



DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

PUBLIC MEETING OF THE BOARD OF GOVERNORS

AGENDA

Date: Wednesday, June 12, 2024, 6:00 p.m.

Location: Oshawa Campus, Durham College Boardroom A144

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

Pages

1. **CALL TO ORDER**
2. **LAND ACKNOWLEDGEMENT (Governor Cowie)**
3. **INTRODUCTION OF GUESTS**
4. **CONFLICT OF INTEREST DECLARATIONS**
5. **PRESENTATIONS**

5.1 Celebration of the 2024 Skills Ontario Winners

Students: Alexander Hartley (gold - auto service technology), Hanukshan Murugesu Pillai (gold - restaurant services), Ryan Bold (gold - coding), Sophia Lourenco (silver-aesthetics), Brooke Warner (silver-photography)

Employees: Rebecca Milburn, Executive Dean, Faculty of STA and HHS/Principal Whitby Campus, Paolo DelGrosso (mentor - auto service technology), Cynthia Moorcroft (mentor - restaurant service), Mohammad Shamas (mentor - coding)

5.2 Reflections - Encampment at Ontario Tech University

Presenter: Tom Lynch, Director, Campus Safety

5.3 Presentation of Advanced Good Governance Certificate to Jeff Dornan

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 - June 12, 2024

Recommendation

That the public agenda for the June 12, 2024 Board of Governors meeting be approved as presented.

- 6.2 Approval of Public Board Meeting Minutes - May 8, 2024

6 - 12

Recommendation

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

- 6.3 Rescinding of Chief Administrative Officer's Signing Authority

Recommendation

That the Durham College Board of Governors rescind the appointment of Scott Blakey as a signing officer of the College effective June 30, 2024.

7. CHAIR'S REPORT

8. CO-POPULOUS GOVERNORS' REPORT

9. DECISION ITEMS

- 9.1 Public Report of the Audit and Finance Committee - May 21, 2024

13 - 14

Recommendation

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

That the Audit and Finance Committee public report of May 21, 2024 be received for information and the following resolution be adopted:

That based on Report FIN-2024-15:

1. The 2024-2025 operating budget be approved and posted publicly on the College's website; and,
2. That the approved 2024-2025 operating budget be submitted to the Ministry of Colleges and Universities by the deadline.

- 9.2 New Program of Instruction: Electric Drive Vehicle Technician Ontario College Diploma - J. Choi & R. Milburn

15 - 54

Recommendation

It is recommended to the Durham College Board of Governors:

That in accordance with Report BOG-2024-57, the Electric Drive Vehicle

Technician Ontario College Diploma program be approved.

- 9.3 New Program of Instruction: Immigration Case Management Ontario College Graduate Certificate - J. Choi & R. Hofmann 55 - 88

Recommendation

It is recommended to the Durham College Board of Governors:

That in accordance with Report BOG-2024-58 the Immigration Case Management Ontario College Graduate Certificate program be approved.

- 9.4 2024-2025 Business Plan - E. Popp & B. St. George 89 - 125

Recommendation

It is recommended to the Durham College Board of Governors:

That based on Report BOG-2024-62, the 2024-2025 Business Plan be approved.

- 9.5 Report of the Governance Review Committee - May 15, 2024 - E. Cowie 126 - 134

Recommendation

That the Governance Review Committee recommends to the Durham College Board of Governors:

That the Governance Review Committee report of May 15, 2024 be received for information and the following resolution be adopted:

1. That based on Report GOV-2024-10, Board Policy: Collection, Use and Disclosure of Governor information be approved as presented.
2. That based on Report GOV-2024-15, Board Policy: Assessing the President's Performance be approved as amended.
3. That based on GOV-2024-14, the following governance changes be approved:
 - i. That oversight of the endowment investment portfolio be added as a responsibility of the Audit and Finance Committee and its terms of reference be updated accordingly; and,
 - ii. That effective April 1, 2025, the College President, Chair and Vice-Chair of the Audit and Finance Committee be appointed as the Directors of the Durham College Foundation.

- 9.6 Appointment of College as Trustee and Deed of Resignation and Appointment (re Durham College Foundation) - E. Popp 135 - 140

Recommendation

It is recommended to the Durham College Board of Governors:

TRANSFER OF FUNDS

RECITALS:

1. The Durham College Foundation (the “**Foundation**”) holds the donor restricted funds set out in Schedule “A” attached hereto (collectively, the “**Trusts**”) which provide for scholarships, bursaries and awards to students of the College.
2. The Foundation desires to be discharged as trustee of the Trusts effective as of the 31st day of March, 2025 (the “**Effective Date**”).
3. The Foundation desires to appoint the College to be the trustee of the Trusts in the place of the Foundation as of the Effective Date pursuant to a deed of resignation and appointment (the “**Deed**”), a copy of which has been provided to the governors of the College.

RESOLVED that:

- a. The appointment of the College as trustee of the Trusts as of the Effective Date is hereby approved;
- b. The College is hereby authorized and directed to enter into the Deed effective as of the Effective Date on substantially the terms and conditions and in the form presented to the governors of the College and directs that any two individuals holding the position of the Chair, Vice-Chair, President or Treasurer of the College be and are hereby authorized to execute such Deed on behalf of the College with such amendments and variations thereto as such officers may approve and same are hereby authorized and approved, such approval by such officers to any such amendments or variations to be conclusively deemed to be approved by their execution and delivery of such Deed; and
- c. Any two individuals holding the position of the Chair, Vice-Chair, President or Treasurer of the College be and are hereby authorized and directed to do all such things and to execute or cause to be executed all such instruments, agreements and documents as in their opinion may be necessary or desirable to complete the transactions contemplated by the Deed.

10. DISCUSSION ITEMS

10.1	Annual Academic Quality Assurance Activities - J. Choi	141 - 145
10.2	2024-2029 New Program Development Plan - J. Choi	146 - 152
10.3	Update on Development Approach for Strategic Plan - E. Popp & B. St. George	153 - 155

11. INFORMATION ITEMS

11.1	Durham College Foundation Annual Report	156 - 160
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11.2 President's Report - April to June 2024

161 - 171

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, May 8, 2024

Location: W. Galen Weston Centre for Food, Upper Classrooms

Members Present: Gail Johnson Morris, Board Chair
Lisa Allen, Board Vice-Chair
Ian Ball (joined virtually at 5:34 p.m.)
Jim Brown (attended virtually)
Melissa Bosomworth
Elizabeth Cowie
Jeff Dornan
Kelly Doyle
John Ecker
Ian Murray
Jerry Ouellette
Elaine Popp, President
Peter Pryce
Dwight Townsend
Nathan Wilson

Members Absent: Kalyan Chakravarthy

Staff Present: Scott Blakey, Chief Administrative Officer
Jean Choi, Vice-President, Academic
Barbara MacCheyne, Chief Financial Officer/VP, Administration
Bonnie St. George, Vice-President, External Relations and Advancement
Melissa Pringle, Manager, Board Governance and Privacy

1. CALL TO ORDER

Governor Allen, Vice-Chair of the Board presided over the meeting.

With quorum present, the Vice-Chair called the meeting to order at 5:07 p.m.

2. LAND ACKNOWLEDGEMENT

The meeting started with a land acknowledgement offered by Governor Allen.

3. INTRODUCTION OF GUESTS

The Chief Administrative Officer introduced the following guests in attendance:

- Carol Beam, Vice-President, Communications and Marketing
- Debbie Johnston, Associate Vice-President, Academic (Enrolment and International Education)
- Debbie McKee Demczyk, Dean, Office of Research, Innovation and Entrepreneurship
- Jennifer Cosway, Associate Vice-President, Human Resources and Equity
- Kevin Jones, Procurement Manager
- Melanie Hewitt, Director, Institutional Research and Planning
- Scott Dennis, Director, Athletics and Recreation
- Tara Koski, Dean, Students
- Tom Lynch, Director, Office of Campus Safety

4. CONFLICT OF INTEREST DECLARATIONS

The Vice-Chair asked if there were any conflicts of interest to declare.

Governor Croft and Governor Wilson declared a conflict of interest regarding Consent Agenda Item 6.3, 'Post Election Report: Student and Academic Governor Elections' and they did not take part in discussion or voting on the matter.

Governor Allen and Governor Pryce declared a conflict of interest regarding Consent Agenda Item 6.4, 'Ratification of Election Results: Chair and Vice-Chair of the Board for the 2024-2025 Board Year' and they did not take part in discussion or voting on the matter.

5. PRESENTATIONS

5.1 Celebrating the Success of Durham College Athletics

The Board received a presentation from the Director, Athletics and Recreation highlighting recent successes from the College's varsity sports teams, recreation programming, and community engagement activities supported by student athletes.

The Board questioned the Director, Athletics and Recreation.

5.2 Update on Encampment at Ontario Tech University

The Board received a report from the Director, Office of Campus regarding the status of the encampment in Polonsky Commons (which remains peaceful), the demands made by the occupiers, the risks involved with applying administrative policy too early in these types of situations (in the absence of criminal activity), the anticipated response from Durham Region Police Services if asked to intervene, and the current approach (“observe and report”) to managing the situation by the Office of Campus Safety. Furthermore, the Director, Office of Campus Safety explained the risk assessment that was undertaken and that the incident was being managed by Ontario Tech University, who continues to monitor the situation and engage in dialogue with the occupiers. Additionally, the Director, Campus Safety responded to questions submitted by the Board in advance of the meeting and confirmed that while the property is owned by Durham College, the occupiers of the encampment appear to be directing their demands to the university who are managing the incident.

Governor Ball joined the meeting.

The Board questioned the Chief Administrative Officer, the Director, Office of Campus Safety, and the Director, Communications and Marketing regarding various concerns related to the situation.

6. CONSENT AGENDA

To facilitate maximum participation by the Board, all items were removed from the consent agenda.

9. DECISION ITEMS

9.3 Approval of Public Session Agenda - May 8, 2024

Moved by Governor Pryce

Seconded by Governor Bosomworth

“That the public agenda for the May 8, 2024 Board of Governors meeting be approved as amended.” CARRIED

9.4 Approval of Public Board Meeting Minutes - April 10, 2024

Moved by Governor Wilson

Seconded by Governor Murray

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

9.5 Post Election Report: Student and Academic Governor Elections

Governors Croft and Wilson left the meeting.

The Board expressed concern about the low voter turnout for the student governor election and if enough was being done to encourage student participation in the election process. In response to questions, the Board Secretary explained the tactics used during the student governor election to increase awareness and to promote participation.

Moved by Governor Ecker

Seconded by Governor Ouellette

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." CARRIED

Governors Croft and Wilson returned to the meeting.

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

Governors Allen and Pryce left the meeting.

Governor Johnson Morris assumed the Chair.

Moved by Governor Croft

Seconded by Governor Ouellette

"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." CARRIED

Governors Allen and Pryce returned to the meeting.

7. CHAIR'S REPORT

Governor Johnson Morris assumed the chair for this portion of the meeting.

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

- The Chair congratulated Governor Allen and Governor Pryce for being elected as the incoming Chair and Vice-Chair of the Board. Additionally, Governor Wilson was acknowledged for being re-elected as the academic staff for another term.
- The Chair congratulated Governor Croft on being appointed to the Ontario Association of Certified Engineering Technicians and Technologists Board of Directors as the student representative.

Governor Allen assumed the Chair.

- Governors who attended the CIGan Conference reflected on their experience and learnings.

8. CO-POPULOUS GOVERNORS' REPORT

There was no co-populous governors' report.

9. DECISION ITEMS (continued)

9.1 2023-2024 Durham College Annual Report

The Board received a report from the Vice-President, External Relations and Advancement presenting the narrative for the 2023-2024 annual report and highlighting new additions that comply with the Ministry Binding Policy Directive.

The Board questioned the Vice-President, External Relationships regarding the format of the report.

Moved by Governor Ouellette

Seconded by Governor Dornan

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

9.2 Bill S211: Forced Labour and Child Labour in Supply Chains Act - Annual Reporting

The Board received a report from the Chief Financial Officer/VP, Administration and the Manager, Procurement about recent legislative changes that require eligible entities to complete an annual report on their supply chain policies and risks related to forced labour, modern slavery, and child labour. Additionally, the presenter discussed the steps taken to assess the risk for the College and the changes made to the College's procurement practices to ensure compliance.

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

Moved by Governor Pryce

Seconded by Governor Croft

"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." CARRIED

10. DISCUSSION ITEMS

10.1 Durham College and Ontario Tech University Academic Pathways Report for 2023-2024

The Board received a report from the Director, Institutional Research and Planning presenting the 2023-2024 pathway report providing an update on student mobility between Durham College and Ontario Tech University.

The Board questioned the Vice-President, Academic and the Director, Institutional Research and Planning concerning the results, articulation agreements with other institutions, and under what criteria (if any) would the institution say no to an articulation agreement.

10.2 Indigenization Efforts at Durham College

The Board received a report from the Dean, Students, Associate Vice-President, Communications and Marketing, the Associate Vice-President, Human Resources and Equity, the Associate Vice-President, Academic (Enrolment and International Education) and the Dean, Office of Research, Innovation, and Entrepreneurship regarding the history of Indigenization at the College, the work of the First Peoples Indigenous Centre and Indigenous Advisory Circle, and how

each member has taken steps to promote Indigeneity across various elements of their portfolios.

The Board questioned the presenters about various Indigenization efforts happening at the College.

11. INFORMATION ITEMS

There were no information items.

12. UPCOMING EVENTS

The Vice-Chair drew attention to the following upcoming event:

- Spring Convocation Ceremonies - June 17 to 20, 2024 – Tribute Communities Centre

During this portion of the meeting, the President advised there would be an installation during the first ceremony on June 17, 2024 and that Governors could now wear the gowns or hoods of their alma matters if they desired to do so. Additionally, the President advised the Board that a security briefing would be included in the invitation sent to Governors to indicate their attendance at the ceremonies.

13. 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 Wilson

Seconded by Governor Bosomworth

“That the Durham College Board of Governors move in-camera after a 10-minute recess.” CARRIED

The Board recessed at 7:20 p.m. and reconvened in-camera at 7:31 p.m.

The Board rose from the in-camera session at 7:55 p.m.

During the in-camera session the Board discussed recommendations from its Standing Committees and potential appointments to the Board.

14. ADJOURNMENT

With no further business, the meeting adjourned at 7:55 p.m.



**PUBLIC REPORT OF THE AUDIT AND FINANCE COMMITTEE
TO THE DURHAM COLLEGE BOARD OF GOVERNORS FOR CONSIDERATION AT
ITS PUBLIC MEETING HELD ON JUNE 12, 2024**

BACKGROUND

The Audit and Finance Committee met via videoconference on Tuesday, May 21, 2024.

SUMMARY

1. 2024-2025 Operating Budget and Cash Flow Projection

The Committee received a report from the Chief Financial Officer/VP, Administration presenting the 2024-2025 operating budget for approval. For 2024-2025, revenues and expenses are budgeted at \$261M (an 11.4% increase over last year). Additionally, the Chief Financial Officer/VP, Administration reported that the 2024-2025 budget targets to:

- Slightly reduce full-time post-secondary enrolments to 13,286 students in Fall 2024, a decrease of 1.1% over 2023-2024 actuals;
- Increase the employee complement by adding a net of twenty-eight additional full-time administrative and support positions, along with part-time funds to address the increasing needs stemming from added enrolment in 2023-2024 on the service areas, additional new programs, and increased recruitment efforts;
- Add nine new post-secondary programs; and,
- Invest \$334K in one-time strategic initiatives.

Furthermore, the Chief Financial Officer/VP, Administration spoke about projected enrolment targets, budget assumptions, risks and opportunities, projected cash flow, and short-term investments.

The Committee questioned the President and Chief Financial Officer/VP, Administration.

It is recommended that the following resolution be passed.



RESOLVED:

That based on Report FIN-2024-15:

1. The 2024-2025 operating budget be approved and posted publicly on the College's website; and,
2. That the approved 2024-2025 operating budget be submitted to the Ministry of Colleges and Universities by the deadline.

**Respectfully submitted,
Ian Murray, Chair, Audit and Finance Committee**

Report Number: BOG-2024-57

To: Board of Governors

From: Dr. Jean Choi, Vice-President, Academic

Date of Report: June 3, 2024

Date of Meeting: June 12, 2024

Subject: New Program of Instruction – Electric Drive Vehicle Technician

1. Purpose

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

Electric Drive Vehicle Technician

- Credential: Ontario College Diploma (OCD)
- Duration: Four semesters
- Faculty: Skilled Trades & Apprenticeship

2. Recommendation

It is recommended to the Durham College Board of Governors:

That in accordance with Report BOG-2024-57, the Electric Drive Vehicle Technician Ontario College Diploma program be approved.

3. Background

Graduates of the proposed Electric Drive Vehicle Technician OCD will be prepared for a career as an Electric Drive Vehicle Technician within the maintenance, service and repair sector for electric vehicles (EV), which includes plug-in hybrid electric vehicles (PHEV) and hybrid electric vehicles (HEV).

Students are introduced to the theoretical and practical fundamentals of automotive service, including EV operation and maintenance and enhance their knowledge and skills through specialized topics such as EV powertrain, energy storage systems, electric machines, power electronic modules, thermal management systems, power and digital electronics, electric vehicle sensors/actuators, electric vehicle low-voltage/high-voltage charging, and electric vehicle computer network communication. The proposed program is designed to

prepare graduates to apply problem solving strategies associated with software, firmware and hardware used in automotive EV architecture.

Throughout the program, students engage in project-based learning and extensive hands-on experience and interpersonal skills development through experiential learning opportunities with local community partners.

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

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

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

4. Discussion

Based on the environmental scan completed by Institutional Research and Planning, it is expected that the proposed Electric Drive Vehicle Technician program would be a beneficial addition to the College's program offerings due to:

- Significant public and private sector investment into EV manufacturing, which is likely to create jobs within the province of Ontario.
- Few Electric Drive Vehicle Technician diploma programs currently existing in the College of Applied Arts and Technology (CAAT) system.

5. Financial/Human Resource Implications

The proposed OCD will submit a Request for Approval for Funding to the Ministry of Colleges and Universities (MCU) for a base tuition of \$2,722.05.

The proposed new program breaks even in Year Two.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

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

8. Strategic Alignment

8.1 Strategic Fit

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

Academic Plan

Goal 1: Ensure Exceptional Quality in our Academic Programs

Goal 2: Enhance Exemplary Teaching and Learning Practices

Goal 3: Establish and Augment Internationalization and Global Engagement Initiatives

Strategic & Business plans

Pillar: Our Students

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

The proposed OCD will provide an opportunity for students to gain valuable knowledge and skills necessary to repair and maintain electric vehicles. Additionally, graduates of programs related to the service and repair of traditional vehicle systems may pursue the proposed program to continue their education in specialized knowledge of EV maintenance and repair.

Fit with Existing Programs

Durham College (DC) is proposing an Electric Drive Vehicle Technician OCD to be delivered in the Faculty of Skilled Trades and Apprenticeship. The proposed program will provide students with the technical knowledge necessary to diagnose, repair and service key components of high voltage electric and hybrid vehicles, including regenerative braking systems, EV powertrains, batteries, fuel cells and safety systems.

Electric/hybrid vehicles fall under the broad umbrella of motive power technology. Currently, there are only two programs (MTCU 46405 and 56405) offered that would be considered to be similar to the proposed Electric Drive Vehicle Technician OCD. Several CAATs, including DC, offer training in motive power technology as a one-year Motive Power Fundamentals Ontario College

Certificate (MTCU 46405) and/or a two-year Motive Power Technician OCD (MTCU 56405). One CAAT recently received ministry approval to offer an Electric Drive Vehicle stream under both MTCU codes, which launched in fall of 2023. OCD.

General Program Information

Proposed Program Title: Electric Drive Vehicle Technician

Proposed Credential: Ontario College Diploma

Academic Dean(s): Rebecca Milburn, Executive Dean

Faculty: Faculty of Skilled Trades & Apprenticeship

Date of Review by PPRC: May 8, 2024

MTCU Code: 56405 and 55613 (Program Description)

Weight and Funding Unit (as per APS table): Weight = 1.3, Funding = 2.6

Proposed Tuition: Year 1: \$2,722.00

Classification of Instructional Program (CIP) Code(s): 47.0614

NOC Code(s): 7321 (72410), 7333 (72422), 9522 (94200)

Proposed Implementation (Year)/Scheduled Intakes (F/W/S): 2025, Fall

Year 1 Enrolment: 40 students

Number of Sections, Y1: One

International Students Seat Allocation: Five

Number of Semesters: Four

Total Hours: 1,330

New or Replacement Program: New

Number of New FT/PT Faculty: One FT (1st year), Three PT (1st year), Three PT (2nd year)

Program Delivery Methods: Classroom, Lab, and Proto Electric Vehicle Lab

Laptop Requirement: No

New or Renovated Space Requirements: N/A

Total Capital Costs: \$0

1. Approval Stages

The following approval stages have been assessed for this program:

- ☒ Escan: Labour Market Analysis and for degrees: Student Demand
- ☒ Budget reviewed and approved by the Chief Financial Officer
- ☒ Presented to the Program Proposal Review Committee (DATE: May 8, 2024)
- ☒ New Program Proposal Summary reviewed by the Dean, Centre for Teaching and Learning
- ☒ New Program Proposal Summary reviewed and approved by Vice-President, Academic (DATE: May 22, 2024)
- ☒ New Program Proposal Summary reviewed and approved by President (DATE: June 3, 2024)

2. Program Overview

2.1 Program Description

Graduates of the proposed Electric Drive Vehicle Technician Ontario College Diploma (OCD) will be prepared for a career as an Electric Drive Vehicle Technician within the maintenance, service and repair sector for electric vehicles (EV), which includes plug-in hybrid electric vehicles (PHEV) and hybrid electric vehicles (HEV).

Students are introduced to the theoretical and practical fundamentals of automotive service, including EV operation and maintenance and enhance their knowledge and skills through specialized topics such as EV powertrain, energy storage systems, electric machines, power electronic modules, thermal management systems, power and digital electronics, electric vehicle sensors/actuators, electric vehicle low-voltage/high-voltage charging, and electric vehicle computer network communication. The proposed program is designed to prepare students to apply problem solving strategies associated with software, firmware and hardware used in automotive EV architecture.

Throughout the program, students engage in project-based learning and extensive hands-on experience and interpersonal skills development through experiential learning opportunities with local community partners.

Career Outcomes

Job Titles	Where Graduates Might Work
<ul style="list-style-type: none"> • Automotive Electric Service Technician • Electrical and Electronic Engineering Technician 	<ul style="list-style-type: none"> • Car Dealerships • Private Repair Shops • Parts Wholesale • Electric Vehicle Research and Design • Emergency Services

2.2 Vocational Program Learning Outcomes (MTCU# 56405 and 55613)

The following VLOs represent a combination of the codes [56405](#), Motive Power Technician and [55613](#), Electrical Engineering Technician. These new VLOs have been validated by the Credentials Validation Service.

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

1. Analyze, diagnose, and solve various faults in motive vehicle electrical systems in compliance with manufacturing specifications.
2. Diagnose and repair climate control and HVAC systems, and electrical, electronic, and personal safety components in compliance with manufacturers' recommendations.
3. Identify, inspect, and conduct tests on basic engine systems, drive train systems, suspension, steering and brake systems on both internal combustion powertrain and electrified vehicles to manufacturers' recommendations.
4. Select, disassemble and assemble electrified vehicle components to the required specifications under the supervision of a qualified person.
5. Select and use a variety of troubleshooting techniques and equipment to assemble, test, assess, analyze, modify and solve technical problems using AC/DC electronic circuits, instrumentation, and subsystems, while preparing and interpreting electrical schematics to fulfill requirements and specifications.
6. Document and communicate service and technical information such as repair or part requirements to improve customer service.
7. Assist in quality control and quality assurance programs and procedures.
8. Develop and use personal and professional strategies and plans to improve professional growth, job performance, and work relationships.
9. Complete work on electrified vehicles and components ethically and in compliance with occupational, health, safety, and environmental law, policies, and codes.
10. Install, test, and troubleshoot telecommunication systems under the supervision of a qualified person.

11. Build and apply electronic circuits according to manufacturers' recommendations.

12. Perform fault retrieval, fault identification, and troubleshooting on electric drive systems using appropriate diagnostic equipment.

Admission Requirements

Ontario Secondary School Diploma (OSSD) or Mature Student Status

AND

Grade 12 Math (C or U)

Grade 12 English (C or U)

2.3 Laddering Opportunities

Locale/Site	Programs that Feed into Proposed Program	Programs Graduates may consider for further education
Within school	<ul style="list-style-type: none"> Trades Fundamentals (Ontario College Certificate (OCC)) Electrical Techniques (OCC) Automotive Technician – Service and Management (OCD) Various apprenticeship programs 	<ul style="list-style-type: none"> Electrical Engineering Technician (OCD) Automotive Technician – Service and Management (OCD)
Within the college	<p>LS</p> <ul style="list-style-type: none"> General Arts and Science – General Certificate (OCC) General Art and Science – Science and Engineering Preparation (OCC) <p>SEIT</p> <ul style="list-style-type: none"> Science and Engineering Fundamentals (OCC) 	<p>SEIT</p> <ul style="list-style-type: none"> Electronics Engineering Technician (OCD) Electronics Engineering Technology (Ontario College Advanced Diploma (OCAD)) Electromechanical Engineering Technology (OCAD) Mechanical Engineering Technician (OCD) Mechanical Engineering Technology (OCAD) Honours Bachelor of Construction Management <p>BUS</p> <ul style="list-style-type: none"> Entrepreneurship and Small Business – Business (OCD) Project Management (Ontario College Graduate Certificate (OCGC))
External to the college	<ul style="list-style-type: none"> GAS or fundamental programs from CAAT institutions 	<ul style="list-style-type: none"> Automotive engineering

Locale/Site	Programs that Feed into Proposed Program	Programs Graduates may consider for further education
	<ul style="list-style-type: none"> Other apprenticeship and Automotive Technician programs 	

2.4 Differentiation Within Durham College (DC)

The proposed Electric Drive Vehicle Technician OCD provides students with the technical and theoretical knowledge necessary to diagnose, repair, and service key components of high voltage electric/hybrid vehicles including regenerative braking systems, EV powertrains, batteries, fuel cells and safety systems.

Electric/hybrid vehicles fall under the broad umbrella of motive power technology. Currently, there are only two programs (MTCU 46405 and 56405) offered that would be considered to be similar to the proposed Electric Drive Vehicle Technician OCD. Several CAATs, including DC, offer training in motive power technology as a one-year Motive Power Fundamentals OCC (MTCU 46405) and/or a two-year Motive Power Technician OCD (MTCU 56405). One CAAT recently received ministry approval to offer an Electric Drive Vehicle stream under both MTCU codes, which launched in fall of 2023.

The following tables present the graduate count, employment rate and employment rate for related programs currently offered at DC:

Ministry Title: Motive Power Technician (56405)

Related Programs at Durham College – Motive Power Technology, Diploma (MTCU 56405)					
Program		Key Performance Indicator	Reporting Year		
Banner Code	MTCU Code		2018-19	2019-20	2020-21
MPTN	56405	Graduate Count	24	35	34
		Employment Rate	88.9%	80.0%	100.0%
		Employment Rate in a Related Field	66.7%	50.0%	66.7%

Ministry Title: Mechanical Engineering Technician (51007)

Related Programs at Durham College – Mechanical Engineering Technician, Diploma (MTCU 51007)					
Program		Key Performance Indicator	Reporting Year		
Banner Code	MTCU Code		2018-19	2019-20	2020-21

METC	51007	Graduate Count	50	76	71
		Employment Rate	80.0%	80.0%	75.0%
		Employment Rate in a Related Field	30.0%	60.0%	0.0%

Ministry Title: Mechanical Engineering Technology (61007)

Related Programs at Durham College – Mechanical Engineering Technology, Advanced Diploma (MTCU 61007)					
Program		Key Performance Indicator	Reporting Year		
Banner Code	MTCU Code		2018-19	2019-20	2020-21
METY	61007	Graduate Count	41	45	33
		Employment Rate	92.3%	100.0%	N/A
		Employment Rate in a Related Field	61.5%	88.9%	N/A

Ministry Title: Electromechanical Engineering Technology (61021)

Related Programs at Durham College – Electromechanical Engineering Technology, Advanced Diploma (MTCU 61021)					
Program		Key Performance Indicator	Reporting Year		
Banner Code	MTCU Code		2018-19	2019-20	2020-21
EMTY	61021	Graduate Count	19	17	23
		Employment Rate	100.0%	100.0%	85.7%
		Employment Rate in a Related Field	66.7%	60.0%	42.9%

Ministry Title: Electronics Engineering Technician (55203)

Related Programs at Durham College – Electronics Engineering Technician, Diploma (MTCU 55203)					
Program		Key Performance Indicator	Reporting Year		
Banner Code	MTCU Code		2018-19	2019-20	2020-21
ELTC	55203	Graduate Count	10	12	28
		Employment Rate	66.7%	N/A	

		Employment Rate in a Related Field	66.7%	
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Ministry Title: Electronics Engineering Technology (65203)

Related Programs at Durham College –Electronics Engineering Technology, Advanced Diploma (MTCU 65203)					
Program		Key Performance Indicator	Reporting Year		
Banner Code	MTCU Code		2018-19	2019-20	2020-21
ELTY	65203	Graduate Count	23	13	8
		Employment Rate	80.0%	100.0%	0.0%
		Employment Rate in a Related Field	40.0%	100.0%	0.0%

3. Program of Study

This program is designed in modular format to maintain alignment with DC's current motive power program offering.

