



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

**Date:** Wednesday, December 14, 2022, 6:00 p.m.

**Location:** Durham College Boardroom, A144

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. **CONFLICT OF INTEREST DECLARATIONS**
4. **PRESENTATIONS**
  - 4.1 DC's Global Engagement Strategy with Thom MacDonald, Rogier Ten Kate and Danielle Harder
5. **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.

- 5.1 Approval of the Board Meeting Agenda for December 14, 2022

Recommendation

That the public agenda for the December 14, 2022, Board of Governors meeting be approved as presented.

- 5.2 Public Minutes of the October 12, 2022 Board of Governors Meeting

4 - 10

Recommendation

That the public minutes of the Board of Governors meeting of October 12, 2022, be approved as presented.

- 5.3 Report of the Governance Review Committee - November 9, 2022 11 - 12

Recommendation

That the report of the Governance Review Committee meeting on November 9, 2022, be received for information and all actions be approved as presented.

**6. CHAIR'S REPORT**

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

**8. DECISION ITEMS**

- 8.1 New Program of Instruction: Hoisting Technique and Tower Crane Operation - Apprenticeship - E. Popp & R. Milburn 13 - 27

Recommendation

It is recommended to the Durham College Board of Governors:

That in accordance with Report BOG-2022-69, the Hoisting Techniques and Tower Crane Operation - Apprenticeship Durham College Certificate program be approved.

- 8.2 New Program of Instruction: Professional Selling & Business Development (1 year & 2-year) and Business Graduate Certificate Cluster (2-year) - E. Popp & K. Baker 28 - 60

Recommendation

It is recommended to the Durham College Board of Governors:

That in accordance with Report Number BOG-2022-85, the Professional Selling & Business Development, Professional Selling & Business Development – Canadian Context, and Business Graduate Certificate Cluster – Canadian Context, Ontario College Graduate Certificate programs be approved.

- 8.3 New Program of Instruction: Fundraising Management - E. Popp & J. Choi 61 - 73

Recommendation

It is recommended to the Durham College Board of Governors:

That in accordance with Report BOG-2022-84, the Fundraising Management, LCC program be approved.

- 8.4 Request for Permanent Program Suspension - Programmer/Information System - E. Popp 74 - 75

Recommendation

It is recommended to the Durham College Board of Governors:

That in accordance with Report BOG-2022-81, the following program be

permanently suspended effective Fall 2021:

**Faculty of Science, Engineering and Information Technology**

- Programmer/Information System (core), Ontario College Diploma, (MTCU 50503, APS DURH90007)

**9. DISCUSSION ITEMS**

- |     |  |          |
|-----|--|----------|
| 9.1 | Sexual Violence and Harassment Action Plan Statistics Report - N. Samuel           | 76 - 79  |
| 9.2 | Update on the College's Social Responsibility Initiatives - D. Lovisa & P. Garrett | 80 - 100 |
| 9.3 | Quality Assurance Audit - E. Popp (verbal)   |          |

**10. INFORMATION ITEMS**

- |      |  |           |
|------|--|-----------|
| 10.1 | 2021-2022 Audited Financial Statements of the Durham College Student Association | 101 - 117 |
| 10.2 | President's Report - September to December, 2022                                 | 118 - 129 |

**11. UPCOMING EVENTS**

- Holiday Campus Closure - December 24, 2022 to January 2, 2023
- Board Social Event - Taste of the Trades - January 12, 2023 at 5:30 p.m., Whitby Campus

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

**13. ADJOURNMENT**



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

Date: Wednesday, October 12, 2022

Location: Oshawa Campus, Durham College Boardroom, A144

Members Present: Lisa Allen  
Ian Ball  
Suzanne Beale  
Melissa Bosomworth  
Elizabeth Cowie  
Kalyan Chakravarthy  
Kelly Doyle  
Gail Johnson Morris  
Don Lovisa, President  
Kenneth Michalko (entered at 5:31 p.m.)  
Ian Murray  
Peter Pryce  
Dwight Townsend (entered at 5:32 p.m.)  
Atif Usmani  
Nathan Wilson

Members Absent: Gary Rose, Chair of the Board  
Jerry Ouellette

Staff Present: Linda Flynn, AVP, Office of Development and Alumni Affairs  
Peter Garrett, Mgr., Strategic Reporting and Government Relations  
Debbie Johnston, AVP, Academic (Enrolment & International Education)  
Tara Koski, Dean, Students  
Barbara MacCheyne, Chief Financial Officer/VP, Administration  
Elaine Popp, Executive Vice-President, Academic  
Melissa Pringle, Corporate and Board Secretary

**1. CALL TO ORDER & ANNOUNCEMENTS**

With quorum present, the Chair called the meeting to order at 5:30 p.m.

In the absence of Governor Rose, Vice-Chair Governor Johnson Morris Chaired the meeting.

Governor Michalko entered the meeting.

Governor Townsend entered the meeting.

**2. CONFLICT OF INTEREST DECLARATIONS**

Governor Bosomworth declared a conflict of interest regarding Discussion Item 7.1, Post-Election Report: Support Staff Governor Election, and she did not take part in discussion or voting on the matter.

**3. PRESENTATIONS****3.1 Governor Cowie to Provide a Governance Refresher**

The Board received a presentation from Governor Cowie on governance best practices, the Board's role, and its fiduciary duties.

**3.2 Linda Flynn, AVP, Office of Development & Alumni Affairs & Tom Worden, Chair, Durham College (DC) Foundation to Provide an Overview of the Durham College Foundation**

The Board received a presentation from the Associate Vice-President, Office of Development & Alumni Affairs and the Chair of the DC Foundation about the DC Foundation and its operations and the renewal of a memorandum of agreement between the Foundation and the College.

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

**3.3 Elaine Popp, Executive Vice-President, Academic to Introduce the 2022 Faculty Shout-Out Video**

The Board watched the 2022 faculty shout-out video prepared for the academic kick-off.

**4. 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

**4.1 Approval of Board Meeting Agenda**

That the public agenda for the October 12, 2022, Board of Governors meeting be approved as presented.

**4.2 Public Minutes of the June 8, 2022, Board of Governors Meeting**

That the public minutes of the Board of Governors meeting of June 8, 2022, be approved as presented.

**4.3 Report of the Governance Review Committee - September 7, 2022**

That the report of the Governance Review Committee meeting of September 7, 2022, be received for information and the following recommendation be approved:

1. That the renewal schedule for the Board's by-laws and policies be approved as presented.

**5. CHAIR'S REPORT**

As part of the Chair's report:

- President Lovisa was acknowledged for fifteen years of service and the Chief Administrative Officer was acknowledged for ten years of service at Durham College. Additionally, Governor Johnson Morris reported that she and Governor Rose had the opportunity to attend the employee service awards.
- The Board was informed that on October 6, 2022, the Barrett Family Foundation, Invest Durham, and Durham Region announced the establishment of The Barrett Centre for Urban Agriculture's new urban farm project in Ajax
- The Board was advised that on October 4, 2022, the College announced the 10-year station naming partnership with Metrolinx

- Governors were encouraged to participate in the upcoming professional development through the College Centre of Board Excellence
- The Board was informed that starting this fall, following each Board meeting, the Board Secretary will be sharing highlights of the meeting with College employees in a curated newsletter format
- Governors who participated in the *Meet a Governor* film series (Lisa Allen, Ian Ball, Kelly Doyle, Gail Johnson Morris, Gary Rose, Dwight Townsend, Nathan Wilson) were thanked for their participation. The videos will be posted on DC's social media channels and the employee portal throughout the year to raise the profile and awareness of the Board.

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

There is no co-populous governors' report.

## **7. DECISION ITEMS**

### **7.1 Post-Election Report: Support Staff Governor Election**

The Board received a report from President Lovisa regarding the outcome of the recent support staff governor election.

Moved By Governor Beale

Seconded By Governor Cowie

"That based on BOG-2022-73, the Board of Governors ratify the results of the support staff governor election, and Melissa Bosomworth be confirmed as the support staff governor effective immediately, with a term to end on August 31, 2025." CARRIED

## **8. DISCUSSION ITEMS**

### **8.1 First Business Plan Update for 2022-2023**

The Board received a report from the Manager, Strategic Reporting and Government Relations on the progress made against the 2022-2023 business plan, focusing on the *Our Students* pillar of the strategic plan. Further, the Manager, Strategic Reporting and Government Relations reported that a majority of the 144 actions are tracking well for completion, with sixteen (16) items completed to date, three (3) items marked as on hold, and four (4) items marked as delayed.

The Board questioned the Manager, Strategic Reporting and Government Relations if the recent award of excellence given to Dr. Khan and Dr. Sivapalan by the Ontario College of Family Physicians for the international wellness check initiative was promoted on social media.

## **8.2 2022-2023 Domestic and International Enrolment Update**

The Board received a presentation from the Executive Vice-President, Academic and the Associate Vice-President, Academic (Enrolment and International Education) concerning fall enrolment for domestic and international students. Further, the Associate Vice-President, Academic (Enrolment and International Education) reported that on day 10, fall enrolment was 10,760 (comprised of 6,104 new and 4,656 returning students), which is 95% of the budget. Additionally, the Associate Vice-President, Academic (Enrolment and International Education) spoke to enrolment trends and the diversity of the College's international student population.

The Board questioned President Lovisa, the Chief Financial Officer/VP, Administration and the Associate Vice-President, Academic (Enrolment and International Education) regarding enrolment trends, the budget shortfall, the recent news coverage about the issues international students are facing, the support available to the College's international students, and student retention strategies.

## **8.3 Durham College's Plan for 3-Year Degrees**

The Board received a presentation from the Executive Vice-President, Academic, regarding the College's plans to offer the following three-year degrees: Bachelor of Paralegal, Bachelor of Cybersecurity, Bachelor of Crime & Intelligence Analysis and Bachelor of Construction Management.

The Board questioned President Lovisa and the Executive Vice-President, Academic, about risks related to the labour market changing before a program hits the market and if there will be opportunities for students with current three-year diplomas to bridge to a degree program.

## **9. INFORMATION ITEMS**

The Board flagged a minor formatting issue related to the report of the Chief Administrative Officer and questioned if the report was intended for the in-camera agenda. In response to questions, President Lovisa advised the content of the



report did not meet the criteria for discussion in-camera and that the in-camera header was a carryover from an old report template.

The Board received the following items for information:

- 9.1 President's Report - June to October 2022**
- 9.2 Report of the Chief Administrative Officer - June to October 2022**
- 9.3 Government Relations Update**
- 9.4 Program Advisory Committee Semi-Annual Report – October 2022**
- 9.5 Update on the College's Scholarship of Teaching and Learning (SOTL) Project**
- 9.6 Innovation & Disruption Catalyst Group Annual Report for 2021-2022**

## **10. UPCOMING EVENTS**

The Chair highlighted the following upcoming events:

- Fall Convocation - October 27, 2022 - Tribute Communities Centre
- Learn More Series (The Importance of Land Acknowledgements) - November 7, 2022, at 6:00 p.m., MS Teams
- Higher Education Summit - November 26 to 28, 2022 - Sheraton Centre Hotel, Toronto

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

Durham College By-law No. 1 (Section 16.2) provides for the Board of Governors to address in-camera, specific matters deemed confidential to the Board.

Moved by Governor Chakravarthy

Seconded by Governor Doyle

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

**CARRIED**

The Board recessed at 7:27 p.m. and reconvened in-camera at 7:39 p.m.

The Board rose from the in-camera session at 8:19 p.m.

During the in-camera session, the Board discussed recommendations from its Standing Committee and the recent news coverage discussing issues related to international education and private career colleges.

**12. ADJOURNMENT**

With no further business, the meeting ended at 8:19 p.m.

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**PUBLIC REPORT OF THE GOVERNANCE REVIEW COMMITTEE  
TO THE DURHAM COLLEGE BOARD OF GOVERNORS FOR CONSIDERATION AT  
ITS PUBLIC MEETING HELD ON DEC 14, 2022**

**BACKGROUND**

The Governance Review Committee met by videoconference on November 9, 2022.

**SUMMARY**

**1. Minutes of the September 7, 2022, Governance Review Committee Meeting**

The Committee reviewed and approved its minutes from the September 7, 2022, meeting.

**2. Board of Governors Retreat Agenda**

The Committee discussed ideas for the Board retreat to be held off-site at the Briars in March 2023, such as a speaker to talk about the future of post-secondary education, DiSC 2.0, a panel of student-athletes, a discussion on topics such as micro-credentials, domestic enrolment trends, private career colleges, and cybersecurity. Further, the Committee discussed the options for social events offered by the Briars, such as creating a commercial, the cocktail challenge, or workplace Olympics.

The Committee requested the President's Office to prepare a draft agenda and circulate it to the Governance Review Committee for input and feedback.

**3. Review of Self-Assessment Questions (currently part of Board Evaluation Survey)**

The Committee discussed the current Board assessment tool and how the information collected from the evaluation is used. After a discussion, the Committee agreed the current survey tool was effective and decided to focus on reviewing the feedback received to identify trends and opportunities for improvement.

President Lovisa spoke about another Committee he works with and how the members were tasked with reviewing the feedback received from an evaluation process and identifying their top three comments to help narrow the scope of work.

Committee Members were asked to review the feedback received from the 2021-2022 Board evaluation survey and identify three comments that could be acted on to improve the Board's governance for discussion at the next Governance Review Committee meeting.

**4. Review of Current Meeting Assessment Framework**

The Committee discussed the current process used by the Board to assess its Board meetings and concurred that the process was effective and valuable and did not require further discussion. Regarding the specific tool provided to Governors to frame the delivery of the meeting assessment, the Committee suggested the rating system be changed to a 1 to 5 rating scale.

The Committee requested the Board Secretary to revise the meeting assessment tool to include a 1 to 5 rating scale.

**5. Next Steps: Board Goals Assigned to the Governance Review Committee**

Due to time, the Committee Chair stated the discussion about how to act on the Board goals assigned to the Committee would be deferred to the next meeting.

**Respectfully submitted,  
Elizabeth Cowie, Chair, Governance Review Committee**

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

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**Report Number: BOG-2022-69**

**To: Board of Governors**

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

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

**Date of Meeting: December 14, 2022**

**Subject: New Program of Instruction – Hoisting Techniques and Tower Crane  
Operation - Apprenticeship**

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## **1. Purpose**

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

### **Hoisting Techniques and Tower Crane Operation - Apprenticeship**

- Credential: Durham College Certificate
- Duration: 360 hours (in-class training)
- Faculty: Skilled Trades and Apprenticeship

## **2. Recommendation**

It is recommended to the Durham College Board of Governors:

That in accordance with Report BOG-2022-69, the Hoisting Techniques and Tower Crane Operation - Apprenticeship Durham College Certificate program be approved.

## **3. Background**

The initiative to recognize the apprenticeship programs within the credential framework modernizes the skilled trades and apprenticeship system. It enables the province's economic recovery and contributes to the college approach to brand apprenticeship programs as the third pillar of post-secondary education.

The Building Opportunities in the Skilled Trades Act, 2021 received Royal Assent on June 3, 2021. This legislation transforms the system and makes it more efficient and easier to navigate. This legislation:

- establishes a new Crown agency called Skilled Trades Ontario that would enable tradespeople to get certification in one place, with enhanced digital services;

- 
- assigns the Minister of Labour, Immigration, Training and Skills Development responsibility for regulatory decisions for the skilled trades and the Ministry responsibility for inspections; and
  - enhances the services provided to apprentices, skilled trades workers and their employers.

Skilled Trades Ontario (January 2022), the new Crown agency replacing the Ontario College of Trades, is responsible for skilled trades certification in Ontario and includes:

- establishing apprenticeship programs, including training standards, curriculum standards and certification exams;
- assessing experience and qualifications of individuals who have not completed an apprenticeship program in Ontario;
- issuing Certificates of Qualification in all trades with certifying exams;
- renewing Certificates of Qualification in compulsory trades;
- maintaining a Public Register of people authorized to work in compulsory trades; and
- conducting research in relation to apprenticeship and the trades<sup>1</sup>.

The Ministry of Labour, Immigration, Training and Skills Development has oversight of trades legislation and regulation, including prescribing/de-prescribing trades, scopes of practice, trade classifications and ratios. The Ministry has also assumed responsibility for compliance and enforcement through its Occupational Health and Safety Inspectorate.

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

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

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

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<sup>1</sup> [Mandate – Skilled Trades Ontario](#)

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## 4. Discussion

- 4.1** Hoisting Techniques and Tower Crane Operation – Apprenticeship Durham College Certificate  
MTCU Code: 48202, Trade# 339A, B  
Program Hours: 360  
NOC Code: 7371 Crane Operators  
CVS Validation: Not applicable

## 5. Financial/Human Resource Implications

There is a human resource implication, to deliver the program one full-time subject-matter-expert would need to be hired. There are capital costs associated with delivery of this program: Luffer Jib tower \$551,000 + \$30,000 (additional installation requirements) = \$581,000 and Hammerhead tower: \$505,000 + \$30,000 (additional installation requirements) = \$535,000.

## 6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

## 7. Implications for Ontario Tech University

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

## 8. Strategic Alignment

### 8.1 Strategic Fit

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

#### **Academic Plan**

**Goal 1:** Ensure Exceptional Quality in our Academic Programs

**Goal 2:** Enhance Exemplary Teaching and Learning Practices

#### **Strategic Plan and Business Plan**

**Pillar:** Our Students

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

The proposal to recognize the programs noted above supports the college's vision and plans to deliver high-quality programs that reflect labour markets, are

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responsive to emerging economies and provide mobility for graduates to continue with their education.



## General Program Information

**Proposed Program Title:** Hoisting Techniques and Tower Crane Operation - Apprenticeship

**Proposed Credential:** Durham College Certificate

**Academic Dean(s):** Rebecca Milburn and Rod McLeod

**Faculty(s):** Skilled Trades and Apprenticeship (STA)

**Date of Review by PPRC:** September 14, 2022

**MTCU Code:** 48202

**Weight and Funding Unit (as per APS table):** Weight = 1.2, Funding = 0.9

**Proposed Tuition:** Year 1: Regular certificate cost

**Proposed Implementation:** Fall 2023

**Year 1 Enrolment:** Determined by the Seat Purchase Plan contract with the Ministry of Labour, Immigration, Training and Skills Development

**Number of Sections, Y1:** N/A

**International Students Seat Allocation:** N/A

**Number of Semesters:** curricular framework for apprenticeship programs is organized by levels; this program has three (3) levels of in-class training provided by Durham College

**Total Hours:** 240 hrs (Level 1) + 80 hrs (Level 2) + 40 hrs (Level 3) = 360 hrs

**New or Replacement Program:** New

**Number of New FT Faculty:** One

**Program Delivery Methods:** In-person

**Laptop Requirement:** No

**New or Renovated Space Requirements:** None

**Total Capital Costs:** Year 1: \$1,116,000 (Luffer Jib Tower \$551,000 + \$30,000 (additional installation requirements) = \$581,000 and Hammerhead Tower: \$505,000 + \$30,000 (additional installation requirements) = \$535,000

## 1. Approval Stages

The following approval stages have been assessed for this program:

- Labour Market
- Student Demand
- Budget reviewed and approved by the Chief Financial Officer and the Vice President, Academic (**Not Required**)
- Presented to the Program Proposal Review Committee (DATE: September 14, 2022)
- New Program Proposal Summary reviewed by the Associate Dean, Centre for Academic and Faculty Enrichment
- New Program Proposal Summary reviewed by the Dean, Centre for Academic and Faculty Enrichment
- Approved by Executive Vice-President, Academic (DATE: October 13, 2022)
- Reviewed and approved by President (DATE: October 14, 2022)

## 2. Program Overview

### 2.1 Program Description

The Hoisting Techniques and Tower Crane Operation – Apprenticeship Durham College Certificate is a 360-hour program, consisting of three levels of in-school training. It is designed to provide the apprentice with theoretical knowledge of all aspects of hoisting, specifically in the field of Tower Crane operations. Students gain the knowledge and practical skills to work safely in a construction environment with the basics of safety, maintenance and operation of cranes and related equipment. Students gain hands-on skills on both a crane simulator as well as real machines on the job site.

### 2.2 Career Outcomes

Job Titles	Where Graduates Might Work
<ul style="list-style-type: none"> <li>• Crane Operators (NOC 7271)</li> <li>• Boom truck crane operator</li> <li>• Bridge crane operator</li> <li>• Climbing crane operator</li> <li>• Construction crane operator</li> <li>• Crane operator</li> <li>• Dragline crane operator</li> <li>• Gantry crane operator</li> <li>• Hoist operator (except underground mining)</li> <li>• Mobile crane operator</li> <li>• Tower crane operator</li> <li>• Tractor crane operator</li> </ul>	<ul style="list-style-type: none"> <li>• Construction or industrial sites</li> <li>• Ports or railway yards</li> <li>• Surface Mines</li> <li>• Cargo handling</li> <li>• Railway companies</li> </ul>

## 2.3 Vocational Program Learning Outcomes

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

1. Communicate with supervisors and colleagues in a professional manner in all formats.
2. Use data, calculations and technology to plan a lift to ensure it is safe and appropriate to the task.
3. Adhere to legislation, collective agreements and corporate practices to ensure working environments are healthy and safe.
4. Use load charts, manufactures' manuals, hand and radio signals and safety procedures to operate a tower crane to lift and hoist.
5. Install and maintain machinery by applying appropriate lubricants and using fasteners and power tools.
6. Select, utilize and care for the hand and machine tools required to perform hoisting and rigging functions.
7. Inspect and maintain rigging and hoisting equipment.

