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

Date: Wednesday, May 8, 2024, 5:00 p.m.

Location: W. Galen Weston Centre for Food, Upstairs Classrooms 206/207/208

When making decisions, the Board is encouraged to consider the College's values of collaboration, diversity & inclusion, excellence, innovation, integrity, respect, and social responsibility.

Pages

1.   **CALL TO ORDER**

2.   **LAND ACKNOWLEDGEMENT (Governor Allen)**

3.   **INTRODUCTION OF GUESTS**

4.   **CONFLICT OF INTEREST DECLARATIONS**

5.   **PRESENTATIONS**

 5.1   Celebrating the Success of Durham College Athletics

       Presenter: Scott Dennis, Director, Athletics and Recreation

6.   **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.

 6.1   Approval of Public Session Agenda - May 8, 2024

       Recommendation
       That the public agenda for the May 8, 2024 Board of Governors meeting be approved as presented.

 6.2   Approval of Public Board Meeting Minutes - April 10, 2024   4 - 11

       Recommendation

That the public minutes from the April 10, 2024, Board of Governors meeting be approved as presented.

6.3   Post Election Report: Student and Academic Governor Elections12 - 17

<u>Recommendation</u>
That based on Report BOG-2024-41:

1.   That the Board of Governors ratify the results of the student governor election, and **Riya Parikh** be confirmed as the student governor for a one-year term effective September 1, 2024; and,

2.   That the Board of Governors ratify the results of the academic staff governor election, and **Nathan Wilson** be confirmed as the academic staff governor for a three-year term effective September 1, 2024.

6.4   Ratification of Election Results: Chair and Vice-Chair of the Board for the 2024-2025 Board Year

<u>Recommendation</u>
That the results of the election for the positions of Board Chair and Board Vice-Chair be ratified and **Lisa Allen** be confirmed as Chair and **Peter Pryce** be confirmed as Vice-Chair for the 2024-2025 Board year.

7.   CHAIR'S REPORT

7.1   Reflections from the CICan Conference

8.   CO-POPULOUS GOVERNORS' REPORT

9.   DECISION ITEMS

9.1   2023-2024 Durham College Annual Report- B. St. George18 - 41

<u>Recommendation</u>
It is recommended to the Durham College Board of Governors:

That based on Report BOG-2024-44, the 2023-2024 Durham College annual report be approved.

9.2   Bill S211: Forced Labour and Child Labour in Supply Chains Act - Annual Reporting - K. Jones42 - 58

<u>Recommendation</u>
It is recommended to the Durham College Board of Governors:

That based on Report BOG-2024-40, the Bill S-211 annual report for fiscal year April 1, 2023 – March 31, 2024, and associated questionnaire be approved and submitted to the Minister of Public Safety and Emergency Preparedness by May 31, 2024.

10.   DISCUSSION ITEMS

11.   INFORMATION ITEMS

12.   UPCOMING EVENTS

- Spring Convocation Ceremonies - June 17 to 20, 2024

13.   MOVE TO IN-CAMERA SESSION

14.   ADJOURNMENT

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

Date: Wednesday, April 10, 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
                   Elizabeth Cowie
                   Liam Croft
                   Jeff Dornan
                   Kelly Doyle
                   Ian Murray
                   Jerry Ouellette
                   Elaine Popp, President
                   Peter Pryce
                   Dwight Townsend (attended virtually)
                   Nathan Wilson

Members Absent: Kalyan Chakravarthy
                   John Ecker

Staff Present: Scott Blakey, Chief Administrative Officer
                   Jean Choi, VP, Academic
                   Linda Flynn, AVP, Office of Advancement and Alumni Relations
                   Barbara MacCheyne, VP, Administration/Chief Financial Officer
                   Melissa Pringle, Manager, Board Governance and Privacy
                   Bonnie St. George, VP, External Relations and Advancement
                   Janse Tolmie, AVP, IT Services

1. **CALL TO ORDER**

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

    The Chair offered a land acknowledgement.

2. **INTRODUCTION OF GUESTS**

    The Chief Administrative Officer introduced the following guests:

    - Jennifer Elliott, Director, Campus Health and Wellness Centre
    - Barry Waite, Executive Dean, Faculty of Media, Art and Design
    - Thom MacDonald, Dean, International Education

3. **CONFLICT OF INTEREST DECLARATIONS**

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

4. **PRESENTATIONS**

    4.1 **Program Spotlight: Durham College's Food Literacy Initiative – Food IQ**

    The Board received a presentation from the Director, Campus Health and Wellness Centre, regarding initiatives at Durham College to address food insecurity and enhance food literacy on campus.

    The Board questioned the Director, Campus Health and Wellness Centre.

5. **CONSENT AGENDA**

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

    5.1 **Approval of Public Session Agenda - April 10, 2024**

    That the agenda for the April 10, 2024 Board of Governors meeting be approved as presented.

5.2   Approval of Public Minutes from the February 21, 2024 Board Meeting

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

5.3   Report of the Governance Review Committee - March 25, 2024

That the Governance Review Committee report of March 25, 2024, be received for information and the following resolution be adopted:

That based on GOV-2024-09, the Board's Policy: 'Negotiating the President's Contract' be approved as amended.

6.   CHAIR'S REPORT

The following items were included in the Chair's report:

- The Chair reminded the Board to complete the Board Evaluation and Committee Preference survey and about the upcoming election for Chair and Vice-Chair.

- The Chair provided Governors an opportunity to share feedback about the Board retreat.

7.   CO-POPULOUS GOVERNORS' REPORT

There was no co-populous governors' report.

8.   DECISION ITEMS

8.1   New Program of Instruction: Interior Decorating - Ontario College Diploma

The Board received a report from the Vice-President, Academic and Executive Dean, Faculty of Media, Art and Design, presenting a new program of instruction for approval, Interior Decorating – Ontario College Diploma.

The Board questioned the Vice-President, Academic and Executive Dean, Faculty of Media, Art and Design about elements of the program.

Moved by Governor Bosomworth
Seconded by Governor Brown
"That in accordance with Report BOG-2024-22, the Interior Decorating Ontario College Diploma program be approved." CARRIED

8.2 Request for Permanent Program Suspension: Contemporary Media Production

The Board received a report from the Vice-President, Academic regarding a request for permanent program suspension for contemporary media production.

Moved by Governor Pryce
Seconded by Governor Cowie
"That based on Report BOG-2024-23, the following program be permanently suspended effective Fall 2024:

Faculty of Media, Art and Design

- Contemporary Media Production (CMEP), Ontario College Advanced Diploma (MTCU Code 69403/APS 1110)." CARRIED

8.3 Request for Permanent Program Suspension: Advanced Baking and Pastry Arts

The Board received a report from the Vice-President, Academic regarding a request for permanent program suspension for advanced baking and pastry arts.

The Board questioned the Vice-President, Academic.

Moved by Governor Croft
Seconded by Governor Dornan
"That based on Report BOG-2024-24, the following program be permanently suspended effective Fall 2024:

Faculty of Hospitality and Horticultural Science

- Advanced Baking and Pastry Arts (ABAK), Ontario College Graduate Certificate (MTCU Code 73106/APS 01235)." CARRIED

8.4 Request for Permanent Program Suspension: Renewable Energy Technician

The Board received a report from the Vice-President, Academic, regarding a request for permanent program suspension for renewable energy technician.

The Board questioned the Vice-President, Academic, regarding the ability to revive a program once it's suspended.

Moved by Governor Doyle
Seconded by Governor Murray
"That based on Report BOG-2024-25, the following program be permanently suspended effective Fall 2024:

Faculty of Skilled Trades and Apprenticeship

- Renewable Energy Technician (RET), Ontario College Diploma, (MTCU Code 55503/APS01182)." CARRIED

8.5 Public Report of the Audit and Finance Committee - March 19, 2024

The Board received a report from the Chief Financial Officer/VP, Administration presenting the 2023-2024 capital budget for approval. The Chief Financial Officer/VP, Administration reported that the proposed $17.3M capital budget aims to refresh aging equipment, invest in IT resources and improvements to campus facilities, and increase accessibility.

The Audit and Finance Committee Chair offered comments about the budget and the in-depth analysis that contributes to how decisions are made.

The Board questioned the Chief Financial Officer/VP, Administration.

Moved by Governor Townsend
Seconded by Governor Pryce
"That the Audit and Finance Committee report of March 19, 2024, be received for information and the following resolution be adopted:

That based on Report FIN-2024-10:

1. The 2024-2025 request for $17,280,000 for capital expenditures be approved; and,

2. That the pre-budget request for $3,500,000 to advance capital projects in fiscal 2025-2026 be approved; and,

3. That this report be released publicly with the capital budget to be reviewed by the Durham College Board of Governors during its public session on April 10, 2024; and,

4. That the approved 2024-2025 capital budget be submitted to the Ministry of Colleges and Universities by the deadline." CARRIED

Governor Ball temporarily left and re-entered the meeting.

9. DISCUSSION ITEMS

9.1 Final Results of the 2023-2024 Business Plan

The Board received a report from the Vice-President, External Relations and Advancement, presenting the final results of the 2023-2024 business plan. Furthermore, the Vice-President, External Relations and Advancement, advised the Ministry had granted an extension to the business plan submission for 2024-2025 (to August 15); however, it was anticipated that the new business plan would come forward at the June meeting.

9.2 Institutional Allocation of International Study Permits

The Board received a report from the President and the Dean, International Education about the international student landscape and recent policy reforms. As part of the presentation, the Dean, International Education shared how study permits are allotted, the College's study permit approval rate, and the College's 2024 application allocation.

The Board questioned the Dean, International Education.

10. **INFORMATION ITEMS**

The following items were presented for information only:

10.1 Summary of the Committee of Presidents Meeting - March 18 and 19, 2024

10.2 Update on the Activities of the DC Alumni Association

10.3 DCSA's 2022-2023 Audited Financial Statements

10.4 President's Report - February to April 2024

10.5 Report of the Chief Administrative Officer - April 2024

11. **UPCOMING EVENTS**

The Chair drew attention to the following events:

- CICan Connection Conference - April 28 to May 1, 2024
  Board attendees: Elaine Popp, Lisa Allen, Liam Croft, Jeff Dornan, Kelly Doyle, John Ecker, Jerry Ouellette

- Unveiling of the "Don Lovisa Building" - May 8, 2024 (3:15 p.m. to 3:45 p.m.) - Whitby Campus

- Employee Town Hall - May 15, 2024 (9:00 a.m. to 11:30 a.m.) - Oshawa Campus

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 Ouellette
Seconded by Governor Wilson
"That the Board of Governors move in-camera after a 10-minute recess."
CARRIED

The Board recessed at 7:32 p.m. and reconvened in-camera at 7:40 p.m.

During the in-camera session, the Board discussed recommendations from its Standing Committees, governance considerations related to the Durham College Foundation, and a new conflict of interest attestation required by the Ministry of Colleges and Universities.

13. ADJOURNMENT

With no further business, the meeting ended at 8:42 p.m.

![Durham College - Success Matters logo]

Public Report

Report Number: BOG-2024-41

To: Board of Governors

From: Melissa Pringle, Manager, Board Governance and Privacy

Date of Report: April 17, 2024

Date of Meeting: May 8, 2024

Subject: Post-Election Report- Student Governor and Academic Staff Governor Elections

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1.   Purpose

The purpose of this report is to comply with By-law No. 4 (s. 16), which requires the Chief Returning Officer to provide a post-election report identifying all candidates, the total number of votes received for each candidate, the number of invalid votes, and the total number of votes to a public meeting of the Board of Governors.

2.   Recommendation

It is recommended to the Durham College Board of Governors:

That based on Report BOG-2024-41:

1.   That the Board of Governors ratify the results of the student governor election, and **Riya Parikh** be confirmed as the student governor for a one-year term effective September 1, 2024; and,

2.   That the Board of Governors ratify the results of the academic staff governor election, and **Nathan Wilson** be confirmed as the academic staff governor for a three-year term effective September 1, 2024.

