



# DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## PUBLIC MEETING OF THE BOARD OF GOVERNORS

### AGENDA

**Date:** Wednesday, April 13, 2022, 6:00 p.m.

**Location:** Virtual Meeting, 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.

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Pages

1. **CALL TO ORDER**
2. **INTRODUCTION OF GUESTS**
3. **ADDITIONS/DELETIONS TO THE AGENDA**
4. **CONFLICT OF INTEREST DECLARATIONS**
5. **PRESENTATIONS**
  - 5.1. Weston Scholar Program - L. Flynn, J. Forsyth and Student, Heather Anderson
  - 5.2. 2022-2023 Operating & Capital Budgets - 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.

- 8.1. Approval of Public Board Meeting Minutes of February 9, 2022

5 - 12

Recommendation

That the public minutes of the Board of Governors meeting on February 9,

2022, be approved as read.

- 8.2. Public Report of the Audit & Finance Committee - March 21, 2022 13 - 14

Recommendation

1. That based on Report FIN-2022-08, the 2022-23 balanced operating budget and the 2022-23 net capital budget of \$7,493,650, be approved; and,
2. That the pre-budget request for \$3.5M to advance capital projects in 2023-24 be approved; and,
3. That Report FIN-2022-08 be released publicly with operating and capital budgets to be reviewed and approved by the Board during its public session on April 13, 2022; and,
4. That the approved 2022-23 Operating and Capital Budgets of Durham College be submitted to the Ministry of Colleges and Universities by the deadline.

- 8.3. President's Report - February to April, 2022 15 - 23

Recommendation

That Report BOG-2022-28, outlining the president's activities from February to April 2022, be received for information.

- 8.4. Post-Election Report for the 2022-2023 Student Governor Election 24 - 26

Recommendation

1. That Report BOG-2022-26 providing the post-election report for the 2022-2023 student staff governor election, be received for information; and,
2. That the Board of Governors ratify the results of the student governor election, and Atif Usmani be confirmed as the student governor for a one-year term effective September 1, 2022.

- 8.5. The Barrett Centre for Innovation in Sustainable Urban Agriculture - 2022 Annual Report 27 - 37

Recommendation

That based on Item BOG-2022-24, the 2022 annual report for the Barrett Centre for Innovation in Sustainable Urban Agriculture, be received for information.

**9. DISCUSSION ITEMS**

- 9.1. Update on Plans for Spring Convocation - M. Hutt (verbal)
- 9.2. Update on the Work of the Indigenization Council - A. Banning 38 - 46

### Recommendation

It is recommended to the Durham College Board of Governors:

That Report BOG-2022-38 providing an update on the work of the Indigenization Council be received for information.

- 9.3. Dimensions Charter and Equity, Diversity and Inclusion Update - J. Cosway, D. McKee Demczyk & N. Samuel 47 - 56

### Recommendation

It is recommended to the Durham College Board of Governors:

That Report BOG-2022-39, providing an update on the College's equity, diversity and inclusion activities and work in support of the Dimensions Charter, be received for information.

- 9.4. Proposed Extension to the 2020-2023 Strategic Plan - P. Garrett 57 - 87

### Recommendation

It is recommended to the Durham College Board of Governors:

That pursuant to Report BOG-2022-36, the Board of Governors approves a two-year extension to the 2020-2023 Strategic Plan.

- 9.5. Final Results of the 2021-2022 Business Plan - P. Garrett 88 - 157

### Recommendation

It is recommended to the Durham College Board of Governors:

That Report BOG-2022-35, providing the final update on the 2021-2022 Business Plan, be received for information.

- 9.6. Government Relations Update - P. Garrett 158 - 161

### Recommendation

It is recommended that the Durham College Board of Governors:

That Report BOG-2022-37, providing an update on government relations activities, be received for information

## **10. UPCOMING EVENTS**

- Nominations Open for the Election of Chair and Vice-Chair of the Board - April 18 to 21; election will be held on April 25 & 26 if required
- Learn More series - Art of Fundraising & Overview of DC Foundation - April 18, 2022 at 7:00 p.m. (MS Teams)
- Grand Opening - Centre for Skilled Trades & Technology - April 21, 2022 at 10:00 a.m.

- CIGan Conference - April 25 to 27, 2022
- Learn More Series - Program Development, Approval & Quality Assurance - May 3, 2022 at 6:00 p.m. (MS Teams)
- Employee Town Hall - May 3, 2022 at 10:00 a.m.

**11. MOVE TO IN-CAMERA SESSION**

**12. ADJOURNMENT**





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

Date: Wednesday, February 9, 2022

Location: Virtual Meeting, MS Teams

Members Present: Kristi Honey, Chair of the Board  
Lisa Allen  
Ian Ball  
Suzanne Beale  
Elizabeth Cowie  
Kelly Doyle  
Gail Johnson Morris  
Don Lovisa, President  
Kenneth Michalko (joined at 6:02 p.m.)  
Ian Murray  
Kunal Nagpal  
Jerry Ouellette  
Jennifer Powell  
Gary Rose, Vice-Chair of the Board  
Dwight Townsend

Members Absent: Nathan Wilson

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

## **1. CALL TO ORDER**

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

## **2. INTRODUCTION OF GUESTS**

The Chief Administrative Officer introduced the following guests:

- Kevin Baker, Executive Dean, School of Business, IT & Management
- Karen Creditor, Chief Executive Officer, Ontario College Application Service
- Rashmi Gupta, Director, Institutional Research & Planning
- Ralph Hofmann, Executive Dean, School of Health & Community Services
- Michelle Hutt, Associate Vice-President, Academic (Enrolment & International Education)
- Thom MacDonald, Associate Dean, School of Business, IT & Management
- Rebecca Milburn, Executive Dean, School of START/CFF

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

None.

## **4. CONFLICT OF INTEREST DECLARATIONS**

None.

Governor Michalko joined the meeting at 6:02 p.m.

## **5. PRESENTATIONS**

- 5.1 Karen Creditor to Present an Overview of the Ontario College Application Service and its Current Initiatives

The Board received a presentation from Karen Creditor, Chief Executive Officer, about the Ontario College Application Service and its current initiatives.

The Board questioned Karen Creditor.

## **6. CHAIR'S REPORT**

The Board received a report from the Chair on the following items:

- Governor Powell, Governor Nagpal, and Governor Wilson were recognized for receiving their good governance certificates from the College Centre of Board Excellence

- Governor Rose was recognized for completing the Institute of Corporate Directors Education Program
- The College was recognized as a Greater Toronto Area Top Employer for the eleventh consecutive year

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

None.

## **8. CONSENT AGENDA**

Moved By Governor Allen

Seconded By Governor Ball

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

### **8.1 Program Advisory Committee Semi-Annual Report - February 2022**

That Report BOG-2022-04, providing an update on the College's Program Advisory Committees, be received for information.

### **8.2 Approval of Public Minutes from December 8, 2021, Board Meeting**

That the public minutes of the Board of Governors meeting on December 8, 2021, be approved as read.

### **8.3 President's Report - December 2021 to February 2022**

That Report BOG-2022-07, outlining the president's activities from December 2021 to February 2022, be received for information.

### **8.4 Durham College Student Association Fee Increases for 2022-2023**

That Item BOG-2022-16, presenting the Durham College Student Association's fee increases for 2022-2023, be received for information." CARRIED

## **9. DECISION ITEMS**

### **9.1 Strategic Mandate Agreement 3.0 - Preliminary Report for Year Two Evaluation**

The Board received a report from the Director, Institutional Research and Planning, outlining the preliminary report for the year two Strategic Mandate Agreement 3.0 evaluation. Further, the Director, Institutional Research and Planning, reported that for 2021-2022 the College met seven of the eight metrics.

Although the College did not meet the metric for graduate employment rate in a related field, there is no impact on the College's grant.

The Board questioned the Director, Institutional Research and Planning.

Moved By Governor Beale

Seconded By Governor Cowie

"That Report BOG-2022-06, providing a preliminary update on the year two evaluation of the 2020-2025 Strategic Mandate Agreement, be received for information." CARRIED

## **9.2 Domestic and International Enrolment Update: Winter 2022**

The Board received a report from the Associate Vice-President, Academic (Enrolment & International Education), informing that winter 2022 enrolment on day 10 was 10,584 students (8,155 domestic and 2,429 international students). Further, the Associate Vice-President provided the Board with a comparative analysis of enrolment trends for both domestic and international students.

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

Moved By Governor Doyle

Seconded By Governor Johnson Morris

"That Report BOG-2022-17, providing an enrolment update for winter 2022 at day 10 of classes, be received for information." CARRIED

## **9.3 2022-2023 Ancillary Fees - Durham Region Transit UPASS**

The Board received a report from the Associate Vice-President, Academic (Enrolment & International Education), recommending a 1.9% increase to the ancillary fee for the Durham Region Transit UPASS for the academic year 2022-2023. Further, the Associate Vice-President, Academic (Enrolment & International Education) confirmed that the fee increase complied with the Ministry's Binding Policy Directive on Tuition and Ancillary Fees and the Compulsory Fee Protocol negotiated between the College and the student association.

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

Moved By Governor Michalko

Seconded By Governor Murray

“That based on Report BOG-2022-21, the Durham Region Transit UPASS ancillary fee for the 2022-2023 academic year, be approved.” CARRIED

#### **9.4 New Program of Instruction: Cloud Computing Graduate Certificate**

The Board received a report from the Executive Vice-President, Academic and Associate Dean, School of Business, IT & Management presenting a new program of instruction for approval, Cloud Computing Graduate Certificate. Further, the Executive Vice-President, Academic, advised the Board that the program had undergone the full internal approval process, conformed with the credentials framework, was consistent with program standards, and complied with the Ministry Binding Policy Directives.

The Associate Dean, School of Business, IT & Management, presented the Board with details about the program and reported that the graduate certificate would provide students with the knowledge, skills, and expertise to secure and manage an organization’s cloud infrastructure. Further, the Associate Dean, School of Business, IT & Management, reported that graduates would be prepared to write industry-standard cloud technology certifications from three of the largest public cloud service providers (Amazon, Microsoft, Google). Lastly, the Board was advised by staff that the program would be a solid addition to the College’s program offering because of demonstrated international student interest; emerging IT area and potential for long-term growth; strong labour market outcomes; and the optional experiential learning opportunities through the College’s applied research hubs.

The Board questioned the Executive Vice-President, Academic and Associate Dean, School of Business, IT & Management.

Moved By Governor Nagpal

Seconded By Governor Ouellette

“That in accordance with Report BOG-2022-01, the proposed Ontario College Graduate Certificate program of instruction listed below be approved:

- Cloud Computing.” CARRIED

## **9.5 New Program of Instruction: Recreation Therapy**

The Board received a report from the Executive Vice-President, Academic and Executive Dean, School of Health & Community Services, presenting a new program of instruction for approval, Recreation Therapy. Further, the Executive Vice-President, Academic, advised the Board that the program had undergone the full internal approval process, conformed with the credentials framework, was consistent with program standards, and complied with the Ministry Binding Policy Directives.

The Executive Dean, School of Health & Community Services, presented the Board with details about the program and reported the program prepares students to examine, discuss, and apply the theoretical foundations of recreation therapy and the five domains of health: physical, emotional, cognitive, social, and spiritual to support the development and delivery of person-centred recreation programs. A feature of the program is its 490 hours of field placement and the ability for the College to provide input into the standards of the profession. Lastly, the presenters advised the Board that the program would be a strong addition to the College's program offerings because of growing international interest, high employment rates for graduates, and an aging population likely to create more recreational therapeutic opportunities.

The Board questioned the Executive Vice-President, Academic and the Executive Dean, School of Health & Community Services.

Moved By Governor Powell

Seconded By Governor Rose

"That in accordance with Report BOG-2022-02, the proposed Ontario College Diploma program of instruction listed below be approved:

- Recreation Therapy." CARRIED

## **9.6 Approval to Formalize Programs of Instruction: Ontario College Certificates - Apprenticeships**

The Board received a report from the Executive Vice-President, Academic and Executive Dean, School of START/CFF, requesting to formalize two programs of instruction as Ontario College Certificates – Hoisting Techniques, Mobile Crane and Tower Crane.

The Executive Dean, School of START/CFF, advised the Board that recognizing apprenticeship programs as Ontario College certificates will modernize the skilled trades and apprenticeship system.

Moved By Governor Townsend

Seconded By Governor Cowie

“That in accordance with Report BOG-2022-20:

1. The following program be formally recognized as an Ontario College Certificate, effective fall 2022: Hoisting Techniques and Mobile Crane Operation – Apprenticeship, Ontario College Certificate, MTCU Code 48202, Trade# 339A, C (School of Skilled Trades, Apprenticeship and Renewable Technology); and,
2. The following program be formally recognized as an Ontario College Certificate, pending validation from the Credential Validation Service, effective fall 2022: Hoisting Techniques and Tower Crane Operation – Apprenticeship, Ontario College Certificate, MTCU Code 48202, Trade# 339B (School of Skilled Trades, Apprenticeship and Renewable Technology).” CARRIED

#### **9.7 Second Business Plan Update for 2021-2022**

The Board received a report from President Lovisa providing a status update on the 2021-2022 business plan and a summary of recent achievements.

The Board questioned President Lovisa.

Moved By Governor Ball

Seconded By Governor Allen

“That Report BOG-2022-18, providing the second update on the 2021-2022 business plan, be received for information.” CARRIED

#### **9.8 2023-2026 Strategic Planning Process**

The Board received a report from President Lovisa outlining two options for the strategic plan: refresh the current strategic plan for another 1 to 3 years or engage in a stakeholder consultation process. Further, President Lovisa reported that the Board would consider the options presented at the Board retreat after hearing the feedback from the community leader interviews.

The Board questioned President Lovisa.

Moved By Governor Murray

Seconded By Governor Doyle

“That Report BOG-2022-19, outlining options for reviewing the College’s strategic plan, be received for information.” CARRIED

## **10. DISCUSSION ITEMS**

### **10.1 Value-for-Money Audit Scorecard for Durham College**

The Board received a report from President Lovisa providing a summary of the value-for-money audit against the College's activities. Further, President Lovisa addressed the ongoing concerns with public-private partnerships and the upcoming consultation with the Ministry of Colleges and Universities on the issue.

The Board questioned President Lovisa.

## **11. UPCOMING EVENTS**

The Chair highlighted the following events:

- Learn More Series: Campus Master Plan & Land Use Protocol - February 24, 2022, at 6:00 p.m. (MS Teams)
- Board Retreat - March 5 & 6, 2022 - Global Classroom, CFCE 145
- Learn More Series: Understanding Apprenticeship - March 28, 2022, at 6:00 p.m. (MS Teams)
- Student Governor Election - March 2022
- Board Evaluation Survey Open - March 28 to April 8, 2022

## **12. 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 confidential to the College.

Moved By Governor Johnson Morris

Seconded By Governor Michalko

"That the Board move in-camera after a 10-minute recess." CARRIED

The Board recessed at 8:00 p.m. and reconvened in-camera at 8:11 p.m.

During the in-camera session, the Board discussed the potential labour dispute, recommendations from its Standing Committees, the continued collaborative work with Ontario Tech University, and the upcoming Board retreat.

The Board rose from the in-camera session at 9:08 p.m.

## **13. ADJOURNMENT**

With no further business, the meeting adjourned at 9:09 p.m.





**PUBLIC REPORT OF THE AUDIT AND FINANCE COMMITTEE  
TO THE DURHAM COLLEGE BOARD OF GOVERNORS FOR CONSIDERATION AT  
ITS PUBLIC MEETING HELD ON APRIL 13, 2022**

**BACKGROUND**

The Audit and Finance Committee met by videoconference on March 21, 2022.

**SUMMARY****1. 2022-2023 Operating & Capital Budgets**

The Committee received a presentation from the Chief Financial Officer and Vice-President, Administration presenting a balanced operating budget for 2022-2023 of \$217M in revenue and a net capital budget of \$7.5M.

Specifically, the 2022-2023 budget targets to:

- Increase full-time post-secondary enrolment to 12,198 students in fall 2022, an increase of 8.4% over 2021-2022;
- Increase the employee complement by adding a net of six additional full-time administrative and support positions, along with part-time funds to address the increasing needs stemming from enrolment recovery, additional new programs, and recruitment efforts;
- Add two new post-secondary programs; and,
- Invest \$511K in one-time strategic initiatives.

Further, the Chief Financial Officer and Vice-President, Administration reported it was particularly challenging for the College to prepare a balanced budget for the following reasons:

- The continued impact of the pandemic;
- Flattening of operational grants under the corridor funding model;
- Expected continuation on the freeze of domestic tuition; and,
- Inflationary salary increases.

The Committee questioned the Chief Financial Officer and Vice-President, Administration.

It is recommended that the following resolution be passed.

**RESOLVED:**

1. That based on Report FIN-2022-08, the 2022-23 balanced operating budget and the 2022-23 net capital budget of \$7,493,650, be approved; and,
2. That the pre-budget request for \$3.5M to advance capital projects in 2023-24 be approved; and,
3. That Report FIN-2022-08 be released publicly with operating and capital budgets to be reviewed and approved by the Board during its public session on April 13, 2022; and,
4. That the approved 2022-23 Operating and Capital Budgets of Durham College be submitted to the Ministry of Colleges and Universities by the deadline.

Respectfully submitted,  
Lisa Allen, Vice-Chair, Audit and Finance Committee

View all supporting material from this meeting by clicking [here](#).

**Report Number: BOG-2022-28**

**To: Board of Governors**

**From: Don Lovisa, President**

**Date of Report: April 5, 2022**

**Date of Meeting: April 13, 2022**

**Subject: President's Report – February to April 2022**

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## Purpose

The purpose of this report is to provide an update on the President's activities and significant college initiatives from February 2022 to April 2022.

### 1. Our Students

#### Durham College to offer two new innovative tech-focused programs

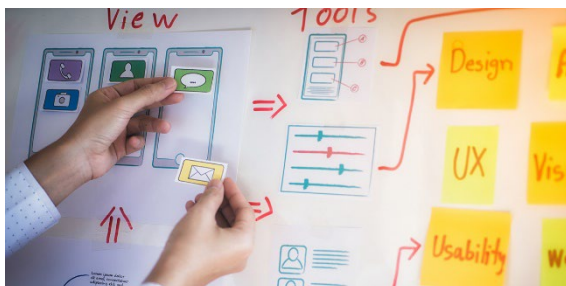
Durham College (DC) has received consent from the Ministry of Colleges and Universities to offer two new technology-focused programs beginning in September 2022 – the one-year **Internet of Things** graduate certificate and two-year **Web Development** diploma program.



The new **Internet of Things** (IoT) program will prepare students to participate specifically in the IoT, Industrial IoT (IIoT) and IoT Vision fields as they gain the knowledge and skills needed to address backend, frontend and embedded software design and implementation for smart cities, home automation, wearable tech and more. Students will also explore security and surveillance cameras attached to IoT devices, their technologies, architectures, resources, data management, strategies, and privacy issues.

Employment opportunities for graduates of this program are on the rise and the IoT sector currently employs skilled programmers, developers and technicians working in a range of occupations and industries, such as health care, community

infrastructure, traffic routing, private and public transportation, industrial robotics, mining and gaming.



Building on the fundamentals of interactive media design, the **Web Development** program will prepare students for an exciting career designing, coding websites and web apps to create a seamless user experience. Students will have access to the latest software and web technologies in studios built

specifically for interaction and web development. Unlike other programs of its kind, students will approach interactive elements through a creative lens, developing the graphic and technical skills to become highly competent designers who can deliver dynamic, cross-media content.

Both programs offer opportunities for hands-on learning, including a capstone project in the IoT program, or a capstone or field placement in the Web Development program.

## Two work-integrated learning projects help Durham College students lead the way

Last year, DC received funding from **Co-operative Education and Work-Integrated Learning (CEWIL) Canada** and its Innovation Hub (iHub) for two unique work-integrated learning (WIL) projects. Funded in part by the Government of Canada's



Innovative Work-Integrated Learning Initiative (I-WIL), iHub is a program dedicated to developing career-ready students through quality WIL experiences.

The first project, led by Dr. Michael Williams-Bell, a professor in the School of Health & Community Services, provided four **Fitness and Health Promotion** students the opportunity to implement a unique assessment and training program for Ontario Tech University's Varsity athletes to monitor their training, injury risk and recovery.

The DC students administered weekly and monthly fitness assessments that were approved by supervisors, team coaches, and the head strength and conditioning coach at Ontario Tech University and assisted with exercise prescription delivery. This provided a unique opportunity for DC students to learn from established professionals while interacting with the student-athletes to build relationships around trust and outcome goals. The project culminated in a final guest speaker event in November 2021 with professional athletes and strength and conditioning coaches sharing their experiences and answering questions.

In the second iHub project, co-led by Dr. Williams-Bell and Danielle Harder, a professor in the School of Media, Art & Design, three students from the **Journalism – Mass Media** program and two students from the Fitness and Health Promotion program collaborated to create six episodes of a new podcast called Research Remix.



The episodes provided a behind-the-scenes look at research projects underway at DC while also following a multi-year research project with the City of Oshawa Fire Services to give listeners a glimpse into the lifespan and impact of an applied research project. At the end of the project, students were invited to three intimate speaker series events featuring Sandra Appiah and Imman Adan from the Dishes and Dimes podcast, Jordan Heath-Rawlings of The Big Story podcast spoke, as well as two popular climate change podcasters – Laura Lynch of CBC’s What on Earth and Shaghayegh Tajvidi of the National Observer’s Race Against Climate Change.

## Durham College business students connect globally during Working Across Borders course

DC once again connected its students with the world through its Working Across Borders (WAB) course during the fall 2021 semester. Open to students studying in DC’s business programs, WAB allows learners to virtually engage and collaborate with other institutions globally, as teams collaborate to develop sustainable business solutions for real clients.



In its fifth year being offered at DC, 163 students from the college’s **International Business Management** and **Project Management** graduate certificate programs worked as part of multi-national teams with fellow participants from 14 other post-secondary institutions in countries such as Indonesia, Slovenia, Finland, Ghana and Belgium.



Following an opening ceremony in the early fall, each multinational group acted as consultants for Dutch fashion brand Garcia, where they were tasked with developing a sustainable value proposition, as well as a plan for how to effectively communicate with target audiences in one of the countries the company serves.

Because WAB encourages students to explore business opportunities to achieve the [United Nations 17 Sustainable Development Goals](#) as part of their work, a special focus of the project was to enhance consumer perceptions of True Pricing, which reflects a product's market price plus the social and environmental costs associated with that item. Overall, the experience provided students with hands-on experiential learning, while developing their intercultural awareness and communication skills.



## Durham College announces new weekend delivery for business and PSW programs

DC is excited to reinvent the college experience and offer eight certificate, graduate certificate and diploma programs through the [School of Business, IT & Management \(BITM\)](#) and the [School of Health & Community Services \(HCS\)](#) in a new, flexible weekend delivery format.



The weekend delivery concept was designed to meet the needs of students looking for opportunities to study full-time and benefit from on-campus learning experiences without having to attend traditional weekday in-person classes.

The weekend delivery programs include:

- [Artificial Intelligence Analysis, Design and Implementation](#), graduate certificate
- [Business – Entrepreneurship and Small Business](#), diploma
- [Cybersecurity](#), graduate certificate
- [Data Analytics for Business Decision Making](#), graduate certificate
- [Human Resources Management](#), graduate certificate
- [International Business Management](#), graduate certificate
- [Personal Support Worker](#), certificate
- [Project Management](#), graduate certificate

As part of BITM's weekend delivery, at least half of the classes will be offered in-person on Saturdays and Sundays and students will have the option to choose between in-person and real-time remote learning at any time.

## 2. Our People

### Winners of the Share Your Story Campaign and Your Next Chance to Win.

Sponsored by DC's Innovation & Disruption Catalyst Group, the recent *Share Your Story* campaign aimed to collect stories about the innovative and creative things happening at DC.

On Monday, March 7, winners were drawn at random from the eligible entries, and we are pleased to announce the following recipients of a \$1,000 gift card:



KEVIN JONES  
ADMINISTRATIVE STAFF

JENNIFER POWELL  
SUPPORT STAFF

DAVE HAWEY  
FACULTY

The IDCG was so impressed with the stories submitted that they wanted to continue the conversation and launched Phase II of the *Share Your Story* campaign. New stories posted to the [padlet](#) between Friday, March 18 and Friday, April 8, will be eligible to win one of three \$1,000 gift cards to a retailer of the winner's choosing. The next draw from eligible entries will take place on Monday, April 11.

## 3. Our Work

### Durham College's Social Impact Hub receives \$25,000 Connection grant from SSHRC

DC Office of Research Services, Innovation and Entrepreneurship (ORSIE) has received a Social Sciences and Humanities Research Council of Canada (SSHRC) Connection grant for \$25,000.



The funds will support DC's goal of enhancing experiential learning opportunities through the creation of a student research assistant position, as well as increasing social innovation knowledge mobilization by hosting a collaborative event this spring. The goal is to demonstrate the recent successes and importance of social innovation applied research activities to identify and solve community challenges.

Connecting with stakeholders will serve to raise awareness of socially innovative applied research activities led by DC's Social Impact Hub and to share the knowledge and insights gained through previous and current projects. To enhance knowledge sharing, Public Relations, Video Production and Journalism – Mass Media students will create a promotional social media campaign to be presented at the collaborative event. Leading the students is a group of DC faculty members who, as co-applicants on the grant, have contributed time and expertise to the project's various components. Faculty members include Teresa Goff and Jennifer Bedford from the School of Media, Art & Design; Lorraine Closs from the School of Health & Community Services; and Nicole Doyle, School of Justice & Emergency Services.



empowerment strategies with individuals experiencing low income and the unique co-design of a youth-led housing hub.

Launched in June 2021, the Social Impact Hub has tackled a number of pressing issues facing the community, including enhancing virtual mentorship to reduce social isolation of youth, addressing issues that impact parents with intellectual and/or developmental disabilities, co-creation of financial



To learn more about the Social Impact Hub, visit [www.durhamcollege.ca/socialimpacthub](http://www.durhamcollege.ca/socialimpacthub).

## 4. Our Community

### Durham College responds to Ukraine crisis with aid for UNICEF and International Students

DC collaborated with numerous colleges across Ontario to make a joint donation of \$200,000 to UNICEF's [Ukraine emergency fund](#).

Donations to the emergency fund will support UNICEF's ongoing programs and response to the escalating need in Ukraine by providing communities with safe water, urgent medical aid and health-care services, child protection and education. UNICEF has been working in the Ukraine since 1997.



In addition to other supports, 18 colleges are contributing to the joint donation, alongside Colleges Ontario (the sector's advocacy organization) and the Ontario College Application Service (OCAS).

DC has a long history of providing integrated support services for students in need, including those impacted by world events and humanitarian efforts, to address food insecurity, physical and mental well-being, emergency housing and more. In response to the situation in Ukraine, DC will also offer the following assistance to international students impacted by the humanitarian crisis:

- International tuition relief bursaries valued at a maximum of C\$15,000 each and available to full-time international students.
- Emergency bursaries providing financial assistance for non-tuition expenses, including lodging, food, transportation and more.
- Access to ten fully-subsidized on-campus residence accommodations for those impacted by the unrest in the Ukraine, including students and families transitioning to Canada.

