles	Where Graduates Might Work
<ul style="list-style-type: none"> • Web Developer • UI/UX Designer and Developer • Frontend Developer • Product Designer • Web designer • Frontend web developer • Senior Developer 	<ul style="list-style-type: none"> • Consulting firm • Marketing agency • Investment Bank • Marketing agency • University • Bank • Law firm • Marketing & advertising agency • Media production at broadcasting

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:

PLOs 1-10 from IMDE ([59403](#)) PLOs 11-13 are the modifiers for web development

1. Complete both individual and collaborative interactive media projects effectively.
2. Use best practices and tools to design and develop dynamic, rich-media content.
3. Contribute to the assessment of the requirements of an interactive media project.
4. Contribute to the development, budgeting, planning and professional presentation of an interactive media project.
5. Design a media project (interface, navigation, graphics, text treatment) using current best practice design and development principles, and applying conceptual and theoretical frameworks.
6. Build effective and dynamic Web sites and/or mobile applications.
7. Identify and analyze ethical and professional issues arising in an online environment.
8. Apply research and conceptual skills to propose possible solutions for mobile/multimedia/Web development problems.
9. Use creative and critical thinking techniques in the effective design, development and implementation of an interactive media project.
10. Contribute to the assessment of the financial, technical and artistic success of an interactive media project.

11. Program and debug web apps* and websites using a variety of development technologies and tools to optimize performance and minimize errors.
12. Create web apps* and websites that apply design best practices, techniques and strategies for a variety of development projects that comply with accessibility, web and other requirements.
13. Develop web apps* and websites reflective of business objectives and client needs.

*Web apps is current standard industry terminology that refers to web applications and/or internet applications.

2.4 Admission Requirements

- Ontario Secondary School Diploma (OSSD) or Mature Student Status
- Grade 12 English (C or U)

3. Program of Study

Semester 1	Semester 2	Semester 3	Semester 4 (13 weeks)
Web Design I (42 hrs)	Web Design II (42 hrs)	Web Design III (42 hrs)	Web Design IV (39 hrs)
Web Technologies (28 hrs)	Server-Side Scripting (42 hrs)	Content Management Systems I (42 hrs)	Content Management Systems II (39 hrs)
Design & Conceptual Process (42 hrs)	Prototyping for Web (42 hrs)	Web Application Frameworks (42 hrs)	Coding for the Web III (52 hrs)
Digital Illustration & Imaging I (42 hrs)	Coding for the Web I (56 hrs)	Coding for the Web II (56 hrs)	Portfolio Development (52 hrs)
Photography for Integrated Media (42 hrs)	Web Animation I (42 hrs)	Web Animation II (42 hrs)	Collaborative Projects (39 hrs)
Communication Foundations (42 hrs)			Industry Preparation (13 hrs)
Fundamental Communication Skills (14 hrs)			Field Placement/Capstone Project (200 hours)
GNED (42 hrs)	GNED (42 hrs)	GNED (42 hrs)	
294 hours	266 hours	266 hours	234 hours + 200 hours

Design Principles	Web Development	Content Management Systems	Web Apps	Web Animation	Industry Preparation
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Semester 1

3.1 Course Title: Web Design I

Course description: This course teaches students how to use HTML and CSS to create intuitive Web site interfaces and digital assets. Each week covers fundamental concepts and syntax of HTML/5 and CSS/3. Projects will focus on using HTML/5 to effectively structure digital content and CSS/3 to style and position it. Routine testing will occur to ensure valid use of HTML/5 and CSS/3 (based on W3C standards). Industry recognized design and development life cycles and workflows will be followed. Proper website file & folder structure and the creation of pathways between digital assets - will be taught and strictly monitored. Web publishing will be modelled throughout the semester using FTP software to connect to a web host.

Instructional Setting: Classroom

Total Hours (Semester): 42

3.2 Course Title: Web Technologies

Course description: This course gives the students a high-level overview of the skills and abilities necessary to become a front-end web designer and developer. Focus is on providing students with a bigger picture of what is involved with creating web and interactive media projects. Some terminology and technology will be introduced followed by real-world processes covering, but not limited to, web design, web host management, project workflow and version control.

Instructional Setting: Lab

Total Hours (Semester): 28

3.3 Course Title: Design & Conceptual Process

Course description: This course introduces students to the art and science of design with a special emphasis on typography, digital colour, composition, imagery and ideation. Students make strategic colour choices and craft well-designed typographic layouts. They learn the essential principles of typography as they apply to comprehension, legibility and information hierarchy. Students also explore the social, emotive and symbolic aspects of colour. As their knowledge of typography, colour and imagery increases, students will be introduced to the fundamental design principles including rhythm, balance, scale, texture, patterns, framing, hierarchy, and grids. Using the conceptual process, students will imagine new applications for web and integrated media technologies, incorporating what they have learned in layouts and mock designs.

Instructional Setting: Lab

Total Hours (Semester): 42

3.4 Course Title: Digital Illustration & Imaging I

Course description: This course focuses on industry-standard software, specifically Adobe Photoshop and Adobe Illustrator, to teach students how to create layouts, graphics, images and illustrative elements for design and media. Emphasis is on producing graphic elements and imagery for websites, applications, as well as assets for video production, motion graphics and animations while following fundamental design rules.

Instructional Setting: Lab

Total Hours (Semester): 42

3.5 Course Title: Photography for Integrated Media

Course description: This course covers the basic principles of manual photography in a digital environment. You will be using a Digital Single Lens Reflex (DSLR) camera to take your photographs and will learn basic editing and digital manipulation for web and digital media-based content. The student will learn about and understand exposure by manually adjusting the ISO, shutter speed and aperture. Students will consider both the technical and visual components of the photograph covering: general composition and exposure, portraits, product photography and architecture in critical discussions with their instructor and their peers. Students apply the concepts learned during lectures to relevant assignments that are used to build a rounded photography portfolio website.

Instructional Setting: Lab

Total Hours (Semester): 42

3.6 Course Title: Communication Foundations

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

Instructional Setting: Classroom

Total Hours (Semester): 42

3.7 Course Title: Fundamental Communication Skills

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

Instructional Setting: Classroom

Total Hours (Semester): 14

3.8 Course Title: General Education

Course description:

Instructional Setting: Classroom

Total Hours (Semester): 42

Semester 2

3.9 Course Title: Web Design II

Course description: This course will continue to observe and build upon the common industry practices introduced in Web Design I (i.e., project workflows, file/folder management, code validation, web publishing). Intermediate to advanced concepts and syntax of HTML/5 and CSS/3 will be introduced and honed. Responsive Web Design (RWD) principles will form the cornerstone to every project developed in this course. Additional areas covered will include web accessibility (AODA), and search engine optimization (SEO).

Instructional Setting: Lab

Total Hours (Semester): 42

3.10 Course Title: Server-Side Scripting

Course description: Web Designers will at some point need to create forms to gather information. This introduction course covers how to create web content that is dynamically created at the server based on user input and to save content from forms to a relational database. This course provides an introduction to html forms, PHP which is a server-side scripting language and MySQL which is a relational database management system.

Instructional Setting: Lab

Total Hours (Semester): 42

3.11 Course Title: Prototyping for Web

Course description: This course introduces students to the UX/UI (User Experience and User Interface) process of designing interfaces and interactions for websites and applications. Emphasis is on developing the essential skills needed for success in one of the most sought-after roles in today's digital landscape, while gaining real world interactive design experience. Students will utilize a variety of industry standard research methods involved in the user experience process in order to gain insights into how users think about digital experiences. Research topics include, competitive analysis, personas, user-centered design, information architecture and user task flows. Students will effectively apply the data retrieved from user experience research methods to create interactive and immersive prototypes for web apps and mobile apps.

In this course, students will brainstorm, ideate, sketch and create low and high-fidelity digital prototypes using industry standard UX prototyping tools, alongside user research methods that inform their designs. Students will gain practical skills that align with UX/UI design practices, within a critical framework, to become a discerning and conscious designer.

Instructional Setting: Lab

Total Hours (Semester): 42

3.12 Course Title: Coding for the Web I

Course description: This course introduces students to the JavaScript programming language and how it can enhance the design and presentation of Web pages. Using an example centered approach, the course demonstrates how to use JavaScript to add a variety of effects and interactions to Web pages. As

code examples are explained fundamental programming concepts are identified and discussed. An understanding of and ability to code HTML and CSS markup is a prerequisite, but no other programming experience is assumed. The only tools required in the course are a basic text editor and a modern browser.

Instructional Setting: Lab

Total Hours (Semester): 56

3.13 Course Title: Web Animation I

Course description: This course teaches students techniques to draw and animate vector graphics. Students will learn to integrate vector graphics into HTML5, CSS3 using simple JavaScript. Projects range from animated motion background to create assets for game application and simple interactive presentation/website.

Instructional Setting: Lab

Total Hours (Semester): 42

3.14 Course Title: General Education

Course description:

Instructional Setting: Classroom

Total Hours (Semester): 42

Semester 3

3.15 Course Title: Web Design III

Course description: Students apply the design process introduced in first year to develop interactive sites where both the content and the elements are dynamic. This is achieved with a variety of tools and languages such as responsive HTML/CSS, jQuery, PHP, MySQL and AJAX. The use of these languages is directed to the effective development of user interface (UI) and user experience (UX).

Instructional Setting: Lab & Alt

Total Hours (Semester): 42 + 84

3.16 Course Title: Content Management Systems I

Course description: Students will learn the basics of Content Management Systems and develop a simple website using WordPress child theming. Various features of the popular framework will be explored, including posts, pages, media management and plugins/widgets. Students will use PHP and HTML/CSS to build the projects throughout this course.

Instructional Setting: Lab

Total Hours (Semester): 42

3.17 Course Title: Web Application Frameworks

Course description: Front end Web developers frequently take advantage of libraries and frameworks, software tools that provide structured approaches for application design and development. These can reduce the development time and improve the quality of applications by providing templates and patterns for common tasks. This course provides an introduction to the Vue.js JavaScript framework for developing browser-based applications.

Instructional Setting: Lab
Total Hours (Semester): 42

3.18 Course Title: Coding for the Web II

Course description: Web design and front-end web development are based on three essential technologies: HTML, CSS, and JavaScript. Students develop a solid foundation in browser-based JavaScript programming and learn its role in creating interactive Web content and applications. Centered on a presentation of core JavaScript capabilities, students code using object oriented and functional programming techniques. Students will learn about project setup, implementation of basic task runners, separation of logic from content, and where these connect to follow industry standards. Modern standards-based front-end Web development and current best practices are emphasized throughout the course.

Instructional Setting: Lab
Total Hours (Semester): 42

3.19 Course Title: Web Animation II

Course description: This course introduces students to the development of IoT (Internet of Things). Students will use microchip and apply their JavaScript programming knowledge to create simple application.

Instructional Setting: Lab
Total Hours (Semester): 42

3.20 Course Title: General Education

Course description:
Instructional Setting: Classroom
Total Hours (Semester): 42

Semester 4

3.21 Course Title: Web Design IV

Course description: Students continue developing their creative and coding skills from Web Design III to create effective UI and UX projects using HTML/CSS, jQuery, PHP, MySQL and AJAX/XHR. Emphasis is on the creation of a SPA (Single Page Application). Note: Due to Field Placement starting in Week 14, this course is 13 weeks long.

Instructional Setting: Lab
Total Hours (Semester): 39

3.22 Course Title: Content Management Systems II

Course description: Students will further their skill sets by developing a B2B site using Object Orient Programming with PHP. The process of developing this site will give them a practical example of using OOP and MVC (Model View Controller) architecture. It also includes the development of an administrative back-end. Note: Due to Field Placement starting in Week 14, this course will only be 13 weeks long.

Instructional Setting: Lab
Total Hours (Semester): 39

3.23 Course Title: Coding for the Web III

Course description: The technologies, coding techniques, and application architectures used in modern web development continue to grow in sophistication. Web technologies now spill over into off-screen experiences as well. The intention of this survey course is to better prepare students for the workplace by providing an overview of several more advanced application development practices. Topics covered include ES6+ API technologies, front end application architectures, IoT Robotics, and advanced JavaScript Techniques.

Instructional Setting: Lab

Total Hours (Semester): 52

3.24 Course Title: Portfolio Development

Course description: In this 13-week course, an integrated team of faculty mentor students in developing a personal portfolio website that showcases a select body of work for potential employers and clients beyond graduation. Students are mentored as they update previous and current projects that demonstrate their unique personal style and professional skills by way of a portfolio portal website showcasing the student's best work from select semesters. The purpose of a portfolio is to demonstrate that you can work as a professional based on manifesting all learning outcomes from previous courses. Previous project criteria are not relevant as all projects will be assessed based on whether it is at a professional level and will contribute to the student acquiring field placement and eventually employment. The final portfolio evaluation provides feedback and constructive criticism to help students identify strengths and weaknesses as they prepare to enter the workforce.

There are two components to this course. The first component is 13 weeks in length and is delivered in a classroom/studio setting. The second component is Field Placement or Capstone Project. Students must pass both components of this course to receive credit for Portfolio Development CMP 4301. This course is 18 weeks in length. Students are expected to spend a minimum of 40 hours per week for five weeks on their field placement. Students will not complete semester four in this program until mid-May.

Instructional Setting: Lab & Alt

Total Hours (Semester): 52 + 39

3.25 Course Title: Collaborative Projects

Course description: This course mentors and guides students in completing real-world project pre-arranged by the faculty. Students will apply the knowledge they have learnt from class and practice communication/interpersonal skill during this process with industry partner(s). Students will go through the workflow cycle and receive feedback with the industry partner. Note: Due to Field Placement starting in Week 14, this course will only be 13 weeks long.

Instructional Setting: Lab

Total Hours (Semester): 39

3.26 Course Title: Industry Preparation

Course description: This course provides students with a series of guest speakers exploring new trends, technologies and insights in the industry. Special workshops such as entrepreneurship, resume writing, interview technique will be presented to the students in preparation for their portfolio assessment and job search. Note: Due to Field Placement starting in Week 14, this course will only be 13 weeks long.

Instructional Setting: Classroom

Total Hours (Semester): 26

3.27 Course Title: Field Placement

Course description: The purpose of this module is to provide an opportunity for students to apply their accumulated skills in a working environment. It provides the students with the opportunity to identify specific individual objectives for future employment as well as a chance to receive hands on practical experience. The student's progress will be monitored throughout the placement through contact with the employer and the student. The student must have successfully completed all previous courses to qualify for field placement.

Instructional Setting: Field Placement

Total Hours (Semester): 200

OR

3.28 Course Title: Capstone Project

Course description: The purpose of this module is to provide an opportunity for students to apply their accumulated skills in a working environment. It provides the students with the opportunity to identify specific individual objectives for future employment as well as a chance to receive hands on practical experience. The student's progress will be monitored throughout the placement through contact with the employer and the student. The student must have successfully completed all previous courses to qualify for field placement.

Instructional Setting: Alt

Total Hours (Semester): 200

4. Strategic Alignment

4.1 Strategic Fit

The proposed program aligns with the following goals of the [Academic](#), [Strategic](#), and [Business](#) plans.

Academic Plan

Goal 1: Ensure Exceptional Quality in our Academic Programs

Goal 2: Enhance Exemplary Teaching and Learning Practices

This program responds to Goal 1 of the Academic Plan, to ensure exceptional quality in our academic programs. This program will support our graduates to be better prepared to make a contribution to their chosen disciplines and to be more

competitive in their job search or in their pitches as freelance (project-based) professionals.