3.   Background

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

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4. Discussion/Options

4.1 Election Timeline

The election timeline was as follows:

- Monday, February 23 – notice of election was issued
- Monday, March 18 at 8:30 a.m. – nominations opened
- Friday, March 22 at 4:30 p.m. – nominations closed
- Wednesday, March 27 at 8:30 a.m. – campaign period began
- Friday, April 5 at 4:30 p.m. – campaign period closed
- Monday, April 8 at 8:30 a.m. – voting opened
- Friday, April 12 at 4:30 p.m. – voting closed

4.2 Confirmed Candidates

<u>Student Governor Election</u>

The Chief Returning Officer accepted five nomination forms and confirmed the following students as Candidates for the election:

1. Liam Croft
2. Krisha Korat
3. Cleverne Nyanduko
4. Riya Parikh
5. Krushi Patel

Two additional nomination forms were submitted during the nomination period; however, one candidate was eliminated due to ineligibility (they were not returning to school in the fall), and another was eliminated due to a failure to respond and submit their nomination form properly.

<u>Academic Governor Election</u>

The Chief Returning Officer accepted three nomination forms and confirmed the following Candidates for the election:

1. Yvonne Armstrong
2. Sylvie Edwards
3. Nathan Wilson

However, Yvonne Armstrong withdrew from the election before the start of the campaign period.

4.3 Total Votes Received

<u>Student Governor Election</u>

A total of 708 ballots were cast[1], with the breakdown of votes as follows:

Election Results

Durham College Board of Governors, Student Governor Election

Position: Student Governor, Durham College Board of Governors			
Total Votes: 708			
Name	Votes	%	Total Votes
Liam Croft	119	16.808	708
Krisha Korat	98	13.842	708
Cleverne Nyanduko	101	14.266	708
Riya Parikh	355	50.141	708
Krushi Patel	35	4.944	708
abstain / did not mark ballot	0	0	708

Total Ballots: 708

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[1] Candidate Krisha Korat was disqualified after the close of the voting period. As per By-law No. 4, any votes received for a disqualified candidate will be declared invalid.

Academic Staff Governor Election

A total of 112 ballots were cast, with the breakdown of votes as follows:

Election Results

Durham College Board of Governors, Academic Staff Governor Election

Position: Academic Governor, Durham College Board of Governors			
Total Votes: 112			
Name	Votes	%	Total Votes
Sylvie Edwards	30	26.786	112
Nathan Wilson	82	73.214	112
abstain / did not mark ballot	0	0	112

Total Ballots: 112

4.4 Election Results

Student Governor Election

The Chief Returning Officer notified:

- The Nominating Committee of the election results on April 15, 2024

- The candidates of the election results on April 17, 2024

- The student consistency of the election results on April 18, 2024

<u>Academic Governor Election</u>

The Chief Returning Officer notified:

- The Nominating Committee of the election results on April 15, 2024

- The candidates of the election results on April 16, 2024

- The academic staff constituency of the election results on April 16, 2024

4.5   Student Governor Election – Official Complaint and Appeal to the Electoral Committee

On April 9, 2024, the Chief Returning Officer received an official complaint about a candidate not complying with the election rules (removal of campaign posters).

The Chief Returning Officer met with the subject of the complaint on April 9, 2024, and issued a written warning by email on the same date. Further, the Chief Returning Officer emailed the complainant on April 11, 2024, outlining the decision.

On April 12, 2024, the complainant filed an appeal with the Electoral Committee about the decision of the Chief Returning Officer.

On April 15, 2024, the Electoral Committee (composed of members of the Nominating Committee) met via video conference to consider the appeal and decide on the matter. Due to the submission of additional photographic evidence, the Electoral Committee issued a notice of disqualification to the candidate named in the complaint.

On April 15, 2024, the Chief Returning Officer issued a notice of disqualification to the candidate by email, and the Executive Assistant in the Office of the President issued an official response to the complainant.

When the Chief Returning Officer communicated the election results to the candidates, the communication included a note about the candidate being disqualified. Additionally, a statement was posted on the student governor election website. As per By-law No. 4, any votes received for a disqualified candidate will be declared invalid. Additionally, By-law No. 4 states that a disqualified candidate's name on the College website or ballot will not invalidate the elections.

5. Financial/Human Resource Implications

There are no financial or human resources implications.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

There are no implications for Ontario Tech University.

8. Relationship to the Strategic Plan/Business Plan

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

Public Report

Report Number: **BOG-2024-44**

To: **Board of Governors**

From: **Elaine Popp, President**

Date of Report: **April 24, 2024**

Date of Meeting: **May 8, 2024**

Subject: 2023-2024 Durham College Annual Report

1. Purpose

The purpose of this report is to present the 2023-2024 Annual Report.

2. Recommendation

It is recommended to the Durham College Board of Governors:

That based on Report BOG-2024-44, the 2023-2024 Durham College annual report be approved.

3. Background

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

The annual report charts the college's achievement of the operational outcomes established in the Strategic Plan and annual Business Plan. Shared with our employees, partners, donors, alumni and the community, it demonstrates DC's commitment to transparency and accountability to our stakeholders, including the public and the government.

The annual report is also an opportunity to celebrate DC's successes over the past year by highlighting the exceptional work of our employees and students. Accomplishments are organized according to our pillars identified in our current Strategic Plan, followed by additional updates from Alumni, Athletics, International Education, and the Office of Research Services, Innovation and Entrepreneurship.,. New in this year's submission is a letter from the Board Chair and a brief summary from College Council.

Prepared in collaboration with the Communications + Marketing department, the annual report delivers a pan-institutional view of our achievements. The audited financial statements, once approved, will also be included with the final published annual report, as required under the Minister's Binding Policy Directive on Governance and Accountability. The approved annual report will be posted on the Strategy, Plans and Publications page of the college's website and sent to the Ministry, as required.

4. Financial/Human Resource Implications

There are no financial or human resource implications for the 2023-2024 Annual Report update.

5. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

6. Implications for Ontario Tech University

There are no implications for Ontario Tech University.

7. Relationship to the Strategic Plan/Business Plan

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

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.

Contents

Message from the President

I am proud of Durham College's (DC) vibrant, inclusive campus culture, where students and employees can learn, grow and thrive. Through our everyday actions, we regularly reaffirm our reputation as a leader in post-secondary education by inspiring and preparing learners to create success for themselves and their communities.

Through key partnerships, innovative programs, expert teaching, attentive support services and modern facilities, we are equipping our students with the knowledge, skills and resources they need to excel in a rapidly changing world. Our strategic focus on these areas has not only strengthened our position within the post-secondary sector but has also enhanced our capacity to address the evolving needs of our community.

When I think about what makes DC great, I always reflect on our people. Our employees personify our organization and its values, and together with the Board of Governors, alumni, donors and partners, they bring our mission to life. The results of our collective efforts are evident in our students' successes and our graduates' professional achievements.

While I took on the role of President recently, I have been a member of the DC community for nearly nine years and, throughout this time, championed our efforts to deliver the best in innovative and transformative education. I am proud of all we have accomplished at DC this year, and looking to the future, I am ready to build on the incredible foundation we have established.

Sincerely,

Dr. Elaine Popp
President, Durham College

Message from the Board Chair

Every year, Durham College (DC) celebrates memorable achievements, and this year is no exception.

From opening state-of-the-art facilities like the Vanhaverbeke Family EV Training Centre and the Centre for Innovation and Research to watching students take their knowledge beyond the classroom and excel at local, provincial and even national competitions, it was a stellar year. I am proud of our college's continued success in supporting our students through innovative teaching and learning, valuable and dynamic experiences and wrap-around support services.

Throughout the pages of this annual report, you'll learn highlights of selected initiatives, accomplishments, and events that demonstrate our ongoing commitment to excellence, guided by the four strategic pillars of Our Students, Our People, Our Work and Our Community. It is clear both *why* and *how* DC continues to distinguish itself as a leader in post-secondary education.

One of our top priorities this year was the rigorous search for DC's next President. On March 1st, we welcomed Dr. Elaine Popp to this pivotal role. Dr. Popp is an impactful, proven and strategic post-secondary leader. Her expertise, knowledge and sector-specific experience will ensure DC continues to deliver generative and market-driven programming while building on our reputation for best-in-class thought leadership.

Thank you for your continued support, partnership and advocacy, which ensure DC's positive impact on our students and the communities we serve.

Sincerely,

Dr. Gail Johnson Morris
Chair, Durham College Board of Governors

2023-2024 Durham College Board of Governors

- Dr. Gail Johnson Morris, Board Chair
- Lisa Allen, Board Vice-Chair
- Ian Ball, first term ends 2024
- Melissa Bosomworth, support staff governor
- Jim Brown
- Kalyan Chakravarthy
- Elizabeth Cowie
- Liam Croft, student governor
- Jeff Dornan
- Kelly Doyle, administrative staff governor
- John Ecker
- Ian Murray
- Jerry Ouellette
- Peter Pryce
- Dwight Townsend
- Nathan Wilson, academic staff governor
- Dr. Elaine Popp, President, ex-officio

Durham College Executive Leadership Team

- Dr. Scott Blakey, Chief Administrative Officer
- Dr. Jean Choi, Vice President, Academic
- Barbara MacCheyne, Vice President, Administration and Chief Financial Officer
- Bonnie St. George, Vice President, External Relations and Advancement

Vision, Mission, Values

Mission
Together, we are leading the way.

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

Values
- Collaboration
- Diversity & Inclusion
- Excellence
- Innovation
- Integrity
- Respect
- Social Responsibility

By The Numbers
- Top GTA Employer (for the 13th time)
- Canada's Greenest Employer (for the 8th time)
- Top 50 Research College (for the 10th time)
- 2 campuses (Oshawa and Whitby)
- 110,500+ alumni
- 2,600+ employees
- 13,700+ full-time post-secondary and apprenticeship students
- 14,600+ professional and part-time learning students
- 3,800+ international students from 90 countries
- 145+ full-time post-secondary programs
- 1,000+ educational pathways
- $913+ million economic impact on Durham Region

Highlights from the past year

Our Students

When students come to Durham College (DC), they know they will receive the best post-secondary education possible and they make the most of it. From in-class learning and on-campus experiences to work-integrated learning and regional and provincial competitions, DC students are harnessing every opportunity to grow and thrive.

Their commitment to themselves, both in and out of the classroom, makes us proud every year.

To ensure our graduates continue to meet the needs of employers, we launched new programs that reflect changing job markets and anticipate industry demands. They include:

- Cloud Computing (graduate certificate)
- Early Childhood Education – Childcare Worker Stream (diploma)
- Fire Prevention and Technology (advanced diploma)
- Honours Bachelor of Community Mental Health (degree)
- Honours Bachelor of Paralegal (degree)
- Recreation Therapy (diploma)

Many prospective students attended Open House events in late 2023 and early 2024, as they came to our campuses with their families and supporters to learn about our 145+ career-driven programs, the services we offer and campus life. Our DC alumni family grew at both Spring and Fall Convocations as thousands of new graduates crossed the stage.

Impactful work-integrated learning opportunities are key to program completion:

- For the second year in a row, EnactusDC was named a Central Regional Champion for its Founder's Drive podcast project.
- Four Fine Arts students spent the summer transforming the L-Wing with their artistic talent, creating murals and paintings that are now proudly displayed in the hallways.
- The RBC Urban Agriculture Work Integrated Learning Program gave eight students the chance to launch innovative urban agriculture projects.
- Dozens of students had the opportunity to participate in Faculty-led Classroom Abroad (FLCA) trips. Dental Hygiene students travelled to Costa Rica, while students from the Faculty of Media, Art and Design (MAD) travelled to Las Arrugas, Guatemala.
- Journalism student Andrew Neary was recognized with three impressive awards; the 2023 Experiential & Work-Integrated Learning Ontario Work-Integrated Learning Student of the Year, the Co-operative Education & Work-Integrated Learning (CEWIL) Canada Emery-Dufault Student of the Year, and the DC Alumni Association Scholarship for Academic Excellence.
- The Business Conference brought together high-performing students, faculty and staff from the Faculty of Business alongside local industry to experience an inspiring keynote

speaker and professional development sessions focused on diversity, collaboration and innovation.

Outside of the classroom, DC students successfully put their skills to the test in a number of local, provincial and national competitions:

- Five students won medals at the 2023 Skills Ontario Competition. Abigayle Hamilton and Emma Pace moved on to the Skills Canada National Competition and brought home silver medals in the Horticulture and Landscape (Team of 2) category.
- Two of DC's culinary students were named Canada's best new student chefs at Taste Canada's Cooks the Books Student Culinary Competition.
- Game-Art student Melissa Friesen beat out competitors from colleges and universities across Ontario to take home first place in the 3D Design category at Ubisoft Toronto NEXT 2023 competition.
- A group of five students from the Faculty of Business placed second at the 2023 Maple Leaf Sports and Entertainment (MLSE) PrimeTime Sports Case Competition.