YEAR 1		YEAR 2		
Semester 1	Semester 2	Semester 3	Semester 4	
14	14	14	14	
MOD 1: Auto Basic Skills (6C + 6L) 5-week module Runs Weeks 1-5	MOD 1: Auto Motive Power Engines 1 (6C + 6L) 4-week module Runs Weeks 1-4	MOD 1: Electric Vehicle Facility Safety (8C + 6L) 1 week module Runs Week 1	MOD 1: Electric Vehicle Directional Control Systems (8C + 6L) 3-week module Runs Weeks 1-3	
MOD 2: Auto Workshop Practices 1 (6C + 6L) 4-week module Runs Weeks 6-9	MOD 2: Auto Drive Line Performance 1 (6C + 6L) 3-week module Runs Weeks 5-7	MOD 2: EV Electrical, Electric Drive & Energy Storage Systems (8C + 6L) 7-week module Runs Weeks 2-8	MOD 2: Electric Vehicle Propulsion (8C + 6L) 4-week module Runs Weeks 4-7	
MOD 3: Auto Directional and Control Systems 1 (6C + 6L) 5-week module Runs Weeks 10-14	MOD 3: Auto Electricity and Electronics (6C + 6L) 4-week module Runs Weeks 8-11	MOD 3: Electric Vehicle Networking (8C+6L) 3-week module Runs Weeks 9-11	MOD 3: EV Heating Ventilation & Air Conditioning Systems (8C + 6L) 3-week module Runs Weeks 8-10	
Introduction to EV Safety and Industry Trends (3C) 14 weeks	MOD 4: Auto Engine Performance (6C + 6L) 3-week module Runs Weeks 12-14	MOD 4: Hybrid Engine Performance (8C + 6L) 3-week module Runs Weeks 12-14	MOD 4: Electric Vehicle Service and Diagnostic (8C + 6L) 4-week module Runs Weeks 11-14	
Computer Information and Trade Software (3C) 14 weeks	Electric Vehicle Technology (2C + 2L) 14 weeks	Environmental and Legislative Impact of EV (3C) 14 weeks	Business Planning and Analysis (2C) 14 weeks	
Mathematics 1 (2C) 14 weeks	Trade Math (2C) 14 weeks	Auto Business 2 (3C) 14 weeks	EV Capstone Project (4C) 14 weeks	
	Auto-Interpersonal Skills (2C) 14 weeks			
GNEC (3C) 14 weeks	Auto Business 1 (3C) 14 weeks			
Communication Foundations (2C + 10) 14 weeks		GNEC (3C) 14 weeks	GNEC (3C) 14 weeks	
Total Hours: 364	Total Hours: 322	Total Hours: 322	Total Hours: 322	
26 hours per week	23 hours per week	23 hours per week	23 hours per week	
Automotive Techniques	Electric Vehicle Systems and High Voltage Safety	Automotive Systems	Business Acumen	Automotive/EV/HEV Diagnosis & Repair
Total Hours: 1330				

Course Descriptions

Semester 1

Course Title: Auto Basic Skills ([Module 1: Weeks 1-5](#))

Course description: Explore the automotive industry, fundamental trade skills, and safety protocols while analyzing the Workplace Hazardous Materials Information System (WHMIS), Occupational Health and Safety regulations, the use of essential tools, and performing their operations. Interpret automotive service information related to servicing and repairing vehicles. Additionally, identify the functionality of major automotive components and systems.

Instructional Setting: Classroom 6 hrs/wk, Lab 6 hrs/wk

Total Hours (Semester): 60

Course Title: Auto Workshop Practices 1 ([Module 2: Weeks 6-9](#))

Course description: Determine component and system failures, and the repair procedures for bearings, seals, and fasteners. Analyze and apply different types of repair methods with appropriate tools and equipment for automotive maintenance and repair.

Instructional Setting: Classroom 6 hrs/wk, Lab 6 hrs/wk

Total Hours (Semester): 48

Course Title: Auto Directional and Control Systems 1 ([Module 3: Weeks 10-14](#))

Course description: Analyze the purpose, construction, fundamentals, and practical uses of various vehicles. Prepare to inspect, test and repair suspension systems, steering systems, and tire and rim components demonstrating the application of both theoretical and practical vehicle maintenance.

Instructional Setting: Classroom 6 hrs/wk, Lab 6 hrs/wk

Total Hours (Semester): 60

Course Title: Introduction to EV Safety and Industry Trends

Course description: Explore high voltage safety awareness important to electric vehicles (EV) and hybrid vehicles, including safety measures, hazard guidelines, and critical information for first responders. Discuss the latest advancements and emerging technologies in vehicle electrification and alternative fuel vehicles. Recognize and differentiate between EV manufacturers' brands and product lines, while utilizing vehicle identification and manufacturers' service information. Develop ways to categorize the diverse range of electrified vehicle propulsion systems accurately.

Instructional Setting: Classroom 3 hrs/wk

Total Hours (Semester): 42

Course Title: Mathematics 1

Course description: Develop a fundamental understanding of trade-related calculations. Solve problems using fractions, decimals, algebraic equations,

geometric calculations, and Pythagorean Theorem for right-angled trigonometry.

Instructional Setting: Classroom 2 hrs/wk

Total Hours (Semester): 28

Course Title: Computer Information and Trade Software

Course description: Develop the necessary computer skills related to computer technology, information management, and trade software within the automotive service and repair industry. Discover how trade software is utilized in automotive service and repair.

Instructional Setting: Classroom 3 hrs/wk

Total Hours (Semester): 42

Course Title: Communication Foundations

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

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

Total Hours (Semester): 42

Semester 2

Course Title: Auto Motive Power Engines 1 ([Module 1: Weeks 1-4](#))

Course description: Examine the purposes, construction and operational principles of internal combustion engines. Engage in practical learning involving engine disassembly and re-assembly procedures, detailed instructions for inspecting and testing engine cooling systems, and inspecting and testing belts and pulleys. Hands-on experience with engine test equipment will provide guidance through the initial start-up procedures of vehicles.

Instructional Setting: Classroom 6 hrs/wk, Lab 6 hrs/wk

Total Hours (Semester): 48

Course Title: Auto Drive Line Performance 1 ([Module 2: Weeks 5-7](#))

Course description: Examine the purposes, construction and operational principles of drive line systems. Analyze the basic functions of push-type clutches, flywheel assemblies, manual transmissions, and transaxles. Explore basic gear theory, manual transmission and transaxle inspection, and testing and diagnostic procedures of drive line systems.

Instructional Setting: Classroom 6 hrs/wk, Lab 6 hrs/wk

Total Hours (Semester): 36

Course Title: Auto Electricity and Electronics ([Module 3: Weeks 8-11](#))

Course description: Explore the purpose, operational principles, and applications of electrical concepts through hands-on inspection and testing of diagnostic equipment within the automotive domain. Interpret design, function and evaluation of batteries with circuit calculations. Practice the application of wiring schematics, the identification and location of electrical components, and tracing of electrical circuits.

Instructional Setting: Classroom 6 hrs/wk, Lab 6 hrs/wk

Total Hours (Semester): 48

Course Title: Auto Engine Performance ([Module 4: Weeks 12-14](#))

Course description: Examine engine performance with the combustion process of fuels. Practice intake and exhaust systems through hands-on training. Identify and locate emission control components, and conduct inspections and tests on diesel fuel systems.

Instructional Setting: Classroom 6 hrs/wk, Lab 6 hrs/wk

Total Hours (Semester): 36

Course Title: Auto-Interpersonal Skills

Course description: Develop essential communication and interaction abilities specifically tailored for the automotive industry. Demonstrate interpersonal skills that are crucial for career success as a mechanic, a service advisor, or as part of an automotive team. Use practical insights and techniques to enhance professional relationships, resolve conflicts, and create a positive workplace environment.

Instructional Setting: Classroom 2 hrs/wk

Total Hours (Semester): 28

Course Title: Electric Vehicle Technology

Course description: Examine electric vehicle charging standards, DC-DC charging, power inverters, Low-Voltage (LV) and High-Voltage (HV) energy storage systems, and regenerative braking systems. Analyze Hybrid and electric drive system integration, hybrid engine and driveline technology, and hydrogen fuel cells electric drive assembly. Evaluate and apply shop safety and regulations around high voltage components. Describe basic functionalities of an electric and hybrid vehicle.

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

Total Hours (Semester): 56

Course Title: Trade Math

Course description: Solve fundamental mathematics including fractions, decimals, inequalities, conversions and geometry. Calculate mathematical formulations involving voltage, resistance, current, force, pressure and gear ratios, using data obtained by various automotive measuring devices and apparatuses.

Instructional Setting: Classroom 2 hrs/wk

Total Hours (Semester): 28

Pre-requisite: Mathematics 1

Course Title: Auto Business 1

Course description: Examine the Automotive Service and Management core fundamentals of business within an entrepreneurial context. Outline the fundamentals of business, how business is organized, types of ownership, and the Canadian laws pertaining to business (overview). Analyze the components of a Business plan with an automotive theme.

Instructional Setting: Classroom 3 hrs/wk

Total Hours (Semester): 42

Semester 3

Course Title: Electric Vehicle Facility Safety ([Module 1: Weeks 1](#))

Course description: Examine safety protocols when working with electric and hybrid vehicle components. Outline how to safely use vehicle-specific service information is essential for pinpointing risks and hazards unique to these vehicles. Apply instruction of inspecting and testing personal protective equipment (PPE), disabling high voltage systems, lifting and jacking vehicles, and implementing general lockout procedures. Develop proficiency in maintaining safety standards of electric and hybrid vehicles by combining hands-on practice with theoretical knowledge.

Instructional Setting: Classroom 8 hrs/wk, Lab 6 hrs/wk

Total Hours (Semester): 14

Pre-requisites: Introduction to EV Safety and Industry Trends, Electric Vehicle Technology

Course Title: EV Electrical, Electric Drive & Energy Storage Systems ([Module 2: Weeks 2-8](#))

Course description: Analyze the safety, maintenance, and operation of energy storage system fundamentals, high voltage battery basics, charging standards, battery thermal management systems, and regenerative brake systems. Examine wiring schematics, locating 12-volt electrical components, and tracing electrical circuits maintaining safety standards. Test electromagnetic devices, locate high voltage components, and inspect high voltage cabling insulation with hands-on learning and theoretical knowledge.

Instructional Setting: Classroom 8 hrs/wk, Lab 6 hrs/wk

Total Hours (Semester): 98

Pre-requisites: Introduction to EV Safety and Industry Trends, Electric Vehicle Technology

Course Title: Electrical Vehicle Networking ([Module 3: Weeks 9-11](#))

Course description: Examine electric vehicle control module communications, digital storage oscilloscopes (DSO), controller area network binary unit systems (CANBUS), Flex Ray, LIN BUS, and MOST communication systems. Explore circuits used by these communication systems. Demonstrate how communication systems communicate and relate

to electric and hybrid vehicles, common system symptoms, and general testing procedures.

Instructional Setting: Classroom 8 hrs/wk, Lab 6 hrs/wk

Total Hours (Semester): 42

Pre-requisites: Introduction to EV Safety and Industry Trends, Electric Vehicle Technology

Course Title: Hybrid Engine Performance ([Module 4: Weeks 12-14](#))

Course description: Examine the application of wiring schematics, locating electrical components, and tracing electrical circuits. Explore the purpose, construction, and applications of electronic devices, combustion of fuels, intake and exhaust systems, and emission control systems. Use hybrid safety precautions and accessing OEM procedures for various manufactures.

Instructional Setting: Classroom 8 hrs/wk, Lab 6 hrs/wk

Total Hours (Semester): 42

Pre-requisites: Introduction to EV Safety and Industry Trends, Electric Vehicle Technology

Course Title: Auto Business 2

Course description: Examine automotive business ownership within an entrepreneurial context. Outline the fundamental principles of an automotive business and prepare to create a business plan.

Instructional Setting: Classroom 3 hrs/wk

Total Hours (Semester): 42

Course Title: Environmental and Legislative Impact of EV

Course description: Analyze environmental impact and legislation of electric and alternative fuel automobiles. Discuss environmental issues and environmental factors within the automotive industry. Evaluate individual environmental footprint and an automobiles' environmental footprint. Determine how to manage the automobiles' footprint and to reduce an individual footprint.

Instructional Setting: Classroom 3 hrs/wk

Total Hours (Semester): 42

Pre-requisite: Auto Business 1

Semester 4

Course Title: Hybrid Engine Performance ([Module 1: Weeks 1-3](#))

Course description: Explore driveline components, suspensions, wheel assemblies, brakes, vehicle stability systems, and alignments of electric vehicles. Analyze Advance Driver Assistance Systems (ADAS). Use vehicle-specific procedures for testing, repair, and calibration, and classifying the functionalities of these systems to identify how each system (if equipped) may interact.

Instructional Setting: Classroom 8 hrs/wk, Lab 6 hrs/wk

Total Hours (Semester): 42

Pre-requisites: Introduction to EV Safety and Industry Trends, Electric Vehicle Technology

Course Title: Electric Vehicle Propulsion ([Module 2: Weeks 4-7](#))

Course description: Explore electrical machines and drives, DC motors, phased AC motors, generator fundamentals, and hybrid transmissions and controllers of electric vehicles. Examine the purposes, construction, and operational principles of circuits used by these components. Recognize how these systems communicate and relate to electric and hybrid vehicles, while acquiring knowledge about common system symptoms and general testing procedures.

Instructional Setting: Classroom 8 hrs/wk, Lab 6 hrs/wk

Total Hours (Semester): 56

Pre-requisites: Introduction to EV Safety and Industry Trends, Electric Vehicle Technology

Course Title: EV Heating Ventilation & Air Conditioning Systems ([Module 3: Weeks 8-10](#))

Course description: Examine thermal management systems, original equipment manufacturer (OEM) service and maintenance, and passenger compartment air conditioning, heating, and ventilation systems (HVAC) of electric vehicles and hybrid vehicles. Identify the thermal management system in electric and hybrid vehicles. Recognize vehicle-specific maintenance tasks through hands-on learning.

Note: Ozone Depletion Prevention (ODP) certification for handling refrigerants is required prior to this module or can be completed during the first week of the module.

Instructional Setting: Classroom 8 hrs/wk, Lab 6 hrs/wk

Total Hours (Semester): 42

Pre-requisites: Introduction to EV Safety and Industry Trends, Electric Vehicle Technology

Course Title: Electric Vehicle Propulsion ([Module 4: Weeks 11-14](#))

Course description: Examine preventive and corrective maintenance for electric and hybrid vehicle systems. Apply diagnostic scan tools and high voltage testing meters. Identify faults related to the electric vehicle control module, “No-Ready” scenarios, battery system issues, and inverter problems. Demonstrate diagnostic testing across major vehicle systems, following general safety practices and utilizing personal protective equipment, specified diagnostic tools, meters, high-voltage shop equipment, and manufacturer service information. Create appropriate documentation and service reports to support diagnostic work.

Instructional Setting: Classroom 8 hrs/wk, Lab 6 hrs/wk

Total Hours (Semester): 56

Pre-requisites: Introduction to EV Safety and Industry Trends, Electric Vehicle Technology

Course Title: Business Planning and Analysis

Course description: Explore the role of entrepreneurship in Canada as a business owner in the automotive industry. Analyze the similarities and differences among entrepreneurs while preparing for an entrepreneurial role to generate a new business venture. Prepare a comprehensive business plan and report on the steps and materials necessary to lead up to the starting date of the business.

Instructional Setting: Classroom 2 hrs/wk

Total Hours (Semester): 28

Pre-requisite: Auto Business 2, Environmental and Legislative Impact of EV

Course Title: EV Capstone Project

Course description: Apply accumulated knowledge and skills to real-world scenarios in the electric vehicle (EV) industry. Synthesize learning from previous coursework in electric and hybrid vehicle technology with a hands-on, project-based experience.

Instructional Setting: Classroom 4 hrs/wk

Total Hours (Semester): 56

3.1 Work Integrated and Experiential Learning

Experiential Learning Opportunities Aligned with SMA3 Definition

- Capstone (solving a real problem through applied research)
- Industry or Community Agency-Sponsored Research Project
- Service Learning (bridges community service and required for a course)
- Faculty-led Study Abroad

Students engage in a 56-hour EV capstone project in the fourth semester of the program. This is consistent with the one CAAT currently delivering a similar Electric Drive Vehicle Technician program.

The Auto Business 1, Auto Business 2, Business Planning and Analysis, and the EV Capstone Project courses provide students with applied research opportunities.

4. Strategic Alignment

4.1 Strategic Fit

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

Academic Plan

Goal 1: Ensure Exceptional Quality in our Academic Programs

Goal 2: Enhance Exemplary Teaching and Learning Practices

Goal 3: Establish and Augment Internationalization and Global Engagement Initiatives

Strategic Plan & Business Plan

Pillar: Our Students

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

The proposed OCD will provide an opportunity for students to gain valuable knowledge and skills necessary to repair and maintain electric vehicles. Additionally, graduates of programs related to the service and repair of traditional vehicle systems may pursue the program to continue their studies in specialized knowledge of Electric and Hybrid vehicle maintenance and repair.

4.2 Fit with Existing Ontario College and University Programs

DC is proposing to offer an Electric Drive Vehicle Technician OCD in the Faculty of Skilled Trades and Apprenticeship. The proposed program will provide students with the technical knowledge necessary to diagnose, repair and service key components of high voltage electric and hybrid vehicles, including regenerative braking systems, EV powertrains, batteries, fuel cells and safety systems.

EVs fall under the broad umbrella of motive power technology. Several CAATs, including DC, offer training in motive power technology as a one-year Motive Power Fundamentals OCC (MTCU 46405) and/or a two-year Motive Power Technician OCD (MTCU 56405). One CAAT recently received ministry approval to offer an Electric Drive Vehicle stream under both MTCU 46504 and MTCU 56405, which launched in Fall of 2023. These two programs are currently the most similar to the proposed Electric Drive Vehicle Technician OCD.

The following CAATs currently have ministry approval to offer Motive Power Technician OCD and/or Electric Drive Vehicle Technician OCD:
The following table details the Immigration Case Management OCGC programs that are approved to be offered at Ontario CAATs.

APS Title	Marketing Title	Program Approval
Motive Power Technician	Motive Power Technician	Sept 1992
Motive Power Technician – Diesel Equipment and Truck	Motive Power Technician – Diesel Equipment and Truck	Sept 2017
Techniques des véhicules automobiles	N/A	Sept 2008
Techniques des véhicules à moteur - camions et autobus	Motive Power Technician – Truck and Coach	Sept 2018

APS Title	Marketing Title	Program Approval
Motive Power Technician – Service and Management	Motive Power Technician – Service and Management – Automotive	Sept 2001
Motive Power Technician – Truck & Coach	Motive Power Technician – Truck & Coach	Sept 2010
Motive Power Technician	Motive Power Technician	Sept 2002
Motive Power Technician – Turf Operations Equipment	N/A	Sept 2015
Motive Power Technician	Automotive – Motive Power Technician (optional co-op)	Sept 2009
Motive Power – Truck and Coach Technician	Truck and Coach Technician (optional co-op)	Sept 2014
Motive Power – Heavy Duty Equipment Technician	Heavy Duty Equipment Technician (optional co-op)	Sept 2014
Motive Power Technician – Heavy Duty Equipment	Motive Power Technician – Heavy Duty Equipment (Optional Co-op)	Sept 2011
Motive Power Technician – Automotive Service	Motive Power Technician – Automotive Service	Sept 2011
Motive Power Technician – Truck and Coach	Motive Power Technician – Truck and Coach	Sept 2011
Motive Power Technician – Motorcycle and Power Sport Vehicles	N/A	Sept 2011
Motive Power Technician – Service and Management	Motive Power Technician – Service and Management	Sept 1998
Motive Power Technician – Automotive	Motive Power Technician (Automotive)	Nov 1994
Motive Power Technician - Diesel	Motive Power Technician (Diesel)	Feb 1994
Motive Power Technician – Service and Management	Motive Power Technician – Service and Management	Sept 2005
Motive Power Technician	Motive Power Technician	Sept 2005
Motive Power Technician - Automotive	Motive Power Technician – Automotive Service	May 2000
Motive Power Technician – Automotive Service	Motive Power Technician – Automotive Service	Sept 2010
Motive Power Technician – Heavy Equipment	Motive Power Technician – Heavy Equipment	Sept 2010
Motive Power Technician – Advanced Repair	Motive Power Technician – Advanced Repair	Aug 2008
Motive Power Technician	N/A	Sept 2005
Motive Power Technician – Recreational and Sport Vehicles	Motive Power Technician – Recreational and Sport Vehicles (Optional Co-op)	Sept 2022
Motive Power Technician	Motive Power Technician	Feb 1994
Electric Drive Vehicle Technician	Electric Drive Vehicle Technician	N/A

Source: APS-MTCU table (June 2023)

Suspensions and Cancellations

Although suspensions appear high, many of the CAATs who have cancelled programs under this MTCU code maintain approval for a different stream of the program:

APS Title	Status	Program Start	Program Cancellation
Motive Power Technician – Marine and Small Powered Equipment	C	Sept 2005	Oct 2018
Motive Power Technician	C	Dec 2009	Dec 2009
Motive Power Technician - Administration	C	Oct 2009	June 2022
Petroleum and Automotive Management	C	Mar 1986	Mar 1986
Motive Power Technician	C	Sept 2007	Sept 2014
Motive Power Technician (core)	C	May 2014	Sept 2014
Techniques des véhicules automobiles	S	Sept 1998	N/A
Motive Power Technician – Service and Management (year 1)	C	Sept 1998	Sept 2016
Motive Power Engineering Technician	C	Mar 1986	Mar 1986
Motive Power Operations - Automotive	C	Sept 1999	Sept 2004
Motive Power Technician – Service and Management	C	Sept 1998	Sept 2015
Motive Power Technician – Marine and Leisure Equipment	C	Jan 1986	Dec 1986

Source: APS-MTCU table (June 2023)

5. Labour Demand and Graduate Employment Possibilities

Based on the analysis of labour market data and the program mix at DC, it is expected that the proposed Electric Drive Vehicle Technician OCD will enhance DC's program offerings due to:

- Significant public and private sector investment into EV manufacturing which will create jobs within the province of Ontario.
- Few Electric Drive Vehicle Technician diploma programs currently existing in the College of Applied Arts and Technology (CAAT) system.

5.1 Labour Market Analysis

As described by the Government of Ontario, an EV is any vehicle that is either partially or fully powered by electricity, and which plugs in to recharge¹. This is in contrast to “traditional” vehicles which are powered by an internal combustion engine.

As a result of the effects of greenhouse gas emissions from traditional vehicles, there is worldwide recognition that these emissions must be reduced to protect the environment. EVs are powered by an electric motor and battery, which significantly reduces or entirely eliminates the emission of greenhouse gases².

There are several different types of EVs. Battery Electric Vehicles (BEVs) are powered solely by a battery and electric motor and produce zero tailpipe emissions. Plug-In Hybrid Electric Vehicles (PHEVs) run on electricity as a main power source but also have an internal combustion engine as a back-up power source, allowing the vehicle to run on gasoline when the battery is low. Finally, Hydrogen Fuel Cell Vehicles (HFCVs) are an emerging technology in which the vehicle is powered by electricity generated from hydrogen gas³.

The Government of Canada classifies BEVs, PHEVs, and HFCVs to all be zero-emission vehicles (ZEVs)⁴. As a part of its plan to reduce greenhouse gas emissions by 40 per cent by 2030, compared to 2005, the Government of Canada proposed a new ZEV sales mandate in 2022, which requires that at least 20% of new light-duty vehicles offered for sale be ZEVs by 2026, with this target increasing to 60% by 2030 and 100% by 2035. In 2022, 8.9% of new light duty vehicles sold in Canada were ZEVs, up from 5.6% in 2021⁵. To achieve these targets, significant investment into ZEV manufacturing, charging infrastructure, and upgrading of service stations is needed⁶.

Since 2020, the Canadian and Ontario governments have attracted over \$17 billion in investments by global automakers and suppliers of electric vehicles and battery materials⁷, including significant investments in the creation of new EV manufacturing plants and conversion of existing automotive plants.

Investment in EV infrastructure and manufacturing is projected to create substantial job growth within the clean energy sector⁸. Since 2010, the clean energy sector has been the third fastest growing sector in the Canadian

¹ Government of Ontario, Low Carbon Vehicles and Electric Vehicles, <https://www.ontario.ca/page/low-carbon-vehicles-and-electric-vehicles>

² US Bureau of Labour Statistics, Careers in Electric Vehicles, https://www.bls.gov/green/electric_vehicles/

³ Government of Ontario, Low Carbon Vehicles and Electric Vehicles, <https://www.ontario.ca/page/low-carbon-vehicles-and-electric-vehicles>

⁴ Environment and Climate Change Canada, <https://www.canada.ca/en/environment-climate-change/news/2022/12/proposed-regulated-sales-targets-for-zero-emission-vehicles.html>

⁵ Jarratt (2023), <https://electricautonomy.ca/2023/04/24/zev-market-share-canada>

⁶ Clean Energy Canada Report (2019)

⁷ Government of Ontario, <https://news.ontario.ca/en/release/1002817/canada-and-ontario-welcome-historic-investment-from-volkswagen>

⁸ Clean Energy Report (2019)

economy, with clean transport being the fastest growing industry within this sector. By 2030 it is expected that gross-domestic product and investment in the clean transport industry will grow by roughly 5% annually, with an associated increase in the number of jobs by an estimated 3.6%. During this period, it is expected that approximately 160,000 jobs will be created in the clean energy sector with most of these jobs being in the clean transportation industry. More specifically, the EV industry is predicted to grow 28% annually and create 14 times more jobs in 2030 than there were in 2020.

As the prevalence of EVs increases, so will the demand for technicians capable of repairing and maintaining these vehicles. While much of the routine maintenance and repair can be done by individuals trained to work on traditional vehicles, specialized training is required to work on the high-voltage electric components of EVs, namely their batteries, motors, and regenerative braking systems⁹. Currently, the certification of mechanics is a responsibility of the Ministry of Labour in Ontario. As a compulsory trade, prospective Automotive Service Technicians must go through an apprenticeship training program or a recognized postsecondary program and pass a certificate of qualification examination.

In addition to training new/prospective workers on the repair and maintenance of EVs, upskilling existing Automotive Service Technicians will be a critical part of meeting the demand for technicians capable of working on electric/hybrid vehicles. Currently, the certification of mechanics is a responsibility of the Ministry of Labour in Ontario. As a compulsory trade, prospective Automotive Service Technicians must go through an apprenticeship training program or a recognized postsecondary program and pass a certificate of qualification examination.

There is currently limited training in EV maintenance and repair offered as an Ontario post-secondary credential.

Associations and Affiliations

- National Automotive Parts Association (NAPA)
- EVfriendly
- Electric Autonomy Canada
- Electric Vehicle Society
- National Automotive Trades Association (NATA)
- Automotive Industries Association of Canada (AIA Canada)
- Skilled Trades Ontario

Certifications

- NAPA: Electric Vehicle Training and Certification Program
- EVfriendly: EVfriendly-Certified Mechanical Repair Facility

Employment Projections

⁹ US Bureau of Labour Statistics, Careers in Electric Vehicles, https://www.bls.gov/green/electric_vehicles/

Currently there are no National Occupation Classification (NOC) categories specific to EV vehicles; however, occupations with high affinity to the proposed Electric Drive Vehicle Technician OCD are embedded within a wide range of occupation codes related to automotive and electrical service, maintenance and repair more broadly. Although the following section provides information on broad NOC codes in which EV jobs could be included, it is important to note that these may not fully or accurately capture the full labour market outlook for graduates of the proposed OCD. Three key NOC codes were identified: 7321, 7333, and 9522.

- 7321 (2016) – Automotive service technicians, truck and bus mechanics and mechanical repairers (e.g., automotive service apprentice/technician, electric/hybrid vehicle mechanic) is equivalent to 72410 (2021) Automotive service technicians, truck and bus mechanics and mechanical repairers
- 7333 (2016) – Electrical Mechanics (e.g., electric motor systems technician, electric motor repairer and tester, electrical equipment mechanic) is equivalent to 72422 (2021) Electrical Mechanics
- 9522 (2016) – Motor vehicle assemblers, inspectors and testers (e.g., battery installer, electrical testing technician – motor vehicle manufacturing, electrical quality assurance inspector- motor vehicle manufacturing) is equivalent to 94200 (2021) Motor vehicle assemblers, inspectors and testers

National Labour Market Outlook

Occupational Classification: National

Wages, occupation statistics and employment outlooks for relevant occupations in Canada related to electric drive vehicle technicians are shared in the table below.