This program has a strong alignment with Goal 2 and the professional and teaching skills of the existing faculty in MAD. The significant lab and independent work in the program is aligned with the teaching philosophy and industry practices.

Strategic Plan and Business Plan

Pillar: Our Students

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

This program will prepare graduates with career-ready skills in this strong field (web development). The program will result in varied experiential learning opportunities (Strategic and Business plans, Pillar: Our Students).

4.2 Fit with Existing Programs

Durham College currently has Ministry approval to deliver a program in Interactive Media Design. With strong enrolment numbers, faculty currency in web development, and the opportunity to share a common first semester, a program in interactive media design with an emphasis on web development was proposed.

The Ontario College Diploma program, *Interactive Media Design – Web Development*, upon ministry approval, will be the second program within the field of interactive media design for delivery in the School of Media, Art & Design. The proposal to add a new program, with an emphasis on web development, is supported by strong enrolment numbers of the Interactive Media Design program.

The current *Interactive Media Design* program focuses on designing and producing illustrations, photography, infographics and animations for anything interactive. A graduate of this program becomes a skilled compositor able to create motion graphics, virtual environments and integrated media content as a UI/UX designer, design manager, production manager, motion graphic designer, and/or multimedia designer or developer.

The *Interactive Media Design – Web Development* program focuses on the website and back-end coding to design and develop web content for all methods of distribution. A graduate of this program will possess the graphic and technical skills as a highly competent designer, able to deliver dynamic, cross-media content in a complex and competitive business environment as a web developer or designer, and/or frontend developer.

Upon ministry approval, the School of MAD will have two programs under the Ministry code (59403):

1. Interactive Media Design (IMDE); and
2. Interactive Media Design – Web Development.

The second program will be aligned to the Program Standard – MTCU59403 and its program learning outcomes (PLOs); DC will add three PLOs as modifiers for web development.

5. Labour Demand and Graduate Employment Possibilities

5.1. Labour Market Analysis

The following table presents graduate outcomes in the field of internet and web development over the past five years. It indicates a 90-95 per cent labour force participation rate and 70-75 per cent employment rate in this field.

Summary of Graduate Outcomes Internet Applications and Web Development (MTCU 50513)	
Employment rate	70-75%
Graduate satisfaction	60-65%
Total college graduates	74
Graduate response rate	40-45%
Labour force participation rate	90-95%
Unemployment rate	30-35%
Employment rate - Full-time	30-35%
Employment rate - Full-time related or partially related	20-25%
Average annual earnings - Full-time employment	\$35,000-39,999
Average annual earnings - Full-time related or partially related	\$40,000-44,999
Employment rate	70-75%

Source: MCU Employment Profile Accessed: February 2021

Labour Market Outlook

Provincial Outlook

Occupational Classification: Provincial and Local

The following table presents the aggregate number of jobs that are expected to be created in Ontario and select census divisions across the three occupations relevant to the field of internet applications and web development.

Occupation Summary (Ontario and Select Census Divisions) 2019 & 2024 NOC 2174,2175 and 5241					
Region	2019 Jobs	2024 Jobs	Change	% Change	Median Hourly Wages
Ontario	105,530	114,233	8,703	8%	\$35.53
Durham	2,441	2,666	226	9%	\$35.38
Toronto	38,907	43,041	4,134	11%	\$35.34
Peel	12,491	13,710	1,219	10%	\$35.58
York	10,983	12,089	1,106	10%	\$35.61
Peterborough	310	324	14	5%	\$32.73
Northumberland	80	79	0	0%	\$31.87
Kawartha Lakes	105	112	8	7%	\$32.77

Source: Labour Force Survey, EMSI Analyst 2020.3 Accessed: February 2021

The following figure displays the provincial job outlook rating and median income for the occupations relevant to the field of internet applications and web development through to 2021.

NOC 2174 – Computer programmers and interactive media developers

Job outlook (2017-2021)



Median Income

\$81,405

NOC 2175 – Web designers and developers

Job outlook (2017-2021)

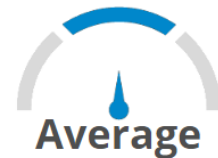


Median Income

\$57,932

NOC 5241 – Graphic designers and illustrators

Job outlook (2017-2021)



Median Income

\$44,661

Source: MCU, Ontario Job Profiles www.iaccess.gov.on.ca/labourmarket Accessed: February 2021

6. DC Enrolment History

The following tables display the strong fall and winter enrolment patterns for programs in interactive media design and web development programs at Durham College.

Interactive Media Design - IMDE (59403)					
Fall Enrolment					
Enrolment	2017	2018	2019	2020	2021*
First Semester	39	48	60	47	65
Second Semester	-	-	-	-	-
Third Semester	18	49	63	99	58
Total	57	97	123	146	123

*2021-22 Budget as of Feb 24, 2021

**Based on interim CSER 202141. The withdrawal deadline for international students has been extended to April 9, 2021 and may impact enrolment.

Interactive Media Design - IMDE (59403)					
Winter Enrolment					
Enrolment	2018	2019	2020	2021**	2022*
First Semester	31	30	26	33	36
Second Semester	33	45	55	46	54
Fourth Semester	16	42	57	79	56
Total	80	117	138	158	146

*2021-22 Budget as of Feb 24, 2021

**Based on interim CSER 202141. The withdrawal deadline for international students has been extended to April 9, 2021 and may impact enrolment.

Web Development and Internet Applications - WDIA/CWBD (50513)					
Fall Enrolment					
Enrolment	2017	2018	2019	2020	2021*
First Semester	53	58	71	30	45
Second Semester	-	-	-	-	-
Third Semester	29	52	47	62	35
Total	82	110	118	92	80

*2021-22 Budget as of Feb 24, 2021

**Based on interim CSER 202141. The withdrawal deadline for international students has been extended to April 9, 2021 and may impact enrolment.

Web Development and Internet Applications - WDIA/CWBD (50513)					
Winter Enrolment					
Enrolment	2018	2019	2020	2021**	2022*
First Semester	30	23	37	22	32
Second Semester	45	56	69	33	40
Fourth Semester	25	33	40	35	33
Total	100	112	146	90	105

*2021-22 Budget as of Feb 24, 2021

**Based on interim CSER 202141. The withdrawal deadline for international students has been extended to April 9, 2021 and may impact enrolment.

7. Student Interest

The following table presents first year enrolment in the Interactive Media Design program over the last five years.

Interactive Media Design (MCU 59403) - First Year Enrolment							
Enrolment	Term	2016-17	2017-18	2018-19	2019-20	2020-21	Rolling Avg. Change
System	Fall	367	401	383	398	338	-1.6%
	Winter	80	176	207	172	N/A	40.2%
	Spring	23	25	60	42	N/A	39.6%

Source: OCAS Data Warehouse, accessed February 2021

The following table presents first year international enrolments in the Interactive Media design program over the past five years.

Interactive Media Design (MCU 59403) - First Year International Enrolment							
Enrolment	Term	2016-17	2017-18	2018-19	2019-20	2020-21	Rolling Avg. Change
System	Fall	82	90	150	157	103	11.7%
	Winter	33	92	112	94	N/A	61.5%
	Spring	13	18	42	26	N/A	44.6%

Source: OCAS Data Warehouse, accessed February 2021

8. Target Market

The target market for this program is domestic and international students possessing a high school diploma or equivalent.

9. Operating Revenue and Expenses

The operating revenue and expenses for this new program (Interactive Media Design – Web Development) reflects the human resources and use of facilities of the existing program (Interactive Media Design). Since there is no additional capital investment to deliver this new program, a budget was not required.

Report Number: BOG-2021-25

To: Board of Governors

From: Dr. Elaine Popp, executive vice president, Academic

Date of Report: April 7, 2021

Date of Meeting: April 14, 2021

Subject: Approval for Permanent Program Suspensions

1. Purpose

The purpose of this report is to obtain approval from the Board of Governors to permanently suspend seven programs offered by four academic schools, effective September 2021.

2. Recommendation

It is recommended to the Durham College (DC) Board of Governors:

That in accordance with Report BOG-2021-25, the following programs be permanently suspended effective fall 2021:

School of Hospitality and Horticultural Sciences (HHS)

- Event Management (EVMT), Ontario College Graduate Certificate, (MTCU Code 72205/APS 01226);

School of Justice and Emergency Services (JES)

- Legal Research and Information Management (LRIM), Ontario College Graduate Certificate, (MTCU Code 72616 / APS 01207);

School of Media, Art and Design (MAD)

- Animation - Digital, Ontario College Diploma (ADIG), (MTCU Code 51901/APS 01179);
- Interactive Media Management (IMEM), Ontario College Graduate Certificate, (MTCU Code 79403/APS 01);
- Investigative Journalism and Documentary Production (IJDP), Ontario College Graduate Certificate, (MTCU Code 79408 /APS 01238);

-
- Journalism – Web and Print (JOWP), Ontario College Diploma, (MTCU Code 52005/APS 01029); and,

School of Science and Engineering Technology (SET)

- Architectural Technician (ARHC), Ontario College Diploma, (MTCU Code 50600 / APS 01213).

3. Background

As stated in the Minister’s Binding Policy Directives Operating Procedure for Program Suspension and Cancellation, a suspended program is one where the college has decided not to admit first year or beginning-level students. It is the responsibility of the Board of Governors to approve such recommendations. Further, it is the responsibility of the College to inform the Ministry of Colleges and Universities (MCU) of final decisions to suspend or cancel a Ministry-funded program of instruction.

Cancelled programs will not be reactivated. A new funding approval application form will need to be submitted to the Ministry if the college wishes to offer the program in the future.

Event Management (EVMT) was approved in 2013 by the then-Ministry of Training, Colleges and Universities (MTCU) and the Credentials Validation Service (CVS) and first opened for applications for the September 2014 academic year.

Legal Research and Information Management (LRIM) was approved in 2011 by MTCU and CVS and first opened for applications for the September 2012 academic year.

Animation – Digital Arts (ADIG) was approved in 2007 by MTCU and the CVS and first opened for applications for the September 2008 academic year.

Interactive Media Management (IMEM) was approved in 2015 by MTCU and CVS and first opened for applications for the September 2015 academic year.

Investigative Journalism and Documentary Production (IJDP) was approved in 2015 by MTCU and CVS and first opened for applications for the September 2015 academic year.

Journalism – Web and Print (JOWP) first opened for applications for September 1994 under the title Journalism - Print.

Architectural Technician (ARHC) was approved in 2012 by MTCU CVS and first opened for applications for the September 2013 academic year.

4. Discussion/Options

4.1 Event Management (EVMT), HHS

The Event Management Graduate Certificate program experienced low applications and enrolment despite efforts to recruit students in the targeted demographic. In consulting with industry and students, one of the consistent threads of feedback was that the Durham College two-year diploma offered a more comprehensive program of study and provided a broader range of industry focus for those pursuing skills in the Events industry. As such, applicants were generally choosing the college's two-year diploma over the certificate.

In addition, the graduate certificate had originally been intended to appeal to post-secondary graduates from any discipline and with an interest in building upon their skills by adding core principles in event management through two semesters of study. Ultimately, despite highlighting pathways from other HHS and DC programs (along with other recruitment efforts), potential students didn't see the potential for linking their existing credential with the skills taught in this certificate.

After two years (in a three-year period) with actual enrolment below cost-recovery and applications continuing to decline, a decision was made to suspend the program for Fall 2017.

Academic Year	FT Enrolment
Fall 2014	13
Fall 2015	23
Fall 2016	10
Fall 2017	Suspended

The Centre for Professional and Part-time Learning was consulted for interest to offer the program, however has declined.

4.2 Legal Research and Information Management (LRIM), JES

The LRIM graduate certificate program suffered from low applications and enrolment from the outset. Program stakeholders were consulted and recommended program suspension. Despite positive indications of interest and industry need during the program development phase and throughout the first year offering, enrolment targets were not met. As such, the ongoing viability of the program was not realized. Attempts were made to recruit into the program but were not successful.

The Centre for Professional and Part-time Learning was consulted for interest to offer the program, however has declined.

4.3 Animation – Digital Arts (ADIG), MAD

The Animation Digital Arts diploma last intake was in 2017, with the last graduates in 2020. This program had some interest with international students, and the total applicants for the last intake in 2017 was strong. However, this program was not meeting industry need since students were not industry ready. The Program Advisory Committee concurred that students required more skills development and preferred graduates from the 3-year advanced diploma, which the School of Media Arts and Design is currently offering.

The Centre for Professional and Part-time Learning was consulted for interest to offer the program, however has declined.

Enrolment History of ADIG

Academic Year	Target	1 st choice Applicants	Total Applicants	Offered	Confirmed	Paid
2017-2018	48	63	151	65	48	44

4.4 Interactive Media Management (IMEM), MAD

The Interactive Media Management graduate certificate opened for applications in 2015. Over three intakes, this program never found a market with students who wanted to deepen their knowledge and skills already gained through a diploma or advanced diploma program. Current students in related diploma programs -Contemporary Web Design and Interactive Media, were canvased about furthering their education but were not interested. This program never launched.

The Centre for Professional and Part-time Learning was consulted for interest to offer the program, however has declined.

Enrolment History of IMEM

Academic Year	Target	1 st choice Applicants	Total Applicants	Offered	Confirmed	Paid
2017-2018	10	0	1	0	0	0

4.5 Investigative Journalism and Documentary Production (IJDP), MAD

The Investigative Journalism and Documentary Production graduate certificate was designed for students to specialize their knowledge in field of journalism. The Program Advisory Committee was supportive of offering this program for professionals currently in the field to further their education and skills. However, there was little student interest, and students just completing a diploma did not think that they were prepared for a graduate certificate. The School of Media, Art and Design has since worked on alternative programming for students to further students journalist skills and is currently offering a collaborative degree with Trent University.

The Centre for Professional and Part-time Learning was consulted for interest to offer the program, however has declined.

Enrolment History of IJDP

Academic Year	Target	1 st choice Applicants	Total Applicants	Offered	Confirmed	Paid
2017-2018	10	1	7	5	0	0

4.6 Journalism – Web and Print (JOWP), MAD

Journalism – Web and Print (JOWP) launched in 1994 under the program title Journalism – Print. There were two streams for Journalism: Journalism -Web and Print (JOWP) and Journalism – Broadcast and Electronic Media (JOBM). These two streams were consolidated in 2017 (following industry standards), into a single program: Journalism Mass Media (JOMM). Both JOBM and JOWP were sunset at that time. The students enrolled in second-year were able to complete their program but no students were admitted to either JOWP or JOBM after September 2016. As of September 2017 all Journalism applicants were registered in JOMM.

The Centre for Professional and Part-time Learning was consulted for interest to offer the program, however has declined.

Enrolment History of JOWP

Academic Year	Target	1 st choice Applicants	Total Applicants	Offered	Confirmed	Paid
2016-2017	40	30	110	100	33	30

4.7 Architectural Technician (ARHC), SET

A comprehensive program review was conducted between 2017-2018, when the School of Science and Engineering Technology offered both Architectural Technician (ARHC) and Architectural Technology (ARHY). The labour market demand for drafting technicians in the Durham Region indicated a negative outlook between 2016 and 2021. However, the labour market demand for Architectural Technologists indicated a 20% growth. After a thorough analysis of ARHC it was determined that intakes to the 2-year diploma would be suspended but continue to offer the 3-year advance diploma.

Enrolment History of ARHC

Academic Year	Target	1 st choice Applicants	Total Applicants	Offered	Confirmed	Paid
2016-2017	24	29	151	84	28	26

The Centre for Professional and Part-time Learning was consulted for interest to offer the program, however has declined.