It was another excellent year for DC's student-athletes. The 2023 Fall season was a dominant one, with both men's and women's rugby teams notching undefeated regular seasons. Three of our Durham Lords were named OCAA Players of the Year and soccer's Sage Thomas-Roberts earned Canadian Collegiate Athletic Association (CCAA) All-Canadian status. The 2023-24 winter season was also successful, with the men's basketball and women's indoor soccer teams winning provincial bronze medals. Basketball's O'Shane Taylor-Douglas was recognized as an All-Canadian.

To help connect future DC students with our campus community, DC launched a new Student Ambassador program. More than a dozen students from various Faculties and programs answered questions, shared their unique perspectives and described their student-life experiences to help prospective students make a more informed decision about coming to DC.

Our People

Our employees share a commitment to providing innovative learning experiences, supportive services and programs that foster the welcoming, inclusive and dynamic environment for which DC is known. Their work provides our students with an exceptional education and college experience.

DC ushered in a new era in March with the appointment of our [new President, Dr. Elaine Popp](#). A proven post-secondary leader, Dr. Popp previously served as DC's Executive Vice President, Academic. In that role, she spearheaded the launch of several successful strategic frameworks, including the Academic Plan, Enrolment Management Plan, Internationalization and Global Engagement Plan and the five-year New Program Development Plan. She now brings her knowledge and experience to the role of President, as she builds upon the strong foundation that has been established. As we look to the future, she will work to shape an even more sustainable, people-focused, equity-driven college and continue to foster meaningful connections with the local community and broader global society. She will also take on the critical task of developing our next Strategic Plan.

DC's new leader hit the ground running with a [special event on Employee Appreciation Day](#), greeting attendees and sharing her appreciation for the meaningful work DC's employees do every day. The event also included a keynote address from speaker, author and CEO, Ron Tite, as well as professional development sessions and a mindfulness session.

After 16 years of leading the way, [DC's former president Don Lovisa](#) stepped down in February. His outstanding tenure was recognized with the [renaming of the Whitby Campus Main Building in his honour](#).

Mr. Lovisa was also presented with the [Doug Light Career Achievement Award](#) by the Ontario College Administrative Staff Association (OCASA) for his contributions to college education in the province.

For a remarkable 13th time, DC was recognized as a [Greater Toronto Top Employer](#). The selection committee lauded DC for our family-friendly policies, tuition assistance for employees and their dependents, defined benefit pension plan with employer-matched contributions and retirement planning assistance.

The college was also recognized as one of [Canada's Top 50 Research Colleges](#) for the 10th time, and one of [Canada's Greenest Employers](#) for the eighth consecutive year.

[Professor Matisse Hamel-Nelis](#) was recognized for her tireless commitment to accessibility in communications when PR News named her one of their People of the Year in the Diversity, Equity and Inclusion (DEI) Champion category.

DC's employees made a profound difference this year through their generosity. Thanks to proceeds from [the employee Pay Day Lottery](#), we purchased new, state-of-the-art equipment

to provide even more opportunities for innovative and hands-on learning. Examples of our investments include five emergency childbirth simulators for use in our nursing and paramedic programs and a thermal imaging camera to aid in live fire training for firefighting students.

Our Work

At DC, we prioritize collaboration and innovation as we evolve our programs to meet student and industry needs, build state-of-the-art facilities and invest in the future.

We are committed to providing our students with an exceptional education and college experience.

The ongoing modernization of our facilities continued this year. We celebrated the opening of the Centre for Innovation and Research (CIR), a new home for our Office of Research Services, Innovation and Entrepreneurship (ORSIE) and four of our five applied research centres, including the AI Hub, the Centre for Cybersecurity Innovation, the Mixed Reality Capture Studio and the Social Impact Hub. The Institutional Research team and the Experiential Learning Hub are also located in the CIR.

Those research centres will further their work in addressing industry and social challenges through innovation and collaboration, thanks to $2.1 million from the College and Community Innovation (CCI) program's Mobilize grant.

We also introduced two new modern and collaborative learning spaces at our Whitby campus. PROTO provides clients, industry partners, students and faculty members space to collaborate and develop creative solutions and prototypes to address industry challenges. The Vanhaverbeke Family EV Training Centre will equip students with the specialized skills required to excel in the growing electric automotive industry.

The additions were a fitting enhancement of the Whitby campus, which celebrated its 30th anniversary in 2023. From its humble beginnings as a converted chocolate factory, it has grown into a high-demand campus that is addressing the training needs in the Durham Region and beyond and has produced tens of thousands of skilled graduates.

A transformational $2 million gift from philanthropist Diane Blake will support invaluable work-integrated learning opportunities. The Diane Blake Student Success Initiative will help students develop the essential employability skills they need by supporting co-ops, field placements and applied research positions.

We partnered with The Schulich Foundation to launch the Schulich Builders scholarship program, which is dedicated to students pursuing careers in the skilled trades. In another new initiative, we partnered with Johnson Controls to provide Electromechanical Engineering Technology students with financial support and mentorship opportunities.

With DoorDash, we launched the DoorDash #BlackFoodEnergy Culinary Scholarship to support domestic and international Black students in DC's Culinary Management diploma program.

To promote food literacy and fight food insecurity, our Campus Health and Wellness Centre and the Barrett Centre of Innovation in Sustainable Urban Agriculture launched 'Food IQ: Growing

Minds, Growing Plates, an initiative to educate DC students on the importance of accessible, affordable, healthy food and preparing nutritious meals.

Supported by our generous employees, alumni and students, the DC Food Insecurity Bursary supported 1,150 students who needed extra help navigating the escalating cost of living.

We partnered with the Supply Chain Management Association Ontario to provide students with a jumpstart to their job search. While they completed their studies, students in DC's Supply Chain programs will also be making progress towards earning their Certified Supply Chain Management Professional designation.

We're encouraging our students to broaden their understanding of the world with a unique Global Competency Recognition program. Get Global invites all students to expand their knowledge in four key areas: cultural awareness, global connections, global learning and global sustainability.

Our Community

At DC, we're proud of the contributions we make to the communities we serve. Though we have campuses in Oshawa and Whitby, and multiple community employment centres in Durham Region, we also see our impact in Ontario, Canada and the world. We make a difference by sharing resources and expertise through partnerships, investments and collaboration.

The Barrett Centre of Innovation in Sustainable Urban Agriculture's Ajax Urban Farm was officially unveiled to help address the issues of food literacy and security in Durham Region and beyond. This community-based living lab will help build a more resilient, inclusive, collaborative and diverse food system.

The Ajax Urban Farm includes an Innovation Zone, with three designed garden models – a pollinator garden, home garden and balcony garden. They will act as templates to inspire community members to grow their own food at home. This initiative also features an Indoor Farm, a hydroponic growing unit where fresh produce can be grown year-round.

We welcomed first responders, community partners, faculty members and 30 students from DC's Firefighter – Pre-Service Education and Training program to the new Vanhaverbeke Family EV Training Centre to participate in a two-day training event to learn how to respond to emergency situations involving electric vehicles.

We partnered with Blue Door to provide valuable training in the skilled trades to those facing barriers to autonomous and full-time employment. Expert faculty from our Building Construction and Carpentry and Renovation programs provided training to 20 participants.

DC's First Peoples Indigenous Centre hosted the Aboriginal Post-Secondary Information Program (APSIP) during the GTA Week of the 2023-24 APSIP Tour. Approximately 22 Indigenous recruiters from various colleges, universities, and polytechnics connected Indigenous learners and counsellors from the Durham Catholic District School Board and Durham District School Board (DDSB) to the post-secondary landscape.

The Cypher: Black Male Empowerment Conference was a life-changing day for 400 students in Grades 7 to 10 from the DDSB. The event celebrated the limitless potential of young Black men, and activities included speeches, a community networking market, science experiments, engineering simulations and more.

Our Social Impact Hub partnered with DC alumnus Chris Cull to launch his docuseries, Surviving Addiction, which shares different perspectives of those affected by it.

To mark Social Justice Week, we invited speakers from DC and beyond to a digital event where they discussed a number of social issues, including homelessness, child welfare and addiction. DC Journalism professor Alvin Ntibinyane discussed the role journalists play in promoting social justice and fighting oppression. Chris Cull was also present to discuss his docuseries and his journey with mental health, addictions and recovery.

ORSIE will continue to help small businesses and start-ups get off the ground thanks to a $300,000 grant from Intellectual Property Ontario. Its intellectual property advisory services will be used by business clients in the community, as well as students in FastStart, the college's on-campus entrepreneurship centre.

We supported the Durham Region's growing virtual production industry by inviting more than 60 experts to engage with each other at Industry Day, where they discussed emerging trends and predictions for the future of film and television.

DC Journalism students created 17 interactive story maps that celebrated significant women in Oshawa's history through TeachingCity Oshawa. This project was undertaken in celebration of the City of Oshawa's 100th birthday and International Women's Day.

The She Means Business Panel and Networking Event was designed to celebrate and empower women in business by providing a platform for female student entrepreneurs to connect, learn, and be inspired by an expert panel of leaders who shared their experience and expertise.

We welcomed politicians and industry leaders to our campus, including Prime Minister Justin Trudeau, who visited our Whitby campus as part of his budget tour, for an intimate town hall event with more than 100 DC students and college employees.

International Highlights

DC is a diverse and globally connected community with students from 90 countries. We continue to focus on helping all of our students, staff and employees build their intercultural awareness and global engagement. Our work supporting international projects, education abroad, and internationalization-at-home remains a priority, as do our efforts in international student recruitment and international student support.

DC is dedicated to fostering broad community engagement on issues impacting international students. We continued to lead the International Community Partnership committee throughout the year, ensuring that goals were established and met through collaboration with member groups, such as Ontario Tech University (Ontario Tech), Trent University and the Region of Durham. Membership has grown to 38 active participants across four working groups focused on information sharing and coordination on safe and affordable housing, public transportation, international student employment, health and wellness, food security, and community connections.

To support and increase the applicant experience, DC delivers enhanced support and oversight to our educational agent partners. This year, we launched a new agent portal to improve transparency and communication, overhauled our internal agent contract renewal procedures, and published new agent resource materials. We have been leading the Colleges Ontario initiative to create a new common agent training module to be approved and established in the Summer of 2024.

Throughout the year, DC has engaged in several international projects, including:

- A team led by DC, Centennial and Sault colleges travelled to two communities in Tanzania to lead a labour market analysis as part of the Empowerment Through Skills Program. This project aims to help local development colleges and community-based partners build the capacity to provide education to improve young girls' and women's lives by building up their technical, business and self-empowerment skills and advancing gender equality.
- In Guyana, the Skills to Access the Green Economy project team worked with partnering institutes to create new programs and education pathways for adolescent girls, women, indigenous youth and skilled professionals looking to upgrade their skills.
- SAGE team members also travelled to Jamaica, Dominica, St. Lucia, Belize, and Grenada, focusing on implementing a comprehensive teacher training program for online curriculum design and delivery.
- The college is engaged in two projects through Young Africa Works in Kenya (YAWK). The first is YAWK 01, which looks at national competency-based education and training for all pre-service and in-service Technical and Vocational Education and Training. A second partnership, YAWK 24, aims to develop and launch new electrical and solar programs at Maasai Mara Technical Vocational College.

- Through the Kenya Blue Economy Skills Training program, faculty members with expertise in tourism and hospitality have engaged in community and school consultations on program needs, labour market needs, and teacher capacity to develop interests and opportunities within hospitality and the blue economy.

2023-2024 saw six Faculty-led Classrooms Abroad (FLCAs) organized and executed. Some of these new opportunities were enabled by funding through the Global Skills Opportunity program, where faculty members provided students with another avenue for global learning. Destinations included Rome, San Diego and Costa Rica, while the signature FLCA@Home and Away: Storytelling in Guatemala led by faculty members from Media, Art & Design continued.

Office of Research Services, Innovation and Entrepreneurship Highlights

DC's ORSIE continues to support local industry as a leader in applied research, working to help address industry and social challenges through innovation and collaboration. We continue to foster meaningful research projects and engage with employer hosts, enabling our students to participate in real-world learning opportunities and giving them the experiences that will help prepare them for the future.

