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

Date: Wednesday, May 12, 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 Satisfaction & Engagement Dashboard - R. Gupta & S. Sandford

6. **CHAIR'S REPORT**

7. **CO-POPULOUS GOVERNORS' REPORT**

8. **CONSENT AGENDA**

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

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

    8.1. Approval of Public Minutes from the April 14, 2021 Board Meeting   3 - 10

        Recommendation
        That the public minutes of the Board of Governors meeting of April 14, 2021, be approved as read.

![Durham College - Success Matters logo]

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

Date: Wednesday, April 14, 2021

Location: MS Teams

Members Present: Michele James, Chair of the Board
                    Lisa Allen
                    Suzanne Beale
                    Elizabeth Cowie (joined the meeting at 6:08 p.m.)
                    Kelly Doyle
                    Kevin Griffin
                    Kristi Honey, Vice-Chair of the Board
                    Gail Johnson Morris
                    Christine Kozminski
                    Robert Lanc
                    Don Lovisa, President
                    Bart Lucyk
                    Kenneth Michalko (joined the meeting at 6:01 p.m.)
                    Ian Murray (joined the meeting at 6:01 p.m.)
                    Gary Rose
                    Jim Wilson

Staff Present: Scott Blakey, Chief Administrative Officer
                    Linda Flynn, AVP, Office of Development and Alumni Affairs
                    Peter Garrett, Mgr., Strategic Reporting & 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 6:00 p.m.

Governor Michalko and Governor Murray joined the meeting.

2.   **INTRODUCTION OF GUESTS**

The Chief Administrative Officer introduced the following guests:

- Carly Warren, student, Supply Chain and Operations Management
- Manik Jandial, student, Supply Chain and Operations Management
- Shania Hornby, student, Personal Support Worker
- Paula Clarke, student, Personal Support Worker
- Andrew Hanna, student, Personal Support Worker
- Brent Clemens, Academic Supervisor & Faculty Member
- Jennifer Souch, Faculty Member
- Kimberlee Neault, Project Lead and Faculty Member
- Amanda Brown, Manager, Experiential Learning
- Kunal Nagpal, incoming Student Governor
- Nathan Wilson, incoming Academic Staff Governor
- Jennifer Powell, incoming Support Staff governor
- Michelle Hutt, Dean, School of Science, Engineering & Technology
- Greg Murphy, Dean, School of Media, Art & Design
- Sally Hillis, Manager, Alumni Development

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

None.

4.   **CONFLICT OF INTEREST DECLARATIONS**

None.

5.   **PRESENTATIONS**

5.1   **Student Presentation: Mitacs-Funded Research Internship & TeachingCity Collaboration**

Supply Chain and Operations Management students Carly Warren and Manik Jandial shared their experience participating in the mitacs-funded research internship and described how they were able to help Creation Technologies realize $1.3M of inventory savings while gaining valuable work experience.

Governor Cowie joined the meeting.

In a video message, Personal Support Worker students Shania Hornby, Paula Clarke, and Andrew Hanna shared their experiences participating in a TeachingCity project with the City of Oshawa that allowed them to connect with seniors in partnership with the Oshawa Senior Citizens Centres to provide a pen pal, senior hour, and reading buddy program.

The Board questioned the Manager, Experiential Learning.

5.2   Update on the Durham College Alumni Association

The Associate Vice-President, Office of Development and Alumni Affairs and the Manager, Alumni Development presented an update on the work of the Durham College Alumni Association Board and an overview of the alumni events, activities, and benefits available.

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

6.   CHAIR'S REPORT

The following items were discussed as part of the Chair's report:

- The Chair encouraged Governors to mail back their string of beads for the Board's wampum.

- The Chair commented on the College Employer Council (CEC) Board of Directors meeting held on April 13, 2021, noting the Chief Executive Officer provided updates on the CAAT pension plan, benefits, executive compensation, pandemic planning, the CEC's strategic planning process, and collective bargaining. Further, President Lovisa advised the outgoing Chair of the CEC Board has agreed to send a strongly worded letter to the government regarding the issue of executive compensation.

- The Chair commented on a meeting with the Office of the Auditor General of Ontario held on April 9, 2021, and reported that the provincial auditor is planning to conduct a value for money audit of public colleges is speaking to key stakeholders as part of the planning process. Further, the Chair reported the meeting with the Office of the Auditor General of Ontario was cordial and provided the College an opportunity to highlight its successes, challenges, and unique issues.

- The Chair encouraged governors who attended the Colleges Ontario session on the Role of the Chair on March 10, 2021, to share their feedback, and Governor Honey and Governor Johnson Morris shared their views on the session.

7.   CO-POPULOUS GOVERNOR'S REPORT

Governor Wilson provided the co-populous governor's report and stated that at the February 25, 2021 Board meeting:

- The Board approved minor changes to the university's mission and vision;

- The Board received a capital projects update; and,

- The Board received a document titled "Fiscal Blueprint 2021-2022", which provided an overview of the financial challenges faced by the university.

At the request of the Board, President Lovisa acknowledged the passing of W. Galen Weston, a strong supporter of the College, and advised that he had sent a note of condolence to the family and the foundation. Additionally, the College posted a tribute on its website to acknowledge the contributions W. Galen Weston made to the College.

8.   CONSENT AGENDA

Moved By Governor Wilson
Seconded By Governor Rose
"That all items listed under the heading of consent agenda be adopted as recommended." CARRIED

8.1   Approval of Public Minutes from the February 10, 2021 Board Meeting

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

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

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

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

The Executive Vice-President, Academic provided assurance that the program had gone through the full internal approval process, conforms to the credentials framework and is consistent with provincial program standards, and complies with all Ministry binding policy directives.

The Dean, School of Science, Engineering & Technology presented details of the Wireless Telecommunications – Internet of Things program and reported that the two-semester graduate program would be a strong addition to the College's program offerings because:

- There is strong demand for internet of things enabled products
- Graduates will have the potential to earn high wages
- There is high enrolment system-wide of international students
- Of pathway opportunities for electronics technician/technology graduates

Further, it was reported that the program is driven by industry needs and will focus on applied skills.

The Board questioned the Executive Vice-President, Academic and Dean, School of Science, Engineering & Technology regarding the program's net contribution and projected enrolments.

Moved By Governor Murray
Seconded By Governor Michalko
"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." CARRIED

9.2 New Program of Instruction: Interactive Media Design - Web Development (Diploma)

The Executive Vice-President, Academic provided assurance that the program conforms to the credentials framework and is consistent with provincial program standards, and complies with all Ministry binding policy directives. Further the Executive Vice-President, Academic explained the program did not go through the full internal approval process as the Ministry and Board already approved the delivery of a program in interactive media design and the two programs share a common first semester.

The Dean, Media, Arts and Design presented details of the Interactive Media Design – Web Development program and reported that the diploma program will focus on the website and back-end coding to design and develop web content for all methods of distribution. Further, it was stated that graduates of the program would possess the graphic and technical skills needed to deliver dynamic, cross-media content in a complex and competitive business environment as a web developer, designer, or frontend developer.

The Board questioned the Executive Vice-President, Academic and Dean, Media, Arts and Design concerning the budget for the program and projected enrolments.

Moved By Governor Lucyk
Seconded By Governor Lanc
"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." CARRIED

9.3 Approval for Permanent Program Suspensions

The Executive Vice-President, Academic presented several programs for permanent suspension and explained that a decision to suspend a program is made in consultation with various stakeholders. Further, the Executive Vice-President, Academic explained that there are three types of program suspensions 1) the suspension of an intake, 2) an indefinite program suspension, and lastly, 3) a permanent program suspension.

For the programs recommended for suspension, the Executive Vice-President provided a brief rationale and explained that there were no human resources implications.

The Board questioned the Executive Vice-President, Academic about the reasons why the Centre of Professional and Part-Time Learning would decline to offer a program.

Moved By Governor Johnson Morris
Seconded By Governor Honey
"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)." CARRIED

9.4   Final Results of the 2020-2021 Business Plan

President Lovisa presented the results of the 2020-2021 Business Plan and spoke to the successes the College has achieved over the past year. Further, President Lovisa reported that approximately 75% of what the College set out to complete was accomplished despite the challenging year.

The Board questioned President Lovisa regarding how the College was helping marginalized communities.

Moved By Governor Kozminski
Seconded By Governor Griffin
"That Report BOG-2021-28, providing the final update on the 2020-2021 Business Plan, be received for information." CARRIED

10.   UPCOMING EVENTS

The following events were highlighted:

- The Election of Chair & Vice-Chair of the Board
  - o Nominations accepted April 19 to 22
  - o Voting to take place April 26 to 28
- CICan Virtual Conference - April 26 to 28, 2021
- Learn More Series: Primer on Program Advisory Committees - May 4, 2021, at 6:30 p.m.

11.   MOVE TO IN-CAMERA SESSION

Durham College By-law No. 1. provides for the Board of Governors to address in-camera items that the Board deems to be confidential to the College.

Moved By Governor Doyle
Seconded By Governor Cowie
"That the Durham College Board of Governors move in-camera after a 10-minute recess." CARRIED

The Board recessed at 8:14 p.m. and resumed in-camera at 8:25 p.m.

The Board rose from the in-camera session at 9:33 p.m.

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

11.   ADJOURNMENT

With no further business, the meeting ended at 9:33 p.m.

![Durham College - Success Matters logo] **Public Report**

Report Number: BOG-2021-31

To: Board of Governors

From: Don Lovisa, President

Date of Report: May 6, 2021

Date of Meeting: May 12, 2021

Subject: President's Report – April to May 2021

Purpose

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

1.   Our Students

Durham College Work-Integrated Learning programs receive nearly $500,000 in funding from CEWIL Canada

The Office of Research Services, Innovation and Entrepreneurship (ORSIE) and

the Student Affairs office at Durham College (DC) are pleased to announce $492,654 in funding from Co-operative Education and Work-Integrated Learning (CEWIL) Canada to support eligible students enrolled in six of the college's Work-Integrated Learning (WIL) programs this semester.

CEWIL Canada has a long history of supporting DC and its WIL-related initiatives. The new CEWIL Innovation Hub (iHUB), which is funded in part by the Government of Canada's Innovative Work-Integrated Learning Initiative (I-WIL), is a program dedicated to developing career-ready students through quality WIL-training. Acting as a centre of expertise for grant-based funding, the CEWIL iHUB launched its first call for proposals in 2021.

DC students from a variety of programs will benefit from this funding, including:

- Practical Nursing and Personal Support Worker – Through the Financial Support Grant for Frontline Health Care WIL Requirements, frontline health care students at DC with winter semester placements – many of whom were impacted by COVID-19 closures– will be eligible to receive financial support for WIL-related expenses, including pre-placement requirements, transportation, technology and childcare. The goal of this program is to expand access to WIL opportunities, particularly to students in underrepresented populations.

- Chemical Engineering Technology – Students in their final year of the program will complete a high-impact field placement in chemical engineering technology laboratory enhancement and equipment repair. Students will benefit from access to current, industry-relevant technology, such as chemical process simulation software and hands-on experience developing standard operating procedures (SOPs) for in-house use of these technologies. The experience will enable students to employ practical troubleshooting techniques for equipment repair and calibration contributing to their career-readiness.

- Video Production and Photography – Students will partner with the K.M. Hunter Charitable Foundation to experience the arts and culture sector while producing communication materials centred around Ontario's contemporary Indigenous arts community. The funding will allow students to leverage new technology, adapt to COVID-19 limitations and explore new approaches to remote digital film production using 360-degree angle cameras, lighting and sound enhancements.