5. Financial/Human Resource Implications

There were minimal human resources implications with the decision to permanently suspend the above noted programs as there were no full-time faculty dedicated to the programs.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University.

There are no implications for Ontario Tech University.

8. Relationship to the Strategic Plan/Business Plan

The proposal to permanently suspend these programs supports the Strategic Plan to only deliver high-quality programs that reflect labour markets and are responsive to emerging economies. Goal one of the Academic Plan is addressed by ensuring we offer exceptional quality in our academic programs.

Report Number: BOG-2021-28

To: Board of Governors

From: Don Lovisa, President

Date of Report: April 8, 2021

Date of Meeting: April 14, 2021

Subject: Final Update on the 2020-2021 Business Plan

1. Purpose

The purpose of this report is to provide the final update on the 2020-2021 Business Plan.

2. Recommendation

It is recommended to the Durham College Board of Governors:

That Report BOG-2021-28, providing the final update on the 2020-2021 Business Plan, be received for information.

3. Background

Consistent with the Board of Governors' Board Policy and expectations of the Minister's Binding Policy Directive for Business Plans, the college president is required to bring Business Plan reports to the Durham College Board of Governors throughout the year. This is the last of three reports to be shared with the Board of Governors.

The Business Plan allows Durham College to plan its operations for the fiscal year (April 1st – March 31th) within the framework outlined in its Strategic Plan (2017-2020), and in support of its mission, vision and value statement. The Business Plan identifies to the public and provincial government the operational outcomes that the college expects to achieve in the fiscal year. The Ministry of Colleges and Universities (MCU) uses the information provided in college business plans for government planning and policy-making purposes.

The Durham College Board of Governors approved the 2020-2021 Business Plan at its meeting of May 13, 2020 (Report BOG-2020-36). The plan was developed with input, direction, review and guidance representing all departments, schools and areas of operation on the campus, led by the Durham College Leadership Team (DCLT).

4. Discussion/Options

The following describes the progress made to date across the four goals set out in the 2020-2021 Business Plan, involving employees from academic schools and departments of every area of Durham College operations.

The Business Plan this year is more dynamic than any plan before it. Given the circumstances around COVID-19 from the planning stages of this plan it was apparent that objectives and actions would have to be flexible. As the pandemic began, certain items were added to this plan to account for COVID-19, however, even then it was still early on. Since the plan was approved and the College has undergone significant impacts due to the pandemic, several items within the business plan have been modified including additional action items to account for COVID-19 as well as continuous discussions on social issues such as black lives matter, and indigenous reconciliation.

Posting a deficit, incurring a smaller enrolment than expected and shifting classes online has impacted the overall status of the campus. Despite this, as you will see in the scorecard, many of the objectives are on track to be completed. Some were amended to show actions related to supporting online learning and online services, in which the college is well on track to accomplish.

The accompanying 2020-2021 Business Plan Scorecard describes in detail the progress made on each objective; the majority of activities for the 118 actions are tracking well for completion. Approximately seventy (70) actions are completed to date, with another sixteen (16) actions at the time of reporting on track to be completed by the end of the fiscal year. About thirty (30) items are 'On Hold', 'Delayed', or 'Cancelled' this year, mostly because of the COVID-19 pandemic. Some of these include pausing full-time faculty orientation until hiring resumes or expanding the faculty-mentoring program to all academic schools, which is delayed due to an increased workload on SWFs related to remote delivery conversion efforts.

As mentioned previously the \$350,000 innovation fund to support projects that demonstrate innovation, creativity, and entrepreneurship is one of the major items that has been cancelled this year to address the in-year deficit. The other item of note that has been cancelled is the development of an Office of the Registrar committee for management and staff to contribute to the future planning of department goals. Due to the recent reorganization, direction for this

action has changed and departmental goals will be set through consultation with necessary stakeholders and included in the operational plan.

Highlights from the scorecard are as follows:

4.1 Our Students

- Deliver high-quality programs that reflect labour markets and are responsive to emerging economies.
 - In response to COVID shutdowns, Corporate Training Services changed a 32-city GM Product Plus tour, a 26-city GM Service Plus tour and a 8 city Cadillac tour into virtual classroom training. Hosted 180 classroom sessions that reached 32 cities.
- Provide exceptional learning experiences in and out of the classroom.
 - All new teaching and learning tools implemented in 2020 (Apr. 1 2020 – March 3, 2021):
 - 44,354 classes hosted through Virtual Classroom (avg. duration: 64 minutes)
 - 5,554 individual assignments, 1064 group assignments, 290 interactive videos submitted through the Assignment tool. 18,753 recorded videos through video assignments.
 - 7,989 classes and/or meetings hosted through MS Teams by faculty and academic schools (increased 585% compared to January 2020).
 - 4,521 usage of OneDrive by faculty and academic schools (increased 403% compared to January 2020)
- Be a champion of experiential learning, global engagement and applied research opportunities.
 - Continue to develop and foster partnerships with eight local regional chambers with the goal of developing School of Business, IT & Management student membership agreements.
 - Agreement is finalized with an effective date of August 1, 2022.
 - Despite some international and global efforts being placed on hold due to travel restrictions, the Kenya Education for Employment Project and the Skills to Access the Green Economy and the Pacific Alliance projects continued to move forward and we have successfully completed year one of the Pacific Alliance Education for Employment project.
- Cultivate relationships with students that extend beyond graduation.
 - Increasing alumni donations to DC:
 - DCAA Alumni Ambassador Match program raised over \$50,000.

- Program established (renamed to Alumni leader) – 13 alumni donors (\$7,000) secured from recent DCAA matching donation campaign.
- Cultivation activities continue with 3 donations secured. \$50,000 DCAA donation, supported donation from Brookfield and \$150,000 donated from Bird Mechanical.

4.2 Our People

- Attract and retain highly qualified, creative and collaborative employees:
 - Achieve Top Employer and Greenest Employer designations.
 - DC was selected Greenest Employer, with a special announcement published nationally in the Globe and Mail and on Eluta.ca on April 19, 2021.
- Developing teams whose work exemplifies our mission, vision and values (Executive vice-president, Academic report April 1, 2020 – March 1, 2021):
 - CAFE offered 434 PD sessions with 2277 participants.
 - 6,100 faculty support requests completed. Increase of 290% year-over-year.
 - SALS ONLINE resources have been reviewed and update is ongoing; new resources in development.
 - Resources are available to managers on leading remote teams and meetings effectively.
 - Team focused online engagement activities continue to connect colleagues and enhance communications while working remotely.
- Be a positive and inclusive work environment that is diverse, respectful and representative of our community:
 - Develop Equity, Diversity, and Inclusion (EDI) in Pedagogy and Practice Modules.
 - Completed five EDI modules, launched September 2020.
 - 288 individuals registered with 77 completing all five modules as of March 1, 2021.

4.3 Our Work

- Create an environment that inspires idea generation, bold leadership and purposeful innovation that aligns with the evolution of work:
 - Annual Employee Awards of Excellence was held virtually in 2020 and three winners were selected and celebrated online (faculty, admin and support).
 - Academic Plan launched week of January 25, with two supporting plans launched in March and two more in April. These specific supporting plans include Teaching and Learning, Internationalization and Global Engagement as well as Applied Research.
- Be at the forefront of the evolving practices of teaching, learning and applied research.
 - Three Mitacs-supported projects have been developed and awarded, totaling over \$225,000 supporting 5 internships in 2020-21, five more for future years, and Durham College's first post-doctoral fellowship.
 - At year-end, 22 new artificial intelligence projects funded by NSERC IE were initiated with industry partners.
 - 59 students have been engaged in AI applied research projects.
 - 9 AI projects were completed under the extended CTO-IRAP funding, training 25 students.
 - 4 AI projects were done as fee-for-service, training 7 students.

4.4 Our Community

- Establish and strengthen sustainable partnerships locally and internationally with industry, government, community and alumni:
 - Worked with 62 new employers this fiscal to provide 151 placements.
 - \$280,854 incentive dollars provided to employers for employment service placements.
 - Hosting employer appreciation virtual event April 2021.
 - FastStart SHIFT was featured as a national leader in the CIGan SDG Toolkit, published this past fall for our social entrepreneurship training.

- Strengthen our relationships with Indigenous communities:
 - First Peoples Indigenous Centre (FPIC) has continued to work with the Indigenous rooms at Port Perry High School and SA Cawker Public School. Focused on developing relationships with the Indigenous students by providing support in the room on a bi weekly basis. In addition, provide information about application processes and other culturally related workshops.
 - Discussions have occurred with FN Managers regarding gaps in learning, not yet with high school guidance counsellors
 - FPIC offers Indigenous Transition Programming for new incoming students (7 sessions with 111 participants).

5. Financial/Human Resource Implications

There are no financial or human resource implications.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

There are no implications for Ontario Tech University.

8. Relationship to the Strategic Plan/Business Plan

The 2020-2021 Business Plan supports the 2020-2023 Strategic Plan including the Mission, Vision and Values outlined in the Strategic Plan. Further, this Business plan supports the four pillars of the strategic plan, specifically:

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

2020-2021 Business Plan Scorecard



NOTE:

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

OUR STUDENTS

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

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
1. Deliver high-quality programs that reflect labour markets and are responsive to emerging economies.	<ul style="list-style-type: none"> Successfully launch five new programs; <ul style="list-style-type: none"> Esport Business Management (graduate certificate) Tourism – Destination Marketing diploma Behavioural Science – Honours Bachelor degree Environmental Health and Safety Management (graduate certificate) Autism and Behavioural Sciences (graduate certificate) 	<ul style="list-style-type: none"> Enrolment targets realized for all new programs. 	<ul style="list-style-type: none"> Vice-president, Academic 	Two new programs launched successfully in Fall 2020: <ul style="list-style-type: none"> Esport Business Management (Enrolment: 13 students) Behavioural Science – Honours Bachelor degree (Enrolment: 23 students) 	Completed
				Two programs successfully launched in January 2021: <ul style="list-style-type: none"> Autism and Behavioural Sciences Tourism – Destination Marketing program 	Completed
				The Environmental Health and Safety program will launch in September 2021.	Completed

2020-2021 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Gain approval to offer Steamfitter apprenticeship. 	<ul style="list-style-type: none"> Submit application for Apprenticeship Training Delivery Agent for Steamfitter (307A). 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> Ministry approved August 2020. 	Completed
	<ul style="list-style-type: none"> Successfully launch four new Centre for Part-time and Professional Learning (PPL) programs based on OntarioLearn courses: <ul style="list-style-type: none"> Veterinary Office Administration Construction Management Coding Essentials Medical Terminology (micro-credential) 	<ul style="list-style-type: none"> Launch all four new programs by January 2021. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> All four programs were successfully launched in September 2020. Note name change to <i>Veterinary Office Assistant</i>. 	Completed
	<ul style="list-style-type: none"> Launch the PPL microcredential AI Privacy and Compliance. 	<ul style="list-style-type: none"> Launch the new program by fall 2020. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> Program development completed as planned. The micro-credential was advertised in September and January, but did not run due to insufficient registrations. It is now scheduled to run starting in April 2021 (i.e. after changing the marketing approach to focus on social media advertising towards audiences in the GTA). 	Delayed due to COVID-19 pandemic.

2020-2021 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Continuous improvement of program review and renewal processes. Completion of planned Comprehensive Program Reviews (CPRs). 	<ul style="list-style-type: none"> Implement revised Annual Program Review (APR) template and CPR templates and process. Implement pilot project for program change requests. Implement program curriculum visualizations for all programs. Successful completion of 23 CPRs as per 2020-2021 roster. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> Sixteen 2019-2020 CPR revised reports completed Fall 2020 due to the pandemic. Eight remaining 2019-2020 CPR reports to be completed during winter 2021 term. Revised completion date spring 2021. Revised APR and CPR processes and report templates to pilot in Spring 2021. Develop and pilot program change request app in Winter 2021. Revised pilot date spring/fall 2021 Program curriculum visualizations for all programs available November 2020. 2020-21 CPR roster has been amended to 20 programs. CPR amended processes due to pandemic in process for spring 2021 report completion. 	<p>Completed</p> <p>Delayed due to COVID-19 pandemic.</p> <p>Completed</p> <p>Completed</p>
	<ul style="list-style-type: none"> Develop new partnership with Humber River Hospital to offer emergency room program. 	<ul style="list-style-type: none"> Launch first cohort of 24 students by winter 2021. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> At the stage of getting ready to develop the curriculum with Humber River staff; but was put on hold due to pandemic. 	<p>On Hold due to COVID-19 pandemic.</p>

2020-2021 Business Plan Scorecard



We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Broaden the reach of Corporate Training Services (CTS) programs beyond Durham Region by implementing programs with a national scope. 	<ul style="list-style-type: none"> CTS to develop and deliver two national programs online or in class. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> CTS built an interactive English and French Learning module for: <ol style="list-style-type: none"> Hyundai Canada Sales and Service consultants on their BlueLink application. Hyundai Canada on the new IONIQ hybrid vehicle. In response to COVID shutdowns, CTS changed a 32 city GM Product Plus tour, a 26 city GM Service Plus tour and a 8 city Cadillac tour into virtual classroom training. Adapted to deliver a blended hybrid GM training program with 180 classroom sessions across 32 cities. We have developed close to 200 “Selling Tips” videos and literature to support the new way of learning for COVID times. 	<p>Completed</p>
	<ul style="list-style-type: none"> Support the delivery of high-quality programs by increasing awareness and program reputation in the following ways: <ul style="list-style-type: none"> Continue the Signature and Priority Program digital advertising campaign. Introduce a 	<p>Signature and Priority program marketing campaign:</p> <ul style="list-style-type: none"> 150,000 visits to identified program web pages. Generate 1,500 impressions, 300 page views, and 140 engagements on average, per blog. 15,000 hits on www.durhamcollege.ca/degrees landing page. 	<ul style="list-style-type: none"> Chief administrative officer 	<ul style="list-style-type: none"> This year’s Signature/Priority program marketing campaigns to promote DC’s three academic intakes generated: <ul style="list-style-type: none"> Spring/Summer: 95k+ visits to program web pages and 110k+ engagements. Fall: 92k+ visits to program web pages and 110k+ engagements. 	<p>Completed</p>

2020-2021 Business Plan Scorecard



We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<p>content-marketing strategy with a focus on authentic storytelling to deepen the audience connection with the DC brand and identified programs.</p> <ul style="list-style-type: none"> Promote degree programs through strategic and targeted marketing including digital, print and environmental graphics. 	<ul style="list-style-type: none"> Total of 50,000 hits to all specific program web pages. <p>Content marketing:</p> <ul style="list-style-type: none"> Generate 1,500 impressions, 300 page views, and 140 engagements on average, per blog. <p>Degree marketing:</p> <ul style="list-style-type: none"> Bachelor of Healthcare Technology Management : 25,000 Bachelor of Behavioural Science: 15,000 Construction: 10,000 		<ul style="list-style-type: none"> Winter: 156k+ visits to program web pages and 330k+ engagements. Engagements are considered likes, comments or share actions taken by the target audience. <ul style="list-style-type: none"> Total specific program page visits = 343k resulting in exceeding our goal of 150k page visits by +230%. Total engagements 550k <p>Content marketing:</p> <ul style="list-style-type: none"> Published 10 blogs, generating 82,301 impressions (avg. 8230/blog), 2739 webpage views (avg. 275/blog) and 2,646 engagements (avg. 246/blog) We significantly exceeded targets for impressions and engagements and were slightly below target for average page views (achieved 92% of target) Four blogs were associated with Signature programs, generating 47,898 impressions, 510 page views and 1,784 engagements. <p>Media coverage:</p> <ul style="list-style-type: none"> Secured 1,575 media stories [print and broadcast] 63 stories associated with Signature programs, with a reach of 62,611,729 	