ORSIE's AI in Action event in March was a unique opportunity for business leaders, technology enthusiasts, and community leaders to explore the transformative potential of artificial intelligence. The event, which featured a range of inspirational speakers, underscored the advantages of staying at the forefront of the field and embracing its impact on innovation.

Last fall, ORSIE hosted a Tech Talk event that drew over 30 local business owners to campus. The event, featuring intellectual property experts, fostered a deeper understanding of the topic and provided a platform for networking and collaborative relationship-building between the college and local talent in Durham Region.

As a part of CEWIL and Enactus project "Founder's Drive Season 2: Inspiring curiosity among youth via a global podcast about the issues facing young entrepreneurs", the Experiential Learning Hub from ORSIE assisted project leads to organize students to visit Akwesasne, an Indigenous community. The students compiled four great stories, learned about Indigenous cultures and the complexities of this First Nation, built new relationships with youth and local leaders, and cemented their technical skills. The group utilized the footage they captured during their visit to win the Desjardins Youth Empowerment Challenge at the 2024 Enactus Regional Competition in March 2024.

Supported by DC and the College and Community Social Innovation Fund (CCSIF) – Social Sciences and Humanities Research Council (SSHRC), faculty members led the project Innovation Through Co-production: A holistic approach to supporting social competency in pre-school children. This year, it entered its final phase, bringing together families and early childhood educators in a series of co-designed workshops focusing on ways to support the development of social competence skills in pre-school children. As a result of these workshops, a social competence skills-building resource kit was created and piloted in four EarlyON Child and Family Centres in Durham Region.

Also funded by CCSIF – SSHRC, the Building Bridges Together project team developed three social innovations that break down access barriers to financial literacy and services for people experiencing low income. The project includes financial literacy assistance through a free walk-up touch screen kiosk, advice through the 211 helpline, and tax literacy via a board and video game.

Over the past year, the Raising Resilient Families: Empowering Parents with Cognitive Challenges project leaders partnered with Brock University to facilitate the exploration of early intervention strategies to support parents with cognitive challenges. The research team hired parent educators from the Starfish Parent Support Program who engaged with expectant parents to provide the evidence-based Step-By-Step Parenting Program. The research leaders have also begun hosting co-production sessions with service providers and parents with lived experience. This project is funded by CCSIF – SSHRC.

Athletics Highlights

Every year, DC athletes inspire pride in our college community. The commitment, teamwork, and resilience they show on the fields, courts, diamonds, and links mirror their excellence in our classrooms, labs, shops, and studios.

The Durham Lords had an incredible 2023-2024 season, bringing home a record eight medals – winning seven Ontario College Athletic Association (OCAA) medals and one from the Canadian Collegiate Softball Association. Women's rugby won gold, closing out their second consecutive undefeated season, and women's softball earned silver medals provincially and nationally. The Durham Lords saw five bronze medals from men's rugby, men's basketball, women's soccer, women's indoor soccer and men's baseball.

This season also saw some friendly matches between DC and Ontario Tech through three of our annual campus matches. Our men's soccer team brought home the Campus Cup for the first time since 2015. Then, later in the season, men's basketball won the Campus Clash for the first time, and our Esports team held their title, beating Ontario Tech at the second annual event.

The Durham Lords had many individual successes along the way. Our athletes demonstrated not only their commitment to their sports but also to their programs of study. At the Academic Athletic Awards Luncheon, 65 academic award-winning athletes set another record. We also had 33 OCAA All-Stars, five OCAA Players of the Year and Divisional Players of the Year and two CCAA All-Canadians.

In 2023-2024, the Athletics department introduced the DC/Ontario Tech dance team, the women's basketball sport club and the cross-country running club. The Campus Wellness and Recreation Centre expanded its programming by hosting the college's first Ontario Collegiate Recreation volleyball tournament, paint socials, late-night skates, skills competitions and women's recreation and wellness day.

Beyond their sports venues, varsity athletes hosted several charity and community events, including Motionball, a non-profit organization that empowers young Canadians to be leaders in their communities, raising funds and awareness for Special Olympics through inclusive social and sporting events.

Alumni Highlights

At DC, we cherish the connections we foster with our alumni community and believe that the college remains an important part of their journeys, regardless of where they call home. As they continue their paths to success, we witness their outstanding achievements and take inspiration from them. With more than 110,500 alumni, the successes to share are almost endless.

Jennifer McCool-Closs, an alumna of the Primary Care Paramedic diploma (2007) and Advanced Care Paramedic graduate certificate (2011), as well as a member of the Durham College Alumni Association Board of Directors, took her skills abroad in 2023. Working with the University of Toronto and Kwame Nkrumah University of Science and Technology in Ghana, she worked with a team to deliver training with the goal of equipping health personnel in Ghana. These efforts helped provide participants with the requisite emergency pre-hospital skills to respond swiftly during critical moments. She will return to Ghana in June 2024 to take part in a second session.

DC named three outstanding Alumni of Distinction who are making impacts in their fields and creating change in their communities. We also nominated these inspiring individuals for a Premier's Award in 2023, which honours outstanding college graduates who are making an impact through social and economic contributions in Ontario and beyond. DC's nominees in 2023 were Stew MacDonald (Sports Administration, 1982), Christine Cunningham (Social Service Worker, 2015) and Tre Sanderson (Culinary Management, 2015).

DC was also excited about the opportunity to welcome Tre back to Bistro '67. Sanderson, a 2015 graduate of our Culinary Management program, made history as the first black winner of the hit show Top Chef Canada. A proud DC graduate, Tre hosted a two-night kitchen-takeover event at Bistro '67.

Our alumni are creating success for themselves in the skilled trades. Hayden Sharpe, an alumnus of the Welding Engineering Technician diploma (2018) and an apprentice at Ironworkers Local 721 in Toronto, has demonstrated his exceptional skills by placing first in their local Apprentice Competition. After competing against 12 apprentices across Ontario at the District Council Competition, Hayden is headed to the International Apprentice Competition in Chicago next fall.

Overview of Successes and Achievements from the Previous Year

Achieving the objectives outlined in the annual Business Plan each year is important to the success of the college's strategic plan. The Ontario Minister's Binding Policy Directive for Annual Reports requires each college to summarize the results of its Business Plan from the previous year in its annual report, recognizing the importance of these objectives to post-secondary institutions.

While this entire report is filled with accomplishments tied to the Business Plan, below are some additional highlights of the past year's achievements:

Our Students

- Successfully completed the College Quality Assurance Audit Process (CQAAP), where DC was granted mature status with all standards met after submitting a self-study and completing a virtual site visit. The audit results were complimentary, with the college meeting 30 out of the 32 requirements, with the outstanding two requirements listed as partially met. The audit panel commended the college's collaboration, teamwork, commitment to students and quality assurance.
- Developed a Digital Learning Strategy that provides a foundation for integrating sustainable digital learning at DC. With that, we launched a course development roadmap supporting online, hybrid, flexible, and HyFlex offerings. To support program delivery, DC also collaboratively developed a refreshed offering of education technology and digital learning resources alongside newly established classroom standards to ensure high-quality, easy-to-use, flexible technology in our learning spaces.

Our People

- Achieved GTA's Top 100 Employers designation for the 13th consecutive year.
- In addition, DC was named one of Canada's Greenest Employers for the eighth year in a row.
- Expanded professional development opportunities offered to employees. A revised wellness program was offered, including a nutrition series, Mental Health First Aid training, Care for the Caregiver, and a reminder of the Employee and Family Assistance Program supports and services. The Campus Wellness and Recreation Centre began offering employee activity days.
- More than 250 employees came out for DC's National Employee Appreciation Day event on March 1, which included a morning reception, keynote, and afternoon professional development sessions.

Our Work

- Developed collaborations with synergistic partners in applied research to amplify DC's reach in the community, supporting our positive reputation. Planning is underway to establish partnerships between the Mixed Reality Capture Studio and the AI Hub with DC's Corporate Training Services.
- The Social Impact Hub has begun working with agencies such as Lakeridge Community Support Services, Inspire by Example, Ontario Shores, the Abilities Centre, and the Health Research Council for People of African Descent. Working with the Abilities Centre and Ontario Shores to develop a joint community research event. A synergistic partnership with the Hamilton Regional Technology Development Site has been established to promote electric, connected and automated vehicles.
- Successfully hosted the Advancing Learning Conference in May 2023, welcoming more than 200 participants to the Oshawa campus from across the province. Featuring 45 speakers, this was the first time the conference was held with flexible access (online and in-person).

Our Community

- With the generosity of the Barrett Family Foundation, DC opened the Barrett Centre of Innovation in Sustainable Urban Agriculture's Ajax Urban Farm. This community-based living lab allows DC students to gain hands-on learning experiences while building a more resilient, inclusive, collaborative and diverse food system.
- Leveraged DC's partnerships with local Chambers of Commerce and Boards of Trade by hosting nine events. Student participation has been exceptional, as they take advantage of the opportunities to network with established professionals and potential future employers.

Updates from College Council

College Council met twice in 2023-2024, in accordance with Board By-Law No. 3. During these meetings, various updates from across the college were shared for awareness and discussion. Topics included:

- With the announcement of the Blue Ribbon Panel, the council was given updates regarding the recommendations. Discussions regarding fiscal sustainability for colleges, the impact of the province's tuition freeze, international enrolment, and recent funding announcements occurred.
- The council received an overview of the CQAAP, where DC was granted mature status with all standards met after submitting a self-study and completing a virtual site visit. The audit results were complimentary, with the college meeting 30 out of the 32 requirements, with the outstanding two requirements listed as partially met. The audit panel commended the college's collaboration, teamwork, commitment to students and quality assurance.
- Several updates from the Durham College Student Association were provided in areas related to the unified health plan for domestic and international students, the modernization of the Student Centre and the recent increase in usage and food insecurity on campus.
- The new Honorific Naming Policy and Procedure was reviewed.
- Good news roundtables were a standing agenda item, highlighting successes from around the campuses in various academic and service departments, including the Access and Support Centre, Student Academic Learning Services, Faculty of Health Sciences and the Centre for Teaching and Learning.

Summary of advertising/marketing complaints received

DC has not received any advertising or marketing complaints for the fiscal year 2023-2024.

Report Number: BOG-2024-40

To: Board of Governors

From: Barbara MacCheyne, VP Administration and Chief Financial Officer

Date of Report: April 29, 2024

Date of Meeting: May 8, 2024

Subject: Bill 2-211: Forced Labour and Child Labour in Supply Chains Act – Annual Reporting

1.   Purpose

This report aims to provide the Board of Governors with information on the new reporting requirements under Bill S-211: *Fighting Against Forced Labour and Child Labour in Supply Chains Act*.

2.   Recommendation

It is recommended to the Durham College Board of Governors:

That based on Report BOG-2024-40, the Bill S-211 annual report for fiscal year April 1, 2023 – March 31, 2024, and associated questionnaire be approved and submitted to the Minister of Public Safety and Emergency Preparedness by May 31, 2024.

3.   Background

In May 2023, the Canadian Parliament passed Bill S-211, *Fighting Against Forced Labour and Child Labour in Supply Chains Act*, which came into force on January 1, 2024. This Act, which protects vulnerable populations from human rights abuses and exploitation, requires that all federally-regulated government entities and medium to large-size organizations in Canada report annually to Public Safety Canada on their supply chain policies and risks related to forced labour, modern slavery, and child labour.

The first mandatory reporting is due May 31, 2024, and must be approved by applicable boards of governors before submission and posting.

4.   Discussion/Options

Bill S-211 requires that "entities and/or specified government institutions" that produce, purchase, or distribute goods within Canada complete annual reports. The law includes "any corporation, trust, partnership or other unincorporated organization that is listed on a stock exchange in Canada, or has a place of business in Canada, or has assets in Canada" providing they meet certain asset, revenue, and employee count thresholds. Organizations in Canada are required to report to the federal government if they meet two of the following three criteria: $20 million in assets, $40 million in annual revenue, and/or 250 or more employees in one of the last two fiscal years. **All Ontario public colleges meet the eligibility thresholds to qualify for reporting.**

Further guidance provided by Public Safety Canada specifies that provincial and municipal governmental institutions are not subject to reporting requirements under the Act as a "government institution," however, certain crown corporations and agencies "may be subject to the reporting requirements by falling under the definition of "entity."