Wages, Occupational Statistics and Employment Outlook (National)					
NOC Code - Occupation	Median Wage ¹⁰	Employment in 2021	Median Age in 2021	Average Retirement Age in 2021	Outlook to 2031 ¹¹
7321 – Automotive service technicians, truck and bus mechanics and mechanical repairers	\$27.50	129,200	40	63	Balanced
7333 – Electrical Mechanics	\$28.30	33,400	43	66	Balanced
9522 – Motor vehicle assemblers, inspectors and testers	\$27.35	53,000	43.6	63	Shortage

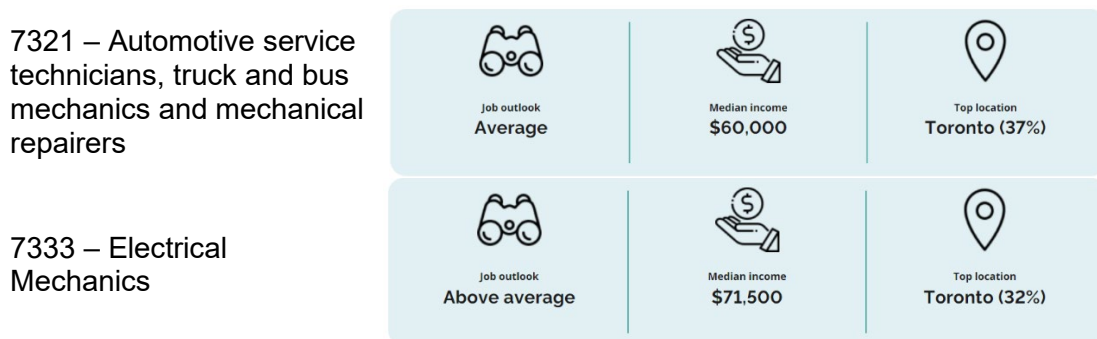
Source: Employment and Social Development Canada <https://occupations.esdc.gc.ca/sppc-cops>; Government of Canada Job Profiles www.jobbank.gc.ca/marketreport/outlook, accessed June 2023

The median wages for all selected occupations are approximately the same as the national average for all occupations. A labour market shortage is projected for Motor Vehicle Assemblers, Inspectors and Testers; however, a balanced labour market is projected for the other two occupations through to 2031.

Provincial Labour Market Outlook

Occupational Classification: Provincial

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



¹⁰ Average Wages - All occupations = \$ 27.88 (October 2022, Labour Force Survey)

¹¹ Definitions correspond to national labour market data taken from the Department of Employment and Social Development Canada (ESDC) and are based on the Canadian Occupational Projections System (COPS).

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

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

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

9522 – Motor vehicle assemblers, inspectors and testers



Job outlook
Average



Median income
\$51,600



Top location
Kitchener - Waterloo -
Barrie (30%)

Source: MCU Ontario Job Profiles, accessed: March 2024,
<https://www.services.labour.gov.on.ca/labourmarket>

The median annual income for Automotive Service Technicians, Truck and Bus Mechanics and Mechanical Repairers and Electrical Mechanics is higher than the Ontario Average of \$55,121. The outlook for Electrical Mechanics is above average which means the likelihood of finding stable work in this field is high.

Government of Ontario job profile statistics for the relevant occupations are shared in the table below:

Provincial Summary Job Profile Statistics					
NOC Code - Occupation	Males	Females	Full-Time	Part-Time	Self-Employed
7321 – Automotive service technicians, truck and bus mechanics and mechanical repairers	98%	2%	77%	23%	15%
7333 – Electrical Mechanics	97%	3%	74%	26%	6%
9522 – Motor vehicle assemblers, inspectors and testers	68%	32%	67%	33%	0%

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

Low self-employment in all three identified job classifications indicates that this occupation is primarily reliant on jobs available or created within businesses or larger corporations. As indicated previously, it is highly likely that the increase in government funding and clean vehicle mandates will create these job opportunities, positioning graduates of the proposed program in a stable labour market.

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

Educational Attainment			
Education Level	7321 – Automotive service technicians, truck and bus mechanics and mechanical repairers	7333 – Electrical Mechanics	9522 – Motor vehicle assemblers, inspectors and testers
No certificate, diploma or degree:	6%	5%	14%
Secondary (high) school diploma or equivalency certificate	17%	27%	50%
Apprenticeship or trades certificate or diploma	38%	19%	5%
College, CEGEP or other non-university certificate or diploma	34%	37%	19%
Bachelor's degree	0%	6%	8%
Degree in medicine, dentistry, veterinary medicine or optometry	0%	1%	0%
Master's degree	0%	2%	1%
Earned doctorate	0%	0%	0%
Other	2%	4%	2%

Source: MCU Ontario Job Profiles, accessed: June 2023,

<https://www.services.labour.gov.on.ca/labourmarket>

Automotive Services Technicians, Truck and Bus Mechanics and Mechanical Repairers commonly have either a college certificate/diploma or an apprenticeship or trades certificate/diploma. This NOC contains occupations which fall under the compulsory trade: Truck and Coach Technician. All individuals employed as Truck and Coach technicians are required to have completed a trades Certificate of Qualification, with the majority of such individuals having completed an apprenticeship program. Like Truck and

Coach Technicians, Automotive Service Technician is also a compulsory trade. Within this occupation classification is the Electric Motor System Technician Red Seal Trade which has a voluntary apprenticeship.

Provincial employment opportunities for each relevant occupation are shared in the table below:

Employment Share by Census Division				
Census Division	All Occupations	7321 – Automotive service technicians, truck and bus mechanics and mechanical repairers	7333 – Electrical Mechanics	9522 – Motor vehicle assemblers, inspectors and testers
Durham	5%	6%	4%	4%
Toronto	21%	12%	14%	7%
Peel	10%	12%	10%	10%
York	9%	8%	8%	6%
Peterborough	1%	1%	1%	0%
Northumberland	1%	1%	1%	1%
Kawartha Lakes	1%	1%	1%	0%

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

The share of Ontario’s employment in the Durham census division for all three occupations is in line with the average for each of the individual occupations (5%).

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

7321 – Automotive service technicians, truck and bus mechanics and mechanical repairers	7333 – Electrical Mechanics
78% Other services (except public administration) 5% Public administration 5% Wholesale trade 4% Construction	30% Utilities 28% Other services (except public administration) 17% Construction 10% Wholesale Trade

9522 – Motor vehicle assemblers, inspectors and testers

34% Administrative and support, waste management and remediation services

20% Wholesale trade

20% Other services (except public administration)

10% Professional, scientific and technical services

Source: MCU Ontario Job Profiles, accessed: June 2023,

<https://www.services.labour.gov.on.ca/labourmarket>

Occupations relevant to the proposed Electric Drive Vehicle Technician OCD are prevalent in a wide range of industries, particularly other services (except public administration), Wholesale trade, and Construction industries, which indicates a wide array of job opportunities for graduates.

The following table presents the combined number of jobs that are expected to be created in Ontario and select census divisions across all three relevant occupations:

Occupation Summary (Ontario and Select Census Divisions) – 2022 & 2028					
Region	2022 Jobs	2028 Jobs	Change	% Change	Median Hourly Wages
Ontario	70,908	77,016	6,109	9%	\$27.54
Durham	2,179	2,266	88	4%	\$28.99
Toronto	6,712	6,897	186	3%	\$29.01
Peel	6,583	7,119	536	8%	\$28.56
York	5,706	6,103	397	7%	\$28.01
Peterborough	526	523	(3)	(1%)	\$27.99
Northumberland	442	497	54	12%	\$26.76
Kawartha Lakes	268	281	13	5%	\$27.85

Source: Labour Force Survey, Lightcast Analyst 2023.3, updated March 2024

A total of 6,109 jobs are expected to be created in Ontario by 2028 across the three relevant NOC codes. New jobs opportunities are anticipated to be most prominent in the Toronto, Peel, York, and Durham, but lost in the Peterborough, Northumberland, and Kawartha Lakes census divisions.

Regional Labour Market Outlook

Occupational Classifications: Region of Durham

The following table presents the number of jobs and hourly wages for all relevant occupations under the three NOC codes within the Durham census division. Job counts are presented for 2020, in addition to a projection of the number of jobs in 2028.

Durham Region Employment Outlook - 2022 & 2028					
NOC	2020 Jobs	2028 Jobs	Change	% Change	Median Hourly Wages
7321 – Automotive service technicians, truck and bus mechanics and mechanical repairers	1,820	1,996	176	10%	\$29.72
7333 – Electrical Mechanics	26	26	0	0%	\$31.43
9522 – Motor vehicle assemblers, inspectors and testers	333	244	-89	-27%	\$24.79
Total	2,179	2,266	87	4%	

Source: Labour Force Survey, Lightcast Analyst Analyst 2023.3, updated March 2024

Median wages in Durham for automotive service technicians, truck and bus mechanics and mechanical repairers, and electrical mechanics are well above the national rate (\$27.50 and \$28.30, respectively).

The following table presents information for the self-employment in selected occupations in the Durham Region:

Durham Region Self-Employment Outlook - 2022 & 2028				
NOC	2022 Jobs	2028 Jobs	Change	% Change
7321 – Automotive service technicians, truck and bus mechanics and mechanical repairers	304	311	7	2%
7333 – Electrical Mechanics	<10	<10	Insf. Data	Insf. Data

9522 – Motor vehicle assemblers, inspectors and testers	0	0	0	0%
Total	306	312	6	2%

Source: Labour Force Survey, Lightcast Analyst 2023.3, updated March 2024

There is limited opportunity for self-employment in all occupations; however, data suggests it is not an option for occupations categorized as motor vehicle assemblers, inspectors and testers or electrical mechanics.

6. Student Interest

One CAAT recently received approval from the ministry to offer an Electric Drive Vehicle Technician program approved under MTCU 56405 – Motive Power Technician, which launched in fall of 2023. Data on this program is limited due to its recent approval. As a result, data on all Motive Power Technician programs approved under MTCU 56405 is presented to provide evidence of applicant interest in the motive power technology field broadly. Graduates of Motive Power Technician programs may choose to pursue further education and training in the proposed program to obtain specialized training in electric/hybrid vehicles.

The following table presents the total applications, first choice applications, and confirmed acceptances for Motive Power Technician programs (MTCU 56405).

Applicant Interest in Fall intakes of Motive Power Technician (56405) Programs at Ontario CAAT							
	Measure	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25p
CAAT (Fall)	Total Applications	3,669	3,734	3,948	3,590	3,733	2,850
	First Choice Applications	1,427	1,476	1,513	1,418	1,462	1,031
	Confirmations	990	1,024	990	1,019	1,000	431

Source: OCAS Data Warehouse, updated March 2024
 2024-25p implies a partial application cycle that is not yet complete.

Of the 185 total applications to Motive Power Technician programs (MTCU 56405) for the Fall intake of the 2023-24 cycle, 64 are applications to the new Electric Drive Vehicle Technician stream. The new Electric Drive Vehicle Technician stream also accounts for 27 (of 88) first-choice applications and 23 (of 61) confirmed acceptances for the 2023-24 cycle.

Average growth trends for Motive Power Technician programs in Ontario are presented below.

- The average growth¹² between 2018 and 2022 for total applications was: one per cent.
- The average growth between 2018 and 2022 for first choice applications was: one per cent.
- The average growth between 218 and 2022 for confirmed acceptances was: zero per cent.

The following table presents five years of overall fall enrolments for Motive Power Technician programs (MTCU 56405), capturing both domestic and international students:

Motive Power Technician MTCU 56405: Overall First Year Enrolment						
	Term	2019-20	2020-21	2021-22	2022-23	2023-24
CAAT	Fall	1176	1045	1217	1238	1408
	Winter	496	382	493	520	N/A
	Spring	17	142	158	188	

Source: OCAS Data Warehouse, accessed June 2023 revised March 2024

The following table presents five years of fall enrolments for international students specifically in Motive Power Technician programs (MTCU 56405):

Motive Power Technician MTCU 56405: International First Year Enrolment						
	Term	2019-20	2020-21	2021-22	2022-23	2023-24*
CAAT	Fall	326	203	366	354	491
	Winter	277	157	210	251	N/A
	Spring	3	88	106	139	

Source: OCAS Data Warehouse, accessed June 2023 Revised March 2024

* Winter and spring enrolment data for 2023-2024 was unavailable at the time of writing this report.

Fall, winter, and spring enrolments in Motive Power Technician programs (MTCU 56405) have been consistently high over the past five years. Although some colleges experienced a drop in enrolments in 2020-21 likely due to the COVID-19 pandemic, enrolments have largely rebounded in recent years.

Catchment

There is some loss from DC's catchment to Motive Power Technician programs offered at other CAATs:

Motive Power Technician (MTCU 56405): First Year Enrolment; Catchment Loss							
Enrolment	Term	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
CAAT	Fall	34	26	27	34	35	72
	Winter	5	4	6	10	5	N/A
	Spring	2	0	1	3	0	

¹² Average Growth refers to the average change each year. This does not include the 2023-34 partial application cycle.

Source: OCAS Data Warehouse, accessed June 2023 Revised March 2024

Program Performance

In 2021-22 the Ontario Colleges Student Experience Survey was administered by the Ontario College Application Service (OCAS) to 23 CAAT¹³. This survey captures student satisfaction relative to three key capstone questions, which align to program-specific knowledge and skills, teaching and learning and work integrated learning.

Student Experience – Motive Power Technician (MTCU 56405)						
	Knowledge + Skills		Teaching + Learning		Work Integrated Learning	
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
CAAT	88.21%	92.3%	90.2%	90.5%	62.0%	92.4%

Graduate Satisfaction

Graduate Satisfaction- Motive Power Technician (MTCU 56405)					
College	2017-18	2018-19	2019-20	2020-21	2021-22
CAAT	87.1%	78.8%	72.6%	63.8%	51.6%

Key Performance Indicators (KPI) Survey Results

Ontario colleges are mandated by the provincial government to collect and report performance data to measure how well they are meeting the needs of students, graduates and employers. The Key Performance Indicator (KPI) initiative is designed to ensure that colleges remain accountable, effective and responsive to stakeholder needs.

Graduate Employment Rate

Graduate Employment Rate - Motive Power Technician (MTCU 56405)					
College	2017-18	2018-19	2019-20	2020-21	2021-22
CAAT	77.6%	80.6%	70.3%	74.5%	60.9%

Graduate Employment Outcomes

The following table displays the most common occupations secured by graduates of Motive Power Technician Programs (MTCU 56405) in Ontario six months after graduating:

¹³ The Student Experience Survey is a voluntary and confidential survey of Full-Time DC Students administered by the Ontario College Application Service during the Winter semester. 23 of the publicly funded CAATs participate in the Student Experience Survey.

Top Occupations for Graduates - Motive Power Technician (MTCU 56405)	
%	Occupation
59%	Automotive service technicians, truck and bus mechanics and mechanical repairers (7321)
11%	Other automotive mechanical installers and servicers (7535)
10%	Heavy-duty equipment mechanics (7312)
2%	Motor vehicle body repairers (7322)
2%	Specialized cleaners (6732)

7. Analysis of Competition

As described above, the Electric Drive Vehicle Technician OCD is offered at one college in the CAAT system as the Electric Drive Vehicle stream under both MTCU codes 46504 and 56405.

Three colleges in the CAAT system offer education in EV in forms other than an Ontario credential:

1. A Hybrid/Electric Vehicle Certification course through a college Centre for Part-Time Learning. This program is also notable for its continuous intake and online-first design.
2. A 32-week asynchronous online Electric Vehicle Technician Local College Certificate program.
3. A seven-day Battery Electric Vehicle maintenance program for licensed Automotive Service Technicians and registered third year apprentices as corporate training/continuing education.

Outside of the CAAT system, a course in Electric Vehicle Technology and Service for licensed Automotive Service Technicians and registered apprentices and a micro-credential in Electric Vehicle Technology are also offered.

8. Target Market

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

9. Operating Revenue and Expenses

The following tables summarize the net contribution for the proposed Interior Decorating, Ontario College Diploma program.

Student Enrolment (YR 1)	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection	2029-30 Projection
Projected enrolment (domestic)	35	35	55	55	75
Projected enrolment (international)	5	5	5	5	5
Total	40	40	60	60	80

Net Contribution	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection	2029-30 Projection
Total Direct Program Expenses	234,289	359,828	467,794	500,084	555,924
Total Revenue for Program	393,270	730,536	922,845	1,086,862	1,279,359
Net Contribution \$	158,981	370,707	455,051	586,778	723,435
Net Accumulated Contribution / (Deficit)	158,981	529,688	984,739	1,571,517	2,294,952
Net Contribution - % of Gross Revenue	40.4%	50.7%	49.3%	54.0%	56.5%
Target Net Contribution	n/a	Breakeven	35.0%	35.0%	35.0%
Capital Requirement	-	-	-	-	-

Revenue	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection	2029-30 Projection
Tuition Fees per <u>academic year</u> (domestic)	2,722	2,722	2,722	2,722	2,722
Set-Aside Fee Removed (domestic)	272	272	272	272	272
Tuition Fee realized by college (domestic)	2,450	2,450	2,450	2,450	2,450
Tuition Fees per <u>academic semester</u> (international)	12,162	12,527	12,903	13,290	13,688
Set-Aside Fee Removed (international)	372	381	391	400	410
International Student Recovery	750	750	750	750	750
International Commission Recruitment	1,340	1,372	1,406	1,441	1,477
Tuition Fee realized by college (international)	12,422	12,745	13,078	13,420	13,773
Total Tuition Fees (domestic)	85,744	158,627	207,624	249,271	298,268
Total Tuition Fees (international)	62,112	117,894	120,971	124, 139	127,403
Other Revenue	-	-	-	-	-

Revenue	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection	2029-30 Projection
(Contract Training)					
Total Other Revenue	-	-	-	-	-
Program Wtd Funding Unit (domestic only)	1.69	1.69	1.69	1.69	1.69
Grant - MTCU Operating (Assume \$4149/wfu)	245,413	454,015	594,251	713,452	853,688
Total Revenue (domestic)	331,158	612,642	801,874	962,722	1,151,955
Total Revenue (international)	62,112	117,894	120,971	124,139	127,403

Expenditures	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection	2029-30 Projection
Salaries - Faculty (FT)	100,000	103,000	206,090	212,273	218,641
Salaries - Co-ordinator Allowance	-	-	-	-	-
Salaries - PT Teaching	58,800	156,240	132,720	152,880	193,200
Salaries - PL Teaching	-	-	-	-	-
Salaries - Sessional Teaching	-	-	-	-	-
Contract Teaching	-	-	-	-	-
Total Teaching	158,800	259,240	338,810	365,153	411,841

Expenditures	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection	2029-30 Projection
Salaries					
Support Staff	18,750	19,313	19,892	20,489	21,103
Total Academic Support Costs	18,750	19,313	19,892	20,489	21,103
Benefits - Faculty - FT 25.5%	25,500	26,265	52,553	54,130	55,753
Benefits - Faculty - PT 15.5%	9,114	24,217	20,572	23,696	29,946
Benefits - SS (FT) 30%	5,625	5,794	5,968	6,147	6,331
Total Employee Benefits	40,239	56,276	79,092	83,973	92,030
Total Labour	217,789	334,828	437,794	469,614	524,975
Instructional Supplies	10,000	18,500	23,500	23,970	24,449
Instructional Other Costs	-	-	-	-	-
Field Work	-	-	-	-	-
Membership & Dues	-	-	-	-	-
Professional Development	2,000	2,000	2,000	2,000	2,000
Travel/accommodation/meals	1,500	1,500	1,500	1,500	1,500
Promotion/Public relations	-	-	-	-	-
Maintenance-	3,000	3,000	3,000	3,000	3,000

Expenditures	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection	2029-30 Projection
Equipment					
Telecommunications	-	-	-	-	-
Software Costs	-	-	-	-	-
Office supplies/Other Expenses	-	-	-	-	-
Rental	-	-	-	-	-
Total Other Expenditure	16,500	25,000	30,000	30,470	30,949

Report Number: BOG-2024-58

To: Board of Governors

From: Dr. Jean Choi, Vice-President, Academic

Date of Report: June 3, 2024

Date of Meeting: June 12, 2024

Subject: New Program of Instruction – Immigration Case Management

1. Purpose

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

Immigration Case Management

- Credential: Ontario College Graduate Certificate (OCGC)
- Duration: Two semesters
- Faculty: Social & Community Services

2. Recommendation

It is recommended to the Durham College Board of Governors:

That in accordance with Report BOG-2024-58 the Immigration Case Management Ontario College Graduate Certificate program be approved.

3. Background

An Immigration Case Management OCGC will prepare graduates to support legal practitioners working in the Ontario immigration system, specifically immigration lawyers and licensed immigration and citizenship consultants.

The proposed program will combine specialized knowledge in the highly complex area of immigration, refugee and citizenship law with interpersonal and legal administrative support skills. Students will develop hands-on skills using legal accounting software, immigration case management / project management software, as well as advanced Microsoft suite applications and Adobe.

Due to privacy and confidentiality considerations inherent in immigration cases, the experiential learning aspect of this program will focus on mock interviews,

case-based role play, virtual tours and workplace simulations. These experiences will provide students with the opportunity to apply their knowledge to manage the operations and case files in simulated environments representing immigration law and/or consulting firms, government, and non-government organizations.

Prospective students may include legal professionals seeking specialized knowledge of immigration, refugee and citizenship law or a formal credential to support advancement in this career field; the proposed program will appeal to individuals who are currently employed in a law firm or immigration firm who wish to progress into a more senior role. The flexible delivery format will offer students the opportunity to learn online.

It is important to note that graduates of this program will not be qualified to provide legal advice or to practice as a Regulated Immigration Consultant or Lawyer.

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

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

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

4. Discussion

Based on the environmental scan completed by Institutional Research and Planning, it is expected that the proposed Immigration Case Management OCGC would be a beneficial addition to the Durham College's program offerings due to:

- Rising immigration targets at both the national and provincial levels.
- Projected increase in related jobs within Durham Region between 2023 and 2028 for all three related occupations.
- Only one other Immigration Case Management graduate certificate program currently exists in the CAAT system.

5. Financial/Human Resource Implications

The proposed OCGC will submit a Request for Approval for Funding to the Ministry of Colleges and Universities for a base tuition of \$3,384.00.

The proposed new program breaks even in Year Two.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

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

8. Strategic Alignment

8.1 Strategic Fit

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

Academic Plan

Goal 1: Ensure Exceptional Quality in our Academic Programs

Goal 2: Enhance Exemplary Teaching and Learning Practices

Goal 3: Establish and Augment Internationalization and Global Engagement Initiatives

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

Strategic Plan and Business

Plan Pillar: Our Students

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

Pillar: Our Community

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

With the rise of immigration across Canada, there is an ongoing need for supports for newcomers to Canada, specifically in their overall case management. The proposed program will leverage existing faculty expertise from the Paralegal program in the development and implementation of an innovative new program that addresses this immediate community need.

8.2 Fit with Existing Programs

Durham College is proposing an Immigration Case Management OCGC to be delivered in the Faculty of Social & Community Services. The proposed program will provide students with the skills necessary to apply their knowledge in a variety of entry-level positions within the Immigration Law and Immigration Consulting field. Graduates from the proposed OCGC will develop the knowledge and skills required to prepare and organize immigration application forms and related documents, manage multiple cases at a time and will possess strong attention to detail and an ability to work to established deadlines.

Graduates of the proposed program will be prepared for careers in Business consulting companies, Immigration law firms, and the broader public sector.

General Program Information

Proposed Program Title: Immigration Case Management

Proposed Credential: Ontario College Graduate Certificate

Academic Dean(s): Ralph Hofmann, Executive Dean

Faculty: Faculty of Social & Community Services

Date of Review by PPRC: May 8, 2024

MTCU Code: 70253 (Program Description)

Weight and Funding Unit (as per APS table): Weight = 1.0, Funding = 1.0

Proposed Tuition: Year 1: \$3,384.00

Classification of Instructional Program (CIP) Code(s): 22.0399

NOC Code(s): 1242 (13111), 4212 (42201), 1228 (43203)

Proposed Implementation (Year)/Scheduled Intakes (F/W/S): 2025, Fall

Year 1 Enrolment: 15 students

Number of Sections, Year 1: One

International Students Seat Allocation: Five

Number of Semesters: Two

Total Hours: 602

New or Replacement Program: New

Number of New FT/PT Faculty: 0.5 FT (1st year), Five PT (1st year), 0.25 FT Support (1st year)

Program Delivery Methods: Classroom and Online

Laptop Requirement: No

New or Renovated Space Requirements: N/A

Total Capital Costs: \$0

1. Approval Stages

The following approval stages have been assessed for this program:

- ☒ Escan: Labour Market Analysis and for degrees: Student Demand
- ☒ Budget reviewed and approved by the Chief Financial Officer
- ☒ Presented to the Program Proposal Review Committee (DATE: May 8, 2024)
- ☒ New Program Proposal Summary reviewed by the Dean, Centre for Teaching and Learning
- ☒ New Program Proposal Summary reviewed and approved by Vice-President, Academic (DATE: May 22, 2024)
- ☒ New Program Proposal Summary reviewed and approved by President (DATE: June 3, 2024)

2.0 Program Overview

Program Description

An Immigration Case Management Ontario College Graduate Certificate (OCGC) will **prepare graduates** to support legal practitioners **working in the immigration system**, specifically immigration lawyers and licensed immigration and citizenship consultants.

The **proposed** program will combine specialized knowledge in the highly complex area of immigration, refugee and citizenship law with interpersonal and legal administrative support skills. Students will develop hands-on skills using legal accounting software, immigration case management / project management software as well as Microsoft suite applications and Adobe.

Due to privacy and confidentiality considerations inherent in immigration cases, the experiential learning aspect of this program will focus on mock interviews, case-based role play, virtual tours and workplace simulations. These experiences will provide students the opportunity to apply their knowledge to manage the operations and case files in **simulated environments representing** immigration law / consulting firms, government, and non-government organizations.

Prospective students may include legal professionals who have some of the skills required for career advancement and seeking further specialized knowledge of immigration, refugee and citizenship law or a formal credential to support advancement in their field; the proposed program will appeal to individuals who are currently employed in a law firm or immigration firm who wish to progress into a more senior role. The flexible delivery format will offer students the opportunity to learn online.

It is important to note that graduates of this program will not be qualified to provide legal advice or to practice as a Regulated Immigration Consultant or Lawyer.

Career Outcomes

Job Titles	Where Graduates Might Work
<ul style="list-style-type: none"> • Legal Assistant – Immigration • Legal Secretary • Administrative Assistant – Immigration • Legal Administrative Assistant 	<ul style="list-style-type: none"> • Immigration consulting companies • Immigration Law Firms • Independent Immigration Organizations • Public Sector • Community Centres

2.1 Vocational Program Learning Outcomes (MTCU# 70253)

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

1. Establish and maintain collaborative and respectful relationships that adhere to privacy and confidentiality laws and ethical principles governing legal professionals.
2. Document and communicate information in adherence to legislation, regulation and workplace standards.
3. Develop and apply strategies to maintain currency in immigration and refugee law, regulations, policies and application procedures to support a legal practice.
4. Manage office administrative constraints, deliverables, timelines and resources by using management strategies to support the legal practice.
5. Manage immigration case files and projects using technological tools to support collaboration, monitoring, and information distribution.
6. Manage case file flow to ensure it is consistent with the requirements of the Immigration Refugees and Citizenship Canada, and the Immigration and Refugee Board.
7. Research immigration, refugee and citizenship law to inform and support team members while navigating the complexities of the Canadian immigration legal framework.

8. Use interview and dispute resolution strategies to effectively communicate, address conflicts and guide clients towards successful immigration outcomes.

Admission Requirements

Ontario College Diploma, Ontario College Advanced Diploma or Degree or equivalent

OR

Applicants with relevant post-secondary and/or a minimum of three years related work experience may also be considered for admission.

Proof of English language proficiency required. Applicants whose first language is not English or who are internationally educated in a non-English speaking country must meet Durham College’s English Language Proficiency Policy.