## 2.4 Admission Requirements

- Ontario Secondary School Diploma (OSSD) or Mature Student Status
- Prospective students must be registered apprentices with the Ministry of Labour, Training and Skills Development

## 2.5 Laddering Opportunities

Generally, the time-frame to become competent in the trade of Hoisting Techniques and Tower Crane Operation – Apprenticeship program is 8,000 hours (approximately four years) consisting of 7,280 hours of on-the-job work experience and 360 hours of in-school training to complete the requirements (as outlined in the Apprenticeship Training Standard) and qualify for the Apprenticeship Certificate. Thereafter, students are eligible to write their Certificate of Qualifications exam for this Red Seal Trade. Graduates may be able to receive credit toward further education in related post-secondary diploma and advanced diploma programs.

### 3. Program of Study

<b>Mobile Crane and Operator - Level 1 (common core: 339A, 339B &amp; 339C)</b>	<b>Tower Crane Operator – Branch 3 (339B) – Level 2</b>	<b>Tower Crane Operator – Branch 3 (339B) – Level 3</b>
MTCO 1400: MTCO Safety (11 hrs Theory; 5 hrs Practical)	CRAN 1600: Lift planning – Hammerhead Tower Crane (4 hrs Theory; 8 hrs Practical)	CRAN 1164: Specialized Hoisting Operations (14 hrs Theory; 18 hrs Practical)
MTCO 1401: MTCO Types and Terminology (8 hrs Theory; 4 hrs Practical)	CRAN 1161: Hammerhead Tower Crane – Operations (5 hrs Theory; 23 hrs Practical)	CRAN 1165: Climbing Cranes (6 hrs Theory; 2 hrs Practical)
MTCO 1402: MTCO Systems and Components (18 hrs Theory; 10 hrs Practical)	CRAN 1162: Luffing Jib Tower Crane – Lift (4 hrs Theory; 8 hrs Practical)	
MTCO 1403: MTCO Wire Rope and Riggings (12 hrs Theory; 12 hrs Practical)	CRAN 1163: Luffing Jib Tower Crane – Operations (5 hrs Theory; 23 hrs Practical)	
MTCO 1404: MTCO Lift Planning (38 hrs Theory; 14 hrs Practical)		
MTCO 1405: MTCO Crane Applications (20 hrs Theory; 64 hrs Practical)		
MTCO 1406: MTCO Transporting a Crane (5 hrs Theory; 11 hrs Practical)		
MTCO 1407: MTCO Crane Maintenance (4 hrs Theory; 8 hrs Practical)		
240 hours	80 hours	

## Level 1

**Course Title:** MTCO Safety

**Course description:** Topics include: Regulations, Manuals & Policies, Safe work environment, Emergency Safety procedures, Power line hazards and Work site communications. In this unit the Apprentice is introduced to the policies, laws, regulations and safe work practices that govern the trade.

**Instructional Setting:** Classroom & Shop

**Total Hours (Semester):** 16 (11 Theory; 5 Practical)

**Remote Delivery:** N/A

**Course Title:** MTCO Types and Terminology

**Course description:** Topics include: crane types, crane classifications and crane terminology. In this unit the Apprentice is introduced to the different types and classes of cranes used in the industry, they are also Familiarized with the terminology commonly used in the working environment.

**Instructional Setting:** Classroom & Shop

**Total Hours (Semester):** 8 (4 Theory; 4 Practical)

**Remote Delivery:** N/A

**Course Title:** MTCO Systems and Components

**Course description:** Topics include: outriggers & stabilizers, power plants, pneumatic systems, steering systems and hoisting systems to name a few. In this unit the apprentice learns about many components of a variety of common crane types.

**Instructional Setting:** Classroom & Shop

**Total Hours (Semester):** 28 (18 Theory; 10 Practical)

**Remote Delivery:** N/A

**Course Title:** MTCO Wire Rope and Riggings

**Course description:** Topics include: types of wire rope, installation of wire rope, inspection of wire rope, maintenance of wire rope and rigging, storage of wire rope and rigging, rigging hardware, inspection of rigging hardware and rigging techniques. In this unit the apprentice learns how to inspect and install wire rope in accordance with the manufactures recommendations and the Occupational Health and Safety Act (OHSA). Apprentices will also learn how to maintain, store and identify the different types of wire rope & rigging and rigging techniques.

**Instructional Setting:** Classroom & Shop

**Total Hours (Semester):** 24 (12 Theory; 12 Practical)

**Remote Delivery:** N/A

**Course Title:** MTCO Lift Planning

**Course description:** Topics include: site assessment, determining load weights, crane lifting capacity, rigging requirements and load/capacity charts. In this unit the apprentice is able to inspect a job site to ensure a safe and efficient operation, calculate load weights by using mathematical formulas and tables; they are also introduced to crane load charts, and are taught how to select rigging hardware to safely lift a given load.

**Instructional Setting:** Classroom & Shop  
**Total Hours (Semester):** 52 (38 Theory; 14 Practical)  
**Remote Delivery:** N/A

**Course Title:** MTCO Crane Applications  
**Course description:** Topics include: how to interpret operating manuals, pre-operational inspections, pre-operations set up, hoisting techniques, operate a mobile crane, and leave crane unattended. In this unit the apprentice is able to apply inspection, setup and operating information from the manufacture's manuals. They will be also able to safely and efficiently perform a pre-operational inspection and set up. Apprentices will also learn how to safely operate a mobile crane and improve their techniques.

**Instructional Setting:** Classroom & Shop  
**Total Hours (Semester):** 84 (20 Theory; 64 Practical)  
**Remote Delivery:** N/A

**Course Title:** MTCO Transporting a Crane  
**Course description:** Topic include: Highway traffic act (HTA), preparing a crane for travel, preparing a crane for transport, assembly and disassembly. In this unit the apprentice is introduced on how to prepare a crane for travel on public highways and state the criteria for travel, they will also be able to follow manufacturers' recommendations for assembly and disassembly of a crane.

**Instructional Setting:** Classroom & Shop  
**Total Hours (Semester):** 16 (5 Theory; 11 Practical)  
**Remote Delivery:** N/A

**Course Title:** MTCO Crane Maintenance  
**Course description:** Topics include: Tools for basic crane maintenance and basic crane maintenance. In this unit the apprentice is able to select appropriate tools to perform basic crane maintenance and how to perform basic crane maintenance in accordance with the manufactures recommendations and the occupational Health and Safety Act (OHSA).

**Instructional Setting:** Classroom & Shop  
**Total Hours (Semester):** 12 (4 Theory; 8 Practical)  
**Remote Delivery:** N/A

## Level 2

**Course Title:** Lift Planning – Hammerhead Tower Crane  
**Course description:** The apprentice is able to inspect a work site to ensure a safe and efficient operation, in accordance with a pre-lift plan (site assessment), determine that the lifting capacity of a hammerhead crane is sufficient when considering the configuration and attachments required for a given lift (crane lifting capacity) and use a hammerhead tower crane load/capacity chart to determine the gross capacity for hoisting applications (load/capacity charts).

**Instructional Setting:** Classroom & Shop  
**Total Hours (Semester):** 12 (4 Theory; 8 Practical)  
**Remote Delivery:** N/A

**Course Title:** Hammerhead Tower Crane - Operations

**Course description:** The apprentice is able to apply inspection and operating information from the manufacturers' operator manuals of a given hammerhead tower crane (interpret operator manuals); perform a pre-operational inspection of a hammerhead crane, in accordance with manufacturers' recommendations, and the Occupational Health and Safety Act (OHSA) (pre-operational inspections); perform a pre-operational setup for a given hammerhead tower crane, in accordance with manufacturers' recommendations (pre-operational setup); use a hammerhead crane to perform lift operations in a safe and efficient manner, in accordance with manufacturers' recommendations (hoisting techniques); use a hammerhead tower crane to lift a given load, in accordance with the lift instructions and the manufacturers' recommendations (operate hammerhead tower crane); and prepare a hammerhead tower crane to be left unattended for short or long periods of time, in accordance with manufacturers' recommendations (leave crane unattended).

**Instructional Setting:** Classroom & Shop

**Total Hours (Semester):** 28 (5 Theory; 23 Practical)

**Remote Delivery:** N/A

**Course Title:** Luffing Jib Tower Crane - Lift

**Course description:** The apprentice is able to inspect a work site to ensure a safe and efficient luffing jib tower crane operation, in accordance with a pre-lift plan (site assessment), determine that the lifting capacity of a luffing jib tower crane is sufficient when considering the configuration and attachments required for a given lift (crane lifting capacity), and use a luffing jib tower crane load/capacity chart to determine the gross capacity for hoisting applications (load/capacity charts).

**Instructional Setting:** Classroom & Shop

**Total Hours (Semester):** 12 (4 Theory; 8 Practical)

**Remote Delivery:** N/A

**Course Title:** Luffing Jib Tower Crane - Operations

**Course description:** The apprentice is able to apply inspection and operating information from manufacturers' operator manuals for a given luffing jib tower crane (interpret operator manuals); perform a pre-operational inspection of a luffing jib tower crane, in accordance with manufacturers' recommendations, Occupational Health and Safety Act (OHSA) (pre-operational inspections); perform a pre-operational setup for a given luffing jib tower crane, in accordance with the manufacturers' recommendations (pre-operational setup); use a luffing jib tower crane to perform lift operations in a safe and efficient manner, in accordance with manufacturers' recommendations (hoisting techniques); use a luffing jib tower crane to lift a given load, in accordance with the lift instructions and the manufacturers' recommendations (operate luffing jib tower cranes); and prepare a luffing jib tower crane to be left unattended for short or long periods of time, in accordance with manufacturers' recommendations (leave crane unattended).

**Instructional Setting:** Classroom & Shop

**Total Hours (Semester):** 28 (5 Theory; 23 Practical)

**Remote Delivery:** N/A

## Level 3

**Course Title:** Specialized Hoisting Operations

**Course description:** The apprentice is able to use an elevated work platform in the safe and efficient performance of a lift, in accordance with the lift instructions, manufacturers' procedures and Occupational Health and Safety Act (OHSA) (evaluation of work platform), perform an engineered, precision and multiple crane lift in a safe and efficient manner, in accordance with the lift instructions, manufacturers' recommendations and Occupational Health and Safety Act (OHSA) (engineered lift, precision lift, and multiple crane lift).

**Instructional Setting:** Classroom & Shop

**Total Hours (Semester):** 32 (14 Theory; 18 Practical)

**Remote Delivery:** N/A

**Course Title:** Climbing Cranes

**Course description:** The apprentice is able to describe the procedures to assemble and operate a climbing and top climbing tower crane, in accordance with manufacturers' specifications (climbing tower crane and top climbing tower crane).

**Instructional Setting:** Classroom & Shop

**Total Hours (Semester):** 8 (6 Theory; 2 Practical)

**Remote Delivery:** N/A

## 4. Strategic Alignment

### 4.1 Strategic Fit

The proposed program aligns with the following goals of the [Academic](#), [Strategic](#), and [Business](#) plans (please remove any that do not apply).

#### Academic Plan

**Goal 1:** Ensure Exceptional Quality in our Academic Programs

**Goal 2:** Enhance Exemplary Teaching and Learning Practices

#### Strategic & Business plans

##### Pillar: Our Students

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

The proposal to formalize the programs noted above supports the college's vision and plans to deliver high-quality programs that reflect labour markets, are responsive to emerging economies and provide mobility for graduates to continue with their education.

### 4.2 Fit with Existing Programs

This program is a good fit for the Faculty of Skilled Trades and Apprenticeship (STA). It complements the existing Hoisting Techniques and Mobile Crane



Operation apprenticeship program and is a unique program in the college system.

## 5. Rationale and Labour Demand

The initiative to recognize the apprenticeship programs within the credential framework modernizes the skilled trades and apprenticeship system. It enables the province's economic recovery and contributes to the college approach to brand apprenticeship programs as the third pillar of post-secondary education.

The Building Opportunities in the Skilled Trades Act, 2021 received Royal Assent on June 3, 2021. This legislation transforms the system and makes it more efficient and easier to navigate. This legislation:

- establishes a new Crown agency called Skilled Trades Ontario that would enable tradespeople to get certification in one place, with enhanced digital services;
- assigns the Minister of Labour, Training and Skills Development responsibility for regulatory decisions for the skilled trades and the Ministry responsibility for inspections; and
- enhances the services provided to apprentices, skilled trades workers and their employers.

Skilled Trades Ontario (January 2022), the new Crown agency replacing the Ontario College of Trades, is responsible for skilled trades certification in Ontario and includes:

- establishing apprenticeship programs, including training standards, curriculum standards and certification exams;
- assessing experience and qualifications of individuals who have not completed an apprenticeship program in Ontario;
- issuing Certificates of Qualification in all trades with certifying exams;
- renewing Certificates of Qualification in compulsory trades;
- maintaining a Public Register of people authorized to work in compulsory trades; and
- conducting research in relation to apprenticeship and the trades<sup>1</sup>.

The Ministry of Labour, Training and Skills Development has oversight of trades legislation and regulation, including prescribing/de-prescribing trades, scopes of practice, trade classifications and ratios. The Ministry has also assumed responsibility for compliance and enforcement through its Occupational Health and Safety Inspectorate.

For Crane operators, drillers and blasters, over the period 2019-2028, new job openings (arising from expansion demand and replacement demand) are

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<sup>1</sup> [Mandate – Skilled Trades Ontario](#)

expected to total 6,300 while 7,200 new job seekers (arising from school leavers, immigration and mobility) are expected to be available to fill them.

As job openings and job seekers are projected to be at relatively similar levels over the 2019-2028 period, the balance between labour supply and demand seen in recent years is expected to continue over the projection period.

The employment outlook will be fair for Crane operators (NOC 7371) in the Toronto region for the 2019-2021 period.

The following factors contributed to this outlook:

- Employment growth will lead to a moderate number of new positions.
- A moderate number of positions will become available due to retirements.
- There are a small number of unemployed workers with recent experience in this occupation.
- Due to the seasonal nature of this occupation, employment opportunities tend to be more favourable during the summer months.

The two the largest fields of employment for crane operations tend to be primarily in the manufacturing, specifically metal manufacturing, and construction areas.

- Toronto has several manufacturers across all areas of primary metal manufacturing. This may stem from the region's diversified manufacturing base and large population that drives building activity and consumer demand. Toronto has the biggest workforce in alumina and aluminum production and processing in Ontario with many of the largest manufacturers, supporting job prospects in this field.
- On the construction side, there are a large number of residential, commercial, and public infrastructure developments in progress in the Toronto area. Construction is underway the Highway 427 Expansion project, Eglinton Crosstown Light Rail Transit line, Finch West Light Rail Transit line, and the refurbishment of the Ontario Power Generation Darlington Nuclear Generating Station. Building activity for high-rise dwellings such as condominiums will remain strong as builders work to complete pre-sold units from 2016 and 2017.

Here are some key facts about Crane operators in the Toronto region:

- Approximately 1,830 people work in this occupation.
- Crane operators mainly work in the following sectors:
- Construction (NAICS 23): 53%
- Transportation and warehousing (NAICS 48-49): 13%
- Wholesale trade (NAICS 41): 7%
- Primary metal manufacturing (NAICS 331): 5%

## **6. Analysis of Competition**

Not applicable.

## **7. Student Interest**

Not applicable.

## **8. Target Market**

The target market for this program are apprenticeship students.

## **9. Operating Revenue and Expenses**

Not applicable.

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**Report Number:** BOG-2022-85

**To:** Board of Governors

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

**Date of Report:** November 23, 2022

**Date of Meeting:** December 14, 2022

**Subject:** New Programs of Instruction – Professional Selling & Business Development (1YR & 2YR) and Business Graduate Certificate Cluster (2YR)

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## 1. Purpose

To seek approval from the Board of Governors for the following post-secondary programs of instruction for May 2024 intake:

### **PROFESSIONAL SELLING & BUSINESS DEVELOPMENT**

- Credential: Ontario College Graduate Certificate
- Duration: One years, two semesters (plus optional WIL)
- Faculty: Business

### **PROFESSIONAL SELLING & BUSINESS DEVELOPMENT – CANADIAN CONTEXT**

- Credential: Ontario College Graduate Certificate
- Duration: Two years, four semesters (including mandatory WIL)
- Faculty: Business

### **BUSINESS GRADUATE CERTIFICATE CLUSTER – CANADIAN CONTEXT**

- International Business Management – Canadian Context
- Supply Chain Management – Global – Canadian Context
- Project Management – Canadian Context
- Human Resources Management – Canadian Context
  - Credential: Ontario College Graduate Certificate
  - Duration: Two years, four semesters (including mandatory WIL)
  - Faculty: Business

## 2. Recommendation

It is recommended to the Durham College Board of Governors:

That in accordance with Report Number BOG-2022-85, the Professional Selling & Business Development, Professional Selling & Business Development – Canadian Context, and Business Graduate Certificate Cluster – Canadian Context, Ontario College Graduate Certificate programs be approved.

## 3. Background

Recently, the Credential Validation Service (CVS) has agreed to validate two-year Ontario College Graduate Certificate (OCGC) programs in response to the systemwide suggestion to provide these opportunities to support international students. As part of the new program development process, the Faculty of Business (Business) put forward for consideration the development of a one-year OCGC in the field of professional selling and business development. In discussion with the Executive Vice President, Academic, Institutional Research (IR), Business, International Education (IE) and the Centre for Teaching and Learning (CTL), and upon approval of the concept for development, there was agreement a two-year version has potential to be attractive for international students.

As part of a quality assurance process, Business, CTL, and the Finance and IE departments worked collaboratively to discuss the strength of four additional two-year programs: Supply Chain Management – Global, International Business Management, Project Management and Human Resources Management. The tables below present the international and domestic student enrolment numbers from Fall 2021 and Fall 2022 for the four programs which indicate a strong international interest. International student enrolment numbers for the existing OCGCs are growing year over year.

Program Title	International Enrolment Numbers	
	Fall 2021	Fall 2022
Supply Chain Management - Global		56
International Business Management	49	85
Project Management	114	172
Human Resources Management	31	23

Program Title	Domestic Enrolment Numbers	
	Fall 2021	Fall 2022
Supply Chain Management - Global		4
International Business Management	1	1
Project Management	9	7

Program Title	Domestic Enrolment Numbers	
	Fall 2021	Fall 2022
Human Resources Management	29	29

Admission requirements for all two-year programs are consistent:

- Diploma or degree, preferably in a business program
- Proof of English language proficiency required
- OR**
- A minimum of three years of related industry experience detailed in a professional resumé with a letter of intent may be considered
- Proof of English language proficiency required

The target market for the new one-year Professional Selling & Business Development program will be domestic students who meet the admission requirements. Funding will be requested for the one-year program. The target market for the two-year graduate certificates (including the new Professional Selling & Business Development – Canadian Context program) is international students who meet the admission requirements of the program and IE’s requirements. There will be no request for funding; these programs will be full cost recovery.

The international and domestic students will be combined in the same cohort and, as such, the budget in the attached summary document has been combined.

Delivery for the two-year OCGCs aligns to the following sequence:

- Semester 1 – Spring,
- Semester 2 – Fall,
- Semester 3 – Winter, and
- Semester 4 – Spring.

### **Program Description: Professional Selling & Business Development**

The Professional Selling and Business Development Ontario College Graduate Certificate (OCGC) program meets the growing corporate demand for skilled graduates specializing in professional selling. Students explore and examine selling methodologies, prospecting, account and relationship management, business-to-business marketing techniques, negotiating, follow up, and tools and technologies that generate revenue and maintain long-term consultative relationships with business clients. Students learn to think critically to solve complex problems by utilizing the latest sales simulation technologies, artificial intelligence, real-world case studies, role-play scenarios, and interaction with industry professionals to mentor professional sales career pursuits. Graduates will be recognized for their achievements and receive their Sales Certificate from

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the Canadian Professional Sales Association (CPSA). Also, graduates are well-positioned to pursue additional CPSA designations, including Certified Sales Associate (CSA), Certified Sales Professional (CSP), and Certified Sales Leader (CSL). (Presently, pursuing additional certifications and micro-credentials from Salesforce.com, LinkedIn, Challenger, Sandler, and Huthwaite.)

Graduates of the program have job-ready skills, strategies, and techniques to support, lead, and strengthen the professional selling process. They enter the industry with leadership and business acumen skills that enhance interactions between clients and colleagues and create opportunities for advancement. Emphasis is on the graduate supporting clients to higher levels of business growth, recommending solutions to solve client challenges, and developing new ideas and innovations through mutually beneficial partnerships.

Employment opportunities in professional selling in all industries are in high demand. The field involves professionals working in a range of occupations and industries with access to high-paying sales positions. Graduates will find employment opportunities in account management, business development, client success management, sales support, and sales operations.

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

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

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

## 4. Discussion

The environmental scan prepared by the Institutional Research and Planning team in the Office of Research Services, Innovation and Entrepreneurship, indicates the proposed Professional Selling & Business Development (1YR and 2YR) programs would be a strong addition to the College's program offerings for the following reasons:

- Skilled sales professionals are in high demand.

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- Program area appeals to international students.
  - Opportunities for self-employment/flexible employment.

The launch of two-year OCGCs will provide international students with more appealing options to qualify for a three-year work permit and immigration status. The two-year graduate certificate ensures international students have adequate time to set them up for success academically and for Canadian work opportunities.

To support the additional content of the six courses in the common first semester of the two-year programs, each program will be required to add a program learning outcome (PLO) to address the historical Canadian content. The following is the PLO:

Reflect on the historical and current Canadian business landscape to support business decisions.

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

The Program Summary for Professional Selling & Business Development (1YR and 2YR) programs attached provides a projected five-year budget with account of all capital and human resource requirements.

The proposed one-year program, Professional Selling & Business Development, will be submitted in the Request for Approval for Funding Form to the Ministry of Colleges and Universities (MCU) as a high demand program of instruction. This will allow the college to charge fees above the maximum permitted for regular fees. Tuition is set for \$3,284.00 and has been restricted until there is direction from MCU.

