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

Date: June 9, 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. The Barrett Centre of Innovation in Sustainable Urban Agriculture - T. Doyle, K. O'Brien, R. Cullen

   5.2. 2021-2022 Budget - B. MacCheyne

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.

10.   UPCOMING EVENTS

- Employee Town Hall featuring keynote Jesse Hirsh - Monday, June 14 at 9:00 a.m.

- Grad Sign Pick-Up Events - June 15, 16, 22 - both campuses (volunteers limited due to COVID-19 restrictions)

- Durham Indigenous Voices - Part 1: Reconciliation featuring Dr. Pam Palmater - Thursday, June 17 at 6:30 p.m. (Click to Register)
    - Part 2 - July 8

    - Part 3 - July 29

    - Part 4 - August 19

11.   MOVE TO IN-CAMERA SESSION

12.   ADJOURNMENT

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

Date:	Wednesday, May 12, 2021
Location:	MS Teams
Members Present:	Michele James, Chair of the Board
	Lisa Allen
	Suzanne Beale
	Elizabeth Cowie
	Kelly Doyle
	Kevin Griffin
	Kristi Honey, Vice-Chair of the Board
	Gail Johnson Morris
	Christine Kozminski
	Robert Lanc (joined the meeting at 6:05 p.m.)
	Don Lovisa, President
	Bart Lucyk
	Kenneth Michalko
	Ian Murray
	Jerry Ouellette
	Gary Rose
	Jim Wilson (joined the meeting at 6:01 p.m.)
Staff Present:	Scott Blakey, Chief Administrative Officer
	Linda Flynn, AVP, Office of Development and Alumni Affairs
	Peter Garrett, Mgr., Strategic Reporting and Government Relations
	Tara Koski, Dean, Students
	Barbara MacCheyne, Chief Financial Officer
	Elaine Popp, Executive Vice-President, Academic
	Melissa Pringle, Corporate and Board Secretary
	Janse Tolmie, AVP, IT Services

1. **CALL TO ORDER**

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

Governor Wilson joined the meeting.

2. **INTRODUCTION OF GUESTS**

    The Chief Administrative Officer introduced the following guests:

    - Rashmi Gupta, Director, Institutional Research and Planning
    - Samantha Sandford, Research and Planning Analyst

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

    None.

4. **CONFLICT OF INTEREST DECLARATIONS**

    None.

5. **PRESENTATIONS**

    5.1 **Student Satisfaction & Engagement Dashboard**

    The Director, Institutional Research and Planning and the Research Planning Analyst provided a demonstration and overview of a student satisfaction and engagement dashboard created by the Office of Research, Innovation and Entrepreneurship to assist with program planning.

Governor Lanc joined the meeting.

    The Board questioned the Director, Institutional Research and Planning and the Research Analyst.

6. **CHAIR'S REPORT**

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

    - The theme for National Volunteer Week (April 18 to 24) was "The Value of One. The Power of Many" and Governors were thanked for their commitment to Durham College.

    - The recent news story of DC Alumnus, Tianna McFarlane who launched her own brand of bandages for multiple skin tones.

- Kristi Honey was congratulated for being acclaimed as Chair and Gary Rose as Vice-Chair for the 2021-2022 Board year. Governor Cowie and Governor Johnson Morris were also recognized for letting their names stand for election as Vice-Chair.

- The Chair advised that a presentation was made at the Durham College Alumni Association meeting on May 5, 2021, about the Board of Governors.

- Governors Griffin, Allen, Johnson Morris, James, and President Lovisa shared their reflections on the recent CICan virtual conference.

7. CO-POPULOUS GOVERNORS' REPORT

Governor Wilson provided the co-populous governors' report, reporting that at the April 22, 2021 Board meeting:

- The Board approved the 2021-2022 budget and ancillary fees; a new student success ancillary fee was approved to support academic advisory services.
- The Board approved tuition fees, at a 0% increase for domestic students, a 10% increase for first-year international students, and a 5% increase for second-year and higher international students.
- The Board was advised A5 building is still on schedule for occupancy in August 2021.
- The Board was advised that the UN International Atomic Energy Agency has designed Ontario Tech University as a collaborating centre; Ontario Tech University is the first Canadian institution to receive this international designation.

8. CONSENT AGENDA

The Board discussed Item 8.2, the President's Report – April to May 21, 2021, and questioned the President concerning various items in the report.

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

8.1 Approval of Public Minutes from the April 14, 2021 Board Meeting

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

8.2   President's Report - April to May 2021

That Report BOG-2021-31, outlining the president's activities from April to May 2021, be received for information.

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

That the results of the election of Chair and Vice-Chair of the DC Board of Governors for the 2021-2022 board year be ratified, and Kristi Honey be confirmed as Chair and Gary Rose be confirmed a Vice-Chair.

9.   DISCUSSION ITEMS

9.1   DC + Ontario Tech University Academic Pathways Report for 2020-2021

The Director, Institutional Research and Planning provided the annual report on academic pathways between Durham College (DC) and Ontario Tech University and reported the following mobility statistics:

For the reporting year 2020-2021:

- 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 2020-2021:

- 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 Board questioned President Lovisa and the Director, Institutional Research and Planning.

Moved By Governor Cowie
Seconded By Governor Doyle
"That Report BOG-2021-32 concerning the DC-Ontario Tech University academic pathways for 2020-2021 be received for information." CARRIED

9.2   Year One Evaluation: Strategic Mandate Agreement

The Director, Institutional Research and Planning provided an overview of how the Strategic Mandate Agreement (SMA) was prepared and presented the year-one evaluation of the SMA, reporting that four of the five metrics were achieved for the 2020-2021 reporting year. 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 Board questioned President Lovisa and the Director, Institutional Research and Planning.

Moved By Governor Griffin
Seconded By Governor Honey
"That Report BOG-2021-33, providing the year one evaluation for the 2020-2025 Strategic Mandate Agreement, be received for information." CARRIED

9.3 2021-2022 Business Plan

President Lovisa presented the 2021-2022 Business Plan and reported that despite a tough year the new plan is aggressive and is responsive to current events and social conversations. For 2021-2022, there are 22 "we will" statements and 124 associated actions. Further, President Lovisa highlighted a few of the actions under each pillar.

The Board questioned President Lovisa.

The Chair inquired about the status of international enrolment given the uncertainty of what is happening around the globe. In response to questions, President Lovisa advised the situation in India is dire and the situation has affected our students and network of agents. Travel restrictions and the slow approval of study permits are making it difficult; however, there is optimism that students can start their studies in the country this fall. The college continues to monitor the situation and international enrolment remains a risk for the college system.

Moved By Governor Johnson Morris
Seconded By Governor Kozminski
"That based on Report BOG-2021-35, the 2021-2022 Business Plan be approved." CARRIED

10. UPCOMING EVENTS

The following event was highlighted:

- Enable AI Summit - June 3 & 4, 2021

In response to questions, President Lovisa provided an update on spring convocation activities, reporting the convocation microsite will be going live on June 14 and dates have been selected for the grad sign pick-up events. The Executive Vice-President, Academic also advised that credentials would be mailed starting in mid-June. It is expected once able to return to in-person convocation, additional ceremonies will be planned.

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

The Board recessed at 7:45 p.m. and reconvened in-camera at 7:57 p.m.

The Board rose from the in-camera session at 8:45 p.m.

During the in-camera session, the Board discussed the efforts of the task force on collaboration with Ontario Tech University and received an update on recent LGIC appointments.

11.   ADJOURNMENT

With no further business, the meeting ended at 8:45 p.m.

Report of the Governance Review Committee (Public)

The Governance Review Committee respectfully recommends to the Durham College Board of Governors the following recommendations from the Governance Review Committee meeting held on May 26, 2021.

1. President's Compliance Report for 2020-2021

    Recommendation

    That Report GOV-2021-03, confirming compliance with Board policy and all relevant legislation for 2020-2021, be received for information.

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

Date: Wednesday, May 26, 2021

Location: MS Teams

Members Present: Jim Wilson, Committee Chair
                         Elizabeth Cowie, Committee Vice-Chair
                         Kenneth Michalko
                         Gary Rose
                         Michele James, Chair of the Board
                         Don Lovisa, President
                         Ian Murray

Members Absent: Christine Kozminski

Staff Present: Melissa Pringle, Corporate and Board Secretary

1.   CALL TO ORDER

With quorum present, the meeting was called to order at 7:02 p.m.

2.   INTRODUCTION OF GUESTS

None.

3.   ADDITIONS/DELETIONS TO THE AGENDA

None.

4.   CONFLICT OF INTEREST DECLARATIONS

None.

5.   PRESENTATIONS

None.

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6. **ACTIONS ARISING FROM PREVIOUS MINUTES/REGULAR RECURRING ITEMS**

None.

7. **DECISION ITEMS**

   7.1 **President's Compliance Report for 2020-2021**

   President Lovisa presented the compliance report for 2020-2021, confirming compliance with Board policy and relevant legislation.

   The Committee questioned President Lovisa.

   A brief discussion ensued about the Board's whistleblowing policy and how the program is administered to ensure that individuals feel safe coming forward with potential issues. Further, the Committee discussed how employees and students are made aware of the policy. Following discussion, the Board Chair advised the Board's whistleblowing policy is up for renewal and the Committee will have a chance to review it for best practice.

   Action: The Corporate and Board Secretary to inquire if the whistleblowing policy forms part of new employee orientation.

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

   That Report GOV-2021-03, confirming compliance with Board policy and all relevant legislation for 2020-2021, be received for information." CARRIED

8. **DISCUSSION ITEMS**

   8.1 **Meeting Technology**

   The Corporate and Board Secretary consulted the Committee on how meetings should proceed post-pandemic and recommended that Board meetings return to in-person (where possible) and that for efficiency, Standing Committee meetings remain virtual.

   A brief discussion ensued and the Committee concurred that the default position would be in-person attendance at Board of Governors meetings and virtual attendance at Standing Committee meetings unless an in-person meeting is warranted.

The Corporate and Board Secretary also advised that technology options are being explored to outfit the boardroom to facilitate hybrid meetings.

8.2 Draft Framework for Board Orientation & On-Boarding

The Corporate and Board Secretary presented the draft framework for the Board Orientation and On-boarding Program for new Governors starting fall 2021.

The Committee questioned the Corporate and Board Secretary.

9. MOVE TO IN-CAMERA SESSION

Durham College By-law No. 1. provides for the Governance Review Committee to address in-camera items that meet the requirements of an in-camera meeting under sub-section 22.2. Item 9.1, 'Philosophy of Governance & Feedback on Board Policies' meets the requirement to go in-camera pursuant to Section 22.2 o) Board, Committee and Governor Self-evaluation.

Moved By Governor Cowie
Seconded By Governor Rose
"That the Governance Review Committee move in-camera." CARRIED

The Committee moved in-camera at 7:30 p.m. and rose from the in-camera session at 8:06 p.m.

During the in-camera discussion, the Committee discussed the feedback received on its Board policies and the action in the 2021-2022 Business Plan to engage the full Board in a conversation on its philosophy of governance.

As a path forward, the Committee agreed to address any glaring flaws in the Board's outstanding policies, to engage in a broader governance conversation with the full Board in the fall of 2021, and to invite outgoing Governors back for the generative discussion to provide their perspective.

11. MEETING CRITIQUE

The Committee conducted a roundtable meeting assessment and the Committee concurred that the depth of the discussion was appropriate and provided for alternatives, all Governors participated in the discussion, and the meeting was well Chaired.

12. ADJOURNMENT

With no further business, the meeting ended at 8:10 p.m.

Report of the Audit and Finance Committee (Public Report)

The Audit and Finance Committee respectfully recommends to the Durham College Board of Governors the following recommendations from the Audit and Finance Committee meeting held on May 31, 2021.

1.   2021-2022 Operating and Capital Budgets

   Recommendation

   1.   That based on Report FIN-2021-21, the 2021-2022 operating budget with a deficit of $4,860,000, and the 2021-2022 net capital budget of $7,248,549, be approved;

   2.   That the Board of Governors authorizes the college to access $4,860,000 from Internally Restricted Net Assets as a revenue source for fiscal year 2021-2022 to reduce the overall operating deficit;

   3.   That the pre-budget request for $3.5M to advance capital projects in 2022-2023 be approved; and,

   4.   That Report FIN-2021-21 be released publicly with operating and capital budgets to be reviewed and approved by the Board during its public session on June 9, 2021; and,

   5.   That the approved 2021-2022 operating and capital budgets of Durham College be submitted to the Ministry of Colleges and Universities by the deadline.

In-Camera Report

Report Number: FIN-2021-21

To: Audit and Finance Committee

From: Barbara MacCheyne, Chief Financial Officer

Date of Report: May 25, 2021

Date of Meeting: May 31, 2021

Subject: 2021-22 Operating and Capital Expenditure Budgets and Cash Flow Projection

1.   Purpose

The purpose of this report is to obtain approval for the 2021-22 Operating and Capital Expenditures Budget of Durham College.

2.   Recommendation

That the Audit and Finance Committee recommend to the Durham College Board of Governors:

1.   That based on Report FIN-2021-21, the 2021-2022 operating budget with a deficit of $4,860,000, and the 2021-22 net capital budget of $7,248,549, be approved;

2.   That the Board of Governors authorizes the college to access $4,860,000 from Internally Restricted Net Assets as a revenue source for fiscal year 2021-22 to reduce the overall operating deficit;

3.   That the pre-budget request for $3.5M to advance capital projects in 2022-23 be approved; and,

4.   That Report FIN-2021-21 be released publicly with operating and capital budgets to be reviewed and approved by the Board during its public session on June 9, 2021.

3. Background

This report aligns with Regulation 34/03 section 9 (1) Balanced Budget - the board of governors of a college shall ensure that the college balances its budget every year. O. Reg. 34/03, s. 9 (1); Minister's Binding Policy Directive 1.0 Governance and Accountability; Section A: The responsibilities of a college board of governors are to include at a minimum, subsection iv) approving the college's budget; and Durham College Board of Governors Policy – Financial Matters, subsection 1.4.

In a memorandum dated August 26, 2020, the Ministry of Colleges and Universities communicated that as a result of the COVID-19 pandemic, colleges that are submitting a deficit budget and are projecting an accumulated deficit at year-end, there is a regulatory requirement under Section 9 of O. Reg. 34/03 made under the *Ontario Colleges of Applied Arts and Technology Act, 2002,* that the board shall obtain approval from the Minister of that budget, as well as an appropriate recovery plan to restore a surplus.

This report presents Durham College's operating and capital budgets for the fiscal year 2021-22. The approved budget will be reported to the Ministry of Colleges and Universities (MCU) by the deadline in June. The budget will also be made available to the public by posting it on the College's web site.

Durham College provides budget updates to the Board through the Audit and Finance Committee on a periodic basis. The report to the Committee includes a review of the current results and a projection for the full year in comparison to the budget. Periodic assessment of the budgetary spending allows management to take timely action against a potential budget deficit. Monitoring of cash flows is important to avoid interruptions to operations and ensures the viability of the business long term.

4. Discussion/Options

Durham College presents a deficit operating budget of $4.860M for 2021-22.

The financial operating impact of the COVID-19 Pandemic is estimated at $7.1M for fiscal 2021-22. This includes a decrease in revenues from lost enrolments, reduced ancillary revenues and decreased student ancillary fees. The initial submitted deficit was reduced through the reduction in one-time strategic initiatives, a reduction in vacation liability, a freeze in discretionary operating spending, and savings from vacancies, retirements, and furloughs.

It is projected that with the deficit of $4.860M, Durham College will still be in an accumulated surplus position at March 31, 2022 and as such will not be required to submit a recovery plan to the MCU.

At March 31, 2021, Durham College was in an accumulated surplus position of $36.7M as follows:

Unrestricted Net Assets	$(42,398,526)
Internally Restricted Net Assets	13,999,794
Investment in Capital Assets	62,778,631
Unrecognized MTM reported in Statement of Ops prior to 2012-13 OB	2,308,599
Accumulated Surplus / (Deficit)	**$36,688,498**

Of this amount, only $14.0M of "internally restricted net assets" can be leveraged to offset the 2021-22 deficit. This amount includes residence reserves of $751K and Foundation income of $188K, leaving only $13.1M available to be used towards the operating deficit.

The budget includes funding that supports the college's business plan, meets the college's requirements of maintaining and improving the quality of academic programs and supporting curriculum renewal and new program development.

The 2021-22 budget targets to:

- Maintain full-time post-secondary enrolment of 11,534 students in Fall 2021, a 1.6% increase over 2020-21;
- Add six new post-secondary programs; and
- Invest $63K in one-time strategic initiatives.

Balancing the 2021-22 budget was also particularly challenging for the college due to the following factors:

Corridor Funding Model: The College Funding Formula which implemented the Corridor Funding Model in 2017-18 has not changed, therefore no increase to grant funding is expected from enrolment growth.

Tuition fee decrease: On January 17, 2019, MCU announced a 10% reduction to all funded domestic tuition fees effective in September for the 2019-20 academic year, including 0% increase for the 2020-21 academic year. On April 30, 2021 MCU announced the continuation of the tuition freeze for 2021-22, therefore the budget assumes a 0% increase.

Inflationary salary increases: The estimated increase to salaries for all employee groups is $2.8M, which includes collective agreement increases for faculty and support ($2.6M) and a base increase for administrative employees ($0.2M). All employee group increases include annualization of 2020-21 in-year hires and terminations as well as human resource decisions planned for 2021-22.

COVID-19: The estimated financial impacts of the pandemic for 2021-22 include lost revenues from enrolments and ancillary operations.

4.1 Enrolment

The 2021-22 budget targets a total of 11,534 full-time enrolments. The total student population for full-time domestic, second career, international, and collaborative nursing program students is expected to increase by 183 from 11,351 in fall 2020 to 11,534 in fall 2021, an increase of 1.6%.

The following table shows the breakdown of the estimated number of 2021-22 post-secondary and apprenticeship enrolments for the fall semester in comparison to 2019-20 actual and 2020-21 actual and budget figures.

Percentages in chart revised June 9, 2021

Enrolment	Actual 2019-20	Pre-COVID Budget 2020-21	Budget 2020-21	Actual 2020-21	Budget 2021-22	Change over 2020-21 Actual
Domestic Students	9,669	9,868	9,178	9,086	9,006	-0.9%
Second Career Program	24	15	15	16	15	-6.3%
International Students	1,988	2,490	1,170	1,477	1,754	18.8%
BsCN: Collaborative Nursing	710	745	745	772	759	-1.7%
Total	**12,391**	**13,118**	**11,108**	**11,351**	**11,534**	**1.6%**
Apprenticeship	1,631	1,829	1,673	1,102	1,556	41.2%

Excluding Second Career and BsCN students, enrolments are targeted to reach 10,760 students in fall 2021, of which International enrolments will represent 16.3%.

The following six programs are being introduced in 2021-22:

Program Name	Duration	Credential
Artificial Intelligence - Honours Bachelor	Eight semesters	Bachelor's degree (honours)
Behavioural Science Technician	Four semesters	Ontario College Diploma

Construction Management - Honours Bachelor	Eight semesters	Bachelor's degree (honours)
Environment Health and Safety Management	Three Semesters	Ontario College Graduate Certificate
Health Care Technology Management - Honour Bachelor (pathway to degree)	Five semesters	Bachelor's degree (honours)
Pharmaceutical Science	Three Semesters	Ontario College Graduate Certificate

These new programs are projected to contribute 129 students to the fall 2021 enrolment and 112 students to the winter 2022 enrolment.

As well, the Ministry announced on February 24, 2021 a new accelerated training program for personal support workers (PSWs). The program is expected to train 8,000 people, infusing $115M into the college sector. Durham College has committed to train 120 students over three intakes. These 120 students are not included in the total enrolments noted above.

The following table presents the fall semester post-secondary domestic full-time enrolment by academic school:

School	Pre-COVID Budget 2020-21	Budget 2020-21	Actual 2020-21	Budget 2021-22	Change over Actual 2020-21
Business, IT and Management	2,312	2,274	2,330	2,140	-8.2%
Health and Community Services	2,088	1,838	1,943	1,954	0.6%
Interdisciplinary Studies	606	551	465	471	1.3%
Justice and Emergency Services	1,379	1,247	1,273	1,214	-4.6%
Media, Art and Design	1,189	1,160	1,114	1,078	-3.2%
Science and Engineering Technology	862	807	770	816	6.0%
Hospitality and Horticultural Science	288	237	272	241	-0.4%
Skilled Trades, Apprenticeship and Renewable Technology	1,144	1,064	949	1,092	15.1%
Total	**9,868**	**9,178**	**9,086**	**9,006**	**-0.9%**

In addition, the second career program is forecasting an enrolment of 15

students compared to 16 students in the previous year. This represents a decrease of 1 student over fall 2020 or -6.3%.

Durham college's international education strategy is based on the recruitment of students to our campuses through a network of agents in the targeted countries. Pre COVID-19, international enrolment in fall 2020 was targeted to reach 2,490 students as compared to 1,988 students in fall 2019, an increase of 501 students or 25.3%. However, as a result of the pandemic and travel restrictions, the international enrolments decreased to 1,477 for Fall 2020. The budgeted enrolment for Fall 2021 is estimated at 1,754 an increase of 18.8% over Fall 2020 actuals with the assumption that the travel restrictions will loosen in the upcoming months.

The following table presents the fall semester International full-time enrolment by academic school:

School	Pre-COVID Budget 2020-21	Budget 2020-21	Actual 2020-21	Budget 2021-22	Change over Actual 2020-21
Business, IT and Management	1,013	457	585	722	23.4%
Health and Community Services	294	134	191	300	57.1%
Interdisciplinary Studies	20	3	9	12	33.3%
Justice and Emergency Services	47	12	25	37	48.0%
Media, Art and Design	383	208	240	190	-20.8%
Science and Engineering Technology	476	225	268	307	14.6%
Hospitality and Horticultural Science	221	118	137	159	16.1%
Skilled Trades, Apprenticeship and Renewable Technology	36	13	22	27	22.7%
Total	**2,490**	**1,170**	**1,477**	**1,754**	**18.8%**

Enrolment in the Collaborative Nursing Program between Durham College and Ontario Tech University is expected to decrease to 759 headcounts in the fall 2021 compared to 772 headcounts in fall 2020. This represents a decrease of 13 headcounts or 1.7%.

Total post-secondary full-time students including second career, international, and collaborative nursing students in fall 2021 is targeted to be 11,534 which is 183 or 1.6% higher than fall 2020.

As well, a total of 1,554 apprenticeship training students are expected to attend programs at the Whitby campus. This figure is 145 students or 10.3% higher than 2020-21. This includes maximum seats for new blocks in Steamfitter, Tower crane and Industrial Electrician and one additional block release for Automotive. The increase would have been higher, however due to constraints related to the pandemic, we have been limited with the number of apprentices we can bring onto the campus.

In addition, 737 Academic Upgrading, 15,335 Continuing Education registrants, and 2,163 secondary school students through the School/Work initiative are expected for 2021-22.

The projected enrolments for Domestic and International for each of the academic semesters are as follows:

Enrolment	Actual 2019-20	Pre-COVID Budget 2020-21	Budget 2020-21	Actual 2020-21	Budget 2021-22	Change over 2020-21 Actual
Domestic Students						
Summer	2,178	2,055	1,860	1,860	2,147	15.4%
Fall	9,669	9,868	9,178	9,086	9,006	-0.9%
Winter	9,764	9,770	9,204	9,068	8,924	-1.6%
International Students						
Summer	562	688	463	459	858	86.9%
Fall	1,988	2,490	1,170	1,477	1,754	18.8%
Winter	2,181	2,901	1,962	1,918	2,253	17.5%

The overall projected increase of full-time post-secondary domestic students over the three semesters is 0.3% and 26.2% for full-time International students.

4.2   Operating Budget

Revenues:

The total revenue budget for fiscal 2021-2022 is $200 million, an increase of 12.8% over 2020-2021 ($177 million). The increase in revenues is primarily related to the increase in both Domestic and International student tuition fees due to increased enrolments in first year, increases in ancillary operation revenues for parking, bookstore, food services and residence, as well as a projected increase in Corporate Training Services revenues.

Institutional revenues include: Grants, Tuition, Ancillary Operations, Amortization of Deferred Capital Contributions (DCC) and Miscellaneous Income.

Revenues are allocated as follows:

2021-22 BUDGET: REVENUES

- Amortization of DCC 4%
- Other Revenue 8%
- Ancillary Income 6%
- Grants 38%
- Tuition & Other Student Fees 44%
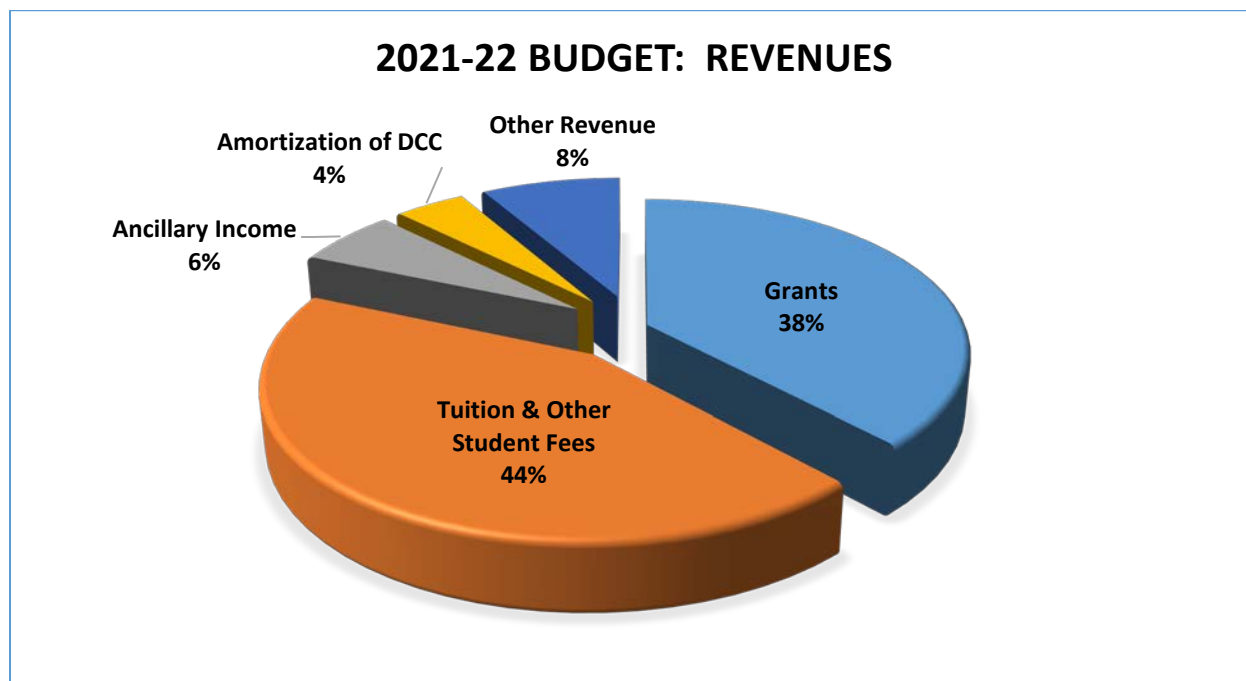
Expenses:

The total expense budget for fiscal 2021-2022 is $205 million, of which $129 million is allocated to salaries and benefits and $75 million to operational expenditures including instructional supplies, utilities & taxes, flow-through, contract services, interest, amortization and other miscellaneous expenditures.

Expenses are allocated as follows:

2021-22 BUDGET: EXPENSES

Other
12%

Other Contract Services
5%

Amortization
9%

Flow-Through
Expenditures
1%

Utilities & Taxes
7%

Interest Expense
1%

Instructional Supplies
2%

Salaries & Benefits
63%
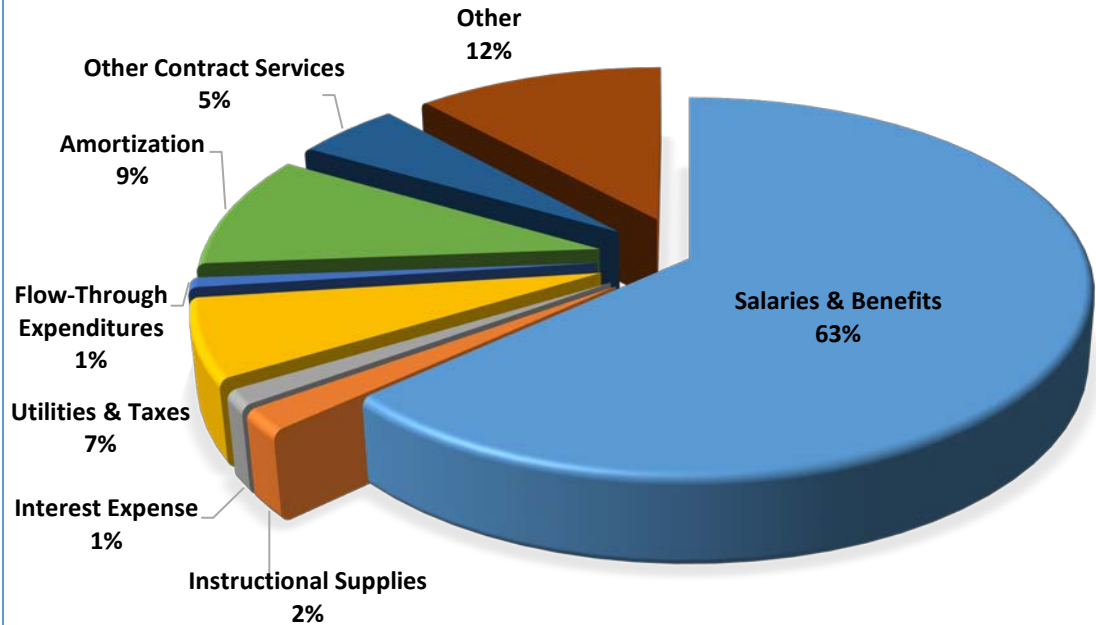
Operating Budget Assumptions

Operating grants	Funding projected according to the current College Funding Formula. Performance Funding allocation deferred for 2021-22.
Tuition fees	No increase to funded domestic tuition fees as mandated by the freeze communicated by MCU in April 2021. Increase to International tuition fee of 5% for new students and 2% for returning.
Salaries and benefits – full-time faculty	Adjustment of 2% on October 1, 2021 for estimated collective agreement and step increases (if applicable). The current collective agreement expires on September 30, 2021.

	Adjustments for the collective agreement on September 1, 2021 of 1% and 1.25% on March 1, 2022 and step increases (if applicable). The current collective agreement expires on August 31, 2022.
Salaries and benefits – support staff	
Salaries and benefits – administration	Estimated adjustment for inflationary grid increase of 1.0% effective October 1, 2021 and performance pay deferred.

Schedule of Revenues and Expenses

The revenues and expenses of the College for the 2021-22 Budget with comparisons to the 2020-21 Actuals are presented below.

$000's	Actual 2019-20	Actual 2020-21	Budget 2021-22	Variance Budget to Actual 2020-21[1]
Operating Grants	60,558	60,811	61,294	483
Tuition Fee Revenue – Domestic	38,543	36,219	36,333	114
Apprenticeship Training Revenue	3,689	3,263	3,500	237
International Education Revenue	28,744	24,668	30,038	5,370
Corporate Training Revenue	11,933	8,696	11,982	3,286
Other Academic Revenue	10,291	9,956	10,371	415
Total Academic Revenue	**153,758**	**143,613**	**153,518**	**9,905**
Academic Salaries and Benefits	86,416	86,446	88,400	(1,954)
Academic Operating Expenses	15,674	11,009	15,418	(4,409)
Total Academic Expenses	**102,090**	**97,455**	**103,818**	**(6,363)**
Academic Contribution	**51,668**	**46,158**	**49,700**	**3,542**
Academic Contribution Margin	33.6%	32.1%	32.4%	n/a
Net Funds Allocated for Services	**(39,832)**	**(35,505)**	**(41,046)**	**(5,541)**
Ancillary Operations (net)	7,255	(1,596)	1,083	2,679
Other Corporate Revenues / (Expenses)				
Net Amortization Expense	(4,892)	(1,107)	(1,535)	(428)
Interest Expense	(10,638)	(10,045)	(11,289)	(1,244)
Central Revenues (Expenses)	(1,547)	(1,393)	(1,773)	(380)
	(9,822)	**(14,141)**	**(13,514)**	**627**
Surplus (Deficit)	**2,014**	**(3,488)**	**(4,860)**	**(1,372)**
Funds from Operating Reserve		3,488	4,860	
In-year Net deficit		0	0	

[1] *Figures in brackets represent unfavourable variances*

Analysis of variances between the 2020-2021 Actuals and 2021-2022 Budget

Operating grants: The increase in grant of $483K (0.8%) is a result of the introduction of the PSW accelerated training program which is funded outside of the corridor allocation.

