



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

**Date:** Wednesday, February 21, 2024, 6:00 p.m.

**Location:** Oshawa Campus, 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**

- 1.1 Introduction of New Student Governor - Liam Croft

**2. INTRODUCTION OF GUESTS**

**3. CONFLICT OF INTEREST DECLARATIONS**

**4. PRESENTATIONS**

- 4.1 Program Spotlight: Faculty-Led Classroom Abroad - Dental Hygiene Students Visit Costa Rica
- 4.2 Student Voice: Update from the Durham College Student Association
- 4.3 Presentation of Good Governance Certificates - Jim Brown & Jeff Dornan

**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 Public Session Agenda - February 21, 2024

Recommendation

That the public agenda for the February 21, 2024, Board of Governors meeting be approved as presented.

- 5.2 Approval of Public Minutes from the Board of Governors Meeting of December

4 - 9

13, 2023

Recommendation

That the public minutes from the December 13, 2023 Board of Governors meeting be approved as presented.

- 5.3 Approval of Public Minutes from the Board of Governors Meeting of January 8, 2024 10 - 11

Recommendation

That the public minutes from the January 8, 2024 Board of Governors meeting be approved as presented.

- 5.4 Approval of Public Minutes from the Board of Governors Meeting of January 19, 2024 12 - 13

Recommendation

That the public minutes from the January 19, 2024 Board of Governors meeting be approved as presented.

- 5.5 Report of the Governance Review Committee - January 17, 2024 14 - 23

Recommendation

That the Governance Review Committee report of January 17, 2024 be received for information and the following resolutions be adopted:

1. That based on GOV-2024-06, Board Policy: Board-Relations be approved as amended; and,
2. That based on GOV-2024-07, Board Policy: President Emeritus be approved as presented.

**6. CHAIR'S REPORT**

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

**8. DECISION ITEMS**

- 8.1 New Program of Instruction: Environmental Technician Ontario College Diploma - T. Doyle 24 - 60

Recommendation

It is recommended to the Durham College Board of Governors:

That in accordance with Report BOG-2024-15, the Environmental Technician Ontario College Diploma program be approved.

**9. DISCUSSION ITEMS**

- 9.1 Domestic and International Enrolment Update: Winter 2024 - K. Bent & T. MacDonald 61 - 64

9.2	Second Update on the 2023-2024 Business Plan - P. Garrett	65 - 119
9.3	Government Relations Update - D. Lovisa & P. Garrett	120 - 123
9.4	Update on Relationship with Ontario Tech University & Areas of Collaboration - D. Lovisa	124 - 131
<b>10.</b>	<b>INFORMATION ITEMS</b>	
10.1	Program Advisory Committee Semi-Annual Report (February 2024)	132 - 176
10.2	President's Report - January to February 2024	177 - 184
<b>11.</b>	<b>UPCOMING EVENTS</b>	
	<ul style="list-style-type: none"> <li>• President's Farewell Celebration - February 28, 2024 at 6:00 p.m., PROTO/EV Lab (Whitby Campus)</li> <li>• Board of Governors Retreat - April 5 &amp; 6, 2024, PROTO/EV Lab (Whitby Campus)</li> </ul>	
<b>12.</b>	<b>MOVE TO IN-CAMERA SESSION</b>	
<b>13.</b>	<b>ADJOURNMENT</b>	



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

Date: Wednesday, December 13, 2023

Location: Oshawa Campus, Durham College Boardroom A144

Members Present: Gail Johnson Morris, Board Chair  
Lisa Allen, Board Vice-Chair  
Ian Ball  
Melissa Bosomworth  
Jim Brown  
Kalyan Chakravarthy  
Aakash Chib  
Elizabeth Cowie  
Jeff Dornan  
Kelly Doyle  
John Ecker  
Don Lovisa, President  
Ian Murray  
Jerry Ouellette  
Nathan Wilson

Members Absent: Peter Pryce  
Dwight Townsend

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

## 1. CALL TO ORDER

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

The Chair shared an Indigenous teaching and welcomed new Governor, John Ecker.

## 2. INTRODUCTION OF GUESTS

The Chief Administrative Officer introduced the following guests:

- Simmone Chada, student
- Jean Choi, Executive Dean, Faculty of Liberal Studies, and Professional and Part-Time Learning, Teaching, Learning and Program Quality
- Eyrica D'Rozario, student
- Moreen Fearon-Tapper, Associate Dean, Faculty of Media, Art and Design
- Ana Jimenez, International Projects Coordinator
- Debbie Johnston, AVP, Academic (International Education and Enrolment)
- Thom MacDonald, Dean, International Education
- Ashwani Pareek, student
- Nora Simpson, Dean, Professional and Part-Time Learning
- John Starling, Professor, Faculty of Media, Art and Design
- Tony Sutherland, Professor, Faculty of Media, Art and Design
- Barry Waite, Executive Dean, Faculty of Media, Art and Design

## 3. CONFLICT OF INTEREST DECLARATIONS

The Chair asked if there were any conflicts of interest to declare. None noted.

## 4. PRESENTATIONS

### 4.1 New Leading the Way Video

The Board watched the College's new *Leading the Way* video, produced internally by the College's Communications and Marketing Department.

### 4.2 Program Spotlight: Oshawa Music Week

The Board received a presentation about Oshawa Music Week from faculty and students of the Faculty of Media, Art & Design.

### **4.3 Young African Works Kenya: Youth Employability Through TVET**

The Board received a presentation from President Lovisa and the International Projects Coordinator regarding the Young African Works Kenya: Youth Employability Through TVET project.

The Board questioned the presenters.

## **5. CONSENT AGENDA**

Moved by Governor Allen

Seconded by Governor Wilson

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

### **5.1 Approval of Public Session Agenda - December 13, 2023**

That the public agenda for the December 13, 2023, Board of Governors meeting be approved as presented.

### **5.2 Approval of Public Minutes from the Board of Governors Meeting of October 11, 2023**

That the public minutes of the Board of Governors meeting of October 11, 2023 be approved as presented.

### **5.3 Report of the Governance Review Committee - November 15, 2023**

That the report of the Governance Review Committee from November 15, 2023, be received for information.

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

The Chair provided a report on the following items:

- The Chair asked Governors to self-identify if they had investment banking expertise or any contacts for community organizations with which the Board could share its recruitment materials.
- The Chair advised that donations were being accepted for the food insecurity bursary, with the Durham College Alumni Association matching the first \$10K raised.

## **6.1 Report Back from the Higher Education Summit**

Governors Allen, Chib, Brown, and Dornan shared their experience at the Higher Education Summit.

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

There was no co-populous governors report.

## **8. DECISION ITEMS**

### **8.1 New Program of Instruction: Career Development Practitioner Foundations**

The Board received a presentation by the Executive Dean, Faculty of Liberal Studies and Professional and Part-Time Learning, Teaching, Learning and Program Quality and the Dean, Professional and Part-Time Learning regarding a new program of instruction offered through OntarioLearn, Career Development Practitioner Foundations. Further, the presenters provided an overview of how the OntarioLearn consortium worked.

The Board questioned the presenters.

Moved by Governor Ball

Seconded by Governor Ouellette

"That in accordance with Report BOG-2023-95, the Career Development Practitioner Foundations, Durham College Certificate program be approved."

CARRIED

## **9. DISCUSSION ITEMS**

### **9.1 Government Relations Update - Blue Ribbon Edition**

The Board received a briefing about the recommendations in the Blue Ribbon Panel report from President Lovisa and the Manager, Strategic Reporting and Government Relations. Additionally, President Lovisa advised he was receiving regular updates from College Ontario about the advocacy work around the recommendations in the Blue Ribbon panel and that the college sector is actively working to amplify industry voices in support of the recommendations to look at the funding formula for post-secondary.

The Board questioned the presenters.

## **9.2 Quality Assurance Audit Report Executive Summary**

The Board received a briefing from President Lovisa and the Executive Vice-President, Academic, about the recent quality assurance audit process, which included preparing an extensive self-study, a site visit and interviews with over 180 stakeholders, and the exemplary report received from the audit panel that highlighted the College's commitment to quality assurance, mature practices, and collaborative and congenial work culture.

The Board questioned the presenters.

## **9.3 Immigration, Refugees and Citizenship: Anticipated Policy Changes to Protect International Students**

The Board received a briefing from President Lovisa and the Manager, Strategic Reporting and Government Relations, regarding the Immigration, Refugees and Citizenship's recent announcements around anticipated policy changes to protect international students, such as the increased financial threshold to apply. The Board heard that the government is linking the influx of international students to the housing and food insecurity crisis and that the federal government is concerned with Ontario's overreliance on international students. The federal government has signalled that if the provinces don't take appropriate action, it will use the tools at its disposal to restrict the number of international students coming to Canada.

## **10. INFORMATION ITEMS**

The following items were presented for information only:

### **10.1 Update on the College's Social Commitments**

### **10.2 President's Report - October to December 2023**

### **10.3 Report of the Chief Administrative Officer - December 2023**

### **10.4 The Barrett Centre of Innovation in Sustainable Urban Agriculture - September 2023 Update**

## **11. UPCOMING EVENTS**

The Chair drew attention to the following upcoming events:

- Holiday Closure - December 23, 2023 to January 1, 2024



- Durham College Alumni Hockey Night - January 19, 2024 at 7:00 p.m., Tribute Communities Centre. Tickets are \$25 and can be purchased online.
- Learn More Series: Metrics & More: Strategic Mandate Agreement - Monday, January 29, 2024 at 6:00 p.m. (MS Teams)

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

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

Moved by Governor Bosomworth

Seconded by Governor Brown

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

The meeting recessed at 7:48 p.m. and reconvened in-camera at 8:00 p.m.

During the in-camera session, the Board discussed recommendations from its Standing Committees and received an update from the Presidential Selection Committee.

## **13. ADJOURNMENT**

With no further business, the meeting ended at 9:08 p.m.



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

Date: Monday, January 8, 2024

Location: Oshawa Campus, Durham College Boardroom A144

Members Present: Gail Johnson Morris, Board Chair  
Lisa Allen, Board Vice-Chair  
Ian Ball  
Melissa Bosomworth  
Jim Brown  
Kalyan Chakravarthy (joined via MS Teams)  
Jeff Dornan  
John Ecker (joined via MS Teams at 5:23 p.m.)  
Kelly Doyle  
Don Lovisa, President  
Ian Murray  
Jerry Ouellette  
Peter Pryce  
Dwight Townsend (joined at 5:04 p.m.)  
Nathan Wilson

Members Absent: Elizabeth Cowie

Staff Present: Melissa Pringle, Corporate and Board Secretary

Guests Present: Heather Phelps, Phelps (joined via MS Teams at 5:07 p.m.)  
Fareed Amin, Phelps (joined via MS Teams at 5:07 p.m.)

**1. CALL TO ORDER**

With quorum present, the meeting was called to order at 5:01 p.m.

**2. INTRODUCTION OF GUESTS**

None.

**3. CONFLICT OF INTEREST DECLARATIONS**

The Chair asked if there were any conflicts of interest to declare. None noted.

**4. PRESENTATIONS**

None.

**5. DECISION ITEMS**

None.

**6. DISCUSSION ITEMS**

None.

**7. IN-CAMERA SESSION**

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

Moved by Governor Pryce

Seconded by Governor Chakravarthy

“That the Board of Governors move in-camera to discuss two human resources matters.” CARRIED

The Board moved in-camera at 5:02 p.m. and rose from the in-camera session at 6:50 p.m.

During the in-camera agenda, the Board discussed two human resources matters.

**8. ADJOURNMENT**

With no further business, the meeting ended at 6:50 p.m.



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

Date: Friday, January 19, 2024

Location: Virtual Meeting, MS Teams

Members Present: Gail Johnson Morris, Board Chair  
Lisa Allen, Board Vice-Chair  
Ian Ball  
Jim Brown  
Melissa Bosomworth  
Kalyan Chakravarthy  
Elizabeth Cowie  
Liam Croft  
Jeff Dornan  
Kelly Doyle  
John Ecker  
Don Lovisa, President  
Ian Murray  
Peter Pryce  
Dwight Townsend  
Nathan Wilson

Members Absent: Jerry Ouellette

Staff Present: Melissa Pringle, Board Secretary

**1. CALL TO ORDER**

With quorum present, the Chair called the meeting to order at 8:00 a.m.

**2. INTRODUCTION OF GUESTS**

None.

**3. CONFLICT OF INTEREST DECLARATIONS**

As per By-law No. 1 (Section 19.8), the Chair advised that all Internal Governors have a conflict regarding agenda items related to the President's evaluation or performance review, compensation, perquisites and/or benefits.

Governors Bosomworth, Croft, Doyle and Wilson declared a conflict of interest regarding Item 4.1, 'Human Resources Matter' as noted in the in-camera agenda and did not participate in discussion or voting on the matter.

**4. PRESENTATIONS**

None.

**5. DECISION ITEMS**

None.

**6. DISCUSSION ITEMS**

None.

**7. INFORMATION ITEMS**

None.

**8. IN-CAMERA SESSION**

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

Moved by Governor Allen

Seconded by Governor Chakravarthy

"That the Durham College Board of Governors move in-camera to discuss a human resources matter." CARRIED

The Board moved in-camera at 8:02 a.m. and rose from the in-camera session at 8:33 a.m.

During the in-camera session, the Board discussed a human resources matter.

**10. ADJOURNMENT**

With no further business, the meeting adjourned at 8:36 a.m.



**PUBLIC REPORT OF THE GOVERNANCE REVIEW COMMITTEE  
TO THE DURHAM COLLEGE BOARD OF GOVERNORS FOR CONSIDERATION AT  
ITS PUBLIC MEETING HELD ON FEBRUARY 21, 2024**

**BACKGROUND**

The Governance Review Committee met by videoconference on Wednesday, January 17, 2024.

**SUMMARY**

**1. Minutes of the November 15, 2023, Governance Review Committee Meeting**

The Committee reviewed and approved its minutes the November 15, 2023 Governance Review Committee meeting minutes.

**2. Governance Discussion about the Durham College Foundation**

The Committee received an update from the Associate Vice-President, Office of Development and Alumni Affairs, regarding recent activities related to the wind-down of the current Durham College Foundation. As requested at a prior meeting, the Associate Vice-President, Office of Development and Alumni Affairs, referenced the Foundation's governing documents, investment policy, and a closing agenda prepared by Borden Ladner Gervais to guide the process.

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

A discussion ensued about potential changes to the Board's governance structure and governing documents to ensure proper oversight of the investment portfolio.

Following the discussion, the Committee agreed in principle that:

- The DC Foundation should remain dormant rather than close;
- That an Investment subcommittee should be established that reports to the Audit and Finance Committee;
- To ensure the necessary expertise, that non-Governors (no more than three) be considered for appointment to the Investment Subcommittee;
- Membership of the new Investment Subcommittee should also include current Governors, with the Chair of the Investment Subcommittee being

the Chair of the Audit and Finance Committee or potentially the Vice-Chair of the Board.

The Committee requested the Board Secretary connect with Victoria Prince at Borden Ladner Gervais to draft proposed revisions to the Board's governing documents for consideration at the next meeting. Furthermore, the Committee requested that Victoria Prince attend this meeting as a resource.

Also, the Associate Vice-President, Office of Development and Alumni Affairs, reported that she would begin working with the DC Foundation to review the items on the closing agenda.

### **3. Board Policy Review: Board-President Relations**

The Committee reviewed minor edits proposed to the Board's Policy: Board-President Relationship, notably in Sections 1, 2.1, and 5.1.

Following the discussion, the Committee agreed to amend Section 1 to strike out the words 'and supervises' and to insert the words '...provides oversight, and is advisory to the President, also including...'

It is recommended that the following resolution be passed.

#### **RESOLVED:**

**That based on GOV-2024-06, Board Policy: Board-Relations be approved as amended.**

### **4. Board Policy Review: President Emeritus**

The Committee reviewed the Board's Policy: President Emeritus and concurred that no edits were required at this time. The Board Secretary advised the policy was recently used and proved effective.

It is recommended that the following resolution be passed.

#### **RESOLVED:**

**That based on GOV-2024-07, Board Policy: President Emeritus be approved as presented.**

**5. Board Retreat Planning**

The Committee reviewed and discussed final plans for the Board of Governors retreat in April 2024. A discussion ensued about the EDIB and Board Governance professional development workshop (and including the College's new Director, Equity, Diversity and Inclusion in the conversation), the co-presentation with Pari Johnston and Marketa Evans, and the planned strategic visioning exercise. Further, a suggestion came forward to move the retreat to the Whitby campus to avoid travel between the campuses.

Additionally, the Committee discussed the Board's request to have a conversation about revenue generation and whether it could be slotted into the retreat agenda. A discussion ensued about how best to address this request (and if it was an appropriate Board discussion) and it was decided that a Learn More session would be scheduled. The Board Secretary advised that a Learn More session planned for April could be extended to 90 minutes to facilitate this discussion; the Committee agreed with this approach.

**6. Draft Top 10 Reading List for New Governors**

The Committee reviewed the draft Top 10 reading list for new Governors, an idea that came forward after reviewing the 2022-2023 Board evaluation survey data. The Committee agreed with the list and requested that the document be expanded to include potential professional development opportunities and definitions for key governance terms.

**7. Memo from Ministry of Colleges and Universities re Revisions to the Conflict of Interest Minister's Binding Policy Directive and Lieutenant Governor in Council Appointments**

The Board Secretary advised the Board had been collecting annual conflict of interest declarations for several years and that the attestation template from the Ministry was not yet available. Furthermore, the Board Secretary advised that the College's LGIC appointments have staggered end dates and the matter would be discussed at the next Nominating Committee meeting.

**Respectfully submitted,  
Nathan Wilson, Vice-Chair, Nominating Committee**

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





**POLICY TYPE:** Board-President Relationship  
**POLICY TITLE:** Board-President Relations  
**EFFECTIVE DATE:** June 2022  
**REVISION DATE:** February 2024  
**RENEWAL DATE:** January ~~2024~~2027

In this policy, unless otherwise defined herein or the context requires otherwise, words have the same meaning as they do in the Definitions Schedule to By-law No. 1 of the College.

**1. OVERSIGHT OF THE PRESIDENT**

The Board selects ~~and supervises~~ the President, including:

- 1.1 developing and approving the President’s job description and terms of employment;
- 1.2 where necessary, undertaking a recruitment process and selecting the President;
- 1.3 reviewing and approving the President’s annual performance goals;
- 1.4 evaluating the President’s performance, and determining the President’s compensation; and
- 1.5 ensuring succession planning is in place for the President.

**2. DELEGATION TO THE PRESIDENT**

To the extent permitted by applicable law and subject to the By-laws, Board resolutions, and Board policies, including this policy and the “Executive Limitations” policies:

- 2.1 the Board delegates authority for implementation of the College vision, strategic directions, and overall goals and outcomes to the President, including authority to establish practices, make all decisions, take all actions and develop all activities on behalf of the College, provided that such authority is consistent with reasonable interpretations of the Board’s ~~“Outcomes”~~by-laws and policies; and
- 2.2 the President has the power to employ, appoint, classify, promote, suspend, transfer, reclassify or remove any employee, with the exception of those employees with a direct reporting relationship to the President.

### **3. EXECUTIVE LIMITATIONS**

The President shall not cause or knowingly permit any practice, activity, decision or organizational circumstance that is unlawful, imprudent, or in violation of commonly accepted business and professional ethics.

### **4. GENERAL RESPONSIBILITIES OF THE PRESIDENT**

- 4.1 The President is the chief executive officer of the College and the single official link to the Board, responsible for the overall leadership and management of the College. The President is accountable directly to the Board.
- 4.2 The President is responsible for developing the College's strategic direction with Board participation and approval.
- 4.3 The President is responsible for providing leadership for the implementation of the College's strategic directions as approved by the Board.
- 4.4 The President is responsible for developing external relationships required to secure College funding, strategic partnerships, government approvals, and College recognition that are essential to the operation and advancement of the College.
- 4.5 The President is responsible for all phases of the operation and administration of the College including the appointment, promotion and termination of College employees, except as provided for in By-law No. 1.
- 4.6 The President is responsible for recommending the establishment of, changes to, and/or elimination of programs to the Board.
- 4.7 The President is responsible for acting in the best interests of the College in securing and promoting its education, community, administrative and financial objectives.
- 4.8 The President is responsible for establishing, monitoring, amending and implementing all academic, administrative, and employment-related policies of the College, subject to constraints set out in Section 3.
- 4.9 The President will represent the College professionally, ethically and responsibly.
- 4.10 The President will conform to all Board policies and all lawful direction given by the Board or the Chair of the Board.
- 4.11 The President will participate in mutually agreed upon professional development goals.

- 4.12 The President will recommend to the Board appointments, classifications, promotions, suspensions, transfers, reclassification or removal of individuals with a direct reporting relationship to the President.
- 4.13 The President will ensure that all academic, administrative and employment-related policies of the College support and fulfill the policies of the Board.
- 4.14 The President or their designate will provide all information reasonably requested by any Governor regarding the affairs of the College to such Governor. The Board may pass a resolution from time to time to require that specific records relating to meetings of the Board or Committees or otherwise to the affairs of the College must be made readily available to Governors, whether through the online Board portal or other means.

## **5. COMMUNICATION AND COUNSEL TO THE BOARD**

The President shall:

- 5.1 Submit monitoring reports data requested by the Board in a timely, accurate and understandable fashion, to facilitate the monitoring of compliance with Board policies;
- 5.2 Inform the Board of relevant trends, major program initiatives, anticipated adverse media coverage, significant external and internal changes, particularly in the assumptions upon which any Board policy or other significant decision has been established;
- 5.3 Advise the Board when the President believes the Board has failed to comply with its governance processes, Board policy, legislation, or any other situation detrimental to the working relationship between the Board and the President;
- 5.4 Communicate information to the Board in a concise, understandable, accurate and timely format;
- 5.5 Report promptly on any non-compliance with any Board policy;
- 5.6 Provide mechanisms for official Board communications to the College and broader community.

## **6. PRESIDENT SUCCESSION**

### **6.1 President's Role in Emergency Succession Planning**

To assist the Board in the execution of their duties, the President will ensure at least two (2) senior members of the College leadership team are familiar with Board and presidential issues and processes, and capable as functioning effectively as Acting President on an interim basis until the President can resume his/her duties or a new President is appointed. The President shall notify the Board of the Acting President candidates on an annual basis.

### **6.2 Emergency Permanent Loss of Service**

- (a) The Board shall appoint an Acting President within five (5) business days of the permanent loss of service of the existing President.
- (b) The Board is not limited to the Acting President candidates identified by the President.
- (c) The Board will formally communicate with Employees within 48 hours of the permanent loss of service of the existing President apprising them of the situation and the intended course of action.
- (d) Where it is necessary to search for a new President, the Executive Committee shall convene within ten (10) business days to recommend to the Board the composition of a Presidential Search Committee, to conduct a search and recommend the appointment of a President.

### **6.3 Emergency Temporary Loss of Service**

- (a) When the President has a planned absence due to vacation or another approved leave defined by the *Employment Standards Act*, and the appointment of an Acting President is necessary, an Acting President will be appointed by the President from among the Acting President candidates provided by the President to the Board. The Board Chair and Vice-Chair will be apprised of the appointment by email.
- (b) If the President has a planned absence in excess of 30 Business Days, the President will make a recommendation to the Board of Governors concerning who should be appointed Acting President in advance of the absence.

#### **6.4 Delegation of Authority to Acting President**

The Acting President shall be delegated the authority specified in Section 2 for the duration of the absence or leave of the President, until a new Acting President is appointed by the President or the Board, or until a new President is appointed by the Board. The Board may appoint another individual as the Acting President at any time.

#### **6.5 Planned Departure of President**

Upon the notification of the planned departure of the President, the Chair of the Board shall coordinate the recruitment and selection of a new President with the Executive Committee and the Board as necessary or desirable.

### **7. MONITORING**

- 7.1 Monitoring of the President's performance is included in the policy "Assessing the President's Performance".
- 7.2 As part of its annual evaluation of the President's performance, the Board will evaluate the nature, quality, and timeliness of communication and counsel available to the Board from the President.
- 7.3 The President will report on the College's succession plan on an annual basis.

### **8. RELATED LEGISLATION, MINISTER'S BINDING POLICY DIRECTIVES AND OTHER DOCUMENTS**

- 8.1 Durham College By-law No. 1
- 8.2 All Outcomes Policies
- 8.3 All Executive Limitations Policies
- 8.4 Policy on Assessing the President's Performance
- 8.5 Ministry's Binding Policy Directive – Governance and Accountability
- 8.6 Resource Document – Board-President Relations



**POLICY TYPE:** Board-President Relationship  
**POLICY TITLE:** President Emeritus  
**EFFECTIVE DATE:** June 2022  
**REVISION DATE:** February 2024  
**RENEWAL DATE:** January 2027

In this policy, unless otherwise defined herein or the context requires otherwise, words have the same meaning as they do in the Definitions Schedule to By-law No. 1 of the College.

**1. BACKGROUND**

The designation “emeritus” is conferred on an individual upon their retirement or conclusion of a long period of service to consider recognizing outstanding contributions. It has been the custom to recognize former Durham College Presidents for their outstanding service to the College and surrounding community.

**2. POLICY STATEMENTS**

- 2.1. At the discretion of the Board, former Durham College Presidents who have served more than five (5) years as President may be designated as “President Emeritus.”
- 2.2. The Board will consider overall performance and specific contributions to the College, the college system, and the community.
- 2.3. The “emeritus” title is honorific; it represents no entitlement to authority, rights, privileges, or resources.
- 2.4. Notwithstanding any other element of this policy, the Board retains the authority to decline or withdraw the “emeritus” title without cause.

**3. PROCEDURE**

- 3.1. Upon notification of the serving President’s intention not to seek a subsequent term, to retire, or to otherwise conclude their employment as President of the College, and prior to their retirement/end date, the Executive Committee will review the President’s performance during all terms of their presidency and their contributions to the College, the college system and the community.
- 3.2. The Executive Committee may seek input from and will consider unsolicited submissions from the College, college system, and community representatives during the review conducted under Section 3.1.

- 3.3. The Executive Committee will inform the Board of the outcome of the review and, if appropriate, recommend approval by the Board of the granting of the title "President Emeritus."
- 3.4. The Chair of the Board will inform the President of this honour upon approval by the Board.
- 3.5. Where possible, the Executive Committee will conduct its review and make its recommendation to the Board at least four months prior to the President's retirement/end date.
- 3.6. Where possible, the title of President Emeritus will be granted at the first convocation ceremony following the President's retirement/end date.

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**Report Number: BOG-2024-15**

**To: Board of Governors**

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

**Date of Report: February 12, 2024**

**Date of Meeting: February 21, 2024**

**Subject: New Program of Instruction – Environmental Technician**

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## 1. Purpose

To seek approval from the Board of Governors for the following post-secondary program of instruction for Fall 2025 intake:

### **Environmental Technician**

- Credential: Ontario College Diploma (OCD)
- Duration: 4 semesters
- Faculty: Science, Engineering & Information Technology

## 2. Recommendation

It is recommended to the Durham College Board of Governors:

That in accordance with Report BOG-2024-15, the Environmental Technician Ontario College Diploma program be approved.

## 3. Background

The Environmental Technician Ontario College Diploma (OCD) program explores scientific and engineering theory, principles and practices. Students examine chemistry, biology, sustainability, social responsibility, environmental legislation and project management. The program places a strong emphasis on chemistry and the practical application of skills. Students collect, process and test soil, air, and water samples in the field and laboratory. Students use spectrometry, chromatography and other industry-standard instruments for environmental analysis.

Graduates provide technical support for the investigation, assessment, monitoring and control of pollution levels in air, water and soil. They support the use of environmental management systems and sustainability programs within



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the parameters of relevant and current environmental protection legislation, codes, policies and procedures.

As entry-level environmental technicians, graduates have the knowledge and skills for careers in environmental investigation and enforcement for government agencies; pollution abatement and clean-up for industries; operation of water and wastewater treatment facilities for municipalities; and technical support personnel for engineering and environmental consulting firms. The employment opportunities are varied and include areas of business, industry (e.g., pulp and paper, and mining industries), government and public organizations.

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

Based on the environmental scan (eScan) completed by Institutional Research and Planning it is expected that the proposed Environmental Technician OCD program would be a beneficial addition to Durham College's program offerings due to the:

- Relatively stable domestic enrolment in Environmental Technician programs at other College of Applied Arts and Technology (CAAT);
- Sustained international student interest in these programs at CAATs;
- Potential applicant loss from Durham College catchment to other CAATs; and
- Increasing climate change and environmental concerns which may lead to robust career opportunities.

Graduates of the proposed OCD program will possess the knowledge and skills necessary to collect environmental samples and perform routine tests, using

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industry standard tools. In addition, graduates will be able to strategically contribute to the prevention, control and elimination of environmental hazards and remediation of contaminated sites.

Graduates of the Environmental Technician program can register to become a certified technician through the Ontario Association of Certified Engineering Technicians and Technologists (OACETT). The OACETT is a self-governing body that is widely recognized by employers and professionals across Canada<sup>1</sup>. It offers voluntary designations for Certified Technicians (CTech.) and Certified Engineering Technologists. Durham College is one of three colleges in Ontario that were selected from a competitive bid to be part of a pilot project to have students receive free OACETT student membership. The intention of the pilot is to raise further awareness of OACETT and encourage greater rates of certification in graduates. In addition, the college will work to become a test site for the OACETT Profession Practice Exam, offering future students a chance to complete testing prior to graduating.

The OACETT belongs to one of nine provinces that is nationally affiliated with Technology Professionals Canada and Technology Accreditation Canada (TAC). It follows TAC standards for technician and technologist certification and accreditation of post-secondary technician and technologist programs<sup>2</sup>.

## 5. Financial/Human Resource Implications

The proposed program, Environmental Technician, will be submitted on the Request for Approval for Funding Form to the Ministry of Colleges and Universities for base tuition. The college will be seeking tuition for \$2,722.05 from the Ministry of Colleges and Universities.

The proposed new program exceeds the contribution margin in Year 1.

## 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.

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<sup>1</sup> OACETT (2023), [OACETT - About](#)

<sup>2</sup> Engineering Technology Canada (2023), [Certification Standards | Engineering Technology Canada](#)

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## 8. Strategic Alignment

### 8.1 Strategic Fit

The proposed program is well aligned with the following goals of the [Academic](#), [Strategic](#), and [Business](#) plans:

#### **Academic Plan**

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

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

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

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

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

**Pillar:** Our Students

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

**Pillar:** Our Work

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

**Pillar:** Our Community

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

This proposed program supports positive action to address the societal discussion for better stewardship of our communities and broader environment.

Given the alignment to Durham College's existing three-year Environmental Technology Advanced Diploma program, allows for minimal financial implications during both development and launch. The proposed program is likely to enhance the enrolment and financial performance of the existing three-year program due to student transition from the proposed program into the third year of the Environmental Technology program to continue their studies.

### 8.2 Fit with Existing Programs

Environmental Technician diploma programs are currently offered at 16 College of Applied Arts and Technology (CAAT) under the MTCU code 52700.

The proposed program is aligned with the majority of programs currently offered at CAAT colleges using the marketing title *Environmental Technician*. Several colleges have identified specialized areas of study for their programs such as sampling and monitoring, conservation and management, and field and

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laboratory. A few colleges have a special focus on Water and Wastewater Systems Operations. Durham College's proposed program encompasses both natural systems and the built environment, providing students with a broad introduction to the field of study. Graduates of the proposed program may continue their educational studies at Durham College by enrolling in the existing Environmental Technology program to gain more in-depth knowledge and skills, as well as benefit from a field placement opportunity.

## General Program Information

**Proposed Program Title:** Environmental Technician

**Proposed Credential:** Ontario College Diploma (OCD)

**Academic Dean(s):** Tony Doyle, Executive Dean

**Faculty:** Science, Engineering & Information Technology

**Date of Review by PPRC:** January 17, 2024

**MTCU Code:** 52700 (Program Standard)

**Weight and Funding Unit (as per APS table):** Weight = 1.3, Funding = 2.4

**Proposed Tuition:** Year 1: \$2722.05

**Classification of Instructional Program (CIP) Code(s):** 15.0507

**NOC Code(s):** 2231, 9243, 2263, 2211

**Proposed Implementation:** Fall 2025

**Year 1 Enrolment:** 20 students

**Number of Sections, Y1:** 1

**International Students Seat Allocation:** 10

**Number of Semesters:** 4

**Total Hours:** instructional hrs = 1,330 hrs

**New or Replacement Program:** New

**Number of New FT/PT Faculty:** 0

**Program Delivery Methods:** Classroom and Lab

**Laptop Requirement:** No

**New or Renovated Space Requirements:** N/A

**Total Capital Costs:** Year 1: \$0

## 1. Approval Stages

The following approval stages have been assessed for this program:

- ☒ Escan: Labour Market Analysis and for degrees: Student Demand
- ☒ Budget reviewed and approved by the Chief Financial Officer
- ☒ Presented to the Program Proposal Review Committee (DATE: January 17, 2024)
- ☒ 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
- ☒ New Program Proposal Summary reviewed and approved by Executive Vice-President, Academic (DATE: February 12, 2024)
- ☒ New Program Proposal Summary reviewed and approved by President (DATE: February 12, 2024)

## 2. Program Overview

### 2.1 Program Description

The Environmental Technician Ontario College Diploma (OCD) program explores scientific and engineering theory, principles and practices. Students examine chemistry, biology, sustainability, social responsibility, environmental legislation and project management. The program places a strong emphasis on chemistry and the practical application of skills. Students collect, process and test soil, air, and water samples in the field and laboratory. Students use spectrometry, chromatography and other industry-standard instruments for environmental analysis.

Graduates provide technical support for the investigation, assessment, monitoring and control of pollution levels in air, water and soil. They support the use of environmental management systems and sustainability programs within the parameters of relevant and current environmental protection legislation, codes, policies and procedures.

As entry-level environmental technicians, graduates have the knowledge and skills for careers in environmental investigation and enforcement for government agencies; pollution abatement and clean-up for industries; operation of water and wastewater treatment facilities for municipalities; and technical support personnel for engineering and environmental consulting firms. The employment opportunities are varied and include areas of business, industry (e.g., pulp and paper, and mining industries), government and public organizations.

### 2.2 Career Outcomes

Job Titles	Where Graduates Might Work
<ul style="list-style-type: none"> <li>• Water and waste treatment plant operations</li> <li>• Public and environmental health and safety professionals</li> <li>• Chemical technicians</li> <li>• Civil engineering technicians</li> </ul>	<ul style="list-style-type: none"> <li>• Conservation authorities</li> <li>• Energy generation and distribution</li> <li>• Environmental engineering and consulting firms</li> <li>• Government agencies</li> <li>• Industrial laboratories</li> <li>• Hazardous materials management</li> <li>• Water and wastewater treatment facilities</li> </ul>

## 2.3 Vocational Program Learning Outcomes

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

1. Collect representative environmental samples and perform routine tests, using current and relevant tools.
2. Use scientific concepts and models when contributing to the prevention, control and elimination of environmental hazards and remediation of contaminated sites.
3. Assist with analysis of water/soil/air samples and with the resolution of environmental problems through the application of scientific and engineering principles.
4. Follow standard procedures for conducting environmental sampling projects including the use of appropriate equipment and materials.
5. Promote and maintain sustainable\* practices by applying the elements of ecosystem-based management.
6. Carry out work responsibilities adhering to standards of professional conduct and principles of professional ethics.
7. Complete assigned tasks in adherence to occupational health and safety standards and applicable legislative requirements.
8. Follow established protocols in support of environmental management systems\*.
9. Provide ongoing support for project management.
10. Communicate technical information accurately and effectively in oral, written, visual and electronic forms.
11. Develop and present strategies for ongoing personal and professional development to enhance performance as an environmental technician.