Legislated Requirements

Reporting entities must submit a report to Public Safety Canada on the disclosure topics and fill out an online questionnaire that addresses each of the requirements under the Act. Reports must also be approved by each organization's governing board through an attestation and published on the organization's website.

Failure to comply with the requirements of the Act carries a risk of corrective actions, up to a fine of $250,000 upon a summary conviction in a court of law. However, the law also states that any director, officer, or agent involved in non-compliance may be liable, regardless of whether the person has been prosecuted. The Minister of Public Safety may also order an entity to take measures to comply with the Act.

Compliant reports must contain accurate information on eight key topics listed in detail below. However, the federal government has advised that there is no prescribed level of detail for responses. Responses may also link to publicly available documents (such as pre-existing institutional policies, procedures, etc.).

Report Requirement	Summary Description of Report Requirements
Structure, Activities and Supply Chain	General information on the organization's legal and organizational form, mandate, and resources. General information on the organization's role in producing and/or importing goods into Canada, the volume of such goods, and the locations of operation for the organization. General information on the organization's supply chain, including summary of suppliers, their countries and regions of origin, and services used at each end of the supply chain. Organizations must also report on any entities or subsidiaries they control.
Policies and Due Diligence Processes	Description of any policies held by the organization to identify and respond to the risks of forced labour and/or child labour.
Risk Summary	Description of organizational and/or supply chain elements that carry a risk of forced labour and/or child labour being used.
Remediation Measures	Description of any measures taken to remediate adverse impacts related to the aims of the Act. If no actions have been taken, the answer can simply state this. Entities are not required to disclose commercially or legally sensitive information as part of this report.
Measures taken to remediate any forced and/or child labour	Description of any measures taken to remediate income-loss to adversely impacted individuals related to the aims of the Act. If no actions such have been taken, the answer can simply state this. Entities are not required to disclose commercially or legally sensitive information as part of this report.

Training	Description of training, and/or other awareness raising activities provided to employees related to forced and/or child labour.
Effectiveness Assessment	Description of how organizations assess the effectiveness of policies, processes or other actions implemented to track success on preventing and reducing risk of forced and child labour in activities and supply chains.

The mandatory online questionnaire that is required to be submitted is presented in Appendix A.

The Annual Compliance Report to be approved by the Board of Governors and signed by the President is presented in Appendix B.

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 to Ontario Tech University.

8. Relationship to the Strategic Plan/Business Plan

This report relates to the "Our Work" pillar of the strategic plan and the commitment to be prudent stewards of all resources so that we are financially.

Bill S-211: Forced Labour and Child Labour in Supply Chains Act

Annual Report
April 1, 2023 – March 31, 2024

Reporting for entities

1. *What steps has the entity taken in the previous financial year to prevent and reduce the risk that forced labour or child labour is used at any step of the production of goods in Canada or elsewhere by the entity or of goods imported into Canada by the entity? Select all that apply. (Required)

- Mapping activities
- Mapping supply chains
- Conducting an internal assessment of risks of forced labour and/or child labour in the organization's activities and supply chains
- Contracting an external assessment of risks of forced labour and/or child labour in the organization's activities and supply chains
- Developing and implementing an action plan for addressing forced labour and/or child labour
- Gathering information on worker recruitment and maintaining internal controls to ensure that all workers are recruited voluntarily
- Addressing practices in the organization's activities and supply chains that increase the risk of forced labour and/or child labour
- Developing and implementing due diligence policies and processes for identifying, addressing and prohibiting the use of forced labour and/or child labour in the organization's activities and supply chains
- Carrying out a prioritization exercise to focus due diligence efforts on the most severe risks of forced and child labour
- Requiring suppliers to have in place policies and procedures for identifying and prohibiting the use of forced labour and/or child labour in their activities and supply chains
- Developing and implementing child protection policies and processes
- Developing and implementing anti-forced labour and/or -child labour contractual clauses
- Developing and implementing anti-forced labour and/or -child labour standards, codes of conduct and/or compliance checklists
- Auditing suppliers
- Monitoring suppliers
- Enacting measures to provide for, or cooperate in, remediation of forced labour and/or child labour
- Developing and implementing grievance mechanisms
- Developing and implementing training and awareness materials on forced labour and/or child labour
- Developing and implementing procedures to track performance in addressing forced labour and/or child labour
- Engaging with supply chain partners on the issue of addressing forced labour and/or child labour
- Engaging with civil society groups, experts and other stakeholders on the issue of addressing forced labour and/or child labour
- Engaging directly with workers and families potentially affected by forced labour and/or child labour to assess and address risks
- Information not available for this reporting period
- Other, please specify:

2. Please provide additional information describing the steps taken (if applicable) (1,500 character limit).

- Over the last fiscal year, we began compiling a comprehensive list of all suppliers we directly purchase goods from outside of Canada.
- We will contact each identified supplier outside of Canada to affirm its commitment to ethical sourcing practices, specifically regarding forced and child labor, request written attestations from suppliers affirming non-engagement or support of forced labor or child labor.
- We will continue to collaborate with industry peers by engaging with other colleges, universities, and relevant industry associations to share best practices, collaborate on ethical sourcing initiatives, participate in industry working groups or forums dedicated to addressing issues related to forced labor and child labor.
- We will integrate the outcomes of supplier mapping, attestations, and due diligence processes into the college's procurement policies and procedure, ensuring that ethical sourcing considerations are embedded throughout the procurement lifecycle, from supplier selection to contract management.

3. *Which of the following accurately describes the entity's structure? (Required)

- Corporation
- Trust
- Partnership
- Other unincorporated organization

4. *Which of the following accurately describes the entity's activities? Select all that apply. (Required)

- Producing goods (including manufacturing, extracting, growing and processing)
  - in Canada
  - outside Canada
- Selling goods
  - in Canada
  - outside Canada
- Distributing goods
  - in Canada
  - outside Canada
- Importing into Canada goods produced outside Canada
- Controlling an entity engaged in producing goods in Canada or outside Canada, or importing into Canada goods produced outside Canada

5. Please provide additional information on the entity's structure, activities and supply chains (1,500 character limit).

Durham College is defined as a corporation without share capital and consisting of the members of its board of governors. Durham College has policies, processes, and structures in place to promote effective operation of the college to allow it to fulfill its mandate and meet its objectives.

As a college we follow the Broader Public Sector Procurement Directive. We import goods into Canada from outside the country to meet various operational needs. We procure laboratory equipment such as specialized instruments, chemicals, and supplies internationally to support our science and research departments. Additionally, we import technology and electronics such as computers, software, and audio-visual equipment from global manufacturers to aid in administrative functions, classrooms, and student services. We also source maintenance supplies, equipment parts, and facilities management materials from global suppliers to ensure the proper upkeep of our campus buildings and grounds. These imports are essential for maintaining the high standards of education and services we provide for our students and staff.

The Campus Store currently sells apparel and sundry supplies which are purchased from Canadian vendors and distributors. A very small percentage of textbooks are purchased from independent US publishers who have no Canadian distributor due to their small size.

6. *Does the entity currently have policies and due diligence processes in place related to forced labour and/or child labour? (Required)

- Yes
- No

6.1 *If yes, which of the following elements of the due diligence process has the entity implemented in relation to forced labour and/or child labour? Select all that apply. (Required)

- Embedding responsible business conduct into policies and management systems
- Identifying and assessing adverse impacts in operations, supply chains and business relationships
- Ceasing, preventing or mitigating adverse impacts
- Tracking implementation and results
- Communicating how impacts are addressed
- Providing for or cooperating in remediation when appropriate

7. Please provide additional information on the entity's policies and due diligence processes in relation to forced labour and child labour (if applicable) (1,500 character limit).

To enhance our policies and due diligence processes regarding forced and child labor, Durham College will:

- Revise the Procurement Policy & Procedure to require validation of suppliers outside Canada for compliance with forced and child labor standards. The definition of 'child' will encompass legal definitions and the minimum age for employment in respective countries.
- Update the supplier setup process to mandate self-attestation from all suppliers outside of Canada, confirming non-utilization of child or forced labor in their supply chains.
- Amend purchase order terms & conditions and competitive tendering documents to explicitly state that suppliers and subcontractors must refrain from engaging in or supporting child labor or any form of forced labor, such as indentured labor, bonded labor, or involuntary labor of prisoners.

8. *Has the entity identified parts of its activities and supply chains that carry a risk of forced labour or child labour being used? (Required)

- Yes, we have identified risks to the best of our knowledge and will continue to strive to identify emerging risks.
- Yes, we have started the process of identifying risks, but there are still gaps in our assessments.
- No, we have not started the process of identifying risks.

8.1 *If yes, has the entity identified forced labour or child labour risks related to any of the following aspects of its activities and supply chains? Select all that apply. (Required)

- The sector or industry it operates in
- The types of products it produces, purchases or distributes
- The locations of its activities, operations or factories
- The types of products it sources
- The raw materials or commodities used in its supply chains
- Tier one (direct) suppliers
- Tier two suppliers
- Tier three suppliers
- Suppliers further down the supply chain than tier three
- The use of outsourced, contracted or subcontracted labour
- The use of migrant labour
- The use of forced labour
- The use of child labour
- None of the above
- Other, please specify

9. *Has the entity identified forced labour or child labour risks in its activities and supply chains related to any of the following sectors and industries? Select all that apply. (Required)

- Agriculture, forestry, fishing and hunting
- Mining, quarrying, and oil and gas extraction
- Utilities
- Construction
- Manufacturing
- Wholesale trade
- Retail trade
- Transportation and warehousing
- Information and cultural industries
- Finance and insurance
- Real estate and rental and leasing
- Professional, scientific and technical services
- Management of companies and enterprises
- Administrative and support, waste management and remediation services
- Educational services
- Health care and social assistance
- Arts, entertainment and recreation
- Accommodation and food services
- Other services (except public administration)
- Public administration
- None of the above
- Other, please specify

10. Please provide additional information on the parts of the entity's activities and supply chains that carry a risk of forced labour or child labour being used, as well as the steps that the entity has taken to assess and manage that risk (if applicable) (1,500 character limit).

Not applicable

11. *Has the entity taken any measures to remediate any forced labour or child labour in its activities and supply chains? (Required)

- Yes, we have taken remediation measures and will continue to identify and address any gaps in our response.
- Yes, we have taken some remediation measures, but there are gaps in our response that still need to be addressed.
- No, we have not taken any remediation measures.
- Not applicable, we have not identified any forced labour or child labour in our activities and supply chains.

11.1 *If yes, which remediation measures has the entity taken? Select all that apply. (Required)

- Actions to support victims of forced labour or child labour and/or their families, such as workforce reintegration and psychosocial support
- Compensation for victims of forced labour or child labour and/or their families
- Actions to prevent forced labour or child labour and associated harms from reoccurring
- Grievance mechanisms
- Formal apologies
- Other, please specify.

12. Please provide additional information on any measures the entity has taken to remediate any forced labour or child labour (if applicable) (1,500 character limit).

Not applicable

13. *Has the entity taken any measures to remediate the loss of income to the most vulnerable families that results from any measure taken to eliminate the use of forced labour or child labour in its activities and supply chains? (Required)

- Yes, we have taken substantial remediation measures and will continue to identify and address any gaps in our response.
- Yes, we have taken some remediation measures, but there are gaps in our response that still need to be addressed.
- No, we have not taken any remediation measures.
- Not applicable, we have not identified any loss of income to vulnerable families resulting from measures taken to eliminate the use of forced labour or child labour in our activities and supply chains.

14. Please provide additional information on any measures the entity has taken to remediate the loss of income to the most vulnerable families that results from any measure taken to eliminate the use of forced labour or child labour in its activities and supply chains (if applicable) (1,500 character limit).

Not applicable

15. *Does the entity currently provide training to employees on forced labour and/or child labour? (Required)

- Yes
- No

15.1 *If yes, is the training mandatory? (Required)

- Yes, the training is mandatory for all employees.
- Yes, the training is mandatory for employees making contracting or purchasing decisions.
- Yes, the training is mandatory for some employees.
- No, the training is voluntary.

16. Please provide additional information on the training the entity provides to employees on forced labour and child labour (if applicable). (1,500 character limit).