Domestic tuition fees: The $114K (0.3%) increase is due to the increase in revenues from full-time domestic enrolments, offset by a reduction in Centre for Professional and Part-time Learning revenues.

Apprenticeship revenue: An increase of $237K (7.3%) is estimated based on the initial seat plan which includes additional seats for: steamfitter, tower crane, industrial electrician and automotive.

International education revenue: The increase of $5,370K (21.8%) is the result of a budgeted increase in students for each semester. The overall increase in revenues from student enrolments over the three semesters is offset by the international student recovery fee, a tuition set-aside reserve for scholarships and bursaries, and third party commissions.

Corporate training revenue: The $3,286K (37.8%) increase is attributed to CTS securing a contract for insurance testing. Also, it is anticipated that as the corporate sector returns to post-Pandemic operations, further new opportunities will be secured.

Other academic revenue: The $415K (4.2%) increase is attributable to the estimated increase in student supply fees from domestic and international enrolments. Additionally, there is an increase from the flow-through revenues from Literacy and Basic Skills and Employment Services as the expectation is that more opportunities will become available in comparison to the prior year.

Academic salaries and benefits: The $1,954K (2.3%) increase in academic salaries and benefits is the result of increased part-time salaries for the additional budgeted enrolments, along with the annual inflationary salary increases.

Academic operating expenses: The $4,409K (40.0%) increase in academic operating expenses is due to increased operating costs under the Corporate Training Services portfolio in relation to the increased revenues. Also, attributing to the increase is the introduction of six new post-secondary programs, carry-forward of International tuition set-aside, travel costs for International, and the increase in flow-through

expenditures from the Literacy and Basic Skills and Employment Services projects.

Net funds allocated for services: The $5,541K (15.6%) increase is primarily due to the expectation that as on-campus activity resumes, where significant savings were achieved in the prior year, expenses will return to pre-pandemic levels. This would include utilities, maintenance costs, janitorial costs, contracted services, and other miscellaneous expenses. The increase also includes the annual inflationary salary adjustments for support staff and administrative employees and increases to third party contractual obligations net against any savings from terminations and furloughs.

A listing of net funds for services by service area is provided below.

	Actual 2019-20	Actual 2020-21	Budget 2021-22	Variance Budget to Actual 2020-21 [1]
Academic Support	(6,232)	(5,566)	(5,876)	(310)
Library	(1,429)	(1,321)	(1,667)	(346)
Student Affairs	(6,049)	(4,872)	(6,292)	(1,420)
Finance	(3,479)	(3,560)	(3,832)	(272)
Communications & Marketing	(2,977)	(2,921)	(3,299)	(378)
IT Services	(4,862)	(4,952)	(5,437)	(485)
Facilities	(8,945)	(7,120)	(8,683)	(1,563)
Human Resources	(2,437)	(2,160)	(2,358)	(198)
Campus Safety	(1,522)	(1,437)	(1,728)	(291)
President's Office, BOG				
Office of Development	(1,900)	(1,596)	(1,874)	(278)
Total	**(39,832)**	**(35,505)**	**(41,046)**	**(5,541)**

[1] *Figures in brackets represent unfavourable variances*

Ancillary operations: The $2,679K (167.8%) increase is primarily attributed to the following projected changes in ancillary operations:
- Increase in Bistro'67 of $34K (favourable)
- Increase in revenues from the medical centre of $34K (favourable)
- Increase in residence contribution, net of amortization of $2,192K (favourable)
- Increase in parking contribution of $95K (favourable)
- Increase in fitness centre revenues of $175K (favourable)
- Increase in food services of $266K (favourable)
- Decrease in bookstore of $107K (unfavourable)
- Decrease in eGaming Arena of $10K (unfavourable)

Other corporate revenues and expenses: The $428K (38.7%)

decrease in other corporate revenues and expenses is primarily due to the following:

- Decrease in pandemic specific expenses ($1,112K favourable)
- Increase in miscellaneous revenue ($654K favourable)
- Decrease in institutional operating savings ($1,000K favourable)
- Decrease in bad debt costs ($371K favourable)
- Decrease in funds allocated for one-time strategic initiatives ($508K favourable)
- Decrease in vacation accrual ($2,285K favourable)
- Decrease in severance costs ($1,040K favourable)
- Decrease in one-time pandemic grant ($7,072K unfavourable)
- Increase in professional development ($326K unfavourable)

Net amortization expense: The $1,244 (12.4%) increase is due to the annualization of the 2020-21 capital investments and the additional capital investment for the Centre for Skilled Trades and Technology, which is not offset by external contributions.

Interest expense: The $380K (27.35%) increase in interest expense is the result of the new loan for the Centre for Skilled Trades and Technology.

Risk and Opportunity Assessment

The primary risks initially identified in the 2021-2022 budget include:

Post-secondary domestic and international enrolment: The achievement of the domestic and international post-secondary enrolment targets is dependent on certain factors that are beyond the control of the college including but not limited to, the COVID-19 pandemic, demographic trends, state of the regional economy, and competitive factors.

Performance funding: With the launch of the 2020-2025 Strategic Mandate Agreement (SMA3) the funding allocation for 2020-21 was to be based on the institution's performance/outcomes on five of the ten metrics. The portion of funding previously allocated to enrolments was going to be reallocated to the performance/outcomes based funding envelope. As a result of the pandemic, the Ministry introduced a lagged approach for the distribution of the performance/outcomes based funding to protect the in-year funding allocations.

The metrics and percentages that were proposed for the 2021-22 fiscal year are noted below; however there will be no funding implications from not meeting the targets as a result of the pandemic.

Metric	2021-22 (Year 2 – 35%)	
	Weighting [1] (min: 10%; max: 35%)	Notional Allocation
Graduate Employment Rate in a related field	10%	$2,334,391
Institutional Strength/Focus	15%	$3,501,587
Graduation Rate	5%	$1,167,196
Community/Local Impact	30%	$7,003,174
Institution-Specific (Economic Impact)	20%	$4,668,783
Graduate Employment Earnings	5%	$1,167,196
Experimental Learning	10%	$2,334,391
Revenue Attracted from Private Sector Sources	5%	$1,167,196
Total	**100%**	**$23,343,914**

1 Based on the February 19th draft submission to the Ministry.

Sensitivity Analysis

Given the many uncertainties with the COVID-19 Pandemic, a number of the assumptions may continue to change, which as a result will impact the projected 2021-22 budget. The sensitivity analysis below focuses on inputs that have the largest impact on revenues. For each of the semesters, the potential impact is noted compared to the presented budget.

Fall 2021 Semester:

Enrolment	Budget	Optimistic	Pessimistic
Domestic	9,006	9,526 (10% increase for semester 1)	8,743 (5% decrease for semester 1)
	$12,480,680	$733,364	($366,682)
International	1,754	1,860 (10% increase for semester 1)	1,488 (25% decrease for semester 1)
	$10,451,309	$638,072	($1,595,181)

Parking	Budget	Optimistic	Pessimistic
Assumption	Do not charge	Charge – Semester + Daily	Do not charge
	$0	$1,218,584	$0

Winter 2022 Semester:

Enrolment	Budget	Optimistic	Pessimistic
Domestic	8,924	9,472 (10% increase for semester 1 & semester 2)	8,614 (5% decrease for semester 1 & semester 2)
	$9,254,757	$594,640	($297,320)
International	2,253	2,423 (10% increase for semester 1 & semester 2)	1,947 (10% decrease for semester 1 & 25% for semester 2)
	$10,092,849	$764,607	($1,375,843)

Parking	Budget	Optimistic	Pessimistic
Assumption	Jan – Mar revenues	Jan – Mar revenues	Do not charge
	$875,393	$0	($875,393)

Fall 2021 and Winter 2022 Semesters:

Residence	Budget	Optimistic	Pessimistic
Beds occupied	650	830	370
	($715,721)	$1,210,968	($1,661,136)

4.3 Capital Expenditures Budget

The total proposed capital expenditures for fiscal 2021-2022 is $12.2 million for annual renovations and infrastructure investments with $4.4 million financed through external funding. The balance is funded through non-cash adjustments from operations and the CRWC deferred revenues of $0.5 million.

The following table shows the allocation of capital expenditure projects for 2021-22:

$'000	Actual 2020-21	Budget 2020-21	Budget 2021-22
Available Funding			
College Equipment Renewal Fund (CERF)[1]	492	492	985
Facilities Renewal Program (FRP)[2]	493	493	2,752
Apprenticeship Enhancement Fund (AEF)	515	663	676
OPG Donation (in-years)	266	266	0
OPG Carry-forward donation	710	710	0
CRWC Reserve (*flow-though*)	2,006	2,382	533
Residence Reserve (*flow-though*)	87	340	0
Other Capital Donations	78	0	0
Total Available Funding	**4,647**	**5,346**	**4,946**
Capital Expenditures			
Academic	1,001	1,078	896
Academic (funded through donations)	974	976	0
Apprenticeship projects (AEF)	574	663	676
Total Academic	**2,549**	**2,717**	**1,572**
Other Services	171	161	370
Total Services	**171**	**161**	**370**
Total IT	**1,854**	**2,048**	**1,512**
Renovations	682	1,750	4,400
Road upgrade, parking & signage	8	22	72
Deferred maintenance	1,157	1,378	3,306
Classroom & lab refresh	64	85	100
Total Facilities	**1,911**	**3,235**	**7,878**
CRWC renovations	2,006	2,382	533
Residence renovations	87	340	0
Total Flow-Through	**2,093**	**2,722**	**533**
Accessibility Pool	111	250	80
Contingency	0	150	250
Pandemic - COVID	1,009	1,303	0
Unbudgeted projects	78	0	0
Total Capital Expenditures	**9,776**	**12,586**	**12,195**
Funded from College Resources	**(5,129)**	**(7,240)**	**(7,249)**

[1] College Equipment & Renewal Fund (CERF) includes additional funding of $491,900 communicated on September 25, 2020. This funding was deferred from fiscal 2020-21 as it does not need to be spent until September 30, 2021.

Planned capital expenditures for 2021-22 include the following:

School of Skilled Trades, Apprenticeship & Renewable Technology	Automotive service technician equipment, electrician/mobile crane operator equipment, mechanical shop upgrade and power engineering feed pump
School of Media, Art & Design	Media loans inventory refresh and live streaming and capture equipment
School of Justice & Emergency Services	Self-contained breathing apparatus tanks and packs
School of Hospitality and Horticultural Science	Meat processing equipment and appliances
School of Science & Engineering Technology	Equipment refresh for science labs, liquid chromatograph, dissolution apparatus, NDE magnaflux, fumehoods and 3D vision cameras
Student services and general administration	Renovation of office space in CRWC, completion of softball diamond refurbishment, replacement of failing sprinkler pipe, new compressor and replacement of ice pad at Campus Ice Centre
Information Technology	Cherwell upgrade, tap enabled scanners, Cognos support, WiFi upgrade, telephony call centre replacement, cloud migration, AV upgrades, computer equipment, lab refresh and access database replacement investigation
Ancillary operations	Kitchen equipment refresh, point-of-sale equipment for food services and bookstore
Facilities Renewal projects	Deferred maintenance projects, continuing roof maintenance, accessibility compliance, lighting and energy retrofits, accessibility

	compliance, replace the dental lab vacuum pumps and mitigation strategies around COVID-19 air quality
General renovation projects	Whitby campus backfill project, JW wing renovation, J-block renovation and the completion of the parking lot north of Stellar

Capital Expenditure Projection for Fiscal Year 2022-23

The capital expenditures currently planned for fiscal year 2022-23 include the planning and design for continued renovations at the Oshawa and Whitby campuses of $2.0 million, $0.5 million for ongoing deferred maintenance, and $1.0 million for the IT lab and faculty laptop refresh. The balance of the 2022-23 capital expenditures will be planned during the preparation of the 2022-23 budget.

4.4 Cash Flow Projection

Cash flow from operations is estimated to be sufficient to pay for continuing operations and the planned capital expenditures.

The following table shows the budgeted cash flow change for the 2021-22 fiscal year.

(000's)	2021-22	Comments
Beginning cash position [1]	**23,654**	
Cash flow from operations	(4,861)	In-year deficit from operating net contribution
Cash flow from operations	13,294	Impact of adding back non-cash net amortization expense and vacation accrual
Change in non-cash working capital	(422)	Change in current assets over current liabilities
Investing activities	(27,260)	2021-22 capital expenditures
Deferred contributions	15,380	Deferred capital contributions and restricted contributions for capital

Re-payment of long-term debt	(4,422)	Outflow for principal payment on long-term loans
Net In-Year Cash Flow	**(8,291)**	
Ending Cash Position [2]	**15,363**	

[1] March 31, 2021 ending operating cash balance. Excludes $5M in short-term investments.
[2] Projected March 31, 2022 ending balance.

If required, the institution will cash in the remaining $5M of short-term investments coming due in September to ensure that it sustains a positive cash position to meet all of its payment obligations.

5.   Conclusion

Durham College is presenting a deficit budget for 2021-22 as result of the continuing challenges related to the COVID-19 pandemic. The budget targets are tight given the current economic environment. The principal objective of the budget is to continue to enhance the academic quality and occupational relevance of the academic programs where possible. The budget allows for the continuation of all existing academic programs and the introduction of six new programs, as well as the Accelerated PSW program. The budget also supports the college's business plan priorities for 2021-22.

The college's budget was constructed to support the operating requirements and key strategic priorities that deliver results for improved student learning and success. The 2021-22 budget targets a total of 11,534 full-time enrolments, an increase of 1.6% over 2020-21. The biggest risk associated with the budget is the achievement of domestic and international enrolment targets.

The proposed capital budget provides $12.2 million for capital expenditures including an investment in academic resources, IT, and ongoing infrastructure improvements. Of this amount $4.4 million will be funded from external sources, $0.5 million from the CRWC deferred revenues, and the remaining $7.3 million will be funded from the operational cash flow of the college.

The projected cash flow indicates that the College will be able to sustain its operations in fiscal 2021-22 without requiring additional external financing. As well, the college will be able to further reduce its previous long-term borrowing by $4.4 million in 2021-22.

6. Financial/Human Resource Implications

In order to reduce the estimated deficit, the institution had to temporarily layoff some employees and permanently reduce some existing full-time positions. The costs associated with these decisions as well as the salary savings have been accounted for in the 2021-22 budget.

7. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

8. Implications for Ontario Tech University

The current shared services agreement creates regular receivables from Ontario Tech University due to expenses related to the salaries of the shared employees that are paid by DC and charged back to Ontario Tech University, and various transactions between DC and Ontario Tech University from the sharing of campus expenses. For 2021-22, $12.0 million is estimated to be charged to Ontario Tech University for operating expenditures (compared to $11.8 million for 2020-21).

The following 2021-22 capital projects are shared with Ontario Tech University:

Information Technology	Cherwell upgrade, changeover of merchant service provider, banner revitalization, tap enabled scanners, Cognos support, network switches, Wi-Fi upgrade, telephony call centre replacement and cloud migration
Facilities	Installation of flag poles
Student Services	Renovation of office space in the Medical Centre, sprinkler pipes, screw compressor and the replacement of pad 2 floor at the Campus

9. Relationship to the Strategic Plan/Business Plan

This report relates to the "Our Work" pillar of the strategic plan and the commitment to be prudent stewards of all resources so that we are financially responsible and realize greater efficiencies throughout college operations.

![Durham College - Success Matters logo]

Public Report

Report Number: BOG-2021-43

To: Board of Governors

From: Don Lovisa, President

Date of Report: May 31, 2021

Date of Meeting: June 9, 2021

Subject: President's Report – May to June 2021

Purpose

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

1.   Our Students

YPAC launches DC Chapter for Young Pipeliners

Durham College (DC) is excited to announce that the Young Pipeliners Association of Canada (YPAC) has launched a new chapter for DC's Mechanical Engineering Technician – Non-Destructive Evaluation (NDE) students and alumni. As one of only two schools in Ontario to offer the NDE program, the launch of YPAC's DC chapter will expand opportunities for students to gain relevant work experience and training in the field.

The DC chapter joins YPAC's community of 2,500 members across Canada who benefit from access to peer networking, scholarships and industry opportunities and events, such as the 2021 YPAC Conference. YPAC also has a number of technical committees for young pipeliners to collaborate on issues of design, production and distribution.

Compared to its fellow chapters across Canada, typically comprised of mechanical, civil, chemical and environmental engineering professionals, DC's chapter will have a unique focus dedicated to protecting the integrity of the pipeline. This chapter will leverage its expertise in the latest methods and developments to promote ways in which NDE technologies can be used during pipeline construction and maintenance. Virtual chapter events will offer a platform for discussion and are open to all YPAC members.

The two-year program, which also has an available one-year fast-track option, requires students to complete in-depth training and gain relevant work experience before obtaining their license and entering the workplace. By connecting current students and recent graduates through YPAC, the DC chapter will work to create a network for early-career individuals in the pipeline industry.

DC has elected the following Executive Committee, comprised of faculty and students to lead the chapter:

- Lovlesh Kamudu, co-chair, fast-track NDE student
- Jamaal Betts, co-chair, second-year NDE student
- Maya Wijeratne, vice president secretary-treasurer, fast-track NDE student
- Jim Cree, vice president events, second-year NDE student
- Almigdad Ibrahim, chapter founding member, second-year NDE student
- Simon Susac, DC graduate and industry liaison, senior lead NDE technician/pipeline specialist, NDT Group
- Katy Zaidman, professor, program co-ordinator, SET

To learn more about YPAC's Durham College chapter, please visit https://ypacanada.com.

DC journalism students and alumni see success at Better Newspaper Competition Awards

DC students and alumni from the Journalism – Mass Media program won big this year at the Ontario Community Newspaper Association's (OCNA) Better Newspaper Competition (BNC), an annual competition that recognizes the outstanding work produced by the OCNA's member newspapers.

Taking first place once again in the General Excellence – College/University category, DC's student-produced campus newspaper The Chronicle was praised for its professionalism, photography and layout, as well as its "solid stories and editorial". Durham also finished third in Best College/University Newspaper Website category.

Four DC alumni were also honoured for their stories, three of whom placed first, including Sam Odrowski (Fort Frances Times) in the Best Business and Finance Story category, Sarah Hyatt (Northumberland News) in the Best Rural Story (circulation over 10,000) category, and Reka Szekely (Oshawa This Week) in the Best Feature News Series (circulation over 10,000) category. Additionally, alumnus Chad Ingram (Minden Times) placed third in the Best News Story (circulation under 9,999) category.

DC's journalism program was introduced more than 40 years ago and since then, our students and graduates have won dozens of OCNA awards, including the student-produced news publication The Chronicle, which finished first last year in the General Excellence Newspaper – College/University category and second in the Best College/University Newspaper Website category.

The OCNA is a non-profit industry association focused on helping community newspapers prosper by promoting and enhancing the image of the industry among readers.

Durham College students win six medals at 2021 Skills Ontario Competition

DC is proud to share that six students reached the podium in multiple categories at the Skills Ontario Competition on May 12. Virtual this year, the competition and Career Exploration Showcase welcomed thousands of attendees to discover new skilled trade and technology careers, while students competed against one another in categories from numerous fields.

Three DC students took home a gold medal, including Cameron Billingham for Photography, Glesy Panaga for Baking and Mark Steele for IT Network Systems Administration. Receiving silver was Lucas Mawdsley for Coding, and bronze was awarded to Jared Toomey for IT Network Systems Administration and Logan Scott for Photography.

Good luck to gold-medal winners, Billingham, Panaga and Mawdsley, who will represent DC and Ontario in the 26th Skills Canada National Competition to be held virtually on Tuesday, June 15.

Skills Ontario is a non-profit organization dedicated to the promotion of the skilled trades and technologies as viable, first-choice career options to Ontario youth through programs and initiatives such as provincial skills competitions.

HOM Drafting & Design offers rewarding opportunities for DC architecture students

DC architecture students experienced a unique opportunity to apply their skills as a result of the college's new partnership with HOM Drafting and Design (HOM). Through their recent Architecture Placement Initiative competition, HOM challenged students from DC's Architectural Technology program to design an accessory apartment (a secondary unit), within an existing basement structure, and produce a set of architectural drawings. DC's Sara Sargent, Hayden Lam and Gregory Stewart – all third-year students of the program – were selected as competition winners, earning a monetary prize and the opportunity to complete a placement at HOM.

This marks the first year DC has partnered with HOM, adding to the college's diverse roster of valued community affiliations. Locally owned and operated for 13 years, HOM's community ties and service offerings, from concept to design to construction, provide students exposure to a variety of areas within architectural design. HOM's team was so impressed with the work of DC students, they decided to extend additional placement opportunities, one of which resulted in a full-time employment, demonstrating the calibre of the program's graduates.

Focused on sustainable design, DC's architecture programs provide the practical and design knowledge required to succeed in this exciting field. Partnering with HOM allows the college to continue exploring opportunities for students to gain relevant experience in the industry.

EnactusDC sparks recognition and collects awards at National Competition

Days before the 2021 Enactus National Exposition, members of DC's Enactus team received candy delivered to each of their homes. This is just one small example of how Heather Brown, president of EnactusDC, kept the team spirit alive and thriving before this major event – and throughout the year.

It's an approach that paid off with EnactusDC achieving its most successful year ever.

The annual Enactus National Exposition is a showcase of student-led, community-based entrepreneurial projects developed and implemented by Enactus student leaders and teams across Canada. Teams are celebrated and awarded for their

dedication to nurturing positive impact on recognized social, economic and environmental issues affecting communities.

Heather made DC proud with her unwavering leadership and resiliency as she supported EnactusDC to exceptional accomplishments at the competition this year. While many Enactus teams forfeited their participation due to the pandemic, Heather rallied her team to its best-ever rankings despite the challenges faced in a virtual world.

Out of more than 75 participating colleges/universities, the Enactus DC team made the semi-final round, placing in the top 20 teams in Canada for its projects: 3eeHive, True Grit, rCycle and ConnectUs 4 Community (CU4C). The team also received the Impact Through Innovation award for its dedicated efforts during the week-long competition.

To acknowledge her hard work, dedication and leadership, Heather received the prestigious Enactus Canada Gold Community Service Leadership Digital Badge for devoting more than 1,000 hours to Enactus DC projects.

The Enactus DC team also celebrated the RBC Future Launch Project Accelerator Best Project Award for project CU4C, an initiative that empowers high school students from Grades 9 to 12 to create clubs that solve community issues as they relate to the UN's Sustainable Development Goals. The project extends the mission "Connecting Us and Uniting Communities" into high schools to inspire and engage next generation leaders to foster positive impact in their own communities. This year, more than 300 students took part in the pilot project, and CU4C aims to grow to more than 30 new clubs in the upcoming academic year.

For an overview of the Enactus DC's projects, check out its Annual Report and Website.

Enactus is an international non-profit organization dedicated to creating social change through entrepreneurship. DC's chapter was introduced to the college in 2016 through FastStartDC, the college's entrepreneurial centre, to create a club of student leaders looking to make a positive economic and social impact on society.

DC grad launches inclusive bandage brand Heal in Colour

For Tianna McFarlane, a DC Supply Chain and Operations – Business (formerly Business Operations) alumna, starting her own company had always been a lifelong dream – but the opportunity to create something significant didn't present itself until 2019, when she was inspired during a simple trip to the drugstore to buy bandages.

As she searched for one that could cover a cut on her own leg, the lack of products for people of colour was striking. While there were plenty of nude, pink and even purple colours, there was nothing that she felt would blend in with her skin tone.

Finding a trustworthy and reputable manufacturer was her first test as an entrepreneur. Creating bandages in these shades has rarely been done, and never in Canada – because of that, finding a manufacturer who could create the product was challenging. She also faced additional barriers in the shipping industry, which was disrupted by the COVID-19 pandemic.

As Tianna worked to get her product to market, she leaned into grit and perseverance, as well as the knowledge gained during her time at DC, to make her dream a reality. Her project management training aided in the creation of timelines and action plans to keep the project on track, and she analyzed the seven Ps (product, price, promotion, place, packaging, positioning and people) to determine a strategic launch and marketing plan to reach her target audience.

The hard work paid off quickly, with Tianna receiving impressive news coverage soon after the product launch in April, and already more than $3,500 in sales. With Heal in Colour now available in the Canadian and U.S markets, consumers across the continent are already rallying around this innovative new product.

Tianna is continuing to dedicate herself to making Heal in Colour a household name – with a strong growth and expansion plan already in place to offer new products in the near future, such as athletic wraps and waterproof bandages. She also hopes to provide bandages to hospitals, long-term care facilities, universities and colleges, elementary schools, daycares and more.

Heal in Colour's bandages are currently available for purchase at www.healincolour.ca.

2. Our People

DC faculty Jay Fisher receives John Dobson Enactus Fellow of the Year award

DC is proud to share that Jay Fisher, a faculty member in the School of Business, IT & Management and lead faculty advisor for the EnactusDC team, has been recognized with a John Dobson Enactus Fellow of the Year award for his outstanding contribution in advancing entrepreneurial learning at the post-secondary level. The award was presented virtually at the 2021 Enactus Canada National Exposition.

Jay has played an instrumental role in weaving entrepreneurship into the fabric of the college, starting with introducing Enactus through FastStartDC. A business instructor at DC for nearly 12 years, in 2017 Jay led the EnactusDC team to the Regional competition and National Exposition in British Columbia. That same year, he was inducted as a John Dobson fellow and also received the Rookie Faculty Advisor of the Year award at Nationals.

Today, Jay continues to advise the EnactusDC team, coaching and mentoring hundreds of student entrepreneurs as they work to make their business ideas a reality. Recently, he coached the team in the 2021 Enactus Regionals Competition, where they placed first for Central Canada.

Through his role with EnactusDC, Jay has also found new opportunities to introduce community partners to the college and Enactus organization, demonstrating an undeniable commitment to social innovation.

DURHAM COLLEGE — SUCCESS MATTERS

3.   Our Work

DC's PREP 1000 course receives $25,000 Bell Let's Talk Kickoff Grant for mental health module

DC is pleased to announce it has received $25,000 from the Bell Let's Talk Post-Secondary Fund. As part of Bell's commitment to the mental health of post-secondary students, the Bell Let's Talk Fund Kickoff Grant is awarded each spring to select colleges and universities to cover start-up costs for specific mental health initiatives.

DC will utilize this funding to infuse mental health resources into DC's first-year experience course PREP 1000 – a self-guided, non-academic course consisting of seven modules designed to prepare students for their first day of classes.

The development of a mental health module within PREP 1000 is currently under way, and is expected to be completed for the upcoming fall semester. In addition to a dedicated module, wellness resources and mental health awareness will also be embedded throughout the entire course.

DC is committed to ensuring mental health resources are accessible across campus to help prepare students for success. Through the updated PREP 1000 modules, students will learn about the various supports and services that exist within DC's community as well as external resources, such as the Good2Talk 24/7 Post-secondary Student Helpline.

Led by the Student Development office, the design of the PREP 1000 mental health module features collaborations across a number of DC departments and services, such as the Access and Support Centre, International Office, Office of Equity, Diversity and Inclusion and the Campus Health and Wellness Centre, and includes valuable input from DC's mental health professionals.

Learn more about DC's mental health resources online or contact the Campus Health and Wellness Centre at chwc@durhamcollege.ca.

DC to receive more than $1.5 million in virtual learning project funding from Ontario government

Durham College (DC) is thrilled to announce that the Ontario government is providing the college with more than $1.5 million in funding to support 12 innovative virtual learning projects. From entrepreneurship and sales to health care, cybersecurity and more, these projects will help students gain access to new, high-quality post-secondary learning and retraining opportunities.

Of the 12 DC projects to be developed with the funding, four are micro-credentials that respond to specific industry gaps, including Corporate Training Specialization, Establishing a Construction Contracting Small Business in Ontario, Managing Responsive Behaviours in Older Adults and Sales for Small Businesses.

The remainder of the projects are a diverse selection of digital learning resources, programs and courses that will supplement learning taking place at DC and its collaborative partner institutions, including:

- Case Management Workflow simulator
- Cybersecurity courses – APSA upskilling course and Cloud Computing Fundamentals course
- Fluid Power Trainer simulator
- Five-course French language program
- Health Technology Management Practice course
- Indigenous Histories and Reconciliation: Moving Towards Reconciliation through Capacity Building course
- Metrology Trainer simulator
- Write it Again – Open Educational Resource

These projects are part of the province's Virtual Learning Strategy that was announced last December and support key priority areas including creating or adapting digital content, equipping faculty and students with skills and resources to teach and learn online and identifying educational technologies to support online courses and programs.

4.   Our Community

There are no news articles for "Our Community" this month.

5.   Key Meetings Involving the President's Office (May 8 to June 4)

- COPEX Meeting – May 10, 2021 (performance appraisal of CEO)
- College Council Meeting – May 11, 2021
- "In Conversation" event with Mayor Mitchell – June 13, 2021

- COP COVID-19 Call – May 13, 2021
- Monthly meeting with President Murphy, Ontario Tech University – May 14, 2021
- Meeting with MP Ryan Turnbull – May 14, 2021
- MCU postsecondary announcement – May 17, 2021
- Consultation with the MCU – Ontario Health Data Platform and Intellectual Property – May 17, 2021
- TD Economic Update event – May 20, 2021
- Meeting with Linda Franklin, Colleges Ontario re: Vaccinations **–** May 20, 2021
- CICan Board Meeting – May 26, 2021
- BNI Education Committee Initiatives Team Meeting – May 27, 2021
- Scugog Chamber Event – John Henry Regional Update – May 28, 2021
- DC Foundation Directors Meeting & AGM – June 1, 2021
- COP Call with BLG re: Vaccinations – June 2, 2021
- College Employer Council – Management Board Teleconference – June 3, 2021
- Consultation with the MCU – Engaging on Fall 2021 Preparations – June 3, 2021

Report Number: BOG-2021-42

To: Board of Governors

From: Linda Flynn, Executive Director, Durham College Foundation

Date of Report: May 27, 2021

Date of Meeting: June 9, 2021

Subject: Durham College Foundation Annual Report

1.   Purpose

The purpose of this report is to highlight the major activities of the Durham College Foundation during the 2020/21 Fiscal Year.

2.   Recommendation

It is recommended to the Durham College Board of Governors:

That Report BOG-2021-42 presenting the Durham College Foundation Annual Report for 2020-21, be received for information.

3.   Background

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

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

The 2020-21 Board of Directors were:

Carla Carmichael, Chair
Barbara MacCheyne, Treasurer (Staff)
Catherine Hardman/Mary Weller, Secretary (Staff)
Garry Cubitt, Chair Governance and Nominating Committee
Lee Terry, Chair Investment Committee
Lillian Jacoby

Kristi Honey, Vice Chair, DC Board of Governors
Kevin Kinsella
Stephen Leslie
Don Lovisa
Amanda MacDonald, Durham College Alumni Association
Tom Worden
Chris Vale
Jennifer Wright
Linda Flynn, Executive Director (Staff)

4.   Discussion/Options

Fundraising Revenue April 1, 2020 – March 31, 2021

Revenue Allocation

FY	Student Awards		Capital		Other*	Total
	Total	Avg Gift	Total	Avg Gift		
20-21	$442,840	$4,866	$1,672,836	$5,808	$28,206	$2,143,882
19-20	$886,032	$9,527	$2,047,864	$7,730	$32,155	$2,966,051

Includes funds that flow through the Foundation such as faculty/athletic donations or in-kind/sponsorship

Revenue Type

	Cash	Pledge Payments	Total	New Pledges
FY 20-21	196,250	1,947,632	2,143,882	$1,437,320
FY19-20	743,916	2,222,135	2,966,051	$2,293,704

Campaign Total:

$5,942,545/$10,000,000

Governance

The Durham College Foundation as well as the two standing committees: Investment and Governance Nominating meet quarterly to conduct the business of the Foundation. As the focus on good governance continues, both committees worked to refine newly established policies and procedures.

In addition, the Board of Directors has been developing a more strategic lens that empowers the Investment Committee to manage investments and allows the board to focus on how to assist the college to reach their goals. To that end, the board has adjusted their agendas to include opportunities for Director education and forward thinking discussions.

5.   Financial/Human Resource Implications

It isn't surprising that fundraising numbers were lower than the previous year considering the implications of the pandemic on local and regional business. That said, a commitment of $5 million from the Barrett Foundation was realized the first week of FY2021-22 and pending Board of Governors approval, another $1,000,000 contribution will be realized from Durham College Students Inc. This sets the tone for an optimistic 21-22 year.