Please note: The PLOs listed above are current to the existing Ministry of Colleges and Universities (MCU) Program Standard. This Program Standard is under review and a new Program Standard has not yet been approved and published by the MCU. When the new Program Standard is published, the program team and the college will update the PLOs and complete the necessary mapping and documentation required for institutional attestation to meet the revised standard.

## 2.4 Admission Requirements

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

### RECOMMENDED

- Grade 12 Chemistry

## 2.5 Laddering Opportunities

Locale/Site	Programs that Feed into Proposed Program	Programs Graduates may consider for further education
<b>Within the Faculty of Science Engineering &amp; Information Technology</b>	<ul style="list-style-type: none"> <li>• Science and Engineering Fundamentals (OCC – MTCU 44702)</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental Technology (OCAD - MTCU 62700)</li> <li>• Environment Health and Safety Management (OCGC – MTCU 79806)</li> </ul>
<b>Within the college</b>	<ul style="list-style-type: none"> <li>• LS: General Arts and Science – General Certificate</li> </ul>	



Locale/Site	Programs that Feed into Proposed Program	Programs Graduates may consider for further education
	<ul style="list-style-type: none"> <li>LS: General Arts and Science – Science and Engineering Preparation – Ontario Tech University</li> </ul>	
<b>External to the college</b>	<ul style="list-style-type: none"> <li>Preparatory science programs</li> </ul>	<ul style="list-style-type: none"> <li>Degree programs in science</li> </ul>

## 2.6 Differentiation (Within Durham College)

Durham College (DC) is proposing to offer an Environmental Technician OCD program in the Faculty of Science, Engineering & Information Technology (SEIT), which will be delivered concurrently with the existing three-year Environmental Technology Advanced Diploma program. DC offers a range of programs for those interested in pursuing a career in environmental investigation and enforcement for government agencies; pollution abatement and clean-up for industries; operation of water and wastewater treatment facilities for municipalities; and technical support personnel for engineering and environmental consulting firms.

The following tables present the graduate count and employment rate in the proposed program area and related fields for high affinity programs currently offered in SEIT. These programs include Environmental Technology, Civil Engineering Technician and Chemical Laboratory Technician.

### Ministry Title: Environmental Technology (62700)

Related Programs at Durham Environmental Technology, Advanced Diploma (MTCU 62700)						
Program		Key Performance Indicator	Reporting Year			
Banner Code	MTCU Code		2018-19	2019-20	2020-21	2021-22
ENVT	62700	Graduate Count	19	20	27	16
		Employment Rate	100.0% (4/4)	25.0% (1/4)	67.7% (2/3)	100.0% (2/2)
		Employment Rate in a Related Field	50.0% (2/4)	25.0% (1/4)	33.3% (1/3)	100.0% (2/2)

### Ministry Title: Civil Engineering Technician (51003)

Related Programs at Durham Civil Engineering Technician, Diploma (MTCU 51003)						
Program		Key Performance Indicator	Reporting Year			
Banner Code	MTCU Code		2018-19	2019-20	2020-21	2021-22
CETC	51003	Graduate Count	N/A		5	6
		Employment Rate	N/A			100.0% (1/1)
		Employment Rate in a Related Field	N/A			0.0% (0/1)

### Ministry Title: Chemical Laboratory Technician (51302)



Related Programs at Durham Chemical Laboratory Technician, Diploma (MTCU 51302)						
Program		Key Performance Indicator	Reporting Year			
Banner Code	MTCU Code		2018-19	2019-20	2020-21	2021-22
CLBT	51302	Graduate Count	55	131	121	92
		Employment Rate	0.0% (0/1)	33.3% (1/3)	100.0% (2/2)	66.7% (2/3)
		Employment Rate in a Related Field	0.0% (0/1)	0.0% (0/3)	0.0% (0/2)	33.3% (1/3)

The proposed program is distinct from the current offerings in SEIT: Environmental Technology, Civil Engineering Technician and Technology, and Chemical Laboratory Technician. The Civil Engineering program is primarily dedicated to the built environment, whereas the Chemical Laboratory Technician program focuses on industrial analysis conducted exclusively in a laboratory setting.

In contrast, the proposed program equips students with the foundational knowledge to analyze environmental samples and conduct routine tests using contemporary tools. The curriculum places a strong emphasis on scientific concepts and models, providing graduates with the skills to prevent, control and eliminate environmental hazards. Graduates will have the skills to analyze environmental samples in both outdoor and laboratory settings.

Students may elect to continue their education by transitioning into DC's existing three-year Environmental Technology Advanced Diploma program, engaging in deeper exploration of spectroscopy, chromatography, environmental regulations and a hands-on field placement experience.

## 3. Program of Study (POS)

YEAR 1		YEAR 2	
Semester 1	Semester 2	Semester 3	Semester 4
14 weeks	14 weeks	14 weeks	14 weeks
Chemistry 1 (3 hrs Classroom, 3 hrs Lab) Co: Analytical Techniques	Organic Chemistry 1 (3 hrs Classroom, 2 hrs Lab) Pre: Biology, Analytical Techniques	Analytical Chemistry 1 (2 hrs Classroom, 3 hrs Lab) Pre: Chemistry 2, Analytical Techniques	Analytical Chemistry 2 (2 hrs Classroom, 3 hrs Lab) Pre: Analytical Chemistry 1
Analytical Techniques (1 hr Classroom, 2 hrs Lab)	Chemistry 2 (2 hrs Classroom, 3 hrs Lab) Pre: Biology, Analytical Techniques	Introductory Microbiology (2 hrs Classroom, 3 hrs Lab) Pre: Biology	Analytical Instrumentation (2 hrs Classroom, 2 hrs Lab) Pre: Organic Chemistry 1, Chemistry 2
Biology (2 hrs Classroom, 2 hrs Lab)	Mathematics 2 (3 hrs Classroom) Pre: Mathematics	Ecology (2 hrs Classroom, 2 hrs Lab)	Applied Environmental Microbiology (2 hrs Classroom, 3 hrs Lab) Pre: Introductory Microbiology
Mathematics (3 hrs Classroom)	Community and Environment (3 hrs Classroom) Pre: Environmental Science	Environmental Sampling (2 hrs Classroom, 2 hrs Lab) Pre: Environmental Science	Environmental Chemistry (2 hrs Classroom, 2 hrs Lab) Pre: Environmental Sampling
Environmental Science (2 hrs Classroom, 2 hrs Lab)	Career Planning and Development (2 hrs Classroom, 1 hr Online) Pre: Communication Foundations	Environmental Regulations (3 hrs Classroom)	Introduction to GIS and AutoCAD (3 hrs Lab)
			Project Management: Environmental (2 hr Classroom, 1 hr Lab) Pre: Environmental Sampling
COMM 1100 Communication Foundations (3 hrs Classroom)	FNMI (3 hrs Classroom)	GNED (3 hrs Classroom)	GNED (3 hrs Classroom)
23 hours/week	22 hours/week	24 hours/week	27 hours/week

Chemistry	Environmental Engineering	Biology	Sustainability	Student Development
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## Course Descriptions<sup>1</sup>

### Semester 1

**Course Title:** Chemistry 1

**Course Description:** This one semester introductory chemistry course includes weekly three-hour lectures and three-hour laboratory sessions. The lectures deal with the theoretical aspects of chemical principles, whereas the laboratory relates to the practical applications of chemistry and the development of the necessary 'hands on' basic techniques and skills. Topics discussed in the lectures include matter, atomic structure, chemical bonding, nomenclature, chemical formulae, the mole, stoichiometry and chemical reactions. An emphasis is placed on developing problem-solving skills, which relies, to an extent, on an appropriate mathematical background. The laboratory sessions include a topic on lab safety and safe procedures and practices are continually stressed throughout the semester. The experiments involve sample preparation, use of the analytical balance, solution preparation and standardization, analysis of samples by various procedures, the use of glassware and the use of simple instrumentation (Spec.20, pH meters).

**Instructional Setting:** Classroom = 3 hrs/wk, Lab = 3hrs/wk

**Total Hours (Semester):** 84

**Course Title:** Biology

**Course Description:** Biology (BIOL 1131) is a one-semester introductory course with two hours of lecture and two hours of lab per week. This course provides students with a theoretical and practical foundation for many subsequent courses. It introduces students to fundamental biological concepts and processes, including (but not limited to): biodiversity and sustainability, evolution, cell structure and function, the role of biological macromolecules, genetic analyses, and enzymatic function and metabolic processes. Laboratory activities will complement lecture content. There will be a focus on building skills like microscopy, report writing, and data analysis.

**Instructional Setting:** Classroom = 2 hrs/wk, Lab = 2 hrs/wk

**Total Hours (Semester):** 56

**Course Title:** Analytical Techniques

**Course Description:** This one-semester course is designed to teach the student fundamental analytical techniques, which are required for satisfactory performance in any laboratory-related work. Techniques taught include proper use of the analytical balance, proper pipetting techniques, use of the buret, transferring solutions, use of the pH meter and the spectrophotometer. The course consists of 1 lecture hour and 2 lab hours.

**Instructional Setting:** Classroom = 1 hr/wk, Lab = 2 hrs/wk

**Total Hours (Semester):** 42

**Course Title:** Mathematics

**Course Description:** Students refresh and develop their skills in fundamental mathematics including; numeracy computation, engineering and scientific notation, significant digits, unit conversions, algebra, solving for 'x', equation manipulation, word problems, ratio, proportion and variation, functions and graphing. As well, students practice and strengthen their reasoning abilities by restating problems so they can be solved mathematically. This course covers the component skills required in MATH2132.

**Instructional Setting:** Classroom = 3 hrs/wk

**Total Hours (Semester):** 42

**Course Title:** Environmental Science

**Course Description:** This one semester course (two hours lecture, two hours lab) introduces the fundamental principles of ecology and environmental science. It emphasizes an ecosystem approach to studying the environment. The interactions between abiotic and biotic are examined to gain an understanding of how a dynamic balance is achieved in natural ecosystems.

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<sup>1</sup> NB: these are existing courses in the three-year Environmental Technology OCAD program.

This course also examines the effect of human intervention on ecosystems and biomes through an investigation of the various categories of pollution as well as the major trends in resource consumption and use. This is done to gain a better understanding of how the environment is altered by human action and why these actions may have significant effects on an ecosystem and its sustainability. The laboratory exercises are an integral part of this course. They are designed to both reinforce concepts developed during lectures as well as introduce new concepts. An emphasis is placed on terrestrial and aquatic ecosystems both through field and in class lab work.

**Instructional Setting:** Classroom = 2 hrs/wk, Lab = 2 hrs/wk

**Total Hours (Semester):** 56

**Course Title:** Communication Foundations

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

**Instructional Setting:** Classroom = 3 hrs/wk

**Total Hours (Semester):** 42

### Semester 2

**Course Title:** Career Planning & Development

**Course Description:** The Ministry of Colleges and Universities creates learning outcomes that must be part of the curriculum for college programs. Included in these outcomes is a statement that students must develop strategies for ongoing personal and professional development to enhance work performance in a multi-disciplinary workplace. This career development course will allow students the opportunity to consider pathways and professional development related to their program of choice.

**Instructional Setting:** Classroom = 2 hrs/wk, Online = 1 hr/wk asynchronous

**Total Hours (Semester):** 42

**Course Title:** Community & Environment

**Course Description:** This semester two course (3 hours lecture) will relate the technical aspects of environmental impacts to the response from the various interest groups within the Canadian community. It examines the diverse needs and activities of modern communities and their resulting impacts on the environment. Specifically, the course will examine the role of the various sectors affecting environmental outcomes including proponents, government, public interest groups and the media. The course also studies methods of conducting successful environmental programs to meet the demands of these dynamic communities.

**Instructional Setting:** Classroom = 3 hrs/wk

**Total Hours (Semester):** 42

**Course Title:** Chemistry 2

**Course Description:** This course is a continuation of Chemistry I (CHEM 1131), and consists of two hours of lecture and a three-hour lab session per week. The lectures deal with the theoretical aspects of chemical principles; whereas the lab relates to the practical applications of the science of chemistry and the development of the necessary basic skills required. Labs are designed around analysis of samples, with emphasis placed on accuracy. Topics discussed in the lectures include: periodic properties of elements, chemical bonding, intermolecular forces, properties of solutions, equilibria and acid base chemistry. Emphasis is placed on problem solving skills development, especially with respect to solution chemistry. The laboratory sessions include a



topic on lab safety and experiments involving sample preparation, use of the analytical balance, solution preparation and standardization, analysis of samples by various procedures (volumetric, gravimetric, etc.), the use of glassware, and the use of simple instrumentation (spec 20, pH meters, etc.).

**Instructional Setting:** Classroom = 2 hrs/wk, Lab = 3 hrs/wk

**Total Hours (Semester):** 70

**Course Title:** Mathematics 2

**Course Description:** This course is a continuation of Mathematics I (MATH 1132). Students develop their mathematical skills through topics such as; exponential and logarithmic functions, support for concentration, equilibrium and pH problems, factors and factoring, quadratic equations, exponents and radicals, geometry review, and systems of linear equations. The use of mathematical procedures, and applying mathematical concepts to solve word problems is stressed.

**Instructional Setting:** Classroom = 3 hrs/wk

**Total Hours (Semester):** 42

**Course Title:** Organic Chemistry 1

**Course Description:** This is a one semester course designed to introduce the student to the basic concepts of organic chemistry. This course is designed to familiarize the student with organic chemical structures, functional groups, nomenclature and basic physical properties and reactions of organic compounds. The laboratory portion is designed to provide the student with exposure to techniques used in handling, isolation and purification of organic compounds in a safe manner, in addition to introducing students to technical organic glassware.

**Instructional Setting:** Classroom = 3 hrs/wk, Lab = 2 hrs/wk

**Total Hours (Semester):** 70

### Semester 3

**Course Title:** Introductory Microbiology

**Course Description:** This course will provide a broad-based introduction to practical and applied aspects of Microbiology. The course will include a practical and theoretical introduction to microbial cell morphology including structure and function of prokaryotes. The diversity of the microbial world and its application to the environmental, biotechnology, food and pharmaceutical industries will be examined. The growth, reproduction and enumeration of microorganisms will be studied as well as the effects of physical and chemical agents on microbial populations. The laboratory component will provide hands on practical experience in the isolation, identification, cultivation and enumeration of microorganisms. Students will also prepare and sterilize microbiological media. After successful completion of the course, students will have the ability to perform analysis using aseptic techniques essential for an employee to work safely in a microbiology lab and to provide accurate results.

**Instructional Setting:** Classroom = 2 hrs/wk, Lab = 3 hrs/wk

**Total Hours (Semester):** 70

**Course Title:** Environmental Sampling

**Course Description:** This is a combined theory and lab/field course which provides instruction on environmental sampling and analysis, and associated environmental quality assurance, quality control practices utilized in industry and government. The theory component of the course is designed to develop an overall understanding of the natural environment (e.g., stream erosion and deposition, soil types, texture and classes, groundwater porosity and permeability, etc.) which is the integral component of understanding how various contaminants interact within varying environmental conditions. The laboratory/field work component of the course is designed to build on the theoretical knowledge delivered and provide the students with practical experience in utilizing various established monitoring and sampling protocols for different media and writing technical reports to develop the skills required to convey the technical information and derive recommendations and conclusions that are applicable to the various site conditions. The link with

more advanced hydrogeology and hydrology is made both in the lectures and in the environmental chemistry and environmental engineering courses taken in future semesters in the program.

**Instructional Setting:** Classroom = 2 hrs/wk, Lab = 2 hrs/wk

**Total Hours (Semester):** 56

**Course Title:** Analytical Chemistry 1

**Course Description:** The course serves as an introduction to analytical methods and their applications. Sample preparation, method selection, techniques, calculations and data handling are addressed as they apply to different types of chemical analysis. This course introduces the chemical principles behind gravimetric and volumetric methods of analysis. Problem-solving is strongly emphasized. The laboratory portion of this course emphasizes good laboratory technique and practices. Accuracy and precision of analytical results as well as documentation and presentation of laboratory results are evaluated.

**Instructional Setting:** Classroom = 2 hrs/wk, Lab = 3 hrs/wk

**Total Hours (Semester):** 70

**Course Title:** Ecology

**Course Description:** This one semester course (two hours lecture, two hours lab) builds on the principles of ecology that were introduced in the Environmental Science course. This course will focus on all of the aspects that influence ecosystems. To best demonstrate these influences, students will spend a great deal of their lab time focusing on one particular site and will work towards creating a comprehensive bio inventory of the site. The bio inventory will allow the students to work on their ability to identify trees, shrubs, wildflowers, grasses, birds, soils, etc. and understand how they all work together to create a very dynamic site.

**Instructional Setting:** Classroom = 2 hrs/wk, Lab = 2 hrs/wk

**Total Hours (Semester):** 56

**Course Title:** Environmental Regulations

**Course Description:** This course provides a thorough review of environmental protection legislation and regulations at the federal, provincial, and municipal levels. The Canadian Environmental Protection Act, the Ontario Environmental Protection Act, the Safe Drinking Water Act, the Ontario Water Resources Act, the Nutrient Management Act, the Environmental Bill of Rights, among others, are introduced along with some of the key regulations. The important regulations are analyzed in greater depth in subsequent courses. The Occupational Health and Safety Act is introduced particularly as it relates to the Ontario environmental employers and employees.

**Instructional Setting:** Classroom = 3 hrs/wk

**Total Hours (Semester):** 42

### Semester 4

**Course Title:** Environmental Chemistry

**Course Description:** This course focuses on the chemical aspects of environmental problems that have been created by humans. Environmental chemistry of soil, water and air is studied by focusing on the two major chemical categories, namely organic and inorganic chemicals. Chemical and physical properties of various organic and inorganic compounds (e.g., VOCs, PAHs, PCBs, Mercury, Arsenic, Lead, etc.) will be reviewed in order to obtain a thorough understanding of how each of these compounds will interact within varying environmental conditions (e.g., surface and subsurface soil and water and air). Once an understanding of the chemical and physical properties of these compounds has been achieved, this knowledge will then be applied to the development of site-specific sampling plan development and the selection of applicable site restoration approaches to remediate the various contaminants of concern.

**Instructional Setting:** Classroom = 2 hrs/wk, Lab = 2 hrs/wk

**Total Hours (Semester):** 56

**Course Title:** Analytical Chemistry 2

**Course Description:** This is a continuation of Analytical Chemistry I. Various volumetric methods are studied (acid/base, redox, complexation). More advanced concepts and theory are examined as they deal with each type of analysis. This course also serves as an introduction to instrumental analysis, addressing both electrochemical and spectroscopic methods from an analytical perspective. Problem solving is strongly emphasized. The laboratory portion of this course emphasizes good laboratory technique and practices. Accuracy and precision of analytical results as well as documentation and presentation of laboratory results are evaluated.

**Instructional Setting:** Classroom = 2 hrs/wk, Lab = 3 hrs/wk

**Total Hours (Semester):** 70

**Course Title:** Introduction to GIS & AutoCAD

**Course Description:** This is a computer lab course which provides instruction of the application of Geographical Information Systems (GIS) and AutoCAD to environmental issues and reinforces skills in using spreadsheets and word processing.

**Instructional Setting:** Lab = 3 hrs/wk

**Total Hours (Semester):** 42

**Course Title:** Analytical Instrumentation

**Course Description:** This is a one semester course designed to extend student knowledge into methods of instrumental analysis. Students will be introduced to the basic theories of spectrographic, chromatographic, and electrochemical methods. Concepts and applications of the various types of analysis will be studied along with interpretation of results. This course has been structured in such a way as to provide all the introductory theory for the various types of analysis prior to actually working with the instruments in the subsequent lab course.

**Instructional Setting:** Classroom = 2 hrs/wk, Lab = 2 hrs/wk

**Total Hours (Semester):** 56

**Course Title:** Environmental Project Management

**Course Description:** This course serves as an introduction to the principles and basic concepts of Environmental Project Management. Topics covered include: Development of Project Teams, Project Procurement, Project Budgeting and Timelines, Project Communications, and Project Risk Management. Throughout the course, students will further develop their computer software skills in assignments that require the use of MS Word, MS Excel and MS Project.

**Instructional Setting:** Classroom = 2 hr/wk, Lab = 1 hr/wk

**Total Hours (Semester):** 42

**Course Title:** Applied Environmental Microbiology

**Course Description:** A one semester course designed to introduce the student to the theory and application of environmental microbiology. The lecture and labs will introduce the concepts of ecosystems (aquatic, terrestrial and atmospheric) at the microbial level and demonstrate how they impact on higher life forms and systems. The study of aquatic systems includes the description and significance of waterborne pathogens and indicator organisms. Also included is the microbiological analysis and evaluation of water samples. Practical applications extrapolate this information to water and wastewater treatment and testing. The study of terrestrial environments includes biogeochemical cycles and energy flow within the ecosystem and the microorganisms' involvement. This information is applied to bioremediation and site reclamation. The concepts of biotechnology and its uses in assessment and clean-up of environmental problems are introduced. Aero-microbiology and its significance are also included in the course. Practical lab exercises reinforce the theoretical principles of the lecture and provide the student with methodologies used by environmental laboratories to comply with current standards and practices.

**Instructional Setting:** Classroom = 2 hrs/wk, Lab = 3 hrs/wk

**Total Hours (Semester):** 70

## 3.1 Work Integrated and Experiential Learning

### Work Integrated Learning Opportunities

- Co-op (Mandatory)
- Co-op (Optional)
- Clinical placement
- Field/Work Placement
- Skills Labs that simulate workplace environment (e.g., clinical skills lab used by nursing students to practice on life-like patient models, “fieldwork”)
- Degree work placement – Mandatory

The skills labs embedded in courses throughout the program offer experiential learning opportunities that simulates the workplace environment.

The lab opportunities within the program are substantial, being integrated into 16 of 21 core courses, representing 76 per cent of the full POS. Labs are included in the following courses:

- Chemistry 1
- Analytical Techniques
- Biology
- Environmental Science
- Organic Chemistry 1
- Chemistry 2
- Analytical Chemistry 1
- Introductory Microbiology
- Ecology
- Environmental Sampling
- Analytical Chemistry 2
- Analytical Instrumentation
- Applied Environmental Microbiology
- Environmental Chemistry
- Project Management: Environmental
- Introduction to AutoCAD and GIS

## 4. Strategic Alignment

### 4.1 Strategic Fit

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

#### Academic Plan

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

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

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

**Goal 4:** Intensify and strengthen the college’s applied research agenda

#### Strategic Plan and Business Plan

**Pillar:** Our Students

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

**Pillar:** Our Work

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

**Pillar:** Our Community



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

This proposed program supports positive action to address the societal discussion for better stewardship of our communities and broader environment.

Given the alignment to Durham College's existing three-year Environmental Technology program, allows for minimal financial implications during both development and launch. The proposed program is likely to enhance the enrolment and financial performance of the existing three-year program due to student transition from the proposed program into the third year of the Environmental Technology program to continue their studies.

## 4.2 Fit with Existing Ontario College Programs

Environmental Technician diploma programs are currently offered at 16 College of Applied Arts and Technology (CAAT) under the Ministry of Training, Colleges and Universities (MTCU) code 52700.

The proposed program is aligned with the majority of programs currently offered at CAAT colleges using the marketing title *Environmental Technician*. Several colleges have identified specialized areas of study for their programs such as sampling and monitoring, conservation and management, and field and laboratory. A few colleges have a special focus on Water and Wastewater Systems Operations. DC's proposed program encompasses both natural systems and the built environment, providing students with a broad introduction to the field of study. Graduates of the proposed program may continue their educational studies at DC by enrolling in the existing Environmental Technology program to gain more in-depth knowledge and skills, as well as benefit from a field placement opportunity.

## 5. Labour Demand and Graduate Employment Possibilities

Based on the environmental scan (eScan) completed by Institutional Research and Planning, it is expected that the proposed Environmental Technician OCD program would be a beneficial addition to DC's program offerings due to the:

- Relatively stable domestic enrolment in Environmental Technician programs at other CAATs;
- Sustained international student interest in these programs at CAATs;
- Potential applicant loss from DC catchment to other CAATs; and
- Increasing climate change and environmental concerns which may lead to robust career opportunities.

Graduates of the proposed OCD program will possess the knowledge and skills necessary to collect environmental samples and perform routine tests, using industry standard tools. In addition, graduates will be able to strategically contribute to the prevention, control and elimination of environmental hazards and remediation of contaminated sites.

### 5.1 Labour Market Analysis

The need to mitigate environmental changes caused by climate change is an urgent and ongoing issue. Climate change is expected to have far-reaching consequences that will worsen the socio-economic conditions and the health of Canadians<sup>2</sup>. Recent high temperatures and droughts led to Canada's 2023 wildfire season being labelled as the "most destructive ever recorded", with 6,132 fires having engulfed an area larger than Greece by September 5<sup>3</sup>. In addition to the perishing of the wildlife, the heat from wildfires can affect the physical properties of soil<sup>4</sup>. When wildfires kill large amounts of organic matter, forest sites do not regenerate back to what they were prior. In severe cases,

<sup>2</sup> Berry, P. & Schnitter, R (2022).

<sup>3</sup> Government of Canada (2023), Canada's record-breaking wildfires in 2023: A fiery wake-up call

<sup>4</sup> Applied Earth Sciences (2019), How Do Wildfires Affect Soil? – Applied Earth Science (aessoil.com)

sites do not regenerate at all<sup>5</sup>. Moreover, annual wildfires in Ontario are predicted to double by the 2040s under a high-emissions scenario<sup>6</sup>. Wildfires also worsen air quality in combination with other natural as well as human sources of air pollution, including energy production and consumption, industrial activities and transportation<sup>7</sup>. Air pollution is linked to increased health issues, such as asthma and heart disease, and it's estimated economic cost in Canada is \$120 billion per year<sup>8</sup>. The impacts of climate change further cascade down into the availability and quality of drinking water in Canada. Extreme rain events can overflow sewers, which contaminate bodies of water<sup>9</sup>. Floods, droughts and major storms can wash out highways and damage buildings. Repair costs of infrastructure is predicted to cost Canada \$139 billion over the next 30 years<sup>10</sup>. Furthermore, Canada will become more vulnerable to the impacts of climate change if environmental and public health considerations are not incorporated into future work, such as land-use planning, infrastructure development and transportation planning<sup>11</sup>.

Environmental technicians play an important role in conserving Canada's ecosystem and protecting the health of the Canadian population from environmental contaminants<sup>12</sup>. They assist in environmental protection and sustainability efforts by working independently or in teams to provide technical support and services to environmental scientists, engineers, lawyers and other professionals in the workforce<sup>13,14</sup>. Environmental technicians help identify, evaluate, monitor and control potential risks to the environment and public health. They are required to be knowledgeable of and comply with environmental and public safety policies, regulations and procedures. Environmental technicians work with specialized instruments and equipment; therefore, they possess extensive knowledge in science, engineering and technology related to the design, construction, use and repair of such machinery, systems and structures. This profession requires physical endurance as the role often requires individuals to perform tasks outdoors in adverse weather and conditions<sup>15,16</sup>.

Environmental technicians are usually employed by federal, provincial/territorial or municipal government departments; colleges, universities and research institutes; industrial treatment facilities; and environmental and engineering consulting firms. They work in various settings, including offices, labs and outdoors in environmental assessment sites. Office tasks can include consulting with clients to ensure that construction or infrastructure designated projects comply with environmental laws and regulations<sup>17</sup>. In a lab, environmental technicians typically perform data extrapolation and test contamination levels of environmental samples. At environmental assessment sites, environmental technicians might build monitoring stations to collect air, water and soil samples, manage hazardous waste materials, and engage in the remediation and cleanup of contaminated areas<sup>18,19</sup>.

In accordance with the Canadian Environmental Assessment Act (CEAA 2012), an environmental assessment is typically required before a construction or infrastructure designated project is built<sup>20</sup>. These projects, such as the

<sup>5</sup> Shingler, B. (2023), Climate change, fires transform some of Canada's boreal forests into savannahs | CBC News

<sup>6</sup> Douglas, A.G. & Pearson, D (2022).

<sup>7</sup> Government of Canada (2017), Sources of air pollution – Canada.ca

<sup>8</sup> Government of Canada (2022), Air pollution and air quality in Canada – Canada.ca

<sup>9</sup> Berry, P. & Schnitter, R (2022).

<sup>10</sup> The Canadian Press (2022), Floods, droughts, storms will cost Canadian economy \$139B in next 30 years, report says | CBC News

<sup>11</sup> Berry, P. & Schnitter, R. (2022).

<sup>12</sup> ResumeHead (2023), Environmental Technician: Job Description and Career Outlook (resumehead.com)

<sup>13</sup> ECO Canada (2021), Environmental Technician/ Technologist | ECO Canada

<sup>14</sup> Government of Canada (2023), Environmental Technician in Canada | Labour Market Facts and Figures – Job Bank

<sup>15</sup> ibid

<sup>16</sup> ResumeHead (2023), Environmental Technician: Job Description and Career Outlook (resumehead.com)

<sup>17</sup> Career Explorer (N.D), What does an environmental technician do? – CareerExplorer

<sup>18</sup> ResumeHead (2023), Environmental Technician: Job Description and Career Outlook (resumehead.com)

<sup>19</sup> ECO Canada (2021), Environmental Technician/ Technologist | ECO Canada

<sup>20</sup> Government of Canada (2023), Basics of Environmental Assessment under the Canadian Environmental Assessment Act, 2012 – Canada.ca

construction of new waterways or the extension of a highway, have the potential to cause adverse effects on the environment. Environmental assessments identify the potential risks of a project and determine how the project's design can be optimized to minimize or avoid such effects. They are necessary for predicting whether a project poses a significant threat to the environment even after mitigation measures are implemented. Similarly, affordable housing is a significant priority in urban centres in Canada; however, it is important to balance environmental considerations with infrastructure development needs as evidenced in the Ontario Greenbelt considerations. The information that is gathered for environmental assessments is crucial as they support better decision making and facilitate safe and responsible development of natural resources<sup>21</sup>.

The Canadian government is involved in several environmental assessment projects and has invested a significant amount of money into protecting the country's air, water and land. In 2018, the Disaster Mitigation Adaptation Fund was launched to invest \$2 billion over 10 years in structural and natural infrastructure projects across Canada. The national program was designed to protect communities against increasing natural hazard risks caused by climate change<sup>22</sup>. Through the Disaster Mitigation Adaptation Fund, the Ontario government has funded numerous flood-related projects in the Toronto area. For instance, over \$18.1 million was invested in 2020 to provide upgrades to the water supply, treatment and storage of drinking water in the northern York Region<sup>23</sup>. The Canada Community-Building Fund invests over \$2 billion each year to support local community infrastructure projects in numerous categories including wastewater infrastructure, highways and local roads and bridges<sup>24</sup>. Located in Ontario, the city of Brantford received \$1.5 million in 2022 to expand its landfill gas collection system which produces electricity out of landfill gas<sup>25</sup>. Furthermore, the A-Made-In-Ontario Environment Plan invested \$6 million into 30 new projects in 2023 to support the Canada-Ontario Agreement on Great Lakes Water Quality and Ecosystem Health, which aims to protect the water quality of the Great Lakes<sup>26</sup>. These projects work to address issues faced by Ontario's freshwater lake system, such as stormwater and groundwater management, and shoreline rehabilitation.

According to the Clean Technology Data Strategy (CTDS), Canadian companies spent over \$20 billion in 2019 on resource management activities and environmental protection activities. Notably, \$1,841 million was spent towards wastewater management, \$1,510 million on air pollution, and \$599 million on the protection and remediation of soil, groundwater and surface water<sup>27</sup>. The Canadian government defines clean technology as any goods or services that are intended to remediate or prevent environmental damage, as well as any goods or services that are less polluting or more resource efficient than equivalent products that provide the same utility. Cleantech activity addresses and provides solutions to existing environmental issues, such as resource scarcity, and contributes to economic growth in Canada<sup>28</sup>. In 2020, there was a total of 345,058 jobs in the environmental and clean technology sector and the average annual salary was \$80,834 – which was \$12,156 higher than the national economy's average annual salary<sup>29</sup>. Jobs in the cleantech sector are either associated with the provision of clean technology goods and services or related to the production or delivery of environmental goods and services. In 2020, the environmental products subsector represented almost four out of 10 jobs in the cleantech sector, including jobs

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<sup>21</sup> Government of Canada (2023), Basics of Environmental Assessment under the Canadian Environmental Assessment Act, 2012 – Canada.ca

<sup>22</sup> Government of Canada (2023), Infrastructure Canada – Disaster Mitigation and Adaptation Fund: Overview

<sup>23</sup> Government of Canada (2020), Canada helps protect York Region from impacts of extreme weather on water supply – Canada.ca

<sup>24</sup> Government of Canada (2022), Infrastructure Canada – The Canada Community-Building Fund

<sup>25</sup> Canada Community-Building Fund (2022), Annual Reports | Canada Community-Building Fund (buildingcommunities.ca)

<sup>26</sup> Government of Canada (2015), Protecting the Great Lakes | ontario.ca

<sup>27</sup> Government of Canada (2022), Environmental protection expenditures (canada.ca)

<sup>28</sup> Government of Canada (2023), Clean Technology Data Strategy (canada.ca)

<sup>29</sup> Statistics Canada (2022), The Daily – Environmental and Clean Technology Products Economic Account: Human Resource Module, 2020 (statcan.gc.ca)

that are involved in the production of clean electricity and delivery of waste management and remediation services. The remaining 63 per cent of jobs in the cleantech sector were involved in areas that included the delivery of professional, scientific and technical services, construction services, and support services.

Companies that predominantly develop and/or use technologies to provide environmental benefits are referred to as pure-play cleantech companies or cleantech firms<sup>30</sup>. As of April 2022, there were 852 pure-play cleantech companies in Ontario, with 32 that are part of the Air, Environment and Remediation industry and 74 in the Water and Wastewater industry. National employment in the cleantech sector has not completely recovered since the COVID-19 pandemic; there has been a 7.2-per cent increase in jobs from 2020 to 2021, which is lower than the national job increase average of 8.5 per cent<sup>31</sup>. The 2022 Cleantech Industry Survey administered by Natural Resources Canada identified several issues that pure-play cleantech companies experience. Thirty-six per cent of cleantech companies reported raising capital to be their greatest challenge, and 58 per cent reported rising salaries and wage costs as their biggest barrier to hiring and retaining employees<sup>32</sup>. In addition, 39 per cent of cleantech companies struggled to find employees with the “right skills”. Individuals with applied and technical sciences skills were the most needed by companies from every province. More than 50 per cent of cleantech companies across a wide spectrum of industries (e.g., water and wastewater) were seeking to hire applied and technical sciences professionals.