## Durham College signs the Sustainable Development Goals Accord

DC is proud to share that it has signed the Sustainable Development Goals (SDG) Accord, joining more than 250 educational institutions internationally in fighting global injustice and committing to a central and transformational role in achieving the United Nation's SDGs by 2030.



As part of the [2030 Agenda for Sustainable Development](#), adopted by all United Nations Member States in 2015, the 17 SDGs are an urgent call for action by all countries – developed and developing – to form a global partnership to achieve these goals. The SDGs recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

The SDG Accord was created to inspire, celebrate and advance the critical role that education has in progressing the SDGs and highlight the benefits they bring to governments, businesses and wider society.

As a member of the accord, DC will collaborate with other signatory learning institutions and annually share the college's progress with our campus community, and with sector SDG reporting metrics presented at the annual UN High Level Political Forum. The college will also continue to recognize the indivisible and interconnected nature of the SDGs by focusing its initiatives on the Accord's universal set of goals – people, prosperity, the planet, partnership and peace.

For more information on the SDG Accord, please visit [www.sdgaccord.org](http://www.sdgaccord.org).

### 5. Key Meetings Involving the President's Office (February 9 to April 12)

- Public College Private Partnerships Policy Consultations – February 10 & 15, 2022
- CEC Bargaining Update – February 10, 2022
- Region of Durham Economic Development Strategy Steering Committee Meeting – February 15, 2022
- CEC Bargaining Update – February 18, 2022

- Ontario Education Sector Leadership & Collaboration Invitational Networking Symposium – February 23 - 25, 2022
- Innovation & Disruption Catalyst Group Meeting – February 22, 2022
- CIGan High Performance Board Committee Meeting – February 24, 2022
- CEC Bargaining Update – February 24, 2022
- CEC Management Board Meeting – March 3, 2022
- CEC Human Resources Steering Council Meeting – March 3, 2022
- CIGan Executive Committee Meeting – March 3, 2022
- CEC Bargaining Update – March 3, 2022
- CEC Bargaining Update – March 8, 2022
- CEC Bargaining Strategy Meeting – March 10, 2022
- Committee of Presidents (COP) Meeting – March 14 & 15, 2022
- CEC Bargaining Update – March 16, 2022
- Region of Durham Economic Development Strategy Steering Committee Meeting – March 16, 2022
- Meeting with Clarington CAO, Mary-Anne Dempster – March 16, 2022
- Ajax-Pickering Board of Trade Chamber Partnership (student event) – March 17, 2022
- Colleges Ontario (CO) Nominating Committee Meeting – March 18, 2022
- CIGan Board Meeting – March 23, 2022
- Ajax-Pickering Board of Trade - Mayor Collier's Breakfast – March 24, 2022
- Uxbridge Chamber of Commerce Partnership Meeting (student event) – March 24, 2022
- Durham Region Advisory Council Meeting – March 24, 2022
- CIGan Leadership Institute for Presidents Meeting – March 24, 2022
- Oshawa Chamber of Commerce Partnership Meeting (student event) – March 28, 2022
- Innovation & Disruption Catalyst Group Meeting – March 28, 2022
- Dialogue with Dan Carter – March 30, 2022
- CEC Management Board Meeting – April 7, 2022
- CEC Human Resources Steering Committee Meeting – April 7, 2022
- CEC Board of Directors Meeting – April 12, 2022
- DC Foundation Directors Meeting – April 12, 2022

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**Report Number: BOG-2022-26**

**To: Board of Governors**

**From: Melissa Pringle, Corporate and Board Secretary**

**Date of Report: April 4, 2022**

**Date of Meeting: April 13, 2022**

**Subject: Post-Election Report for the 2022-2023 Student Governor Election**

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## 1. Purpose

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

## 2. Recommendation

It is recommended to the Durham College Board of Governors:

1. That Report BOG-2022-26 providing the post-election report for the 2022-2023 student staff governor election, be received for information; and,
2. That the Board of Governors ratify the results of the student governor election, and Atif Usmani be confirmed as the student governor for a one-year term effective September 1, 2022.

## 3. Background

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

## 4. Discussion/Options

### 4.1 Election Timeline

The election timeline was as follows:

- Monday, February 14 – notice of election was issued

- Monday, March 7 at 8:30 a.m. – nominations opened
- Friday, March 11 at 4:30 p.m. – nominations closed
- Wednesday, March 16 at 8:30 a.m. – campaign period began
- Friday, March 25 at 4:30 p.m. – campaign period closed
- Monday, March 28 at 8:30 a.m. – voting opened
- Friday, April 1 at 4:30 p.m. – voting closed

## 4.2 Confirmed Candidates

The Chief Returning Officer accepted seven (7) Nomination Forms and confirmed the following students as Candidates for the election:

1. Kristopher Bendell
2. Kimberly (N'ia) Cormier
3. James Gilbert
4. Melissa Holm-Laursen
5. Natalia Kondratieva
6. Kennedy Ponton
7. Atif Usmani

However, one Candidate failed to attend the mandatory Candidate Information Session or make alternative arrangements and was disqualified by the Chief Returning Officer.

## 4.3 Total votes received

A total of 219 votes were cast, with the breakdown of votes as follows:

### Election Results

#### Durham College Board of Governors, Student Governor Election

Position: Student Governor, Durham College Board of Governors			
Total Votes: 219			
Name	Votes	%	Total Votes
BENDELL, Kristopher	30	13.699	219
CORMIER, N'ia	45	20.548	219
GILBERT, James	20	9.132	219
HOLM-LAURSEN, Melissa	18	8.219	219
KONDRATIEVA, Natalia	18	8.219	219
USMANI, Atif	88	40.183	219
abstain / did not mark ballot	0	0	219

Total Ballots: 219

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Atif Usmani was the successful Candidate garnering 88 votes or 40% of the vote.

#### **4.4 Election results**

- The Chief Returning Office notified:
  - Candidates of the election results on Monday, April 4, 2022
  - The Nominating Committee of the election results on Tuesday, April 5, 2022
  - The College community of the election results on Thursday, April 7, 2022

#### **4.5 Voting irregularity**

There were no voting irregularities to report.

### **5. Financial/Human Resource Implications**

There are no financial or human resources implications.

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

There are no implications for the joint campus master plan.

### **7. Implications for Ontario Tech University**

There are no implications for Ontario Tech University.

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

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

THE BARRETT CENTRE OF INNOVATION  
IN SUSTAINABLE URBAN AGRICULTURE

# 2022

## ANNUAL REPORT

## INTRODUCTION

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As we reflect on the first year of this project, we are pleased to report on the progress we have made as we have worked to establish the Barrett Centre of Innovation in Sustainable Urban Agriculture.

The opportunity is clear that we can play a leading role in developing a model for building a resilient local food system for Durham Region and well beyond. To be successful, we need a community of people at the table to ensure our approach is forward-thinking, leads discussion and knowledge creation, and that we will have a social, economic and ecological impact. We started by leveraging our existing relationships and developing new ones as we took part in a series of collaborative conversations.

This report provides an update of the year's activities while highlighting some of the work that we are planning in the coming months.

## COLLABORATIVE CONVERSATIONS AND MORE

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To date we have had well over 100 conversations, provided tours, attended a series of webinars and joined committees supporting the Barrett Centre outcomes. We also have had a number of guest speaking opportunities that have led to new conversations and partnership opportunities. The Barrett Centre Partnership Manager, Farm Manager and some of our current Horticulture students have participated in the following:

- Durham Region Food Policy Council presentation
- Vertical Farming webinar series featuring Durham College, the Region of Durham, OMAFRA and the Regional Municipality of York
- Campus Food Growing Spaces - Canadian Association for Food Studies speakers panel (May 2022)
- Campus Farms Network
- Scugog Environmental Advisory Committee
- Durham Farm Fresh
- Anchor Food Aggregator Committee
- Durham Region Food Strategy Committee
- Durham Region Food Hub Steering Committee
- Culinary Tourism Alliance Board
- Golden Horseshoe Food and Farming Alliance Board
- Ontario Skills Young Women's Career Exploration Event
- Tour, Minister of Agriculture, Food and Rural Affairs - The Honourable Lisa Thompson
- Tour, Scugog First Nation - Chief Kelly LaRocca
- Tour, Region of Durham
- Toronto District School Board (TDSB)
- Durham Catholic District School Board (DCDSB)
- A series of virtual events highlighting horticulture activities and programs

We continue to field inquiries, schedule tours, attend webinars and plan virtual events to highlight the work being done on campus and to build a new urban farm within our community. Everything we have learned will be compiled and shared publicly as we launch a Barrett Centre of Innovation in Sustainable Urban Agriculture website landing page this summer.





## LAND AND SITE UPDATE

We continue to work with the Town of Whitby to identify a viable site for the new community urban farm. Five potential sites have been identified by the Town of Whitby. The sites have been reviewed by the Town of Whitby Economic Development and Planning departments to assess for zoning, amenities, barriers, access to water/ power etc.

We have also had the opportunity to provide feedback and identify sites that are preferred to ensure they can align with some of the key goals for the Barrett Centre.

The next step is for a special in-camera Council Meeting on April 4 where the Town's Senior Manager of Economic Development will present and review the report with council members. At the meeting, the goal is to have a site selected and voted on for approval. Once we know the site that has been selected we will share the details.

If all are in agreement, we will move to finalize the lease and MOU. The Senior Manager is aware our goal is to be able to access the land this summer in order to prep it for planting in spring 2023.

We are also involved in discussions with the Region of Durham as they work to establish a Food Hub. All of the site options that have been identified have also factored enough land should the Region of Durham pursue a physical space for a regional food hub. The Region of Durham has completed a feasibility study, formed a Durham Region Food Hub steering committee and they have council approval to move forward with developing a Food Hub within Durham Region. To start, they will work with Durham Farm Fresh to implement a distribution system for the movement of produce throughout Durham Region. Once established, they will explore a permanent location with infrastructure to expand on a municipal food aggregation centre

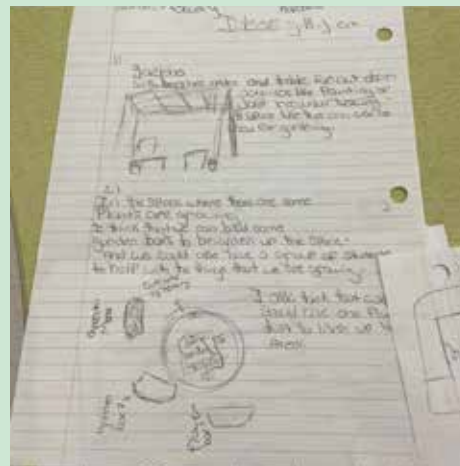
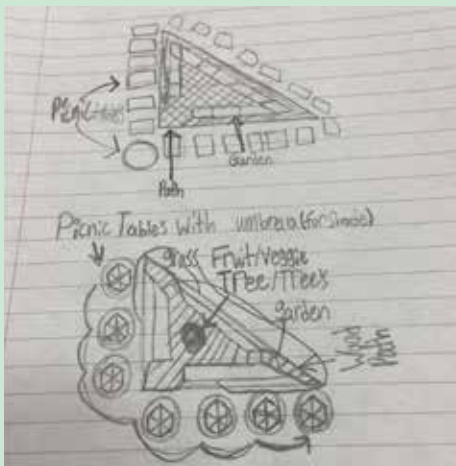
## PARTNERSHIPS AND OPPORTUNITIES

Other significant work over the past year has focused on two additional key Barrett Centre goals:

- Build and expand a comprehensive and connected array of educational programs and materials in urban agriculture to meet growing employment needs.
- Provide information, support and coaching for traditionally underserved and marginalized communities around urban agriculture initiatives.

We have been working closely with school boards to create educational materials to share and focus on developing more content and programming around sustainable urban agriculture. We have found there are a number of elementary/secondary teachers invested in supporting urban agriculture and they have ideas for a number of different projects at their home schools. Everything we do has the goal of creating both the model and resources to share locally and beyond. Along the way we have included our current Horticulture students to provide valuable mentorship and to share their experience at Durham College. We believe this also supports recruitment into our Horticulture programs and the opportunity to help build the agriculture labour work force of tomorrow.

- Since the fall of 2021, we have been working with Monsignor John Pereyema Catholic Secondary School (grades 7-12) in Oshawa, Ontario. We started working with a Grade 7 class with the intent to introduce the class to sustainable urban agriculture and allow students the opportunity to see their vision evolve throughout their time at the school. Together with the Grade 7 class, we are working towards a design to reinvent their outdoor space. From our tour it was clear there was under-utilized greenspace, a significant need for outdoor student space and the opportunity to engage with the students to activate these spaces. We will host the class for a tour of the Weston Centre Urban Farm in the coming weeks. Next steps will include supporting the final design, planning, prepping and detailing the steps required to renovate the space.



- In February 2022, we hosted a number of TDSB faculty who have received provincial government Community Connected Experiential Learning (CCEL) green initiative grants. The faculty had submitted project proposals that incorporate some form of green initiative supporting sustainability at their home school (see below). The group had a tour of the Weston Centre urban farm/ facilities, faculty shared the background on their projects and we took time to provide feedback throughout the day. We finished the day leading two horticulture activities, including unique cost-effective ways to add irrigation systems to their plans. Faculty were also tasked with creating a story/report on their day spent at Durham College.

TDSB SCHOOL	CCEL GRANT TITLE
Wandering Spirit School and the UIEC	Learning From Water, Year 2
West Hill Collegiate Institute	Sensory Garden in the Meadoway
West Humber Collegiate Institute	WHCI Sensory Pollinator Community Garden
Woburn Junior Public School	Growing Greens for All
Wexford Collegiate School of the Arts	Sustainability and Stewardship Project
Thistletown CI	Focus on the future of Hospitality & Tourism, Entrepreneurship & Opportunity Project
Etobicoke Outdoor Education Centre	Palgrave Community Farm Learning Garden design and build
West Rouge PS	West Rouge Goes Green





- We have other schools interested in similar projects and have started to schedule some virtual presentations and horticulture activities. We will be working with a Durham District School Board (DDSB) school for a two-part virtual series engaging both students and parents within their school community. We have also had preliminary discussions on the possibility of repurposing some of their greenspace at the school.
- We connected with the Colliers Director of Asset Strategy, Innovation and Community Spaces to discuss redefining some of their industrial green spaces. They identified six properties in Durham Region where they are looking to implement edible gardens at this summer. We have submitted an RFP to design, activate and manage two industrial sites using our Horticulture summer students. The RFP also requested that we identify a community partner we would work with to donate the produce. We have met with Community Care Durham as this project aligns well to further support their Community Food Box Program. As part of this project we will document the design and process, capture the yields and create a resource for others to look at ways to activate edible gardens in other under-utilized green spaces. This project supports a key goal for the Barrett Centre as it will allow us to work within industrial settings and demonstrate how underutilized spaces can be converted and food produced with a specific purpose, either for social good or otherwise. The work holds great potential for any business that champions opportunities for employees to play a role in their social and environmental impact within a community.
- We have been working with our on-campus food services provider (Compass Group) to work towards meeting all of their Buy Local Quality Assurance standards to enable them to use our DC-grown produce. The requirements are far beyond what we need to sell to the public, other restaurants and Community Care Durham. However, it is important to break down the barriers and document the process to share with others and capture how to realize higher standards of measure with certain clients. As part of our process, we have collaborated with other campus farms, learning from their successes, sharing our experiences and understanding their challenges. This initiative will support addressing food insecurity on campus and access to a safe and stable supply of fresh food for our post-secondary students.
- Seneca has started an applied research project that is aiming to help urban farmers tackle one of their biggest problems: how to develop strong and sustainable businesses. It is a natural fit to the work we are doing on urban farm best practices, production systems, building standardized operating procedures, creating on-farm efficiencies, documenting to develop resources etc. We have been in contact with Seneca and will continue to engage in discussions as they work to develop program modules on the business side of urban agriculture. Some of the potential collaboration ideas included sharing some of our resources, guest speaking, supporting the delivery of some of these business modules and providing expertise as they build a small farm on campus etc.
- After participating in the Vertical Farming webinar series we had a number of businesses contact us. This has led to other new partnership possibilities, including JRS plant cultivation to test an all-natural substrate to grow microgreens without soil and Kingbridge Centre in King City to discuss innovation for food waste management.
- From our presentation to the Scugog Environmental Advisory Committee we met Steve Ardron who recently launched Compost Tea Canada. His goal is to support innovation and solutions for more cost-effective fertilizer options for the agriculture industry. Although he is just starting his business, he has been able to identify that compost tea has the potential to reduce the amount of fertilizer required by 75 per cent. He added that the cost of fertilizer had increased more than 60 per cent since last year and that cost will continue to rise. Compost tea also has an ecological impact with less run off than traditional farming fertilizer. We will visit Steve to see his compost tea and vermicomposting equipment April 24th.


## WORK INTEGRATED LEARNING OPPORTUNITIES

We continue to create new work integrated learning opportunities to support the work being done at the current urban farm and the planning towards establishing the Barrett Centre of Innovation in Sustainable Urban Agriculture. New positions created this year have included:

- Barrett Centre Graphic Designer
- Barrett Centre Photographer
- Barrett Centre Student Ambassador and Community Engagement
- Culinary Sustainability Systems Support
- Standardized Operating Procedures (SOP) Development and Support

In January 2022 we started working with students from the Project Management program in the School of Business, IT and Management. The students were provided with three project information note (PIN) documents outlining project options directly related to the Barrett Centre. Currently the students are working on the following:

- Environmental Scan - specifically how to capture all of the information, create testing questions for a survey, compile all of the information and how to share it publicly when the website landing page is established. This project team works with both the Partnership Manager and Farm Manager as they navigate through the assignment.
- Business Plan - create a Barrett Centre market garden business plan that includes design framework, action plan, holistic content, holistic goals, testing questions, business model canvas, value propositions, story and branding. This project team works with both the Partnership Manager and Farm Manager as they navigate through the assignment.

The Project Management program has an intake every semester, providing the opportunity to continue to work with students. We will continue to explore other programs within Durham College and other academic institutions to establish new work integrated and experiential learning opportunities.

Some of our current Horticulture students have supported our presentations and live events. Most notably the webinar series on vertical farming in February.

### Webinar 4 | Community & Academia Partners for Vertical Farming



# BARRETT CENTRE ADVISORY PANEL

The Barrett Centre Advisory Panel consults Durham College leadership on the development of the Barrett Centre of Innovation in Sustainable Urban Agriculture. The Barrett Centre has been established to develop an urban farm model that can be scaled and replicated for the local community, and also regional and national urban environments. The Centre supports outcomes that have an economic, social and ecological impact within Durham Region – through the development of new farm locations – and ultimately well beyond.

The Advisory Panel is made up of leaders and partners from community, government and industry, who provide feedback and value checks on the strategic direction for the Barrett Centre. The Panel supports the holistic and sustainable approach to urban agriculture farming methods in order to work towards the following outcomes:

- Build a sustainable and secure food system;
- Create vibrant communities with access to safe and nutritious food;
- Champion increased connections, better distribution channels and collaborations with stakeholders;
- Innovation in food production and processing;
- Curriculum and credential development to build the agriculture labour workforce of tomorrow;
- New and expanded work integrated learning opportunities for students;
- Support for Indigenous food systems;
- Incorporate sustainable practices and reduce food waste; and
- Advocate improved governance for local food systems.

## We are pleased to share the members of our Barrett Centre Advisory Panel:

**Valerie Keast** Culinary Tourism Alliance, Director of Business Development

**Lindsay Harris** Viva Pickering Retirement Community, Chef

**Dave Kranenberg** Graze and Gather, Owner/ Operator

**Adeline Cohen** Laboratoire sur l'agriculture urbaine (Au/Lab), Economic Research and Intervention Coordinator

**Janet Horner** Golden Horseshoe Food and Farming Alliance, Executive Director

**Carolyn Puterbough** Ontario Ministry of Agriculture, Food and Rural Affairs (OMAFRA), Agriculture and Rural Economic Development Advisor

**Sharene Shafie** Ryerson University, Research Coordinator

**Stacey Jibb** Region of Durham, Manager, Agriculture & Rural Economic Development

**Brad Abel (Alumni)** Beneficial Meadows Farm, Owner/ Operator

## NEW ON-FARM INNOVATIONS, EQUIPMENT, STANDARDIZED OPERATING PROCEDURES & RESOURCES

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To date we have added the following equipment, incorporated the following efficiencies and developed a number of standardized operating procedures for our Weston Centre Urban Farm operations.

- Pest Control
- Ecolab system
- Designated PPE stations
- TEND Software
- Food Handler's certifications
- Tool sheds for the fields
- Hobart Salad Spinner
- Silage Tarps
- Paperpot Transplanter
- BCS Tractor
- Nutrient Film Technique (NFT)
- Soil Mixer
- Air Curtain
- Microgreen Towers
- Centre for Organic Regeneration

Your donation to Durham College has had a positive impact and helped us to leverage a new investment from an existing donor. After we announced the Barrett Family Foundation investment, we were approached by the Weston Foundation to discuss potential projects that would align with the work we would be doing with the Barrett Centre to continue to grow our farm and support sustainable practices.

The Centre for Organic Regeneration will consist of a 1,500-sq. ft. facility and composting system. This will enable Durham College to complete the field-to-fork (and now back-to-field) loop by processing food waste from the Whitby campus and returning it to the earth, specifically the current farm fields. This will reduce food waste on campus by 90 per cent while lessening the need for compost from outside sources. The new facility will also create research and work-integrated-learning opportunities and will be incorporated into the curriculum for related programs.

A branded template continues to be used and captures all new equipment to describe the function as well as its economic, social and ecological impact. In addition, all appropriate SOPs are created and documented as a resource. The SOPs were created by a first-year horticulture student, photographs were taken by photography students and all of the templates were designed by a second-year graphic design student.

## SCHOLARSHIPS AND BURSARIES

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We are working to launch the Barrett Centre Work Integrated Learning Bursary and a Barrett Centre Scholarship programs. The focus is to continue to engage with students by providing key experiential learning opportunities.

The bursary will provide opportunities for students that typically are not eligible to work through the on-campus employment program. Examples we are exploring include international students, graduating students and a reach ahead opportunity for students accepted into the Horticulture program(s). The opportunity would provide additional time working on an established urban farm, the ability to support other community projects and also play a key role in establishing the new urban farm within our community.

The scholarship will be awarded to students once they have accepted and started their program. Criteria will be set to award the scholarship and the Partnership Manager and Farm Manager will also engage with these students to provide support throughout their program.

## CURRICULUM AND PROGRAM DEVELOPMENT

In April we will hire the Barrett Centre Curriculum Developer. They will utilize their background and experience working in or with the agriculture or food production industries to research, develop and prepare curriculum and other learning materials to support a range of existing and new college programs, certificates and training resources. They will further ensure courses and programs affiliated with the Barrett Centre are current and leading-edge in the urban agriculture space.

## NEXT STEPS

Our top priority is to finalize the site selection and MOU once we hear the results of the Town of Whitby Council meeting on April 4. We will work with the Town's Senior Manager Economic Development to finalize access to the land and hire current students to assist with preparing the land this summer.

We will continue to find ways to add efficiencies and new equipment to the current urban farm, along with providing access to new production systems to integrate into curriculum. We will also plan for the new urban farm to include the design, infrastructure, production systems, equipment, procurement of goods etc. The process will be documented to be able to share and manage the key details around planning, zoning, approvals, procurement, production, selling, the financials etc.

This summer we will also highlight our students, the work they are doing and what they have learned in their programs. Both the Partnership Manager and Farm Manager will engage with the Barrett Centre Curriculum Developer to support new program and credential development. Specifically, work will begin this year on a Nutrition program that will be unique in nature by focusing on the current farm and culinary facilities to foster a greater understanding of access to local food.

A Barrett Centre website landing page will be launched this year as we begin to tell the story of the new community urban farm. It will serve as a key access point to the resource library of documentation for students, faculty and other urban agriculture initiatives.

Other projects and partnerships we are exploring include the following:

- Branded education materials for elementary and secondary schools
- New work integrated learning opportunities
- Enhancing the current urban farm Community Supported Agriculture (CSA) program and farmer's market
- Feast On certification for the culinary program
- Activating two edible gardens locally and donating the produce to a community partner
- Barrett Centre of Innovation in Sustainable Urban Agriculture Instagram profile
- Centre for organic regeneration
- Vermicomposting as another way to manage Whitby Campus food waste
- Therapy garden

## FINANCIAL STATEMENT

	BUDGET	YTD	VARIANCE
Student Scholarships, Bursaries and Awards	\$ 25,000.00	\$ -	\$ 25,000.00
Infrastructure, Capital & Operating Costs	\$ -	\$ -	\$ -
Tools Equipment & Supplies	\$ 130,000.00	\$ 75,501.49	\$ 54,498.51
Academic & Administrative Resources	\$ 14,880.00	\$ 9,459.00	\$ 5,421.00
Human Resources	\$ 208,000.00	\$ 182,668.00	\$ 25,332.00
	\$ 377,880.00	\$ 267,628.49	\$ 110,251.51

Please note that the budget updates shows underspending by \$110,251.51. This is due to timing related to the short term farm manager vacancy, student award disbursement and supply chain related issues. Scholarship and bursary distribution will begin in May. We are hoping to roll the remaining equipment and capital funds to the new fiscal year and apply them as we continue to source and purchase new innovations for the farm.



## CONCLUSION

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Durham College remains incredibly grateful for the opportunity to continue to find ways to innovate to sustain our food system and be transformative in urban agriculture. The Barrett Family Foundation funding has allowed us to dedicate time for community, industry and academic outreach. Having that time has allowed us to develop some new relationships and establish new collaborative partnerships. Through those conversations we continue to identify key outcomes aligned with the strategic goals for Durham Region, OMAFRA, the United Nations Sustainable Development Goals and the Food Policy for Canada. We continue to build those connections to ensure our outcomes align and support the future of food.

We want to play a leading role in driving the change towards a more resilient, inclusive, collaborative and diverse food system for Durham Region, Ontario and beyond. In doing so we will become a provincial hub and a centre of excellence for innovation in sustainable urban agriculture.



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**Report Number: BOG-2022-38**

**To: Board of Governors**

**From: Indigenization Council**

**Date of Report: April 5, 2022**

**Date of Meeting: April 13, 2022**

**Subject: Update on the Work of the Indigenization Council**

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## **1. Purpose**

This report serves as an update to the Board of Governors on the progress of the work of the Indigenization Council working groups in their efforts to satisfy the requirements of the Indigenous Education Protocol.

## **2. Recommendation**

It is recommended to the Durham College Board of Governors:

That Report BOG-2022-38, providing an update on the work of the Indigenization Council, be received for information.

## **3. Background**

On October 16, 2015, Durham College (DC) and members of our Indigenous community signed the Indigenous Education Protocol with Colleges and Institutes Canada (CiCan). This protocol highlights the importance of structures and approaches required to address Indigenous Peoples' learning needs and support self-determination and socio-economic development of Indigenous communities as well as complement the recommendations outlined in the Truth and Reconciliation Commission's call to action.

In addition to becoming a signatory of the Indigenous Education Protocol, DC drafted the organizational Indigenization statement along with its seven principles, as outlined below:

Indigenization statement

Durham College (DC) recognizes that Indigenization is a continuous process requiring each member of our campus community to actively commit to

reconciliation, with the goal of building respectful, reciprocal relationships that will contribute to better educational outcomes for all students. Inherent among this commitment is our pledge to uphold the seven principles of the Indigenous Education Protocol for Colleges and Institutes, of which DC is a proud signatory.