From an investment perspective, the Market Value of the Foundation Endowment fund at March 31, 2021 was a value of $19,615,400, a significant increase of $2,783,742 from the opening balance on April 1, 2020. This increase of 16.5% differs significantly from last year's decrease of just over 4%, however, is not surprising given the market volatility arising from the COVID-19 pandemic and subsequent positivity related to the global opening of economies. The portfolio performed very well, with a significant spike in the first quarter, steady gains most months and another significant spike in the third quarter with the rapid rollout of vaccines. The only exception to the steady growth was a moderate decline of just over 1% in September, which quickly corrected in October with an increase of 5%. Overall, the Foundation Board of Directors is pleased with the portfolio performance.

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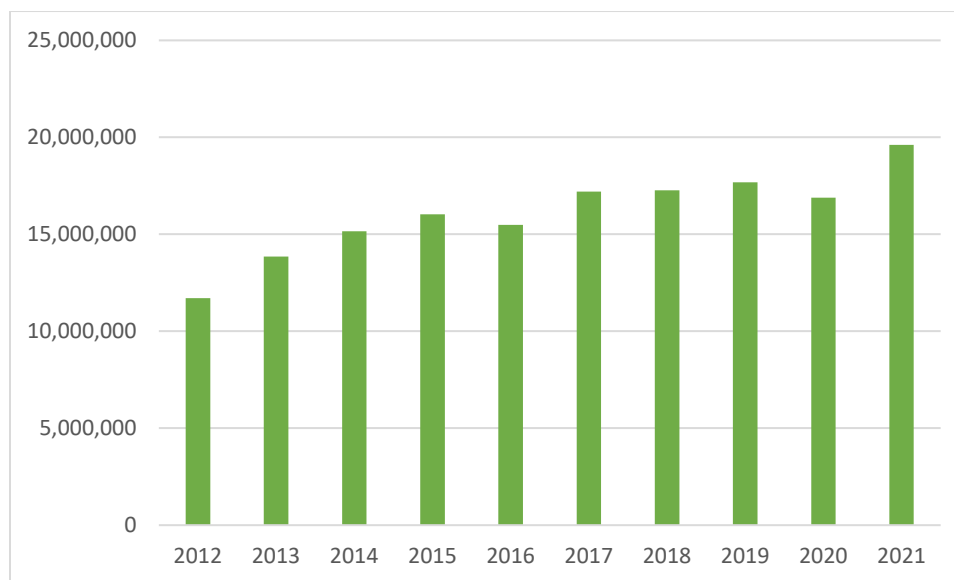
6.   Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7.   Implications for Ontario Tech University

There are no implications for Ontario Tech University.

8.   Relationship to the Strategic Plan/Business Plan

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

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

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

Durham College
Multi-Year Accessibility Plan
2021-2025

Table of Contents

Message from the President

Durham College (DC) is a leader in post-secondary education, with strong values in diversity, inclusion, integrity and respect that drive our organization forward. It is these values that reinforce our commitment to ensuring all those who visit us – whether virtually or in person – have access to a positive and inclusive environment in which they can work and learn.

As these environments evolve, influenced by the COVID-19 pandemic and the growing need for virtual spaces and services, we are reminded that a changing world brings new challenges for accessibility, and a need for innovative solutions and swift response.

Our Multi-Year Accessibility Plan for 2021-2025 demonstrates the ways in which we have already prioritized accessibility with dexterity and forward-thinking action at DC. It also outlines the work that continues to be done as we endeavor to create a truly barrier-free campus.

I am proud of our past accomplishments, as well as our current initiatives and goals. They are ambitious, but necessary, as we transform DC into a welcoming place for people of all abilities and strengthen Ontario's culture of accessibility.

Don Lovisa, President

Introduction

In 2005, the Ontario Government passed the Accessibility for Ontarians with Disabilities Act (AODA), which requires that Ontario be an accessible province by 2025. As set forth in the Integrated Accessibility Standards, Ontario Regulation 191/11, this Multi-Year Accessibility Plan (MYAP) outlines Durham College (DC)'s strategy to meet the various requirements under the AODA legislation. It will also frame the next steps in our effort to create an inclusive and accessible environment by preventing and removing barriers keeping persons with disabilities or exceptionalities from participating fully in the campus community This plan has been established, reviewed, and updated in consultation with persons with disabilities and DC's Accessibility Coordinating Committee (ACC).

The ACC was established in 2003 with the intent of creating a campus that is barrier free to all individuals with disabilities or exceptionalities. The committee consists of individuals representing many operating areas across our college, and includes persons

with disabilities, community stakeholders and individuals with specific knowledge in accessibility considerations. The ACC continues to advise on and assist with the development, implementation and evaluation of accessibility planning at DC and publishes an annual Accessibility Status Report wherein accessibility achievements of the past year are highlighted, progress on the removal of accessibility barriers is reported on, and objectives for the current planning year are established, all while achieving compliance under the AODA.

Past Achievements to Remove and Prevent Barriers

Customer Service

DC is committed to providing equal access to goods and services, and providing exceptional and accessible customer service for its customers. An overview of projects and programs DC has implemented to improve accessibility include:

- DC's new Strategic Plan (2020 – 2023) embraces accessibility as an important element to ensure an inclusive, barrier-free campus.
- The Accessible Customer Service policy was revised in 2018, refreshing our commitment to equal access to goods and services, providing exceptional and accessible customer service for its customers, and compliance with the AODA.
- Developed DC's first policy on Service Animals, demonstrating our commitment to assisting and accommodating service animals and their partner. This policy outlines the guidelines for ensuring that students, employees and visitors of the college requiring the support of a service animal are accommodated.

Information and Communications

DC values and actively promotes the right of all individuals to have an equal opportunity to experience success in their academic and/or employment endeavors within the institution. The college has established standards for information sharing and communications ensuring all students and employees experience an optimally-accessible learning and working environment. An overview of projects and programs DC has implemented to improve accessibility include:

- Information provided in alternate accessible formats and with communication supports upon request.
- Accessibility checking software established for websites and web content measuring existing AODA standards.
- AODA compliance for the DC website completed by the January 1, 2014 deadline and January 1, 2021 deadlines (WCAG 2.0 A and AA).
- Accessible school library resources and other printed learning materials provided upon request.
- DC Cares, the college's official feedback mechanism, was reviewed to ensure it is accessible to all users.

- Administrative software applications (Banner and DC Connect) upgraded to ensure AODA compliance.
- The academic software procurement process was modified to include checking for AODA compliance.
- Procedure for emergency plans reviewed to ensure individualized information is provided to staff with disabilities or exceptionalities.

Training

- Developed resources for faculty on Office365 to use in the classroom, including key accessibility features.
- Training on AODA and accessible documents delivered and available to employees as a resource.
- Developed online training modules in customer service and integrated AODA for educators which all employees, visitors and volunteers are required to complete.

Employment

AODA standards have been considered in the development of recruitment and selection policies and procedures and adhere to the principles outlined in the college's commitment to accessibility. An overview of employment practices DC has implemented to improve accessibility for people with disabilities include:

- Employment contracts now distributed electronically in a format compatible with assistive technology.
- Accessibility standards reviewed and updated for virtual employee recruitment now include closed captioning and all candidates are provided with interview questions both verbally and in written format.
- Released a Self-Identification Survey to all staff and members of the campus community. This survey was the first of its kind at the college, and results will be used to identify and remove barriers that exist in our employment system and create equitable practices.
- Recruitment processes continue to adapt to accessibility needs through all stages of hiring. Through DC's Applicant Tracking System we ensure that all information in job postings aligns with accessibility requirements.
- Candidates being invited for interviews are made aware of the availability for accommodation and asked if they require any accommodation for any component of their interview. When offers of employment are made, the successful applicant is notified of the policies for accommodating and supporting persons with disabilities.
- DC's policy on employment related accommodations was reviewed in 2019 and outlines the procedure for identifying the need for an accommodation, developing individualized workplace emergency response information, developing and reviewing Individualized Accommodation Plans, and the process for employees returning to work after an injury or illness.

- Individual Accommodation Plans included sit/stand desks, specialized lighting, modified and reduced work schedules, noise cancelling headsets, microphones and speech to text assistive technologies, accommodated parking spaces.

Design of Public Spaces (Built Environment)

DC has committed to incorporating accessibility into public spaces that are newly constructed or redeveloped on and after January 1, 2016 and ensuring that existing requirements stated under the Design of Public Spaces Standards are followed. An overview of areas of the built environment where DC has implemented changes to improve accessibility include:

- A campus-wide physical audit that provided a five-year plan for accessibility improvements.
- The entrance to the Whitby campus was made accessible.
- Thirty-five height adjustable chairs and tables were purchased.
- Parking spaces symbols were changed to reflect "The Forward Movement" symbols.
- Classrooms were equipped with Automatic Door Operators.
- Accessible walkways were created at the Oshawa campus.
- Accessible ramp and door operator installed.
- Design and construction of an all-gender washroom at the Oshawa campus.

Other/General

Procurement and Self-Service Kiosks:
- The consideration of accessibility during the procurement process is ensured through the Purchasing By-Law 45-2016 Section 4.09 Ontarians with Disabilities Act, 2001 and the AODA.
- Procurement policy revised to include accessibility requirements, best practices, and implementation at DC. Policy was last updated in 2019.
- Information Technology Services and Enrolment Services have considered accessibility, during the procurement, deployment and maintenance of the software such as Q-Nomy and Information kiosks. Accessibility standards were built into the existing kiosks in 2014.

MYAP Strategies and Actions

The following pages outline DCs MYAP, identifying the projects and programs we plan to implement between now and 2025 to meet the requirements of the AODA and to remove and prevent barriers to people with disabilities.

Customer Service

DC is committed to providing equal access to goods and services, providing exceptional and accessible customer service for its customers, and is obligated to comply with the AODA and Accessibility Standards for Customer Service.

DC continues to:
- Provide training on how to provide accessible customer service to all employees, volunteers and individuals who provide goods, services or facilities on behalf of DC.
- Monitor its customer service to maintain and improve upon the level of accessibility provided in programs, services and facilities.
- Offer multiple formats (virtual video calls with closed captioning, in-person, telephone, LiveChat, social media) for student services' functions such as registration, academic and medical appointments, mental health and wellness support, financial aid and career development support, etc.
- Provide additional technology and resources to ensure equal opportunity to online services and classrooms (some examples are scanners, height adjustable tables, and adaptive software, including Zoom Text, Kurzweil 3000 and Read and Write)
- Offer a variety of assistive/adaptive technology and alternate formats of college materials and forms, multimedia, course material, etc.

Customer Service Goals:
- Revise and update content in AODA legislated training modules.
- Student service areas to refine their web-based tutorials and educational workshops to increase accessibility for student participation.
- Increase awareness and use of the library's Accessible Content E-Portal (ACE). platform that provides access to a collection of books that have been digitized and made available online in accessible formats. ACE has been developed through Scholars Portal, improving access to university and college libraries across Ontario. ACE is part of the Scholars Portal Books platform, and is one of several accessibility initiatives at Scholars Portal that is focused on advancing equality for library users with print disabilities.
- Review and improve all-gender access at campus gym including in the change room and washroom, with modifications to existing inventory of spaces.

Information and Communications

DC is committed to providing and receiving information and communications in ways that are accessible, and has met all the current requirements of the Information and Communications Standard.

DC continues to:
- Maintain a process for receiving and responding to feedback in ways that are accessible.
- Notify the public about the availability of accessible formats and provide accessible formats, upon request.
- Provide emergency information in alternative formats, upon request.

- Maintain an accessible website and web content.
- Monitor its website for compliance with accessibility standards.
- Review documents and templates to ensure they are accessible.

Information and Communication Goals:
- All public DC websites will meet or exceed WCAG 2.0 Level AAA by January 1, 2025.
- Ensure all videos are captioned campus-wide to align with AODA AAA plan.
- Ensure that print-documents are accessible.
- Ensure that documents and content posted online are in accessible formats.
- Ensure internal college forms are accessible, through the Forms Management Program.

Employment

DC is committed to using fair and accessible employment practices, and to comply with and exceed the standards described in the AODA Integrated Standards and the Ontario Human Rights Code. As highlighted in our Strategic Plan, we value diversity and inclusion and ensure a positive and inclusive work environment that is diverse, respectful and representative of our community.

DC continues to:
- Notify applicants about the availability of accessibility accommodations in the recruitment process.
- Advise all new employees about the availability of accommodations for employees with disabilities with a link to accessibility policies in the employment contract.
- Inform all employees of supports available through the employee intranet.
- Ensure policies on accommodation and supporting employees with disabilities are posted to the employee intranet and communicated to all employees whenever there is a change.
- Offer accessible formats and communication supports for employees with disabilities who require them.
- Provide individually accessible workplace emergency response information for employees who require it and offer this through the return-to-work process.
- Develop and document individual accommodation plans for employees who require it and offer this through the return-to-work process.
- Offer a return-to-work process to support and accommodate employees who have been absent from work due to a disability.
- Consider the needs of employees with disabilities in performance management, career development and planning processes.

Employment Goals:

- Continue to regularly review employment related policies and practices to ensure applicants and employees with disabilities receive the supports and accommodations they require.
- Develop and implement a communications plan to raise awareness of the availability of individualized emergency response information accommodations for employees with disabilities.
- Refresh guidelines for DC management that outlines best practices in how to accommodate their employees with disabilities.
- Review the Self-Identification Survey responses to identify and remove barriers that exist in our employment system and create equitable practices. Develop and implement a strategy to address the results of this survey to ensure equitable and inclusive access for everyone on campus.

Design of Public Spaces Standard (Built Environment)

DC will meet accessibility laws when building or making major changes to public spaces. As described in our Strategic Plan, we will reimagine and grow our facilities to be more flexible, accessible and progressive.

DC will continue to:
- Consult with the ACC, the public and people with disabilities or exceptionalities prior to redeveloping or constructing new public spaces under this standard.
- Incorporate public consultations into existing processes wherever possible.
- Meet or exceed the technical requirements of Design of Public Spaces Standard (DOPS) 2018-2023 Public Spaces Goals.
- Explore the inclusion of mobility device charging stations in new and redeveloped public spaces.
- Offer at least one height-adjustable chair in each classroom, review and evaluate assistive technology availability and needs at both campuses.

Design of Public Spaces goals:
- Based on the audit completed in 2020, DC will address the areas below to ensure DOPS compliance:
  o Fire alarms
  o Walkways
  o Site ramps
  o Counters
  o Drinking fountains
  o Elevators
  o Parking
  o Exterior doors – non-vestibule
  o Exterior doors – vestibules
  o Communal washrooms
  o Interior doors
  o Learning spaces
  o Controls

- o Change rooms
- o Universal washrooms
- o Stairs
- o Interior ramps
- o Path of travel/corridors

Other/General

Procurement and Self-Service Kiosks:
- DC will continue to incorporate accessibility when procuring goods and services including self-service kiosks.

Procurement goals:
- Monitor the accessible purchasing requirements through random audits of files and provide additional support where necessary.
- Purchasing and procuring accessible goods, services and facilities.
- Develop and implement a training cycle to ensure employees remain up to date on accessibility legislation, corporate policies and best practices for interacting with people with disabilities.

Teaching and Learning:

DC is committed to providing faculty with the tools they need to ensure their teaching and learning material is accessible to meet the diverse needs of the student population.

DC continues to:
- Provide faculty with resources and professional development opportunities at faculty orientation and throughout their careers so they are equipped with current and relevant instructional strategies to engage all students.
- Provide resources to empower full-time and contract faculty to incorporate accessibility in learning materials. For example, how to include closed captioning on recorded videos.
- Provide comprehensive material on Universal Design for Learning (UDL) curriculum design and delivery principles aimed at creating an inclusive and accessible learning experience for students. A detailed checklist and best practices are provided that include a structured method on how to incorporate UDL in assessment and evaluation, course outlines and lesson plans, and creating accessible documents.
- Offer resources, professional development and faculty toolkits to ensure faculty understand their role as educators in the AODA.

Teaching and Learning goals:

- Implement and review new Recording of Learning Activities policy to ensure closed captioning is made available for remote and recorded lectures.

- Ensure the systems provided to faculty for the purposes of teaching and learning are accessible to both the faculty and student and include the provision of autogenerated captioning to ensure accessibility in virtual synchronous delivery.
- Implement and review new Accessibly Formatted Course Materials for Students with Disabilities/Exceptionalities policy to ensure it is supporting a barrier-free learning environment.
- Offer new and more delivery options to students, both asynchronous and synchronous, including the Rotary Global Classroom, so that students can access their courses how and when they wish.
- Ensure that all experiential learning opportunities such as research, co-operative education, field placement opportunities, etc. consider the accessibility needs of the students.

For More Information

We encourage you to visit our Accessibility web page for helpful resources and updated information: https://durhamcollege.ca/about/accessibility.

DC will communicate with people with disabilities in ways that consider their disabilities. Therefore, as per the AODA, college documents are available in an alternate format upon request. DC policies are available in electronic format on our website: http://www.durhamcollege.ca/about-us/corporate-links/governance/policies/.

For more information on this accessibility plan or a to request a free accessible format of this document, please contact: Tara Koski, dean, Students at tara.koski@durhamcollege.ca or dccares@durhamcollege.ca.

Public Report

Report Number: BOG-2021-41

To: Board of Governors

From: Don Lovisa

Date of Report: June 9, 2021

Date of Meeting: June 9, 2021

Subject: Student Association Commitment to "Building for Skills" Campaign

1. Purpose

The purpose of this report is to request the authority to execute a multi-year agreement between Durham College and Durham College Students Inc.

2. Recommendation

It is recommended to the Durham College Board of Governors:

1. That in accordance with Report BOG-2021-41 concerning the Durham College Students Inc. (DSCI) commitment of $1,000,000 to the Building for Skills Campaign, staff be authorized to execute a multi-year agreement with DCSI for the use of space at the Whitby (namely the current student services area) and Oshawa campuses (namely B105) and;

2. That as a condition of the multi-year agreement, Durham College agrees to work with the DCSI in their endeavour to build "the best student centre in Ontario" at the Oshawa campus. This could mean providing space in a building owned by the college or provision of land for DCSI to build their own.

3. Background

As part of the "Building for Skills" $10 million capital campaign, to support the building of the new Skills Training Centre at Whitby campus, the Office of Development initially approached the Student Association in November 2019 to consider supporting the campaign and the needs of students at Whitby Campus. There is precedent for mutually beneficial arrangements between colleges and student associations that often relate to the negotiation of space for financial contributions. In fact, there is precedent at DC when the Board of Governors authorized the college to negotiate a 10-year space agreement in return for a commitment of $500,000 from The Student Association in 2010.

After months of conversations and periodic meetings between Don Lovisa, Linda Flynn and student association representatives, a formal proposal was presented to request $1,000,000 commitment in exchange for three commitments by the college. These commitments are outlined below.

4.   Discussion/Options

The Board of Directors of Durham College Students Inc. approved the commitment of $1,000,000 pledged over five years to Durham College.

4.1   Benefits to the Donor:

Whitby Campus:

- Use of ML1B Cottage for an 18-24-month period beginning in September 2021 (or as soon as it is vacant).

- Occupancy of Room 180 when Student Services area has vacated as part of the Whitby campus backfill plan. Occupancy for 10-years with option to renew for same or comparable space.

Oshawa Campus:

- Occupancy of B105b to create a Multi-Media and Content Creation Hub adjacent and complementary to Riot Radio. Occupancy for 10 years with option to renew for same or comparable space.

- The opportunity to partner with DC on creating a new student space as part of their future capital plan or to build a stand-alone student centre on the Oshawa campus (at DCSI expense).

  o A new event space would consider both open convention space and theatre space housing unique student centre features to provide the college with a competitive advantage in attracting students to the campus.

5.   Financial/Human Resource Implications

There are positive financial implications for the capital campaign and in the potential capital funding provided to a new space at Oshawa Campus.

In addition, adherence to the agreement has the potential to impact future capital plans.

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

See above.

7. **Implications for Ontario Tech University**

There are no implications for Ontario Tech University.

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

This report relates to the "Our Work" pillar of the strategic plan. Specifically, it helps with optimizing resources and enhancing the student experience.

It ties directly to the business plan objective to complete the Building for Skills campaign by confirming a transformational contribution of $1,000,000.

Public Report

Report Number: BOG-2021-52

To: Board of Governors

From: Alan Dunn, Associate Vice President – Facilities & Ancillary Services

Date of Report: June 1, 2021

Date of Meeting: June 9, 2021

Subject: Update on the Durham College Innovation Grant Fund Project

1.   Purpose

The purpose of this report is to provide an update to the Board of Governors on the geothermal energy system that was completed in 2019 and funded by the Innovation Grant Fund (IGF).

2.   Recommendation

It is recommended to the Durham College Board of Governors:

That Report BOG-2021-52, providing an update on the Durham College Innovation Grant Fund (IGF) project, be received for information.

3.   Background

Durham College was the recipient of a $9.13M financial grant based on a proposal to install and operate a Borehole Thermal Energy Storage System (BTES), more commonly referred to as a geothermal energy system. DC's award from the Ministry represented approximately 13.5% of the total $67.8M Provincial fund that was shared amongst Ontario's public colleges and universities. The project was completed in 2019 with commissioning, testing and data collection following into 2020.

4.   Discussion/Options

Durham College engaged with Siemens Canada Limited, acting as the master integrator or prime contractor, to develop and install the geothermal field for the Oshawa campus. The selected location was adjacent to, and just west of, the new Centre for Collaborative Education (CFCE) building. This site was formerly the home of the Simcoe Building, DC's original campus building from the late 1960's. The geothermal field consists of 150 borehole wells, each with a depth of

approximately 180 metres. Connected together this represents an underground circuit length of approximately 55km. This closed loop system was then connected to a new heat pump inside the Willey building providing thermal energy storage by "taking" heat from the Willey building in the summer season and storing it in the borehole wells. In the winter the same heat pump draws back this stored energy or heat from the wells to provide a source of heat energy for the building. This benefits DC in two ways:

i)   by reducing our reliance on natural gas required to provide heat in the winter and electrical energy to run refrigeration systems in the summer. This reduces DC's direct utility costs.
ii) by reducing DC's carbon footprint based on a lower use of CO_2 producing fuels such as natural gas. This was the primary objective of the project.

The submission to the Ministry was based on a two phase or option plan that allowed the system to be scaled dependent on the availability of funding. The original or phase 1 plan calculated a target of 894.1 mTe (mega Tonne equivalent) per year as an annual reduction in DC's CO_2 footprint. The Ministry funding allowed DC to proceed with this single phase. Had phase 2 also been approved, the reduction would have been forecast at 1,421 mTe. Over the course of 2020, despite certain mechanical complications in commissioning the Willey heat pump, the actual calculated savings from baseline were 920mTe which exceeded the original application forecast by 2.86%. The majority of the reduction, 95.87% was derived from the reduction in direct natural gas usage. The secondary amount, 4.13% represented the reduction in electrical usage. See Appendix "A" for the template to be filed this month with the MCU to close out the project.

5.   Financial/Human Resource Implications

The implementation of the Simcoe Geothermal Field project represents an ongoing reduction or cost avoidance to the college's utility expenses. Based on the past twelve months, DC's average costs were $0.135/m^3$ for gas and $0.10/kWh for electricity. This equates to a $62,698 gas cost and $89,628 electrical cost avoidance or reduction in these commodities as a result of this initiative.

6.   Implications for the Joint Campus Master Plan

There are no implications to the joint campus master plan.

7.   Implications for Ontario Tech University

There are no implications for Ontario Tech University.

8. Relationship to the Strategic Plan/Business Plan

This report relates to the "Our Work" pillar of the strategic plan and the commitment to be at the forefront of the evolving practices of teaching, learning and applied research. This project also aligns with Provincial and Federal government goals of reducing Canada's carbon footprint towards a "Net 0" goal for carbon by the year 2050.

Public Report

Appendix "A"

	PROJECT INFORMATION				ACTUAL ANNUAL EMISSIONS REDUCTIONS ACHIEVED			
Institution Reference Number (optional)	Project Name	Campus	Building	Project Work Description	Direct Natural Gas (cubic meters)	Other Fuels (litres only)	Purchased Electricity (kWh only)	Purchased District Heating / Cooling (GJ)
	DC Geothermal	Oshawa	Simcoe Building	Bldg. Demolition and Replacement with Geothermal Field	87,162m3		547,641kWh	
	DC Geothermal	Oshawa	Gordon Willey	Innovation Centre (Pumping Plant) and Building Load for Geothermal Plant and Heat Pump Plant	377,270m3		348,641kWh	
Totals					464,432m3	0L	896,282kWh	0GJ
				Conversion Factors to tonnes of CO_2:	x 0.001899	x 0.001548	x 0.000043	x .0494152
				(A) Total Tonnes of CO_2:	920 m Te	882 m Te	0 m Te	39 m Te	0 m Te

Total Balances:
(B) Estimated Annual GHG Reductions (TPAs) - Tonnes of CO_2 **1,421** mTe
(C) Durham College 2017-18 Innovation Grant Fund Allocation   **$ 9,134,847**

Variance Analysis: Please provide a brief explanation for the variance between the estimated and the actual GHG emissions reductions achieved

The calculated GHG savings from baseline to actual billing comparison is valued at 920 mTe which exceeds the original GGRP Application target of 894.4 mTe. There could be some variance in this calculated value in future when actual metering data becomes available due to the change in baseline estimation from the original approach of estimation by square footage projection versus actual metering approach.

\

Per our previous clarification, 1421 Mte was based on future expansion of the Geothermal field, the original application approved for phase 1 was for the installation of only one building (Gordon Willey) which was calculated at 894.4 mTe instead of the 1421 mTe calculated on this form.

Public Report

Report Number: BOG-2021-39

To: Board of Governors

From: Don Lovisa, President

Date of Report: May 14, 2021

Date of Meeting: June 9, 2021

Subject: Provincial Key Performance Indicators (KPIs) – 2019-20 Results

1.   Purpose

To provide the Board of Governors with the results of the annual provincial Key Performance Indicator (KPI) data, released on May 12, 2021.

2.   Recommendation

It is recommended to the Durham College Board of Governors:

That Report BOG-2021-39 concerning the 2019-2020 key performance indicator data be received for information.

3.   Background

Every year, the Ministry of Colleges and Universities assesses college performance in four key areas:

- Graduate Employment KPI
  - Telephone survey completed by last year's graduates
- Graduate Satisfaction KPI
  - Telephone survey completed by last year's graduates
- Employer Satisfaction KPI
  - Telephone survey completed by employers of last year's graduates
- Graduation Rate KPI
  - Calculated by the college annually and includes those who graduated within a window of approximately twice the program length.

In previous years, the ministry also mandated the Student Satisfaction KPI survey. However, the ministry stopped collecting and publishing student satisfaction results as part of Ontario's transition to performance-based funding. The ministry is now prioritizing the collection of data on labour market outcomes for graduates.

Normally the results for 2019-20 would have been received by the colleges in April 2020. However, the ministry paused surveying in 2020 to allow colleges and the ministry to focus on the successful delivery of programs during the pandemic. As a result, the KPI data has been released by the ministry one year later than usual.

Because of this timing, these results do not reflect the impact of the pandemic. These results are specific to graduates who completed their academic programs in 2018-19.

The surveys for the 2020-21 KPIs were also delayed by the ministry. The ministry has indicated that results for the 2020-21 graduates may be released in mid-2021.

4. Discussion/Options

Durham College's high-level results for each of the four KPIs are presented in charts 1 through 4. Each chart presents the 2019-20 results for the system KPI, Durham College KPI, and the previous year's 2018-19 Durham College KPI along with the respective margins of error. In addition, the charts also present the highest and the lowest results in the system for the year 2019-20.

Charts 1 and 2 present KPI results for Graduation Satisfaction and Graduate Employment.

Chart 1:

Graduate Satisfaction

Margin of Error	+/- 0.2%	+/- 2.8%	+/- 2.3%
System High	87.9%		
System Low	74.9%		

Chart 2:

Graduate Employment Rate

Margin of Error	+/- 0.2%	+/- 3.4%	+/- 2.6%
System High	91.9%		
System Low	80.6%		
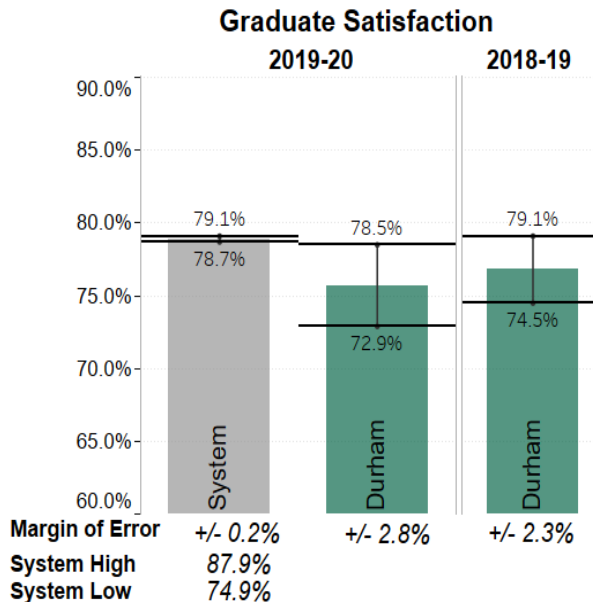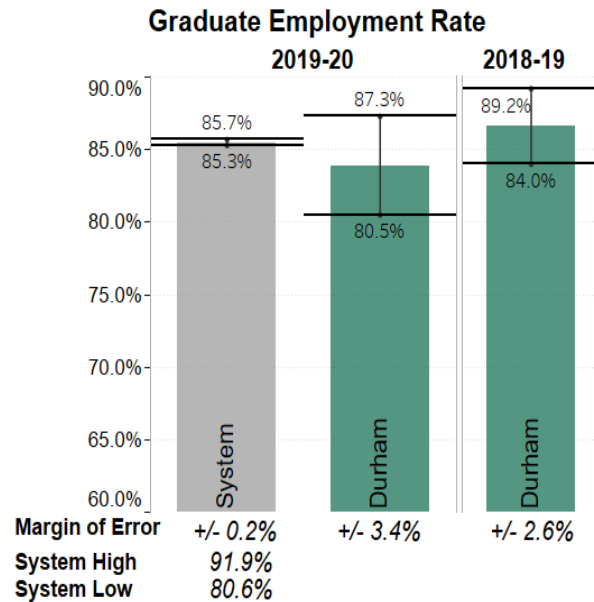
Note: Graduate Satisfaction results reflect the proportion of graduates who indicated they were satisfied or very satisfied. Graduate Employment reflects the proportion of graduates who were available for employment and who were employed. For both, system highs and lows exclude Boréal and La Cité.

Durham College's 2019-20 KPI results for Graduate Satisfaction and Graduate Employment are comparable to the prior year results with reference to the margins of error. The overlap in the college's margins of errors for this year and the prior year indicates that the variances are not statistically significant. Durham College KPI results are below the system for both of these metrics.

- Graduate Satisfaction (75.7%) for the college trended downwards similar to the trend for the system which trended downward one per cent.
- A significant percentage of students indicated they were neither satsified nor dissatisfied for Graduate Satisfaction (15.9%).
- Graduate Employment (83.9%) for the college trended downward after an increase last year.

Charts 3 and 4 present KPI results for Employer Satisfaction and Graduation Rate.

