



Durham College of Applied Arts And Technology Public Meeting of the Board of Governors

AGENDA

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

Date: Wednesday, June 11, 2025

Time: 5:30 p.m.

Location: Oshawa Campus, Durham College Boardroom, A144

Timing	Item	Page No.
5:30 p.m. to 5:32 p.m.	1. Call to Order	
5:32 p.m. to 5:34 p.m.	2. Land Acknowledgement – Governor Ecker	
5:34 p.m. to 5:36 p.m.	3. Conflict of Interest Declarations	
	4. Presentations	
5:36 p.m. to 5:46 p.m.	4.1 Program Intake Suspensions – J. Choi and T. MacDonald	
5:46 p.m. to 5:51 p.m.	5. Consent Agenda	1 to 9
	<u>Recommendation</u>	
	That all items listed under the heading of consent agenda be adopted as recommended.	
	5.1 Approval of Public Session Agenda – June 11, 2025	
	<u>Recommendation</u>	
	That the public agenda for the June 11, 2025, Board of Governors meeting be approved as presented.	
	5.2 Approval of Public Minutes from the Board of Governors Meeting of May 7, 2025	
	<u>Recommendation</u>	
	That the public minutes from the May 7, 2025 Board of Governors meeting be approved as presented.	



Durham College of Applied Arts And Technology Public Meeting of the Board of Governors

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Timing	Item	Page No.
	<p>5.3 Report of the Governance Review Committee – May 12, 2025</p> <p><u>Recommendation</u> That the May 12, 2025 report of the Governance Review Committee be received for information and the following resolutions be adopted:</p> <ol style="list-style-type: none"> 1. That based on Report GOV-2025-15, the proposed changes to Board Policy: Mission, Vision, Values and Strategic Goals be approved as presented; and, 2. That based on Report GOV-2025-14, the proposed changes to Board Policy: Board and President Relations be approved as amended. 	
5:51 p.m. to 5:56 p.m.	6. Report of the Board Chair	
5:56 p.m. to 5:58 p.m.	7. Co-Populous Governors' Report	
	8. Decision Items	
5:58 p.m. to 6:08 p.m.	<p>8.1 2024-2025 Durham College Annual Report – B. St. George</p> <p><u>Recommendation</u> It is recommended to the Durham College Board of Governors:</p> <p>That based on Report BOG-2025-54, the 2024-2025 Durham College annual report be approved.</p>	10 to 36



Durham College of Applied Arts And Technology Public Meeting of the Board of Governors

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Timing	Item	Page No.
6:08 p.m. to 6:18 p.m.	<p>8.2 2025-2026 Business Plan – B. St. George</p> <p><u>Recommendation</u> It is recommended to the Durham College Board of Governors:</p> <p>That based on Report BOG-2025-55, the 2025-2026 Business Plan be approved.</p>	37 to 48
6:18 p.m. to 6:28 p.m.	<p>8.3 New Program of Instruction – Human Resources Management Professional Local College Certificate – J. Choi and N. Simpson</p> <p><u>Recommendation</u> It is recommended to the Durham College Board of Governors:</p> <p>That in accordance with Report BOG-2025-66 the Human Resources Management Professional Local College Certificate program be approved.</p>	49 to 65
6:28 pm. to 6:38 p.m.	<p>8.4 New Program of Instruction – Taxation and Auditing Local College Certificate – J. Choi and N. Simpson</p> <p><u>Recommendation</u> It is recommended to the Durham College Board of Governors:</p> <p>That in accordance with Report BOG-2025-67 the Taxation and Auditing Local College Certificate program be approved.</p> <p>9. Discussion Items</p>	66 to 80
6:38 p.m. to 6:48 p.m.	<p>9.1 Key Performance Indicators – 2024-2025 Results – J. Choi and M. Hewitt</p>	81 to 84



**Durham College of Applied Arts And Technology
Public Meeting of the Board of Governors**

AGENDA

Timing	Item	Page No.
6:48 p.m. to 6:53 p.m.	10. Information Items	
	10.1 2025-2030 New Program Development Plan	85 to 89
	10.2 Durham College Foundation Annual Report	90 to 94
	10.3 Office of Equity, Diversity and Inclusion Work Plan – September 2024 to August 2025	95 to 102
	<u>Supports Board Goal #5</u>	
	10.4 President's Update – April to June 2025	103 to 112
6:53 p.m. to 6:55 p.m.	11. Upcoming Events	
	<ul style="list-style-type: none">• Convocation – June 16 to 19, 2025, Tribute Communities Centre• Governor Appreciation Event – June 26, 2025 from 5:30 p.m. to 8:30 p.m.	
6:55 p.m. to 6:57 p.m.	12. Move to In-Camera Session	
9:10 p.m. (approx.)	13. Adjournment	

Consent Agenda

The following items will be approved with one motion unless an item is pulled for discussion.



**Durham College of Applied Arts And Technology
Board of Governors Regular Meeting
Public Session Minutes**

Date: Wednesday, May 7, 2025

Location: Oshawa Campus, Durham College Boardroom, A144

Members Present:

- Lisa Allen, Board Chair
- Brandon Bird
- Melissa Bosomworth
- Jim Brown
- Alison Burgess
- Kalyan Chakravarthy
- Jeff Dornan
- Kelly Doyle
- John Ecker
- Ian Murray
- Jerry Ouellette
- Elaine Popp, President
- Peter Pryce, Board Vice Chair
- Kwende Thomas
- Dwight Townsend
- Nathan Wilson

Regrets:

- Riya Parikh

Staff Present:

- Jean Choi, VP, Academic and Students
- Rick Hutchinson, VP, Strategic Infrastructure and Campus Safety
- Barbara MacCheyne, VP, Corporate Services and Chief Financial Officer
- Thom MacDonald, AVP, Enrolment and International Education
- Melissa Pringle, Manager, Board Governance and Privacy
- Bonnie St. George, VP, People, Equity and External Relations

1. Call to Order

The Chair declared the meeting properly constituted and with quorum present called the meeting to order at 6:00 p.m.

The Chair welcomed guests in attendance: Cristina Italia, Executive Dean, Faculty of Business and Information Technology, Debbie McKee Demczyk, Associate Vice President, Innovation and Research, Rhonda Jessup, Incoming Governor, and Megan Bent, Incoming Student Governor.

2. Land Acknowledgement

Governor Burgess offered the land acknowledgement.

3. Conflict of Interest Declarations

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

4. Presentations

4.1 Keeping the College Safe: Employee Health and Safety and Overview of Campus Safety Activities

The Vice President, Strategic Infrastructure and Campus Safety presented an overview of employee health and safety and campus safety activities.

The Board questioned the Vice President, Strategic Infrastructure and Campus Safety.

5. Consent Agenda

Moved by Governor Ouellette

Seconded by Governor Chakravarthy

“That all items listed under the heading of consent agenda be adopted as recommended except Item 5.3.” CARRIED

5.1 Approval of Public Session Agenda – May 7, 2025

Recommendation

That the public agenda for the May 7, 2025, Board of Governors meeting be approved as presented.

5.2 Approval of Public Minutes from the Board of Governors Meeting of April 9, 2025

Recommendation

That the public minutes from the April 9, 2025, Board of Governors meeting be approved as presented.

5.4 Designation of Contact Person Under the Personal Health Information Protection Act, 2004

Recommendation

On behalf of Durham College, a health information custodian under the *Personal Health Information Protection Act, 2004* (the “Act”), the Board of Governors of Durham College (the “Board”) wishes to designate a contact person in accordance with Section 15(2) of the Act.

Be it resolved that:

1. The Board hereby appoints the person who holds the office of Manager, Board Governance and Privacy as the contact person for Durham College under Section 15(2) of the Act, effective on May 7, 2025, and until revoked or otherwise amended by the Board; and
2. Any prior designations of a contact person under the Act are hereby revoked.

5.5 Ratification of Election Results for the Positions of Board Chair and Vice Chair for the 2025-2026 Board Year

Recommendation

That the results of the Election for the positions of Chair and Vice Chair of the Durham College Board of Governors be ratified and,

1. That Lisa Allen be confirmed as the Board Chair for the 2025-2026 Board Year; and,
2. That Peter Pryce be confirmed as the Board Vice Chair for the 2025-2026 Board Year.

The following item was pulled from the consent agenda:

5.3 Appointment of Additional Signing Authority for Banking Purposes

The Board questioned the President regarding who at the College had signing authority for banking purposes.

Moved by Governor Pryce

Seconded by Governor Bird

“Be it resolved that:

- a) The Vice President, People, Equity and External Relations be authorized to act on behalf of the Corporation for banking purposes in accordance with the limitations outlined in College By-law No. 1 (Section 27); and,
- b) That the signing authority granted to the Vice President, People, Equity and External Relations remain in effect until revoked or amended by further resolution of the Board.” CARRIED

6. Report of the Board Chair

The Chair reported on the following items:

- Governor Dornan was acknowledged for letting his name stand for the election of Vice Chair and Governor Pryce was congratulated for being re-elected for the 2025-2026 Board year.
- That the Board’s work plan contemplated having the 2025-2026 Business Plan and the 2024-2025 Annual Report come to this meeting; however, both items will come to the June meeting to allow more time for preparation. Further, due to the additional time needed to prepare the documents, the Financial Health Metrics recovery plan and Efficiency and Accountability Audit Implementation Plan will also come directly to the June Board meeting for discussion.
- That the College was once again named one of Canada’s Greenest Employers for the ninth year in a row.
- That starting this year, the College has made the decision not to have a fall convocation and all students will cross the stage in June.
- A College Employer Council meeting that was held on April 15, 2025. Topics of discussion included approval of the Council’s audited financial statements and a discussion about advocacy related to executive compensation.

- Governor Ecker was congratulated for receiving the King Charles III Coronation medal for dedicated service to peers and the community.

7. Co-Populous Governors' Report

There was no co-populous governors' report.

8. Decision Items

8.1 New Program of Instruction: Project Management – Information Technology, Ontario College Graduate Certificate

The Board received a report from the Vice President, Academic and Students and Executive Dean, Faculty of Business and Information Technology presenting a new program of instruction for approval, Project Management – Information Technology.