2.2 Laddering Opportunities

Locale/Site	Programs that Feed into Proposed Program	Programs Graduates may consider for further education
Within school	<ul style="list-style-type: none"> • Law Clerk (Ontario College Diploma (OCD)) • Law Clerk Advanced (Ontario College Advanced Diploma (OCAD)) • Paralegal (OCD) • Honours Bachelor of Paralegal • Paralegal (OCGC) • Protection, Security and Investigation (OCD) • Honours Bachelor of Community Mental Health 	<ul style="list-style-type: none"> • Advanced Law Enforcement Investigation (OCGC) • Conflict Resolution and Mediation (OCGC) • Victim Justice and Interventions (OCGC)
Within the college	<p>Business</p> <ul style="list-style-type: none"> • Office Administration – General (OCD) • Office Administration – Executive (OCD) • Office Administration – Health Services (OCD) • Human Resources (OCD/OCAD) 	<p>Business</p> <ul style="list-style-type: none"> • Project Management (OCGC) • Human Resources (OCGC)
External to the college	<ul style="list-style-type: none"> • Undergraduate studies in the social sciences (psychology, sociology, criminology, etc.) • Bachelor of Laws (LLB) 	<ul style="list-style-type: none"> • LLB or Masters of Law • Graduate studies in law and the social sciences • Queen’s University Graduate Diploma in Immigration and Citizenship Law

2.3 Differentiation

Durham College (DC) is proposing to offer a one-year Immigration Case Management OCGC. The proposed program will equip students with the skills necessary to apply their knowledge in a variety of entry-level positions within the immigration law and immigration consulting fields. Graduates from the proposed Immigration Case Management OCGC will develop the skills to accurately prepare and organize immigration application forms and related documents, manage multiple cases at a time and will possess strong attention to detail and an ability to work under pressure.

Graduates will be prepared for entry-level careers in business consulting agencies, immigration law firms, and the broader public sector.

The following tables present the graduate count, employment rate and related field employment rate for high affinity programs currently offered at DC. These programs include Law Clerk Advanced OCAD, Paralegal OCGC and Office Administration – Executive OCD.

Ministry Title: Law Clerk - Advanced (MTCU 62611)

Related Programs at Durham College – Law Clerk Advanced						
Program		Key Performance Indicator	Reporting Year			
Banner Code	MTCU Code		2018-19	2019-20	2020-21	2021-22
LCAF/ LCAD	62611	Graduate Count	28	41	38	35
		Employment Rate	88.9%	100.0%	60.0%	100.0%
		Employment Rate in a Related Field	44.4%	85.7%	60.0%	100.0%

Note: Durham College is launching a new Law Clerk OCD (Banner code LWCL, MTCU 52611) beginning September 2024.

Ministry Title: Paralegal (MTCU 72614)

Related Programs at Durham College – Paralegal						
Program		Key Performance Indicator	Reporting Year			
Banner Code	MTCU Code		2018-19	2019-20	2020-21	2021-22
CTAP	72614	Graduate Count	23	26	27	33

Related Programs at Durham College – Paralegal						
Program		Key Performance Indicator	Reporting Year			
Banner Code	MTCU Code		2018-19	2019-20	2020-21	2021-22
		Employment Rate	50.0%	80.0%	0.0%	83.3%
		Employment Rate in a Related Field	50.0%	60.0%	0.0%	33.3%

Ministry Title: Office Administration – Executive (MTCU 52316)

Related Programs at Durham College – Office Administration – Executive						
Program		Key Performance Indicator	Reporting Year			
Banner Code	MTCU Code		2018-19	2019-20	2020-21	2021-22
		Graduate Count	27	29	33	27
OFEX	52316	Employment Rate	90.0%	50.0%	50.0%	100.0%
		Employment Rate in a Related Field	50.0%	50.0%	0.0%	60.0%

3.0 Program of Study

YEAR 1	
Semester 1	Semester 2
14 weeks	14 weeks
The Canadian Immigration System (3 hrs classroom)	Immigration Admissibility (3 hrs classroom)
Temporary Residency (2 hrs computer lab, 2 hrs online asynchronous)	Case File Management (3 hrs classroom)
Administrative Law and Tribunal Governance (3 hrs classroom)	The Canadian Refugee Determination System (2 hrs computer lab, 2 hrs online asynchronous)
Ethics and Professional Responsibility (3 hrs classroom)	Legal Document Production (3 hrs computer lab)
Permanent Residency and Citizenship (2 hrs computer lab, 2 hrs online asynchronous)	Dispute Resolution and Client Service Strategies (3 hrs classroom)
Legal Research (2 hrs computer lab, 2 hrs online asynchronous)	Interviewing Strategies (3 hrs classroom)
	Career Capstone (1 hr classroom, 2 hrs online asynchronous)
21 hours/week	22 hours/week

System (Adherence)	Admissibility/Rules
Office Management	Communication

3.1 Course Descriptions

Semester 1

Course Title: The Canadian Immigration System

Course description: Students explore the historical rise of the immigration system in Canada and analyse sources of immigration, refugee and citizenship law. Examining the sections specific to international treaties, convention against torture and Charter of Rights cases, students apply domestic and international sources of law to different immigration cases. Legal terminology used in the field will be examined and applied.

Instructional Setting: Classroom 3 hrs/wk

Total Hours (Semester): 42

Course Title: Temporary Residency

Course description: Exploring various applications for temporary residence status, the general application requirements and foreign nationals' eligibility for visitor visas, student permits, work permits, and temporary resident permits, the steps in completing Labour Market Impact Assessment (LMIA) applications.

Instructional Setting: Computer Lab 2 hrs/wk, Online (asynchronous) 2 hrs/wk

Total Hours (Semester): 56

Course Title: Administrative Law and Tribunal Governance

Course description: Students examine how the principles of administrative law support the process and procedures for administrative tribunals. Focusing on immigration and refugee decision makers and a general overview of the tribunal rules of process that govern the four divisions of the Immigration and Refugee Board (IRB), students explain the importance of adherence to support client applications.

Instructional Setting: Classroom 3 hrs/wk

Total Hours (Semester): 42

Course Title: Ethics and Professional Responsibility

Course description: An introduction to the professional, ethical and legal issues facing workers in the immigration legal field. A process for ethical decision-making will be explored, establishing an ethical decision-making framework, while using these tools in application of the various rules of conduct. Through case study analysis, codes of ethics for the legal practitioners will be evaluated and discussed.

Instructional Setting: Classroom 3 hrs/wk

Total Hours (Semester): 42

Course Title: Permanent Residency and Citizenship

Course description: Students prepare and create applications that lead to permanent residency and Canadian citizenship while analyzing the processes and requirements for permanent residence programs. Students examine the

requirements for applications to grant citizenship and the consequences for renouncing and revoking citizenship. The development of skills to maintain currency in immigration policies, regulations, or procedures that may impact citizenship or permanent residency applications will be applied while working with online forms and supporting documentation.

Instructional Setting: Computer Lab 2 hrs/wk, Online (asynchronous) 2 hrs/wk

Total Hours (Semester): 56

Course Title: Legal Research

Course description: This introduction to a legal research process supports students to apply analytical skills and effective legal citation to a variety of legal problems. Focus is on government and legal sources, and immigration, refugee and citizenship law. Students conduct research, using legal databases and search strategies to analyze and synthesize legal information in the production of legal documents.

Instructional Setting: Computer Lab 2 hrs/wk, Online (asynchronous) 2 hrs/wk

Total Hours (Semester): 56

Semester 2

Course Title: Immigration Admissibility

Course description: Students explore various aspects of immigration law and the criteria for determining admissibility into Canada. Students identify the different grounds for inadmissibility under the Immigration and Refugee Protection Act (IRPA) and determine how they apply to the government agencies in charge of assessing inadmissibility, such as Immigration Refugees and Citizenship Canada (IRCC), Canada Border Services Agency (CBSA), and the Immigration and Refugee Board (IRB). Students examine the strategies for overcoming inadmissibility.

Instructional Setting: Classroom 3 hrs/wk

Total Hours (Semester): 42

Course Title: Case File Management

Course description: Students examine the principles, processes, and skills involved in effectively managing immigration case files. Emphasis is on time management strategies to meet deadlines, determine status and tasks required for documentation and record-keeping to maintain accurate and confidential case records. Equipping students to identify case file issues and apply management techniques in coordination with Immigration Refugee Citizenship Canada (IRCC) and Immigration and Refugee Board (IRB) requirements.

Instructional Setting: Classroom 3 hrs/wk

Total Hours (Semester): 42

Course Title: The Canadian Refugee Determination System

Course description: Students examine the primary international legal instruments governing the refugee system. Students apply the process of in-Canada refugee claims, identify the different classes of refugees who may apply for permanent residence under a resettlement program and examine the provisions related to an application for permanent residence under the Humanitarian and Compassionate Considerations class. Students produce and format documents and forms to support a refugee claim with appropriate legal sources.

Instructional Setting: Computer Lab 2 hrs/wk, Online (asynchronous) 2 hrs/wk

Total Hours (Semester): 56

Course Title: Legal Document Production

Course description: This introduction to a legal research process supports students to apply analytical skills and effective legal citation to a variety of legal problems. Focus is on government and legal sources, and immigration, refugee and citizenship law. Students conduct research, using legal databases and search strategies to analyze and synthesize legal information in the production of legal documents.

Instructional Setting: Computer Lab 3 hrs/wk

Total Hours (Semester): 42

Course Title: Dispute Resolution and Client Service Strategies

Course description: During case simulations, students develop practical strategies for communication, problem-solving, and decision-making to resolve a conflict in a fair and equitable manner. Students apply these strategies to manage staff, clients and stakeholder interactions.

Instructional Setting: Classroom 3 hrs/wk

Total Hours (Semester): 42

Course Title: Interviewing Strategies

Course description: Students examine a variety of interview methods, how to create a positive and professional interview environment, and how to establish rapport with clients. Through skill-based activities and role-play scenarios, students apply communication strategies to interview clients with diverse experiences, beliefs and customs to obtain all relevant information for the development of immigration case files.

Instructional Setting: Classroom 3 hrs/wk

Total Hours (Semester): 42

Course Title: Career Capstone

Course description: Students curate artefacts by reflecting on professional skills and qualities to create a career portfolio and professional social media strategy to transition into the workforce. Applying communication strategies in mock interviews, case-based role play, virtual tours and workplace simulations, students exercise the knowledge and transferable skills required to support a successful career launch in the immigration sector.

Instructional Setting: Classroom 1 hr/wk, Online (asynchronous) 2 hrs/wk
Total Hours (Semester): 42

3.2 Work Integrated (WIL) and Experiential Learning (EL)

Experiential Learning Opportunities Aligned with SMA3 Definition

- Capstone (solving a real problem through applied research)
- Industry or Community Agency-Sponsored Research Project
- Service Learning (bridges community service and required for a course)
- Faculty-led Study Abroad

An experiential learning opportunity is included in the capstone course during semester two, which will focus on mock interviews, case-based role play, virtual tours and workplace simulations. These experiences will provide students the opportunity to apply their knowledge in managing the operations and case files in simulated environments representing immigration law or consulting firms, government, and non-government organizations.

The only College of Applied Arts and Technology (CAAT) that offers an Immigration Case Management OCGC currently does not include an experiential learning opportunity.

The following table details WIL, program delivery format, tuition and ancillary costs at the one Ontario CAAT currently offering Immigration Case Management OCGC (MTCU 70253).

Immigration Case Management (MTCU 70253) Programs – WIL & Cost			
WIL Type	Delivery	Tuition	Ancillary
None	Flexible	\$3,000 ¹	\$681.06 ²

Source: College program website, accessed March 2024.

The tuition and ancillary costs are presented as noted on the individual CAAT website and may include different numbers and benchmarks.

4.0 Strategic Alignment

4.1 Strategic Fit

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

Academic Plan

Goal 1: Ensure Exceptional Quality in our Academic Programs

Objective 1.1: We will develop, launch, review and renew high-quality programs that reflect evolving societal and workforce needs.

¹ First semester cost

² First semester cost

Objective 1.3: We will embed, enhance and expand experiential learning, global engagement and applied research opportunities.

Goal 2: Enhance Exemplary Teaching and Learning Practices

Objective 2.2: We will foster a scholarly approach to teaching and learning that supports student success.

Objective 2.5: We will celebrate excellence and innovation in teaching.

Goal 5: Strategically Manage Enrolment

Objective 5.2: We will achieve enrolment targets.

Strategic Plan & Business Plan

Pillar: Our Students

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

It is anticipated that the proposed program will contribute to domestic enrolment targets and address the identified and projected labour shortage in the career cluster. The program addresses the need for inclusive and accessible design through form, function and attention to compliance requirements. Graduates will be prepared to apply the skills gained through in-class and field placement opportunities to meet the needs of clients and design teams.

4.2 Fit with Existing Ontario College and University Programs

An Immigration Case Management OCGC is a program description, and is currently offered at only one CAAT under the MTCU code 70253.

CAAT Program Information

The following table provides the program details for the only Immigration Case Management OCGC currently approved to be offered at an Ontario CAAT.

Immigration Case Management (MTCU 70253) Programs at Ontario CAAT Colleges			
APS Title	Marketing Title	Program Start	Intakes
Immigration Case Management	Immigration Case Management	May 2023	Fall

Sources: APS-MTCU table (Feb 2024); College program website, accessed March 2024

Suspensions and Cancellations

There are currently no suspended or cancelled Immigration Case Management programs at Ontario CAATs.

5. Labour Demand and Graduate Employment Possibilities

Based on the analysis of labour market data and the program mix at DC, it is expected that the proposed Immigration Case Management OCGC will enhance DC's current program offerings. Graduates of the proposed program will develop the knowledge and skills necessary to work as an Immigration Case Manager or Immigration Assistant supporting immigration lawyers and licensed immigration consultants.

The proposed program will be a strong addition to DC's program offerings due to:

- Rising immigration targets at both the national and provincial levels.
- Projected increase in related jobs within Durham Region between 2023 and 2028 for all three related occupations.
- Only one Immigration Case Management graduate certificate program currently exists in the CAAT system.

5.1 Labour Market Analysis

In Canada, an immigration case manager or immigration legal assistant is a trained professional who provides legal and administrative support to immigration lawyers and licensed immigration consultants. Job responsibilities of an immigration case manager typically include gathering information and documentation from clients, helping clients fill out application forms, managing immigration cases, tracking the status of each application, and keeping clients/colleagues up to date on developments. The work of immigration case managers is different from immigration lawyers and licensed immigration consultants. Immigration case managers cannot interpret the law, offer immigration advice or a personalized immigration strategy to clients. A skilled Canadian immigration case manager has a solid understanding of the Canadian immigration system, specialized knowledge of Canadian immigration, refugee, and citizenship law, along with technical expertise in legal document management software (such as ULaw and CLIO), which are often used to manage client case files and track project progress. These professionals also possess strong time management skills required to balance a number of different files at a time while still exhibiting excellent communication and customer service skills.

Canada is a country with a long history of immigration. Immigration has been fundamental to Canada's growth, contributing significantly to the country's cultural diversity and economic prosperity. Based on the 2021 Canadian Census³, more than 8.3 million people (23% of Canada's population), are, or had previously been, a landed immigrant or permanent resident. Ontario is the primary destination for immigrants; in 2021, approximately one third (30%) of immigrants settling in Canada chose to live in Toronto, the province's largest

³ Statistics Canada, [Focus on Geography Series, 2021 Census of Population](#), accessed March 2024.

city. In Ontario, 4.2 million people (30% of the population) are immigrants, which is higher than the proportion of immigrants in Canada's population as a whole (23%).

Immigration in Canada is expected to continue to increase in the decades to come as the federal government has been gradually increasing its immigration targets to admit more newcomers annually. According to the 2024-2026 federal Immigration Levels Plan⁴, Canada plans to welcome 485,000 immigrants in 2024, and 500,00 in 2025 and plateau at 500,000 in 2026. It is projected that by 2041, immigrants could represent up to 34% of the total population in Canada⁵.

As immigration in Canada continues to rise at both the national and provincial levels, particularly in Ontario, there is a robust demand for trained professionals to support immigration lawyers and consultants that assist clients with navigating the often-complex immigration system and settlement process in Canada. Based on the annual reports of the College of Immigration and Citizenship Consultants (CICC)⁶, there are 11,749 licensed immigration consultants in Canada as of June 2023, an increase of 47% since 2021. In 2023, 46% of licensed immigration consultants in Canada are actively practicing in the province of Ontario. Recent surveys of Canadian lawyers and law firms⁷ found that law firms in major markets are seeing high demand for their services in 2024, with immigration being one of the practice areas that experienced the most significant increase in demand. It is important for immigration law firms and consulting companies to be able to recruit highly trained professionals who can support the work of immigration lawyers and consultants. In Ontario, 28% of lawyers indicated that their organization plans to increase hiring for legal assistant roles, including immigration assistants.

In addition to the rising demand for immigration case managers and immigration assistants in law firms, settlement agencies in Canada also see a high demand for immigration counselling professionals. Immigration case managers and assistants work together with settlement workers to provide information about the sponsorship and citizenship processes to newcomers to Canada. In addition, immigration case managers help newcomers find the community services they need, including legal help. In 2023, Immigration, Refugees and Citizenship Canada (IRCC) announced over \$65 million in funding extensions to support settlement services and programs across

⁴ Government of Canada, [Notice – Supplementary Information for the 2024-2026 Immigration Levels Plan](#), accessed March 2024.

⁵ Statistics Canada, [Canada in 2041: A larger, more diverse population with greater differences between regions](#), accessed March 2024

⁶ [College of Immigration and Citizenship Consultants \(CICC\), annual reports](#), accessed March 2024.

⁷ Robert Half, [Legal Salaries and Hiring Trends – 2024 Canada Salary Guide, Survey: Blended Law Clerk and Legal Assistant Roles Account for Nearly One-Third of Legal Support Jobs in Canada](#), accessed March 2024.

Canada through 2025⁸. The work of settlement agencies will continue to require skilled professionals experienced in navigating the complex immigration system to support the sponsorship and citizenship application process.

There are currently few training options available in the field of immigration case management. There is only one public college that currently offers an Immigration Case Management program as a graduate certificate in the CAAT system. The proposed Immigration Case Management OCGC will provide an opportunity for law clerks, paralegals, or legal assistants to further enhance their knowledge and skills in immigration law. Additionally, graduates of postsecondary programs related to legal assistance, administrative assistance, or social and community service work may wish to pursue the proposed graduate certificate to gain additional specialized knowledge of immigration law and legal services and access to the robust job market of this in demand field.

Associations and Affiliations

- College of Immigration and Citizenship Consultants (CICC)
- Association of legal administrators (ALA)
- Commission for Case Manager Certification (CCMC)

Certifications

- Certified Case Manager (CCM)
- Certified Social Work Case Manager (C-SWCM)

Employment Projections

Job titles and descriptions relevant to Immigration Case Management were collated from a variety of labour market reports. Based on the titles and descriptions, three key four-digit NOC codes were identified: 1242, 4212, and 1228 as relevant to the labour market pertaining to Immigration Case Management. These three codes are:

- 1242 (2016) – Legal administrative assistants (e.g., administrative assistant - legal, legal secretary, legal assistant) is equivalent to 13111 (2021) – Legal administrative assistants.
- 4212 (2016) – Social and community service workers (e.g., settlement worker – community services, case aide – social services) is equivalent to 42201 (2021) – Social and community service workers.

⁸ Government of Canada, [Investing in settlement services for newcomers](#), accessed March 2024.

- 1228 (2016) – Employment insurance, immigration, border services, and revenue officers (e.g., immigration agent - government services, immigration officer – government services, case review officer – immigration) is equivalent to 43203 (2021) – Border services, customs, and immigration officers.

The proposed Immigration Case Management OCGC will equip students with durable and transferable skills that align with demand from industry. The following table depicts a selection of the specialized skills curated from active job postings in occupations related to Immigration Case Management.

In Demand Skills		
NOC Code – Occupation	Specialized Skills	Skills for Success
13111 – Legal administrative assistants	<ul style="list-style-type: none"> • Administrative Support • Legal Support • Case Management • Proofreading 	<ul style="list-style-type: none"> • Organizational Skills • Communication • Customer Service • Detail Oriented
42201 – Social and community service workers		
43203 – Border services, customs, and immigration officers		

Source: Occupational Profiles, Lightcast Analyst 2023.3, accessed March 2024.

Based on the active job postings related to the proposed Immigration Case Management OCGC, in demand skills include organization, communication, customer service, and attention to detail. Specialized skills include administrative and legal support, case management and proofreading.

National Labour Market Outlook

Occupational Classification: National

The following table displays wages, occupation statistics and employment outlooks for relevant occupations in Canada:

Wages, Occupational Statistics and Employment Outlook (National)					
NOC Code - Occupation	Median Wage	Employment in 2021	Median Age in 2021	Average Retirement Age in 2021	Outlook to 2031 ⁹

⁹ Definitions correspond to national labour market data taken from the Department of Employment and Social Development Canada (ESDC) and are based on the Canadian Occupational Projections System (COPS).

13111 – Legal administrative assistants	\$25.00	50,700	42	64	Balanced
42201 – Social and community service workers	\$24.18	152,200	40	63	Balanced
43203 – Border services, customs, and immigration officers	\$34.82	74,300	42	62	Balanced

Source: Employment and Social Development Canada <https://www.jobbank.gc.ca>; Canadian Occupational Projections System <https://occupations.esdc.gc.ca>, accessed March 2024.

Median wages for *Legal administrative assistant* and *Social and community service workers* are lower than the median hourly wage in Canada (\$28.75)¹⁰.

A balanced labour market is projected for all the three occupations through to 2031, meaning that at national level, the labour supply will be adequate to meet the expected demand.

Provincial Labour Market Outlook

Occupational Classification: Provincial

The following table displays the median wage and provincial job prospects over the next three years for the relevant occupations:

Wages, Occupational Statistics and Employment Outlook (Provincial)			
NOC Code - Occupation	Median Wage	Current Employment	Prospects over the next 3 years ¹¹
13111 – Legal administrative assistants	\$24.52	17,650	Moderate
42201 – Social and community service workers	\$25.00	44,650	Good

Balance Labour demand and labour supply are expected to be broadly in line for this occupation group over the 2022-2031 period.

Surplus This occupational group is expected to face labour surplus conditions over the period of 2022-2031 period.

Shortage This occupational group is expected to face labour shortage conditions over the period of 2022-2031 period.

¹⁰ Median hourly wages – Total employees, all industries = \$28.75 based on Statistics Canada (2024), [Employee wages by industry, annual](#), accessed March 2024.

¹¹ Rankings are defined by the Department of Employment and Social Development Canada (ESDC):

Very good: the short- and medium-term potential for employment for this occupation group is significantly higher than the regional average, compared to other occupations.

Good: the short- and medium-term potential for employment for this occupation group is higher than the regional average, compared to other occupations.

Moderate: the short- and medium-term potential for employment for this occupation group is comparable to the regional average, compared to other occupations.

Limited: the short- and medium-term potential for employment for this occupation group is below the regional average, compared to other occupations.

Very limited: the short- and medium-term potential for employment for this occupation group is significantly lower than the regional average, compared to other occupations over the next 3 years.

43203 – Border services, customs, and immigration officers	\$35.90	4,450	Moderate
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Source: Employment and Social Development Canada <https://www.jobbank.gc.ca>, accessed March 2024.

The median wages for the selected occupations in Ontario are similar to the national median wages.

The following figure displays the 2023-2027 provincial job outlook rating¹² for the relevant occupations, as well as annual median income.

13111 – Legal administrative assistants



42201 – Social and community service workers



43203 – Border services, customs, and immigration officers



Source: Ontario Job Profiles <https://www.services.labour.gov.on.ca/labourmarket>, accessed March 2024.

The median annual income for all three occupations is above the median annual income in Ontario (\$41,400)¹³. Toronto is the top location for all three occupations. The job outlook for *Legal administrative assistant* is “Average”, meaning that the likelihood of finding stable work in the occupation is comparable to the provincial average.

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

¹² Outlook rankings are defined by the Ontario Ministry of Labour, Immigration, Training and Skills Development: **Above average** labour market conditions usually mean that, relative to the employment situation overall, there is better likelihood of finding stable work in this occupation, and employment prospects are attractive or improving. **Average** labour market conditions indicate that jobs are expected to be more difficult to find, the probability of unemployment is higher, and wages and salaries have recently increased at a slower pace than those occupations rated as “Above average”. On the other hand, jobs are easier to find, unemployment is less likely, and wages and salaries have recently increased at a faster pace than in those occupations rated “Below average”.

Below average labour market conditions mean that it is more difficult to find stable work or employment prospects are not attractive or are deteriorating relative to those in other industries or occupations. For new entrants, such as people leaving school and immigrants, “Below average” labour market conditions mean a relatively low probability of finding stable work in this occupation and lower potential for rising pay.

¹³ Statistics Canada, [Income of individuals by age group, sex and income source, Canada, provinces and selected census metropolitan areas](#), accessed March 2024.

Provincial Summary Job Profile Statistics			
NOC Code - Occupation	Males	Females	Unemployment Rate
13111 – Legal administrative assistants	8%	92%	5.9%
42201 – Social and community service workers	21%	79%	5.7%
43203 – Border services, customs, and immigration officers	56%	44%	1.8%

Source: Ontario Job Profiles <https://www.services.labour.gov.on.ca/labourmarket>, accessed March 2024.

Unemployment rates for *Legal administrative assistants* and *Social and community service workers* are similar to the 2023 average provincial unemployment rate (5.7%)¹⁴.

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

Educational Attainment			
Education Level	13111 – Legal administrative assistants	42201 – Social and community service workers	43203 – Border services, customs, and immigration officers
No certificate, diploma or degree:	2%	2%	0%
Secondary (high) school diploma or equivalency certificate	20%	12%	11%
Apprenticeship or trades certificate or diploma	1%	1%	1%
College, CEGEP or other non-university certificate or diploma	46%	45%	31%
Bachelor's degree	23%	27%	43%
Degree in medicine, dentistry, veterinary	0%	0%	0%

¹⁴ Statistics Canada, [Unemployment rate, participation rate and employment rate by sex, annual](#), accessed March 2024.

Educational Attainment			
Education Level	13111 – Legal administrative assistants	42201 – Social and community service workers	43203 – Border services, customs, and immigration officers
medicine or optometry			
Master's degree	4%	6%	9%
Earned doctorate	0%	0%	0%
Other	4%	5%	5%

Source: Ontario Job Profiles <https://www.services.labour.gov.on.ca/labourmarket>, accessed March 2024.

While *legal administrative assistants* and *social and community service workers* typically have a college, CEGEP or other non-university certificate or diploma, the majority of *border services, customs, and immigration officers* have either the same or a bachelor's degree.

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

Employment Share by Census Division				
Census Division	All Occupations	13111 – Legal administrative assistants	42201 – Social and community service workers	43203 – Border services, customs, and immigration officers
Durham	5%	7%	5%	2%
Toronto	21%	25%	17%	14%
Peel	10%	11%	6%	10%
York	9%	11%	4%	5%
Peterborough	1%	1%	2%	<1%
Northumberland	1%	<1%	1%	<1%
Kawartha Lakes	1%	<1%	1%	<1%

Source: Ontario Job Profiles <https://www.services.labour.gov.on.ca/labourmarket>, accessed March 2024.

The share of Ontario’s employment in the Durham census division for *legal administrative assistants* (7%) is above the average of Durham’s share in all occupations (5%).

The following table presents the combined number of current and projected jobs that are expected to be created in Ontario and select census divisions across all three relevant occupations:

Occupation Summary (Ontario and Select Census Divisions) – 2023 & 2028					
Region	Current 2023 Jobs	Projected 2028 Jobs	Change	% Change	Average Hourly Wages
Ontario	73,811	75,452	1,641	2.2%	\$28.35
Durham	2,825	3,028	203	7%	\$28.22
Toronto	17,299	17,226	-73	0%	\$28.42
Peel	4,843	5,042	199	4%	\$28.57
York	4,402	4,649	247	6%	\$28.42
Peterborough	1,025	1,092	67	7%	\$29.15
Northumberland	467	482	15	3%	\$29.63
Kawartha Lakes	379	382	3	1%	\$29.42

Source: Labour Force Survey, Lightcast Analyst 2023.3, accessed March 2024.

A total of 1,641 new jobs are expected to be created in Ontario by 2028 across the three relevant occupations. Most new jobs are anticipated to be created in the York, Durham, and Peel census divisions. While the relevant jobs in the Toronto census division are anticipated to decline, the jobs are expected to increase in all other selected census divisions, including Durham.

Local Labour Market Outlook

Occupational Classifications: Region of Durham

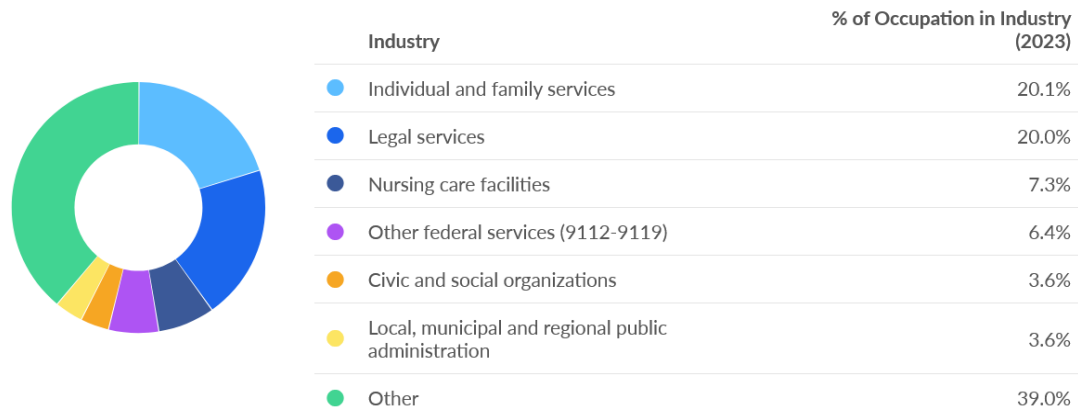
The following table presents the number of jobs and hourly wages for all relevant occupations within the Durham census division. Job counts are presented for 2023, in addition to a projection of the number of jobs in 2028.