The Seven Principles are:

1. Commit to making Indigenous education a priority.
2. Ensure governance structures recognize and respect Indigenous peoples.
3. Implement intellectual and cultural traditions of Indigenous peoples through curriculum and learning approaches relevant to learners and communities.
4. Support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous peoples.
5. Commit to increasing the number of Indigenous employees with ongoing appointments throughout the institution, including Indigenous senior administrators.
6. Establish Indigenous-centred holistic services and learning environments for learner success.
7. Build relationships and be accountable to Indigenous communities in support of self-determination through education, training and applied research.

To ensure that DC is continuously striving to achieve the seven principles outlined in the Indigenization Statement, the Indigenization Council was established. The council consists of 5 working groups including:

- Curriculum Development
- Student Recruitment
- Communications
- Events
- Employee Recruitment, Onboarding and Professional Development

## 4. Discussion/Options

The following provides an overview of the work conducted by the Indigenization Council working groups between 2021 and 2022.

Curriculum Development Working Group

### 4.1 Curricular Activities

#### 4.1.1 General Education Initiative

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A new initiative involving Indigenous general education courses was implemented in winter 2022, addressing the Calls to Action from the Truth and Reconciliation (TRC) report. This report includes recommendations for post-secondary institutions to educate learners about Canada's Indigenous histories and its ongoing efforts to decolonize and indigenize the curriculum. The TRC identified several priority fields, including medicine, journalism and law. In response, the School of Health and Community Services (HCS) at Durham College (DC) proposed an initiative that requires students to choose from a pool of Indigenous-focused general education courses. All students in the participating programs must complete at least one Indigenous-focused course.

The pool of general education courses currently consists of three courses that cover an introduction to First Nations, Metis, and Inuit peoples in Canada, including their diverse histories, cultures, and ways of knowing. Topics include colonization, treaties, the Indian Act, residential schools, intergenerational trauma, resiliency, and reconciliation. The faculty members teaching these General Education courses are of Indigenous background. A fourth general education course is being developed, focusing on the History of the Metis Nation. This fourth course is targeted for completion by fall 2022. There are further plans to create additional courses, including one that focuses on the Inuit peoples and a breadth course for students enrolled in honours baccalaureate programs.

The five programs participating in the initiative's first phase are in health and community services and include approximately 500 students. The programs are Developmental Services; Early Childhood Education; Massage Therapy; Occupational Therapist Assistant and Physiotherapist Assistant; Practical Nursing; and Social Services Worker.

There is a strong demand to participate in this initiative; eighteen additional programs from HCS and three other Schools, namely the School of Justice and Emergency Services, School of Hospitality and Horticulture Science, and the School of Science and Engineering Technology, have indicated interest; currently, the logistics needed to scale the initiative are being assessed. The administrators of HCS and the School of Interdisciplinary Studies describe the initiative fully in the Centre for Teaching and Learning's [blog](#).

#### 4.1.2 Indigenous Histories and Reconciliation Course

An online course, Indigenous Histories and Reconciliation has been developed collaboratively involving Durham College's First Peoples Indigenous Centre (FPIC), the Centre for Teaching and Learning (CTL), Ontario Tech University's Teaching and Learning Centre, and Library. The eCampusOntario Virtual Learning Strategy initiative externally funded the development of the course. The course provides a framework for post-secondary institutions to adapt to fulfill commitments outlined in the Truth and Reconciliation Commission (TRC) Calls to Action. The course is primarily targeted at faculty and consists of seven modules based on the grandfather teachings, including curricula, interactive and reflective activities, and assessments. The course contributes to Ontario's Virtual Learning Strategy (VLS) by providing high-quality digital resources that support students, faculty, and institutions as they work alongside their Indigenous communities to address the TRC Calls to Action. The course materials are flexible by design; the course can be stand-alone, or its content can be embedded into existing courses. The framework and storytelling approach is inclusive and global, contributing to the VLS.

The course aims to increase the capacity of faculty, staff and students. Learners can engage with the material in a personal and reflective manner. Encouraging the active construction of meaning, storytelling is used for learners to create their own understanding. The course uses the grandfather teachings as a guide; these are: 1) love, represented by the eagle; 2) respect, represented by the buffalo; 3) honesty, represented by Sabe; 4) humility, represented by the wolf; 5) bravery, represented by the bear; 6) truth, represented by the turtle; 7) wisdom, represented by the beaver. Shared history and the role of post-secondary institutions in reconciliation are highlighted, and learners can begin or continue their journey toward reconciliation. The course takes the learners through history using rich multi-media content and interactive learning activities. Topics include treaties and dynamics between settlers and Indigenous peoples; residential schools; assimilationist policies; murdered and missing Indigenous women and girls; decolonization; inter-generational trauma; and the resiliency of Indigenous communities.

The funding enabled the creation and curation of open-source content, including interactive activities and assessments that align with each module's objectives. The final product has been uploaded onto the eCampusOntario repository to share with all post-secondary institutions in Ontario.

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## 4.1.3 DC Connect Land Acknowledgement

The Centre for Teaching and Learning plans to create a widget in DC Connect, Durham College's Learning Management System, that will enable all faculty to customize a land acknowledgement and add it to their courses.

## 4.2 Professional Development

### 4.2.1 Indigenous Community of Practice

All faculty and staff at Durham College (DC) can participate in the Indigenous Community of Practice (CoP), organized by Ontario Tech University. The CoP is a collaboration between Ontario Tech and DC that focuses on decolonization and indigenization. The main goals of the CoP are to generate ideas, seek feedback and share stories about decolonizing and indigenizing content; share instructional approaches and interactions; identify, develop, and experiment with strategies and resources that support Indigenous students; and develop a collaborative, supportive and flexible group that has a shared interest in indigenization and decolonization. This collaboration began in January 2022 and remains active and open to all DC community members.

### 4.2.2 Academic PD Day

The Centre for Teaching and Learning at DC plans to have a panel of Indigenous Scholars in the new 2022 academic year as part of their fall Academic PD Day. The panel of scholars will include Indigenous speakers specializing in several discipline areas, including education and media.

## Student Recruitment Working Group

## 4.3 Recruitment

### 4.3.1 Partnerships between the FPIC and the Recruitment Office

The new Indigenous Student Success Coordinator at the FPIC has collaborated with the recruitment team from Communications and Marketing to conduct cross-training opportunities to bolster Indigenous recruitment efforts. The recruitment team has invited the Indigenous Student Success Coordinator to shadow recruitment officers at various events to develop a more robust understanding

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of DC programs and provided FPIC with access to institutional marketing materials.

#### 4.3.2 Aboriginal Post-Secondary Information Program (APSIP)

FPIC re-established its relationship with the APSIP network and virtually participated in recruitment initiatives in late 2021 and early 2022. The Indigenous Student Success Coordinator continues to participate on the APSIP committee and is actively working with the committee to develop upcoming Indigenous recruitment initiatives.

#### 4.4 Policy and Process

##### 4.4.1 Admissions Review

The Student Recruitment Working Group is conducting a review of admissions processes to increase Indigenous student admissions to DC. The committee is considering recommendations for having dedicated seats for Indigenous students available in high-demand programs and identifying opportunities for unique Prior Learning Assessment and Recognition (PLAR) for Indigenous applicants.

##### 4.4.2 Indigenous Pathways

The working group has been exploring current and potential pathway opportunities between DC and Indigenous educational institutions such as First Nations Technical Institute (FNTI) and Six Nations Polytechnic. The committee has also been exploring various channels to deliver DC programs directly within Indigenous communities.

#### Communications Working Group

##### 4.5 Land Acknowledgements

##### 4.5.1 Corporate Land Acknowledgement

The Communications working group has been working on updating the current corporate land acknowledgement to reflect better and demonstrate DC's commitment to reconciliation.

In addition to updating the college's official Land Acknowledgement, the working group has also worked with the FPIC to develop a land acknowledgement statement that expands



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on the updated, shorter version and offers a deeper contextual approach to the college's commitment to Indigenization.

The next step will be to update the placement of the land acknowledgement on the DC website. A link to the revised land acknowledgement will appear at the top of the website as part of the site's navigation menu, providing greater prominence and attention to the acknowledgement. Once that work is complete, the new versions will be shared with our campus community.

#### 4.5.2 Land Acknowledgement Resources

Over the past six months, the Communications working group has supported the development of a land acknowledgement resource that offers guidance and suggestions regarding land acknowledgements, their importance, and what to consider when creating a land acknowledgement. Developed in collaboration with FPIC, the guide was created in response to requests from DC employees, students, and external community members seeking assistance as they build their land acknowledgements. The resource will be available on the FPIC website.

#### 4.5.3 FPIC Webpages

The working group has worked with FPIC to improve the structure and content flow of the FPIC webpages. The goal was to organize information into a hierarchy that is logical and easy to navigate, so DC community members can find the information they seek while offering the flexibility to expand as more information is added to the website.

### Events Working Group

#### 4.6 Digital Resource Development

Over the past several months, the working group has been working to define a process that easily enables individuals to adopt Indigenous traditions as part of events and on-campus activities. The group aims to develop a resource for the DC community that allows access to instruction, information and awareness about ways to adopt Indigenous traditions. This digital resource will take the form of a guidebook that:

- Defines events by location, nature, size and audience;
- Establishes an associated list of elements to consider for each type of event; and



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- Describes the proper protocol to follow when adopting elements at each event.

## 4.7 Student Engagement

### 4.7.1 Indigenous Histories and Reconciliation Modules

The Events working group has been exploring opportunities to formally engage student groups to participate and lead initiatives to support Indigenous event objectives. In collaboration with campus partners such as Athletics and Recreation and Student Development, the working group aims to invite student leaders to complete the soon-to-be-released updated Indigenous Histories and Reconciliation modules.

### 4.7.2 Celebration of Indigenous Graduates

The events working group has partnered with the FPIC to expand convocation celebrations to include a specific event to celebrate Indigenous graduates. Additionally, in collaboration with Communications and Marketing and FPIC, the working group strives to incorporate new Indigenous traditions in the main Convocation Ceremony.

## Employee Recruitment, Onboarding and Professional Development Working Group

## 4.8 Employee Recruitment and Onboarding

### 4.8.1 Expansion of Job Posting Network

Human Resources (HR) is exploring opportunities to grow its network of recruitment websites and job posting boards to provide distinct access to Indigenous communities. The FPIC has provided HR with a compilation of recommendations to assist in developing the expanded job-posting list.

### 4.8.2 New Employee Onboarding

HR is reviewing the Indigenous Histories and Reconciliation modules to identify opportunities for inclusion in employee orientation programming. HR is also looking to highlight the newly developed land acknowledgement resources available on the FPIC website as a resource for employees.

## **5. Financial/Human Resource Implications**

There are no financial or human resources implications.

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

There are no implications for the joint campus master plan.

## **7. Implications for Ontario Tech University**

There are no implications for Ontario Tech University.

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

This report relates to the accountability to all the pillars of the Strategic plan as the focus of this group's work impacts our students, our community, our work and our people.

This report reflects the work that teams have been working on that helps the College meet its goals in the Business Plan throughout all pillars.

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**Report Number: BOG-2022-39**

**To: Board of Governors**

**From: Jennifer Cosway, Associate-Vice President, Human Resources & Equity;  
Debbie McKee Demczyk, Dean, ORSIE; Nikki Samuel, Director, Equity,  
Diversity & Inclusion**

**Date of Report: April 1, 2022**

**Date of Meeting: April 13, 2022**

**Subject: Dimensions Charter and Equity, Diversity and Inclusion Update**

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## **1. Purpose**

This report aims to update the Board of Governors on work undertaken at the College in support of the Dimensions Charter and provide context on additional Equity, Diversity and Inclusion (EDI) work underway at Durham.

## **2. Recommendation**

It is recommended to the Durham College Board of Governors:

That Report BOG-2022-39, providing an update on the College's equity, diversity and inclusion activities and work in support of the Dimensions Charter, be received for information.

## **3. Background**

### **4.1 The Evolution of EDI at Durham College**

#### **4.1.1 Organizational Structure and Services**

EDI has been, and remains, a living core value at Durham College. In fall 2020, the portfolio for the Office of EDI was expanded to include providing resources and supports to employees, in addition to the services being offered to students. This expanded portfolio formalized and strengthened responsibilities within the EDI office. Also, in the fall of 2020, the reporting structure changed so that the EDI responsibilities would report to Human Resources + Equity. Following these structural changes, positions within the EDI office were realigned to account for new and expanded responsibilities.

## 4.1.2 The Equity, Diversity and Inclusion Work Plan

Guided by the results of the self-ID survey, administered in the winter of 2021, and the institutional commitments made by Durham College (DC) in advancing EDI to promote and foster inclusive environments, the Office of EDI developed a work plan for the 21/22 Academic year. This work plan, which focuses on EDI development within the four pillars listed below, includes the implementation of metrics associated within each:

- Education & Training
- Complaints resolution supports
- Community Outreach
- Sexual Violence Supports

### **Education and Training**

Nine campus-wide sessions were offered for all campus community members, with over 400 participants in attendance. Topics included: healthy masculinity, misogynoir, understanding and addressing anti-Muslim hate, Black joy and healing, and recognizing anti-Black racism in higher education.

In addition, educational sessions for employees were offered on the topics of accommodation of religious observances, pronouns and gender identity, and culturally responsive pedagogy. Twelve sessions were offered for students at the time of this report, with over seventy students in attendance.

### **Complaint Resolution Supports**

The Office of EDI provides early intervention supports to human rights-related concerns raised by students or employees through consultations, mediation, and referrals to internal and external resources. Where necessary, the Office will also lead investigations under College Policy ADMIN-202. Over the 21/22 Academic year, Office played a key role in supporting the implementation of the COVID-19 Vaccine Policy by receiving approximately 200 vaccine exemption requests and adjudicating the requests based on religious grounds.

### **Sexual Violence Supports**

In addition to ensuring Policy ADMIN-244 is up-to-date in accordance with provincial requirements, the Office has continued to expand supports provided in this area, including launching the Sexual Violence First Aid course for students, with a parallel course

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for employees to follow, as well as work with community partners in offering resources. The AIDs Committee of Durham Region facilitated a Let's Talk Sex webinar series, and the discussion continues with the Durham Rape Crisis Centre to launch the Man-Made initiative, a discussion group that will reflect on health masculinity.

### **Community Outreach**

Throughout the pandemic, the RISE program continued to provide individual coaching supports to assist students with complex needs in navigating educational and personal challenges to ensure their overall success. Outreach and engagement with existing external partners continued, and new initiatives have begun with Woodgreen Community Services, Carea Community Health Centre, and Durham CAS as potential outreach opportunities. These conversations are in their preliminary stages, with the expectation of providing workshops and programming to these agencies over the next few months.

## **4.2 Dimensions & Dimensions Charter**

Dimensions is an initiative of the three federal research-granting agencies to help drive deeper cultural change within the research ecosystem. Dimensions recognizes that a multiplicity of perspectives, lived experiences, and the overall complexity of diverse individuals can positively influence research.

In 2019, Durham College signed the Dimensions Charter, confirming the College's commitment to increased research excellence, innovation and creativity across all research areas through the incorporation of the principles described in the Charter.

The Office of Research Services, Innovation and Entrepreneurship (ORSIE) has continued to develop an understanding of EDI within the research context and create awareness within the research community as part of the larger College endeavors to support EDI. Within ORSIE, this has been addressed by participating in professional development opportunities. For example, all team members are completing Unconscious Bias training and including research-based EDI content in the ORSIE monthly e-newsletter that is distributed to all faculty.

The College's intranet site, ICE, contains content that describes EDI-related expectations emerging from the granting agencies with respect to applications for funding. The DC website includes information on our commitment to the Dimensions Charter. In recognition of the calls for

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action from the Truth and Reconciliation Commission, all ORSIE events regularly include a land acknowledgment and often include space for an Indigenous Elder to speak.

The research granting agencies have recently begun to request voluntary, confidential disclosure of information related to EDI for all grant applicants and co-applicants to monitor the diversity of the research community, and we encourage all of our applicants to provide this information. Additionally, granting agencies are beginning to request that applications include content on specific and measurable actions taken to support EDI, focusing on hiring and student training.

EDI-informed practices improve access to the largest pool of research-related job applicants. ORSIE has taken steps to increase the visibility of vacancies for student research assistant positions with standardized postings and distribution, and a tip sheet has been developed for hiring managers.

ORSIE also continues to be proactive in advancing EDI knowledge and skills through membership in external committees, including a Special Interest Group of the Canadian Research Administrators Association and a Subcommittee of the Colleges Ontario Heads of Applied Research as well as maintaining membership in DC's EDI Working Group.

#### **4. Financial/Human Resource Implications**

December 2021, Durham College was the successful recipient of the Ministry of Colleges and Universities' call for proposal (CFP) process for the Ontario Postsecondary Access and Inclusion Program (OPAIP). Durham College received \$1,059,104.07 over three years. This funding provides necessary support and programming to marginalized populations in achieving their educational and career goals through the RISE program.

#### **5. Implications for the Joint Campus Master Plan**

There are no implications for the Joint Campus Master Plan.

#### **6. Implications for Ontario Tech University**

There are no implications for Ontario Tech University.

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## 7. Relationship to the Strategic Plan/Business Plan

Recognizing the broad impact of sound EDI practices, the work described in this report specifically supports the “Our People” pillar of the Business Plan and the goal to be a positive and inclusive environment that is diverse, respectful and representative of our community.



# Charter

## Dimensions

Equity, diversity and  
inclusion Canada

Canada





# Preamble

This charter is foundational to the Dimensions pilot program to foster increased research excellence, innovation and creativity within the post-secondary sector across all disciplines, through greater equity, diversity and inclusion (EDI).<sup>1</sup>

By committing to this charter's principles and by implementing actions to achieve its objective, CEGEPs, colleges, polytechnics and universities (hereafter identified as "institutions"<sup>2</sup>) recognize that equity, diversity and inclusion strengthen the research community, the quality, relevance and impact of research, and the opportunities for the full pool of potential participants.

Dimensions helps build on and celebrate progress made to-date and provides public recognition for increased commitments and tangible results regarding equity, diversity and inclusion.

Fundamental to achieving results is the need to identify and address systemic barriers,<sup>3</sup> particularly those experienced by members of underrepresented or disadvantaged groups including, but not limited to, women, Indigenous Peoples (First Nations, Inuit and Métis), persons with disabilities, members of visible minority/racialized groups and members of LGBTQ2+<sup>4</sup> communities. All individuals have multiple identities and the intersection of those identities should be considered wherever possible. Institutions should recognize circumstances wherein other groups may also face barriers.



Dimensions recognizes that diversity has many facets, including age, education, parental status/ responsibility, immigration status, religion, language, place of origin, ethnicity, culture, socio-economic status and many other attributes.<sup>5</sup> Diversity is one of Canada's strengths, which positively contributes to research excellence.

An in-depth and intersectional understanding of inequity, discrimination and exclusion is needed to achieve cultural change. Therefore, institutions are called upon to undertake meaningful, inclusive engagement with underrepresented and disadvantaged members of their research communities.<sup>6</sup> Such engagement is an integral part of an institution's self-assessment and is crucial to the successful implementation of concrete actions to increase equity, diversity and inclusion. Institutional and cultural change will be challenging and gradual.

In recognition of the Calls for Action from the Truth and Reconciliation Commission, a guiding principle of the charter is to engage in meaningful, respectful and continuous dialogue and collaboration with First Nations, Inuit and Métis Peoples.

Institutions are invited to endorse the charter and to commit to its principles by applying them to the evolving realities of their respective environments to transform post-secondary research experiences, contributions and outputs by achieving greater equity, diversity and inclusion.

## Notes

<sup>1</sup> Detailed guidance, including key definitions, related to the implementation of the charter can be found in the Program Handbook (forthcoming).

<sup>2</sup> Research hospitals may only be considered after the pilot program.

<sup>3</sup> It is recognized that obstacles are faced in a variety of career and learning points such as access, admissions, recruitment, career development and security, pay, working and learning conditions, resources, retention and progression.

<sup>4</sup> This acronym aligns with that of the Canada Research Chairs Program. LGBTQ2+ stands for Lesbian, Gay, Bisexual, Transgender, Queer, and Two-Spirit. The + recognizes there are additional identities and that language is evolving.

<sup>5</sup> [For more information see the Government of Canada's approach to GBA+.](#)

<sup>6</sup> The research community is understood to include students, non-academic, support and academic staff, part-time and full-time staff, post-doctoral fellows, researchers, faculty and partners.



# Principles

Participation in the Dimensions pilot program is voluntary. By choosing to endorse this charter, institutions commit to adopting these principles throughout their practices and culture to achieve greater equity, diversity and inclusion (EDI). Institutional commitment is understood to reflect ongoing and productive engagement with their community.

1. The post-secondary research community has the greatest potential to thrive when members experience equitable, inclusive and unbiased systems and practices.
2. To advance institutional equity, diversity and inclusion, specific, measurable and sustainable actions are needed to counter systemic barriers, explicit and unconscious biases, and inequities. This includes addressing obstacles faced by, but not limited to, women, Indigenous Peoples, persons with disabilities, members of visible minority or racialized groups, and members of LGBTQ2+ communities.
3. Institutions require qualitative and quantitative data to measure, monitor, understand and publicly report on challenges and progress made. The analysis of the data should inform a comprehensive, in-depth, intersectional understanding of the contexts, manifestations and experiences that result from inequities, underrepresentation and exclusion among all post-secondary community members.
4. When equity, diversity and inclusion considerations and practices are integral to research participation, to the research itself, and to research training and learning environments, research excellence, innovation and creativity are heightened across all disciplines, fields of study and stages of career development.



5. To contribute to reconciliation, research with, by or impacting Indigenous Peoples must align with the research policies and best practices identified through ongoing engagement with First Nations, Métis and Inuit Peoples and their organizations.
6. Advancing equity, diversity and inclusion is a shared responsibility that requires dedicated resources and strong leadership at all levels. Senior leadership demonstrates commitment through public endorsement, by ensuring the work involved is resourced and distributed fairly, and by embedding changes in institutional governance and accountability structures.
7. Issues of institutional and individual safety, trust, belonging, privacy and power differentials must be recognized and pro-actively addressed; this will be most successful when those impacted are directly engaged in defining the actions.
8. Achieving the overall objective of the Dimensions program—to foster increased research excellence, innovation and creativity within the post-secondary sector across all disciplines through increased equity, diversity and inclusion—involves institutional collaboration, transparency, and the sharing of challenges, successes and promising practices.

JOINTLY ADMINISTERED BY



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**Report Number: BOG-2022-36**

**To: Board of Governors**

**From: Don Lovisa, President**

**Date of Report: April 5, 2022**

**Date of Meeting: April 13, 2022**

**Subject: Proposed Extension to the 2020-2023 Strategic Plan**

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## **1. Purpose**

As the responsibility for setting the College vision, strategic direction, and overall goals and outcomes within the context of appropriate laws, government policy, and local need is the responsibility of the Board of Governors, this report provides a recommendation to the Board to extend the current strategic plan for an additional two years.

## **2. Recommendation**

It is recommended to the Durham College Board of Governors:

That pursuant to Report BOG-2022-36, the Board of Governors approves a two-year extension to the 2020-2023 Strategic Plan.

## **3. Background**

As detailed in the Minister's Binding Policy Directive on Governance and Accountability - Strategic Plan, colleges must have a strategic plan covering a minimum of three years.

The strategic plan should publicly identify the College's vision, core businesses, and long-term goals as established by the college board of governors. When preparing a new strategic plan, the College is to seek broad input and consider the views of persons and organizations both within and outside the College that may be interested in its activities.

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The strategic planning process allows a college to chart its future, anticipate and respond appropriately to the changing environment, critically examine the organization's strengths and weaknesses, and develop consensus among the board members and other key members of the college community. In addition, the Ministry of Colleges and Universities uses the information provided in the colleges' strategic plans to advise and inform government planning and policy-making.

The current strategic plan ends March 31, 2023, and a new plan would take effect April 1, 2023. The request for an extension is being brought before the Board early because a comprehensive stakeholder engagement plan would need to start this year (2022) if the Board does not support extending the plan.

## **4. Discussion/Options**

The Board approved the 2020-2023 Strategic Plan of Governors on February 12, 2020. The current strategic plan resulted from an extensive review process, which led to the development of a new mission and vision for the College. The stakeholder engagement process in 2019 revealed a strong desire for the plan to be updated to better reflect the current environment and be more inclusive of all stakeholders. The current plan was released publicly in May 2020 as the COVID-19 pandemic was underway. Since then, almost three fiscal years have been completed under the plan, and despite the challenges presented by the global pandemic, the annual reports for these years show strong results in achieving the goals set out by the plan.

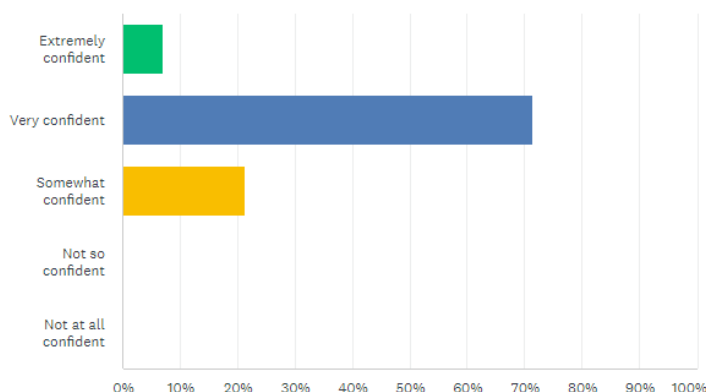
On November 24, 2021, DCLT engaged in a facilitated session to review the current strategic plan and assess whether or not the College is fulfilling its mission. At the end of the session, it was evident that DCLT was supportive of an extension to the plan. Additionally, before the workshop, DCLT was sent an anonymous survey to gauge the level of support for an extension. The results of the survey are below:



*Figure 1: DCLT Survey Results*

How confident are you that the current strategic plan can successfully guide DC into 2023 and beyond?

Answered: 14 Skipped: 0



Refer to attachments 1 and 2 of this report to review the notes of the DCLT reflective session and the results of the Menti poll.

The Board of Governors engaged in a similar facilitated discussion at the Board Retreat on March 5, 2022. At this session, the Board critically assessed the current strategic plan and how well the College has been living its mission, vision, and values. Following the facilitated session, Governors presented the results of the community leader interviews, aimed at collecting feedback about the direction of the College. By the end of the strategic plan session, the Board appeared supportive of an extension to the current plan while acknowledging key areas of focus, which can be incorporated into future iterations of the Business Plan.

Refer to Attachment 3 to review the notes from the Board's reflective session and the results of the Menti poll.

Based on the feedback received from the Board and the senior leadership team, the Office of the President is recommending that the Board approve a two-year extension to the current plan, moving the end date from 2023 to 2025. Further, the Office of the President will coordinate a relaunch of the plan in May 2022 to reintroduce the plan to the broader College community. A relaunch would be beneficial as the original release of the strategic plan was muted by the global pandemic.

## 5. Financial/Human Resource Implications

There are no financial or human resources implications.

**6. Implications for the Joint Campus Master Plan (if applicable)**

There are no implications to the Joint Campus Master Plan.

**7. Implications for Ontario Tech University (if applicable)**

There are no implications for Ontario Tech University.