The proposed two-year program, Professional Selling & Business Development – Canadian Context, is targeted at international students as such will operate on a full cost recovery model. Tuition is set for \$7,374.00. The proposed new programs break even in Year 1.

The proposed Business Graduate Certificate Cluster – Canadian Context has no human resources implications with the decision to formalize these programs, as the faculty complement teaching in the programs has been established.

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

There are no implications for the joint campus master plan.



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## 7. Implications for Ontario Tech University

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

## 8. Strategic Alignment

### 8.1 Strategic Fit

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

#### **Academic Plan**

**Goal 1:** Ensure Exceptional Quality in our Academic Programs

**Goal 3:** Establish and Augment Internationalization and Global Engagement Initiatives

#### **Strategic Plan and Business Plan**

**Pillar:** Our Students

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

## General Program Information

**Proposed Program Title:** Professional Selling & Business Development (1YR) and Professional Selling & Business Development – Canadian Context (2YR)

**Proposed Credential:** Ontario College Graduate Certificate

**Academic Dean(s):** Nancy Martin

**Faculty:** Business

**Date of Review by PPRC:** November 9, 2022

**MTCU Code:** 72939

**Weight and Funding Unit (as per APS table):** Weight = 1, Funding = 0.8

**Proposed Tuition:** Year 1: \$3,284 (domestic); \$7,374 (international)

**Proposed Implementation:** Fall 2024 (domestic); Spring 2024 (international)

**Year 1 Enrolment:** 10 (domestic); 30 (international)

**Number of Sections, Y1:** 1

**Number of Semesters:** 2 (1YR); 4 (2YR)

**Total Domestic Hours:** 560 instructional hrs + 420 hrs (optional WIL) = 980 hrs

**Total International Hours:** 840 instructional hrs + 420 hrs (mandatory WIL) = 1,260 hrs

**New or Replacement Program:** New

**Number of New FT Faculty:** 5PT

**Program Delivery Methods:** Classroom, Online, WIL

**Laptop Requirement:** Yes

**New or Renovated Space Requirements:** No

**Total Capital Costs:** Year 1: n/a

## 1. Approval Stages

The following approval stages have been assessed for this program:

- Labour Market
- Student Demand
- Budget reviewed and approved by the Chief Financial Officer and the Vice President, Academic
- Presented to the Program Proposal Review Committee (DATE: Nov. 9, 2022)
- New Program Proposal Summary reviewed by the Associate Dean, Centre for Teaching and Learning
- New Program Proposal Summary reviewed by the Dean, Centre for Teaching and Learning
- Approved by Executive Vice-President, Academic (DATE: Nov. 29, 2022)
- Reviewed and approved by President (DATE: Nov. 29, 2022)

## 2. Program Overview

### 2.1 Program Description

The Professional Selling and Business Development one-year and Professional Selling and Business Development – Canadian Context two-year Ontario College Graduate Certificate (OCGC) programs meet the growing corporate demand for skilled graduates specializing in professional selling. Students explore and examine selling methodologies, prospecting, account and relationship management, business-to-business marketing techniques, negotiating, follow up, and tools and technologies that generate revenue and maintain long-term consultative relationships with business clients in a Canadian context. Students learn to think critically to solve complex problems by utilizing the latest sales simulation technologies, artificial intelligence, real-world case studies, role-play scenarios, and interaction with industry professionals to mentor professional sales career pursuits. Graduates will be recognized for their achievements and receive their Sales Certificate from the Canadian Professional Sales Association (CPSA) to support employment in Canada. Also, graduates are well-positioned to pursue additional CPSA designations, including Certified Sales Associate (CSA), Certified Sales Professional (CSP), and Certified Sales Leader (CSL) (presently, pursuing additional certifications and micro-credentials from Salesforce.com, LinkedIn, Challenger, Sandler, and Huthwaite).

Graduates of the program have job-ready skills, strategies, and techniques to support, lead, and strengthen the professional selling process. They enter the industry with leadership and business acumen skills that enhance interactions between clients and colleagues and create opportunities for advancement. Emphasis is on the graduate supporting clients to higher levels of business growth, recommending solutions to solve client challenges, and developing new ideas and innovations through mutually beneficial partnerships.

Employment opportunities in professional selling in all industries are in high demand. The field involves professionals working in a range of occupations and industries with access to high-paying sales positions. Graduates will find employment opportunities in Canada in account management, business development, client success management, sales support, and sales operations.

## 2.2 Career Outcomes

Job Titles	Where Graduates Might Work
<ul style="list-style-type: none"> <li>• Account Manager</li> <li>• Sales Representative</li> <li>• Sales Consultant</li> <li>• Business Development Representative</li> <li>• Business Development Manager</li> <li>• Inside Sales Representative</li> <li>• Outside Sales Representative</li> <li>• Account Executive</li> <li>• Salesperson</li> <li>• Jr. Account Manager</li> <li>• Sales Associate</li> <li>• Account Specialist</li> <li>• Client Advisor</li> <li>• Client Engagement Specialist</li> <li>• Consultant</li> <li>• Technical Sales Representative</li> <li>• Technical Account Manager</li> <li>• Marketing Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Information technology (such as, cloud computing, hardware and software, telecommunications, etc.)</li> <li>• Logistics</li> <li>• Pharmaceutical</li> <li>• Wholesale and Manufacturing</li> <li>• Financial services</li> <li>• Insurance</li> <li>• Chemical (such as, industrial chemicals, pesticides, cleaning supplies, etc.)</li> <li>• Automotive</li> <li>• Real Estate</li> <li>• Education &amp; Training</li> <li>• Art Galleries</li> <li>• Fashion</li> <li>• Film</li> <li>• Publishing</li> </ul>

## 2.3 Vocational Program Learning Outcomes

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

1. Conduct research to create evidence-informed value propositions to close sales and support business decision making.
2. Implement and adapt strategic communication planning processes and tools to generate leads, develop business opportunities and improve client retention and loyalty.
3. Prepare and deliver a sales solution based on an analysis to meet customer requirements in domestic and global markets.
4. Conceptualize, create and implement a sales plan to support the development of marketing activities, manage the sales pipeline, and build sustainable revenue growth.

5. Incorporate business ethics and corporate social responsibility in the selling of products or services.

6. Use sales technology software to support account and customer relationship management.

7. Construct plans for strategic account management, project management and sales team development in alignment with equity, diversity and inclusion best practices in Canada.

8. Apply strategies for personal and professional development to enhance sustainable performance, establish working relationships with colleagues and clients and maintain currency within the industry in a Canadian context.

9. Analyze data to develop strategies that support the creation and assessment of business development opportunities.

10. Facilitate negotiations and overcome objections for closing the sale.

11. Reflect on the historical and current Canadian business landscape to support business decisions (two-year program only).

## **2.4 Admission Requirements**

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

### 3. Program of Study

**Table 1: Themes / Categories**

Business Acumen	Selling Process	B2B/Marketing	Business Communications & Technologies
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**Table 2: One-year Program Map**

YEAR 1		
Semester 1	Semester 2	Semester 3
14 Weeks	14 Weeks	14 Weeks
C = Classroom; L = Lab; O = Online		
Business-to-Business (B2B) Sales (3C, 1O)	Strategies for Effective Negotiations (3C, 1O)	<b>Optional WIL</b>
Professional Selling Methodologies (3C)	Strategic Leadership and Critical Thinking (3C)	
Business Development Strategies (3C)	Agile Selling (3C)	
Business-to-Business (B2B) Marketing (3C)	Capstone - Integrated Business Development and Selling (3C, 1O)	
Customer Relationship Management (CRM) Analytics (3C)	Financial Analytics and Metrics for Sales (3C)	
Professional Business-to-Business Communications (3C, 1O)	Virtual Selling (3C)	
<b>20 Hours/week 280 Hours/semester</b>	<b>20 Hours/week 280 Hours/semester</b>	<b>30 Hours/week 420 Hours/semester</b>
CVS guidelines 270-385 hours/semester	CVS guidelines 270-385 hours/semester	CVS guidelines 270-385 hours/semester

\*NOTE: WIL preparation included in Professional Business-to-Business Communications.

**Table 3: Two-year Program Map**

YEAR 1		YEAR 2	
Semester 1	Semester 2	Semester 3	Semester 4
<b>14 Weeks</b>	<b>14 Weeks</b>	<b>14 Weeks</b>	<b>14 Weeks</b>
C = Classroom; L = Lab; O = Online			
Communication for Business Professionals (3C)	Business-to-Business (B2B) Sales (3C, 1O)	Strategies for Effective Negotiations (3C, 1O)	<b>WIL</b>
Business Computer Applications (3C, 1O)	Professional Selling Methodologies (3C)	Strategic Leadership and Critical Thinking (3C)	
Canadian History, Culture, and Politics (3C)	Business Development Strategies (3C)	Agile Selling (3C)	
Canadian Laws and Regulations (3C)	Business-to-Business (B2B) Marketing (3C)	Capstone - Integrated Business Development and Selling (3C, 1O)	
Canadian Business and Commerce (3C, 1O)	Customer Relationship Management (CRM) Analytics (3C)	Financial Analytics and Metrics for Sales (3C)	
Principles of Ethics and Professionalism (3C)	Professional Business-to-Business Communications (3C, 1O)	Virtual Selling (3C)	
<b>20 Hours/week 280 Hours/semester</b>	<b>20 Hours/week 280 Hours/semester</b>	<b>20 Hours/week 280 Hours/semester</b>	<b>30 Hours/week 420 Hours/semester</b>

\*NOTE: WIL preparation included in Communication for Business Professionals and Professional Business-to-Business Communications.

## Semester 1 (Two-year only)

**Course Title:** Communication for Business Professionals

**Course description:** Students develop and execute integrated communications plans addressing all functional business areas, styles and formats of communication, frequency and various internal and external stakeholders. Students practice using communication strategies by using industry recognized word processing and email software and demonstrate professional communication through presentations, emails and verbal communication.

**Instructional Setting:** Classroom = 3HRS/WK

**Total Hours (Semester):** 42

**Course Title:** Business Computer Applications

**Course description:** Students apply business software tools to develop productivity and efficiency in preparing and formatting external and internal documentation, spreadsheets and presentations and using business communication platforms and data management systems. Students have an opportunity to attempt the Microsoft Office Specialist (MOS) PowerPoint - Associate Exam in an effort to obtain the globally recognized credential Microsoft PowerPoint Specialist Certification.

**Instructional Setting:** Classroom = 3HRS/WK; Online = 1HR/WK

**Total Hours (Semester):** 56

**Course Title:** Canadian History, Culture, and Politics

**Course description:** Students explore how Canadian history, culture and politics informs business interactions in Canada. Students analyze the unique multicultural makeup of Canadian and Indigenous communities and examine the effect on businesses. Students practice culturally appropriate strategies through scenarios, activities and role play.

**Instructional Setting:** Classroom = 3HRS/WK

**Total Hours (Semester):** 42

**Course Title:** Canadian Laws and Regulations

**Course description:** Students explore legal requirements and legislation (provincial and federal) as well as internal policies and procedures as they pertain to Canadian business. Students debate issues of risk management, mitigation, and consequences, referencing relevant legal documentation and decisions, and organizational examples as evidence.

**Instructional Setting:** Classroom = 3HRS/WK

**Total Hours (Semester):** 42

**Course Title:** Canadian Business and Commerce

**Course description:** Students explore the relationship between commerce and micro and macroeconomics for the success of businesses, specifically in Canada. Students analyze how the major functional areas interact, and how different business types, structures, and management techniques contribute to a successful business.

**Instructional Setting:** Classroom = 3HRS/WK; Online = 1HR/WK

**Total Hours (Semester):** 56



**Course Title:** Principles of Ethics and Professionalism

**Course description:** Students explore ethics and professionalism in a Canadian and multinational context. Students develop the skills to respond professionally to conflict and contribute effectively as an individual and team member. Critically evaluating scenarios and case studies, and participating in discussions, debate and self-reflection, students identify strategies to address unethical and unprofessional conduct to determine a more respectful and equitable course of action.

**Instructional Setting:** Classroom = 3HRS/WK

**Total Hours (Semester):** 42

## Semester 2 (Both programs combined)

**Course Title:** Business-to-Business (B2B) Sales

**Course description:** Students examine the professional business-to-business selling process from the recognition and development of the selling opportunity to the closing and post-sales maintenance of an account. Emphasis is on students' exploration of each phase of the selling process, the importance of research, needs' assessment and client relationships to develop the techniques to research client, competitive and industry information. Critically evaluating and participating in real-world case studies, scenarios and role-play, students demonstrate the steps in the sales process.

**Instructional Setting:** Classroom = 3HRS/WK; Online = 1HR/WK

**Total Hours (Semester):** 56

**Course Title:** Business Development Strategies

**Course description:** Students develop the skills to recognize and explain various approaches to accessing potential business growth opportunities. Focusing on developing business ideas, initiatives and activities to support clients' and prospects' businesses, achieve success and increase value, students explore increasing revenues, business expansion, strategic partnerships and strategic business decision-making. Critically evaluating case studies, students demonstrate how to create client value through business development.

**Instructional Setting:** Classroom = 3HRS/WK

**Total Hours (Semester):** 42

**Course Title:** Business-to-Business (B2B) Marketing

**Course description:** Students develop the skills to leverage marketing strategies for generating new business opportunities by marketing products and services, and segmenting their territory by target market, account or stage. Critically examining real-world examples and case studies, students develop innovative ideas and marketing campaigns at various stages of the selling cycle, from prospecting to follow up, and post-sales maintenance of the account.

**Instructional Setting:** Classroom = 3HRS/WK

**Total Hours (Semester):** 42

**Course Title:** Customer Relationship Management (CRM) Analytics

**Course description:** Students evaluate how the analytics collected through customer relationship management technologies are utilized in marketing programs, including email campaigns, campaign development and campaign design. Critically examining case studies and participating in demonstrations, students use the technologies to evaluate client activities, prospects, leads, KPIs, revenue, margin and establish a 360-

degree view of a sales territory and sales organization for sales planning and maintenance.

**Instructional Setting:** Classroom = 3HRS/WK

**Total Hours (Semester):** 42

**Course Title:** Professional Business-to-Business (B2B) Communications

**Course description:** Students practice the use of professional sales communications in developing persuasive, effective, and accurate messaging. Students are challenged to solve sales scenarios by analyzing their intended audience, determining purpose and applying appropriate business communication formats. Through case studies and role-plays, students deliver oral, written, and visual communications for Canadian and international clients.

**Instructional Setting:** Classroom = 3HRS/WK; Online = 1HR/WK

**Total Hours (Semester):** 56

**Course Title:** Professional Selling Methodologies

**Course description:** Students evaluate the benefits of industry-accepted sales methodologies in a variety of situations and how, in combination (when applicable), they can be used to enhance positive outcomes. Critically evaluating case studies and participating in role play, students develop strategies to determine when and how to apply these methodologies and demonstrate the benefits to enhance the selling process.

**Instructional Setting:** Classroom = 3HRS/WK

**Total Hours (Semester):** 42

### Semester 3 (Both programs combined)

**Course Title:** Virtual Selling

**Course description:** Students assess the importance of virtual selling and the value in creating an online professional presence for connecting with business executives, prospects and colleagues. Emphasis is on using social media and video conferencing platforms to establish rapport and trust in the development of warm leads. Critically evaluating case studies and participating in role play, students demonstrate the value of applying virtual selling methodologies and evaluate their effectiveness.

**Instructional Setting:** Classroom = 3HRS/WK

**Total Hours (Semester):** 42

**Course Title:** Financial Analytics and Metrics for Sales

**Course description:** Students analyze budgets, forecasts, breakeven levels, and margins within the selling process. An emphasis is placed on the developing critical thinking and analytical skills to ensure the sales operations ensures growth and sales revenue. Students examine complexity of working with enterprise data using artificial intelligence, including the techniques to gather, process data, and develop quantitative insights into sales metrics, projected sales pipeline, demand forecasting, margins, and profitability.

**Instructional Setting:** Classroom = 3HRS/WK

**Total Hours (Semester):** 42

**Course Title:** Strategies for Effective Negotiations

**Course description:** Students examine methodologies for dynamic and challenging negotiation in order to reach a professional, positive and ethical outcome. Critically examining case studies and participating in role play, students apply negotiation strategies to reach agreements more quickly while achieving business objectives and revenue targets and strengthening business relationships.

**Instructional Setting:** Classroom = 3HRS/WK; Online = 1HR/WK

**Total Hours (Semester):** 56

**Course Title:** Strategic Leadership and Critical Thinking

**Course description:** Students explore how strategic leadership and critical thinking, when used effectively, can support transition into sales leadership positions. Critically examining case studies and using collaborative inquiry, students analyze the strategic planning framework to prepare leadership insights for short-term and long-term growth of an organization in alignment with the organization's goals, objectives, strategic plans and ethical responsibilities.

**Instructional Setting:** Classroom = 3HRS/WK

**Total Hours (Semester):** 42

**Course Title:** Agile Selling

**Course description:** Students examine the significance of integrating agility to add value to a client's multifaceted project and address changing market conditions. Critically examining case studies, students apply an iterative approach requiring flexibility, adaptability and a non-linear approach to achieve unique client project requirements.

**Instructional Setting:** Classroom = 3HRS/WK

**Total Hours (Semester):** 42

**Course Title:** Capstone – Integrated Business Development and Selling

**Course description:** Students apply the theory, methods and skills to create a comprehensive strategy for business development, selling and post-sales process to achieve success for both the client and sales organization. Critically examining a case study, students develop and present a solution to a real-world business-to-business sales scenario.

**Instructional Setting:** Classroom = 3HRS/WK; Online = 1HR/WK

**Total Hours (Semester):** 56

## Semester 4 (Optional for one-year; mandatory for two-year)

**Course Title:** WIL

**Course description:** Work Integrated Learning

**Instructional Setting:** In Person

**Total Hours (Semester):** 420

## 4. Strategic Alignment

### 4.1 Strategic Fit

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

## **Academic Plan**

**Goal 1:** Ensure Exceptional Quality in our Academic Programs

**Goal 3:** Establish and Augment Internationalization and Global Engagement Initiatives

## **Strategic & Business plans**

### **Pillar: Our Students**

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

### **Pillar: Our Community**

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

## **4.2 Fit with Existing Programs**

Durham College (DC) is proposing the option to offer Professional Selling & Business Development – Canadian Context, within the Faculty of Business.

There are currently five CAAT colleges offering related graduate certificate programs: two called Strategic Relationship Marketing (MTCU 72901); and three called Technical Sales Specialist (MTCU 72939). Additionally, one college offers Marketing Management – Professional Sales to international students through a Public-Private Partnership. These are all one-year programs.

Graduates of these graduate certificate programs have in-demand skills in sales, marketing and service, such as customer relationship management (CRM), marketing/sales analytics and strategic account management.

The proposed programs differ from the current offerings in the college system in that they include a two-year opportunity specifically for the international student population. Some colleges have begun offering one-year graduate certificate bundles for these same students, but this will be the first two-year graduate certificate offered in professional selling. In response to the systemwide suggestion to deliver two-year OCGCs to support international students, the Credential Validation Service (CVS) has indicated that two-year graduate certificates will now be validated.

## **5. Labour Demand and Graduate Employment Possibilities**

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

Based upon the analysis of labour market data and the program mix at DC, it is expected that the proposed Business Development and Sales program would be a strong addition to the College's program offerings. IRP would like to

recommend development of the program Business Development and Sales/Marketing – Corporate Account Management (MTCU 72939 – Technical Sales Specialist), which is currently offered at two other colleges, for the following reasons:

- Skilled sales professionals are in high demand.
- Program area appeals to international students.
- Opportunities for self-employment/flexible employment.

## **5. Labour Demand and Graduate Employment Possibilities**

### **5.1 Labour Market Analysis**

Business development and sales play a crucial role in a company's performance. Alongside marketing teams, sales teams are responsible for the goal of generating revenue and driving growth.

Businesses rely on knowledgeable sales professionals to sell products or services to new customers. Successful sales professionals are experts on the products they are selling and are able to meet the most specific needs of demanding customers. They are often the most visible members of a company because they communicate with customers directly and promote the products they are selling on a daily basis.

The sales branch of a company may be comprised of one or multiple teams that research and prospect potential customers (business development), and converse with them to complete transactions (sales). Sales teams are constantly meeting with customers either face-to-face (known as outside sales) or virtually through video or phone calls (referred to as inside sales) to build their sales pipelines.<sup>1</sup> There is a common misconception that inside sales is the same as telemarketing. While both often use the phone to connect with prospects in lieu of face-to-face meetings, telemarketing is a scripted interaction. Inside sales involves multiple calls or interactions because it requires a more complex sale.

Sales positions are found in a wide range of industries, including information technology, financial services, insurance, manufacturing, real estate, pharmaceutical, wholesale and manufacturing. Salaries for sales professionals vary and depend on multiple factors such as industry of employment, base salary, and commission and bonus structure.