Chart 3:

Employer Satisfaction

Chart 4:
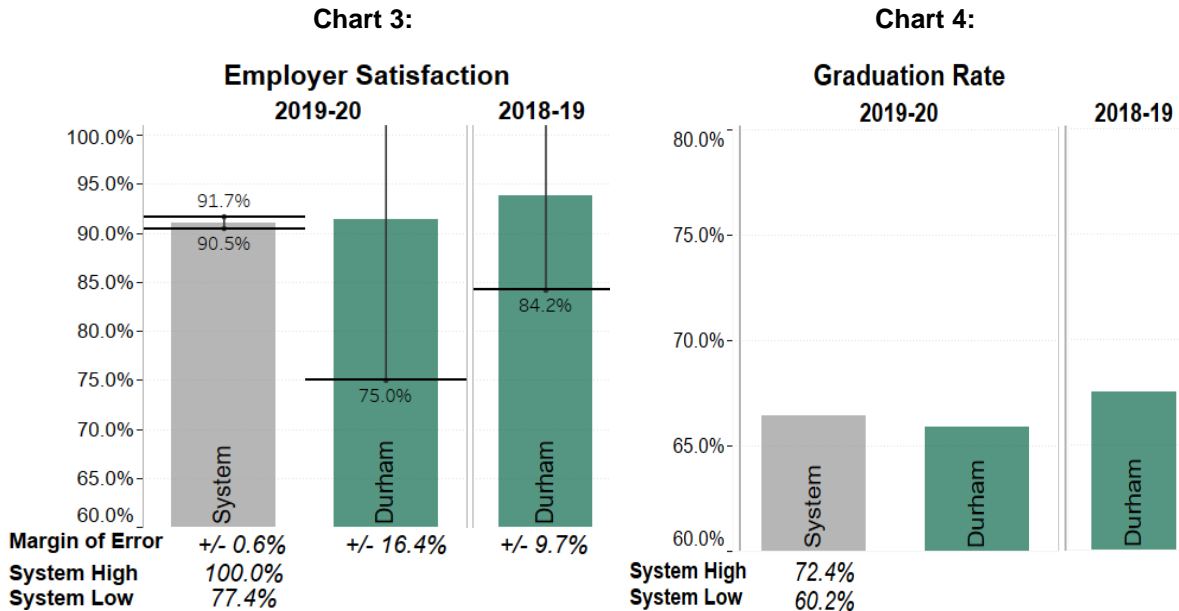
Graduation Rate

Note: For Employer Satisfaction, results reflect the proportion of students who indicated they were satisfied or very satisfied. Graduation Rate is calculated by the college in accordance with the Ministry of Colleges and Universities (MCU) Graduation Rate KPI Calculation and Reporting for the 2019-20 Reporting Year Operating Procedure. System highs and lows exclude Boréal and La Cité.

Durham College's KPI result for Employer Satisfaction is comparable to the system KPI results for 2019-20 as well as the college result from the prior year with reference to the margins of error. The overlap in the margins of errors indicates that the upwards and downward variances in the college performance, or the variances between the college and the system are not statistically significant. College Employer Satisfaction in particular has a high margin of error due to low sample size.

- Employer Satisfaction (91.4%) for the college trended downwards.

Durham College's KPI Graduation Rate is slightly lower than the system KPI Graduation Rate. For the year 2019-20:

- Graduation Rate (65.9%) for the college was lower than the system average (66.4%) and trended downwards by 1.6% from last year.

Each year, Durham College analyzes and benchmarks KPI results. The Office of Research Services, Innovation and Entrepreneurship provides KPI dashboards for faculty and leadership, which are used to identify strengths and key areas for improvement. In the coming year, particular focus will be placed on the retention rate in an effort to improve the Graduation Rate KPI. Graduation Rate is one of the metrics in the Strategic Mandate Agreement 3 (SMA3), and therefore has funding implications, although the methodology for KPI and SMA3 is slightly different.

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 improve student outcomes have and will continue to be factored into future budget and planning decisions.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

There are no implications for Ontario Tech University.

8. Relationship to the Strategic Plan/Business Plan

This report relates to the "Our Students" pillar of the Strategic Plan, and the goal to provide exceptional learning experiences that create opportunities for students to build resilience, competence, personal capacity and life-enhancing skills.

Public Report

Report Number: BOG-2021-37

To: Board of Governors

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

Date of Report: May 17, 2021

Date of Meeting: June 9, 2021

Subject: Quality Assurance: Comprehensive Program Review

1.   Purpose

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

The report includes deferred activity from the 2019-2020 academic year, as well as the 2020-2021 CPR roster of programs that are on track for completion in spring 2021. Also included in the report are programs that are currently in process of completing their CPRs in the upcoming academic year as per the 2021-2022 roster.

2.   Recommendation

It is recommended to the Durham College Board of Governors:

That Report BOG-2021-37 highlighting the College's quality assurance program be received for information.

3.   Background

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

- Aligns with the mission, vision and values of the college, and the college's strategic plan;
- Aligns with the existing program mix at Durham College;
- Remains responsive to economic and societal needs, as well as meets the expectations of students and employers;
- Supports transition to further study, where appropriate;
- Delivers current and innovative pedagogical best practices, experiential and work-integrated learning experiences, and alternate delivery modes, as appropriate, to enhance student success and satisfaction;
- Meets or exceeds the Ministry of Colleges and Universities Program Standards (where they exist);
- Meets or exceeds industry or program accreditation standards, where applicable;
- Fulfills the expectations of the Ontario College Quality Assurance Services (OCQAS), and meets the standards and requirements as outlined in the College Quality Assurance Audit Process (CQAAP); and
- Adheres to and meets the objectives of Durham College's Academic Program Review and Renewal – Quality Assurance policy and procedure (ACAD-105).

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

4. Discussion/Options

4.1 Completed Comprehensive Program Reviews

The list of programs noted below began their CPR during the 2019-2020 academic year. Due to the global pandemic, the CPR template requirements and timelines were adjusted. The final report was condensed to highlight areas of improvement and recommendations in the action plan. Sixteen of the programs completed their adjusted CPR in December 2020 and presented an analysis of the data and action items for continuous improvement to Academic Council for information sharing during the 2020-2021 academic year. The seven remaining programs completed their adjusted CPR in May 2021. The program teams will present their analysis and action items for continuous improvement to Academic

Council for information sharing during the 2021-2022 academic year.

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

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

School of Health and Community Services
Early Childhood Education (Ontario College Diploma)
Fitness and Health Promotion (Ontario College Diploma)

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

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

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

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

Programs listed below will schedule their presentations to the Academic Council in the 2021-2022 academic year:

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

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

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

4.2 In-Progress Reviews

Due to the global pandemic, extensions were required to ensure the successful completion of the CPR. The list of programs below began the CPR process in the fall of 2020. All programs will successfully complete their final report and recommendations in June of 2021 as planned.

Programs identified below will present an analysis of the data and action items for continuous improvement to Academic Council for information sharing during the 2021-2022 academic year.

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

School of Business, IT and Management
Computer Foundations (Ontario College Certificate)
Computer Programming (Ontario College Diploma Ontario College)
Computer Programming and Analysis (& Coop) (Ontario College Advanced Diploma)
Computer Systems Technician (& Ontario Tech U Transfer) (Ontario College Diploma)
Computer Systems Technology (& Coop) (Ontario College Advanced Diploma)
Project Management (Ontario College Graduate Certificate)

School of Health and Community Services
Community Integration Through Co-operative Education (Ontario College Certificate)
Dental Reception and Administration (Ontario College Certificate)
Occupational Therapist Assistant and Physiotherapist Assistant (Ontario College Diploma)

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

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

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

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

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

4.3 Spring 2020 Launched Reviews

The list of programs below began the CPR process in winter 2021. Following submission of the final report and recommendations in June 2022, the programs will present an analysis of their data and action items for continuous improvement to Academic Council for information sharing during the 2022-2023 academic year.

Centre for Professional and Part-time Learning
Hospital Nursing Unit Clerk (Durham College Certificate)
Entrepreneurship Certificate (Durham College Certificate)

School of Business, IT and Management
Recreation and Leisure Services (Ontario College Diploma)
Business Fundamentals (Ontario College Certificate)
Marketing – Business (& Ontario Tech U Transfer) (Ontario College Diploma)
Marketing - Business Administration (& Coop) (Ontario College Advanced Diploma)

School of Health and Community Services
Dental Hygiene (Ontario College Advanced Diploma)
Dental Assisting (Levels I & II) (Ontario College Graduate Certificate)

School of Justice and Emergency Services
Advanced Law Enforcement and Investigations (Ontario College Graduate Certificate)
Paramedic – Advanced Care (Ontario College Graduate Certificate)
Protection, Security and Investigation (& Fast-track) (Ontario College Diploma)
Police Foundations (& Fast-track) (Ontario College Diploma)

School of Media, Art and Design
Animation – Digital Production (Ontario College Advanced Diploma)
Fine Arts – Advanced (Ontario College Advanced Diploma)
Foundations in Art and Design (Ontario College Certificate)
Graphic Design (Ontario College Advanced Diploma)
Journalism – Mass Media (Ontario College Diploma)

School of Science and Engineering Technology
Chemical Engineering Technology (Ontario College Advanced Diploma)
Water Quality Technician and Coop (Ontario College Diploma)

5. Financial/Human Resource Implications

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

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

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

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

This report relates to the "Our Students" and "Our Work" pillars of the Strategic Plan. The CPRs support to educate and inspire students to realize success in their careers and communities, as well as enabling us to be a leader in teaching and learning while responsibly managing resources, ensuring good governance and strategically investing in the future.

The first goal of the Academic Plan is addressed; the CPR supports exceptional quality in our academic programs by meeting the objective to develop, launch, review and renew high-quality programs that reflect evolving societal and workforce needs.

Public Report

Report Number: BOG-2021-29

To: Board of Governors

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

Date of Report: May 5, 2021

Date of Meeting: May 12, 2021

Subject: Approval of a New Program of Instruction: Honours Bachelor of Community Mental Health

1. Purpose

To seek approval from the Board of Governors for the following post-secondary program of instruction for September 2023 intake:

Honours Bachelor of Community Mental Health

- Credential: Honours Bachelor Degree
- Duration: 8 semesters
- School: Health and Community Services (HCS)

2. Recommendation

It is recommended to the Durham College Board of Governors:

That in accordance with Report BOG-2021-29, the proposed Honours Bachelor Degree program of Instruction listed below be approved:

- Honours Bachelor of Community Mental Health

3. Background

The *Honours Bachelor in Community Mental Health* (HBCMH) is an interdisciplinary program that focuses on meeting the demand for mental health support in our communities, organizations and institutions. The program is grounded in the disciplinary fields of psychology, health science, counselling, and social science. Graduates of the program will have a strong cultural competency lens and thorough understanding of the social determinants of health to support the mental health of diverse populations, including immigrants, refugees, Indigenous peoples, women, and LGBTQ+ clients. This program will provide students an opportunity to demonstrate their knowledge, skills and abilities in the

application of theory and methodology with a mandatory 420-hour experiential work placement, serving to bridge the transition from education to real-world experience.

The HBCMH program will develop future practitioners who will be dedicated in providing support and leadership within the evolving landscape of community mental health. Graduates will become leaders in the field of mental health and will possess effective team-building skills, equipping them to best support the mental health goals and outcomes of the clients and communities they serve. The program will prepare graduates to be knowledgeable, reflective and culturally intelligent, and equipped with concrete skills in the field of community mental health to support the needs of prospective future employers and community members.

Graduates will be prepared to successfully gain employment in mental health as case management, crisis counselling, mental health promotion, addictions counselling, housing and advocacy consultancy, peer support, and residential youth workers. Graduates also will have the knowledge and skills to pursue further graduate study in Community Mental Health or related fields.

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

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

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

4.   Discussion

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

- There is a well-established need for mental health services as one in five Canadians live yearly with a mental illness.

- Wait lists for services currently exceed 18 months and this is expected to rise.
- The government of Ontario has recently announced a commitment to providing funding for resources in mental health.
- Graduate comparable program data is positive.
- Limited relevant undergraduate opportunities.
- Applicant interest, enrolment and graduate outcomes are strong in programs related to the field of study.

The Mental Health Commission of Canada estimates that the economic impact of mental illness in Canada has an annual cost of over $50 billion per year. This cost was equivalent to 2.8 per cent of the country's gross domestic product (GDP) in the year 2011. By the year 2041, it is expected that 31 per cent of the Canadian population will be living with a mental illness. This represents an increase of 2.2 million individual cases and is expected to create additional demand for mental health services, which already have wait lists in excess of 18 months[1].

Ontario is home to the headquarters for many National mental health agencies and services such as the Centre for Addiction and Mental Health, Canadian Mental Health Association and the Royal Mental Health Care and Research Centre. The presence of these facilities supports the creation of many administrative jobs related to coordinating mental health services within a variety of hospitals and healthcare facilities, criminal justice institutions, and public and not-for-profit agencies.

In addition to this existing network of mental health supports, the government of Ontario has recently announced a new Mental Health and Addictions Centre of Excellence as part of the government's update to mental health services in the province[2]. The new agency is expected to follow the model of Cancer Care Ontario and will co-ordinate and standardize the treatment of mental illness in the province. The government has preliminarily earmarked $20 million in new funding to begin the agency's work and has pledged an additional $1.9 billion in investment to flow over the next decade. The federal government has pledged to match this funding commitment resulting in a total $3.8 billion in new funding for mental health services in the province over the next ten years[3].

The Region of Durham is home to a number of large employers of mental health related agencies including the Ontario Shores Centre for Mental Health, Canadian Mental Health Association Durham, John Howard Society and Lakeridge Health Network. In addition to dedicated mental health supports there are a variety of collaborative efforts being made to support the community with

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[1] Mental Health Commission of Canada. Case for Investment
[2] Ontario Adding More Mental Health and Addiction Services in Communities Across the Province
[3] Ontario health minister hints at hundreds of millions for mental health in 2020 budget, after providers call for at least $380 million

timely mental health services. Examples of these collaborations include the Durham Regional Police Service pilot program with Whitby Mental Health Centre and Durham Mental Health Service which pairs plain clothes police officers with mental health nurses and support crisis staff who respond to police officers' requests for assistance[4].

Other available services include Distress Centre Durham, Durham Health Connection Line and Durham Mental Health Services. Each of these organizations offer a variety of mental health supports ranging from counselling to short-term housing supports[5]. More recently, an assertive community treatment team (ACTT) has been established in the Region of Durham. This service is designed to support individuals with persistent mental illness 24 hours a day[6] through community-based support and engagement. Similar programs have been adopted by mobile crisis teams which are available Monday to Friday accepting self-referrals and referrals from other health and social services departments. Most of the above services and supports are designed for adults. In addition to these services there are also a variety of providers such as Kinark and Durham Children's Aid who focus specifically on providing mental health support to children and youth.

The proposal for the new Honours Bachelor of Community Mental Health, will be submitted to the Postsecondary Education Quality Assessment Board (PEQAB) in June 2021.

5.   Financial/Human Resource Implications

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

The target for new contribution breaks even in Year 2.

6.   Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7.   Implications for Ontario Tech University

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

Pathway opportunities at Ontario Tech University will be considered in the future

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[4] New Partnership for Mental Health Service in Durham Region
[5] Pathway to Recovery
[6] Assertive Community Treatment Team (ACTT) - CMHA Durham

for graduates of the proposed program.

8. Strategic Alignment

8.1 Strategic Fit

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

Academic Plan
Goal 1: Ensure Exceptional Quality in our Academic Programs
Goal 2: Enhance Exemplary Teaching and Learning Practices

Strategic Plan and Business Plan
Pillar: Our Students
Goal: To educate and inspire students to realize success in their careers and communities

This program responds to Goal 1 of the Academic Plan, to ensure exceptional quality in our academic programs, and the Strategic Plan and Business Plan to educate and inspire students to realize success in their careers and communities. This program has been designed to meet the quality standards for degree curricula and will support our graduates to be better prepared to contribute as community mental health professionals.

This program has a strong alignment with Goal 2 of the Academic Plan, to enhance exemplary teaching and learning practices of the existing faculty in the School of Health and Community Service (HCS). The disciplinary emphasis on psychology (behaviour, counselling, psychotherapy, etc.), and health sciences (healthcare and legal systems, advocacy, and community, etc.) is aligned with faculty expertise and the exemplary teaching practices in HCS.

8.2 Fit with Existing Programs

There are currently several programs offered by Durham College that have the potential to serve as pathways for students into a Community Mental Health degree including: Behavioural Science Technician, Child and Youth Care, Developmental Services Worker, Early Childhood Education, Practical Nursing and Social Service Worker; graduates of the degree program have a potential for a pathway into graduate certificates in Addictions and Mental Health, Autism and Behavioural Sciences, Victim Justice and Interventions, and Youth Justice and Interventions.

New Program Summary

General Program Information

Proposed Program Title: Honours Bachelor of Community Mental Health (HBCMH)

Proposed Credential: Honours Bachelor Degree

Academic Deans: Ralph Hofmann, Executive Dean (interim), School of Health and Community Services, Bev Neblett, Associate Dean, School of Health and Community Services; Gillian Dunn, Associate Dean, School of Health and Community Services

Date of Review by PPRC: April 14, 2021

MTCU Code: 80733

Weight and Funding Unit (as per APS table): Weight =1, Unit = 2.7

Proposed Tuition: Year 1: $6,554.70

Proposed Implementation: Fall 2023

Year 1 Enrolment: 30

Number of Sections, Y1: 1

International Students Seat Allocation: 5

Number of Semesters: 8 + mandatory field placement

Total Hours: 1680 + 420 (WIL) = 2100

New or Replacement Program: New

Number of New FT Faculty: 1 (year three)

Program Delivery Methods: Classroom

Laptop Requirement: No

New or Renovated Space Requirements: None

Total Capital Costs: Year 1: None

1. Approval Stages

The following approval stages have been assessed for this program:

☒ Labour Market

☒ Student Demand

☒ Budget reviewed and approved by the Chief Financial Officer and the Vice President, Academic – April 28, 2021

☒ New Program Proposal Summary reviewed by the Associate Dean, Centre for Teaching and Learning

☒ Presented to the Program Proposal Review Committee – April 14, 2021

☒ New Program Proposal Summary reviewed by the Dean, Centre for Teaching and Learning

☒ Approved by Executive Vice-President, Academic – May 17, 2021

☐ Reviewed and approved by President - [add date here]

2. Program Overview

2.1 Program Description

The *Honours Bachelor in Community Mental Health* (HBCMH) is an interdisciplinary program that focuses on meeting the demand for mental health support in our communities, organizations and institutions. The program is grounded in the disciplinary fields of psychology, health science, counselling, and social science. Graduates of the program will have a strong cultural competency lens and thorough understanding of the social determinants of health to support the mental health of diverse populations including immigrants, refugees, Indigenous peoples, women, and LGBTQ+ clients. This program will provide students an opportunity to demonstrate their knowledge, skills and abilities in the application of theory and methodology with a mandatory 420-hour experiential work placement, serving to bridge the transition from education to real-world experience.

The HBCMH program will develop future practitioners who will be dedicated in providing support and leadership within the evolving landscape of community mental health. Graduates will become leaders in the field of mental health and will possess effective team-building skills, equipping them to best support the mental health goals and outcomes of the clients and communities they serve. The program will prepare graduates to be knowledgeable, reflective and culturally intelligent, and equipped with concrete skills in the field of community mental health to support the needs of prospective future employers and community members.

2.2   Career Outcomes

Graduates will be prepared to successfully gain employment in mental health as case management, crisis counselling, mental health promotion, addictions counselling, housing and advocacy consultancy, peer support, and residential youth workers. Graduates also will have the knowledge and skills to pursue further graduate study in Community Mental Health or related fields.

2.3   Vocational Program Learning Outcomes

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

1.   Evaluate historical and contemporary scholarship to develop treatment approaches that integrate evidence-informed practice and support the needs of the client.

2. Consult with individuals and families to identify and engage them with community resources and services to support unique mental health needs.

3. Advocate with multi-disciplinary teams for the development of community supports and resources where gaps in service have been identified.

4. Develop, implement, and evaluate treatment plans aligning with the goals of clients and referring to community social support systems.

5. Analyze client circumstances and engage in safety planning to mitigate current or potential crisis.

6. Adhere to ethical, legal and scope of practice to work independently and collaboratively to deliver professional and coordinated services.

7. Counsel individuals and groups from a person-centred and culturally competent approach using principles of professional therapeutic relationships to empower capacity for self-efficacy.

8. Analyze and evaluate the impact of historical and current mental health policy on personal, cultural, and structural aspects of society.

9. Assess community needs to design, implement and evaluate mental health promotion programs.

10. Integrate critical self-reflective practice and ongoing professional development to maintain currency of practice in the field of mental health.

2.4   Admission Requirements

- Ontario Secondary School Diploma (OSSD), Mature student, or equivalent
- Six Grade 12 U or M courses with a combined minimum average of 65 per cent including:
  - Grade 12 U English with a final minimum grade of 60 per cent

3. Program of Study

Program Map

	YEAR 1		YEAR 2		YEAR 3			YEAR 4	
	Semester 1	**Semester 2**	**Semester 3**	**Semester 4**	**Semester 5**	**Semester 6**	**(Spring/Summer)**	**Semester 7**	**Semester 8**
	Community Mental Health	Counselling Theories and Approaches	Therapeutic Communication Skills	Psychotherapy Modalities	Applied Counselling Skills	Trauma and Resiliency		Group Counselling	Advanced Psychotherapy Approaches
	Introduction to Psychology	Developmental Psychology	Abnormal Psychology	Personality Psychology	Advanced Abnormal Psychology	Psychometrics		Analysis of Language in the Clinical Conversation	Advocacy and Community Needs Assessment
	Social Justice and Equity	Cultural Competency	Ethics and Professional Practice	Social Psychology	Statistics	Crisis and Solution Focused Interventions	Field Placement	Advanced Social Psychology	Reflective Practice, Professional Development and Interpersonal Collaboration
	Healthcare and Legal Systems	Health Psychology	Addictions	Health Promotion and Healthy Living	Recovery-Oriented Practice	Research Methods		Thesis Project: Research Proposal Seminar	Thesis Project: Research Analysis and Summary
						Field Placement Preparation (non-credit)			
	Breadth	Breadth	Breadth	Breadth	Breadth	Breadth		Breadth	Breadth

Semester 1

3.1 Course Title: Community Mental Health
Course Code:
Prerequisites/Equivalents: N/A
Course description: Students will focus on understanding mental health and mental health services for individuals and groups in Canadian communities, as well as the psychological and sociological conceptualizations and understandings of mental health and models for community mental health service. Students will examine how client needs intersect with community service connections and available supports, across a broad range of contexts and populations.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.2 Course Title: Introduction to Psychology
Course Code:
Prerequisites/Equivalents: N/A
Course description: Following a brief history of psychology, students are introduced to the basic concepts and issues of modern psychology, including the scientific study of behaviour, motivation, personality development, learning, consciousness, sensation and perception, the biological basis of behaviour and social psychology. Connections to everyday experiences will ground the introduction of psychology through student-centred learning activities.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.3 Course Title: Social Justice and Equity
Course Code:
Prerequisites/Equivalents: N/A
Course description: In this introductory course to social justice movements and anti-oppression work, students will examine current and historical social issues through the lens of privilege, power, and oppression at the personal, cultural, and structural levels. Students will examine oppressive social structures and the role that anti-oppression work can play in facilitating resistance that leads to social justice and transformation.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.4 Course Title: Healthcare and Legal Systems
Course Code:
Prerequisites/Equivalents: N/A
Course description: Students will be introduced to historical and current healthcare and legal policies related to mental health approaches in Canada. Students will examine current healthcare and legal trends, systems, and legislation with a focus on developing awareness of patient-centred care, and advocacy.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.5 Course Title: Non-Core Breadth Elective
Course Code:
Prerequisites/Equivalents:
Course description:
Instructional Setting: Classroom
Total Hours (Semester): 42

Semester 2

3.6 Course Title: Counselling Theories and Approaches
Course Code:
Prerequisites/Equivalents: N/A
Course description: Students will be introduced to the socio-historical context of contemporary approaches to counselling and will examine the theoretical frameworks and methods of contemporary counselling approaches. Students will explore person-centred, psychodynamic, cognitive-behavioural, gestalt, feminist, and multicultural counselling approaches.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.7 Course Title: Developmental Psychology
Course Code:
Prerequisites/Equivalents: Introduction to Psychology
Course description: This course introduces students to the theory and research of developmental psychology. Students will develop an understanding of the language, research methods, theories and concepts of developmental psychology including biological, cognitive, social, and linguistic aspects of development across the lifespan from conception to older adulthood.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.8 Course Title: Cultural Competency
Course Code:
Prerequisites/Equivalents: N/A
Course description: Students will develop a deep understanding of cultural competency through an exploration of diverse populations and experiences. Students explore Indigenous people, women, LGBTQ+ experience, the immigrant and refugee perspective, poverty, homelessness, race, and stigmatized people and experiences across the Canadian cultural landscape.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.9 Course Title: Health Psychology
Course Code:
Prerequisites/Equivalents: N/A
Course description: Students will examine current perspectives of the social determinants of health and the intersection with different Canadian population groups. Students will explore models of health and illness, the impact and cost of chronic illness on perceived well-being, the psychological toll of ill-health, as well as risk factors for medical disorders.

Instructional Setting: Classroom
Total Hours (Semester): 42

3.10 Course Title: Non-Core Breadth Elective
Course Code:
Prerequisites/Equivalents:
Course description:
Instructional Setting: Classroom
Total Hours (Semester): 42

Semester 3
3.10 Course Title: Therapeutic Communication Skills
Course Code:
Prerequisites/Equivalents: N/A
Course description: This course will focus on the development of communication skills used across various theoretical approaches to interviewing and counselling to facilitate an effective, therapeutic relationship with clients and their caregiving circle. Students will be introduced to the counselling process, diversity, and helping relationships, as well as the theory and practice of effective therapeutic communication. The course will highlight the importance of ethical, client-centred practices. Students will learn to integrate methods, techniques and concepts of counselling theories with their interviewing/counselling style.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.11 Course Title: Abnormal Psychology
Course Code:
Prerequisites/Equivalents: N/A
Course description: Student will study abnormal human behaviour through the use of different theories and perspectives; core concepts such as etiology, prognosis, and treatment. Students will explore fundamental issues in abnormal psychology, such as stigma and cultural issues, which are essential to understanding mental health issues.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.12 Course Title: Ethics and Professional Practice
Course Code:
Prerequisites/Equivalents: N/A
Course description: Students will examine professional, legal, and ethical guidelines as it pertains to the field of human services and mental health. Students will explore the relevant guidelines from associated agencies and organizations that affect the professional practitioner in the field of community mental health. Discussion and exploration of competency profiles and cases support developing scope of practice.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.13 Course Title: Addictions
Course Code:
Prerequisites/Equivalents: N/A
Course description: Students will understand and apply community mental health, psychology, and social issues to addiction concerns. Students will summarize the history of theories of addiction, interpret and describe the operant and respondent learning processes involved in addiction, and describe the theoretical and experimental contributions of seminal research in addiction. As well, students will learn to apply the key concepts of behaviour analysis to a variety of populations.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.14 Course Title: Non-Core Breadth Elective
Course Code:
Prerequisites/Equivalents: N/A
Course description:
Instructional Setting: Classroom
Total Hours (Semester): 42

Semester 4
3.15 Course Title: Psychotherapy Modalities
Course Code:
Prerequisites/Equivalents: Counselling Theories and Approaches
Course description: Students will explore specific modalities and treatment approaches in the practice of psychotherapy. Students will examine the difference between counselling and psychotherapy and the fundamental skills required for all modalities and specific approaches in psychotherapy, such as cognitive, behavioural, experiential, humanistic, psychodynamic, somatic, systematic, and collaborative therapies.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.16 Course Title: Personality Psychology
Course Code:
Prerequisites/Equivalents: N/A
Course description: Students will explore motivation, self-concept, the stability of personality, and individual differences as some of the foundational concepts and theories in personality psychology. Following key theorists and concepts, students will review and examine personality theory, assessments, as well as empirical research in the current approaches to understanding personality.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.17 Course Title: Social Psychology
Course Code:
Prerequisites/Equivalents: N/A
Course description: This course provides students an opportunity to understand the concept and theory of self in the social context through an examination of current empirical research and discussion of socialization theory. Students will explore the

development of the self and identity, how thoughts, feelings, and behaviours are influenced within the collective framework, as well as interpersonal and group processes.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.18 Course Title: Health Promotion and Healthy Living
Course Code:
Prerequisites/Equivalents: N/A
Course description: Students will explore health and healthy living from the perspective of the social and life sciences. Students will examine personal and social health and wellness, health inequity, public and population health, health promotion models and theories, program planning, and needs assessment with a heavy emphasis on non-dominant groups.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.19 Course Title: Non-Core Breadth Elective
Course Code:
Prerequisites/Equivalents: N/A
Course description:
Instructional Setting: Classroom
Total Hours (Semester): 42

Semester 5
3.20 Course Title: Applied Counselling Skills
Course Code:
Prerequisites/Equivalents: Therapeutic Communication Skills
Course description: The course emphasizes experiential practice of counselling skills within the classroom. Students will work collaboratively and collegially to demonstrate counselling skills, enhance personal development of skills, and practice techniques. Students will examine an integrative approach to counselling while gaining professional insight and knowledge into dynamics and possible issues within the therapeutic alliance.
Instructional Setting: Classroom & Lab
Total Hours (Semester): 42

3.21 Course Title: Advanced Abnormal Psychology
Course Code:
Prerequisites/Equivalents: Abnormal Psychology
Course description: This course advances the knowledge about specific mood, psychotic, substance induced, and common disorders encountered in the field of community mental health. Students explore current research in psychopathology, contemporary treatment approaches, and develop familiarity with the current Diagnostic and Statistical Manual of Mental Disorders (DSM).
Instructional Setting: Classroom
Total Hours (Semester): 42

3.22 Course Title: Statistics
Course Code:
Prerequisites/Equivalents: N/A
Course description: Students enrolled in this course will explore basic concepts and methods of statistics. An emphasis will be placed on statistical significance and effect size testing, applied both to between-group and single-case experimental designs. Students will review, present, and critically evaluate quantitative information. Topics include: Probability models, random variables, normal and non-normal distributions, hypothesis testing, elementary nonparametric methods, effect size analyses, and supplementing visual analysis of single subject data with statistical procedures.
Instructional Setting: Classroom & Lab
Total Hours (Semester): 42

3.23 Course Title: Recovery-Oriented Practice
Course Code:
Prerequisites/Equivalents: N/A
Course description: Students will explore the principles, theory, and methodology of a recovery-oriented approach for both mental health illness and substance use disorders. Students will examine the philosophical foundations of recovery, well-being, as well as the application of recovery-oriented principles with emphasis on non-dominant client populations.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.24 Course Title: Non-Core Breadth Elective
Course Code:
Prerequisites/Equivalents: N/A
Course description:
Instructional Setting: Classroom
Total Hours (Semester): 42

Semester 6
3.25 Course Title: Trauma and Resiliency
Course Code:
Prerequisites/Equivalents: Psychotherapy Modalities
Course description: Students will examine current literature and review the main concepts of psychological trauma, recovery, and resiliency. Trauma across the lifespan as well as its antecedents, symptoms, potential recovery methods, and the use of coping mechanisms will be explored. Focus will be on the advancement of knowledge and skills based on theory integration, research evidence, practice and approaches, and critical thinking.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.26 Course Title: Psychometrics
Course Code:
Prerequisites/Equivalents: Statistics
Course description: Students will explore the development and assessment of psychological testing. Students will interpret statistical concepts related to test construction and the psychometric properties of test scores. Furthermore, students will determine if tests provide reliable and valid scores, and demonstrate an understanding of norms and basic statistics used in psychometric testing.
Instructional Setting: Classroom & Lab
Total Hours (Semester): 42

3.27 Course Title: Crisis and Solution Focused Interventions
Course Code:
Prerequisites/Equivalents: Psychotherapy Modalities
Course description: Students will explore the strengths-based approach for crisis and solution-focused interventions. Strategies and approaches will be examined for effective and timely intervention, productive communication strategies, and the importance of the future practitioner's self-care and boundary work.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.28 Course Title: Research Methods
Course Code:
Prerequisites/Equivalents: Statistics
Course description: This course will prepare students for conducting independent research using quantitative methods. Students will critically analyze quantitative research methodology and apply it appropriately to various investigations. Students will demonstrate their understanding of common research methods and their ability to interpret the results of quantitative research techniques, and to identify and conduct the appropriate techniques for different kinds of research questions.
Instructional Setting: Classroom & Lab
Total Hours (Semester): 42

3.29 Course Title: Non-Core Breadth Elective
Course Code:
Prerequisites/Equivalents: N/A
Course description:
Instructional Setting: Classroom
Total Hours (Semester): 42

3.30 Field Placement Preparation
Course Code:
Prerequisites/Equivalents:
Course Description: This course is designed to prepare students for their field placement experience. Students will learn about the roles and responsibilities of those in the field, the various companies, agencies and organizations in which they are employed, and the placement opportunities available that will facilitate progression towards their professional goals and aspirations. Students will be introduced to placement search techniques, field placement learning objectives,

roles of company supervisors, and college advisors. To succeed in this course, students will complete the necessary forms and paperwork required for field placement as well as participate in the selection process for field placement.
Instructional Setting: Classroom
Total Hours (Semester): 14

3.31 Field Placement
Course Code:
Prerequisites/Equivalents:
Course Description: The field placement work integrated learning experience is viewed as an integral part of the degree program. The practical aspects of field work, in conjunction with the academic studies, enables the student to better understand methods and techniques for organizing activities and working collaboratively with people. Field experiences contribute to meeting the program learning outcomes in different manner than in an academic setting.
Total Hours: 420 (between Semester 6 and 7)

Semester 7
3.32 Course Title: Group Counselling
Course Code:
Prerequisites/Equivalents: Psychotherapy Modalities; Applied Counselling Skills
Course description: Students will examine different theories and models of group counselling. This course will provide the opportunity for students to develop the competence for group development and facilitation. Students will integrate theory, practice, and empirical research into the development of a psycho-educational group counselling proposal.
Instructional Setting: Classroom & Lab
Total Hours (Semester): 42

3.33 Course Title: Analysis of Language in the Clinical Conversation
Course Code:
Prerequisites/Equivalents: Applied Counselling Skills
Course description: This course will integrate the behavioral language learning theories, concepts, and principles from previous courses, in the context of using evidence based-strategies for behaviour change, using language-based intervention through clinical conversations. Students will examine processes and techniques for activating and shaping behaviour change, building a flexible sense of self, fostering meaning and motivation, creating experiential metaphors and strengthening the therapeutic relationship.
Instructional Setting: Classroom & Lab
Total Hours (Semester): 42

3.34 Course Title: Advanced Social Psychology
Course Code:
Prerequisites/Equivalents: Social Psychology
Course description: This course provides students with the opportunity to explore advanced topics and current research in the field of social psychology, such as, social problems and deviancy, prejudice, aggression, attraction, and inter-group relations while maintaining a special orientation to non-dominant social identity and groups.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.35 Course Title: Thesis Project: Research Proposal Seminar
Course Code:
Prerequisites/Equivalents: Research Methods; Psychometrics
Course description: This course assists students in completing a major research project or academic paper that demonstrates their professional and academic competencies learned in the degree program. With the support of the professor, students in this course will independently develop and present a research project or paper proposal and submit an approval to the Research Ethics Board. Students are encouraged to pursue collaborative relationships with professionals from their practica and professors from other courses to help support them in the development of their research proposal. Students are expected to start the course with ideas for their major research project or paper.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.36 Course Title: Non-Core Breadth Elective
Course Code:
Prerequisites/Equivalents: N/A
Course description:
Instructional Setting: Classroom
Total Hours (Semester): 42

Semester 8
3.37 Course Title: Advanced Psychotherapy Approaches
Course Code:
Prerequisites/Equivalents: Psychotherapy Modalities
Course description: Students will explore emotional, relational, behavioural and cognitive mechanisms of change in the current practices of psychotherapy and to develop case conceptualization skills. Students will apply the theories and methods for assessing needs and goals, and designing treatment planning and approaches to support clients. Attention will be given to cultural competency, therapeutic boundaries, and therapist self care.
Instructional Setting: Classroom
Total Hours (Semester): 42

13

3.38 Course Title: Advocacy and Community Needs Assessment
Course Code:
Prerequisites/Equivalents: N/A
Course description: Students will be provided an opportunity to utilize strategies and methodologies to recognize gaps in service and identify community need. Students will explore how to complete an environmental scan, examine policy and systems, and how to make use of current research and data collection techniques to advocate for services to help improve the lives of the non-dominant populations.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.39 Course Title: Reflective Practice, Professional Development and Interpersonal Collaboration
Course Code:
Prerequisites/Equivalents: N/A
Course description: The completion of a degree is only the beginning of one's professional learning. Students will transition from traditional models of classroom-based learning and develop a professional development portfolio. Students will explore and identify models of self-directed learning including critical reflection, webinars, professional and academic conferences, MOOCs, and other learning opportunities to refine their professional goals and map out plan to further their professional learning.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.40 Course Title: Thesis Project: Research Analysis and Summary
Course Code:
Prerequisites/Equivalents: Thesis Project: Research Proposal Seminar
Course description: This course is a major, collaborative, and culminating achievement of a student's academic career. The thesis experience, conceptualizing, researching and defending written work, represents a creative research effort that should demonstrate the students' knowledge, skills, and understanding in both the implementation of the field and scientific research methodology. By engaging in the research process, students will enhance their knowledge in a specific area within the discipline.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.41 Course Title: Non-Core Breadth Elective
Course Code:
Prerequisites/Equivalents: N/A
Course description:
Instructional Setting: Classroom
Total Hours (Semester): 42

4.   Labour Demand and Graduate Employment Possibilities

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

After a review of the need for the degree program, Durham College (DC) determined it would be valuable to add it to its postsecondary offerings since:

- There is a well-established need for mental health services as one in five Canadians live yearly with a mental illness.
- Wait lists for services currently exceed 18 months and this is expected to rise.
- The government of Ontario has recently announced a commitment to providing funding for resources in mental health.
- Graduate comparable program data is positive.
- Limited relevant undergraduate opportunities.
- Applicant interest, enrolment and graduate outcomes are strong in programs related to the field of study.