Durham Region Employment Outlook - 2023 & 2028					
NOC Code - Occupation	2023 Jobs	2028 Jobs	Change	% Change	Median Hourly Wages
13111 – Legal administrative assistants	917	1000	83	9%	\$25.05
42201 – Social and community service workers	1,777	1,880	103	6%	\$24.64
43203 – Border services, customs, and immigration officers	131	148	17	13%	\$35.10
Total	2,825	3,028	203	7%	

Source: Labour Force Survey, Lightcast Analyst 2023.3, accessed March 2024

In the Durham region, increases in the number of employment opportunities between 2023 and 2028 for all three occupations are projected.

The occupations reviewed above are distributed across the economy in a variety of different industries, as demonstrated in the figure below:



Source: Labour Force Survey, Lightcast Analyst 2023.3, accessed March 2024

The highest concentrations of occupations related to the proposed Immigration Case Management OCGC are in *individual and family services* (20.1%) and *legal services* (20.0%), and the majority of occupations relevant to the proposed Immigration Case Management OCGC are employed in the *professional, scientific and technical services; health care and social assistance; and public administration* sectors, as illustrated in the table below.

13111 – Legal administrative assistants		42201 – Social and community service workers	
75%	Professional, scientific and technical services	70%	Health care and social assistance
10%	Real estate and rental and leasing	12%	Public administration
7%	Public administration	7%	Education services
5%	All other industries	6%	Other services (except public administration)

43203 – Border services, customs, and immigration officers	
96%	Public administration
3%	Professional, scientific and technical services
1%	All other industries

Source: Ontario Job Profiles <https://www.services.labour.gov.on.ca/labourmarket>, accessed March 2024.

6. Student Interest

Applications and Acceptances

Domestic Applicant Interest, Fall Semester

The following table presents the total applications, first choice applications, and confirmed acceptances from domestic applicants to the fall intake of the Immigration Case Management program (MTCU 70253):

Immigration Case Management (MTCU 70253) Domestic Applicant Interest – Fall		
Measure	2023-24	2024-25p
Total Applications	124	32
First Choice Applications	68	20
Confirmations	27	5

Source: OCAS Data Warehouse, accessed March 2024
 2024-25p implies a partial application cycle that is not yet complete

Enrolments

Domestic and International First Semester Enrolment, Fall

The following table presents first semester enrolments, for both domestic and international applicants for the fall intake of the Immigration Case Management program (MTCU 70253):

Immigration Case Management (MTCU 70253) First Semester Enrolment – Fall	
Student Type	2023-24
Domestic	20
International	11

Source: OCAS Data Warehouse, accessed March 2024

Catchment Loss

There is no catchment loss from the Durham catchment to the catchment of the CAAT that currently offers the Immigration Case Management OCGC.

Program Performance

The current Immigration Case Management OCGC was very recently approved (May 2023), therefore program performance data (Student Satisfaction/Experience, Graduate Satisfaction, Graduation Rate, Graduate Employment Rate) are not yet available.

7. Analysis of Competition

An Immigration Case Management OCGC is currently offered at only one CAAT under the MTCU code 70253.

The proposed Durham College Immigration Case Management OCGC will offer an experiential learning opportunity through an applied research capstone, which differs from the existing program.

8. Target Market

The target market for this program are graduates from a diploma, advanced diploma and/or degree in the following disciplines:

- Law Clerk
- Paralegal
- Office Administration

- Law Enforcement
- Protection, Security and Investigation
- Mental Health
- Project Management
- Human Resources

9. Operating Revenue and Expenses

The following tables summarize the net contribution for the proposed Interior Decorating, Ontario College Diploma program.

Student Enrolment (YR 1)	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection	2029-30 Projection
Projected enrolment (domestic)	15	20	25	35	35
Projected enrolment (international)	5	5	5	5	5
Total	20	25	30	35	40

Net Contribution	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection	2029-30 Projection
Total Direct Program Expenses	145,022	148,239	150,856	202,720	208,657
Total Revenue for Program	173,738	211,343	248,998	322,676	324,460
Net Contribution \$	28,716	63,104	98,142	119,957	115,803
Net Accumulated Contribution / (Deficit)	28,716	91,820	189,963	309,919	425,722
Net Contribution - % of Gross Revenue	16.5%	29.9%	39.4%	37.2%	35.7%
Target Net Contribution	n/a	Breakeven	35.0%	35.0%	35.0%
Capital Requirement	-	-	-	-	-

Revenue	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection	2029-30 Projection
Tuition Fees per <u>academic year</u> (domestic)	3,384	3,384	3,384	3,384	3,384
Set-Aside Fee Removed (domestic)	338	338	338	338	338
Tuition Fee realized by college (domestic)	3,046	3,046	3,046	3,046	3,046
Tuition Fees per <u>academic semester</u> (international)	12,162	12,527	12,903	13,290	13,688
Set-Aside Fee Removed (international)	389	398	407	417	427
International Student Recovery	750	750	750	750	750
International Commission Recruitment	1,244	1,273	1,303	1,334	1,366
Tuition Fee realized by college (international)	13,164	13,490	13,827	14,173	14,530
Total Tuition Fees (domestic)	45,684	60,912	76,140	106,596	106,596
Total Tuition Fees (international)	65,819	67,451	69,133	70,865	72,649
Other Revenue	-	-	-	-	-

Revenue	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection	2029-30 Projection
(Contract Training)					
Total Other Revenue	-	-	-	-	-
Program Wtd Funding Unit (domestic only)	1.00	1.00	1.00	1.00	1.00
Grant - MTCU Operating (Assume \$4149/wfu)	62,235	82,980	103,725	145,215	145,215
Total Revenue (domestic)	107,919	143,892	179,865	251,811	251,811
Total Revenue (international)	65,819	67,451	69,133	70,865	72,649

Expenditures	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection	2029-30 Projection
Salaries - Faculty (FT)	50,00	51,500	53,045	100,000	103,000
Salaries - Co-ordinator Allowance	-	-	-	-	-
Salaries - PT Teaching	48,720	48,720	48,720	42,000	43,260
Salaries - PL Teaching	-	-	-	-	-
Salaries - Sessional Teaching	-	-	-	-	-
Contract Teaching	-	-	-	-	-
Total Teaching Salaries	98,720	100,220	101,765	142,000	146,260

Expenditures	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection	2029-30 Projection
Support Staff	15,000	15,450	15,914	16,391	16,883
Total Academic Support Costs	15,000	15,450	15,914	16,391	16,883
Benefits - Faculty - FT 25.5%	12,750	13,133	13,526	25,500	26,265
Benefits - Faculty - PT 15.5%	7,552	7,552	7,552	6,510	6,705
Benefits - SS (FT) 30%	4,500	4,635	4,774	4,917	5,065
Total Employee Benefits	24,802	25,319	25,852	36,927	38,035
Total Labour	138,522	140,989	143,531	195,318	201,178
Instructional Supplies	3,000	3,750	3,825	3,902	3,980
Instructional Other Costs	-	-	-	-	-
Field Work	-	-	-	-	-
Membership & Dues	-	-	-	-	-
Professional Development	2,000	2,000	2,000	2,000	2,000
Travel/accommodation/ meals	1,500	1,500	1,500	1,500	1,500
Promotion/Public relations	-	-	-	-	-
Maintenance-Equipment	-	-	-	-	-

Expenditures	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection	2029-30 Projection
Telecommunications	-	-	-	-	-
Software Costs	-	-	-	-	-
Office supplies/Other Expenses	-	-	-	-	-
Rental	-	-	-	-	-
Total Other Expenditure	6,500	7,250	7,325	7,402	7,480

Report Number: BOG-2024-62

To: Board of Governors

From: Dr. Elaine Popp, President and Bonnie St. George, Vice President, External Relations & Advancement

Date of Report: June 3, 2024

Date of Meeting: June 12, 2024

Subject: 2024-2025 Business Plan

1. Purpose

The purpose of this report is to introduce the new 2024-2025 Business Plan.

2. Recommendation

It is recommended to the Durham College (DC) Board of Governors:

That based on Report BOG-2024-62, the 2024-2025 Business Plan be approved.

3. Background

Consistent with the Board of Governors' Board Policy and expectations of the Minister's Binding Policy Directive for Business Plans, the college president is required to build an annual business plan that outlines the goals and actions the college will take to ensure exceptional service delivery. Throughout the year, there will be three progress update reports presented to the Board of Governors.

The Business Plan allows DC to plan its operations for the fiscal year (April 1 to March 31) within the framework outlined in its Strategic Plan (2020-2025), and in support of its mission, vision and values statements. The Business Plan identifies to the public and provincial government the operational outcomes that the college intends to achieve in the fiscal year. The Ministry of Colleges and Universities (MCU) uses the information provided in college business plans for government planning and policy-making purposes.

This plan was developed with input, direction, review and guidance from the Executive Leadership Team (ELT) and it represents all departments and Faculties.

4. Discussion/Options

This is the fifth and final Business Plan to be developed under the 2020-2025 Strategic Plan. As such, the objectives statements from the Strategic Plan are embedded within the Business Plan. This approach connects actions undertaken by DC to the goals of its Strategic Plan.

The accompanying 2024-2025 Business Plan Scorecard describes 100 actions that the college will undertake to help achieve these goals.

Pillar	Number of actions
Our Students	31
Our People	18
Our Work	38
Our Community	13
Total	100



The Measurements/Milestones noted enable DC to know when success is achieved. Specific dates have been included for some of these Measurements/Milestones. Where no date is identified, the action will be completed by March 31, 2025.

Each action has one or more ELT members listed as the lead. The position titles used reflect those which will come into effect on July 2, 2024.

The 2024-2025 Business Plan includes 15 actions dedicated to advancing DC's efforts in supporting equity, diversity, inclusion and belonging, Indigeneity goals and meeting Accessibility for Ontarians with Disabilities (AODA) requirements. Below is a summary of the college's intended activities in these areas.

Our Students

5. Cultivate relationships with students that extend beyond graduation.

Action	Measurement/Milestone
<ul style="list-style-type: none"> First Peoples Indigenous Centre (FPIC) to partner with the Indigenous Alumni Network to connect current students with graduates and community members from the Indigenous 	<ul style="list-style-type: none"> Host a fall networking event in the FPIC.

community.

Our People

3. Ensure a positive and inclusive work environment that is diverse, respectful and representative of our community.

Action	Measurement/Milestone
<ul style="list-style-type: none"> Build and enhance intercultural competency within DC. 	<ul style="list-style-type: none"> Run at least one iteration of modules 2, 3, 4 and 5 of the Intercultural Awareness Program with a minimum of 20 participants each by March 31, 2025.
<ul style="list-style-type: none"> Enhance accessibility in the classrooms by installing 20 Accessibility for Ontarians with Disabilities (AODA)-compliant podia. 	<ul style="list-style-type: none"> Identify classrooms that would get new podia. Purchase podia. Install podia before March 31, 2025.
<ul style="list-style-type: none"> Consult on and provide college-wide Equity, Diversity, Inclusion and Belonging (EDIB) programming for employees and students on a variety of EDIB, Human Rights and Sexual Violence topics. 	<ul style="list-style-type: none"> Annual EDIB work plan created, including a calendar of events launched. Enhance strategies used to raise awareness of supports offered. Provide and track employee and student access to EDIB knowledge using a variety of strategies. Benchmark usage data. Enhance case management process for Human Rights Concerns & Sexual Violence Disclosures piloted.
<ul style="list-style-type: none"> Provide institutional EDIB leadership and support to address the needs of key equity-deserving groups via work with the Black Student Success Network (BSSN), EDIB working group, Wellness committee, DC Pride Coalition. 	<ul style="list-style-type: none"> Enhance Institutional EDIB Committee capacity. Conduct consultations with members of the Black and 2SLGBTQQIA+ communities on programming needs. Communicate census data to employees. Formal system for obtaining and acting according to EDIB data-driven insights piloted.

6. Provide professional development and global outreach opportunities that enhance the skills and knowledge of our employees.

Action	Measurement/Milestone
<ul style="list-style-type: none"> Provide professional development opportunities for all employee groups on a variety of topics including health and wellness, leadership, and EDIB development. 	<ul style="list-style-type: none"> Review and update the application process for external leadership development programs. Survey senior management on desired Professional Development (PD) and wellness offerings provided by HR; survey to be completed by June 2024. Offer an annual calendar of PD opportunities for all employee groups focused on EDIB, wellness, general PD Management/Leadership training. Host the Chair Foundation Academy in October 2024 (Part 1) and October 2025 (Part 2).

Our Work

1. Foster an environment that inspires idea generation, bold leadership and purposeful innovation that are consistent with the evolution of work.

Action	Measurement/Milestone
<ul style="list-style-type: none"> Support faculty members in the internationalization of their curricula. 	<ul style="list-style-type: none"> Develop and pilot a workshop on curriculum internationalization for at least ten participants by February 28, 2025, to lay a foundation for an expanded internationalization curriculum initiative.

4. Reimagine and grow our facilities to be more flexible, accessible and progressive.

Action	Measurement/Milestone
<ul style="list-style-type: none"> Review all campus spaces to ensure AODA 2025 compliance is achieved by January 1, 2025. 	<ul style="list-style-type: none"> Complete a comprehensive review of all building components with accessibility elements against current AODA requirements.

	<ul style="list-style-type: none"> Update several washrooms and stairwells as part of this initiative.
<ul style="list-style-type: none"> Facilities Management and HR will continue to collaborate to design a multi-faith prayer space at our Oshawa campus. 	<ul style="list-style-type: none"> Complete the multi-faith prayer space by end of summer 2024.

Our Community

1. Establish and strengthen meaningful partnerships with industry, government, community and alumni to ensure our programs are leading-edge.

Action	Measurement/Milestone
<ul style="list-style-type: none"> FPIC to engage with and support local school board Indigenous Initiatives teams. 	<ul style="list-style-type: none"> Host a minimum of one on-campus session for a local school board and attend at least one school board event throughout the year to strengthen partnerships.

3. Leverage and grow our positive impact on our community to help it prosper and diversify.

Action	Measurement/Milestone
<ul style="list-style-type: none"> Build resilient communities by leveraging the "field-to-fork-to-field" campus model to support traditionally marginalized communities. 	<ul style="list-style-type: none"> Engage with the campus FPIC and run one or two workshops serving campus stakeholders and/or community partners. Engage Indigenous alumni in industry to support a workshop or create a workshop supporting an Indigenous community partner. Engage with the Office of Equity, Diversity and Inclusion and community partners to ensure the workshops are directed to those in need of learning resiliency through food literacy, growing your own food, food waste management and sustainable practices. Meet community engagement metrics- 15 community partners supported and over 1,000 community members and

	students engaged.
<ul style="list-style-type: none"> Community Employment Services (Oshawa site) to submit an expression of interest to the Service System Manager (SSM) to provide specialized services for racialized individuals in the community by developing and offering a mentorship program for employment and career development. 	<ul style="list-style-type: none"> A minimum of 31 per cent of client volume target in Oshawa will be focused on delivering services for racialized people. Connect, consult and collaborate with local community agencies to on services, outreach and employment supports.

5. Strengthen our relationships with Indigenous communities.

Action	Measurement/Milestone
<ul style="list-style-type: none"> Implement targeted initiatives to promote Indigenous education, equity, diversity, and inclusion, including developing a virtual simulation for the Nursing Program Transformation Initiative (NPTI) and reviewing curriculum for inclusion of Indigenous education and EDIB. 	<ul style="list-style-type: none"> Develop the virtual simulation for the NPTI by March 2025.
<ul style="list-style-type: none"> Hire an Indigenous Learning Specialist to support DC faculty in Indigenous, decolonizing and developing curriculum inclusive of Indigeneity. 	<ul style="list-style-type: none"> Hire an Indigenous Learning Specialist by December 2024. Develop and implement resources to support faculty in decolonization and Indigenization initiatives.
<ul style="list-style-type: none"> Community Employment Services (Uxbridge site) to submit an expression of interest to the SSM to provide specialized services for Indigenous Peoples through our partnership with Mississauga's of Scugog First Nation; providing additional employment services and financial client supports for individual training needs. 	<ul style="list-style-type: none"> A minimum of 4.1 per cent of client volume target in Uxbridge will be focused on delivering services for Indigenous Peoples. Connect, consult and collaborate with local Indigenous communities on services, outreach and employment supports.

5. Financial/Human Resource Implications

Business Plan actions with direct financial or human resource implications will be addressed through annual capital and operational budget processes.

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 some actions that outline possible areas of collaboration with Ontario Tech University, otherwise there are no direct implications.

8. Relationship to the Strategic Plan/Business Plan

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

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

2024-2025 Business Plan Scorecard

OUR STUDENTS

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

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
<p>1. Deliver high-quality programs that reflect labour markets and are responsive to emerging economies.</p>	<ul style="list-style-type: none"> • Launch new programs that meet labour market demands and student and community expectations. 	<ul style="list-style-type: none"> • Successfully launch a minimum of nine new programs by winter 2025. <ul style="list-style-type: none"> ○ Bachelor of Paralegal (Three-Year Baccalaureate Degree) ○ Law Clerk (Ontario College Diploma) ○ Nutrition and Food Service Management (Ontario College Diploma) ○ Human Resources Management (Two-year Ontario College Graduate Certificate) ○ International Business Management (Two-year Ontario College Graduate Certificate) ○ Professional Selling and New Business Development (Two-year Ontario College Graduate Certificate) ○ Project Management (Two-year Ontario College Graduate Certificate) ○ Supply Chain Management – Global Context (Two-year Ontario College Graduate Certificate) 	<ul style="list-style-type: none"> • Vice President, Academic 	<ul style="list-style-type: none"> • 	

2024-2025 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
		<ul style="list-style-type: none"> ○ Clinical Bioinformatics (One-year Ontario College Graduate Certificate) ○ Professional Selling and New Business Development (One-year Ontario College Graduate Certificate) ○ Public Relations (One-year Ontario College Graduate Certificate) 			
	<ul style="list-style-type: none"> • Develop an integrated and streamlined approach to annual program reviews (APR) and comprehensive program reviews (CPR) that support critical reflection of program quality and evidence-informed decision-making to guide program advancement. 	<ul style="list-style-type: none"> • Conduct a needs analysis to identify strengths and opportunities. • Revise process and implement for spring 2025 launch of CPR and APR cycles. 	<ul style="list-style-type: none"> • Vice President, Academic 	<ul style="list-style-type: none"> • 	
	<ul style="list-style-type: none"> • Complete a successful College Quality Assurance Audit Process (CQAAP). 	<ul style="list-style-type: none"> • Submit an 18-month report back to Ontario College Quality Assurance Services by January 2025. 	<ul style="list-style-type: none"> • Vice President, Academic 	<ul style="list-style-type: none"> • 	
	<ul style="list-style-type: none"> • Enhance Durham College’s (DC) reputation as a leading organization in the elevating devices training industry. 	<ul style="list-style-type: none"> • Support partners as they launch a training program for industry fundamentals. • Work with key partners in other provinces, both regulatory and employers, to advocate for national training standards and opportunities. • Identify potential funding sources for curriculum development. 	<ul style="list-style-type: none"> • Vice President, Academic 	<ul style="list-style-type: none"> • 	

2024-2025 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
		<ul style="list-style-type: none"> Support the program team and liaise with relevant DC departments and an external company to offer Elevating Device Mechanic (license T) renewal courses online. Support program team in developing capital plans to renew the shop elevators (complete the Apprenticeship Capital Grant - Call for Proposals submission). 			
	<ul style="list-style-type: none"> Develop new curriculum to leverage electric vehicle (EV)/hybrid vehicle (HV) learning space. 	<ul style="list-style-type: none"> Invest in capital EV automotive equipment through grants/donations, hire an EV faculty member, and seek approval for a credential in the field. 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Support the college in achieving its domestic enrolment goals by implementing new or enhanced Recruitment strategies segmented for the non-direct and direct markets 	<ul style="list-style-type: none"> Produce and implement a non-direct market recruitment strategy to grow non-direct applications by 4 per cent over the winter, spring and fall 2025 intakes. Exceed our total domestic application targets by 5 per cent and first-choice applications for spring and fall 2024, winter 2025, by implementing an enhanced recruitment strategy. 	<ul style="list-style-type: none"> Office of the President Associate Vice President, Communications and Marketing 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Elevate the web experience for prospective students through the realignment and implementation of web pages/assets related to 	<ul style="list-style-type: none"> Launch and market the new DC mobile app to generate an increased positivity rating of 4.3 in Google Play and 3.6 in the app 	<ul style="list-style-type: none"> Office of the President Associate Vice President, Communications and Marketing 	<ul style="list-style-type: none"> 	

2024-2025 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<p>exploring, admissions and enrolment at DC.</p>	<p>store (Google and iOS). Generate a total of 15,570 app downloads.</p> <ul style="list-style-type: none"> • Increase direct web traffic from DC homepage to recruitment and admissions landing pages by 950 visits, 10 per cent annually. • Launch DCs new interactive map by June 2024 and increase the number of annual pageviews by 113,400, 5 per cent. 			
	<ul style="list-style-type: none"> • Develop/launch a user-generated content and Reddit strategy to motivate participation and generate authentic content showcasing DC's impact, campus experience, and success stories in support of the college in achieving its enrolment goals. 	<ul style="list-style-type: none"> • Surpass the overall industry average social media engagement rate of 1.4 per cent by .2 per cent. • Increase total audience growth on Facebook, X (formerly Twitter), Instagram, LinkedIn and TikTok by 2 per cent each quarter. • Collaborate with the recruitment team to host 12 Ask Me Anything sessions with 20 questions each on Reddit in an effort to increase positive sentiment on that platform. 	<ul style="list-style-type: none"> • Office of the President • Associate Vice President, Communications and Marketing 	<ul style="list-style-type: none"> • 	
	<ul style="list-style-type: none"> • Execute pilot VIP events with two Faculties to support conversion activities and one mature student event to help the college achieve its enrolment goals. 	<ul style="list-style-type: none"> • Welcome 50 attendees to each Faculty VIP event and 150 to our mature student event. Track the total number of attendees to use as a benchmark. For Faculty VIP events, targeting a 20 per cent conversion rate of attendees to students based on confirmations 	<ul style="list-style-type: none"> • Office of the President • Associate Vice President, Communications and Marketing 	<ul style="list-style-type: none"> • 	

2024-2025 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
		during the event and two weeks post-event.			
	<ul style="list-style-type: none"> Develop and implement two new marketing strategies to support the college's enrolment goals - one for a new adult learner event and one for an expanded presence in the City of Toronto. 	<ul style="list-style-type: none"> Adult/mature Learner event promotion: Generate 20,000 unique visits to the event landing page and 10,000 engagements. City of Toronto campaign: Generate 20,000 unique visits to web page(s) and 12,000 engagements. 	<ul style="list-style-type: none"> Office of the President Associate Vice President, Communications and Marketing 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Implement a search engine optimization campaign to increase search traffic to specified program pages to help achieve enrolment goals. 	<ul style="list-style-type: none"> Measure and track organic search engine traffic generated to 60 identified program pages with a goal to increase overall traffic by 5 per cent. 	<ul style="list-style-type: none"> Office of the President Associate Vice President, Communications and Marketing 	<ul style="list-style-type: none"> 	
2. Provide exceptional learning experiences that create opportunities for students to build resilience, competence, personal capacity and life-enhancing skills.	<ul style="list-style-type: none"> Develop and deliver an essential skills workshop tailored for newcomers in Canada that aligns with the Skills for Success Canada Framework. 	<ul style="list-style-type: none"> Develop workshop curriculum and materials, secure a venue in the community, advertise through community channels and social media, and deliver the workshop by September 2024. Establish follow-up mechanisms to assess the effectiveness of the workshop in developing the durable skills of newcomers looking for employment. 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Launch eight new work-integrated learning (WIL) options. 	<ul style="list-style-type: none"> Four new WIL options launched by May 2024. Four new WIL options launched by Fall 2024. 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	

2024-2025 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Plan and host the 2024 Advancing Learning provincial conference with Seneca, Fleming, Loyalist, Conestoga, and Northern Colleges. 	<ul style="list-style-type: none"> Conference planned and executed by May 2024, with a registration target of 200. 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Expand fall 2024 Orientation programming to build stronger student connections with individual Faculties. 	<ul style="list-style-type: none"> Launch Academic Welcome Week prior to the start of the semester with dedicated Faculty events. Offer an in-person Start Strong session in August. 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Review and enhance the Institute of Student Leadership (ISL) program. 	<ul style="list-style-type: none"> By September 2024 <ul style="list-style-type: none"> Review and update DC Connect ISL Welcome module. Develop and launch a catalogue of workshop offerings. By March 31, 2025 <ul style="list-style-type: none"> Develop two new workshops for three of the five pillars (Career, Personal and Leadership Development). Develop framework for student-driven experiential learning opportunities. Incorporate two additional opportunities for social connection throughout the year. 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Expansion of Athletics and Recreation programming. 	<ul style="list-style-type: none"> Successfully launch new programs. <ul style="list-style-type: none"> Varsity Curling Women in Sport Rec Series Grow participation in club sports and introduce new ones (i.e., cross country running) Add esports into intramural 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	

2024-2025 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
		programming <ul style="list-style-type: none"> Track engagement for athletic and recreation activities. 			
3. Foster the development of durable skills that are transferable across all industries and workplaces.	<ul style="list-style-type: none"> Support the successful transfer of Chambers of Commerce/Boards of Trade partnerships to the Office of Advancement and Alumni Relations and develop new opportunities for students. 	<ul style="list-style-type: none"> Work with the Office of Advancement and Alumni Relations to transfer knowledge and promote events to students. Work with Chambers/Boards to publicize success stories resulting from the partnership. Plan for at least six events on- or off-campus that bring together students and the business community. 	<ul style="list-style-type: none"> Vice President, Academic Vice President, People, Equity and External Relations 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Earn approval for year two of funding in the partnership with Johnson Controls Inc., resulting in an additional \$100,000 (USD) to support programming and space in the Faculty of Science, Engineering, & Information Technology (SEIT). 	<ul style="list-style-type: none"> Complete report back from the first year of partnership, including specific measurements on bursaries, marketing, new equipment procurement, and formal mentoring. Work with Johnson Controls Inc. to further highlight the partnership. Earn approval for year two of the partnership and funding. 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Increase student experiential opportunities in applied research projects. 	<ul style="list-style-type: none"> Provide opportunities to a minimum of 20 students in industry-led applied research projects and at least six students in social innovation projects. 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Offer opportunities to students to enhance transferable skills that complement their technical skills 	<ul style="list-style-type: none"> By Fall 2024 <ul style="list-style-type: none"> Develop essential transferable skills workshop. 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	

2024-2025 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<p>learned in the classroom.</p>	<ul style="list-style-type: none"> ○ Host a Lunch & Learn Session for summer employment students working on campus on transferable skills. ○ Develop resources on the use of AI in job searching. ○ Connect with COOP 1000 faculty on the timing of personal pitch curriculum. ● By March 31, 2025. ○ Host opportunities for students to practice their personal pitches while also developing their networking and communication skills. 			
<p>4. Champion experiential learning, global engagement and applied research opportunities.</p>	<ul style="list-style-type: none"> ● Implement new objectives related to the Diane Blake Student Success Initiative. 	<ul style="list-style-type: none"> ● Roll out of the Big Interview Artificial Intelligence tool. ● Develop and execute processes to support engagement in work-integrated learning opportunities. ● Promote financial support and allocate funding for students studying in spring/summer 2024, fall 2024 and winter 2025. 	<ul style="list-style-type: none"> ● Vice President, Academic 	<ul style="list-style-type: none"> ● 	
	<ul style="list-style-type: none"> ● Establish the Barrett Centre for Urban Agriculture as a key local resource for food literacy and sustainability. 	<ul style="list-style-type: none"> ● Host or participate in six tours/conferences. ● Support research in one project. ● Six panel invitations or speaking engagements. ● Community Partnership Engagement: Support 15 community partners in 2024-2025. 	<ul style="list-style-type: none"> ● Vice President, Academic 	<ul style="list-style-type: none"> ● 	