Companies that sell their product or service directly to consumers are referred to as Business-to-Consumer (B2C), while those who sell to other businesses are Business-to-Business (B2B). Some companies have a mixed B2B and B2C model, as businesses and consumers may both use their products and services, or they may have separate product versions or ranges specifically for businesses

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<sup>1</sup> Built In. Sales. <https://builtin.com/sales>

or consumers.<sup>2</sup> Companies might also engage partly or solely in a Business-to-Government (B2G) model. B2G sales refers to businesses that sell their goods and services to government agencies. A major difference as compared to B2B and B2C is that in the B2G model, companies generally respond to requirements published by a certain government entity through a structured bidding process.<sup>3</sup>

The sales process in B2B is typically longer, involves multiple stakeholders and has a higher transaction value than B2C. Depending on their target customers and specific B2B sales cycle, sales professionals may use a wide range of sales approaches, such as solution selling, the Challenger Sale, SPIN selling and account-based selling.<sup>4</sup>

In order to be successful, sales professionals must keep pace with economic, social and technological trends. In recent years, there has been an undeniable shift of customer preferences from in-person sales interaction to digital channels. Sales professionals are having to pivot from being the source of information, to helping customers make sense of the information, irrespective of its source.<sup>5</sup>

The COVID-19 pandemic accelerated digital trends that were well underway. Digital interactions have become important to customers, who rely on suppliers' mobile applications, social media and online communities to support their purchasing decisions and activities.<sup>6</sup> Additionally, the shift away from in-person interactions to remote interactions, has forced sales professionals to re-evaluate their sales strategies. For instance, social selling is an increasingly popular approach to selling that allows sales professionals to target their prospecting and build relationships.<sup>7</sup>

Sales technology is also increasingly sophisticated, and it is important for sales professionals to understand and leverage these tools. For instance, Customer Relationship Management (CRM) software are popular sales and marketing tools that enable users to better grasp the sales opportunities by tracking deals as they progress in the pipelines.<sup>8</sup>

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<sup>2</sup> Kuehnle, Axel. B2B. vs. B2C Marketing: The Similarities and Differences. 2019. <https://learn.g2.com/b2b-vs-b2c>

<sup>3</sup> Warren Jeanette. [B2C, B2B, and B2G and Their Differences](https://catmediatheagency.com/b2c-b2b-b2g-and-the-difference/). 2019. <https://catmediatheagency.com/b2c-b2b-b2g-and-the-difference/>

<sup>4</sup> Weber, Audrey. B2B Sales Representatives: What They Do and Why They Are Important. 2019. <https://www.outreach.io/blog/b2b-sales-representatives-what-they-do-and-why-they-are-important>

<sup>5</sup> Gartner. Future of Sales 2025: Deliver the Digital Options B2B Buyers Demand. 2021. <https://www.gartner.com/smarterwithgartner/future-of-sales-2025-deliver-the-digital-options-b2b-buyers-demand>

<sup>6</sup> McKinsey & Company. The B2B digital inflection point: How sales have changed during COVID-19. 2020. <https://www.mckinsey.com/business-functions/growth-marketing-and-sales/our-insights/the-b2b-digital-inflection-point-how-sales-have-changed-during-covid-19>

<sup>7</sup> Forbes. Why Now Is The Time For Social Selling. 2021. <https://www.forbes.com/sites/theyec/2021/01/13/why-now-is-the-time-for-social-selling/?sh=7db5bef125ce>

<sup>8</sup> Salesforce. CRM 101: What is CRM? <https://www.salesforce.com/ca/crm/what-is-crm/>

Sales professionals represent nearly seven per cent of the overall Canadian workforce, half of which are in commercial sales. These roles are often recognized as difficult to fill<sup>9</sup>, with sales and marketing professions ranking among the top five specializations in-demand over the last ten years.<sup>10</sup> In fact, B2B sales in the technology solutions market is one of the fastest growing areas of employment in Canada.<sup>11</sup>

The Canadian Professional Sales Association (CPSA) cited several reasons for this labour shortage in their 2018 “New Sales DNA Report”. According to the CPSA, the industry is troubled by a lack of expertise and appropriate training in sales, and there is also a negative perception of the sales profession among many young people. Additionally, there is concern among sales professionals that there is a risk of the sales function being replaced by some form of AI.<sup>12</sup>

Following the release of this report, the CPSA and Employment and Social Development Canada (ESDC) announced Sectoral Initiatives Program (SIP) funding to address the sales talent shortage in Canada. Through this investment, efforts were made to improve the skill level of the Canadian sales force and attract new people to the profession. New sales training modules were made available to all Canadian postsecondary institutions, an online skills assessment tool was created, labour market research was conducted, and the number of accredited partners increased.<sup>13</sup>

While there is no specific experience or training required to work as a sales professional, the CPSA offers certifications in sales, from entry-level to executive. The Certified Sales Associate (CSA) designation is considered “a stamp of approval from Canada’s sales community”.<sup>14</sup>

## Employment Projections

Job titles and descriptions relevant to the field of professional sales were culled from a variety of labour market reports. The NOC provides a standardized framework for organizing the labour force in a coherent system. Based on the

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<sup>9</sup> Bibby, Adrienne. Sales Career Path: Which Type of Sales Job is Right for You? <https://www.flexjobs.com/blog/post/sales-career-path/>

<sup>10</sup> CPSA. The News Sales DNA Report. 2018. <https://www.cpsa.com/docs/default-source/Resources-/cpsa---the-new-sales-dna.pdf?sfvrsn=4>

<sup>11</sup> Palette Skills. Get A Job In B2B Tech Sales With SalesCamp! <https://paletteskills.org/programs/salescamp>

<sup>12</sup> CPSA. The News Sales DNA Report. 2018. <https://www.cpsa.com/docs/default-source/Resources-/cpsa---the-new-sales-dna.pdf?sfvrsn=4>

<sup>13</sup> CPSA Receives Sectoral Initiative Program Funding from Canadian Government. 2018. <https://www.cpsa.com/cpsa/about-us/cpsa-receives-sectoral-initiative-program-funding-from-canadian-government>

<sup>14</sup> CPSA. Government of Canada Partners with Canadian Professional Sales Association to Address Sales Force Skills Gap. 2018. <https://indd.adobe.com/view/96981290-a052-4d6a-8dff-8e5a93ac956b>

titles and descriptions, three key four-digit National Occupational Classifications (NOC) codes were identified: 6221, 6411 and 0601.

These three codes are: 6221 - Technical sales specialists - wholesale trade (e.g., Technical sales representative – wholesale, imports, exports), 6411- Sales and account representatives - wholesale trade (non-technical) (e.g., Sales representative – financial services, food products, business services), and 0601 - Corporate sales managers (e.g., Sales administrator; Sales planning manager).

## Labour Market Outlook

### National Outlook

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

**Table 1**

Wages, Occupational Statistics and Employment Outlook (National)					
NOC Code - Occupation	Median Wage	Employment in 2018	Median Age in 2018	Average Retirement Age in 2018	Outlook to 2028 <sup>15</sup>
6221 - Technical sales specialists - wholesale trade	\$27.00	144,000	43	64.0	Balance
6411- Sales and account representatives - wholesale trade (non-technical)	\$26.00	248,700	45	64.0	Balance
0601 - Corporate sales managers	\$50.00	21,500	44	61.0	Balance

Source: Employment and Social Development Canada [www.jobbank.gc.ca/marketreport/outlook](http://www.jobbank.gc.ca/marketreport/outlook) Accessed: June 2022

The number of job openings and job seekers are expected to be balanced for all of the relevant occupations through to 2028. Employment growth and retirements will lead to a moderate number of new positions in each occupational classification.

<sup>15</sup> Definitions correspond to national labour market data taken from the Department of Employment and Social Development Canada (ESDC) and are based on the Canadian Occupational Projections System (COPS).

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

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

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

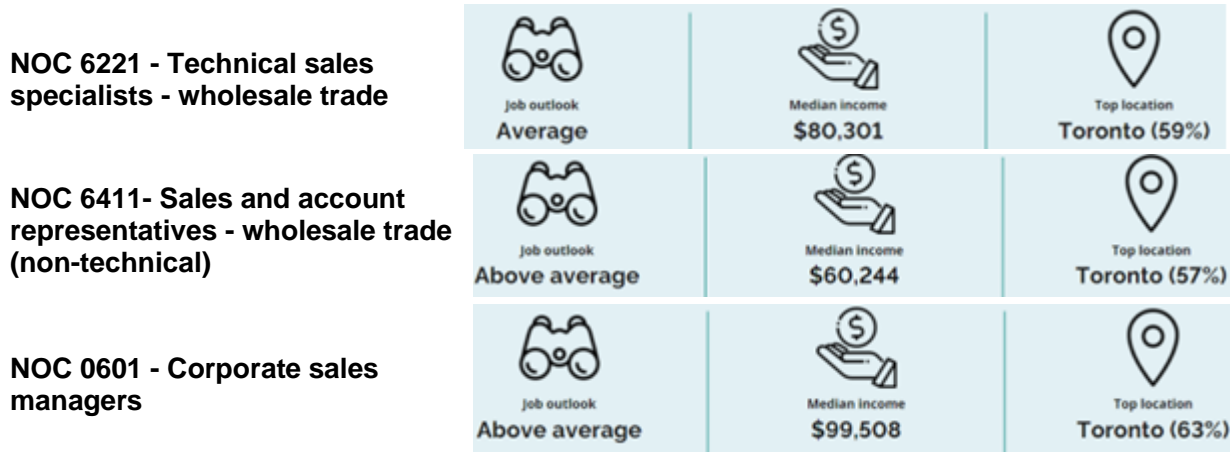


## Provincial Outlook

### Occupational Classification: Provincial and Local

Figure 1 displays the provincial job outlook rating (2021-2025) for the relevant occupations, as well as median income and the top location in Ontario for employment based on job postings.

**Figure 1**



Source: Ontario Job Profiles, accessed: June 2022

Employment prospects for *Sales and account representative – wholesale trade (non-technical)* and *Corporate sales* occupations are particularly strong in Ontario. The median income for all of the relevant occupations is much higher than the average of \$55,121.

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

**Table 2**

Provincial Summary Job Profile Statistics					
NOC Code - Occupation	Males	Females	Full-Time	Part- Time	Self-Employed
6221 - Technical sales specialists - wholesale trade	72%	28%	77%	23%	8%
6411- Sales and account representatives - wholesale trade (non-technical)	65%	35%	73%	27%	14%
0601 - Corporate sales managers	66%	34%	83%	17%	4%

Employment is primarily full-time, and males hold the majority of positions in the relevant occupations. There is a higher-than-average proportion of self-

employment for *Sales and account representatives - wholesale trade (non-technical)* occupations.

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

**Table 3**

Educational Attainment			
Education Level	6221 - Technical sales specialists - wholesale trade	6411- Sales and account representatives - wholesale trade (non-technical)	0601 - Corporate sales managers
No certificate, diploma or degree:	4%	6%	2%
Secondary (high) school diploma or equivalency certificate	21%	31%	20%
Apprenticeship or trades certificate or diploma	3%	3%	2%
College, CEGEP or other non-university certificate or diploma	26%	27%	24%
Bachelor's degree	34%	24%	37%
Degree in medicine, dentistry, veterinary medicine or optometry	0%	0%	0%
Master's degree	7%	3%	9%
Earned doctorate	1%	0%	1%
Other	4%	4%	5%

Source: Ontario Job Profiles, accessed: June 2022

*Technical sales specialists - wholesale trade* and *Corporate sales managers* occupations largely employ graduates with postsecondary education. A relatively large proportion of employees in *Sales and account representatives - wholesale trade (non-technical)* occupations do not have education beyond a Secondary (high) school diploma or equivalency certificate. While there is often on-the-job training available to employees in this particular set of occupations, industry leaders have expressed frustration and concern with the lack of postsecondary education opportunities available in the field.<sup>16</sup>

Table 4 presents provincial employment opportunities for each relevant occupation. Within each column, the percentages indicate the distribution of all

<sup>16</sup> Irwin, Peter. It's time to close the skills gap for Canada's sales professionals. 2018. <https://www.theglobeandmail.com/report-on-business/rob-commentary/its-time-to-close-the-skills-gap-for-canadas-sales-professionals/article37906173/>

individuals employed in the corresponding occupation across the select census divisions.

**Table 4**

Employment Share by Census Division				
Census Division	All Occupations	6221 - Technical sales specialists - wholesale trade	6411- Sales and account representatives - wholesale trade (non-technical)	0601 - Corporate sales managers
Durham	5%	6%	5%	3%
Toronto	21%	20%	21%	23%
Peel	10%	12%	12%	11%
York	9%	12%	12%	12%
Peterborough	1%	1%	1%	1%
Northumberland	1%	0%	1%	0%
Kawartha Lakes	1%	0%	0%	0%

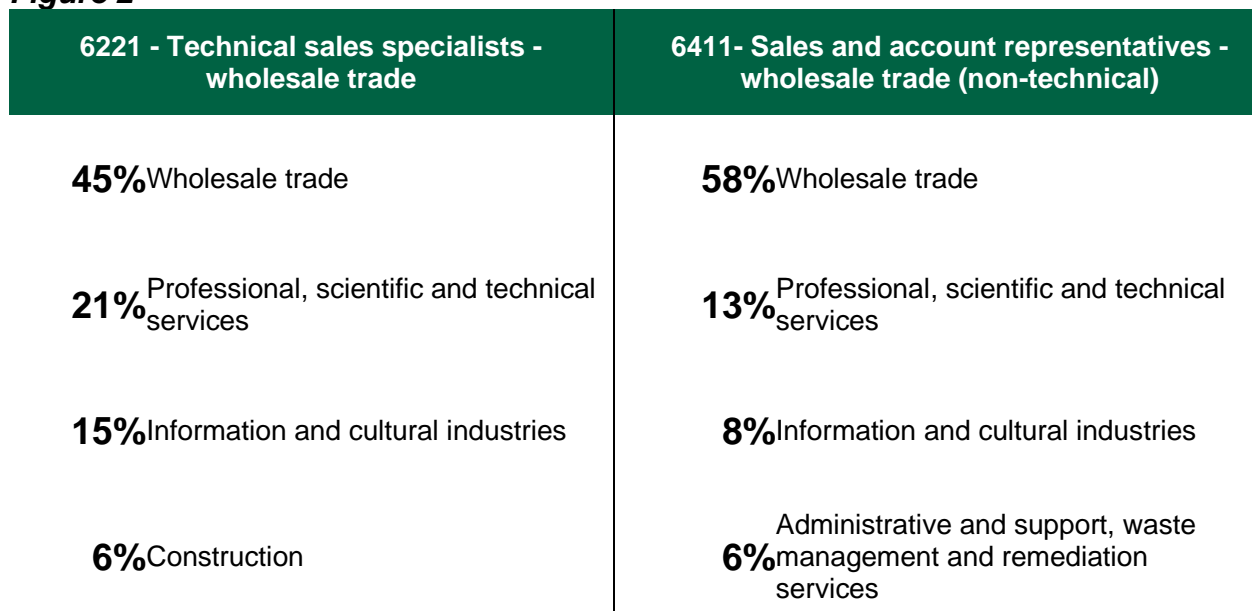
Source: Ontario Job Profiles, accessed: June 2022

The share of Ontario’s employment of the relevant occupations is high in the Toronto census division (20 per cent+), as well as Peel and York.

*Employment Sectors Where Relevant NOCs are Found:*

Figure 2 displays the sectors in which the relevant occupations are employed.

**Figure 2**



## 0601 - Corporate sales managers

**37%** Wholesale trade

**16%** Professional, scientific and technical services

**13%** Finance and insurance

**12%** Information and cultural industries

Source: Ontario Job Profiles, accessed: June 2022

Occupations relevant to the proposed Business Development and Sales program are prevalent in *Wholesale trade, Professional, scientific and technical services, and Information and cultural industries.*

Table 5 presents the combined number of jobs that are expected to be created in Ontario and select census divisions across all three relevant occupations. Self-employed workers are excluded from Table 5, but Table 6 indicates the number of workers classified as self-employed in each occupation.

**Table 5**

Occupation Summary (Ontario and Select Census Divisions) – 2020 & 2025					
Region	2020 Jobs	2025 Jobs	Change	% Change	Median Hourly Wages
<b>Ontario</b>	<b>140,172</b>	<b>152,002</b>	<b>11,830</b>	<b>8%</b>	<b>\$29.47</b>
Durham	3,620	3,968	348	10%	\$29.65
Toronto	28,634	30,223	1,590	6%	\$29.88
Peel	23,818	25,678	1,860	8%	\$29.37
York	16,054	17,343	1,288	8%	\$29.43
Peterborough	1,235	1,363	128	10%	\$26.76
Northumberland	497	525	27	6%	\$26.78
Kawartha Lakes	417	473	56	13%	\$26.72

Source: Labour Force Survey, EMSI Analyst 2022.1, accessed: June 2022

A total of 11,830 jobs are expected to be created in Ontario by 2025 across the three relevant NOC codes. Job growth is anticipated across all of the select census divisions.

**Table 6**

Self-Employment (Ontario and Select Census Divisions) – 2020			
Region	6221 - Technical sales specialists - wholesale trade	6411- Sales and account representatives - wholesale trade (non-technical)	0601 - Corporate sales managers
<b>Ontario</b>	<b>9,027</b>	<b>23,184</b>	<b>656</b>
Durham	310	810	16
Toronto	1,944	5,983	105
Peel	981	2,960	55
York	1,060	3,107	59
Peterborough	68	177	<10
Northumberland	53	97	<10
Kawartha Lakes	89	183	<10

Source: Labour Force Survey, EMSI Analyst 2022.1, accessed: June 2022

It is evident that there are opportunities for self-employment in *Sales and account representatives - wholesale trade (non-technical)* occupations.

## Local Outlook

### Occupational Classification: Region of Durham

Table 7 presents the number of jobs and hourly wages for all relevant occupations within the Durham census division. Job counts are presented for 2020, in addition to a projection of the number of jobs in 2025.

**Table 7**

Durham Region Employment Outlook - 2020 & 2025					
NOC	2020 Jobs	2025 Jobs	Change	% Change	Median Hourly Wages
6221 - Technical sales specialists - wholesale trade	1,276	1,475	199	16%	\$29.28
6411- Sales and account representatives - wholesale trade (non-technical)	2,055	2,193	138	7%	\$26.35
0601 - Corporate sales managers	289	300	11	4%	\$54.42
<b>Total</b>	<b>3,620</b>	<b>3,968</b>	<b>348</b>	<b>10%</b>	<b>\$29.65</b>

Source: Labour Force Survey, EMSI Analyst 2022.1, accessed: June 2021

Table 7 indicates the greatest number of jobs expected in the Durham census division will be in the occupations categorized as *Technical sales specialists - wholesale trade*.

## *Main Industries of Employment: Region of Durham*

The North American Industry Classification System (NAICS)<sup>17</sup> provides a standardized framework for classifying industries present in any given geographic region. NAICS 4173 – Computer and communications equipment and supplies merchant wholesalers (includes computers and peripheral equipment merchant wholesalers), 4179 – Other machinery, equipment and supplies merchant wholesalers (includes office furniture, wholesale), 5222 – Non-depository credit intermediation (includes personal finance and loan companies), and 5242 – Agencies, brokerages and other insurance related activities (includes general insurance agency) have been chosen for inclusion based on their relevance to Business Development and Sales graduates.

Table 8 presents the number of employers in each industry by census divisions located close to Durham Region.

**Table 8**

Number of Employers in Related Industries Based on Census Division							
NAICS Code – Occupation	Durham	Toronto	York	Peel	Northumberland	Peterborough	Kawartha Lakes
4173 – Computer and communications equipment and supplies merchant wholesalers	28	185	244	218	1	4	3
4179 – Other machinery, equipment and supplies merchant wholesalers	62	325	345	385	11	11	7
5222 – Non-depository credit intermediation	21	233	109	95	2	7	7
5242 – Agencies, brokerages and other insurance related activities	190	687	631	422	35	44	17
<b>Total</b>	<b>301</b>	<b>1,430</b>	<b>1,329</b>	<b>1,120</b>	<b>49</b>	<b>66</b>	<b>34</b>

Source: Canadian Business Patterns, EMSI Analyst 2022.1, accessed: June 2022

<sup>17</sup> NAICS is the agreed upon common framework for the production of comparable statistics by the statistical agencies of the three countries, Canada, Mexico and the United States. Its hierarchical structure is composed of sectors (two-digit code), subsectors (three-digit code), industry groups (four-digit code), and industries (five-digit code).

Relevant employers include a wide range of organizations and industries from wholesalers to financial and insurance services. It is evident that these industries are largely centralized in Toronto and the surrounding area.

Table 9 presents relevant industry employers located in the Durham census division according to the number of employees.

**Table 9**

Number of Employers in Durham Census Division (by employer size)								
NAICS Code – Occupation	1-4	5-9	10-19	20-49	50-99	100-199	200-499	500 +
4173 – Computer and communications equipment and supplies merchant wholesalers	13	8	4	3	0	0	0	0
4179 – Other machinery, equipment and supplies merchant wholesalers	32	12	12	5	1	0	0	0
5222 – Non-depository credit intermediation	9	9	1	0	1	1	0	0
5242 – Agencies, brokerages and other insurance related activities	118	43	18	9	1	0	1	0
<b>Total</b>	<b>172</b>	<b>72</b>	<b>35</b>	<b>17</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>0</b>

Source: Canadian Business Patterns, EMSI Analyst 2022.1, accessed: June 2022

Of the relevant industries, the majority of employers in the Durham census division have one-four employees. However, there are employers with more than 100 employees across two of the four industries.

## 6. Analysis of Competition

Unique to the college sector, DC proposes to offer one-year and two-year programs at the graduate certificate level. The one-year program will offer an optional WIL term, and the two-year program will offer a mandatory WIL term. Only three of five programs currently offered in the province offer WIL opportunities. DC also has an existing relationship with the CPSA and will be able to offer certification at the end of the program.

## 7. Student Interest

The following table presents first year enrolment in the Technical Sales Specialist program over the last five years.