- Fitness and Health Promotion – In collaboration with experts from Ontario Tech University, DC students will implement wearable technologies and use sports science techniques to assist in developing unique training programs for elite varsity athletes. This funding will foster opportunities for DC students to leverage the fitness industry's leading-edge technology, such as the Kinduct training platform, used by over 450 professional and elite sports teams to analyze data from wearable technologies to customize training programs. This experience will familiarize Fitness and Health students with technologies used in their field, bridging the gap as they enter the workplace.

As part of DC's commitment to provide unique experiential learning opportunities to students, WIL has been a vital part of DC's framework and student experience for decades, embedded as a formal component in many programs of study.

DC Advertising students support DRPS human trafficking awareness campaign

As part of its effort to provide the best student experience, DC fosters strong connections with a variety of local partners, offering students the opportunity to put theory into practice while completing their programs. In the School of Media, Art & Design (MAD), students learn to establish and maintain client relationships by collaborating with community partners, quite often on real-life challenges and opportunities.
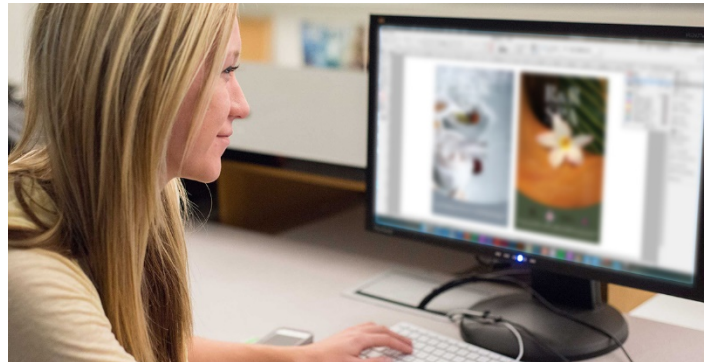
One such partnership led to a creative solution that helped address a serious issue – human trafficking. Through a collaboration with the Durham Regional Police Services (DRPS) Human Trafficking Unit (HTU), Advertising and Marketing Communications students worked to raise awareness in the community with the design and creation of an informative hotel card.

Human trafficking involves the use of force, coercion or fraud to influence the movements of a person, typically through sexual exploitation or forced labour. Unfortunately, a number of human trafficking cases occur in our very own community, with aggressors often operating in local hotels throughout Durham Region.

Victims of human trafficking often have no possessions and are left to spend time alone in hotel rooms. As part of a DRPS initiative, DC students Lauren Crummey and Raphael Maturine leveraged input from over 50 of their peers to develop an ingenious solution that provides vital information to victims but can go undetected by traffickers. Disguised to look like a spa brochure, the students created a hotel card for victims that contains important information for various support services, in a subtle, yet impactful way.

MAD has been fortunate to work with the DRPS human trafficking unit since 2019, and has hosted HTU members and survivors as guest speakers on a number of occasions to raise awareness.

Students Lauren and Raphael shared their experience working on this important initiative in a special interview on our blog.

Five project management students place first at the Ontario Project Management Competition

Last month, five DC Project Management (PM) students placed first at the Ontario Project Management Competition (OPMC), showcasing their ingenuity and professionalism, as well as their dedication to local community, with plans to donate their monetary prize to United Way Durham.

Competing against numerous teams from universities and colleges across Ontario, DC's team of five – which included Lauren Proulx, Ian D'Sousa, Saif Ahmed, Marc Monfredi, and Matthew Zigelstein – were required to address one of the 17 United Nations Sustainable Development Goals through their project, DC Green Matters. They were then evaluated by a panel of certified Project Management Professionals (PMP) on their use of industry best practices, principles and techniques as they took their project from ideation to completion over the span of two months.

In addition to a monetary prize, the students will also receive passes to the largest PM conferences in North America, gain affiliation with the Project Management Institute (PMI) Toronto, and will receive an invitation to a premium PMI event to network with engaged PMPs. This is the first win for DC PM students in a competition of this kind, and DC is proud of their achievement and success.

The OPMC is based on a yearly competition hosted by the Wideman Education Foundation – an inclusive community that promotes PM competencies, skills, and opportunities within the field to students. For 2021, OPMC hosted their competition virtually. To learn more, please visit www.pmitoronto.ca/opmc.

DC students help prepare our roads for self-driving cars and the future of innovative technology

Autonomous vehicles (AV) – also known as self-driving cars – are no longer ambitious predictions for the future; by 2030 the AV market is predicted to be worth nearly $60 billion USD. With big names like GM, Tesla and Google testing and bringing AV products to market, and

news articles outlining the benefits or drawbacks, the wheels are already in motion when it comes to the future of transportation. But as organizations focus their efforts on making AVs a reality, municipalities have the responsibility of making sure their roads are ready for them – and that's where DC's electronics and civil engineering technology students provided their expertise this winter.

As the COVID-19 pandemic impacted field placements and capstone for some programs, the Office of Research Services, Innovation & Entrepreneurship (ORSIE) leveraged their community partnership with the Ontario Good Roads Association (OGRA) to provide a unique opportunity for DC students. Tasked with creating the foundational elements for a standardized roadway rating tool, seven engineering technology students worked in project groups to create a theoretical model and concept of what constitutes a "good road" for autonomous vehicles.

Considering speed and traffic volume, as well as the number of defects found on a road (the students defined up to 80 types), this tool will help OGRA and its municipality members determine whether their current infrastructure can support autonomous vehicles.

During the project, students compiled research, developed checklists, created reports, and visited busy roadways in-person to manually test the preliminary rating tool they developed. For some, this project helped them to meet the report writing requirement for certification as a Certified Engineering Technologist under Ontario Association of Certified Engineering Technicians and Technologists (OACETT).

With that first phase complete, OGRA will bring the tool to their municipalities to test and provide feedback that will help take the students' work to the next level. After that, the process can be automated through artificial intelligence and roads can be mapped to get our streets ready for the future.

Experiential learning like this is available in numerous ways to most DC students, allowing them to test their capabilities and enhance the knowledge they've learned in the classroom, network and make industry connections and gain real-world work experience that will help them stand out in a competitive job market. To learn more, please visit www.durhamcollege.ca/experiential-learning.

For more information on DC's autonomous vehicle applied research (AVAR), please visit www.durhamcollege.ca/avar.

2. Our People

DC's autonomous technology players join panel at Future of Transportation and Mobility Virtual event

As autonomous technologies continue to evolve and change our concepts of driving, Durham DC joined industry leaders at the third annual Future of Transportation and Mobility Series. Held virtually in March, the event drew close to 400 attendees across 25 different countries.

With Ontario preparing its infrastructure to accommodate autonomous vehicles, experts explored new challenges to security, highlighting key areas for consideration, such as privacy and compliance. Danny Aniag, professor for DC's Cybersecurity graduate certificate program and Ali Hirji, project manager, Hub for Applied Research in Artificial Intelligence for Business Solutions, discussed the role of existing cybersecurity frameworks and their application to new trends in the autonomous vehicle industry.

DC is a member of the Durham Regional Technology Development Site (RTDS), alongside Ontario Tech University and Spark Centre. The college was a presenting sponsor of this three-day event, which was a joint collaboration with Innovation Factory, Centre for Integrated Transportation and Mobility (Hamilton's RTDS) and the Autonomous Vehicle Innovation Network (AVIN).

Since 2018, DC has been a proud partner of the Ontario Centres of Innovation's AVIN project. The initiative brings together industry, academia and government to capitalize on the economic opportunities of connected and autonomous vehicles, while supporting the province's transportation systems and infrastructure in adapting to these emerging technologies.

DC's continued collaborations in the emerging field of autonomous technology will support the identification and implementation of necessary cybersecurity and data protection measures in order to better prepare for connected and autonomous vehicle adoption.

To learn more about DC's Autonomous Vehicle Applied Research (AVAR), please visit https://durhamcollege.ca/avar.

DC faculty member receives silver CICan award

DC is proud to share that Shane Jones, faculty member in the School of Hospitality & Horticultural Science and program co-ordinator for the Food and Farming and Horticulture Technician programs, has been honoured with a Colleges and Institutes Canada (CICan) Silver Leadership Excellence Award for Faculty at the association's virtual annual conference on April 26.

Shane is a mainstay at DC's W. Galen Weston Centre for Food (Weston Centre). Whether teaching and mentoring students in class, during labs or out in the centre's urban farm, he has played a vital role in shaping the college's horticulture and food and farming programs, as well as developing its living landscape where lessons come to life.

He has been the driving force behind the complete integration of the farm and horticulture production with curriculum, resulting in an immersive learning experience for students and thousands of pounds of food from the fields per year. Shane takes great pride in his work and is always willing to lead where needed to ensure the success of his students and colleagues.

Passionate about teaching and constantly looking to support and enhance the student experience, Shane incorporates hands-on learning in everything he does. Whether mentoring participants or volunteering as a judge in Skills Ontario competitions or guiding teams through installations at trade shows, he generously gives his time and energy.

Winners of the Leadership Excellence Award for Faculty are selected based on the following criteria:

- **Commitment** – The nominee or team has shown a consistent commitment to student success and to developing methodologies, materials, and processes which have contributed to student success.
- **Leadership in teaching** – The nominee or team has provided a leadership role model for teaching colleagues and students.
- **Impact** – The nominee's or team's work has had a recognized and substantial impact on students (employment, success rate), colleagues (through professional development and example) and the institution (reputation in the subject area).
- **Sustainability** – The nominee's or team's commitment has been broadly evident over their career to date.

- **Adaptability** – One of the nominee's or team's strengths is the ability to adapt teaching styles, methodologies, or materials to fit student needs and available resources.

The CICan Awards of Excellence recognize best practices from more than 135 colleges and institutes across the country, as well as individual leadership and achievements, for more information on this year's awards, please visit the CICan website.

3. Our Work

DC opens its digital doors to more than 2,700 prospective students at Spring Virtual Open House

On March 27, more than 2,700 prospective students and their families from 124 countries across the globe got a taste of the DC experience during the college's immersive Virtual Open House event.

Through informative live program information and student support services sessions, visitors had the opportunity to ask questions about DC's more than 140 market-driven programs and learned about financing their education, living on campus, career outcomes and everything in between.

Guided virtual tours of campus spaces, including learning environments, residence and wellness facilities, allowed visitors to envision themselves at DC. Attendees also had the chance to enter to win a $3,000 tuition credit.

Since last year, DC has welcomed more than 7,800 visitors to virtual student recruitment events and information sessions, providing the opportunity to create the meaningful connections between visitors and DC community members that are a hallmark of the college's pre-pandemic in-person events.

Durham College named one of Canada's 2021 Greenest Employers

DC is pleased to announce that it has been named one of Canada's Greenest Employers for the fifth consecutive year, further emphasizing the college's commitment to sustainability.

Awarded as part of the 2021 editorial competition organized by the Canada's Top 100 Employers project, this designation recognizes employers who create remarkable workplaces that minimize the environmental impact of their operations. DC was evaluated on how it incorporates environmental values into its everyday culture, and how it attracts employees through its green initiatives.

This year, the college was recognized for its continued comprehensive approach to sustainability at both its Oshawa and Whitby campuses. From heating and cooling select buildings using geothermal energy, to growing and harvesting affordable food that produces little waste and few emissions at the W. Galen Weston Centre for Food (Weston Centre), DC continues to prioritize its green initiatives.