4.1   Labour Market Analysis

The Mental Health Commission of Canada estimates that the economic impact of mental illness in Canada has an annual cost of over $50 billion per year. This cost was equivalent to 2.8 per cent of the country's gross domestic product (GDP) in the year 2011. By the year 2041, it is expected that 31 per cent of the Canadian population will be living with a mental illness. This represents an increase of 2.2 million individual cases and is expected to create additional demand for mental health services, which already have wait lists in excess of 18 months[1].

According to the research, mental illness tends to impact the working age population to a greater degree, relative to other population groups. It is estimated that by the age of 40, one in two Canadians have or have had a mental illness. Mental illness is most prevalent between the age of 18 and 25[2]. There are additional challenges in terms of cost to Canadians, as the 18-25-year-old cohort contributes significantly to the country's GDP. Furthermore, reduction in workforce participation as a result of their mental health challenges presents significant financial challenges for individuals affected that persist throughout one's lifetime.

Ontario is home to the headquarters for many national mental health agencies and services such as the Centre for Addiction and Mental Health, Canadian Mental Health Association and the Royal Mental Health Care and Research Centre. The presence of these facilities supports the creation of many administrative jobs related to co-ordinating mental health services within a variety of hospitals and healthcare facilities, criminal justice institutions, and public and not-for-profit agencies. In addition to this existing network of mental health supports, the government of Ontario has recently announced a new Mental Health and Addictions Centre of Excellence as part of the government's update to mental health services in the

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[1] Mental Health Commission of Canada. Case for Investment
[2] Prevalence of Mental Illness

province[3]. The new agency is expected to follow the model of Cancer Care Ontario and will co-ordinate and standardize the treatment of mental illness in the province. The government has preliminarily earmarked $20 million in new funding to begin the agency's work and has pledged an additional $1.9 billion in investment to flow over the next decade. The federal government has pledged to match this funding commitment resulting in a total $3.8 billion in new funding for mental health services in the province over the next ten years[4].

The Region of Durham is home to a number of large employers of mental health related agencies including the Ontario Shores Centre for Mental Health, Canadian Mental Health Association Durham, John Howard Society and Lakeridge Health Network. In addition to dedicated mental health supports there are a variety of collaborative efforts being made to support the community with timely mental health services. Examples of these collaborations include the Durham Regional Police Service pilot program with Whitby Mental Health Centre and Durham Mental Health Service which pairs plain clothes police officers with mental health nurses and support crisis staff who respond to police officers' requests for assistance[5].

Other available services include Distress Centre Durham, Durham Health Connection Line and Durham Mental Health Services. Each of these organizations offer a variety of mental health supports ranging from counselling to short-term housing supports[6]. More recently, an assertive community treatment team (ACTT) has been established in the Region of Durham. This service is designed to support individuals with persistent mental illness 24 hours a day[7] through community-based support and engagement. Similar programs have been adopted by mobile crisis teams which are available Monday to Friday accepting self-referrals and referrals from other health and social services departments. Most of the above services and supports are designed for adults. In addition to these services there are also a variety of providers such as Kinark and Durham Children's Aid who focus specifically on providing mental health support to children and youth.

Labour Market Outlook
Occupational Classification: National

National Occupational Classification (NOC) provides a standardized framework for organizing the labour force in a coherent system. Based on the titles and descriptions, occupations in the following NOC: 4153, 4212 and 4152 were selected as relevant to Community Mental Health.

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[3] Ontario Adding More Mental Health and Addiction Services in Communities Across the Province
[4] Ontario health minister hints at hundreds of millions for mental health in 2020 budget, after providers call for at least $380 million
[5] New Partnership for Mental Health Service in Durham Region
[6] Pathway to Recovery
[7] Assertive Community Treatment Team (ACTT) - CMHA Durham

Table 1

National Summary Job Profile Statistics					
NOC Code - Occupation	Median Wage[8]	Employment in 2018	Median age in 2018	Average Retirement Age in 2018	Outlook to 2026[9]
4153 – Family, marriage and other counsellors	$28.55	43,600	43	64	Balance
4212 – Social and community service workers	$21.54	132,200	39	63	Balance
4152 – Social worker	$33.33	73,600	42	64	Balance

Table 1 displays wages, occupation statistics and employment outlooks for relevant occupations in Canada. The median wage for all occupations presented is higher than the National average wage. Balance is projected for all NOCs which suggests labour supply and demand are expected to be broadly in line. Employment in Social and Community Service work (4212) accounts for the greatest total number of jobs in 2018.

Provincial Outlook
Occupational Classification: Provincial

Table 2 presents provincial summary job profile statistics provided for each occupation in the Durham Census Division, including projected job growth through to 2023.

Table 2

Provincial Summary Job Profile Statistics					
NOC Code - Occupation	2019 Jobs	2023 Jobs	Change	% Change	Median Hourly Wages
4153 – Family, marriage and other counsellors	364	406	42	12%	$28.72
4212 – Social and community service workers	1,372	1,469	97	7%	$23.49
4152 – Social worker	885	953	68	8%	$36.63

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

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[8] Average Wages - All occupations = $21.00 based on Working in Canada (2006, Statistics Canada Census)
[9] Definitions correspond to national labour market data taken from the Department of Employment and Social Development Canada (ESDC) and are based on the Canadian Occupational Projections System (COPS).
Balance Labour demand and labour supply are expected to be broadly in line for this occupation group over the 2017-2026 period.
Surplus This occupational group is expected to face labour surplus conditions over the period of 2017-2026 period.
Shortage This occupational group is expected to face labour shortage conditions over the period of 2017-2026.

Figure 1

NOC 4153	NOC 4212	NOC 4152
Family, Marriage and Other Counsellors	**Social and community service workers [10]**	**Social Workers**
Job outlook (2017-2021)	Job outlook (2017-2021)	Job outlook (2017-2021)
Average	Average	Above average
Median Income	**Median Income**	**Median Income**
$67,513	**$50,932**	**$38,933**
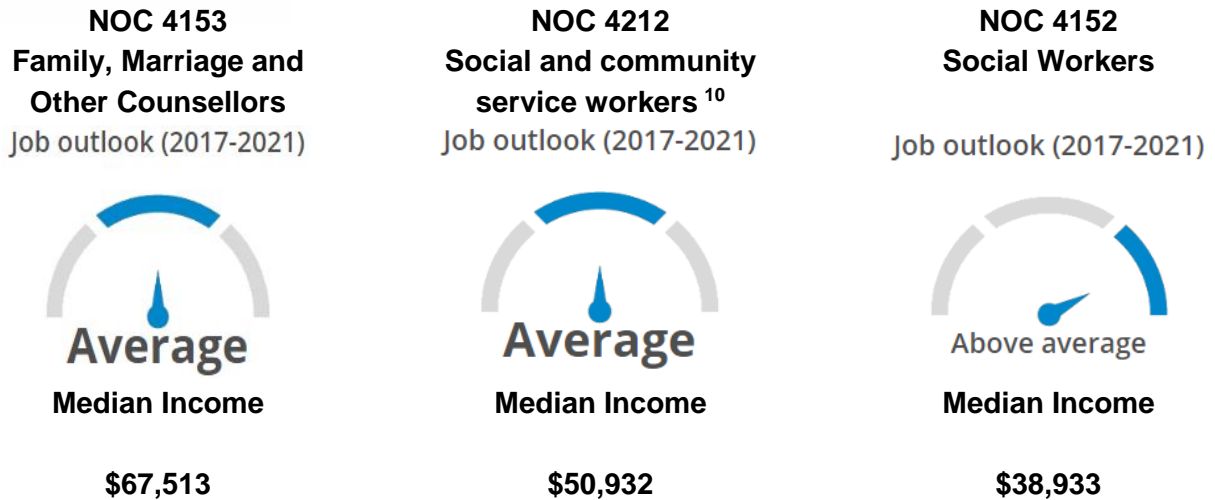
Source: MTCU, Ontario Job Profiles www.iaccess.gov.on.ca/labourmarket Accessed: May 2020

Main Industries of Employment: Provincial

Table 3 presents employment opportunities for each NOC code across the economic regions in and around the Region of Durham in Ontario. Within each column, the percentages indicate the distribution of all individuals employed in the corresponding occupation across a variety of economic regions (e.g., 19 per cent of occupations in Family, Marriage and other Counsellors (4153) are employed in Toronto).

Table 3

Employment by Economic Region				
Regions	All Occupations	Social and community service workers (4212)	Family, marriage and other counsellors (4153)	Social Workers (4215)
Toronto	21%	17%	19%	21%
Peel	10%	6%	5%	7%
Durham	5%	5%	5%	5%
Peterborough	1%	2%	1%	1%
Northumberland	1%	1%	0%	1%
York	9%	5%	5%	6%
Kawartha Lakes	1%	1%	0%	0%

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

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[10] **Below Average** conditions mean that it is more difficult to find stable work or employment prospects are not attractive or are deteriorating relative to those in other industries or occupations. "Below Average" labour market conditions mean a relatively low probability of finding stable work in this occupation and lower potential for rising pay.
Above Average labour market conditions usually mean that, relative to the employment situation overall, there is a better likelihood of finding stable work in this occupation, and employment prospects are attractive or improving.
Average labour market conditions indicate that jobs are expected to be more difficult to find; the probability of unemployment is higher; and wages and salaries have recently increased at a slower pace than those occupations rated as "Above Average." On the other hand, jobs are easier to find; unemployment is less likely; and wages and salaries have recently increased at a faster pace than in those occupations rated "Below Average".

Please note, the employment and wage data in Table 3 excludes self-employment. There are an additional 116 people currently employed as family marriage and other counsellors (4153) in the Region of Durham. Data about self-employment is unavailable for Social and Community Service Workers (4212) and Social Workers (4215) as there is limited self-employment opportunities in these occupations.

Local Outlook
Occupational Classifications: Region of Durham

Table 4 presents the number of jobs and hourly wages for all relevant NOCs within the Durham census division. Job counts are presented for 2019, in addition to a projection of the number of jobs in 2023.

Table 4

Durham Region Employment Outlook for NOCs 4153, 4212 and 4152 - 2019 & 2023					
NOC	2019 Jobs	2023 Jobs	Change	% Change	Median Hourly Wages
4153 – Family, marriage and other counsellors	364	420	56	15%	$27.86
4212 – Social and community service workers	1,349	1,469	120	9%	$22.40
4152 – Social workers	893	961	68	8%	$35.96
Total	2,606	2,850	241	--	--

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

The North American Industry Classification System (NAICS) [11] provides a standardized framework for classifying industries present in any given geographic region. NAICS 6222 – Psychiatric and substance abuse hospitals, 6241 Individual family services, 6117 – Educational support services and 6233 – Community care facilities have been chosen based on the high number of Community Mental Health graduates who report entering these fields. It is important to note that none of the industries chosen are unique to community mental health.

Table 5 presents the number of employers in each industry by census divisions located close to Durham Region. In the Durham census division, individual and family services (NAICS 6241) registers the largest number of employers (74).

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[11] NAICS is the agreed upon common framework for the production of comparable statistics by the statistical agencies of the three countries, Canada, Mexico and the United States. Its hierarchical structure is composed of sectors (two-digit code), subsectors (three-digit code), industry groups (four-digit code), and industries (five-digit code).

Table 5

NAICS Code – Occupation	Northum-berland	Peter-borough	Kawartha Lakes	Durham	York	Toronto	Peel
Number of Employers in Related Industries Based on Census Division							
6222 – Psychiatric and substance abuse hospitals	0	0	0	4	0	4	0
6241 – Individual and family services	20	29	12	74	90	459	90
6233 – Community care facilities for the elderly	5	7	2	24	41	147	38
Total	25	36	14	102	131	610	128

Source: Canadian Business Patterns, June 2019

5. Analysis of Competition

There are two comparative degree programs in the Ontario college system in Mental Health.

6. Student Interest

Institutional Research and Planning surveyed students and graduates in high affinity programs to explore interest in the Community Mental Health degree. The following is a summary of the information and data from the surveys:

Current Students
- Of the 306 respondents, 38 per cent were enrolled in the highly-related Practical Nursing program.
- The vast majority of students (94 per cent) agree that offering the HBCMH program is a good idea. It is believed by 82 per cent of respondents that the degree would make a difference in the number of potential employment opportunities, and 76 per cent of students believe it would impact the types of employment opportunities available to them upon graduation.
- Approximately 48 per cent of respondents expressed some level of interest in enrolling in the program if offered, with the highest levels of interest among students enrolled in Child and Youth Care and Social Service Worker programs.
- 128 respondents indicated they would be interested in enrolling in the program. 84 per cent of respondents indicated they are more likely to enrol if they are granted transfer credits.

Recent Graduates
- 232 graduates from related programs completed a survey assessing their interest in the degree program. The majority of graduates (87 per cent) think offering the degree program is a good idea, and approximately 97 per cent perceive an undergraduate degree as valued or mandatory in the field.

Additionally, it is believed by 85 per cent of graduates that the degree would make a difference in the number of employment opportunities available.

- Some graduates did express concern that select jobs may require a Master's degree in social work.

7.   Target Market

The target market for this degree program is direct-entry from high school. Further this program may be of interest to students with diplomas and/or advance diplomas from programs such as:

- Behavioural Science Technician
- Child and Youth Care
- Developmental Services Worker
- Early Childhood Education
- Practical Nursing
- Social Service Worker

8. Operating Revenue and Expenses

The following tables summarize the net contribution for the proposed HBCMH program.

Student Enrolment	2023-24 Projection	2024-25 Projection	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection	2029-30 Projection	2030-31 Projection	2031-32 Projection
Projected enrolment (Semester 1 Intake)	30	30	30	30	30	30	30	30	30
Total Enrolment	**30**	**56**	**85**	**112**	**112**	**112**	**112**	**112**	**112**

Net Contribution	2023-24 Projection	2024-25 Projection	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection	2029-30 Projection	2030-31 Projection	2031-32 Projection
Total Direct Program Expenses	341,296	373,541	585,664	602,565	619,968	637,887	656,338	675,337	694,901
Total Revenue for Program	$263,095	$493,273	$763,215	$1,020,150	$1,034,138	$1,048,407	$1,062,961	$1,077,806	$1,092,947
Net Surplus (Deficit) for Years$	($78,201)	$119,732	$177,551	$417,585	$414,171	$410,520	$406,622	$402,468	$398,046
Accumulated Surplus / (Deficit)	($78,201)	$41,531	$219,082	$636,667	$1,050,838	$1,461,358	$1,867,980	$2,270,448	$2,668,494
Net Surplus (deficit) for Year - %	-30%	24%	23%	41%	40%	39%	38%	37%	36%
Target Net Surplus	**N/A**	**Breakeven**	**35%**	**35%**	**35%**	**35%**	**35%**	**35%**	**35%**
Capital Requirement	$0	$0	$0	$0	$0	$0	$0	$0	$0

Revenue	2023-24 Projection	2024-25 Projection	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection	2029-30 Projection	2030-31 Projection	2031-32 Projection
Funding Unit Generated	20.8	38.4	58.6	77.3	77.3	77.3	77.3	77.3	$77.3
Grant Value per Funding Unit	$4,149	$4,149	$4,149	$4,149	$4,149	$4,149	$4,149	$4,149	$4,149
Tuition Fees per 2 Semesters	$5,899	$6,017	$6,138	$6,260	$6,386	$6,513	$6,643	$6,776	$6,912
Grant Revenue	$86,118	$159,318	$243,211	$320,717	$320,717	$320,717	$320,717	$320,717	$320,717
Tuition Revenue	176,977	333,955	520,005	699,433	713,422	727,690	742,244	757,089	$772,231
Incidental Fees	0	0	0	0	0	0	0	0	0
Total Revenue	**$263,095**	**$493,273**	**$763,215**	**$1,020,150**	**$1,034,138**	**$1,048,407**	**$1,062,961**	**$1,077,806**	**$1,092,947**

Expense Summary	2023-24 Projection	2024-25 Projection	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection	2029-30 Projection	2030-31 Projection	2031-32 Projection
Co-ordinator premium	6,225	6,225	6,225	6,225	6,225	6,225	6,225	6,225	6,225
FT Faculty*	144,805	149,149	256,039	263,720	271,632	279,781	288,174	296,820	305,724
PT Faculty	37,831	58,849	99,581	102,568	105,645	108,814	112,079	115,441	118,904
Faculty Clerical Support	19,950	20,548	42,330	43,600	44,908	46,255	47,643	49,072	50,544
Classroom Support technicians	0	0	0	0	0	0	0	0	0

Expense Summary	2023-24 Projection	2024-25 Projection	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection	2029-30 Projection	2030-31 Projection	2031-32 Projection
Commons'/Library Support Technicians	18,319	18,868	19,434	20,017	20,618	21,237	21,874	22,530	23,206
Total Academic Salaries	**227,130**	**253,639**	**423,609**	**436,130**	**449,028**	**462,312**	**475,995**	**490,088**	**504,604**
Employee Benefits FT Faculty	37,757	38,844	65,566	67,486	69,464	71,501	73,600	75,761	77,987
Employee Benefits FT Support	10,715	11,036	17,294	17,813	18,347	18,898	19,465	20,049	20,650
Employee Benefits PT	5,296	8,239	13,941	14,360	14,790	15,234	15,691	16,162	16,647
Professional Development	2,896	2,983	5,121	5,274	5,433	5,596	5,763	5,936	6,114
Instructional Costs – Operating	5,000	5,250	5,513	5,788	6,078	6,381	6,700	7,036	7,387
Instructional Costs – Library	52,500	53,550	54,621	55,713	56,828	57,964	59,124	60,306	61,512
Student Supplies for 2 Semesters	0	0	0	0	0	0	0	0	0
Total Academic Expense	**341,296**	**373,541**	**585,664**	**602,565**	**619,968**	**637,887**	**656,338**	**675,337**	**694,901**
Total Expense	**$341,296**	**$373,541**	**$585,664**	**$602,565**	**$619,968**	**$637,887**	**$656,338**	**$675,337**	**$694,901**

* To include Faculty for Placement.

Report Number: BOG-2021-38

To: Board of Governors

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

Date of Report: May 31, 2021

Date of Meeting: June 9, 2021

Subject: Approval of a New Program of Instruction: Bachelor of Paralegal and Honours Bachelor of Paralegal

1.   Purpose

To seek approval from the Board of Governors for the following post-secondary programs of instruction for September 2023 intake:

Bachelor of Paralegal and Honours Bachelor of Paralegal

- Credential: Bachelor Degree
- Duration: 6 semesters
- School: Justice & Emergency Services (JES)
- Credential: Honours Bachelor Degree
- Duration: 8 semesters
- School: Justice & Emergency Services (JES)

2.   Recommendation

It is recommended to the Durham College Board of Governors:

That in accordance with Report BOG-2021-38, the proposed Bachelor Degree and Honours Bachelor Degree programs of Instruction listed below be approved:

- Bachelor of Paralegal
- Honours Bachelor of Paralegal

3.   Background

The *Bachelor of Paralegal* (BP) will be the only 3-year degree offered in Ontario to develop future practitioners who have the requirements to apply to the Law Society of Ontario (LSO) to become a licensed paralegal. The program is grounded in the entry-level competencies of a licensed paralegal in Ontario and the complex legal thinking required to practice in court and tribunal proceedings.

Students in the program explore and examine constitutional law and the Charter, criminal and summary convictions, contracts and tort law, the law of Tribunals, the procedure and practice for small claims court, the theory and strategies of negotiations and mediation, insurance law and employment law. Beyond the discipline of law, the program includes six courses to enhance students' social and political awareness and critical thinking skills. The 420-hour field placement provides students with applied practical experience; placements may be in a variety of settings including the Durham Community Legal Clinic in the Access to Justice Hub to assist lawyers and licensed paralegals with legal advice to clients in the community.

The BP program focuses on meeting the need for professionals with knowledge of specific Canadian law with a primary focus on Ontario law, a breadth of study of legal principles and theories, and foundational knowledge in many areas of legal practice. The program has a strong grounding in strengthening critical thinking and complex legal reasoning skills to provide legal advice based on current law and the leadership skills to influence the progression of law. This program prepares graduates to qualify for licensing as a paralegal for the province of Ontario, and, for application directly to select law schools.

The BP program prepares graduates for employment opportunities in a variety of legal firms, private practice, business or government. Career possibilities may include licensed Paralegal, Community Legal worker, Prosecutor, Legal Assistant, Law Clerk, and Tribunal Adjudicator.

The *Honours Bachelor of Paralegal* (HBP) builds on the BP degree. Graduates of the BP program will be offered credit transfer into the final year of the HBP program to access advanced study in specialized topics and to support the graduate in pursuing master-level studies.

There is one comparative four-year degree program in the Ontario college system in paralegal studies (MTCU 82611). The DC program differs from the comparative program in that it offers courses in Critical Race Theory; Statistics; Research Methodologies; Adjudication and Writing Decisions; Thesis: Research Proposal Seminar; Thesis: Research Analysis and Summary; Courtroom and Tribunal Advocacy: Weekly Mock Trials; and Special Topics: Family Law, Human Rights, Immigration.

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

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

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

4.   Discussion

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

After a review of the need for the degree programs, Durham College (DC) determined it would be valuable to add the Bachelor of Paralegal and Honours Bachelor of Paralegal programs to its postsecondary offerings since:

- The programs will align with the proposed strategy to expand degree programs at Ontario colleges, including three-year degrees.
- These programs include study of Family Law which is an anticipated expansion of paralegal practice.
- Graduates of the three-year degree program will be competitively well-prepared to apply to law school without the added time and expense of a fourth year.
- Graduates of the four-year degree program will be competitively well-prepared to apply to graduate studies.
- Employment rate is average.
- DC has strong capacity to deliver experiential learning through platforms such as the "Access to Justice" hub and other related applied research endeavors.
- Graduate comparable program data is strong and positive.
- Applicant interest, enrolment and graduate outcomes are strong in programs related to the field of study.

In Canada, legal services are not exclusively provided by lawyers. There are professions that provide legal services under varying degrees of lawyer supervision including law clerk, legal assistant and paralegals. In most of Canada, these job titles are often used interchangeably, and typical responsibilities include researching facts for cases, preparing documents, maintaining files, and preparing for trial. However, in Ontario, paralegal is established as a licensed and regulated profession that can work independently.

Established in 2006 in an effort to provide affordable legal representation and access to the justice system, Ontario's Access to Justice Act allows independent paralegals to become licensed through the Law Society of Ontario (previously The Law Society of Upper Canada). Once licensed, paralegals can work independently and do not require the direct supervision of a lawyer when performing designated legal functions, including representing businesses and individuals in court.

The Law Society of Ontario (LSO) lists three fundamental qualifications that must be met for individuals to qualify as licensed paralegals: completion of a paralegal education program from a Law Society accredited school which includes a field placement; passing the Paralegal Licensing Exam; and submitting a Good Character Form.

Once licensed, paralegals are subject to regulatory requirements that closely parallel those applicable to lawyers. To maintain their licenses, paralegals must complete 12 hours of Continuing Professional Development (CPD) in eligible educational activities each year, and pay an annual renewal fee to the LSO.

Licensed paralegals in Ontario are permitted to provide legal services in many areas of law. In Small Claims Court, a paralegal can represent clients in legal disputes that involve the payment or reimbursement of money or personal property up to $35,000. Paralegals are also entitled to represent clients in matters of Provincial Offences that typically relate to municipal, vehicular and residential offences with set fines and charges. There is also a range of boards and tribunals that paralegals assist clients with, including the Workplace Safety and Insurance Board (WSIB), and the Landlord and Tenant Board. Paralegals are also permitted to represent clients charged with certain offences under the Criminal Code. While this area of practice was limited to offences with a maximum of six months imprisonment, in September 2019, new legislation (Bill C-75) increased the default penalty for some summary conviction offences under the Criminal Code to two years less a day.

The scope of practice allows paralegals to provide legal advice concerning legal interests, rights or responsibilities with respect to a proceeding or on the subject matter of a proceeding; drafting of documents for use in the proceeding; and negotiating on behalf of a person who is a party to a proceeding.

Although paralegals may serve as an alternative to retaining a lawyer within approved areas of practice, they also serve as a key resource for lawyers operating across all facets of law. Many paralegals support lawyers by preparing legal documents, researching precedents for specific cases, conducting research to support a legal procedure, or even formulating a defense or prosecution plan for court cases.

The majority of paralegals work in law firms and law offices throughout Canada, particularly in more populous cities, such as Toronto. However, increasing numbers of paralegals are finding employment in other markets, especially as corporations add in-house legal departments. Government offices are also steady employers of paralegals, including courthouses, community-based organizations, provincial and federal departments, lobby groups, and legal aid services. Opportunities for employment also exist in non-traditional markets including legal aid clinics, research firms, marketing firms, banks and financial service institutions, and educational institutions. Paralegals may also be self-employed working as contract paralegals or, if working in Ontario, as independent licensed paralegals.

The proposals for the new Bachelor of Paralegal and Honours Bachelor of Paralegal will be submitted to the Ministry of Colleges and Universities for quality review by the Postsecondary Education Quality Assessment Board (PEQAB) in August 2021.

5. Financial/Human Resource Implications

The New Program Summary attached provides a projected nine-year budget for each proposed degree program with account of all capital and human resource requirements.

The target for new contribution breaks even in Year 2 for both proposed programs.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

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

Pathway opportunities at Ontario Tech University will be considered in the future for graduates of the proposed program.

8. Strategic Alignment

8.1 Strategic Fit

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

Academic Plan
Goal 1: Ensure Exceptional Quality in our Academic Programs
Goal 2: Enhance Exemplary Teaching and Learning Practices

Strategic Plan and Business Plan
Pillar: Our Students
Goal: To educate and inspire students to realize success in their careers and communities

These programs align to Goal 1 of the Academic Plan, to ensure exceptional quality in our academic programs, and the Strategic Plan and Business Plan to educate and inspire students to realize success in their careers and communities. These programs have been designed to meet the quality standards for degree curricula and will support our graduates to be better prepared to contribute as paralegal professionals.

These programs have a strong alignment with Goal 2 of the Academic Plan, to enhance exemplary teaching and learning practices of the existing faculty in the School of Justice & Emergency Services (JES). The disciplinary emphasis on law and legal studies is aligned with faculty expertise and the exemplary teaching practices in JES.

8.2 Fit with Existing Programs

There are currently several programs offered by DC that have the potential to serve as pathways for students into the paralegal degrees including: graduates from Paralegal, Law Clerk, Court Support Services, and Office Administrative programs. Graduates of the paralegal degrees have the potential for a pathway into the Paralegal Ontario College Graduate Certificate program.

New Program Summary

General Program Information

Proposed Program Title: Bachelor of Paralegal
Honours Bachelor of Paralegal

Proposed Credential: Bachelor Degree; Honours Bachelor Degree

Academic Deans: Stephanie Ball, Executive Dean, School of Justice & Emergency Services

Date of Review by PPRC: May 12, 2021

MTCU Code: 82611

Weight and Funding Unit (as per APS table): Weight =1.3, Unit = 3.4

Proposed Tuition: Year 1: $6,554.70

Proposed Implementation: Fall 2023

Year 1 Enrolment: 35 and 35

Number of Sections, Y1: 1

International Students Seat Allocation: 5

Number of Semesters: 6 + mandatory field placement and 8 + mandatory field placement

Total Hours: 1260 + 420 (WIL) = 1680 and 1680 + 420 (WIL) = 2100

New or Replacement Program: New

Number of New FT Faculty: 2 (one in year two and one in year four)

Program Delivery Methods: Classroom and Online

Laptop Requirement: No

New or Renovated Space Requirements: None

Total Capital Costs: Year 1: None

1

1. Approval Stages

The following approval stages have been assessed for this program:

- Labour Market
- Student Demand
- New Program Proposal Document reviewed by the Associate Dean, Centre for Teaching and Learning
- New Program Proposal Document reviewed by the Dean, Centre for Teaching and Learning
- Presented to the Program Proposal Review Committee as an information item – May 12, 2021
- Approved by Executive Vice-President, Academic
- Reviewed and approved by President

2. Program Overview

2.1 Program Description

The *Bachelor of Paralegal* (BP) will be the only three-year degree offered in Ontario to develop future practitioners who have the requirements to apply to the Law Society of Ontario (LSO) to become a licensed paralegal. The program is grounded in the entry-level competencies of a licensed paralegal in Ontario and the complex legal thinking required to practice in court and tribunal proceedings. Students in the program explore and examine constitutional law and the Charter, criminal and summary convictions, contracts and tort law, the law of Tribunals, the procedure and practice for small claims court, the theory and strategies of negotiations and mediation, insurance law and employment law. Beyond the discipline of law, the program includes six courses to enhance students' social and political awareness and critical thinking skills. The 420-hour field placement provides students with applied practical experience; placements may be in a variety of settings including the Durham Community Legal Clinic in the Access to Justice Hub to assist lawyers and licensed paralegals with legal advice to clients in the community.