The Board questioned the Vice President, Academic and Students and the Executive Dean, Faculty of Business and Information Technology concerning the industry's consulted in the development of this program, whether the program qualified students to write their Project Management Professional designation, and the projected enrolment numbers.

Moved by Governor Wilson

Seconded by Governor Brown

"That in accordance with Report BOG-2025-43 the proposed Project Management – Information Technology Ontario College Graduate Certificate program be approved." CARRIED

8.2 New Program of Instruction: Cloud and Information Technology Systems, Ontario College Diploma

The Board received a report from the Vice President, Academic and Students and Executive Dean, Faculty of Business and Information Technology presenting a new program of instruction for approval, Cloud and Information Technology Systems.

Moved by Governor Chakravarthy

Seconded by Governor Townsend

"That in accordance with Report BOG-2025-44 the proposed Cloud and Information Technology Systems Ontario College Diploma program be approved." CARRIED

8.3 New Program of Instruction: Geographic Information Systems for Data Analytics

The Board received a report from the Vice President, Academic and Students and Executive Dean, Faculty of Business and Information Technology presenting a new program of instruction for approval, Geographic Information Systems for Data Analytics.

The Board questioned the Vice President, Academic and Students and the Executive Dean, Faculty of Business and Information Technology regarding the teaching of applied learning in an online environment and the marketing strategy for online programs.

Moved by Governor Doyle

Seconded by Governor Ouellette

“That in accordance with Report BOG-2025-45, the proposed Geographic Information Systems for Data Analytics Ontario College Graduate Certificate program be approved.” CARRIED

9. Discussion Items

9.1 Strategic Mandate Agreement 2020-2025 (SMA3) Year Five Report Back

The Board received a report from the Associate Vice President, Innovation and Research presenting the 2020-2025 Strategic Mandate Agreement year five report back and reporting that Durham College met or exceeded the minimum performance thresholds for all metrics, qualifying for the full amount of performance-based funding.

9.2 Strategic Mandate Agreement 2025-2030 (SMA4) Engagement Process

The Board received a report from the Associate Vice President, Innovation and Research apprising the Board about the Strategic Mandate Agreement 2025-2030 engagement process, which will see a new agreement executed with the Ministry by the end of June 2025. The Associate Vice President, Innovation and Research provided an overview of the new metrics and the expected incremental increases in allocation of performance-based funding (ranging from 5% to 40%).

The Board questioned the Vice President, Academic and Students and Associate Vice President, Innovation and Research regarding whether there were any concerns about not being able to meet the metrics.

9.3 Annual Academic Quality Assurance Activities

The Board received a report from the Vice President, Academic and Students regarding the College’s academic quality assurance activities.

The Board questioned the Vice President, Academic and Students regarding potential changes to the College's academic quality assurance processes as a result of the Efficiency and Accountability audit.

10. Information Items

The following items were presented for information only:

- 10.1 Durham College-Ontario Tech University Academic Pathways Report for 2024-2025
- 10.2 Bill S-211: Forced Labour and Child Labour in Supply Chains Act Annual Compliance Report (April 1, 2024 to March 31, 2025)

The Board questioned the Vice President, Corporate Services and Chief Financial Officer regarding the definition of a 'child' as it relates to other jurisdictions.

11. Upcoming Events

The Chair drew attention to the following upcoming events:

- Lean Into Green: Durham College Update and Employee Celebration – May 21, 2025, at 10:00 a.m. (Oshawa Campus)
- Spring Convocation Ceremonies – June 16 to 19, 2025 – Tribute Communities Centre

12. Move to In-Camera Session

Moved by Governor Brown

Seconded by Governor Chakravarthy

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

The Board recessed at 7:09 p.m. and reconvened in-camera at 7:19 p.m.

During the in-camera session, the Board discussed the use of College space for political events on campus.

13. Adjournment

With no further business, the meeting adjourned at 9:34 p.m.



**PUBLIC REPORT OF THE GOVERNANCE REVIEW COMMITTEE
TO THE DURHAM COLLEGE BOARD OF GOVERNORS FOR CONSIDERATION AT
ITS PUBLIC MEETING HELD ON JUNE 11, 2025**

BACKGROUND

The Governance Review Committee met via videoconference on May 12, 2025.

SUMMARY

1. Approval of Previous Minutes – March 10, 2025

The Committee reviewed and approved its minutes from the March 10, 2025 Governance Review Committee meeting.

2. Proposed Updates to Board Policy: Mission, Vision, Values and Strategic Goals

The Committee received a report from President Popp regarding proposed changes to the Board Policy: Mission, Vision, Values and Strategic Goals based on the new strategic plan that was recently approved.

The Committee questioned the President and Board Secretary.

It is recommended that the following resolution be passed.

RESOLVED:

That based on Report GOV-2025-15, the proposed changes to Board Policy: Mission, Vision, Values and Strategic Goals be approved as presented.

3. Proposed Update to Board Policy: Board and President Relations

The Committee received a report from the Board Secretary regarding proposed updates to Board Policy: Board and President Relations to reflect the current practice of not requiring the President to seek Board approval for changes to the employment status of employees with a direct reporting relationship to the President. A discussion ensued about a second proposed edit to strike out clause 5.5 as it relates to reporting non-compliance with Board policy and whether it was a duplication of clause 5.3; however, after discussion the

Committee agreed that the intent of each clause was different and that both should remain in the policy.

It is recommended that the following resolution be passed.

RESOLVED:

That based on Report GOV-2025-14, the proposed changes to Board Policy: Board and President Relations be approved as amended.

4. President's Compliance Report for 2024-2025

The Committee received a report from President Popp attesting compliance with Board policy and relevant legislative requirements. A discussion ensued about the additional commentary added to the report related to the event that occurred on campus on April 19, 2025. The Committee expressed concern that the language used was too definitive despite the investigation being ongoing and requested the language be softened as the report is posted publicly. Further, the Committee discussed the period covered by the report, which was confirmed as the Board year (September 1 to August 31).

5. Preliminary Discussion: Merging of the Governance Review and Nominating Committees starting September 2026

The Committee discussed the idea of merging the Governance Review and Nominating Committees starting in the 2026-2027 Board year and discussed the rationale, risk and merit of the proposal. General support for the idea was received and the Committee requested that a briefing note outlining all considerations on the matter be prepared for consideration by the Board.

Respectfully submitted,

Dwight Townsend, Chair, Governance Review Committee

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

Decision Items

The following items require a decision from the Board and will be presented by staff.

Report Number: BOG-2025-54

To: Board of Governors

From: Dr. Elaine Popp, President

Date of Report: June 2, 2025

Date of Meeting: June 11, 2025

Subject: 2024-2025 Durham College Annual Report

1. Purpose

The purpose of this report is to present the 2024-2025 Annual Report.

2. Recommendation

It is recommended to the Durham College Board of Governors:

That based on Report BOG-2025-54, the 2024-2025 Durham College (DC) annual report be approved.

3. Background

In accordance with the Minister's Binding Policy Directive on Governance and Accountability Framework and Section 8 of O. Reg. 34/03 under the Ontario College of Applied Arts and Technology Act, each college must prepare an annual report, make it available to the public, and submit it to the Ministry of Colleges, Universities, Research Excellence and Security (MCURES). The report is developed in accordance with the Annual Report Operating Procedure established in the Binding Policy Directive and must be submitted to MCURES by July 31.

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

The annual report is also an opportunity to celebrate DC's successes over the past year by highlighting the exceptional work of our employees and students. Accomplishments are organized according to our pillars as identified in the 2020-2025 Strategic Plan, followed by additional updates from Alumni, Athletics, International Education, and the Office of Research Services, Innovation and Entrepreneurship.

The audited financial statements, once approved, will also be included with the final published annual report, as required under the Minister's Binding Policy Directive on Governance and Accountability. The approved annual report will be posted on the Strategy, Plans and Publications page of the college's website.

4. Discussion/Options

There are no discussion or options provided to support this report.

5. Financial/Human Resource Implications

There are no financial or human resource implications.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

There are no implications for Ontario Tech University.

8. Relationship to the Strategic Plan/Business Plan

The 2024-2025 Annual Report provides a summary of what DC achieved over the past year, including actions outlined in the 2024-2025 Business Plan and activities beyond it. Its content is aligned with the 2020-2025 Strategic Plan, encompassing the mission, vision, and values set forth in that plan. The goals for that plan were:

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.

Durham Colleges 2024-2025 Annual Report

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Message from the President

Over the past year, our collective efforts have reinforced Durham College's (DC) reputation as a leader in higher education—empowering learners to achieve success for themselves and their communities. Through our shared dedication, we have demonstrated resilience while navigating the unexpected and ensuring that our campus community continues to thrive.

This annual report highlights the excellence of our employees and students across the four pillars of our 2020-2025 Strategic Plan: Our Students, Our People, Our Work, and Our Business. Despite unprecedented challenges, we have remained steadfast in delivering on our priorities—equipping our students with the knowledge and skills necessary to succeed in an ever-evolving world. Like many Ontario colleges, DC has faced significant financial pressures due to abrupt and frequent changes to the International Student Program by Immigration, Refugees and Citizenship Canada, compounded by an outdated provincial funding model. As a result, we have had to make difficult yet necessary decisions to ensure the long-term sustainability and competitiveness of DC. Through careful planning, we have maintained a delicate balance between fiscal responsibility and providing an exemplary student experience.

As we completed the final year of our outgoing Strategic Plan, our focus remained on offering industry-driven programs, advancing innovative applied research, and delivering quality teaching and learning experiences for our students. This momentum positioned us well as we embarked on establishing our next strategic plan, a process that began in August 2024.

Over the last several months, we engaged in a series of meaningful consultations, including surveys, pop-up conversations across our campuses, town halls, and visioning sessions. Through this process, we had more than 2,200 touchpoints from our community, including students, employees, governors, alumni, retirees, donors, industry leaders, and partners. These rich, diverse perspectives offered valuable insights into how DC can lead in a rapidly changing post-secondary landscape. What emerged is a clear and compelling roadmap: a Strategic Vision, with a guiding purpose, goals and objectives that not only reflect who we are today but define where we're headed. Our Vision will be launched in spring 2025.