Recent capital projects like the Simcoe Geothermal Field are recognized through this award as helping to reduce the demand for heating and cooling through natural gas, as well as electricity generation. The Energy Innovation Centre, which is also part of the geothermal field project, processes the power and is a living lab for DC students to learn about green energy, while the greenspace atop the geothermal field provides a relaxing and enjoyable atmosphere for all employees and students to take advantage of.

At the Whitby campus, the Weston Centre is home to numerous sustainable features. There are agricultural growing fields, an apiary, greenhouse, pollinator garden and an arboretum, as well as some experimental projects, such as an old shipping container that has been transformed into a vertical hydroponic garden capable of producing 700 heads of lettuce per week, all year round. This innovative growing space uses 90 per cent less water than traditional farming methods, features LED lighting for growing and eliminates food miles – the distance food travels from where it is made to where it's consumed.

You can read more about why DC was selected for this award online.

4. Our Community

Fraser Ford and Ford of Canada donation puts DC students in the driver's seat with new learning possibilities

Thanks to Fraser Ford and Ford of Canada, students studying in the DC's Motive Power Technician – Service and Management program and Levels 1, 2 and 3 automotive apprenticeships will have the opportunity to develop in-demand skills, while also gaining valuable hands-on experience by working on a 2020 Ford F-150 Raptor.

Donated as part of Ford Canada's nationwide initiative to provide 95 vehicles to automotive technology educational institutions across the country, the students will be able to put the skills they are learning in class to good use while working on the truck.

"Supporting our local community has been a core value here at Fraser Ford for our more than 26 years in operation," said Carlee Fraser, vice president and general manager, Fraser Ford. "As a past board member for Durham College, I'm delighted to continue to support the students in this valuable program. We're excited to see them continue to grow in this industry and continue to advance their knowledge with access to this new vehicle."

While the truck had been damaged due to flooding last year, it has been given a new lease on life as the perfect training tool.

In addition to hands-on learning opportunities, students will also gain access to Ford Canada's online Automotive Career Exploration (ACE) training, a subset of web-based programs comprised of the same courses taken by current dealer technicians.

DC receives $5-million donation from The Barrett Family Foundation to establish the Barrett Centre of Innovation in Sustainable Urban Agriculture

As a recognized leader in food, farming and horticulture science education, DC is pleased to announce it has received a $5-million donation, to be released

over a period of five years, from The Barrett Family Foundation. Only the second college in Ontario to receive support from the foundation, the funds will be used to create The Barrett Centre of Innovation in Sustainable Urban Agriculture (Barrett Centre).

Housed within the college's Whitby campus, the Barrett Centre's vision is to become an internationally recognized hub of excellence in urban agricultural practices, research, education and training, to address some of society's biggest challenges including food insecurity, access to safe and stable supplies of fresh food, and economic stability and regeneration of land for local food production.

This includes building a dynamic new urban farm that will be developed as a community-inspired living lab in the coming years. Leveraging the college's horticultural, food and farming knowledge and experience, the farm will replicate and scale the successful farming operation already established at the college's Whitby campus, within the community.

Over the coming weeks and months, the college will begin establishing the infrastructure for the Barrett Centre, including the new community farm which will be scaled and modelled based on the urban farm at DC's Whitby campus gardens, greenhouses and agricultural fields. A progress update and launch event is planned for the summer, public health restrictions permitting.

For more information about The Barrett Centre of Innovation in Sustainable Urban Agriculture visit www.durhamcollege.ca/barrettcentre.

5. Key Meetings Involving the President's Office (April 10 to May 7)

- DC Foundation Directors Meeting – April 13, 2021
- CICan Meeting with Simon Kennedy – April 15, 2021
- COP COVID-19 Meeting – April 15, 2021
- Post-Budget Conversation with Chrystia Freeland (webinar) – April 21, 2021
- MCU Postsecondary Education Announcement (microcredentials) – April 23, 2021
- COP Nominating Committee – April 23, 2021
- CICan Presidents and Directors General Network session – April 26, 2021
- CICan Awards of Excellence – April 26, 2021
- Call with Ministry of Colleges and Universities (re tuition fees) – April 29, 2021
- Colleges Ontario Apprenticeship Working Group Meeting – April 30, 2021
- BNI Education Committee Meeting – April 30, 2021
- Ajax-Pickering Board of Trade – Durham Business Town Hall – April 30, 2021
- Interview on Thriving Mayor Podcast – May 3, 2021
- CICan's High Performing Board Committee Meeting – May 4, 2021

- College Employer Council – Management Board Teleconference – May 6, 2021
- College Employer Council – College Bargaining Orientation – May 7, 2021

Public Report

Report Number: BOG-2021-32

To: Board of Governors

From: Elaine Popp, vice-president, Academic

Date of Report: April 22, 2021

Date of Meeting: May 12, 2021

Subject: DC-Ontario Tech University Academic Pathways Report 2020-21

1.   Purpose

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

2.   Recommendation

It is recommended to the Durham College Board of Governors:

That Report BOG-2021-32 concerning the DC-Ontario Tech University academic pathways for 2020-2021 be received for information.

3.   Background

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

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

4. Discussion/Options

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

For the reporting year 2020-21:

- 1,695 students in their first year of studies at DC declared prior postsecondary experience at an institution other than DC.

- Of these 1,695 students, 407 students in their first year of studies at DC had prior Ontario Tech University experience.

- Of these 407 students, 47.7 per cent (194 students) declared their prior verified Ontario Tech University experience on their admission application while the remaining 213 did not declare their prior Ontario Tech University experience.

- Of the 194 students who declared prior verified Ontario Tech University postsecondary experience, 9.3 per cent (18 students) were enrolled in one-year certificate programs, 50.0 per cent (97 students) in diploma or advanced diploma programs, 39.2 per cent (76 students) in graduate certificate programs, and 1.5 per cent (3 students) in degree programs.

For the reporting year 2020-21:

- 666 students in their first year of studies at Ontario Tech University declared prior postsecondary experience at an Ontario college.

- Of these 666 students, 425 students who started their studies at Ontario Tech University had prior DC experience.

- Of these 425 students, 79.3 per cent (337 students) declared their prior verified DC experience on their admission application while the remaining 88 students did not declare their prior DC experience.

- Of the 337 students who declared prior DC experience, 71.5 per cent (241 students) had graduated from DC, and 26.7 per cent (90 students) were enrolled in embedded program while 1.8 per cent (6 students) had partial experience. Of the 241 students who had graduated from DC, 67.6 per cent (163 students) had graduated from diploma programs, 20.3 per cent (49 students) had graduated from advanced diploma programs, 8.7 per cent (21 students) had graduated from certificate programs, and 3.3 per cent (8 students) had graduated from graduate certificate programs.

The attached *DC-Ontario Tech Academic Pathways Report – Detailed*, further presents 2018-19 and 2019-20 comparisons to 2020-21 data, identifies specific

programs of strong interest at each institution, and provides a list of pathways and articulation agreements between the two institutions.

5. Financial/Human Resource Implications

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

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

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

8. Relationship to the Strategic Plan/Business Plan

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

Durham College - Ontario Tech University Academic Pathways Report - Detailed

This report presents inter-institutional student mobility at both Durham College (DC) and the University of Ontario Institute of Technology (Ontario Tech). Figures and tables will be presented for both Ontario Tech and DC with results presented in three sections:
Section 1: Pathways Students, presents data on the new non-direct students at each institution;
Section 2: Programs of Interest, presents the programs with the greatest uptake in recent years; and
Section 3: Articulation Agreements, presents the available pathways between the two institutions.

Section 1: Pathways Students

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

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

Figure 1: Durham College Data
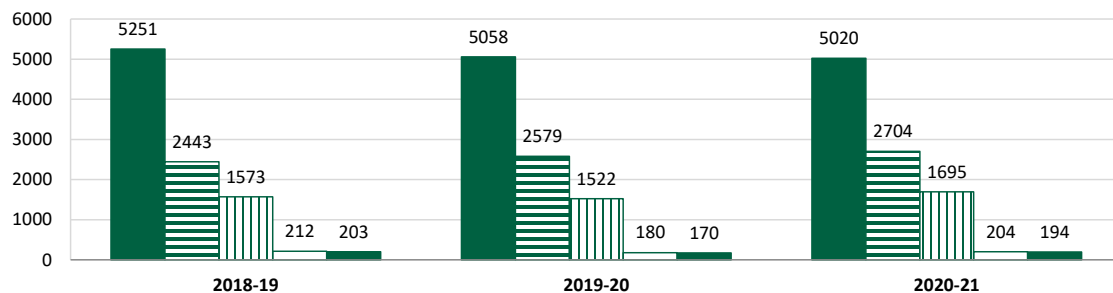
Legend	Student Population	2018-19	2019-20	2020-21
	Starting Student Population: Number of non-direct students enrolled in first semester at Durham College*	5251	5058	5020
	Subset 1: # of students declaring a previous Post-Secondary experience in Ontario	2443	2579	2704
	Subset 2: # of students declaring a non-Durham College postsecondary experience	1573	1522	1695
	Subset 3: # of students declared having a Ontario Tech University experience	212	180	204
	Subset 4: # of students that were confirmed as having a full-time postsecondary Ontario Tech University experience and declared it on their application	203	170	194

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

For the 2020-21 reporting year, the total number of Durham College students that were confirmed by Ontario Tech University as having a full-time postsecondary registration record at Ontario Tech is 194 students. Additionally, some students had full-time postsecondary registration record at Ontario Tech but did not declare it; as well, there were students who declared postsecondary enrolment at Ontario Tech, but were found to not have a registration record upon validation. All three categories of students are presented below:

• 194 students declared they had an Ontario Tech experience and had an enrolment record;
• 213 students DID NOT declare their Ontario Tech experience, but had an enrolment record; and
• 10 students declared a Ontario Tech experience, but DID NOT have an enrolment record.
• In total, 407 students had an Ontario Tech enrolment record.

Additionally, of the 194 students where a full-time postsecondary Ontario Tech record was declared and confirmed in 2020-21, 18 (9.3%) enrolled into a certificate program, 97 (50.0%) enrolled into a diploma or advanced diploma program and 76 (39.2%) enrolled into a graduate certificate program and 3 (1.5%) enrolled into a degree program. The data for 2020-21, along with the data for 2019-20 and 2018-19 is presented in Table 1.

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

Figure 2 displays the progressive totals for all students that can be identified as a new non-direct student enrolment at Ontario Tech for the last three years. Students declaring a previous educational experience do not include re-admit students.
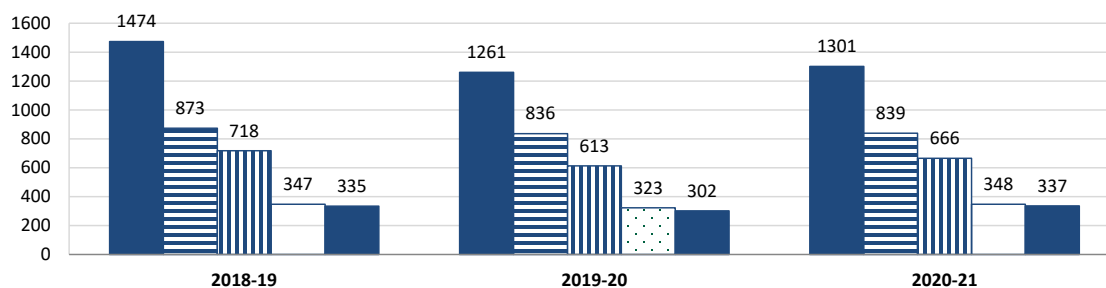
Legend	Student Population	2018-19	2019-20	2020-21
	Starting Student Population: Number of non-direct students new to Ontario Tech University	1474	1261	1301
	Subset 1: # of students declaring a previous PSE experience	873	836	839
	Subset 2: # of students declaring an experience at a college	718	613	666
	Subset 3: # of students declaring a Durham College experience	347	323	348
	Subset 4: # of students that were confirmed with a full-time postsecondary Durham College experience and declared it on their application	335	302	337

For the 2020-21 reporting year, the total number of Ontario Tech University students who were confirmed by Durham College as having a full-time postsecondary registration record is 337 students. Additionally, some students had a full-time postsecondary registration record at Durham College but did not declare it; as well, some students who declared a postsecondary enrolment at Durham College were found to not have a registration record upon validation. All three categories are presented below:

• 337 students declared a DC experience and had an enrolment record;
• 88 students DID NOT declare their DC experience, but had an enrolment record; and
• 11 students declared DC experience, but DID NOT have an enrolment record.
• In total, 425 students had DC experience.