2020-2021 Business Plan Scorecard



We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
				<ul style="list-style-type: none"> • 292 media stories for COVID-19 with a reach of 8,957,873 Degree programs: • BHCTM and BBS degree programs were promoted for Fall/Winter. • From April to March, 2021 advertising generated: <ul style="list-style-type: none"> ○ 21k+ visits to /degrees webpage; 41k+ visits to /BHCTM webpage and 30k+ visits to /HBBS program page. • Advertising for the two new degrees launched in mid-February 2021 after receiving Ministry approval. <ul style="list-style-type: none"> ○ HBCM & HBAI generated: 4k visits to /HBAI program page and 4.8k visits to /HBCM program page. 	
<p>2. Provide exceptional learning experiences in and out of the classroom.</p>	<ul style="list-style-type: none"> • Inspire students to be self-directed, life-long learners who set achievable goals for themselves and continue to revise those goals throughout their lives to reach their highest potential. 	<ul style="list-style-type: none"> • Track use of Student Academic Learning Services (SALS) online resources and quizzes • Work with faculty to integrate SALS online learning into courses. • Coach students to use SALS online supports • Facilitate academic coaching to increase persistence and resilience. 	<ul style="list-style-type: none"> • Vice-president, Academic 	<ul style="list-style-type: none"> • Enrolment statistics tracked for SALS ONLINE units, online workshop completion, and practice tests (Apr. 1 – Feb 28/21): <ul style="list-style-type: none"> ○ 11330 registrations across 8 self-directed online units ○ 3499 accessed practice tests • 4271 visits for direct remote services, serving 1203 distinct students (Apr. 1 – Feb 28/21): <ul style="list-style-type: none"> ○ 2357 visits for tutorials / 	

2020-2021 Business Plan Scorecard



We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
		<ul style="list-style-type: none"> Co-ordinate homework groups encouraging students to join communities of fellow learners. Promote the benefits of using LinkedIn Learning. 		<ul style="list-style-type: none"> workshops <ul style="list-style-type: none"> 1914 one-on-one appointments Distributed SALS orientation video for faculty to share with students to promote SALS ONLINE & services for the 2020/2021 academic year. Developed SALS ONLINE unit containing resources for time management, remote classes, studying, technology, remote study groups. Funding for LinkedIn Learning has been terminated by the Ministry. A new peer tutoring role was established to provide student support for computer-based challenges such as navigating DC Connect, the Virtual Classroom, MS Teams, etc. 	<p>Completed</p> <p>Completed</p> <p>Completed</p>
	<ul style="list-style-type: none"> Increase usage of three educational technology tools to engage students and deepen learning, as well as allowing for varied assessments. 	<ul style="list-style-type: none"> Increased usage of a minimum of three educational technology tools, demonstrated by a 10 per cent growth in the number of faculty participating. 	<ul style="list-style-type: none"> Vice-president, Academic 	<p>All new tools implemented in 2020 (all statistics from April 1, 2020 – March 3, 2021):</p> <ul style="list-style-type: none"> 44,354 classes hosted through Virtual Classroom (avg. duration: 64 minutes). 5,554 individual assignments, 1064 group assignments, 290 interactive videos submitted through the Video Assignment tool. 18,753 recorded videos through video assignments. 7,989 classes and/or meetings hosted through MS Teams by faculty 	<p>Completed</p>

2020-2021 Business Plan Scorecard



We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
				and academic schools (increased 585% compared to January 2020). <ul style="list-style-type: none"> • 4,521 usage of OneDrive by faculty and academic schools (increased 403% compared to January 2020). • Data collection plan for DC Connect usage in progress. 	
	<ul style="list-style-type: none"> • Develop additional learning objects such as 360 videos. Learning objects are modular resources, digital or web-based, that are used to support learning activities for students. 	<ul style="list-style-type: none"> • Minimum of 10 new learning objects developed. 	<ul style="list-style-type: none"> • Vice-president, Academic 	Eleven new learning objects completed: <ul style="list-style-type: none"> • Architecture 360 tour completed for the Architectural Technology program • The Types of Features fill-in-the-blank for Journalism • Dental Dentition charts drag-and-drop for Dental • WriteItAgain for writing skills in IS and SALS (phase 1 live and in use by students) • Three sustainability learning objects for IS (Siemen funded) --currently in faculty review • Four Rhythm Strips fill-in-the-blank for Cardiac Care completed. 	Completed
	<ul style="list-style-type: none"> • Roll out new DC Connect “Core” package from D2L, including promotional materials and training opportunities to encourage faculty to use its new tools and functionality. 	<ul style="list-style-type: none"> • Transition to the core package with limited support calls to Centre for Academic and Faculty Enrichment. • Phased launch of new tools in DC Connect. • Provision of monthly updates on new tools and functionality in 	<ul style="list-style-type: none"> • Vice-president, Academic • Chief administrative officer 	CAFE support is provided on all DC Connect tools irrespective of tool type <ul style="list-style-type: none"> ○ volume is not high on specific core tools released • Annotations tool launched • Video Note extended time launched QuickEval tool launched (resource link for faculty here:	Completed

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We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
		DC Connect.		https://durhamcollege.ca/cafe/educational-tech/dc-connect-support/#quickeval). <ul style="list-style-type: none"> Both new tools communicated via CAFE Monthly and CAFE website with step-by-step resources developed Phased launch in planning 	
	<ul style="list-style-type: none"> Lead the way in developing new projects and partnerships with the TeachingCity Oshawa initiative. 	<ul style="list-style-type: none"> School of Media, Art & Design (MAD) students to participate in developing a wayfinding tool for the Oshawa Lakeview Park using augmented reality technology. Install public art project as part of collaboration between the schools of Health & Community Services and MAD. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> MAD students completed preliminary work on Oshawa Lakeview Park wayfinding tool project; project was currently on hold due to COVID-19-related closures. Instead, students were able to participate in other wayfinding projects for Downtown Oshawa, walking trails, etc. Student art was showcased during Culture Days Oshawa 2020 virtual exhibition. (Physical public art installations are temporarily on hold due to COVID-19-related closures.) The Access to Justice Hub project is ongoing, four additional projects are approved and set to launch in 2020-21, and two others are being explored. One program-wide City Idea Lab (CIL) collaboration and six other CIL courses were initiated in 2020-21, including: <ul style="list-style-type: none"> 2 full-year courses 1 Fall 2020 course 3 Winter 2021 course 	Completed

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We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Launch co-op opportunities in additional programs. 	<ul style="list-style-type: none"> Successfully launch co-ops in six academic programs. 	<ul style="list-style-type: none"> Vice-president, Academic 	<p>Co-op has been launched in six additional programs effective Fall 2020:</p> <ol style="list-style-type: none"> Electromechanical Engineering Technology <ul style="list-style-type: none"> 2 work terms (fall 2021, summer 2022) Environmental Technology <ul style="list-style-type: none"> 2 work terms (summer 2021, summer 2022) Law Clerk Advanced <ul style="list-style-type: none"> 2 work terms (summer 2021, summer 2022) Mechanical Technician – Elevating Devices <ul style="list-style-type: none"> 1 work term (fall 2021) Mechanical Technician – Millwright <ul style="list-style-type: none"> 1 work term (summer 2021) Tourism – Destination Marketing <ul style="list-style-type: none"> 1 work term (delayed to summer 2022 and will be a work term (not co-op) due to delayed intake from September 2020 to January 2021) 	<p>Completed</p>
	<ul style="list-style-type: none"> School of Justice & Emergency Services students further develop off-campus engagement with marginalized populations, which extend post-secondary learning to a group who would not otherwise 	<ul style="list-style-type: none"> Move from piloting Walls to Bridges to embedding it into two graduate certificate programs, Victimology and Mediation – Alternative Dispute programs. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> Plans in place to amend the POS for each program; Rollout of initiative will depend upon ability of the prison to accommodate learning due to the pandemic; Video conferencing capabilities are being explored. Embedded into MADR program; being 	<p>Delayed</p>

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We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	receive it.			embedded into Victimology post-COVID.	
3. Be a champion of experiential learning, global engagement and applied research opportunities.	<ul style="list-style-type: none"> Experiential Learning office to support five academic schools in delivering cooperative education (co-op) supports and services to programs currently offering co-op. 	<ul style="list-style-type: none"> Promote co-op work term options to students in first year to encourage participation in this work-integrated-learning opportunity and facilitate the transfer processes with the academic schools and the Office of the Registrar (RO). 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> Introductory emails promoting co-op and explaining application timelines were sent to all students in programs with a co-op option. 19 virtual information sessions promoting co-op have been delivered to first-semester students. ITS system workflow project to facilitate transfer processes is underway with RO and EL teams. A new co-op application system was launched in March and is now available to eligible students through MyCampus. 	Completed
	<ul style="list-style-type: none"> Expand relationships with the business community to engage employers in DC co-op with six new co-op programs scheduled to launch 2020. 	<ul style="list-style-type: none"> Provide supports to employers and students during work terms Experiential Learning office to source job opportunities expanding employer relations to have 14 programs with co-op, internship and work term options. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> EL office supported employers and students during 2020-2021 work terms and internships. Work underway to source job opportunities for Summer 2021 and Fall 2021 work terms for 22 programs, including five of the six new programs that launched co-op this year. 	Completed

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We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Continue to develop and foster partnerships with eight local regional chambers with the goal of developing School of Business IT & Management (BITM) student membership agreements. 	<ul style="list-style-type: none"> Develop and implement formal agreements with the local regional chambers for BITM student membership with the goal of establishing a business summit next year. 	<ul style="list-style-type: none"> Vice-president, Academic 	<p>Agreement has been vetted by all 8 chambers and by the college's risk department and finalized and submitted for DCLT approval with an effective date of August 1, 2022.</p>	Completed
	<ul style="list-style-type: none"> Provide international learning opportunities through international project work. 	<ul style="list-style-type: none"> Successfully complete year four of the Kenya Education for Employment Project (KEFEP). Successfully complete year one of Skills to Access the Green Economy and the Pacific Alliance projects. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> Timelines for all projects have been adjusted given the COVID situation and most projects are moving forward as planned, virtually. Successfully completed year one of the Pacific Alliance Education for Employment project. Successfully complete year one of two Young Africa Works projects. 	Completed
	<ul style="list-style-type: none"> Expand international experiential learning opportunities for FastStartDC participants. 	<ul style="list-style-type: none"> Develop at least one strategic international partnership for SHIFT, providing training opportunities for student entrepreneurs. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> FastStart is working with SOS to offer a 'Virtual International Exchange' opportunity where DC students support youth entrepreneurship training, in rural Guatemala. <i>The impact of COVID-19 in the rural Guatemala regions has been significant, and as a result we have put the program on hold to allow for recovery time.</i> We plan to revisit in entrepreneurship, e-commerce, marketing and web development. This is essentially a robust online 	On Hold

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We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
				marketplace that supports DC student entrepreneurs in 2021; however, this model has the potential to expand to support cross-institutional or international entrepreneurs in 2022Summer 2021.	
4. Develop and create opportunities to build student resilience, competence, personal capacity and life enhancing skills.	<ul style="list-style-type: none"> Review the combined the Office of the Registrar (RO) and International Education portfolio to make recommendations for integration which capitalize on synergies and efficiencies. 	<ul style="list-style-type: none"> Creation of an Operational/Strategic Plan for the RO and International Education portfolio. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> Departmental consultations have been undertaken. Preliminary plan has been developed. 	Completed
	<ul style="list-style-type: none"> Improve the self-regulation and resilience of students who are registered with Access and Support Centre (ASC). 	<ul style="list-style-type: none"> Access and Support Centre counsellors will offer virtual student workshops to develop effective self-regulation techniques and resilience for managing stress, which will be designed to improve student coping strategies. 	<ul style="list-style-type: none"> Chief administrative officer Dean, Students 	<ul style="list-style-type: none"> ASC workshops will be offered virtually. Workshop topics have been modified to reflect the current COVID-19 circumstances. Over 40 participants in six unique weekly workshop series. 	Completed
	<ul style="list-style-type: none"> Campus Health and Wellness Centre will create and launch in-person and online modules to assist students with managing resiliency and positive self-esteem as well as 	<ul style="list-style-type: none"> Launch modules through in-person and social media promotions using virtual platforms. Track participation rates and measure impact of participation with session rating scales and outcome rating scales. 	<ul style="list-style-type: none"> Chief administrative officer Dean, Students 	<ul style="list-style-type: none"> Using virtual platforms to deliver resilience-building modules. Topics have been modified to address new themes which have emerged in the COVID-19 environment including social connectedness and grief. 	Completed

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We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<p>coping strategies and connectedness.</p>				
	<ul style="list-style-type: none"> Resurgence of the Healthy Campus Task Force. 	<ul style="list-style-type: none"> Terms of reference to be updated and communicated. Regular meetings to be scheduled as well as establishing working groups to report on relevant work completed (i.e. Mental Health Strategy for Campus). 	<ul style="list-style-type: none"> Chief administrative officer Dean, Students 	<ul style="list-style-type: none"> First meeting of Healthy Campus Taskforce took place in fall 2020. Co-chairs established. Taskforce has changed its name to College Wellness Committee and will be focused on developing a Student Mental Health Framework for 2021-2022. 	Completed
	<ul style="list-style-type: none"> Orientation and Student Information Online Module. 	<ul style="list-style-type: none"> Identify relevant content and communication timelines in consultation with students and campus partners. Develop module for review by students. Ensure module is available in DC Connect with relevant course information. 	<ul style="list-style-type: none"> Chief administrative officer Dean, Students 	<ul style="list-style-type: none"> PREP 1000 – Durham College’s Orientation and Student Information online Course consisting of 7 different modules was completed during the summer of 2020. PREP 1000 is available in DC Connect. First-year students are automatically registered into the course. Content became available to students at the end of July 2020 Relevant content was identified as a result of survey responses completed during the winter semester. Modules were reviewed by students prior to release: As of September 23, 2020 - 3,621 users (76% of total number of users) have visited content in PREP 1000. 	Completed

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We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
				<ul style="list-style-type: none"> As of January 19, 2021 Winter Orientation 2021 (Prept 1000 had 1963 users, 57% had visited content. 	
	<ul style="list-style-type: none"> Deliver Career Development workshops to career and field placement prep classes to assist students with enhancing their career resilience and grit for the new economy. 	<ul style="list-style-type: none"> Fully migrate faculty requests to the transformational workshops rather than content-specific topics such as resume writing and portfolio creation. Enhance online resources for faculty delivering career prep. 	<ul style="list-style-type: none"> Chief administrative officer Dean, Students 	<ul style="list-style-type: none"> In-class Career Development workshops are now virtual and accessible in a variety of ways including: Live workshops via Teams and Bongo and Pre-recorded presentations that can be uploaded to DC Connect. All workshops build upon the basic career knowledge and include: <ul style="list-style-type: none"> Get Hired Networking Linked In Touch Interviews Resumes and cover letters The Career Development Faculty Toolkit has been updated with new and relevant resources. 	<p>Completed</p>
	<ul style="list-style-type: none"> Deliver mindfulness modules to students in four programs in Justice and Emergency Services (JES). Explore potential to make mindfulness modules available to all students. 	<ul style="list-style-type: none"> Deliver mindfulness modules to 400 students in the Paramedic, Police Foundations Firefighter – Pre-service, Education and Training and 9-1-1 Emergency and Call Centre Communications programs. Develop recommendations for 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> 5 programs have been identified for participation: EMCC, PFET, PPC, PFP, Paralegal. Group sessions have been established for the fall semester, and have already started. Currently at 275 students. 	<p>Completed</p>