No training required

17. *Does the entity currently have policies and procedures in place to assess its effectiveness in ensuring that forced labour and child labour are not being used in its activities and supply chains? (Required)

- Yes
- No

17.1 *If yes, what method does the entity use to assess its effectiveness? Select all that apply. (Required)

- Setting up a regular review or audit of the organization's policies and procedures related to forced labour and child labour
- Tracking relevant performance indicators, such as levels of employee awareness, numbers of cases reported and solved through grievance mechanisms and numbers of contracts with anti-forced labour and -child labour clauses
- Partnering with an external organization to conduct an independent review or audit of the organization's actions
- Working with suppliers to measure the effectiveness of their actions to address forced labour and child labour, including by tracking relevant performance indicators
- Other, please specify.

To assess the effectiveness of its policies and procedures regarding forced labor and child labor, Durham College will implement the following measures:

- Establish a schedule for periodic reviews or audits of the organization's policies and procedures related to forced labor and child labor. This ensures ongoing compliance and identifies areas for improvement.
- Work closely with suppliers to assess the effectiveness of their actions in addressing forced labor and child labor. This can involve tracking supplier performance indicators related to labor practices and collaborating on improvement initiatives.

18. Please provide additional information on how the entity assesses its effectiveness in ensuring that forced labour and child labour are not being used in its activities and supply chains (if applicable). (1,500 character limit).

Durham College will assess its effectiveness in preventing forced and child labor by:

- Incorporating language and evaluation criteria into public tendering opportunities, especially in cases of elevated risk, to examine vendors' supply chain activities as part of the selection process.
- Including a strict adherence clause in agreements with suppliers, mandating the avoidance of child and forced labor in their supply chains. Breaching this clause may result in financial penalties or termination for cause.
- Actively investigating vendors from outside Canada with elevated risk by conducting internal investigations using web resources and requesting attestations from vendors affirming non-engagement or support of child and forced labor.
- Utilizing OECM (Ontario Education Collaborative Marketplace) and MGCS (Ministry of Government and Consumer Services) vendor of records whenever possible. These vendors have measures in place to address forced labor and child labor within their competitive tendering processes, providing additional assurance of ethical sourcing practices.

In accordance with the requirements of the Act, and in particular section 11 thereof, I attest that I have reviewed the information contained in the report for the entity or entities listed above. Based on my knowledge, and having exercised reasonable diligence, I attest that the information in the report is true, accurate and complete in all material respects for the purposes of the Act, for the reporting year listed above.

Dr. Elaine Popp
Durham College President

Elaine Popp
Digitally signed by Elaine Popp
Date: 2024.04.16 20:05:23 -04'00'

I have the authority to bind Durham College.

<u>Bill S-211 - Questionnaire</u>

Identifying Information

Questions marked with an asterisk (*) are mandatory.

1. *This report is for which of the following? (Required)

- ☐ Entity
- Government institution

2. *Legal name of reporting entity or government institution (Required)

The Durham College of Applied Arts & Technology

3. *Financial reporting year (Required)

April 1, 2023 – March 31, 2024

4. *Is this a revised version of a report already submitted this reporting year? (Required)

- Yes
- ☐ No

4.1 *If yes, identify the date the original report was submitted. (Required)

Not applicable

4.2 *Describe the changes made to the original report, including by listing the questions or sections that were revised (1,500 character limit). (Required)

Not applicable

5. For entities only: Business number(s) (if applicable):

107270969 RT0001

6. For entities only: *Is this a joint report? (Required)

- Yes
- ☐ No

6.1 *If yes, identify the legal name of each entity covered by this report. (Required)

Not applicable

6.2 Identify the business number(s) of each entity covered by this report (if applicable).

Not applicable

7. For entities only: *Is the entity also subject to reporting requirements under supply chain legislation in another jurisdiction? (Required)

- Yes
- No

7.1 *If yes, indicate the applicable law(s). Select all that apply. (Required)

- The United Kingdom's *Modern Slavery Act 2015*
- Australia's *Modern Slavery Act 2018*
- California's *Transparency in Supply Chains Act*
- Other, please specify:

8. For entities only: *Which of the following categorizations applies to the entity? Select all that apply. (Required)

- Listed on a stock exchange in Canada
- Canadian business presence (select all that apply):
    - Has a place of business in Canada ✔
    - Does business in Canada ✔
    - Has assets in Canada ✔
- Meets size-related thresholds (select all that apply):
    - Has at least $20 million in assets for at least one of its two most recent financial years ✔
    - Has generated at least $40 million in revenue for at least one of its two most recent financial years ✔
    - Employs an average of at least 250 employees for at least one of its two most recent financial years ✔

9. For entities only: *Which of the following sectors or industries does the entity operate in? Select all that apply. (Required)

- Agriculture, forestry, fishing and hunting

- Mining, quarrying, and oil and gas extraction
- Utilities
- Construction
- Manufacturing
- Wholesale trade
- Retail trade
- Transportation and warehousing
- Information and cultural industries
- Finance and insurance
- Real estate and rental and leasing
- Professional, scientific and technical services
- Management of companies and enterprises
- Administrative and support, waste management and remediation services
- Educational services
- Health care and social assistance
- Arts, entertainment and recreation
- Accommodation and food services
- Other services (except public administration)
- Public administration
- Other, please specify:

10. For entities only: *In which country is the entity headquartered or principally located? (Required)

Canada

10.1 If in Canada: *In which province or territory is the entity headquartered or principally located? (Required)

Ontario

11. For government institutions only: *Is this a report for a federal Crown corporation or a subsidiary of a federal Crown corporation? (Required)

- Yes
- No

11.1 *If yes, which of the following sectors or industries does the Crown corporation or subsidiary operate in? Select all that apply. (Required)

- Agriculture, forestry, fishing and hunting
- Mining, quarrying, and oil and gas extraction
- Utilities
- Construction
- Manufacturing

- Wholesale trade
- Retail trade
- Transportation and warehousing
- Information and cultural industries
- Finance and insurance
- Real estate and rental and leasing
- Professional, scientific and technical services
- Management of companies and enterprises
- Administrative and support, waste management and remediation services
- Educational services
- Health care and social assistance
- Arts, entertainment and recreation
- Accommodation and food services
- Other services (except public administration)
- Public administration
- Other, please specify:

11.2 *If yes, in which province or territory is the Crown corporation or subsidiary

Report Number: BOG-2024-43

To: Board of Governors

From: Jean Choi, vice-president, Academic

Date of Report: April 23, 2024

Date of Meeting: May 8, 2024

Subject: Durham College and Ontario Tech University Academic Pathways Report for 2023-24

1.   Purpose

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

2.   Recommendation

This report is being presented for information only.

3.   Background

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

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

4.   Discussion/Options

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

For the reporting year 2023-24:

- 1,462 students in their first year of studies at DC declared prior postsecondary experience at an Ontario institution other than DC.

- Of these 1,462 students, 312 students in their first year of studies at DC had prior Ontario Tech experience.

- Of these 312 students, 51.3 per cent (160 students) declared their prior verified Ontario Tech experience on their admission application while the remaining 152 did not declare their prior Ontario Tech experience.

- Of the 160 students who declared prior verified Ontario Tech postsecondary experience, 11.3 per cent (18 students) were enrolled in one-year certificate programs, 53.1 per cent (85 students) in diploma or advanced diploma programs, 35.0 per cent (56 students) in graduate certificate programs, and 0.6 per cent (1 student) in a degree program.

For the reporting year 2023-24:

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

- Of these 754 students, 376 students who started their studies at Ontario Tech had prior DC experience.

- Of these 376 students, 81.9 per cent (308 students) declared their prior verified DC experience on their admission application while the remaining 68 students did not declare their prior DC experience.

- Of the 308 students who declared prior DC experience, 48.7 per cent (150 students) had graduated from DC, and 21.7 per cent (67 students) were enrolled in embedded program while 29.5 per cent (91 students) had partial experience. Of the 150 students who had graduated from DC, 81.3 per cent (122 students) had graduated from diploma programs, 11.3 per cent (17 students) had graduated from advanced diploma programs, 5.3 per cent (8 students) had graduated from certificate programs, and 2.0 per cent (3 students) had graduated from graduate certificate programs.

The attached *DC-Ontario Tech Academic Pathways Report – Detailed*, further presents 2021-22 and 2022-23 comparisons to 2023-24 data, identifies specific programs of strong interest at each institution, and provides a list of pathways and articulation agreements between the two institutions.

5. Financial/Human Resource Implications

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

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

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

8. Relationship to the Strategic Plan/Business Plan

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

DC - ON Tech Academic Pathways Report - Detailed

This report presents inter-institutional student mobility at both Durham College (DC) and the University of Ontario Institute of Technology also known as Ontario Tech University (ON Tech). Figures and tables will be presented for both ON Tech and DC with results presented in three sections:

Section 1: Pathways Students, presents data on the new non-direct students at each institution;

Section 2: Programs of Interest, presents the programs with the greatest uptake in recent years; and

Section 3: Articulation Agreements, presents the available pathways between the two institutions.

Section 1: Pathways Students

Pathways Students (ON Tech --> DC)

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

Figure 1: DC Data
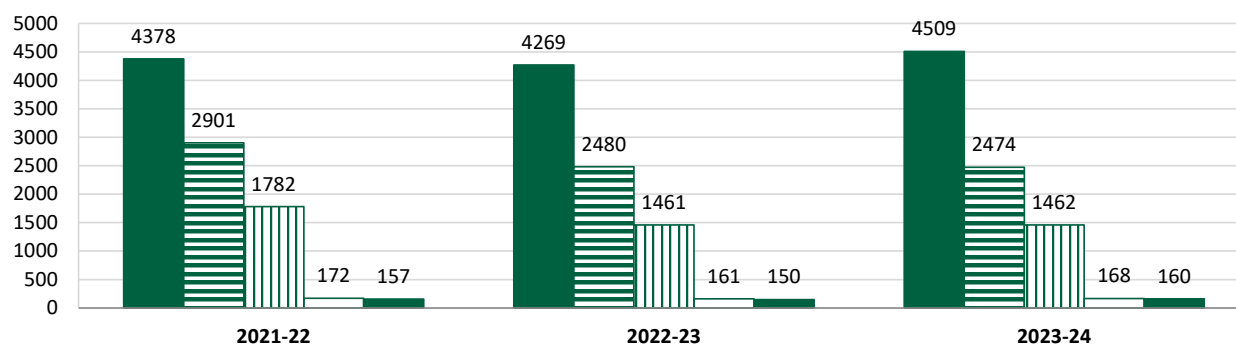
Table 1: DC Data

Legend	Student Population	2021-22	2022-23	2023-24
	Starting Student Population: Number of non-direct students enrolled in first semester at DC*	4378	4269	4509
	Subset 1: # of students declaring a previous Post-Secondary experience in Ontario	2901	2480	2474
	Subset 2: # of students declaring a non-DC postsecondary experience	1782	1461	1462
	Subset 3: # of students declared having an ON Tech experience	172	161	168
	Subset 4: # of students that were confirmed as having a full-time postsecondary ON Tech experience and declared it on their application	157	150	160

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

For the 2023-24 reporting year, the total number of DC students that were confirmed by ON Tech as having a full-time postsecondary registration record at ON Tech is 160 students. Additionally, some students had full-time postsecondary registration record at ON Tech but did not declare it; as well, there were students who declared postsecondary enrolment at ON Tech, but were found to not have a registration record upon validation. All three categories of students are presented below:

• 160 students declared they had an ON Tech experience and had an enrolment record;
• 152 students DID NOT declare their ON Tech experience, but had an enrolment record; and
• 8 students declared a ON Tech experience, but DID NOT have an enrolment record.
• In total, 312 students had an ON Tech enrolment record.

Additionally, of the 160 students where a full-time postsecondary ON Tech record was declared and confirmed in 2023-24, 18 (11.3%) enrolled into a certificate program, 85 (53.1%) enrolled into a diploma or advanced diploma program, 56 (35.0%) enrolled into a graduate certificate program and 1 (0.6%) enrolled into a degree program. The data for 2023-24, along with the data for 2022-23 and 2021-22 is presented in Table 1.