Additionally, of the 337 students where a full-time postsecondary Durham College record was declared and confirmed in 2020-21, 6 (1.8%) students had a partial Durham College experience, that is they did not graduate, 90 (26.7%) students were enrolled in an embedded bridge program, and 241 (71.5%) graduated from a Durham College program. Of the 241 Durham College graduates, 21 (8.7%) graduated with a certificate, 163 (67.6%) graduated with a diploma, 49 (20.3%) graduated with an advanced diploma and 8 (3.3%) graduated from a graduate certificate. The data for 2020-21, along with the data for 2019-20 and 2018-19 is presented in Table 2.

Section 2: Programs of Interest

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

Table 1: Ontario Tech University Students --> Durham College Program		2019-20		2020-21	
Program (Program Credential)	Sum Total*	# of Students	as a %	# of Students	as a %
Registered Nurse - Critical Care Nursing	57	26	15.3%	31	16.0%
Paralegal (Graduate Certificate)	17	5	2.9%	12	6.2%
Addictions and Mental Health	14	8	4.7%	6	3.1%
Human Resources Management	9	5	2.9%	4	2.1%
Computer Programmer Analyst	9	5	2.9%	4	2.1%

Sum Total refers to two-year total for 2020-21 and 2019-20

In addition to the above programs, in 2020-21 there has been an increased student interest in the following programs: Data Analytics for Business Decision Making graduate certificate (5 students) and Mechanical Engineering Technology (5 students).

Table 2: Durham College Students --> Ontario Tech University Program			2019-20		2020-21	
Program		Sum Total*	# of Students	as a %	# of Students	as a %
Bachelor of Commerce**	Total	265	137	45.4%	128	38.0%
	Embedded	181	82	27.2%	99	29.4%
	Bridge	67	44	14.6%	23	6.8%
	Other	17	11	3.6%	6	1.8%
Bachelor of Arts Honours Criminology and Justice		62	28	9.3%	34	10.1%
Bachelor of Arts Honours Forensic Psychology		57	28	9.3%	29	8.6%
Bachelor of Science Kinesiology		40	18	6.0%	22	6.5%
Bachelor of Arts Honours Educational Studies and Digital Technology		34	18	6.0%	16	4.7%

* Sum Total refers to two-year total for 2020-21 and 2019-20
** An embedded program is a program where students take the first two years of a program at DC, and then complete the remaining two years of a Bachelor of Commerce at Ontario Tech.

Section 3: Articulation Agreements

All of the articulation agreements in place between the two institutions as of March 2021 are presented in Table 3. The information is presented by the school in which the program resides at Durham College. Please note that the number of programs is presented at the start of each table. Further, the number of Durham College programs that are new to the articulation roster are presented in **_bold italics_**. Any program that may require additional credentialing has been identified with the corresponding note after each school table. The pathways identified below are per Durham College Office of the Registrar (RO).

Table 3: Pathway Agreements; by Durham College School

	Durham College Program	Ontario Tech Program:	Type of Entry
School of Business, IT and Management (# of Programs =16)			
1	Business - Accounting Transfer to UOIT	Bachelor of Commerce	Embedded
2	Business Administration - Accounting	Bachelor of Commerce	Advanced Entry
3	Business Administration - Human Resources	Bachelor of Commerce	Advanced Entry
4	Business Administration - Finance	Bachelor of Commerce	Advanced Entry
5	Business Administration - Marketing	Bachelor of Commerce	Advanced Entry
6	Business Administration - Operations Management	Bachelor of Commerce	Advanced Entry
7	Computer Programmer	Bachelor of Information Technology in Game Development and Entrepreneurship	Bridge
		Bachelor of Information Technology Security	Bridge
8	Computer Programmer Analyst	Bachelor of Computer Science	Advanced Entry
		Bachelor of Information Technology Security	Bridge
9	Computer Systems Technician	Bachelor of Information Technology Security	Bridge
		Bachelor of Information Technology in Networking and Information Technology Security	Advanced Entry
10	Computer Systems Technology	Bachelor of Information Technology Security	Bridge
		Bachelor of Information Technology in Networking and Information Technology Security	Advanced Entry
_11_	**_Information System Security - Computer and Networking_**	**_Master of Information Technology Security *** _**	**_Direct Entry_**
12	Business- Entrepreneurship and Small Business Transfer to UOIT	Bachelor of Commerce	Embedded
13	Business- Human Resources Transfer to UOIT	Bachelor of Commerce	Embedded
14	Business - Marketing Transfer to UOIT	Bachelor of Commerce	Embedded
15	Business - Supply Chain and Operations Transfer to UOIT	Bachelor of Commerce	Embedded
16	Business - Finance Transfer to UOIT	Bachelor of Commerce	Embedded

*** If presented with a relevant 3-year advanced diploma (GPA 3.0 or higher), 2- letters of reference from employers and instructors, 3 years of technical work experience.

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

*If presented concurrently with a college diploma or university degree

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

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

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

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

School of Science and Engineering Technology (# of Programs = 3)			
44	Biotechnology - Advanced	Bachelor of Science - Biological Science	Advanced Entry
		Bachelor of Allied Health Sciences	Bridge
		Bachelor of Health Science in Medical Laboratory	Bridge
45	Environmental Technology	Bachelor of Arts in Political Science	Advanced Entry
46	Biomedical Engineering Technology	Bachelor of Allied Health Sciences	Bridge

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

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

Appendix A

Data Definitions

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

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

Direct Entry – an opportunity that allows graduates to gain entry into a program with no additional transfer credits. For example, a student can gain entry to a master's or an undergraduate diploma program.

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

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

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

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

Public Report

Report Number: BOG-2021-33

To: Board of Governors

From: Don Lovisa, President

Date of Report: April 30, 2021

Date of Meeting: May 12, 2021

Subject: Year One Evaluation: Strategic Management Agreement

1.   Purpose

To provide the Board of Governors with an update on the Year One evaluation of the Strategic Mandate Agreement 2020-2025 (SMA3) to the Ministry of Colleges and Universities, Ontario.

2.   Recommendation

It is recommended to the Durham College Board of Governors:

That Report BOG-2021-33, providing the year one evaluation for the 2020-2025 Strategic Mandate Agreement, be received for information.

3.   Background

In August 2020, Durham College (DC) and the Ministry of Colleges and Universities executed DC's Strategic Mandate Agreement 2020-25 (SMA3). This agreement places a greater emphasis on the College's performance against ten metrics and outcomes-based funding.

SMA3 is intended to be a key component of the Ministry's accountability framework for the postsecondary education system that supports differentiation and improved performance outcomes by:

- Promoting accountability through transparency and improved performance outcomes;
- Creating an appropriate balance between accountability and reporting;
- Incentivizing colleges to redirect resources and invest in initiatives that result in positive economic outcomes;

- Encouraging alignment of postsecondary education programming with labour market outcomes; and
- Incentivizing differentiation and specialization to support increased efficiencies.

Based on these key objectives, the Ministry has established the following mechanisms to assess and assign funding based on differentiated improvement:

■ Establishment of priority areas and metrics:
Metrics have been established across three priority areas: *Skills & Job Outcomes, Economic & Community Impact,* and *Productivity, Accountability & Transparency.* Of these, the performance of ten metrics under *Skills & Job Outcomes,* and *Economic & Community Impact* will affect funding allocations. Two reporting metrics exist in the category *Productivity, Accountability & Transparency,* which are not tied to funding. The ten funding-related performance metrics included in SMA3 are introduced in different years over the five-year period from 2020-21 to 2024-2025.

■ Performance measurement:
Institutions are measured against themselves. Targets are based on the institution's historical data that are measured as per established criteria. A band of tolerance is established for each metric to establish a minimum threshold to achieve 100% notional allocation for the given metric.

■ Differentiation weighting:
Institutions assign proportional weightings for each metric for each of the five years over the 2020-2025 period.

■ Outcomes evaluation:
Performance is evaluated using a pass/fail approach with bands of tolerance and scaling for under-achievement.

4. Discussion/Options

In its initial development, the SMA3 was intended to increase the proportion of funding allocated through the Differentiation Envelope from 25% in Year One, to 60% by Year Five of the SMA3 period, based on performance. However, given the uncertainty regarding impacts of the COVID-19 outbreak on the SMA3 metrics, the Ministry agreed to delay the planned activation of performance-based funding for two years --Year One (2020-21) and Year Two (2021-22) of SMA3. Further, the Ministry has agreed that beyond Year Two, it will engage with institutions through the SMA3 Annual Evaluation process to assess SMA3 metric performance for the current year, and evaluate potential COVID-19 impacts on the SMA3 metrics for future years. This will include a review of the performance-

based funding starting point proportion. Metric data collection, evaluation, and publication is proceeding through the SMA3 period as planned.

In November 2020, the Ministry initiated the Year One Annual Evaluation process. DC's Year One performance for 2020-21 against the five metrics that were activated this year is as follows:

YEAR ONE	TARGET	BAND OF TOLERANCE	ALLOWABLE PERFORMANCE TARGET	ACTUAL
1. Graduate Employment Rate in a Related Field	72.12%	4.17%	69.11%	71.70%
2. Institutional Strength/Focus	36.91%	6.67%	34.45%	36.88%
3. Graduation Rate	69.29%	1.00%	68.60%	67.92%
4. Community/Local Impact of Student Enrolment	9.52%	3.48%	9.19%	10.99%
5. Economic Impact (Institution-Specific)	2,917	11.26%	2,588	3,557

As illustrated above, four of the five metrics were achieved. Although the Graduation Rate metric was not met, there is no impact on DC's grant in Year One, in accordance with the Ministry's COVID-19 response. The Graduation Rate metric is based on graduations that occurred in the period prior to the establishment of the SMA3; however, improvement strategies for retention rates have been established to support the Academic Plan, and more specifically, the Enrolment Management Plan will identify clear and concrete measures and corresponding metrics that are intended to address and improve the SMA3 Graduation Rate metric results in future years.

The Year One annual evaluation process permitted institutions the opportunity to review weightings for each metric. Given the uncertainty of COVID-19 impacts on future results and the opportunity again to make adjustments next year, and the fact that there would be no impact of current funding, DC has not requested weightings changes.