Cleantech employer demand for Environmental Technicians and related professions have previously not been met. ECO Canada collected responses from 81 companies for their 2019 National Business Survey of Cleantech Employers<sup>33</sup>. Environmental Technicians were among the occupations employers listed as critical to cleantech activities. Environmental technologists, production operators, technicians and engineers were regarded as difficult positions to recruit in the future. In addition, engineers, designers in special areas in technologies, and technicians were identified as occupations with desirable skills that were difficult to hire or retain. Cleantech companies expressed a need for employees with software skills and knowledge in science, technology, engineering and mathematics. To help future employees build both technical and soft skills, the government of Canada has made investments in youth employment. In 2020, Natural Resources Canada invested \$15.8 million in training opportunities and funded 500 green job internships for Canadian youth in STEM through the Science and Technology Internship program.

As of September 2021, there were 17,079 environmental job postings in Ontario and 5,520 job postings for natural and applied sciences and other related occupations<sup>34</sup>. In addition, Civil Engineers and Inspectors in Public and Environmental Health and Occupational Health and Safety had the largest number of job postings in Canada with 3,350 and 2,100 postings respectively. ECO Canada forecasted that there would be 172,700 new environmental job opportunities in Canada and 65,900 in Ontario from 2020 to 2025<sup>35</sup>. Majority of new positions in Canada will come from a gradual retirement of an estimated 98,300 workers. Occupations such as, Engineering Inspectors and Regulatory Officers, Inspectors in Public and Environmental Health and Occupational Health and Safety, Non-Destructive Testers and Inspection Technicians, and Utilities Equipment Operators and Controllers (including Water and Wastewater Treatment Plant Operators) are expected to experience shortages of 500 or more workers by 2025.

<sup>30</sup> Government of Canada (2023), Cleantech companies (canada.ca)

<sup>31</sup> Government of Canada (2023), Employment (canada.ca)

<sup>32</sup> Government of Canada (2023), 2022 Cleantech Industry Survey Results (canada.ca)

<sup>33</sup> ECO Canada (2020), Cleantech in Canada Defined (2020) | ECO Canada

<sup>34</sup> ECO Canada (2022), Environmental Job Market Trends | ECO Canada

<sup>35</sup> ECO Canada (2021), Updated Labour Market Outlook (2025) | ECO Canada



The proposed Environmental Technician OCD program will provide graduates with the knowledge and skills to fill labour gaps in the prevention, control and elimination of environmental hazards and remediation of contaminated sites. Graduates will be able to use scientific concepts and models to collect representative environmental samples and perform routine tests with the appropriate equipment and materials.

## Associations and Affiliations

Graduates of the Environmental Technician program can register to become a certified technician through the Ontario Association of Certified Engineering Technicians and Technologists (OACETT). The OACETT is a self-governing body that is widely recognized by employers and professionals across Canada<sup>36</sup>. It offers voluntary designations for Certified Technicians (CTech.) and Certified Engineering Technologists (CET). DC is one of three colleges in Ontario that were selected in 2023 from a competitive bid to be part of a pilot project to have students receive free OACETT student membership. The intention of the pilot is to raise further awareness of OACETT and encourage greater rates of certification in graduates. In addition, the college will work to become a test site for the OACETT Profession Practice Exam, offering future students a chance to complete testing prior to graduating.

OACETT belongs to one of nine provinces that is nationally affiliated with Technology Professionals Canada (TPC) and Technology Accreditation Canada (TAC). It follows TAC standards for technician and technologist certification and accreditation of post-secondary technician and technologist programs<sup>44</sup>.

## Employment Projections

The National Occupation Classification (NOC) provides a standardized framework for organizing the labour force in a coherent system. Statistics Canada updated the NOC classifications in 2021 to provide an updated and more specific reflection of the labour market. The use of five digits instead of four digits for the NOC codes allows for more specificity in the jobs described under that category. However, several sources of labour market information have not yet transformed their database from the 2016 NOC structure to the 2021 NOC structure. Hence the following description identifies the relevant 2016 and their 2021 equivalencies below but the discussion in this section primarily relies upon the 2021 framework.

Job titles and descriptions relevant to the environmental technician occupation were collated from a variety of labour market reports and graduates' responses to the Graduate Outcomes and Employer Survey (GOES) administered six months after graduation. The GOES results are aggregated based on MTCU code. Based on the titles and descriptions, four key four-digit National Occupation Classifications (NOC) codes were identified: 2231, 9243, 2263, and 2211 as relevant to the labour market pertaining to Environmental Technician.

- 2231 (2016) – Civil engineering technologists and technicians (e.g., air pollution field technician, soil technologist – civil engineering, structural investigator) is equivalent to 22300 (2021) Civil engineering technologists and technicians.
- 9243 (2016) – Water and waste treatment plant operations (e.g., environmental systems operator – water treatment, water filtration plant operator, liquid waste process operator) is equivalent to 92101 (2021) Water and waste treatment plant operations.
- 2263 (2016) – Inspectors in public and environmental health and occupational health and safety (e.g., hazardous waste inspector, environmental officer, pollution control inspector) is equivalent to

<sup>36</sup> OACETT (2023), [OACETT - About](#)

21120 (2021) Public and environmental health and safety professionals.

- 2211 (2016) – Chemical technologists and technicians (e.g., geochemical technician, biochemistry laboratory technician, and quality control technician - chemical processing) is equivalent to 22100 (2021) Chemical technologists and technicians.

The proposed Environmental Technician OCD will equip students with durable skills that align with industry expectations. The following table depicts a selection of the specialized skills extracted from active job postings in occupations related to environmental technicians:

In Demand Skills		
NOC Code - Occupation	Specialized Skills	Skills for Success
22300 – Civil engineering technologists and technicians	<ul style="list-style-type: none"> <li>• Water Treatment</li> <li>• Civil Engineering</li> <li>• Sewage Treatments</li> <li>• Environmental Science</li> <li>• Occupational Safety and Health</li> </ul>	<ul style="list-style-type: none"> <li>• Communications</li> <li>• Operations</li> <li>• Management</li> <li>• Troubleshooting (problem solving)</li> <li>• Planning</li> </ul>
92101 – Water and waste treatment plant operations		
21120 – Public and environmental health and safety professionals		
22100 – Chemical technologists and technicians		

Source: Occupational Profiles, Lightcast Analyst 2023.3, updated October 2023

## Labour Market Outlook

### Occupational Classification: National

The following table displays wages, occupation statistics and employment outlooks for relevant occupations in Canada. Please note, the information in the table is primarily derived from Employment and Social Development Canada which currently provides data only at 2016 NOC code levels; hence, the table provides information using 2016 NOC codes that correspond to the 2021 NOC codes.

Wages, Occupational Statistics and Employment Outlook (National)					
NOC Code - Occupation	Median Wage <sup>45</sup>	Employment in 2021	Median Age in 2021	Average Retirement Age in 2021	Outlook to 2031 <sup>46</sup>
2231 – Civil engineering technologists and technicians	\$31.09	20,100	38.2	64.0	Balanced
9243 – Water and waste treatment plant operations	\$32.08	41,100	42.4	62.0	Balanced
2263 – Inspectors in Public and Environmental Health and Occupational Health and Safety	\$37.46	52,000	44.0	62.0	Balanced

Wages, Occupational Statistics and Employment Outlook (National)					
NOC Code - Occupation	Median Wage <sup>45</sup>	Employment in 2021	Median Age in 2021	Average Retirement Age in 2021	Outlook to 2031 <sup>46</sup>
2211 – Chemical technologists and technicians	\$27.09	39,200	39.9	62.0	Balanced

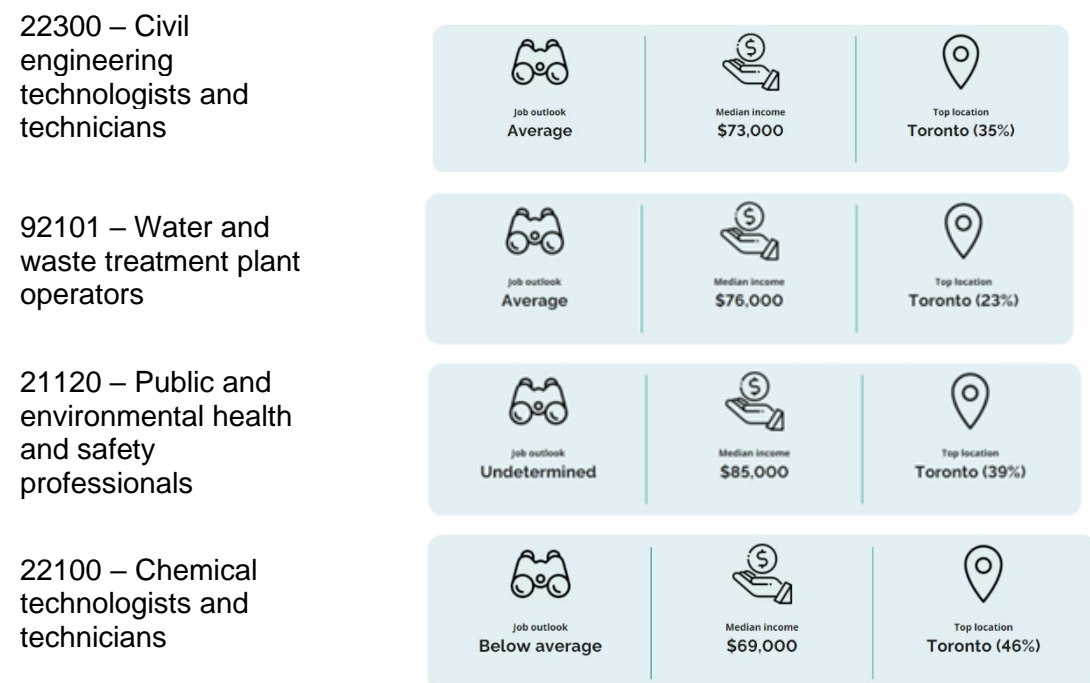
Source: Employment and Social Development Canada, accessed October 2023, <https://occupations.esdc.gc.ca/sppc-cops>; Labour Force Survey, Lightcast Analyst 2023.3, updated October 2023

*Inspectors in Public and Environmental Health and Occupational Health and Safety* had the highest median wages in 2022 and the highest rate of employment in 2021. The median wage for *Chemical Technologists and Technicians* in 2022 was below the national average wage for all occupations. A balanced labour market through to 2031 is projected for all occupations, meaning that at the national level, the labour supply will be adequate to meet the expected demand.

## Provincial Outlook

### Occupational Classification: Provincial

The following figure displays the provincial job outlook rating (2023 - 2027) for the relevant occupations, as well as median annual income:



Source: MTCU Ontario Job Profiles, accessed October 2023, <https://www.services.labour.gov.on.ca/labourmarket>

The median annual income for *Chemical Technologists and Technicians* is below the 2021 median annual income in Ontario (\$73,000)<sup>37</sup>. The *Public and Environmental Health and Safety Professionals* median annual income is above the 2021 median annual income in Ontario and has the highest median annual income out of the listed occupations. However, job outlook for *Public and Environmental Health and Safety Professionals* is currently undetermined at the provincial level. The top location for *Public and Environmental Health and Safety Professionals* is in Toronto.

The following table presents summary job profile statistics provided by the Government of Ontario for the relevant occupations:

<sup>37</sup> Statistics Canada (2023), Income of Canadian, 2021 (statcan.gc.ca)

Provincial Summary Job Profile Statistics			
NOC Code - Occupation	Males	Females	Unemployment Rate
22300 – Civil engineering technologists and technicians	81%	19%	4.4%
92101 – Water and waste treatment plant operators	87%	13%	2.4%
21120 – Public and environmental health and safety professionals	50%	50%	3.6%
22100 – Chemical technologists and technicians	50%	50%	4.5%

Source: MTCU Ontario Job Profiles, accessed October 2023, <https://www.services.labour.gov.on.ca/labourmarket>

Employed individuals in the listed occupations are predominantly male. In addition, unemployment rates for each listed occupation were below the 2021 average national unemployment rate of seven and a half per cent<sup>38</sup>.

The following table presents provincial employment opportunities for each relevant occupation. Within each column, the percentages indicate the distribution of all individuals employed in the corresponding occupation across the select census divisions.

Employment Share by Census Division					
Census Division	All Occupations	22300 – Civil Engineering Technologists and Technicians	92101 – Water and Waste Treatment Plant Operators	21120 – Public and Environmental Health and Safety Professionals	22100 – Chemical Technologists and Technicians
Durham	5%	5%	5%	4%	5%
Toronto	21%	14%	7%	15%	15%
Peel	10%	7%	6%	9%	17%
York	9%	8%	4%	8%	6%
Peterborough	1%	1%	2%	1%	1%
Northumberland	1%	1%	1%	1%	1%
Kawartha Lakes	1%	<1%	2%	<1%	<1%

Source: MTCU Ontario Job Profiles, accessed October 2023, <https://www.services.labour.gov.on.ca/labourmarket>

The share of Ontario’s employment in the Durham census division for the listed occupations is in line with the average for all occupations (five per cent). Among the four occupations, a majority of individuals are employed within the GTA.

The following table presents the combined number of jobs that are expected to be created in Ontario and select census divisions across all four relevant occupations. Median hourly wages are presented for 2022.

Occupation Summary (Ontario and Select Census Divisions) 2023 & 2028					
Region	2023 Jobs	2028 Jobs	Change	% Change	Median Hourly Wages
Ontario	22,619	22,751	132	1%	\$31.08

<sup>38</sup> Statistics Canada (2023), Unemployment rate, participation rate and employment rate by sex, annual (statcan.gc.ca)



Occupation Summary (Ontario and Select Census Divisions) 2023 & 2028					
Region	2023 Jobs	2028 Jobs	Change	% Change	Median Hourly Wages
Durham	789	813	24	3%	\$29.59
Toronto	4,060	4,056	-4	0%	\$29.04
Peel	2,140	2,148	8	0%	\$28.76
York	1,672	1,687	15	1%	\$29.14
Peterborough	269	265	-4	-1%	\$31.43
Northumberland	208	204	-4	-2%	\$30.96
Kawartha Lakes	123	123	0	0%	\$31.51

Source: Labour Force Survey, Lightcast Analyst 2023.3, updated October 2023

A total of 132 new jobs are expected to be created in Ontario by 2028 across the four relevant occupations. The majority of jobs will be distributed among the Toronto, Peel and York census divisions.

### Local Outlook

#### Occupational Classifications: Region of Durham

The following table presents the number of jobs and hourly wages for all relevant occupations within the Durham census division. Job counts are presented for 2023, in addition to a projection of the number of jobs in 2028. Median hourly wages are presented for 2022.

Durham Region Employment Outlook - 2023 & 2028					
NOC	2023 Jobs	2028 Jobs	Change	% Change	Median Hourly Wages
22300 – Civil engineering technologists and technicians	216	199	-17	-8%	\$31.83
92101 – Water and waste treatment plant operators	108	104	-4	-4%	\$33.48
21120 – Public and environmental health and safety professionals	69	74	5	7%	\$34.96
22100 – Chemical technologists and technicians	396	436	40	10%	\$26.21
<b>Total</b>	<b>789</b>	<b>813</b>	<b>24</b>	<b>3%</b>	

Source: Labour Force Survey, Lightcast Analyst 2023.3, updated October 2023

Across the four relevant occupations, little change in the number of employment opportunities between 2023 and 2028 is expected to occur in the Durham Region.

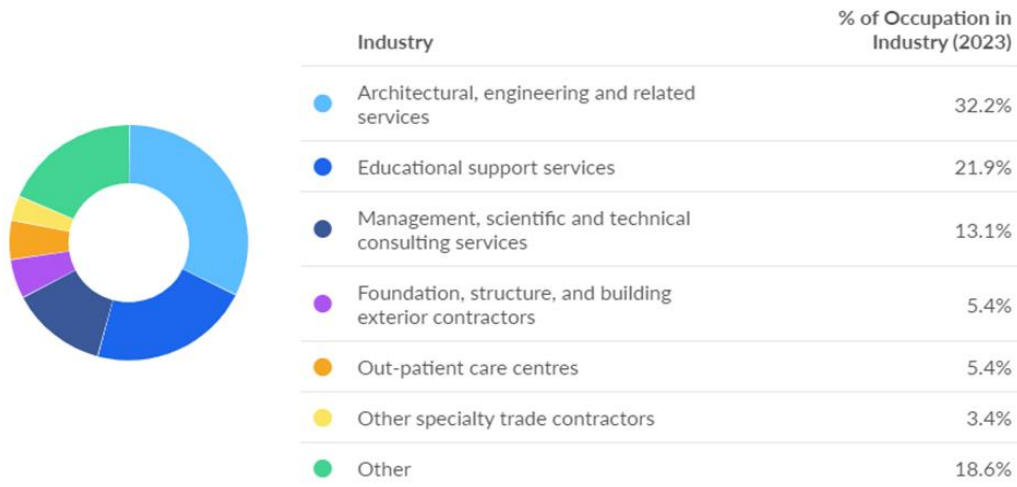
The following table displays the education level of employees in relevant occupations in Ontario:

Educational Attainment				
Education Level	22300 – Civil Engineering Technologists and Technicians	92101 – Water and Waste Treatment Plant Operators	21120 – Public and Environmental Health and Safety Professionals	22100 – Chemical Technologists and Technicians
No certificate, diploma or degree	0%	3%	1%	0%
Secondary (high) school diploma or equivalency certificate	10%	24%	8%	16%
Apprenticeship or trades certificate or diploma	4%	10%	2%	1%
College, CEGEP or other non-university certificate or diploma	55%	41%	15%	54%
Bachelor's degree	21%	15%	46%	18%
Degree in medicine, dentistry, veterinary medicine or optometry	0%	0%	1%	1%
Master's degree	7%	3%	16%	5%
Earned doctorate	0%	1%	2%	1%
Other	4%	3%	8%	4%

Source: MTCU Ontario Job Profiles, accessed October 2023,  
<https://www.services.labour.gov.on.ca/labourmarket>

*Civil Engineering Technologists and Technicians, Water and Waste Treatment Plant Operators, and Chemical Engineering Technologists and Technicians* most commonly have a college, CEGEP or other non-university certificate or diploma. The majority of *Public and Environmental Health and Safety Professionals* have a bachelor's degree.

The occupations reviewed above are distributed across the economy in a variety of industries. The following figure demonstrates the wide distribution of the selected occupations in Ontario.



Based on the analysis, the highest concentration of the occupations related to the proposed Environmental Technician program are in local, municipal, and regional public administration. However, a majority of occupations (56.4 per cent) are in other industries.

### Sectors where these jobs are found

The following table displays the sectors in which the relevant occupations are employed:

22300 – Civil engineering technologists and technicians	92101 – Water and waste treatment plant operators
43% Professional, scientific and technical services	66% Utilities
21% Public administration	10% All other industries
15% Construction	8% Administrative and support, waste management and remediation services
11% All other industries	7% Manufacturing
5% Utilities	7% Public administration
4% Manufacturing	4% Construction
21120 – Public and environmental health and safety professionals	22100 – Chemical technologists and technicians
34% Public administration	53% Manufacturing
22% All other industries	17% Professional, scientific and technical services

21120 – Public and environmental health and safety professionals	22100 – Chemical technologists and technicians
<p><b>20%</b> Health care and social assistance</p> <p><b>10%</b> Manufacturing</p> <p><b>10%</b> Professional, scientific and technical services</p> <p>Administrative and support, waste management and remediation services <b>4%</b></p>	<p><b>14%</b> All other industries</p> <p><b>7%</b> Wholesale trade</p> <p><b>5%</b> Public administration</p> <p><b>5%</b> Retail trade</p>

Source: MCU Ontario Job Profiles, accessed October 2023, <https://www.services.labour.gov.on.ca/labourmarket>

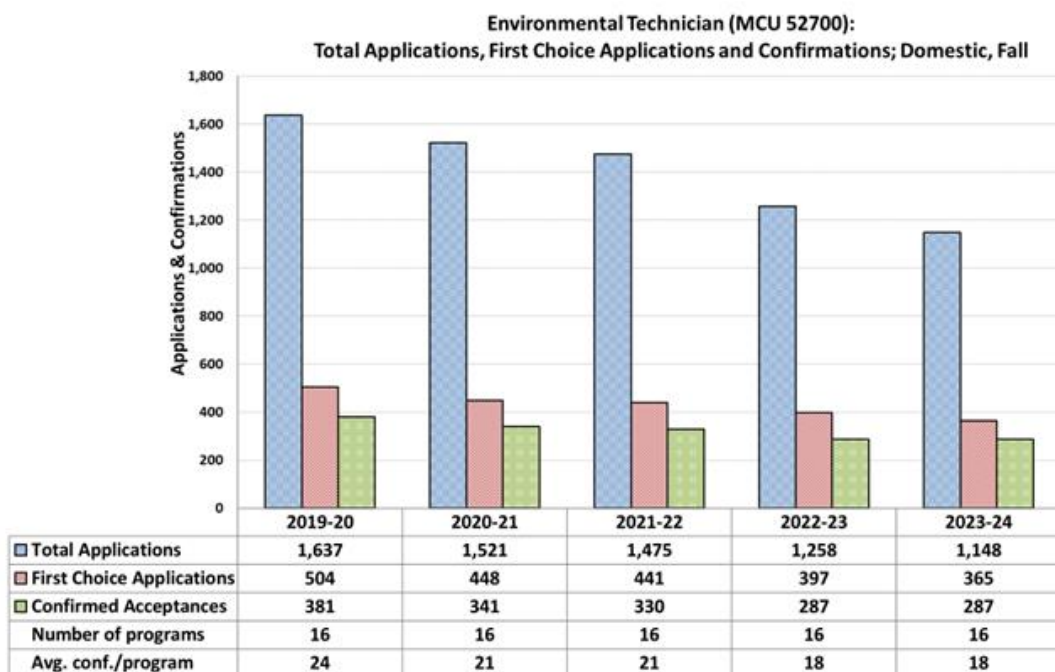
Occupations relevant to the proposed Environmental Technician program are prevalent in a wide range of industry sectors, including *Professional, scientific and technical services, Public administration, and Manufacturing.*

## 6. Student Interest

### Applications and Acceptances

The following figures display system-wide domestic applications, first choice applications and confirmed acceptances for the fall intake of Environmental Technician (MTCU 52700) programs in Ontario across the past five years. Domestic enrolment for the winter intakes of Environmental Technician (MTCU 52700) programs at CAATs significantly increased when the first wave of the pandemic began in Canada. Domestic enrolment for the winter intakes decreased over the following two years. International enrolment for the winter intakes of Environmental Technician programs have recovered to pre-pandemic rates.

### Domestic Applicant Interest; Fall Semester



Source: Ontario College Application Service (OCAS) Data Warehouse, accessed October 2023

Average application and acceptance trends are presented below.

- The average growth<sup>39</sup> between 2019-20 and 2023-24 for total applications was: negative eight per cent.
- The average growth between 2019-20 and 2023-24 for first choice applications was: negative eight per cent.
- The average growth between 2019-20 and 2023-24 for confirmed acceptances was: negative seven per cent.

It should be noted that the pandemic had an adverse impact on applications and confirmations for Environmental Technician programs, and student interest has not yet recovered to pre-pandemic rates.

The following table presents the total applications, first-choice applications, and confirmed acceptances for the fall student intake for Environmental Technician programs (MTCU 52700):

Measure	2019-20	2020-21	2021-22	2022-23	2023-24	Rolling Avg.
<b>Total Applications</b>	<b>1,637</b>	<b>1,521</b>	<b>1,475</b>	<b>1,258</b>	<b>1,148</b>	<b>-8%</b>
<b>First Choice Applications</b>	<b>504</b>	<b>448</b>	<b>441</b>	<b>397</b>	<b>365</b>	<b>-8%</b>
<b>Confirmations</b>	<b>381</b>	<b>341</b>	<b>330</b>	<b>287</b>	<b>287</b>	<b>-7%</b>

Source: OCAS Data Warehouse, updated October 2023

Applications and confirmations from the 2023-24 year indicate an ongoing recovery from the pandemic. The winter intakes, particularly winter 2023, were most impacted:

Measure	2018-19	2019-20	2020-21	2021-22	2022-23	Rolling Avg.
<b>Total Applications</b>	<b>125</b>	<b>134</b>	<b>118</b>	<b>106</b>	<b>62</b>	<b>-14%</b>
<b>First Choice Applications</b>	<b>40</b>	<b>42</b>	<b>33</b>	<b>27</b>	<b>14</b>	<b>-21%</b>
<b>Confirmations</b>	<b>25</b>	<b>29</b>	<b>20</b>	<b>18</b>	<b>7</b>	<b>-22%</b>

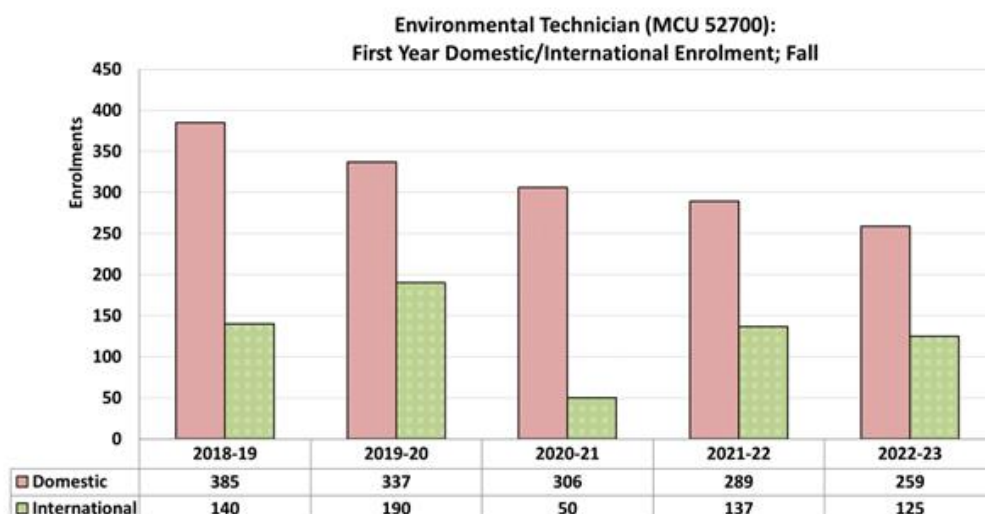
Source: OCAS Data Warehouse, updated October 2023

Currently, none of the CAATs are offering a spring intake for the Environmental Technician diploma program.

## Enrolment

The following figure displays system wide domestic and international first-year enrolment for the fall intake of Environmental Technician (MTCU 52700) programs in Ontario:

### Domestic and International First Year Enrolment: Fall



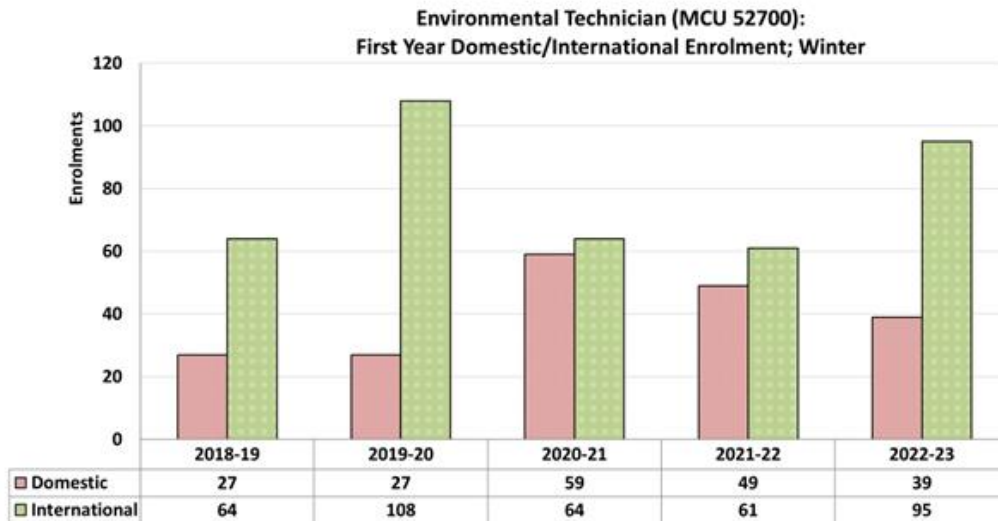
Source: OCAS Data Warehouse, accessed October 2023

<sup>39</sup> Average Growth refers to the average change each year.

Domestic enrolment for the fall intakes of the Environmental Technician (MTCU 52700) programs at CAATs over the past five years is still recovering from the pandemic, however, international enrolment has recovered to pre-pandemic rates.

The following figure displays system wide domestic and international first-year enrolment for the winter intake of Environmental Technician (MTCU 52700) programs in Ontario:

### Domestic and International First-Year Enrolment: Winter



Source: OCAS Data Warehouse, accessed October 2023

The following table presents five years of domestic fall, winter and spring enrolment for Environmental Technician (MTCU 52700) programs.

Term	2018-19	2019-20	2020-21	2021-22	2022-23	Rolling Avg.
<b>Fall</b>	<b>385</b>	<b>337</b>	<b>306</b>	<b>289</b>	<b>259</b>	<b>-9.4%</b>
<b>Winter</b>	<b>27</b>	<b>27</b>	<b>59</b>	<b>49</b>	<b>39</b>	<b>20.3%</b>
<b>Spring</b>	<b>3</b>	<b>7</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>N/A</b>

Source: OCAS Data Warehouse, accessed October 2023

Over the past five years, first-year domestic enrolment was impacted by the pandemic as illustrated in the preceding table.

The following table presents five years of international fall, winter, and spring enrolment for Environmental Technician (MTCU 52700) programs.

Term	2018-19	2019-20	2020-21	2021-22	2022-23	Rolling Avg.
<b>Fall</b>	<b>140</b>	<b>190</b>	<b>50</b>	<b>137</b>	<b>125</b>	<b>31.8%</b>
<b>Winter</b>	<b>64</b>	<b>108</b>	<b>64</b>	<b>61</b>	<b>95</b>	<b>19.8%</b>
<b>Spring</b>	<b>9</b>	<b>25</b>	<b>9</b>	<b>16</b>	<b>3</b>	<b>27.6%</b>

Source: OCAS Data Warehouse, accessed October 2023

First-year international enrolment has been stable across the last five years for Environmental Technician diploma programs (MTCU 52700).

There is a significant amount of catchment loss for Fall term enrolment from the Durham Region to Environmental diploma programs offered at other CAAT colleges but seldom catchment loss from the Durham Region to other CAAT colleges for Winter and Spring term enrolment. The following table displays the catchment loss from the Durham Region catchment over the last five years.

<b>Environmental Technician MTCU 52700 First Year Enrolment; Catchment Loss (Fall)</b>					
College	2018-19	2019-20	2020-21	2021-22	2022-23
<b>CAAT</b>	<b>14</b>	<b>13</b>	<b>16</b>	<b>15</b>	<b>13</b>

Source: OCAS Data Warehouse, accessed October 2023



## 7. Analysis of Competition

Environmental Technician diploma programs are currently offered at 16 CAATs under the MTCU code 52700. The majority of Environmental Technician programs currently offered at CAAT colleges use the marketing title *Environmental Technician* in alignment with the program standard. The proposed program will align with both the sector and the program standard.

## 8. Target Market

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

## 9. Operating Revenue and Expenses

The following tables summarize the net contribution for the proposed Environmental Technician Ontario College Diploma program.

<b>Student Enrolment (YR 1)</b>	<b>2025-26 Projection</b>	<b>2026-27 Projection</b>	<b>2027-28 Projection</b>	<b>2028-29 Projection</b>	<b>2029-30 Projection</b>
Projected enrolment (domestic)	20	25	30	30	30
Projected enrolment (international)	10	10	10	10	10
<b>Total</b>	<b>30</b>	<b>35</b>	<b>40</b>	<b>40</b>	<b>40</b>

<b>Net Contribution</b>	<b>2025-26 Projection</b>	<b>2026-27 Projection</b>	<b>2027-28 Projection</b>	<b>2028-29 Projection</b>	<b>2029-30 Projection</b>
Total Direct Program Expenses	151,563	256,643	330,166	338,111	346,262
Total Revenue for Program	349,531	709,245	820,269	874,727	881,136
<b>Net Contribution \$</b>	<b>197,968</b>	<b>452,602</b>	<b>490,103</b>	<b>536,615</b>	<b>534,874</b>
Net Accumulated Contribution / (Deficit)	197,968	650,570	1,140,673	1,677,289	2,212,163
<b>Net Contribution - % of Gross Revenue</b>	56.6%	63.8%	59.7%	61.3%	60.7%
<b>Target Net Contribution</b>	n/a	Breakeven	35.0%	35.0%	35.0%
<b>Capital Requirement</b>	0	0	0	0	0



<b>Revenue</b>	<b>2025-26 Projection</b>	<b>2026-27 Projection</b>	<b>2027-28 Projection</b>	<b>2028-29 Projection</b>	<b>2029-30 Projection</b>
Tuition Fees per <u>academic year</u> (domestic)	2,722	2,722	2,722	2,722	2,722
Set-Aside Fee Removed (domestic)	272	272	272	272	272
Tuition Fee realized by college (domestic)	2,450	2,450	2,450	2,450	2,450
Tuition Fees per <u>academic semester</u> (international)	11,808	12,162	12,527	12,903	13,290
Set-Aside Fee Removed (international)	363	372	381	391	400
International Student Recovery	750	750	750	750	750
International Commission Recruitment	1,162	1,191	1,220	1,250	1,281
Tuition Fee realized by college (international)	12,254	12,571	12,898	13,234	13,581
Total Tuition Fees (domestic)	48,997	102,893	125,555	135,966	135,966
Total Tuition Fees (international)	122,542	232,569	238,610	244,832	251,241
Other Revenue (Contract Training)	0	0	0	0	0

<b>Revenue</b>	<b>2025-26 Projection</b>	<b>2026-27 Projection</b>	<b>2027-28 Projection</b>	<b>2028-29 Projection</b>	<b>2029-30 Projection</b>
Total Other Revenue	0	0	0	0	0
Program Wtd Funding Unit (domestic only)	2.15	2.15	2.15	2.15	2.15
Grant - MCU Operating (Assume \$4149/wfu)	177,992	373,783	456,105	493,928	493,928
<b>Total Revenue (domestic)</b>	<b>226,989</b>	<b>476,677</b>	<b>581,659</b>	<b>629,894</b>	<b>629,894</b>
<b>Total Revenue (international)</b>	<b>122,542</b>	<b>232,569</b>	<b>238,610</b>	<b>244,832</b>	<b>251,241</b>
<b>Expenditures</b>	<b>2025-26 Projection</b>	<b>2026-27 Projection</b>	<b>2027-28 Projection</b>	<b>2028-29 Projection</b>	<b>2029-30 Projection</b>
Salaries - Faculty (FT)	52,500	52,500	107,100	109,242	111,427
Salaries - Co-ordinator Allowance	3,206	3,206	3,206	3,206	3,206
Salaries - PT Teaching	52,080	134,400	134,400	138,432	142,585
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>107,786</b>	<b>190,106</b>	<b>244,706</b>	<b>250,880</b>	<b>257,218</b>
Support Staff	0	0	0	0	0

<b>Expenditures</b>	<b>2025-26 Projection</b>	<b>2026-27 Projection</b>	<b>2027-28 Projection</b>	<b>2028-29 Projection</b>	<b>2029-30 Projection</b>
<b>Total Academic Support Costs</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Benefits - Faculty - FT 25.5%	14,205	14,205	28,128	28,674	29,231
Benefits - Faculty - PT 15.5%	8,072	20,832	20,832	21,457	22,101
Benefits - SS (FT) 30%	0	0	0	0	0
<b>Total Employee Benefits</b>	<b>22,277</b>	<b>35,037</b>	<b>48,960</b>	<b>50,131</b>	<b>51,332</b>
<b>Total Labour</b>	<b>130,063</b>	<b>225,143</b>	<b>293,666</b>	<b>301,011</b>	<b>308,550</b>
Instructional Supplies	15,000	25,000	30,000	30,600	31,212
Instructional Other Costs	0	0	0	0	0
Field Work	0	0	0	0	0
Membership & Dues	0	0	0	0	0
Professional Development	2,000	2,000	2,000	2,000	2,000
Travel/accommodation/meals	1,500	1,500	1,500	1,500	1,500
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>2025-26 Projection</b>	<b>2026-27 Projection</b>	<b>2027-28 Projection</b>	<b>2028-29 Projection</b>	<b>2029-30 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>21,500</b>	<b>31,500</b>	<b>36,500</b>	<b>37,100</b>	<b>37,712</b>

**Report Number: BOG-2024-16**

**To: Board of Governors**

**From: Keith Bent, Deputy Registrar & Thom MacDonald, Dean International Education**

**Date of Report: February 12, 2024**

**Date of Meeting: February 21, 2024**

**Subject: Domestic and International Enrolment Update: Winter 2024**

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## **1. Purpose**

This report provides the Board of Governors with an enrolment update for Winter 2024 as of day 10 of classes.