Pathways Students (DC --> ON Tech)

Figure 2 displays the progressive totals for all students that can be identified as a new non-direct student enrolment at ON Tech for the last three years. Students declaring a previous educational experience do not include re-admit students.
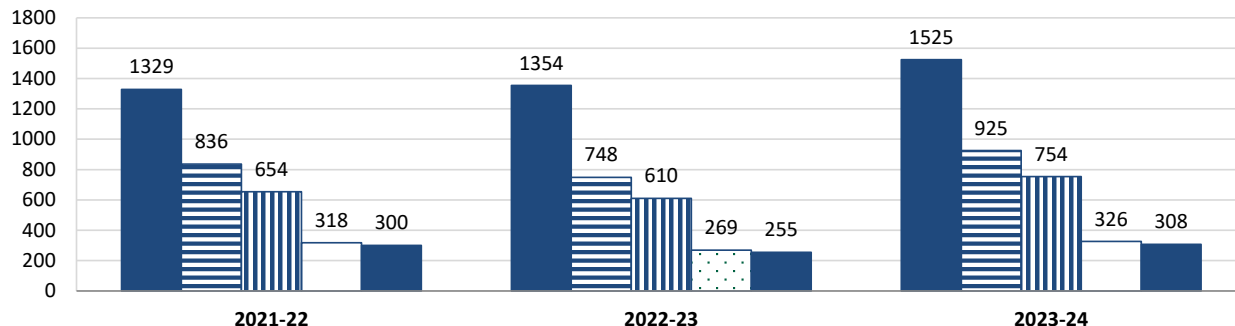
Table 2: ON Tech Data

Legend	Student Population	2021-22	2022-23	2023-24
	Starting Student Population: Number of non-direct students new to ON Tech	1329	1354	1525
	Subset 1: # of students declaring a previous PSE experience	836	748	925
	Subset 2: # of students declaring an experience at a college	654	610	754
	Subset 3: # of students declaring a DC experience	318	269	326
	Subset 4: # of students that were confirmed with a full-time postsecondary DC experience and declared it on their application	300	255	308

For the 2023-24 reporting year, the total number of ON Tech students who were confirmed by DC as having a full-time postsecondary registration record is 308 students. Additionally, some students had a full-time postsecondary registration record at DC but did not declare it; as well, some students who declared a postsecondary enrolment at DC were found to not have a registration record upon validation. All three categories are presented below:

• 308 students declared a DC experience and had a postsecondary enrolment record;
• 68 students DID NOT declare their DC experience, but had a postsecondary enrolment record; and
• 18 students declared DC experience, but DID NOT have a postsecondary enrolment record.
• In total, 376 students had DC experience.

Additionally, of the 308 students where a full-time postsecondary DC record was declared and confirmed in 2023-24, 91 (29.5%) students had a partial DC experience, that is they did not graduate, 67 (21.7%) students were enrolled in an embedded bridge program, and 150 (48.7%) graduated from a DC program. Of the 150 DC graduates, 8 (5.3%) graduated with a certificate, 122 (81.3%) graduated with a diploma, 17 (11.3%) graduated with an advanced diploma and 3 (2.0%) graduated from a graduate certificate. The data for 2023-24, along with the data for 2022-23 and 2021-22 is presented in Table 2.

Section 2: Programs of Interest

Table 3 and 4 present student enrolment data at an aggregate level. The purpose of these tables is to identify the top five programs of interest among DC students into ON Tech programs, and ON Tech students into DC programs. In order to determine the rank of each program, the summed student enrolment for the most recent two years is used.

Table 3: ON Tech Students --> DC Program					
Program (Program Credential)	Sum Total*	2023-24		2022-23	
		# of Students	as a %	# of Students	as a %
Registered Nurse - Critical Care Nursing	21	14	8.8%	7	4.7%
Practical Nursing	14	5	3.1%	9	6.0%
Addictions and Mental Health	12	5	3.1%	7	4.7%
Communicative Disorders Assistant	10	7	4.4%	3	2.0%
Computer Programming and Analysis	9	4	2.5%	5	3.3%

*Sum Total refers to two-year total for 2023-24 and 2022-23

Table 4: DC Students --> ON Tech Program						
Program		Sum Total*	2023-24		2022-23	
			# of Students	as a %	# of Students	as a %
Bachelor of Commerce**	Total	202	112	36.4%	90	35.3%
	Embedded	141	77	25.0%	64	25.1%
	Bridge	35	24	7.8%	11	4.3%
	Other	26	11	3.6%	15	5.9%
Bachelor of Arts Honours Educational Studies		81	59	19.2%	22	8.6%
Bachelor of Arts Honours Criminology and Justice		47	14	4.5%	33	12.9%
Bachelor of Science in Nursing		43	29	9.4%	14	5.5%
Bachelor of Arts Honours Forensic Psychology		38	20	6.5%	18	7.1%

* Sum Total refers to two-year total for 2023-24 and 2022-23
** An embedded program is a program where students take the first two years of a program at DC, and then complete the remaining two years of a Bachelor of Commerce at ON Tech.

Section 3: Articulation Agreements

All of the articulation agreements in place between the two institutions as of March 2024 are presented in Table 3. The information is presented by the Faculty in which the program resides at DC. Please note that the number of programs is presented at the start of each table. Further, the number of DC programs that are new to the articulation roster are presented in bold italics. Any program that may require additional credentialing has been identified with the corresponding note after each table. The pathways identified below are per DC Office of the Registrar (RO).

Table 5: Pathway Agreements; by DC Faculty

	DC Program	ON Tech Program:	Type of Entry
Faculty of Business (# of Programs =8)			
1	Business - Accounting Transfer to UOIT	Bachelor of Commerce - Accounting (Hons.)	Embedded
2	Business- Entrepreneurship and Small Business Transfer to UOIT	Bachelor of Commerce - Comprehensive (Hons.)	Embedded
3	Business- Human Resources Transfer to UOIT	Bachelor of Commerce Organizational Behaviour & Human Resources Management (Hons.)	Embedded
4	Business - Marketing Transfer to UOIT	Bachelor of Commerce - Marketing (Hons.)	Embedded
5	Business - Supply Chain and Operations Transfer to UOIT	Bachelor of Commerce - Comprehensive (Hons.)	Embedded
6	Business - Finance Transfer to UOIT	Bachelor of Commerce - Finance (Hons.)	Embedded
7	Ontario College Business Diploma	Bachelor of Commerce	Bridge
8	Ontario College Advanced Business Administration Diploma	Bachelor of Commerce	Advanced Entry

	DC Program	ON Tech Program:	Type of Entry
Faculty of Health Sciences (# of Programs = 6)			
9	Fitness and Health Promotion	Bachelor of Allied Health Sciences (Hons.)	Bridge
		Bachelor of Health Science - Kinesiology (Hons.)	Advanced Entry
10	Massage Therapy	Bachelor of Allied Health Sciences (Hons.)	Bridge
		Bachelor of Health Sciences - Kinesiology (Hons.)	Advanced Entry
11	Occupational Therapist Assistant and Physiotherapist Assistant	Bachelor of Health Science - Kinesiology (Hons.)	Advanced Entry
		Bachelor of Allied Health Sciences (Hons.)	Bridge
12	Paramedic	Bachelor of Allied Health Sciences (Hons.)	Bridge
13	Dental Hygiene	Bachelor of Allied Health Sciences (Hons.)	Bridge
14	Practical Nursing	Bachelor of Science in Nursing (Hons.)	Bridge
		Bachelor of Allied Health Sciences (Hons.)	Bridge

	Faculty of Liberal Studies (# of Programs =1)		
15	General Arts and Science – Liberal Arts ON Tech Transfer	Bachelor of Arts in Communications and Digital Media Studies (Hons.)	Transfer
		Bachelor of Arts in Criminology and Justice (Hons.)	Transfer
		Bachelor of Arts in Forensic Psychology (Hons.)	Transfer
		Bachelor of Arts in Legal Studies (Hons.)	Transfer
		Bachelor of Arts in Psychology (Hons.)	Transfer
		Bachelor of Arts in Liberal Studies (Hons.)	Transfer
		Bachelor of Arts in Political Science (Hons.)	Transfer

	Faculty of Social and Community Services (# of Programs = 9)		
16	Law Clerk - Advanced	Bachelor of Arts in Criminology and Justice (Hons.)*	Advanced Entry
		Bachelor of Arts in Legal Studies (Hons.)	Advanced Entry
17	Paralegal	Bachelor of Arts in Legal Studies (Hons.)	Advanced Entry
		Bachelor of Arts in Criminology and Justice (Hons.)*	Advanced Entry
		Bachelor of Arts in Political Science (Hons.)	Advanced Entry
18	Police Foundations	Bachelor of Arts in Criminology and Justice (Hons.)	Advanced Entry
		Bachelor of Arts in Forensic Psychology (Hons.)	Advanced Entry
		Bachelor of Arts in Legal Studies (Hons.)**	Advanced Entry
		Bachelor of Arts in Political Science (Hons.)	Advanced Entry
19	Protection, Security and Investigation	Bachelor of Arts in Criminology and Justice (Hons.)	Advanced Entry
		Bachelor of Arts in Forensic Psychology (Hons.)	Advanced Entry
		Bachelor of Arts in Legal Studies (Hons.)**	Advanced Entry
		Bachelor of Arts in Political Science (Hons.)	Advanced Entry
20	Addictions and Mental Health	Bachelor of Allied Health Sciences (Hons.) ***	Bridge

21	Child and Youth Care	Bachelor of Arts in Criminology and Justice (Hons.)	Advanced Entry
		Bachelor of Arts in Forensic Psychology (Hons.)	Advanced Entry
		Bachelor of Arts in Legal Studies (Hons.)**	Advanced Entry
		Bachelor of Arts in Political Science (Hons.)	Advanced Entry
22	Developmental Services Worker	Bachelor of Arts in Legal Studies (Hons.)**	Advanced Entry
		Bachelor of Arts in Political Science (Hons.)	Advanced Entry
23	Behavioural Science Technician	Bachelor of Arts in Political Science	Advanced Entry
		Bachelor of Arts in Forensic Psychology (Hons.)	Advanced Entry
24	Social Services Worker	Bachelor of Arts in Forensic Psychology (Hons.)	Advanced Entry
		Bachelor of Arts in Legal Studies (Hons.)**	Advanced Entry
		Bachelor of Arts in Political Science (Hons.)	Advanced Entry

*If presented concurrently with a graduate certificate in Victim Justice and Interventions
**If presented concurrently with a graduate certificate in Paralegal or Mediation - Alternative Dispute Resolution
***If presented concurrently with a college diploma or university degree

Faculty of Media, Art and Design (# of Programs = 9)			
25	Advertising and Marketing Communications	Bachelor of Arts in Communications and Digital Media Studies (Hons.)	Advanced Entry
26	Broadcasting - Radio and Contemporary Media	Bachelor of Arts in Communications and Digital Media Studies (Hons.)	Advanced Entry
27	Contemporary Web Design	Bachelor of Arts in Communications and Digital Media Studies (Hons.)	Advanced Entry
28	Graphic Design	Bachelor of Arts in Communications and Digital Media Studies (Hons.)	Advanced Entry
29	Interactive Media Design	Bachelor of Arts in Communications and Digital Media Studies (Hons.)	Advanced Entry
30	Journalism - Mass Media	Bachelor of Arts in Communications and Digital Media Studies (Hons.)	Advanced Entry
31	Photography	Bachelor of Arts in Communications and Digital Media Studies (Hons.)	Advanced Entry
32	Public Relations	Bachelor of Arts in Communications and Digital Media Studies (Hons.)	Advanced Entry
33	Video Production	Bachelor of Arts in Communications and Digital Media Studies (Hons.)	Advanced Entry

Faculty of Science and Engineering and Information Technology (# of Programs = 8)			
34	Computer Programming and Analysis	Bachelor of Computer Science (Hons.)	Advanced Entry
35	Computer Systems Technician	Bachelor of Information Technology Security (Hons.)	Bridge
36	Computer Systems Technology	Bachelor of Information Technology in Networking and Information Technology Security (Hons.)	Advanced Entry
37	Cyber Security	Master of Information Technology Security ****	Direct Entry
38	Business - Computer Systems Technician Transfer to UOIT	Bachelor of Information Technology in Networking and Information Technology Security (Hons.)	Embedded
39	Biotechnology - Advanced	Bachelor of Science - Biological Science (Hons.)	Advanced Entry
		Bachelor of Allied Health Sciences (Hons.)	Bridge
		Bachelor of Health Science in Medical Laboratory (Hons.)	Bridge
40	Mechanical Engineering Technology	*Bachelor of Engineering Manufacturing Engineering (Hons.)*	*Bridge*
41	Environmental Technology	Bachelor of Arts in Political Science (Hons.)	Advanced Entry
42	Biomedical Engineering Technology	Bachelor of Allied Health Sciences (Hons.)	Bridge

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

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

General Pathways			
43	Any 2 year diploma program	Bachelor of Commerce - Comprehensive (Hons.)	Bridge
44	Any 2 year diploma or 3 year advanced diploma program	Bachelor of Arts in General Psychology (hons.)	Advanced Entry
		Designing Adult Learning for the Digital Age	Direct Entry

Appendix A

Data Definitions

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

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

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

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

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

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

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

Report Number: BOG-2024-45

To: Board of Governors

From: Indigenization Council

Date of Report: May 1, 2024

Date of Meeting: May 8, 2024

Subject: Indigenization Efforts at Durham College

1.   Purpose

This report serves as an update to the Board of Governors on the progress of the work of the Durham College Indigenization Council (DCIC) in their efforts to satisfy the requirements of the Indigenous Education Protocol (IEP).