For Year Two, the same five metrics will be assessed and three new metrics will be added. The 2021-22 targets for these metrics are as follows:

YEAR TWO	TARGET	BAND OF TOLERANCE	ALLOWABLE PERFORMANCE TARGET
1. Graduate Employment Rate in a Related Field	72.94%	2.04%	71.45%
2. Institutional Strength/Focus	35.51%	6.79%	33.10%
3. Graduation Rate	69.03%	1.00%	68.34%
4. Community/Local Impact of Student Enrolment	10.58%	8.93%	9.63%
5. Economic Impact (Institution-Specific)	3,545.00	16.65%	2,954.87
6. Graduate Employment Earnings	$35,535	3.76%	$34,198
7. Experiential Learning	61.57%	3.16%	59.63%
8. Revenue Attracted from Private Sector Sources	$8,550,641	9.15%	$7,767,845

In Years Three to Five, two additional performance metrics will be phased in. These metrics include:

9. Institution-Specific (Apprenticeship-related)

10. Skills and Competencies

The two reporting metrics, which include faculty compensation and faculty workload, are scheduled to be reported starting in Year Three. The Ministry has not yet shared details on how these metrics will be defined or data collected.

5.   Financial/Human Resource Implications

There are no immediate financial or human resource implications. The performance/outcomes-based funding for Years Three to Five is expected to be contingent on the level of target attainment for each of the activated SMA3 metrics in a given year. Capital and/or other resources may be required to

implement improvement strategies and factored in future budget and planning decisions.

6.   Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7.   Implications for Ontario Tech University

There are no implications for Ontario Tech University.

8.   Relationship to the Strategic Plan/Business Plan

This report relates to the "Our Students" pillar of the Strategic Plan, and the goal to provide students with the best possible learning experiences by delivering high quality programs, and providing experiential opportunities to support strong employment outcomes. It also directly related to the "Our Work" pillar of the strategic plan, which emphasizes leadership in teaching and learning while responsibly managing resources, and ensuring good governance.

Public Report

Report Number: BOG-2021-35

To: Board of Governors

From: Don Lovisa, President

Date of Report: May 6, 2021

Date of Meeting: May 12, 2021

Subject: 2021-2022 Business Plan

1.   Purpose

The purpose of this report is to introduce the new 2021-2022 Business Plan.

2.   Recommendation

It is recommended to the Durham College Board of Governors:

That based on Report BOG-2021-35, the 2021-2022 Business Plan be approved.

3.   Background

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

The Business Plan allows Durham College to plan its operations for the fiscal year (April 1 – March 31) within the framework outlined in its Strategic Plan (2020-2023), and in support of its mission, vision, and 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.

This 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 2021-2022 Business Plan was developed during the COVID-19 pandemic and as such, the plan may change as the college develops an organizational recovery plan, which will be inclusive of our students, our people, our work, and our community. Priorities and 'we will' statements may be changed, altered, or eliminated based on what actions are required to return to normal operations within a post-pandemic environment.

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

The accompanying 2021-2022 Business Plan Scorecard describes in detail the actions that the college will undertake to achieve these goals. The actions listed below are just a few highlights of what we can expect to accomplish over the next year.

4.1   Our Students

- Deliver high-quality programs that reflect labour markets and are responsive to emerging economies:
    - Launch new programs:
        - Behavioural Science Technician diploma
        - Pharmaceutical Science graduate certificate
        - Honours Bachelor of Artificial Intelligence degree
        - Honours Bachelor of Construction Management degree
        - Tower Crane Operator (339B) apprenticeship
        - Steamfitter (307A) apprenticeship
        - Industrial Electrician (442A) apprenticeship
- Provide exceptional learning experiences in and out of the classroom:

- o Maintain and leverage TeachingCity Oshawa and CityStudio Durham partnerships to create Work Integrated Learning (WIL) opportunities for DC students.

- Be a champion of experiential learning, global engagement and applied research opportunities:

  - o Support more than 100 students in securing and completing co-operative education and work term opportunities.

  - o Re-launch the International Opportunities Development Fund (IODF) in collaboration with the International Education Office to create opportunities focused on applied research, experiential learning and entrepreneurship.
  - o Collaborate with Ontario Tech University to study the short and long-term effects of early medical intervention with international students by engaging new students with International Wellness Checks.

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

  - o Launch the global competency framework to ensure every DC student has the opportunity to obtain a global competency badge.

  - o Enhance programming focused on supporting students in equity seeking populations enhancing their career resiliency needed for today's labour market.

4.2   Our People

- Attract and retain highly qualified, creative and collaborative employees:

  - o Develop tiered professional development sessions and launch a minimum of four new educational technology-focused professional development sessions to support and advance exemplary teaching across a faculty's career.

  - o Build targeted recruitment campaigns for high growth program areas of the college.

- Be a positive and inclusive work environment that is diverse, respectful and representative of our community:

  - o Prepare reports for multiple stakeholders for 2020-21 Equity, Diversity and Inclusion student and employee surveys.
  - o Support and promote participation in the seven Indigenous modules, offered through the Centre for Teaching and Learning.

    o Create an EDI Policy and Library Resource Webpage.

- Empower and support employees to be entrepreneurial, innovative and strategic:
  - Initiate an applied research mentoring program for faculty.
  - Develop and maintain a repository of key messages, facts and figures that can be leveraged by employees across the organization.

- Strengthen our organizational culture to prioritize the health and wellness of our employees:
  - Develop an integrated college mental health wellness framework for employees.
  - Fully implement a Remote Work Policy.

4.3 Our Work

- Create an environment that inspires idea generation, bold leadership and purposeful innovation that aligns with the evolution of work:
  - Share and celebrate employee accomplishments across the institution as we highlight innovative approaches to, and excellence in, teaching for individuals and teams that includes all staff and departments.
  - Fully integrate virtual appointments for counselling, accessibility coaching, assistive technology and peer coaching to decrease barriers for students and ensure increased access.

- Lead in the development of transformational programs, services and systems that enhance the student experience:
  - Promote options for flexible remote testing to support access plans for faculty and academic departments.
  - Develop strategies to create a sense of community among international students through creative use of on-campus spaces and encouraging new ways for students to share their culture.

- Be at the forefront of the evolving practices of teaching, learning and applied research:

- o Update the Faculty Competency Matrix to embrace and reflect knowledge and skills required to be a responsive and flexible educator for the contemporary student.

- o Establish an innovation, disruptor committee to explore transformative program and service ideas.

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

  - o Review student wellbeing procedure and conduct focus group with teams that have used current format to support students experiencing extreme mental health challenges.

  - o Support improved processes through the college-wide launch of a comprehensive event strategy that considers all DC events to create a cohesive information sharing process that ensures event activity at DC is well coordinated and communicated.

- Support effective College Governance:

  - o To support the strategic discussion of the Board of Governors, and capitalize on the co-location, the leadership teams of Durham College and Ontario Tech University will explore opportunities to collaborate.

  - o Demonstrate leadership at the Board level by supporting equity, diversity and inclusion initiatives.

4.4 Our Community

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

  - o Widen the EnactusDC competition scope to include international student challenges and continue to build FastStart SHIFT's international partner network to help advance social entrepreneurship.

  - o Create a new government relations strategy that identifies federal and provincial opportunities to support college initiatives, including advocacy to support the Whitby expansion's backfill.

- Expand opportunities for employees and students to volunteer in our community:

  - o Provide student leadership development sessions and community volunteer opportunities to build personal capacity and life skills.

- Leverage and grow our positive impact on the communities we serve:

- - o Host initiatives that support women in skilled trades and STEM.
    - o Find creative ways to support community organizations beyond financial contributions.
  - • Guide students in making meaningful connections with their communities:
    - o Offer the Family Language program for students and community members to help preserve Indigenous languages in Durham Region.
    - o Finalize General Agreement of Cooperation with local Boards of Trade and Chambers of Commerce – this partnership provides membership for students to engage with the local business community.
  - • Strengthen our relationships with Indigenous communities:
    - o First Peoples Indigenous Centre to support student recruitment efforts and presence with local Indigenous communities.
    - o Consult and participate in planning with the recruitment team to align efforts to support Indigenous high school students as they transition to college level studies.

5. Financial/Human Resource Implications

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

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

Multiple actions in the business plan highlight areas of collaboration with Ontario Tech University.

8. Relationship to the Strategic Plan/Business Plan

The 2021-2022 Business Plan supports the 2020-2023 Strategic Plan including the mission, vision, and values outlined in the Strategic Plan. Further, this Business plan supports the four pillars of the strategic plan, specifically:

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

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

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

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

2021-2022 Business Plan Scorecard

NOTE:

The 2021 – 2022 business plan was developed during the pandemic. Details 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 also be altered or eliminated based on what actions are required to return to normal operations in the post-pandemic environment.

OUR STUDENTS

<u>**Goal:**</u> 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.	**Launch new programs:** • Behavioural Science Technician diploma • Pharmaceutical Science graduate certificate • Honours Bachelor of Artificial Intelligence degree • Honours Bachelor of Construction Management degree • Tower Crane Operator (339B) apprenticeship • Steamfitter (307A) apprenticeship • Industrial electrician apprenticeship (442A) **Launch new micro-credentials:** • Retail and CommercialMeat cutting (HHS & PPL)	• Successfully launch programs.	• Executive vice president, Academic		

	• Construction Fundamentals (START/PPL) • Construction Jobsite Safety (START/PPL)			
	• Complete the development of six new programs by the end of the fiscal year, created in partnership with other colleges under the eCampusOntario Virtual Learning Strategyopportunity.	• By March 31, 2022, the development of six new programs will have been completed.	• Executive vice president, Academic	
	• Launch at least two new safety or technical certifications/recertification courses that anticipate and meet the emerging needs of industry.	• A minimum of two new courses published and open to enrolments on Corporate Training Services website.	• Executive vice president, Academic	
	• Develop a program video strategy that includes updating creative content and the theme of Durham College's (DC) program videos and producing new videos focusing on the college's signature and priority programs. • Support the delivery of high-	• Completion and approval of the video strategy by June 2021. • Endorsement of the new video concept/theme by June 2021. • Completion of 10-12 program videos by March 2022. • Videos promoted on program pages, through open houses and other digital advertising platforms, ongoing.	• Chief administrative officer	

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	quality programs by increasing awareness and reputation through strategic marketing of signature, priority and degree programs, and the development of a comprehensive recruitment, content marketing and trade media strategies for implementation.	**Degree marketing**
		• Generate 80,000 visits to the four degree program web pages.
		  o Bachelor of Artificial Intelligence: 20,000.
		  o Bachelor of Behavioural Science: 20,000.
		  o Bachelor of Construction Management: 20,000.
		  o Bachelor of Healthcare Technology Management: 20,000.
		Recruitment strategy
		• Implement a strategic and comprehensive plan that is adaptable to both in-person and virtual tactics by October 2021.
		• Increase attendance at all recruitment initiatives including open houses, secondary school presentations, virtual webinars, student appointments and tours by seven per cent over the previous year. This may include both virtual and in-person activities from April 1, 2021 to March 31, 2022.
		Content marketing:
		• Generate 7,500 impressions on average per blog/content piece		

		• Generate 300 webpage views on average per blog/content piece. • Generate 275 engagements on average per blog/content piece.			
2. Provide exceptional learning experiences in and out of the classroom.	• Launch co-op opportunity in the Mechanical Engineering Technology advanced diploma program.	• Successfully launch co-op.	• Executive vice president, Academic	•
	• Maintain and leverage TeachingCity Oshawa and CityStudio Durham partnerships to create Work Integrated Learning (WIL) opportunities for DC students. • Support efforts to extend TeachingCity partnership. • Collaborate with CityStudio partners to improve project processes and support project opportunities with 'new' lower-tier municipalities.	• 1. Target: six City Idea Lab courses by March 2022. • 2. Target: ten CityStudio projects, including one with a new municipal partner by March 2022.	• Executive vice president, Academic	