The BP program focuses on meeting the need for professionals with knowledge of specific Canadian law with a primary focus on Ontario law, a breadth of study of legal principles and theories, and foundational knowledge in many areas of legal practice. The program has a strong grounding in strengthening critical thinking and complex legal reasoning skills to provide legal advice based on current law and the leadership skills to influence the progression of law. This program prepares graduates to qualify for licensing as a paralegal for the province of Ontario, and, for application directly to select law schools.

The *Honours Bachelor of Paralegal* (HBP) builds on the BP degree. Graduates of the BP program will be offered credit transfer, including the 420-hour field

2

placement, for entry into the final year of the HBP program to access advanced study in specialized topics and to support the graduate in pursuing master-level studies.

2.2   Career Outcomes

The programs prepare graduates for employment opportunities in a variety of legal firms, private practice, business or government. Career possibilities may include licensed Paralegal, Community Legal worker, Prosecutor, Legal Assistant, Law Clerk, and Tribunal Adjudicator.

2.3   Vocational Program Learning Outcomes

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

1. Evaluate substantive, legal, and procedural issues to determine the legal remedies and facilitate access to justice.

2. Present legal issues, arguments and solutions using a client-centred service-oriented practice to demonstrate alignment with client needs, objectives, and goals.

3. Conduct research by identifying the legal context, issues, case law, legislation, and organizational rules and guidelines to interpret, summarize, and present legal research findings.

4. Develop a cogent legal argument in accordance with/and supported by leading statutes and case law based on an organized body of relevant facts.

5. Evaluate case details and seek support or referral to appropriate legal counsel to ensure compliance with the scope of practice for a paralegal.

6. Advocate for a client's legal position and access to the justice system by strategically employing methods of negotiation and analytical reasoning.

7. Complete with accuracy, clarity, conciseness and organization a variety of documents used in paralegal practice.

8. Evaluate personal and professional competence and access professional development opportunities to support continuous learning with the goal of meeting client needs.

9. Practice in a professional, ethical and timely manner with clients and colleagues by complying with relevant legislation and the standards of the regulatory body.

3

2.4 Admission Requirements

o Ontario Secondary School Diploma (OSSD), Mature student, or equivalent
o Six Grade 12 U or M courses with a combined minimum average of 65 per cent including:
    o Grade 12 U English with a final minimum grade of 60 per cent

4

DURHAM COLLEGE
SUCCESS MATTERS

Program Map – Bachelor of Paralegal

YEAR 1		YEAR 2			YEAR 3	
Semester 1	**Semester 2**	**Semester 3**	**Semester 4**	**(Spring / Summer)**	**Semester 5**	**Semester 6**
Introduction to the Paralegal Profession	Technology for the Paralegal Profession	Legal Accounting Principles and Practice	Advocating Before Tribunals	Field Placement	Evidence and Litigation Rules, Principles and Process	Methods and Strategies for Alternative Dispute Resolution
Introduction to the Law and Legal Systems of Canada	The Private Law of Torts and Contracts	Small Claims Court	Professional Ethics and Responsibilities		Courtroom and Tribunal Advocacy Strategies	Paralegal Practice Management
Constitutional Law and the Charter	Provincial Offences: Prosecution and Defense	Criminal Justice System and Summary Convictions	Rights and Duties of Residential Landlords and Tenants		Indigenous Law: Rights, Treaties and Protections	Automobile Insurance and Workplace Safety
Communications for the Paralegal Profession	Research and Writing for the Paralegal Profession	Administrative Law: Procedural Fairness	Employment Law: Bargaining, Hiring and Disputes		Special Topic - Family Law: Social Issues and Legal Regulation	Paralegal Capstone
			* Field Placement Preparation (non-credit)			
Breadth	Breadth	Breadth	Breadth		Breadth	Breadth

Legal Foundations	Work Integrated Learning (WIL)	Communication and Research	Advocacy and Professional Practice	Breadth

5

Program Map – Honours Bachelor of Paralegal

Year 1		Year 2		Year 3			Year 4	
Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	S/S	Semester 7	Semester 8
Introduction to the Paralegal Profession	Technology for the Paralegal Profession	Legal Accounting Principles and Practices	History and Philosophy of Law	Critical Race Theories	Advocating Before Tribunals	Field Placement	Special Topic – Family Law: Social Issues and Legal Regulation	Evidence and Litigation Rules, Principles and Process
Introduction to the Law and Legal System of Canada	The Private Law of Torts and Contracts	Small Claims Court	Rights and Duties of Residential Landlords and Tenants	Indigenous Law: Rights, Treaties and Protection	Professional Ethics and Responsibilities		Courtroom and Tribunal Advocacy Strategies	Courtroom and Tribunal Advocacy: Weekly Mock Trials
Constitutional Law and the Charter	Provincial Offences: Prosecution and Defence	Criminal Justice System and Summary Convictions	Automobile Insurance and Workplace Safety	Statistics	Methods and Strategies for Alternative Dispute Resolution		Adjudication and Writing Decisions	Paralegal Practice Management
Communications for the Paralegal Profession	Research and Writing for the Paralegal	Administrative Law: Procedural Fairness	Employment Law: Bargaining, Hiring and, Disputes	Breadth	Research Methodologies in Law		Thesis: Research Proposal Seminar	Thesis: Research Analysis and Summary
					Field Placement Prep			
Breadth	Breadth	Breadth	Breadth	Breadth	Breadth		Breadth	Breadth

Legal Foundations	Work Integrated Learning (WIL)	Communication and Research	Advocacy and Professional Practice	Breadth

3.   Program of Study

Courses in the program of study is presented in the following manner:

1. Courses in the Bachelor of Paralegal program; and
2. Additional courses in the Honours Bachelor of Paralegal program.

Please note, due to the Law Society of Ontario (LSO) curricular and delivery requirements, only courses beyond the LSO requirements may be identified as opportunities for online delivery.

Bachelor of Paralegal

Semester 1

3.1 Course Title: Introduction to the Paralegal Profession
  Course Code:
  Prerequisites/Equivalents: N/A
  Course description: It is important for students entering legal practice to understand the historical, social and political context of the rise and regulation of the paralegal profession. Students will explore the need for clients' access to justice, the rise of the paralegal profession and its continuing future development for the profession. Students will examine the policy framework that is foundational for supporting clients in need of legal advice. The regulation and determination of the scope of practice of the paralegal profession is examined by reviewing various reports and consultations of the Law Society with a view to understanding the important role of paralegals in clients' access to justice in our legal system. Finally, students will explore the regulation of paralegals in other jurisdictions since Ontario's modernization of the sector.
  Instructional Setting: Classroom/Online
  Total Hours (Semester): 42

3.2 Course Title: Introduction to the Law and Legal Systems of Canada
  Course Code:
  Prerequisites/Equivalents: N/A
  Course description: Students will examine the legal system in Canada, the structure of the Canadian government and political system, and the development of civil and common law systems, including property law, business law and consumer law. Students explore the Constitution, Charter and the organization of the Canadian court system.
  Instructional Setting: Classroom
  Total Hours (Semester): 42

3.3 Course Title: Constitutional Law and the Charter
  Course Code:
  Prerequisites/Equivalents: N/A
  Course description: An understanding of the historical-socio-political context and development of Canada, and Canada's Constitution is significant for any practitioner in law. Students will discuss the historical and political context for the formation of the Dominion of Canada, the division of powers of the English, French and Indigenous Peoples, the significance of the War of 1812 and the adoption of Lord Durham's report in the creation of Canada in 1867. Students will explore the rise of various Bills of Rights and the Charter of Rights and Freedoms in Canada and review significant cases of the Supreme Court of Canada, the insertion of the reasonable limitation provision and the Notwithstanding Clause to understand the scope and interpretation of the Charter.
  Instructional Setting: Classroom/Online
  Total Hours (Semester): 42

3.4 Course Title: Communications for the Paralegal Profession
  Course Code:
  Prerequisites/Equivalents: N/A

7

Course description: Students will develop the skills to research and draft a variety of legal documents, memoranda, affidavits, factum, written submissions and reporting letters, clearly and concisely with a view to providing plain language legal representation. Students will focus on the importance of proper writing skills for paralegals, sentence structure, the writing process, the effective organization of materials given expectations in legal practice, and the ability to reference sources and embed quotations by using the McGill citation style.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.5 Course Title: Non-Core Breadth Elective
Course Code:
Prerequisites/Equivalents: N/A
Course description:
Instructional Setting: Classroom/Online
Total Hours (Semester): 42

Semester 2

3.6 Course Title: Technology for the Paralegal Profession
Course Code:
Prerequisites/Equivalents: N/A
Course description: Students will develop the skills to use various computer software – email, word processing, presentation, chart and spreadsheet, accounting - to revise and produce legal documents, correspondence, memoranda and court filings. Students will use legal forms including headings and jurats and practice producing legal documents to support court and tribunal cases including pleadings, applications, affidavits and notices of motion. In addition, students will examine electronic accounting, e-discovery and case management software that supports the practice of law and helps to ensure compliance with Law Society bookkeeping and file management requirements.
Instructional Setting: Lab
Total Hours (Semester): 42

3.7 Course Title: The Private Law of Torts and Contracts
Course Code:
Prerequisites/Equivalents: N/A
Course description: This is a foundational legal course that all paralegals require to practice and provides an opportunity to consider the evolution of common law in civil cases involving torts and contracts. Through the study of a variety of cases, students will learn how the common law developed rights and associated underlying legal tests that can be applied to seek compensation for breaches of contracts and for wrongs in tort law. Students will study a variety of established torts and their components to successfully prove a case in order to seek legal remedy. The limits of such cases is explored with a view to determining remaining legal issues and how the law may develop in the future. With regards to contract law, students will study the legal requirements necessary for the formation of a contract, remedies for breach and the calculation of damages. Students, fully informed of these issues, will practice drafting contracts that meet client needs.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.8 Course Title: Provincial Offences: Prosecution and Defense
Course Code:
Prerequisites/Equivalents: N/A
Course description: Students will examine the role of the Provincial Offences Court in Ontario. With an understanding of the difference between criminal offences and provincial offences, students will examine the various matters that come before the Provincial Offences Court, including those under the Highway Traffic Act (common offences, procedural and substantive defences), Compulsory Automobile Insurance Act, Liquor Licence Act, Environmental Protection Act, Occupational Health and Safety Act, Trespass to Property Act, Blind Persons' Rights Act and municipal by-laws. Students will review disclosure

8

requirements on the Crown, bail, the trial process and how the Charter of Rights and Freedoms applies in such proceedings, the principles of sentencing, and appeal rights.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.9 Course Title: Research and Writing for the Paralegal Profession
Course Code:
Prerequisites/Equivalents: N/A
Course description: Students will be introduced to legal research to develop the ability to find leading case law pertinent to a legal issue by searching primary and secondary resources in print and digital forms. Students will have the ability to interpret and apply statutes, regulations and cases. Students will incorporate their research into legal correspondence and memoranda and discover the importance of research material to ensure competence and achieve expertise.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.10 Course Title: Non-Core Breadth Elective
Course Code:
Prerequisites/Equivalents: N/A
Course description:
Instructional Setting: Classroom/Online
Total Hours (Semester): 42

Semester 3
3.11 Course Title: Legal Accounting Principles and Practices
Course Code:
Prerequisites/Equivalents: Technology for the Paralegal Profession
Course description: In this introductory course in financial accounting, students will explore the accounting life cycle for managing a law office and practice. Working with debits and credits in double-entry bookkeeping, time entries, billing, disbursements, trust funds, matter management and preparing financial statements, students will apply the principles and methods of accounting to support the day-to-day financial activities in a law office.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.12 Course Title: Small Claims Court
Course Code:
Prerequisites/Equivalents: N/A
Course description: Students will explore the role, the jurisdiction, simplified rules and procedures of the Ontario Small Claims Court, a branch of the Superior Court of Justice, that assists clients' access to justice. Students will be able to explain the types of claims before Small Claims Court, how to commence proceedings, defend proceedings, prove a case and the process of settlement. In addition, students will be able to apply rules involving cost awards and how to enforce judgements.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.13 Course Title: Criminal Justice System and Summary Convictions
Course Code:
Prerequisites/Equivalents: N/A
Course description: Students will examine the issues, documentation and procedures (charging documents, bail and summary conviction trial procedure) required of paralegals when representing a client charged with a summary conviction offence and facing the potential of time in jail. Students will study the criminal justice system in Canada, with a focus on the Criminal Code, Charter of Rights, Controlled Drugs and Substances Act, and the Criminal Rules of the Ontario Court of Justice. In order to explain the elements of a crime and the role of the police, Crown and accused in criminal proceedings, students will explore

9

investigatory powers, arrest, classification of offences, disclosure, sentencing and diversion.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.14 Course Title: Administrative Law: Procedural Fairness
Course Code:
Prerequisites/Equivalents: N/A
Course description: Students will explore the principles, policy, and social and political influences that shape governmental action and delegation of powers of administrative tribunals. Students will examine how administrative law alleviates the burden of case load on courts with the introduction of administrative tribunals whose powers are to protect rights, determine claims and balance efficiency. Students will systematically analyze jurisdictional issues, the rules of natural justice and codification in the Statutory Powers Procedures Act, and the applicability of charter protection and Charter remedies in redressing unfairness in quasi-judicial proceedings.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.15 Course Title: Non-Core Breadth Elective
Course Code:
Prerequisites/Equivalents: N/A
Course description:
Instructional Setting: Classroom/Online
Total Hours (Semester): 42

Semester 4
3.16 Course Title: Advocating Before Tribunals
Course Code:
Prerequisites/Equivalents: Research and Writing for the Paralegal Profession
Course description: In this course, students will discuss the nature and purpose of administrative tribunals in carrying out mandates delegated by federal and provincial governments. Enabling legislation and recent tribunal decisions in evaluating the success of different tribunals in carrying out their mandates is explored. Students will examine the general practice and procedure before administrative tribunals, such as, documentation to commence proceedings, the burden of proof, the trier of fact, the record of proceedings, the tribunal process and the nature of evidence tendered.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.17 Course Title: Professional Ethics and Responsibilities
Course Code:
Prerequisites/Equivalents: N/A
Course description: Students will critically examine the Law Society of Ontario's (LSO) Paralegal Rules of Conduct, the ethical issues that arise in a professional paralegal practice, the differences in responsibilities of supervised and independent paralegals, and the expectation of interaction of paralegals within the legal community. The duty of paralegals to their clients is critically examined in the context of such issues as conflict of interest, confidentiality, competency and honesty and candour, and, a model of ethical advocacy practices is developed by assessing the duty of the independent paralegal to the court and tribunal as well as to the other parties and their legal representatives. This course prepares students to clarify a value system, establish a framework for ethical decision-making, and apply the LSO's Paralegal Rules of Conduct to practice as paralegals.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.18 Course Title: Rights and Duties of Residential Landlords and Tenants
Course Code:
Prerequisites/Equivalents: N/A

10

Course description: Students will examine the statutes governing the landlord and tenant relationship with respect to residential tenancies in Ontario. Students will analyze the constitutional issues and rationale in transferring landlord and tenant proceedings from the court process to a specialized tribunal. The procedures, documentation, time limits, evidence and data, practice, interpretative guidelines, and types of relief of the Ontario Landlord and Tenant Board are explored.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.19 Course Title: Employment Law: Bargaining, Hiring and Disputes
Course Code:
Prerequisites/Equivalents: N/A
Course description: Students will examine the statutory requirements and common law principles within the employment relationship. Students will analyze the application of contract law to individual contracts of employment; the modification of contract by way of statutory rules governing the employment relationship in the areas of health and safety, employment standards, human rights, workplace injury compensation and privacy; and the replacement of an individual contract of employment by a collective agreement in a unionized workplace. The minimum standards of the Employment Standards Act, including overtime, statutory leaves and entitlements on the termination of employment are discussed. Students will examine the collective bargaining regime, including the role of the trade union, the scope of collective agreements and the grievance process with a view to assessing differing legal rights, processes and entitlements in a unionized workforce.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.20 Course Title: Non-Core Breadth Elective
Course Code:
Prerequisites/Equivalents: N/A
Course description:
Instructional Setting: Classroom/Online
Total Hours (Semester): 42

3.21 Course Title: Field Placement Preparation
Course Code:
Prerequisites/Equivalents:
Course description: This course is designed to prepare students for their field placement experience. Students will learn about the roles and responsibilities of those in the field, the various companies, agencies and organizations in which they are employed, and the placement opportunities available that will facilitate progression towards their professional goals and aspirations. Students will be introduced to placement search techniques, field placement learning objectives, roles of company supervisors, and college advisors. To succeed in this course, students will complete the necessary forms and paperwork required for field placement as well as participate in the selection process for field placement.
Instructional Setting: Classroom
Total Hours (Semester): 14

3.22 Field Placement
Course Code:
Prerequisites/Equivalents:
Course Description: The field placement work integrated learning experience is viewed as an integral part of the degree program. The practical aspects of field work, in conjunction with the academic studies, enables the student to better understand methods and techniques for organizing activities and working collaboratively with people. Field experiences contribute to meeting the program learning outcomes in different manner than in an academic setting.
Instructional Setting: Industry/Field
Total Hours: 420 (between Semester 4 and 5)

11

Semester 5

3.23 Course Title: Evidence and Litigation Rules, Principles and Process
Course Code:
Prerequisites/Equivalents: Criminal Justice System and Summary Convictions; Small Claims Court
Course description: Students will critically examine the rules and statutory rules of evidence and common law for courts and tribunals. Students will examine how evidence supports a legal claim and how facts are admitted into evidence during proceedings. Students will analyse the emergence of the modem rule of hearsay evidence and principles supporting the common law and statutory exceptions to the hearsay rule. Special attention is paid to admissibility of evidence including relevance, materiality, weight, prejudicial effect and probative value. Students will learn how to prepare witnesses and introduce various types of evidence allowed in hearings and examine strategies for the effective presentation of testimonial and documentary evidence. The importance of the expert witness is examined in the context of proving a case. All stages of the litigation process are covered, from pre-trial motions to the sequence of the trial and from the disposition of the proceeding to cost/sentence submissions.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.24 Course Title: Courtroom and Tribunal Advocacy Strategies
Course Code:
Prerequisites/Equivalents: Introduction to the Law and Legal Systems of Canada; Professional Ethics and Responsibilities
Course description: Students will develop skills and techniques and examine the framework for implementing effective courtroom and tribunal advocacy strategies. Students will explore the phases of litigation, from the drafting of pleadings to the pre-trial process and from the preparation of witnesses to trial strategies. Using checklists, case briefs, witness statements and trial notebooks, students will organize and structure a case and have hands-on opportunities to present opening and closing arguments, conduct direct examinations and cross-examinations, challenge expert evidence and prepare appeal factums. Finally, students will examine the application of the rules of evidence, strategies for witnesses, and ethics within an advocacy context.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.25 Course Title: Indigenous Law: Rights, Treaties and Protections
Course Code:
Prerequisites/Equivalents: Constitutional Law and the Charter
Course description: Students will examine Canadian laws and Indigenous peoples, focusing on the sources of indigenous rights, including the Constitution, treaties and leading decisions of the Supreme Court of Canada protecting those rights. Students will explore historical events such as those including land protests, residential schools and removal of children from families by government and how they inform legal issues surrounding self-government and the duty to consult, especially in relation to resource development. International law pertaining to Indigenous issues, including the United Nations Declaration on the Rights of Indigenous Peoples will be discussed.
Instructional Setting: Classroom/Online
Total Hours (Semester): 42

3.26 Course Title: Special Topic - Family Law: Social Issues and Legal Regulation
Course Code:
Prerequisites/Equivalents: N/A
Course description: Students will develop analytical skills by assessing current issues. This course will provide students with an opportunity to explore the legal regulation of the family in Canada and the significance for the Paralegal professional. The legal and social influence in the rise of the family unit, adult relationships, marriage and the creation of parent-child relationships

12

is explored to understand the family as a social institution. The examination of spousal rights, the dissolution of the family - separation and divorce, property division on dissolution, dealings with the matrimonial home, spousal support, and custody, access and child support will prepare students to understand the complexity of practice in the field of family law.
Instructional Setting: Classroom/Online
Total Hours (Semester): 42

3.27 Course Title: Non-Core Breadth Elective
Course Code:
Prerequisites/Equivalents: N/A
Course description:
Instructional Setting: Classroom/Online
Total Hours (Semester): 42

Semester 6

3.28 Course Title: Methods and Strategies for Alternative Dispute Resolution
Course Code:
Prerequisites/Equivalents: Small Claims Court; Professional Ethics and Responsibilities
Course description: This course involves the study of alternative dispute resolution to resolve conflict and avoid trial. Students will critically analyze the fundamentals of principled negotiations where interest-based bargaining is emphasized. Emphasis is placed on traditional model of competitive, distributive negotiations to integrative bargaining featuring collaborative strategies to reconcile the parties' competing interests. Through the development of negotiation skills, students will learn to effectively deal with conflict and fashion creative, value-added solutions that benefit client interests. Students will learn about mediators, how and why they are used in the court system and take an in-depth review of various models of mediation. Ethical issues arising with regards to these forms of alternative dispute resolution receive special attention.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.29 Course Title: Paralegal Practice Management
Course Code:
Prerequisites/Equivalents: Research and Writing for the Legal Profession
Course description: In this course, students will explore the Law Society of Ontario's (LSO) Paralegal Rules of Conduct and the professional obligations and responsibilities prescribed and recommended regarding Practice Management and Operating a Small Business. Students will develop skills to support the accounting and financial, human resources, documentation and record-keeping, marketing and advertising, and legislative aspects to running a successful paralegal practice.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.30 Course Title: Automobile Insurance and Workplace Safety
Course Code:
Prerequisites/Equivalents: N/A
Course description: Students will examine the legal principles, frameworks, evidentiary requirements, and processes and procedures for two areas of insurance law, motor vehicle accidents and workplace accidents. Students will examine the role of paralegals in insurance law when engaged in the formal claims process, alternative dispute resolution mechanisms and the appellate role of tribunals. For automobile insurance in Ontario, students will explore Statutory Accident Benefits and dispute resolution system through the Automobile Accident Benefits Service (AABS), a division of the Licence Appeal Tribunal (LAT). For workplace accidents, students will examine the jurisdiction and procedures of the Workplace Safety and Insurance Board with respect to claims eligibility, available benefits and appeals to the Workplace Safety and Insurance Appeal Tribunal.
Instructional Setting: Classroom

13

Total Hours (Semester): 42

3.31 Course Title: Paralegal Capstone
Course Code:
Prerequisites/Equivalents: Research and Writing for the Paralegal
Course description: This course is a major, collaborative, and culminating achievement of a student's undergraduate career. The conceptualizing, researching and defending written work, represents a creative research effort that demonstrates the students' knowledge, skills, and understanding in the field and scientific research methodology. By engaging in the research process, students will enhance their knowledge in a specific area within the discipline.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.32 Course Title: Non-Core Breadth Elective
Course Code:
Prerequisites/Equivalents: N/A
Course description:
Instructional Setting: Classroom/Online
Total Hours (Semester): 42

Honours Bachelor of Paralegal – additional courses

Semester 4
3.33 Course Title: History and Philosophy of Law
Course Code:
Prerequisites/Equivalents: N/A
Course description: Students will explore the historical, moral and cultural basis of legal concepts to understand the law as a social institution. Examining the differences among various schools of thought and comparing approaches to jurisprudence provides students with an opportunity to assess the tension between law as a protector of individual liberty and a tool of democratic self-rule. Students analyze contemporary issues such as civil liberties, definitions of equality rights and the different approaches to the rule of law to understand how law functions as a social institution.
Instructional Setting: Classroom/Online
Total Hours (Semester): 42

Semester 5
3.34 Course Title: Critical Race Theories
Course Code:
Prerequisites/Equivalents: N/A
Course description: Students will explore the concept of the social construction of race as a structural relation of subordination and the significance for the practicing paralegal interfacing with the law, social and legal institutions, and social structures. Students will examine storytelling as a form of resistance, the legacies of (settler) colonialism, and the response by Critical Race theorists to liberal theories of the law and society, institutional measures - such as affirmative action, addressing systemic discrimination, and implicit bias training to develop a critical analysis of the intersection of race with the law and Canadian society.
Instructional Setting: Classroom/Online
Total Hours (Semester): 42

3.35 Course Title: Statistics
Course Code:
Prerequisites/Equivalents: N/A
Course description: Students enrolled in this course will explore basic concepts and methods of statistics. An emphasis will be placed on statistical significance and effect size testing, applied both to between-group and single-case experimental designs. Students will review, present, and critically evaluate quantitative information. Topics include: Probability models, random variables, normal and non-normal distributions, hypothesis testing, elementary

14

nonparametric methods, effect size analyses, and supplementing visual analysis of single subject data with statistical procedures.
Instructional Setting: Classroom/Online
Total Hours (Semester): 42

Semester 6

3.36 Course Title: Research Methodologies in Law
Course Code:
Prerequisites/Equivalents: Research and Writing for the Paralegal
Course description: Students are introduced to a range of research methodologies in law and legally related fields. Students will explore the strengths and differences between qualitative and quantitative research methods and develop the skills to assess and select an appropriate legal research methodology and legal research techniques for a given legal research project. Students will explore aspects of the research process including formulating a research question, ethical considerations in legal research, and resources in preparation for the final thesis courses. Collection and analysis of data is examined in the context of developing the students' skills in interpreting and presenting legal research findings.
Instructional Setting: Classroom/Online
Total Hours (Semester): 42

Semester 7

3.37 Course Title: Adjudication and Writing Decisions
Course Code:
Prerequisites/Equivalents: N/A
Course description: An important skill for the practicing paralegal is writing clear, concise, and well-reasoned decisions. Students will develop techniques and explore best practices to support writing effective introductions and put into practice strategies to structure, organize, draft and revise. Students will gain insight into how to more effectively advocate for clients through an in-depth study of decision-writing.
Instructional Setting: Classroom/Online
Total Hours (Semester): 42

3.38 Course Title: Thesis: Research Proposal Seminar
Course Code:
Prerequisites/Equivalents: Research Methodologies in Law
Course description: This course will assist students in completing a major research project or academic paper that demonstrates their professional and academic competencies learned in the degree program. With the support of the professor, students will independently develop and present a research project or paper proposal and submit an approval to the Research Ethics Board.

Students will be encouraged to pursue collaborative relationships with professionals from their practica and professors from other courses to help support them in the development of their research proposal. Students are expected to start the course with ideas for their major research project or paper.
Instructional Setting: Classroom/Online
Total Hours (Semester): 42

3.39 Course Title: Non-Core Breadth Elective
Course Code:
Prerequisites/Equivalents: N/A
Course description:
Instructional Setting: Classroom/Online
Total Hours (Semester): 42

Semester 8

3.40 Course Title: Courtroom and Tribunal Advocacy: Weekly Mock Trials
Course Code:
Prerequisites/Equivalents: Courtroom and Tribunal Advocacy: Strategies

Course description: In an interactive learning environment, students will develop skills and techniques for effective, ethical and professional courtroom and tribunal advocacy. Students will put into practice the skills, strategies and best practices to draft pleadings, follow the rules of evidence and prepare witnesses; present opening and closing arguments, conduct direct examinations and cross-examinations, challenge expert evidence and prepare appeal factums. Students will have an opportunity to reflect on their performance and demonstrate improvement through subsequent presentations and simulated, experiential activities that mirrors best practices in courtroom litigation.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.41 Course Title: Thesis: Research Analysis and Summary
Course Code:
Prerequisites/Equivalents: Thesis: Research and Proposal Seminar
Course description: This course is a major, collaborative, and culminating achievement of a student's academic career. The thesis experience; conceptualizing; researching and defending written work, represents a creative research effort that should demonstrate the students' knowledge, skills, and understanding in both the implementation of the field and scientific research methodology. By engaging in the research process, students will enhance their knowledge in a specific area within the discipline.
Instructional Setting: Classroom/Online
Total Hours (Semester): 42

3.42 Course Title: Non-Core Breadth Elective
Course Code:
Prerequisites/Equivalents: N/A
Course description:
Instructional Setting: Classroom/Online
Total Hours (Semester): 42

16

Three Year Bachelor of Paralegal to Four Year Honours Bachelor of Paralegal Credit Transfer Pathway

Semester 1 - credit	Semester 2 - credit	Semester 3 - credit	Semester 4 - credit	(Spring / Summer) - credit	Semester 5 - credit	Semester 6 - credit	Semester 7 – entry of 3-yr graduate	Semester 8 – 2nd semester for 3-yr graduate
Introduction to the Paralegal Profession	Technology for the Paralegal Profession	Legal Accounting Principles and Practice	Advocating Before Tribunals		Evidence and Litigation Rules, Principles and Process	Methods and Strategies for Alternative Dispute Resolution	Critical Race Theories	History and Philosophy of Law
Introduction to the Law and Legal Systems of Canada	The Private Law of Torts and Contracts	Small Claims Court	Professional Ethics and Responsibilities		Courtroom and Tribunal Advocacy Strategies	Paralegal Practice Management	Statistics	Research Methodologies in Law
Constitutional Law and the Charter	Provincial Offences: Prosecution and Defense	Criminal Justice System and Summary Convictions	Rights and Duties of Residential Landlords and Tenants	Field Placement	Special Topic - Family Law: Social Issues and Legal Regulation	Automobile Insurance and Workplace Safety	Adjudication and Writing Decisions	Courtroom and Tribunal Advocacy: Weekly Mock Trials
Communications for the Paralegal Profession	Research and Writing for the Paralegal Profession	Administrative Law: Procedural Fairness	Employment Law: Bargaining, Hiring and Disputes		Indigenous Law: Rights, Treaties and Protections	Paralegal Capstone	Thesis: Research Proposal Seminar	Thesis: Research Analysis and Summary
			* Field Placement Preparation (non-credit)					
Breadth	Breadth	Breadth	Breadth		Breadth	Breadth	Breadth	Breadth

Credit	Non-credit

17

Program of Study

The courses listed below are required by graduates of the 3-year program as

they enter the 4-year program in year four.

Entry to Fall Semester (Year 4)

3.43 Course Title: Critical Race Theories
Course Code:
Prerequisites/Equivalents: N/A
Course description: Students will explore the concept of the social construction of race as a structural relation of subordination and the significance for the practicing paralegal interfacing with the law, social and legal institutions, and social structures. Students will examine storytelling as a form of resistance, the legacies of (settler) colonialism, and the response by Critical Race theorists to liberal theories of the law and society, institutional measures - such as affirmative action, addressing systemic discrimination, and implicit bias training to develop a critical analysis of the intersection of race with the law and Canadian society.
Instructional Setting: Classroom/Online
Total Hours (Semester): 42

3.44 Course Title: Statistics
Course Code:
Prerequisites/Equivalents: N/A
Course description: Students enrolled in this course will explore basic concepts and methods of statistics. An emphasis will be placed on statistical significance and effect size testing, applied both to between-group and single-case experimental designs. Students will review, present, and critically evaluate quantitative information. Topics include: Probability models, random variables, normal and non-normal distributions, hypothesis testing, elementary nonparametric methods, effect size analyses, and supplementing visual analysis of single subject data with statistical procedures.
Instructional Setting: Classroom/Online
Total Hours (Semester): 42

3.45 Course Title: Adjudication and Writing Decisions
Course Code:
Prerequisites/Equivalents: N/A
Course description: An important skill for the practicing paralegal is writing clear, concise, and well-reasoned decisions. Students will develop techniques and explore best practices to support writing effective introductions and put into practice strategies to structure, organize, draft and revise. Students will gain insight into how to more effectively advocate for clients through an in-depth study of decision-writing.
Instructional Setting: Classroom/Online
Total Hours (Semester): 42

18

3.46 Course Title: Thesis: Research Proposal Seminar
Course Code:
Prerequisites/Equivalents: Research Methodologies in Law
Course description: This course will assist students in completing a major research project or academic paper that demonstrates their professional and academic competencies learned in the degree program. With the support of the professor, students will independently develop and present a research project or paper proposal and submit an approval to the Research Ethics Board.