**Table 14**

Related Programs - First Semester Enrolment; Domestic & International							
Enrolment	Term	2017-18	2018-19	2019-20	2020-21	2021-22	Rolling Avg. Change
	Fall	n/a				13	n/a
	Winter	n/a				32	n/a
	Fall	53	59	49	53	43	-4%
	Winter	39	38	48	49	56	10%
<b>MTCU 72901</b>	<b>Fall</b>	<b>53</b>	<b>59</b>	<b>49</b>	<b>53</b>	<b>56</b>	<b>2%</b>
	<b>Winter</b>	<b>39</b>	<b>38</b>	<b>48</b>	<b>49</b>	<b>88</b>	<b>26%</b>
	Fall	27	23	39	16	14	-4%
	Winter	45	49	45	19	43	17%
	Spring	7	7	13	2	*	0%**
	Fall	n/a		45	18	32	9%**
	Winter	n/a			0	0	n/a
	Spring	n/a			0	*	n/a
<b>MTCU 72939</b>	<b>Fall</b>	<b>27</b>	<b>23</b>	<b>84</b>	<b>34</b>	<b>46</b>	<b>57%</b>
	<b>Winter</b>	<b>45</b>	<b>49</b>	<b>45</b>	<b>19</b>	<b>43</b>	<b>17%</b>
	<b>Spring</b>	<b>7</b>	<b>7</b>	<b>13</b>	<b>2</b>	<b>*</b>	<b>0%**</b>
	Fall	n/a			66	22	-67%**
	Winter	n/a			35	40	14%**
	Spring	n/a			21	36	71%**

\*Spring 2022 enrolment data not available

\*\*Calculated over a shorter reporting period

Source: OCAS Data Warehouse, accessed June 2022

The following table presents first year international enrolments in the Technical Sales Specialist program over the past five years.

**Table 15**

Related Programs - First Semester Enrolment; International							
Enrolment	Term	2017-18	2018-19	2019-20	2020-21	2021-22	Rolling Avg. Change
	Fall	n/a				10	n/a
	Winter	n/a				27	n/a
	Fall	21	34	31	28	29	12%
	Winter	24	26	37	39	51	22%
<b>MTCU 72901</b>	<b>Fall</b>	<b>21</b>	<b>34</b>	<b>31</b>	<b>28</b>	<b>39</b>	<b>21%</b>
	<b>Winter</b>	<b>24</b>	<b>26</b>	<b>37</b>	<b>39</b>	<b>78</b>	<b>26%</b>
	Fall	27	23	38	12	13	-2%
	Winter	45	49	42	16	41	22%



Related Programs - First Semester Enrolment; International							
Enrolment	Term	2017-18	2018-19	2019-20	2020-21	2021-22	Rolling Avg. Change
	Spring	7	7	11	1	*	-11%**
	Fall	n/a		42	18	23	-15%
	Winter	n/a			0	0	n/a
	Spring	n/a			0	*	n/a
MTCU 72939	Fall	27	23	80	30	36	48%
	Winter	45	49	42	16	41	22%
	Spring	7	7	11	1	*	-11%**
	Fall	n/a			66	22	-67%
	Winter				35	40	14%
	Spring				21	36	71%

\*Spring 2022 enrolment data not available

\*\*Calculated over a shorter reporting period

Source: OCAS Data Warehouse, accessed June 2022

## 8. Target Market

The target market for the one-year program is domestic students who possess a diploma or degree. The target market for the two-year program is international students who possess a diploma or degree. Students with mature student status are also eligible to apply.

## 9. Operating Revenue and Expenses

The following tables summarize the net contribution for the proposed Professional Selling and Business Development – Canadian Context, OCGC program. Budget reflects both the one-year and two-year programs since they are in the same cohort.

Student Enrolment	2024-25 Projection	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection
Projected domestic enrolment	10	15	15	15	15
Projected international enrolment	30	30	30	30	30
<b>Total</b>	<b>40</b>	<b>45</b>	<b>45</b>	<b>45</b>	<b>45</b>

Net Contribution	2024-25 Projection	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection
Total Direct Program Expenses	312,443	321,355	327,956	334,699	341,588

## New Program Summary

<b>Net Contribution</b>	<b>2024-25 Projection</b>	<b>2025-26 Projection</b>	<b>2026-27 Projection</b>	<b>2027-28 Projection</b>	<b>2028-29 Projection</b>
Total Revenue For Program	622,968	651,024	660,876	651,024	651,024
<b>Net Contribution \$</b>	<b>310,525</b>	<b>329,668</b>	<b>332,920</b>	<b>316,325</b>	<b>309,436</b>
Net Accumulated Contribution / (Deficit)	310,525	640,193	973,114	1,289,439	1,598,874
<b>Net Contribution - % of Gross Revenue</b>	<b>49.8%</b>	<b>50.6%</b>	<b>50.4%</b>	<b>48.6%</b>	<b>47.5%</b>
<b>Target Net Contribution</b>	<b>n/a</b>	<b>Breakeven</b>	<b>40.0%</b>	<b>40.0%</b>	<b>40.0%</b>
<b>Capital Requirement</b>	0	0	0	0	0

<b>Revenue</b>	<b>2024-25 Projection</b>	<b>2025-26 Projection</b>	<b>2026-27 Projection</b>	<b>2027-28 Projection</b>	<b>2028-29 Projection</b>
Tuition Fees per academic year	\$7,374	\$7,374	\$7,374	\$7,374	\$7,374
Set-Aside Fee Removed	(111)	(111)	(111)	(111)	(111)
Tuition Fee realized by college	6,298	6,298	6,298	6,298	6,298
Total Tuition Fees	\$566,858	\$566,858	\$566,858	\$566,858	\$566,858
Other Revenue (Contract Training)	0	0	0	0	0
Total Other Revenue	0	0	0	0	0
Program Wtd Funding Unit	0	0	0	0	0
Grant - MTCU Operating (Assume \$4160/wfu)	0	0	0	0	0
<b>Total Revenue</b>	<b>\$566,858</b>	<b>\$566,858</b>	<b>\$566,858</b>	<b>\$566,858</b>	<b>\$566,858</b>

<b>Expenditures</b>	<b>2024-25 Projection</b>	<b>2025-26 Projection</b>	<b>2026-27 Projection</b>	<b>2027-28 Projection</b>	<b>2028-29 Projection</b>
Salaries - Faculty (FT)	118,030	120,391	122,798	125,254	127,759
Salaries - Co-ordinator Allowance	3,206	3,206	3,206	3,206	3,206
Salaries - PT Teaching	30,240	31,147	32,082	33,044	34,035

## New Program Summary

<b>Expenditures</b>	<b>2024-25 Projection</b>	<b>2025-26 Projection</b>	<b>2026-27 Projection</b>	<b>2027-28 Projection</b>	<b>2028-29 Projection</b>
Salaries - PL Teaching	0	0	0	0	0
Salaries - Sessional Teaching	0	0	0	0	0
Contract Teaching	0	0	0	0	0
<b>Total Teaching Salaries</b>	<b>151,476</b>	<b>154,744</b>	<b>158,086</b>	<b>161,504</b>	<b>165,001</b>
Salaries – Admin	0	0	0	0	0
Support Staff*	73,127	74,590	76,081	77,603	79,155
<b>Total Academic Support Costs</b>	<b>73,127</b>	<b>74,590</b>	<b>76,081</b>	<b>77,603</b>	<b>79,155</b>
*Relates to WIL workload, will either be FT Faculty or Co-op Department					
Benefits - Faculty - FT 25%	30,915	31,517	32,131	32,757	33,396
Benefits - Faculty - PT 13.0%	4,687	4,828	4,973	5,122	5,275
Benefits – Admin 25.5%	0	0	0	0	0
Benefits - SS (FT) 28%	21,938	22,377	22,824	23,281	23,747
<b>Total Employee Benefits</b>	<b>57,540</b>	<b>58,722</b>	<b>59,928</b>	<b>61,160</b>	<b>62,418</b>
<b>Total Labour</b>	<b>282,143</b>	<b>288,055</b>	<b>294,096</b>	<b>300,268</b>	<b>306,574</b>
Instructional Supplies	25,000	28,000	28,560	29,131	29,714
Instructional Other Costs	0	0	0	0	0
Field Work	0	0	0	0	0
Membership & Dues	0	0	0	0	0
Professional Development	1,000	1,000	1,000	1,000	1,000
Travel/accommodation/ meals	1,300	1,300	1,300	1,300	1,300
Promotion/Public relations	0	0	0	0	0
Maintenance-Equipment	3,000	3,000	3,000	3,000	3,000
Telecommunications	0	0	0	0	0

## New Program Summary

<b>Expenditures</b>	<b>2024-25 Projection</b>	<b>2025-26 Projection</b>	<b>2026-27 Projection</b>	<b>2027-28 Projection</b>	<b>2028-29 Projection</b>
Software Costs	0	0	0	0	0
Office supplies/Other Expenses	0	0	0	0	0
Rental	0	0	0	0	0
<b><i>Total Other Expenditure</i></b>	<b>30,300</b>	<b>33,300</b>	<b>33,860</b>	<b>34,431</b>	<b>35,014</b>

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**Report Number:** BOG-2022-84

**To:** Board of Governors

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

**Date of Report:** November 23, 2022

**Date of Meeting:** December 14, 2022

**Subject:** New Program of Instruction – Fundraising Management

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## 1. Purpose

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

### **FUNDRAISING MANAGEMENT**

- Credential: Durham College Certificate (DCC)
- Duration: 252 hours (must be completed within 5 years)
- Faculty: Professional and Part-time Learning

## 2. Recommendation

It is recommended to the Durham College Board of Governors:

That in accordance with Report Number BOG-2022-84, the Fundraising Management, LCC program be approved.

## 3. Background

Professional & Part-time Learning (PPL) will be offering a new Local College Certificate program in Fundraising Management, designed to provide professional development opportunities for individuals looking to pursue a career in fundraising or take on fundraising responsibilities in the non-profit sector. This new program is comprised of six online, asynchronous courses. All six courses are hosted by Algonquin College within OntarioLearn (Fundraising Management | Online | [algonquincollege.com](http://algonquincollege.com)).

The Fundraising Management Certificate program provides an opportunity to expand knowledge of professional fundraising principles and examine a variety of fundraising techniques and strategies including special events planning, grant

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writing, and major gift giving. The development of donor relationships as an integral part of fundraising will also be explored.

Graduates of the program will be equipped with tools to design and implement effective fundraising campaigns.

Career opportunities for graduates may include fundraising roles with social service agencies, health charities, hospital foundations, post-secondary institutions, international development organizations, and other community organizations, charities and foundations.

Potential career options may include:

- fundraising managers
- fundraising coordinators
- development officers
- proposal writers
- grant writers

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

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

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

## 4. Discussion

Fundraising is a critical function of the non-profit sector. This program will support upskilling of professionals currently working in this industry as well as those interested in entering the non-profit sector and taking on fundraising roles or responsibilities. Currently, PPL does not offer programming tailored to fundraising, so the launch of a Fundraising Management program will broaden the educational offerings, providing more options for potential learners.

## 5. Financial/Human Resource Implications

This is an OntarioLearn pick-up, there is no implication for human resources or budgetary concerns.

## 6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

## 7. Implications for Ontario Tech University

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

## 8. Strategic Alignment

### 8.1 Strategic Fit

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

#### **Academic Plan**

**Goal 1:** Ensure Exceptional Quality in our Academic Programs

#### **Strategic Plan and Business Plan**

**Pillar:** Our Students

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

## **General Program Information**

**Proposed Program Title:** Fundraising Management

**Proposed Credential:** Durham College Certificate (DCC)

**Academic Dean(s):** Jean Choi

**Faculty:** Professional and Part-time Learning (PPL)

**Date of Review by PPRC:** November 9, 2022

**MTCU Code:** n/a

**Weight and Funding Unit (as per APS table):** OntarioLearn Pick-up

**Proposed Tuition:** Year 1: n/a

**Proposed Implementation:** January 2023

**Year 1 Enrolment:** 15

**Number of Sections, Y1:** 1

**International Students Seat Allocation:** n/a

**Number of Semesters:** n/a

**Total Hours:** 252 hours (must be completed within 5 years)

**New or Replacement Program:** New

**Number of New FT Faculty:** n/a

**Program Delivery Methods:** online

**Laptop Requirement:** No

**New or Renovated Space Requirements:** No

**Total Capital Costs:** Year 1: n/a



## 1. Approval Stages

The following approval stages have been assessed for this program:

- Labour Market
- Student Demand
- Budget reviewed and approved by the Chief Financial Officer and the Vice President, Academic
- Presented to the Program Proposal Review Committee (DATE: Nov. 9, 2022)
- New Program Proposal Summary reviewed by the Associate Dean, Centre for Teaching and Learning
- New Program Proposal Summary reviewed by the Executive Dean, Centre for Teaching and Learning
- Approved by Executive Vice-President, Academic (DATE: Nov. 29, 2022)
- Reviewed and approved by President (DATE: Nov. 29, 2022)

## 2. Program Overview

### 2.1 Program Description

Professional & Part-time Learning (PPL) will be offering a new Local College Certificate program in Fundraising Management, designed to provide professional development opportunities for individuals looking to pursue a career in fundraising or take on fundraising responsibilities in the non-profit sector. This new program is comprised of six online, asynchronous courses. All six courses are hosted by Algonquin College within OntarioLearn ([Fundraising Management | Online | algonquincollege.com](#)).

The Fundraising Management Certificate program provides an opportunity to expand knowledge of professional fundraising principles and examine a variety of fundraising techniques and strategies including special events planning, grant writing, and major gift giving. The development of donor relationships as an integral part of fundraising will also be explored.

Graduates of the program will be equipped with tools to design and implement effective fundraising campaigns.

### 2.2 Career Outcomes

Career opportunities for graduates may include fundraising roles with social service agencies, health charities, hospital foundations, post-secondary institutions, international development organizations, and other community organizations, charities and foundations.

Potential career options may include:

- fundraising managers
- fundraising coordinators
- development officers
- proposal writers
- grant writers

## 2.3 Vocational Program Learning Outcomes

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

1. Explain how philanthropy and volunteerism influence the economy and the social impacts involved.
2. Use management and leadership skills required of a fundraising manager.
3. Develop an organizational fundraising plan including key marketing and communications strategies.
4. Incorporate fiscal and ethical responsibilities in the planning and implementation of a fundraising campaign.
5. Design a fundraising strategy utilizing classic fundraising methods.
6. Identify funding opportunities for an organization while considering the availability of resources to implement the plan.
7. Explain the fundamentals of cause-related marketing.
8. Identify key elements that motivate donors and develop a prospect list that will help maintain long-term relationships.
9. Manage a specific fundraising campaign in a nonprofit organization with the community.

## 2.4 Admission Requirements

- Ontario Secondary School Diploma (OSSD) including Grade 12 English (C or U) and Grade 11 Math (C, M or U)  
OR
- Grade 12 equivalency certificate achieved through College academic upgrading  
OR
- Mature Student Status (19 years of age or older) with Grade 12 English (C or U) and Grade 11 Math (C, M or U)

### 3. Program of Study/Course Descriptions

LCC title	Course Title	Course Code	Description	CLOs	Prereq	Co-req	Equivalent	Classroom Hrs	Lab Hrs	Online Hrs	FP Hrs
Fundraising Management	Introduction to Fundraising (Algonquin College)	FUND 1080	Students gain an overview of the principles, ethics and practices of professional fundraising and a systemic examination of the critical thinking strategies and preparation that is required before an organization can engage in successful fundraising. Students examine the evolution of fundraising in North America, the role the voluntary sector plays in today's society and the changing nature of the position of a fundraising professional. Students also analyze the needs of an organization and apply fundraising approaches that best suit the organization's needs.	1) Define philanthropy, its history and changing nature in North America. 2) Define the voluntary or "third" sector and examine how it contributes to the economy. 3) Explain the evolution and structure of non-profit organizations and their legal obligations. 4) Identify communication skills required of a professional fundraiser. 5) Explain the management and leadership skills needed to fulfill the role a non-profit manager. 6) Outline a variety of fund development approaches, including examples that demonstrate advantages, limitations, and organizational requirements. 7) Identify areas of study that are essential to a fund development professional.						42	
Fundraising Management	Fundraising as a Management Process (Algonquin College)	FUND 2080	Accountability and transparency are key in today's society. Students develop realistic marketing, communication and financial plans that reflect the budgetary obligations of an organization, learn how to inspire general public interest and establish trust in the brand of the organization they represent. Students learn the importance and role of marketing, public relations and financial	1) Describe the role that marketing plays in the non-profit sector and the characteristics of non-profit marketing. 2) Explain the different market research processes and apply a process that best reflects the needs of a nonprofit organization.		FUND 1080				42	

LCC title	Course Title	Course Code	Description	CLOs	Prereq	Co-req	Equivalent	Classroom Hrs	Lab Hrs	Online Hrs	FP Hrs
			management in the world of fundraising.	3) Describe the marketing strategy concept as it relates to the strategic planning process.  4) Develop marketing, communications and financial plans.  5) Identify key branding components of cause-related marketing.  6) Define financial management as it relates to the nonprofit and for-profit sectors.  7) Explain the importance of fiscal implications and responsibilities pertaining to cash management, budgeting, internal control systems and financial reporting.							
Fundraising Management	Methods of Fundraising (Algonquin College)	FUND 2081	Issues and processes involved in designing, planning and organizing special events are presented. Students examine the organization, advantages and disadvantages of special events as a fundraising technique including tasks and responsibilities, working with committees, creative development of event concepts, scheduling and budgeting and strategies for maximizing profits from the event. Corporate partnerships and grant seeking, and entrepreneurial and third-party fundraising activities are also examined. Students develop fundraising plans according to the	1) Define when and where special events come in to play in supporting a broader fund development plan and the advantages and challenges associated with these endeavors.  2) Design special events that fit the overall plan in accordance with financial considerations and human resource availability (telemarketing, a-thons, direct mail, third party fundraising, etc.)		FUND 1080				42	

LCC title	Course Title	Course Code	Description	CLOs	Prereq	Co-req	Equivalent	Classroom Hrs	Lab Hrs	Online Hrs	FP Hrs
			needs and capabilities of the organization they represent, such as finances and human resources. Relationships with the corporate sector and the means to identify their interest in fundraising are explored.	<p>3) Identify granting opportunities via all types of grantors, such as foundations, governments, corporations and explain the advocacy it entails.</p> <p>4) Describe the relationship between the corporate and charitable sectors by exploring the history of corporate giving, the current models used to fund projects, the trends in giving and the actual funding.</p> <p>5) Conduct cause-related marketing via research, market demographics and corporate recognition.</p> <p>6) Create corporate marketing packages based on market research.</p>							
Fundraising Management	Donor Relationships in Fundraising (Algonquin College)	FUND 1082	The funding relationship between the charitable sector, corporations and individual donors is integral to fundraising. Students explore the needs, requirements and motivations of donors (corporations or individuals) and what sustains long-term partnerships with the non-profit sector. They also learn to identify, analyze and rate potential prospects and prepare a solicitation approach accordingly.	<p>1) Describe what motivates or influences individuals, corporation, foundations and governments to donate.</p> <p>2) Analyze donor giving patterns and tailor the solicitation approach accordingly.</p> <p>3) Identify and rate prospects by applying the donor development process. Describe the tasks involved in building a prospect list. Discuss different types of prospect lists and their characteristics</p>		FUND 1080				42	

LCC title	Course Title	Course Code	Description	CLOs	Prereq	Co-req	Equivalent	Classroom Hrs	Lab Hrs	Online Hrs	FP Hrs
				<p>Discuss the reasons for evaluating a prospect list Outline the procedure for rating prospective donors</p> <p>4) Identify effective communications strategies to be utilized with each donor based on the type of solicitation technique i.e., face-to-face solicitation.</p>							
Fundraising Management	Strategic Management of Campaigns (Algonquin College)	FUND 1081	<p>Elements of a successful fundraising campaign are examined. Students learn how to develop a compelling case for support, attract the best leadership potential, develop donor prospects and prepare a plan of action. Management and financial strategies to effectively control the fundraising process of campaigns are explored. Practical implementation of fundraising strategies required to manage information generated during a campaign, such as processing gifts and dealing with information flow and technology are addressed.</p>	<p>1) Apply theory to goal setting.</p> <p>2) Implement strategies through the use of a feasibility study.</p> <p>3) Build and establish a case for support.</p> <p>4) Understand the value of campaign leadership and how it is involved in the entire organizational structure.</p> <p>5) Develop a campaign budget and estimate the expenses.</p> <p>6) Create a timetable to help establish efficiency, effectiveness, momentum, and success.</p> <p>7) Identify and cultivate donors</p> <p>8) Monitor the campaign and the work of volunteers</p> <p>9) Outline the final tasks of a campaign and the importance of the evaluation process</p>		FUND 1080				42	

LCC title	Course Title	Course Code	Description	CLOs	Prereq	Co-req	Equivalent	Classroom Hrs	Lab Hrs	Online Hrs	FP Hrs
Fundraising Management	Applied Fundraising Practices (Algonquin College)	FUND 3080	This course provides students with the opportunity to apply their learnings and appropriate concepts through a series of reports, modelling a non-profit organization and/or having direct contact with one. Students analyze existing fundraising practices and make recommendations for enhancements. Acting as members of a Board of Directors, students provide recommendations for improvement for the benefit of the organization and the future of the cause.	1) Apply key elements of successful annual and capital campaigns such as the feasibility study, case statement, how to set campaign goals, budgeting, scheduling, organizing the campaign, identifying and cultivating leadership volunteers and donors.  2) Develop a fund development approach for a fundraising project based on the needs of an organization.  3) Prepare a marketing and communications plan that reflects the fundraising needs of an organization.  4) Design special events or activities that fit an organizational plan.  5) Develop a strategy pertaining to all aspects of donor relations.	All other courses in program:  FUND 1080 FUND 1081 FUND 1082 FUND 2080 FUND 2081					42	

## 4. Strategic Alignment

### 4.1 Strategic Fit

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

#### **Academic Plan**

**Goal 1:** Ensure Exceptional Quality in our Academic Programs

#### **Strategic & Business plans**

##### **Pillar: Our Students**

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

### 4.2 Fit with Existing Programs

There are no specific direct pathways identified for this program. However, graduates from several programs in social and community services (e.g., social service work), business (e.g., marketing), or public relations and strategic communications may wish to pursue this credential to further specialize or upskill.