With these great accomplishments, I hope everyone at DC feels a profound sense of pride. This annual report serves not only as a reflection on the past year but as a foundation for the future ahead.

Sincerely,

Dr. Elaine Popp
President, Durham College

Message from the Board Chair

As we close the final chapter of our 2020-2025 Strategic Plan, I am reflecting on Durham College's (DC) transformative journey—one that has strengthened our commitment to student success, innovation, and community engagement. This past year was not just a conclusion but a celebration of progress, resilience, and bold ambition.

Throughout the pages of this annual report, you'll explore highlights of accomplishments that demonstrate our ongoing commitment to excellence, guided by the four strategic pillars of Our Students, Our People, Our Work and Our Community.

It's inspiring to see DC's continued success. Thanks to the dedication of our employees, the college has achieved remarkable milestones—strengthening industry partnerships, embracing emerging technologies, and fostering an inclusive environment where students can thrive. These achievements go beyond strategic goals; they reflect the passion and innovation of our employees, students, and partners.

The Board of Governors is immensely proud of the impact of the college. We've solidified DC's reputation as a leader in post-secondary education. As we move forward, we remain unwavering in our commitment to our students – empowering them with the skills and knowledge they need to succeed. At the same time, we continue to strengthen our community and enable a workforce that is ready to meet the evolving needs of employers.

On behalf of the Board of Governors, I want to thank you for your continued support, partnership and advocacy, which ensure DC's positive impact on our students and the communities we serve today and in the future.

Sincerely,

Lisa Allen
Chair, Durham College Board of Governors

2024-2025 Durham College Board of Governors

- Lisa Allen, Board Chair
- Alison Burgess (government appointee)
- Brandon Bird
- Melissa Bosomworth, support staff governor
- Jim Brown
- Kalyan Chakravarthy
- Jeff Dornan
- Kelly Doyle, administrative staff governor
- John Ecker (government appointee)
- Ian Murray (government appointee)
- Jerry Ouellette (government appointee)
- Riya Parikh, student governor
- Peter Pryce, Board Vice-Chair
- Kwende Thomas
- Dwight Townsend
- Nathan Wilson, academic staff governor
- Dr. Elaine Popp, President

Durham College Executive Leadership Team

- Dr. Jean Choi, Vice President, Academic and Students
- Rick Hutchinson, Vice President, Strategic Infrastructure and Campus Safety
- Barbara MacCheyne, Vice President, Corporate Services and Chief Financial Officer
- Thom MacDonald, Associate Vice President, Enrolment and International Education
- Dr. Elaine Popp, President
- Bonnie St. George, Vice President, People, Equity and External Relations

Vision, Mission, Values

Mission

Together, we are leading the way.

Vision

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

Values

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

By The Numbers

- \$913+ Million economic impact on Durham Region
- 116,000+ alumni
- 15,000+ professional and part-time learning students
- 13,500+ full-time post-secondary students
- 4,400+ students from 76 countries
- 2,650+ apprenticeship students
- 2,300+ employees
- 745+ educational pathways
- 145+ full-time post-secondary programs
- Greater Toronto Top Employer (for the 14th time)
- Top 50 Research College (for the 11th time)
- Canada's Greenest Employer (for the 9th time)
- 2 Campuses (Oshawa and Whitby)

Report on Previous Year's Goals

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

Our Students

At Durham College (DC), students arrive confident that they'll receive a top-tier post-secondary education—and they make the most of it. Whether through in-class instruction, campus life, or work-integrated learning, DC students can embrace every opportunity to learn, grow, and succeed. By entering and excelling in external competitions, as well as special events on campus, they showcase their skills while networking with industry partners and their future peers.

[Police Foundations](#) graduate Maya Austin was honoured with the prestigious [Joe Moylan Award of Excellence](#), presented annually to an outstanding Police Foundations graduate from an Ontario college.

Our talented DC students earned an impressive 10 medals at the [Skills Ontario 2024 competition](#). Among the winners was Alexander Harley, who took home gold in Auto Service Technology and advanced to the Skills Canada Nationals Competition in Quebec, where he finished fourth.

At [Spring Convocation](#) in June, we proudly celebrated one of the largest graduating classes in our history, comprised of nearly 5,000 career-ready new alumni. [Fall Convocation](#) was just as memorable, with over 2,200 graduates crossing the stage to receive their DC credentials.

Over 300 students completed the [Centre for Success and Adult Dual Credit programs](#), overcoming unique challenges to achieve academic success.

Talented musicians hit all the right notes during [Oshawa Music Week](#), an annual celebration of the local music community organized entirely by [Music Business Management](#) students who gain invaluable hands-on skills and experience.

[DC's 2025 Innovation Showcase](#), organized by the DC Engineering Club, highlighted the creativity and technical skills of students developing solutions to climate change, presenting projects to industry professionals and community members who assessed them on creativity, feasibility, and impact. Top individual honours went to Nathan Colburn (Mechanical Engineering Technology) for his carbon fibre bike frame "CFG-01." The group winners were Douglas Aubrey-Sleeper, Joshua Dervent, and Wyatt Martorino for the "KERS Bike"—a battery-free electric bike using kinetic energy recovery.

[Enactus Durham College earned top honours](#) at the Central Regional Exposition, with their Second Sole project being named the Canadian Tire Environmental Sustainability Central Regional Champion. Second Sole, founded by Environmental Technology student Jonathan Grant, repurposes single-use gloves into products like hockey pucks and shoe soles, reducing waste and promoting sustainable practices.

In a strong [fall season](#), our Women's Softball team became both provincial and national champions. The Women's Rugby team also became provincial champions, while the Men's Baseball team earned a provincial bronze.

The Durham Lords Men's Basketball team made history by [winning their first Ontario Colleges Athletic Association championship since 1997](#), defeating the Humber Hawks 67-61 in the gold medal game. They continued their success at the Canadian Collegiate Athletic Association (CCAA) National Championship in Montreal, earning silver after victories over UNB-Saint John and Collège Jean-de-Brébeuf. In a rematch with Humber, the Lords narrowly lost 76-70 in the final.

We proudly [hosted the 2025 CCAA Women's Volleyball National Championship](#), welcoming top collegiate teams from across Canada to the Oshawa campus. As hosts, our DC Lords competed with strong spirit, securing a straight-set win over Mount Allison but falling to eventual medalists the Lakeland Rustlers and Vancouver Island Mariners.

Our People

Our strength at Durham College (DC) starts with our people. We are committed to attracting and retaining talented, creative, and collaborative individuals who exemplify our mission and values. Our employees are dedicated to delivering innovative learning experiences and supportive programs that contribute to the welcoming, inclusive, and vibrant environment that defines DC.

After taking on the role in March 2024, Dr. Elaine Popp was [officially installed as President](#) at Spring Convocation. While speaking to the assembled DC community and graduating class, she expressed deep gratitude and a commitment to fostering excellence and collaboration. Under her leadership, the college aims to transform education and support student success through a vision centred on being future-focused, sustainable, people-centred and community-connected.

Over 125 service milestones were recognized at the May employee Town Hall event. Our Employee Awards of Excellence received 25 nominations. The awards for Faculty, Support Staff, Administrative Staff, and Teams were presented during the Academic Kickoff event in August.

DC was recognized as one of [Canada's Greenest Employers](#) for the ninth time for our strong commitment to sustainability. A number of initiatives were cited, including the launch of the Vanhaverbeke Family EV Training Centre, our zero-waste culinary program, and urban farming initiatives.

We were also named a [Greater Toronto Top Employer](#) for the 14th time, recognizing our strong workplace culture and commitment to employee well-being and growth. DC's achievements in applied research, community involvement, student support initiatives, and competitive benefits like pension matching, parental leave top-ups, and professional development were just a few of the things that set us apart.

For the eleventh time, we were recognized as one of [Canada's Top 50 Research Colleges](#). We received standout rankings among medium-sized colleges for paid student researchers and industry research income and placed fifth overall for research partnerships and completed projects.

DC earned double honours at the [Colleges and Institutes Canada \(CICan\) Awards of Excellence](#). The college earned a bronze award in the Excellence in Sustainable Development category, and Program Coordinator Laura Maybury was also recognized with a bronze in the Leadership Excellence – Faculty category.

The Barrett Centre of Innovation in Sustainable Urban Agriculture was honoured at the Royal Agricultural Winter Fair with an Honourable Mention in the [Urban Agriculture Excellence](#) category, presented by the Ontario Ministry of Agriculture, Food and Rural Affairs.

The main building at the Whitby campus was named in honour of [past DC president Don Lovisa](#) and his 16 years of transformative leadership. At a special event, members of the DC

community praised his significant contributions to campus growth, innovation, and workforce-focused education.

The [President's Breakfast](#) celebrated donors who generously support our students and play a vital role in their success. The contributions of DC's donors help to fund modern learning spaces, hands-on training, scholarships, and bursaries. Speaking at the event, alumni and students emphasized how these investments remove financial barriers and enrich educational experiences, reinforcing how donor generosity shapes DC's future.

Chef Dave Hawey, a faculty member in the Culinary Management program, earned the prestigious Worldchefs Certified Chef de Cuisine certification, which is an internationally recognized credential that highlights his culinary expertise, commitment to sustainability, and dedication to professional development. At DC, Chef Hawey is known for his hands-on approach and passion for innovation, enhancing the learning experience for students, who benefit from his leadership, industry insights, and commitment to excellence.

DC employees made a meaningful impact this year through their remarkable generosity. During the 2024 holiday season, [we distributed \\$165,700 through our Food Access Bursary](#), providing crucial grocery support to nearly 1,000 students facing food insecurity. The bursary helps students focus on their education by alleviating food-related stress, reflecting DC's strong community spirit and commitment to student well-being.