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We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
		increasing availability, based on experience delivering modules across four JES programs.			
5. Foster the development of durable skills that transfer across all industries and workplaces including collaboration, entrepreneurial and critical-thinking, digital literacy, communication and creativity.	<ul style="list-style-type: none"> Develop and implement professional development sessions focused on teaching for skills transfer, including critical thinking, digital literacy and communication skills. 	<ul style="list-style-type: none"> Deliver three professional development sessions for faculty with this focus. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> Embedded PD sessions into the Teaching Remotely synchronous sessions offered in spring and fall 2020. Session for Dual Credit Program team focused on faculty communication skills in remote environments. PD sessions will continue to be offered throughout the year. 	Completed
	<ul style="list-style-type: none"> Create a Digital Learning Plan as part of the Teaching and Learning Plan. 	<ul style="list-style-type: none"> Completion of Digital Learning Plan as part of the Teaching and Learning Plan. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> Contributed to the ministry's session on Ontario's Digital Learning Plan. Began research and investigation into DC's Digital Learning Plan. <i>Digital learning plan completion will be delayed to 2021-22 to align with Academic Plan and Teaching and Learning Plan.</i> 	Delayed

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We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Develop a framework for global competency for students. 	<ul style="list-style-type: none"> Launch framework by February 2021. Pilot in at least one school in late winter 2021. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> Consultations with ALT and I&GE Committee are complete. Will be piloted in the School of MAD in Spring 2021. 	Completed
	<ul style="list-style-type: none"> Develop and produce Phase II of KEFEP documentary project. 	<ul style="list-style-type: none"> Through interdisciplinary collaboration between students from Journalism and Video Production programs, develop and produce video and multimedia assets. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> In order to meet the deliverables of this project, travel to Kenya is required. Given that travel is not feasible at this time, we have submitted a request for an extension to CIGan. We are waiting for confirmation of the extension. 	On Hold due to travel restrictions
	<ul style="list-style-type: none"> Support the Enactus DC team to reflect the United Nations Sustainable Development Goals through their work. 	<ul style="list-style-type: none"> With support from the FastStart team, develop and initiate a technology-based Enactus project on campus aimed at reducing plastic waste through entrepreneurial innovation. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> FastStart and EnactusDC are working with the AI Hub and rLoop to develop rCycle, an innovative plastics recycling project with an AI component. The project is currently in phase one with a technology collaboration underway between rCycle and the AI Hub. Following that, an assessment will be made on the feasibility of a presence on campus to execute the project in its final stages of tech build, testing, and campus adoption. 	Completed

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We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Support the development of creative skills for careers in marketing for BITM students and FastStartDC participants. 	<ul style="list-style-type: none"> Develop one creative literacy workshop designed for BITM marketing students and FastStartDC participants to support the development of essential creative skills for careers in marketing. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> This unique workshop series has been nimbly reconfigured in response to COVID-19 to be relevant and valuable to student entrepreneurs in 2021. The first virtual event launched January 19, followed with bi-weekly virtual events. We expect to be able to offer a virtual creative literacy workshop in the spring term, pending BITM faculty capacity. 	Completed
6. Cultivate relationships with students that extend beyond graduation.	<ul style="list-style-type: none"> Create a strategy to promote student pathways. 	<ul style="list-style-type: none"> Work with Communications and Marketing to create a communication plan which will include informational videos that better promote pathway opportunities for our graduating students. Communication plan will be complete by early 2021. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> <i>Given the re-organization, this item has been reassigned to the Office of the Registrar.</i> Initial discussions with Communications and Marketing have taken place. 	Delayed
	<ul style="list-style-type: none"> Create and engage with students through approved social media mediums. 	<ul style="list-style-type: none"> Creation of an Office of the Registrar (RO) social media strategy and social media channels. Continue president's social media initiative. 	<ul style="list-style-type: none"> Vice-president, Academic President's Office 	<ul style="list-style-type: none"> A social media strategy for RO is a low priority. Work on this deliverable has paused. <i>President's office social media on hold, as no student position is filled at this time to create stories.</i> 	On Hold

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	<ul style="list-style-type: none"> Engage students and alumni in career-oriented events to expand their industry connections and networking skills. 	<ul style="list-style-type: none"> Deliver 10,000 Coffees program online mentoring program sponsored by RBC in collaboration with Alumni Office and Office of Student Diversity, Inclusion and Transitions. 	<ul style="list-style-type: none"> Associate vice-president, Development and Alumni Affairs Chief administrative officer Dean, Students 	<ul style="list-style-type: none"> Offering student/alumni career focused webinars weekly Offering individual employer branding building or recruitment events via MS Teams. 10,000 Coffees has been renewed Actively promoting the platform for approximately 2 years with 717 members. Prior to COVID, advertising has been via social media, including giveaways and through targeted emails. Information’s workshops have been held to promote the initiative. Ongoing promotion continues. Working with HR to promote 10,000 coffees to DC employees to encourage mentorship. Working with ISL to promote 10,000 coffees to students. 	<p>Completed</p>
	<ul style="list-style-type: none"> Develop an alumni network focused on international graduates. 	<ul style="list-style-type: none"> Host at least one virtual networking event for international graduates. 	<ul style="list-style-type: none"> Vice-president, Academic Associate vice-president, Development and Alumni Affairs 	<ul style="list-style-type: none"> A virtual event has been planned for April 2021. 	<p>Completed</p>

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	<ul style="list-style-type: none"> Continue to support and expand the alumni mentorship initiative. 	<ul style="list-style-type: none"> Increase participation in the alumni mentorship initiative by 20 per cent. Embed alumni mentorship initiative into the curriculum. 	<ul style="list-style-type: none"> Vice-president, Academic Associate vice-president, Development and Alumni Affairs 	<ul style="list-style-type: none"> Chemical Engineering program established - projected 21 participants. Pilot project increased to 4 programs (Advanced Law Clerk; Supply Chain/OM; Chem Eng; International Business Program - max 10) – 72 participants. 	<p>Completed</p>
	<ul style="list-style-type: none"> Increase Alumni engagement 	<ul style="list-style-type: none"> Establish and execute year-long engagement: <ul style="list-style-type: none"> Define “notable alumni”. Increase notable alumni database by 10 per cent. Participate in faculty and athletics-driven alumni events. Develop Alumni Hiring Alumni Program. Work with Durham College Alumni Association student representative to strengthen relationship with students. 	<ul style="list-style-type: none"> Associate vice-president, Development and Alumni Affairs 	<ul style="list-style-type: none"> Policy created that includes definition and process for researching and documenting Notable Alumni in database. Identified over 40 new notable alumni and developing engagement plans and connected with 15 new notable alumni. 4 spotlight articles completed, research ongoing. Alumni Hiring Alumni Program deferred due to resources. 	<p>Completed</p>
	<ul style="list-style-type: none"> Increase alumni donations to DC. 	<ul style="list-style-type: none"> Research and implement innovative approaches for mass alumni solicitation. Develop “alumni leader” giving program. Minimum of three major gift (\$10,000) asks to alumni. 	<ul style="list-style-type: none"> Associate vice-president, Development and Alumni Affairs 	<ul style="list-style-type: none"> DCAA Alumni Ambassador Match program raised just over \$50,000. Program established (renamed to Alumni Leader) - 13 alumni donors (\$7000) secured from recent DCAA Matching Donation campaign. Cultivation activities continue. Secured 3 donations - \$50,000 DCAA donation, supported donation from Brookfield through 	<p>Completed</p>

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				an alumni relationship and secured \$150,000 from Bird Mechanical (president is an alumnus).	
7. Champion the necessity and value of life-long learning.	<ul style="list-style-type: none"> The Office of the Registrar (RO) to support our academic partners in the research and development and micro-credentials at DC. 	<ul style="list-style-type: none"> Policy and procedure development for micro-credentials, fees, registration, and parchments. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> RO processes for micro-credentials have been developed and piloted. 	Completed
	<ul style="list-style-type: none"> Develop and launch a Centre for Professional and Part-time Learning (PPL) marketing strategy to communicate with alumni from targeted programs about the value of lifelong learning. 	<ul style="list-style-type: none"> Launch in winter 2021. 	<ul style="list-style-type: none"> Vice-president, Academic Associate vice-president, Development and Alumni Affairs 	<ul style="list-style-type: none"> Strategy development completed and approved. Four short articles on lifelong learning were written and posted on the PPL website. Article availability was tweeted with each release, with re-tweets from corporate and alumni accounts. A flyer was distributed to fall graduates to remind them of the importance of lifelong learning. 	Completed

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	<ul style="list-style-type: none"> Establish pathways for students between DC and Ontario Tech University. 	<ul style="list-style-type: none"> Create a pathway for students in DC's Massage Therapy program to articulate into the university's Kinesiology degree program. Establish an integrated diploma/degree between DC's Advertising and Marketing Communications program and the university's Digital Media Arts and Creativity degree. Explore opportunities for an integrated diploma/degree between the DC's Electromechanical / Electronics Engineering Technology programs and the university's Mechatronics Engineering degree. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> Meetings have occurred with Dean, Faculty of Health Sciences, Ontario Tech in regards to developing a dual direction pathway for Massage Therapy into Kinesiology and Kinesiology into Massage Therapy. No connection with OnTech, meetings were paused due to the pandemic. Communications between MAD and the Faculty of Social Sciences are focused on Communications and Digital Media Studies. The first draft of the Digital Media Arts and Creativity has been received by OnTech University. Considerations for partnering MAD programs include Advertising, Fine Art and Public Relations. Two structures are possible: a diploma/degree created from existing courses and one that is comprised of entirely new, purpose-built courses. Both would award a diploma and a degree to graduates. Ongoing communication between SET and School of Engineering at Ontario Tech to support the Development and exploration of embedded bridge, diploma to degree, pathway between Electromechanical, Electronics and Mechanical Engineering Technology 	<p>On Hold</p> <p>Delayed</p> <p>Completed</p>
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				to Manufacturing Engineering degree.	
	<ul style="list-style-type: none"> Establish alternative delivery formats for select School of Business, IT & Management programs. 	<ul style="list-style-type: none"> Establish a minimum of one program to offer the alternative delivery format and identify the alternative delivery formats to be employed. For example, evening or weekend delivery. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> During 2020-2021 various delivery formats (including remote and hybrid with asynchronous or synchronous) were explored and used across all BITM programs in response to the COVID-19 pandemic. 	Completed
	<ul style="list-style-type: none"> Continue to provide specific industry based learning to meet justice and law enforcement needs through the Centre for Integrated Justice Studies (CIJS). 	<ul style="list-style-type: none"> Provision eight to 10 workshops or courses through CIJS. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> Workshops and courses have been scheduled where available through partners – COVID-19 permitting. 	Completed

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OUR PEOPLE

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

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
1. Attract and retain highly qualified, creative and collaborative employees.	<ul style="list-style-type: none"> Hold quarterly professional development sessions for the Centre for Professional and Part-time Learning's (PPL) part-time teaching staff. 	<ul style="list-style-type: none"> New sessions to be held virtually in May, August, and December. 	<ul style="list-style-type: none"> Vice-president, Academic 	Sessions delivered/scheduled as follows: <ul style="list-style-type: none"> May – Improving Online Assessments. September (moved from August due to COVID) – Student Accommodations. Sept. – How to Use Video Assignments in DC Connect (hosted by the CAFÉ). December – Communication and Feedback. March – Building Trust & Community in Virtual Classrooms. All sessions had strong participation (average of 20 participates per session) and feedback was consistently positive. 	Completed
	<ul style="list-style-type: none"> Develop online resources for Part-time and Professional learning (PPL) teaching staff to provide news/ updates, as well as easy access to tools and best-practice ideas which can be implemented in their 	<ul style="list-style-type: none"> Launch by December 2020. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> A PPL newsletter was developed (first edition published in early January). Information included a resource summary, details of new course/program development, explanations of credential levels, how to build relationships with online students, and more. The newsletter was subsequently made 	Completed

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We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	teaching practices.			available on ICE. Very positive feedback was received, and the newsletter will be published at the start of every semester going forward.	
	<ul style="list-style-type: none"> Revise the full-time and part-time faculty orientation program curricula, to better support faculty onboarding. 	<ul style="list-style-type: none"> Launch of revised orientation programs for full-time and part-time faculty by Fall 2020. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> Revised orientation program curriculum for part-time faculty and implemented in fall 2020 with overall satisfaction rating of 4.8 on a five-point scale. Adding cultural components to part-time orientation as well as anti-black racism and diversity in teaching and learning. <i>Full-time faculty orientation deferred until hiring is resumed.</i> 	<p>Completed</p> <p>On Hold</p>
	<ul style="list-style-type: none"> Expand the faculty mentoring program to all full-time academic schools. 	<ul style="list-style-type: none"> Adoption of the faculty mentoring program by all eight full-time academic schools. 	<ul style="list-style-type: none"> Vice-president, Academic 	<p>Overall, 6 full-time Schools have participated in fall 2020 and winter 2021 semesters.</p> <ul style="list-style-type: none"> Eighteen faculty from three full-time academic schools (IS, JES, SET) participating in fall 2020. Thirty-four faculty from four full-time academic schools (JES, HCS, BITM, MAD) participating in winter 2021. <p><i>*Delay is anticipated due to increased workload on SWF related to conversion</i></p>	<p>Delayed</p>

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We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
				<p><i>to remote delivery.</i></p> <ul style="list-style-type: none"> Presentation planned for Whitby campus in March 2021. 	
	<ul style="list-style-type: none"> Achieve Top Employer and Greenest Employer designations. 	<ul style="list-style-type: none"> Strategically identify DC initiatives and milestones for inclusion in award applications. Select employee testimonial representatives. Promote application to all DC employees through electronic view book. 	<ul style="list-style-type: none"> Chief administrative officer 	<ul style="list-style-type: none"> Underway for the next application due in May 2021. Canada's Greenest Employers – DC was selected as a winner again. Special announcement published nationally in The Globe and Mail and on Eluta.ca on April 19, 2021. HR and C+M will collaborated for the announcement release on April 19, 2021. 	Completed
<p>2. Develop teams whose work exemplifies our mission, vision and values.</p>	<ul style="list-style-type: none"> Empower our people to maximize their skills and advance their knowledge, and education, to create supports that will meet the needs of current students and serve future generations. Leadership will identify learning opportunities during strategic planning to support our students and people. Employees will develop resource materials for Student Academic Learning Services online. Employees will 	<ul style="list-style-type: none"> Employees to identify goals in performance reviews. Employees will commit to the development of content each year. Employees will sign up for and attend professional development (PD) sessions. Track all PD and increases in employee education. 	<ul style="list-style-type: none"> Vice-president, Academic Chief administrative officer 	<p>EVPA report (April 1 – March 1, 2021)</p> <ul style="list-style-type: none"> CAFE offered 434 PD sessions with 2277 participants. 6,100 faculty support requests completed. Increase of 290% year-over-year. SALS ONLINE resources have been reviewed and update is ongoing; new resources in development. SALS staff have been attending PD (CAFE, HR and external, including LinkedIn Learning). HR Management Development Series and weekly coffee break connection, scheduled for 20/21 Academic year. Wellness programming focused on increasing engagement and creating 	Completed