## 5. Labour Demand and Graduate Employment Possibilities

A recent search of job postings in Indeed (October 2022) shows 233 fundraising positions available within the Greater Toronto Area (GTA) (<https://ca.indeed.com/jobs?q=fundraising&l=GTA%2C+ON&radius=50&vjk=ec7305008f3048b8>) and 380 throughout Ontario (<https://ca.indeed.com/jobs?q=fundraising&l=Ontario&vjk=5724d415754bd94c>).

This demonstrates demand for fundraising skills and expertise within the non-profit sector.

Fundraising efforts in the non-profit sector continues to have a high importance, given pandemic disruptions and financial challenges for non-profit agencies.



## **6. Analysis of Competition**

There are several other colleges offering fundraising programs, with these courses being available in OntarioLearn. Launching a program with a fundraising focus will ensure DC remains competitive in the range of part-time course and program offerings for potential students.

## **7. Student Interest**

Launching this Certificate program will provide individuals with an upskilling opportunity in fundraising within the non-profit sector, while helping to address workforce needs for professionals with these skills. Delivered asynchronously online, with the opportunity to complete the program quickly, it provides learners with the flexibility to rapidly upskill while balancing learning other life commitments.

## **8. Target Market**

Fundraising is a critical function of the non-profit sector. This program will support upskilling of professionals currently working in this industry as well as those interested in entering the non-profit sector and taking on fundraising roles or responsibilities. Currently, PPL does not offer programming tailored to fundraising, so the launch of a Fundraising Management program will broaden the educational offerings, providing more options for potential learners.

## **9. Operating Revenue and Expenses**

OntarioLearn pick-up; no budget required.

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**Report Number: BOG-2022-81**

**To: Board of Governors**

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

**Date of Report: November 25, 2022**

**Date of Meeting: December 14, 2022**

**Subject: Request for Permanent Program Suspension – Programmer/Information System**

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## **1. Purpose**

To obtain approval from the Board of Governors to permanently suspend Programmer/Information System (core) program offered by Faculty of Science, Engineering and Information Technology (SEIT), effective immediately.

## **2. Recommendation**

It is recommended to the Durham College (DC) Board of Governors in accordance with Report BOG-2022-81, the following program be permanently suspended effective Fall 2021:

### **Faculty of Science, Engineering and Information Technology**

- Programmer/Information System (core), Ontario College Diploma, (MTCU 50503, APS DURH90007)

## **3. Background**

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

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

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Programmer/Information System (core), was approved for launch September 1, 2014 by the then-Ministry of Training, Colleges and Universities (MTCU).

## 4. Discussion/Options

### 4.1 Programmer/Information System (core), Faculty of Science, Engineering and Information Technology

This program has been listed as active with MCU since September 2014; however, this program was never launched and hence there has been no enrolment.

It should be noted that the Faculty of Science, Engineering and Information Technology already offers an Ontario College Diploma with the same ministry code (MTCU 50503) but under a different program title, Computer Programming (CPPG) and a different APS code, DURH1097. Permanently cancelling Programmer/Information System (core), will not affect the current credential offering.

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

## 5. Financial/Human Resource Implications

There are no human resources implications with the decision to permanently suspend the above noted programs, as there are no faculty dedicated to the program.

## 6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

## 7. Implications for Ontario Tech University

There are no implications for Ontario Tech University.

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

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

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**Report Number: BOG-2022-91**

**To: Board of Governors**

**From: Nikki Samuel, Director, Office of Equity, Diversity & Inclusion**

**Date of Report: October 28, 2022**

**Date of Meeting: December 14, 2022**

**Subject: Sexual Violence and Harassment Action Plan Statistics**

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## **1. Purpose**

To provide a statistical report on the Sexual Violence and Harassment Action Plan.

## **2. Recommendation**

This report is being presented for information only.

## **3. Background**

On September 16, 2021, the provincial government announced its regulatory amendments to the *Sexual Violence and Harassment Action Plan Act (Supporting Survivors and Challenging Sexual Violence and Harassment)*. The proposed amendments seek to strengthen the sexual violence policies of publicly-assisted colleges and universities by increasing protection for those impacted by sexual violence in postsecondary institutions. Institutions are to be compliant with the proposed amendments by March 1, 2022.

The amendments include:

- 1) A complainant acting in good faith who discloses sexual violence will not be penalized for violating an institution's policies related to substance use at the time the Act of sexual violence took place.
- 2) During the investigative process, complainants who disclose will not be asked irrelevant questions from staff or investigators, such as those relating to past sexual history or sexual expression/orientation.

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The Durham College Sexual Violence Policy has been updated to reflect the amendments and compliance with provincial changes. The updates can be found in sections:

- a) 4.7.3
- b) 6.5.11

The following represents statistical information for the sexual violence mandate at Durham College for November 2021 – November 2022.

- Total number of formal complaints/reports of sexual violence: 7
- Number of formal complaints/reports of sexual assault: 5
- Number of formal complaints/reports of sexual harassment: 2
- Number of formal complaints/reports of voyeurism: 0
- Number of informal (disclosures) of sexual violence: 24
- Number of students being supported by the Durham Rape Crisis Center (DRCC): 19

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

#### **4. Discussion/Options**

The Office of Campus Safety received seven (7) reports; compared to the zero (0) reports received last year that would meet the reporting criteria of Sexual Violence.

The Sexual Violence Educator and Support Coordinator received twenty-four (24) disclosures of sexual violence from campus members; compared to nine (9) disclosures received in the previous reporting cycle. Disclosures were received from students, faculty, campus residence, and the Campus Health and Wellness Centre (CHWC).

OEDI continues to prioritize educational awareness as a preventive measure to support the campus community by increasing their knowledge and understanding of sexual violence. Durham College continues to actively participate in the global 16 Days of Activism Against Gender-based Violence campaign in collaboration with Ontario Tech University. This year marks Durham College's inaugural December 6 National Day of Remembrance and Action on Violence Against Women memorial event to commemorate victims of gender-

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based violence. In the 2021-2022 academic year, the Man|Made program was launched. This initiative facilitated by the Durham Rape Crisis Centre recognizes the importance of male-identified student leaders' role in ending gender-based violence and provides guided discussion to encourage self-reflection and peer learning.

### **Education and Awareness programming (2022-2023):**

- The fifth annual 16 Days of Activism Against Gender-based Violence campaign continued in collaboration with Ontario Tech University. This year included:
  - Community educational sessions to address topics of intersectionality and restorative justice frameworks.
  - Community resource fair held at Whitby campus
  - New employee training on supporting disclosures and exploring gender-based violence within Trans-communities
  - December 6th memorial in honor of the National Day of Remembrance and victims of gender-based violence
- Collaborative consent student programming with the Sexual Harassment and Assault Resource Exchange (SHARE) and Ontario Tech.
- Collaborative student-focused session, facilitated by the Durham Legal Aid Clinic and Ajax Library on sexual harassment in the workplace.
- Let's Talk Sex series delivered in partnership with Ontario Tech, Trent Durham, and the AIDS Committee of Durham Region (ACDR).
- New employee workshop responding to sexual harassment in the workplace, providing tools to disrupt incidents and supporting survivors.

### **Sexual Violence Incident Report Form**

In an effort to streamline reporting processes as it relates to sexual violence disclosures, OEDI developed an accessible, user-friendly reporting tool to address the needs of survivors and supporters. The launch of the updated reporting form will consist of:

- Date and location the incident occurred
- Relation of the perpetrator to Durham college
- Specification of the nature of sexual violence perpetrated, and will include an option to book an appointment with the Sexual Violence Educator for further support.

This updated reporting mechanism provides greater insight into trends and improves reporting. Information gathered from this tool will be used to inform

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future educational programming, and assist in identifying areas where sexual violence most commonly occurs and areas where student safety requires additional attention.

The form will be located on Durham College's Sexual Violence website and be compatible with both desktops and smartphones. Posters and digital signage with QR codes will be shared around both Oshawa and Whitby campuses in high-traffic areas to encourage students and staff to report their experiences of sexual violence. The form will be located on ICE to support employees who receive disclosures of sexual violence.

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

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

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

There are no implications for the joint campus master plan.

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

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

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

This subject pertains to the "our people" and "our students" pillars in the strategic plan, and business plan to foster a positive and inclusive work environment that is diverse, inclusive, and respectful. Additionally, to ensure Durham College achieves Bill 132 compliance.

**Report Number: BOG-2022-92**

**To: Board of Governors**

**From: Don Lovisa, President**

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

**Date of Meeting: December 14, 2022**

**Subject: Update on the College's Social Commitments**

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## **1. Purpose**

The purpose of this report is to provide the Board of Governors with an overview of the progress the college has made with regard to key social commitments that the college has signed and committed to.

## **2. Recommendation**

This report is being presented for information only.

## **3. Background**

This report is developed in collaboration between the President's, Academic, Human Resources + Equity, Diversity & Inclusion, Office of Research Services, Innovation and Entrepreneurship and Student Affairs offices to identify Durham College's (DC) social commitments and establish a process that will:

- Ensure that DC is meeting our social commitments.
- Assist with the identification and implementation of actions to support this work.
- Maintain annual reporting to support the business plan, signed agreements and reputation-building opportunities.

Going forward, departments directly involved in the planning and activities related to these commitments will work together to build reporting processes that meet the diverse needs of our campuses and these commitments. This is an ongoing process that will continue to evolve.



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## 4. Discussion/Options

DC's social commitments capture our values of collaboration, diversity and inclusion, excellence, innovation, integrity, respect and social responsibility. The BlackNorth Initiative, the Indigenous Education Protocol, the Dimensions Charter and the Sustainable Development Goals (SDGs) Accord are just a few of the commitments DC has made to this end.

In Winter 2022, there was direction from the Office of the President to review social commitments the college has signed.

Part of this review included an analysis of the current business plan, how it is developed, and how it is reported on to leadership and board of governors. The current business plan includes a statement at the beginning acknowledging key social initiatives and contains many actions that will help the college achieve these goals. This analysis was intended to explore the review of social commitments together with how the college builds its plans to ensure the commitments are built into our work processes.

The four key social commitments identified are comprised of many actions already in progress. These commitments have been highlighted specifically because they are publicly signed and committed documents. Below is a high-level summary of the commitments themselves.

### **BlackNorth Initiative (BNI)**

BNI is committed to the removal of anti-Black systemic barriers that continue to adversely impact the lives of Black Canadians. Utilizing a business-first approach, BNI supports organizations by contextualizing the lived experiences of Black Canadians, by highlighting the systemic and attitudinal barriers that give rise to inequity experienced by Black employees within the work environment. BNI provides its signatories with practical tools and strategies to increase inclusive hiring practices, foster retention, and increase the promotion of Black employees in positions of leadership. The initiative has expanded to provide access to scholarships and bursaries, homeownership programs, youth initiatives, mentorship and a Black academy to prepare individuals for executive and senior leadership positions.

On July 22, 2020, DC became a proud signatory of the BNI joining more than 200 organizations and leaders from across Canada in committing their organizations to specific actions, and targets designed to dismantle anti-Black systemic racism and create opportunities for Black, racialized and Indigenous communities. DC is committed to implementing and reporting on measurable efforts, including new policies, procedures, and practices, aimed at addressing anti-Black racism within the college, and actively working to educate and remove

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barriers that adversely impact the lives of Black Canadians. See *Appendix A – BNI Board Report* for additional updates and background. DC is currently reviewing the commitment to BNI, given the organization’s own focus shifting more to Public Relations and Marketing. After consulting with other colleges in the GTA, it was recommended that DC review the Scarborough Charter for goals that the college could aspire to. Conversations around this focus are ongoing.

## **Indigenous Education Protocol**

Driven by Colleges and Institutes Canada (CICan), the Indigenous Education Protocol underscores the importance of structures and approaches required to address Indigenous peoples’ learning needs and support self-determination and socio-economic development of Indigenous communities. DC signed on to the protocol on October 16, 2015. The protocol is founded on seven principles that aim to guide the institutions, which 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

*Appendix B – Indigenization Council Update Report* included for additional background on current activities and progress.

## **Dimensions Charter**

This charter, signed by DC on July 10, 2019, speaks to our commitment to increasing research excellence, innovation and creativity within the post-secondary sector across all disciplines through greater equity, diversity and inclusion. This commitment is governed by the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council of Canada (NSERC), and the Social Sciences and Humanities Research Council of Canada (SSHRC). The Dimensions Charter is of particular political importance, as the previous Minister of Science and Sport, Kirsty Duncan, attended DC’s

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campus in July of 2019 to promote the initiative and encourage the College to join. See Appendix C – EDI Dimensions Chart for additional updates and background.

To date, ORSIE has spent considerable time focused on training for employees and student research assistants to build awareness and understanding, and to work towards building an inclusive research environment. In addition, ORSIE team members are participating in sector-level collaborative efforts to learn about best practices and provide input on the college sector's needs. Recent grant applications, which now require content that addresses actions for diverse teams and training environments, are creating opportunities for new discussions and strategies that will strengthen our research. As more data becomes available, further work will start to create an understanding of the current state and lead to the development of strategies to reduce barriers.

## **Sustainable Development Goals (SDGs) Accord**

Presented by the United Nations, the SDG Accord is meant to inspire, celebrate and advance the critical role that education has in delivering the SDGs and the value it brings to governments, businesses and wider society. DC signed the SDG Accord on February 23, 2022.

CICan has identified five SDGs that the college system can focus on based on their relevancy to work being done on campuses nationwide. These include:

- 1) SDG 4 – Quality education
- 2) SDG 5 – Gender equality
- 3) SDG 8 – Decent work & economic growth
- 4) SDG 10 – Reduced inequalities
- 5) SDG 13 – Climate action

DC may choose to follow CICan's direction, and align current projects with these SDGs depending on direction from DC leadership and perhaps ambassadors for SDG reports. It is worth noting that a lot of DC's international development work with CICan speaks to these accords, not to mention many other ongoing projects and programs on campus.

## **Findings**

The natures of DC's social commitments are broad. As such, their goals and reporting requirements vary widely. Some of the commitments have clear start and end dates with regard to reporting measures. The chart below provides an overview of the social commitments and related activities within the college.

Commitment	Timeline	Related Activities
<b>BlackNorth Initiative (BNI)</b>	Ongoing	<ul style="list-style-type: none"> <li>• Launch of DC’s You Belong Equity in Action Speaker Series. In October, there were over 100 participants attended the first installment of the series which focused on the topic of unconscious bias within higher education. The second installment is scheduled to launch during Black History Month.</li> <li>• Three employee-focused workshops with over 50 participants delivered touching on topics such as microaggression, discrimination, and harassment.</li> <li>• Three Black student-focused sessions have been held to re-engage Black students following COVID disruptions.</li> <li>• Black employee call-out scheduled for November 1, to support Black Student Success Network (BSSN) restructuring to further support BNI priorities.</li> <li>• Equity, Diversity and Inclusion (EDI) Working Group status changed to a committee, updates to the committee structure are underway.</li> <li>• Re-engagement with community stakeholders has commenced, and with partnerships with Carea Community Health Centre, Congress of Black women, and Durham District Schoolboard (DDSB) Black graduation coaches.</li> <li>• Release of the Diversity Self-ID report to the community, efforts are underway to launch the second iteration of the survey.</li> </ul>
<b>Indigenous Education Protocol (IEP)</b>	Ongoing	<ul style="list-style-type: none"> <li>• DC Indigenization Council (DCIC) - is responsible for upholding the college’s commitment. The council’s working groups focus on the seven principles of the IEP.</li> <li>• DC Indigenous Advisory Circle - advises the college in matters related to Indigenous student participation in post-secondary education and their ultimate success to graduation. The Circle also provides guidance to the DCIC.</li> <li>• Indigenous Student Success Network - is a collaboration with DC, Ontario Tech University, Fleming College and Trent University providing support for students through the establishment of a larger post-secondary Indigenous community.</li> </ul>

		<ul style="list-style-type: none"> <li>• Supports for important community events throughout the year</li> <li>• Diversity Self-identification Survey</li> </ul>
<b>Dimensions Charter</b>	Ongoing	<ul style="list-style-type: none"> <li>• The EDI Committee – in which ORSIE has two representatives participating.</li> <li>• Developed a common template for student research assistant postings with inclusive language; sharing student research assistant vacancies broadly to encourage a diverse applicant pool.</li> <li>• Social Impact Hub – two student research assistants have been hired to support Social Impact Hub EDI-related projects.</li> <li>• Supporting the Diversity Self-identification Survey.</li> </ul>
<b>SDG's</b>	December 31, 2030	<p>Areas of involvement:</p> <ul style="list-style-type: none"> <li>• LEED Certification</li> <li>• Green Employer designation</li> <li>• Barrett Centre</li> <li>• Social Impact Hub</li> <li>• Galen Weston Centre for Food</li> </ul>

## 5. Financial/Human Resource Implications

There are no financial or human resource implications associated with this report, although some initiatives mentioned do receive government funding.

## 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 was developed with governance in mind, to provide an overview to senior leadership and the board of governors with the college's progress on key initiatives that speak to many actions within the Business Plan, and are directly related to the goals set out in the Strategic Plan, specifically:

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

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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.

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## Appendix A – BNI Board Report

**Date:** November 16, 2022

**From:** Nikki Samuel, Director, Equity, Diversity & Inclusion

**Subject:** Black North Initiative Pledge

**Background:** On July 2020, DC became a proud signatory of the Black North Initiative joining more than 200 organizations and leaders from across Canada in committing their organizations to specific actions, and targets designed to dismantle anti-Black systemic racism and create opportunities for Black, racialized and Indigenous communities. DC is committed to implementing and reporting on measurable efforts, including new policies, procedures, and practices, aimed at addressing anti-Black racism within the college, and actively working to educate and remove barriers that adversely impact the lives of Black Canadians.

### **BNI Pledge 2020:**

1. Increase efforts to make our workplaces trusting places to have complex, and sometimes difficult conversations about anti-Black systemic racism and ensure that no barriers exist to prevent Black employees from advancing within the company.
2. Implement or expand unconscious bias and anti-racism education.
3. Share best and unsuccessful practices.
4. Create and share strategic inclusion and diversity plans with our board of directors.
5. Utilize BNI resources to work with members of the Black community through the Black North Initiative.
6. Engage Canada's corporate governance framework.
7. Create conditions for success.

### **BNI Pillars 2022:**

1. Build and shape an inclusive pipeline and equitable hiring process across all levels and functions.
2. Create equitable development opportunities for retention and promotion
3. Reduce and eradicate any like-for-like racial compensation gaps

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4. Build a diverse procurement and vendor network that supports and promotes equity
  5. Include minority groups with an equitable company portfolio and brand
  6. Support organizations and communities advancing racial equity through communication, financial contributions, and actions.

## **Office of Equity, Diversity and Inclusion's (OEDI) Role in meeting BNI priorities:**

### Highlights:

- Launch of DC's You Belong Equity in Action Speaker Series. In October, there were over 100 participants attended the first installment of the series which focused on the topic of unconscious bias within higher education. The second installment is scheduled to launch during Black History Month.
- Three employee-focused workshops with over 50 participants delivered touching on topics such as microaggression, discrimination, and harassment.
- Three Black student-focused sessions have been held to re-engage Black students following COVID disruptions.
- Black employee call-out scheduled for November 1, to support BSSN restructuring to further support BNI priorities.
- EDI Working Group status changed to a committee, updates to the committee structure are underway.
- Re-engagement with community stakeholders has commenced, and with partnerships with Carea community center, Congress of Black women, and DDSB Black graduation coaches.
- Release of the Diversity Self-ID report to the community, efforts are underway to launch the second iteration of the survey.

### **Looking Ahead:**

OEDI at DC continues to lead the way by exploring best practices, and innovative and responsive approaches to address systemic forms of anti-Black racism to not only meet our pledge priorities and cultivate a culture of belonging for our students and employees.



## **Appendix B – Indigenization Council Working Group Updates November 2022, Tara Koski**

### **Introduction**

On October 16, 2015, Durham College (DC) and members of our Indigenous community signed the Indigenous Education Protocol. 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

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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

The following document provides an overview of the work conducted by the Indigenization Council working groups from 2021 to 2022.

Curriculum Development Working Group

## **A. Curricular Activities**

### *1. General Education Initiative*

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.

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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](#).

## *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 and 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.

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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.

### *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.

## **B. Professional Development**

### *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.

### *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 PD opportunities. The panel of scholars will include Indigenous speakers specializing in several discipline areas, including education and media.

In October 2022 – Academic PD Day hosted keynote presenter lehnhotonkwas Bonnie Jane Maracle, Indigenous Learning Strategist, University of Toronto

This session focused on the Indigenous academic resource which was designed and developed to provide students with a clearer understanding of the U of Toronto's Academic Integrity guidelines reflected in their Code of Behaviour. The requirements of the guidelines are matched to the pillars of the Seven Grandfathers Teachings for the Anishinaabe.

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## Student Recruitment Working Group

### A. Recruitment

#### 1. *Partnerships between the First Peoples Indigenous Centre (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 of DC programs and provided FPIC with access to institutional marketing materials.

#### 2. *Aboriginal Post-Secondary Information Program (APSIP)*

The First Peoples Indigenous Centre (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.

### B. Policy and Process

#### 1. *Admissions Review*

The Student Recruitment Working Group is conducting a review of admissions processes to increase Indigenous student admissions to DC.

#### 2. *Indigenous Pathways*

The working group has been exploring current and potential pathway opportunities between DC and Indigenous educational institutions.

#### 3. *Educational Partnerships*

Seven Generations Education Institute (SGEI) and DC signed an agreement in 2021 to deliver the paramedic program to be delivered to Indigenous students who will then serve their communities.