Maintaining our commitment to inclusivity, DC opened a new multi-faith prayer space. This area, which offers both communal and individual sections as well as ablution stations, provides a welcoming and respectful environment to support the diverse spiritual and religious needs of our students.

Our Work

Students are at the heart of everything we do at Durham College (DC). We are dedicated to fostering collaboration and driving innovation as we continually enhance our programs to align with student aspirations and industry demands. By developing cutting-edge facilities and investing in long-term growth, we strive to deliver an outstanding education and an enriching college experience for every student.

With an eye to the future, we began [development of our next Strategic Plan](#), which is planned to be launched in spring 2025. Through this collaborative process, we heard from many members of the DC community, including students, employees, governors, alumni, donors, community partners and industry leaders, about how we could address the evolving needs and shifts in higher education. Together, their voices and perspectives helped to inform the roadmap for DC's future.

We strengthened our mental health support initiatives to address increasingly complex student needs. For fall 2024, [DC launched new resources](#)—including a comprehensive guide and quick-reference flowsheet—to equip employees with the tools to better support students' mental health. Developed by the Campus Health and Wellness Centre (CHWC), these resources aim to enhance understanding and streamline emergency responses.

In January, as part of Wellness Week and in alignment with Bell Let's Talk Day, [we hosted a mental health resource event](#) to promote awareness and connect students with vital support services. Organized by DC's CHWC, the event featured local partners, interactive booths, and activities focused on counselling, crisis support, and self-care. Wellness Week also included yoga, meditation, art therapy, and stress-management workshops. The event highlighted DC's ongoing commitment to mental health and fostering a caring, resilient campus environment that empowers students and staff to thrive.

In our ongoing effort to offer programming that meets the needs of students and industry, we supported an innovative five-week [Introduction to Millwrighting program](#) that promoted inclusivity and challenged gender stereotypes in the traditionally male-dominated field. First, DC provided academic upgrading support to help 10 women prepare for the millwright aptitude test and start apprenticeships. Later in the year, an [all-Indigenous group of 11 students](#) successfully completed the program.

In September of 2024, we launched new programs, including the [Law Clerk diploma](#) and graduate certificate in [Clinical Bioinformatics](#), that are designed to meet growing industry demands. Each year, DC continues to adapt to evolving workforce trends, aiming to equip students with relevant skills for high-demand careers and address labour shortages across sectors.

[Advanced Law Enforcement and Investigations](#) students took advantage of a new [virtual reality scenario program](#) to develop their communications skills and practice some of the challenging situations they'll face in their profession.

We partnered with [Registered Professional Accountant \(RPA\) Canada to create a new pathway for Accounting – Business graduates](#). Completing the program at DC now qualifies students to meet RPA prerequisites and sit for the RPA Mandatory Professional Exam. Earning the RPA designation prepares graduates to offer accounting services to small and medium businesses, non-profits, and entrepreneurs, equipping them with the practical skills, technological expertise, and professional knowledge needed in today's finance industry.

Our Community

At Durham College (DC), we take pride in the positive impact we have on the communities we serve. While our campuses are located in Oshawa and Whitby, our reach extends across Durham Region, and beyond. Through partnerships, strategic investments, and collaboration, we share our resources, facilities, and expertise to help create meaningful change.

DC researchers, in collaboration with Ontario Shores Centre for Mental Health Sciences and the Abilities Centre in Whitby, [conducted a study on how exercise affects both the physical and mental health of forensic patients](#). The project was supported by a \$350,000 College and Community Social Innovation Fund (CCSIF) grant.

At DC's Social Impact Hub, faculty member [Dr. Crystal Garvey led a research initiative](#)—funded by a \$360,000 CCSIF grant—aimed at improving mental health care for Black communities. As part of the project, she [co-produced a compelling documentary](#) featuring the stories of six individuals from diverse backgrounds, which premiered at our Centre for Innovation and Research.

The Barrett Centre of Innovation in Sustainable Urban Agriculture (Barrett Centre) partnered with the Durham Catholic District School Board to [launch a Dual Credit program](#) that offered Ajax high school students hands-on experience working on a farm.

In another collaborative project, the Barrett Centre and the Faculty of Media, Art and Design teamed up to give students real-world experience by [developing educational online games](#) aimed at teaching young children about food literacy and sustainable agriculture.

The Office of Research Services, Innovation and Entrepreneurship (ORSIE) opened its doors for the [ORSIE Impact Expo](#), a celebration of the innovative research work happening at DC. Another highlight was the [AI in Action event](#), hosted by DC's AI Hub, that welcomed business leaders, tech enthusiasts and community leaders to discuss the technological and cultural impact of artificial intelligence and the myriad of possibilities it presents.

DC welcomed [Ontario's Minister of Colleges, Universities, Research Excellence and Security, Nolan Quinn, to the Whitby campus](#) in January to explore our leading-edge culinary and hospitality programs. Joined by MPPs Todd McCarthy, Lorne Coe, and Patrice Barnes, Minister Quinn toured the W. Galen Weston Centre for Food, interacted with students, and took part in a hands-on cooking demonstration. The visit highlighted DC's contributions to the local economy, our commitment to sustainability, and our role in training talent for the agri-food and hospitality sectors.

Also in January, DC hosted the [2025 FIRST LEGO League Challenge Ontario Provincial Championships](#), welcoming more than 400 students from Grades 4 to 8 to the Oshawa campus. They participated in the two-day event, which blended science, technology, engineering and math with innovation and sustainability in a fun, competitive environment.

Throughout the year, we opened the doors of our state-of-the-art facilities for a number of special events that welcomed elementary and high school students to expand their knowledge and get an early look at what college has to offer. [The Cypher: Black Male Empowerment Conference and the Empower Her conference for Black females](#), hosted with the Durham District School Board, gave students in Grades 7 to 10 the opportunity to connect with entrepreneurs, community leaders and organizations through interactive workshops, engaging discussions and networking sessions to help inspire and educate them.

The [Young Women in Science, Technology and Trades Conference \(YWSTT\)](#) gave hundreds of local girls the chance to explore careers in science, tech and skilled trades. The [Skills Ontario Summer Camp](#) was another invaluable opportunity for youth to pick up practical life skills while exploring careers in the trades.

[We partnered with Community Care Durham](#) to deliver a seven-week workplace training program for Personal Support Workers (PSWs), focusing on digital literacy and document use. This initiative, supported by the Literacy Network of Durham Region, marked DC Academic Upgrading's first workplace training delivered directly to community professionals. The program enhanced essential communication and documentation skills, boosting PSW effectiveness and engagement. Due to its success, the partnership will expand in fall 2025 to offer further training for PSWs and Care Coordinators.

[DC showcased our research and development expertise at HANNOVER MESSE](#), a major international tradeshow in Germany. Represented by leaders in innovation and corporate training, we highlighted services such as AI advisory, VR training, cybersecurity, and 3D video production. The event opened doors for DC to participate in EU-funded research through the Horizon Europe initiative, following a new Canada-EU agreement.

[D.G. Biddle & Associates Limited visited the Whitby campus](#) to celebrate their \$50,000 donation in support of the Civil Engineering Technician and Technology programs. The gift funded the purchase of a Universal Testing Machine, enhancing hands-on learning for students by allowing material strength testing.

Students in the Communicative Disorders Assistant (CDA) graduate certificate program will benefit from a \$50,000 donation, contributed over the next five years, made by Harmonize for Speech (H4S), an official charity of the Ontario District of the Barbershop Harmony Society International. To recognize this generous gift, the [program's lab has been named in their honour, the Harmonize for Speech Communicative Disorders Lab](#).

DC has continued to demonstrate our commitment to environmental sustainability through various initiatives, including a glove recycling program and a reusable container program at the Oshawa campus Marketplace, and the Whitby campus Café. Flow Water has been introduced as an alternative to bottled water on campus to reduce the number of plastic water bottles used.

The First Peoples Indigenous Centre (FPIC), named Suswaaning Endaajig or "a nest away from home," continued to be a welcoming space that supports Indigenous students while promoting reconciliation and cultural awareness across campus. Students can visit FPIC every day for academic support, cultural programming, and a sense of community.

Alumni Highlights

With a growing network of over 116,000 alumni, the stories of success are unlimited. Our alumni's remarkable achievements inspire us every day, reflecting the lasting impact of their time at Durham College (DC). We take great pride in maintaining strong connections with our alumni, knowing that their journeys continue to be shaped by the foundation they built on our campuses—no matter where life takes them.

Soon-to-be grads and alumni participated in [Career Launch](#), a series of events to help them develop confidence and smoothly transition from college to the workplace. Activities included a LinkedIn Mastery Seminar, Financial Literacy Session, Etiquette Dinner, Campus Job Fairs, Student Leadership Summit, and International DC Talks. The Career Launch program was organized by the Office of Advancement and Alumni Relations, Career Development, Student Development and the International Education office.

The focus of several of DC's alumni stories in 2024-2025 was family.

- [Brenda Lynch is a Business Administration – Accounting \(1986\)](#) graduate who attended DC as a mature student when her youngest child was in kindergarten and her eldest children were 10 and 13. Almost a decade after Brenda took her first steps in the halls at DC, her eldest child, Paul Smale, graduated from the college's Business – Marketing program, closely followed by her daughter, Melissa Petty, who graduated from the Early Childhood Education program. The youngest of the family, Sarah Smale, graduated from DC's Paralegal program in 2008. After working in the federal government for 10 years, Sarah returned to Durham Region and enrolled in DC's Victim Justice and Interventions graduate certificate program.
- [Attila Kovacs, originally from Hungary](#), holds a high school teaching diploma and a mechanical engineering degree. When he decided that it was time to pursue a new career path, he took inspiration from his wife, a nurse for three decades. He opted for the weekend-delivery Practical Nursing – Flex Program at DC, graduating in 2021. After graduating, he enrolled in the RPN to RN Bridging program at Ontario Tech University and is due to complete his Bachelor of Science in Nursing this spring, all while working at two long-term care facilities in Cobourg and Port Hope. He's an example for his kids, who are all finding their career paths at DC. Matthew is in his second year in the Welding Engineering Technician program, Adam is in his first year of Culinary Management, and Szandra is a first-year Paramedic student.
- When [Carter Graham began his studies](#) in the General Arts and Science program last fall, he carried on a family tradition. Both his parents are alumni of the program. His father, Andrew, graduated in 2006, while his mother, Michelle, followed in 2008. So, when Carter was considering his post-secondary options, the path was clear.