2024-2025 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
		<ul style="list-style-type: none"> Community engagement and education at the Ajax Urban Farm (including projects such as the Urban Growers of Tomorrow Workshop Series, Food Literacy Activities, and Open Houses). The goal is to impact 1,000 community members and students through the workshops and on-farm activities. 			
	<ul style="list-style-type: none"> Increase student and faculty engagement in international outbound experience. 	<ul style="list-style-type: none"> Implement three Global Skills Opportunity funded Faculty Led Classroom Abroad (FLCA) opportunities and up to four DC-funded FLCAs by March 31, 2025. 	<ul style="list-style-type: none"> Office of the President Associate Vice President, Academic (Enrolment and International Education) Vice President, Academic 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Continue to diversify the international student population of DC. 	<ul style="list-style-type: none"> Further develop eight existing markets, targeting 25 or more students from four countries, and 15 or more students from four other countries by January 17, 2025. 	<ul style="list-style-type: none"> Office of the President Associate Vice President, Academic (Enrolment and International Education) Vice President, Academic 	<ul style="list-style-type: none"> 	
5. Cultivate relationships with students that extend beyond graduation.	<ul style="list-style-type: none"> Enhance opportunities for current students to learn from alumni. 	<ul style="list-style-type: none"> Career and Student Development offices will partner with alumni department to host a panel session highlighting different paths to success providing alumni with an opportunity to stay connected and share their lessons with current students. Invite Durham College Alumni Association representative to speak at the ISL Summit. 	<ul style="list-style-type: none"> Vice President, Academic Vice President, People, Equity and External Relations 	<ul style="list-style-type: none"> 	

2024-2025 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> First Peoples Indigenous Centre (FPIC) to partner with the Indigenous Alumni Network to connect current students with graduates and community members from the Indigenous community. 	<ul style="list-style-type: none"> Host a fall networking event in the FPIC. 	<ul style="list-style-type: none"> Vice President, Academic Vice President, People, Equity and External Relations 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Improve and increase alumni and student engagement activities. 	<ul style="list-style-type: none"> Increase alumni app membership by 25 per cent. Hold one to two student networking events. Revitalize Alumni at Work program by hosting two internal and three to five external workplace events. 	<ul style="list-style-type: none"> Vice President, People, Equity and External Relations 	<ul style="list-style-type: none"> 	
6. Advocate for the necessity and value of lifelong learning.	<ul style="list-style-type: none"> Identify and launch the development of Academic Upgrading degree preparation curriculum and ensure that courses align with DC's degree programs. 	<ul style="list-style-type: none"> Prepare for fall 2025 launch of a minimum of two-degree preparation courses (Communications and Calculus and Vectors or Advanced Functions). 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Launch Early Childhood Educator micro-credential series, in partnership with the Region of Durham. 	<ul style="list-style-type: none"> Successful launch of four courses to support the federal government's goal of better retention and recruitment of high-quality childcare and early years workforce. 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Develop additional part-time college credentials for working professionals. 	<ul style="list-style-type: none"> Develop and launch two credentials by March 2025. 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	

2024-2025 Business Plan Scorecard

OUR PEOPLE

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

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
1. Attract and retain individuals who are highly qualified, creative and collaborative.	<ul style="list-style-type: none"> Achieve Canada’s Greenest Employers and Greater Toronto’s Top Employers awards through Canada’s Top 100 Employers awards competition. 	<ul style="list-style-type: none"> Apply to the 2025 Canada’s Top 100 Employers annual awards competition. Human Resources and Equity (HR) and Communications + Marketing to collaborate on the application package which highlights DC’s successes in 2024 and demonstrates sustainability, innovation and commitment to employees. Highlight DC’s external awards in our employee recruitment. (i.e., Greater Toronto Top Employers, Canada’s Greenest Employers, Canada’s Top 50 Research Colleges). 	<ul style="list-style-type: none"> Office of the President Associate Vice President, Communications and Marketing Vice President, People, Equity and External Relations 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Implement a job seeker Application Tracking System. 	<ul style="list-style-type: none"> Determine implementation team and project schedule. Implement and configure the new system in a user-friendly format, using feedback from the onboarding review project to enhance system functionality. Providing training and resources to managers on how to use the new system. 	<ul style="list-style-type: none"> Vice President, People, Equity and External Relations 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Implement enhanced communications for new hires. 	<ul style="list-style-type: none"> Form a working group for input on communications; develop separate communications for contract and full-time hires; 	<ul style="list-style-type: none"> Vice President, People, Equity and External Relations 	<ul style="list-style-type: none"> 	

2024-2025 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
		collect feedback from new hires and managers on the effectiveness of the materials. <ul style="list-style-type: none"> Implement a process for promoting information with job offers and to new employees. 			
2. Foster a culture where all employees are inspired to exemplify our mission, vision and values.	<ul style="list-style-type: none"> Launch Faculty-specific employee awards in various Faculties to show appreciation for our people. 	<ul style="list-style-type: none"> Launch awards for all employee groups in the Faculties of Business and SEIT. Celebrate nominees and award winners at faculty-wide meetings or events. 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Support and host college-wide employee recognition and engagement events. 	<ul style="list-style-type: none"> Celebrate Employee Service Awards and host employee BBQ May 2024 at DC Town Hall. Employee and Team Awards of Excellence and BBQ in Fall 2024. National Employee Appreciation Day in March 2025. 	<ul style="list-style-type: none"> Vice President, People, Equity and External Relations 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Conduct employee engagement survey and respond to results. 	<ul style="list-style-type: none"> Conduct employee engagement survey in Fall 2024 and Winter 2025. Communicate results on ICE with a comparison to previous survey results. Recommend action steps to address results. 	<ul style="list-style-type: none"> Vice President, People, Equity and External Relations 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Perform a thorough assessment of the varsity brand. 	<ul style="list-style-type: none"> Track inventory of branded assets - December 2024. Survey key stakeholders including students, staff and alumni - February 2025. Develop recommendations - March 2025 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	

2024-2025 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
3. Ensure a positive and inclusive work environment that is diverse, respectful and representative of our community.	<ul style="list-style-type: none"> Build and enhance intercultural competency within DC. 	<ul style="list-style-type: none"> Run at least one iteration of modules 2, 3, 4 and 5 of the Intercultural Awareness Program with a minimum of 20 participants each by March 31, 2025. 	<ul style="list-style-type: none"> Office of the President Associate Vice President, Academic (Enrolment and International Education) 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Enhance accessibility in the classrooms by installing 20 Accessibility for Ontarians with Disabilities (AODA)-compliant podia. 	<ul style="list-style-type: none"> Identify classrooms that would get new podia. Purchase podia. Install podia before March 31, 2025. 	<ul style="list-style-type: none"> Vice President, Strategic Infrastructure and Campus Safety 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Consult on and provide college-wide Equity, Diversity, Inclusion and Belonging (EDIB) programming for employees and students on a variety of EDIB, Human Rights and Sexual Violence topics. 	<ul style="list-style-type: none"> Annual EDIB work plan created, including a calendar of events launched. Enhance strategies used to raise awareness of supports offered. Provide and track employee and student access to EDIB knowledge using a variety of strategies. Benchmark usage data. Enhance case management process for Human Rights Concerns & Sexual Violence Disclosures piloted. 	<ul style="list-style-type: none"> Vice President, People, Equity and External Relations 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Provide institutional EDIB leadership and support to address the needs of key equity-deserving groups via work with the Black Student Success Network (BSSN), EDIB working group, Wellness committee, DC Pride Coalition. 	<ul style="list-style-type: none"> Enhance Institutional EDIB Committee capacity. Conduct consultations with members of the Black and 2SLGBTQQIA+ communities on programming needs. Communicate census data to employees. Formal system for obtaining and acting according to EDIB data- 	<ul style="list-style-type: none"> Vice President, People, Equity and External Relations 	<ul style="list-style-type: none"> 	

2024-2025 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
		driven insights piloted.			
4. Develop and implement strategies and practices that support the health and wellness of our employees.	<ul style="list-style-type: none"> Review employee-focused policies and programs that support health and wellness at work. 	<ul style="list-style-type: none"> Using the audit tool within the Canadian Standards Association Psychological Health and Safety in the Workplace Standards, complete a gap analysis and provide recommendations to address gaps by the end of March 2025. 	<ul style="list-style-type: none"> Vice President, People, Equity and External Relations 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Implement programming that encourages active living and well-being. 	<ul style="list-style-type: none"> Offer more than 40 group fitness opportunities. Expand number of staff activity days to eight and introduce staff wellness activities. 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	
5. Leverage the expertise of our employees to make meaningful contributions to student learning and the community.	<ul style="list-style-type: none"> Deliver workshop series to share information about applied research at DC. 	<ul style="list-style-type: none"> Deliver the seven-part workshop series entitled Fundamentals of Applied Research to more than 15 employees, providing an overview of the entire research process, policies, and Office of Research Services, Innovation and Entrepreneurship (ORSIE) supports. The series will be delivered in May/June 2024. Participant feedback, along with research coordinators' feedback, will be reviewed to determine future plans. 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Plan a research showcase aimed at faculty and external partners. 	<ul style="list-style-type: none"> Plan and execute ORSIE Expo in fall 2024. 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	

2024-2025 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Launch introduction to applied research modules targeting students. 	<ul style="list-style-type: none"> Self-directed modules launched and available for faculty to embed in courses. Course design shared with Research Assistant students and fellow Research Coordinators for review in Spring 2024 Course feedback reviewed and course refinement completed May - June 2024. At least 100 students enrolled in the course; feedback collected; feedback survey data collected and reviewed. 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	
6. Provide professional development and global outreach opportunities that enhance the skills and knowledge of our employees.	<ul style="list-style-type: none"> Increase staff and faculty global mobility. 	<ul style="list-style-type: none"> Implement a resource library to support faculty and staff mobility (e.g. participating in development projects, FLCA, international WIL, etc.) by March 31, 2025. Gather feedback to inform next steps. 	<ul style="list-style-type: none"> Office of the President Associate Vice President, Academic (Enrolment and International Education) Vice President, Academic 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Provide professional development opportunities for all employee groups on a variety of topics including health and wellness, leadership, and EDIB development. 	<ul style="list-style-type: none"> Review and update the application process for external leadership development programs. Survey senior management on desired Professional Development (PD) and wellness offerings provided by HR; survey to be completed by June 2024. Offer an annual calendar of PD opportunities for all employee groups focused on EDIB, wellness, general PD, Management/ 	<ul style="list-style-type: none"> Vice President, People, Equity and External Relations 	<ul style="list-style-type: none"> 	

2024-2025 Business Plan Scorecard



We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
		Leadership training. <ul style="list-style-type: none"> <li data-bbox="889 277 1352 375">• Host the Chair Foundation Academy in October 2024 (Part 1) and October 2025 (Part 2). 			

2024-2025 Business Plan Scorecard

OUR WORK

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

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
1. Foster an environment that inspires idea generation, bold leadership and purposeful innovation that are consistent with the evolution of work.	<ul style="list-style-type: none"> Support faculty members in the internationalization of their curricula. 	<ul style="list-style-type: none"> Develop and pilot a workshop on curriculum internationalization for at least ten participants by February 28, 2025, to lay a foundation for an expanded internationalization curriculum initiative. 	<ul style="list-style-type: none"> Office of the President Associate Vice President, Academic (Enrolment and International Education) Vice President, Academic 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Review and redevelop the Student Feedback Questionnaire (SFQ) to enhance the student voice and meaningful feedback for faculty. 	<ul style="list-style-type: none"> Assemble a task force comprising representation from all Academic Faculties. Approve revised SFQ by March 2025. 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Improve internal event communication and coordination at DC by implementing a comprehensive college-wide strategy to ensure cohesive information sharing and coordination of all events at all levels of the organization. 	<ul style="list-style-type: none"> Develop and communicate the strategy college-wide by December 2024. Generate 80 per cent feedback response from all users of the new process, achieving an 85 per cent satisfaction rate for information consistency, improved, effective processes, and timeliness of information. Track the number of events submitted through the process, to develop a baseline informing enhanced communication. 	<ul style="list-style-type: none"> Office of the President Associate Vice President, Communications and Marketing 	<ul style="list-style-type: none"> 	

2024-2025 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Collaboratively develop the college's next strategic plan. 	<ul style="list-style-type: none"> Present development framework to the Board of Governors – June 2024 Engage with stakeholders and gather feedback (internal/external) – fall 2024 Draft plan and present to Board – winter 2025 Present a new strategic plan at an all-employee meeting in spring 2025 and communicate the plan broadly. 	<ul style="list-style-type: none"> Office of the President Vice President, People, Equity and External Relations 	<ul style="list-style-type: none"> 	
2. Lead the development of transformational programs, services and systems that enhance the student experience.	<ul style="list-style-type: none"> Develop assessment and evaluation policy in alignment with CQAAP requirements. 	<ul style="list-style-type: none"> Complete an environmental scan of existing policies across the sector. Engage stakeholder consultation sessions. Develop the new policy. Execute a communication plan during its implementation phase. 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Refresh student orientation resources to ensure alignment with digital delivery modes. 	<ul style="list-style-type: none"> Assess orientation program as part of the Digital Learning Strategy work plan. 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Identify additional courses to align part-time learning demand with full-time learning outcomes. 	<ul style="list-style-type: none"> Launch a minimum of three new courses in Professional and Part-time Learning. 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Implement a system that equips Banner with an extensible architecture for easier integration with other applications. 	<ul style="list-style-type: none"> Contract the vendor to assist with the implementation. Work with the vendor to define the scope and do the implementation. Go live with the new system before March 31, 2025. 	<ul style="list-style-type: none"> Vice President, Strategic Infrastructure and Campus Safety 	<ul style="list-style-type: none"> 	

2024-2025 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Engage Tim Horton’s to review and redesign our existing full-service location at our Oshawa campus for increased service times and a better customer and student experience. 	<ul style="list-style-type: none"> A comprehensive review of the existing space with recommendations on a redesign to be completed by March 31, 2025, with construction scheduled for summer 2025. 	<ul style="list-style-type: none"> Vice President, Finance and Chief Financial Officer Vice President, Strategic Infrastructure and Campus Safety 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Implement One Card NFC Wallet functionality within the One Card mobile application enabling contactless mobile meal plan, printer authentication capability, athletic centre and gym membership access capabilities. 	<ul style="list-style-type: none"> Develop a plan with our vendor to have all services implemented by the end of March 2025. 	<ul style="list-style-type: none"> Vice President, Finance and Chief Financial Officer Vice President, Strategic Infrastructure and Campus Safety 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Develop new ways to assist students in gaining interviewing skills for today’s job market. 	<ul style="list-style-type: none"> Incorporate an online interview training system into the Hired portal and services offered through the Career Development office. 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> College Wellness Committee to conduct a comprehensive student mental health gap analysis to identify deficiencies in services. 	<ul style="list-style-type: none"> Complete the mental health gap analysis and identify actionable items to address gaps by summer 2024. Create a plan to bridge any gaps in programming and services to students supporting their mental health and well-being. 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Improve the International Student Persistence Framework (ISPF) to enhance the international student experience. 	<ul style="list-style-type: none"> Using Colleges Ontario’s International Education Standards of Practice, expand and improve the ISPF by March 31, 2025 in order to comply with Standards 3, 4 and 5. 	<ul style="list-style-type: none"> Office of the President Associate Vice President, Academic (Enrolment and International Education) 	<ul style="list-style-type: none"> 	

2024-2025 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
3. Be at the forefront of the evolving practices of teaching, learning and applied research.	<ul style="list-style-type: none"> Expand extended reality, including augmented reality (AR) and virtual reality (VR), into curriculum. 	<ul style="list-style-type: none"> Pilot one new AR/VR application; gather student and faculty feedback; based on the feedback, expand the pilot. 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Create new faculty professional development programs for digital development and delivery of academic programs. 	<ul style="list-style-type: none"> Two new training programs targeting digital delivery modes will be proposed, developed and ready for launch by March 2025 as per the Digital Learning Strategy work plan. 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Utilize the elevating devices shops for cross-collaborative training opportunities. 	<ul style="list-style-type: none"> Faculty of Skilled Trades and Apprenticeship will collaborate with the Faculty of Social and Community Services to identify training opportunities for the pre-service firefighter program. Determine if other programs could benefit from utilizing this space. 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Expand and build a strategy to grow collaborations in virtual production and training simulations and develop revenue-generating strategies in the Mixed-Reality Capture Studio. 	<ul style="list-style-type: none"> A minimum of five projects in virtual production and training simulation, two projects and at least two revenue-generating streams identified. At least five projects in Virtual Production and Training & Simulation. Two Fee for Service (FFS) projects Identify at least two revenue-generating streams. 	<ul style="list-style-type: none"> Vice President, Academic a 	<ul style="list-style-type: none"> 	

2024-2025 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Expand and build a strategy to increase research and development collaborations and develop new revenue streams in the Centre for Cybersecurity Innovation, leveraging the new cybersecurity lab infrastructure. 	<ul style="list-style-type: none"> At least five research and development projects initiated. Three FFS projects completed. Host four training sessions for employees of external organizations. 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Develop a knowledge mobilization plan to transfer information and collect research documentation about applied research projects. 	<ul style="list-style-type: none"> Develop internal knowledge base and promotional materials. Two case studies per centre developed. 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Implement a Course Content Repository (CCR) that facilitates access and consistency in curriculum. 	<ul style="list-style-type: none"> Develop and implement a CCR as per the Digital Learning Strategy work plan. 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	
4. Reimagine and grow our facilities to be more flexible, accessible and progressive.	<ul style="list-style-type: none"> Provide students with easier and faster access to commonly required documents from the Office of the Registrar. 	<ul style="list-style-type: none"> Implement the following documents on MyCreds by December 31, 2024: Verification of Graduation, Apprenticeship transcripts and credentials, and Verification Requests. 	<ul style="list-style-type: none"> Office of the President Associate Vice President, Academic (Enrolment and International Education) 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Review all campus spaces to ensure AODA 2025 compliance is achieved by January 1, 2025. 	<ul style="list-style-type: none"> Complete a comprehensive review of all building components with accessibility elements against current AODA requirements. Update several washrooms and stairwells as part of this initiative. 	<ul style="list-style-type: none"> Vice President, Strategic Infrastructure and Campus Safety 	<ul style="list-style-type: none"> 	

2024-2025 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Facilities Management and HR will continue to collaborate to design a multi-faith prayer space at our Oshawa campus. 	<ul style="list-style-type: none"> Complete the multi-faith prayer space by end of summer 2024. 	<ul style="list-style-type: none"> Vice President, People, Equity and External Relations Vice President, Strategic Infrastructure and Campus Safety 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Develop a college-wide space planning report to inform future space requirements. 	<ul style="list-style-type: none"> Conduct a space allocation analysis to compare existing space allocations to recognized standards and benchmarks seen at peer campuses. Develop long-range space planning scenarios for campus improvement and development that will guide and help to prioritize space planning and capital investment from a campus-wide lens. Identify space management principles, processes and tools. Conduct instructional space utilization space analysis. Report to be completed December 2024. 	<ul style="list-style-type: none"> Vice President, Strategic Infrastructure and Campus Safety 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Increase part-time enrolments through the Ontario College Application Service (OCAS). 	<ul style="list-style-type: none"> Post all part-time post-secondary diploma programs on OCAS. Admit 50 new part-time students into post-secondary diploma programs by March 31, 2025. 	<ul style="list-style-type: none"> Office of the President Associate Vice President, Academic(Enrolment and International Education) Vice President, Academic 	<ul style="list-style-type: none"> 	

2024-2025 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
5. Optimize resources and processes in all aspects of our business.	<ul style="list-style-type: none"> Implement AI-powered robotic cleaning technology to drive efficiencies and enhance cleaning standards at our Oshawa campus. 	<ul style="list-style-type: none"> Increased labour efficiencies and higher scores on cleaning audits versus previous years as benchmarked against Association of Physical Plant Administrators cleaning standards. 	<ul style="list-style-type: none"> Vice President, Strategic Infrastructure and Campus Safety 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Implement AI-powered robotic food service delivery technology to drive student accessibility and convenience to additional food options on campus. 	<ul style="list-style-type: none"> Increased transaction count with an overall increase in college food service commission revenues versus previous year. 	<ul style="list-style-type: none"> Vice President, Finance and Chief Financial Officer 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Implement a Battery Energy Storage System (BESS) to offset the cost of energy during peak times and reduce the college’s exposure to Ontario’s Global Adjustment program. 	<ul style="list-style-type: none"> The BESS system is expected to be commissioned by summer 2025, with a goal of reducing/eliminating of energy surcharges beginning in summer 2026. 	<ul style="list-style-type: none"> Vice President, Strategic Infrastructure and Campus Safety 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Develop and implement a capital project, and equipment request process that ensures accurate scope and costing prior to financial approval. 	<ul style="list-style-type: none"> A new intake process is currently being developed and expected to be implemented this fall ahead of the 2025-2026 capital request period. 	<ul style="list-style-type: none"> Vice President, Strategic Infrastructure and Campus Safety 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Deliver a balanced budget for 2024-2025 that optimizes financial resources and results in a clean audit opinion. 	<ul style="list-style-type: none"> Monitor revenues and expenses to achieve a surplus for March 31, 2025. 	<ul style="list-style-type: none"> Vice President, Finance and Chief Financial Officer 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Implement enhanced financial reporting for budget holders. 	<ul style="list-style-type: none"> Develop effective reports that promote more accountability from budget holders. 	<ul style="list-style-type: none"> Vice President, Finance and Chief Financial Officer 	<ul style="list-style-type: none"> 	

2024-2025 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Review and complete the necessary reporting for compliance against Bill S-211 legislation, effective January 1, 2024. 	<ul style="list-style-type: none"> Submit report by May 31, 2024. Add respective language to policies and tender documents. Continue to assess supply chain activities for risks. 	<ul style="list-style-type: none"> Vice President, Finance and Chief Financial Officer 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Campus Health and Wellness Centre (CHWC) and the Access and Support Centre (ASC) to streamline mental health services to ensure an improved service experience. 	<ul style="list-style-type: none"> ASC and CHWC will review current practices to align services. Establish a clear roadmap of mental health services available. <ul style="list-style-type: none"> Provide in-service training and information sessions with campus departments, Faculties and other campus partners on the new processes. 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> The Financial Aid and Awards (FAA) office will enhance the on-campus summer employment program to support the college community for the 2025 summer employment cycle ensuring positions are promoted to eligible students for DC to compete with off-campus summer job opportunities. 	<ul style="list-style-type: none"> Create systems to enhance approval processes to post job opportunities seven weeks before the start of the employment program. Improved timeline from current timeline of five weeks. Shorten timelines for student application approvals by opening student applications for summer employment program in February 2025, which is eight weeks earlier than previous cycles. Students will receive conditional approvals within five business days from the date of their submitted application. 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> The FAA office will launch a promotional campaign to inform students of their responsibilities when receiving funds from the 	<ul style="list-style-type: none"> Host presentations and workshops - November, March and July. Assess impact by tracking the number of attendees 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	

2024-2025 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<p>Ontario Student Assistance Program (OSAP), including available options and rehabilitation programs to help reduce the likelihood of students defaulting on their loans.</p>	<p>and collecting survey feedback after each session.</p> <ul style="list-style-type: none"> • Initiate a coordinated Communications Plan <ul style="list-style-type: none"> ○ Social Media - Continue collaborations with National Student Loans Service Centre (NSLSC). Utilize FAA Social Media platforms being launched Sept 2024 to share NSLSC information tracking the number of views/likes to create a benchmark. ○ Email Campaign - Initiate an email campaign to students in their final semester of study (November and March) 			
	<ul style="list-style-type: none"> • The FAA office will utilize the Banner Student Aid (BSA) online application and assessment process to expedite the adjudication and funding of Food Insecurity Bursaries. This approach will help identify applicants who require additional support. 	<ul style="list-style-type: none"> • Expedite adjudication and funding using the automatic adjudication process the adjudication period will be decreased to five business days from 15 business days. • Identifying financial need - automatic adjudication process provides detailed reports to help identify applicants who require additional supports. To measure the effectiveness FAA will utilize reports to provide statistics to measure the additional supports against the former adjudication process. 	<ul style="list-style-type: none"> • Vice President, Academic 	<ul style="list-style-type: none"> • 	

2024-2025 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Develop direct response campaigns – find new opportunities and create a pipeline for monthly donors and Alumni Leaders. 	<ul style="list-style-type: none"> Develop a pool of 25 to 50 new alumni prospects (less than \$500). Develop process to identify prospective alumni who can participate in the Alumni Leader program (\$500 plus). Create annual giving plan that focuses on increasing monthly donors by five to 10 new donors. 	<ul style="list-style-type: none"> Vice President, People, Equity and External Relations 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Complete wind down of DC Foundation. 	<ul style="list-style-type: none"> Resolutions by both DC Foundation Board of Directors and DC Board of Governors. Ensure Ontario Not-for-Profit Corporations Act compliance and all closing agenda steps are followed. Communication with all donors about the decision. Transfer endowment funds from Foundation to College. 	<ul style="list-style-type: none"> Vice President, People, Equity and External Relations 	<ul style="list-style-type: none"> 	

2024-2025 Business Plan Scorecard

OUR COMMUNITY

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

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
1. Establish and strengthen meaningful partnerships with industry, government, community and alumni to ensure our programs are leading-edge.	<ul style="list-style-type: none"> FPIC to engage with and support local school board Indigenous Initiatives teams. 	<ul style="list-style-type: none"> Host a minimum of one on-campus session for a local school board and attend at least one school board event throughout the year to strengthen partnerships. 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Community Employment Services to enhance support to clients in the Durham Region with employment and training/educational needs by delivering a holistic approach to person-centred services. 	<ul style="list-style-type: none"> Maximize employment-related financial supports for job seekers and employers by spending 100 per cent of Flow Through Funds. Meet Key Performance Indicators with the new Service System Manager (SSM). 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	
2. Expand volunteer opportunities for employees and students to help them gain a deeper connection to our community.	<ul style="list-style-type: none"> Gain a better understanding of community reach, by obtaining insights into volunteer activities in which employees participate. 	<ul style="list-style-type: none"> Create and distribute a survey to employees to collect information about their current volunteer activities. Utilize the collected data to guide future volunteer initiatives and highlight inspiring stories of how DC connects with the community. 	<ul style="list-style-type: none"> Vice President, People, Equity and External Relations 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Engage in partnerships with the minor sports community through our varsity programs and facilities. 	<ul style="list-style-type: none"> Invite minor sports teams to attend varsity home games and major events (volleyball nationals and softball provincials). Offer team training sessions run by student-athletes/coaches with minor sport organizations 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	

2024-2025 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
		<ul style="list-style-type: none"> Ensure strategic bookings with athletic facilities to support minor sports community. Host high school tournaments. 			
3. Leverage and grow our positive impact on our community to help it prosper and diversify.	<ul style="list-style-type: none"> Build resilient communities by leveraging the "field-to-fork-to-field" campus model to support traditionally marginalized communities. 	<ul style="list-style-type: none"> Engage with the campus FPIC and run one or two workshops serving campus stakeholders and/or community partners. Engage Indigenous alumni in industry to support a workshop or create a workshop supporting an Indigenous community partner. Engage with the Office of Equity, Diversity and Inclusion and community partners to ensure the workshops are directed to those in need of learning resiliency through food literacy, growing your own food, food waste management and sustainable practices. Meet community engagement metrics- 15 community partners supported and over 1,000 community members and students engaged. 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Develop a train-the-trainer program for CIG Skills to Access a Greener Economy (SAGE) international project to enhance global competency in online learning 	<ul style="list-style-type: none"> Develop and deliver a three-day program to Centres of Teaching and Learning in six Caribbean countries (Guyana, Jamaica, St. Lucia, Grenada, Belize, Dominica) by March 2025. 	<ul style="list-style-type: none"> Office of the President Associate Vice President, Academic (Enrolment and International Education) Vice President, Academic 	<ul style="list-style-type: none"> 	

2024-2025 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	<ul style="list-style-type: none"> Community Employment Services (Oshawa site) to submit an expression of interest to the SSM to provide specialized services for racialized individuals in the community by developing and offering a mentorship program for employment and career development. 	<ul style="list-style-type: none"> A minimum of 31 per cent of client volume target in Oshawa will be focused on delivering services for racialized people. Connect, consult and collaborate with local community agencies to on services, outreach and employment supports. 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Community Employment Services to partner with the Region of Durham to provide clients on social assistance a consistent pathway and access to valuable employment services and supports. 	<ul style="list-style-type: none"> Serve a minimum of 30 per cent of our client volume target on referrals from Durham Region social assistance. 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	
<p>4. Respect our community by leading environmental stewardship and building social inclusion, while contributing to economic success.</p>	<ul style="list-style-type: none"> Increase on-campus engagement, participation in community events, and outreach opportunities focused on sustainability. 	<ul style="list-style-type: none"> Increased engagement through a minimum of three campus events and initiatives. Benchmark oversight of current sustainability practices across all college departments. Re-establish the Green Impact Team with a minimum of six employee participants. 	<ul style="list-style-type: none"> Vice President, Finance and Chief Financial Officer 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Reduce single-use plastics on campus while improving our waste diversion and overall impact on landfills. 	<ul style="list-style-type: none"> Complete an inventory of all single-use plastics on campus and explore alternatives and implement, where feasible by March 2025. Complete an inventory of the usage of disposable gloves across campus and implement a recycling program by March 2025. 	<ul style="list-style-type: none"> Vice President, Finance and Chief Financial Officer Vice President, Strategic Infrastructure and Campus Safety 	<ul style="list-style-type: none"> 	

2024-2025 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
5. Strengthen our relationships with Indigenous communities.	<ul style="list-style-type: none"> Implement targeted initiatives to promote Indigenous education, equity, diversity, and inclusion, including developing a virtual simulation for the Nursing Program Transformation Initiative (NPTI) and reviewing curriculum for inclusion of Indigenous education and EDIB. 	<ul style="list-style-type: none"> Develop the virtual simulation for the NPTI by March 2025. 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Hire an Indigenous Learning Specialist to support DC faculty in Indigenizing, decolonizing and developing curriculum inclusive of Indigeneity. 	<ul style="list-style-type: none"> Hire an Indigenous Learning Specialist by December 2024. Develop and implement resources to support faculty in decolonization and Indigenization initiatives. 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> Community Employment Services (Uxbridge site) to submit an expression of interest to the SSM to provide specialized services for Indigenous Peoples through our partnership with Mississauga's of Scugog First Nation; providing additional employment services and financial client supports for individual training needs. 	<ul style="list-style-type: none"> A minimum of 4.1 per cent of client volume target in Uxbridge will be focused on delivering services for Indigenous Peoples. Connect, consult and collaborate with local Indigenous communities on services, outreach and employment supports. 	<ul style="list-style-type: none"> Vice President, Academic 	<ul style="list-style-type: none"> 	



**PUBLIC REPORT OF THE GOVERNANCE REVIEW COMMITTEE
TO THE DURHAM COLLEGE BOARD OF GOVERNORS FOR CONSIDERATION AT
ITS PUBLIC MEETING HELD ON JUNE 12, 2024**

BACKGROUND

The Governance Review Committee met by videoconference on Wednesday, May 15, 2024.