This partnership recently expanded to two campus locations supporting students within Northern Ontario. In addition, there are opportunities for collaboration between Durham College faculty and SGEI.

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## Communications Working Group

### A. Land Acknowledgements

#### 1. *Corporate Land Acknowledgement*

The Communications working group has updated 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 on the updated, shorter version and offers a deeper contextual approach to the college's commitment to Indigenization.

A link to the revised land acknowledgement appears at the top of the DC website as part of the site's navigation menu, providing greater prominence and attention to the acknowledgement.

#### 2. *Land Acknowledgement Resources*

Over the year, 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.

#### 3. *First Peoples Indigenous Centre Webpages*

The working group is working with FPIC to improve the structure and content flow of the FPIC webpages. The goal is 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

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

## **B. Student Engagement**

### *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 updated Indigenous Histories and Reconciliation modules.

### *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 strived to incorporate new Indigenous traditions in the main Convocation Ceremony.

In June 2022, the college hosted its first in-person convocation since 2019. With 10 ceremonies planned in five days, the first and last ceremonies of the week also featured a Big Drum performance by John Snake and drummers from the Mississaugas of Scugog Island First Nation, welcoming graduates and guests as they entered the building.

The opening song was performed to offer positive thoughts as DC honoured all graduates and their achievements, and the closing performance symbolized safe travels for graduates as they move on to new endeavours.

An Indigenous student graduation celebration also took place on June 10, prior to Spring Convocation week, with a reception and Indigenous Heritage Celebration on campus.

<https://durhamcollege.ca/media-room/media/durham-college-celebrates-graduate-success-at-first-in-person-convocation-since-2019>

## **Employee Recruitment, Onboarding and Professional Development Working Group**

### **A. Employee Recruitment and Onboarding**

#### *1. Expansion of Job Posting Network*

Human Resources and Equity (HR+E) is exploring opportunities to grow its network of

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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.

## *2. New Employee On-boarding and Professional Development*

HR+E is reviewing the Indigenous Histories and Reconciliation to identify opportunities for inclusion in employee orientation programming. HR+E is working closely with the staff in FPIC to offer in-person and virtual workshops on how to create a personalized land acknowledgement. Since summer 2022, nine workshops with approximately 113 participants have attended. Workshops have been open to students, DC employees and community members. In addition, newly developed land acknowledgement resources are available on the FPIC website as a training resource.



## Appendix C – EDI Dimensions Charter, Debbie McKee-Demczyk, Dean, ORSIE

Principle	Status
<p>The post-secondary research community has the greatest potential to thrive when <b>members experience equitable, inclusive and unbiased systems and practices.</b></p>	<p>ORSIE has two representatives on the DC EDI Committee, which is tasked with developing strategies that seek to understand the diversity within DC and address barriers to create a more just and inclusive environment that fosters a sense of belonging for all.</p>
<p>To advance institutional equity, diversity and inclusion, <b>specific, measurable and sustainable actions are needed</b> to counter systemic barriers, explicit and unconscious biases, and inequities. This includes <b>addressing obstacles faced by</b>, but not limited to, women, Indigenous Peoples, persons with disabilities, members of visible minorities or racialized groups, and members of LGBTQ2+ communities.</p>	<p>Specific actions are beginning to be developed and implemented as part of ORSIE's research activities. Examples include: developed a Tip Sheet for hiring managers on equity-related considerations based on best practices; established a common template for student research assistant postings with inclusive language; sharing student research assistant vacancies broadly to encourage a diverse applicant pool; two student research assistants have been hired to support Social Impact Hub EDI-related projects. Further strategies are in development regarding student training opportunities and mentorship that begin to address barriers.</p>
<p>Institutions require <b>qualitative and quantitative data to measure, monitor, understand and publicly report on challenges and progress</b> 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.</p>	<p>ORSIE is supporting two self-identification surveys of equity-seeking/underrepresented groups developed by the OEDI in early 2023, including a student survey and an employee survey, as well as related reporting. Increased response rates will be a focus for this second round of EDI surveys. In addition, ORSIE included a set of demographic questions in a faculty interest in research engagement survey administered in fall 2022 as a first step in understanding the diversity of DC faculty including current researchers; data is presently being analyzed.</p>

<p>When <b>equity, diversity and inclusion considerations and practices are integral to research</b> 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.</p>	<p>The Social Impact Hub, one of DC's five research centres, seeks to support research that addresses equity and diversity, and encourages all researchers to engage. The Social Impact Hub currently supports ongoing funded research projects that seek to address inequities and address social determinants of health. Research teams are presently scoping potential projects for submission to the College and Community Social Innovation Fund. In addition, ORSIE is supporting Journalism professors who are incorporating EDI into student experiential learning opportunities. ORSIE is also collaborating with the professor who leads Social Justice Week, an annual event. Plans are underway to introduce a faculty research mentorship program that may support individuals who are part of groups historically under-represented in research.</p>
<p>To contribute to reconciliation, research with, by or impacting Indigenous Peoples must align with the research policies and best practices identified through <b>ongoing engagement with First Nations, Métis and Inuit Peoples</b> and their organizations.</p>	<p>ORSIE is in the process of strengthening its relationship with the College's First Peoples Indigenous Centre (FPIC). This is evident in FPIC's membership in ORSIE's Research Data Management working group. FPIC has been consulted on land acknowledgements and supported us as a member of the steering committee for a Social Sciences and Humanities Research Council Connection grant that led to the May 2022 Social Impact Hub event, at which an elder addressed the attendees. Further Indigenous-specific training is being planned, as we prioritize an Indigenous-focused project.</p>

<p>Advancing equity, diversity and inclusion is a shared responsibility that <b>requires dedicated resources and strong leadership</b> at all levels. Senior leadership demonstrates commitment through public endorsement, by <b>ensuring the work involved is resourced and distributed fairly</b>, and by embedding changes in institutional governance and accountability structures.</p>	<p>The Academic Leadership Team (ALT) has made EDI learning a priority. This has included an ALT presentation by the OEDI team in Fall 2022 and a full-day training session is planned for February 2023. ORSIE is focusing on professional development to create awareness and understanding. Two training sessions have been provided to Research Coordinators. All hiring managers and applied research employees have completed unconscious bias training, and are now completing Gender Based Analysis Plus training. As well, we have made a commitment to organize workshops on First Nations principles of ownership, control, access, and possession. EDI resources and links are provided in the ORSIE monthly e-bulletin for all faculty and content is available on the College’s Information Centre for Employees.</p>
<p>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 <b>those impacted are directly engaged in defining the actions</b>.</p>	<p>ORSIE will work with the College's EDI Committee, which will address strategies for engaging with those impacted by inequities to ensure that their voices are heard and actions developed are meaningful.</p>
<p>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 <b>institutional collaboration, transparency, and the sharing of challenges, successes and promising practices</b>.</p>	<p>ORSIE participates in a number of sector-level collaborative efforts to build knowledge and understanding of EDI issues. One ORSIE staff is a member of the Canadian Association of Research Administrators (CARA) EDI Special Interest Group and another is a member of the Heads of Applied Research EDI subcommittee. One ORSIE team member attended an EDI session at the CIRPA conference focused on surveys and data analysis, including a discussion on understanding intersectionality in data. Several team members are participating in the Natural Sciences and Engineering Research Council (NSERC) EDI community of practice as well as the NSERC EDI workshops for applied research. These efforts allow us to</p>

	<p>learn and also provide input on Tri-Agency funding criteria and CARA national conference planning.</p>
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**FINANCIAL STATEMENTS OF**

**DURHAM COLLEGE STUDENT  
ASSOCIATION**

**April 30, 2022**

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## INDEPENDENT AUDITOR'S REPORT

To the Members of  
Durham College Student Association

### *Opinion*

We have audited the financial statements of Durham College Student Association (the "Organization"), which comprise the statement of financial position as at April 30, 2022, the statement of operations, statement of changes in fund balances and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Organization as at April 30, 2022, and the results of its operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

### *Basis for Opinion*

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

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

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

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

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

### *Auditor's Responsibilities for the Audit of the Financial Statements*

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

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Peterborough

Courtice

Lindsay

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## INDEPENDENT AUDITOR'S REPORT, continued

- ◆ Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- ◆ Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control.
- ◆ Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- ◆ Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Organization's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Organization to cease to continue as a going concern.
- ◆ Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

*Baker Tilly & KDN LLP*

Chartered Professional Accountants  
Licensed Public Accountants

Courtice, Ontario  
November 21, 2022






**DURHAM COLLEGE STUDENT ASSOCIATION**  
**STATEMENT OF FINANCIAL POSITION**  
**As at April 30, 2022**

	2022	2021
	\$	\$
<b>ASSETS</b>		
<b>Current assets</b>		
Cash	6,581,903	6,753,818
Accounts receivable	10,920	-
Short term investments (Note 3)	2,321,898	551,898
Government assistance receivable	38,457	222,486
Prepaid expenses	569,751	207,942
Due from Durham College (Note 4)	567,048	233,222
	10,089,977	7,969,366
Restricted cash - Building fund	357,580	537,641
Tangible capital assets (Note 5)	304,897	280,604
	10,752,454	8,787,611
<b>LIABILITIES</b>		
<b>Current liabilities</b>		
Accounts payable and accrued liabilities	399,603	242,799
Government remittances payable	1,934	14,588
Insurance contract liability (Note 6)	118,579	143,623
Deferred revenue - health and dental (Note 8)	1,570,397	1,174,065
	2,090,513	1,575,075
<b>NET ASSETS</b>		
Unrestricted	4,380,244	3,985,686
Investment in capital assets	304,897	280,604
Health fund - internally restricted	3,619,220	2,408,605
Building fund - internally restricted	357,580	537,641
	8,661,941	7,212,536
	10,752,454	8,787,611

Approved on behalf of the board

 Director

 Director

The accompanying notes are an integral part of these financial statements

**DURHAM COLLEGE STUDENT ASSOCIATION**  
**STATEMENT OF OPERATIONS**  
For the year ended April 30, 2022

	2022	2021
	\$	\$
<b>Membership and other revenue</b>		
Health fees (Note 6)	3,458,406	3,345,573
Student fees (Note 9)	2,151,253	2,103,878
Other income	33,836	5,742
	<u>5,643,495</u>	<u>5,455,193</u>
<b>Expenses</b>		
Health expenses (Note 6)	2,121,543	2,368,134
Wages and benefits (Note 10)	1,043,532	918,614
Occupancy expenses	277,107	157,487
Contribution to Durham College Foundation (Note 11)	200,000	-
Campus events and orientation	155,306	126,992
Marketing and communication	121,670	63,783
Administration	114,977	91,227
Professional fees	52,155	35,770
Outreach and wellness services	50,282	71,382
Governance	23,161	21,079
Amortization	19,232	23,962
Riot Radio	9,880	9,436
Clubs and societies	5,245	5,374
	<u>4,194,090</u>	<u>3,893,240</u>
<b>Excess of revenues over expenditures from operations</b>	1,449,405	1,561,953
Government assistance	-	409,802
<b>Excess of revenues over expenditures for the year</b>	<u>1,449,405</u>	<u>1,971,755</u>

The accompanying notes are an integral part of these financial statements

**DURHAM COLLEGE STUDENT ASSOCIATION**  
**STATEMENT OF CHANGES IN FUND BALANCES**  
For the year ended April 30, 2022

	2022	2021
	\$	\$
<b>Unrestricted fund</b>		
Balance, beginning of year	3,985,686	2,871,298
Excess of revenue over expenditures	1,449,405	1,971,755
Transfer to capital asset fund	(24,293)	18,429
Transfer to health fund (Note 6)	(1,210,615)	(1,103,830)
Transfer from health fund (Note 6)	-	247,934
Transfer to building fund (Note 4)	(20,000)	(20,000)
Transfer from building fund (Note 11)	200,061	100
<b>Balance, end of year</b>	<b>4,380,244</b>	<b>3,985,686</b>
<b>Invested in Capital Assets</b>		
Balance, beginning of year	280,604	66,774
Purchase of capital assets	43,525	5,533
Amortization of tangible capital assets	(19,232)	(23,962)
Transfer from building fund	-	232,259
<b>Balance, end of year</b>	<b>304,897</b>	<b>280,604</b>
<b>Health fund</b>		
Balance, beginning of year	2,408,605	1,552,709
Excess of revenue over expenses of the health fund (Note 6)	1,210,615	1,103,830
Transfer to unrestricted fund (Note 6)	-	(247,934)
<b>Balance, end of year</b>	<b>3,619,220</b>	<b>2,408,605</b>
<b>Building fund</b>		
Balance, beginning of year	537,641	750,000
Transfer to unrestricted fund	(61)	(100)
Transfer from unrestricted fund (Note 4)	20,000	20,000
Transfer to the Invested in Capital Assets Fund	-	(232,259)
Transfer to unrestricted fund (Note 11)	(200,000)	-
<b>Balance, end of year</b>	<b>357,580</b>	<b>537,641</b>

The accompanying notes are an integral part of these financial statements

**DURHAM COLLEGE STUDENT ASSOCIATION**  
**STATEMENT OF CASH FLOWS**  
For the year ended April 30, 2022

	2022	2021
	\$	\$
<b>CASH PROVIDED FROM (USED FOR)</b>		
<b>Operating activities</b>		
Net Income	1,449,405	1,971,755
Adjustments for		
Amortization of tangible capital assets	19,232	23,962
Re-invested interest income	-	(742)
	<u>1,468,637</u>	<u>1,994,975</u>
Change in non-cash working capital items		
Accounts receivable	(10,920)	-
Government assistance receivable	184,029	(222,486)
Prepaid expenses	(361,809)	(13,862)
Due from Durham College	(333,826)	(54,657)
Accounts payable and accrued liabilities	156,804	(89,199)
Government remittances payable	(12,654)	(14,477)
Insurance contract liability	(25,044)	10,226
Deferred revenue - health and dental	396,332	(56,251)
	<u>(7,088)</u>	<u>(440,706)</u>
	<u>1,461,549</u>	<u>1,554,269</u>
<b>Investing activities</b>		
Purchase of tangible capital assets	(43,525)	(237,792)
Purchase of short term investments	(1,770,000)	-
	<u>(1,813,525)</u>	<u>(237,792)</u>
<b>Increase (decrease) in cash</b>	(351,976)	1,316,477
<b>Cash, beginning of year</b>	7,291,459	5,974,983
<b>Cash, end of year</b>	<u>6,939,483</u>	<u>7,291,459</u>
<b>Cash consists of:</b>		
Cash	6,581,903	6,753,818
Restricted cash - Student Building Fund	357,580	537,641
	<u>6,939,483</u>	<u>7,291,459</u>

The accompanying notes are an integral part of these financial statements

**DURHAM COLLEGE STUDENT ASSOCIATION**  
**NOTES TO THE FINANCIAL STATEMENTS**  
For the year ended April 30, 2022

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**1. NATURE OF OPERATIONS**

Durham College Student Association (the "Organization") changed its name from Durham College Student Inc. by the Articles of Amendments to the Articles of Incorporation on March 15, 2022. The Organization was incorporated on July 10, 2017 without share capital and operates as a not-for-profit organization that is tax exempt under the Income Tax Act. The Organization is a service-based association that puts Durham College students' needs at the forefront, and provides quality campus engagement for every full-time student.

**2. SIGNIFICANT ACCOUNTING POLICIES**

*(a) Basis of presentation*

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

*(b) Financial instruments*

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

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

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

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

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

*(c) Short-term investments*

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

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The accompanying notes are an integral part of these financial statements

**DURHAM COLLEGE STUDENT ASSOCIATION**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**For the year ended April 30, 2022**

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2. **SIGNIFICANT ACCOUNTING POLICIES, continued**

(d) *Tangible capital assets*

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

Computer equipment	Straight-line	3 years
Furniture and fixtures	Straight-line	3 years
Leasehold improvements	Straight-line	5 years
Computer software	Straight-line	3 years
Equipment		

Equipment refers to the capital equipment purchased to operate a Booster Juice business as outlined in the Operational Agreement (Note 13). The business is non-operational as at year end and therefore will not be subject to amortization until in use.

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

(e) *Revenue recognition*

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

Student fees consist of Student Association Wellness and Student Life fees, Student Centre - Capital Investment fees and Riot Radio fees. Student Association Wellness and Student Life fees are used to fund health and counselling, campus safety and academic support, as well as student life programming including clubs, associations and organizations. Student Centre - Capital Investment fees are collected to fund the operations of the Student Centre, which includes; cleaning, operation and general repair, occupier's liability insurance and operational staff. Riot Radio fees fund production time at Riot Radio.

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

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

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The accompanying notes are an integral part of these financial statements

**DURHAM COLLEGE STUDENT ASSOCIATION**  
**NOTES TO THE FINANCIAL STATEMENTS**  
For the year ended April 30, 2022

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2. **SIGNIFICANT ACCOUNTING POLICIES, continued**

(e) *Revenue recognition, continued*

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

(f) *Health fund*

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

(g) *Building fund*

The Building fund is an internally restricted board allocation of funds to be used towards the future purchase of space for the Organization. The funds have been set aside in a separate bank account for future capital spending.

(h) *Contributed services*

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

(i) *Measurement uncertainty*

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

On March 11, 2020, the World Health Organization categorized COVID-19 as a pandemic, based on the rapid increase in exposure globally. The full impact of the COVID-19 outbreak continues to evolve throughout the world including Canada. To mitigate the financial impact, the Organization is keeping abreast of all available subsidies, applying for those subsidies that it is eligible for and reducing operating costs where possible.

Given the dynamic nature of the COVID-19 outbreak and the global responses to curb its spread, the impact on the Organization will not be known with certainty for months to come; however, the Organization does not anticipate further impact on their operations.

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The accompanying notes are an integral part of these financial statements

**DURHAM COLLEGE STUDENT ASSOCIATION**  
**NOTES TO THE FINANCIAL STATEMENTS**  
For the year ended April 30, 2022

**3. SHORT-TERM INVESTMENTS**

	2022	2021
	\$	\$
RBC GIC, bearing interest at 2.00%, maturing April 2023	900,000	-
RBC GIC, bearing interest at 2.00%, maturing April 2023	870,000	-
RBC GIC, bearing interest at 1.25%, maturing April 2023	500,000	-
RBC GIC, bearing interest at 0.15%, maturing October 2022	51,898	-
RBC GIC matured in the year.	-	500,000
RBC GIC matured in the year.	-	51,898
	<b>2,321,898</b>	<b>551,898</b>

**4. RELATED PARTY TRANSACTIONS**

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

In 2017, the Organization entered into an operational agreement with Durham College. Under this agreement, Durham College is responsible to collect certain ancillary fees from students, which include; a Student Association Wellness and Student Life fee comprising the membership fee collected from the Organization's members, the Student Centre - Capital Investment levy collected to support the day-to-day operations of the Organization, the Riot Radio fee, and student health and dental fees, which are then remitted to the Organization. No further ancillary student fees collected by Durham College are remitted to the Organization. The agreement is deemed to have been renewed to March 1, 2023 as no new agreement was reached prior to the March 1, 2022 termination date.

Under the operational agreement, the Organization has committed to assume the food operations at the Student Centre including a Booster Juice and a grill concept, effective on a date agreed upon by the parties and within 90 days of full opening of all campus food services as approved by Durham College Risk Management (Note 13). As part of this commitment, in 2021, the Organization paid the college \$232,259 (Note 5) from the building fund for the capital equipment located in the hospitality space in the Student Centre. The Organization has also committed \$33,580 to upgrade the Student Centre seating area to better prepare for the physical distancing requirements as a result of COVID-19. The Organization has contributed a minimum of \$20,000 for the 2021-2022 academic year to the building fund, as outlined in the Operational Agreement.

On March 1, 2021, the Organization entered into an rental agreement with Durham College for space in the Student Centre building. The Organization has agreed to pay annual rent, including HST, of \$243,750 to Durham College in equal monthly instalments until March 1, 2023. The rent will increase \$2,373 monthly when the food operations are open in the Student Centre which commenced in September 2022.

The accompanying notes are an integral part of these financial statements



**DURHAM COLLEGE STUDENT ASSOCIATION**  
**NOTES TO THE FINANCIAL STATEMENTS**  
For the year ended April 30, 2022

**4. RELATED PARTY TRANSACTIONS, continued**

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

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

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

**5. TANGIBLE CAPITAL ASSETS**

	Cost	Accumulated Amortization	2022 Net Book Value	2021 Net Book Value
	\$	\$	\$	\$
Computer equipment	17,728	14,576	3,152	6,325
Furniture & fixtures	34,320	33,430	890	697
Leasehold improvements	113,825	53,676	60,149	41,323
Computer software	10,136	1,689	8,447	-
Equipment (Note 4)	232,259	-	232,259	232,259
	408,268	103,371	304,897	280,604

**6. HEALTH FUND AND RELATED DISBURSEMENTS**

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

On September 1, 2018, the Organization began to self-insure the health and dental plan. All annual surpluses are invested in the health fund reserve. The Organization is liable for health and dental claims made by students for the lesser of one year after the service date of the claim or 90 days after coverage terminates. A provision has been made in the amount of \$118,579 (2021 - \$143,623) for claims incurred to April 30, 2022 but not yet reported using applicable industry rates.

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

The Organization entered into an agreement with an insurance consulting company to provide program management services with respect to the student health and dental plan. If terminated

The accompanying notes are an integral part of these financial statements

**DURHAM COLLEGE STUDENT ASSOCIATION**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**For the year ended April 30, 2022**

**6. HEALTH FUND AND RELATED DISBURSEMENTS, continued**

without cause, the contract requires the Organization to pay a fee equivalent to the program management fees for a full policy year based on the current years enrolment. The agreement is effective until August 31, 2023.