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

The relaunch of the strategic plan will be a goal in the 2022-2023 Business Plan.

## DCLT Retreat

November 24, 2021

### Strategic Plan Review

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#### Mission

- Annual report – a lot to be celebrated, but a lot of things were put on pause
- Programs have continued to run hybrid, virtually.
- Other TDAs in the non college sector. Delivering training here on campus since July 2020 and only one cohort shut down. We had to deliver, and we did.
- First word “together” is the biggest key to our success, we have relied on each other, communicated and worked together to meet objectives.
- Partnerships forged even during the pandemic speak to together and innovation which is leading the way.
- Sometimes hard to find the proof points of “leading” – how are we doing this? How are we leading?
- When mission was student experience comes first, we could have pages of examples, but proof points of leading -how do you measure leading.
- Have we defined what we mean by leading the way? Goals define it.
- Leading the way from student/pedagogy perspective. Not necessarily leading in terms of technology. But with the resources we have available we are leading.
- Too soon to not be relevant
- Annual business plan drives strat plan document and says what we can and cannot do. Business plan is action items.
- Leading the way – considering defining leading.

#### Vision

- Global classroom is a good example
- Always doing something unique and new
- Learners not just students but also staff and staff have been very innovation through this pandemic
- Vision still relevant – still the goal for the college to achieve

#### Values

- Surprised to see the results with excellence, innovation and social responsibility at the bottom.
- Respect and integrity should be first, without these two, the other values don't follow.
- Social responsibility could be embedded in other values in considering its position at the bottom.
- Values are personal, respect and integrity are core to the whole list. Dictates our expectations from ourselves and interact with one another.

- Respect guided the college through the pandemic.
- Interpretation is part of it – some see innovation differently for example. Can create a disconnect between the term and the reader.
- First four values in the list are more internal facing, while the last 3 values are more external.

#### Our Students

- Relevant because it captures overall goal for our students
- Wording inspire students is positive, so they can create their own success
- Students come to us to graduate and get a job – goal also speaks to our vision
- Realize vs create success – difference between vision and goal
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#### Our People

- Difficult for many employees to see how they are empowered to be entrepreneurial and innovative
- How are we encouraging and supporting managers to empower
- Do we provide middle managers with the tools and training to support and empower employees?
- Remote PD makes it easier to access
- What is our expectation for managers
- Focus on survival and continuity previously, is it now time to shift to purposeful innovation and strategic.
- Non faculty – how to do you empower people in process driven job? Behind the scenes jobs
- What is missing? Not empowering employees to be “successful” is that missing from the goal?
- Engagement may be missing from the goal also?

#### Our Work

- Must take into account new realities around the use of technology as it has increased this past year.
- Perhaps brush up the ‘We Will’ statements.
- We will does speak to the innovation nature of work. “Evolution of work”.
- Perhaps evolution of work is highlighted more in this goal.

#### Our Community

- We support the goal, do not drive. Expectations are pandemic related.
- We’ve been in survival mode, and the vehicles in which we would typically be community leaders in have been parked for over a year.

- There are ways we respond and support the community. Maybe update to drive and support.
- “Establishing, building and maintaining relationships,”
- Word success in goal is interchangeable with innovation.

Strat Plan strong enough to lead beyond 2023?

- It is, it comes down to annual business plans etc., which adjust actions.
- Strat plan framework works. Annual updating of specific plans will take us forward.

# Our Students: To educate and inspire students to realize success in their careers and communities.

BITM partnership with Chambers.	Work integrated learning opportunities	Experiential learning
Experiential learning	Placement opportunities	Co-op programs
Inspiring is in part leading by example-we showed resilience during the pandemic was key	All the academic programs we run on a daily basis.	Work integrated learning, through their involvements with peer support groups and leadership programming



# Our Students: To educate and inspire students to realize success in their careers and communities.

Community connections

Relevant programs

Projects with community partners embedded in curriculum

Legal clinic, enactus, WIL experiences

Expert and inspired faculty

Alumni Association strategic plan and shift in priorities.

providing research and international opportunities to students

Students who work with career development

High quality programs



# Our Students: To educate and inspire students to realize success in their careers and communities.

Career coaching and employer connections

Institute of Student Leadership, ISSN, BSSN

Technology that enables flexible work.

Fast start

Practicums

Hybrid flexible learning technology.

Coop

Police foundation youth mentorship program

# Our People: To invest in our employees and empower them to be entrepreneurial, innovative and strategic.

PD program availability

Payment for educational programs

New employee development platform

Strong support for employees during pandemic pivots.

Flexible work

Providing some PD despite challenges financial times

Investments in flexible classroom technology

Professional development days and presentation by staff - sharing expertise

Hybrid work environment



# Our People: To invest in our employees and empower them to be entrepreneurial, innovative and strategic.

Management development series

Areas create solutions to meet needs and achieve results

Remote work empowered employees to innovate

Good communication of strategic plan and ways for employees to see themselves reflected.

Support for remote work

Leadership development opportunities

Investing in new ideas from faculty and staff.

Include employees in establishing goals and defining the investment.

College Wellness Committee

# Our People: To invest in our employees and empower them to be entrepreneurial, innovative and strategic.

Professional development

Tuition reimbursement program

Inspirational



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

Budget process is transparent and collaborative

Significant investments from private sector to develop new programs.

Flexible classrooms

Community partnerships

New program development processes ensuring quality and community need

Effective process management

Quality Assurance practices

launched new programs

WIL investment and implementation - across most programs



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

Success in achieving research grants

Faculty hiring for degrees

embrace different program delivery modes

Balance budget with continued investment

Planning and budgeting

Leverage in-house expertise : community of practice

Implementation of new technologies

Effective board governance

Research mentorship program

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

Visual management

Investing in technology to support learning through different modes of delivery



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

Work integrated learning

Community Employment Services

External employment offices

Pandemic support for homeless population.

Responsiveness to community - -  
social innovation , applied research,  
industry partnerships

Indigenous Student Success Network

Successful partnerships with industry  
and community partners thru applied  
research

international projects

community partnerships

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

Partnerships and projects

Graduates to fill job vacancies

Strengthening connections through global classroom

First Peoples Indigenous Centre

Teaching city

Career Development office's supports and services to employers to hire qualified talent

Creating pathways to careers with organizations

Board of Governors Retreat

March 5, 2022

Strategic Plan Review

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Strategic Plan Review ..... 2

Breakout Session Results: ..... 6

Community Leaders Presentations ..... 8



## **DCLT Retreat**

**March 5, 2022**

### **Strategic Plan Review**

#### **Preliminary Notes**

- We require a critical lens to assess the strength of this plan moving forward
- What has changed since 2020: there's been a lot of progress in that time
- 3 Annual reports showcasing how well we did at achieving our goals as per the Strategic Plan
- DC has received recognitions for professors and students alike, opened the Energy Innovation Centre, launched 3 new programs with 2 to come, build the new Centre for Skilled Trades, navigated a series of challenges, and supported initiatives central to students, staff, and the community.

#### **Mission**

Together we are leading the way.

- How well are we living up to that mission?
- In the last year, every interaction with the school reinforces that mission – for example, the student panel pointed towards innovation, community, support, and in general, the consensus of leading the way. Presentations information seem to reinforce that and we are living up to it.
- This morning Denise was asked what are DC's strengths. She pointed towards AI innovativeness. That showed DC is thinking ahead about what's to come and leading in the tech space.
- Recognize the infrastructure programs ahead of us are also leading the way there.
- Lots of agreement and proof points, the board loves the president's report every meeting to showcase those improvements.
- There are opportunities with the mission to help stakeholders by explaining and using specifics (either sector or role oriented) about how we are leading the way specifically and what that means exactly. There's still room in the mission to stretch and communicate differently. Strong but room for explanation.
- There's a lot in those 5 words and we need to pay attention to each word in the statement individually. What has changed is the 'way.' The world has changed but Durham pivoted with that and became a leader in this new way. No sector feels unimportant or left behind. We are living this vision. Focus on proving or demonstrating that we do live this way.
- From an employee perspective, it is great to see the mission include all employees. Support staff might feel divided, but this brings us together towards one goal.

- Other colleges recognize that DC is leading the way, and is a top employer. They look to DC as a way of doing business. There's value in looking at what other organizations and colleges see within DC.
- Unpack who together is. **Who** and **Together** are a little muddier in the community, whereas the innovation is indisputable.
- Consensus that the mission statement is still relevant. The last mission was less inclusive of everyone. **Together** was added to solidify a sense of **our community**. **Together** meant DC as an organization. Should the community be included in that definition because the community is central to the strategic plan?
- Consider who the mission is envisioned for? The employees should be able to identify themselves in it. Yes, the community is there in the statement but it was internal facing. Each employee should feel that relevance.
- This is exactly the mission we need in this time in hindsight of the pandemic.
- It's a powerful, concise, simple statement easy to remember and connect with.
- There's concern that for some people, this mission might not be visible. There's an older idea that if you want a job you go to college; if you want a degree go to university. But college means something else today. In leading the way we need to find ways to say what college is today (it isn't PCC, it isn't university). Most parents have an idea of development and they should want their child to be here.
- Consensus around a positive view on the mission now. Some of the definitions within can tell the story more clearly to touch on the community in a broader sense.

## Vision

Inspiring learners to create success for themselves and their communities through the best in innovation and transformative education.

- Is DC on the right path to realize this vision?
- The difference is that this is our goalpost for the future – our aspiration. It should be somewhat achievable.
- What does success mean to the students? A lot of their answers focused on the support services of the college.
- Students perceive success differently overall, and especially in terms of what they are getting out of college.
- There's a general agreement that the college has gone through the greatest transformation possible over these past couple of years.
- The vision is relevant, with curiosity to how it evolves in 3-5 years.
- Can that statement be moved ahead 3 years and be relevant – yes.
- **Transformative** implies that it's never-ending. To keep relevant, we always need to look at what's next, and that term gives us something to always move towards because it's never achieved or complete. The term is timeless.
- It's a useful word (transformative) that is not prescriptive and it doesn't narrow the vision. This allows us to evolve and encourages us to think about the

strategic intent to be the best in whatever that is. It's open and broad enough to keep it moving and to keep it relevant.

- In the phrasing 'create success for themselves,' that means different things for different students. And importantly **transformative** could be a term applied to students themselves – how they transformed and what happens outside of the classroom. Such as employment services, clubs anything that can foster that personal transformation.
- There's a cycle time – is that a cycle time that can be adapted to changes in the marketplace? Continuous improvement – are we in that process and can we accelerate that when needed. KPIs and other information being tracked allow us to measure that. A good dialogue with experts and faculty allows us to be even further ahead of that. Are we falling behind? When we do, we catch up. This classroom is a good example of being ahead of the curve, as is innovation in programming, responsiveness and continuous improvement are a part of the DNA here.
- Other colleges also have that funnel though – how is the DC filter better than others?
- Discussion over the term **learners** and being sure that term covers everyone the college touches.
- Similar concerns when looking at the word **togetherness**. Inspiring lifelong learners might include more people than expected.
- It shouldn't be about just students, faculty, community, and drop-ins at events – everyone is a learner. What's the most inclusive word for everyone touching and being touched by DC.
- Rewording: Inspiring everyone to create success for themselves and their communities through quality innovative, transformative, and educative supports.
- Discussion that DC cannot practically inspire everyone – this is an institution and everyone matters but the term **everyone** is too broad and is impossible to live up to.
- **Quality** and **supports** are words that could be added, some people aren't looking for innovation, they just want a job so innovation is not what success is to everyone.
- The phrase is strong, but consider it from different perspectives.

## Values

- Every one of the students earlier spoke to these values in one form or another – so they are the lived experience for students and hopefully for staff.
- Diversity & Inclusion is an important one – there's praise for DC being seen as a place where people from different parts of the world can get to understand the Canadian lifestyle.
- **Quality** could be an interpretation of **excellence** – as per the early discussion of adding 'quality' to the vision statement.

- **Accessibility** might need to be added. That was a central point for the students who spoke earlier.
- We removed the corresponding definitions to let people interpret them themselves – that seems to be interpreted as a positive decision.
- **Collaboration** and **partnership** - what's the difference?
  - The partnership might have been in the blurb we lost
- **Social justice** shows up a lot and it's very important. Where would you find social justice here? Social justice is an outcome of socially responsible practices. Does there need to be a distinction there? Overall agreement not to change.
- Where is **equity** in **diversity and inclusion**? Shouldn't that be included? The consensus is that equity looks differently for different people. The equitable outcomes are a result of practices of diversity and inclusion. D&I is the current term that leads to equity as an outcome – general agreement.
- The values are open for interpretation but they are still relevant.



## Breakout Session Results:

### Our Students

- Relevant – yes.
- Student presentations often say the same underlining stories about success and preparation for success.
- TikTok is a great way of getting those stories out.
- Experiential learning is important – coops and placements, mentorship, and faculty.
- Relationships beyond the college are vital and the faculty and students often stay connected – they remember their faculty when they graduate. They stay connected in lifelong relationships. We need to support that.
- Our brand is reinforced by students – we should hear from them more.
- The board discussed appealing to age diversity– there are older students with diverse needs. Many have a degree before they come to DC. Everyone should feel comfortable here.

### Our People

- No revision. Relevant – yes.
- Add some words to elevate them a bit.
- **Welcome** is important and is missing – how are people seen and valued? How are they appreciated?
- How do we prompt employees to be entrepreneurial? Recruitment is a major opportunity. Potentially, by expanding methods (social media, community-based, job descriptions, where we advertise, and how employees tell their stories). Employees need to be telling great stories as encouragement for our narrative to attract others.
- The interview process and panel should not be overwhelming – examine the normal and see if it is relevant and necessary to the process. Does it add to the value proposition?
- Remote work flexibility – people don't want to go back to the office. Flexibility is important. Young people are impressive today in their pursuit – they'll tell you what they want and that's respectable. You get their talent for a specific time and they are willing to make requirements of the position and the college.
- Health and wellness for employees and work-life balance are vital. It means different things to different people. In the pandemic, not everyone who is at home is safe. Not everyone wants to be there. It's highly subjective but it needs to be part of our culture.
- Getting innovative about attracting the right people and encouraging that is vital. How do we incorporate the reality of the shortage right now?
- Cover letters and resumes often address the fact that you have all these awards – they attract people a lot.

- Sometimes you also have great people on staff – how do you shift them or reskill them? Some of the greatest talents are in-house and they might not be as aligned as they need to be. Consider how to reorganize how people are positioned in the organization.
- Having a clear career path outlined for staff is beneficial. This way, they don't have to move around on their own accord. Let's start saying to them and investing in them – you would be great in this role, where do you want to be? And facilitating that movement.

## **Our Work**

- Launching new programs means a continuous improvement to fill needs, but it also means pulling programs no longer in need.
- Consider introducing flexible classrooms (not hybrid) such as a classroom where students are remote or in-person so that the same class is available in either format.
- We share our campus with a university – this is a huge opportunity for a seamless transition between programs and joint efforts to innovation programming possibilities.
- Consider different modes of delivery, hybrid models, offering courses in between the gaps of normal working hours (weekend classes, like the eMBD, did).
- Centre of Trades in Whitby is a new opportunity to reimagine the old Whitby space that they moved out of.
- DC needs to be constantly examining program relevance, being fairly responsive and agile in responding to global and community needs.
- DC is a workplace with the freedom to fail. You can't create success without stumbling. We need to permit failure and see it as part of the road to success.

## **Our Community**

- Partnerships – a consensus that they are doing well in each facet (Indigenous relations, Environmentalism and in Partnerships).
- By doing all of these things we are focusing on that last statement of getting out there and showcasing by following through.

## **Our Future: General Consensus**

- High concentration (all) of very confident – extremely confident.
- It is relevant, we just came up with new goals and new deliverables within the plan.

## Community Leaders Presentations

Presentation 1: Interview Representatives from Durham Community Foundation, CRCS, Oshawa PUC Network, Parkwood National Historic Site, Grandview Kids & RBC

- Highlights in '*Nailing it*':
  - Transformative learning opportunities.
  - Strong leadership presence.
  - Partnership with the Board of Trades and Chambers came up a lot – they want to see opportunities for connecting in the community early on.
  - Growth demonstrations (building expansions, new programs).
- Theme 1: *Getting the Good Word Out*
  - We need to share more stories and build more awareness.
  - Those faces we put out there need to be recognizable and build those relationships over time.
  - Be more clear about where DC is leading the way. Use those stories to be specific. What does leading the way look like – who is DC competing with?
  - Building out innovative pathways – what more can be done and how can they show up in this space.
  - Overall, more noise.
- Theme 2: *Sharpen the Saw*
  - What can we do to improve?
  - Community building opportunities – especially in non-profit.
  - Student awareness as well. Teach students how to learn best. When they know that, they can do it wherever they are. That's how to create lifelong learners.
  - Ensure that they stay relevant, diligent and work effectively.
  - Share student expectations to nudge employers. Students want flexibility and not all employers are there yet. Interviewees asked that DC take the opportunity to educate students about employment expectations, realistic starting salaries, etc.
  - Drive towards where the students need to be – how do we anticipate that. We need to be leaders there.
  - Anticipate and influence – in particular at the Durham level planning, like health and wellness recovery programs.
- Theme 3: *Looking to the Horizon*
  - They spoke to continuing to provide opportunities to students to connect with local employers.
  - Do a flip model of the PAC – find out what the students are looking for in employers. They want to be mentors to students, they are happy to have them shadow or ask questions or deliver guest lectures. They suggested doing so early on (not just when graduating).

- How do we put DC on the global map? That big picture of how to be known globally. Potentially by hosting a big event (ie esports with sponsors, student-planned events).
- Advice they shared:
  - Be open to possibilities in DC.
  - It's ok if students need to change their paths, switch things up. You don't have to leave, we can move you and adjust the path to continue.
  - Understand what a realistic starting salary is. Help them connect with local leaders and non-profits for practical workplace expectations.

Presentation 2: Representative from Region Municipality of Durham, Centre for Canadian Nuclear Sustainability at OPG, City of Oshawa, and Durham Region Hospice

- Interviewees wanted a better understanding as to what **'together'** really referred to.
- They also asked: how are you leading the way? You need to have more external presence and storytelling. We need to get loud in the community.
- Our vision is seen but it has room to grow.
- Some people aren't looking for a transformative education. They just want to know they have a good school, good credentials, and a good job. So perhaps we have two kinds of learners to look at here.
- Get loud. Leverage partnerships to echo messaging and find those gaps to impact the communities. Keep innovating, focus on community, go to where the puck is going. We are seen as doing that.
- 3 words to describe DC: Innovative, Inclusive, Quality
  - Other words from that mind map: outstanding, visionary, impactful, fun, proactive, student-focused, local, quality, inclusive, belonging.
  - When you come on campus you feel that everyone is welcome. You feel the diversity and community. It's different than it is at the university. That's something we can get louder about.

Presentation 3: Representatives interviewed from The Airport Dental Centre & Binns Kitchen & Bath Design

- Lots of positive feedback, but opportunities as well.
- Pos: Amazed with construction and expansion in the area – the growth of housing and industry on campus is perceived as an indicator of success.
- They felt that the quality of the grads here speaks for itself. They prioritize hiring DC grads because they are highly prepared to enter the workforce.
- The industry is experiencing a ton of workforce disruption in dental. They need staff, but there wasn't awareness of the Facebook page for job postings for DC students.

- They loved the college appreciation nights that we used to do.
- Some alumni have lost a lot of contact with DC over the years.
- The alumni magazine isn't accessible always.
- How can you communicate with the community without being intrusive because DC is doing amazing things but people don't know about them?
- The Vision sounds generic to all colleges – if you want to be the best, define what that is. For example, Harvard is obvious in that regard. The student output ends up showing that.
- There's a gap between Ontario Tech and DC. There is no seamless transition there despite it being a distinct competitive advantage. Why would an international student come here? That seamless process could offer that. DC is the only college with that university on campus there. Moving forward as flexibility becomes required, that's something only DC can offer.
- Interviewees didn't know how to find students (job pool, website?). They would love to offer students help (ie student marketing plan) but felt there was a communication void. They weren't looking for that info, but it also didn't find them.

Presentation 4: Representative from OPG, Durham College, Town of Whitby, RoundTable Trading, Unifor Local 222 & Lakeridge Health

- Everyone agreed that DC is achieving its mission.
- Everyone wants to help. They want to partner, they just don't know how to do that. The ability to place students in good jobs.
- DC is seen as proactive in willingness to help and stepped up to help during COVID in struggling industries. Because of COVID, there's an opportunity for reconnecting, especially in what has been lost thus far.
- DC could be more nimble and agile (for instance, more training for mature students).
- Working with the community came across strongly.
- They ask that DC teaches students to think outside of the box on a grander scale and how to implement their learning.
- What does the industry need – focus on that.
- There wasn't aware of the PACS.
- What can DC do over the next 5 years to meet needs? Some ideas include: engaging with partners, shifting with the changing environment, teach students to think outside of the box. Post-Covid cannot discount the power of in-person learning. Focus on economic shortages. What jobs do we need in the future? Trades primarily. Look for integrated training opportunities within these industries and then harness those facilities.

Presentation 5: Representatives interviewed from Town of Whitby, Gasco Energy & General Motors

- GM was impressed. GM's mission after closing was to say, we have a history in this community and we want to help. They had 2300 employees to place. Don reached out to help and they stand on that interaction a lot today.
- DC is seen as critical in reskilling the labor force to meet workforce demands.
- Job-ready students are vital for employers. They spoke about just-in-time skill service students (AI hub, Centre for cybersecurity, Skilled Trades were all vital).
- They are aware of DC outreaches.
- One program is outstanding: automotive dealerships program (as per GM):
  - Whoever is handling that is amazing!
- DC is very future-focused (a recurring theme)
- Continue articulating to the next generation that they will learn skills to be job-ready, but also to adapt to changing industries and build skills to become lifelong learners
- GM wanted DC to keep on the pulse of GM because there are short-term deliverables – when they need us, they need us big. Oshawa Assembly is getting ready to go from 2 to 3 shift operations. They need skilled trades workers.
- Stay close to software development in autonomous vehicles as a win-win for GM and DC – that tech will spread laterally quickly.
- Physical construction is great to see but there was a suggestion of a statue of the President.
- Keep doing what we're doing. Continue focusing on emerging sectors and job growth, green energy, align with municipalities, focus on EDI, leverage partnerships. Make sure DC is the college for the entire region, not just Oshawa/Whitby.

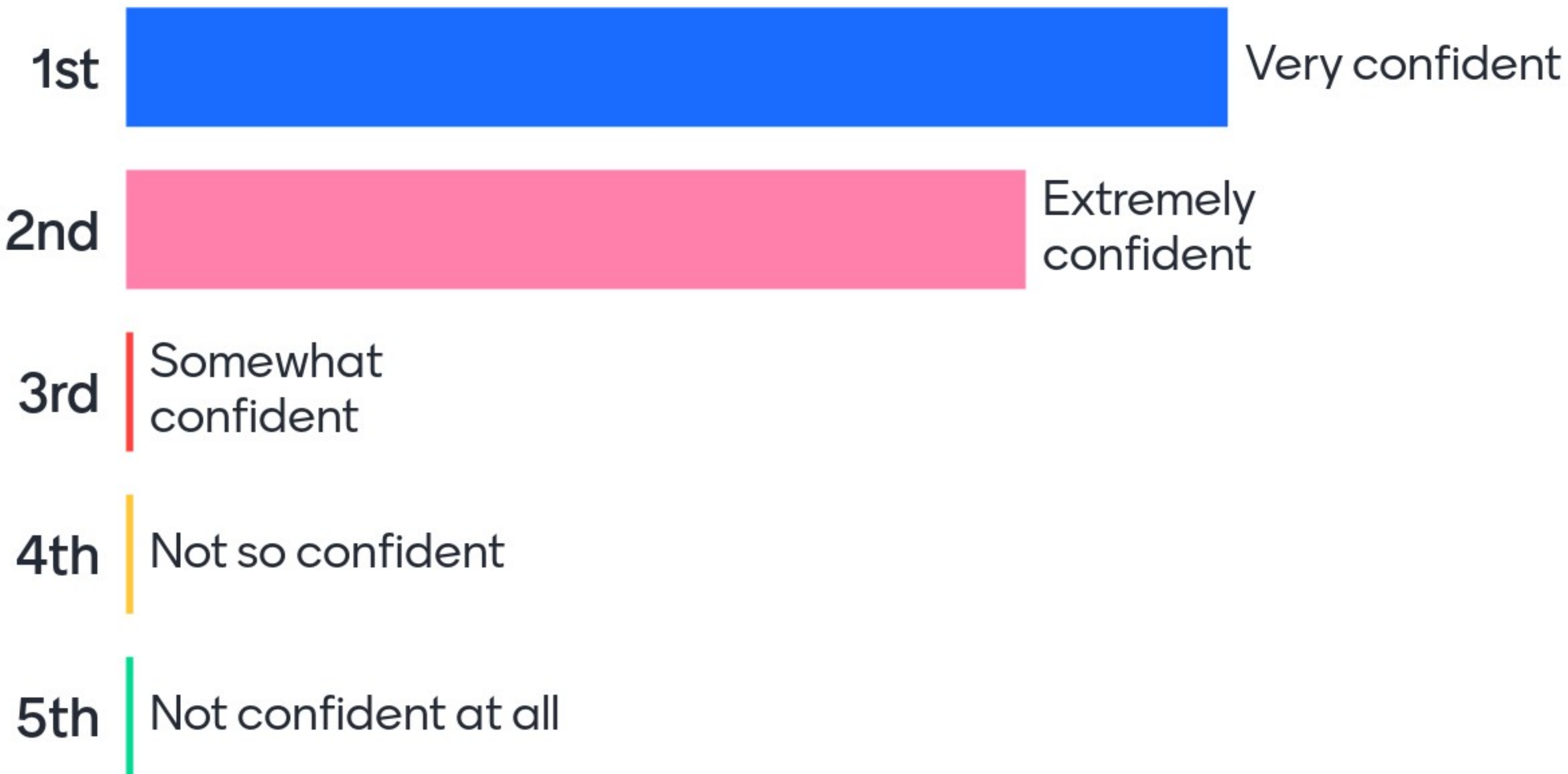
#### Presentation 6: Representatives interviewed from Trafalgar Castle School and Trent University

- The use of the term, **together** was broader than DC and implied community outside into Durham region and beyond.
- *Leading the way* –the needs of students and employers are changing. We should know what we have to offer and what we are. Don't be all things to all people be deliberate in what you are and what you specialize in.
- They felt good about our removal of the notion of being lesser than universities – it's about being different from not lesser than. This resonates at the high-school level.
- It's worth noting that today's high school students haven't had a normal school year in years. Kids are increasingly worse at problem-solving, they have bad social collaboration skills. How do we protect the integrity of programs while recognizing the people have changed within those programs?
  - How do we meet them where they are at instead of where they should be in terms of support, first-year courses, and even orientation?

- In terms of the vision, who is DC leading the way for? That needs to be unpacked. The way we tell our story is not visible in the community.
- Suggested having more partnerships with employers, DLAP connections (new settler Canadians accessibility issues) to serve more marginalized people, rural consideration of people, sexual orientation consideration.