SUMMARY

1. Minutes of the March 25, 2024, Governance Review Committee Meeting

The Committee reviewed and approved its minutes from the Governance Review Committee meeting on March 25, 2024.

2. Board Policy: Collection, Use, and Disclosure of Governor Information

The Committee received a report from the President highlighting key changes to Board Policy: Collection, Use, and Disclosure of Governor Information to address the concerns of the Committee raised at the last meeting.

The Committee questioned the Board Secretary.

It is recommended that the following resolution be passed.

RESOLVED:

That based on Report GOV-2024-10, Board Policy: Collection, Use and Disclosure of Governor information be approved as presented.

3. Board Policy: Assessing the President's Performance

The Committee received a report from the President highlighting key changes to Board Policy: Assessing the President's Performance to align the policy to the new performance management process approved by the Board in April 2024. A discussion ensued about the use of position titles in policies and the Committee agreed to amend Section 1.2 (a) of the policy by striking out the words 'Associate Vice-President, Human Resources' and inserting the words, 'head of Human Resources' and inserting the words 'or its successor' following the words 'Office of Research Services, Innovation, and Entrepreneurship'.



It is recommended that the following resolution be passed.

RESOLVED:

That based on Report GOV-2024-15, Board Policy: Assessing the President's Performance be approved as amended.

4. Proposed Governance Changes to Assume Oversight of the DC Foundation and its Endowment Investment Portfolio

The Committee received a report from the President presenting the results of a sector environmental scan and providing a rationale for the recommendation to add endowment investment oversight to the purview of the Audit and Finance Committee and to appoint the members of the Audit and Finance Committee as the new directors of the Durham College Foundation.

The Committee questioned the Chief Financial Officer/VP, Administration and the Associate Vice-President, Office of Advancement and Alumni Relations, regarding the current credentials of investment committee members, the role of the wealth manager, and the current investment guidelines.

A discussion ensued about oversight of the wealth manager, the workload and scheduling of the Audit and Finance Committee, and whether the recommendations as proposed were right for Durham College. Additionally, the Committee discussed the recommendation to appoint the members of the Audit and Finance Committee as the directors of the Durham College Foundation and the implications of that decision, including time commitment, risk, and the requirement to submit annual paperwork. As the minimum number of directors is three, and on the advice of BLG, the Committee amended the recommendation to have the President, Chair and Vice-Chair of the Audit and Finance Committee be appointed as the directors of the Foundation.

It is recommended that the following resolution be passed.

RESOLVED:

That based on GOV-2024-14, the following governance changes be approved:

1. That oversight of the endowment investment portfolio be added as a responsibility of the Audit and Finance Committee and its terms of reference be updated accordingly; and,
2. That effective April 1, 2025, the College President, Chair and Vice-Chair of the Audit and Finance Committee be appointed as the Directors of the Durham College Foundation.

5. President's Compliance Report for 2023-2024

The Committee received a report from the President attesting to compliance with Board policy since March 1, 2024; the Board Secretary confirmed any attestations made about matters that occurred before March 1, 2024. A discussion ensued about ensuring an outgoing president completes the report before leaving, and the Board Secretary advised she would add this note to the Presidential Selection Committee debrief document.

The Committee asked the President if she was aware of anything from before March 1, 2024, that should be disclosed. The President responded in the negative.

6. Authorizing Resolution of the Governors and Execution of Deed of Resignation and Appointment

The Committee received a report from the President regarding a resolution that will be brought to the June Board meeting. The resolution is required to be passed by the Board to accept the appointment as trustee of the Foundation's interests and trusts, effective March 31, 2024. The President shared that a parallel process is occurring with the current Durham College Foundation Board, which will be approving a resolution to resign as trustee. Further, the President advised that the highlighted text in the resolution would be updated to align with the signing authorities documented in Board By-law No. 1. A copy of the enabling document, the Deed of Resignation and Appointment, was also shared with the Committee for awareness.

Respectfully submitted,

Elizabeth Cowie, Vice-Chair, Governance Review Committee

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

POLICY TYPE:	Governance Process
POLICY TITLE:	Collection, Use, and Disclosure of Governor Information
EFFECTIVE DATE:	June 2023
REVISION DATE:	June 2024
RENEWAL DATE:	June 2027

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

1. POLICY STATEMENTS

It is necessary to collect personal information from Governors to meet legal obligations and to facilitate onboarding and participation in various Board and College activities.

- 1.1 The Board of Governors will collect, use, disclose, and retain the personal information of Governors in accordance with applicable legislation, Ministry Binding Policy Directives, Board by-laws, and Board policies.
- 1.2 The College's information management framework and policies shall apply to the personal information of Governors.
- 1.3 Each Governor shall provide any required personal information requested by the Board of Governors to facilitate the legal, regulatory, and procedural activities of the Board. Refer to Appendix A for a list of required disclosures.
- 1.4 During a Governor's tenure, the Board of Governors shall facilitate:
 - (a) The posting of a photograph and biography on the College website (if provided);
 - (b) The posting of contact information on the Board portal for use by other Governors and the Executive Leadership Team;
 - (c) The disclosure of a Governor's personal information upon request to the Ministry of Colleges and Universities, Canadian Revenue Agency, Quebec Business Registry, College Employer Council, and College's insurance providers.
- 1.5 The contact and discretionary information collected from Governors is kept in the College's customer relationship management database. Copies of government-issued identification is kept securely on a network drive, with restricted access.

- 1.6 Subject to applicable legislation, any photocopies of government-issued identification shall be securely destroyed by the Board Secretary one-year after a Governor has left the Board.

2. REQUIREMENTS FROM THE QUEBEC BUSINESS REGISTRY

- 2.1 The College is registered to conduct business in Quebec, which requires submitting government-issued identification for each Governor.
- 2.2 The Board of Governors shall collect and photocopy from each Governor **one** of the following pieces of acceptable identification (identity documents must include first name, surname, and date of birth):
 - (a) Passport;
 - (b) Driver's or Learner's licence;
 - (c) Health Insurance Card;
 - (d) Canadian Permanent Resident Card;
 - (e) Immigration document issued by the Government of Canada (IMN-1422);
 - (f) Official identification for military, police or diplomatic personnel stationed in Canada;
 - (g) Secure Certificate of Indian Status;
 - (h) Quebec Birth Certificate;
 - (i) Identification issued by a Canadian Province or Territory that includes a date of birth.

3. MONITORING

- 3.1 The Governance Review Committee will review this policy as part of its cyclical review of Board by-laws and policies.

Appendix A

The following personal information is required to be disclosed by each Governor:

- Full legal name
- Mailing address
- Email address
- Telephone number
- Date of birth
- A photocopy of acceptable identification (see list above)
- Job title (if applicable)
- Name of employer (if applicable)
- Vehicle information (if parking pass is requested)

POLICY TYPE: Board-President Relationship
POLICY TITLE: Assessing the President's Performance Policy
EFFECTIVE DATE: June 2022
REVISION DATE: May 2024
RENEWAL DATE: June 2027

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

This policy aims to establish a process for the Board's review of the President's performance to recognize accomplishments, improve job performance where necessary, and set annual performance goals in partnership with the President.

1. POLICY STATEMENTS

- 1.1. The Board of Governors will assess the performance of the President in a manner that is collaborative, consistent with human resource best practices and maintains confidentiality.
- 1.2. The Board of Governors delegates responsibility for the annual review of the President's performance to the Executive Committee.
 - a) The Executive Committee may request the **head of** Human Resources and/or the Office of Research Services, Innovation, and Entrepreneurship **or its successor** to support the Committee in completing various steps of the performance management process.
- 1.3. The Board of Governors will use the following criteria when evaluating the performance of the President:
 - a) The degree to which the responsibilities as set out in the President's employment contract and the Board-President Relations policy are accomplished;
 - b) Compliance with the nature and limits set by the Board in its Outcomes, Executive Limitations, and Board-President Relationship policies;
 - c) Compliance with the nature and limits set by the strategic plan (vision, mission and values);

- d) Demonstration of the College's values of collaboration, diversity and inclusion, excellence, innovation, integrity, respect, and social responsibility, both internally and externally;
 - e) Submission of timely Board reports on relevant issues and annual compliance report;
 - f) Delivery of a balanced budget except where the Ministry has granted permission to run a deficit or in circumstances otherwise approved by the Board;
 - g) Substantial completion of the business plan objectives;
 - h) Strategic advancement of the College;
 - i) The degree to which the President achieved their annual performance goals; and,
 - j) Results of the survey completed by the Board of Governors and Executive Leadership Team about the President's performance.
- 1.4. The method of assessment shall be the procedure outlined in the Presidential Performance Management Process document, which includes:
- a) The setting of performance goals by the President;
 - b) A self-assessment completed by the President; and,
 - c) A survey completed by the Board of Governors and Executive Leadership Team.
 - Internal Governors shall be excluded from completing the survey to manage and avoid conflicts of interest.
- 1.5. Following the annual evaluation of the President's performance, the Executive Committee shall make a recommendation to the Board concerning the President's performance and related performance pay.

2. MONITORING

- 2.1. The Board of Governors, through the Executive Committee, is responsible for ensuring that the process outlined in the Presidential Performance Management Process is completed annually.

3. RELATED LEGISLATION, MINISTER'S BINDING POLICY DIRECTIVES AND OTHER DOCUMENTS

- 3.1. Durham College By-law No. 1
- 3.2. Ministry's Binding Policy Directive - Governance and Accountability Framework
- 3.3. Ministry Resource Document - Board-President Relations
- 3.4. Presidential Performance Management Process Document (approved by the Board of Governors in April 2024)

DEED OF RESIGNATION AND APPOINTMENT

THIS DEED is made as of the 31st day of March, 2025 (the “**Effective Date**”)

BETWEEN:

THE DURHAM COLLEGE FOUNDATION,
a corporation incorporated under the laws of the Province of Ontario

(hereinafter referred to as the “**Resigning Trustee**”)

AND:

THE DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY,
a corporation incorporated under the laws of the Province of Ontario

(hereinafter referred to as the “**Substitute Trustee**”)

RECITALS:

- A. The Resigning Trustee is a registered charity designated as a public foundation under the *Income Tax Act* (Canada) with charitable registration number 864183769 RR0001.
- B. The Resigning Trustee holds the donor restricted funds set out in Schedule “A” attached hereto (collectively, the “**Trusts**”) which provide for scholarships, bursaries and awards to students of the Substitute Trustee.
- C. The Resigning Trustee desires to be discharged as trustee of the Trusts effective as of the Effective Date.
- D. The instruments creating the Trusts (collectively, the “**Trust Instruments**”) do not provide for the appointment of additional or substitute trustees.
- E. Subsection 3(1) of the *Trustee Act* (Ontario) provides that where a trustee desires to be discharged from all or any of the trusts or powers reposed in or conferred on the trustee, the person nominated for the purpose of appointing new trustees by the instrument, if any, creating the trust, or if there is no such person, or no such person able and willing to act, the surviving or continuing trustees or trustee for the time being, or the personal representatives of the last surviving or continuing trustee, may by writing appoint another person or other persons (whether or not being the persons exercising the power) to be a trustee or trustees in the place of the trustee desiring to be discharged.

- F. The Resigning Trustee desires to appoint the Substitute Trustee to be the trustee of the Trusts in the place of the Resigning Trustee pursuant to subsection 3(1) of the *Trustee Act* (Ontario).
- G. The Substitute Trustee is a registered charity designated as a charitable organization under the *Income Tax Act* (Canada) with charitable registration number 107270969 RR0001.

NOW THEREFORE in consideration of the covenants hereinafter set out, the parties hereto agree as follows:

1. The Resigning Trustee, exercising the authority conferred upon it by subsection 3(1) of the *Trustee Act* (Ontario), hereby appoints the Substitute Trustee as trustee of the Trusts, such appointment to take effect on the Effective Date, and hereby transfers to and vests in the Substitute Trustee all interest and right in the property of the Trusts which was heretofore vested in the Resigning Trustee.
2. The Substitute Trustee hereby accepts the appointment as trustee of the Trusts as of the Effective Date and accepts the provisions of the Trusts as set out in the Trust Instruments and agrees to carry out and observe them.
3. Pursuant to section 9 of the *Trustee Act* (Ontario), this Deed shall operate as an express vesting declaration and conveyance to vest in the Substitute Trustee all the interest and right in the property of the Trusts to which this Deed relates.
4. The Resigning Trustee hereby resigns as trustee of the Trusts immediately after the appointment of the Substitute Trustee as trustee of the Trusts on the Effective Date, which resignation is accepted by the Substitute Trustee. The Substitute Trustee shall act as the sole trustee of the Trusts as of the Effective Date.
5. The Resigning Trustee agrees to execute and deliver to the Substitute Trustee such further and other documentation as may be required to effect the transfer of the assets of the Trusts to the Substitute Trustee.
6. The Resigning Trustee agrees to indemnify and save harmless the Substitute Trustee and the Trusts from and in respect of any and all costs, claims, damages or expenses which may arise as a result of any claim with respect to any action or inaction of the Resigning Trustee for the period prior to the Effective Date.
7. This Deed will be construed in accordance with the laws of the Province of Ontario and the laws of Canada applicable therein.
8. This Deed shall be binding upon and enure to the benefit of each of the parties hereto, their respective successors, heirs, assigns and personal representatives.

9. This Deed may be executed in any number of counterparts and delivered by facsimile transmission or otherwise, each of which when delivered shall be deemed to be an original, and all of which together shall constitute one and the same document.

Signature Page Follows

DRAFT

IN WITNESS whereof the parties have executed this Deed on the day and year first above written.

SIGNED, SEALED AND DELIVERED

**THE DURHAM COLLEGE
FOUNDATION**

Per:

Name:

Title:

I have authority to bind the corporation.

**THE DURHAM COLLEGE OF APPLIED
ARTS AND TECHNOLOGY**

Per:

Name:

Title:

I have authority to bind the corporation.

- Signature Page -

SCHEDULE "A"

Fund Name	Balance as of March 31, 2025
Aramark Canada Ltd. Award	
Bruce MacMillan Memorial Award	
Canadian Healthcare Eng. Soc. Award	
Carpenters Local 397	
CDN Fed. of Univ Women Oshawa Award	
Christopher Kresimir Maly Award	
CIBC Endowed Bursary	
DC Endowed General Bursary	
DC Alumni Assoc. Bursary	
DC Alumni Assoc./OACETT	
DRPS Board - Roger Anderson Memorial	
Durh. R. Heavy Contractors' Assoc.	
Durham Filipino-Canadian Soc. Award	
Durham Police Appreciation Award	
Durham Reg. Home Builder's Assoc.	
Regional Chair's Classic in Memory of Roger Anderson	
Durham Region Concert Association	
Dwayne Moses Memorial Award	
Estate of Robert Hann Award	
Estate of Harold "Pat" Dooley Ed.	
Estate of Kathleen Nawrot and Jean Kroll Award	
Estate of Ralph Jennings	
Eva Loraine Cornish Memorial Award	
Excellence in Automotive Technician Program	
General Fund	
Kent and Douglas Farndale Culinary Award	
Gordon and Irene Rahme Fund	
Gail Murray Johnson (Trailblazing the Trades Award)	
General Motors of Canada Company Award	
Greater Oshawa Chamber of Commerce	
Greenbriar Foundation Award	
Heritage Educational Foundation	
Jack V. Cunningham	
Jamie Striemer Memorial Award	
Jeff & Julie Boyce Business Award	
Jim Ferr Legacy Award in Photography	
Lenovo (Canada) Inc. Access Award	
Lewis Beaton Trust Award	
Lois and Gary Polonsky Burs. Award	
Estate of Lois Sleightholm	
Lois Sleightholm 21st Century Fund	
Lois Sleightholm Endowed Award	

Fund Name	Balance as of March 31, 2025
Majorie Elizabeth Willoughby Award	
Masonic Foundation of Ontario Award	
McErlean Family Award	
Metis Nation of Ontario Bursary	
Michael Star Anniversary Award	
Mike Kavanaugh Award	
OPG Employees' & Pensioners' Burs.	
OPG Endowed Fund/ Bursary	
Oshawa Community Credit Union Award	
Oshawa Double B Sports Club Award	
Piggott-Baldwin Families Fund	
Purdue Pharma Pharmaceutical Award	
Ralph Sagar Award	
Roger Pardy Memorial Award	
Ross Mackie Award	
RTO District 28	
Sabat Family Award	
Smart Serve Bursary	
Special Olympics Spring Games Award	
Stan Lovell Award	
Student Food Insecurity Bursary	
The Carson Family CICE Award	
Todd Skinner Memorial Fund	
Toronto Dominion Bank Green Environmental	
Tyncel Hasan Award	
UA Local 463 Award	
Vessey	
Wordham Family Award	
Xerox Canada Award	
Your Student Association Award	

Report Number: BOG-2024-59

To: Board of Governors

From: Dr. Jean Choi, Vice-President, Academic

Date of Report: May 22 2024

Date of Meeting: June 12, 2024

Subject: Annual Academic Quality Assurance Activities

1. Purpose

As part of Durham College's (DC) commitment to academic quality assurance, each program, or program cluster, undergoes a cyclical Comprehensive Program Review (CPR) every five to seven years as per DC's [Academic Program Review and Renewal – Quality Assurance policy \(ACAD-105\)](#). This report is intended to provide the Board of Governors with an overview of our compliance with this requirement.

2. Recommendation

This report is being presented for information only.

3. Background

All Ontario college programs must conform to the [Minister's Binding Policy Directive - Framework for Programs of Instruction](#). This framework requires that colleges establish "mechanisms for the review of their programs of instruction to ensure ongoing quality, relevance and currency". DC is committed to offering quality programming and to ensuring exceptional educational experiences for its students.

To achieve these objectives and ensure all requirements laid out by the Ministry of Colleges and Universities (MCU) are met, DC has implemented rigorous quality assurance processes.

To assess and monitor program quality, academic rigor and continued market relevance, each postsecondary program undergoes a detailed CPR every five to seven years, as outlined in policy. This cyclical review determines that the program:

- Aligns with the college's mission, vision and values, and the strategic and academic plans;
- Continues to complement the existing program mix;
- Remains responsive to economic and community needs, and meets student and employer expectations;
- Supports transition to further study, where appropriate;
- Delivers current and innovative pedagogical best practices, experiential and work-integrated learning experiences, and alternate delivery modes as appropriate, to enhance student success and satisfaction;
- Meets or exceeds the MCU Program Standards, where they exist;
- Meets or exceeds industry or program accreditation standards, where applicable;
- Fulfills the expectations of the [Ontario College Quality Assurance Service \(OCQAS\)](#) and the [Postsecondary Education Quality Assessment Board \(PEQAB\)](#), where applicable, and meets the standards and requirements as outlined in the [College Quality Assurance Audit Process \(CQAAP\)](#); and
- Meets the objectives of Durham College's Academic Program Review and Renewal – Quality Assurance policy and procedure (ACAD-105).

The CPR process is thorough and rigorous, leveraging program performance information, Annual Program Review (APR) reports, stakeholder feedback and external assessment(s), where relevant. The program review team compiles a final report developed from critical analysis and reflection, where areas of strength are highlighted, opportunities are identified and areas for improvement are shared through recommendations in an action plan. Development of the report is supported by the manager, Academic Quality Assurance, in the Centre for Teaching and Learning.

The final report is reviewed and approved by the Executive Dean for the program and the Vice President, Academic. Highlights of the CPR are presented to DC's Academic Council by the program coordinator. The final report is posted to the DC intranet, ICE, and the manager, Academic Quality Assurance tracks completion of the recommendations identified in the action plan.

4. Discussion/Options

4.1 Completed Reviews – 2023-2024

Programs listed below began the CPR process in winter 2023 and are on track for submission of the final report and recommendations in June 2024. Presentations to Academic Council will take place during the 2024-2025 academic year.

Tony Doyle, Faculty of Business

- Finance – Business (Ontario College Diploma)
- Finance – Business [Ontario Tech Transfer] (Ontario College Diploma)
- Finance – Business Administration (Ontario College Advanced Diploma)

Dr. Mojgan Rezvani, Faculty of Health Sciences

- Massage Therapy (Ontario College Advanced Diploma)
- Personal Support Worker (Ontario College Certificate)
- Pre-Health Sciences Pathway to Certificates and Diplomas (Ontario College Certificate)
- Pre-Health Sciences Pathway to Certificates and Diplomas - Online (Ontario College Certificate)
- Pre-Health Sciences Pathway to Advanced Diplomas and Degrees (Ontario College Certificate)

Barry Waite, Faculty of Media, Art & Design

- Advertising – Digital Media Management (Ontario College Graduate Certificate)
- Photography (Ontario College Diploma)
- Video Production (Ontario College Diploma)

Ralph Hofmann, Faculty of Social & Community Services

- Firefighter - Pre-service, Education and Training (Ontario College Certificate)
- Communicative Disorders Assistant (Ontario College Graduate Certificate)
- Developmental Services Worker (Ontario College Diploma)
- Paralegal (Ontario College Diploma)
- Paralegal (Ontario College Graduate Certificate)

Dr. Rebecca Milburn, Faculty of Skilled Trades and Apprenticeship

- Electrical Techniques (Ontario College Certificate)
- Electrical Engineering Technician (Ontario College Diploma)
- Mechanical Technician – Elevating Devices (Ontario College Diploma)

4.2 In-Progress Reviews - 2024-2025

The programs listed below launched their CPR process in early spring 2024. Final reports and recommendations are scheduled for completion and submission by June 2025. Programs will present an analysis of their data and action items to Academic Council during the 2025-2026 academic year.

Tony Doyle, Faculty of Business

- Cosmetic Techniques and Management (Ontario College Diploma)
- Esthetician – Spa Management (Ontario College Diploma)
- International Business Management [Work Term] (Ontario College Graduate Certificate)
- International Business Management [Weekend] (Ontario College Graduate Certificate)
- Office Administration – General (Ontario College Certificate)
- Office Administration – Health Services and Fast Track (Ontario College Diploma)
- Office Administration – Executive and Compressed (Ontario College Diploma)
- Supply Chain and Operations – Business [Ontario Tech Pathway] (Ontario College Diploma)
- Supply Chain and Operations Management – Business Administration (Ontario College Advanced Diploma)

Tania Clérac, Faculty of Science, Engineering, and Information Technology

- Architectural Technology (Ontario College Advanced Diploma)
- Electromechanical Engineering Technology (Ontario College Advanced Diploma)

Dr. Mojgan Rezvani, Faculty of Health Sciences

- Practical Nursing (Ontario College Diploma)
- Practical Nursing - Flex (Ontario College Diploma)
- Practical Nursing – Internationally Educated Nurses (Ontario College Diploma)

Ralph Hoffman, Faculty of Social and Community Services

- Conflict Resolution and Mediation (Ontario College Graduate Certificate)
- Honours Bachelor of Behavioural Science (Honours Baccalaureate Degree)

Dr. Rebecca Milburn, Faculty of Skilled Trades and Apprenticeship

- Carpentry – Building Construction Technician (Ontario College Diploma)
- Trades Fundamentals (Ontario College Certificate)

5. Financial/Human Resource Implications

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

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

During the CPR process, each program reviews existing or considers pathway opportunities between Ontario Tech University (OTU) and DC. Communication with the appropriate OTU counterpart is an important aspect of proposed program changes which affect existing or create new pathways.

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

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

Goal one of the Academic Plan is addressed: CPR supports continued exceptional quality in our academic programs by meeting the objective to review and renew high-quality programs that reflect evolving societal and workforce needs.

Report Number: BOG-2024-60

To: Board of Governors

From: Dr. Jean Choi, Vice-President, Academic

Date of Report: May 22 2024

Date of Meeting: June 12, 2024

Subject: 2024-2029 New Program Development Five-Year Plan

1. Purpose

The New Program Development (NPD) Five-Year Plan supports academic planning and ensures that our program offerings remain responsive to student demand and meet labour market needs. As programs are considered for addition to Durham College's diverse offerings, we consider the impacts of future resource requirements such as new and/or renovated space, IT assets, equipment, faculty and support staff requirements, and library resources.

2. Recommendation

This report is being presented for information only.

3. Background

Durham College's (DC) first NPD Five-Year Plan was introduced in the fall of 2015 and was presented to the Board of Governors in April 2016. Since that time, the NPD Five-Year Plan has been presented to the Board of Governors annually.

Ensuring sustainability of DC's program mix is an essential strategic exercise as the development of new high-quality, innovative and sustainable programs remains a goal in our strategic and academic plans, as well as the annual business plan.

Criteria for selecting programs include the analysis of student interest; labour market needs; community, industry and stakeholder recommendations; faculty complement and current program mix. With the Ministry of Colleges and Universities (MCU) announcing support for the development and delivery of three-year baccalaureate and master's degrees by Ontario colleges, opportunities for expanded credential offerings have been considered. The NPD Five-Year Plan is fluid and therefore subject to change based on the factors noted above.

Internal quality assurance mechanisms are well established at DC to support a rigorous review and approval process. These include the following:

- The development of a concept paper to determine the scope of the new program, including discussions about the strategic fit of the program;
- The development of an environmental scan by the Institutional Research and Planning team in the Office of Research Services, Innovation and Entrepreneurship;
- Review and approval by the Vice President, Academic (VPA) for development;
- Development of the program elements including vocational learning outcomes, program description, program of study and proposed budget;
- Review and recommendation by the Program Proposal Review Committee (PPRC), a pan-institutional committee;
- Review and approval by the VPA;
- Review and approval by the President;
- Review and approval by the Board of Governors.

External quality assurance bodies ensure new programs meet the standards identified by the Ontario College Quality Assurance Service or PEQAB. Following the successful completion of external quality assurance processes, program funding approvals are sought from the MCU.

4. Discussion/Options

The NPD Five-Year Plan is detailed below.