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We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<p>participate in Centre for Academic and Faculty Enrichment (CAFE) sessions and other PD on campus.</p> <ul style="list-style-type: none"> Empower employees to be lifelong learners by identifying programs/courses to improve their educational credentials. 			<p>cross-college connections (e.g. new DC Toastmasters club).</p> <ul style="list-style-type: none"> Management Development Series expanded to include 12 workshops for 20/21 with new topics related to allyship and managing during COVID-19. Resources are available to managers on leading remote teams and meetings effectively. Team focused online engagement activities to connect colleagues and enhance communications while working remotely. 	
	<ul style="list-style-type: none"> Respond to employee engagement survey results. 	<ul style="list-style-type: none"> Prepare results reports for each department. Ensure response plans are in place. Develop organizational communications on survey results. 	<ul style="list-style-type: none"> Chief administrative officer 	<ul style="list-style-type: none"> Survey results provided to senior managers. Follow-up pulse surveys delayed. 	On Hold
<p>3. Be a positive and inclusive work environment that is diverse, respectful and representative of our community.</p>	<ul style="list-style-type: none"> Develop Equity, Diversity, and Inclusion (EDI) in Pedagogy and Practice Modules. 	<ul style="list-style-type: none"> Work in collaboration with CAFE to develop DC specific EDI modules for faculty. Develop a communication plan to release the modules. Facilitate sharing circles in-person and online to support faculty learning. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> Completed five EDI modules, launched September 2020. 288 individuals registered with 77 individuals completing all five modules as of March 1, 2021. 	Completed

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We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> • Create an EDI Policy. • Develop EDI working group and employee focused initiatives. 	<ul style="list-style-type: none"> • Identify institutional priorities in collaboration EDI working group. • Develop employee sub-group and plan to engage campus members to develop DC's EDI priorities. • Share approved policy with the campus community. • Engage in stakeholder discussion to establish objectives. • Identify two employee-focused initiatives. 	<ul style="list-style-type: none"> • Chief administrative officer 	<ul style="list-style-type: none"> • The EDI Working Group has determined that data collected from the Diversity Self-Identification survey will inform EDI policy/plan. • Revised date for EDI policy – Fall 2021. • Self-ID survey will launch in January 2021: Student and Employee surveys. • Two sub-committees created: Communications/Data Collection. • EDI modules identified as an employee focussed initiative. 	<p>Completed</p> <p>Delayed</p>
	<ul style="list-style-type: none"> • Develop an EDI library resource webpage. 	<ul style="list-style-type: none"> • Work in collaboration with the Office of Research Services, Innovation and Entrepreneurship, OSDIT, Library and ON Tech to launch an EDI specific-resource webpage. 	<ul style="list-style-type: none"> • Chief administrative officer 	<ul style="list-style-type: none"> • Library Guides will launch in January 2021 as a resource to support the Diversity Self-Identification initiative. • EDI Glossary and Library guides will be posted on EDI microsite. 	<p>Completed</p>
	<ul style="list-style-type: none"> • Further develop our employees' understanding of the differences in cultures across countries. 	<ul style="list-style-type: none"> • Develop and launch five Intercultural Dimensions training modules for faculty and staff. • Ensure that at least 30 DC employees participate in a minimum of two modules. • Develop plan and timeline for the implementation of the BlackNorth Initiative. 	<ul style="list-style-type: none"> • Vice-president, Academic • Chief administrative officer 	<ul style="list-style-type: none"> • Intercultural Dimensions training has been launched. • Durham College is a member of the Education Sub-Committee of the Black North Initiative. • Race-based data will support commitments. • Ontario Anti-Racism Directorate led session scheduled for January 2021 • Responding to Anti-Black Racism in 	<p>Completed</p> <p>On Track</p>

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We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
				the classroom – Learning Module. <ul style="list-style-type: none"> • Social Justice Week – Anti-Black Racism session. • DC is a signatory for the National Dialogues and Action in Higher Education. • Draft Scarborough National Charter on Anti-Black Racism and Black Inclusion. 	
	<ul style="list-style-type: none"> • Maintain and expand the service provided to low-income residents through the Access to Justice Hub. • Measure effectiveness of the Access to Justice Hub. 	<ul style="list-style-type: none"> • Engage up to 20 paralegal students per year. • Develop a research proposal and identify data to be collected for analysis to understand the effectiveness of the Access to Justice Hub to better serve cliental in the future. 	<ul style="list-style-type: none"> • Vice-president, Academic 	<ul style="list-style-type: none"> • 20 students participating during 20-21 academic year; • Research topics being explored by City of Oshawa in Teaching City initiative. • Data collection underway to contribute to measuring effectiveness of HUB. 	Completed
4. Empower and support employees to be entrepreneurial, innovative and strategic.	<ul style="list-style-type: none"> • Increase faculty’s capacity to understand academic accommodations and how to create inclusive learning environments. 	<ul style="list-style-type: none"> • Promote video training and FAQ through CAFE outlining the Access and Support Centre’s role and function for faculty’s understanding to build capacity. • A survey to participating faculty will be developed and delivered to evaluate faculty satisfaction and to drive any necessary improvements. 	<ul style="list-style-type: none"> • Vice-president, Academic 	<ul style="list-style-type: none"> • Video was successfully released and embedded into the new part-time faculty orientation. • Survey developed and distributed. • FAQs will be developed based on survey results in 2021-2022. 	Completed

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We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Promote and create opportunities to cross-train employees with other areas of the Office of the Registrar (RO) to become more empowered in how they engage with our community. 	<ul style="list-style-type: none"> Build a training and development plan that is open for all RO employees to access. 	<ul style="list-style-type: none"> Chief administrative officer Vice-president, Academic 	<ul style="list-style-type: none"> Approach has been revised after the recent reorganization. A training and development plan for the SES will be considered as a part of the Operational Plan discussed on page 31. 	<p>Delayed</p>
	<ul style="list-style-type: none"> Introduce commercial farming operation: maximize container farm to supply leafy greens for purchase by large vendors and increase capacity for community supported agriculture (CSA) project. 	<ul style="list-style-type: none"> Farm plan in place. Weekly production cycle established. Delivery of 50 CSA boxes per week, over 20 weeks. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> Farm plan and weekly production cycle in place. CSA project expanded to include farmers' markets twice a week into the fall. Revenue ranges from \$1,500 to \$1,800, slightly ahead of target of \$1,500 per week. Reduced to one market a week in September. Thanksgiving market and pick-your-own apples event held. CSA and a-la-carte produce continued up until Christmas. After a short break at Christmas sales will continue throughout the winter and CSA will become year-round Container farming production began in spring, with regular crops now producing 300-400 heads of lettuce a week. Currently we are using all of the produce on campus, 	<p>Completed</p>

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We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
				<p>however as production increases, we will work to find external clients.</p> <ul style="list-style-type: none"> A 150g clamshell product of lettuce mix was developed to include packaging, labelling and promotion of the field to fork, vertical hydroponically grown greens by students at the Centre for Food. The product sells on the Pantry curbside menu. 	
	<ul style="list-style-type: none"> Develop Teaching and Learning Plan that will outline professional development for new and experienced faculty. 	<ul style="list-style-type: none"> Completion of Teaching and Learning Plan. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> Goal two objectives (Exemplary Teaching) of the Academic Plan outlined. Objectives will comprise the Teaching and Learning Plan Teaching and Learning Plan completed and launched end of March. 	Completed
	<ul style="list-style-type: none"> Create a faculty playground that inspires experimentation with new technology and teaching methodologies. 	<ul style="list-style-type: none"> Faculty playground completed by Spring 2021. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> Equipment ready to be installed on-campus. Completion dependent on resumption of normal on-campus activities. While remote, CAFE is encouraging DC Connect Sandbox as a space for faculty to experiment with new technology and teaching methodologies. Faculty are using DC Connect Sandboxes to experiment with Video Assignments and Virtual Classroom. 	<p>On Hold</p> <p>On Track</p>

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We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Provide support for faculty with educational technology tools such as advanced features of DC Connect and Office 365. 	<ul style="list-style-type: none"> Develop a minimum of 70 additional resources to support use of educational tools. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> 100+ new resources developed including instructional videos, documents and webpages. 79,453 visits to the CAFE website between April 1 – March 3, 2021. 2 Community of Practices initiated with a total of 209 participants: <ul style="list-style-type: none"> 153 in online faculty CoP 64 in International CoP 2 DC Connect courses: <ul style="list-style-type: none"> 321 participants enrolled in Teaching Remotely 239 participants enrolled in the DC Connect Course Exemplar. 	<p>Completed</p>
	<ul style="list-style-type: none"> To support the bold new Strategic plan, DC's Leadership Team has established a \$350,000 fund to support projects that demonstrate innovation, creativity, risk-taking and the entrepreneurial spirit, and projects that add value to the college, helping us to achieve our strategic priorities. 	<ul style="list-style-type: none"> Committee is formed that will assess applications for funding. The first projects are approved and can start by Winter 2021. 	<ul style="list-style-type: none"> President's Office 	<ul style="list-style-type: none"> This fund has been cancelled in an effort to reduce the in-year deficit. 	<p>Cancelled for 2020/2021</p>

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We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
<p>5. Strengthen our organizational culture to prioritize the health and wellness of our employees.</p>	<ul style="list-style-type: none"> • Improve employee engagement through ICE (employee intranet site) by: <ul style="list-style-type: none"> ○ Launching employee newsletter; ○ Developing ICE engagement strategy; ○ Developing an accolades database for the campus community to share student and employee achievements 	<ul style="list-style-type: none"> • Launched by September, 2020. • Launched by September, 2020. • Gather 25 submissions by March 2021. 	<ul style="list-style-type: none"> • Chief administrative officer 	<ul style="list-style-type: none"> • ICE newsletter: delayed due to the SharePoint officer being furloughed as part of COVID-19 related decisions. • Engagement strategy: After reconsidering the role of ICE at DC, a strategy has been developed and implemented for managing the platform as an information source and communication distribution tool. Employees are able to independently post announcements, events and documents to ICE on their team sites for all employees to reference and use as required. • The accolades database project has been cancelled due to position being eliminated as part of COVID-19 related decisions. 	<p style="text-align: center;">On Hold</p> <p style="text-align: center;">Completed</p>
	<ul style="list-style-type: none"> • Support employees in strengthening their capacity to address and respond to mental health distress on campus by: • Offering wellness workshops to all college employees, with a target of six workshops per semester. 	<ul style="list-style-type: none"> • Delivering two Mental Health First Aid sessions per semester. • Developing a refresher course on mental health first aid, and delivering four sessions to employees and managers. 	<ul style="list-style-type: none"> • Chief administrative officer • Dean, Students 	<ul style="list-style-type: none"> • Offered a variety of wellness workshops for staff, including sessions particularly focused on coping, resilience, stress management, and supporting mental health and wellbeing. • 9 wellness workshops were offered during the last semester, exceeding our target of 6 per semester. • The wellness-working group has 	<p style="text-align: center;">Completed</p>

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We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Develop an employee wellness working group, with the goal of developing two additional employee-focused wellness initiatives. 			<p>developed a framework for providing organizational support to students and employees.</p> <ul style="list-style-type: none"> Two pilots of the new virtual Mental Health First Aid course were delivered and surveys are being conducted on participants to determine if we will continue to offer MHFA in an online format. 	<p>On Hold</p>
	<ul style="list-style-type: none"> Implement a DC Proud program for employees who are alumni. This allows them to let others know they are DC alumni. 	<ul style="list-style-type: none"> Provide diplomas and discounted frames to employees. Profile DC employees as part of engagement plan. 	<ul style="list-style-type: none"> Associate vice-president, Development and Alumni Affairs 	<ul style="list-style-type: none"> On hold until normal operations resume. 	<p>On Hold</p>

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OUR WORK

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

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
1. Create an environment that inspires idea generation, bold leadership and purposeful innovation that aligns with the evolution of work.	<ul style="list-style-type: none"> Develop an Office of the Registrar (RO) committee where both management and support staff are able to contribute to the future planning of department goals. 	<ul style="list-style-type: none"> Create a committee that includes at least one support staff from each RO area. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> Due to the recent reorganization, direction for this action has changed. Departmental goals will be set through consultation with necessary stakeholders and be included in the Operational Plan. Work on this has paused. 	Cancelled
	<ul style="list-style-type: none"> Highlight exemplary faculty practices and innovative program delivery in the Centre for Academic and Faculty Enrichment newsletter CAFE Monthly. 	<ul style="list-style-type: none"> Highlight one exemplary faculty and one innovative program delivery per month in Centre for Academic and Faculty Enrichment monthly. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> CAFE Monthly featuring faculty spotlights in CAFE Monthly during the academic year. Innovative practices featured in June, November, December 2020 and February 2021. Innovative practices and faculty spotlights highlighted on the CAFE website and social media. 	Completed
	<ul style="list-style-type: none"> Promote internal and external awards for exemplary faculty and programs. 	<ul style="list-style-type: none"> Nominate faculty for the college's annual Employee Excellence Award. Nominate faculty and/or programs for external awards including: CIG Awards of Excellence, Chair Academy awards and World Federation of Colleges and Polytechnics Awards of Excellence. 	<ul style="list-style-type: none"> Chief administrative officer 	<ul style="list-style-type: none"> The annual Employee Awards of Excellence was held virtually in 2020 and three winners were selected and celebrated online (faculty, admin and support). CIG Award of Excellence nomination submitted for one faculty member. Service awards recipients of 2020 were celebrated and recognized virtually in December, 2020. 	Completed

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We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Renew the Academic Plan and supporting plans. 	<ul style="list-style-type: none"> Completion of the Academic Plan and supporting plans. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> Conducted in-person consultations at the Coordinator meeting and at Academic Council and virtual sessions with employee groups, students, members from our Program Advisory Committees and our Alumni Association. Draft development in process with the working group. Teaching and Learning Plan, Internationalization and Global Engagement Plan and Applied Research Plan are all progressing well. Academic Plan launched week of January 25. Two supporting plans launched in March, and two will launch in April. 	<p>Completed</p>
<p>2. Lead in the development of transformational programs, services and systems that enhance the student experience.</p>	<ul style="list-style-type: none"> Review DC's customer relationship management (CRM) systems and processes to develop a strategic approach. 	<ul style="list-style-type: none"> Initiate a cross-college committee with representation from SES, Communications & Marketing and ITS to review our current approach and make recommendations. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> A Student Communications Working Group has begun to map out a Student Communications Journey. Mapping is complete. 	<p>Completed</p>
	<ul style="list-style-type: none"> Implement new self-service registration software for students. 	<ul style="list-style-type: none"> Select and procure software. Design solution. Implement solution. Go live by Tuesday, March 31. 	<ul style="list-style-type: none"> Chief administrative officer 	<ul style="list-style-type: none"> The software was purchased. Design and implementation underway. The design for the out-of-the-box functionality, representing the first phase implementation, was done. 	<p>On Track</p>

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We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Implement new faculty workload software. 	<ul style="list-style-type: none"> Procure software. Implement solution. Go live by Monday, February 1, 2021. 	<ul style="list-style-type: none"> Chief administrative officer 	<ul style="list-style-type: none"> The required functionality was implemented by March 31. The software was purchased and implemented. It was moved into the production environment in January. Training on its use was also offered January. 	On Track
	<ul style="list-style-type: none"> Implement next generation of Wi-Fi controllers. 	<ul style="list-style-type: none"> Design solution. Select and procure equipment. Implement solution. Go live by Tuesday, September 1st 2020. 	<ul style="list-style-type: none"> Chief administrative officer 	<ul style="list-style-type: none"> The controllers were procured. The equipment was integrated in the network infrastructure. Went live in August 2020. 	Completed
	<ul style="list-style-type: none"> Enhance the student experience through the development of a virtual tour that displays our unique campus spaces and learning environments. 	<ul style="list-style-type: none"> Launch version 1 of virtual tour by September 2020, which highlights 10 programs and 30 campus feature locations. 	<ul style="list-style-type: none"> Chief administrative officer 	<ul style="list-style-type: none"> Virtual tour – complete Launched Nov 2020 during Fall open house event, and is now integrated into the main DC site (main page button [below]), 15 program pages (can provide links), and has permanent landing page located at: https://durhamcollege.ca/virtual-tour. 	Completed