## **2. Recommendation**

This report is being presented for information only.

## **3. Background**

Enrolment targets establish the foundation for college budgets and strategic planning. Durham College (DC) 2023-2024 enrolment targets were finalized in February 2023 and are monitored based on enrolment trends, institutional capacity, and the impact of external factors such as changing economic conditions, evolving employer expectations, shifts in governmental focus, etc.

## **4. Discussion/Options**

DC's total Winter 2024 enrolment at day 10 is 13,724, which is comprised of 2,873 new and 10,851 returning students. As shown in Table 1, total student enrolment was at 122.1 per cent of budget for day 10 of the semester.

Table 1

<b>Total Enrolment</b>	<b>Budget 2024</b>	<b>Day 10 2024</b>	<b>Percent of Budget</b>
New Students	2,469	2,873	116.4%
Returning Students*	8,773	10,851	123.7%
<b>Total</b>	<b>11,242</b>	<b>13,724</b>	<b>122.1%</b>

\* In addition to the figures shown above, in Winter 2024 there were 787 students in total in the Collaborative Bachelor of Science in Nursing (BScN) program as of day 1.

Adding to the flow through numbers from our strong Fall enrolment (12,564), this winter we have increased our total enrolment to 13,724 at day 10 through new student intake. Our combined new domestic and international enrolment exceeded budget targets by 116.4 per cent.

Table 2 provides a snapshot of day 10 winter total enrolment figures (i.e. new plus returning domestic and international) over the past five years. A year-over-year comparison shows that total enrolment for Winter 2024 was 122.1 per cent of the figure for Winter 2023.

Table 2

<b>Total Enrolment*</b>	<b>Day 10 2020</b>	<b>Day 10 2021</b>	<b>Day 10 2022</b>	<b>Day 10 2023</b>	<b>Day 10 2024</b>	<b>Winter 2024 vs Winter 2023</b>
Total	12,044	11,282	10,603	11,237	13,724	122.1%

\*In addition to the figures shown above, in Winter 2024 there were 787 students in total in the Collaborative Bachelor of Science in Nursing (BScN) program as of day 1.

#### 4.1.1 Winter Domestic Enrolment

DC Winter 2024 total domestic student enrolment stood at 112.6 per cent of the budget on day 10 of the semester, as shown in Table 3, below. The breakdown of new and returning domestic students is also shown.

Table 3

<b>Domestic Enrolment*</b>	<b>Budget Winter 2024</b>	<b>Day 10 Winter 2024</b>	<b>Percent of Budget</b>
New Students	1,262	1,310	103.8%
Returning Students	6,562	7,502	114.3%
<b>Total</b>	<b>7,824</b>	<b>8,812</b>	<b>112.6%</b>

\*In addition to the figures shown above, in Winter 2024 there were 787 students in total in the Collaborative Bachelor of Science in Nursing (BScN) program as of day 1.

In Winter 2024, new domestic student enrolment rose to 103.8 per cent of budget. Continuing from Fall, a continued focus on conversions assisted domestic in exceeding new student budget target. Because of the success of Fall new domestic enrolment, our returning student numbers in Winter were 114.3 per cent of budget, bringing domestic to 112.6 per cent of budget.

Table 4 identifies total domestic student enrolment over five years. In Winter 2024, total domestic enrolment increased to 111.5 per cent of the figure for day 10 of Winter 2023.

Table 4

<b>Domestic Enrolment</b>	<b>Day 10 2020</b>	<b>Day 10 2021</b>	<b>Day 10 2022</b>	<b>Day 10 2023</b>	<b>Day 10 2024</b>	<b>Winter 2024 vs Winter 2023</b>
Total	9,859	9,215	8,176	7,902	8,812	111.5%

\*For the Collaborative Bachelor of Science in Nursing (BScN) program, total day 1 Winter enrolments were 859 in 2022, 746 in 2023, and 787 in 2024.

#### 4.1.2 Winter International Enrolment

DC Winter 2024 total international student enrolment was 143.7 per cent above budget at day 10 of the semester, as shown in Table 5, below. Total international enrolment included students from 86 countries.

Table 5

<b>Budget: International</b>	<b>Budget Winter 2024</b>	<b>Day 10 Winter 2024</b>	<b>Percent of Budget</b>
New Students	1,207	1,563	129.5%
Returning Students	2,211	3,349	151.5%
<b>Total</b>	<b>3,418</b>	<b>4,912</b>	<b>143.7%</b>

New international student enrolment on day 10 of the Winter 2024 semester was 129.5 per cent of budget. Gains in new international enrolment were the result of increased recruiting and partner support activities in key markets, as well as realizing faster admissions processing globally. Returning international enrolment was 151.5 per cent of budget. The returning figure is high due to extraordinary new international enrolment in the Fall while maintaining high support service standards.

Table 6 compares the change in total international student enrolment over five years. For the Winter 2024 semester, total international enrolment has increased to 126.3 per cent of the figure for Winter 2023.

Table 6

<b>International Enrolment</b>	<b>Day 10 2020</b>	<b>Day 10 2021</b>	<b>Day 10 2022</b>	<b>Day 10 2023</b>	<b>Day 10 2024</b>	<b>Winter 2024 vs Winter 2023</b>
Total	1,484	2,001	2,608	3,890	4,912	126.3%

### 4.1.3 Summary

DC's total Winter 2024 enrolment was 13,724, which translates to 122.1 per cent of the budget target at day 10 of the semester. This accomplishment was not isolated to only selected areas of the college; every Faculty exceeded their enrolment budgets.

## 5. Financial/Human Resource Implications

DC Winter 2024 day 10 total domestic enrolment achieved 112.6 percent of the budget target. On Day 10, total international enrolment exceeded the budget target by 143.7 per cent. It is estimated that these strong overall enrolment results will increase post-secondary tuition revenue for the Winter 2024 semester.

## 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

**Our students:** Our goal is to maintain optimum enrolment to ensure high-quality programs can be delivered to capacity classes.

**Our work:** Our ability to maintain high-quality programs and services is directly tied to enrolment and strategically investing in the future.



**Report Number: BOG-2024-80**

**To: Board of Governors**

**From: Don Lovisa, President**

**Date of Report: February 12, 2024**

**Date of Meeting: February 21, 2024**

**Subject: Second Update on the 2023-2024 Business Plan**

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## **1. Purpose**

The purpose of this report is to provide the second update on the 2023-2024 Business Plan.

## **2. Recommendation**

This report is being presented for information only.

## **3. Background**

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

The Business Plan allows Durham College to plan its operations for the fiscal year (April 1<sup>st</sup> – March 31<sup>th</sup>) within the framework outlined in its Strategic Plan (2020-2025), and in support of its mission, vision and value statement. The Business Plan identifies to the public and provincial government the operational outcomes that the college expects to achieve in the fiscal year. The Ministry of Colleges and Universities (MCU) uses the information provided in college business plans for government planning and policy-making purposes.

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The Durham College Board of Governors approved the 2023-2024 Business Plan at its meeting of May 10, 2023 (Report BOG-2023-41). The plan was developed with input, direction, review and guidance representing all departments, schools and areas of operation on the campus, led by the Durham College Leadership Team (DCLT).

## 4. Discussion/Options

The following describes the progress made to date within the pillar of our People. For the 2023/2024 reporting season, the board has requested each update focus on one pillar, with the intent of elaborating on key initiatives in this report to provide the board with more detail on these actions. The first update will look at Our Students, the second update will look at Our People, and the final update will look at Our Work as well as Our Community.

The accompanying 2023-2024 Business Plan Scorecard describes in detail the progress made on each objective; the majority of activities for the 116 actions are tracking well for completion with forty-three (43) items completed to date. There are five (5) items marked as On Hold, one (1) item marked as Cancelled and five (5) Delayed. Some items marked as On Hold or Delayed are the result of internal turnover which have led to delays in some actions until the new staff are onboarded. The cancelled action involves new heating and power options for Whitby, and will be reviewed again as we explore more modern and sustainable options. Additional items marked on hold or delayed will be reviewed under new leadership.

As requested by the board of governors in the previous year, business plan update reports will focus on specific pillar activities. For the second update, highlights from Our People pillar have been pulled to reflect the work being done to build and support amazing teams, innovative practices and a sense of community.

Key highlights from the scorecard on Our People include:

### 4.1 Leading the way in attracting top talent

- This year, for the 13<sup>th</sup> time, Durham College has been recognized as a Greater Toronto Top Employer.
- This award affirms DC's continued commitment to supporting employee well-being and development and creating a collaborative, inclusive culture.
- This year's application highlighted DC's efforts to explore new opportunities for collaboration and engagement among employees by

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facilitating meaningful discussions to build connection and foster a culture of innovation. These conversations led to the launch of an online Wellness Directory which brings together wellness supports available to students and employees and kickstarted valuable exploration and integration of Generative AI into our teaching and learning practices.

#### **4.2 New tools to empower teams to be entrepreneurial, innovative and strategic**

- New resources for faculty course assessment and instruction design were launched this year, contributing to the Digital Learning Strategy. These resources include: High quality online learning considerations; Developing a flexible course website; Digital delivery modes resource; Lesson plan templates for digital delivery modes.
- The Digital Learning Strategy informs strategic decision-making and re-imagines the design, development, and delivery of DC's curriculum and instructional approaches through a comprehensive Digital Learning Framework. More than 100 faculty, 370 students and 40 leaders were engaged in shaping the framework.
- Another major project within the Digital Learning Strategy includes Generative AI. Eighteen faculty and staff experimented and researched Generative Artificial Intelligence (GenAI) tools for teaching and learning purposes. Results were published as part of the GenAI section on the CTL website. The tool guidebook has been published with an additional eight areas to support faculty members.

#### **4.3 Organization culture & wellness**

- To enrich the educational experience at Durham College, the First Peoples Indigenous Centre (FPIC) incorporates Traditional Teachings facilitated by visiting Elders, Traditional Knowledge Holders, and the Métis Senator.
- Teachings with Elder Shirley Williams have been taking place since fall semester.
- Elder Shirley is providing traditional teachings during the year that cover traditional topics like Anishinaabe Clan systems, Medicine Wheel teachings, and more.
- These personalized interactions aim to foster a deeper sense of connection to the community, providing individuals with the chance to delve further into the teachings, seek guidance, and create a more

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meaningful connection to their Indigenous heritage.

## 5. Financial/Human Resource Implications

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

## 6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

## 7. Implications for Ontario Tech University

There are no implications for Ontario Tech University.

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

The 2023-2024 Business Plan supports the 2020-2025 Strategic Plan including the Mission, Vision and Values outlined in the Strategic Plan. Further, this Business plan supports the four pillars of the strategic plan, specifically:

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

# 2023-2024 Business Plan Scorecard



The 2023 – 2024 business plan builds on the college's commitment to excellence in innovative education. Respect and inclusivity remain at the heart of our actions as we support our students, people, work, and community. Together, our campus will continue exploring new ways of teaching and learning, connecting communities and finding solutions for complex problems.

## OUR STUDENTS

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

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
<p><b>1. Deliver high-quality programs that reflect labour markets and are responsive to emerging economies.</b></p>	<p>Launch new programs:</p> <ul style="list-style-type: none"> <li>• Fall 2023:                             <ul style="list-style-type: none"> <li>○ Cloud Computing, graduate certificate</li> <li>○ Recreation Therapy, diploma</li> <li>○ Fire Prevention Technology, advanced diploma</li> <li>○ Honours Bachelor of Paralegal</li> <li>○ Honours Bachelor of Community Mental Health</li> </ul> </li> <li>• Winter: 2024                             <ul style="list-style-type: none"> <li>○ Science and Engineering Fundamentals Ontario certificate</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Successfully launch new programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>• Five new programs successfully launched in fall 2023:                             <ul style="list-style-type: none"> <li>○ Cloud Computing, graduate certificate (57 students registered)</li> <li>○ Recreation Therapy, diploma (34 students registered)</li> <li>○ Fire Prevention Technology, advanced diploma (29 students registered)</li> <li>○ Honours Bachelor of Paralegal (14 students registered)</li> <li>○ Honours Bachelor of Community Mental Health (36 students registered)</li> </ul> </li> <li>• Decision was made to delay the launch of the Science and Engineering Fundamentals Ontario certificate program until Fall 2024 to all for increased time for promotion and recruitment.</li> </ul>	<p><b>Completed</b></p>

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	<ul style="list-style-type: none"> <li>Strategically identify new areas of programming.</li> </ul>	<ul style="list-style-type: none"> <li>For 2023-2024, pick up new OntarioLearn courses as appropriate to Professional and Part-time Learning (PPL); identify new professional development offerings through third parties; and/or leverage in-house development.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Launch of first degree-level course in PPL; Launch of new Local College Certificate in Career Development Practitioner; Launch of new Recognition of Achievement Credential in Settlement Worker; Launch of new micro-credential series in partnership with the Region of Durham; Approved as a provider of Additional Qualifications by the Ontario College of Teachers; Currently developing a new Ontario College Graduate Certificate in Digital Learning Experience Design.</li> </ul>	<p><b>Completed</b></p>
	<ul style="list-style-type: none"> <li>Develop pilot for program health matrix dashboard, including program costing, to assess program quality and viability.</li> </ul>	<ul style="list-style-type: none"> <li>Program health matrix dashboard developed and shared by March 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Conceptual development currently in progress. Work has paused as recruitment is underway to replace the Director, Institutional Research and Planning.</li> </ul>	<p><b>Delayed</b></p>
	<ul style="list-style-type: none"> <li>Complete a successful College Quality Assurance Audit Process (CQAAP) cycle.</li> </ul>	<ul style="list-style-type: none"> <li>Submit the CQAAP self-study (April 2023).</li> <li>Conduct site visit (June 2023).</li> <li>Respond to panel report (August 2023).</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Mature status granted with all standards met, after submission of the self-study submitted and site visit completed. Signed Panel Report returned to Ontario College Quality Assurance Service.</li> </ul>	<p><b>Completed</b></p>

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<p><b>2. Provide exceptional learning experiences in and out of the classroom.</b></p>	<ul style="list-style-type: none"> <li>Complete a comprehensive review and develop a plan for the integration of the One Card app with campus services for a seamless approach to access, credentialing and payment.</li> </ul>	<ul style="list-style-type: none"> <li>Integration of campus services including student meal plan, printing services, library card, athletics, parking, vending, access control, event attendance, etc. Various components to be brought online beginning with meal plan then printing and door access.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Vice president, Administration &amp; Chief financial officer</li> </ul>	<ul style="list-style-type: none"> <li>We continue to work with the software vendor to map out the roll-out of various One Card services within the app. To date, we have completed a partial roll-out of meal plan services with print services expected to be complete by year-end.</li> </ul>	<p><b>On Track</b></p>
	<ul style="list-style-type: none"> <li>Leverage the Digital Learning Taskforce to develop a course delivery roadmap, a plan to renew educational technology resources, a flexible technology plan and a Digital Learning Strategy.</li> </ul>	<ul style="list-style-type: none"> <li>By March 2024:             <ul style="list-style-type: none"> <li>Create and launch a course development roadmap supporting online, hybrid, flexible and HyFlex.</li> <li>Establish initiative to renew selected educational technology and digital learning resources.</li> <li>Develop a plan for high-quality, easy-to-use, flexible technology in collaboration with IT Services.</li> <li>Develop, launch and promote Digital Learning Strategy.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Implemented in winter semester for the first 10 courses for redevelopment from F2F to online modality.</li> <li>Classroom Standards deliverable is now included in the Digital Learning Steering Committee working group; met frequently in fall 2023. To support the objective of developing a plan for high-quality, easy-to-use Flexible classroom technology, the working group developed Digital Classroom Standards, designed to make learning spaces sustainable and streamlined. Aligned with these standards, during the 2024/25 academic year, pending budget approval, we will witness the redevelopment of our flexible classrooms, starting with the A150 space.</li> <li>Creation of Digital Learning Strategy complete, launching in January 2024</li> </ul>	<p><b>On Track</b></p>

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	<ul style="list-style-type: none"> <li>Maintain and leverage TeachingCity Oshawa and CityStudio Durham partnerships to create and expand work-integrated learning opportunities for DC students.</li> </ul>	<ul style="list-style-type: none"> <li>Target: 15 projects with CityStudio Durham and TeachingCity Oshawa partners by March 2024.</li> <li>Showcase success of TeachingCity Oshawa model in contributing to experiential learning and community building by leading a session at Co-operative Education and Work-Integrated Learning Canada (CEWIL) national conference by March 2024.</li> <li>Host CityStudio spring 2023 Hubbub, showcasing student success and innovative projects.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>To date, four CityStudio Durham and 11 TeachingCity Oshawa projects are ongoing or completed and one project is in development. Planning is also underway for City of Oshawa staff to tour Centre for Innovation and Research and network with DC staff and faculty.             <ul style="list-style-type: none"> <li>In June, led a session at the 2023 CEWIL Canada national conference in Halifax in collaboration with City of Oshawa, highlighting the TeachingCity Oshawa model in contributing to experiential learning and community building.</li> <li>Hosted the first in-person CityStudio Hubbub in April, showcasing student success and innovative projects.</li> </ul> </li> </ul>	<p style="background-color: #00FFFF; display: inline-block; padding: 2px;">Completed</p>
<p><b>3. Be a champion of experiential learning, global engagement and applied research opportunities.</b></p>	<ul style="list-style-type: none"> <li>Launch applied research projects with a focus on the Barrett Centre urban farm.</li> </ul>	<ul style="list-style-type: none"> <li>Secure at least one applied research project with an external partner by March 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Outreach to secure an external partner for applied research project is ongoing. In the meantime, a Barrett Centre, internally funded, on campus research project is underway.</li> </ul>	<p style="background-color: #808080; display: inline-block; padding: 2px;">Delayed</p>
	<ul style="list-style-type: none"> <li>Launch development of high-quality work-integrated learning (WIL) options that strengthen connections to industry with five new co-op/work term options.</li> </ul>	<ul style="list-style-type: none"> <li>Four WIL options launched in fall 2023:             <ul style="list-style-type: none"> <li>Cloud Computing graduate certificate</li> <li>Fire Prevention Technology advanced diploma</li> <li>International Business Management graduate certificate</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Launched four new co-op and work-term options for fall 2023 and one for winter 2024.</li> <li>All program webpages have been updated to promote the co-op opportunities.</li> </ul>	<p style="background-color: #00FFFF; display: inline-block; padding: 2px;">Completed</p>



# 2023-2024 Business Plan Scorecard



		<ul style="list-style-type: none"> <li>○ Project Management graduate certificate</li> <li>● One launch in winter 2024:             <ul style="list-style-type: none"> <li>○ Data Analytics for Business Decision Making graduate certificate</li> </ul> </li> </ul>			
	<ul style="list-style-type: none"> <li>● Support more than 250 students in securing and completing co-operative education and work term opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>● Students appropriately supported by the completion of their co-op/work terms by March 2024.</li> </ul>	<ul style="list-style-type: none"> <li>● Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>● Supported 139 students in securing and completing summer 2023 work terms and 37 students in fall 2023.</li> <li>● Currently, 310 students are being supported for Summer 2024 work terms. To date, 163 job postings have been posted on Hired for summer 2024 jobs.</li> </ul>	<b>On Track</b>
	<ul style="list-style-type: none"> <li>● Implement CEWIL Innovation Hub (iHub)-funded projects with industry and community partners.</li> </ul>	<ul style="list-style-type: none"> <li>● Four CEWIL iHub projects implemented in the year. Conditional on fall 2023/winter 2024 funding call, explore and develop iHub proposals to support new WIL initiatives, and support faculty in executing successful projects.</li> </ul>	<ul style="list-style-type: none"> <li>● Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>● DC was awarded \$333,321 from CEWIL Canada for six new proposals. DC implemented and completed a total of 10 CEWIL iHub-funded projects (when combined with those awarded in the previous year), creating work-integrated learning experiences for 345 students.</li> <li>● Final reports have been submitted for projects ending on or before August 2023, and reporting is underway for the final five (5) projects that ended December 2023.</li> </ul>	<b>Completed</b>
	<ul style="list-style-type: none"> <li>● Provide recommendations for improved work-integrated learning processes to ensure efficient and consistent management of curricular WIL and enhance and increase WIL employer</li> </ul>	<ul style="list-style-type: none"> <li>● Complete information gathering and internal stakeholder consultations by May 2023. Develop a set of recommendations to Academic Leadership Team and Executive Vice President,</li> </ul>	<ul style="list-style-type: none"> <li>● Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>● Initial information gathering completed. Additional stakeholders identified. Initial timelines for consultations and recommendation development were delayed due to the prioritization of funded projects.</li> </ul>	<b>Delayed</b>

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	engagement.	Academic, by June 2023. Resource permitting, implement approved recommendations.			
	<ul style="list-style-type: none"> <li>Expand and support Faculty-Led Classroom Abroad (FLCA) opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate new FLCA opportunities across all Faculties in 2023-2024.</li> <li>Introduce a minimum of one new FLCA opportunity in at least three Faculties.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<p>Social &amp; Community Services</p> <ul style="list-style-type: none"> <li>Behavioural Science – Honours Bachelor/ Behavioural Science Technician project approved and Business Travel and Insurance forms submitted. On track for February 2024 implementation.</li> <li>Social Services Worker program team and International Education office worked with two organizations to facilitate a trip to Costa Rica for Spring 2024.</li> </ul> <p>Science, Engineering and IT</p> <ul style="list-style-type: none"> <li>Architecture students completed a trip to Italy in October that provided a range of opportunities to explore historic architecture. All of the stops included ties to curriculum outcomes, and faculty shared best practices for the FLCA and student learning with colleagues in the fall.</li> </ul> <p>Skilled Trades &amp; Apprenticeship/Horticulture &amp; Hospitality Science</p> <ul style="list-style-type: none"> <li>FLCA to San Diego for the Professional Convention Management Association Converging Leaders Conference for students in the Event Planning and Tourism-</li> </ul>	<p style="background-color: #00FF00; color: black; padding: 2px;">On Track</p>

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				<p>Destination Marketing programs took place in January 2024.</p> <ul style="list-style-type: none"> <li>Planned FLCA for students in the Culinary program in Winter 2024, where students will travel to Italy.</li> <li>Health Sciences (HS)</li> <li>Dental Hygiene Team: Students and faculty traveled Costa Rica over Oct 2023 break week to deliver oral health education to vulnerable communities and learn about determinants of health in this region</li> </ul> <p>Media Art &amp; Design (MAD)</p> <ul style="list-style-type: none"> <li>A FLCA is going to Guatemala with 13 students from seven MAD programs. They will be traveling over reading week. New FLCA application was submitted for a February 2025 trip, with students from Journalism and Personal Support Worker. The trip will focus on elder care and mental health with storytelling.</li> </ul>	
	<ul style="list-style-type: none"> <li>Re-establish 48-Hour Film Challenge to engage students in four programs in Faculty of Media, Art &amp; Design.</li> </ul>	<ul style="list-style-type: none"> <li>48 Hour Challenge successfully delivered by February 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Scheduled for March 9 to 11 as MAD 48 Hour Storytelling Challenge.</li> </ul>	<b>On Track</b>

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	<ul style="list-style-type: none"> <li>Increase student experiential opportunities in applied research projects.</li> </ul>	<ul style="list-style-type: none"> <li>At least 20 students engaged in applied research opportunities by March 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Sixty-one students have been hired to date: Social Impact Hub-7, Mixed Reality Capture Studio-9, Cyber Security-11, Centre for Craft Brewing Innovation-8, AI Hub-23, OVIN-2, Other-1.</li> </ul>	<p><b>Completed</b></p>
	<ul style="list-style-type: none"> <li>Embed formal resiliency certification (Warrior 21) into emergency services programs.</li> </ul>	<ul style="list-style-type: none"> <li>Train-the-trainer program arranged for April/May 2023 for a fall 2023 implementation into Police Foundations, Protection, Security and Investigation, Law Clerk Advanced, 9-1-1 Emergency and Call Centre Communications and Firefighter – Pre-Service Education and Training, and Paramedic programs.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Faculty training complete and certification embedded in Police Foundations, Protection, Security and Investigation, Law Clerk Advanced, 9-1-1 Emergency and Call Centre Communications and Firefighter – Pre-Service Education and Training, and Paramedic programs as of fall 2023.</li> </ul>	<p><b>Completed</b></p>
	<ul style="list-style-type: none"> <li>Collaborate with the Campus Health and Wellness Centre (CHWC) and the Office of Equity, Diversity and Inclusion (OEDI) on workshops/events that promote a sense of belonging for international students.</li> </ul>	<ul style="list-style-type: none"> <li>By March 31, 2024, develop and implement at least two new workshops/events in collaboration with CHWC and OEDI that focus on international student belonging (total of six per year).</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>First workshop on belonging and cultural adaptation held May 8; second Global Cafe, checking in on international students' wellness June 20; third Global Cafe 'let's talk housing' on July 27; fourth 'From SAD to GLAD' workshop held November 8. December and January workshops focused on Arrive in Canada and Immigration support.</li> <li>Collaborating with the Social Service Worker clinic, whose students serve as co-facilitators. This gives DC students an opportunity to live their learning.</li> <li>DC International Student Night was hosted by</li> </ul>	<p><b>On Track</b></p>

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				Athletics on January 18.	
<b>4. Develop and create opportunities to build student resilience, competence, personal capacity and life-enhancing skills.</b>	<ul style="list-style-type: none"> <li>Develop student global competency skills program.</li> </ul>	<ul style="list-style-type: none"> <li>By March 31, 2024, have a minimum of 50 new students enrolled into the Global Competency program, with at least 10 students completing it successfully.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Eighty-two students enrolled in Global Competency program and four to date successfully completed. Website has been launched and new brochure created to further promote the program.</li> </ul>	<p style="background-color: green; color: black; padding: 2px;">On Track</p>
	<ul style="list-style-type: none"> <li>Develop digital-by-design student resources that support digital delivery modes as part of the Digital Learning Strategy.</li> </ul>	<ul style="list-style-type: none"> <li>Student-facing resources to support online, hybrid, and flexible learning by March 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Planned deliverables for the Digital Steering Committee for winter 2024; conducting a student survey to determine impact of proposed deliverables.</li> </ul>	<p style="background-color: green; color: black; padding: 2px;">On Track</p>
	<ul style="list-style-type: none"> <li>Review and enhance FastStart's (FS) online programming to elevate student understanding of concepts and navigation of the program and resources.</li> </ul>	<ul style="list-style-type: none"> <li>By March 2024, implement:                             <ul style="list-style-type: none"> <li>○ Welcome to FS 360 introduction video</li> <li>○ Module Based tutorials updated</li> <li>○ Student Roadmap graphics added</li> <li>○ Alumni Advice/Showcase hosted</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>We will be collecting video content to compile and complete by the end of this month.</li> <li>Two modules completed (Sales and Marketing, and Pitch). The Ideation module is still being updated</li> <li>Student Roadmap graphics have been added.</li> <li>The Alumni Showcase will begin this month and be published at the end of March. Outreach to alumni will begin this coming week.</li> </ul>	<p style="background-color: green; color: black; padding: 2px;">On Track</p>

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	<ul style="list-style-type: none"> <li>Develop a student-facing, Learning Management System (LMS)-integrated support for academic integrity for faculty to integrate into their structured course content.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a DC Connect module on academic integrity for faculty to import into their course shells by March 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Development in process; launch planned for winter 2024.</li> </ul>	<b>On Track</b>
	<ul style="list-style-type: none"> <li>Student Development Office to develop opportunities for students to build personal capacity and life-enhancing skills by collaborating with the Career Development Office on the delivery of Institute of Student Leadership (ISL) sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce personal assessment session and tools.</li> <li>Develop a personal reflection guide.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Dean, Students</li> </ul>	<ul style="list-style-type: none"> <li>Reviewed different assessment tools in consultation with Career Development and selected How to Fascinate assessment tool for students in ISL program</li> <li>Completed the personal reflection guide which takes students through the process of reflecting on their ISL experience and learnings.</li> </ul>	<b>On Track</b>
	<ul style="list-style-type: none"> <li>Campus and Health and Wellness Centre (CHWC) to decrease barriers for students to access Wellness Coaching.</li> </ul>	<ul style="list-style-type: none"> <li>Within current physical space, at Oshawa campus, create a 'Wellness Den' space to facilitate weekly drop-in sessions and outreach activities to increase student engagement with their own personal wellness.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Dean, Students</li> </ul>	<ul style="list-style-type: none"> <li>Wellness Den space has been created and is open for drop-ins from 10-2 every Wednesday.</li> <li>Wellness coaches have increased outreach activities in Oshawa and Whitby.</li> <li>Drop in sessions for Mindfulness have been established on Mondays each week</li> <li>Collaborative programming with DCSA, CHWC and Financial Aid and Awards have been established to offer students across campus to address Food Literacy and Insecurity</li> </ul>	<b>Completed</b>

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<p><b>5. Foster the development of durable skills that transfer across all industries and workplaces including collaboration, entrepreneurial and critical-thinking, digital literacy, communication and creativity.</b></p>	<ul style="list-style-type: none"> <li>Update communications courses to support durable skill transfer leveraging current educational technology.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a refreshed first-semester communications course. Consultation and redevelopment work will occur in 2023-2024, with the first delivery planned for fall 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Three courses have been identified: one general education course, one General Arts and Science (GAS) course and one communications course. Explicit approaches that target the transfer of durable skills namely, creativity and critical thinking, have been implemented into the general education and GAS courses. The approach has been integrated into the communications course, which is scheduled to launch in fall 2024. Work is ongoing; planned PD opportunities at Divisional meetings are planned in the winter and spring semesters and additional courses will be identified.</li> </ul>	<p><b>Completed</b></p>
	<ul style="list-style-type: none"> <li>Establish Scholarship of Teaching and Learning (SoTL) research teams to investigate impact of teaching for skills transfer (durable skills).</li> </ul>	<ul style="list-style-type: none"> <li>Establish a minimum of three SoTL team projects.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Project underway with five faculty participating; two additional SoTL projects in progress.</li> </ul>	<p><b>On Track</b></p>
	<ul style="list-style-type: none"> <li>Embed instructional approaches and assessments that target durable skill development.</li> </ul>	<ul style="list-style-type: none"> <li>Embed explicit approaches that focus on the development of durable skills (critical thinking; creativity; communications) into a minimum of three courses by March 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Engaged in PD opportunities during divisional meetings that focus on instructional practices and formative assessments in the upcoming winter and spring semesters.</li> </ul>	<p><b>On Track</b></p>

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<b>6. Cultivate relationships with students that extend beyond graduation.</b>	<ul style="list-style-type: none"> <li>Using data gleaned from alumni engagement study, benchmark current engagement and develop plans to measure, track and increase engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Solid understanding of DC alumni engagement benchmarked against other colleges.</li> <li>Plan to continually measure engagement.</li> <li>Introduce new programming based on survey results.</li> </ul>	<ul style="list-style-type: none"> <li>Associate vice president, Development and Alumni Affairs</li> </ul>	<ul style="list-style-type: none"> <li>Survey completed and data in play to develop plan.</li> <li>Established a college-wide Alumni Engagement Task Force.</li> <li>Completed Alumni Engagement Workshop</li> <li>Negotiated external funding to hire an Alumni Engagement Officer</li> </ul>	<b>On Track</b>
	<ul style="list-style-type: none"> <li>Deepen relationships with international alumni.</li> </ul>	<ul style="list-style-type: none"> <li>Increase international alumni mentor database by 3-5 participants.</li> <li>Launch International Alumni LinkedIn page.</li> </ul>	<ul style="list-style-type: none"> <li>Associate vice president, Development and Alumni Affairs</li> </ul>	<ul style="list-style-type: none"> <li>International Alumni LinkedIn page is operational with over 300 members.</li> <li>International Mentor database currently has 58 participants</li> <li>International alumni engaged as speakers at Convocation and Orientation</li> <li></li> </ul>	<b>Completed</b>
	<ul style="list-style-type: none"> <li>Introduce DCAA Marketplace (a showcase for alumni-owned business) on the DC Connect app.</li> </ul>	<ul style="list-style-type: none"> <li>Develop communications plan designed to encourage DC alumni business owners to participate.</li> <li>Develop incentives for participation.</li> <li>Target 25 businesses participating.</li> </ul>	<ul style="list-style-type: none"> <li>Associate vice president, Development and Alumni Affairs</li> </ul>	<ul style="list-style-type: none"> <li>DCAA Marketplace is active with 35 participants so far.</li> <li>Communications plan is active both encouraging alumni to list their business and promoting those businesses listed.</li> </ul>	<b>Completed</b>
	<ul style="list-style-type: none"> <li>First Peoples Indigenous Centre (FPIC) to support the development of an Indigenous Alumni Network (IAN) to ensure Indigenous alumni remain connected to DC and the FPIC.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment/Survey of Alumni to determine alumni who identify as Indigenous.</li> <li>Conduct outreach to Indigenous alumni to see if there is an interest in forming a network.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Dean, Students</li> <li>Associate vice president, Development and Alumni Affairs</li> </ul>	<ul style="list-style-type: none"> <li>A Fall Feast event took place on September 28, 2023 where students, staff, alumni and community members gathered for a meal and networking</li> <li>Indigenous Alumni Network (IAN) representatives attended spring and fall convocation ceremonies to greet Indigenous graduates, provide a gift and gained</li> </ul>	<b>On Track</b>