Students will be encouraged to pursue collaborative relationships with professionals from their practica and professors from other courses to help support them in the development of their research proposal. Students are expected to start the course with ideas for their major research project or paper.
Instructional Setting: Classroom/Online
Total Hours (Semester): 42

3.47 Course Title: Non-Core Breadth Elective
Course Code:
Prerequisites/Equivalents: N/A
Course description:
Instructional Setting: Classroom/Online
Total Hours (Semester): 42

Winter – Second Semester (Year 4)
3.48 Course Title: History and Philosophy of Law
Course Code:
Prerequisites/Equivalents: N/A
Course description: Students will explore the historical, moral and cultural basis of legal concepts to understand the law as a social institution. Examining the differences among various schools of thought and comparing approaches to jurisprudence provides students with an opportunity to assess the tension between law as a protector of individual liberty and a tool of democratic self-rule. Students analyze contemporary issues such as civil liberties, definitions of equality rights and the different approaches to the rule of law to understand how law functions as a social institution.
Instructional Setting: Classroom/Online
Total Hours (Semester): 42

3.49 Course Title: Research Methodologies in Law
Course Code:
Prerequisites/Equivalents: Research and Writing for the Paralegal
Course description: Students are introduced to a range of research methodologies in law and legally related fields. Students will explore the strengths and differences between qualitative and quantitative research methods and develop the skills to assess and select an appropriate legal research methodology and legal research techniques for a given legal research project. Students will explore aspects of the research process including formulating a research question, ethical considerations in legal research, and

19

resources in preparation for the final thesis courses. Collection and analysis of data is examined in the context of developing the students' skills in interpreting and presenting legal research findings.
Instructional Setting: Classroom/Online
Total Hours (Semester): 42

3.50 Course Title: Courtroom and Tribunal Advocacy: Weekly Mock Trials
Course Code:
Prerequisites/Equivalents: Courtroom and Tribunal Advocacy: Strategies
Course description: In an interactive learning environment, students will develop skills and techniques for effective, ethical and professional courtroom and tribunal advocacy. Students will put into practice the skills, strategies and best practices to draft pleadings, follow the rules of evidence and prepare witnesses; present opening and closing arguments, conduct direct examinations and cross-examinations, challenge expert evidence and prepare appeal factums. Students will have an opportunity to reflect on their performance and demonstrate improvement through subsequent presentations and simulated, experiential activities that mirrors best practices in courtroom litigation.
Instructional Setting: Classroom
Total Hours (Semester): 42

3.51 Course Title: Thesis: Research Analysis and Summary
Course Code:
Prerequisites/Equivalents: Thesis: Research and Proposal Seminar
Course description: This course is a major, collaborative, and culminating achievement of a student's academic career. The thesis experience; conceptualizing; researching and defending written work, represents a creative research effort that should demonstrate the students' knowledge, skills, and understanding in both the implementation of the field and scientific research methodology. By engaging in the research process, students will enhance their knowledge in a specific area within the discipline.
Instructional Setting: Classroom/Online
Total Hours (Semester): 42

3.52 Course Title: Non-Core Breadth Elective
Course Code:
Prerequisites/Equivalents: N/A
Course description:
Instructional Setting: Classroom/Online
Total Hours (Semester): 42

20

4. Strategic Alignment

4.1 Strategic Fit

The proposed programs align with the following goals and objectives of the

Academic, Strategic, and Business plans.

Academic Plan
Goal 1: Ensure Exceptional Quality in our Academic Programs
Goal 2: Enhance Exemplary Teaching and Learning Practices

Strategic Plan and Business Plan
Pillar: Our Students
Goal: To educate and inspire students to realize success in their careers and communities.

4.2 Fit with Existing Programs

There are currently several programs offered by Durham College (DC) that have the potential to serve as pathways for students into the paralegal degrees including: graduates from Paralegal, Law Clerk, Court Support Services, and Office Administrative programs.

5. Labour Demand and Graduate Employment Possibilities

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

After a review of the need for the degree programs DC determined it would be valuable to add the Bachelor of Paralegal and Honours Bachelor of Paralegal to its postsecondary offerings since:

- The programs will align with the proposed strategy to expand degree programs at Ontario colleges, including three-year degrees.
- These programs include study of Family Law which is an anticipated expansion of paralegal practice.
- Graduates of the three-year degree program will be competitively well-prepared to apply to law school without the added time and expense of a fourth year.
- Graduates of the four-year degree program will be competitively well-prepared to apply to graduate studies
- Employment rate is average.
- DC has strong capacity to deliver experiential learning through platforms such as the "Access to Justice" hub and other related applied research endeavors.
- Graduate comparable program data is strong and positive.
- Applicant interest, enrolment and graduate outcomes are strong in programs related to the field of study.

21

5.1 Labour Market Analysis

In Canada, legal services are not exclusively provided by lawyers. There are professions that provide legal services under varying degrees of lawyer supervision, including law clerk, legal assistant and paralegals. In most of Canada, these job titles are often used interchangeably, and typical responsibilities include researching facts for cases, preparing documents, maintaining files, and preparing for trial. However, in Ontario, paralegal is established as a licensed and regulated profession that can work independently.

Established in 2006 in an effort to provide affordable legal representation and access to the justice system, Ontario's Access to Justice Act allows independent paralegals to become licensed through the Law Society of Ontario (previously The Law Society of Upper Canada). Once licensed, paralegals can work independently and do not require the direct supervision of a lawyer when performing designated legal functions, including representing businesses and individuals in court.

The Law Society of Ontario (LSO) lists three fundamental qualifications that must be met for individuals to qualify as licensed paralegals: completion of a paralegal education program from a Law Society accredited school which includes a field placement; passing the Paralegal Licensing Exam; and submitting a Good Character Form.

Once licensed, paralegals are subject to regulatory requirements that closely parallel those applicable to lawyers. To maintain their licenses, paralegals must complete 12 hours of Continuing Professional Development (CPD) in eligible educational activities each year, and pay an annual renewal fee to the LSO.

Licensed paralegals in Ontario are permitted to provide legal services in many areas of law. In Small Claims Court, a paralegal can represent clients in legal disputes that involve the payment or reimbursement of money or personal property up to $35,000. Paralegals are also entitled to represent clients in matters of Provincial Offences that typically relate to municipal, vehicular and residential offences with set fines and charges. There are also a range of boards and tribunals that paralegals assist clients with, including the Workplace Safety and Insurance Board (WSIB), and the Landlord and Tenant Board. Paralegals are also permitted to represent clients charged with certain offences under the Criminal Code. While this area of practice was limited to offences with a maximum of six months imprisonment, in September 2019, new legislation (Bill C-75) increased the default penalty for some summary conviction offences under the Criminal Code to two years less a day.

The scope of practice allows paralegals to provide legal advice concerning legal interests, rights or responsibilities with respect to a proceeding or on the subject matter of a proceeding; drafting of documents for use in the proceeding; and negotiating on behalf of a person who is a party to a proceeding.

22

Although paralegals may serve as an alternative to retaining a lawyer within approved areas of practice, they also serve as a key resource for lawyers operating across all facets of law. Many paralegals support lawyers by preparing legal documents, researching precedents for specific cases, conducting research to support a legal procedure, or even formulating a defense or prosecution plan for court cases.

The majority of paralegals work in law firms and law offices throughout Canada, particularly in more populous cities, such as Toronto. However, increasing numbers of paralegals are finding employment in other markets, especially as corporations add in-house legal departments. Government offices are also steady employers of paralegals, including courthouses, community-based organizations, provincial and federal departments, lobby groups, and legal aid services. Opportunities for employment also exist in non-traditional markets including legal aid clinics, research firms, marketing firms, banks and financial service institutions, and educational institutions. Paralegals may also be self-employed working as contract paralegals or, if working in Ontario, as independent licensed paralegals.

National Outlook

National Occupational Classification (NOC) provide a standardized framework for organizing the labour force in a coherent system. Based on the titles and descriptions, occupations in 4211 – Paralegals and related occupations; 1242 – Legal administrative assistants; and 4112 – Lawyers and Quebec notaries NOC codes were selected as relevant to Paralegals.

Table 1

National Job Profile Statistics					
NOC Code - Occupation	Median Wage[29]	Employ ment in 2018	Median Age in 2018	Average Retirement Age in 2018	Outlook to 2028[30]
4211 – Paralegal and related occupations	$28.02	31,600	42	63.0	Balance
1242 – Legal administrative assistants	$23.00	47,400	44	64.0	Balance
4112 – Lawyers and Quebec notaries	$46.32	106,600	45	64.0	Balance

Source: Employment and Social Development Canada www.jobbank.gc.ca/marketreport/outlook Accessed: July 2020

Table 1 displays wages, occupation statistics and employment outlooks for relevant occupations in Canada. The median wages for all occupations presented is higher than the National average wage. A balanced supply and demand of labour is projected in Canada through to 2028.

23

Provincial Outlook

According to Table 2, the proportion of full-time employment is high in all relevant occupations. Self-employment is high for Lawyers and Quebec notaries and the rate for Paralegal and related occupations is higher than Legal Administrative Assistants.

Table 2

Provincial Job Profile Statistics					
NOC Code - Occupation	**Male**	**Female**	**Full-time**	**Part-time**	**Self-employed**
4211 – Paralegal and related occupations	17%	83%	70%	30%	12%
1242 – Legal administrative assistants	8%	92%	71%	29%	3%
4112 – Lawyers and Quebec notaries	58%	42%	71%	29%	39%

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

Figure 2 displays the job outlook ratings and median income for related occupations. The job outlook for Paralegal and related occupations and Lawyers and Quebec notaries is average. In 2019, the LSO regulated more than 9,470 paralegals, of which 3,700 were providing legal services, as of December 31, 2019. This large supply of paralegals in Ontario heightens competition for available positions. Paralegals who can demonstrate excellent skills in litigation and legal documentation will fare better in the labour market.

Figure 2

4211 – Paralegal and related occupations	1242 – Legal administrative assistants	4112 – Lawyers and Quebec notaries
Job outlook (2017-21)	Job outlook (2017-21)	Job outlook (2017-21)
Average	Below average	Average
Median Income	Median Income	Median Income
$53,391	$51,405	$129,663

Local Outlook

Table 3 presents the number of jobs and hourly wages for all relevant NOCs within the Durham census division. Job counts are presented for 2018, in addition to a projection of the number of jobs in 2023. While the supply and demand for paralegal and related occupations is expected to remain steady in the Durham Region through to 2023, the demand for lawyers is expected to be robust.

24

Table 3

Local Job Profile Statistics					
NOC Code - Occupation	**2018 Jobs**	**2023 Jobs**	**Change**	**% Change**	**Median Hourly Wages**
4211 – Paralegal and related occupations	353	352	-1	0%	$28.92
1242 – Legal administrative assistants	368	340	-28	-8%	$21.76
4112 – Lawyers and Quebec notaries	641	658	17	3%	$46.79

Source: Emsi 2018.3

Main Industries of Employment: Region of Durham
The North American Industry Classification System (NAICS) provides a standardized framework for classifying industries present in any given geographic region. Within this system, Public Safety falls under three jurisdictional levels of public administration: 1) local, municipal and regional (NAICS 913); 2) provincial and territorial (NAICS 912); and 3) federal (NAICS 911). The provincial and federal categories, as well as NAICS 5411 – Legal Services and NAICS 5313 – Activities related to real estate, represent the key industries in which graduates of the proposed paralegal degrees will find employment.

Table 4 presents the number of employers in each industry by census divisions located close to Durham Region.

Table 4

Number of Employers in Related Industries Based on Census Division							
NAICS Code – Occupation	**Durham**	**York**	**Toronto**	**Peel**	**Northum -berland**	**Peter- borough**	**Kawarth a Lakes**
5411 – Legal services	192	746	3,234	640	41	64	23
9120 – Provincial public administration	3	3	250	5	0	1	0
9110 – Federal public administration	0	1	10	0	0	0	0
5313 – Activities related to real estate	85	497	1,123	284	8	21	8
Total	**280**	**1,247**	**4,617**	**929**	**49**	**86**	**31**

Source: Canadian Business Patterns, December 2019

25

6.   Student Interest

Institutional Research and Planning surveyed students and graduates in high affinity programs to explore interest in the paralegal degrees. The following is a summary of the information and data from the surveys:

Current Students
- 139 student respondents from related programs.
- The vast majority of students (95 per cent) agree that offering the baccalaureate programs are a good idea. It is believed by 86 per cent of respondents that a degree would make a difference in the number of potential employment opportunities and 81 per cent of students believe that degree-level education would impact the types of employment opportunities available to them upon graduation.
- Approximately 60 per cent of respondents expressed some level of interest in enrolling in the programs if offered. Overall, 90 per cent of respondents indicated they are more likely to enrol if they are granted transfer credits.

Recent Graduates
- 127 graduates from related programs completed a survey assessing their interest in the degree program. The majority of graduates (83 per cent) think offering the degree programs are a good idea, and approximately 90 per cent perceive an undergraduate degree as valued or mandatory in the field. The opportunity for further education, particularly law school, was indicated as a key benefit of this proposed BP program. Overall, 70 per cent of graduates believe the proposed programs would make a difference in options for continuing further education.

- When asked if they would be interested in pursing an undergraduate degree in paralegal, 80 graduates (63 per cent) indicated "yes" or "maybe", and emphasized the importance of credit transfer. Most graduates who indicated they would not be interested in the degree explained that they already have a bachelor degree or are working as a licensed paralegal.

7.   Analysis of Competition

There is one comparative four-year degree program in the Ontario college system in paralegal studies (MTCU 82611). The DC program differs from the comparative program in that it offers courses in Critical Race Theory; Statistics; Research Methodologies; Adjudication and Writing Decisions; Thesis: Research Proposal Seminar; Thesis: Research Analysis and Summary; Courtroom and Tribunal Advocacy: Weekly Mock Trials; and Special Topics: Family Law, Human Rights, Immigration.

Given the related field of study, applicant interest and enrolment in the four-year Honours Bachelor of Paralegal Studies program will provide insight into the student demand for a Paralegal Studies three-year degree and four-year degree.

26

Table 5 presents applicant interest in the related degree program over the 2015-2019 period. Only a Fall intake is offered for this program.

Table 5

		Applicant Interest; Fall					
College	Measure	2015-16	2016-17	2017-18	2018-19	2019-20	Rolling Avg. Change
MTCU 82611	Total Applications	419	558	500	382	416	2.0%
	FC Applications	172	243	226	164	187	5.2%
	Confirmations	77	117	142	99	117	15.3%

Source: OCAS; accessed September 2020

Ontario College Application Service (OCAS) data for the 2015 to 2019 period shows a high number of applications for related degree program. The Honours Bachelor of Paralegal Studies has experienced some fluctuation in applications and confirmations, but the overall level of interest is strong, with over 40 per cent of total applications as first choice. The 2020-21 application cycle is still in progress, but shows signs of relative stability with 421 total applications, 202 first choice applications and 113 confirmations.

Table 6 presents first year, fall-start enrolment in the related degree programs over the 2015-2019 period.

Table 6

		Enrolment by Student Type; First Year, Fall					
College	Measure	2015-16	2016-17	2017-18	2018-19	2019-20	Rolling Avg. Change
MTCU 82611	Domestic	73	99	114	80	73	3.0%
	International	0	2	3	2	3	n/a
	Total	**73**	**101**	**117**	**82**	**76**	**4.2%**

Source: OCAS; accessed September 2020

First year enrolment has fluctuated over the reporting period for the paralegal studies degree program, but the sheer size of starting cohorts each year demonstrates strong domestic demand. There is a very small proportion of international enrolment.

8. **Target Market**

The target market for these degree programs is direct-entry from high school. Further, this program may be of interest to students and graduates with diplomas and advance diplomas from programs such as: Paralegal and Law Clerk.

27

9.   **Operating Revenue and Expenses**

The following tables summarize the net contribution for the proposed **Bachelor of Paralegal** program.

Student Enrolment	2023-24 Projection	2024-25 Projection	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection	2029-30 Projection	2030-31 Projection	2031-32 Projection
Projected enrolment (Semester 1 Intake)	35	35	50	50	50	50	50	50	50
Total Enrolment	**35**	**65**	**113**	**126**	**138**	**138**	**138**	**138**	**138**

Net Contribution	2023-24 Projection	2024-25 Projection	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection	2029-30 Projection	2030-31 Projection	2031-32 Projection
Total Direct Program Expenses	181,616	316,334	536,915	691,715	821,082	845,355	870,357	896,110	922,638
Total Revenue for Program	$323,466	$606,051	$1,071,381	$1,207,691	$1,341,270	$1,358,878	$1,376,838	$1,395,158	$1,413,843
Net Surplus (Deficit) for Years$	**$141,850**	**$289,716**	**$534,466**	**$515,976**	**$520,188**	**$513,523**	**$506,481**	**$499,047**	**$491,205**
Accumulated Surplus / (Deficit)	**$141,850**	**$431,566**	**$966,032**	**$1,482,008**	**$2,002,195**	**$2,515,718**	**$3,022,199**	**$3,521,246**	**$4,012,451**
Net Surplus (deficit) for Year - %	**44%**	**48%**	**50%**	**43%**	**39%**	**38%**	**37%**	**36%**	**35%**
Target Net Surplus	**N/A**	**Breakeven**	**35%**	**35%**	**35%**	**35%**	**35%**	**35%**	**35%**
Capital Requirement	$0	$0	$0	$0	$0	$0	$0	$0	$0

28

Revenue	2023-24 Projection	2024-25 Projection	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection	2029-30 Projection	2030-31 Projection	2031-32 Projection
Funding Unit Generated (Estimated)	28.2	52.2	91.0	101.3	111.1	111.1	111.1	111.1	111.1
Grant Value per Funding Unit	4,149	4,149	4,149	4,149	4,149	4,149	4,149	4,149	4,149
Tuition Fees per 2 Semesters – Net of TSA	5,899	6,017	6,138	6,260	6,386	6,513	6,643	6,776	6,912
Grant Revenue	116,992	216,436	377,760	420,379	460,867	460,867	460,867	460,867	460,867
Tuition Revenue	206,473	389,615	693,621	787,312	880,403	898,011	915,971	934,291	952,977
Incidental Fees	0	0	0	0	0	0	0	0	0
Total Revenue	**$323,466**	**$606,051**	**$1,071,381**	**$1,207,691**	**$1,341,270**	**$1,358,878**	**$1,376,838**	**$1,395,158**	**$1,413,843**

Expense Summary	2023-24 Projection	2024-25 Projection	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection	2029-30 Projection	2030-31 Projection	2031-32 Projection
Co-ordinator premium	6,225	6,225	6,225	6,225	6,225	6,225	6,225	6,225	6,225
FT Faculty*	38,615	139,206	245,798	358,660	434,611	447,649	461,079	474,911	489,159
PT Faculty	42,035	46,238	95,251	102,568	128,611	132,470	136,444	140,537	144,753
Faculty Clerical Support	19,950	20,548	42,330	43,600	44,908	46,255	47,643	49,072	50,544

29

Expense Summary	2023-24 Projection	2024-25 Projection	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection	2029-30 Projection	2030-31 Projection	2031-32 Projection
Classroom Support technicians	0	0	0	0	0	0	0	0	0
Commons'/Library Support Technicians	18,319	18,868	19,434	20,017	20,618	21,237	21,874	22,530	23,206
Total Academic Salaries	**$125,144**	**$231,085**	**$409,038**	**$531,070**	**$634,974**	**$653,836**	**$673,265**	**$693,275**	**$713,887**
Employee Benefits FT Faculty	11,210	36,358	63,006	91,221	110,209	113,469	116,826	120,284	123,846
Employee Benefits FT Support	10,715	11,036	17,294	17,813	18,347	18,898	19,465	20,049	20,650
Employee Benefits PT	5,885	6,473	13,335	14,360	18,006	18,546	19,102	19,675	20,265
Professional Development	772	2,784	4,916	7,173	8,692	8,953	9,222	9,498	9,783
Instructional Costs – Operating	5,000	5,250	5,513	5,788	6,078	6,381	6,700	7,036	7,387
Instructional Costs – Library	18,800	19,176	19,560	19,951	20,350	20,757	21,172	21,595	22,027
Membership Dues	4,090	4,172	4,255	4,340	4,427	4,516	4,606	4,698	4,792
Total Academic Expense	**$181,616**	**$316,334**	**$536,915**	**$691,715**	**$821,082**	**$845,355**	**$870,357**	**$896,110**	**$922,638**
Total Expense	**$181,616**	**$316,334**	**$536,915**	**$691,715**	**$821,082**	**$845,355**	**$870,357**	**$896,110**	**$922,638**

* To include Faculty for Placement.

30

The following tables summarize the net contribution for the proposed **Honours Bachelor of Paralegal** program.

Student Enrolment	2023-24 Projection	2024-25 Projection	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection	2029-30 Projection	2030-31 Projection	2031-32 Projection
Projected enrolment (Semester 1 Intake)	35	35	50	50	50	50	50	50	50
Total Enrolment	**35**	**65**	**113**	**157**	**169**	**181**	**181**	**181**	**181**

Net Contribution	2023-24 Projection	2024-25 Projection	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection	2029-30 Projection	2030-31 Projection	2031-32 Projection
Total Direct Program Expenses	181,616	311,542	536,915	858,522	878,681	1,046,811	1,077,857	1,109,835	1,142,775
Total Revenue for Program	372,212	696,232	1,228,781	1,723,716	1,878,046	2,034,597	2,058,159	2,082,191	2,106,705
Net Surplus (Deficit) for Years$	**$190,597**	**$384,690**	**$691,866**	**$865,194**	**$999,365**	**$987,786**	**$980,301**	**$972,356**	**$963,930**
Accumulated Surplus / (Deficit)	**$190,597**	**$575,287**	**$1,267,152**	**$2,132,347**	**$3,131,712**	**$4,119,497**	**$5,099,799**	**$6,072,155**	**$7,036,085**
Net Surplus (deficit) for Year - %	**51%**	**55%**	**56%**	**50%**	**53%**	**49%**	**48%**	**47%**	**46%**
Target Net Surplus	**N/A**	**Breakeven**	**35%**	**35%**	**35%**	**35%**	**35%**	**35%**	**35%**
Capital Requirement	$0	$0	$0	$0	$0	$0	$0	$0	$0

Revenue	2023-24 Projection	2024-25 Projection	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection	2029-30 Projection	2030-31 Projection	2031-32 Projection
Funding Unit Generated	39.9	73.9	129.0	178.9	192.7	206.4	206.4	206.4	206.4

31

Revenue	2023-24 Projection	2024-25 Projection	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection	2029-30 Projection	2030-31 Projection	2031-32 Projection
Grant Value per Funding Unit	4,149	4,149	4,149	4,149	4,149	4,149	4,149	4,149	4,149
Tuition Fees per 2 Semesters – Net of TSA	5,899	5,899	6,017	6,138	6,260	6,386	6,513	6,643	6,776
Grant Revenue	165,739	306,618	535,160	742,335	799,692	856,517	856,517	856,517	856,517
Tuition Revenue	206,473	389,615	693,621	981,382	1,078,354	1,178,080	1,201,641	1,225,674	$1,250,188
Incidental Fees	0	0	0	0	0	0	0	0	0
Total Revenue	**$372,212**	**$696,232**	**$1,228,781**	**$1,723,716**	**$1,878,046**	**$2,034,597**	**$2,058,159**	**$2,082,191**	**$2,106,705**

Expense Summary	2023-24 Projection	2024-25 Projection	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection	2029-30 Projection	2030-31 Projection	2031-32 Projection
Co-ordinator premium	6,225	6,225	6,225	6,225	6,225	6,225	6,225	6,225	6,225
FT Faculty*	38,615	139,206	245,798	421,953	434,611	559,562	576,349	593,639	611,448
PT Faculty	42,035	42,035	95,251	178,379	179,137	184,511	190,047	195,748	201,621
Faculty Clerical Support	19,950	20,548	42,330	43,600	44,908	46,255	47,643	49,072	50,544
Classroom Support technicians	0	0	0	0	0	0	0	0	0

32

Expense Summary	2023-24 Projection	2024-25 Projection	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection	2029-30 Projection	2030-31 Projection	2031-32 Projection
Commons'/Library Support Technicians	18,319	18,868	19,434	20,017	20,618	21,237	21,874	22,530	23,206
Total Academic Salaries	**$125,144**	**$226,882**	**$409,038**	**$670,174**	**$685,499**	**$817,790**	**$842,137**	**$867,214**	**$893,044**
Employee Benefits FT Faculty	11,210	36,358	63,006	107,044	110,209	141,447	145,643	149,966	154,418
Employee Benefits FT Support	10,715	11,036	17,294	17,813	18,347	18,898	19,465	20,049	20,650
Employee Benefits PT	5,885	5,885	13,335	24,973	25,079	25,832	26,607	27,405	28,227
Professional Development	772	2,784	4,916	8,439	8,692	11,191	11,527	11,873	12,229
Instructional Costs – Operating	5,000	5,250	5,513	5,788	6,078	6,381	6,700	7,036	7,387
Instructional Costs – Library	18,800	19,176	19,560	19,951	20,350	20,757	21,172	21,595	22,027
Membership Dues	4,090	4,172	4,255	4,340	4,427	4,516	4,606	4,698	4,792
Total Academic Expense	**$181,616**	**$311,542**	**$536,915**	**$858,522**	**$878,681**	**$1,046,811**	**$1,077,857**	**$1,109,835**	**$1,142,775**
Total Expense	**$181,616**	**$311,542**	**$536,915**	**$858,522**	**$878,681**	**$1,046,811**	**$1,077,857**	**$1,109,835**	**$1,142,775**

* To include Faculty for Placement.

33

Public Report

Report Number: BOG-2021-36

To: Board of Governors

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

Date of Report: May 17, 2021

Date of Meeting: June 9, 2010

Subject: 2021-2026 New Program Development Plan

1.   Purpose

The addition of new academic programs ensures that our program offerings remain responsive to student demand and labour market needs. This 2021-2026 New Program Development Five-Year Plan (NPD Five-Year Plan) is used for academic planning purposes. As programs are considered for addition to our college offerings, we ensure the impacts of future resource requirements, such as new and/or renovated academic space, IT assets, academic equipment and other capital needs, faculty and support staff needs, and library resources are captured and documented.

2.   Recommendation

It is recommended to the Durham College Board of Governors:

That Report BOG-2021-36, presenting the 2021-2026 new program development plan be received for information.

3.   Background

Ensuring sustainability of its current program mix is an essential strategic exercise for Durham College. Despite changes in the Ministry's core operating funding, the development of new high-quality programs remains a goal in our strategic plan, annual business plan and academic plan.

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

Criteria for selecting programs includes the analysis of student interest, labour market need, community, industry and stakeholder recommendations, faculty complement and alignment with current program mix. The NPD Five-Year Plan is considered fluid and therefore subject to change based on the factors noted above.

Various internal quality assurance mechanisms are implemented to review and approve new program proposals to determine effectiveness and sustainability including:

- The development of a concept paper to determine the scope of the new program and conduct preliminary discussions regarding the purpose and strategic fit of the program
- The development of an environmental scan by the Office of Research Services, Innovation and Entrepreneurship (ORSIE)
- Review and approval by the Executive Vice President, Academic (EVPA) for development
- Development of the program elements including vocational learning outcomes, program description, program of study, proposed budget, and the strategic fit of the program
- Review and recommendation by the Program Proposal Review Committee (PPRC), a cross-representative college committee
- Review of PPRC recommendation by the EVPA and approval for the continuation of development
- Review and approval by the President
- Review and approval by the Board of Governors

External quality assurance bodies ensure the program meets the standards identified by either the Ontario College Quality Assurance Service (OCQAS) for validation of programs of instruction for credentials from Ontario College Certificates to Ontario College Graduate Certificates or by the Postsecondary Education Quality Assessment Board (PEQAB) for baccalaureate degrees in the process of seeking Ministerial consent. Once external quality assurance processes are successfully achieved, Ministry funded credentials then seek program funding approval by the Ministry of Colleges and Universities.

4.   Discussion/Options

The NPD Five-Year Plan is detailed below.

4.1   New Program Development Five-year Plan 2021-2022

School of Business, IT and Management
    Honours Bachelor of Artificial Intelligence

School of Health and Community Services
    Behavioural Science Technician (Ontario College Diploma)

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

School of Science and Engineering Technology
    Pharmaceutical Science (Ontario College Graduate Certificate)

School of Skilled Trades, Apprenticeship and Renewable Technology/
School of Science and Engineering Technology/
School of Business, IT and Management
    Honours Bachelor of Construction Management

4.2   New Program Development Five-year Plan 2022-2023

School of Business, IT and Management
    Global Supply Chain Management (Ontario College Graduate Certificate)

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

School of Science and Engineering Technology
    Internet of Things (Ontario College Graduate Certificate)

4.3   New Program Development Five-year Plan 2023-2024

School of Business, IT and Management
    Cloud Computing (Ontario College Graduate Certificate)
    Cybersecurity (Ontario College Advanced Diploma)

School of Health and Community Services
    Honours Bachelor of Community Mental Health
    Recreation Therapy (Ontario College Diploma)

School of Hospitality and Horticultural Science
    Nutrition program (Ontario College Diploma)

School of Justice and Emergency Services
    Bachelor of Paralegal
    Fire Protection Technology (Ontario College Advanced Diploma)

School of Science and Engineering Technology
    Cannabis (Ontario College Graduate Certificate)

4.4   New Program Development Five-year Plan 2024-2025

School of Business, IT and Management
    Financial (Ontario College Graduate Certificate)
    QA/Software Testing (Ontario College Graduate Certificate)

School of Health and Community Services
    Chiropody (Ontario College Advanced Diploma)
    Respiratory Therapy (Ontario College Advanced Diploma)
    Wellness & Lifestyle Promotion (Ontario College Graduate Certificate)

School of Hospitality and Horticultural Science
    Hospitality & Tourism Management (Ontario College Graduate Certificate)

School of Justice and Emergency Services
    Honours Bachelor of eCrimes and Investigation

School of Media, Art and Design
    Interior Decorating (Ontario College Diploma)

School of Science and Engineering Technology
    Cyber Security (Ontario College Graduate Certificate)
    Instrumental Analysis (Ontario College Graduate Certificate)

4.5   New Program Development Five-year Plan 2025-2026

School of Health and Community Services
    Dental Technology (Ontario College Advanced Diploma)
    Hearing Instrument Specialist (Ontario College Diploma)

School of Justice and Emergency Services
    Paralegal Studies in Family Law (Ontario College Graduate Certificate)

5.   Financial/Human Resource Implications

NPD submissions have financial and human resource implications including faculty hiring and staff, the acquisition of instructional capital, and/or the refurbishing/retrofitting of teaching space. NPD submission requests for credentials including Durham College Certificates to Honours Baccalaureate degrees are presented for Board of Governors approval during standard meetings throughout the academic year.

6.   Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7.   Implications for Ontario Tech University

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

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

The planning and implementation of the 2021-2026 NPD Five-Year Plan falls within the 'Our Students' pillar in the Strategic Plan and the Business Plan, addressing the goal to educate and inspire students to realize success in their careers and communities. This report further addresses the objective to deliver high-quality programs that reflect labour markets and are responsive to emerging economies as well as the objective to advocate for the necessity and value of lifelong learning.

This report also relates to the 'Our Work' pillar of the Strategic Plan, and the goal to be a leader in teaching and learning while responsibly managing resources, ensuring good governance and strategically investing in the future. This report further addresses the objective to lead the development of transformational programs, services and systems that enhance the student experience.

This report addresses the first goal of the Academic Plan to ensure exceptional quality in our academic programs by meeting the objective to develop, launch, review and renew high-quality programs that reflect evolving societal and workforce needs.

Report Number: BOG-2021-55

To: Board of Governors

From: Don Lovisa, President

Date of Report: June 3, 2021

Date of Meeting: June 9, 2021

Subject: 2020-2021 Durham College Annual Report

1.   Purpose

The purpose of this report is to present the 2020-2021 fiscal year Annual Report.

2.   Recommendation

It is recommended to the Durham College Board of Governors:

That based on Report BOG-2020-55, the 2020-2021 Durham College annual report, be approved.