DC named Shelby Nelson (Sport Administration, 2000) and Adam Ruppel (Business – Human Resources, 1997) as 2024’s Alumni of Distinction recipients. These individuals are making meaningful impacts in their fields and communities. We also nominated Shelby, alongside Chris Cull (Heating Ventilation and Air Conditioning Technician, 2007), Paula Sujo (Video Production, 2024) and Jeremy Burns (Law and Security Administration, 2004 and Penology and Youth, 2005) and Aaron Dale (Police Foundations, 2005) for a Premier’s Award in 2024.

DC alumnus Kyle Douglas was named the 2024 G.W. McLaughlin Award recipient by the Greater Oshawa Chamber of Commerce, recognizing the profound impact he has made in his community. Selected by the Chamber’s Board President, this award is given to an individual who displays exceptional dedication to the community, outstanding career achievement, civic pride and mentorship, both in business and in life, to the Board President.

Mary Dunn, a Communicative Disorders Assistant grad (2015) who went on to study at Te Whare Wānanga o Waitaha | University of Canterbury (UC) in Aotearoa New Zealand, has returned to Canada after a long educational journey. Equipped with a Master of Speech and Language Pathology, Mary looks forward to completing her final certification to become a fully qualified speech therapist in Canada. Now back in Toronto, she applies her education to support children recovering from catastrophic medical events, including vocal fold damage due to intubation.

Athletics Highlights

The commitment, teamwork, and resilience of Durham College (DC) athletes shine across every field, court, diamond, and link—qualities that mirror their pursuit of excellence in our classrooms, labs, shops, and studios. Year after year, their dedication inspires a deep sense of pride within our college community.

This season, once again, saw some friendly competition between DC and Ontario Tech University (Ontario Tech) through three of our four annual campus matches. For the first time in Campus Cup history, the Durham College men's and women's soccer teams both claimed the title against the Ontario Tech Ridgebacks. At the second annual Campus Clash, the men's basketball team also took home the hardware for DC for the first time. On the women's side, it was a close match, but ultimately Ontario Tech defeated the Lords.

DC returned to the varsity curling scene for the first time since 1996, fielding a men's team and a mixed doubles squad. After defeating Ontario Tech and the University of Guelph in the fall, they participated in two collegiate competitions this winter. They competed in the Mountaineers Bonspiel, hosted by Mohawk College, in preparation for the Ontario Colleges Athletics Association (OCAA) Championship.

The Durham Lords had an incredible 2024-2025 season, receiving more than 65 athletic awards from the OCAA and Canadian Collegiate Athletic Association, including:

- 33 OCAA All-Stars
- 10 Championship All-Stars
- 7 All-Rookie Team
- 4 Championship MVPs
- 3 Rookies of the Year
- 3 Defensive Players of the Year
- 2 Players of the Year
- A coach of the Year
- A batting champion
- A fair play award winner
- A Sixth Man of the Year
- A CCAA All-Canadian
- OCAA Overall Female Rookie of the Year

Academically, our student-athletes also impressed with 71 total academic awards earned for the 2024-25 school year.

Several of our athletes have extended their athletic careers beyond DC. We are proud that some of our current and former varsity rugby players have been named to both Canadian national teams this spring, while Shay Morris competed with the Jamaican national rugby team

in the winter. Alexis Bayley from our women's soccer team received a call-up from the Guyana U20 National Team.

The Campus Recreation and Wellness Centre continued to expand its competitive sport club programming, with a focus on female student-athletes. A ringette program was launched with bi-weekly training sessions at the Campus Ice Centre, while the competitive dance team, which boasted its largest roster to date with 28 members, participated in three events and hosted its first on-campus dance showcase.

International Highlights

We are proud to be a vibrant, diverse, and globally connected community, welcoming students from 76 countries to Durham College (DC). Our commitment to internationalization is reflected in education abroad opportunities, international collaborations, and initiatives that enrich global perspectives right here on campus. As the post-secondary landscape continues to shift, we are prioritizing the recruitment and support of international students, ensuring they feel empowered and valued as part of our learning environment. Hand in hand with that, we remain dedicated to fostering intercultural awareness and global engagement among our students and employees.

In the face of the policy shifts affecting international student recruitment, our efforts have remained focused on bringing students to DC. With an eye to those who are already studying with us, the International Education office introduced new touchpoints to share program information for those seeking options to earn a second, or even third, credential by hosting two events on campus this year. This approach has yielded an increase in applications from this group of students.

To support the applicant experience, DC delivers excellent support and oversight to our educational agent partners. We have also enhanced our in-country recruitment communication and expertise and developed a comprehensive agent training program. The program, consisting of seven modules, provides new agent partners with detailed information about DC. It also outlines our expectations of them, acting as a representative of the college. The program emphasizes the ethical expectations and compliance mechanisms by which all agency partners are measured. In addition to these modules, a monthly newsletter was published to ensure our agents remain well informed about everything DC.

DC further expanded its global reach by onboarding a representative in Africa and one in China. These individuals are tasked with overseeing agent activities and strengthening student recruitment efforts in their respective regions. Their roles further enhance DC's ability to attract and support international students.

This year, the International Education office, with the support of the Durham College Student Association's Media Hub, launched [Global Ed Chat](#), a podcast showcasing stories about learning without boundaries with DC. In the first season of the podcast, we heard from international students who moved to Canada, making DC their home away from home; domestic students who travelled abroad, deepening their hands-on learning experiences; and faculty and staff who support international capacity building around the world.

Seven [Faculty-led Classrooms Abroad](#) were organized and executed in 2024-2025. Destinations included:

- Barbados: The Business of Field Hockey Abroad 2024

- Students came together to provide business consultation services for Cat's International Sports, a local sports company in Barbados.
- Costa Rica: Behavioural Sciences
 - Students visited schools, special education centers, and health care facilities in Costa Rica to gain insight into the teaching methods and types of therapy used within a broader global context.
- Costa Rica: Dental Hygiene
 - Students witnessed firsthand the challenges that marginalized groups face in accessing dental care in Costa Rica. They gained valuable insight into these disparities and contributed to efforts aimed at making a meaningful impact on these communities.
- Denmark: Strengthening Student Advocacy for Elder Care Excellence
 - Students from the Personal Support Worker, Journalism, and Video Production programs explored Denmark's novel approach to dementia care by immersing themselves in the model to enhance their classroom learning.
- Guatemala: Media, Art and Design
 - Connecting with Indigenous and traditional communities in Guatemala, students exchanged knowledge and skills, developing a foundation for reconciliation at home. Working with local Mayan youth, they helped create and tell stories about Indigenous rights in Canada, Guatemala, and around the world.
- Italy: Architectural Technology
 - Students travelled to Italy to study art and architecture in Rome, Pompeii, and Foligno, where they engaged with the Bibliotheca Orientalis.
- Peru: Culinary Management - Peruvian Gastronomy Tour
 - Chosen because Peru is one of the top culinary destinations in the world, students travelled to Lima and learned traditional Peruvian cuisine techniques, and used and applied traditional Peruvian.

At DC, we welcome collaborative international projects, especially those addressing global priorities like the UN Sustainable Development Goals. Throughout the year, we engaged in [several international projects](#):

- Led the successful delivery of a three-day training with Technical and Vocational Education and Training (TVET) education leaders in six Caribbean countries as part of the Skills to Access a Green Economy (SAGE 08) project, funded by Global Affairs Canada.
- Designed and delivered a strategic planning session with SAGE 08 partners and Caribbean Association of National Training Authorities (CANTA) representatives. One of the key objectives was to create a draft competency framework for educators in online teaching and learning. This event served as a foundational step that could lead to the development of a multi-national CARICOM competency recognition framework and quality assurance methodology for online teaching and learning educators.

- The International Education office was the first team to successfully launch the Entrepreneurship, Financial Literacy, Horticultural, and Tailoring programs under the Empowerment Through Skills Program (ESP 06) at two community-based organizations and two folk development colleges in Tanzania, which are specifically designed to reach young girls.
- Awarded a new project entitled South Africa Skills Training Enhancement Program (SASTEP 01), which will see DC work with the Marine Institute, Fanshawe College and 15 TVET colleges to support online and blended learning training for educators across South Africa, along with training for support services.

DC's internationalization successes and expertise in international student support and education abroad were profiled at conferences hosted by the Canadian Bureau for International Education in November 2024 and the Forum for Education Abroad in March 2025.

Office of Research Services, Innovation and Entrepreneurship

Highlights

Durham College's (DC) Office of Research Services, Innovation and Entrepreneurship creates valuable real-world learning opportunities by engaging students in meaningful research projects with industry partners. Through applied research and collaboration, we drive innovation to address complex industry and social challenges, reinforcing our role as a leader in fostering impactful solutions that prepare students and businesses for future success.

DC's AI Hub has been [given the Tri-Pillar Excellence Award](#) for our ongoing work helping businesses conduct research and development, adopt new technologies and education and training. The award comes from the national non-profit Tech-Access Canada, which supports a network of Technology Access Centres (TAC) across the country, including the AI Hub, which became a TAC in 2023.

With the goal of enhancing cybersecurity in Ontario's agri-tech and agri-food sectors, the [Centre for Cybersecurity Innovation is collaborating with the Grow Ontario Accelerator Hub](#) through Bioenterprise Canada's Food & Agri-Tech Engine. This partnership provides start-ups and small to medium-sized enterprises with robust cybersecurity measures to protect their digital assets and foster innovation.

To ensure that businesses don't miss out on the transformative power of artificial intelligence, the AI Hub partnered with the Council of Canadian Innovators to [launch the AI Guide Program](#). This innovative program is a six-week intensive executive development program for non-technical professionals in Canada's business and innovation sectors, including leaders in human resources, sales, operations and public affairs.