	• Further develop Faculty Led Classroom Abroad (FLCA) initiatives.	• Develop a plan for two new virtual FLCA's by March 2022. • Diversify faculty participation in FLCAs. • If travel opens up, develop one new FLCA by March 2022.	• Executive vice president, Academic	
	• Redesign the current student portal, MyCampus, based on internal stakeholder feedback to improve effectiveness for students.	• Successfully migrate the student portal to a Communications and Marketing managed platform. • Communicate internally to key stakeholders in advance of the MyCampus launch by June 2021. • Communicate the launch of the new MyCampus to students and employees, August 2021. • Launch the new MyCampus portal by August 2021.	• Chief administrative officer	
3. Be a champion of experiential learning, global engagement and applied research opportunities.	• Incorporate authentic assessments within new Professional and Part-time Learning (PPL) courses to ensure that students have opportunities to apply their skills to real-world situations.	• A minimum of 50 per cent of new PPL courses will incorporate authentic assessments.	• Executive vice president, Academic	•

	• Support more than 100 students in securing and completing co-operative education and work term opportunities.	• Students appropriately supported by the completion of their co-op/work terms by Deember 2021.	• Executive vice president, Academic	
	• Complete three Co-operative Education and Work-Integrated Learning Canada (CEWIL) iHub-funded projects.	• Final reporting submitted by April 2021.	• Executive vice president, Academic	
	• Develop a rubric for eLearning tools evaluation to support faculty in selecting and implementing technology tools.	• Rubric is developed for eLearning Tools Evaluation.	• Executive vice president, Academic	
	• Explore, develop, and submit one or more CEWIL iHub proposals to support new WIL initiatives in Round 2 or 3.	• A minimum of one proposal submitted by August 2021.	• Executive vice president, Academic	

	• Connect students with global partners through project-based WIL opportunities using Riipen. • Explore opportunities to promote these remote international WIL opportunities to students.	• Target: one project with an international partner by March 2022.	• Executive vice president, Academic	
	• Re-launch the International Opportunities Development Fund (IODF) in collaboration with the International Education Office to create opportunities focused on applied research, experiential learning, and entrepreneurship.	• IODF launched and proposals approved and supported.	• Executive vice president, Academic	
	• Collaborate with Ontario Tech University to study the short and long-term effects of early medical intervention with international students by intentionally engaging new students with International Wellness Checks.	• Use data collected for program planning and to address the needs of the international student population.	• Chief administrative officer • Dean, students	

4. Develop and create opportunities to build student resilience, competence, personal capacity and life enhancing skills.	• Expand International Education Week (IEW) activities (face-to-face if possible or virtual).	• Increase number of schools/faculty engaging in IEW. • Increase number of students engaging in IEW.	• Executive vice president, Academic	•
	• Launch the global competency framework to ensure that every DC student has the opportunity to obtain a global competency badge.	• Launch a pilot of the global competency framework in spring 2021. • Assess the pilot and launch an expanded pilot in September 2021.	• Executive vice president, Academic	•
	• Review content for PREP 1000 to support student transitions and resiliency and increase student completion rates.	• Update Prep 1000 to include a module on mental health awareness and supports.	• Chief administrative officer • Dean, students	•
	• Revise orientation and transition programming to include second year students arriving on campus to learn in-person for the first time due to the pandemic.	• Develop online/virtual orientation events to support all students with their transition to campus.	• Chief administrative officer • Dean, students	•
	• Provide student leadership-development sessions and volunteer opportunities to build personal capacity and life skills.	• Increase student involvement with the Institute of Student Leadership to enhance their personal development. • In addition to the current sessions, provide five new	• Chief administrative officer • Dean, students	•

		relevant sessions/opportunities to continue to engage students • Engage DC expertise to provide new topics		
	• Enhance programming focused on supporting students in equity seeking populations enhancing their career resiliency needed for today's labour market.	• Increase online and social media resources for students, alumni and faculty use. • Secure funding to increase support for underserved student populations. • Conduct targeted social media campaign to engage underserved student populations.	• Chief administrative officer • Dean, students	•
	• Engage students and alumni in career-oriented events to expand their industry connections and networking skills.	• Deliver 10,000 Coffees program online mentoring program sponsored by RBC in collaboration with Alumni Office. • Facilitate virtual employer sessions for students/alumni.	• Chief administrative officer • Dean, Students • Associate vice-president, Development and Alumni Affairs	•
	• Launch the Better Together series: Fostering social connectedness and mitigating grief caused by COVID-19 in collaboration with Ontario Shores and Ontario Tech University.	• Measure outcome ratings with students after participating in workshops, education sessions or activity-based group work. • Measure pre and post-qualitative data regarding level	• Chief administrative officer • Dean, students	•

		of perceived connectedness by students.		
	• Develop a student mental health framework.	• Through the participation of the College Wellness Committee, the Campus Wellness and Health Centre will use College Student Alliance standards to conduct a gap analysis of services and supports available to students.	• Chief administrative officer • Dean, students	•
	• Participate in the Canadian Campus Well-being Survey.	• Launch survey in September 2021. • Use results to inform mental health and wellness service delivery.	• Chief administrative officer • Dean, students	•
	• Conduct a fundamental review and update of orientation program and deliver an enhanced Varsity 101 Orientation for all DC student athletes.	• Focus orientation program on current mandated requirements both provincially and nationally, as well as incorporating a new approach to education on all Equity, Diversity and Inclusion topics. • Measurables will focus on student athletes' academic success and overall education of core orientation topics.	• Chief administrative officer • Dean, students	•

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.	• Introduce a new FastStart workshop series with a focus on Intellectual Property Literacy, with the support of Intellectual Property (IP) expert.	• Host one to two IP literacy sessions between October 2021 – March 2022.	• Executive vice president, Academic	
	• Provide the opportunities for students across the college to enhance their creativity skills by embedding related content into curriculum and offering creativity-focused General Education (GNED) courses.	• Schedule two offerings of the GNED creativity courses.	• Executive vice president, Academic	
	• Expand Riipen use by promoting DC Project Marketplace to local employers/organizations.	• Host a workshop for community partners by April 2021.	• Executive vice president, Academic	
	• Offer four student-centric events: AI-boot camps/workshops, workshops for other technical skills, event based on community challenge, and an event to raise awareness of research opportunities.	• Offer four events (one in social innovation) in the academic year.	• Executive vice president, Academic	

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6. Cultivate relationships with students that extend beyond graduation.	• Develop strategies to track and further engage international alumni, who can become important brand ambassadors.	• A pilot event is planned for April 2021. Plan developed by September 2021 for launch in spring 2022.	• Executive vice president, Academic	•	
	• Increase purposeful career conversations and engagement with current students and alumni.	• Deliver/provide meaningful online resources and tools to students and alumni. • Increase student engagement with social media accounts to maintain relationships beyond graduation.	• Chief administrative officer • Dean, students	•	
	• Increase alumni engagement.	• Work with Durham College Alumni Association to develop strategic vision and plan to ensure continued relevance for students and alumni. • Evaluate return on investment for traditional events and develop strategic engagement opportunities. • Realign priorities based on evaluation and new reality. • Continue and build upon virtual opportunities. • Develop strategy to engage alumni who are also DC employees. • Implement measurable metric for alumni engagement for the	• Associate vice-president Development and Alumni Affairs	•	

		purpose of benchmarking and report. • Work with International Office to conduct at least one event with international alumni.			
7. Champion the necessity and value of life-long learning.	• Continue to capitalize on successful experiences, realized as a result of COVID-19, through the development of alternate delivery opportunities for students, including hyflex options.	• Plan for hyflex delivery of one program. Planning to be completed March 2022, for program delivery fall 2022.	• Executive vice president, Academic	•	

2021-2022 Business Plan Scorecard

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.	• Achieve Top GTA Employer and Greenest Employer designations.	• Strategically identify Durham College (DC) initiatives and milestones for inclusion in award applications. • Select employee testimonial representatives. • Promote application to all DC employees through electronic view book.	• Chief administrative officer		
	• Develop tiered professional development (PD) session and launch a minimum of four new educational technology-focused PD sessions to support and advance exemplary teaching across a faculty's career.	• Tiered PD sessions which cater to faculty's experience and expertise of EdTech Tools and DC Connect Tools, promoting professional development across their careers. • Four new educational technology focused PD sessions.	• Executive vice president, Academic		
	• Build targeted recruitment campaigns for high growth program areas of the college.	• Work with Academic leadership to identify areas for expected growth. • Develop a promotional campaign for work at the college. • Track conversion of application hires.	• Chief administrative officer		

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DURHAM COLLEGE
SUCCESS MATTERS

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
2. Develop teams whose work exemplifies our mission, vision and values.	• Revitalize employee PD sessions.	• Implement new employee online training platform (Brightspace). • Redevelop mandatory training and ensure employees complete it. • Deliver a variety of professional development and wellness webinars for all employee groups.	• Chief administrative officer	•	
	• Respond to employee engagement survey results.	• Develop and launch a pulse survey that will be delivered to employees three times per year to track engagement and identify areas for improvement.	• Chief administrative officer	•	
3. Be a positive and inclusive work environment that is diverse, respectful and representative of our community.	• Prepare reports for multiple stakeholders for 2020-2021 Equity, Diversity and Inclusion (EDI) student and employee surveys. • Create and Implement action plan based on Self-Identification (self-ID) Survey.	• EDI reports developed and provided to EDI Director in spring 2021. • Obtain, analyze and communicate survey results. • Develop action plans that align with commitments under the Black North Initiative, and include educational components for both staff and students. • Create and implement an EDI policy, inclusive of feedback from the self-ID surveys.	• Executive vice president, Academic • Chief administrative officer	•	

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We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	• Continue to support and promote participation in the seven Indigenous modules, offered through the Centre for Teaching and Learning.	• More than 50 faculty have completed at least one module by March 2022.	• Executive vice president, Academic	•	
	• Develop Indigenous Histories and Reconciliation course for faculty and staff.	• New Indigenous Histories and Reconciliation course is posted to public domain.	• Executive vice president, Academic	•	
	• Provide learning experiences that embrace the Indigenous ways of knowing and acknowledge the history of Indigenous Peoples in Canada.	• Increase employee engagement in workshops and training on the Truth and Reconciliation Commission of Canada: Calls to Action.	• Chief administrative officer • Dean, students	•	
	• Promote the Intercultural Awareness Modules to faculty and staff.	• Goal is 50 percent faculty/staff participation in Module 1 by March 30, 2022. • Launch Module 2 in virtual format in May 2022.	• Executive vice president, Academic	•	

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We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	• Support the Black North Initiative.	• Provide organizational leadership for the Black North Initiative. • Continue to support faculty involvement in: Black Student Success Network and Social Justice Week. Implement a minimum of three additional initiatives: (i) offer two unconscious bias training sessions for faculty; (ii) pilot two unconscious bias training sessions for students; (iii) support faculty professional development activities which address diversity, equity and inclusion.	• President's Office • Executive vice president, Academic	•	
	• Continue to build community connections in support of EDI. resources for employees and students.	• Identify academic programs to partner with for RISE students. • Identify community organizations that align with supporting employee and student resource groups.	• Chief administrative officer	•	