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We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
3. Be at the forefront of the evolving practices of teaching, learning and applied research.	<ul style="list-style-type: none"> Develop a Scholarship of Teaching and Learning (SoTL) framework and processes. A SoTL framework provides faculty with a way to assess the impact of their teaching practices and make evidence-based decisions about their them. Engagement in SoTL contributes to faculty currency as a dual professional. 	<ul style="list-style-type: none"> Develop a SoTL framework and process with a call for proposals. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> SoTL framework completed. SoTL framework and supporting information added to CAFE website. SoTL proposal guideline/application and review committee in final stages of development. SoTL pilot launched on Feb 24 (PD Day) with call for proposals scheduled for March 24, 2021. SoTL information posted on CAFE website. 	Completed
	<ul style="list-style-type: none"> Support faculty participation in provincial and national teaching and learning conferences. 	<ul style="list-style-type: none"> Support up to 10 faculty member's participation in provincial and national teaching and learning conferences. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> STLHE Conference deferred to 2021. Learning Outcomes and Experiential Learning Symposium deferred to 2023. Education and Cognition Conference promoted in spring 2020. Learning Outcomes webinar series in spring 2020 promoted with DC staff in attendance. 	On Hold On Hold Completed
	<ul style="list-style-type: none"> Expand curricular experiential-learning opportunities through collaboration with industry and community partners. 	<ul style="list-style-type: none"> Develop and implement at least one Mitacs-supported applied-research project with internship. Increase company projects in Riipen by 20 per cent (from 19 to 23); increase courses by 100 per cent (from four to eight). 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> Three Mitacs-supported projects have been developed and awarded, totaling over \$225,000 supporting 5 internships in 2020-21, five more for future years, and Durham College's first post-doctoral fellowship. 	Completed

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We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
				<ul style="list-style-type: none"> • 46 company projects have been completed or confirmed in Riipen to date. 15 courses have matched with company projects; 1 additional course is published. • Durham College has signed an MOU with The Regional Municipality of Durham, Durham Regional Police Services, and two other PSEs to collaborate on municipal challenges through the City Studio model, offering experiential learning and research opportunities to students. 10 classroom or placement projects have been started or confirmed for 2020-21. 	
	<ul style="list-style-type: none"> • Successfully complete Year Three of the five-year Natural Sciences and Engineering Research Council (NSERC) grant supporting the AI Hub. 	<ul style="list-style-type: none"> • Eight new artificial intelligence (AI) projects with industry partners initiated. • Thirty-two students employed in AI research projects. 	<ul style="list-style-type: none"> • Vice-president, Academic 	<ul style="list-style-type: none"> • At year-end, 22 new artificial intelligence projects funded by NSERC IE were initiated with industry partners. • 59 students have been engaged in AI applied research projects. • Additionally: <ul style="list-style-type: none"> • 9 AI projects were completed under the extended CTO-IRAP funding, training 25 students. • 4 AI projects were done as fee-for-service, training 7 students. 	<p style="background-color: #00FFFF; display: inline-block; padding: 2px;">Completed</p>

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We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Develop applied research opportunities with industry partners in the Mixed Reality Capture Studio. 	<ul style="list-style-type: none"> At least three new research projects initiated that involve Augmented Reality/Virtual Reality/Mixed Reality technologies. Twelve students engaged in applied research projects. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> At year-end, four externally funded projects have been initiated with industry partners. 13 students have been engaged in MRC Studio projects. 	<p>Completed</p>
	<ul style="list-style-type: none"> Develop applied research opportunities with industry partners in the new Centre for Cybersecurity Innovation. 	<ul style="list-style-type: none"> At least two new research projects initiated that involve cybersecurity. Eight students engaged in applied research projects. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> At year-end, five externally funded cybersecurity projects have been initiated with industry partners.. 12 students have been engaged in projects with the Centre for Cybersecurity Innovation. 	<p>Completed</p>
	<ul style="list-style-type: none"> Prepare business case for a new building at the Oshawa campus. 	<ul style="list-style-type: none"> Determine requirements for new space. Submit a section 28 application for financing options. Post RFP for construction of new build. 	<ul style="list-style-type: none"> Chief administrative officer Chief financial officer 	<ul style="list-style-type: none"> A draft design has been presented to DCLT with a change in the space allocation as a result of the pandemic. The plans to further proceed with this new build are on hold. Design development contract awarded and iterations are under review. 	<p>On Track</p>

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We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
				<ul style="list-style-type: none"> Stakeholder engagement meetings conducted, led to draft floorplates for a five, level, 60,000SF building. RFP pending funding. 	
	<ul style="list-style-type: none"> New Whitby Campus Stellar Drive Main Lot Entrance. 	<ul style="list-style-type: none"> Completion of Site Plan Agreement with Town. Reconfiguration of parking lot for new-gated driveway. 	<ul style="list-style-type: none"> Chief administrative officer Chief financial officer 	<ul style="list-style-type: none"> Site Plan substantially completed. RFP Contract for work released Oct. '20 issued December 2020. Priority identified as entrance to crane field. 	On Track
	<ul style="list-style-type: none"> Renovate the Oshawa campus Bookstore. Increase merchandising of non-textbook product lines. 	<ul style="list-style-type: none"> Finalize design and tender project. Tentatively award renovation contract by Thursday, April 30. If possible once the pandemic restrictions are lifted, complete renovation by Monday, August 31. 	<ul style="list-style-type: none"> Chief administrative officer Chief financial officer 	<ul style="list-style-type: none"> The bookstore renovation was completed for start-up. Retail & e-Commerce operations commenced in late August. 	Completed
5. Maximize resources and processes in all aspects of our business.	<ul style="list-style-type: none"> Launch system workflow for the Office of the Registrar (RO) and Financial Aid and Awards to create a more automated transfer process for students applying to the co-op option of their program. 	<ul style="list-style-type: none"> Assign employee resources to launch Co-op Workflow project team with the RO and Information Technology Services. Launch new Hired portal using the Outcome Career and Co-op Platform in June 2020. Launch new CCR platform on Outcome in June 2020. 	<ul style="list-style-type: none"> Executive, vice-president, Academic 	<ul style="list-style-type: none"> Project has been accepted by IT Services and resources are being identified. 	On Track

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We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Upgrade Hired Portal to outcome product allowing co-curricular recognition and experiential learning programming to be on one platform for students, faculty and employers. 	<ul style="list-style-type: none"> Launch new Hired portal using the Outcome Career and Co-op Platform in June 2020. Launch new CCR platform on Outcome in June 2020 	<ul style="list-style-type: none"> Chief administrative officer Dean, Students 	<ul style="list-style-type: none"> The Hired portal and the CCR portal were both upgraded to Orbis Outcome in June 2020 to enable merger of portals to one Outcome platform. Business process reviews (BRP) completed for Career Development and CCR (Mar 2021). Follow-up BPR meetings have been scheduled. 	<p>On Track</p>
	<ul style="list-style-type: none"> Expand Orbis Outcome Platform to include additional functionality for experiential learning management 	<ul style="list-style-type: none"> Complete Phase One of multi-year implementation, including <ul style="list-style-type: none"> conduct business process reviews with two academic schools implement Experiential Program Management Module and pilot field placement management and tracking in two schools 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> Business process reviews (BPR) were conducted with two schools (BITM and JES) that will pilot use of the Experiential Program Management module for field placement management in Winter 2021 Initial testing, data setup, and training were completed. Selected programs scheduled to launch pilot module in February 2021. Planning is underway to add additional functionality to the Outcome platform; BRP was completed for Co-op module. 	<p>Completed</p>

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We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Touchnet – One Card Solution. 	<ul style="list-style-type: none"> Implementation of a software and technology progressive, campus-side identification-one-card system. Priority implementation to improve and enhance production and distribution of student identification cards through utilization of system feature to allow self-service photo upload functionality integrated through Ellucian Banner system. Work with Ontario Tech University and Trent University to implement digital solution for students to access Durham Region Transit and GO Transit. (This is a critical piece for the success of the aforementioned Touchnet – One Card Solution.) Create digital solution for UPass Program and removal of UPass icon from Student Card design. 	<ul style="list-style-type: none"> Vice-president, Academic Chief administrative officer 	<ul style="list-style-type: none"> After review and consultation with ITS and other stakeholders, a May launch was recommended. Launch of a digital One Card solution is on track for May 2021. 	<p>Completed</p>
	<ul style="list-style-type: none"> Build up capital campaign for Whitby Campus expansion and raise \$10 million in support. Continue to improve donor stewardship practices. 	<ul style="list-style-type: none"> Complete Family Campaign which includes all boards, DCLT and employees. Qualify 200 prospects or as many as necessary to make the target. Cultivation of activities for 100 	<ul style="list-style-type: none"> Associate vice-president, Development and Alumni Affairs 	<ul style="list-style-type: none"> Decided to keep staff campaign on hold (including DCLT). 239 major gifts prospects identified. 63 major gifts prospects in active cultivation (reduced because some have been moved to solicited). 	<p>Completed</p>

2020-2021 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Continue improvement on DC Foundation governance. 	<ul style="list-style-type: none"> prospects. Conduct 50 major gift solicitations. Confirm two transformational gifts. Create welcome material for new campaign donors. Create donor "thank you video." Host mini stewardship events. DC Foundation Governance Committee to establish job descriptions, policies and procedures. 		<ul style="list-style-type: none"> 41 major gift solicitations completed; 27 confirmed; 3 declined; 11 pending response 10 confirmed. Two active transformational gift proposals. Two confirmed: Region/Town of Whitby. 	
	<ul style="list-style-type: none"> Energy consumption reduction initiatives: <ol style="list-style-type: none"> Whitby CoGen Third Party Energy Systems development (battery storage) 	<ul style="list-style-type: none"> Completion of legal and connection agreements for Combined Heat and Power (CHP) installation at Whitby campus. Development of Energy Twin Model for Oshawa campus by Thursday, April 30. 	<ul style="list-style-type: none"> Chief administrative officer 	<ul style="list-style-type: none"> Whitby CoGen funding program curtailed by IESO, requiring rescope of project plan. Energy Twin model completed by Siemens for Oshawa campus. Further development work on hold due to CoVid pandemic. Preliminary discussions with Seimans underway to develop proposal options. Alternative options for Oshawa campus under review with joing participation by Ontario Tech. 	<p>Delayed</p>

2020-2021 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Develop a comprehensive event strategy that considers all events at DC. Strategy will include a campus wide approval/information sharing process to ensure event activity is well coordinated. 	<ul style="list-style-type: none"> Launch by December 2020. 	<ul style="list-style-type: none"> Chief administrative officer 	<ul style="list-style-type: none"> A new strategy has been developed that considers six main event categories including: corporate, academic, student, employee, athletic and community rental. The strategy expands on the current tracking process to share event details more broadly with key internal stakeholder groups and addresses concerns of conflicting high-profile events happening on the same day. The strategy includes an event standards document, recommendations for an event resource tool-kit. Additional measures have been added to ensure relevant events are added to the DCLT and Board of Governors calendars. Implementation of the strategy is scheduled for summer 2021. 	<p>Completed</p>
	<ul style="list-style-type: none"> Introduce sustainability practices into hiring processes. 	<ul style="list-style-type: none"> Review distribution process for teaching contracts. Examine technical requirements for electronic contract distribution, and systems to support delivery. Pilot electronic delivery of part- 	<ul style="list-style-type: none"> Chief administrative officer 	<ul style="list-style-type: none"> All HR employee correspondence is distributed electronically. Efficiency review underway. Revised benefit enrolment process, some paper forms still legally required. E-designation project underway, 	<p>On Track</p>

2020-2021 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
		time teaching contracts with two academic schools.		<p>tasks required by DC are now complete and waiting for beneficiaries, implementation date from CEC. Continue to wait for CEC to implement.</p> <ul style="list-style-type: none"> Reviewed and implemented new virtual interview practices to ensure AODA compliance, safe keeping of interview records and rating sheets, individual Teams links for each interview candidate, etc. Revised the Management Development Series session on Recruitment and Selection to expand on virtual interviews. Session to be delivered in collaboration with College Employer Council in March 2021. 	
6. Support Effective College Governance	<ul style="list-style-type: none"> Validate performance metrics for the 2020-2021 Strategic Mandate Agreement 3 (SMA3) Annual Evaluation Report from the Ministry of Colleges and Universities. 	<ul style="list-style-type: none"> SMA3 Annual Evaluation report successfully reconciled for funding allocations, pending Ministry direction given the COVID-19 situation. 	<ul style="list-style-type: none"> Vice-president, Academic President's Office 	<ul style="list-style-type: none"> Updated metrics workbook received from the Ministry and returned with Ministry-collected Year One data validated, and college-specific data added. Following this, we will have an opportunity to adjust metrics weighting for subsequent years, no changes recommended. 	<p>Completed</p>

2020-2021 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Launch an internal CASL-awareness program through policy and guideline development; communications; and education/training. 	<ul style="list-style-type: none"> Policy, procedure, guidelines and FAQ's to be completed by Thursday, April 30. Communications launched in June; ICE, webpage, and utility updates completed by Friday, May 29. Run six education and training sessions by March 2021. 	<ul style="list-style-type: none"> Chief administrative officer 	<ul style="list-style-type: none"> Policy, procedure, guidelines and FAQ's are completed. ICE page is updated with the above items to launch in September. Updates to the utility have been completed, including: improved functionality of batch uploads bettering the ability to capture more comprehensive entries; more detailed verification reports; reduction of redundant email extensions from the database which decreases the time required to run reports; and updated the branding. Six training sessions were conducted, reaching 45 employees. Additionally, the CASL Administrator was invited to attend two department meetings, educating an additional 25+ employees about CASL. 	<p>Completed</p>
	<ul style="list-style-type: none"> Support the DC Board of Governors by onboarding five new incoming governors and assist with the transition of a new chair and vice-chair. 	<ul style="list-style-type: none"> Offer an orientation session for new governors in September 2020, either in-person in or in a virtual format. Provide a minimum of two training and development opportunities. 	<ul style="list-style-type: none"> President's Office 	<ul style="list-style-type: none"> Two governors (L. Allen and K. Doyle) were onboarded as of September 1, 2020. Virtual orientation sessions were held on September 2, 2020, and September 8, 2020. On October 22, 2020, I. Murray received his order of Council (confirmation of LGIC 	<p>Completed</p>

2020-2021 Business Plan Scorecard



We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
				<p>appointment).</p> <ul style="list-style-type: none"> • On October 30, 2020, C. Kozminski was elected as the new student governor. • A virtual orientation session was held with I. Murray and C. Kozminski on November 10, 2020. • Professional development opportunity offered on July 21, 2020, titled "Understanding the College's Finances." • Professional development opportunity hosted on August 17, 2020, titled "Continuing the Diversity & Inclusion Conversation." • Professional development opportunity offered on December 9, 2020, on cybersecurity. • Professional development opportunity offered on January 7, 2021, on understanding the College's integrated risk management framework. • Professional development opportunity offered on March 31, 2021, on understanding the shared services model with Ontario Tech University 	