The college also [expanded the capacity](#) of its AI Hub, thanks to a \$172,000 grant. The funding, announced by the Natural Sciences and Engineering Research Council (NSERC), enables DC to provide tangible and transformative solutions to real-life business challenges by supporting the purchase of two high-performance servers specifically optimized for Generative AI, performance graphics and analytics.

The Mixed-Reality Capture Studio and AI Hub [made a splash at a virtual reality conference](#), where DC students and employees showed off their applied research work at the VRTO Spatial Media World Conference & Expo, displaying their talent and ingenuity and making connections in the tech industry.

DC marked the National Day of Work-Integrated Learning on March 26 by [sharing Ritika's story](#). This Developmental Services Worker student combined her passion for helping people with her commitment to learning, turning her field placement into a life-changing experience. The international student from India embraced her program's opportunities for work-integrated learning, including a 260-hour full-time position in a group home from October to December. There she worked with four clients, including a non-verbal individual. Faced with the unique

challenge of supporting someone who couldn't speak to her, Ritika learned American Sign Language (ASL), and created a video to help others learn basic ASL signs. In addition to setting her up for career success, her work has gained national recognition. She was nominated for the Co-operative Education and Work-Integrated Learning Canada and Emery-Dufault Student of the Year Awards for 2024 and was one of only four recipients of an Honourable Mention.

Updates from College Advisory Council

The College Advisory Council (CAC) met six times, and the President attended two meetings, in accordance with Board By-Law No. 3. Various updates from across the college were shared for awareness and discussion at each council meeting. Topics included:

- An overview of Board of Governors' By-law No. 3.
- Updates regarding CourseDog, Durham College's (DC) new curriculum management and course outline tool, which included information about the system's benefits, features and launch plan.
- Policies and procedures presented to the council:
 - Academic Grading Framework
 - Academic Integrity
 - Assessment and Evaluation
 - Assessment and Evaluation of Student Learning
 - Co-operative Education
 - Course Outlines
 - Credit Transfer and Letter of Permission
 - Domestic Admissions
 - International Admissions
 - Learning Management System Course Retention
 - Learning Management System Usage
 - Prior Learning Assessment and Recognition
 - Responsible Conduct of Research
 - Student Housing
 - Student Mental Health
 - Student out of Province Travel and Activities
 - Wearing a Kirpan
- Comprehensive Program Review presentations:
 - Developmental Services Worker Program
 - Finance Program
 - Mechanical Technician – Elevating Devices Program
 - Photography Program
 - Personal Support Worker Program
 - Video Production Program
- An overview of the employee guide to support student mental health was provided. Highlights of the guide, such as outlining the “four Rs,” providing on-campus and community resources, information on additional training available, guidance on when to call 911, and how to respond to concerning communications from students, were shared.
- Various updates from the International Education office were provided, including information on Immigration, Refugees and Citizenship Canada caps on international student study permits, Post-Graduation Work Permit allocations, and the requirement

that students must now obtain a new study permit before transferring to a new Designated Learning Institution.

- Regular updates regarding the new Strategic Plan development process were shared, including opportunities to get involved.
- Several updates from the Durham College Student Association were provided.

Summary of Advertising/Marketing Complaints Received

DC has not received any advertising or marketing complaints for the fiscal year 2024-2025.

Report Number: BOG-2025-69

To: Board of Governors

From: Dr. Elaine Popp, President and Bonnie St. George, Vice President, People, Equity and External Relations

Date of Report: June 2, 2025

Date of Meeting: June 11, 2025

Subject: 2025-2026 Business Plan

1. Purpose

The purpose of this report is to introduce the new 2025-2026 Business Plan.

2. Recommendation

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

That based on Report BOG-2025-69, the 2025-2026 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 2025-2030 Strategic Vision and in its purpose, values, goals and objectives. The Business Plan identifies to the campus community, public and provincial government the operational outcomes that DC intends to achieve in the fiscal year. The Ministry of Colleges, Universities, Research Excellence and Security (MCURES) 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, and it represents all departments and Faculties. Updates will be provided to the Board of Governors during the October 2025, February 2026 and April 2026 meetings.

4. Discussion/Options

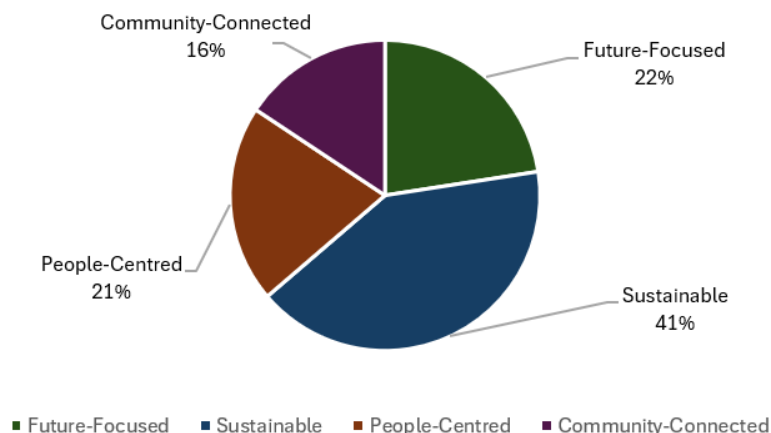
This is the first Business Plan to be developed under the 2025-2030 Strategic Vision. To support the new Vision and simplify our work while providing further information about actions taken by the college to achieve its goals, we have implemented a refreshed template with the following benefits:

1. New and updated fields to increase consistency and provide additional details. Examples include: consistent dates that are represented by month and year, updated status options, visibility of all three updates to gauge progression toward success and a magnitude/impact indicator.
2. Increased future reporting capabilities.
3. Improved ease of use and additional functionality.

The accompanying 2025-2026 Business Plan Scorecard describes actions that the college will undertake to help achieve the goals outlined in the Vision.

Goal	Number of actions
Future-Focused	23
Sustainable	42
People-Centred	21
Community-Connected	16
Total	102

Number of Actions



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

Action 2.2 iii. notes that we will ensure the Campus Master Plan is substantially completed.

7. Implications for Ontario Tech University

Objective 4.5 of our Strategic Vision notes that we will deepen our partnership with Ontario Tech University (Ontario Tech) to elevate our competitive advantage as an educational hub of excellence. Four enabling actions are listed in this section.

Additionally, other actions aim to enhance the IT service desk model and implement improved project management methodologies in shared service areas, which will mutually benefit Ontario Tech.

8. Relationship to the Strategic Plan/Business Plan

The 2025-2026 Business Plan supports the 2025-2030 Strategic Vision. It identifies enabling actions that contribute toward the achievement of the goals and objectives outlined in the plan. The goals are:

Goal 1

Future-Focused - Be the first and best choice as a globally recognized leader in delivering the innovative lifelong learning that students, communities, and industries need most.

Goal 2

Sustainable - Be intentional and align our efforts to adapt, thrive, and achieve our ambitions and ensure long-term sustainability.

Goal 3

People-Centred - Be an equity-driven and inclusive environment where everyone feels supported, can realize their full potential, and truly belongs.

Goal 4

Community-Connected - Be purposefully connected locally and globally to deepen our impact and drive social and economic progress.

2025-2026 Business Plan Scorecard

Beginning April 1, 2025, ending March 31, 2026

Our Purpose: Transforming lives, building careers and enriching communities.**Our Values:** Collaboration • Diversity and Inclusion • Excellence • Innovation • Integrity • Respect • Social Responsibility

Objective	#	Enabling Action	Measure	Completion Date (drop-down)	Status (drop-down)	Magnitude / Impact (drop-down)	Responsible - Primary (drop-down)	Responsible - Secondary (list all)
GOAL 1: Future-focused - Be the first and best choice as a globally recognized leader in delivering the innovative lifelong learning that students, communities, and industries need most.								
1.1 We will attract a diverse range of students by offering a comprehensive program mix that anticipates and fulfills workforce needs.	i.	Launch new programs that meet labour market demands and student and community expectations.	Launch seven new programs by fall 2025: - Interior Decorating Ontario College Diploma; - Electric Drive Vehicle Technician Ontario College Diploma; - Mental Health for Healthcare Workers Local College Certificate; - Business Analyst Local College Certificate; - Electrician 309a/309c Level 2; - Human Resources Local College Certificate; and - Taxation and Auditing Local College Certificate.	September 2025		College-wide and Community	Vice President, Academic and Students	
	ii.	Develop a labour market dashboard framework to support strategic decision-making for new program development and enrolment planning.	- Delivery of a prototype labour market dashboard that includes key labour market indicators through consultation of stakeholders.	March 2026		College-wide	Vice President, Academic and Students	Associate Vice President, Enrolment and International Education
	iii.	Develop and deliver a new skilled-based open enrolment short program that integrates expertise from DC's research hubs with workforce development.	- Launch a skilled-based, short program for the general public with an industry or academic partner.	March 2026		College-wide and Community	Vice President, Academic and Students	
	vi.	Support digital transformation in program delivery through the development and conversion of courses to online delivery.	- Convert two courses to online delivery in 911 Emergency and Call Centre Communications Program. - Convert three programs to online delivery.	March 2026		College-wide	Vice President, Academic and Students	
	v.	Lead an integrated, multi-channel content strategy aligned with institutional priorities to enhance program visibility and stakeholder engagement.	- Use a strategic content calendar to identify and address content gaps. - Create at least one new content asset for all signature/priority programs and 75% of all programs. - Repurpose content across channels and equip internal teams with branded assets.	March 2026		College-wide and Community	President	
	vi.	Implement enhanced recruitment strategies to meet total and first-choice direct and non-direct application goals in alignment with the Enrolment Management Plan (EMP).	- Increase off-campus recruitment activities by 3.9% (total: 527). - Conduct 160 on-campus activities by June 2026. - Establish engagement with guidance heads from Kawartha Pine Ridge District School Board and Toronto District School Board for on-campus experiences by October 2025. - Increase attendance at Mature Student Event by 10% (+12 attendees; +4 applications), event date is TBD. - Launch community-based engagement in three key areas with three events per region by August 2025. - Improve drip communication strategy and increase click-through rate to 1.4%.	March 2026		College-wide and Community	President	
	vii.	Strengthen short-form video strategy to support recruitment and brand visibility.	- Publish 30 repurposed social videos as YouTube Shorts. - Create and publish 12 new short-form program videos. - Increase YouTube subscribers by 10% (from 7,999 to 8,799). - Increase Shorts engaged views by 10% (from 15,500 to 17,000).	March 2026		College-wide and Community	President	
	viii.	Further diversify the international student population by meeting increased enrolment targets from China and across Africa.	- Enroll 40 new (semester 1) students from China and 40 from 160 Africa across the spring, fall, and winter intakes.	March 2026		College-wide	Associate Vice President, Enrolment and International Education	