2021-2022 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
4. Empower and support employees to be entrepreneurial, innovative and strategic.	• Initiate an applied research mentoring program for faculty.	• Initiate mentoring program for faculty for launch in winter 2022.	• Executive vice president, Academic	•	
	• Create a series of seven research modules aimed at faculty to provide an overview of the research process.	• To be delivered in at least one semester in 2021-2022. Targeting a minimum participation of eight faculty per semester.	• Executive vice president, Academic	•	
	• Develop and maintain a repository of key messages, facts and figures that can be leveraged by employees across the organization.	• Develop a centralized set of key messages will ensure a consistent approach to the language and examples used to demonstrate the college's successes and achievements, as well as clearly articulate our positioning, goals and objectives by September 2021. • Communicate new information repository to all staff for use by October 2021.	• Chief administrative officer	•	

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	• Encourage Student Affairs employees to develop innovative ways to support students by supporting new ideas.	• Review service delivery models to utilize technology and other creative ways to serve students during the pandemic.	• Chief administrative officer • Dean, students	•	
5. Strengthen our organizational culture to prioritize the health and wellness of our employees.	• Develop an integrated college mental health wellness framework for employees.	• Through the participation of the college wellness committee, Human Resources will work with the Campus Health and Wellness Centre using the Psychological Health and Safety in the Workplace National Standard of Canada to conduct a gap analysis and develop goals to begin implementation of the new framework for employees.	• Chief administrative officer • Dean, students	•	
	• Fully implement a Remote Work Policy	• Finalize the policy and develop a guide for supervisors and employees on remote work arrangements. • Hold information sessions with staff to review the policy and guide. • Review feedback and adjust as needed.	• Chief administrative officer	•	

2021-2022 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	• Promote the provision of massage therapy treatments for employees by students enrolled in the college's Massage Therapy program to enable students to achieve the hands-on requirements for their programs, as public health requirements allow.	• Promote the massage therapy services across the campus community. • Deliver five treatment hours per week to employees in the fall 2021 and winter 2022 semesters.	• Executive vice president, Academic	•	

2021-2022 Business Plan Scorecard

OUR WORK

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

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
1. Create an environment that inspires idea generation, bold leadership and purposeful innovation that aligns with the evolution of work.	• Share and celebrate employee accomplishments across the institution as we highlight innovative approaches to, and excellence in, teaching for individuals and teaching teams and program teams that includes all staff and departments.	• Development of a video presentation to be shared on the Centre for Teaching and Learning (CTL) website. • Monthly employee spotlight and featured story.	• President's Office • Executive vice president, Academic • Chief administrative officer • Associate vice-president, Development and Alumni Affairs	•	
	• The international recruitment team will continue develop a virtual recruitment strategy for international students. The strategy will determine how virtual recruitment will play a part of our recruitment moving forward.	• The plan will be finalized by June 30, 2021. • A secondary plan will also be developed by June 30, 2021 in case return to in person activities can resume by the fall intake.	• Executive vice president, Academic		
	• Fully integrate virtual appointments for counselling, accessibility coaching, assistive technology, and peer coaching to decrease	• Monitor no-show appointments for virtual appointments to compare to in-person no-show rates. • Gather feedback from students regarding the new practices and	• Chief administrative officer • Dean, students		

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	barriers for students to ensure increased access.	impact of support services.			
	• Host a conference focusing on the future and technology for the information technology organizations of the Ontario postsecondary sector.	• Select a platform for a virtual conference. • Identify and contract keynote speakers. • Work with colleges to get college presentations. • Work with vendors to get vendor presentations. • Host virtual conferences in June 2021.	• Chief administrative officer		
	• Promote internal and external awards for exemplary employees, programs and services.	• Nominate faculty for the college's annual Employee Excellence Awards. • Nominate faculty and/or programs for external awards including CICan Awards of Excellence, Chair Academy Awards and World Federation of Colleges and Polytechnics Awards of Excellence.	• Chief administrative officer • Executive vice president, Academic		
	• Make seed funds available to faculty to support up to four small projects ($2,000 or less each) to develop faculty applied research skills and plan for future grant applications in winter	• Seed funding offered by March 2022, and granted to up to four projects.	• Executive vice president, Academic		

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We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	2022 (dependent on availability of funds).				
2. Lead in the development of transformational programs, services and systems that enhance the student experience.	• Promote options for flexible remote testing to support access plans for faculty and academic departments.	• Increased proportion of remote testing, from pre-pandemic (2019-2020) levels.	• Executive vice president, Academic	•	
	• Refresh the new full-time faculty orientation program to support onboarding, including preparation for the first weeks of teaching and overviews of available supports and professional development opportunities.	• Deliver new full-time faculty orientation program prior to fall 2021 semester.	• Executive vice president, Academic	•	
	• Develop strategies to create a sense of community among international students through creative use of on-campus spaces and encouraging new ways for students to share their culture.	• Host a number of cultural-sharing activities. •	• Executive vice president, Academic	•	

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	• Campus Food Services.	• Revitalize our campus food service portfolio utilizing our new relationship with Chartwells. • Oshawa Marketplace, South Wing Starbucks, South Village Dining Hall, Whitby Café and Subway installations scheduled in 2021. • To promote and educate students, faculty and staff on healthy food choices and options.	• Chief administrative officer	•	
	• Implement new call centre technology.	• Determine requirements for new system. • Procure new system. • Implement new system and train users. • Go live with call centre's telephony system by March 31, 2022.	• Chief administrative officer	•	
	• Enhance cyber security by implementing a domain name system firewall.	• Design solution. • Finalize agreement with Canadian Internet Registration Authority. • Implement solution by March 31, 2022.	• Chief administrative officer	•	

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We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	• Redesign program webpages to highlight key selling features and program uniqueness based on user-testing and industry best practices.	• Program page redesign completed by December 2021. • Increase the average time on all program pages by 25 per cent, which would equal visitors spending an additional 20 seconds on program pages per visit.	• Chief administrative officer	•	
	• Expand the reach of the Indigenous Student Success Network in collaboration with Ontario Tech University, Fleming College and Trent University.	• Connect students with Indigenous learning opportunities, access to wider variety of Elders and Traditional Knowledge Keeps, networking and social programming.	• Chief administrative officer • Dean, students	•	
	• Provide effective, targeted financial aid programming to increase access and retention.	• Deliver financial aid programs that provide enhanced food security • Deliver financial aid program to support student participating in frontline Work Integrated Learning. • Deliver government financial aid program to support students access and participation in micro-credential programs • Partner with community agencies to promote and support access to post-secondary education for underrepresented populations.	• Chief administrative officer • Dean, students	•	

2021-2022 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	• To support the strategic discussion of the Board of Governors, and capitalize on the co-location, the leadership teams of Durham College and Ontario Tech University will explore opportunities to collaborate.	• Provide a status update on the areas of collaboration with Ontario Tech to the Board by March 2022.	• President's Office	•	
	• Deliver state of the art fitness and sport facilities on campus.	• Open new Fitness Centre at the Whitby campus. • Open new softball facility Oshawa campus.	• Chief administrative officer • Dean, students	•	
3. Be at the forefront of the evolving practices of teaching, learning and applied research.	• Update the Faculty Competency Matrix to embrace and reflect knowledge and skills required to be a responsive and flexible educator for the contemporary student.	• Revised and update Faculty Competency Matrix by February 2022.	• Executive vice president, Academic		

2021-2022 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	• Implement phase 1 of the Scholarship of Teaching and Learning (SoTL) framework (call for proposals, project development, research, project completion, dissemination of learning).	• Launch SoTL call for proposals. Provide guidance in project development and preparation, and initial phases of research.	• Executive vice president, Academic		
	• Develop a faculty toolkit aligning educational technology, pedagogical reasoning and active learning.	• Development of a minimum of five infographic cards connecting specific teaching and learning strategies with matching eLearning tools, aligned with the pedagogical reasoning/explanation.	• Executive vice president, Academic		
	• Launch DC's fifth research centre, with a focus on Social Innovation.	• Research centre launched in spring 2021 and event hosted in winter 2022, ideally with Tri-Agency funding to support the event.	• Executive vice president, Academic		
	• Successfully complete year four of Natural Science and Engineering Research Council (NSERC) Innovation Enhancement (IE) Grant in Artificial	• Complete eight projects, train 24 students, develop three partnerships by February 2022.	• Executive vice president, Academic		

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	Intelligence by initiating eight projects, training 24 students, and developing three new partnerships.				
	• Initiate the NSERC IE Grant in Cybersecurity, with four projects, training ten students, and developing three new partnerships.	• Initiate three projects, train 10 students, develop three new partnerships by February 2022.	• Executive vice president, Academic		
	• Commission the Cybersecurity Research Lab using Canada Foundation for Innovation /Ontario Research Fund grants.	• Lab commissioned and operational by March 2022.	• Executive vice president, Academic	•	
	• Successfully complete year two for the three College and Community Social Innovation Fund (CCSIF) grants, which involve supporting external collaborations; successfully complete the Applied Research Rapid Response to COVID funded project.	• Year two of the CCSIF projects completed by March 2022, and Applied Research Rapid Response COVID project fully completed by September 2021.	• Executive vice president, Academic	•	

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We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	• Successfully initiate and complete the Ontario Council on Articulation and Transfer funded project entitled Understanding Transfer Experience in the Skilled Trades.	• Research study initiated and reporting requirements met.	• Executive vice president, Academic	•	
	• Develop space plan options and implement requirements for Durham Region Police Service leased space in the Gordon Willey building.	• Determine requirements for optimum space utilization. • Develop engineered designs as appropriate defined by existing space.	• Chief administrative officer • Chief financial officer	•	
	• Develop space plan options and implement requirements for facilities in J Block Building. • Establish an innovation and applied research hub within J Block.	• Determine requirements for optimum space utilization. • Facilitate space on a least cost basis for 2021-2022, with longer term plan for full renovation/repurposing. Implementation plan as funding is identified.	• Chief administrative officer • Chief financial officer • Executive vice-president, Academic	•	
	• Establish an innovation, disruptor committee to explore transformative program and service ideas.	• Committee is formed and an annual report produced. • Develop task force mandate. • Develop strategic planning document. • Develop differentiation strategy and resource plan. • Develop organizational engagement plan.	• President's Office	•	

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2021-2022 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	• Complete development of Whitby Stellar Drive entrance, parking lot and yard landscaping along with site storm water management plan.	• Manage implementation of plan as approved through the Site Plan Agreement with the Town of Whitby. • Landscape work to complement the new north side entrance involving student programs.	• Chief administrative officer • Chief financial officer	•	
4. Maximize resources and processes in all aspects of our business.	• Expand utility of Hired Portal/Orbis Outcome platform for management of work-integrated learning at DC by adding new functionality and scaling use.	• Develop and launch new co-operative education module on the platform. • Develop new workflows to scale use of Experiential/Field Placement Module in schools of Business, IT & Management and Justice & Emergency Services from two programs to 11 total. • Enhance functionality of Orbis Outcome portal through addition of new global features, where feasible. Expanded Banner integration and addition of agreement tracking will be explored. • Review and update common landing pages on the Hired portal to reflect the addition of experiential learning modules. • Create user resources to support experiential-learning use of the platform.	• Executive vice president, Academic • Chief administrative officer • Dean,students	•	

2021-2022 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	• Develop a School of Professional and Part-time Learning (PPL) dashboard in Tableau to enhance registration and activity reporting and provide improved access to decision-making data.	• By March 31, 2022, implement a PPL dashboard in Tableau to improve reporting practices.	• Executive vice president, Academic	•	
	• Develop DC Open Data Visualization to provide DC website visitors with information as approved by Student Data Governance Committee.	• Dashboard prepared and posted on DC website by March 2022.	• Executive vice president, Academic	•	