# How confident are you that the current strategic plan can successfully guide DC into 2023 and beyond?



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**Report Number: BOG-2022-35**

**To: Board of Governors**

**From: Don Lovisa, President**

**Date of Report: April 5, 2022**

**Date of Meeting: April 13, 2022**

**Subject: Final Update on the 2021-2022 Business Plan**

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## **1. Purpose**

The purpose of this report is to provide the final update on the 2021-2022 Business Plan.

## **2. Recommendation**

It is recommended to the Durham College Board of Governors:

That Report BOG-2022-35, providing the final update on the 2021-2022 Business Plan, be received for information.

## **3. Background**

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

The Business Plan allows Durham College to plan its operations for the fiscal year (April 1 – March 31) within the framework outlined in its Strategic Plan (2020-2023) and in support of its mission, vision, and value statement. The Business Plan identifies the operational outcomes that the College expects to achieve in the fiscal year to the public and provincial government. The Ministry of Colleges and Universities (MCU) uses the information provided in college business plans for government planning and policy-making purposes.

The Durham College Board of Governors approved the 2021-2022 Business Plan at its meeting of May 12, 2021 (Report BOG-2021-35). The plan was developed with input, direction, review, and guidance representing all departments, schools, and areas of operation on the campus, led by the Durham College Leadership Team (DCLT).

## 4. Discussion/Options

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

The following describes the progress made across the four goals in the 2021-2022 Business Plan, involving employees from academic schools and departments of every area of Durham College operations.

The accompanying 2021-2022 Business Plan Scorecard describes the progress made on each objective; out of 123 actions, 101 have been marked completed, while twelve (12) actions are on track to be completed by the end of this fiscal year. Two (2) items have been marked on hold, six (6) items have been marked delayed, and two (2) items have been cancelled.

The items marked on hold include actions around specific events with students impacted by COVID-19 and projects around faculty engagement that were put on hold when the faculty work stoppage was looming.

Items marked delayed are similarly impacted by COVID-19 measures. Some of these actions were influenced by external issues, where partners had to take a step back from potential projects due to their capacity to support during the past year. One specific item, an 'applied research mentoring program for faculty, was delayed due to the faculty collective agreement bargaining and is expected to launch in the coming fiscal year.

As mentioned in the second business plan update for this fiscal, one canceled item was a project that was going to duplicate efforts and was determined to be unnecessary. The other item marked as cancelled required external funding to support faculty applied research that was not provided this year.

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Highlights from the scorecard are as follows:

## 4.1 Our Students

- Deliver high-quality programs that reflect labour markets and are responsive to emerging economies.
  - The following micro-credentials are now available:
    - Corporate Training Specialization (5 courses)
    - Sales for Small Businesses (4 courses)
    - Establishing a Construction Contracting Small Business in Ontario (4 courses)
    - Managing Responsive Behaviours in Older Adults (3 courses)
    - French (5-course certificate)
    - Cybersecurity Course Bundle (2 courses)
  - This past year, promotion efforts for new degree programs generated 183,000 unique visits to our four-degree program web pages. Breakdown of views for each program below:
    - Honours Bachelor in Artificial Intelligence (42,922)
    - Honours Bachelor in Behavioural Science (39,055)
    - Honours Bachelor in Construction Management (48,124)
    - Honours Bachelor in Healthcare Technology Management (46,034)
- Provide exceptional learning experiences in and out of the classroom.
  - Seven (7) CityStudio projects launched in 2021-2022 (5 are complete, 2 ongoing).
- Develop and create opportunities to build student resilience, competence, personal capacity, and life-enhancing skills.
  - The Institute of Leadership program saw 112 new student leaders since September 2021.
  - DC, OnTech University, and Ontario Shores received a grant and partnered together to build the Better Together Series: a social network for students to foster social connectedness and mitigate grief caused by COVID-19. Programming ran through the past year, and will continue post-grant funding as a standard practice to share information and foster social connectedness.

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## 4.2 Our People

- Attract and retain highly qualified, creative and collaborative employees:
  - Achieved GTA's Top Employers designation (11<sup>th</sup> year in a row) and Canada's Greenest Employers for 2022. These accomplishments are often mentioned in letters of application.
- Develop teams whose work exemplifies our mission, vision and values.
  - Brightspace professional development (PD) platform launched this year with a management development series already available. Online asynchronous PD opportunities and wellness modules are available in Brightspace and ICE.
  - The Share Your Story campaign launched this past winter, encouraging staff to upload ways their teams have been innovative. Participation has been strong and a second call-out for stories is under way. This campaign is part of the Innovation & Disruption Catalyst Group (IDCG).
- Be a positive and inclusive work environment that is diverse, respectful and representative of our community:
  - Results of the 2020-2021 Equity, Diversity, and Inclusion (EDI) survey are prepared and a communication plan for stakeholders is underway.
  - Several EDI events took place this year, including five campus-wide sessions, plus two additional campus-wide sessions held in recognition of Black History Month.
  - Indigenous education modules offered through the Centre for Teaching and Learning have had strong participation. This year, we had 333 new registrants totaling 781 overall. Of these numbers, 172 have completed at least one of seven modules, and 249 participants have completed all modules.
  - The Indigenous Histories and Reconciliation course for faculty and staff is complete and available.
- Strengthen our organizational culture to prioritize the health and wellness of our employees.
  - The remote work policy has been renewed and is posted for staff. PD sessions for managers and staff are in development now to support individual team remote work planning.

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## 4.3 Our Work

- Create an environment that inspires idea generation, bold leadership and purposeful innovation that aligns with the evolution of work:
  - Employee Awards of Excellence awarded at a ceremony in the Fall.
    - Faculty: Clayton Rhodes
    - Support Staff: Megan Pickell
    - Administrative staff: Holly Stringer
    - Team: International Education
- Lead in the development of transformational programs, services and systems that enhance the student experience.
  - New full-time faculty orientation program was developed to reflect current approaches and best practices. New program delivered in January 2022 to new full-time faculty.
  - Hosted an in-person international orientation event in March with nearly 200 first-year participants – part of a broader strategy to create a sense of community among international students on campus.
  - Recently began offering graduate certificate and diploma programs in the School of Business and School of Health in a new, flexible weekend delivery format. This includes eight (8) programs and will consist of synchronous and asynchronous learning to support students' needs for flexible program delivery.
- Maximize resources and processes in all aspects of our business:
  - Seven additional programs in BITM and JES have launched courses in the Hired Portal for field placement management for nine programs to date.
  - Developed a DC Open Data Visualization web page to provide visitors with key information and statistics on the College as approved by the Student Data Governance Committee.
  - International Enrolment through the fiscal year:
    - Spring 2021 – 888
    - Fall 2021 – 1,954
    - Winter 2022 – 2,427
  - Domestic Enrolment through the fiscal year:



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- Spring 2021 – 2,159
  - Fall 2021 – 8,502
  - Winter 2022 – 8,157

## 4.4 Our Community

- Establish and strengthen sustainable partnerships locally and internationally with industry, government, community and alumni:
  - Year 1 of a 2-year Mitacs-funded project with the City of Oshawa was completed, marking Durham College's first-ever postdoctoral fellowship. One diploma student has completed an internship, and a second is scheduled for Spring 2022.
  - A joint DC/ONTech University Virtual Job Fair was held in February in which 112 employers and 997 students registered. Within the fair, 178 employer events/sessions took place virtually this year to support students, graduates, and industry connections.
- Expand opportunities for employees and students to volunteer in our community:
  - In February this year, the Institute of Student Leadership (ISL) launched Agents of Change. This initiative allows participants to join sub-groups of student leaders, chaired by a staff member, each working towards a unique social justice or campus engagement initiative.
  - In March, 52 students participated in the 8<sup>th</sup> Annual Student Leadership Summit at Ganaraska Forest Centre.
- Guide students in making meaningful connections with their communities:
  - More than 30 families have participated in the Family Language Program to help preserve Indigenous languages in Durham Region. The program runs year-round (except for a break in the summer).

## 5. Financial/Human Resource Implications

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

## 6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

## 7. Implications for Ontario Tech University

There are no implications for Ontario Tech University.

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

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

1. **Our Students** – To educate and inspire students to realize success in their careers and communities.
2. **Our People** - To invest in our employees and empower them to be entrepreneurial, innovative and strategic.
3. **Our Work** - To be a leader in teaching and learning while responsibly managing resources, ensuring good governance and strategically investing in the future.
4. **Our Community** - To drive the economic, social and environmental success of our community, locally and globally.



## 2021-2022 Business Plan Scorecard

### NOTE:

The 2021 – 2022 business plan was developed during the pandemic. Details may change as the college develops an organizational recovery plan, which will be inclusive of our students, our people, our work and our community. *Priorities* and *We Will* statements may also be altered or eliminated based on what actions are required to return to normal operations in the post-pandemic environment.

### OUR STUDENTS

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

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
<b>1. Deliver high-quality programs that reflect labour markets and are responsive to emerging economies.</b>	<b>Launch new programs:</b> <ul style="list-style-type: none"> <li>Behavioural Science Technician diploma</li> <li>Pharmaceutical Science graduate certificate</li> <li>Honours Bachelor of Artificial Intelligence degree</li> <li>Honours Bachelor of Construction Management degree</li> <li>Tower Crane Operator (339B) apprenticeship</li> <li>Steamfitter (307A) apprenticeship</li> <li>Industrial electrician apprenticeship (442A)</li> </ul> <b>Launch new micro-credentials:</b> <ul style="list-style-type: none"> <li>Retail and Commercial Meat cutting (HHS &amp; PPL)</li> </ul>	<ul style="list-style-type: none"> <li>Successfully launch programs.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<p>Six new programs successfully launched in Fall 2021:</p> <ul style="list-style-type: none"> <li>Behavioural Science Technician diploma (Enrolment: 27 students)</li> <li>Pharmaceutical Science graduate certificate (Enrolment: 70 students)</li> <li>Honours Bachelor of Artificial Intelligence degree (Enrolment: 16 students)</li> <li>Honours Bachelor of Construction Management degree delayed to launch September 2022 due to delay in receiving approval from the MCU resulting in low enrolment for fall 2021.</li> </ul> <p>One program will launch in October 2021:</p> <ul style="list-style-type: none"> <li>Steamfitter (307A) apprenticeship (Enrolment: 6 students)</li> </ul> <p>One program will launch in January 2022:</p>	<b>Completed</b>

## 2021-2022 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> <li>Construction Fundamentals (START/PPL)</li> <li>Construction Jobsite Safety (START/PPL)</li> <li>Using Construction Tools (START/PPL)</li> <li>Interior Residential Construction Techniques (START/PPL)</li> </ul>			<ul style="list-style-type: none"> <li>Industrial electrician apprenticeship (442A) (Enrolment: 10 students) The following has been delayed pending CLOCA approval.</li> <li>Tower Crane Operator (339B) apprenticeship.</li> </ul> <p><b>Micro-credentials:</b></p> <ul style="list-style-type: none"> <li>Retail and Commercial Meat cutting (HHS &amp; PPL) development pending MC challenge.</li> <li>This credential was not awarded funding in the MC challenge.</li> </ul> <p>The following micro-credentials are complete and being phased-in Winter 2022.</p> <ul style="list-style-type: none"> <li>Construction Jobsite Safety (START/PPL) – (intake canceled due to low enrolment)</li> <li>Using Construction Tools (START/PPL) – (intake canceled due to low enrolment)</li> <li>Interior Residential Construction Techniques (START/PPL) (Enrolment: 10 students in Walls and Floors course as part of this credential)</li> <li>Note: the original two construction-related micro-credentials have been reorganized into three micro-credentials.</li> </ul>	

## 2021-2022 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> <li>Complete the development of six new micro-credentials by the end of the fiscal year, created in partnership with other colleges under the eCampus Ontario Virtual Learning Strategy opportunity.</li> </ul>	<ul style="list-style-type: none"> <li>By March 31, 2022, the development of six new programs will have been completed.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>The following six micro-credentials are complete, including uploading to the eCampusOntario Repository.</li> <li>Corporate Training Specialization (5-course stacked micro-credential)                             <ul style="list-style-type: none"> <li>Sales for Small Businesses (4-course stacked micro-credential)</li> <li>Establishing a Construction Contracting Small Business in Ontario (4-course stacked micro-credential)</li> <li>Managing Responsive Behaviours in Older Adults (3-course stacked micro-credential)</li> <li>French (5-course certificate, which replaces the existing French program)</li> <li>Cybersecurity Course Bundle (2 courses)</li> </ul> </li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Launch at least two new safety or technical certifications/recertification courses that anticipate and meet the emerging needs of industry.</li> </ul>	<ul style="list-style-type: none"> <li>A minimum of two new courses published and open to enrolments on Corporate Training Services website.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Two new technical programs launched: Scissor Lift and Aerial Lift.</li> </ul>	Completed

## 2021-2022 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> <li>Develop a program video strategy that includes updating creative content and the theme of Durham College's (DC) program videos and producing new videos focusing on the college's signature and priority programs.</li> <li>Support the delivery of high-quality programs by increasing awareness and reputation through strategic marketing of signature, priority and degree programs, and the development of a comprehensive recruitment, content marketing and trade media strategies for implementation.</li> </ul>	<ul style="list-style-type: none"> <li>Completion and approval of the video strategy by June 2021.</li> <li>Endorsement of the new video concept/theme by June 2021.</li> <li>Completion of 10-12 program videos by March 2022.</li> <li>Videos promoted on program pages, through open houses and other digital advertising platforms, ongoing.</li> </ul> <p><b>Degree marketing</b></p> <ul style="list-style-type: none"> <li>Generate 80,000 visits to the four-degree program web pages. <ul style="list-style-type: none"> <li>Bachelor of Artificial Intelligence (HBAI): 20,000.</li> <li>Bachelor of Behavioural Science (HBBS): 20,000.</li> <li>Bachelor of Construction Management (HBCM): 20,000.</li> <li>Bachelor of Healthcare Technology Management (HCTM): 20,000.</li> </ul> </li> </ul> <p><b>Recruitment strategy</b></p> <ul style="list-style-type: none"> <li>Implement a strategic and comprehensive plan that is adaptable to both in-person and virtual tactics by October 2021.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>AVP, Communications and Marketing</li> </ul>	<p><b>Program videos</b></p> <ul style="list-style-type: none"> <li>Strategy/endorsement approved by VPA</li> <li>Identified 11 target programs [Oct 2021] <ul style="list-style-type: none"> <li>By end of [March 2022] 10 program videos will be completed.</li> </ul> </li> </ul> <p><b>Degree marketing</b></p> <ul style="list-style-type: none"> <li>Q1 through to March 15, 2022 generated a total of 183,000 unique visits to our four-degree program web pages. The following is a breakdown of web page visits by degree:</li> <li>HBAI – 42,922</li> <li>HBBS – 39,055</li> <li>HBCM – 48,124</li> <li>HCTM – 46,034</li> </ul> <p><b>Recruitment strategy</b></p> <ul style="list-style-type: none"> <li>The 2021-2022 recruitment strategy is currently in affect and considers current and evolving effects of the pandemic on our activities.</li> <li>Successfully implemented virtual and in-person recruitment activities to meet stakeholder needs, including virtual open houses, tours, program information sessions, one-on-one</li> </ul>	Completed

## 2021-2022 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
		<ul style="list-style-type: none"> <li>Increase attendance at all recruitment initiatives including open houses, secondary school presentations, virtual webinars, student appointments and tours by seven per cent over the previous year. This may include both virtual and in-person activities from April 1, 2021 to March 31, 2022.</li> </ul> <p><b>Content marketing:</b></p> <ul style="list-style-type: none"> <li>Generate 7,500 impressions on average per blog/content piece</li> <li>Generate 300 webpage views on average per blog/content piece.</li> <li>Generate 275 engagements on average per blog/content piece.</li> </ul>		<p>and group consultations.</p> <ul style="list-style-type: none"> <li>Q1 through March 1, 2022 connections and participation for all in-person and virtual recruitment activities totaled over 31,000 contacts versus 15,000 in Q1 through March 1, 2020. An increase of 200 per cent. The introduction of Live Chat had a significant impact on recruitment efforts this year.</li> </ul> <p><b>Content marketing:</b> Completed 23 blog posts. In total those blogs have generated the following results:</p> <ul style="list-style-type: none"> <li>84,111 impressions; +2% YoY</li> <li>6647 total page views; +65%</li> <li>4370 total engagements; +143%</li> </ul>	
<b>2. Provide exceptional learning experiences in and out of the classroom.</b>	<ul style="list-style-type: none"> <li>Launch co-op opportunity in the Mechanical Engineering Technology advanced diploma program.</li> </ul>	<ul style="list-style-type: none"> <li>Successfully launch co-op.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Mechanical Engineering Technology has launched for co-op for 2021-22</li> </ul>	<b>Completed</b>

## 2021-2022 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> <li>Maintain and leverage TeachingCity Oshawa and CityStudio Durham partnerships to create Work Integrated Learning (WIL) opportunities for DC students.</li> <li>Support efforts to extend TeachingCity partnership.</li> <li>Collaborate with CityStudio partners to improve project processes and support project opportunities with 'new' lower-tier municipalities.</li> </ul>	<ul style="list-style-type: none"> <li>1. Target: six City Idea Lab courses by March 2022.</li> <li>2. Target: ten CityStudio projects, including one with a new municipal partner by March 2022.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>10 City Idea Lab (CIL) courses took place in 2021-22: 3 were completed in Fall 2021, and 7 CIL courses are ongoing in Winter 2022.</li> <li>7 CityStudio projects were launched during 2021-2022 (5 completed; 2 ongoing), including one with the Town of Ajax. Additional projects are being explored. Instead of 10 individual single-semester CityStudio projects, several projects have proceeded as longer-term multi-phase projects that include several EL opportunities (e.g. a co-op component and a classroom component).</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Further develop Faculty Led Classroom Abroad (FLCA) initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a plan for two new virtual FLCA's by March 2022.</li> <li>Diversify faculty participation in FLCAs.</li> <li>If travel opens up, develop one new FLCA by March 2022.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>FLCA away - proposals underway for Fall 2022. Three proposals submitted; not approved due to travel restrictions. FLCA@Home - Storytelling (GSO) underway.</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Redesign the current student portal, MyCampus, based on internal stakeholder feedback to improve effectiveness for students.</li> </ul>	<ul style="list-style-type: none"> <li>Successfully migrate the student portal to a Communications and Marketing managed platform.</li> <li>Communicate internally to key stakeholders in advance of the MyCampus launch by June 2021.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>AVP, Communications and Marketing</li> </ul>	<ul style="list-style-type: none"> <li>Project is completed.</li> <li>New MyDC launched in November, 2021.</li> <li>Delay occurred due to Ontario Tech's request to delay, limited resources with a managerial resignation, and COVID-19 priorities.</li> </ul>	Completed

## 2021-2022 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
		<ul style="list-style-type: none"> <li>Communicate the launch of the new MyCampus to students and employees, August 2021.</li> <li>Launch the new MyCampus portal by August 2021.</li> </ul>			
<b>3. Be a champion of experiential learning, global engagement and applied research opportunities.</b>	<ul style="list-style-type: none"> <li>Incorporate authentic assessments within new Professional and Part-time Learning (PPL) courses to ensure that students have opportunities to apply their skills to real-world situations.</li> </ul>	<ul style="list-style-type: none"> <li>A minimum of 50 per cent of new PPL courses will incorporate authentic assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Authentic assessments have been incorporated into all micro-credentials (i.e. all new development activities this year).</li> </ul>	<b>Completed</b>
	<ul style="list-style-type: none"> <li>Support more than 200 students in securing and completing co-operative education and work term opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Students appropriately supported by the completion of their co-op/work terms by September 2021.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Eighty-nine students completed co-op/work terms during the Spring/Summer semester.</li> <li>Thirty-seven students have successfully secured co-op/work term opportunities for the Fall semester and 26 students successfully completed work terms.</li> <li>10 students are completing work terms during the Winter 2022 semester. ORSIE-EL is supporting an additional 197 students with job search activities for the Spring/Summer 2022 semester, including resume, cover letters, interview, and job search strategy</li> </ul>	<b>Completed</b>

## 2021-2022 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
				support, and outreach to employers supporting job development. In total, more than 330 students have been supported.	
	<ul style="list-style-type: none"> <li>Complete three Co-operative Education and Work-Integrated Learning Canada (CEWIL) iHub-funded projects.</li> </ul>	<ul style="list-style-type: none"> <li>Final reporting submitted by April 2021.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Three CEWIL iHub-funded projects were successfully completed. Final reporting was submitted on time in May 2021.</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Develop a rubric for eLearning tools evaluation to support faculty in selecting and implementing technology tools.</li> </ul>	<ul style="list-style-type: none"> <li>Rubric is developed for eLearning Tools Evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Rubric has been created. It was reviewed rubric with Academic Leadership Team and IT Services and collaborate to ensure usability and consistency with Durham College policies, practices, and procedures.</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Explore, develop, and submit one or more CEWIL iHub proposals to support new WIL initiatives in Round 2 or 3.</li> </ul>	<ul style="list-style-type: none"> <li>A minimum of one proposal submitted by August 2021.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>In Rounds 2 and 3, ORSIE worked with project leads in Health and Community Sciences (HCS), Media, Art and Design (MAD), and Science, Engineering and Technology (SET) to submit a total of five proposals, four of which were awarded. Of these, three awards were accepted. One project is complete and two</li> </ul>	Completed



# 2021-2022 Business Plan Scorecard



We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
				are ongoing.	
	<ul style="list-style-type: none"><li>• Connect students with global partners through project-based WIL opportunities using Riipen.</li><li>• Explore opportunities to promote these remote international WIL opportunities to students.</li></ul>	<ul style="list-style-type: none"><li>• Target: one project with an international partner by March 2022.</li></ul>	<ul style="list-style-type: none"><li>• Executive vice president, Academic</li></ul>	<ul style="list-style-type: none"><li>• To date 12 courses have been published in Riipen for the 2021-2022 year. 1+ international (USA) partners have participated to date. Detailed interim report on international partners will be provided later in January 2022.</li></ul>	Completed
	<ul style="list-style-type: none"><li>• Re-launch the International Opportunities Development Fund (IODF) in collaboration with the International Education Office to create opportunities focused on applied research, experiential learning, and entrepreneurship.</li></ul>	<ul style="list-style-type: none"><li>• IODF launched and proposals approved and supported.</li></ul>	<ul style="list-style-type: none"><li>• Executive vice president, Academic</li></ul>	<ul style="list-style-type: none"><li>• Forms updated. Launched on ICE. Intake is ongoing while funding is available.</li><li>• Three experiential learning projects were approved and are ongoing.</li></ul>	Completed

## 2021-2022 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> <li>Collaborate with Ontario Tech University to study the short and long-term effects of early medical intervention with international students by intentionally engaging new students with International Wellness Checks.</li> </ul>	<ul style="list-style-type: none"> <li>Use data collected for program planning and to address the needs of the international student population.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Dean, students</li> </ul>	<ul style="list-style-type: none"> <li>The CHWC has recruited more than 170 students for this research. We anticipate we will reach our goal of 200 students by April 2022. The plan following this is to analyze the data, publish the paper and disseminate the results to other post-secondary institutions in the next year.</li> </ul>	<b>On Track</b>
<b>4. Develop and create opportunities to build student resilience, competence, personal capacity and life enhancing skills.</b>	<ul style="list-style-type: none"> <li>Expand International Education Week (IEW) activities (face-to-face if possible or virtual).</li> </ul>	<ul style="list-style-type: none"> <li>Increase number of schools/faculty engaging in IEW.</li> <li>Increase number of students engaging in IEW.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Sub-committee of I&amp;GE formed to support IEW.</li> <li>Successful IEW was held in November 2021, which included four virtual sessions, and 60 students and employees participated. The sessions were recorded and made available to those interested but unable to attend.</li> <li>IEW 2022 planning launched in spring 2022.</li> </ul>	<b>Completed</b>
	<ul style="list-style-type: none"> <li>Launch the global competency framework to ensure that every DC student has the opportunity to obtain a global competency badge.</li> </ul>	<ul style="list-style-type: none"> <li>Launch a pilot of the global competency framework in spring 2021.</li> <li>Assess the pilot and launch an expanded pilot in September 2021.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Pilot underway fall 2021 to winter 2022.</li> <li>The official launch will be April 2022.</li> </ul>	<b>Completed</b>

## 2021-2022 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> <li>Review content for PREP 1000 to support student transitions and resiliency and increase student completion rates.</li> </ul>	<ul style="list-style-type: none"> <li>Update Prep 1000 to include a module on mental health awareness and supports.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Dean, students</li> </ul>	<ul style="list-style-type: none"> <li>Launched an enhanced PREP 1000 in August 2021 which now incorporates information pertaining to mental health and wellness, as well as information about campus and community resources.</li> <li>PREP 1000 was modeled around the Indigenous Medicine Wheel, categorizing content into the four parts (physical, mental, emotional and spiritual).</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Revise orientation and transition programming to include second year students arriving on campus to learn in-person for the first time due to the pandemic.</li> </ul>	<ul style="list-style-type: none"> <li>Develop online/virtual orientation events to support all students with their transition to campus.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Dean, students</li> </ul>	<ul style="list-style-type: none"> <li>32 virtual orientation sessions were offered throughout December 2021 and January 2022.</li> <li>41 virtual orientation sessions were offered throughout August and September 2021.</li> <li>Recordings of each session were uploaded to PREP 1000 for asynchronous viewing.</li> <li>Campus tours provided by Student Development included both first- and second-year students.</li> <li>Campus Kits were provided to both first- and second-year students who had not already received one.</li> </ul>	Completed

## 2021-2022 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> <li>Provide student leadership-development sessions and volunteer opportunities to build personal capacity and life skills.</li> </ul>	<ul style="list-style-type: none"> <li>Increase student involvement with the Institute of Student Leadership to enhance their personal development.</li> <li>In addition to the current sessions, provide five new relevant sessions/opportunities to continue to engage students</li> <li>Engage DC expertise to provide new topics</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Dean, students</li> </ul>	<ul style="list-style-type: none"> <li>The Institute of Leadership (ISL) program expanded to include a 5th theme – Mental Health and Wellbeing. This theme will introduce a variety of new sessions pertaining to wellness and resiliency and will utilize facilitators from the CHWC.</li> <li>New sessions being offered include: Defining Leadership, Problem Solving Culturally, ABC's of EDI.</li> <li>112 new student leaders since September 2021.</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Enhance programming focused on supporting students in equity seeking populations enhancing their career resiliency needed for today's labour market.</li> </ul>	<ul style="list-style-type: none"> <li>Increase online and social media resources for students, alumni and faculty use.</li> <li>Secure funding to increase support for underserved student populations.</li> <li>Conduct targeted social media campaign to engage underserved student populations.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Dean, students</li> </ul>	<ul style="list-style-type: none"> <li>Developed a career-focused Diversity, Equity and Inclusion resource page for BIPOC, single parents, Indigenous, International, Persons with Disabilities, 2SLGBTQ+ and financially marginalized individuals via Hired portal.</li> <li>Created a Career Resilience Webinar.</li> <li>Collaborated with OPG to support the hiring of people with disabilities and the BIPOC community.</li> <li>Collaborated with EDI to offer an Instagram Live session regarding Diversity in the Workplace and the appropriate use of pronouns.</li> </ul>	Completed