2020-2021 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Launch new strategic plan for 2020-2023. 	<ul style="list-style-type: none"> Create new strategic plan publication. Launch new strategic plan internally and publicly. 	<ul style="list-style-type: none"> President's Office Chief administrative officer with Communications & Marketing 	<ul style="list-style-type: none"> Strategic plan was launched virtually on May 26, 2020 with a microsite, video, social media, media and communications strategy. Results below: <ul style="list-style-type: none"> Strat plan microsite – Pageviews: 10,242K New and Notable – Pageviews: 178 Video views: 678 Social Media – Total posts 53 (combined DC Corporate + Ambassadors + Departmental Accounts) Engagements: 9.5K, Sentiment: 100% positive, Link clicks: 423 	<p>Completed</p>
	<ul style="list-style-type: none"> Post-pandemic strategy development 	<ul style="list-style-type: none"> Address budget deficit Organizational Recovery Plan development and implementation New online learning modules 	<ul style="list-style-type: none"> President's Office Chief administrative officer Vice-president, Academic Chief financial officer Dean, Students 	<ul style="list-style-type: none"> A draft recovery plan to address the budget deficit has been prepared and is contingent upon winter 2021 enrolments. New platform for online employee training in development and planning to be implemented in 2021 to offer greeted access to mandatory and voluntary employee training. 	<p>On Track</p>

2020-2021 Business Plan Scorecard



OUR COMMUNITY

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

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
1. Establish and strengthen sustainable partnerships locally and internationally with industry, government, community and alumni.	<ul style="list-style-type: none"> Community Employment Services (CES) – Work with existing and new employers to create new job opportunities. CES to strengthen connections with community partners to provide holistic approach to clients. 	<ul style="list-style-type: none"> Place clients in new employment opportunities that will support their personal success and strengthen industry. Refer clients to the supports they need from community partners to be successful socially and economically within our community. 	<ul style="list-style-type: none"> Chief administrative officer Dean, Students 	<ul style="list-style-type: none"> Worked with 62 new employers this fiscal to provide 151 placements. COVID has created some challenges with strengthening our community connections. However, relationships are still in place and referrals continue to happen e.g. OW, ODSP, Housing, Addictions supports, etc. \$280,854 incentive dollars provided to employers for employment service placements. \$108,842 COJG dollars provided to employers. Hosting employer appreciation virtual event April 2021. 	On Track
	<ul style="list-style-type: none"> Collaborate with community, national and international partners to advance social entrepreneurship. 	<ul style="list-style-type: none"> Initiate and develop an advisory committee of Canadian institutional partners to collaborate semi-annually on the advancement of social entrepreneurship. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> The Manager, Entrepreneurship Services is a panel member for the Colleges Ontario Entrepreneurship Community of Practice (ECP), a provincial working group seeking to reinvigorate cross-institutional discussions regarding entrepreneurship training and best practices in a COVID-19 year. 	Completed

2020-2021 Business Plan Scorecard



We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
				<ul style="list-style-type: none"> FastStart SHIFT was featured as a national leader in the CIGan SDG Toolkit, published in September 2020, for our social entrepreneurship training. EnactusDC has developed a partnership with Irish University (Galloway NUIG) to develop an international environmental project based on our existing 3eehive project model. 	
	<ul style="list-style-type: none"> Work with municipal partners and local leaders on economic recovery plan post pandemic. 	<ul style="list-style-type: none"> Join regional/municipal recovery planning committees. Develop internal college strategy for working with community partners. Communicate government support and funding options to business community to ensure students maintain placements and co-ops. 	<ul style="list-style-type: none"> President’s Office Vice-president, Academic Associate vice-president, Development and Alumni Affairs 	<ul style="list-style-type: none"> DC participated in the Oshawa Mayor's Economic Recovery Task Force Meeting. Bi-weekly meetings have been occurring since April. Shared information with City of Oshawa and Region of Durham staff and other stakeholders on available funding options to hire students, leveraging enhanced government funding for wage subsidies. Participated in discussions to support BACD, BIAs, and other stakeholders in applying for Digital Main Street (DMS) funding. Referred students/graduates to positions created as a result of DMS funding, that will assist local businesses in adopting digital 	<p style="background-color: #00FF00; display: inline-block; padding: 2px;">On Track</p>

2020-2021 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
				solutions.	
<p>2. Expand opportunities for employees and students to volunteer in our community.</p>	<ul style="list-style-type: none"> Establish an International Student Community Engagement strategy. 	<ul style="list-style-type: none"> Connect 50 International students with opportunities to engage with the community. Identify and promote opportunities for International students to volunteer at two or more community events (i.e. Rotary events). Organize at least one community networking event on-campus that will include community partners and International students. Identify and promote a minimum of two off-campus community networking opportunities for International students to participate in (i.e. chambers of commerce). 	<ul style="list-style-type: none"> Vice-president, Academic Associate vice-president, Development and Alumni Affairs 	<ul style="list-style-type: none"> <i>This item will be delayed until a full return to campus and the resumption of community events.</i> 	<p>Delayed</p>

2020-2021 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> In collaboration with local school boards, develop student led mentorship initiatives that focus on reciprocal experiential learning. 	<ul style="list-style-type: none"> Deliver student led workshops on the topic of robotics and automation with one new elementary school partner in Durham Region in fall 2020. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> Due to pandemic constraints, DDSB high schools are challenged to deliver applied content. SET faculty are working with DDSB teachers to develop and deliver online-live-lab sessions and provide guest speaker sessions for a variety of high school courses. One session (titration lab) was delivered in fall 2020, and four more are planned for winter 2021. 	Completed
	<ul style="list-style-type: none"> Encourage community participation for employees and students. 	<ul style="list-style-type: none"> Diversify DC representation at community events to ensure representation from students and employees. Increased community involvement for international students (target 50 student volunteers). 	<ul style="list-style-type: none"> Associate vice-president, Development and Alumni Affairs 	<ul style="list-style-type: none"> The community sponsorship program has temporality been put on hold. In person community, events have greatly decreased. Strategy in place but delayed due to Covid-19. 	On Hold
3. Leverage and grow our positive impact on the communities we serve.	<ul style="list-style-type: none"> Support General Motors (GM) Action Centre in serving displaced employees with their transition to new educational and employment opportunities. 	<ul style="list-style-type: none"> Provide online tools and resources via the Hired portal for displaced GM employees. Organize an on-campus autoworkers career fair. 	<ul style="list-style-type: none"> President's Office Chief administrative officer Dean, Students 	<ul style="list-style-type: none"> The GM project closed November 15, 2020. 595 users have accessed the portal 4677 jobs posted. Career Fair took place October 2019 and over 500 job seekers attended. 24 employment resource pages created. 217 employment events posted. 	Completed

2020-2021 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> • CES to deliver new Employment Ontario (EO) programs specifically geared at the needs of the labour market. • CES to deliver EO programs highlight the impact DC has on the communities it services. 	<ul style="list-style-type: none"> • Successfully launch new EO programs in Port Hope under Service System Manager (SSM) Prototype. • Promote EO programs to local politicians and through its social media to engage employers and job seekers with funded programs. 	<ul style="list-style-type: none"> • Chief administrative officer • Dean, Students 	<ul style="list-style-type: none"> • Port Hope has started working with Fleming College as the new SSM. • January 1, 2021 will be the start of the new program model. • Social media efforts has increased on Facebook with paid “boosted” ads. • Contracted a company named Search Engine People to place sponsored ads on Facebook and Instagram. • DC Employment Ontario programs were highlighted at a press release by MPP’s Coe and Park in September 2020. • Program successfully launched in Port Hope. 	<p style="text-align: center;">On Track</p>
	<ul style="list-style-type: none"> • Participate in Phase Two of the Municipal Employment Sector Study, to explore the development of relevant micro-credentials. 	<ul style="list-style-type: none"> • Provision of subject matter expertise and recommendations to the project, which is led by the Community Training and Development Centre. 	<ul style="list-style-type: none"> • Vice-president, Academic 	<ul style="list-style-type: none"> • PPL Dean has participated in all meetings/info gathering sessions held to date. (Final session was held in November.) • A new micro-credential opportunity was identified based on this participation. It was proposed and accepted for funding through the eCampusOntario Micro-certificate Initiative. Development of this <i>Municipal Employment Readiness 3-course micro-</i> has now been completed, and it was launched successfully in February 2021. 	<p style="text-align: center;">Completed</p>

2020-2021 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Improve reporting from partners and to stakeholders. 	<ul style="list-style-type: none"> Create an online reporting tool for community partners. Create a Government Relations/Community Relations section of DC webpage for quarterly updates. 	<ul style="list-style-type: none"> Associate vice-president, Development and Alumni Affairs President's Office 	<ul style="list-style-type: none"> On hold as community relations funding is currently on hold. Government Relations and Community Relations website has been updated and is live. 	On Hold
	<ul style="list-style-type: none"> Reach out to employers/potential employers to share Solutions for Business opportunities at DC. 	<ul style="list-style-type: none"> Presentations made to 10 businesses. 	<ul style="list-style-type: none"> Associate vice-president, Development and Alumni Affairs 	<ul style="list-style-type: none"> On hold due to focus on campaign conversations with developers and unions. 	On Hold
4. Guide students in making meaningful connections with their communities.	<ul style="list-style-type: none"> Develop collaborations with community agencies for students in dental, massage therapy and fitness/health promotion programs to present workshops to their client groups. 	<ul style="list-style-type: none"> Dental, massage therapy and fitness/health promotion students will establish and present workshops to community client groups. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> Dental program has incorporated an assignment in the 4th semester, where students complete education sessions in the community. In the 2nd semester of the Massage Therapy program, students hold a health and wellness fair and share their knowledge gained to the Durham community. Delivery of the Health and Wellness Fair is on hold due to COVID-19. Students are creating information material to share with the community. Fitness and Health Promotion is in development. This will coincide with launching of the Fitness Assessment Clinic in the next 	<p>Completed</p> <p>Delayed</p> <p>Delayed</p>

2020-2021 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
				academic year.	
	<ul style="list-style-type: none"> Assist community groups developing multimedia assets used for raising community awareness to secure funding. 	<ul style="list-style-type: none"> Develop and deliver various multimedia assets to be published on partner websites, including Ontario Shores, Youth Without Shelter, Ontario Neurotrauma Foundation. 	<ul style="list-style-type: none"> Vice-president, Academic 	<ul style="list-style-type: none"> These projects are continuing in spite of the conditions imposed by the pandemic lockdown. Our students are learning new ways of meeting client needs in the non-profit and corporate partnerships that we serve. 	Completed
	<ul style="list-style-type: none"> Host a business summit – an event run alongside local small and medium enterprises and boards of trade, to connect students with the business community in Durham Region. 	<ul style="list-style-type: none"> Host business summit in winter 2021. 	<ul style="list-style-type: none"> Vice-president, academic 	<ul style="list-style-type: none"> This event is interdependent on establishing the chamber partnership (see section three). Planning for the event has been postponed to February 2022 due to COVID-19 and will be revisited in the Winter and Spring of 2021. 	Delayed
	<ul style="list-style-type: none"> Develop and support social innovation applied research activities. 	<ul style="list-style-type: none"> Successfully complete Year Three of current College and Community Social Innovation Fund (CCSIF) funded project. Initiate Year One of the three new CCSIF funded projects. 	<ul style="list-style-type: none"> Vice-president, academic 	<p>Final year of CCSIF- Trusteed Youth Housing grant completed:</p> <ul style="list-style-type: none"> Final report to be submitted to NSERC end of February; Joint media release with partner Region of Durham was made in February. <p>Year 1 of 3 new CCSIFs – all projects have been initiated.</p>	Completed

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We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
				<ul style="list-style-type: none"> All three projects progressing as expected. Two applications submitted in February for the 2021 call for applications. <p>A new project was approved with funding from the NSERC Applied Research Rapid Response to COVID-19 fund: <i>Enhancing virtual mentorship to reduce social isolation of youth:</i></p> <ul style="list-style-type: none"> Project on track for completion in August 2021. 	
<p>5. Strengthen our relationships with Indigenous communities.</p>	<ul style="list-style-type: none"> Continue to work with the First Peoples Indigenous Centre to increase our student recruitment efforts and presence with local Indigenous communities. 	<ul style="list-style-type: none"> Incorporate Indigenous language into the Office of the Registrar's (RO) outreach initiatives. Numbers of sessions, presentations in the communities and student applications from these targeted outreach efforts will be tracked. 	<ul style="list-style-type: none"> Vice-president, Academic Chief administrative officer Dean, Students 	<ul style="list-style-type: none"> RO discussions had started to take place in regards to hiring an Indigenous Recruiter to participate in APSIP events so that these specific presentations could be tracked. Information regarding APSIP terms of reference and training guides were forwarded to manager. Up until COVID-19, the FPIC had been continuing its recruitment efforts, which includes participating in local Indigenous Community career fairs, socials, POW wows and events to foster good community relations and be recognized as the "DC" face in community. 	<p>Delayed</p>

2020-2021 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Consult and participate in planning with the recruitment team in SES to align our efforts to support high school students as they transition to college level studies. 	<ul style="list-style-type: none"> Participate in sessions with guidance counsellors, community leaders and high school teachers to identify gaps in student learning and skills to prepare students for higher education. Develop and offer preparatory bootcamp sessions for incoming post-secondary students. 	<ul style="list-style-type: none"> Chief administrative officer Dean, Students 	<ul style="list-style-type: none"> First Peoples Indigenous Centre (FPIC) has continued to work with the Indigenous rooms at Port Perry High School and SA Cawker Public School. Focused on developing relationships with the Indigenous students by providing support in the room on a bi weekly basis. In addition, provide information about application processes and other culturally related workshops. Discussions have occurred with FN Managers regarding gaps in learning, not yet with high school guidance counsellors) FPIC offers Indigenous Transition Programming for new incoming students (7 sessions with 111 participants). FPIC led the development of a collaborative Summer Transitions program (Sweetgrass Series). Collaborated with Loyalist, Trent and OnTech. Created the Indigenous Student Success Network, which provided cultural programming and social engagement opportunities with traditional knowledge keepers so that more Indigenous students feel connected to a larger community. This program (8 Sessions with 485 people registered). 	<p style="background-color: #00FF00; display: inline-block; padding: 2px;">On Track</p>

2020-2021 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
				<ul style="list-style-type: none"> • Provided session for DCDSB. 	
	<ul style="list-style-type: none"> • Explore partnerships for delivery of Primary Care Paramedic program to Seven Generations Educational Institute. 	<ul style="list-style-type: none"> • Establish memorandum of understanding with Seven Generations Educational Institute. 	<ul style="list-style-type: none"> • Vice-president, Academic 	<ul style="list-style-type: none"> • Memorandum has been drafted and is awaiting signature by DC; • 7 Gen has committed resources to moving this forward. 	Completed
	<ul style="list-style-type: none"> • Provide Indigenous histories and reconciliation modules to the community in collaboration with CAFE and First Peoples Indigenous Centre. 	<ul style="list-style-type: none"> • Seven online Indigenous histories and reconciliation modules open to the public 	<ul style="list-style-type: none"> • Vice-president, Academic 	<ul style="list-style-type: none"> • All seven modules are now available to DC employees, faculty and students • Project to make them available to the public was anticipated to begin winter 2021. Due to eCampus funding proposal FPIC and CAFE will submit a joint EOI for funding to move these modules live to the public during the 2021-2022 fiscal year. 	<p>Completed</p> <p>Delayed</p>

2020-2021 Business Plan Scorecard



Status Column Legend

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

On Track
At Risk
On Hold
Delayed
Completed