Objective	#	Enabling Action	Measure	Completion Date (drop-down)	Status (drop-down)	Magnitude / Impact (drop-down)	Responsible - Primary (drop-down)	Responsible - Secondary (list all)
	ix.	Develop and implement a new digital marketing strategy, along with an operational plan, within the International Recruitment office, in collaboration with C+M and Enrolment Services.	-Launch of the Digital Marketing Strategy -Launch of Region-specific operational plans. -Staff training delivered and business process developed. -Salesforce Marketing Cloud operationalized within International Recruitment (lead capture, segmentation	March 2026		College-wide	Associate Vice President, Enrolment and International Education	President
1.2 We will drive excellence in teaching and learning by leveraging emerging technologies and industry trends to develop durable skills for a complex world.	i.	Implement a student course status dashboard widget in DC Connect to support student retention.	- Embed Course Progress Dashboard widget in all DC Connect academic courses.	January 2026		College-wide	Vice President, Academic and Students	
	ii.	Create a comprehensive program to enhance faculty skills in developing and delivering courses in online, hybrid, flexible or hyflex modalities.	- Develop and launch Digital@DC Institute for faculty.	March 2026		College-wide	Vice President, Academic and Students	
1.3 We will expand high-impact experiential learning and career connections through applied research, academic partnerships, work-integrated learning and global experiences.	i.	Explore opportunities to create co-ops in degree programs to meet student expectations and increase opportunities for industry experience.	- Investigate and create a co-op implementation plan for existing degree programs. Develop resources and strategy to support co-op planning for future degrees.	March 2026		College-wide and Community	Vice President, Academic and Students	
	ii.	Establish new Barrett Centre Community Leader Horticulture Scholarships, which include a Work-Integrated Learning(WIL)/community engagement component as an eligibility requirement.	- Launch ten new scholarship/WIL bursary opportunities for Skilled Trades and Apprenticeship (STA) and Hospitality and Horticultural Science (HHS) students.	January 2026		College-wide and Community	Vice President, Academic and Students	
	iii.	Successfully deliver new collaborative online international learning (COIL) projects across a minimum of three Faculties.	- Online COIL module completed by participating faculty. 8 COIL projects successfully delivered.	March 2026		College-wide and Community	Associate Vice President, Enrolment and International Education	(Confirm) Vice President, Academic and Students
	iv.	Explore and assess expansion of co-op opportunities for post-secondary students.	- Surveys launched and feedback received to inform decision making. Create and launch feedback surveys for 3 groups: (1) students who voluntarily opt out of their program's co-op/work term option; (2) students who successfully complete their co-op/work term; and (3) employers who hire DC co-op/work term students.	September 2025		College-wide and Community	Vice President, Academic and Students	
1.4 We will enhance student success by providing outstanding services and optimal learning spaces.	i.	Develop a retention framework for Professional and Part-time Learning (PPL) students that includes PPL specific retention and progression definitions.	- A documented retention framework for PPL students that enables the measurement of student progression and retention rates.	March 2026		Department/Faculty	Vice President, Academic and Students	- Vice President, Strategic Infrastructure and Campus Safety - Associate Vice President, Enrolment and International Education
	ii.	Develop and pilot, through a retention working group, proactive initiatives for full-time students that foster student success and engagement, ensuring increased retention through meaningful connections and tailored interventions.	-Streamline student-facing communications for increased effectiveness. -Implement a student services action plan to better align available services to each stage of the student journey.	March 2026		College-wide	Vice President, Academic and Students	- President
	iii.	Improve the DC Cares webpage to streamline inquiries and service access.	- Finalize content plan by July 2025. - Include at least 15 key service areas and 15 FAQs. - Define and publish service response standards. - Conduct a post-launch review within six weeks.	September 2025		College-wide and Community	President	
	iv.	Provide employees and students access to modern Windows operating systems to support student learning.	- All Windows-based student, staff and faculty-facing devices are migrated to the new operating system. - Where migration requires budget, establish a plan for those devices to be migrated before January 2027.	March 2026		College-wide	Vice President, Strategic Infrastructure and Campus Safety	
	v.	Enhance the overall student Office of the Registrar communication plan by embedding campus service supports and clear next steps into all communications to better guide students throughout their academic journey.	Review and complete all updates relating to the following communications in collaboration with the Retention Working Group: - Failed Course Comm - Academic Progression - Know Before You Go - Welcome Back Dean's Letter	September 2025		Department/Faculty	Associate Vice President, Enrolment and International Education	
	vi.	Support proactive graduation audits and provide guidance for review of students who are off track in fulfilling their program requirements.	- Create training modules and job aids covering proactive graduation policies, graduation date tracking, and review procedures for students who do not qualify for graduation. Work with Faculties to ensure all involved with student progression are equipped to conduct consistent reviews, as required, during the graduation audit cycle.	March 2026		College-wide	Associate Vice President, Enrolment and International Education	Vice President, Academic and Students

Objective	#	Enabling Action	Measure	Completion Date (drop-down)	Status (drop-down)	Magnitude / Impact (drop-down)	Responsible - Primary (drop-down)	Responsible - Secondary (list all)
1.5 We will activate and celebrate our alumni network as ambassadors and mentors.	i.	Celebrate and amplify alumni stories to inspire and build community through social media and digital channels.	- Create eight new alumni content features (one per Faculty). - Increase overall alumni-related content engagement rate by 2% to 8%.	March 2026		College-wide and Community	President	Vice President, People, Equity and External Relations
	ii.	Strengthen relationships with alumni by fostering meaningful engagement opportunities that encourage connection, pride, and active involvement in the college community	- Conduct Alumni Brand Discovery work to identify gaps and areas of improvement. - Launch alumni engagement campaign to reconnect with alumni community. - Increase app membership to 12,000.	March 2026		College-wide and Community	Vice President, People, Equity and External Relations	
GOAL 2: SUSTAINABLE - Be intentional and align our efforts to adapt, thrive and achieve our ambitions and ensure long-term sustainability.								
2.1 We will seek innovative solutions to support our financial health.	i.	Launch International English Language Testing System (IELTS) as a new testing offering for the college to strengthen financial sustainability.	- Registrant intake initiated. - Deliver 350 IELTS exams.	March 2026		College-wide	Vice President, Academic and Students	
	ii.	Launch 3D animation services, targeting large retailers and advertising agencies that lack in-house capabilities.	- A minimum of four proposals submitted to new clients.	March 2026		College-wide	Vice President, Academic and Students	
	iii.	Identify new streams of revenue generation using Centre for Craft Brewing Innovation (CCBI) infrastructure and expertise.	- A minimum of four revenue-generating proposals submitted to clients.	March 2026		College-wide and Community	Vice President, Academic and Students	
	iv.	Streamline timekeeping processes by transitioning contract staff to Web Time entry systems.	- Decrease in manual time entry tasks by Payroll - this will be measured by the reduction of manual entries before and after implementation. Reduction in time entry errors - this will be measured by the reduced amount of time to audit the time entry records for discrepancies and reconciling.	September 2025		College-wide	Vice President, Corporate Services and Chief Financial Officer	Vice President, Academic and Students
	v.	Continue to adopt Microsoft 365 (MS365) applications and modules to support the continual growth and maturity of information management.	- Enable features within MS365 that have zero-cost to advance our records and information management program. - Implement sensitivity labels for email.	March 2026		College-wide	Vice President, Corporate Services and Chief Financial Officer	Vice President, Strategic Infrastructure and Campus Safety
	vi.	Explore the possibility of negotiating early payment discounts or rebates with contracted suppliers.	- To measure the success of initiating supplier discussions and incorporating early payment discounts into tender documents, track key performance indicators such as the number of suppliers engaged, the percentage offering discounts, total savings achieved, and the implementation of the discount field in bid forms.	March 2026		Department/Faculty	Vice President, Corporate Services and Chief Financial Officer	
	vii.	Identify college-wide cost reductions in housekeeping, while maintaining (Association of Physical Plant Administrators) APPA housekeeping standards at a level 3.	- Through changing standards, cleaning methods and ongoing process improvements, realize incremental reduction in housekeeping costs, resulting in \$550K savings.	March 2026		College-wide	Vice President, Strategic Infrastructure and Campus Safety	
	viii.	Expand donor base by acquiring new supporters to ensure long-term financial sustainability	- Identify and engage 10 new donors - Track donor metrics quarterly to refine outreach tactics - Identify five new alumni leaders	March 2026		College-wide and Community	Vice President, People, Equity and External Relations	
	ix.	International Education (IE) will implement solutions to diversify and grow funding sources for international projects, partnerships and education abroad.	-Create an IE fund development toolkit to support increased proposal submission, response, and success rate for international education and capacity development project opportunities. -Create IE business process(es) to support integrated global growth opportunities (recruitment, projects and partnerships) that lead to greater efficiency of pursuits within IE.	March 2026		College-wide and Community	Associate Vice President, Enrolment and International Education	Vice President, Academic and Students
2.2 We will embed multi-year, pan-institutional planning into our work to respond to evolving challenges and opportunities.	i.	Negotiate the successful completion of the new Strategic Mandate Agreement for 2025-2030 (SMA4).	- Fully execute SMA4.	September 2025		College-wide	Vice President, Academic and Students	Vice President, Corporate Services and CFO Associate Vice President, Enrolment and International Education