## 2021-2022 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> <li>Engage students and alumni in career-oriented events to expand their industry connections and networking skills.</li> </ul>	<ul style="list-style-type: none"> <li>Deliver 10,000 Coffees program online mentoring program sponsored by RBC in collaboration with Alumni Office.</li> <li>Facilitate virtual employer sessions for students/alumni.</li> </ul>	<ul style="list-style-type: none"> <li>Associate vice-president, Development and Alumni Affairs</li> <li>Chief administrative officer</li> <li>Dean, Students</li> </ul>	<ul style="list-style-type: none"> <li>Career Development webinars are advertised on the DC Coffee Conversations platform, exploring mentoring program shell for use in other departments. Currently 767 members on the platform.</li> <li>Nine individual virtual employer information sessions are scheduled for Fall 2021.</li> <li>March recruitment event with Manpower and Q&amp;A with Careers in Insurance.</li> <li>CCRS – Confidential Conflict Resolution Solutions Q&amp;A – Negotiations in the workforce.</li> <li>Creation of a Fall 2021 “Healthcare Recruitment page” for the high recruitment needs due to COVID-19.</li> <li>Hosted 20 Q&amp;A sessions during the month highlighting either “career, industry or company”.</li> <li>Facilitated virtual employer and alumni conversations during Career Month (November) through Q&amp;Q sessions.</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Launch the Better Together series: Fostering social connectedness and mitigating grief caused by COVID-19 in collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Measure outcome ratings with students after participating in workshops, education sessions or activity-based group work.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Dean, students</li> </ul>	<ul style="list-style-type: none"> <li>The Better Together Series is continuing with virtual workshops, education sessions and activity-based group work.</li> </ul>	Completed

## 2021-2022 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	with Ontario Shores and Ontario Tech University.	<ul style="list-style-type: none"> <li>Measure pre and post-qualitative data regarding level of perceived connectedness by students.</li> </ul>		<ul style="list-style-type: none"> <li>This work will continue post grant funding and will be incorporated as a standard practice to share information and foster social connectedness.</li> </ul>	
	<ul style="list-style-type: none"> <li>Develop a student mental health framework.</li> </ul>	<ul style="list-style-type: none"> <li>Through the participation of the College Wellness Committee, (CWC), the Campus Wellness and Health Centre will use College Student Alliance standards to conduct a gap analysis of services and supports available to students.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Dean, students</li> </ul>	<ul style="list-style-type: none"> <li>Mental Health and Wellness Framework created.</li> <li>Committee met with stakeholders in February to share information. The smaller committee members will analyze data and set goals for next year prior to June 2022 meeting of the larger group.</li> </ul>	<b>Completed</b>
	<ul style="list-style-type: none"> <li>Participate in the Canadian Campus Well-being Survey.</li> </ul>	<ul style="list-style-type: none"> <li>Launch survey in September 2021.</li> <li>Use results to inform mental health and wellness service delivery.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Dean, students</li> </ul>	<ul style="list-style-type: none"> <li>Survey launched March 21, 2022.</li> </ul>	<b>Completed</b>
	<ul style="list-style-type: none"> <li>Conduct a fundamental review and update of orientation program and deliver an enhanced Varsity 101 Orientation for all DC student athletes.</li> </ul>	<ul style="list-style-type: none"> <li>Focus orientation program on current mandated requirements both provincially and nationally, as well as incorporating a new approach to education on all Equity, Diversity and Inclusion topics.</li> <li>Measurables will focus on student athletes' academic success and overall education of core orientation topics.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Dean, students</li> </ul>	<ul style="list-style-type: none"> <li>A revised Varsity 101 took place this fall.</li> <li>Separate PD sessions are being arranged to educate athletes and coaches on Sexual Violence/Harassment and EDI this fall via Zoom.</li> <li>Student-athletes are required by OCAA and CCAA to complete on-line training modules for Sexual Violence, CCES Anti-Doping, Sport Canada Drug Education program,</li> </ul>	<b>Completed</b>

## 2021-2022 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
				Rowan's Law Concussion Protocols, and CAT education.	
<b>5. Foster the development of durable skills that transfer across all industries and workplaces including collaboration, entrepreneurial and critical-thinking, digital literacy, communication and creativity.</b>	<ul style="list-style-type: none"> <li>Introduce a new FastStart workshop series with a focus on Intellectual Property Literacy, with the support of Intellectual Property (IP) expert.</li> </ul>	<ul style="list-style-type: none"> <li>Host one to two IP literacy sessions between October 2021 – March 2022.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Planning for this series is on hold while faculty Collective Agreement bargaining continues.</li> </ul>	<b>On Hold</b>
	<ul style="list-style-type: none"> <li>Provide the opportunities for students across the college to enhance their creativity skills by embedding related content into curriculum and offering creativity-focused General Education (GNED) courses.</li> </ul>	<ul style="list-style-type: none"> <li>Schedule two offerings of the GNED creativity courses.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>GNED creativity courses scheduled for both academic semesters.</li> </ul>	<b>Completed</b>
	<ul style="list-style-type: none"> <li>Expand Riipen use by promoting DC Project Marketplace to local employers/organizations.</li> </ul>	<ul style="list-style-type: none"> <li>Host a workshop for community partners by April 2021.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Hosted workshop for community partners in April 2021. Presented DC Project Marketplace and other EL opportunities for business through Whitby Economic Development YouTube channel. Promotion to individual organizations is ongoing.</li> </ul>	<b>Completed</b>



## 2021-2022 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> <li>Offer four student-centric events: AI-boot camps/workshops, workshops for other technical skills, event based on community challenge, and an event to raise awareness of research opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Offer four events (one in social innovation) in the academic year.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Social Impact Hub student focused session planned for March 2022. Three technical skills training workshops on database and indexing, intro to PHP, and intro to Google Collaborate. CityStudio Durham hosted two “Hubbub” events this year, one in April and one in November, to celebrate the work completed by students, faculty, researchers, and municipal partners through the CityStudio Durham partnership.</li> </ul>	<b>Completed</b>
<b>6. Cultivate relationships with students that extend beyond graduation.</b>	<ul style="list-style-type: none"> <li>Develop strategies to track and further engage international alumni, who can become important brand ambassadors.</li> </ul>	<ul style="list-style-type: none"> <li>A pilot event is planned for April 2021. Plan developed by September 2021 for launch in spring 2022.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Second annual International Alumni Talks planned for April 2022.</li> <li>The International Education Office, with the Office of Development and Alumni Affairs, is investigating options for international students to self-identify and consent to be contacted in their capacity of former DC international students.</li> </ul>	<b>Completed</b>
	<ul style="list-style-type: none"> <li>Increase purposeful career conversations and engagement with current students and alumni.</li> </ul>	<ul style="list-style-type: none"> <li>Deliver/provide meaningful online resources and tools to students and alumni.</li> <li>Increase student engagement with social media accounts to maintain relationships beyond graduation.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Dean, students</li> </ul>	<ul style="list-style-type: none"> <li>Career Development - Implemented the use of Slido and Articulate into resource tools and webinars.</li> <li>Created an Articulate Guide for self-guided Career Resources such as resume and cover letter development, LinkedIn, job search. Knowledge checks are included in each guide.</li> </ul>	<b>Completed</b>

## 2021-2022 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
				<ul style="list-style-type: none"> <li>Creation of Career Development webinars delivered synchronously in class and outside of class time via MS Teams/Zoom or asynchronously via Instagram.</li> <li>Hosted two external speakers focused on equity, diversity, inclusion and workplace success.</li> </ul>	
	<ul style="list-style-type: none"> <li>Increase alumni engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Work with Durham College Alumni Association to develop strategic vision and plan to ensure continued relevance for students and alumni.</li> <li>Evaluate return on investment for traditional events and develop strategic engagement opportunities.</li> <li>Realign priorities based on evaluation and new reality.</li> <li>Continue and build upon virtual opportunities.</li> <li>Develop strategy to engage alumni who are also DC employees.</li> <li>Implement measurable metric for alumni engagement for the purpose of benchmarking and report.</li> <li>Work with International Office to conduct at least one event with international alumni.</li> </ul>	<ul style="list-style-type: none"> <li>Associate vice-president Development and Alumni Affairs</li> </ul>	<ul style="list-style-type: none"> <li>New strategic plan for DCAA complete.</li> <li>Determined little ROI for traditional events – mostly attended by staff. Pivoting to more strategic events – both virtual and in-person.</li> <li>Realigned team to better capitalize on strengths and new priorities like virtual; social media and inability to participate in community events.</li> <li>Hosted several virtual events including AGM and networking events. Planning a DC Talks for February.</li> <li>Social media presence has increased substantially including weekly “Alumni in Focus” features, contests and app discount suppliers.</li> <li>Developed codes for various types of engagement – development of “scoring” mechanism continues.</li> <li>Currently working with International Office to support International</li> </ul>	<b>Completed</b>

## 2021-2022 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
				<p>Alumni Networking Event.</p> <ul style="list-style-type: none"> <li>Also working with FPIC to support a Pre-Convocation event with Indigenous students and Alumni.</li> <li>Increased number of DC Alumni app users by 735 – now at over 5,000.</li> </ul>	
<b>7. Champion the necessity and value of life-long learning.</b>	<ul style="list-style-type: none"> <li>Continue to capitalize on successful experiences, realized as a result of COVID-19, through the development of alternate delivery opportunities for students, including hy-flex options.</li> </ul>	<ul style="list-style-type: none"> <li>Plan for hy-flex delivery in some courses of two programs. Planning to be completed March 2022, for program delivery fall 2022.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>The Advertising and Marketing Communications diploma and Advertising - Digital Media Management graduate certificate programs are delivered using a flexible delivery format. Over the past year, faculty have continued to refine and improve their approaches enabling students to develop portfolios and reels equal or better than those achieved with conventional program delivery. Adding asynchronous learning to make some courses hy-flex is the next evolution in these programs.</li> <li>The number of programs offering alternate delivery options has increased over the 2021-2022 academic year: <ul style="list-style-type: none"> <li>Fall 2021 – 26 programs</li> <li>Winter 2022 – 52 programs</li> <li>Spring 2022 – 26 programs</li> </ul> </li> </ul>	<b>Completed</b>

# 2021-2022 Business Plan Scorecard



## OUR PEOPLE

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

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
1. Attract and retain highly qualified, creative and collaborative employees.	<ul style="list-style-type: none"><li>Achieve Top GTA Employer and Greenest Employer designations.</li></ul>	<ul style="list-style-type: none"><li>Strategically identify Durham College (DC) initiatives and milestones for inclusion in award applications.</li><li>Select employee testimonial representatives.</li><li>Promote application to all DC employees through electronic view book.</li></ul>	<ul style="list-style-type: none"><li>Chief administrative officer</li></ul>	<ul style="list-style-type: none"><li>Achieved GTA's Top Employers designation, and Canada's Greenest Employers for 2022.</li><li>Article and publication released in Globe and Mail for GTA's Top Employers announcement, article in process for Canada's Greenest Employer announcement.</li><li>Media release and awards publication on target for April 2022.</li><li>2023 application process on target for May 2022 submission. Input being sought from variety of departments across the college.</li><li>Working with C&amp;M on a new method to gain employee testimonials.</li><li>Recommendations sought for representations of all employee groups.</li><li>Quotes will be dispersed throughout application.</li></ul>	Completed

## 2021-2022 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> <li>Develop tiered professional development (PD) session and launch a minimum of four new educational technology-focused PD sessions to support and advance exemplary teaching across a faculty's career.</li> </ul>	<ul style="list-style-type: none"> <li>Tiered PD sessions which cater to faculty's experience and expertise of EdTech Tools and DC Connect Tools, promoting professional development across their careers.</li> <li>Four new educational technology focused PD sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Developed and delivered levelled series 100 - 300 to denote introductory, intermediate, and advanced topics for all PD Workshops. Six new PD Workshops: Tool Synergies: DC Connect (300), Using our Advanced Interactive Elements (300), How to use Zoom: Basics (100), Zoom Level-Up Q&amp;A (300), Digital Storytelling through Sway (200), Interactive Teaching with Kahoot (200), and Interactive Teaching with Miro (200).</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Build targeted recruitment campaigns for high growth program areas of the college.</li> </ul>	<ul style="list-style-type: none"> <li>Work with Academic leadership to identify areas for expected growth.</li> <li>Develop a promotional campaign for work at the college.</li> <li>Track conversion of application hires.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>AVP, Human Resources</li> </ul>	<ul style="list-style-type: none"> <li>In collaboration with Communications + Marketing, a process was developed to coordinate Social Media recruitment campaigns.</li> <li>Outreach to schools for Spring and Fall semester recruitment needs.</li> <li>Outreach to hiring managers in Academic Schools to support targeted recruitment campaigns and/or job fairs.</li> <li>Postings for part-time teaching opportunities have been updated for all Academic Schools.</li> <li>Applicant screening questions updated in the Applicant Teaching System (SilkRoad).</li> <li>In person job fair on-hold.</li> </ul>	Completed

## 2021-2022 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
				<ul style="list-style-type: none"> <li>Expanded options for external advertising to support recruitment of diverse candidate pool.</li> </ul>	
<b>2. Develop teams whose work exemplifies our mission, vision and values.</b>	<ul style="list-style-type: none"> <li>Revitalize employee PD sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Implement new employee online training platform (Brightspace).</li> <li>Redevelop mandatory training and ensure employees complete it.</li> <li>Deliver a variety of professional development and wellness webinars for all employee groups.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>AVP, Human Resources</li> </ul>	<ul style="list-style-type: none"> <li>Brightspace platform launched in October 2021. Platform development continues, including reporting capabilities.</li> <li>Launch of platform complete. Technical and operational development of the platform will continue into the next business cycle.</li> <li>Updated modules available in Brightspace platform.</li> <li>Management Development Series delivery underway.</li> <li>Online asynchronous Professional Development opportunities and Wellness modules available in Brightspace as well as on ICE.</li> <li>2021/22 programming deliver is ending; planning underway for next business cycle.</li> </ul>	<b>Completed</b>

## 2021-2022 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> <li>Respond to employee engagement survey results.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and launch a pulse survey that will be delivered to employees three times per year to track engagement and identify areas for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> </ul>	<ul style="list-style-type: none"> <li>The pulse survey project has been put on hold due to COVID-19.</li> </ul>	<b>On Hold</b>
<b>3. Be a positive and inclusive work environment that is diverse, respectful and representative of our community.</b>	<ul style="list-style-type: none"> <li>Prepare reports for multiple stakeholders for 2020-2021 Equity, Diversity and Inclusion (EDI) student and employee surveys.</li> <li>Create and Implement action plan based on Self-Identification (self-ID) Survey.</li> </ul>	<ul style="list-style-type: none"> <li>EDI reports developed and provided to EDI Director in spring 2021.</li> <li>Obtain, analyze and communicate survey results.</li> <li>Develop action plans that align with commitments under the Black North Initiative, and include educational components for both staff and students.</li> <li>Create and implement an EDI policy, inclusive of feedback from the self-ID surveys.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> <li>Chief administrative officer</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of result completed, development of communication and strategy to support institutional priorities related to EDI are on-going.</li> <li>Analysis of results complete. Communication of results to college community planned for April.</li> <li>Five sessions campus wide sessions have been held to date.</li> <li>Two additional campus-wide sessions were held in recognition of Black History Month.</li> <li>73 participants attended these events.</li> <li>Analysis and presentation of results to key internal stakeholders (Board of Governors, DCLT, EDI Working Group) complete.</li> <li>Programming in recognition of the International Day of the Elimination of Racial Discrimination is scheduled for March.</li> <li>EDI Working group meetings resumed. Going forward meeting will</li> </ul>	<b>Completed</b>



## 2021-2022 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
				focus on membership, terms of reference and work plans.	
	<ul style="list-style-type: none"> <li>Continue to support and promote participation in the seven Indigenous modules, offered through the Centre for Teaching and Learning.</li> </ul>	<ul style="list-style-type: none"> <li>More than 50 faculty have completed at least one module by March 2022.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> <li>Dean, Students</li> </ul>	<ul style="list-style-type: none"> <li>333 new registrants totaling 781 registrants overall. A total of 172 have completed at least one module, and 249 completed all modules.</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Develop Indigenous Histories and Reconciliation course for faculty and staff.</li> </ul>	<ul style="list-style-type: none"> <li>New Indigenous Histories and Reconciliation course is posted to public domain.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> <li>Dean, Students</li> </ul>	<ul style="list-style-type: none"> <li>The Indigenous Histories and Reconciliation course for faculty and staff is complete. The new experience should be open for faculty and staff by the end of March.</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Provide learning experiences that embrace the Indigenous ways of knowing and acknowledge the history of Indigenous Peoples in Canada.</li> </ul>	<ul style="list-style-type: none"> <li>Increase employee engagement in workshops and training on the Truth and Reconciliation Commission of Canada: Calls to Action.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Dean, students</li> </ul>	<ul style="list-style-type: none"> <li>First Peoples Indigenous Centre (FPIC) is supporting CTL with updating and developing Indigenous learning modules for eCampus project.</li> <li>Employees have been invited to participate in the Durham Indigenous Voices – a five-part series which addressed reconciliation, resistance,</li> </ul>	Completed

2021-2022 Business Plan Scorecard



We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
				<p>resilience, resurgence, and relationship building.</p> <ul style="list-style-type: none"><li>• Participated in an employee dialogue session facilitated by the Social Justice Committee on Anti-Indigenous and Anti-Muslim racism</li><li>• Participated in a ceremony honouring the children who did not make it home from Indian Residential, Day and Industrial Schools in Canada.</li><li>• DC employees have been invited to participate in bi-weekly Indigenous Learning Circles which are offered year-round.</li><li>• The campus community has been invited to participate in a 4-part series titled Traditional Medicines in the Modern.</li><li>• The FPIC in collaboration with the Indigenization Council Communications working group has created new institutional land acknowledgments along with a new resource page to assist faculty and staff in the development of personalized land acknowledgments.</li></ul>	

## 2021-2022 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> <li>Promote the Intercultural Awareness Modules to faculty and staff.</li> </ul>	<ul style="list-style-type: none"> <li>Goal is 50 percent faculty/staff participation in Module 1 by March 30, 2022.</li> <li>Launch Module 2 in virtual format in May 2022.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> <li>Dean, Students</li> </ul>	<ul style="list-style-type: none"> <li>Successfully launched virtual module one of Intercultural Awareness Modules.</li> <li>Will facilitate two Module 2 sessions during the winter reading week. Launch Modules 3-5 in May, 2022.</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Support the Black North Initiative (BNI).</li> </ul>	<ul style="list-style-type: none"> <li>Provide organizational leadership for the Black North Initiative.</li> <li>Continue to support faculty involvement in: Black Student Success Network (BSSN) and Social Justice Week. Implement a minimum of three additional initiatives: (i) offer two unconscious bias training sessions for faculty; (ii) pilot two unconscious bias training sessions for students; (iii) support faculty professional development activities which address diversity, equity and inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>President's Office</li> </ul>	<ul style="list-style-type: none"> <li>Faculty SWF'd for participation in BSSN.</li> <li>Social Justice Week ran from January 25 to 27 with events exploring timely social issues including homelessness, disability advocacy, harm reduction, human trafficking, and mental health.</li> <li>BNI meetings have resumed, membership is currently being restructured.</li> <li>Director continues to work with BSSN to implement BNI and institutional priorities as it relates to anti-Black racism.</li> <li>Dec 6 campus-wide session centered on the Black experience in the context of gender-based violence.</li> <li>Black History Month recognition events were held focusing on Black Joy and anti-black racism in higher education.</li> <li>Exploration of Black student leadership series currently</li> </ul>	Completed

## 2021-2022 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
				<p>underway.</p> <ul style="list-style-type: none"> <li>• Sexual Violence First Aid module for staff currently awaiting Brightspace development.</li> <li>• Mentorship pilot project was launched in collaboration with the Delta Sigma Theta Sorority is now complete.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Continue to build community connections in support of EDI. resources for employees and students.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify academic programs to partner with for RISE students.</li> <li>• Identify community organizations that align with supporting employee and student resource groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Chief administrative officer</li> <li>• AVP, Human Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Preliminary conversations have commenced with Durham Community Aid Services (CAS) and Region of Durham to discuss possible partnership opportunities for RISE students.</li> <li>• Three (3) community outreach meetings were held by the Director to meet institutional and BNI strategic priorities.</li> <li>• Outreach with existing community partners has resumed.</li> <li>• RISE Outreach session was held in March with another session scheduled in Spring.</li> <li>• DDSB has indicated they will connect with DC RISE over the next few months due to pandemic responses.</li> <li>• Conversations with Woodgreen Community Services continue to explore avenues for partnership.</li> <li>• Content for website re-launch has begun, expected launch September</li> </ul>	<b>Delayed</b>

## 2021-2022 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
				2022.	
<b>4. Empower and support employees to be entrepreneurial, innovative and strategic.</b>	<ul style="list-style-type: none"> <li>Initiate an applied research mentoring program for faculty.</li> </ul>	<ul style="list-style-type: none"> <li>Initiate mentoring program for faculty for launch in winter 2022.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Draft manual has been finalized and approved by ALT. Mentor-Mentee application forms to be finalized, along with communications plan for roll-out.</li> <li>Roll-out was delayed due to faculty Collective Agreement bargaining.</li> <li>Program will launch in 2022-23 academic year.</li> </ul>	<b>Delayed</b>
	<ul style="list-style-type: none"> <li>Create a series of seven research modules aimed at faculty to provide an overview of the research process.</li> </ul>	<ul style="list-style-type: none"> <li>To be delivered in at least one semester in 2021-2022. Targeting a minimum participation of eight faculty per semester.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Fourteen participants successfully completed the Fundamentals of Applied Research course in the Fall 2021 session, during seven 2-hour workshops delivered bi-weekly. Content was made available in DC Connect and workshops were delivered by Research Coordinators and a manager. Upon completion, feedback from participants was very positive and plans are underway to deliver the course again in the near future.</li> </ul>	<b>Completed</b>

## 2021-2022 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> <li>Develop and maintain a repository of key messages, facts and figures that can be leveraged by employees across the organization.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a centralized set of key messages will ensure a consistent approach to the language and examples used to demonstrate the college's successes and achievements, as well as clearly articulate our positioning, goals and objectives by September 2021.</li> <li>Communicate new information repository to all staff for use by October 2021.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>AVP, Communications &amp; Marketing</li> </ul>	<ul style="list-style-type: none"> <li>Due to the furlough process, as well as the fact that other areas in the organization are developing facts and figures dashboard to be included on the website, this action item is no longer required.</li> </ul>	Cancelled
	<ul style="list-style-type: none"> <li>Encourage Student Affairs employees to develop innovative ways to support students by supporting new ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Review service delivery models to utilize technology and other creative ways to serve students during the pandemic.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Dean, students</li> </ul>	<ul style="list-style-type: none"> <li>Access and Support Centre (ASC) is using Teamviewer for virtual installations and training software</li> <li>Career Development – Implemented the use of slido and Articulate into resource tools and webinars.</li> <li>Developed new COVID-19 screening process at CES offices to ensure a safe work environment. e.g. QR code created and linked to the DC COVID-19 screening tool.</li> <li>Created Career webinars delivered synchronously in class and outside of class time via MS Teams/Zoom or asynchronously via Instagram.</li> <li>Moved fully to Live Chat to provide students with daily access to Financial Aid experts.</li> <li>Moved to “paperless” office by</li> </ul>	Completed

## 2021-2022 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
				encouraging uploading of all OSAP related supporting documentation. <ul style="list-style-type: none"> <li>Implemented Electronic BSWD application adjudication and approval.</li> </ul>	
<b>5. Strengthen our organizational culture to prioritize the health and wellness of our employees.</b>	<ul style="list-style-type: none"> <li>Develop an integrated college mental health wellness framework for employees.</li> </ul>	<ul style="list-style-type: none"> <li>Through the participation of the college wellness committee, Human Resources will work with the Campus Health and Wellness Centre using the Psychological Health and Safety in the Workplace National Standard of Canada to conduct a gap analysis and develop goals to begin implementation of the new framework for employees.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Dean, students</li> </ul>	<ul style="list-style-type: none"> <li>Developed in partnership between Human Resources and Campus Health and Wellness Centre, and through the Wellness Committee, the campus Framework on Wellness is complete.</li> <li>Framework has been presented to the Board of Governors, and to DCLT. Scorecard to capture and measure initiatives in development.</li> <li>Scorecard analysis completed, identifying current employee focused initiatives underway, and gaps where additional programming would be beneficial.</li> </ul>	<b>Completed</b>
	<ul style="list-style-type: none"> <li>Fully implement a Remote Work Policy</li> </ul>	<ul style="list-style-type: none"> <li>Finalize the policy and develop a guide for supervisors and employees on remote work arrangements.</li> <li>Hold information sessions with staff to review the policy and guide.</li> <li>Review feedback and adjust as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>AVP, Human Resources</li> </ul>	<ul style="list-style-type: none"> <li>Remote Work Policy updated and posted in June.</li> <li>Additional updates to Policy, made after another full business cycle of remote work.</li> <li>Renewed policy posted and administrative processes underway.</li> <li>In collaboration, Human Resources and IT lead discussion on the future</li> </ul>	<b>Completed</b>



## 2021-2022 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
				<p>of work, and the Remote Work Policy, during Leadership planning day.</p> <ul style="list-style-type: none"> <li>• PD session for managers and staff to follow.</li> <li>• PD sessions will be rolled into 2022-23 offerings.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Promote the provision of massage therapy treatments for employees by students enrolled in the college's Massage Therapy program to enable students to achieve the hands-on requirements for their programs, as public health requirements allow.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote the massage therapy services across the campus community.</li> <li>• Deliver five treatment hours per week to employees in the fall 2021 and winter 2022 semesters.</li> </ul>	<ul style="list-style-type: none"> <li>• Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>• SPA closed in December 2021 with a reopening target of January 31, 2022. Service promoted to staff/faculty on reopening.</li> <li>• Fall Term open to public/faculty/staff a total of 6 weeks. Total appointments = 160 Weekly average = 26.7</li> <li>• Open during the Winter term to the public/faculty/staff a total of 6 weeks. Total appointments = 158 Weekly average = 26.3</li> </ul>	Completed

## 2021-2022 Business Plan Scorecard

### OUR WORK

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

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
<b>1. Create an environment that inspires idea generation, bold leadership and purposeful innovation that aligns with the evolution of work.</b>	<ul style="list-style-type: none"> <li>Share and celebrate employee accomplishments across the institution as we highlight innovative approaches to, and excellence in, teaching for individuals and teaching teams and program teams that includes all staff and departments.</li> </ul>	<ul style="list-style-type: none"> <li>Development of a video presentation to be shared on the Centre for Teaching and Learning (CTL) website.</li> </ul>	<ul style="list-style-type: none"> <li>President's Office</li> <li>Executive vice president, Academic</li> <li>Associate vice-president, Development and Alumni Affairs</li> </ul>	<ul style="list-style-type: none"> <li>Faculty Spotlight videos posted on the CTL website that celebrates faculty practices. The website is updated monthly. <a href="https://durhamcollege.ca/ctl/blog/blog-posts/">https://durhamcollege.ca/ctl/blog/blog-posts/</a></li> <li>The President's Office has begun to post the stories shared as part of the <i>Share Your Story</i> campaign on social media, highlighting the successes of various individuals and teams</li> </ul>	<b>Completed</b>
	<ul style="list-style-type: none"> <li>The international recruitment team will continue to develop a virtual recruitment strategy for international students. The strategy will determine how virtual recruitment will play a part of our recruitment moving forward.</li> </ul>	<ul style="list-style-type: none"> <li>The plan will be finalized by June 30, 2021.</li> <li>A secondary plan will also be developed by June 30, 2021 in case return to in person activities can resume by the fall intake.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Finalized and implemented (virtual recruitment). Application, confirmation, and payment targets were exceeded. Recorded 36% increase in application processing during the fall and winter semester intakes.</li> </ul>	<b>Completed</b>
	<ul style="list-style-type: none"> <li>Fully integrate virtual appointments for counselling, accessibility coaching, assistive technology, and peer coaching to decrease</li> </ul>	<ul style="list-style-type: none"> <li>Monitor no-show appointments for virtual appointments to compare to in-person no-show rates.</li> <li>Gather feedback from students regarding the new practices and</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Dean, students</li> </ul>	<ul style="list-style-type: none"> <li>Virtual appointments are fully integrated into all areas of ASC.</li> <li>Survey has been developed and distributed to students to gather feedback.</li> <li>Monitoring 'no show' rates</li> </ul>	<b>Completed</b>