# 2023-2024 Business Plan Scorecard



				permission to contact them in the future for IAN related updates	
7. Champion the necessity and value of life-long learning.	<ul style="list-style-type: none"> <li>Collaborate on Nursing Transformation Initiative Pathways.</li> </ul>	<ul style="list-style-type: none"> <li>For 2023-2024 host and pick up OntarioLearn courses to provide pathways for internationally educated nurses and Personal Support Workers (PSWs) bridging to Practical Nursing.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Pathway courses picked up via OntarioLearn; DC hosts two courses hosted in the PSW to Practical Nursing bridge.</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Enhance current dual credit offerings by offering an additional three new dual credits.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and offer at least one new dual credit option in at least two different Faculties by March 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<p>Science, Engineering and IT</p> <ul style="list-style-type: none"> <li>Dual-credit established with St. Stephen's Catholic High-School and DCs Honours Bachelor of Artificial Intelligence - first run - Fall 2023.</li> <li>Continuing to investigate opportunities with regional school boards.</li> </ul> <p>Business</p> <ul style="list-style-type: none"> <li>Three courses - Financial Planning, Introduction to Entrepreneurship, and Business Mathematics – have been submitted to the Dual Credit office. These will be presented to school boards this year during regular discussions about new course offerings.</li> </ul> <p>Hospitality &amp; Horticultural Science</p> <ul style="list-style-type: none"> <li>Dual Credit course “Propagation of Vegetables” will be delivered fall 2024 at</li> </ul>	Completed

## 2023-2024 Business Plan Scorecard



				Notre Dame Catholic High School (located beside Barrett Farm).	
	<ul style="list-style-type: none"> <li>Increase micro-credential offerings.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a plan to launch three micro-credentials. Launch at least one by winter 2024. One will focus on urban farming that is expected to begin content development by spring 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Current trends and available data indicate that students are not interested in micro-credentials so the decision has been made to pause further development in this area.</li> <li>Urban farming micro-credential is being incorporated into one PPL delivery of “sustainable urban agriculture” that includes these topics: food security, food literacy, microgreens.</li> <li></li> </ul>	<b>On Track</b>

# 2023-2024 Business Plan Scorecard

## OUR PEOPLE

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

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
1. Attract and retain highly qualified, creative and collaborative employees.	<ul style="list-style-type: none"> <li>Achieve Top Employer and Greenest Employer designations.</li> </ul>	<ul style="list-style-type: none"> <li>Strategically identify DC initiatives and milestones for inclusion in award applications.</li> <li>Promote application highlights to all DC employees through ICE.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> </ul>	<ul style="list-style-type: none"> <li>On Dec 5, it was announced that DC received the Greater Toronto's Top Employers 2024 award.</li> <li>HR collaborated with C+M on the award announcement with Media Corp.</li> <li>Condensed version of the application is available on ICE via the Top Employer slider on ICE.</li> <li>Project team have started working on the application to the Canada's Top Employers 2025 awards competition.</li> <li>Application package is due May 2024.</li> </ul>	<b>Completed</b>
	<ul style="list-style-type: none"> <li>Build targeted recruitment campaigns for high-growth program areas of the college.</li> </ul>	<ul style="list-style-type: none"> <li>Work with department leadership to identify areas of expected growth.</li> <li>Pilot an online employer branding and job promotional campaign for work at the college.</li> <li>Enhance recruitment activity metrics.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> </ul>	<ul style="list-style-type: none"> <li>Additional recruitment &amp; HR activity metrics for full year of 2024 to be provided by end of January.</li> <li>Continued work on job promotions through LinkedIn Jobs and Life pages.</li> </ul>	<b>On Track</b>

## 2023-2024 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> <li>Implement improved employee onboarding processes.</li> </ul>	<ul style="list-style-type: none"> <li>Establish steering and operational committees.</li> <li>Review current state processes.</li> <li>Create documentation and identify gaps.</li> <li>Develop proposals for improvements and implement them.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> </ul>	<ul style="list-style-type: none"> <li>11 Recommendations for Onboarding/Offboarding process improvements approved for implementation.</li> <li>Series of updated checklists for onboarding, internal movements, and offboarding, processing posted to ICE.</li> <li>Informational session on the use of the updated checklists held for managers in December, and another is planned for the spring.</li> <li>Evaluation of new checklists tools planned for spring, and maintenance of new systems program in development.</li> </ul>	<p style="background-color: #90EE90; display: inline-block; padding: 2px;">On Track</p>
<p><b>2. Develop teams whose work exemplifies our mission, vision and values.</b></p>	<ul style="list-style-type: none"> <li>Provide professional development (PD) opportunities for all employee groups.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a calendar of PD, Wellness and EDI development opportunities for all employee groups.</li> <li>Enhance PD opportunities available through the Brightspace platform.</li> <li>Implement renewed credential verification and license renewal processes.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> </ul>	<ul style="list-style-type: none"> <li>Winter 2024 wellness program announced in early January, which includes a nutrition series, Mental Health First Aid, Care for the Caregiver, reminder of the EFAP supports and services.</li> <li>Campus Athletics is offering staff activity days.</li> <li>National Employee Appreciation Day will be on March 1, 2024 with a virtual keynote address and employee workshops.</li> <li>Process documentation being created for the reviewing and recording of credentials and license</li> </ul>	<p style="background-color: #90EE90; display: inline-block; padding: 2px;">On Track</p>

# 2023-2024 Business Plan Scorecard



We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
				renewals.	
	<ul style="list-style-type: none"> <li>Respond to employee Pulse survey results.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a framework to review, assess, communicate and address results.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> </ul>	<ul style="list-style-type: none"> <li>Fall Pulse Survey conducted November 6-15, 2023.</li> <li>Results posted on ICE. Next Pulse Survey scheduled for March 4-13, 2024.</li> </ul>	On Track
	<ul style="list-style-type: none"> <li>Support the college in achieving its enrolment goals by implementing new or enhanced Communications, Marketing, and Recruitment strategies by March 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a comprehensive communications strategy which includes content marketing, media relations, and web.</li> <li>Execute a marketing strategy for Metrolinx, degrees, signature and priority programs, and intakes.</li> <li>Produce expanded digital assets including program videos, social media, Leading the Way video, interactive map, virtual tour and mobile app.</li> <li>Develop improved recruitment strategies to generate new leads and applications, including deliberate and increased presence in communities and secondary schools identified by market share data, enhanced lead</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> </ul>	<p><b>Communications:</b></p> <ul style="list-style-type: none"> <li>Finalized and implemented a communication strategy to guide external communications, internal communications, media relations, issues management and support and intersect with social media, marketing and recruitment efforts.</li> </ul> <p><b>Metrolinx (Oshawa GO):</b></p> <ul style="list-style-type: none"> <li>Gained exposure to over 890,000 riders through various advertising assets including: an e-newsletter: 120,000 distribution monthly with an open rate of 34% and a CTR of 4.14%; 1,000+ digital screens across the GO network which garnered 1,561,559 impressions; and 400+ posters/decals inside the trains and on the platforms which garnered 3,274,105 impressions and 114 QR</li> </ul>	On Track

# 2023-2024 Business Plan Scorecard



We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
		<p>generation practices, recruitment events and communication.</p>		<p>code scans.</p> <p><b>Marketing:</b>                      Campaigns are in market for Degrees, Signature and Priority (SPP) programs, Winter, Spring and Fall intakes through digital, print, social media and out-of-home channels. All campaigns are on track to achieve or exceed set goals.</p> <p><b>Digital assets for social media:</b></p> <ul style="list-style-type: none"> <li>• Over 100 GB of content has been captured and over 90 videos have been created to date.</li> <li>• 50 student content creators (DC Crew members) have been on-boarded, with 21 content pieces/videos currently being created.</li> <li>• 12 program videos are underway.</li> <li>• New Leading the Way is complete.</li> <li>• A new interactive map was launched in November 2023, with over 8,000+ new feature items (rooms, points of interest, etc.). The full launch is targeted for February 29, 2024.</li> <li>• 97 scenes of the Oshawa and Whitby virtual tour were relocated to a new platform Plans are underway to expand 360 scenes in the summer of 2024.</li> <li>• The procurement phase for the DC</li> </ul>	

# 2023-2024 Business Plan Scorecard



We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
				<p>app is in the final stages – this platform impacts other key ITS systems and stakeholders at DC. Additional consultation was required. The first version of the new app will not be ready until June 2024.</p> <p><b>Recruitment:</b></p> <ul style="list-style-type: none"> <li>• For May, September 2023 and January 2024 intakes, we reached 26,812 domestic applications, surpassing our goal of 26,440.</li> <li>• Completed 441 on-and off-campus recruitment events to date, an increase of 59% over the previous year.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Support employee engagement by launching an internal newsletter that informs staff of DC-focused content and information to support their work while streamlining content.</li> </ul>	<ul style="list-style-type: none"> <li>• Successfully launch weekly newsletter by May 30, 2023.</li> </ul>	<ul style="list-style-type: none"> <li>• Chief administrative officer</li> </ul>	<ul style="list-style-type: none"> <li>• Launched internal weekly newsletter August 2023.</li> </ul>	<p><b>Completed</b></p>

## 2023-2024 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> <li>Promote and award employee awards of excellence for those who are 'leading the way' in their area of expertise.</li> <li>Facilitate external CiCan award nominations.</li> </ul>	<ul style="list-style-type: none"> <li>Promote awards programs.</li> <li>Chair review of nominations for DC program and coordinate recognition event to acknowledge all nominees and selected award winners.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> </ul>	<ul style="list-style-type: none"> <li>Employee awards of excellence recipients announced in December 2023.</li> <li>Awards celebration scheduled for February 19th, 2024.</li> </ul>	<b>Completed</b>
<b>3. Be a positive and inclusive work environment that is diverse, respectful and representative of our community.</b>	<ul style="list-style-type: none"> <li>Revise Accessibility for Ontarians with Disabilities Act (AODA) for educators training to support equity and inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>Redevelop AODA for Educators based on Web Content Accessibility Guidelines (WCAG) 2.1.</li> <li>Collaborate with Accessibility Coordinating Committee.</li> <li>Launch by March 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>DC participated in ministry consultations in fall 2023 around new AODA requirements.</li> <li>All post-secondary institutions are waiting for the ministry to release new standards and the timelines for implementation.</li> <li>Once new standards are released, changes to the training requirements will be incorporated.</li> </ul>	<b>On Hold</b>
	<ul style="list-style-type: none"> <li>Champion Whitby campus health and safety initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>Enable AODA-accessible campus.</li> <li>Update safety signage on campus by March 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> <li>Chief administrative officer</li> </ul>	<ul style="list-style-type: none"> <li>Signage updated, green books and first aid kits have been installed and a maintenance cycle has been established.</li> </ul>	<b>Completed</b>



# 2023-2024 Business Plan Scorecard



We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> <li>Increase DC community participation in intercultural and global competency training.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure 20 employees have completed at least one of the face-to-face Intercultural Awareness Modules (2 to 5) by December 2023, and at least 400 employees have completed Intercultural Awareness Module 1 by March 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Twenty employees completed at least one face-to-face Intercultural Awareness Module. Additional opportunities planned for February and June. Ninety-three staff completed Module one.</li> <li>Plans are in place to revise the program based on the feedback from the initial sessions.</li> </ul>	<p style="background-color: #90EE90; display: inline-block; padding: 2px;">On Track</p>
	<ul style="list-style-type: none"> <li>Enhance accessibility in the classrooms by installing 10 AODA-compliant podiums.</li> </ul>	<ul style="list-style-type: none"> <li>Purchase podiums.</li> <li>Identify classrooms that would get new podiums.</li> <li>Install 10 podiums before March 31, 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> </ul>	<ul style="list-style-type: none"> <li>The podiums were purchased.</li> <li>The classrooms that need AODA-compliant podiums were identified.</li> <li>All ten podiums have been installed.</li> </ul>	<p style="background-color: #00FFFF; display: inline-block; padding: 2px;">Completed</p>
	<ul style="list-style-type: none"> <li>Provide college-wide EDI programming for employees and students on a variety of educational topics as well as host recognition events.</li> </ul>	<ul style="list-style-type: none"> <li>Launch annual EDI work plan.</li> <li>Continue to enhance organizational communications on work plans and objectives.</li> <li>Plan an annual calendar of events sponsored by EDI Office.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> </ul>	<ul style="list-style-type: none"> <li>Days of Significance Calendar and communications plan developed and implemented through collaborative process with C+M in Spring 2023.</li> <li>Communications disseminated on DC channels on identified dates of significance including Hannukah, Human Rights Day, Kwanzaa, the 16 Days of Activism Against Gender-Based Violence, and National Day of Remembrance and Action on Violence Against Women and Girls.</li> <li>Student-specific workshops and campus wide events held to mark the 16 Days of Activism Against Gender-</li> </ul>	<p style="background-color: #90EE90; display: inline-block; padding: 2px;">On Track</p>

# 2023-2024 Business Plan Scorecard



We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
				Based Violence, and National Day of Remembrance and Action on Violence Against Women and Girls.	
	<ul style="list-style-type: none"> <li>Expand EDI resources and supports for students and employees.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate with college departments to facilitate objectives in the Ontario Post-secondary Access and Inclusion Program (OPAIP) application.</li> <li>Continue to develop EDI website resources.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> </ul>	<ul style="list-style-type: none"> <li>Meetings held to advance implementation of RISE Program Evaluation plan to enhance seamless alignment with OPAIP KPIs.</li> <li>Collaborated with Student Development Services to deliver College Open House &amp; OYAP Welcome Night.</li> <li>Participated in ORSIE EDI Committee; Hosted National Coming Out Day pop up resource-sharing events with campus and community partners.</li> <li>Training on Embedding EDI in Delivery of Educational Services developed and delivered.</li> <li>Traction gained on EDI website enhancement process during Spring 2023 (e.g. identifying content updates) slowed due to staffing transitions.</li> </ul>	<p style="background-color: #00FF00; display: inline-block; padding: 2px;">On Track</p>

## 2023-2024 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> <li>Continue to build community connections in support of EDI resources for employees and students.</li> </ul>	<ul style="list-style-type: none"> <li>Attend and host community organizations' committees and events to support the promotion of pathways to post-secondary through the RISE program.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> </ul>	<ul style="list-style-type: none"> <li>Referral process for DC's 2SLGBTQQIA+ students to Durham Community Health Centre established.</li> <li>Collaborated with Women's Committee of Durham Region to facilitate a Women's Abuse Awareness event (approx. 26 participants).</li> <li>Partnered with AIDS Committee of Durham, OnTech &amp; Trent University to host Let's Talk Series.</li> </ul>	<b>On Track</b>
	<ul style="list-style-type: none"> <li>Provide intuitional EDI leadership and support to related activities and groups e.g. Black Student Success Network (BSSN), EDI working group, Wellness Committee.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to build framework for EDI working group.</li> <li>Provide ongoing support and consultations on initiatives that address anti-Black racism to BSSN.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> </ul>	<ul style="list-style-type: none"> <li>EDI Committee workplan to enhance TOR and institutional Framework (developed via environmental scan and consultations with EDI Committee in Spring 2023) on hold due to staffing transitions.</li> <li>Campus-wide tracker for EDI Activities developed.</li> <li>BSSN team submitted draft TOR following student recruitment event in Spring 2023.</li> </ul>	<b>On Track</b>
	<ul style="list-style-type: none"> <li>Demonstrate leadership at the Board level by supporting equity, diversity and inclusion initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>Provide regular updates on training and EDI institutional commitments.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> </ul>	<ul style="list-style-type: none"> <li>Sexual Violence Report presented to Board of Governors.</li> <li>Communication plan for DC EDI Census in development.</li> <li>Case management protocols for human rights concerns/complaints and Sexual Violence Disclosures to support reporting on institutional</li> </ul>	<b>On Track</b>

# 2023-2024 Business Plan Scorecard



We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
				commitments being finalized.	
<b>4. Empower and support employees to be entrepreneurial, innovative and strategic.</b>	<ul style="list-style-type: none"> <li>Provide website resources for faculty to support the development of course assessment and instructional design contributing to the Digital Learning Strategy.</li> </ul>	<ul style="list-style-type: none"> <li>Update the Assessment &amp; Evaluation page and Planning to Teach web pages to include a broader scope of information and at least six new resources.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Four new resources launched in summer 2023: High quality online learning considerations; Developing a Flexible Course website; Digital Delivery Modes resource; Lesson Plan templates for digital delivery modes. Remaining resources launching as part of winter "Faculty Development and Support" working group.</li> </ul>	<span style="background-color: green; color: black; padding: 2px;">On Track</span>
	<ul style="list-style-type: none"> <li>Develop and launch course exemplars in digital delivery modes (e.g., flexible, HyFlex, online synchronous, etc.) as part of the Digital Learning Strategy.</li> </ul>	<ul style="list-style-type: none"> <li>Course exemplars developed and launched by March 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Online Asynchronous Exemplar launched in the self-registration portal in August 2023, remaining exemplars in development for launch for spring 2024.</li> </ul>	<span style="background-color: green; color: black; padding: 2px;">On Track</span>

# 2023-2024 Business Plan Scorecard



We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> <li>Explore and innovate educational technology to evaluate its impact on student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Enable a minimum of one SoTL pilot by March 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>CodeGrade acquired, faculty trained and implementation is ongoing in 8 sections of Introduction to Programming (COSC 1100) (~240 students), overseen by 8 faculty (1 FT &amp; 7 PT).</li> </ul>	<p><b>Completed</b></p>
	<ul style="list-style-type: none"> <li>Investigate the opportunities for use of Large Language Models (LLMs) and generative artificial intelligence in higher education to develop synergistic resources for faculty and students to support implementation in teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>15 faculty and staff to complete purposeful research &amp; experimentation.</li> <li>Create a minimum of five paired faculty and student resources to outline use cases and guide implementation.</li> <li>Resources in place September 2023.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Eighteen faculty and staff experimented and researched eighteen Generative Artificial Intelligence (GenAI) tools for teaching and learning purposes. Results were published as part of the <a href="#">GenAI section on the CTL website</a>. The tool guidebook has been published with an additional eight areas to support faculty members including: benefits for teaching and learning; a framework for implementing GenAI; Ethics, data privacy and security considerations; how to incorporate GenAI in curriculum; adapting assessments to mitigate unauthorized use of GenAI; how to write a prompt with GenAI and academic integrity and GenAI. Student resources are currently in development, scheduled for launch by winter 2024. CTL has created two secondment roles for Generative AI Consultants to work with faculty in</li> </ul>	<p><b>Completed</b></p>

## 2023-2024 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
				integrating GenAI into their instructional and assessment practices.	
	<ul style="list-style-type: none"> <li>Develop program in online course development and delivery as part of Colleges and Institutes Canada's Skills to Access the Green Economy international project, in collaboration with seconded faculty member, to build global competence.</li> </ul>	<ul style="list-style-type: none"> <li>Develop five module courses.</li> <li>Deliver five modules in various delivery modes.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Modules 1-3 launched synchronously in the spring, the CTL facilitated training in online course development to over 120 faculty from six countries (Guyana, Jamaica, St. Lucia, Grenada, Belize, Dominica). Modules 4 and 5 launch in-person in February and March 2024.</li> </ul>	<b>On Track</b>
<b>5. Strengthen our organizational culture to prioritize the health and wellness of our employees.</b>	<ul style="list-style-type: none"> <li>Implement programming in support of the mental health and wellness framework for employees.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and deliver in-house programming focused on supporting wellness and resiliency at work.</li> <li>Include a session specific to managers and their role in promoting wellness at work.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> </ul>	<ul style="list-style-type: none"> <li>HR will be delivering a session to managers on how to support employees on medical leave, returning to work and workplace accommodations.</li> <li>The Working Mind training implementation delayed.</li> </ul>	<b>On Track</b>

## 2023-2024 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> <li>Develop a 'learn-more' series for employees about retirement planning, including benefits plans.</li> </ul>	<ul style="list-style-type: none"> <li>Develop employee presentations on retirement planning covering all the various aspects employees need to consider in preparing for retirement.</li> <li>Deliver seminar and review feedback for future wellness planning sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> </ul>	<ul style="list-style-type: none"> <li>Updated the Retirement page on ICE with action required when submitting notice of retirement, along with information on retirement benefits with Sun Life and the CAAT Pension Plan.</li> <li>The Retirement page also provides links to the related modules available on Brightspace.</li> <li>Late January, an announcement was posted on ICE to inform employees of the information and resources available on the Retirement site.</li> </ul>	<p><b>On Track</b></p>
	<ul style="list-style-type: none"> <li>First Peoples Indigenous Centre (FPIC) to initiate programs that offer Elder teachings that are meant to foster wellness by thinking of health in a way that is all-encompassing and supports mental, physical, emotional and spiritual wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly Teachings will be hosted and promoted to employees and students.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Dean, Students</li> </ul>	<ul style="list-style-type: none"> <li>Teachings with Elder Shirley Williams took place throughout Fall semester.</li> <li>Elder Shirley is scheduled to conduct traditional teachings during the Winter semester, covering traditional topics like Anishinaabe Clan systems, Medicine Wheel teachings, and more.</li> <li>Students have the option to request traditional medicines for self-care and Smudging services are accessible within the FPIC.</li> </ul>	<p><b>On Track</b></p>



# 2023-2024 Business Plan Scorecard



## OUR WORK

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

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
1. Create an environment that inspires idea generation, bold leadership and purposeful innovation that aligns with the evolution of work.	<ul style="list-style-type: none"> <li>Offer monthly Institutional Research &amp; Planning consultation sessions and brown bag lunch-and-learn opportunities to help navigate and understand the information presented through Institutional Research dashboards.</li> </ul>	<ul style="list-style-type: none"> <li>Consultation and learning session planned.</li> <li>Learning sessions offered by March 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Be In the Know (lunch and learn sessions) and IR Clinics scheduled; Be In the Know sessions shared on CTL PD calendar.</li> </ul>	<b>On Track</b>
	<ul style="list-style-type: none"> <li>Organize and host Advancing Learning Conference.</li> </ul>	<ul style="list-style-type: none"> <li>Successfully host the Advancing Learning Conference in May 2023.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>200+ individuals attended the first flexible access (online and in-person) Advancing Learning Conference at Durham College featuring 45 speakers from across Ontario.</li> </ul>	<b>Completed</b>
	<ul style="list-style-type: none"> <li>Develop new training opportunities for faculty members interested in research to encourage greater participation.</li> </ul>	<ul style="list-style-type: none"> <li>Offer at least two training modules, including the seven-part Fundamentals of Applied Research workshop series.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> <li>Chief administrative officer</li> </ul>	<ul style="list-style-type: none"> <li>Fundamentals of Applied Research workshop series delivered in May/June. Discussion with HR is in progress to make Cybersecurity awareness training as a Professional Development offering. College and Community Social Innovation Fund workshop series was held October/November 2024 delivered by external consultant.</li> </ul>	<b>Completed</b>

# 2023-2024 Business Plan Scorecard



We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> <li>Continue to enhance food service options for students, and employees.</li> </ul>	<ul style="list-style-type: none"> <li>Reopen the food outlet at the CFCE this winter with quick-serve options and begin exploring a new concept for implementation this fall.</li> <li>Create an outdoor dining space at Starbucks in the summer of 2023.</li> <li>Continue to revitalize our food service portfolio through innovative engagement strategies for students with our service provider, Chartwells.</li> <li>Increase vending options to allow for 24/7 availability of food and beverages.</li> <li>Promote and educate students, faculty and staff on healthy food options.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Vice president, Administration &amp; Chief financial officer</li> </ul>	<ul style="list-style-type: none"> <li>CFCE outlet re-opened this academic year with enhanced offerings.</li> <li>Starbucks patio was a great success with the hope of expanding the size for next summer's season.</li> <li>New registers on order for both the Galleria and C-wing Tim Horton's locations. This will allow for expanded use of the Tim's Rewards program across all campus locations which will aid in decreasing volume at our busy B-wing location.</li> <li>A brand refresh is now in design phase for our Galleria Tim Horton's location.</li> <li>We continue to explore options to increase the capacity at our B-wing Tim Horton's.</li> </ul>	<p style="text-align: center;"><b>On Track</b></p>
<p><b>2. Lead in the development of transformational programs, services and systems that enhance the student experience.</b></p>	<ul style="list-style-type: none"> <li>Develop new courses that integrate virtual reality technology through Mixed Reality Capture (MRC) Studio in three programs in the Faculty of Media, Art and Design (MAD).</li> </ul>	<ul style="list-style-type: none"> <li>New courses focused on technology introduced into program delivery for fall 2024 in Animation, Broadcasting and Video Production.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Building a strategy focused on enhancing teaching in the MRC.</li> <li>Virtual Production/Digital Effects modules being added for fall 2024 into Broadcasting. Game-Art &amp; Video Production - development in May/June 2024. New courses for Animation will be finalized and added in 2024-2025.</li> </ul>	<p style="text-align: center;"><b>Completed</b></p>

## 2023-2024 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> <li>Develop new curriculum to leverage electric vehicle (EV)/hybrid vehicle (HV) learning space.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an EV certificate and submit Program Proposal Review Committee (PPRC) documents by October 2023.</li> <li>Weave EV/HV learning into existing automotive credentials, leverage space for non-automotive professionals to train on EV/HV technology and secure equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>PAC met in January 2024.</li> <li>Based on available data and an environmental scan, the decision was made to proceed with the development of a two-year program with common first year in Automotive Technician – Service and Management, in lieu of the certificate. A micro-credential will also be considered with an EV safety focus.</li> </ul>	<p><b>On Track</b></p>
	<ul style="list-style-type: none"> <li>Finalize and launch new Engineering pathway agreement with Ontario Tech University.</li> </ul>	<ul style="list-style-type: none"> <li>Pathway finalized and approved by spring 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Agreement finalized between two institutions, with launch for students coming in 2024.</li> </ul>	<p><b>Completed</b></p>
	<ul style="list-style-type: none"> <li>Develop a college-wide training plan for student research assistants that includes EDI in research.</li> </ul>	<ul style="list-style-type: none"> <li>Engage at least 24 students in training by March 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>To date, 39 students have received training.</li> <li>A module on EDI practices in Craft Brewing has been developed; plans are in place to use this as a pilot and develop similar ones in other areas.</li> <li>Social Impact Hub students completed DC created EDI modules. Once the Ethics Compliance, Training and Inclusion Coordinator has recently been hired (with Mobilize funding), with her support these efforts will be coordinated and</li> </ul>	<p><b>Completed</b></p>

# 2023-2024 Business Plan Scorecard



We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
				<p>documented centrally, with enhancements.</p> <ul style="list-style-type: none"> <li>UDL training is scheduled for the researchers in Applied Research. Social Impact Hub investigating external EDI training that can be provided to all student research assistants. EDI in College Research Community of Practice is available to students. Webinars offered by Community-Based Research Canada are open to students.</li> </ul>	
	<ul style="list-style-type: none"> <li>Develop and propose a new service model to enhance the student experience and better achieve outcome measures as identified by DC and the Ministry of Colleges and Universities.</li> </ul>	<ul style="list-style-type: none"> <li>Submit a plan to the EVPA by August 31, 2023.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Proposed high level overview of service model for approval to Associate Vice President Academic and Associate Vice President C&amp;M.</li> <li>This work will continue through the recently established Service Excellence Steering Committee.</li> </ul>	<p><b>Completed</b></p>
	<ul style="list-style-type: none"> <li>Enhance cyber security posture by having a penetration test conducted by a third party.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the security company that will perform the penetration testing.</li> <li>Define the scope of the work to be conducted.</li> <li>Have the test done before March 31, 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> </ul>	<ul style="list-style-type: none"> <li>Currently busy with the procurement of the vendor that will conduct the penetration test.</li> </ul>	<p><b>On Track</b></p>

# 2023-2024 Business Plan Scorecard



We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> <li>Improve online presence of Financial Aid and Awards (FAA) to disseminate financial aid information in a more effective method to all our stakeholders, including partnering with National Student Loans Centre (NSLC) to share their social media communications.</li> </ul>	<ul style="list-style-type: none"> <li>Enhance web page content and format.</li> <li>Introduce exit workshops/ interviews, create videos and partner with NSLC regarding loan repayment to reduce OSAP default rates by providing knowledge to students regarding repayment options (default management impacts College’s KPI metrics).</li> <li>Summer/Spring Develop content and videos by summer 2023.</li> <li>Summer/Spring Collaborate with NSLC regarding upcoming campaigns by summer 2023.</li> <li>Fall relaunch the FAA website by spring 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Chief Administrative Officer</li> <li>Dean, Students</li> </ul>	<ul style="list-style-type: none"> <li>Successfully implemented Phase 1 of the website overhaul in September.</li> <li>Offered an exit workshop in fall but due to low attendance, now creating an “exit package” where students will receive an email from FAA to understand how the withdrawal may impact their financial aid eligibility.</li> <li>Completed videos for FAA webpage in September.</li> <li>Work continues with the NSLC regarding coordinating social media campaigns.</li> </ul>	<p style="background-color: #90EE90; display: inline-block; padding: 2px;">On Track</p>
	<ul style="list-style-type: none"> <li>Implement a system that provides a more efficient integration between Banner and DC Connect.</li> </ul>	<ul style="list-style-type: none"> <li>Contract the vendor to assist with the implementation.</li> <li>Work with the vendor to define the scope and do the implementation.</li> <li>Go live with the new system before March 31, 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> </ul>	<ul style="list-style-type: none"> <li>It became evident that the implementation of the system is dependent on changes to the baseline functionality of Banner. Project is on hold until vendor has implemented required changes.</li> </ul>	<p style="background-color: #FFFF00; display: inline-block; padding: 2px;">On Hold</p>

## 2023-2024 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
<b>3. Be at the forefront of the evolving practices of teaching, learning and applied research.</b>	<ul style="list-style-type: none"> <li>Pilot compressed general education course to support student graduation rates.</li> </ul>	<ul style="list-style-type: none"> <li>Offer a minimum of one general education course in compressed delivery mode by March 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>LS now offers at least one 7-week course per semester and PPL is working on a 4-week compressed course for early spring to support June grads. Work is ongoing with the Office of the Registrar to ensure that students needing a general education course can be identified appropriately. The next step is developing a communication plan and to ensure that the advisors are aware.</li> </ul>	<b>Completed</b>
	<ul style="list-style-type: none"> <li>Develop a research and training strategy for a Natural Sciences and Engineering Research Council of Canada (NSERC) Mobilize grant application.</li> </ul>	<ul style="list-style-type: none"> <li>Mobilize grant proposal submitted and approved by August 2023.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Mobilize grant awarded. Ethics Compliance, Training and Inclusion Coordinator has been hired.</li> </ul>	<b>Completed</b>
	<ul style="list-style-type: none"> <li>Develop collaborations with synergistic partners in applied research that amplify our reach.</li> </ul>	<ul style="list-style-type: none"> <li>Develop collaborative opportunities with at least two stakeholder organizations.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>New partnerships being pursued with Tribros for the MRC Studio and In-Sec-M for the Centre for Cybersecurity. Discussions underway for partnerships with Police Accelerator, Schwartz Reisman Institute, and Vector Institute. Plans are in place to develop collaborations between the MRC Studio and the AI Hub with DC's CTS. Social Impact Hub has begun working with agencies such</li> </ul>	<b>Completed</b>

## 2023-2024 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
				<p>as Lake Ridge Community Support Services and Inspire by Example, Ontario Shores, the Abilities Centre, Health Research Council for People of African Descent. Working with Abilities Centre/Ontario Shores to develop joint community research event. Synergistic partnership with Hamilton RTDS has been established to promote electric, connected and automated vehicles.</p>	
	<ul style="list-style-type: none"> <li>Collaborate with Centre for Teaching and Learning to develop an asynchronous 101 best practices in teaching module for PPL.</li> </ul>	<ul style="list-style-type: none"> <li>Module developed and launched by March 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Established new title for the module: Best Practices for Asynchronous Teaching; work has begun on this module via the Digital Learning Task Force. Early winter 24 additional PPL staff to receive access to existing content to support deeper collaboration.</li> </ul>	<p><b>On Track</b></p>
	<ul style="list-style-type: none"> <li>Develop a strategy to expand the AI Hub services to include more fee-for-service offerings and training.</li> </ul>	<ul style="list-style-type: none"> <li>At least eight services developed through the AI Hub and provided to at least six companies.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Nine specific services have been finalized. Currently six companies have been identified to engage in these services.</li> </ul>	<p><b>Completed</b></p>

# 2023-2024 Business Plan Scorecard



We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> <li>Develop a business plan for MRC Studio to grow operations.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a three-year plan for MRC Studio with at least two new funding streams identified.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>The business plan is being developed. CFI-Funding stream has been identified to support MRC studio. Fee for Service and microservices have been identified as sources to fund collaborations.</li> </ul>	<p style="text-align: center;"><b>On Track</b></p>
	<ul style="list-style-type: none"> <li>Continue to grow the Social Impact Hub as a thriving, diverse research centre.</li> </ul>	<ul style="list-style-type: none"> <li>Engage at least two more researchers/full-time faculty members in research collaborations.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Internal funds: supporting two new projects via IODF funding; Seed Grant two funded; two tentative.</li> <li>Five CCSIF applications are being developed: two resubmissions; three involving new partners/projects.</li> <li>The above include numerous new partnerships.</li> <li>Exploring Social Sciences and Humanities Research Council Connection grant with Abilities Centre/Ontario Shores; submitted grant application to the Seniors New Horizons program with Abilities Centre as lead.</li> </ul>	<p style="text-align: center;"><b>On Track</b></p>
	<ul style="list-style-type: none"> <li>Expand and build a strategy to grow operations in the Centre for Cybersecurity Innovation, leveraging the new cybersecurity lab infrastructure.</li> </ul>	<ul style="list-style-type: none"> <li>Develop three new services and start eight projects with 15 students trained.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Ten services in the Centre for Cybersecurity have been developed. Two projects have been started and scoping for 11 projects is in progress.</li> </ul>	<p style="text-align: center;"><b>On Track</b></p>



# 2023-2024 Business Plan Scorecard



We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
<b>4. Maximize resources and processes in all aspects of our business.</b>	<ul style="list-style-type: none"> <li>Deliver a balanced budget for 2023-24 that optimizes resources and results in a clean audit opinion.</li> <li>Implement the new PSAB accounting standard – Public-Private Partnerships for March 31, 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor revenues and expenses to achieve a balanced budget for March 31, 2024.</li> <li>Review internal controls to ensure that no deficiencies are recorded by the external auditors.</li> <li>Engage BDO to assist with the required re-evaluation of our current Public Private Partnership (Whitby residence).</li> <li>Record the estimate on the 2023-24 financial statements.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Vice president, Administration &amp; Chief financial officer</li> </ul>	<ul style="list-style-type: none"> <li>Management provides budget updates to the Board through the Audit and Finance Committee on a regular reporting basis.</li> <li>The Internal Controls procedures was reviewed by the A&amp;F and external auditors in November 2023.</li> <li>Management has engaged an independent team at BDO to assist with the adoption of PS3160. The estimate for this provision has now been finalized.</li> </ul>	<span style="background-color: #00FF00; padding: 2px;">On Track</span>
	<ul style="list-style-type: none"> <li>Develop and execute a plan to relocate the administrative departments from Campus Corners.</li> </ul>	<ul style="list-style-type: none"> <li>Renovate existing spaces within the Gordon Willey building to accommodate the Human Resources, EDI, and Communications &amp; Marketing departments and begin relocations spring/summer 2023.</li> <li>Renovate the third floor of the Simcoe Village residence to accommodate the Finance and Administrative Computing departments.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Vice president, Administration &amp; Chief financial officer</li> </ul>	<ul style="list-style-type: none"> <li>EDI has been fully moved into C-wing level 1.</li> <li>Communications and Marketing will move at the end of October.</li> <li>Human Resources will move at the end of October.</li> <li>H-wing level 2 will re-open for use as student space in early October.</li> <li>IT and finance will remain at campus corners as a result of preliminary design work which revealed the new space would come with occupancy restrictions. Other options are being explored.</li> </ul>	<span style="background-color: #00FFFF; padding: 2px;">Completed</span>
	<ul style="list-style-type: none"> <li>Continue to work towards Accessibility for Ontarians with Disabilities Act (AODA) 2025 compliance.</li> </ul>	<ul style="list-style-type: none"> <li>Budget identified over the next two years to complete all necessary requirements. Half of the remaining work required is</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Vice president, Administration &amp;</li> </ul>	<ul style="list-style-type: none"> <li>Work is underway to update many areas of the campus identified as not meeting AODA requirements. Several improvements in areas such</li> </ul>	<span style="background-color: #00FF00; padding: 2px;">On Track</span>