2.   Recommendation

This report is being presented for information only.

3.   Background

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

In addition to becoming a signatory of the IEP, DC drafted the organizational Indigenization statement, developed with the First Peoples Indigenous Centre (FPIC) and in consultation with the Durham College Indigenous Advisory Circle (DCIAC) along with its seven principles, as outlined below:

Indigenization statement

DC recognizes that Indigenization is a continuous process requiring each member of our campus community to actively commit to reconciliation, with the goal of building respectful, reciprocal relationships that will contribute to better educational outcomes for all students. Inherent among this commitment is our pledge to uphold the seven principles of the IEP for colleges and institutes, of which DC is a proud signatory.

The Seven Principles are:

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

To ensure DC continues to strive to achieve the seven principles outlined in the Indigenization Statement, the DCIC was formed.

The DCIC is responsible for upholding the College's commitment to the IEP and guided by recommendations from the DCIAC to ensure Indigenous Peoples are appropriately engaged in decision-making by the institution on matters pertaining to Indigenization.

4. Discussion/Options

The following provides an overview of the work conducted by the DCIC for 2023 – 2024.

4.1 Communications

4.1.1 Indigenous History Month - June

Message from the President to all employees and students highlighting resources, including materials from the Library, Indigenous Histories and Reconciliation (IHR) Learning course and details on the importance of Land Acknowledgements.

Feature on the DC public website to underscore our commitment and communication publicly available resources. Amplified through social media channels.

4.1.2 Land Acknowledgement

In 2022, the Communications working group updated the corporate Land Acknowledgement to better reflect and demonstrate DC's commitment to reconciliation.

In addition to updating the college's official Land Acknowledgement, the working group collaborated with the FPIC to develop a Land Acknowledgement statement that expanded on the updated, shorter version and offered a deeper contextual approach to the college's commitment to Indigenization.

The Land Acknowledgement that appears on every webpage is directly linked to the expanded Land Acknowledgement.

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

Included DC's Land Acknowledgement in print and digital materials (e.g., viewbook, printed campus maps, Business Plan, etc.)

Created a Land Acknowledgement Resources section on the college's intranet (ICE) for employees to support their efforts to communicate DC's Land Acknowledgement in their events, speeches and written materials.

Created a Land Acknowledgement video for use at formal events if desired. The video is included on ICE under Land Acknowledgement resources.

Land and Territorial Acknowledgement Workshops were delivered to academic and non-academic leadership, aiming to raise awareness and promote the integration of Indigenous knowledge and perspectives into institutional practices.

4.1.3   Days of Significance Calendar

Recognized Indigenous-focused days of significance through campus channels, including National Day of Awareness for Missing and Murdered Indigenous Women and Girls (Red Dress Day) and National Indigenous Peoples Day.

4.2   Events

4.2.1   Speaker Protocol

The development of a DC event speaker protocol document, which includes practices related to Indigenous representatives at events, in consultation with the FPIC is underway.

4.2.2   Recruitment

The FPIC played a significant role in the Aboriginal Post-Secondary Information Program (APSIP) during the GTA Week of the 2023-2024 APSIP Tour. FPIC hosted the event in the Centre for Collaborative Education Building's Global Classroom, where approximately 22 Indigenous recruiters from various colleges, universities, and polytechnics gathered to set up booths. The aim was to connect Indigenous learners and counsellors from the Durham Catholic District School Board (DCDSB) and Durham District School Board (DDSB) to the post-secondary landscape.

The FPIC also facilitated APSIP presentations for students and counsellors from the DCDSB and DDSB. This provided valuable information and resources about post-secondary education opportunities for Indigenous learners.

The Recruitment team attended the APSIP event in Curve Lake and an event at Alderville First Nation in the fall. They will return to Curve Lake First Nation for a Skilled Trade-focused event on May 7, 2024.

4.2.3 Convocation

Based on consultation with FPIC, Indigenous elements for June Convocation include platform party representation, new stoles for Indigenous graduates and inclusion of Indigenous drummer(s).

4.2.4 Orange Shirt Day and National Day for Truth and Reconciliation

Recognized the 10th anniversary of Orange Shirt Day and the third National Day for Truth and Reconciliation by co-hosting an event with Ontario Tech University in the Global Classroom featuring sessions on Indigenous history and culture from speakers Kevin Lamoureux, Elder Dorothy Taylor and Elder Dr. Shirley Williams.

Message from the President to all employees and students to invite them to a scheduled event to recognize the day, as well as highlighting resources to support continued learning and understanding. Event featured on the college's public website and amplified through social media channels.

Every Child Matters flag was raised in honour of the day.

4.2.5 Naanaagide'endamowin Courtyard

Communications and Marketing highlighted the Courtyard as a 360-scene in DC's virtual tour with information outlining the significance of the Weeping Willow Tree Reflection Space.

Additionally, the courtyard is featured on our interactive map and provides a reference point to navigate via the built-in wayfinding feature.

4.2.6 Anishinaabemowin Revitalization Program

FPIC is actively engaged in a range of programming at enhancing Indigenous cultural awareness. The Anishinaabemowin Revitalization Program sessions are dedicated to fostering the revival of the Anishinaabemowin (Ojibway language), whilst promoting language preservation and cultural continuity, and learning the original language of the territory, Anishinaabemowin.

4.3 Curriculum Development and Academic Upgrading

4.3.1 Membership

The Indigenous Curriculum Development Working Group (ICDWG) meets regularly and has expanded to include a member from Academic Upgrading to ensure broad representation from academic areas across the institution.

4.3.2 Academic Programs

In response to the TRC's Calls to Action 62 to 65, DC has embedded mandatory First Nations, Métis, and Inuit (FNMI) general education courses in numerous programs. Students have the opportunity to select from one of four courses in which they explore a variety of topics including FMNI histories, culture and national issues. Over thirty of our DC programs require at least one of their general education courses to be an Indigenous-specific course.

Indigenous-specific courses are embedded into programs in the Faculties of Health Sciences; Social & Community Services; Hospitality & Horticultural Science; Science, Engineering & Information Technology; and Media, Art & Design as well as in our Professional and Part-time Learning department. During the 2023-24 academic year, a total of 2,870 general education seats were offered to students across the college.

Faculty members teaching FNMI courses within Liberal Studies were invited to join the ICDWG and share their voice and experiences in guiding and facilitating that roster of courses.

Faculty of Media, Art & Design from the Journalism and Photography programs, alongside the Manager of Entrepreneurial Services have established connections with local leaders and youth in the Akwesane Territory through collaboration with the FPIC to amplify Indigenous voices and celebrate Indigenous excellence through various media platforms.

Faculty members from Media Arts & Design produced a short film with students as part of a capstone project to capture and share testimonials from students who had completed the FNMI course. The reel will be shared on the Liberal Studies page to showcase and highlight the importance of these courses.

4.3.3   Indigenous Learning Specialist

The Centre for Teaching and Learning was approved to hire an Indigenous Learning Specialist to support faculty in decolonization and inclusion of Indigeneity in curriculum. This role will support the development of faculty and learning resources including DC Connect templates to support Indigenous ways of learning, workshops on Indigenous ways of teaching and knowing, and guidance for decolonization of assessment strategies. They will provide consultative support to teams seeking to transform curriculum and participate on various committees and working groups to guide the integration of Indigeneity in educational pursuits at DC. Interview questions were submitted to the DCIAC for contribution, review and feedback, and questions were revised to align with their recommendations, and hiring is currently underway.

4.4   Employee Recruitment, Onboarding and Professional Development

4.4.1   Employee Recruitment

Members of the DCIAC were involved in the creation of the job posting language which describes the hiring requirements for positions where Indigenous Traditional Knowledge is a core job requirement. In addition, there have been enhanced recruitment efforts, interview questions have been developed and members have participated on selection committees.

Job posting applicant requirements include:

Incumbent will self-identify as members of Inuit, Métis, and/or First Nations communities, with lived experience navigating various systems with knowledge of Indigenous relations.

Must have significant Traditional Knowledge including cultural protocols, traditional governance, Traditional Ways of Knowing; this is attained through years of Elders teachings, participation in the ceremony, and close community ties and relationships.

The Director, Indigenous Initiatives recruitment process is complete and the role has been filled, and additional hiring processes are underway to fill additional positions in the FPIC, as well as in other areas of the college where Traditional Knowledge is a key hiring requirement.

4.4.2　Professional Development (PD) and Onboarding

The Indigenous Histories and Reconciliation modules are now included in the online employee development platform, Brightspace. Employees' participation in and completion of the modules are now able to be recorded in the College's Human Resource Information System along with other Employee PD.

Onboarding message to new hires directs them to the mandatory and recommended modules in Brightspace.

4.5　Office of the Registrar (RO)

4.5.1　Seat Allocation

Pending DCIAC approval, the RO will pilot holding seats for Indigenous applicants in the following programs: Nursing, Social Service Worker and Early Childhood Education. Ten seats to be held in each program for Winter 2025 intake. Plan for a broader rollout will be developed once results of the pilot are assessed.

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

4.6.1　Ownership, Control, Access and Possession (OCAP) and Research

ORSIE Employees attended OCAP training over two half days in January 2024.

Research Ethics Board (REB) Retreat in May 2024 will focus on expanding capacity for supporting and ethically reviewing applications involving Indigenous research.

REB developed "The First Nations Principles of OCAP®: Considerations for Research Ethics Board Applications," as a document to be used in REB review of applications involving Indigenous research, alongside the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS2).

OCAP Principles embedded within the development of the Durham College Data Management Plan Template, to be finalized in Spring 2024.

A Primer focused on Indigenous considerations for research data management is under development as part of the DC Research Data Management Strategy.

As part of their onboarding process, Research Assistants are asked to complete the IHR and TCPS-2 CORE training modules, which includes section devoted to ethical considerations when working with Indigenous communities.

Creation of ORSIE working group which will help to identify and support activities and resources related to Indigenous considerations.

4.6.2   Social Impact Hub

Identified need for guidance, resources specific to Indigenous considerations in applied research – investigating funding for an Indigenous consultant role to help develop resources as well as learning opportunities for faculty researchers.

Advocated for the creation of an Indigenous Research Methods resource page on the Library website. Draft to be created by library staff for broader feedback.

Seed funding provided by the Social Impact Hub (SIH) to support two Research Assistants working on the applied research project led by faculty member, Kandace Bond-Wileman entitled Tribunal Access to Justice for Indigenous Parties.

The SIH will maintain Seed Grant funds for an Indigenous focused research project each year, where possible.

Regularly promote learning opportunities provided via networks and memberships such as Community-Based Research Canada, federal funding agencies and other external sources specific to Indigenous perspectives and considerations when undertaking research activities.

Through the SIH, ORSIE staff are members of a planning committee organizing events for a nation-wide Colleges Equity Diversity and Inclusion (EDI) in Research Community of Practice. The third event this year is a panel focused on Indigenous perspectives to be held virtually on May 16, 2024. Attendees include faculty members, administrators, students and funding agency staff.

5. Financial/Human Resource Implications

There are no financial or human resources implications.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

There are no implications for Ontario Tech University.

8. Relationship to the Strategic Plan/Business Plan

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

This report reflects the initiatives that teams have been working on that help the College meet its goas in the Business Plan throughout all pillars.