## 2021-2022 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	barriers for students to ensure increased access.	impact of support services.		compared to when appointments offered only face-to-face.	
	<ul style="list-style-type: none"> <li>Host a conference focusing on the future and technology for the information technology organizations of the Ontario postsecondary sector.</li> </ul>	<ul style="list-style-type: none"> <li>Select a platform for a virtual conference.</li> <li>Identify and contract keynote speakers.</li> <li>Work with colleges to get college presentations.</li> <li>Work with vendors to get vendor presentations.</li> <li>Host virtual conferences in June 2021.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> </ul>	<ul style="list-style-type: none"> <li>The conference was hosted successfully in June 2021. Approximately 770 people attended the conference.</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Promote internal and external awards for exemplary employees, programs and services.</li> </ul>	<ul style="list-style-type: none"> <li>Nominate faculty for the college's annual Employee Excellence Awards.</li> <li>Nominate faculty and/or programs for external awards including CIG Awards of Excellence, Chair Academy Awards and World Federation of Colleges and Polytechnics Awards of Excellence.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Employee Awards of Excellence awarded at a ceremony in September 2021.</li> <li>One faculty member was nominated for and won the Chair Academy's 2021 Exemplary Leadership Award.</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Make seed funds available to faculty to support up to four small projects (\$2,000 or less each) to develop faculty applied research skills and plan for future grant applications in winter</li> </ul>	<ul style="list-style-type: none"> <li>Seed funding offered by March 2022, and granted to up to four projects.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>No external funds became available this year; hence this strategy could not proceed.</li> </ul>	Cancelled

## 2021-2022 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	2022 (dependent on availability of funds).				
<b>2. Lead in the development of transformational programs, services and systems that enhance the student experience.</b>	<ul style="list-style-type: none"> <li>Promote options for flexible remote testing to support access plans for faculty and academic departments.</li> </ul>	<ul style="list-style-type: none"> <li>Increased proportion of remote testing, from pre-pandemic (2019-2020) levels.</li> </ul>	Executive vice president, Academic	<ul style="list-style-type: none"> <li>Test Centre website has been updated to advertise both in-person and remote testing services at both campuses; registration portal amended to allow students and faculty to indicate their preferred testing mode.</li> <li>New contract invigilators have been hired and oriented to provide invigilation services in either format.</li> <li>No remote invigilation was provided pre-pandemic. Approximately 31% of all tests at Oshawa Test Centre were invigilated remotely in 2021.</li> </ul>	<b>Completed</b>
	<ul style="list-style-type: none"> <li>Refresh the new full-time faculty orientation program to support onboarding, including preparation for the first weeks of teaching and overviews of available supports and professional development opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Deliver new full-time faculty orientation program prior to fall 2021 semester.</li> </ul>	Executive vice president, Academic	<ul style="list-style-type: none"> <li>New full-time faculty orientation program developed to reflect current approaches and practices. New program delivered in January 2022 to new full-time faculty.</li> </ul>	<b>Completed</b>

## 2021-2022 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> <li>Develop strategies to create a sense of community among international students through creative use of on-campus spaces and encouraging new ways for students to share their culture.</li> </ul>	<ul style="list-style-type: none"> <li>Host a number of cultural-sharing activities.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Successfully co-hosted two virtual meet and greet events with DCSA in Fall of 2021.</li> <li>Successfully hosted a virtual International Education meet and greet in January (adapted from in-person event). Global Cafe planned to launch as soon as this is possible in-person. Contingency plans for gathering limits has been considered.</li> <li>Hosted in-person orientation event in March 2022 with nearly 200 first-year participants.</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Campus Food Services.</li> </ul>	<ul style="list-style-type: none"> <li>Revitalize our campus food service portfolio utilizing our new relationship with Chartwells.</li> <li>Oshawa Marketplace, South Wing Starbucks, South Village Dining Hall, Whitby Café and Subway installations scheduled in 2021.</li> <li>To promote and educate students, faculty and staff on healthy food choices and options.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Chief financial officer</li> </ul>	<ul style="list-style-type: none"> <li>Oshawa Marketplace branding/franchise makeover completed and opened for start of Fall semester.</li> <li>South Village makeover is completed and operational for start of semester.</li> <li>South Wing Starbucks is in the design stage and on track.</li> <li>Whitby Subway (Part of Phase IV CSTT) completed and opened March 14.</li> </ul>	Completed

## 2021-2022 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> <li>Implement new call centre technology.</li> </ul>	<ul style="list-style-type: none"> <li>Determine requirements for new system.</li> <li>Procure new system.</li> <li>Implement new system and train users.</li> <li>Go live with call centre's telephony system by March 31, 2022.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> </ul>	<ul style="list-style-type: none"> <li>Requirements were determined and the system was procured.</li> <li>The IT Service Desk went live with the call centre's telephony system in December 2021.</li> <li>Enrolment Services went live in January 2022.</li> <li>Campus Health and Wellness Centre went live on March 16, 2022.</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Enhance cyber security by implementing a domain name system firewall.</li> </ul>	<ul style="list-style-type: none"> <li>Design solution.</li> <li>Finalize agreement with Canadian Internet Registration Authority.</li> <li>Implement solution by March 31, 2022.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>AVP, IT Services</li> </ul>	<ul style="list-style-type: none"> <li>The solution was designed for the college network and implemented August 2021.</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Redesign program webpages to highlight key selling features and program uniqueness based on user-testing and industry best practices.</li> </ul>	<ul style="list-style-type: none"> <li>Program page redesign completed by December 2021.</li> <li>Increase the average time on all program pages by 25 per cent, which would equal visitors spending an additional 20 seconds on program pages per visit.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> </ul>	<ul style="list-style-type: none"> <li>On track to launch end of March 2022.</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Expand the reach of the Indigenous Student Success Network in collaboration with Ontario Tech University, Fleming College and Trent University.</li> </ul>	<ul style="list-style-type: none"> <li>Connect students with Indigenous learning opportunities, access to wider variety of Elders and Traditional Knowledge Keeps, networking and social programming.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Dean, students</li> </ul>	<ul style="list-style-type: none"> <li>Monthly ISSN social programming will commence in September 2021.</li> <li>Programming will be student-led, and will provide opportunities for students to connect with community Elders and Traditional Knowledge Keepers.</li> </ul>	Completed

## 2021-2022 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
				<ul style="list-style-type: none"> <li>Humber College and Wilfrid Laurier University have recently become members of the ISSN.</li> <li>DC and Ontario Tech have also extended invitations to the University of Toronto.</li> <li>Aboriginal Post-Secondary Information Program (APSIP) has expressed interest in adopting ISSN as a suborganization</li> <li>ISSN will reconvene in March 2022 to determine next steps.</li> </ul>	
	<ul style="list-style-type: none"> <li>Provide effective, targeted financial aid programming to increase access and retention.</li> </ul>	<ul style="list-style-type: none"> <li>Deliver financial aid programs that provide enhanced food security</li> <li>Deliver financial aid program to support student participating in frontline Work Integrated Learning.</li> <li>Deliver government financial aid program to support students access and participation in micro-credential programs</li> <li>Partner with community agencies to promote and support access to post-secondary education for underrepresented populations.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Dean, students</li> </ul>	<ul style="list-style-type: none"> <li>Implemented food bursaries to provide short term financial support via EFT to students experiencing food insecurity.</li> <li>Partnered with EDI and HCS to secure financial support for Frontline Practical Nursing students participating in placements during fall 2021 semester.</li> <li>Provide access and financial support to students taking four Ministry approved Micro Credential programs.</li> <li>Provide monthly outreach to OW staff and clients providing information and access to post-secondary funding.</li> </ul>	Completed



## 2021-2022 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> <li>To support the strategic discussion of the Board of Governors, and capitalize on the co-location, the leadership teams of Durham College and Ontario Tech University will explore opportunities to collaborate.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a status update on the areas of collaboration with Ontario Tech to the Board by March 2022.</li> </ul>	<ul style="list-style-type: none"> <li>President's Office</li> </ul>	<ul style="list-style-type: none"> <li>A report highlighting areas of collaboration between Durham College and Ontario Tech was shared with the Board at its December 2021 meeting.</li> <li>The Board received the signed terms of reference for the Joint Institutional Planning Committee at its meeting in February 2022.</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Deliver state of the art fitness and sport facilities on campus.</li> </ul>	<ul style="list-style-type: none"> <li>Open new Fitness Centre at the Whitby campus.</li> <li>Open new softball facility Oshawa campus.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Dean, students</li> </ul>	<ul style="list-style-type: none"> <li>New Fitness Centre at Whitby Campus opened to students and staff early in October.</li> <li>New softball facility phase one is completed and has been open to community user groups this summer as well as for our student programming and varsity team use.</li> <li>Softball facility Phase 2 has begun earlier than the expected spring scheduled start. Bleachers are 80% completed. Awaiting completion of bleachers for installation of press box and elevator. Expected completion date June 2022</li> </ul>	On Track

## 2021-2022 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
3. Be at the forefront of the evolving practices of teaching, learning and applied research.	<ul style="list-style-type: none"> <li>Update the Faculty Competency Matrix to embrace and reflect knowledge and skills required to be a responsive and flexible educator for the contemporary student.</li> </ul>	<ul style="list-style-type: none"> <li>Revised and update Faculty Competency Matrix by February 2022.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Revised Matrix completed.</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Implement phase 1 of the Scholarship of Teaching and Learning (SoTL) framework (call for proposals, project development, research, project completion, dissemination of learning).</li> </ul>	<ul style="list-style-type: none"> <li>Launch SoTL call for proposals. Provide guidance in project development and preparation, and initial phases of research.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>SoTL launch and call for proposals completed. 6 projects, spanning 5 academic schools selected. Kickoff and project planning set to begin mid-September. Webpage launched: <a href="https://durhamcollege.ca/ctl/sotl/sotl-at-dc/">https://durhamcollege.ca/ctl/sotl/sotl-at-dc/</a></li> <li>Five projects have moved forward to the research and/or data analysis stage. One project was suspended until the next call for proposals.</li> <li>Second call for proposals distributed March 2022.</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Develop a faculty toolkit aligning educational technology, pedagogical reasoning and active learning.</li> </ul>	<ul style="list-style-type: none"> <li>Development of a minimum of five infographic cards connecting specific teaching and learning strategies with matching eLearning tools, aligned with the pedagogical reasoning/explanation.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Re-scoped based on faculty need. Faculty toolkit for Flexible Delivery developed on DC Connect focusing on eLearning tools and pedagogical approaches to support flexible delivery.</li> <li>A second faculty toolkit is planned for next fiscal year as a potential eCampusOntario Virtual Learning</li> </ul>	Delayed

## 2021-2022 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
				Strategy project. A proposal was submitted to eCampusOntario in collaboration with two other colleges for funding to support the project.	
	<ul style="list-style-type: none"> <li>Launch DC's fifth research centre, with a focus on Social Innovation.</li> </ul>	<ul style="list-style-type: none"> <li>Research centre launched in spring 2021 and event hosted in fall 2021, ideally with Tri-Agency funding to support the event.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Centre launched June 2021. Social Sciences and Humanities Research Council Connection Grant received to support an event to be held in May 2022.</li> </ul>	On Track
	<ul style="list-style-type: none"> <li>Successfully complete year four of Natural Science and Engineering Research Council (NSERC) Innovation Enhancement (IE) Grant in Artificial Intelligence by initiating eight projects, training 24 students, and developing three new partnerships.</li> </ul>	<ul style="list-style-type: none"> <li>Complete eight projects, train 24 students, develop three partnerships by February 2022.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>On track to successfully end Year 4 of the NSERC grant, exceeding the number of projects completed, students trained, and partnerships developed. New Project Manager hired to support AI Hub activities.                             <ul style="list-style-type: none"> <li>23 projects initiated.</li> <li>19 projects completed.</li> <li>52 students trained.</li> </ul> </li> <li>9 partnerships initiated.</li> </ul>	Completed

## 2021-2022 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> <li>Initiate the NSERC IE Grant in Cybersecurity, with four projects, training ten students, and developing three new partnerships.</li> </ul>	<ul style="list-style-type: none"> <li>Initiate three projects, train 10 students, develop three new partnerships by February 2022.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Grant initiated and on track. Project coordinator hired but subsequently left for other employment. New recruitment underway                             <ul style="list-style-type: none"> <li>11 projects initiated.</li> <li>4 projects completed.</li> <li>10 students trained.</li> </ul> </li> <li>8 new partnerships initiated.</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Commission the Cybersecurity Research Lab using Canada Foundation for Innovation /Ontario Research Fund grants.</li> </ul>	<ul style="list-style-type: none"> <li>Lab commissioned and operational by March 2022.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Initiated and on track.</li> <li>J Block building finalized as location is currently under renovation.</li> <li>RFPs for equipment issued and now being evaluated.</li> </ul>	On Track
	<ul style="list-style-type: none"> <li>Successfully complete year two for the three College and Community Social Innovation Fund (CCSIF) grants, which involve supporting external collaborations; successfully complete the Applied Research Rapid Response to COVID funded project.</li> </ul>	<ul style="list-style-type: none"> <li>Year two of the CCSIF projects completed by March 2022, and Applied Research Rapid Response COVID project fully completed by September 2021.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Applied Research Rapid Response to COVID-19 Fund project with Big Brother Big Sisters completed by December 2021. Year 2 of CCSIF projects is on target. Anticipate extension for some of the CCSIFs due to difficulties posed by pandemic.</li> <li>Two new applications were submitted in March.</li> </ul>	On Track
	<ul style="list-style-type: none"> <li>Successfully initiate and complete the Ontario Council on Articulation and Transfer funded project entitled Understanding Transfer Experience in the Skilled Trades.</li> </ul>	<ul style="list-style-type: none"> <li>Research study initiated and reporting requirements met.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Research funding awarded, PI hired and project expected to be completed by April 30, 2022.</li> </ul>	On Track

## 2021-2022 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> <li>Develop space plan options and implement requirements for Durham Region Police Service leased space in the Gordon Willey building.</li> </ul>	<ul style="list-style-type: none"> <li>Determine requirements for optimum space utilization.</li> <li>Develop engineered designs as appropriate defined by existing space.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Chief financial officer</li> </ul>	<ul style="list-style-type: none"> <li>Space plan developed for upper level of the area – new home of Professional and Part-time Learning (PPL). Architectural design is under development.</li> <li>Partial design for lower level of the area. Decision made to proceed with allocation of majority of ground floor space to School of Justice and Emergency Services (JES).</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Develop space plan options and implement requirements for facilities in J Block Building.</li> <li>Establish an innovation and applied research hub within J Block.</li> </ul>	<ul style="list-style-type: none"> <li>Determine requirements for optimum space utilization.</li> <li>Facilitate space on a least cost basis for 2021-2022, with longer term plan for full renovation/repurposing. Implementation plan as funding is identified.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Chief financial officer</li> <li>Executive vice-president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Architectural design completed.</li> <li>Construction bids received. Award received and options are still being evaluated.</li> <li>Re-scrolling scope of work to de-content design based on current construction costs.</li> </ul>	On Track
	<ul style="list-style-type: none"> <li>Establish an innovation, disruptor committee to explore transformative program and service ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Committee is formed and an annual report produced.</li> <li>Develop task force mandate.</li> <li>Develop strategic planning document.</li> <li>Develop differentiation strategy and resource plan.</li> <li>Develop organizational engagement plan.</li> </ul>	<ul style="list-style-type: none"> <li>President's Office</li> </ul>	<ul style="list-style-type: none"> <li>The Innovation &amp; Disruption Catalyst Group (IDCG) was established, and terms of reference, including a mandate, have been approved.</li> <li>The IDCG sponsored the Hofstede cultural survey in fall 2021; over 50% of full-time employees responded to the survey. Three workshops were held with the senior leadership team to understand the process and to think about the results. Discussions are</li> </ul>	Completed

2021-2022 Business Plan Scorecard



We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
				<p>ongoing to understand the results and to determine further actions.</p> <ul style="list-style-type: none"><li>• High-level results from the Hofstede cultural survey were shared with administrators at the Dialogue with Don session on March 7; similar sessions are scheduled with the support staff and faculty groups in late May.</li><li>• On January 31, the IDCG launched its first initiative - the <i>Share Your Story</i> campaign. The campaign's goal was to collect stories about the innovative and creative things currently happening at DC. The first round of the <i>Share Your Story</i> campaign was a success, and with momentum building, a second-round was launched on March 25. Stories shared as part of the campaign are now being featured on social media.</li><li>• The IDCG will be launching a second initiative in May 2022 to encourage a broader dialogue about innovation across the college.</li><li>• The IDCG put together an RFP to acquire an idea management platform to support its work. The RFP has closed, and the Committee has identified a preferred vendor. Plans are underway to procure and</li></ul>	

## 2021-2022 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
				launch the platform.	
	<ul style="list-style-type: none"> <li>Complete development of Whitby Stellar Drive entrance, parking lot and yard landscaping along with site storm water management plan.</li> </ul>	<ul style="list-style-type: none"> <li>Manage implementation of plan as approved through the Site Plan Agreement with the Town of Whitby.</li> <li>Landscape work to complement the new north side entrance involving student programs.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Chief financial officer</li> </ul>	<ul style="list-style-type: none"> <li>Stellar Drive entrance is opened along with majority of redesigned and resurfaced asphalt parking surfaces. Stormwater management system integrated as part of construction.</li> </ul>	Completed
<b>4. Maximize resources and processes in all aspects of our business.</b>	<ul style="list-style-type: none"> <li>Expand utility of Hired Portal/Orbis Outcome platform for management of work-integrated learning at DC by adding new functionality and scaling use.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and launch new co-operative education module on the platform.</li> <li>Develop new workflows to scale use of Experiential/Field Placement Module in schools of Business, IT &amp; Management and Justice &amp; Emergency Services from two programs to 11 total.</li> <li>Enhance functionality of Orbis Outcome portal through addition of new global features, where feasible. Expanded Banner integration and addition of agreement tracking will be explored.</li> <li>Review and update common landing pages on the Hired portal to reflect the addition of experiential learning modules.</li> <li>Create user resources to support experiential-learning use of the</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> <li>Chief administrative officer</li> <li>Dean, students</li> </ul>	<ul style="list-style-type: none"> <li>A draft of the Co-op module configuration is complete. Implementation and launch schedule are being reviewed.</li> <li>Seven additional programs in BITM and JES have launched courses in the Hired Portal for field placement management for a total of nine programs to date.</li> <li>Created DC ORBIS User Working Group to orchestrate the use of ORBIS across the College (in collaboration with ORSIE).</li> <li>Experiential/Field Placement module manual has been drafted.</li> </ul>	Completed



## 2021-2022 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
		platform.			
	<ul style="list-style-type: none"> <li>Develop a School of Professional and Part-time Learning (PPL) dashboard in Tableau to enhance registration and activity reporting and provide improved access to decision-making data.</li> </ul>	<ul style="list-style-type: none"> <li>By March 31, 2022, implement a PPL dashboard in Tableau to improve reporting practices.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Conceptualization of the dashboard structure is complete.</li> <li>Due to ongoing delays in Tableau training as the result of higher priorities, the actual dashboard was not created. Estimated delivery pushed to Fall 2022.</li> </ul>	<b>Delayed</b>
	<ul style="list-style-type: none"> <li>Develop DC Open Data Visualization to provide DC website visitors with information as approved by Student Data Governance Committee.</li> </ul>	<ul style="list-style-type: none"> <li>Dashboard prepared and posted on DC website by March 2022.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Visualization developed; approvals received.</li> </ul>	<b>Completed</b>
	<ul style="list-style-type: none"> <li>Rebuild international enrolment, reaching 2019-2020 targets in 2022-2023.</li> <li>Focus on country diversification and market development.</li> </ul>	<ul style="list-style-type: none"> <li>Enrolment targets:                             <ul style="list-style-type: none"> <li>Spring 962</li> <li>Fall 1, 881</li> <li>Winter 2,152</li> </ul> </li> <li>Recruitment countries: 90</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>International enrolment targets were set as part of the 2022/2023 enrolment planning meetings. Day 10 Winter 2022 enrolment actuals, enrolment forecast that DC is in position to realize targets for the coming year. Global diversity remains a high priority but may be</li> </ul>	<b>Completed</b>

## 2021-2022 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
				adjusted due to the impacts of the COVID-19 pandemic. <ul style="list-style-type: none"> <li>Actual enrolments for 2021-2022:                             <ul style="list-style-type: none"> <li>Spring 2021 - 888</li> <li>Fall 2021 - 1,954</li> <li>Winter 2022 - 2,427</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Rebuild domestic enrolment, reaching 2019-2020 targets in 2022-2023.</li> </ul>	<ul style="list-style-type: none"> <li>Enrolment targets:                             <ul style="list-style-type: none"> <li>Spring 2,086</li> <li>Fall 9,016</li> <li>Winter 8, 874</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Domestic enrolment targets were set as part of the 2022/2023 enrolment planning meetings.</li> <li>Targets reflect an anticipated increase in domestic enrolment for high-demand programs, with plans to launch a new flexible learning model to engage a non-direct applicant audience.</li> <li>Day ten Winter 2022 enrolment actuals forecast that DC is in position us to realize targets in the coming year. In collaboration with C&amp;M, launched 2022/2023 prospect working group to target key areas and support an increase in applications and conversions.</li> <li>Actual enrolments for 2021-2022:                             <ul style="list-style-type: none"> <li>Spring 2021 - 2,159</li> <li>Fall 2021 - 8,502</li> <li>Winter 2022 - 8,157</li> </ul> </li> </ul>	Completed

## 2021-2022 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> <li>Collaborate with Information Technology Services and Registrar's Office to develop, implement and test Phase 2 co-operative education workflow system for co-op application and transfer process. Evaluate Phase 1 implementation and update, where needed.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and implement Phase 2 approval and transfer work flows, where resources permit, by March 31, 2021.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> <li>Chief administrative officer</li> </ul>	<ul style="list-style-type: none"> <li>Phase 1 self service application form is in use on the student portal. Improvements to Co-op Pre-Admissions Cognos report are ongoing.</li> <li>Detailed requirements have been documented for Phase 2 Co-op Application Processing Module focused on automation of application and reporting processes; development and preliminary testing are underway. Admissions timelines have been reviewed and optimized, and Phase 2 launch has been rescheduled to May 2022 in order to realize efficiencies for co-op admissions and waitlist management and improve block scheduling.</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Deliver a 2021-2022 budget that optimizes resources and reduces expenses.</li> </ul>	<ul style="list-style-type: none"> <li>Achieve a reduction in expenses or increase in revenues compared to the approved budget.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Chief financial officer</li> </ul>	<ul style="list-style-type: none"> <li>The current forecast indicates that the financial results for fiscal 2021-22 will be better than the approved deficit budget.</li> </ul>	On Track
	<ul style="list-style-type: none"> <li>Review student wellbeing procedure and conduct focus group with teams that have used current format to support students experiencing extreme mental health</li> </ul>	<ul style="list-style-type: none"> <li>Decrease duplication of services utilized for mental health supports on campus by enhancing communication and supports between The Access and Support Centre and the Campus Health Centre and</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Dean, students</li> </ul>	<ul style="list-style-type: none"> <li>Reviewed current policies and procedures and new policy draft is close to completion.</li> </ul>	Completed

## 2021-2022 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	challenges.	academic schools and community agencies. <ul style="list-style-type: none"> <li>Create one point of contact to assist with case management.</li> </ul>			
	<ul style="list-style-type: none"> <li>Support improved processes through the college-wide launch of a comprehensive event strategy that considers all DC events to create a cohesive information sharing process that ensures event activity at DC is well coordinated and communicated.</li> </ul>	<ul style="list-style-type: none"> <li>Hold two-to-three consultation meetings with key stakeholders to review the strategy and collect feedback. Completed by June 2021.</li> <li>Develop the event resources tool-kit to accompany the launch of the strategy. Completed by June 2021.</li> <li>Launch the strategy campus-wide by September 2021.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>AVP, Communications &amp; Marketing</li> </ul>	<ul style="list-style-type: none"> <li>Consultations have been completed.</li> <li>The event resources tool-kit is complete and includes: event planning checklist, evite guidelines, branded templates, event materials request form, promotional items request form. The event resources tool-kit will be available when the strategy launches.</li> <li>An ICE page had been developed to house the strategy document and related resources.</li> <li>Distribution of the event strategy was delayed due to the pause of in-person events caused by COVID. It will be shared with the admin group via email (with a note to share with their teams) by the end of March 2022.</li> </ul>	<b>Completed</b>
	<ul style="list-style-type: none"> <li>Develop and promote conservation demand management (CDM) programs in support of DC's sustainability goals.</li> </ul>	<ul style="list-style-type: none"> <li>Implement Battery Storage Program for Oshawa campus.</li> <li>Development of Combined Heat and Power Plan for micro-gridding the Whitby campus.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Chief financial officer</li> </ul>	<ul style="list-style-type: none"> <li>The CDM program remains in place along with the Battery Energy Storage System (BESS) and Combined Heat and Power (CHP) Projects. BESS project awarded to Powerflex/EDF Renewables. Design under development. The (CHP) project for</li> </ul>	<b>Delayed</b>

## 2021-2022 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
				Whitby was delayed as Oshawa Power and Utilities Corporation (OPUC) backed away. However, Elexicon has now stepped in and we are working with them on a new development plan for implementation in 2022-2023.	
	<ul style="list-style-type: none"> <li>Successfully complete Building for Skills campaign to support Centre for Skilled Trades and Technology.</li> </ul>	<ul style="list-style-type: none"> <li>Qualify at least 100 additional major gift prospects.</li> <li>Initiate or continue cultivation of at least 100 new major gift prospects.</li> <li>Conduct a minimum of 50 major gift solicitations.</li> <li>Launch family campaign – Whitby Campus.</li> <li>Close two additional transformational gifts.</li> <li>Refocus DC Foundation Board to include fundraising as part of their mandate.</li> </ul>	<ul style="list-style-type: none"> <li>Associate vice-president, Development and Alumni Affairs.</li> </ul>	<ul style="list-style-type: none"> <li>Currently at \$9.4 million or 94% of the \$10 million goal. Aiming to complete by end of fiscal.</li> <li>Currently in negotiations for a \$500,000 gift.</li> <li>221 major gift prospects qualified.</li> <li>92 major gift prospects in active cultivation.</li> <li>55 major gifts made or in progress: 33 confirmed (+6 under \$10K), 5 declined, 11 pending</li> <li>Family campaign across all campuses raised over \$50,000.</li> <li>Two transformational gifts closed – DCSA and OPG. One more underway.</li> <li>DC Foundation Board restructure is complete. Agendas have been revised to include a strategic focus and members are becoming active in fundraising.</li> </ul>	On Track
	<ul style="list-style-type: none"> <li>Increase alumni annual giving</li> </ul>	<ul style="list-style-type: none"> <li>Develop a pipeline of 60-100 new alumni prospects (targeted to donate less than \$500).</li> <li>Develop process to identify</li> </ul>	<ul style="list-style-type: none"> <li>Associate vice-president, Development and Alumni Affairs</li> </ul>	<ul style="list-style-type: none"> <li>Focus for September as part of “close the gap” campaign.</li> <li>Coffee chats have been delayed due to Covid – hope to reactivate in</li> </ul>	On Track