4.1 New Program Development Five-year Plan 2024-2025

Bachelor of Paralegal (Three-Year Baccalaureate Degree)
Ralph Hofmann, Faculty of Social & Community Services

Law Clerk (Ontario College Diploma)
Ralph Hofmann, Faculty of Social & Community Services

Nutrition and Food Service Management (Ontario College Diploma)
Dr. Rebecca Milburn, Faculty of Hospitality & Horticultural Science

Supply Chain Management – Global (Two-year Ontario College Graduate Certificate)

Tony Doyle, Faculty of Business

Project Management (Two-year Ontario College Graduate Certificate)

Tony Doyle, Faculty of Business

International Business Management (Two-year Ontario College Graduate Certificate)

Tony Doyle, Faculty of Business

Human Resources Management (Two-year Ontario College Graduate Certificate)

Tony Doyle, Faculty of Business

Professional Selling and New Business Development (Two-year Ontario College Graduate Certificate)

Tony Doyle, Faculty of Business

Professional Selling and New Business Development (One-year Ontario College Graduate Certificate)

Tony Doyle, Faculty of Business

Clinical Bioinformatics (Ontario College Graduate Certificate)

Dr. Mojgan Rezvani, Faculty of Health Sciences

Public Relations (Ontario College Graduate Certificate)

Barry Waite, Faculty of Media, Art & Design

4.2 New Program Development Five-year Plan 2025-2026

Bachelor of Business Administration (Human Resources Management) (Three-Year Baccalaureate Degree)

Tony Doyle, Faculty of Business

Interior Decorating (Ontario College Diploma)

Barry Waite, Faculty of Media, Art & Design

Environmental Technician (Ontario College Diploma)

Tania Clérac, Faculty of Science, Engineering & Information Technology

Immigration Case Management (Ontario College Graduate Certificate)

Ralph Hofmann, Faculty of Social & Community Services

Electrician 309A/309C (Apprenticeship)
Dr. Rebecca Milburn, Faculty of Skilled Trades & Apprenticeship

Electric Drive Vehicle Technician (Ontario College Diploma)
Dr. Rebecca Milburn, Faculty of Skilled Trades & Apprenticeship

4.3 New Program Development Five-year Plan 2026-2027

Bachelor of Construction Management (Three-Year Baccalaureate Degree)
Tania Clérac, Faculty of Science, Engineering & Information Technology

Bachelor of Cybersecurity (Three-Year Baccalaureate Degree)
Tania Clérac, Faculty of Science, Engineering & Information Technology

Honours Bachelor of Intelligence Analysis, Crime & Security (Four-Year Baccalaureate Degree)
Ralph Hofmann, Faculty of Social & Community Services

Bachelor of Intelligence Analysis, Crime & Security (Three-Year Baccalaureate Degree)
Ralph Hofmann, Faculty of Social & Community Services

Digital Learning Design (Ontario College Graduate Certificate)
Nora Simpson, Professional & Part-Time Learning

Marketing Management: Digital and AI Automation (Ontario College Graduate Certificate)
Tony Doyle, Faculty of Business

Bachelor of Paramedicine (Three-Year Baccalaureate Degree)
Dr. Mojgan Rezvani, Faculty of Health Sciences

Research Analyst (Ontario College Graduate Certificate)
Nora Simpson, Professional & Part-Time Learning

Community and Justice Services (Ontario College Diploma)
Ralph Hofmann, Faculty of Social & Community Services

Regulatory Affairs: Food Sciences (Ontario College Graduate Certificate)
Tania Clérac, Faculty of Science, Engineering & Information Technology

Heating, Refrigeration and Air Conditioning (Ontario College Certificate)
Dr. Rebecca Milburn, Faculty of Skilled Trades & Apprenticeship

Mental Health Nursing (Local College Certificate/Ontario College Graduate Certificate)

Nora Simpson, Professional & Part-Time Learning

4.4 New Program Development Five-year Plan 2027-2028

Honours Bachelor of Science (Dental Hygiene) (Baccalaureate Degree completion)

Dr. Mojgan Rezvani, Faculty of Health Sciences

Clinical Kinesiology (Ontario College Graduate Certificate)

Dr. Mojgan Rezvani, Faculty of Health Sciences

Food Security (Ontario College Graduate Certificate)

Dr. Rebecca Milburn, Faculty of Hospitality & Horticultural Science

Virtual Production (Ontario College Graduate Certificate)

Barry Waite, Faculty of Media, Art & Design

Brand Management (Ontario College Graduate Certificate)

Barry Waite, Faculty of Media, Art & Design, and Tony Doyle, Faculty of Business

Bachelor of Computer Programming & Analysis (Three-Year Baccalaureate Degree)

Tania Cl  rac, Faculty of Science, Engineering & Information Technology

Masters of Counselling Psychology (Master's Degree)

Ralph Hofmann, Faculty of Social & Community Services

4.5 New Program Development Five-year Plan 2028-2029

Bachelor of Business Administration (Three-Year Baccalaureate Degree)

Tony Doyle, Faculty of Business

Honours Bachelor of Business Administration (Four-Year Baccalaureate Degree)

Tony Doyle, Faculty of Business

Bachelor of Applied Arts - Interior Design (Three-Year Baccalaureate Degree)

Barry Waite, Faculty of Media, Art & Design

Clinical Research (Ontario College Graduate Certificate)
Nora Simpson, Professional & Part-Time Learning

Veterinary Technician (Ontario College Diploma)
Dr. Mojgan Rezvani, Faculty of Health Science

Advanced Ergonomics (Ontario College Graduate Certificate)
Dr. Mojgan Rezvani, Faculty of Health Science

Honours Bachelor of Rehabilitative Science (Three-Year Baccalaureate Degree)
Dr. Mojgan Rezvani, Faculty of Health Science

5. Financial/Human Resource Implications

NPD submissions have financial and human resource implications including faculty and staff hiring, the acquisition of capital, and/or the refurbishing/ retrofitting of instructional space. NPD submission requests for credentials ranging from DC Local Certificates to Honours Baccalaureate degrees are presented for the Board of Governors' approval throughout the academic year.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

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

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

The planning and implementation of the 2023-2028 NPD Five-Year Plan falls within the 'Our Students' pillar in the Strategic Plan and the Business Plan, addressing the goal to educate and inspire students to realize success in their careers and communities. This report further addresses the objective to deliver high-quality programs that reflect labour market needs and are responsive to emerging economies as well as the objective to advocate for the necessity and value of lifelong learning.

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

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

Report Number: BOG-2024-63

To: Board of Governors

From: Dr. Elaine Popp, President and Bonnie St. George, Vice President, External Relations & Advancement

Date of Report: June 3, 2024

Date of Meeting: June 12, 2024

Subject: Update on Development Approach for Strategic Plan

1. Purpose

Update the Board of Governors on a revised approach to developing Durham College's (DC) next Strategic Plan, given the change in President since the meeting on October 11, 2023.

2. Recommendation

This report is being presented for information only.

3. Background

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

The strategic plan publicly identifies the vision, core businesses and long-term goals for the college as established by the Board of Governors. When preparing the strategic plan, the college seeks broad input and considers the views of persons and organizations both within and outside the college that may have an interest in its activities.

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

The current strategic plan ends March 31, 2025.

4. Discussion/Options

4.1 Strategic Plan Engagement 2024/2025

The Board of Governors initially approved the 2020-2025 strategic plan for a three-year term on February 12, 2020. The college released the plan publicly in May 2020, and in 2023, the Board of Governors approved a motion to extend the plan until 2025.

Unlike previous approaches, the stakeholder engagement and development processes for the next Strategic Plan will entail a pan-institutional steering committee. This structure will ensure that internal stakeholders are not only heard and can contribute during feedback sessions but also feel represented throughout the entire process and can see themselves in the plan.

The Potential Group will be contracted to deliver strategic planning consulting services to DC to assist with engaging the broad community in collaborative planning for a five-year strategic plan. Below are proposed key dates and phases.

Proposed Key Dates	
June - September 2024	Phase 1 <ul style="list-style-type: none"> Scoping, planning and setting initial directions, including a comprehensive environmental scan.
October-November 2024	Phase 2 <ul style="list-style-type: none"> Wide engagement and gathering insights, including a fall Strategic Planning session with the Board of Governors. Activities may also include focused discussions, interviews and surveys.
December 2024	<ul style="list-style-type: none"> Update to be provided to the Board of Governors.
January-March 2025	Phase 3 <ul style="list-style-type: none"> Develop the strategic intentions and refine the feedback. This phase will include interactive, small-group sessions with students, staff, faculty,

	<p>administration, alumni, donors, community partners and others to refine themes.</p> <ul style="list-style-type: none"> • A draft version of the strategy will be presented to the Board of Governors for approval.
April - May 2025	<p>Phase 4</p> <ul style="list-style-type: none"> • Refine, design and brand Strategic Plan. • Launch the plan in May 2025.

5. Financial/Human Resource Implications

The strategic planning process will be driven by a pan-institutional committee. The Potential Group will be contracted to deliver strategic planning consulting services to DC to assist with engaging the broad community in collaborative planning for a five-year strategic plan.

The costs associated with developing a new strategic plan are estimated to be \$85,000 to \$110,000.

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

Any goals or objectives identified in the strategic plan related to campus growth would need to be developed in consideration of the master plan.

7. Implications for Ontario Tech University (if applicable)

As our campus partner, Ontario Tech University (Ontario Tech) will be consulted at multiple points throughout the process. Ontario Tech's strategic plan will be included in the environmental scan.

8. Relationship to the Strategic Plan/Business Plan

The development of the strategic plan is an action in the 2024-2025 Business Plan. The results of this process will form DC's next Strategic Plan.

Report Number: BOG-2024-55

To: Board of Governors

From: Linda Flynn, Executive Director, Durham College Foundation

Date of Report: June 3, 2024

Date of Meeting: June 12, 2024

Subject: Durham College Foundation Annual Report

1. Purpose

The purpose of this report is to highlight the major activities of the Durham College (DC) Foundation (“the Foundation”) during the 2023/24 Fiscal Year.

2. Recommendation

This report is being presented for information only.

3. Background

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

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

Members of the Board of Directors:

- Tom Worden, *President*
- Chris Vale, *Vice-President*
- Abbi Longo*, *Secretary*
- Barbara MacCheyne*, *Treasurer*
- Garry Cubitt, *Chair, Governance Committee*
- Lee Terry, *Chair Investment Committee*
- Carrie-Anne Atkins, *Alumni Association Representative*
- Brandon Bird
- Kayte Black
- Lisa Allen, *Vice-Chair BOG*

- Don Lovisa/Elaine Popp
- Daniel Stober
- Helen Viveiros
- Jennifer Wright
- Linda Flynn, *Executive Director*

4. Discussion/Options

Fundraising Revenue

April 1, 2023-March 31, 2024

Revenue Allocation

This chart shows a three-year comparison depicting both cash and pledges raised for student awards versus capital and “other” programs such as the campus food drive and sponsorships.

FY	Student Awards		Capital		Other	Total
	Total	Avg Gift	Total	Avg Gift		
2023-24	871,814	5,842	3,994,917	19,975	2,704,943	7,571,674
2022-23	639,179	4,842	4,078,514	14,994	258,614	4,976,310
2021-22	846,281	6,985	14,978,320	44,845	101,465	15,926,066

Revenue Type

This chart depicts a three-year comparison of gifts received by type. Cash indicates any revenue received that is not allocated towards a previous pledge.

FY	Cash	Pledge Payments	Gifts In Kind	Total	New Pledges
2023-24	922,544	3,218,030		4,140,574	3,431,100
2022-23	507,071	3,312,728		3,819,799	1,156,508
2021-22	263,501	5,392,060	23,050	5,678,617	10,247,456

This report is current to the end to the college fiscal year 2023-24.

We were very pleased to wrap up the 2023-24 fiscal year having raised over \$7,500,000 in cash and pledges. A couple of highlights included the announcement of the [Diane Blake Student Success Initiative](#), a \$2 million commitment which will remove barriers for students to participating in Work Integrated Learning (WIL) initiatives and the naming of [The Vanhaverbeke Family Electric Vehicle Training Centre](#) to commemorate cumulative giving of \$1,000,000 from the Vanhaverbeke family.

While it is great to see a significant increase over the prior year, there was an anomaly in 2021-22 that can't be ignored. As a reminder 2021-22 was a unique year because we had a keen focus on obtaining the majority of new pledges for the Building for Skills campaign (including \$2,000,000 from Ontario Power Generation), ongoing and new pledges from The Weston Family Foundation, and a new \$5,000,000 commitment from The Barrett Foundation.

The successful completion of the Building for Skills campaign meant fewer new pledges for it and the Weston Family Foundation has directed its priorities away from education. The wind-down of Weston funds has impacted revenue allocations for both student awards and capital.

Governance

The Foundation Board and its two standing committees: Investment and Governance & Nominating meet quarterly.

The focus of the past year has been on transitioning the Foundation to dormancy and transferring endowment accountability to the College effective March 31, 2025.

Staff has been working with BLG on a closing agenda to facilitate this transfer of assets, and resolutions to support the transition will be passed at the Foundation Board meeting on June 11, 2024. At the June Board meeting and AGM, the Foundation Board will reduce its membership to the minimum number of directors required to managed the business of the Foundation until March 31, 2025 and to support the transition to the Board of Governors at that time.

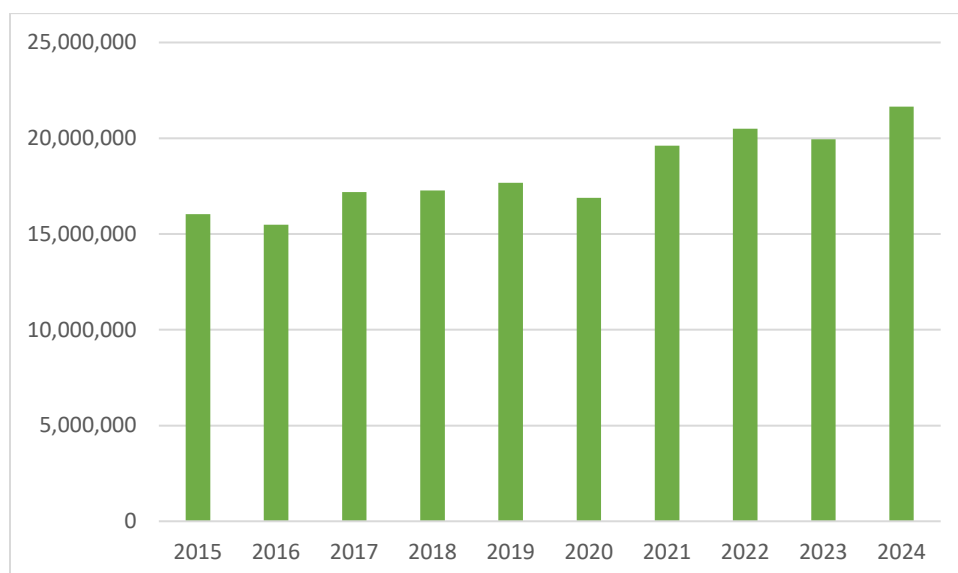
In the interim, the DC Foundation will hold meetings in September, December and March to provide continued oversight to the investments and work with the new Investment Manager to ensure the investment policy is best positioned to support maximum returns with minimum risk – ensuring a smooth transition at the end of the 24/25 Fiscal Year.

5. Financial/Human Resource Implications

From an investment perspective, the Market Value of the Foundation Endowment fund at March 31, 2024 was a value of \$21,649,408, an increase of \$1,704,382 from the opening balance on April 1, 2023.

Investments were transferred from TD Wealth Management to Connor Clark and Lunn at the end of December and the fund continued to see increases despite the withdrawal of \$357,183 in-year to support annual awards disbursements.

Ten Year Endowment History:



6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

There are no implications for Ontario Tech University.

8. Relationship to the Strategic Plan/Business Plan

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

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

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

Report Number: BOG-2024-56

To: Board of Governors

From: Dr. Elaine Popp, President

Date of Report: May 29, 2024

Date of Meeting: June 12, 2024

Subject: President's Report – April to June 2024

Purpose

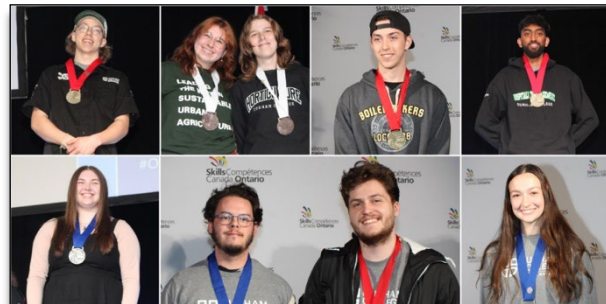
This report aims to provide an update on the President's activities and significant college initiatives from February to April 2024.

1. Our Students

DC students claim 10 medals at the Skills Ontario 2024 competition

In May, over 20 DC students competed in a three-day provincial 2024 Skills Ontario Competition in Toronto, joining thousands of high school and college students.

Representing a wide range of disciplines, from coding and photography to auto and restaurant service, our students took home more than twice as many medals as last year – increasing from four to 10 medals.



DC students Alexander Harley, was awarded gold in Auto Service Technology, and Brooke Warner, won silver for Photography, and advanced to Skills Canada Nationals Competition in Quebec, where Brooke won bronze.

DC winners are:

- Alexander Hartley – Gold, Auto Service Technology
- Hanukshan Murugesu Pillai – Gold, Restaurant Service
- Nicholas Simard -Gold, Metal Fabricator – Fitting (Welding)
- Ryan Boldy – Gold, Coding
- Brooke Warner – Silver, Photography
- John France – Silver, Coding

- Megan Terry – Silver, Heating Systems Technician
- Sophia Lourenco – Silver, Aesthetics
- Destry Young – Bronze, Auto Service Technology
- Sydney Rack and Payton Archer – Bronze, Horticultural / Landscape (team)

Project Management students embrace experiential learning with the annual Symposium

In April, the Project Management graduate certificate students organized the program's annual Student Symposium with support from DC's Faculty of Business, DCSA, and the Durham Highlands Project Me (PMI) chapter.



Guest speakers from DC and PMI shared their experience and knowledge with the soon-to-be graduates, who took advantage of the networking opportunities.

OTA/PTA and Journalism students collaborate on annual newsletter

The Occupational Therapist Assistant and Physiotherapist Assistant (OTA/PTA) program and the Journalism – Mass Media program partnered to develop a [Rehab Matters Newsletter](#), which recently published its sixth edition. OTA/PTA students focus on writing about a rehab matter while the Journalism students mentor them in writing and provide editorial support and leadership.

Music Business Management students gain hands-on learning and business experience during Oshawa Music Week

In April, DC's Music Business Management (MBM) students hosted their annual five-day Oshawa Music Week, which promotes local musicians and elevates the local music community through performances and showcases.



The event featured live music from across the Durham Region, a music business summit, and networking opportunities, providing a dynamic way for students to gain hands-on skills and experience.

IT Student Expo a “gigantic confidence boost” for DC students eyeing tech careers

After months of planning, DC students were excited to showcase their innovative projects at their annual IT Student Expo in April.

The event provided students with an opportunity to demonstrate their capstone projects and discuss how their work could potentially benefit their peers and the general public.



The expo highlighted work from students in several IT-related programs, including Artificial Intelligence Analysis, Design and Implementation, Computer Programming and Analysis, Computer Systems Technology and Cybersecurity.

48-Hour Storytelling Challenge yields eye-catching student art

In April, students from the Faculty of Media, Art and Design (MAD) hosted the MAD 48-Hour Storytelling Challenge. Students were given the weekend to create a compelling story on the topic of ‘Spring,’ using the medium of their choice.



After 48 hours, artists assembled for a live **showcase of 37 submissions**, including paintings, animations, photography, podcasts, short films and music. Judges selected Fine Arts student Cadance Mercer’s original painting, “Foxes in a Field.” The Audience Favourite prize was the short film “Reminiscence” by Video Production students Sohan Maharjan, Denzel Kanhai, Ayomide Kuye and Timur Shapauov.

Creativity abounds at the Art in The Pit event

Student artists shared their passions with the DC community at 'Art in The Pit' in collaboration with the [LivingRoom Community Art Studio](#). A charity dedicated to community development through the creation and sharing of art.



Third-year Fine Arts students displayed examples of their work while helping attendees develop their own artistic talents. The event featured origami, sticker stations, drawing prompts, colouring pages, trivia and prizes.

2. Our People

We Painted the Town Hall Green

This year, we combined three events into one at our May Employee Town Hall and BBQ. With over 500 employees in attendance, we shared insights from the leadership team about the College's path forward, acknowledged five to 35 years service milestone recipients, and recognized the Employee Awards of Excellence winners and Researcher of the Year awards.



Employee Awards of Excellence winners:

- Administrative Award: Richard Jules, Director, User Support Services
- Faculty Award: Don Fishley, Faculty of Skilled Trades and Apprenticeship
- Support Staff Award: Amy Derdall, Administrative Co-ordinator, Faculty of Liberal Studies

Team Award: LMS, Corporate ERP and Reporting, IT Services

Researchers of the Year Award recipients:

- Emerging Researcher: Amanda Cappon, Professor and Research Coordinator, Faculty of Social and Community Services
- Experienced Researcher: Lorraine Closs, Professor, Faculty of Social and Community Services

Whitby campus Don Lovisa Building is officially named

In May, DC officially renamed the Whitby campus main building to the Don Lovisa Building in honour of his transformative leadership and impact on the college.



The renaming was announced during Don’s retirement celebration in February, making it the third space in DC’s history to be named after a former president.

Faculty leadership and sustainability efforts recognized by Colleges and Institutes Canada

DC is a double winner in this year’s Colleges and Institutes Canada (CICan) Awards of Excellence after the organization recognized faculty member Laura Maybury and DC’s sustainability efforts with bronze awards in their selected categories.



Laura Maybury, Leadership Excellence Award for Faculty

During her 10-year tenure at DC, Laura, Program Coordinator, Occupational Therapist Assistant (OTA) and Physiotherapist Assistant (PTA) program, has benefitted students and the community by supporting health care training and bridging the gap between post-secondary education and industry.

Durham College, Excellence in Sustainable Development Award

As part of DC’s prioritization of sustainability, we are supporting the advancement of the UN’s Sustainable Development Goals by taking meaningful action and drawing on our strengths in collaboration and innovation to help transform our local and global communities.

Initiatives like The Barrett Centre of Innovation in Sustainable Urban Agriculture, the Vanhaverbeke Family EV Training Centre, the Energy Innovation Centre and the Social Impact Hub all drive applied research and hands-on learning aimed at improving health, creating education opportunities, reducing inequality and spurring economic growth all while tackling climate change.

3. Our Work

DC's new virtual assistant leverages technology to improve online chat experience



DC's new Virtual Assistant, an AI-powered chatbot that leverages technology to enhance users' experience, launched in May.

Last year, over 35,000 conversations and 5,000 hours of chat time with DC's live operators were logged during business hours, highlighting the need for an innovative solution to manage the high volume of questions and provide timely support. The DC Virtual Assistant is available 24/7 and offers prospective students, applicants and current students with admissions and enrolment-related questions. Users will continue to be able to access Live Chat to connect with a DC employee during regular business hours.

Over 700 first-year students were welcomed at Spring Orientation

May start students participated in various activities with other students and volunteers to help them adjust to campus life, meet employees and faculty members, and explore DC's services and supports.



DC expands services to support international students in their journey from admission to post-graduation

Through a collaboration with BorderPass, an online platform that helps students navigate the immigration journey from admission to post-graduation, international applicants can get support with their study permit application preparation and use review services. Once enrolled, DC students have the additional benefits of continuous visa monitoring and immigration documentation, personalized notifications and access to legal immigration experts.

New leadership micro-credentials for ECEs launched

Registered Early Childhood Educators looking to take on leadership roles can now gain the necessary skills through a series of new online micro-credentials offered by DC's Professional and Part-time Learning team.

This opportunity is offered in partnership with the Region of Durham, the Province of Ontario and the Government of Canada as part of the Canada-Ontario Early Childhood Workforce Agreement, which provides one-time federal funding to support the retention and recruitment of high-quality child care and early years workforce.

DC is named Canada's Greenest Employer for the eighth time

Our dedication to sustainability drives innovation, and for the eighth consecutive year, DC has been recognized as one of Canada's Greenest Employers by MediaCorp Canada Inc.

This achievement recognizes the breadth of environmental initiatives across DC's campus community, such as courses that include social and environmental sustainability themes, applied research projects that benefit the broader community and campus-based infrastructure and programs focused on key areas like water, energy, waste reduction and transportation.

In the past year, DC has celebrated a number of milestones highlighting our commitment to the environment, including:

- Opening the Vanhaverbeke Family EV Training Centre, a cutting-edge education space at our Whitby Campus where motive power technician students as well as our community partners can engage with hands-on, experiential learning programs related to electric vehicles.
- Launching the Barrett Centre of Innovation in Sustainable Urban Agriculture's Ajax Urban Farm, a community-based living lab focused on tackling challenges related to food insecurity and building more resilient, inclusive, collaborative and diverse food systems.
- Achieving our third silver rating from the Sustainability Tracking Assessment and Rating System (STARS) through the Association for the Advancement of Sustainability in Higher Education (AASHE) which recognizes DC's on-campus sustainability initiatives.

AI in Action event delves into the transformative potential of AI

In March, DC's **AI Hub** hosted the AI in Action event, bringing business leaders, tech enthusiasts, and community leaders together at the Centre for Innovation and Research.



Attendees heard from keynote speaker Mohit Rajhans, who discussed AI's technological and cultural impact. This was followed by a panel discussion on overcoming barriers to AI adoption.

DC provides academic upgrading support for innovative millwrighting program for women

In February, DC launched a groundbreaking joint initiative designed to help 10 women enter the skilled trades by breaking down barriers, providing essential skills training and empowering them to thrive in a traditionally male-dominated industry.



Introduction to Millwrighting: 5-Week Program for Women was a joint initiative between the Millwright Regional Council and the national non-profit Build a Dream supported by DC, Ontario Power Generation and UBC Millwright Local 2309 Toronto.

DC has supported similar programs in prior years, [including a program to help Indigenous students enter the millwrighting trade.](#)

Our Community

4. Grade 7 and 8 girls explore career options at DC's Young Women in Science, Technology and Trades Conference

Hosted in April at DC's Oshawa and Whitby campuses, hundreds of local girls enjoyed exploring careers in science, tech and skilled trades. The conference included hands-on exploration in a series of workshops from building birdhouses to learning the science behind slime.



DC events aim to inspire and empower Black youth

DC welcomed more than 800 Black students from the Durham District School Board (DDSB) in April for two days of engagement, empowerment and exploration.



The Cypher: Black Male Empowerment Conference returned for its fourth year, and the Empower Her conference for Black females was held in DC for the first time. The two events allowed students in Grades 7 to 10 to connect with entrepreneurs, community leaders and organizations through interactive workshops, engaging discussions, and networking sessions to help inspire and educate them about post-secondary options.

DC celebrates donors investing in student success

In April, DC hosted its community partners and donors to thank them for the tremendous difference their support makes in students' lives by helping DC continue to develop modern learning spaces, offer dynamic hands-on experiences and remove barriers to access through bursaries and scholarships.

Provincial grant furthers DC's support to businesses to "drive innovation and economic growth"

DC will continue supporting Ontario's small- and medium-sized enterprises (SMEs) through its commercialization services thanks to a recent \$300,000 grant from Intellectual Property Ontario (IPON). Extending the initial funding received in 2023 will help expand DC's capacity for another year to support local SMEs as they scale with intellectual property (IP) services and DC's newly developed consultation and IP investment program, which has benefited over 50 SMEs, resulting in eight patent applications, two trademark applications, and several patent licensing and non-disclosure agreements.

With 25 team members from DC's Office of Research Services, Innovation and Entrepreneurship (ORSIE), the program has been instrumental in facilitating and fostering partnerships between the college and SMEs. The success stories emerging from DC's IPON funding exemplify its impact on local businesses and the broader innovation ecosystem. EcoSafeSense, a start-up specializing in air quality sensors, and Inventing Future Technology Inc. (IFTech), a technology company focusing on virtual and augmented reality solutions, are among the program's beneficiaries.

Open House at DC

In March, prospective students and their families filled the halls and classrooms of our Oshawa and Whitby campuses and learned why DC is the best choice for their post-secondary education.



Guests toured the campus, engaged with faculty and staff, and had the opportunity to apply to DC on the spot, resulting in 166 applications at the event.

5. Key meetings and events involving the President's Office (April 12 to June 12, 2024)

- Meet and Greet with Durham Region CAO – April 12, 2024
- Meeting with MPP Jennifer French – April 12, 2024
- Barrett Centre Conference – April 12, 2024
- Greater Oshawa Chamber of Commerce Annual General Meeting Keynote Address – April 17, 2024
- President's Breakfast – April 18, 2024
- Ajax Pickering Board Of Trade Post-Budget Breakfast – April 19, 2024
- Meeting with MPP Lorne Coe – April 19, 2024
- Introductory Meeting with Local 353 Support Staff Union – April 25, 2024
- CIG Conference – April 27 to May 1, 2024
- Skills Ontario VIP Breakfast and Competition – May 7, 2024
- Meeting with philanthropist Diane Blake – May 7, 2024
- DC Retirees Association Annual General Meeting – May 14, 2024
- Introductory Meeting with Local 353 Faculty Union – May 15, 2024
- Meeting with MPP Lorne Coe – May 17, 2024
- Barrett Family Foundation Partner Dinner – May 22, 2024
- Barrett Centre Partner Day – May 23, 2024
- Committee of Presidents Meeting – May 27 & 28, 2024
- Bargaining Prep & Process Review for Presidents by College Employer Council – May 28, 2024

- Community Partner Meeting: City of Oshawa – May 30, 2024
- Meeting with Métis Nation of Ontario – May 30, 2024
- Meeting with Tanzanian Delegation – May 30, 2024
- Ontario Tech University Convocation – June 5, 2024
- Ontario College Administrative Staff Association 2024 President's Panel – June 6, 2024
- Meet and Greet with Cynthia Davis, Lakeridge Health – June 7, 2024
- Meeting with MP Ryan Turnbull – June 10, 2024
- DC Foundation Board Meeting and Annual General Meeting – June 11, 2024
- Celebratory Reception for Leo Groarke, outgoing President of Trent University – June 12, 2024