# 2023-2024 Business Plan Scorecard



We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
		to be completed in fiscal 23-24.	Chief financial officer	as stairwells, doors operators, entrance ways, and grounds enhancements have been made to-date with work scheduled to continue into next year. <ul style="list-style-type: none"> <li>• Seven stairwells have been modernized with many AODA concerns addressed. The refreshed stairwells enhance the overall look of the space and give the Willey building a newer and more modern feel.</li> <li>• One additional stairwell will be completed during the summer of 2024 when student volume allows.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Install a new combined heat and power plant (co-generation plant) at the Whitby campus.</li> </ul>	<ul style="list-style-type: none"> <li>• A concept design has already been explored and further design work will begin spring 2023.</li> </ul>	<ul style="list-style-type: none"> <li>• Chief administrative officer</li> <li>• Vice president, Administration &amp; Chief financial officer</li> </ul>	<ul style="list-style-type: none"> <li>• This project was cancelled as we explore other more modern and sustainable approaches to provide heat at our Whitby campus.</li> </ul>	<b>Cancelled</b>
	<ul style="list-style-type: none"> <li>• Implement a battery storage system to reduce overall electricity costs.</li> </ul>	<ul style="list-style-type: none"> <li>• Partner selection to occur in the coming months with installation to occur within the year. Commissioning to occur in summer 2024 with realizable savings in summer of 2025.</li> </ul>	<ul style="list-style-type: none"> <li>• Chief administrative officer</li> <li>• Vice president, Administration &amp; Chief financial officer</li> </ul>	<ul style="list-style-type: none"> <li>• A letter of intent has been signed and preliminary design work has begun on battery sizing in addition to the connection impact assessment. Further legal review is being completed as we work towards a signed contract with Peak Power.</li> </ul>	<b>On Track</b>

## 2023-2024 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> <li>Enhance the online experience for international education stakeholders (prospects, students, agents, partners, staff, etc.) in order to help enhance DC's global reputation.</li> </ul>	<ul style="list-style-type: none"> <li>Redesign and implement a new international website by March 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>After consultations between International Admissions and International Student Support and Engagement, most website content has been revised. Input from International Projects and Partnerships was provided this fall.</li> <li>Reviewed content with Enrolment Services for awareness and alignment.</li> <li>Will review student experiences post-start-up and make required adjustments.</li> </ul>	<p><b>On Track</b></p>
	<ul style="list-style-type: none"> <li>Improve the online enrolment experience for all domestic students.</li> </ul>	<ul style="list-style-type: none"> <li>Redesign and implement a new Enrolment Services website by March 31, 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Based on the audit we have enhanced the MyDC enrolment experience. Next steps will be implementing changes on the website to correlate the interactions between website/MyDC. Rebuilt Important dates webpage and working on Tuition and Fees webpages. Next is developing registration template page.</li> </ul>	<p><b>On Track</b></p>
	<ul style="list-style-type: none"> <li>Continue to focus on diversity and market development, per the Internationalization &amp; Global Engagement plan.</li> </ul>	<ul style="list-style-type: none"> <li>Receive applications from at least 90 different source countries by March 31, 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>May 2023 intake received applications from 73 unique countries.</li> <li>Sept 2023 intake received applications from 98 unique source countries.</li> <li>In winter 2024, registered students</li> </ul>	<p><b>Completed</b></p>

# 2023-2024 Business Plan Scorecard



We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
				from 86 different countries.	
	<ul style="list-style-type: none"> <li>Improve the international applicant experience.</li> </ul>	<ul style="list-style-type: none"> <li>Provide new agent supports through new training materials by December 31, 2023.</li> <li>Improve processes to ensure fully-completed international deferrals and refunds (sent to Finance) will be processed within five business days of receipt.</li> <li>Develop a business case for implementing a West African office by October 1, 2023.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>International deferrals and refunds are complete.</li> <li>Agent resource website has been launched and five information sessions have been held. Agent training is complete. Agents training module content sent to Heads of International for review. This is work that DC is leading as we collaborate with other colleges.</li> <li>Business case for remote admissions support in development.</li> </ul>	On Track
	<ul style="list-style-type: none"> <li>Advance Office of Development and Alumni Affairs toward its relationship-based fundraising goals outside of a capital campaign.</li> </ul>	<ul style="list-style-type: none"> <li>Formalize process to determine annual fundraising priorities.</li> <li>Identify and maintain 100+ qualified prospects relevant to 2023-24 fundraising priorities and future fundraising priorities.</li> <li>Establish formal stewardship plans for \$500,000+ donors whose last gift was received/committed since 2015.</li> </ul>	<ul style="list-style-type: none"> <li>Associate vice president, Development and Alumni Affairs</li> </ul>	<ul style="list-style-type: none"> <li>Meetings complete with all Faculties and prioritization process has been approved by Academics. Next step to DCLT.</li> <li>Draft case for support, currently soliciting internal feedback. Currently have 80 qualified major gift prospects. Will grow now that priorities have been identified.</li> </ul>	On Track

## 2023-2024 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
<b>5. Support Effective College Governance</b>	<ul style="list-style-type: none"> <li>• Create an onboarding toolkit for new Governors.</li> <li>• Create a guidance document for employees presenting to the Board.</li> <li>• Launch the President’s Circle group and engagement strategy.</li> </ul>	<ul style="list-style-type: none"> <li>• An onboarding toolkit is posted to the Board portal by fall 2023.</li> <li>• A guidance document is created and shared with DC employees, offering guidance on presenting to the Board by fall 2023.</li> <li>• President’s Circle is established and launch event is held in June 2023.</li> </ul>	<ul style="list-style-type: none"> <li>• President’s Office</li> <li>• Associate vice president, Development and Alumni Affairs</li> </ul>	<ul style="list-style-type: none"> <li>• The Board portal was refreshed over the summer with new content and the inclusion of a Best Practices Toolkit.</li> <li>• President’s Circle launched.</li> <li>• The creation of a guidance document for employees presenting to the Board has been deferred – focus shifted to supporting onboarding of new president.</li> </ul>	<b>Delayed</b>
	<ul style="list-style-type: none"> <li>• Support the work of the Innovation &amp; Disruption Catalyst Group.</li> </ul>	<ul style="list-style-type: none"> <li>• Host a minimum of one employee and one student think tank by March 2024.</li> <li>• Review and evaluate all the inputs from the past year and identify themes that can be actioned and celebrated.</li> </ul>	<ul style="list-style-type: none"> <li>• President’s Office</li> </ul>	<ul style="list-style-type: none"> <li>• Two IDCG Employee Think Tanks are scheduled for October 2023.</li> <li>• Planning for a Student Think Tank took place; however, the event was not run due to other priorities.</li> <li>• The 3<sup>rd</sup> <i>Share Your Story</i> campaign concluded in June 2023.</li> </ul>	<b>Delayed</b>
	<ul style="list-style-type: none"> <li>• Determine future of Durham College Foundation.</li> </ul>	<ul style="list-style-type: none"> <li>• DC Foundation resolution to expand mandate or transfer to Board of Governors.</li> </ul>	<ul style="list-style-type: none"> <li>• Associate vice president, Development and Alumni Affairs</li> </ul>	<ul style="list-style-type: none"> <li>• Board of Governors and Foundation Board of Directors ratified decision to move the DC Foundation into dormancy and transfer investment accountabilities to Durham College.</li> <li>• The transition will be complete by March 2024.</li> </ul>	<b>Completed</b>

# 2023-2024 Business Plan Scorecard

## OUR COMMUNITY

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



We will	Actions	Measurement/Milestone	.Lead	Update on Actions	Status
1. Establish and strengthen sustainable partnerships locally and internationally with industry, government, community and alumni.	<ul style="list-style-type: none"> <li>Launch Barrett Centre Agricultural urban farm – Ajax site.</li> </ul>	<ul style="list-style-type: none"> <li>Farm started with operational start-up including but not limited to the installation of an orchard, demonstration gardens, first range of open crop production, berry shrubs, Grower unit, passive solar greenhouses and apiary by March 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Official opening date - October 2, 2023.</li> <li>Grower unit has power and sign installed.</li> <li>Security cameras and lights installed.</li> <li>Town of Ajax in for inspection was passed.</li> <li>Apiary on track.</li> <li>Gardens looking good and on track for pick your own produce for the grand opening.</li> </ul>	On Track
	<ul style="list-style-type: none"> <li>Expand the Barrett Centre Urban Farm capabilities – Whitby campus.</li> </ul>	<ul style="list-style-type: none"> <li>Expansions to the farm to be completed by March 2024:                             <ul style="list-style-type: none"> <li>Install – hydroponic unit and ensure AODA compliance</li> <li>Re-establish apiary.</li> <li>Initiate the operation of Centre for Organic Regeneration.</li> </ul> </li> <li>Align farm systems to increase internal crop usage.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Apiary complete.</li> <li>Hydroponic container installed and seedlings planted.</li> <li>Biodigester started September 2023.</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Strengthen relationships with community and industry partners and celebrate the contributions of WIL employers to student learning and success.</li> </ul>	<ul style="list-style-type: none"> <li>Host the 2023 WIL Employer Appreciation event.</li> <li>Event debrief completed with plans/improvements documented for 2024 event.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>2023 WIL Employer Appreciation event was held in April and featured a WIL student panel and tour of Oshawa campus spaces. Debrief completed with suggested improvements for 2024.</li> </ul>	Completed

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	<ul style="list-style-type: none"> <li>• Work with partner institutions Trent Durham and Ontario Tech University to engage the broader community to ensure adequate support for international student populations.</li> </ul>	<ul style="list-style-type: none"> <li>• Chair the International Community Partnership committee throughout 2023-2024, ensuring that objective goals are established and met through collaboration with member community groups, Trent University and Ontario Tech University.</li> </ul>	<ul style="list-style-type: none"> <li>• Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>• Completed two rounds of working group meetings in April and May 2023, including Housing, Health and Wellness (new chair - OnTechU), Community Connections, and Employment (new chair - Trent).</li> <li>• Held International Community Partnership (proper) meeting in June 2023.</li> <li>• Next meeting scheduled for Nov 2023.</li> </ul>	<p><b>On Track</b></p>
	<ul style="list-style-type: none"> <li>• Pilot Corporate Training Services (CTS) “Expand to Canada Program,” a training program designed for international executives who are considering expanding or starting businesses in Canada.</li> </ul>	<ul style="list-style-type: none"> <li>• Goal is to include 10 participants by spring 2024.</li> </ul>	<ul style="list-style-type: none"> <li>• Associate vice president, Development and Alumni Affairs</li> </ul>	<ul style="list-style-type: none"> <li>• Program content in development – beta stage.</li> <li>• Part-time advisory and content developer being utilized.</li> <li>• Pricing for program drafted.</li> <li>• Next steps are to confirm professional services support structure to deliver live program.</li> <li>• Marketing of program will be in January 2024.</li> </ul>	<p><b>On Track</b></p>
	<ul style="list-style-type: none"> <li>• Develop an external relations strategy that maximizes relationships with community, government and industry.</li> </ul>	<ul style="list-style-type: none"> <li>• Planning will take place through spring/summer with a report presented to DCLT for consideration by the fall.</li> <li>• Include multiple internal partners in discussions to help inform report.</li> </ul>	<ul style="list-style-type: none"> <li>• Associate vice president, Development and Alumni Affairs</li> <li>• President’s Office</li> </ul>	<ul style="list-style-type: none"> <li>• Initial draft is being reviewed and updated.</li> <li>• On Hold pending new president installation.</li> </ul>	<p><b>On Hold</b></p>

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	<ul style="list-style-type: none"> <li>• First Peoples Indigenous Centre (FPIC) to engage and support the local school board Indigenous Initiatives team.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide support directly to Indigenous student networks and supports.</li> <li>• Build on resources available through the local school board.</li> </ul>	<ul style="list-style-type: none"> <li>• Chief administrative officer</li> <li>• Dean, Students</li> </ul>	<ul style="list-style-type: none"> <li>• In December, FPIC hosted 22 Indigenous recruiters for Aboriginal Post-Secondary Information Program’s (APSIP) GTA Week Tour and invited local students to attend this on-campus event to learn more about possible post-secondary education opportunities.</li> </ul>	<p style="text-align: right; background-color: #00FF00; padding: 2px;">On Track</p>
<p><b>2. Expand opportunities for employees and students to volunteer in our community.</b></p>	<ul style="list-style-type: none"> <li>• Enhance partnerships with local Chambers of Commerce.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and host at least six events in fall 2023 and winter 2024.</li> <li>• Send a monthly communication to faculty about upcoming events with the goal of having at least 10 faculty members participate.</li> <li>• Ensure one Chamber event is related to applied research.</li> </ul>	<ul style="list-style-type: none"> <li>• Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>• Nine chamber events have been confirmed. Two were held in the fall, and the remainder will take place over the Winter semester, including one with Career Development in Whitby.</li> <li>• Regular communications have been happening about the events. In addition, partnership lead provides an update at PC meetings and sends Outlook invites to all PCs for sharing. Faculty turnout so far has ensured the goal of 10 will be realized at the next event.</li> <li>• The research goal has been re-evaluated given students are the primary audience and the primary intention is to provide them with tools they can immediately use as students or when they graduate. Instead, resources and other information about applied research will be shared at the events from a high level to raise awareness.</li> </ul>	<p style="text-align: right; background-color: #00FF00; padding: 2px;">On Track</p>



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				Finally, we regularly share research opportunities with students, through email communication, program pages or direct outreach.	
	<ul style="list-style-type: none"> <li>Facilitate the expansion of the Walls to Bridges (W2B) program to include one additional course option.</li> </ul>	<ul style="list-style-type: none"> <li>Provide one additional W2B course offering to give additional options for inmates. New course to be delivered in fall 2023.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Course development complete and will be delivered winter 2024. Course is available for registration. A total of 16 students registered.</li> </ul>	<b>Completed</b>
	<ul style="list-style-type: none"> <li>Increase international student volunteer and mentoring engagement.</li> </ul>	<ul style="list-style-type: none"> <li>By March 31, 2024, double the number of peer mentors to 50.</li> <li>Maintain the number of international volunteers at a minimum of 100 for 2023-2024.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>There are 34 peer mentors currently engaged; campaign for fall peer mentors and volunteers began end of July. There were 53 student volunteers for winter 2024 orientation.</li> <li>Recruitment for additional peer mentors to support incoming international students continues.</li> </ul>	<b>On Track</b>
<b>3. Leverage and grow our positive impact on the communities we serve.</b>	<ul style="list-style-type: none"> <li>Expand the Child and Youth Worker virtual care clinic to provide additional enhanced mental health supports to young people and increase field placement opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Increase participation to 20 students for winter 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Implementation underway with students from Child and Youth Care (compressed), Social Services Worker and Honours Bachelor Behavioural Science.</li> <li>Thirteen students are from Child and Youth Care, 4 from Developmental Services worker and 3 from Social Services worker – 20 students in total.</li> </ul>	<b>Completed</b>

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	<ul style="list-style-type: none"> <li>Collaborate with campus partners to plan and implement a diverse range of events and celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the 2023–2024-year, plan and implement events celebrating Diwali, Christmas, Lunar New Year, Holi and Eid (at a minimum), in partnership with Student Affairs, DCSA, and Whitby Campus representatives.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Cultural Celebrations working group met end of May to plan upcoming calendar; cultural celebrations group met twice - leads for all cultural celebrations for upcoming academic year assigned; planning taking place for cultural celebrations 2023-24.</li> <li>Two successful Diwali events held - November 9 (Oshawa); November 10 (Whitby). DC Holiday Markets held on December 5 and 6. Planning in progress for Lunar New Year celebrations.</li> </ul>	<p style="background-color: #00FF00; padding: 2px;">On Track</p>
	<ul style="list-style-type: none"> <li>Community Employment Services (CES) to partner with the Region of Durham and Durham Workforce Authority as the Service System Manager within the Employment Ontario Transformation.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in strategic planning sessions.</li> <li>Perform community consultations.</li> <li>Provide support to service providers to assist with building their capacity.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Dean, Students</li> </ul>	<ul style="list-style-type: none"> <li>Meetings with System Service Manager consortium partners are ongoing and are moving to quarterly meetings.</li> <li>Community consultations with Service Providers were started in fall 2023.</li> <li>Exploring how DC Corporate Training Services can work with the SSM in development training for the Durham Region Network.</li> <li>Supported the Region by offering staff training on CaMS (Ministry Data System) and provided feedback on procedures for Service Provider Network.</li> </ul>	<p style="background-color: #00FF00; padding: 2px;">On Track</p>

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<p><b>4. Guide students in making meaningful connections with their communities.</b></p>	<ul style="list-style-type: none"> <li>Actively seek out and participate in community events, including: IT Expo, Science Rendezvous, Hack for Good event, Young Women in Skilled Trades and Technology, Skills Ontario, National Engineering Month activities.</li> </ul>	<ul style="list-style-type: none"> <li>Active participation in all listed events, along with any others that we are invited to attend and that are in alignment with our programs.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Science Rendezvous held for the first time in May, with significant community participation. IT Expo planning has welcomed capstone and placement students from Events program to help with all the planning. Events have been identified for SEIT participation in Young Women Science Technology and Trades event. A session sponsored by the Ontario Society of Professional Engineers and Engineers Canada is planned for the National Engineering Month in March 2024, similar to a session hosted in 2023 where panelists from OPG and CIGan participated.</li> <li>Three students participated in Skills Ontario in 2023 and participation is being planned for 2024.</li> <li>SEIT is providing space in its machine shop to support the First Robotics event in March 2024.</li> </ul>	<p><b>On Track</b></p>
	<ul style="list-style-type: none"> <li>Career Development will continue to engage community employers and students through a variety of recruitment related opportunities (virtually and in-person) as well as provide students with insight to community employers</li> </ul>	<ul style="list-style-type: none"> <li>Host a minimum of one employer Q&amp;A per month on Instagram.</li> <li>Increase student/alumni event attendance by 2%.</li> </ul>	<ul style="list-style-type: none"> <li>Chief administrative officer</li> <li>Dean, Students</li> </ul>	<ul style="list-style-type: none"> <li>This initiative is on hold until after the February Job Fair due to learning curve associated with onboarding a new staff member to the role and team.</li> </ul>	<p><b>On Hold</b></p>

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	<p>and agencies through Q&amp;A sessions on Instagram.</p>				
	<ul style="list-style-type: none"> <li>• First Peoples Indigenous Centre (FPIC) to partner with organizations in Durham Region to celebrate Indigenous excellence, amplify Indigenous voices and build connections across the local community.</li> </ul>	<ul style="list-style-type: none"> <li>• Host a successful Indigenous showcase event with positive reviews based on participant and organizer feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Chief administrative officer</li> <li>• Dean, Students</li> </ul>	<ul style="list-style-type: none"> <li>• In November, DC supported a community cultural event "Odibaadodaan: A Celebration of Indigenous Storytellers" event at the Robert McLaughlin Art Gallery in Oshawa.</li> <li>• In December, FPIC co-hosted Bannock and Books (book circle) for students and community with Guest Author Asha Frost in the First Peoples Indigenous Centre.</li> <li>• FPIC has been consulting with external members of the DC IAC and is actively working to enhance its team. FPIC is in the process of recruiting an Indigenous Communities Outreach Coordinator and an Indigenous Student Success Coordinator.</li> </ul>	<p><b>On Track</b></p>

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<p><b>5. Strengthen our relationships with Indigenous communities.</b></p>	<ul style="list-style-type: none"> <li>• Redevelop First Nations, Métis, and Inuit (FNMI) online general education based on faculty feedback and using best practices identified in the High-Quality Online Course Considerations Checklist (from the Digital Learning framework).</li> </ul>	<ul style="list-style-type: none"> <li>• Four refreshed courses ready for fall 2024 delivery.</li> </ul>	<ul style="list-style-type: none"> <li>• Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>• With support from CTL, all four courses have migrated to the exemplar template. Two of the four courses have been redesigned to integrate edtech such as Padlet and Mentimeter to make these asynchronous courses more engaging for students. Content and assessments have been updated where necessary based on faculty team feedback, including integration of reflection wheel framework to guide student responses.</li> </ul>	<p><b>Completed</b></p>
	<ul style="list-style-type: none"> <li>• Explore expansion of Indigenous offerings in Professional and Part-time Learning (PPL) programming in collaboration with Liberal Studies (LS).</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with LS to offer Indigenous courses, pending business analysis. Analysis to be completed by December 2023.</li> </ul>	<ul style="list-style-type: none"> <li>• Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>• PPL and LS consulted on several possible avenues including micro-credentials and general education electives. Several Human Resource considerations were explored as well as financial models. Currently, it does not appear to be advantageous to students for PPL to deliver more FNMI courses. PPL and LS will continue to align activities and seek out future opportunities.</li> </ul>	<p><b>Completed</b></p>
	<ul style="list-style-type: none"> <li>• Expand Seven Generations Education Institute (SGEI) program delivery and partnership to three sites.</li> </ul>	<ul style="list-style-type: none"> <li>• Successful program delivery in fall 2023 in three SGEI sites (Fort Francis, Kenora, Sioux Lookout Campus).</li> </ul>	<ul style="list-style-type: none"> <li>• Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>• New MOU developed to include additional campus (Sioux Lookout Campus) to offer Paramedic (PCC) and Emergency Services Fundamentals (EMSF) programs.</li> <li>• PPC on third intake, second intake EMSF launched September 2023.</li> <li>• PPC is offered at three SGEI</li> </ul>	<p><b>Completed</b></p>

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				<p>campuses (Sioux Lookout, Fort Frances, and Kenora) with good enrolment and low attrition (19 students currently registered in Semester 2; 23 registered Day 10 for SEM1).</p> <ul style="list-style-type: none"> <li>EMSFS is delivered at two campuses (Fort Frances and Kenora).</li> </ul>	
	<ul style="list-style-type: none"> <li>Offer at least one First Nations, Métis, and Inuit (FNMI) course face to face each semester to align with Indigenous ways of learning.</li> </ul>	<ul style="list-style-type: none"> <li>One in-person delivery for winter 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>One in-person delivery planned for winter 2024. Currently 85% registered (January 10, 2024).</li> </ul>	<b>Completed</b>
	<ul style="list-style-type: none"> <li>Secure funding to deliver pre-apprentice training to non-traditional populations - Indigenous, newcomers and women.</li> </ul>	<ul style="list-style-type: none"> <li>Secure funding to deliver training in summer 2023.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>Funding secured; 60 students joined the pre-apprenticeship training in the spring of 2023.</li> </ul>	<b>Completed</b>
	<ul style="list-style-type: none"> <li>Build on partnership with Ogemawahj Tribal Council for ongoing programming.</li> </ul>	<ul style="list-style-type: none"> <li>Cooperation agreement finalized in May 2023 with program delivery in fall 2023.</li> <li>Ogemawahj Tribal Council participation in 48 Hour Film Challenge.</li> </ul>	<ul style="list-style-type: none"> <li>Executive vice president, Academic</li> </ul>	<ul style="list-style-type: none"> <li>New Education manager now in place at Ogemawahj Tribal Council (OTC) and working on Spring '24 event plus longer-term strategy with OTC; also second partnership with Mississauga's of Scugog Island First Nation to do similar event – meeting in February to finalize. Note: Working to create a 48 Hour Film challenge specific to OTC.</li> </ul>	<b>On Track</b>

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	<ul style="list-style-type: none"> <li>Expand and provide meaningful programming for DC's Alumni Indigenous Network.</li> </ul>	<ul style="list-style-type: none"> <li>Establish a DCAA Indigenous Award for presentation at Convocation.</li> <li>Durham College Alumni Association to provide Convocation blanket.</li> </ul>	<ul style="list-style-type: none"> <li>Associate vice president, Development &amp; Alumni Affairs</li> </ul>	<ul style="list-style-type: none"> <li>On Hold until at least Spring convocation. Requires further consultation once FPIC team transition is complete.</li> </ul>	<p><b>On Hold</b></p>
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# 2023-2024 Business Plan Scorecard



## Status Column Legend

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

On Track
Cancelled
On Hold
Delayed
Completed



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**Report Number: BOG-2024-17**

**To: Board of Governors**

**From: Don Lovisa, President & Peter Garrett, Manager, Strategic Reporting and Government Relations**

**Date of Report: February 12, 2024**

**Date of Meeting: February 21, 2024**

**Subject: Government Relations Update**

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## **1. Purpose**

The purpose of this report is to provide a summary of the government relations activities related to changes in international policy and impacts to funding.

## **2. Recommendation**

This report is being presented for information only.

## **3. Background**

On January 22, Canada's Immigration Minister Marc Miller announced significant reforms to the international student visa program, to address concerns about the impact of growing numbers of international students and the perceived impact on housing. Key measures include the implementation of a cap on the number of international student study permits issued annually, and changes to the Post-Graduate Work Program (PGWP).

## **4. Discussion/Options**

### **Immigration, Refugees and Citizenship Canada (IRCC)**

The federal government has capped the number of undergraduate study permits for 2024 at approximately 360,000, reflecting a 35% reduction from the previous year. Each province and territory will be allocated a share of permits based on their population, resulting in more substantial decreases in provinces experiencing unsustainable growth in the international student population. Some provinces may witness reductions of around 50%. The cap on study permits is expected to remain in place for two years while the Recognized Institutions Framework (RIF) is finalized and implemented.

Provinces and territories will have the authority to determine how permits are distributed among universities and colleges in their jurisdictions. This includes establishing a letter of attestation system, in which the provinces must submit confirmation letters to the IRCC with study permit applications. This system is not in place in Ontario, and as such IRCC has frozen all international applications. This will have dire financial consequences on most post-secondary institutions in Ontario. The cap will be in effect for two years, and at the end of the current year, the number of visas to be issued in 2025 will be reassessed.

The reforms also include changes to the PGWP. The length of the work permit will now be directly tied to the length of program study, with graduates of master's and other "short graduate-level programs" becoming eligible for a three-year work permit. Spouses of international students in master's and doctoral programs will be eligible for open work permits.

## **International Students + Durham College**

DC has emphasized a strategic and responsive approach to growing its international enrolments, maintaining a self-imposed cap to ensure the college's capacity aligns with the needs of the college and the communities it serves. Unlike having a Public Private Partnership, DC students are directly integrated into the college, allowing them to leverage various supports and benefit from the institution's strong focus on learning quality. The college offers direct support to international students, including assistance in finding temporary accommodations upon their arrival in Canada. There are student residence facilities on both campuses. DC provides information for off-campus student-only residences, the Canada Homestay Network, and tips for securing apartments within the Durham Region. Accommodation guidance is part of the international student orientation, covering aspects such as budgeting, lease agreements, and expectations from landlords.

From an employment perspective, DC facilitates student connections to various work opportunities through the Hired Portal, catering to full-time, part-time, summer, volunteer, and co-op positions. The college's International Education office and Career Development office collaborate to host workshops like "finding a part-time job" before the commencement of programs. Job fairs at campus locations and various support services, including job searching, resume writing, cover letter creation, LinkedIn profile building, and interview preparation, contribute to students' successful integration into the workforce.

DC established the International Community Partnership Committee in collaboration with Trent University Durham and Ontario Tech University. This permanent group ensures that the community is informed about planned growth in international student populations, facilitating the implementation of appropriate

infrastructure elements to support the well-being and engagement of international students. Recognizing the value of a diverse learning environment, DC aims to foster cultural awareness and sensitivity among students, preparing them to navigate effectively through diverse environments.

## Local Impact

- 31% of DC's total enrolment is international, representing about 3,800 students. We maintain one of the highest ratios of domestic students to international students at any Ontario college, and we are proud to welcome a diverse population to our campuses.
- The federal moratorium on processing study permits jeopardizes our May and September 2024 intakes. Right now, we estimate several hundred applications will not go through.
- DC is already projecting a deficit for the 2024-2025 fiscal year as a result of the Bill 124 salary increases. If we are also required to reduce international enrolments by 35% next fiscal year that deficit will increase.

## Advocacy

DC is working closely with our system partners at Colleges Ontario (CO) and Colleges and Institutes Canada (CICan). Since January 22 there have been weekly calls with CO and CICan members. CO is building a position on behalf of the 24 public colleges in Ontario, and utilizing a caucus approach to find common ground between college partners. DC is working with Georgian and Mohawk within our caucus to establish policy messaging. The caucuses have been formed based on colleges that are of similar size. Information will be funneled to CO, at which point a joint position paper will be presented to the Minister of Colleges and Universities (MCU).

DC's current advocacy measures include the following:

- DC has prepared a briefing note reflecting the information contained in this report. The note is being discussed with local MPP's, MP's and municipal partners. Almost all local MPP and MP offices have been met with at the time of this report.
- Discussions have taken place with the Deputy Minister of the MCU. These have been positive, and DC's position as a responsible actor has been noted. The college has been discussing a differentiated approach for colleges based on impact, reserves, and enrolment ratios.
- The college has provided public messaging to current international students to reassure them of their studies and on campus supports.
- At this time, public messaging is limited. The priority is communicating impacts and solutions directly with MPP's, CO and MCU.

We know MCU is moving ahead with OCAS to develop the attestation system for Ontario, a decision we wholly endorse. As the ministry compiles data and reviews options, we will continue to update our local members on progress. We are optimistic that the province will implement strong systems to support the international enrolment changes, as well as investments to address public college fiscal sustainability.

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

There are no financial/human resource implications in this update – depending on provincial support there may be financial and human resource implications.

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

There are no implications for the joint campus master plan.

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

There are no implications for Ontario Tech University at this time – though DC is communicating with Ontario Tech regarding this issue.

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

This government relations update supports the 2020-2025 Strategic Plan including the Mission, Vision and Values outlined in the Strategic Plan.

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



## Summary of Collaborative Efforts between Durham College and Ontario Tech University

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### INTRODUCTION

The following document outlines examples of how Durham College (DC) and Ontario Tech University (Ontario Tech) collaborate and cooperate to deliver services and provide unique opportunities for students. DC's mission, "Together, we're leading the way," emphasizes the importance of working closely with all external partners to provide as many pathways as possible for students wishing to continue their education. The spring, fall, and winter semesters of 2022-2023 saw 396 students in their first year at DC with prior Ontario Tech experience and 320 students who started their studies at Ontario Tech with previous DC experience.

In May 2021, the DC and Ontario Tech boards signed a letter that solidified the institutions' commitment to collaboration in various areas. Below are the four main collaboration goals that were identified as targets to enhance our position as an education hub in the Durham Region and Northumberland County:

1. *Leverage core academic strengths, knowledge, and expertise that position the organizations as leaders in transformative education.*
2. *Leverage existing relationships, joint programs, and initiatives to enhance and create equal value for each institution.*
3. *Leverage IT infrastructures and disruptive technologies to differentiate the two institutions from others, with a student-centric approach to enhance learning and service delivery.*
4. *Leverage opportunities to demonstrate combined strengths and make innovative contributions to Durham and Northumberland, Ontario, and Canada's economic, environmental, and social health.*

### STUDENT EXPERIENCE – EXPERIENTIAL LEARNING

*Supports Goals 1, 2, 3 and 4*

- The Director of Experiential Learning collaborates with Ontario Tech colleagues as a representative on the City of Oshawa's TeachingCity steering committee, as well as the Region of Durham's CityStudio steering committee to facilitate meaningful experiential learning opportunities for students.
- This year, DC received three awards from Co-operative Education and Work-Integrated Learning (CEWIL) Canada's Innovation Hub (iHub), which is funded in part by the



## Summary of Collaborative Efforts between Durham College and Ontario Tech University

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Government of Canada's Work-Integrated Learning Initiative, that supported field placements and other work-integrated learning opportunities at Ontario Tech for students in DC's Fitness and Health Promotion program and Firefighter: Pre-service Education and Training program. This work included building on a multi-phase project to develop unique training programs for elite varsity athletes. It introduced new data analysis techniques to students and measured vital physiological responses during fire simulation experiences in Ontario Tech's ACE facility to improve health, safety, and fitness for future firefighters.

- Project co-leads Dr. Tyler Frederick (Ontario Tech) and Lorraine Closs (DC) completed the Mitacs-funded project entitled "Evaluation of a Micro Homes Pilot Project in Ontario: Co-designing Best Practices for the Implementation of Housing Projects to Address Chronic Homelessness" in partnership with the Region of Durham. The project enabled funded experiential learning opportunities for students of both institutions in 2022-23, and this year the team completed data analysis and final reporting of the project.
- The Experiential Learning Hub and Career Development held a joint CIBC info session with Ontario Tech to promote co-op and other employment opportunities to students.

### COMMUNITY ENGAGEMENT

*Supports Goals 2 and 4*

- DC and Ontario Tech both have representation on the Best Start Network: Research and Knowledge Mobilization Sub-committee, co-chaired by an Office of Research Services, Innovation and Entrepreneurship (ORSIE) Manager and a Region of Durham staff member.
- DC and Ontario Tech represent their institutions by collaborating on several local chambers of commerce committees and/or boards. In this capacity, the institutions connect directly with the business community, supporting local advocacy efforts for infrastructure (transit, hospitals, etc.) and collaborating on projects to support business needs.
- DC and Ontario Tech worked with the Oshawa Chamber of Commerce to coordinate an event that brought student orientation to downtown Oshawa. At the beginning of the school year, hundreds of students from both institutions (and Trent Durham) congregated downtown for multiple activities, including a scavenger hunt and concert.



## Summary of Collaborative Efforts between Durham College and Ontario Tech University

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- DC and Ontario Tech employees participate in the Ontario Power Generation steering committee to implement and monitor the partnership agreement.