	2022	2021
	\$	\$
Revenue		
Student health levy (net of opt-out)	3,458,406	3,345,573
Expenses		
Claims	1,660,008	1,659,717
Health plan premiums	293,208	277,482
Program management fees	168,327	183,001
COVID emergency funding support	-	247,934
	2,121,543	2,368,134
Health - wages, salaries and benefits (Note 10)	126,248	121,543
Excess of revenue over expenses of the health fund	1,210,615	855,896

**7. INTERNATIONAL HEALTH PLAN**

On September 1, 2021, the Organization assumed the delivery of the International OHIP coverage plan under a memorandum of understanding ("MOU") with Durham College. All service delivery moved to the Organization under the same terms with the existing health plan provider to ensure service delivery is centralized and to streamline the student experience around their health plan claims, opt-outs, complaints, and support.

The Organization proposes adding the International OHIP alternative coverage to the their existing health plan (Note 6) after both plans are set to expire August 31, 2023.

The International plan is fully-funded, there are no annual surpluses and the Organization is not liable for claims made by students and as a result, the health plan levy and premiums have been excluded from the Statement of Operations. During the year ended April 30, 2022, the Organization received and distributed the following amounts:

	2022
	\$
International health plan levy	856,157
International health plan premiums	(856,157)

The accompanying notes are an integral part of these financial statements

**DURHAM COLLEGE STUDENT ASSOCIATION**  
**NOTES TO THE FINANCIAL STATEMENTS**  
For the year ended April 30, 2022

8. **DEFERRED REVENUE**

	2022	2021
	\$	\$
Health insurance deferred revenue		
Opening balance	1,174,065	1,230,316
Funds received, health (net of opt-out)	3,854,738	3,289,322
Funds earned in the year	(3,458,406)	(3,345,573)
<b>Total health deferred revenue</b>	<b>1,570,397</b>	<b>1,174,065</b>

9. **STUDENT FEES**

	2022	2021
	\$	\$
Wellness and Student Life	1,201,521	1,173,254
Student Centre	766,607	771,642
Riot Radio	183,125	158,982
	<b>2,151,253</b>	<b>2,103,878</b>

10. **WAGES AND BENEFITS**

	2022	2021
	\$	\$
Outreach and wellness services	388,804	373,143
Clubs and societies	199,381	145,870
Riot Radio	131,175	127,293
Health	126,248	121,543
Management	87,256	75,825
Executive	42,215	40,411
Legal Aid	34,065	21,523
Campus events and orientation	20,074	4,910
Marketing	14,314	8,096
	<b>1,043,532</b>	<b>918,614</b>

Management and administrative compensation totaling \$315,543 (2021 - \$300,896), was allocated to various functions based on time spent.

The accompanying notes are an integral part of these financial statements

**DURHAM COLLEGE STUDENT ASSOCIATION**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**For the year ended April 30, 2022**

**11. COMMITMENTS**

The Organization committed to a \$1 million contribution to the Durham College Foundation, payable over five years ending September 2025. The contribution supports the Building for Skills campaign for the Durham College Phase IV Whitby Campus Revitalization initiative, which expands the Centre for Skilled Trades and Technology (CSTT). In return, the Organization can occupy designated spaces at the Whitby Campus Main Building and Oshawa Campus Gordon Willey Building. Annual contributions are to be funded through the Organization's building fund as the contributions are for a restricted purpose.

Remaining payments under this contribution agreement are:

	\$
September 2022	200,000
September 2023	200,000
September 2024	200,000
September 2025	200,000
	<b>800,000</b>

**12. CONTINGENT LIABILITIES**

On October 28, 2018, a lawsuit was initiated against the Organization by former employees alleging wrongful dismissal. The claim is for \$450,000 plus legal costs. The likelihood of the claim being successful is not known. The Organization has filed a statement of defence and it is the intention of the Organization to aggressively defend this lawsuit by the Organization's insurer. It is not possible to determine the liability, if any, the Organization will incur as a result of this action, or the amount of any claim which would be covered by the Organization's \$5,000,000 liability insurance policy.

**13. SUBSEQUENT EVENTS**

Subsequent to the year-end, the Organization signed a licensing agreement to operate a Booster Juice Franchise. The agreement requires the Organization to pay a \$7,500 licensing fee, a 6% royalty fee and a 1% marketing fee on all Booster Juice sales. The effective date of the contract is July 10, 2022, and the agreement expires on September 1, 2028.

The Organization purchased the franchise assets from Durham College during the prior fiscal year (note 4).

The accompanying notes are an integral part of these financial statements

**DURHAM COLLEGE STUDENT ASSOCIATION**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**For the year ended April 30, 2022**

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**14. FINANCIAL INSTRUMENTS**

The Organization is exposed to various risks through its financial instruments and has a risk management framework to monitor, evaluate and manage these risks. The following analysis provides information about the Organization's risk exposure and concentration as of April 30, 2022.

*(a) Credit risk*

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

*(b) Interest rate risk*

The guaranteed investment certificates included in short-term investments bear interest at a fixed rate of interest and as such are subject to interest rate price risk resulting from changes in fair value from market fluctuations in interest rates. The Organization manages this risk through investing in fixed-rate securities of short to medium term maturity and plans to hold the securities to maturity. The exposure to this risk increased in the current year due to recent and ongoing efforts by the Bank of Canada to combat inflation by raising interest rates at a historically unprecedented rate.

Unless otherwise noted, it is management's opinion that the Organization is not exposed to significant other price risks arising from these financial instruments. Management continues its assessment given the fluidity of COVID-19's global impact.

**15. COMPARATIVE AMOUNTS**

The financial statements have been reclassified, where applicable, to conform to the presentation used in the current year. The changes do not affect prior year earnings.

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The accompanying notes are an integral part of these financial statements

**Report Number: BOG-2022-90**

**To: Board of Governors**

**From: Don Lovisa, President**

**Date of Report: December 7, 2022**

**Date of Meeting: December 14, 2022**

**Subject: President's Report – October to December 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 October to December 2022.

### 1. Our Students

Over 1,770 Durham College graduates are prepared to lead the way following 2022 Fall Convocation

On Thursday, October 27, a total of 1,779 graduates from eight faculties received their post-secondary credentials during Fall Convocation. Family, friends, DC employees and a guest speaker celebrated graduates at the Tribute Communities Centre, acknowledging their achievements and instilling words of encouragement and inspiration throughout two ceremonies.



Alumnus Thao Nghiem, a 2018 graduate of DC's Music Business Administration program addressed the graduating class. Thao is the co-director of the Oshawa Music Awards (OMAs) and co-founder of the Vietnam Music Industry Network (VMIN). In her remarks to the graduates, she encouraged them to challenge themselves by starting something new, being of service to others, making mistakes, learning to love themselves, and striving to impact the lives of others.

## Durham College launches new Honours degree program in Community Mental Health

As the federal and provincial governments emphasize the development of mental health support services as a priority to Canadians, DC is pleased to share that we will offer a new degree program available starting September 2023, the Honours Bachelor of Community Mental Health (HBMH).



HBMH will encompass multiple subjects, including psychology, counselling, health promotion, and social justice. Through a comprehensive mix of theoretical, research and applied courses, students will acquire the skills needed to become leaders in mental health services. There will also be an opportunity to bridge education into real-world experience with a 14-week mandatory field placement, allowing for the practical application of methods and techniques for working collaboratively in the industry.

## Durham College addresses skills gap with new programs

DC is leading the way by offering several new programs in September 2023 to prepare career-ready graduates with the skills and knowledge to meet the needs of the community and employers in key sectors experiencing labour shortages.



DC has received consent from the Ministry of Colleges and Universities to offer the following diploma and certificate programs, beginning in September 2023:

- [Cloud Computing \(graduate certificate\)](#)
- [Fire Prevention and Technology \(advanced diploma\)](#)
- [Internet of Things \(IoT\) \(graduate certificate\)](#)
- [Recreation Therapy \(diploma\)](#)

DC's diverse range of program offerings reinforces its commitment to transformative education and experiential learning, leading the way to a bright future for tomorrow's professionals.

## DC pair leading the way as Canada’s best new student chefs

DC is home to the country’s best new student chefs, according to Taste Canada.

Second-year **Culinary Management** students Adreanna Russell and Sahil Ahuja took home the top honors at the 2022 Taste Canada Awards Gala in early November. The pair beat out teams from seven other schools to win the *Cooks the Books* student cooking competition.

As the winners, Russell and Ahuja split a \$3,000 educational bursary, along with over \$2,000 worth of prizes.



The students were tasked with designing a dish featuring a cut of Canadian beef. Under the skilled eye of faculty member Peter Lee, they chose corned beef tongue with mustard jus, pickled cabbage and glazed carrots.

Both students credit the **experimental learning** they have received at DC for pushing them to new heights as they prepare for their careers. Ahuja considers himself lucky to be at DC, having come all the way from India to study here in the hopes of one day opening a restaurant.

## DC students apply their skills in dynamic emergency simulation

Problem-solving, collaboration and practical skills were put to the test for students from eight DC programs who participated in a high-intensity, real-world emergency simulation.

Students from the Faculties of Social & Community Services, Health Sciences and Media, Art & Design, as well as the collaborative DC and Ontario Tech nursing and Registered Practical Nursing-to-Bachelor of Science in Nursing bridge programs, worked together during a dynamic exercise in real-time that saw volunteers simulate an emergency involving a vehicle and an illegal gathering. The experiential scenario is a highlight for the students involved.





## 2. Our People

### Durham College publishes inaugural Diversity Self-ID survey

Results of DC's first Diversity Self-Identification Survey are now available and will help support data-informed decision-making to continue the building of an inclusive and equitable campus culture. The survey was a collaborative effort by DC's Office of Equity, Diversity, and Inclusion and the Office of Research Services, Innovation and Entrepreneurship.

Of the staff and students polled, more than 500 full-time and part-time employees and 1,900 full-time and part-time students responded to the survey, helping DC gather demographic data on five identity dimensions, including Indigenous identity, gender, sexual orientation, disability and ethnic origin.



Of note, eight in 10 employee respondents indicated that they believe people of all identities are valued at the college (85.5 per cent) and that they feel a sense of belonging as identities are valued at DC (80.3 per cent).

The results provide an opportunity to reflect on and improve DC's current processes, policies and drive data-informed decision-making. One in five (20.2 per cent) employees perceive barriers to career progressions based on their personal identity, and over 68 per cent believe that transparency in decision-making about equity and inclusion decisions will help the college become a more diverse and inclusive institution. For further information, please view the [report online](#).

## 3. Our Work

### DC launches idea management platform, *Innovate@DC*

Over the past year, the Innovation and Disruption Catalyst Group (IDCG) has engaged in several activities to amplify conversations about innovation and disruption at DC. One overarching theme we heard was that employees wanted a transparent way to submit ideas and collaborate with peers.

In response, we launched Innovate@DC, an idea management platform that will support college-wide collaboration and idea sharing. On the platform, employees can submit ideas to active campaigns or share ideas not tied to an active campaign on the Bright Ideas hub. Ideas are then reviewed by the leadership team.

So far, we've had 113 unique ideas posted to the platform for review, 4 of which are already being implemented at the campus.

## Durham College connects girls to careers in science, technology and trades at annual conference

On October 25 and 26, girls from regional school boards participated in the [Expand the Possibilities 4.0: Young Women in Science, Technology and Trades Conference](#) (YWSTT) hosted by DC. The on-campus event, in its fourth year, featured a series of interactive activities designed to foster a sense of curiosity in science, technology and skilled trades and connect Grade 7 and 8 girls to career opportunities in these fields.

To kick off each day of the conference, students heard from tech start-up founder and CEO Jessica Lui and HGTV home renovation expert Kate Campbell, before participating in several hands-on workshops at DC's state-of-the-art facilities and learning spaces. Workshops included science and technology-themed activities, such as building a robot, investigating pond water under a microscope, and studying candy chromatography, the process of separating colours from candy using science. The event also featured a number of skilled trades learning opportunities, such as plumbing, welding and carpentry.



This event was possible because of the generous support of community partners: Ontario Power Generation, Aecon, Black & McDonald, Elexicon Energy, Enercare, Gerdau, RESCON and Safran Landing Systems.

## Durham College collaboration sends life-saving medical kits and resources to Ukrainian frontlines

Leveraging state-of-the-art technology in its [Rotary Global Classroom](#), DC is leading the way internationally through its collaboration with the Global Guardian Project – a local grassroots initiative – delivering life-saving supplies, training and resources to active conflict zones in Ukraine.

In partnership with the [Global Guardian Project](#), DC launched a fundraising campaign with the goal of providing as many medical kits as possible for distribution in Ukraine. On September 21, 220 combat tourniquets and 185 individual first aid kits (IFAK) arrived at DC, packing two skids of medical supplies such as wound dressings, medical shears and gloves that could be used to quickly take life-saving action when needed and improve the odds of victim survival. On September 25, members of the Global Guardian team departed Canada to deliver the medical kits and tablets.



In May 2022, DC became the first post-secondary institution in Ontario and only the second in Canada to deliver [STOP THE BLEED®](#) training, in partnership with Sunnybrook Hospital's Trauma Emergency Team. According to the American College of Surgeons, 20 per cent of trauma-related deaths worldwide are due to bleeding or its consequences. Following the on-campus event, members of DC's Campus Emergency Response team, led by experienced STOP THE BLEED® trainer, Thomas Bezruki, manager, Emergency Management and retired military veteran, recorded two first aid sessions in the

Rotary Global Classroom, offering detailed instructions on how to provide life-saving training to those in need.

In addition to the medical kits, the Global Guardian Project also received a donation of 18 Chromebook tablets. The tablets will be delivered to Kharkiv Children's Orphanage, where they will be used to access the [Free Reading Program](#), a free, web-based literacy program led by the Rotary Club of Scarborough.

## Durham College wins big for excellence in food service

DC's food service provider, Chartwells, is proud to be recognized by Compass Group's Be-A-Star program for its DCEats experience. Launched in 1997, the Be-A-Star program celebrates and promotes business excellence in school food service.



Since signing a contract with Chartwells in June 2020, DC has committed to offering an array of new features to the campus community, such as a newly opened Starbucks in the South Wing, renovations to the Marketplace and South Village Dining Hall, and a Subway location added to the Whitby campus cafeteria. Chartwells was recognized for demonstrating superiority in five chosen categories: safety, quality, growth, culture and innovation. Guest reviews further commended DC for fostering a lively community and achieving praise-worthy design across its food service locations. The Crystal Award for National Account of the Year was presented to the DC Chartwell's representative on Sunday, October 23 at the Annual Compass Management Action Conference.

## Durham College announces two major international projects

DC has recently announced a collaboration with several Canadian colleges and universities on two separate projects, launched with the help of DC's International [Global Partnerships and Projects team](#).

### Empowerment Through Skills Program

In collaboration with Sault College and Centennial College, DC has been selected as the lead of an Empowerment through Skills Program, funded by Global Affairs Canada and administered through Colleges and Institutes Canada (CICan). Initial planning for the project will begin in Tanzania in November 2022, with project activities taking place over the next four years. The Empowerment through Skills Program is designed to strengthen alternative pathways to education, employment, self-employment and entrepreneurship for women and adolescent girls in Tanzania.



### Skills to Access the Green Economy Program (SAGE)

DC, in collaboration with lead partner Vancouver Island University and Humber College, has been selected for the Skills to Access the Green Economy Program (SAGE) thematic partnership on educational technology. Funded by Global Affairs Canada and implemented by (CICan), SAGE works to create a more qualified labour force in key economic sectors.

For this upcoming project, DC's Centre for Teaching and Learning (CTL) will work with designated SAGE partners to assess the needs of and improve online teaching and learning instruction in six countries: Belize, Dominica, Grenada, Guyana, Jamaica and St. Lucia. The initial needs assessment and work plan development will begin in October 2022. Project activities will take place over the next two years.



## 4. Our Community

### Recognizing Orange Shirt Day and the National Day for Truth and Reconciliation

On September 30, DC recognized Orange Shirt Day and the National Day for Truth and Reconciliation by hosting a number of events on the day of and leading up to September 30 to help foster understanding and a commitment to change. These events included a presentation by Pamela Post on Indigenous representation in media, a book club discussion of Phyllis Webstad's "Beyond the Orange shirt story," and a trip to the Heber Downs conservation area, where Traditional Medicine Keeper Joseph Pitawanakwat guided participants through an exploratory walk to learn about edible plant medicines.





Members of the campus community also gathered for a special ceremony in the Naanaagide'endamowin courtyard, which means The Art of Thinking. The courtyard is now home to the Pathway of Pause and Reflection, featuring six QR codes that link to information about Land Acknowledgements, the Indigenous Histories Modules, 13 Moons, Sacred Medicines, the Weeping Willow, and upcoming events at the [First Peoples Indigenous Centre \(FPIC\)](#).

At sundown, the Oshawa campus' Centre for Collaborative Education and the Whitby campus' main building will both be illuminated orange. In doing this, we know it will increase awareness in our communities about Truth and Reconciliation and pay tribute to all the lives lost.

## Durham College and Metrolinx make provincial history with GO station naming partnership; Durham College Oshawa GO

DC is officially on the map after recently acquiring the naming rights to one of GO Transit's busiest stations.

On Tuesday, October 4, DC launched a 10-year station naming partnership with Metrolinx. What was formally known as the Oshawa GO Station will now be referred to by its brand-new name – Durham College Oshawa GO.



By partnering with Metrolinx, DC is strengthening its relationship with future students, employees and partners in the community, a priority for the college as it continues to fulfill its [2020-2025 Strategic Plan](#). This unique marketing opportunity also helps DC position itself in the community and surrounding areas as a leader in education, collaboration, inclusivity and innovation.

Members of the Durham Region and the GTHA who rely on GO Transit services daily can expect many changes to reflect this new announcement. In addition to the new signage that was unveiled on the Oshawa station building, a rollout of further communications will take place over the coming weeks and months, including; 'next stop' passenger announcements, transit signage, digital and web updates, as well as system maps and schedules, to name a few.

## New sustainable urban farm has secured land in Durham Region

*The Barrett Centre of Innovation in Sustainable Urban Agriculture breaks new ground.*

On Thursday, October 6, DC, the Barrett Family Foundation, Invest Durham and Durham Region announced the establishment of The Barrett Centre for Urban Agriculture's new urban farm project.

The vacant land, located in north Ajax, is owned by Durham Region and has been reserved for future water supply infrastructure requirements, but until such time will serve as this new, temporary urban farm site in order to benefit surrounding communities. This dynamic new urban farm is one of the initiatives of The Barrett Centre, and will be a community-based living lab, replicating and scaling the successful farming operations already established at DC's Whitby campus.



## Future students explore Durham College at Fall Open House

DC opened its doors to prospective students, families and friends at the Oshawa and Whitby campuses for the college's annual Fall Open House on November 12.

More than 2,000 people explored DC's state-of-the-art facilities and innovative learning spaces through guided tours, conversations with faculty experts from the college's 145+ programs and meetings with support service representatives, such as financial aid, career services and co-op, to learn how DC is leading the way in post-secondary education.



At the Oshawa campus, visitors toured the creative spaces that make the DC student experience unique, including the Esports Gaming Arena, Mixed Reality Capture studio and the DC Spa.

Whitby attendees participated in various workshops and toured the college's innovative learning labs and shops, such as the Crane Simulation Lab and newly

opened Ontario Power Generation Centre for Skilled Trades and Technology. They also had the opportunity to drop into one of two cooking demonstrations hosted by faculty in the W. Galen Weston Centre for Food – always a popular stop for those interested in DC’s culinary and hospitality programs!

At both campuses, attendees were invited to attend DC Alumni Guest Speaker panels, where DC grads offered unique perspectives on what they can expect as a student and the exciting opportunities available beyond college.

## Durham College hosts first international delegation since 2019

DC continued to deliver on its objective to enhance its global partnerships when delegates from Chile, Colombia, Mexico and Peru visited the campuses in early November. The goal to establish and augment internationalization and global engagement initiatives resides in the college’s [Academic Plan](#) and is enabled through the college’s [Internationalization and Global Engagement Plan](#).



The visitors were here to continue their work on the Pacific Alliance Education for Employment program (PA-EFE), which supports the development of marketing and promotional campaigns to increase awareness of technical and vocational education and training in Latin America. The program is primarily focused on reaching women and marginalized populations.

### 5. Key Meetings Involving the President’s Office (October 12 to December 14, 2022)

- Rotary Club of Oshawa-Parkwood Meeting – October 13, 2022
- Colleges Ontario Committee of Presidents Meeting – October 18, 2022
- College Employer Council Management Board Meeting – October 26, 2022
- Metrolinx Marketing Planning Session – October 28, 2022
- ICD Directors Education Program – October 31 – November 2, 2022
- Lakehead College Partnership Meeting – November 4, 2022
- Alumni Night with the Oshawa Generals – November 4, 2022
- College Council Meeting – November 8, 2022



- Capital Projects Update Executive Steering Committee – November 9, 2022
- Pacific Alliance Partnership Delegation Meeting – November 9, 2022
- CIGan Governance Committee Meeting – November 10, 2022
- CIGan High Performing Board Committee Meeting – November 14, 2022
- Innovation and Disruption Catalyst Group Meeting – November 15, 2022
- Ontario Economic Summit – November 22 – 23, 2022
- Colleges Ontario Higher Education Summit – November 26 – 28, 2022
- College Employer Council Board of Directors Meeting – November 29, 2022
- CIGan Board Meeting – November 29 – 30, 2022
- CIGan on the Hill – November 30 – December 1, 2022
- DC Foundation Directors Meeting – December 6, 2022
- COP Meeting – December 12, 2022
- Innovation and Disruption Catalyst Group Meeting – December 13, 2022
- Capital Projects Executive Steering Committee Meeting – December 14, 2022