## 2021-2022 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
		<p>prospective alumni who can participate in the Alumni Leader Program (able to give over \$500)</p> <ul style="list-style-type: none"> <li>• Launch Coffee Chats with alumni prospects.</li> <li>• Cultivate alumni relationships with major gift prospects (\$10,000 plus) ensuring three major gift prospects are in cultivation or solicitation stages.</li> <li>• Develop tailored recognition program for alumni donors.</li> </ul>		<p>Fall/Winter of this FY.</p> <ul style="list-style-type: none"> <li>• 50 potential alumni leaders identified; 32 requests made; 18 new alumni leaders bringing current total to 32.</li> <li>• Hosted an in-person wine tasting and food pairing in September.</li> <li>• 7 alumni major gift prospects; 5 proposals submitted; 1 for \$500,000.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Introduce new innovative donor stewardship practices to expand communication initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase strategic donor communications ensuring five-to-six touchpoints per year.</li> <li>• Create individualized stewardship initiatives for transformative donors.</li> <li>• Award honorary credential.</li> <li>• Complete Whitby campus Donor Wall and donor naming's.</li> <li>• Implement Memorial Tree Planting Program if campus activities return to normal.</li> </ul>	<ul style="list-style-type: none"> <li>• Associate vice-president, Development and Alumni Affairs</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing – introduced quarterly newsletter.</li> <li>• Significant activity with transformational donors.</li> <li>• Honorary credential on hold until in-person convocation can be held. Have identified several prospective recipients.</li> <li>• Whitby campus opening event rescheduled for April 21st.</li> <li>• Consider after campaign completion.</li> </ul>	Completed
<b>5. Support Effective College Governance</b>	<ul style="list-style-type: none"> <li>• Provide data and validate metrics for Strategic Mandate Agreement 3 2021-2022 Year Two Evaluation Report.</li> </ul>	<ul style="list-style-type: none"> <li>• Report evaluated and feedback provided by fall 2021.</li> </ul>	<ul style="list-style-type: none"> <li>• Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>• Validation complete and SMA3 workbook has been submitted to the Ministry of Colleges and Universities in March 2022.</li> </ul>	Completed

## 2021-2022 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> <li>Enhance and clarify the academic integrity procedures that align with DC's policy and procedure.</li> </ul>	<ul style="list-style-type: none"> <li>Development of academic integrity process flowchart and related resources for each: faculty and students.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Website, flowchart, templates, and referral information launched in ICE for faculty. Infographic and four new videos completed. Student-facing website completed and available under Learning Resources on MyDC: <a href="https://durhamcollege.ca/mydc/learning-resources/academic-integrity">https://durhamcollege.ca/mydc/learning-resources/academic-integrity</a></li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Support the DC Board of Governors by onboarding six new incoming governors and assist with the transition of a new chair and vice-chair.</li> </ul>	<ul style="list-style-type: none"> <li>An orientation session for incoming governors is held in the fall of 2021, either in-person or in a virtual format.</li> <li>A minimum of two professional development opportunities are offered to the Board by March 2022.</li> </ul>	<ul style="list-style-type: none"> <li>President's Office</li> </ul>	<ul style="list-style-type: none"> <li>An in-person Board orientation was held on September 9, 2021.</li> <li>A Board Learn More series on governance and governance models was held on September 23, 2021.</li> <li>A Board Learn More series on risk management was held on October 4, 2021.</li> <li>A Board Learn More series on the College's EDI initiatives was held on November 4, 2021.</li> <li>A Board Learn More series on the College's cyber risk program was held on December 1, 2021.</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Demonstrate leadership at the Board level by supporting equity, diversity and inclusion initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>A professional development session on an equity, diversity, and inclusion topic (e.g., unconscious bias) is offered to the Board by March 2022.</li> <li>A professional development session about the First Peoples Indigenous Centre is offered to</li> </ul>	<ul style="list-style-type: none"> <li>President's Office</li> <li>Chief administrative officer</li> </ul>	<ul style="list-style-type: none"> <li>Presentation to the BOG on the Self-ID survey occurred on November 4, as scheduled.</li> <li>The Board will receive an update on actions related to the Indigenous Council &amp; Indigenous Education Protocol and Dimensions Charter at its meeting of April 13, 2022</li> </ul>	Completed



## 2021-2022 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
		the Board by March 2022. <ul style="list-style-type: none"> <li>The Board's recruitment and onboarding process is reviewed to identify potential enhancements to support diversity, equity and inclusion.</li> <li>A presentation is made to the Board about the College's equity, diversity, and inclusion self-identification survey results by March 2022.</li> </ul>		<ul style="list-style-type: none"> <li>During Board recruitment cycles, the vacancy notice is shared with a variety of community agencies supporting the work of DEI</li> </ul>	
	<ul style="list-style-type: none"> <li>Support a review of the Board's governance model.</li> </ul>	<ul style="list-style-type: none"> <li>A generative discussion about the Board's philosophy of governance is held by March 2022.</li> <li>If enhancements or improvements to the Board's governance model are identified, a plan of action is developed by March 2022.</li> </ul>	<ul style="list-style-type: none"> <li>President's Office</li> </ul>	<ul style="list-style-type: none"> <li>A Board <i>Learn More</i> series on governance and governance models was held on September 23, 2021.</li> <li>The Board issued a request for proposals in December 2021 for a consultant to assist the Board in conducting a governance review</li> <li>The Board approved the recommendation of the Executive Committee at its meeting on February 9, 2022, and selected BLG to conduct the work. The project launched with a facilitated discussion about governance at the Board retreat on March 6, 2022. Work on the project is underway.</li> </ul>	On Track

# 2021-2022 Business Plan Scorecard



We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"><li>Support the continued implementation of the 2020-2023 Strategic Plan.</li></ul>	<ul style="list-style-type: none"><li>A plan of action to start the renewal of the strategic plan is presented to the Board by February 2022.</li></ul>	<ul style="list-style-type: none"><li>President’s Office</li></ul>	<ul style="list-style-type: none"><li>The Board engaged in a reflective exercise at its retreat in March 2022 after interviewing community leaders, participated in a strategic planning workshop.</li><li>Following the Board retreat in March 2022, a recommendation to extend the current strategic plan for two years will be submitted.</li><li>Recommendations on next steps, and results from DCLT Strategic Plan review session held in the Fall, will be presented in March with the update.</li></ul>	Completed

# 2021-2022 Business Plan Scorecard

## OUR COMMUNITY

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

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
1. Establish and strengthen sustainable partnerships locally and internationally with industry, government, community and alumni.	<ul style="list-style-type: none"> <li>Widen the EnactusDC competition scope to include international student challenges and continue to build FastStart SHIFT's international partner network to help advance social entrepreneurship.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in two-to-three international competitions or challenges in 2021-2022 (e.g., Digital Inclusion Challenge of 2020). Develop one new strategic international partner to support the FastStart SHIFT program (i.e. faculty participation as an End Poverty Innovation Challenge board member).</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>The EnactusDC team plans to participate in competitions and challenges as they arise as well as the Regionals and National competitions in Spring 2022. rCycle is a new international partner that EnactusDC has built a project around. Faculty continue to participate as an EPIC (End Poverty Innovation Challenge) board member. COVID travel restrictions have limited opportunities.</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Successfully complete and launch Kenyan Education for Employment Project (KEFEP) 01 Documentary, funded by Government of Canada, in collaboration with key stakeholders including Colleges and Institutes Canada (admin agency, three Kenyan Ministry of Education authorities, and 12 National Polytechnics.</li> </ul>	<ul style="list-style-type: none"> <li>Complete and launch documentary by August 2021.</li> <li>Increase media promotion of DC as lead for KEFEP 01 Documentary.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Completed, leading to development of one long documentary and six short documentaries in three languages (Swahili, French, and English). Completed in partnership with six DC students and one DC faculty.</li> <li>Completed, for initial media promotion of DC role in documentary and in progress for additional media promotion in Fall 2021.</li> </ul>	Completed

## 2021-2022 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> <li>Successfully complete phase one of the Young Africa Works - 06 project including the launch of the new Electrical Level 3 curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Completion of project milestones</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Project Complete: December 15, 2021.</li> <li>Deliverables include: Electrical Level 3 Curriculum; CBET development workshops; gender equity workshop series; IT equipment upgrades at Eldoret National Polytechnic; and syllabi.</li> <li>New program curriculum is complete (Electrical Level 3), set to launch in Sept at Kitale, official “opening” of new CBET centre.</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Successfully complete the next phase of the Pacific Alliance Project including the completion of five inter-ministerial workshops and multiple coaching sessions to develop a marketing campaign.</li> </ul>	<ul style="list-style-type: none"> <li>Completion of project milestones</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>In collaboration with partner institutions, marketing networks are now established in each country.</li> <li>Six of eight inter-ministerial regional workshops are complete. Workshop 5 was delivered on January 24, 2022.</li> <li>Pending ongoing travel planning and review, the project team continues to budget for inbound travel group to Canada in Fall 2022 and outbound travel to final Pacific Alliance Education for Employment Forum in December 2022.</li> <li>Project extended until March 2023.</li> </ul>	Completed

## 2021-2022 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> <li>Implement two Mitacs-funded projects with Reachout Inc. and the City of Oshawa.</li> </ul>	<ul style="list-style-type: none"> <li>Two Mitacs projects implemented in the year.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 of 2-year Mitacs-funded project with the City of Oshawa completed, marking Durham College's first-ever postdoctoral fellowship. One diploma student has completed an internship, and a second is scheduled for Spring 2022.</li> <li>Reachout Inc. project was completed and included 3 internships.</li> <li>A third Mitacs project with Durham Region and Ontario Tech University was awarded and is ongoing.</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Work with existing and new employers to create new job opportunities for community clients and meet labour market demands.</li> <li>Strengthen connections with community partners to provide holistic approach to clients facing barriers to employment.</li> </ul>	<ul style="list-style-type: none"> <li>Place clients in new employment opportunities that will support their personal success and strengthen industry.</li> <li>Refer clients to the supports they need from community partners to be successful socially and economically within our community.</li> <li>Maintain strong relationships with funders.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Dean, students</li> </ul>	<ul style="list-style-type: none"> <li>Developed eight new employer relationships to create opportunities for client placements and support their personal success while strengthening industry connections.</li> <li>Current labour market has been challenging to navigate as more employees are hiring and client/job seeker numbers are low.</li> <li>Close contact with community partners continues as accessing most services has changed as a result of COVID-19.</li> <li>Career and Employment Services (CES) Director meeting monthly with other Employment Service Providers in Durham Region.</li> <li>Ongoing relationship development</li> </ul>	Completed

## 2021-2022 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
				<p>with both MLTSD and Fleming (the Service System Manager for Muskoka, Kawartha and Northumberland regions).</p> <ul style="list-style-type: none"> <li>Collaborating with Durham Region and Durham Workforce Authority to place bid for SSM in Durham Region.</li> </ul>	
	<ul style="list-style-type: none"> <li>Support employers with recruitment needs by providing connections with student talent.</li> </ul>	<ul style="list-style-type: none"> <li>Host virtual recruitment services for employers looking to hire students and alumni.</li> <li>Engage employers with our online student-mentoring platform – 10,000 Coffees.</li> <li>Connect employers with co-op and field placement programs to develop meaningful connections with programs.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Dean, students</li> </ul>	<ul style="list-style-type: none"> <li>895 members on DC Coffee Conversations platform, CD webinars advertised on platform, exploring mentoring program shell for use in other departments.</li> <li>Nine individual virtual employer information sessions scheduled for Fall 2021.</li> <li>Creation of a Fall 2021 “Healthcare Recruitment” page due to high recruitment needs as a result of COVID-19.</li> <li>Working with OPG to host virtual sessions for students aimed at women (hosted during International Women’s Month – March) and Indigenous students (Indigenous Opportunities in Nuclear/Reconciliation Action Plan)</li> <li>Joint Durham College and Ontario Tech University Virtual Job Fair on Thursday, February 3.</li> <li>112 employers and 997 students registered.</li> <li>178 Employer Events/Sessions took</li> </ul>	Completed

## 2021-2022 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
				place virtually to support employers.	
	<ul style="list-style-type: none"> <li>Create a new government relations strategy that identifies federal and provincial opportunities to support college initiatives.</li> <li>Pursue Whitby campus expansion advocacy with new materials to reflect updated federal priorities.</li> </ul>	<ul style="list-style-type: none"> <li>New government relations strategy is presented to DC leadership by fall 2021.</li> <li>Meetings are held with key leaders municipally, provincially and federally by January 2022.</li> </ul>	<ul style="list-style-type: none"> <li>President's Office</li> </ul>	<ul style="list-style-type: none"> <li>New government relations strategy presented to the BOG and DCLT in October.</li> <li>Conversations federally and provincially continue to progress; the Region of Durham has made a commitment to invest in the trades upgrades to Whitby.</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Establish the Barrett Centre of Innovation in Sustainable Urban Agriculture.</li> </ul>	<ul style="list-style-type: none"> <li>Identify appropriate site for developing new farm in the community.</li> <li>Finalize partnership agreement to see development of new farm site.</li> <li>Work with partner to determine production systems to be included in new community farm site.</li> <li>Addition of new production systems to existing DC farm.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> <li>Associate vice-president, Development and Alumni Affairs</li> </ul>	<ul style="list-style-type: none"> <li>Project launched.</li> <li>First annual report to be delivered to Barrett Foundation April 5.</li> <li>More than 100 meetings have taken place with community partners.</li> <li>Town of Whitby has agreed to be host community and has identified four potential sites. Council is being asked to review and provide direction at its April 4, 2022 meeting, after which partnership agreement will be pursued.</li> <li>New items purchased for existing Durham College farm.</li> </ul>	Completed



## 2021-2022 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
				<ul style="list-style-type: none"> <li>Successful public launch event.</li> </ul>	
2. Expand opportunities for employees and students to volunteer in our community.	<ul style="list-style-type: none"> <li>Encourage community participation for employees and students.</li> <li>Pending the ability to hold in-person activities, host an opportunity for international students to connect with community.</li> </ul>	<ul style="list-style-type: none"> <li>Diversify DC representation at community events.</li> <li>Increased community involvement for international students (target 50)</li> </ul>	<ul style="list-style-type: none"> <li>Associate vice-president, Development and Alumni Affairs</li> </ul>	<ul style="list-style-type: none"> <li>Community activity resuming slowly, with some in-person events planned on campus and being attended by staff before the end of the year.</li> </ul>	On Track
	<ul style="list-style-type: none"> <li>Provide student leadership development sessions and community volunteer opportunities to build personal capacity and life skills.</li> </ul>	<ul style="list-style-type: none"> <li>Increase student involvement with the Institute of Student Leadership (ISL) to enhance their personal development.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Dean, students</li> </ul>	<ul style="list-style-type: none"> <li>14 new ISL recruits between May and September, 2021.</li> <li>Career Development volunteering resources now include on-campus, local and Canadian resources.</li> <li>52 students participated in the 8th Annual Student Leadership Summit at Ganaraska Forest Centre on March 12, 2022.</li> <li>In February 2022, ISL launched ISL Agents of Change – an initiative that allows participants to join sub-groups of student’s leaders, chaired by a staff member, each working towards a unique social justice or campus engagement initiative.</li> <li>ISL has offered 5-10 monthly</li> </ul>	Completed

## 2021-2022 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
				student leadership sessions between September 2021 and March 2022.	
<b>3. Leverage and grow our positive impact on the communities we serve.</b>	<ul style="list-style-type: none"> <li>Host initiatives that support women in skilled trades and STEM.</li> </ul>	<ul style="list-style-type: none"> <li>Host events on and off campus, and virtually – such as Skills Ontario, and Young Women in Science and Trades Events.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>YWSTT conference was held virtually this year, on October 26. More than 1,000 students in Grades 7 and 8, from five school boards across Ontario participated in hands-on workshops focusing on careers in skilled trades, science and technology. Five major sponsors supported the event – OPG, Gerdau, Black &amp; McDonald, RESCON and GM Canada.</li> </ul>	<b>Completed</b>
	<ul style="list-style-type: none"> <li>Deliver new Employment Ontario (EO) programs specifically geared at the needs of the labour market through Community Employment Services (CES).</li> <li>CES to deliver EO programs highlighting the impact DC has on the communities it services.</li> </ul>	<ul style="list-style-type: none"> <li>Successfully continue the delivery of the new EO program in Port Hope under Service System Manager (SSM) Prototype.</li> <li>Promote EO programs through social media to engage employers and job seekers with funded programs.</li> <li>Anticipate the launch of the new EO programs within the remainder of the province.</li> <li>Explore interest in the SSM role.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Dean, students</li> </ul>	<ul style="list-style-type: none"> <li>Successfully delivering the new EO SSM model in Port Hope (within the Muskoka, Kawartha and Northumberland region).</li> <li>Working with new model of delivery, common assessment tool, new Magnet portal, adapted database, etc.</li> <li>Successfully selected from an RFQ process to submit a proposal for the continued transition of EO to the SSM model (worked in collaboration with Durham Region and Durham Workforce Authority).</li> </ul>	<b>Completed</b>

## 2021-2022 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> <li>Find creative ways to support community organizations beyond financial contributions.</li> </ul>	<ul style="list-style-type: none"> <li>Host two-to-three roundtables to determine how we can help.</li> <li>Promote work integrated learning and ways that DC can assist community organizations beyond financial support.</li> </ul>	<ul style="list-style-type: none"> <li>Associate vice-president, Development and Alumni Affairs</li> </ul>	<ul style="list-style-type: none"> <li>Held event to promote Work Integrated Learning (WIL) and learning opportunity for charities to access student talent.</li> </ul>	Completed
4. Guide students in making meaningful connections with their communities.	<ul style="list-style-type: none"> <li>Offer the Family Language Program for students and community members to help preserve Indigenous languages in Durham Region.</li> </ul>	<ul style="list-style-type: none"> <li>Increase participation in the program so that students' Indigenous worldviews are embedded in the languages. Learning the words means learning about Indigenous identity, traditions and beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Dean, students</li> </ul>	<ul style="list-style-type: none"> <li>Family Language program runs year-round with a break between June and September.</li> <li>25 families participated in the program from April to June 2021.</li> <li>12 families have participated consistently between September 2021 to March 2022.</li> <li>The Family Language Program facilitator offered an introduction to Anishinaabemowin on March 24, 2022.</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Finalize General Agreement of Cooperation with local Boards of Trade/Chambers of Commerce that encourages student membership and engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Agreement takes effect August 1, 2021.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice-president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Agreement took effect August 1, 2021.</li> <li>BITM faculty member is coordinating the extra-curricular planning with the Chambers. The planning/steering committee will be in place by the end of September and a schedule of events will be established in late fall.</li> </ul>	Completed

## 2021-2022 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> <li>Explore partnerships and potential to offer cancer patient exercise program or Cardiac recovery exercise program – Fitness Health Promotion (FHP) team.</li> </ul>	<ul style="list-style-type: none"> <li>Explore community needs and partners that may support referrals to a recovery program for cardiac or cancer patients, discuss potential of a program with risk management and opportunities to embed this in FHP curriculum, launching a pilot program January 2022.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Postponed, based on uncertainty of Covid and other current projects that are underway, will come back to explore this further in spring of 2022.</li> </ul>	<b>Delayed</b>
<b>5. Strengthen our relationships with Indigenous communities.</b>	<ul style="list-style-type: none"> <li>First Peoples Indigenous Centre to support student recruitment efforts and presence with local Indigenous communities.</li> </ul>	<ul style="list-style-type: none"> <li>Incorporate Indigenous language into the outreach initiatives.</li> <li>Numbers of sessions, presentations in the communities and student applications from these targeted outreach efforts are tracked.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Dean, students</li> </ul>	<ul style="list-style-type: none"> <li>DC participated in the first annual Truth and Reconciliation Day on September 30<sup>th</sup>, hosting on campus ceremonies and events.</li> <li>FPIC participated in a recruitment session at Curve Lake First Nation in January 2022.</li> <li>Communicate with DDSB and DCDSB regarding upcoming student recruitment opportunities.</li> <li>FPIC has participated in 5 APSIP sessions between September 2021 and March 2022.</li> <li>DCDSB will be taking part in an on-campus tour in April 2022.</li> <li>FPIC attended a recruitment fair organized by MNO in November 2021.</li> <li>FPIC met with Native Women's Association of Canada (NWAC) to discuss funding opportunities for Indigenous women looking to attend post-secondary.</li> </ul>	<b>Completed</b>

## 2021-2022 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> <li>Consult and participate in planning with the recruitment team to align efforts to support Indigenous high school students as they transition to college level studies.</li> </ul>	<ul style="list-style-type: none"> <li>FPIC participate in sessions with guidance counsellors, community leaders and high school teachers to identify gaps in student learning and skills to prepare students for higher education.</li> <li>Develop and offer preparatory sessions for incoming post-secondary students.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Dean, students</li> </ul>	<ul style="list-style-type: none"> <li>Met with the Indigenous Leads from DDSB.</li> <li>Met with the Indigenous Lead from DCDSB in August to determine best practices for student engagement in 2021/2022.</li> <li>FPIC provides ongoing support to teachers from DDSB and DCDSB via email and LiveChat requests.</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Deliver Paramedic Diploma Program in accordance with the Seven Generations Education Institute (SGEI) Agreement.</li> </ul>	<ul style="list-style-type: none"> <li>Finalize agreement with Seven Generations Education Institute.</li> <li>Ensure curriculum materials are provided to SGEI for teaching and instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice-president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>SGEI implemented the PPC program this past fall with 13 students.</li> </ul>	Completed

# 2021-2022 Business Plan Scorecard

## Status Column Legend

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

On Track
At Risk
On Hold
Delayed
Completed

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**Report Number: BOG-2022-37**

**To: Board of Governors**

**From: Don Lovisa, President**

**Date of Report: April 5, 2022**

**Date of Meeting: April 13, 2022**

**Subject: Government Relations Update**

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## **1. Purpose**

This report aims to provide a summary of the government relations activities for winter 2022.

## **2. Recommendation**

It is recommended that the Durham College Board of Governors:

That Report BOG-2022-37, providing an update on government relations activities, be received for information.

## **3. Background**

This report describes ongoing communications with government officials and ministries and the projects impacted by these communications. The report also includes a brief review of the upcoming 2022 Provincial Election.

## **4. Discussion/Options**

### **Update on advocacy**

#### Municipal

On February 8, 2022, the Regional Municipality of Durham approved Durham College's funding proposal requesting an investment of \$600,000 in the Whitby campus expansion phase II. These funds are in addition to \$2 million the Region committed two years ago to the new trades building. The investment was formally recognized in the Region's budget and approved on February 23, 2022.

College and Region staff will communicate the next steps for receiving the funds.



## Provincial

Since December 2021, Durham College's provincial advocacy has focused on two key priorities. The first one is credential reform and the approval for colleges to offer three-year degrees. This priority impacts the entire college sector and was initially brought to the Province of Ontario back in 1972.

We have reassurance from Colleges Ontario (CO) and the Minister of Finance (Hon. Peter Bethlenfalvy) that credential reform will be announced this April as part of the provincial government's upcoming budget priorities.

The second priority is the proposal before the province to invest in the updates, expansion, and renovations to the Whitby campus. For the 2022 budget, we chose to focus on the tower crane program as this government has historically been very supportive of this addition to our apprentice programs. This government and our local MPPs helped the College attain Training Delivery Agent (TDA) status for Tower Crane, and this budget proposal now was for the province to invest in the actual cranes and equipment needed to launch the program.

Working closely with the Residential Construction Association of Ontario (RESCON), they have assisted with the advocacy for a \$2 million investment proposal for the province.

Several conversations have taken place with the Ministry, MPP's Bethlenfalvy and Coe, and other support partners were brought in to help advocate for this ask, including industry representatives and the Regional Chair, John Henry.

Lastly, a grant application submitted to the Ministry of Labour, Training and Skills Development (MLTSD) successfully obtained \$500,000 in support of the automotive technician lab refurbishment. This grant is matched by Durham College and included in the 2022 – 2023 budget.

## Federal

In November 2021, the College presented local MP's with a renewed proposal requesting federal investment in the Whitby campus. Initially, the ask was to support the new building – which is open now. The ask has been updated to request investment in the Whitby campus skilled trades renovations and Trades Innovation Centre - Proto. The updated request has been received positively locally and at the ministry level.

The Ministry of Innovation, Science and Industry (ISI) is particularly interested in this ask. Updated renderings have been provided to the federal representatives,

and we have been assured that MP Turnbull spoke about the proposal to Minister Champagne (ISI). We are in active conversations with ISI and MP Turnbull's staff to move the proposal forward.

The Federal budget will be released on April 7 and will provide more insight into the government's plans post-pandemic.

## 2022 Provincial Election

The province is holding the election in June, and a municipal election is expected in October. At the time of this report, not all provincial candidates have been confirmed, and party platforms have not been released.

It is anticipated that the provincial budget will be released around April 28, with the writ for the election being dropped on or around May 4.

### Known Local Candidates as of April 5, 2022:

Electoral District	Candidates				Incumbent
	Liberal	Conservative	NDP	Green	
Ajax	Amber Bowan	Patrice Barnes			N/A
Durham	Granville Anderson	Todd McCarthy			N/A
Oshawa	Catherine Mosca	Alex Down	Jennifer French		Jennifer French
Pickering—Uxbridge	Ibrahim Daniyal	Peter Bethlenfalvy	Khalid Ahmed	Julia Rondinone	Peter Bethlenfalvy
Whitby		Lorne Coe	Niki Lundquist		Lorne Coe
Northumberland Peterborough South	Jeff Kawsenuk	David Piccini			David Piccini

While parties have yet to release platforms, one can expect this election to focus heavily on healthcare, the economy, education/childcare, and according to recent polls, the number one issue for Ontarians – the rising cost of living and housing.

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## 5. Financial/Human Resource Implications

This update included the \$600,000 commitment for the Whitby campus trades renovations and innovation centre from the Region of Durham. Details around the receipt of these funds will be discussed with the Regional finance team.

## 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 at this time.

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

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

1. **Our Students** – To educate and inspire students to realize success in their careers and communities.
2. **Our People** – To invest in our employees and empower them to be entrepreneurial, innovative and strategic.
3. **Our Work** - To be a leader in teaching and learning while responsibly managing resources, ensuring good governance and strategically investing in the future.
4. **Our Community** - To drive the economic, social and environmental success of our community, locally and globally.