### PROGRAM COOPERATION

*Supports Goals 1, 2 and 4*

- The collaborative Bachelor of Science in Nursing (BScN) program continues to be a success. In 2022-2023, 168 students were accepted into the program, and 74 percent of BScN Collaborative program graduates completed the National Council Licensure Examination exam.
  - The DC-Ontario Tech Collaborative Nursing Program Steering Committee meets twice a year. The Executive Dean, Dean, Associate Deans, and Finance representatives participate in these meetings, and a summary of financial/revenue updates is regularly shared.
  - The Ontario Tech/Durham College/Georgian College Nursing Steering Committee also meets regularly to coordinate program activities.
  - The Undergraduate Nursing Program Committee meeting takes place monthly and includes the Executive Dean, Dean, Associate Deans, and faculty representatives from both DC and Ontario Tech. Processes, curriculum design and updates, curriculum delivery, shared responsibilities, and other program-related matters are discussed in these meetings.
- In winter 2023, 184 students were enrolled in the Faculty of Business diploma-to-degree pathways with Ontario Tech, and this figure increased to 299 in fall 2023. These six pathways include Accounting, Entrepreneurship, Finance, Human Resources, Marketing, and Supply Chain.
- The Faculty of Business is collaborating with Ontario Tech and Trent Durham to deliver the Introduction to Higher Education Management course, funded by eCampus Ontario's Virtual Learning Strategy and offered through Continuous Learning at Ontario Tech. This program is made up of 16 modules and is designed to develop a broad range of knowledge needed for: staff working in colleges and universities; faculty taking on administrative/leadership roles; and graduate students interested in learning more





## Summary of Collaborative Efforts between Durham College and Ontario Tech University

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about how institutions operate as they prepare to enter the academic job market. To date, there have been 28 registrations and eight completions.

- DC's Computer Systems Technician – Ontario Tech Transfer program continues to attract students. In fall 2023, 76 students were enrolled. The program allows students to earn two credentials, a diploma and a degree, in four years through studying in both institutions.
- The Faculty of Science, Engineering & Information Technology has worked with Ontario Tech to establish a pathway for Mechanical Engineering Technology students to complete a Bachelor of Engineering, Manufacturing Engineering degree program at the university. The pathway will be promoted this year.

### APPLIED RESEARCH

*Supports Goals 3 and 4*

- DC's Faculty of Health Sciences, in collaboration with ORSIE will resubmit a College and Community Social Innovation Fund (CCSIF) project to the Natural Sciences and Engineering Research Council of Canada in March 2024 that will include the assistant coach of Ontario Tech's soccer team who is also a part-time faculty member with the college. The research project aims to assess an innovative training technique that may prevent and rehabilitate Canadians from heart disease and diabetes, including higher-risk groups such as Indigenous Canadians and People of Colour. The soccer coach is also our industry partner for this project.
- DC and Ontario Tech researchers are collaborating on three other projects funded by the CCSIF. The first is "Raising Resilient Families: Empowering Parents with Cognitive Challenges," and it includes an Ontario Tech graduate student. The second project is entitled "Innovation through Co-production: A Holistic Approach to Supporting Social Competency in Pre-school Children," and it involves two faculty collaborators. Finally, "Enriching Firefighter Training Through the Development of a Novel Virtual Reality Training Simulation for Personalized, Precision Skill and Resilience Training" has faculty collaborators working on this which includes Mitacs funding, as well. The latter also plans to use the ACE facility to complete the research activities.





## Summary of Collaborative Efforts between Durham College and Ontario Tech University

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- An additional fire service focused CCSIF application is under development involving a faculty member from Ontario Tech.
- Ontario Tech and DC employees, along with Spark Centre, are collaborating on the provincially-funded Ontario Vehicle and Innovation Network (OVIN). Together, they are currently working with the Region of Durham to host challenges that may be addressed by local businesses.
- Ontario Tech library staff are members of DC's Research Data Management Working Group, providing support for the college's development of a strategy and related policies and practices.
- Library staff at Ontario Tech have also developed workshops to support the training of student research assistants. These workshops are now part of ORSIE's student onboarding process.
- Both institutions are parties to a reciprocal Board of Record agreement, in which collaborative, minimal research involving human participants is reviewed and approved by the Research Ethics Board of the lead researcher's institution.

### SHARED SERVICES

*Supports Goals 2 and 3*

- A Joint Service Management Agreement results in DC and Ontario Tech collaborating and cooperating in the sharing of a number of services in ITS, facilities, security, library, residence, and the annual budget creation and financial reconciliation of shared services and resources.
- DC IT Services, Ontario Tech IT Services, the risk management offices of the two institutions, and the Office of Campus Safety conducted a joint tabletop exercise focusing on information security.
- DC staff and faculty participated in the Indigenization and Reconciliation Community of Practice (CoP) hosted by Ontario Tech. Increased awareness and interest in the CoP were bolstered by the facilitation of advertisement and registration through the Centre for Teaching and Learning.



## Summary of Collaborative Efforts between Durham College and Ontario Tech University

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- We have enhanced emergency preparedness on the shared campus with the investment of ALERTUS, a powerful audible-visual alerting mass notification and critical communication system.
- Commenced planning and coordination for a joint emergency response and management exercise in May 2024. The primary objective of this event is to assess and enhance the shared campuses' emergency response capabilities to a mass casualty incident and successful recovery of both institutions.
- The Office of Campus Safety has implemented mass casualty incident emergency kits and bleed control kits at various North Campus locations, providing resources to “stop the bleed” and enhance overall campus safety.
- Shared ITS services, specifically, single sign-on, permitted Ontario Tech to share licenses of an educational technology tool, Mentimeter, with DC faculty members.
- DC’s Student Academic Learning Services (SALS) collaborated with the university librarian to develop new workshops offered by SALS to support degree-level reading, research, and writing to DC students enrolled in degree programs.

### **ORIENTATION AND STUDENT LIFE**

*Supports Goal 2 and 4*

- Recreation/Athletics collaborate in many facility improvements through the Campus Recreation and Wellness Centre committee.
- Recreation/Athletics collaborate on Campus Recreation programming and facility rentals, and both varsity leads work together to coordinate the use of space for competitive play.
- Varsity teams share Athletic therapy space and some services supporting healthy student-athletes at both institutions.
- The DC Student Development team works with the Ontario Tech Student Life team to coordinate space/time for fall orientation programming.



## Summary of Collaborative Efforts between Durham College and Ontario Tech University

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- DC and Ontario Tech student governments cohost social events on campus when possible.
- First Peoples Indigenous Centre (FPIC) coordinates programming and events with Ontario Tech's Indigenous Education and Cultural Services team.
- Both DC and Ontario Tech's faculty from the collaborative BScN nursing program participate during student orientation.

### CAREER DEVELOPMENT

*Supports Goal 4*

- On February 2, institutions host a joint winter job fair, and a further education expo is held each fall.
- DC and Ontario Tech coordinate on-campus employer visits when an organization is looking to hire both college and university graduates.

### HEALTH SERVICES

*Supports Goal 2 and 4*

- All medical services are offered to both DC and Ontario Tech students, including the following programs:
  - International Wellness Check-up programs
  - Mental Health Screening
  - Health Promotions and Mental Health focused funded projects such as the Better Together Series.
- The Residence Outreach Co-ordinator positions are jointly funded by the Residence, Ontario Tech, and DC.
- Mental Health funding projects are coordinated between DC and Ontario Tech when possible (i.e., Eating Disorders Support program).



## Summary of Collaborative Efforts between Durham College and Ontario Tech University

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### INTERNATIONAL

#### *Supports Goal 2*

- Joint offers of admission continue to be given to international students to study at DC and Ontario Tech for their English language institute.
- Joint workshops are offered to international students at both institutions, including Express Entry with Immigration, Refugees and Citizenship Canada, Social Insurance Number Clinic with Service Canada, and a Tax session with Canada Revenue Agency.
- The International Community Partnership (ICP) Committee provides a forum for dialogue between DC, Ontario Tech, Trent Durham, and key stakeholders and service providers in our community. ICP coordinates information exchange and promotes practical conversations about the international student population regarding housing, transportation, employment during studies, and medical, social, and community services.

### SENIOR LEADERSHIP AND GOVERNANCE

#### *Supports Goal 2*

- Each member of DC and Ontario Tech's senior leadership teams meet regularly with their respective counterpart to discuss and resolve any issues that affect both institutions.
- Board chairs maintain an open line of communication, and joint board events are held as appropriate.
- Each year, DC's Institutional Research and Planning team collaborates with Ontario Tech colleagues on the collection and validation of data for the preparation of this annual board report on DC-Ontario Tech pathways.
- The Joint Committee on Institutional Planning meets once per term to ensure an effective and collaborative partnership by openly discussing, monitoring, and assessing the implications and opportunities associated with various institutional initiatives and objectives.

**Report Number: BOG-2024-05**

**To: Board of Governors**

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

**Date of Report: January 18, 2024**

**Date of Meeting: February 21, 2024**

**Subject: Program Advisory Committees – Semi-Annual Report**

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## **1. Purpose**

The purpose of this report is to inform the Board of Governors of the activities of the Program Advisory Committees of Durham College.

## **2. Recommendation**

This report is being presented for information only.

## **3. Background**

The Minister's Binding Policy Direction 3.0 Programs – Framework for programs of Instruction, Section C: The Board of Governors is to ensure that an advisory committee for each program of instruction or cluster of related programs offered at the college is established. Committees are to be made up of a cross-section of persons external to the college who have a direct interest in and a diversity of experience and expertise related to the particular occupational area addressed by the program. The Board of Governors is to establish in by-law the structure, terms of reference, and procedures for Program Advisory Committees.

## **4. Discussion/Options**

The semi-annual reports provide an at-a-glance look at the Program Advisory Committees membership, last meeting date, major recommendations, and actions to be taken. Additionally, a subjective level of engagement for each Program Advisory Committee has been indicated.

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

There are no financial or human resources implications.

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

There are no implications for the joint campus master plan.

**7. Implications for Ontario Tech University**

There are no implications for Ontario Tech University.

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

This report relates to the “Our Students” pillar of the Strategic Plan, and the goal to educate and inspire students to realize success in their careers and communities.

### Faculty of Media, Art & Design

<b>PAC - Program / Program Cluster</b>	<b>Meeting date during this reporting period</b>	<b>Membership</b>	<b>Status<sup>1</sup></b>
Advertising and Marketing Communications/ Advertising – Digital Media Management Grad. Cert.	October 12, 2023	10 External 5 College Representatives	Green
Animation – Digital Production, Game Art and Media Fundamentals	November 23, 2023	7 External 5 College Representatives	Blue
Broadcasting for Radio & Contemporary Media	September 26, 2023	8 External 3 College Representatives	Blue
Interactive Media Design/Interactive Media Design – Web Development	September 28, 2023	8 External 4 College Representatives	Blue
Fine Arts – Advanced and Foundations in Art & Design	October 17, 2023	8 External 4 College Representatives	Green
Graphic Design	November 8, 2023	8 External 4 College Representatives	Green
Journalism – Mass Media and Journalism Creative Writing	October 30, 2023	9 External 4 College Representatives	Green
Music Business Management/Music Business Administration	November 16, 2023	7 External 3 College Representatives	Blue
Photography and Video Production	October 3, 2023	8 External 4 College Representatives	Green
Public Relations	November 2, 2023	9 External 3 College Representatives	Green

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<sup>1</sup> Green: Very active and engaged PAC with diverse membership representing a cross-section of industry.  
 Blue: Active and engaged PAC; membership requires review.  
 Yellow: Moderately active and engaged PAC with reasonably diverse membership.  
 Red: PAC that requires attention and review of membership.

## Key Recommendations

Program area	Recommendation	Action Plan	Status	Responsibility
Advertising and Marketing Communications/ Advertising – Digital Media Management Grad. Cert.	There were no recommendations as quorum was not met.	Review membership. Promote remote and asynchronous attendance at PAC meetings.	On-going	Program Coordinator / Executive Dean
Animation – Digital Production/Game Art/Media Fundamentals	<p>Recommend that students be introduced to the uses, ethics and limitations of AI (including generative AI) in the animation, games and other creative fields.</p> <p>Recommend that the membership is reviewed.</p> <p>Recommend that Intellectual Property content is explored to be incorporated into the programs.</p>	<p>Introduced in Fall 2023. Will be explored in spring program meetings.</p> <p>Spring 2023.</p> <p>Explore possible ways to incorporate into curriculum.</p>	<p>In process</p> <p>In process</p> <p>In process</p>	<p>Faculty</p> <p>Program Coordinator / Executive Dean</p> <p>Faculty</p>
Broadcasting for Radio & Contemporary Media	There were no recommendations as quorum was not met.	Review membership. Promote remote and asynchronous attendance at PAC meetings.	In process	Program Coordinator / Executive Dean
Interactive Media Design/Interactive Media Design – Web Development	There were no recommendations as quorum was not met.	Review membership. Promote remote and asynchronous attendance at PAC meetings.	In process	Program Coordinator / Executive Dean
Fine Arts – Advanced/Foundations in Art & Design	Recommend that students are proactive in reaching out to Galleries, Art Centers and Museums with their resumes. There are many opportunities for	Faculty will encourage students to get involved with local opportunities.	On-going	Faculty



<b>Program area</b>	<b>Recommendation</b>	<b>Action Plan</b>	<b>Status</b>	<b>Responsibility</b>
	<p>students to get involved with before graduation.</p> <p>Recommend that students create proposals of workshops that can be offered at the Galleries, Art Centers and Museums that are not currently being offered.</p>	Student representatives will present this idea to the students alongside the faculty teams.	In process	Faculty / Student Representatives
Graphic Design	<p>Recommend that students explore AI software within the New Media courses.</p> <p>Recommend that licensing for Figma is explored for second year students.</p> <p>Recommend that a Studio Crawl is organized for the students.</p> <p>Recommend that a Blender workshop is explored.</p>	<p>Investigate available software.</p> <p>Connect with Tech team to explore licensing options.</p> <p>Email industry partners to consider ideas and interest.</p> <p>Discuss with faculty team.</p>	<p>In process</p> <p>In process</p> <p>In process</p> <p>Pending</p>	<p>Faculty</p> <p>Program Coordinator / Executive Dean / Tech Team</p> <p>Program Coordinator / Faculty</p> <p>Program Coordinator / Faculty</p>
Journalism – Mass Media/Journalism Creative Writing	Recommend that the First Nations, Metis, and Inuit (FNMI) course is explored to be taught by a journalism professor and should not be taught asynchronously.	Follow-up with Faculty of Liberal Studies.	In process	Executive Dean
Music Business Management/Music Business Administration	<p>Recommend that the membership is reviewed.</p> <p>Explore adding excel to the curriculum.</p>	<p>Before Spring.</p> <p>Work with program team to explore.</p>	<p>On-going</p> <p>Pending</p>	<p>Program Coordinator / Executive Dean</p> <p>Program Coordinator / Faculty</p>

<b>Program area</b>	<b>Recommendation</b>	<b>Action Plan</b>	<b>Status</b>	<b>Responsibility</b>
	<p>Recommend that advanced grant writing is introduced into the curriculum.</p> <p>Recommend that tours are arranged with the label companies.</p> <p>Recommend that the Field Placement is moved to a full semester in third year. The PAC membership was in full agreement.</p>	<p>Work with program team to explore.</p> <p>Connect with PAC members to access label companies.</p> <p>Executive Dean and PC presented idea to students in year 1 and 2. Working with CTL to move forward.</p>	<p>Pending</p> <p>In process</p> <p>In process</p>	<p>Program Coordinator / Faculty</p> <p>Faculty</p> <p>Program Coordinator / Executive Dean</p>
Photography/Video Production	<p>Recommend that more locations are introduced for field trips in the Photography program.</p> <p>The members supported the removal of the six-hours classes in semesters one and two and break them down into three-hour classes specific to photography and video production. This will help with retention of students and keep them engaged.</p>	<p>Program team to investigate potential new locations.</p> <p>To be discussed as part of the comprehensive program review.</p>	<p>In process</p> <p>On-going</p>	<p>Faculty</p> <p>Program Coordinator / Executive Dean / Faculty</p>
Public Relations	<p>Recommend that the role of management within industry is explored with the students and introduced into the curriculum.</p> <p>Recommend that members are invited to review new courses as they are developed.</p>	<p>Program team to determine what courses this should be introduced in.</p> <p>Members will be contacted to review as courses are developed in the spring.</p>	<p>In-process</p> <p>Pending</p>	<p>Faculty</p> <p>Executive Dean</p>

### Faculty of Business

<b>PAC</b>	<b>Meeting Date During this Term</b>	<b>Membership</b>	<b>Status<sup>1</sup></b>
Accounting	November 14, 2023	9 External Members 10 College Representatives	Green
Cosmetics & Esthetician	November 14, 2023	8 External Members 14 College Representatives	Green
Entrepreneurship & Small Business	November 7, 2023	8 External Members 9 College Representatives	Green
Finance	November 10, 2023	8 External Members 11 College Representatives	Green
Human Resources	November 9, 2023	9 External Members 14 College Representatives	Green
International Business Management	November 29, 2023	8 External Members 12 College Representatives	Green
Marketing	November 2, 2023	9 External Members 13 College Representatives	Green
Office Administration	November 6, 2023	10 External Members 12 College Representatives	Green
Project Management	November 3, 2023	9 External Members 11 College Representatives	Green
Recreation and Leisure Services	October 17, 2023	8 External Members 9 College Representatives	Green
Sports	October 12, 2023	9 External Members 10 College Representatives	Green
Supply Chain	October 30, 2023	8 External Members 13 College Representatives	Green

<sup>1</sup> Green: Very active and engaged PAC with diverse membership representing a cross-section of industry.  
 Blue: Active and engaged PAC; membership requires review.  
 Yellow: Moderately active and engaged PAC with reasonably diverse membership (Did not meet quorum).  
 Red: PAC that requires attention and review of membership.

## Key Recommendations

PAC	Recommendations	Action Plan	Status	Responsibility
Accounting	Improve continuity in the program/courses, especially for students in the co-op option.	Review opportunities to change the order of the Project Management and Ethics courses.	Ongoing	Program Coordinator
	Increase knowledge of Power BI, Pivot and Power Queries.	Introduction of a new textbook in the Winter 2024 semester.	Ongoing	Program Coordinator / Faculty
Cosmetics & Esthetician	Determine what types of careers and organizations graduates are entering to help better understand industry opportunities.	Look into ways to maintain contact with recent graduates and/or how to find this data, if available/provided.	Ongoing	Program Coordinator
	Consider providing more advanced, specialization courses (e.g. 'Foundation of Skin Care Treatments') within or after the program to be able to meet niche industry demands and to help students stand out compared to graduates of other colleges.	Review the program of study and consult with PAC members on what types of niche courses would be most suitable to offer.	Ongoing	Program Coordinator
	Consider adding one hour to the manicure course to ensure all students receive training/feedback.	Review the program of study and consult with faculty to determine if an additional hour would be possible within the context of the POS and ministry framework for hours.	Ongoing	Program Coordinator

Entrepreneurship and Small Business	Students/graduates need a stronger understanding of digital and social media marketing.	Increase the digital and social media marketing content within the existing marketing courses.	Ongoing	Program Coordinator / Faculty
Finance	Prepare students for current industry trends.	Review opportunities for adding additional course content about bonds, private equity and financial planning (especially with approaching the subject with different cultures and generations).	Ongoing	Program Coordinator
	Prepare/manage student expectations for industry requirements.	Devote a section of a course to industry requirements (e.g. licensing requirements, credentials needed, etc.).	Ongoing	Program Coordinator
Human Resources	Balance out the weekend delivery program to make course distribution more even over the three days.	Consider having fewer courses on Saturdays and distribute them more evenly over the weekend.	Ongoing	Program Coordinator
International Business	Increase practical, real-life experience for students.	Involve external PAC members' organizations on projects and as guest speakers.	Ongoing	Program Coordinator
	Consider adding co-op option.	Explore as part of annual program review.	Ongoing	Program Team
	Ensure there is no repetitive content within the courses.	Review the courses during program review to determine if overlap exists.	Ongoing	Program Coordinator / PAC Students

Marketing	Place a higher value on class attendance to both enhance the learning experience and to establish expectations that are common in workplaces.	Consider curriculum tools for addressing attendance, late arrivals, expectations and responsibilities; consider adding a grade component.	Ongoing	Program Coordinator / Faculty
	Involve external members and industry leaders in the program and events.	Have external members provide input for marketing / sales competitions and act as judges for the events.	Ongoing	Faculty / External Membership
Office Administration	Explore new recruitment and marketing strategies.	Focus on better promoting the program in high schools.	Ongoing	Program Coordinator / Faculty
	Ensure students are aware of accessibility, de-escalation practices, and fee collection processes.	Include these subjects in the new textbook being written.	Ongoing	Program Coordinator / Faculty
	Consider including AI content to improve efficiency and additional industry technology in the curriculum.	Replace course content that students find repetitive with AI features, practices and uses, and include industry technology in courses where possible.	Ongoing	Program Coordinator / Faculty
Project Management	Manage student expectations for post-secondary and workplace.	Review existing rubrics (and add new ones where needed), examples and clear expectations on responsibilities of a post-secondary student and what industry expectations are for	Ongoing	Program Coordinator / Faculty

	Increase the amount of industry knowledge and engagement.	new employees (attendance, work format/locations, etc.).  Invite external members to participate in classes and to network with students.	Ongoing	Program Coordinator / Faculty
Recreation and Leisure Services	Improve opportunities for students to gain experience in the industry.	Review the timing of course offerings (e.g. late evenings) to allow students to gain industry experience, as evenings is when recreation programming takes place.	Ongoing	Program Coordinator
	Better prepare students for interviews and establish expectations / standards for interview processes.	Set up a mock interview panel with PAC members.	Ongoing	Program Coordinator
Sports	Increase partnerships with external members.	Increase engagement with PAC members and their networks through guest speakers, projects, and case study opportunities.	Ongoing	Membership
	Continue discussions on AI use, tools and resources in the Sport industry and keep students up-to-date.	External members will contact Program Coordinator/faculty if new tools/resources are being used in their industry.	Ongoing	Membership
	Continue to improve student experiences in the program and prepare them to graduate.	Increase instructor collaboration on student deadlines and consider adding more certifications into the program.	Ongoing	Program Coordinator / Faculty

Supply Chain	Provide students with more practical experiences.	Incorporate simulations and live projects into curriculum.	Ongoing	Program Coordinator
	Ensure that students in the two-year program are better prepared for the workforce and will stand out in interviews.	Consider adding professional designations/certifications, opportunities to network, and mentorship connection into the Career Development course for second-year students.	Ongoing	Program Coordinator



**Faculty of Hospitality and Horticultural Science**

<b>PAC - Program / Program Cluster</b>	<b>Meeting date during this reporting period</b>	<b>Membership</b>	<b>Status<sup>1</sup></b>
Culinary (CMGT/CSKL)	October 16, 2023	10 External 8 College representatives	Blue
Food and Farming (AAGR)	November 21, 2023	9 External 4 College representatives	Blue
Horticulture (HORT)	Meeting was not held in the fall due to lack of quorum. New date: January 4, 2024	6 External 7 College representatives	Yellow
Event Planning (EVPN) Hospitality - Hotel & Restaurant Operations Management (HROM/HSKL) Hospitality Skills - Event Planning – Tourism (TDMK)	October 19, 2023	10 External - Events 5 Externals - Hospitality 7 Externals - Tourism 8 College representatives	Green

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<sup>1</sup> Green: Very active and engaged PAC with diverse membership representing a cross-section of industry.  
 Blue: Active and engaged PAC; membership requires review.  
 Yellow: Moderately active and engaged PAC with reasonably diverse membership.  
 Red: PAC that requires attention and review of membership.

**Key recommendations**

<b>Program area</b>	<b>Recommendation</b>	<b>Action Plan</b>	<b>Status</b>	<b>Responsibility</b>
Culinary (CMGT/CSK)	Ensure all PAC members have an opportunity to contribute to Industry Questions.	To share the industry questions via email and compile responses.	Complete	Administrative Assistant
	Elect a new chair.	Reshare information with members about the role of the CGMT PAC chair in preparation for the next meeting and elect a chair during next meeting.	Added to the upcoming agenda	Administrative Assistant / Associate Dean
	Letter of Support for Durham College’s application for their World Chefs Certification.	Members to draft or sign a Letter of Support for Durham College’s World Chefs Certification application.	In process	PAC Members
Food and Farming (AAGR)	Ensure all PAC members have an opportunity to contribute to Industry Questions.	To share the industry questions via email and compile responses.	Complete	Administrative Assistant
	PAC Membership Recruitment.	If you know anyone who would be interested in being a PAC member, please reach out to Kelly or Margaret.	In process	Program Coordinator / Associate Dean
	New Program Coordinator starting in January.	Provide contact information for Shane Jones to PAC members and introduce him during next meeting.	Added to the upcoming agenda	Administrative Assistant / Associate Dean
Horticulture (HORT)	Meeting was not held in the fall due to lack of quorum. New date: January 4, 2024.			

<b>Program area</b>	<b>Recommendation</b>	<b>Action Plan</b>	<b>Status</b>	<b>Responsibility</b>
Hospitality / Tourism/ Event Planning (HROM/HSK/ EVPN/TDMK)	Ensure all PAC members have an opportunity to contribute to Industry Questions.	To share the industry questions via email and compile responses.	In process	Administrative Assistant
	Increase communication with PAC members regarding college events.	To share with PAC members additional communication of upcoming events.	Ongoing	Administrative Assistant
	Increase online engagement with PAC members.	Share social media pages with members for them to stay up to date online with the programs.	In process	Administrative Assistant

## Faculty of Health Sciences

<b>PAC - Program / Program Cluster</b>	<b>Meeting date during this reporting period</b>	<b>Membership</b>	<b>Status<sup>1</sup></b>
Animal Care	November 2, 2023	9 External 4 College Representatives	Green
Communicative Disorders Assistant	November 21, 2023	8 External 4 College Representatives	Green
Dental Programs (DA/DH/Dental Office Administration)	November 16, 2023	8 External 6 College Representatives	Green
Fitness & Health Promotion	November 28, 2023	11 External 7 College Representatives	Blue
Massage Therapy Program	October 18, 2023	9 External 5 College Representatives	Green
Occupational Therapist Assistant & Physiotherapist Assistant (OTA & PTA)	November 10, 2023	10 External 5 College Representatives	Green
Paramedic, Advanced Care Paramedic and EMSF programs (PPC/ PADV/ EMSF)	November 13, 2023	11 External 7 College Representatives	Blue
Pre-Health	November 20, 2023	8 External 6 College Representatives	Green
Practical Nursing/Personal Support Worker and Critical Care Nursing*	October 12, 2023	9 External 9 College Representatives	Green
Recreation Therapy	October 24, 2023 (First PAC)	8 External 4 College Representatives	Green

<sup>1</sup> Green: Very active and engaged PAC with diverse membership representing a cross-section of industry.  
 Blue: Active and engaged PAC; membership requires review.  
 Yellow: Moderately active and engaged PAC with reasonably diverse membership.  
 Red: PAC that requires attention and review of membership.

## Key Recommendations

<b>Program area</b>	<b>Recommendation</b>	<b>Action Plan</b>	<b>Status</b>	<b>Responsibility</b>
Animal Care (ACAR)	Based on student feedback, explore strategies to broaden exposure to various species (exotics) and employment opportunities within the field.	Invite new guest speakers with diverse backgrounds/experience with various species and fields.	In progress Winter/Spring	Program Team
	Gather data on employment and further education pursued by current graduates.	Implement a graduate survey for current cohorts (send in summer and fall).	In progress	Program Team / Student Advisor
	Examine curriculum to determine where enhancements can be made to emphasize communication skills, resilience, and case scenario practice to prepare students for placement and employment.	Program team in spring to embed more of this in curriculum for next academic year – FP prep and seminar courses.	In progress	Program Team
Communicative Disorders Assistant (CDA)	Comprehensive program review and revisions of curriculum to ensure currency and preparation of graduates.	Complete and share final comprehensive program review report findings with PAC at spring meeting.	In progress	Program Team
	Continue to find improved efficiencies and best practices for FP assignment process for students.	Earlier communications and updates provided to CDA students and agencies through the fall and early winter in preparation to have all students assigned for May-August placements.	Completed	Associate Dean / Field Placement Officer
		Continue to obtain placement and graduate feedback regarding FP experience and process.	In progress	Associate Dean / Field Placement Officer

<b>Program area</b>	<b>Recommendation</b>	<b>Action Plan</b>	<b>Status</b>	<b>Responsibility</b>
	Look at re-implementing a hearing clinic to provide students with more Audiology practice and experience.	Lab sections have been made smaller to enhance hands-on access. Explore how we can also schedule hearing assessments for faculty/staff as a pilot to also enhance experiential learning practice.	In progress – discuss over winter, possibly implement March/April	Program Coordinator
Dental Programs (DA/DH/Dental Office Administration/ DOFA)	Ensure current technologies such as 3D printing, Crown fabrication, endo technologies and Itero scanner are incorporated into the curriculum.	Further enhance coverage of new technologies as well as trending business practices in all Dental curriculum to best prepare graduates for industry trends.	In progress	Program Teams / Associate Dean
	Provide opportunities for dental reps to showcase new equipment and technologies and connect with DC dental students.	Implement a trade show for all dental students in the spring 2024 inviting dental company and corporation representatives to connect with students.	In progress	Program Coordinator / Program Teams / Technologists
	Consider feasibility of moving forward with Ortho Micro credential course.	Associate Dean and Program Coordinator to determine material requirements as well as needs for curriculum development and delivery to assess feasibility to implement in 2024.	In progress	Program Coordinator / Faculty / Associate Dean
Fitness and Health Promotion (FITS FHP)	Share new research projects being incorporated in the program and completed by the program team with PAC, and explore collaborations.	Provide updates on research projects findings and progress at fall PAC meeting.	Complete	Program Coordinator
	Explore the possibility of summer internships or co-op	Consider opportunities provided by the Canadian Forces Welfare (CFW) organization, particularly	In progress	Program Coordinator

<b>Program area</b>	<b>Recommendation</b>	<b>Action Plan</b>	<b>Status</b>	<b>Responsibility</b>
	<p>programs, particularly for semester 4 students.</p> <p>Explore potential partnerships for graduate recruitment at college events.</p> <p>Examine currency and relevancy of curriculum to align with industry practices.</p> <p>Continue evaluation of equipment levels, usage, and incorporation into curriculum to support knowledge and skill development to use and operate high tech equipment.</p>	<p>the Physical Performance Specialists (PSP) branch.</p> <p>Review opportunities for partnerships at recruitment events (job fairs) and informal session (speaker series).</p> <p>Consider technology and techniques in labs and courses in areas of wearables as well as skin fold testing to ensure students are prepared for what is used in industry.</p> <p>Explore effectiveness of recently acquired capital (treadmill, Wattbike X) and consider additional (Stye QSTYKU', InBody).</p>	<p>In progress</p> <p>In progress</p> <p>In progress</p>	<p>Associate Dean / Program Coordinator</p> <p>Program Team</p> <p>Program Coordinator / Program Team</p>
<p>Massage Therapy (MAST)</p>	<p>Ensure that students are provided with comprehensive coverage and practice of treatment planning documentation as well as client communication skills.</p> <p>Work to raise the profile of massage therapy program and career.</p>	<p>Review comprehensiveness of treatment planning in delivery of client care as well as opportunities for students to practice within the program, client care communication scenarios.</p> <p>Program Coordinator will create a Durham College Instagram page for the MAST program sharing highlights of the program by winter 2024.</p>	<p>In progress</p> <p>In progress</p>	<p>Program Coordinator / Program Team</p> <p>Program Coordinator</p>

<b>Program area</b>	<b>Recommendation</b>	<b>Action Plan</b>	<b>Status</b>	<b>Responsibility</b>
	Obtain client feedback from Spa MAST clients for identifying strengths and areas for improvement.	Create and implement a client online survey and provide to all clients by Feb. 2024.	In progress	Program Team
Occupational Therapist Assistant & Physiotherapist Assistant (OTA PTA)	Ensure coverage in curriculum of upper extremity rehabilitation is comprehensive and identify if any further opportunity for enhancement.	Examine upper extremity rehabilitation in curriculum using a grasp tool and cognitive skills.	In progress	Program Coordinator / Program Team
	Consider new interprofessional collaboration opportunities with synergistic programs.	Explore if there is an opportunity for a collaborative experience between CDA and OTA PTA students for next academic year.	In progress over winter semester	Program Coordinator / Associate Dean
Paramedic, Advanced Care Paramedic and EMSF programs (PPC/ PADV/ EMSF)	The team proposed creating a mentor-mentee program involving EMSF students and first-year paramedic students, considering that many EMSF students might transition to the paramedic program. The team was unable to develop a sustainable and manageable process for this initiative.	In fall 2023, reviewed ways to connect PPC and EMSF for peer supports. As of now, this proposal has been taken off the table.	Complete	Program Coordinator
	Develop more robust pedagogical best practices and standardization/calibration among program faculty.	Discuss practices and calibration opportunities and onboarding at spring and fall meetings.	Complete	Program Team
	Explore incorporating more resilience training in curriculum.	in spring 2023, the team discussed enhancing the content in course outlines and the curriculum.	Complete	Program Team



<b>Program area</b>	<b>Recommendation</b>	<b>Action Plan</b>	<b>Status</b>	<b>Responsibility</b>
	Explore Micro Credential for Base Hospital Certification.	Investigate the possibility of creating a formalized Micro Credential program for students struggling with Base Hospital certification after conditional hire.	In progress	Program Coordinator / Associate Dean / Program Team
	Connect alumni with students for real-world insights.	Re-establish and strengthen mentoring program connecting alumni with current students to provide insights into the challenges of paramedicine. Consider creating dedicated lab time or extending access hours.	In progress	Program Coordinator / Program Team
	Integrate industry-specific resume building and career preparation into the third semester for theory.	Schedule and conduct a resume building session at the beginning of the third semester to enhance students' job preparation skills.	In progress	Program Coordinator / Program Team
	Consideration of Micro Credential for Equivalency Candidates.	Investigate the feasibility and create a plan for a Micro-Credential to streamline the certification process for equivalency candidates.	In progress	Program Coordinator / Associate Dean / Program Team
Pre-Health Sciences (PHSC, PHSU)	Assess strategies within the program curriculum to best prepare students for college studies and the health programs that they aspire to enter.	Analyze opportunities and strengths through the CPR process in spring and upcoming year.	In progress	Program Team
	Balance between online and in-person lectures.	Encourage collaborations with other programs, encouraging students to attend a class in the program of interest.	In progress	Program Team

<b>Program area</b>	<b>Recommendation</b>	<b>Action Plan</b>	<b>Status</b>	<b>Responsibility</b>
	Encourage advice-seeking behaviour among students.	Analyse data and feedback from stakeholders through CPR and report findings at PAC in fall.	Complete	Program Coordinator / Associate Dean
	Revisit assessment mapping for clarity and to avoid scheduling back-to-back tests.	Consider further discussions to determine the optimal balance for future program success, based on student feedback, program needs, and suitability. Promote and encourage students to actively seek advising for accurate and timely information.	In progress	Program Team
		Consider accommodations and communicate options for students facing back-to-back tests. Update the Assessment Map in Spring 2024 to distribute major assessments to avoid overlaps.	Ongoing	Program Team / Student Advisor
	Report on CPR process and changes.	Review and discuss the report on the CPR process, ensuring that any recommended changes are implemented appropriately.	In progress	Program Coordinator / Associate Dean / Program Team
Practical Nursing/Personal Support Worker/ Critical Care (PN PNFL CC)	Email PAC COVID questionnaire to membership for completion and return (meeting held during an outbreak crisis).	Recorder to email membership for completion and return.	Completed	Recorder
	Elect a chair.	PC to discuss with specific external members and elect at next meeting.	In progress	Program Coordinator

<b>Program area</b>	<b>Recommendation</b>	<b>Action Plan</b>	<b>Status</b>	<b>Responsibility</b>
	Add Long-Term Care Act into the PN and PSW curriculum.	The principles and components are to be threaded through both PSW and PN curriculum.	Completed	Program Coordinator
	Need PSW student representative on the PAC.	PC to request PSW student for PAC.	Completed	Program Coordinator / Faculty
	Curriculum in PN Health & Healing – older adult to reflect best practices.	Care across the continuum (independence to dependence care) to be included in curriculum. Trends and issues in LTC (hospitalization / complications / discharge planning) to be included in curriculum.	Completed	Program Coordinator
	Semester 5 Consolidation students need leadership opportunities.	Secure leadership opportunities in Long-Term Care for PN students.	Completed	Program Coordinator / Faculty
	Consider adding multi-tasking and time management into the curriculum.	Add to agenda of next PN/PSW program meeting.	Completed	Program Coordinator / Field Placement Officer
	Encourage and support PSW students in LTC placements to continue with PSW to PN Bridge through awareness potential funding.	Provide BEGIN information to SA/FPO and admin assistants and for membership and LTC agencies. On agenda for September 2023 program meetings.	Completed	Program Coordinator / Program Teams
	Thank PN and PSW preceptors for providing their expertise and time to our students.	Visit placement sites and provide thank you notes, swag in an informal meeting.	In progress	Program Coordinator / Student Advisor / Associate Dean

<b>Program area</b>	<b>Recommendation</b>	<b>Action Plan</b>	<b>Status</b>	<b>Responsibility</b>
Recreation Therapy	Look for additional opportunities that will provide valuable experiences in the community and inter-professionally to prepare students for placements.	Consider adding a portfolio of community/volunteer experiences as an evaluation in a course.	In progress	Program Coordinator/ Program Team
	Enhance the content on documentation and client centered care planning in curriculum.	Identify additional learning, content, and activities to prepare students for documentation knowledge and skills required for field placements. Curriculum revisions in the spring.	In progress	Program Coordinator / Program Team

**Faculty of Liberal Studies**

<b>PAC - Program / Program Cluster</b>	<b>Meeting date during this reporting period</b>	<b>Membership</b>	<b>Status<sup>1</sup></b>
General Arts & Science Previously General Arts & Science – Liberal Arts	November 22, 2023	10 External 3 College Representatives	Green

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<sup>1</sup>Green: Very active and engaged PAC with diverse membership representing a cross-section of industry.  
 Blue: Active and engaged PAC; membership requires review.  
 Yellow: Moderately active and engaged PAC with reasonably diverse membership.  
 Red: PAC that requires attention and review of membership.