3.   Background

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

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

This year's report reflects on a year filled with success stories despite all of the challenges. While it is important to recognize the impact that COVID-19 has had on the college and community, there are still many examples of leadership, innovation, and perseverance – that is why the highlights are presented as 'hero stories'.

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

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

4.   Financial/Human Resource Implications

There are no financial or human resource implications.

5.   Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

6.   Implications for Ontario Tech University

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

7.   Relationship to the Strategic Plan/Business Plan

The annual report is aligned with the Business Plan and Strategic Plan, specifically highlighting the four pillars:

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.

Message from the president

When Durham College (DC) launched its new mission – together we're leading the way – in May 2020, there was a lot of uncertainty in the world. The COVID-19 pandemic was in its early stages and no one could be sure what the coming weeks would bring. Despite the challenges we have all faced, as an institution, we have been living our mission each and every day.

Students have demonstrated incredible resilience as they've adapted to online learning and adjustments to their course structure and delivery. With unwavering commitment to their jobs and ensuring success for our learners, faculty have been innovative in their teaching methods, finding new ways to adhere to COVID restrictions while also keeping experiential learning at the forefront of the DC experience. Support for employees and students also shifted online while still maintaining the college's excellent service level and open, responsive communication.

Partnerships with key organizations and corporations have continued, benefitting both parties and supporting education, training and skills development. Innovative applied research projects have also been completed, while others launched, including those focused on solving challenges related to the pandemic using DC's faculty, students and expertise.

As much as things have changed, so many of the hallmarks of what make the college one of Canada's leading post-secondary institutions, remain the same – we continue to grow in terms of infrastructure and programming that are responsive to industry needs and demands, our focus on transformative education is unwavering, and our mission, vision and values, as well as our four strategic pillars and goals, continue to underscore every decision we make, guiding us forward.

We are looking to the future prepared with new knowledge and practices that will continue to serve us well, regardless of how DC offers it programs. While the past year hasn't been without its challenges, we are emerging stronger than ever, with a focus on continuing to lead the way, alongside the entire DC community.

Sincerely,

Don Lovisa

1

Hero stories

Our students

Music Business Management students receive 2021 SHINE! Music Bursary

Taking their place in the spotlight, three Music Business Management students – one graduate and two currently enrolled – are recipients of the 2021 SHINE! Music Bursary. Second-year students Whitney Otis and Kailey Haskell along with Alexa Michaels, who graduated from the program in 2017, received the awards at the 2021 SHINE! Concert on March 7.

Established in 2010, the SHINE! Music Bursary is an external financial assistance award aimed at supporting young musicians looking to further their study of traditional or folk music. Originally named the Jim Fay Music Bursary, the award has evolved over time in memory of four influential contributors to the Greater Toronto Area's music scene, including:

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

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

"Quite often, financial barriers can cause disruptions in the continued practice or study of music," explains Marni Thornton, professor, School of Media, Art & Design. "Financial assistance awards, such as the SHINE! Music Bursary, can make all the difference for those hoping to forge a future in music."

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

"We are thrilled that the college and SHINE! found each other," says Ian Newall, chair, SHINE! Music Bursary. "Durham College has an innovative program that produces keen musicians and I look forward to meeting new applicants in the future."

To watch the 2021 SHINE! Concert, click here.

DC's Enactus team wins 2021 Central Canada Regional Championship

Their hard work paid off as the DC Enactus team, EnactusDC, won its first-ever regional championship at the 2021 Enactus Canada Regional Exposition in the Scotiabank Climate Action Challenge, for Project 3eeHive.

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

2

"I'm extremely proud of our team's commitment this year despite the obstacles we faced," said Heather Brown, student president of EnactusDC, who just finished her third year with the team. "Because of COVID we had to shift to virtual operations in March 2020 and were one of the few student Enactus teams to continue operating during the pandemic. However, the culture we've built has kept us going. This win reinforces our commitment to the competition, as well as social enterprise, and demonstrates our drive to make sustainable change."

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

"Being a member of the DC Enactus team has been an incredible opportunity for me to put everything I've learned from my program to the test," said Cameron Billingham, a second-year Photography student. "It's been a fantastic way for me to meet and work with a great group of people and I'm excited for the next stage of the competition."

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

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.

"The Advertising and Marketing Communications Program prides itself in providing promotional support to local business, not-for-profit and public service sectors. For this reason, a key component of the curriculum has students working alongside community partners to develop and implement effective communication strategies and programs," says Dawn Salter, professor and program coordinator, School of Media, Art & Design.

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.

"It was amazing to see how addressing a real-life, close-to-home matter sparked such interest and enthusiasm among the students," says Dawn. "The opportunity to be part of an important initiative and make a valuable contribution to their community made such an impact. Involvement meant so much more than just getting a good grade."

3

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.

Our people

Two DC professors receive Minister of Colleges and Universities' Awards of Excellence

Leading the way in their respective fields, Edward Logan, a professor in DC's post-secondary and apprenticeship plumbing programs, and Chris Daniel, a professor in the Mechanical Engineering Technology program and faculty advisor with DC's FastStart entrepreneurship team, have both received a Minister of Colleges and Universities' Award of Excellence for their dedication to the local community, their students and the broader post-secondary sector during the COVID-19 pandemic.

Edward Logan – creating virtual Community of Practice events

Edward, who was nominated by Dr. Rebecca Milburn, executive dean of the School of Skilled Trades, Apprenticeship and Renewable Technology, demonstrated his Ontario spirit by organizing two national virtual Community of Practice (CoP) events for plumbers and skilled trades faculty.

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

Chris Daniel – using 3D printers to support frontline workers

Nominated by Michelle Hutt, executive dean of the School of Science & Engineering Technology, Chris jumped into action when the pandemic struck by spearheading a team of 65 volunteers including college students, employees, alumni and community members, who used 3D printers to create the frames for PPE face shields used by healthcare workers on the frontlines battling COVID-19.

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

DC is incredibly proud of both professors and extends it congratulations on their achievement. Their commitment to their trades, students and post-secondary education are shining examples of the college's new mission in action – together we're leading the way.

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

4

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

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

Through a two-year research project funded by the Social Sciences and Humanities Research Council (SSHRC) through the College and Community Social Innovation Fund (CCSIF), Durham College (DC) researcher Lorraine Closs found that TY often face precarious housing situations and homelessness, food insecurity, mental and physical health concerns and more. These issues are largely due to the challenge of navigating a complex and overburdened social services system and lack of safe and affordable housing options.

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

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

"By directly involving trusteed youth in the development of this housing hub, we were able to support their needs, while also helping them improve their knowledge of the service system and increase their sense of personal competency and possibilities for the future," said Closs, who also teaches at the college in the Social Service Worker program. "It's our hope that the insights and recommendations developed as a result of this valuable research will help inform service design and delivery here at home and across the country, and that this project will become a catalyst in ensuring brighter futures for our trusteed youth."

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

"The Region of Durham is committed to ending chronic homelessness in our community," said commissioner of social services, Stella Danos-Papaconstantinou. "We know that the needs of youth who experience precarious housing and homelessness are different than those of adults. This research amplifies the voices of vulnerable Durham youth and the service providers working with them to co-design a transitional, supportive housing model. We are grateful for the opportunity to partner with Durham College on this applied research and bring data, rigor and the voice of youth to proposed housing solutions inspired by their experiences."

Other recommendations that came out of the research include:

- Bundling services for youth by creating school hubs.
- Creating drop-in style supports to by-pass complex referral and waitlist processes.
- Intervention services for landlord disputes and funding incentives for landlords who rent to youth.
- A designated case worker assigned to TY to help navigate the service system.

5

- Flexibility around communication options for youth to access service supports.
- Access to free transportation for youth.
- Affordable, safe transitional housing options to prevent the onset of chronic homelessness.
- Improved process for changing schools without parental consent.
- Life skills guidance for the seamless transition from adolescence to adulthood.
- Inclusion of youth in the development of youth services.

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

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

Our work

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

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

Following the success of DC's first degree programs launched in 2017 and 2019, the new Honours Bachelor of Construction Management (HBCM) and Honours Bachelor of Artificial Intelligence (HBAI) degrees welcomed the first class of students in September 2021.

"Now more than ever, our construction and technology sectors need skilled workers who can take on specialist roles right out of the gate as the infrastructure of both our digital and physical world evolves and advances," says Dr. Elaine Popp, executive vice president, Academic. "Graduates of these degree programs will be in-demand, armed with the necessary skills to create meaningful change in their industries and solve complex, real-world problems while contributing to Ontario's economic future."

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

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

6

"The next generation of graduates are entering a workforce that requires a unique skillset – one that favours innovation, leadership and problem-solving," says Don Lovisa, president. "The work done by our researchers and experts in our AI Hub over the past several years, including launching an AI graduate certificate in 2019, has well-positioned Durham College as the natural choice for training the next cohort of leaders in machine learning and AI implementation. In addition, our excellence in trades education puts the futures of tomorrow's construction professionals in great hands."

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

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

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

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

"Initially we were approached by Ontario Power Generation (OPG) to offer the ultrasonic testing training to its employees," said Michelle Hutt, executive dean, SET. "As we anticipate the demand for qualified NDE inspectors will continue to grow based on expected retirements and, thanks to the college's expert faculty and specialized laboratory testing equipment, we are well-positioned to teach these skills."

"DC's School of Science & Engineering Technology offers high-calibre training in an industrial setting, led by facilitators who ensure the training meets the type of performance excellence demanded by our industry," said Scott Burns, Vice President, Emergency Services and Training, OPG. "The long-standing educational partnership between OPG and DC continues to add value to our training programs as well as to the skill development of our employees."

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

7

"It is important to teach students methods that industry demands they know," said Hutt. "Within the NDE field, employers will not consider job applicants without non-destructive testing (NDT) certification from the Canadian General Standards Board. When compared to other non-destructive testing (NDT) methods, ultrasonic testing is the most cost-effective, however, it is a skill that requires a specialized learning environment."

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

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

Our community

Durham College and Ontario Tech University celebrate successful Campus Food Drive

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

"In a year like no other, we are grateful for the continued support from our employees and their dedication to our students during the holiday season," says Kevin Griffin, professor in the School of Justice and Emergency Services at DC and co-chair of the Campus Food Drive. "During a particularly challenging year for our students, our employees once again came through – and although we couldn't accept food donations and pack hampers this year, we were still able to support our students through fundraising efforts for the new Campus Food Drive bursary."

The food drive bursary supported qualifying full-time students (married/sole support) with families, and students who are living away from home and experiencing food insecurity.

"Food insecurity is an unfortunate reality for some," says Kevin. "Although the Campus Food Drive efforts may look different moving forward, the goal and the spirit of the initiative remains the same. We hope that this bursary will continue to be an important part of assisting students in need in the future."

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

DC's AI Hub and W. Galen Weston Centre win Business Excellence Award from Greater Oshawa Chamber of Commerce

DC's Hub for Applied Research in Artificial Intelligence for Business Solutions (the AI Hub) and W. Galen Weston Centre for Food (Weston Centre) each received a Business Excellence Award from the Greater Oshawa Chamber of Commerce in the categories of innovation and sustainability, respectively.

The AI Hub's win in the innovation category highlights recent achievements and success in the local tech sector, including the planning and co-ordination of their Enable AI conference, the first of its kind in the Durham Region, and the completion of numerous unique applied research projects for small-and-medium sized businesses.

8

Winning in the sustainability category, which was launched by Oshawa Power last year, the Weston Centre was recognized for its field-to-fork philosophy, as well as its diverse, environmentally friendly programs and practices. From exploring energy-efficient growing methods, while also addressing the issue of food scarcity, to planting and harvesting seasonal crops to be used in Bistro '67, the college's teaching-inspired restaurant, or in community shared agriculture boxes, sustainability underscores much of the Weston Centre's operations.

"The work undertaken at the AI Hub and Weston Centre enhances all aspects of teaching and learning, while also driving growth and supporting the broader community," said Don Lovisa, president, Durham College. "It is always incredibly gratifying when those efforts are recognized and we want to thank the chamber for its acknowledgement of our innovation and sustainability initiatives."

Accepting the awards on behalf of the college were Kelly O'Brien, general manager, Operations, W. Galen Weston Centre for Food, and Debbie McKee Demczyk, dean, Office of Research Services, Innovation and Entrepreneurship.

"On behalf of the Greater Oshawa Chamber of Commerce, it gives me pleasure to congratulate Durham College on receiving two awards this year at our 25th Annual Business Excellence Awards," said Nancy Shaw, CEO, Greater Oshawa Chamber of Commerce. "Each clearly represent excellence in education through Durham College. Congratulations!"

The Greater Oshawa Chamber of Commerce Business Excellence Awards were established in 1995 and honour organizations that excel in all areas of business and leadership within the community.

DC and OPG renew successful longstanding partnership

DC and Ontario Power Generation's (OPG) continue to champion skilled trades' development and training thanks to a $500,000 donation provided through OPG's Centre for Canadian Nuclear Sustainability (CCNS). The funds are supporting the ongoing construction of DC's Whitby Campus Expansion project.

"We are excited to continue our longstanding relationship with OPG," said Don Lovisa, President, Durham College. "As a key player in the skilled trades industry, they truly understand the importance of training the next generation of tradespeople. In choosing to direct funds to the college's latest capital project, which will see an additional 750 seats added at the Whitby campus, they are helping DC continue our tradition of educational excellence, while also ensuring there is a pipeline of qualified graduates to support the success of the nuclear industry as a whole and help OPG achieve their organizational goals."

OPG recently opened the CCNS, a world-class facility that will attract skilled jobs, innovative businesses, and economic development to the Durham Region. Whether working on collaborative research or planning for the decommissioning of the Pickering Nuclear Generating Station, one the CCNS goals is to create jobs to benefit Ontario's economy, including a variety of skilled trades roles. As such, supporting DC's efforts to increase its educational capabilities in those related fields, through capital development, is a natural fit.

"OPG and the CCNS, is extremely proud to support Durham College's latest capital project," said Carla Carmichael, Vice President, Nuclear Decommissioning Strategies. "Investing in this state-of-the-art facility, designed for hands-on learning, is just the latest milestone in our funding partnership with the college."

9

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

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

"For more than 15 years, DC has played a key role in meeting OPG's needs for well-educated and enthusiastic people to join our company or work on our capital projects, such as the Darlington Station Nuclear Refurbishment Project," said Carmichael. "We believe this investment is beneficial for both entities as it creates opportunities for students, who as graduates will help support the CCNS' mission and sustain a skilled workforce needed for the industry's future projects."

Words we live by

MISSION - Together, we are leading the way.

VISION - Inspiring learners to create success for themselves and their communities through the best in innovative and transformative education.

VALUES

- Collaboration

- Diversity & Inclusion

- Excellence

- Innovation

- Integrity

- Respect

- Social Responsibility

GOALS

Our Students

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

We will:

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

- Provide exceptional learning experiences that create opportunities for students to build resilience, competence, personal capacity and life-enhancing skills.

10

- Foster the development of durable skills that are transferable across all industries and workplaces.

- Champion experiential learning, global engagement and applied research opportunities.

- Cultivate relationships with students that extend beyond graduation.

- Advocate for the necessity and value of life-long learning.

Our People

Goal: to invest in our employees and empower them to be entrepreneurial, innovative and strategic.

We will:

- Attract and retain individuals who are highly qualified, creative and collaborative.

- Foster a culture where all employees are inspired to exemplify our mission, vision and values.

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

- Develop and implement strategies and practices that support the health and wellness of our employees.

- Leverage the expertise of our employees to make meaningful contributions to student learning and the community.

- Provide professional development and global outreach opportunities that enhance the skills and knowledge of our employees.

Our Work

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

We will:

- Foster an environment that inspires idea generation, bold leadership and purposeful innovation that are consistent with the evolution of work.

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

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

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

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

11

Our Community

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

We will:

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

- Expand volunteer opportunities for employees and students to gain a deeper connection to our community.

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

- Respect our community by leading environmental stewardship and building social inclusion, while contributing to economic success.

- Strengthen our relationships with Indigenous communities.

Leading the way in…

Research

ORSIE wins bronze in 2020 CICan Awards of Excellence

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

"Durham College takes great pride in CICan recognizing our decade of leadership in providing business solutions and student training," said Don Lovisa, president, DC. "Under the leadership of Debbie McKee Demczyk, the ORSIE team continuously demonstrates an incredible ability to anticipate emerging trends and provide consultative, collaborative services that meet the needs of businesses, all while providing significant hands-on learning experiences for students."

The CICan award recognizes ORSIE's extraordinary contributions to the DC campus community and the team's role in supporting social, cultural and economic development at local, provincial, national and global levels. Winners of the Applied Research and Innovation Excellence Award category are selected based on the following criteria:

- Institutional commitment: evidence within the last five years of commitment in building the institutional capacity to support small and medium-sized enterprises (SMEs) and social innovation in the community.
- Impact on SMEs: evidence within the last five years of new or improved products, processes, services that enhance profile and market opportunities.
- Impact on communities and regions: evidence of enhanced collaboration with companies, community partners, local associations and organizations that have a significant and sustainable impact on local or regional innovation.

12

- Impact on students: demonstrated application of skills into workplace settings, with a focus on the capacity to engage in innovation and entrepreneurship activities. Must be supported with data.

The long list of ORSIE's accomplishments since it first opened in 2009 includes the launch of four applied research centres on campus – the AI Hub, Centre for Craft Brewing Innovation, Mixed-Reality Capture Studio and Centre for Cybersecurity Innovation – as well as supporting entrepreneurship and social innovation through FastStart and Enactus, which enable students to use their creativity and skills to develop solutions to real-world challenges while contributing to the economic growth of their communities.

"Since ORSIE launched, research at Durham College has accelerated at an exhilarating pace," said Debbie McKee Demczyk, dean, ORSIE. "We entered into 2020 on the wave of success enjoyed last year that saw us achieve all-time highs on an expanding number of initiatives. The dedicated faculty, staff and students continue to demonstrate exceptional hard work and commitment in their pursuit of excellence. Their work is cutting-edge and impactful at every level."

Durham College receives funding supporting Artificial Intelligence advisory services for businesses

DC's Hub for Applied Research in Artificial Intelligence for Business Solutions (the AI Hub) will receive advisory services and a contribution of up to $300,000 from the National Research Council of Canada Industrial Research Assistance Program (NRC IRAP). The AI Hub is the applied research centre in AI for the college's Office of Research Services, Innovation and Entrepreneurship (ORSIE).

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

"This contribution is a credit to the success of our AI Hub team in creating real business solutions for SMEs by leveraging Artificial Intelligence, Machine Learning, Natural Language Processing, and more," said Debbie McKee Demczyk, dean, ORSIE. "We are grateful for NRC IRAP's support which, in turn, allows our team to continue doing this valuable work."

The NRC IRAP l funding enables DC faculty and student researchers to act as consultants to SMEs, applying their skills and training to solve industry challenges related to innovation and technology adoption. Thus far, the funding has supported the following successful projects:

- Mapping, development and deployment of a fully functional rule-based Database and Administration Portal along with a testing webpage for Calgary-based Cognitive Solutions Inc.
- Development of a suite of Machine Learning applications and scripts, which includes inference functions for on-the-fly textual testing and analysis, for AI agency Atomic X.
- Phase 1 of the AI Wetland mapping tool development for Solstice Environmental Management, an Alberta-based environmental consulting firm.
- Development of an AI tool built into the software of a New Brunswick-based digital services provider, Riddl Tech Inc., that can help client companies manage their social and environmental-impact data.
- Development of proprietary conversational chatbot for Health Espresso/iCare Home Health Services Inc. that answers frequently asked questions about regional healthcare resources in Ontario based on a user's postal code.
- Creation of an event-based AI engine that envelops multi-faceted AI models to predict the fluctuations of the currency in light of changing global currencies and event indexes for online financial tech services company 4Pay Inc.

13

- Through their partnerships with the AI Hub, each SME gained access to researcher and student expertise and valuable programs and resources to help facilitate the adoption of AI into their business systems.

"Although the benefits are well known, the ability to develop an effective AI solution that can generate value at scale remains elusive for many companies," said Dr. Elaine Popp, vice president, Academic. "We are thrilled that this funding from NRC will allow us to further support businesses as they implement AI capabilities into their business systems, all while giving our students more opportunities for experiential learning."

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

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

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

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

"Hands-on and real-world experience is a crucial part of a world-class post-secondary education. That's why our Government is proud to support our colleges and universities through Mitacs to create more work-integrated learning opportunities for Ontario students," said Ross Romano, Minister of Colleges and Universities. "By helping our students get new experiences in their field of study, Durham College and Mitacs are giving their students access to the skills they need to find a good job and succeed in the career of their choice."

"The Mitacs Accelerate program is a unique funding model that brings researchers, students and businesses together to solve real-world challenges," said Debbie McKee Demczyk, dean, ORSIE. "We are very excited to see the two research projects come to fruition and are grateful to be receiving support from our partner companies and Mitacs itself."

Project One: Developing a unique inventory optimization model

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

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

Students worked under the supervision of Creation Technologies' Supply Chain Leader Maura Kirby, who also sits on the SOM Program Advisory Committee at DC, and faculty researcher Brent Clemens, to create a system that can determine the optimal levels of supply needed to support customer needs, while meeting the company's business targets.

14

By creating significant cost-savings and improving customer satisfaction, the outcome of this project will support the company's continued growth and the creation of high-quality jobs for Canadians.

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

"I am very pleased to be able to participate with Durham College and Mitacs on this project," shared Kirby. "The students were able to apply their supply chain knowledge to help identify inventory factors contributing to the creation of the optimization model. Overall, this project has been a great success and has been a valuable learning experience for myself and the students."

Project Two: Improving recruitment for employers and job seekers

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

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

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

The students involved in this research will be integrated into Reachout's technical team, with direct supervision provided by Thomas Liu, it's CEO, and will benefit from the ability to leverage the skills and knowledge they've acquired in the classroom and apply them to solve businesses challenges in a real-world setting.

"Mitacs is delighted to support these exciting projects at Durham College. By enabling the creation of valuable academic-industry partnerships that provide students with meaningful, paid, experiential-learning opportunities, Mitacs is proud to contribute to innovation in Ontario. These internships are helping partner organizations access Durham's rich expertise in AI and systems optimization, while contributing to the career development of college students," said, John Hepburn, CEO and Scientific Director at Mitacs.

Athletics

Durham Lords recognize 46 all-academic student-athletes

Recognizing academic success from the 2020 fall semester, the Durham Lords are proud to acknowledge 46 student-athletes with all-academic honours.

Despite the lack of conference play following the cancellation of Ontario Colleges Athletic Association seasons due to health and safety protocols, Durham College (DC) student-athletes remained dedicated to both studies and training, surpassing 40-plus all-academic student-athletes for the third consecutive year.

15

"I can't say enough of how proud I am of all our student-athletes for staying committed to their sport and their academics during the pandemic," said DC Athletic Director Ken Babcock. "In particular, congratulations to the near record number of DC varsity athletes who have achieved academic honours this past fall."

Durham women's volleyball led the way with seven players achieving all-academic requirements, followed closely behind by women's softball, men's baseball and Esports with six players each, and women's soccer and men's rugby who had five players receive the honour

Construction on new women's softball facility

Construction on a new women's softball facility at the Oshawa campus commenced this year. The facility, which will include 100-per-cent synthetic SPORTURF playing surface with an underlay shock pad for safety, will become the new home of DC's award-winning women's softball program.

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

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

"I am so excited to see this facility become a reality," said DC athletic director Ken Babcock. "We will have an amazing new home for our highly successful championship women's softball program and with our colder climate and weather, the artificial turf will allow us to extend the playing season on both ends. This will soon be the best place to play women's softball in the country."

Other features of the new softball facility include: team studio dugouts, dual batting tunnels for training, bullpens, a new scoreboard, maintenance storage and equipment, coaches' room and an umpire change room. New team change rooms will be completed during Phase 2 of the project, which is estimated to begin summer 2021.

DC's women's softball team has won an unprecedented record twenty OCAA championships over the past 39 years, including four in the past five years alone.

DC Lords Esports Rocket League team win NECC championship

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

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

16

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

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

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

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

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

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

International education

Durham College to support Technical and Vocational Education and Training (TVET) in Kenya through Young Africa Works initiative in partnership with Mastercard Foundation

This past year, DC participated in two initiatives in Kenya with Young Africa Works: Youth Employability through TVET (Technical and Vocational Education and Training) program.

Facilitated by Colleges and Institutes Canada (CICan) in partnership with Mastercard Foundation, the first initiative will be undertaken over 12 months, focusing on preparing a new industry-driven training program for a September 2021 launch, and the second, which will be undertaken over the next five years, will focus on developing and scaling up training of pre- and in-service trainers to deliver competency-based education and training (CBET) instruction and capacity development for leadership and management.

Increasing industry-driven training programs

Working as the lead institution on the first initiative, DC, in collaboration with Algonquin College and Kenyan partners, seeks to increase the participation of young Kenyans, particularly women, in market-relevant skills training programs. Using a partner-driven, participatory approach, the goal is to ultimately grow the number of young people in dignified and fulfilling work in the Big Four (food security, affordable housing, manufacturing and affordable healthcare) and digital sectors.

DC's involvement comes as a continuation of the Kenya Education for Employment Program (KEFEP), which saw the college work with The Kitale National Polytechnic and The Eldoret National Polytechnic providing support for institutional leadership and assisting with the implementation of Kenya's technical and vocational education and training reforms.

This unique collaborative project will leverage the strengths of each partner to quickly implement and accelerate its overall impact.

17

Over the course of 12 months, all involved in the project will work to develop student-centred learning materials, gender equity and inclusion strategies, and industry linkages.

Exchanges will also occur between Kenya and Canada, allowing Kenyan trainers to conduct benchmarking visits to Canada in order to be exposed to CBET methodology, industry workshops and courses that are currently in use. Canadian trainers and subject-matter experts visiting Kenya will continue to build relationships with their Kenyan partners and develop a better understanding of the local context.

Developing and scaling up pre- and in-service training

DC is also supporting a second initiative, alongside project lead Algonquin College, and Camosun College, which will give current trainers and leaders the skills they need to successfully deliver CBET education.

This will be done by embedding its CBET principles within the theory and practice of their preparatory courses, while better aligning them with newly developed national standards, where modules focus on the different learning needs of young women and young men.

The development and scaling-up of pre- and in-service instruction will ensure that up to 9,000 new TVET trainers with CBET methodologies will be deployed.

The Canadian colleges will also work with the Kenyan partners to explore opportunities for TVET trainers to upgrade or maintain their technical skills through short-term industry placements as an element of in-service training.

"We are very excited about both of these initiatives," said Marianne Marando, Associate Vice-President, Academic (Enrolment and International Education), Durham College. "DC has a longstanding history of working with institutions across Kenya and thanks to the Mastercard Foundation's generous funding, and facilitation by CICan, we are able to work alongside other Canadian colleges to lend our expertise, helping to further refine skills training to meet the country's growing needs."

DC's Working Across Borders project continues to make a global impact during COVID-19

Four years ago, DC started an innovative Working Across Borders (WAB) course for business students, which allows them to engage with various international institutions around the world through virtual collaborative learning. The project provides participants with opportunities to experience multicultural perspectives while developing sustainable real-world business solutions for internationally oriented clients.

Despite the COVID-19 pandemic, this fall more than 500 students from all over the world joined more than 120 DC students, many of which are international, from the Project Management and International Business Management post-graduate programs. Using the Rotary Global Classroom, DC's live-stream venue, partners from Germany, Belgium, Slovenia, Netherlands, Russia, Finland, Italy, Ecuador, Bangladesh and Indonesia came together on October 19 for a kickoff session to discuss project details and to meet their teammates and 2020 WAB project partner and client, Seventh Generation.

Seventh Generation is an American-based company that produces eco-friendly cleaning and personal care products, whose mission is to help reduce the negative impact on human health and the environment. The organization's chief marketing officer, Hanneke Willenborg, participated in the WAB event and provided students with invaluable insight to help guide their efforts.

"Products and businesses need to do more in this world than just work," says Willenborg. "Companies need to be able to serve more than just their shareholders. We are delighted to see young global minds

18

develop and generate brilliant insights and ideas to help solve complex sustainability and inequity challenges by being a part of Working Across Borders."

WAB encourages students to work effectively in intercultural teams and explore business opportunities to achieve the United Nations 17 Sustainable Development Goals in their work. The project focuses on online collaboration to prepare students for the real business world and raises awareness about today's environmental issues to develop open-minded and responsible professionals.

"Working Across Borders encourages those involved to find effective ways to collaborate and overcome cultural barriers with people across the globe," states Rogier Ten Kate, DC professor and one of the partners in the project. "Students have to solve a complex problem for a real client and build connections and friendships virtually and culturally. With this challenge, they will develop many valuable skills that will be helpful in their future endeavours."

The WAB initiative continues to expand each year, which illustrates the importance of preparing students to build a sustainable future on a global scale.

Picturing change: a faculty-led classroom abroad takes students to Guatemala to learn about the United Nation's 17 Sustainable Development Goals

In the fall of 2020, seven students from DC's Journalism – Mass Media program and two from the Video Production program spent ten days in Guatemala learning about the people, the culture and themselves.

They were part of a Faculty-led Classroom Abroad overseen by faculty member Danielle Harder. The project comprised of four parts. The first involved documenting work done by a Canadian organization, Students Offering Support, to support Guatemalan communities.

The second saw the students leading a Digital Storytelling Workshop with Guatemalan youth where they produced stories about the SDGs and their impact. While there, the students also participated in the Global Classroom that included students in Canada, Ireland and Guatemala.

Finally, in the last week of the semester, every student in the Journalism – Mass Media program participated in the #DCinGuatemala project. In teams, students produced multimedia story 'maps' using the videos, photos and interviews gathered during the FLCA. These maps tell the story of how Guatemalans are working to meet the SDGs. The FLCA was a transformational journey for the students who participated, while also being impactful for students at home through the sharing of cross-cultural knowledge.

Appendices

2020-2021 Durham College Board of Governors

- Michele James, chair of the Board
- Kristi Honey, vice-chair of the Board
- Lisa Allen
- Suzanne Beale
- Elizabeth Cowie
- Kelly Doyle, administrative staff representative
- Kevin Griffin, academic staff representative

19

- Gail Johnson Morris
- Christine Kozminski, student representative
- Robert Lanc
- Bart Lucyk, support staff representative
- Kenneth Michalko
- Ian Murray
- Jerry Ouellette
- Gary Rose
- Jim Wilson
- Don Lovisa, president

Durham College Leadership Team

- Don Lovisa, president
- Dr. Elaine Popp, Executive vice-president, Academic
- Tara Koski, dean, Student Affairs
- Dr. Scott Blakey, chief administrative officer
- Barbara MacCheyne, chief financial officer

Overview of successes and achievements for the previous year

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

Over the past year, despite the challenges presented by COVID-19, many objectives and activities were still completed as they were originally designed or amended to address changes in our business and community.

Highlights of DC's achievements include:

Our Students
- Launched four new programs including Autism and Behavioural Sciences, Tourism – Destination Marketing, Esport Business Management, Behavioural Science – Honours Bachelor degree.
- Six additional programs launched co-op including, Electromechanical Engineering Technology, Environmental Technology, Law Clerk Advanced, Mechanical Technician – Elevating Devices, Mechanical Technician – Millwright, and Tourism – Destination Marketing.
- All new teaching and learning tools implemented in 2020 led to 44,354 classes hosted virtually.

Our People
- DC's Centre for Academic and Faculty Enrichment offered 434 professional development sessions with 2,277 participants.
- Developed Equity, Diversity and Inclusion Pedagogy and Practice Modules to promote a positive and inclusive work environment. Over 200 individuals registered.

20

Our Work
- Signed the City Studio Memorandum of Understanding with the Regional Municipality of Durham, Durham Regional Police Services, and two other PSEs to collaborate on municipal challenges, offering experiential learning and research opportunities for students.
- Launched a new Strategic Plan for 2020-2023.
- Three Mitacs-supported projects developed and awarded, totaling 8 internships.

Our Community
- Closed the GM Action Centre project: 595 users accessed the portal, 4,677 jobs were posted online, a career fair saw over 500 job seekers attend, 24 employment resource pages created and 217 employment events were posted.
- First Peoples Indigenous Centre led the development of a collaborative Summer Transitions program (Sweetgrass Series). Working alongside post-secondary partners Loyalist College, Trent University and Ontario Tech University, all four institutions developed the Indigenous Student Success Network, which provided cultural programming and social engagement opportunities with traditional knowledge keepers so that more Indigenous students feel connected to a larger community. Eight sessions were held for 485 registrants.
- Worked with 62 new employers to provide 103 placements through Community Employment Services.