	• Rebuild international enrolment, reaching 2019-2020 targets in 2022-2023.
	• Focus on country diversification and market development.
		• Enrolment targets:
		  o Spring 962
		  o Fall 1, 881
		  o Winter 2,152
		• Recruitment countries: 90
			• Executive vice president, Academic	•	

	• Rebuild domestic enrolment, reaching 2019-2020 targets in 2022-2023.	• Enrolment targets:
		  o Spring 2,086
		  o Fall 9,016
		  o Winter 8, 874
			• Executive vice president, Academic	•	

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We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	• Collaborate with Information Technology Services and Registrar's Office to develop, implement and test Phase 2 co-operative education workflow system for co-op application and transfer process. Evaluate Phase 1 implementation and update, where needed.	• Develop and implement Phase 2 approval and transfer work flows, where resources permit, by March 31, 2021.	• Executive vice president, Academic • Chief administrative officer	•	
	• Deliver a 2021-2022 budget that optimizes resources and reduces expenses.	• Achieve a reduction in expenses or increase in revenues compared to the approved budget.	• Chief administrative officer • Chief financial officer	•	
	• Review student wellbeing procedure and conduct focus group with teams that have used current format to support students experiencing extreme mental health challenges.	• Decrease duplication of services utilized for mental health supports on campus by enhancing communication and supports between The Access and Support Centre and the Campus Health Centre and academic schools and community agencies. • Create one point of contact to assist with case management.	• Chief administrative officer • Dean, students	•	

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	• Support improved processes through the college-wide launch of a comprehensive event strategy that considers all DC events to create a cohesive information sharing process that ensures event activity at DC is well coordinated and communicated.	• Hold two-to-three consultation meetings with key stakeholders to review the strategy and collect feedback. Completed by June 2021. • Develop the event resources tool-kit to accompany the launch of the strategy. Completed by June 2021. • Launch the strategy campus-wide by September 2021.	• Chief administrative officer	•	
	• Develop and promote conservation demand management programs in support of DC's sustainability goals.	• Implement Battery Storage Program for Oshawa campus. • Development of Combined Heat and Power Plan for micro-gridding the Whitby campus.	• Chief administrative officer	•	
	• Successfully complete Building For Skills campaign to support Centre for Skilled Trades and Technology.	• Qualify at least 100 additional major gift prospects. • Initiate or continue cultivation of at least 100 new major gift prospects. • Conduct a minimum of 50 major gift solicitations. • Launch family campaign – Whitby Campus. • Close two additional transformational gifts. • Refocus DC Foundation Board to include fundraising as part of	• Associate vice-president, Development and Alumni Affairs.	•	

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
		their mandate.			
	• Increase alumni annual giving	• Develop a pipeline of 60-100 new alumni prospects (targeted to donate less than $500). • Develop process to identify prospective alumni who can participate in the Alumni Leader Program (able to give over $500) • Launch Coffee Chats with alumni prospects • Cultivate alumni relationships with major gift prospects ($10,000 plus) ensuring three major gift prospects are in cultivation or solicitation stages. • Develop tailored recognition program for alumni donors.	• Associate vice-president, Development and Alumni Affairs	•	
	• Introduce new innovative donor stewardship practices to expand communication initiatives.	• Increase strategic donor communications ensuring five-to-six touchpoints per year. • Create individualized stewardship initiatives for transformative donors. • Award honorary credential. • Complete Whitby campus Donor Wall and donor naming's. • Implement Memorial Tree Planting Program if campus	Associate vice-president, Development and Alumni Affairs	•	

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2021-2022 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
		activities return to normal.			
5. Support Effective College Governance	• Provide data and validate metrics for Strategic Mandate Agreement 3 2021-2022 Year Two Evaluation Report.	• Report evaluated and feedback provided by fall 2021.	• Executive vice president, Academic		
	• Enhance and clarify the academic integrity procedures that align with DC's policy and procedure.	• Development of academic integrity process flowchart and related resources for each: faculty and students.	• Executive vice president, Academic	•	
	• Support the DC Board of Governors by onboarding six new incoming governors and assist with the transition of a new chair and vice-chair.	• An orientation session for incoming governors is held in the fall of 2021, either in-person or in a virtual format. • A minimum of two professional development opportunities are offered to the Board by March 2022.	• President's Office	•	

2021-2022 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	• Demonstrate leadership at the Board level by supporting equity, diversity and inclusion initiatives.	• A professional development session on an equity, diversity, and inclusion topic (e.g., unconscious bias) is offered to the Board by March 2022. • A professional development session about the First Peoples Indigenous Centre is offered to the Board by March 2022. • The Board's recruitment and onboarding process is reviewed to identify potential enhancements to support diversity, equity and inclusion. • A presentation is made to the Board about the College's equity, diversity, and inclusion self-identification survey results by March 2022.	• President's Office • Chief administrative officer	•	
	• Support a review of the Board's governance model.	• A generative discussion about the Board's philosophy of governance is held by March 2022. • If enhancements or improvements to the Board's governance model are identified, a plan of action is developed by March 2022.	• President's Office	•	

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	• Support the continued implementation of the 2020-2023 Strategic Plan.	• A plan of action to start the renewal of the strategic plan is presented to the Board by February 2022.	• President's Office	•	

2021-2022 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.**	• Widen the EnactusDC competition scope to include international student challenges and continue to build FastStart SHIFT's international partner network to help advance social entrepreneurship.	• Participate in two-to-three international competitions or challenges in 2021-2022 (e.g., Digital Inclusion Challenge of 2020). Develop one new strategic international partner to support the FastStart SHIFT program (e.g., (i.e. faculty participation as an End Poverty Innovation Challenge board member).	• Executive vice president, Academic	•	
	• Successfully complete and launch Kenyan Education for Employment Project (KEFEP) 01 Documentary, funded by Government of Canada, in collaboration with key stakeholders including Colleges and Institutes Canada (admin agency, three Kenyan Ministry of Education authorities, and 12 National Polytechnics.	• Complete and launch documentary by August 2021. • Increase media promotion of DC as lead for KEFEP 01 Documentary.	• Executive vice president, Academic		

2021-2022 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	• Successfully complete phase one of the Young Africa Works - 06 project including the launch of the new Electrical Level 3 curriculum.	• Completion of project milestones	• Executive vice president, Academic		
	• Successfully complete the next phase of the Pacific Alliance Project including the completion of five inter-ministerial workshops and multiple coaching sessions to develop a marketing campaign.	• Completion of project milestones	• Executive vice president, Academic		
	• Implement one Mitacs-funded project with the City of Oshawa.	• One Mitacs project implemented in the year.	• Executive vice president, Academic		
	• Work with existing and new employers to create new job opportunities for community clients and meet labour market demands. • Strengthen connections with community partners to provide holistic	• 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.	• Chief administrative officer • Dean, students		

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	approach to clients facing barriers to employment.	• Maintain strong relationships with funders.			
	• Support employers with recruitment needs by providing connections with student talent.	• Host virtual recruitment services for employers looking to hire students and alumni. • Engage employers with our online student-mentoring platform – 10,000 Coffees. • Connect employers with co-op and field placement programs to develop meaningful connections with programs.	• Chief administrative officer • Dean, students		
	• Create a new government relations strategy that identifies federal and provincial opportunities to support college initiatives. • Pursue Whitby campus expansion advocacy with new materials to reflect updated federal priorities.	• New government relations strategy is presented to DC leadership by fall 2021. • Meetings are held with key leaders municipally, provincially and federally by January 2022.	• President's Office		

2021-2022 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	• Establish the Barrett Centre of Innovation in Sustainable Urban Agriculture.	• Identify appropriate site for developing new farm in the community. • Finalize partnership agreement to see development of new farm site. • Work with partner to determine production systems to be included in new community farm site. • Addition of new production systems to existing DC farm.	• Executive vice president, Academic • Associate vice-president, Development and Alumni Affairs		
2. **Expand opportunities for employees and students to volunteer in our community.**	• Encourage community participation for employees and students. • Pending the ability to hold in-person activities, host an opportunity for international students to connect with community.	• Diversify DC representation at community events. • Increased community involvement for international students (target 50)	• Associate vice-president, Development and Alumni Affairs		
	• Provide student leadership development sessions and community volunteer opportunities to build personal capacity and life skills.	• Increase student involvement with the Institute of Student Leadership to enhance their personal development.	• Chief administrative officer • Dean, students		

2021-2022 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
3. **Leverage and grow our positive impact on the communities we serve.**	• Host initiatives that support women in skilled trades and STEM.	• Host events on and off campus, and virtually – such as Skills Ontario, and Young Women in Science and Trades Events.	• Executive vice president, Academic	•	
	• Deliver new Employment Ontario (EO) programs specifically geared at the needs of the labour market through Community Employment Services (CES). • CES to deliver EO programs highlighting the impact DC has on the communities it services.	• Successfully continue the delivery of the new EO program in Port Hope under Service System Manager (SSM)Prototype. • Promote EO programs through social media to engage employers and job seekers with funded programs. • Anticipate the launch of the new EO programs within the remainder of the province. • Explore interest in the SSM role.	• Chief administrative officer • Dean, students	•	
	• Find creative ways to support community organizations beyond financial contributions.	• Host two-to-three roundtables to determine how we can help. • Promote work integrated learning and ways that DC can assist community organizations beyond financial support.	• Associate vice-president, Development and Alumni Affairs		

2021-2022 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
4. Guide students in making meaningful connections with their communities.	• Offer the Family Language Program for students and community members to help preserve Indigenous languages in Durham Region.	• Increase participation in the program so that students' Indigenous worldviews are embedded in the languages. Learning the words means learning about Indigenous identity, traditions and beliefs.	• Chief administrative officer • Dean, students		
	• Continue to build community connections in support of equity, diversity and inclusion resources for employees and students.	• Identify academic programs to partner with RISE students. • Identify community organizations which align with supporting employee and student resource groups.	• Chief administrative officer		
	• Finalize General Agreement of Cooperation with local Boards of Trade/Chambers of Commerce that encourages student membership and engagement.	• Agreement takes effect August 1, 2021.	• Executive vice-president, Academic		
	• Explore partnerships and potential to offer cancer patient exercise program or Cardiac recovery exercise program – Fitness Health Promotion (FHP) team.	• Explore community needs and partners that may support referrals to a recovery program for cardiac or cancer patients, discuss potential of a program with risk management and opportunities to embed this in FHP curriculum, launching a pilot program January 2022.	• Executive vice president, Academic		

2021-2022 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
5. Strengthen our relationships with Indigenous communities.	• First Peoples Indigenous Centre to support student recruitment efforts and presence with local Indigenous communities.	• Incorporate Indigenous language into the outreach initiatives. • Numbers of sessions, presentations in the communities and student applications from these targeted outreach efforts are tracked.	• Chief administrative officer • Dean, students	•	
	• Consult and participate in planning with the recruitment team to align efforts to support Indigenous high school students as they transition to college level studies.	• FPIC 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 sessions for incoming post-secondary students.	• Chief administrative officer • Dean, students	•	
	• Deliver Paramedic Diploma Program in accordance with the Seven Generations Education Institute (SGEI) Agreement.	• Finalize agreement with Seven Generations Education Institute. • Ensure curriculum materials are provided to SGEI for teaching and instruction.	• Executive vice-president, Academic		

2021-2022 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

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