**Key Recommendations**

<b>Program area</b>	<b>Recommendation</b>	<b>Action Plan</b>	<b>Status</b>	<b>Responsibility</b>
General Arts & Science	Stagger due dates for major assessments in the GASZ program to reduce the number of competing deadlines.	Review assessment timelines in the General Arts & Science-Science & Engineering Prep (GASZ) program to ensure there isn't too much overlap between courses.	On hold – to be completed during program review in spring 2024	Program Team
	Consider adding final tests in the GAS pathway programs to better prepare students for final exams in university.	Decide which courses in the GAS pathway programs would benefit from having a final test.	On hold – to be completed during program review in spring 2024	Program Team

### Professional and Part-time Learning

PAC - Program / Program Cluster	Meeting date during this reporting period	Membership	Status <sup>1</sup>
Mental Health & Addictions PAC	October 4, 2023	7 External 2 College Representatives	Blue

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 Yellow: Moderately active and engaged PAC with reasonably diverse membership.  
 Red: PAC that requires attention and review of membership.

**Key recommendations**

<b>Program area</b>	<b>Recommendation</b>	<b>Action Plan</b>	<b>Status</b>	<b>Responsibility</b>
Mental Health & Addictions	Consider conducting a CPR for the Mental Health Nursing certificate program. Within the CPR, consider opening the admissions requirements to include “Care Team” members such as SSWs, PSW, CYC, physical therapists etc.	Target CPR completion 2024/25.	Not yet started	Manager, Health & Community / Director / Curriculum Development / Dean
	Continue to upskill RNs, RPNs and other healthcare staff in Durham Region.	Promote and market the Internationally Educated Nurses (IEN) pathway AND the PSW to PN Bridge pathway offerings of the <i>Nursing Transformation Initiative (NTI)</i> .	Ongoing	Manager, Health & Community / Director, PPL Programs / Dean
	Explore opportunities to offer courses in the following areas: Physical assessment; Dual diagnosis; Increasing complexity of patients; De-escalation techniques; Data analysis; leadership skills; Project management, motivational interviewing, CBT informed care.	Develop a business case for new programming.	In Progress	Manager, Health & Community / Director, PPL Programs / Dean



### Faculty of Social & Community Services

<b>PAC - Program / Program Cluster</b>	<b>Meeting date during this reporting period</b>	<b>Membership</b>	<b>Status<sup>1</sup></b>
Conflict Resolution & Mediation	October 17, 2023	8 External 7 College Representatives	Green
Community (ADMH/SSW)	November 15, 2023	9 External 10 College Representatives	Green
Firefighter – Pre-service, Education and Training	October 2, 2023	10 External 5 College Representatives	Green
Child and Youth Care	November 1, 2023	8 External 8 College Representatives	Green
Developmental Service Worker	October 11, 2023	9 External 6 College Representatives	Green
911 Emergency & Call Centre Communications	November 2, 2023	8 External 6 College Representatives	Green
Law Clerk Advanced	October 18, 2023	10 External 9 College Representatives	Green
Community Integration Through Co-operative Education	October 25, 2023	9 External 6 College Representatives	Green
Victimology/Youth Justice & Intervention	November 6, 2023	9 External 7 College Representatives	Green
Behavioural (ATBS/BHTN/HBBS)	November 22, 2023	10 External 7 College Representatives	Green
Early Childhood Education	October 26, 2023	10 External 7 College Representatives	Green
Paralegal	November 28, 2023	10 External 10 College Representatives	Green
Police Foundations Protection, Security & Investigation Advanced Law Enforcement & Investigations	November 8, 2023	10 External 13 College Representatives	Green
Honours Bachelor Community Mental Health	December 1, 2023	10 External 5 College Representatives	Green
Fire Prevention and Technology	November 30, 2024	8 External 7 College Representatives	Green

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Blue: Active and engaged PAC; membership requires review.

Yellow: Moderately active and engaged PAC with reasonably diverse membership.

Red: PAC that requires attention and review of membership.

**Key recommendations**

<b>Program area</b>	<b>Recommendation</b>	<b>Action Plan</b>	<b>Status</b>	<b>Responsibility</b>
Conflict Resolution & Mediation	Re-evaluate the asynchronous nature of the online law course.	Students feel that time in class would be beneficial for this course.	In progress	Program Coordinator / Associate Dean
Community (ADMH/SSW)	Consider ways that AI can provide students with additional experiential learning opportunities Investigate ways to support student school/work/life balance.	Expand experiential learning opportunities in the program through AI so students gain additional practice.	In progress	Program Team
		Consider ways to support students further.	In progress	Program Team / Associate Dean
Pre-Service Firefighter – Education & Training	Invite guest speaker from Toronto Fire.  Investigate the potential of developing additional credentials for students.	Provide information regarding firefighting in high rise buildings.	In progress	Program Coordinator
		Investigate how to offer NFPA 1031 or 1035 certifications to students.	In progress	Associate Dean / Program Team
Child and Youth Care	Consider holding job fair for human services programs.  Provide an update about the Kognito replacement.	Job Fair specific to this program and other similar programs would be valued by potential employers.	In progress	Program Coordinator / Program Team
		Replace Kognito as it is no longer supported and provides case studies for students.	In progress	Program Coordinator / Program Team

<b>Program area</b>	<b>Recommendation</b>	<b>Action Plan</b>	<b>Status</b>	<b>Responsibility</b>
Developmental Service Worker	Connect with Region of Durham to arrange ASW guest speakers.	Arrange additional guest speakers for students.	In progress	Program Coordinator / Program Team
	Follow up on specialized placements for employment support.	Administrative Assistant to connect with A. Romano to discuss possibilities for these specialized placements in the area of employment support.	In progress	Administrative Assistant
911 Emergency & Call Centre Communications	Partner with OnStart to provide scenarios with a vehicle.	Provide hands on experience with a vehicle scenario for students.	In progress	Program Coordinator / Program Team
	Include information about the court process.	Provide information on the court processes for students regarding how to prepare and what the experience is like.	In progress	Program Coordinator / Program Team
Law Clerk Advanced	Follow up on the inclusion of Minute Box in the program.	Investigate whether this can be included in the program for students to gain experience.	In progress	Program Coordinator
	Provide an update on efforts to ensure relevancy of new program at spring meeting.	Provide updates based on course development.	In progress	Program Coordinator
Community Integration through Cooperative Education	Continue to find new community field placement hosts.	Ensure CICE students can be supported in a wide variety of employment sectors during their field placement.	In progress	Program Team

<b>Program area</b>	<b>Recommendation</b>	<b>Action Plan</b>	<b>Status</b>	<b>Responsibility</b>
Victimology/Youth Justice & Interventions	Investigate the possibility of additional resources for the Violence against Women course.	Students feel that they would benefit from additional resources in this course.	In progress	Program Team
	Ensure appropriate debriefing for students during placements.	Provide debriefing opportunities for students who may need support during placement.	In progress	Program Team
Behavioural Sciences	Investigate the International Behaviour Analysis Organization (IBAO).	Potential opportunity for students to obtain a professional designation.	In progress	Program Team
	Share update on the Behavioural Sciences Clinic.	Provide an update on the progress for this clinic.	In progress	Program Team
Early Childhood Education	Provide update on changes to program resulting from return to industry.	Provide an update on the changes implemented.	In progress	Program Coordinator
	Consider a job fair in Spring 2024.	Evaluate the option of a job fair targeted to ECE students in the upcoming spring.	In progress	Program Team
Paralegal	Circulate the CPR changes and the new PLOs with the minutes.	Obtain feedback from Committee members at the next meeting.	In progress	Program Team
	Incorporate information regarding online court practices into course material.	Ensure that graduates are comfortable in an online court environment.	In progress	Program Team

<b>Program area</b>	<b>Recommendation</b>	<b>Action Plan</b>	<b>Status</b>	<b>Responsibility</b>
Police Foundations, Protection Security & Investigations, Advanced Law	Evaluate additional ways that students can practice fitness skills.	Provide students with additional opportunities to practice their fitness skills and make sure they are at the required level.	In progress	Program Team
	Provide more opportunities to practice communication and/or interview skills.	Employers indicate that job applicants would benefit from additional preparation in this area.	In progress	Program Team
Honours Bachelor Community Mental Health	Investigate registration for students with the Ontario College of Social Workers and Social Services Workers.	Investigate the potential professional designation available to students.	In progress	Program Coordinator
Fire Prevention and Technology	Investigate obtaining a hood system.	Update for the FLST lab.	In progress	Program Coordinator
	Explore options for offering project management.	Provide students with some knowledge in this area.	In progress	Program Coordinator

## Faculty of Science, Engineering and Information Technology

<b>PAC - Program / Program Cluster</b>	<b>Meeting date during this reporting period</b>	<b>Membership</b>	<b>Status<sup>1</sup></b>
Architectural Technology, Civil Engineering Technician/Technology, Honours Bachelor Construction Management	November 13, 2023	9 External 11 College Representatives	Green
Biomedical Engineering Technology	November 7, 2023	8 External 4 College Representatives	Green
Biotechnology – Advanced and Fast-track	October 30, 2023	6 External 5 College Representatives	Blue
Computer Programming cluster	November 15, 2023	9 External 7 College Representatives	Green
Computer Systems	October 23, 2023	8 External 6 College Representatives	Green
Electronics Technician/Technology	November 14, 2023	8 External 4 College Representatives	Blue
Electromechanical Engineering Technology	November 1, 2023	8 External 6 College Representatives	Green
Emerging Technologies	October 30, 2023	10 External 7 College Representatives	Green
Environmental Technology	October 23, 2023	8 External 5 College Representatives	Green
Environmental Health and Safety Management	November 28, 2023	9 External 5 College Representatives	Green
Mechanical Engineering Technician/Technology	October 5, 2023	9 External 5 College Representatives	Green
Mechanical Engineering Technician - Non-Destructive Evaluation	November 14, 2023	10 External 5 College Representatives	Green
Pharmaceutical Science	November 30, 2023	8 External 3 College Representatives	Green

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 Blue: Active and engaged PAC; membership requires review.  
 Yellow: Moderately active and engaged PAC with reasonably diverse membership.  
 Red: PAC that requires attention and review of membership.

## Key Recommendations

Program Area	Recommendation	Action Plan	Status	Responsibility
Architectural Technology, Civil Engineering Technician/Technology, Honours Bachelor Construction Management	For next PAC meeting, the PAC members have recommended an in-person meeting and lab tours.	The Associate Dean, Science and Engineering programs, will ask Administrative Assistant to organize an in-person meeting and program coordinators to have lab tours arranged for the PAC members, at the next meeting.	In progress	Associate Dean, Science and Engineering programs
	Invite PAC members to see the final-year capstone projects.	Invite the PAC members to event.	In progress	Program Coordinator
	Increase architecture external membership as a number timed out in the last year.	Members will send to the program coordinator PAC member recommendations.	In progress	External members
Biomedical Engineering Technology	Share updated Program Learning Outcomes (PLOs) at the Spring PAC meeting.	Program Coordinator to share PLOs.	Spring PAC meeting	Program Coordinator
	Provide more information on Program of Study changes.	Program Coordinator to discuss changes with members.	In progress	Program Coordinator
	Share details about IT Expo.	Members interested in learning more about DC's IT Expo.	Spring PAC meeting	Program Coordinator
Biotechnology - Advanced and Fast-track	Provide update on capital requests and needs.	Share capital requests at upcoming meeting.	Spring PAC meeting	External Members
	New member recommendations requested to increase PAC membership.	Members will send to the program coordinator PAC member recommendations.	In progress	External Members
Computer Programming	Elect new chair.	Members to elect a new chair.	In progress	External Members
	Invite two new members.	Two new members to be invited to attend Winter meeting.	In progress	Program Coordinator

<b>Program Area</b>	<b>Recommendation</b>	<b>Action Plan</b>	<b>Status</b>	<b>Responsibility</b>
	Investigate strategies to embed generative AI within curriculum, and establish criteria for acceptable use.	Program team will review and make recommendation.	In progress	Program Coordinator
Computer Systems	Evaluate the introduction of Software Defining Networks (SDN) into curriculum.	Program team will review and make recommendation.	In progress	Program Team
	Evaluate introduction of “Unified communications” course content instead of Voice over IP (VoIP).	Program team will review and make recommendation.	In progress	Program Team
Electronics Engineering Technician /Technology	Share details about capital planning for the coming years.	Present lab plan and offer tour to members.	Spring PAC	Program Coordinator
	Share details about Skills Ontario participation.	Present information about Electronics student participation.	Spring PAC	Program Coordinator
Electromechanical Engineering Technology	Consider growing prevalence of autonomous mobile robots in industry against current curriculum.	Review program to see if topic is adequately addressed or if there are opportunities to increase instruction.	In progress	Administrative Assistant
	Are there opportunities to consider the role AI will play in industry.	Review to see if AI can be further incorporated.	In progress	Program Team
Emerging Technologies	Generate placement opportunities for the AI program.	PAC members to email Program Coordinator, AI, any placement opportunities for students.	In progress	External Members
	Investigate the use of Generative AI as an educational tool and establishing acceptable-use criteria within programs.	Program team will review and make recommendation.	In progress	Program Coordinators
	Increase industry representation at the IT	PAC members to assist in increasing industry	In progress	PAC Members



<b>Program Area</b>	<b>Recommendation</b>	<b>Action Plan</b>	<b>Status</b>	<b>Responsibility</b>
	<p>Student Expo.</p> <p>Send a save-the-date with exact IT Student Expo date to the external membership.</p>	<p>representation at the IT Student Expo.</p> <p>Administrative Assistant to send a save-the-date with exact IT Student Expo date to the external membership.</p>	Complete	Administrative Assistant
Environmental Technology/Fast-track	<p>Inclusion of Resource Productivity and Recover Authority (RPRA) in course material.</p> <p>Shared details about Hired Portal with PAC members.</p>	<p>Program Coordinator will connect with the Waste Regulations professor to review potential inclusion in course.</p> <p>Provide details about how employers can access portal to post needs.</p>	<p>In progress</p> <p>In progress</p>	<p>Program Coordinator</p> <p>Administrative Assistant</p>
Environment Health and Safety Management	<p>Connect with students with details and resources about Career Development.</p> <p>PAC members to share samples of resumes for student review to understand best practices.</p> <p>Spring Open House date to be shared.</p>	<p>Invite Career Development to come into class to inform on services available or set up one-on-one sessions with students for assistance with resumes.</p> <p>External members to provide samples of resumes.</p> <p>Spring Open House date to be sent with the meeting minutes.</p>	<p>In progress</p> <p>In progress</p> <p>In progress</p>	<p>Associate Dean, Science and Engineering programs</p> <p>External members</p> <p>Administrative Assistant</p>
Mechanical Engineering Technician and Technology	<p>Follow-up on potential new industry contact for student co-op opportunity.</p> <p>Pursue new PAC members, including from the Toronto Transit Commission.</p>	<p>Chair will reach out to industry contact to connect.</p> <p>PAC member to send to the Program Coordinator contact information for potential PAC member from the Toronto Transit Commission.</p>	<p>In progress</p> <p>In progress</p>	<p>Chair</p> <p>External members</p>

<b>Program Area</b>	<b>Recommendation</b>	<b>Action Plan</b>	<b>Status</b>	<b>Responsibility</b>
	Consideration of machine shop upgrade.	External PAC members to send to the Program Coordinator, equipment recommendations for additions to the machine shop.	In progress	External Members
Mechanical Engineering Technician – Non-Destructive Evaluation	Hired portal link to be shared with the external members.	Hired portal link to be sent to external members.	To be sent with minutes in late January	Administrative Assistant
	Spring Open House date to be shared with external members.	Spring Open House date to be sent with minutes.	In progress, to be sent with minutes in late January	Administrative Assistant
	External members invite to participation in provincial Program Standards Review.	Members to reach out to Associate Dean if they do not have the Links and details.	Completed	External Members
	Consider introduction of drone training for students.	Review possibility of drone training and make recommendation as part of program review.	In progress	Program Coordinator
Pharmaceutical Science	Consider addition of electronic notebooks in the lab.	Will review opportunities for integration.	In progress	Program Coordinator
	Share details on field placement.	Provide details about placement process for sharing by members.	In process	Placement Coordinator

### Faculty of Skilled Trades and Apprenticeship

<b>PAC - Program / Program Cluster</b>	<b>Meeting date during this reporting period</b>	<b>Membership</b>	<b>Status<sup>1</sup></b>
Automotive Technician – Service and Management (AUTO)	Meeting was not held in the fall due to lack of quorum. New date: January 30, 2024	6 External 4 College Representatives	Yellow
Building Construction Technician (BDCT) Carpentry and Renovation Technician (RENO)	November 1, 2023	5 External 5 College Representatives	Blue
Crane Operation, Rigging & Construction Techniques (CORC)	November 9, 2023	8 External 4 College Representatives	Green
Electrical Engineering Technician (EETN) Electrical Techniques (ELEC)	Meeting was not held in the fall due to lack of quorum. New date: January 24, 2024	8 External 5 College Representatives	Yellow
Heating, Ventilation, Air Conditioning Techniques (HVAC), Gas Technician 2 (GFIT)	October 12, 2023	7 External 4 College Representatives	Green
Mechanical Technician – Millwright (MTMW)	October 3, 2023	13 External 4 College Representatives	Green
Mechanical Technician – Elevating Devices (MTED)	October 4, 2023	7 External 5 College Representatives	Green
Mechanical Technician – Plumbing (MPLU)	October 17, 2023	6 External 3 College Representatives	Green

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 Red: PAC that requires attention and review of membership.

Power Engineering Technician (PETN)	November 22, 2023	5 External 5 College Representatives	Green
Welding Techniques (WETN)	September 27, 2023	5 External 3 College Representatives	Yellow

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Red: PAC that requires attention and review of membership.

## Key recommendations

Program area	Recommendation	Action Plan	Status	Responsibility
Automotive Technician – Service and Management (AUTO)	Meeting was not held in the fall due to lack of quorum. New date: January 30, 2024			
Building Construction Technician (BDCT)	Improve PAC member attendance.	Check in with PAC members who have not shown up to meetings.	In-process	V. Vithiyalakan /M. Jones
Carpentry and Renovation Technician (RENO)	Increase the engagement with PAC members.	Find ways to make PAC members more involved.	In-process	V. Vithiyalakan /M. Jones
	Gather feedback from employers on students in the workforce.	Invite Devon Bowman to an upcoming agenda and ask for feedback from students he has taken on.	Planned	V. Vithiyalakan /M. Jones
Electrical Engineering Technician (EETN) Electrical Techniques (ELEC)	Meeting was not held in the fall due to lack of quorum. New date: January 24, 2024			
Welding Engineering Technician (WETN)	Poor attendance by external members.	Follow-up with PAC members who were not in attendance.	On-going	V. Vithiyalakan /M. Jones
	Improve student preparedness for industry.	Organize a seminar series to have industry come to the classroom.	In-process	G. Peel/ M. Jones

<b>Program area</b>	<b>Recommendation</b>	<b>Action Plan</b>	<b>Status</b>	<b>Responsibility</b>
Power Engineering Techniques – 4 <sup>th</sup> Class (PETN)	Use industry examples of safe work permits.	PAC members to send samples of safe work permits to Rod, Lino, or Dave.	In-process	External Members
	Vendor Fair Involvement.	PAC members to share suggestions for vendors for the upcoming Vendor Fair to R. McLeod.	In-process	R. McLeod/ External Members
	Women In Skilled Trades (WIST) industry involvement.	PAC members who would like to host the WIST group for a tour or who may know of a beneficial guest speaker for the group shall reach out to R. McLeod.	In-process	External Members
	Information sharing Education Forum.	Craig to share invite to the Education Forum when it comes around next with everyone.	Pending	C. Graham
Mechanical Techniques - Plumbing (MPLU)	Vendor Fair Involvement.	PAC members to share suggestions for vendors for the upcoming Vendor Fair to R. McLeod.	In-process	External Members
	Women In Skilled Trades (WIST) Industry Involvement.	PAC members who would like to host the WIST group for a tour or who may know of a beneficial guest speaker for the group shall reach out to R. McLeod.	In-process	External Members
	Integrate new safety documents into curriculum.	B. Bird to share new safety documents with E. Logan and R. McLeod.	In-process	B. Bird/ E. Logan/ R. McLeod

Program area	Recommendation	Action Plan	Status	Responsibility
	Align our training with code changes. Demand for small and large buildings. Ontario building code and national code to harmonize (2024).	M. Antonacci to share new codes with Ed and Rod when he receives information.	In-process	M. Antonacci/ E. Logan/ R. McLeod
Heating, Ventilation and Air Conditioning Techniques (HVAC)  Gas Technician 2 (GFIT)	Vendor Fair Involvement.  Women In Skilled Trades Industry Involvement  External members strongly recommend Durham College to host 313D Training.  Equipment donations from industry.  Curriculum updates for consideration – Python.	PAC members to share suggestions for vendors for the upcoming Vendor Fair to R. McLeod.  PAC members who would like to host the WIST group for a tour or who may know of a beneficial guest speaker for the group shall reach out to R. McLeod.  External Members to send Letters of Support from industry to say they will send workers to Durham College and to prove demand for the training.  Industry will provide Rod or Shayne of any equipment they are willing to donate to the college.  Python (for refrigeration), pre-insulated, similar to gastite but with zero braising to be reviewed. Provided by B. McRae to S. Bedford.	In-process  In-process  Ongoing  Ongoing  In-process	External Members  External Members  R. McLeod/ External Members  R. McLeod/ External Members  S. Bedford/ B. McRae

<b>Program area</b>	<b>Recommendation</b>	<b>Action Plan</b>	<b>Status</b>	<b>Responsibility</b>
Crane Operation, Rigging and Construction Techniques (CORC)	Improve PAC member attendance.	Check in with PAC members who have not shown up to meetings.	In-process	M. Melissis/ L. Buczkowski
	Ensure program materials are up to industry standards.	Give members program material to review and assess to see if it meets industry standards.	In-process	M. Melissis/ L. Buczkowski/ R. McLeod
	Women in Skilled Trades (WIST) industry involvement.	PAC members who would like to host the WIST group for a tour or who may know of a beneficial guest speaker for the group shall reach out to R. McLeod.	In-process	External Members
Mechanical Technician – Elevating Devices (MTED)	CPR updates and feedback.	PAC members to share industry feedback link with CECA network to gather additional information.	Complete	External Members
	Co-op program information.	PAC members to share Gary's contact information for co-op student hiring.	Complete	External Members
	Inform External Members of upcoming events (i.e. Level Up event).	Share information regarding upcoming Level Up event with members.	In-process	M. Melissis
Mechanical Technician – Millwright (MTMW)	Staffing challenges.	Let Rod know of anyone who may be interested in working with us (evenings and weekends available).	On-going	External Members/ R. McLeod



Program area	Recommendation	Action Plan	Status	Responsibility
	Co-op placements/jobs for our graduates/pre-apprentices/OYAP students.	Let Rod know if your company or any companies you know is looking for co-op, pre-employment, and OYAP placement opportunities.	On-going	External Members/ R. McLeod
	Equipment donations from industry.	If you have pieces of equipment for our students to work on, let us know and we can potentially take it off your hands for our students to work on. Let DC know if you have any failed components for us to incorporate into training into our courses.	On-going	External Members/ R. McLeod/ C. Cornish

**Report Number: BOG-2024-14**

**To: Board of Governors**

**From: Don Lovisa, President**

**Date of Report: February 9, 2024**

**Date of Meeting: February 21, 2024**

**Subject: President's Report – January to February 2024**

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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 January 2024 to February 2024.

### 1. Our Students

#### Orientation welcomes new students to DC

Durham College welcomed 2000 new students at Orientation events this January. The event kicked off the winter semester for the new members of the Durham College communities at both the Oshawa and Whitby campuses. Several orientation events were held for international students that helped them make a transition to Canada.



#### DC Esports team triumphs in Campus Clash

The best Esports athletes from DC and Ontario Tech battled at the second annual Campus Clash competition, with our Lords successfully defending their championship belt.

The event was held at DC’s state-of-the-art Esports Gaming Arena. The space was packed with gamers and supporters who came to watch the action and cheer on the Lords. Attendees were treated to free popcorn as well as a number of fun giveaways from DC and Monster Energy.



The teams competed in a best-of-five series featuring five different video games; Rocket League, Call of Duty Modern Warfare 3, League of Legends, Valorant and Counter-Strike 2. Ontario Tech started strong with a victory in Call of Duty, but the Lords took over from there, winning each of the final four games.

## Durham College puts mental health in the game with HONE athletics partnership

Mental health and well-being looks different for everyone, but for athletes, there is a unique feeling of pressure, expectations and the desire to win.

To help address this pressure and encourage student-athletes to prioritize their mental health, DC women’s volleyball team is partnering with **HONE Athletics** through a unique digital mental health platform that helps increase team communication and well-being through weekly check-ins.



According to Scott Dennis, Director, Athletics and Recreation, the DC women’s volleyball team has benefited tremendously from using HONE over the past year and expects to continue to see positive results this season.

The app works by prompting players to conveniently and anonymously answer survey questions based on a rating scale from their cell phone. The results are instantly delivered to the coaches, better equipping them with a snapshot of how their players are feeling.

HONE Athletics was created by Jessica Renney and Paula McQuaid, two sport psychotherapists who realized they needed a way to get ahead of the issues that athletes commonly face

### DC student entrepreneurs pitch it for their chance to win

Pitch competitions are exciting experiences that help founders share their businesses with industry professionals while improving their communication, critical thinking, and problem-solving skills. Last month, 11 student entrepreneurs from a number of DC programs, experienced just that during an on-campus pitch competition, hosted by FastStart, the college's entrepreneurial resource hub.

After spending weeks preparing, the student start-ups gathered inside DC's Centre for Innovation and Research to share their unique business ideas to fellow-entrepreneurs, faculty, and local investors. FastStart also brought together



a diverse group of expert judges, providing competitors with an opportunity to network and learn from industry leaders, including Ivan Cheung, Invest Durham; Kristen Marumoto, DNA Angels; Travis Dutka, 360Insights; and Andrew Ko, Futurpreneur.

Each contestant had five minutes to pitch their business idea, vision and projected impact for their chance to win up to \$1,000 and an iPad, generously donated by the Durham College Student Association. They also had two and a half minutes following their pitch to answer questions from the judges.

Each founder garnered great exposure for their business while also having fun honing their skills. Rochelle Palmer, second-year student in DC's [Fitness and Health Promotion](#) program, took home first place with her business, *EmpowHER*, a fitness centre made for women that incorporates mental health with an onsite occupational therapist.

## 2. Our Work

### DC's Social Impact Hub helps alumnus launch **Surviving Addiction** docuseries

Durham College's Social Impact Hub has initiated a significant collaboration with DC alumnus, Chris Cull, to launch a docuseries, "Surviving Addiction". This docuseries offers a variety of perspectives from those affected by addiction, emphasizing the human experiences behind each story.



Chris Cull, a graduate of DC's HVAC Techniques program and an advocate for mental health and addiction awareness, is the founder of Inspire by Example. This digital library of lived experiences aims to provide hope and resources for those impacted by addiction. With over eight years of personal experience with opioid addiction and a decade of professional work in mental health and addiction, Cull's insights have been instrumental in shaping this docuseries.

The Social Impact Hub, one of DC's applied research centres, is dedicated to identifying creative solutions to complex social problems such as addiction and fostering relationships with community agencies addressing social justice issues. The collaboration with Chris Cull exemplifies the Hub's commitment to community engagement and applied research.

This partnership also provides a valuable learning opportunity for DC students. Denice Quimbo, a research associate in the Social Impact Hub and recent DC graduate, along with two students in DC's Journalism – Mass Media program, contributed to filming the docuseries. This project has provided them with invaluable experience, allowing them to apply their skills to a project with a positive impact.

The support provided by the Social Impact Hub has been crucial in realizing Chris Cull's vision for the docuseries. The students' curiosity and dedication have significantly shaped the project. This initiative is expected to make a significant difference in the lives of its viewers.



## Program Information Nights draw a big crowd to Oshawa and Whitby campuses

There was an air of excitement as future Durham College (DC) students explored their options and opportunities at Program Information Nights (PIN) events this week.



More than 1,300 visitors attended Program Information Nights on January 16 at the Oshawa campus and January 17 in Whitby where they had the opportunity to tour DC's state-of-the-art facilities including classrooms, labs, workshops, and recreation areas as well as an opportunity to speak with faculty representatives about DC's 145+ job-ready programs. Student services representatives shared information about supports available at DC such as financial aid, academic support and health and wellness including mental health support.

### 3. Our Community

## Durham, Sheridan, St. Clair and Fanshawe College partner to support women in Red Seal Trades

A new venture aimed at increasing women's participation and retention rates in Red Seal trades across Ontario has received over \$2 million in federal funding.



Funded in part by the Government of Canada's Canadian Apprenticeship Strategy, *Women in Red Seal Trades – Advancing the Career Ecosystem* brings together Sheridan College, St. Clair College, Fanshawe College and Durham College, in partnership with Unifor, Canada's largest private sector union. Unifor contributed an additional \$300,000 to the grant.

Over three years, this group will spearhead initiatives focused on elevating awareness and providing opportunities for women in exploring career education, networking and apprenticeships within the Red Seal skilled trades. The Red Seal Program sets common standards to assess the skills of tradespeople across Canada. The Red Seal endorsement is proof that a tradesperson has met the

national standard in their trade.

By 2025, one in five jobs in Ontario will be in the skilled trades, and it's estimated that by 2028, the skilled trades shortage in Ontario will increase to 560,000. With women making up just 5 per cent of workers in the skilled trades in Canada, this program will work towards closing this gap through the retention of these talented tradespeople, offering women the support they need to be successful in their chosen fields.

Key to the partnership's goals is the establishment of a Women in Trades Network which will feature a community for apprentices and women in the trades. This network will aim to build community through events and mentorship (both virtual and in person). Sheridan, St. Clair, Fanshawe and Durham will leverage their well-respected expertise, industry contacts and alumni within the skilled trades to build and maintain this network, offering women in the skilled trades a safe space to connect, network and share lived experiences.

Some of the additional key goals of *Women in Red Seal Trades – Advancing the Career Ecosystem* include:

- Increased partner network capacity to support women in skilled trades.
- Increased participation and higher retention of women apprentices.
- Reduced barriers for women to accessing trades training and finding secure employment.
- Increased preparedness and willingness by industry partners and employers to continue hiring women apprentices.
- Increased knowledge of the long-term recruitment strategies for women entering the Red Seal trades.

## Durham College supports the Region's growing virtual production industry with new, collaborative event and on-campus services

The rapidly evolving virtual production industry contributes over \$3 billion to Ontario's economy each year, helping to make Durham Region an innovative hub for industry professionals. More than 60 of those experts came together last week for Industry Day, hosted by DC, to discuss emerging trends and predictions for the future of film and television through an engaging and collaborative conversation.



Guest panellists at the event included Tristan Cezair, Escent Labs; Mike DiLisi, Ontario Power Generation; Károli Grenman, Virtual Production House; and Tim Hatch, APG Media Group. Attendees also heard from Justin Cutler, Ontario Film Commissioner from Ontario Creates who shared his support and deep connection with DC. Additionally, Corey Ross, CEO of Lighthouse Immersive and Starvox Entertainment shared a thrilling keynote presentation featuring stories from throughout his career in virtual production, having brought spectacular film and art experiences, such as Disney Immersive, to life for people around the world. He shared his insights on the industry and the benefit to Durham Region by having services like the ones available at DC in the community.

#### 4. Key Meetings Involving the President's Office (December 14, 2023 – February 15, 2024)

- Trent Grand Opening, December 14, 2023
- Meeting with MPP Bethlenfalvy RE: Blue Ribbon Panel, December 20, 2023
- CEC Management Board Meeting, January 4, 2024
- Meeting with Shannon Lipskie, OCAS, January 16, 2024
- Meeting with Michelle Murphy, Team Broken Earth, January 18, 2024
- COP Meeting, January 22, 2024
- OPG Announcement, January 30, 2024
- Ontario Chamber of Commerce Economic Outlook Summit, February 7, 2024
- Regional Chair's Luncheon, February 8, 2024
- Vanhaverbeke EV Lab Sign Unveiling, February 8, 2024
- College Council, February 13, 2024



## Meetings Related to International Education Policy Changes

- Meeting with MPP Barnes, January 30, 2024
- Ministers call with COP, January 31, 2024
- Special COP Meeting, February 2, 2024
- Call with Deputy Minister, February 2, 2024
- Colleges Ontario IRCC Caucus Meeting, February 6, 2024
- Special COP Meeting, February 14, 2024
- Sector Update Meeting, February 15, 2024