Objective	#	Enabling Action	Measure	Completion Date (drop-down)	Status (drop-down)	Magnitude / Impact (drop-down)	Responsible - Primary (drop-down)	Responsible - Secondary (list all)
	ii.	Enable long-term financial planning by implementing multi-year budget functionality within the FAST budget module.	- Configure and activate the multi-year planning feature within the FAST budget module. - Collaborate with budget stakeholders to define data structures, assumptions, and reporting requirements for five-year projections. - Migrate and validate current financial data to populate the five-year budget plan. - Train end users on inputting, reviewing, and analyzing multi-year budget data within the system.	March 2026		College-wide	Vice President, Corporate Services and Chief Financial Officer	
	iii.	Ensure the completion of the updated Campus Master Plan (CMP).	- CMP is substantially completed, reflecting Durham College's (DC) and Ontario Tech University's (Ontario Tech) strategic priorities and needs.	March 2026		College-wide and Community	Vice President, Strategic Infrastructure and Campus Safety	
	iv.	Develop and implement a campus-wide space management strategy based on the findings of the Educational Consulting Services study.	- A new space request approval process and a rubric to evaluate such space requests will be developed. - A strategy for reviewing the use of campus office space for those employees with hybrid work arrangements will also be developed. - Communicate updates and changes to the College community.	October 2025		College-wide	Vice President, Strategic Infrastructure and Campus Safety	
	v.	Develop and implement a multi-year capital budget.	- Using prioritization data from our condition assessments, a multi-year plan will be developed to inform the replacement of specific building infrastructure and elements, supporting all requests for new capital moving forward.	October 2025		College-wide	Vice President, Strategic Infrastructure and Campus Safety	
	vi.	Develop a system to maintain external relationships to promote awareness and reputation of DC.	- Establish a system to track engagement with key stakeholders, including changes in membership. - Create a process to identify and leverage campus events and activities for GR purposes.	March 2026		College-wide and Community	Vice President, People, Equity and External Relations	
	vii.	Develop a government relations digital strategy and supporting documentation to advocate for DC, our students and our sector.	- Create a digital strategy to amplify advocacy messaging. - Create a guidance document for employees on lobbying activity and reporting requirements.	March 2026		College-wide and Community	Vice President, People, Equity and External Relations	
	viii.	Develop a five-year recovery plan as required under the MCURES College Financial Accountability Framework.	- Create a five-year financial recovery plan that includes budget and cash flow projections and obtain Board approval.	June 2025		College-wide	Vice President, Corporate Services and Chief Financial Officer	
2.3 We will continuously evaluate and refine processes to enhance the student experience and support our teams.	i.	Enhance operational efficiency through cross-training between the Human Resources (HR) and Payroll teams, supported by the development of comprehensive job aids.	- Success will be measured by the Cross-Training Completion Rate Metric, which records the percentage of HR and Payroll staff who complete the cross-training. - Implement an Employee Confidence & Satisfaction Metric through a survey that evaluates confidence in knowledge of processes shared between the department by administering pre- and post-training surveys or feedback forms.	December 2025		Department/Faculty	Vice President, Corporate Services and Chief Financial Officer	Vice President, People, Equity and External Relations
	ii.	Improve the efficiency, accuracy, and compliance of Accounts Payable by optimizing payment processing workflows and implementing mandatory staff training.	- Success will be measured by improvements in invoice processing time, on-time payment rates, and reduction in errors. - Evaluate training effectiveness through completion rates, post-training error trends, and employee feedback.	November 2025		College-wide	Vice President, Corporate Services and Chief Financial Officer	
	iii.	Develop and implement standardized policies for campus store purchasing and operational practices to optimize inventory planning, improve cost efficiency, promote local vendor selection and ensure consistent service delivery across both campus store locations.	- Create a purchasing and markup policy framework to improve efficiency and workload. - Create an operational training manual to support consistent practices across both campus stores. - Ensure 100% of all campus store staff are trained on new policies and procedures after manual completion.	January 2026		Department/Faculty	Vice President, Corporate Services and Chief Financial Officer	
	iv.	Work with departments to create automated workflow processes, maximizing MS365 applications, and improving the user experience for current students.	- Move all student-facing forms that support actively enrolled students to MyDC (from public-facing websites) for easy access and to enhance security. - Create forms and processes for actively enrolled students to remove the need for Adobe.	March 2026		College-wide	Vice President, Corporate Services and Chief Financial Officer	

Objective	#	Enabling Action	Measure	Completion Date (drop-down)	Status (drop-down)	Magnitude / Impact (drop-down)	Responsible - Primary (drop-down)	Responsible - Secondary (list all)
	v.	Improve customer experience at the Service Desk for anyone submitting support requests.	- Decrease Mean Time to Resolution (MTTR) for support requests. - Develop a monthly support ticket dashboard review to track performance.	February 2026		College-wide and Community	Vice President, Strategic Infrastructure and Campus Safety	
	vi.	Develop and implement a new project management methodology to ensure a consistent and efficient approach to the project management life cycle.	- Create and implement a new project management methodology which includes a five-step approach to taking a new project from concept to successful completion.	December 2025		College-wide and Community	Vice President, Strategic Infrastructure and Campus Safety	
	vii.	Review and update our current service desk model to provide better customer service as well as fast and efficient response times.	- Create and promote a new email account that will better prioritize urgent facilities-related calls. - Implement a follow-up process which will allow users to understand the timeline required to action specific requests.	September 2025		College-wide	Vice President, Strategic Infrastructure and Campus Safety	
	viii.	Improve tracking of and reporting on professional development (PD) spending.	- Implement Banner solution.	March 2026		College-wide	Vice President, People, Equity and External Relations	
	ix.	Implement Employee Self-Service options in Banner HR.	- Department attendance and personal information updates available to users in self-service, and employee training on use complete.	December 2025		College-wide	Vice President, People, Equity and External Relations	
	x.	Enhance case management processes for student complaints.	- Launch updated human rights complaint case management process. - Launch updated sexual violence complaint case management process.	March 2026		College-wide	Vice President, People, Equity and External Relations	
	xi.	Review options for third-party service providers, to refine and enhance employee services.	- Review current Employee and Family Assistance Program provider, provide recommendation on options. If favourable, roll out communication plan on new service provider. - Review absence management supports, and external service provider options. If favourable, roll out administration of new support program.	March 2026		College-wide	Vice President, People, Equity and External Relations	
	xii.	Leveraging funding acquired from ONCAT, enhance the transfer database to improve the credit transfer process and align with the long-term goal of shifting transfer evaluation to the pre-admission stage.	- Review, update, and add at least 200 new equivalencies to the student information system, reducing the expected wait time for credit transfer from the current four to six weeks to two to four weeks.	March 2026		College-wide	Associate Vice President, Enrolment and International Education	
	xiii.	Design and document a standardized process for academic staff to review course equivalencies and pre-requisites.	- Completion of: (1) clear procedures, (2) user guidelines, and (3) standardized reports or dashboards, (4) Pilot the process with at least two Faculties and incorporate feedback before full rollout.	March 2026		College-wide	Associate Vice President, Enrolment and International Education	Vice President, Academic and Students
	xiv.	Establish a consistent, student-centred inquiry process across the Office of the Registrar.	- Create and implement a standardized student inquiry process across all RO departments, supported by a procedures document and flowcharts to ensure 100% of front-line staff are trained and able to respond to student inquiries consistently.	March 2026		Department/Faculty	Associate Vice President, Enrolment and International Education	
2.4 We will invest in innovative tools, resources, and infrastructure to ensure the future optimization of our programs, services, and work.	i.	Modernize DC's curriculum management tool to streamline program records, optimize course and program change workflows and enhance quality assurance and continuity during the program lifecycle.	- Implement Coursedog Curriculum Management platform to support faculty review and revision of course outlines during Spring/Summer 2025. -Continue work with Coursedog to develop elements for stage two, including analytics, program of study mapping and program guide.	September 2025		College-wide	Vice President, Academic and Students	Vice President, Strategic Infrastructure and Campus Safety
	ii.	Improve month-end close efficiency by integrating Destiny One or D2L with the Banner system.	- Reduce the average number of days to complete the month-end close before and after integration. This action would be measured by tracking and comparing our previous month-end timelines to the new timelines. - Increase the data transfer accuracy by reducing the percentage of data discrepancies between Destiny One/D2L and Banner. This would be tracked by auditing the data for errors before and after the integration.	January 2026		Department/Faculty	Vice President, Corporate Services and Chief Financial Officer	Vice President, Academic and Students
	iii.	Strengthen and streamline the student collections process by aligning communication and escalation timelines with key academic dates and improving outreach efficiency.	- Collaborate with Enrolment Services to align collection timelines with critical academic milestones. - Standardize the issuance schedule of collection letters across all three semesters. - Consolidate demand letters from three to two, incorporating a third-party voice drop program to enhance outreach. - Establish consistent timelines for referring overdue accounts to third-party collection agencies each semester.	September 2025		Department/Faculty	Vice President, Corporate Services and Chief Financial Officer	Vice President, Academic and Students Associate Vice President, Enrolment and International Education

Objective	#	Enabling Action	Measure	Completion Date (drop-down)	Status (drop-down)	Magnitude / Impact (drop-down)	Responsible - Primary (drop-down)	Responsible - Secondary (list all)
	iv.	Implement an Accounts Payable (AP) and General Ledger (GL) integration between Bookware and Banner to improve financial reporting and timely reconciliations.	- Successful deployment of AP and GL integrations between Bookware and Banner. Completely eliminate the manual time required to enter daily transactional details and reduce time required to trouble shoot reporting discrepancies.	March 2026		Department/Faculty	Vice President, Corporate Services and Chief Financial Officer	Vice President, Strategic Infrastructure and Campus Safety
	v.	Upgrade the existing Campus Store website to optimize Bookware's available functionalities and enhance the overall e-commerce experience. This will include improving site reporting, mobile device usability, inventory accuracy, and user navigation to better support students and staff and to align with improved service delivery.	- Successful upgrade of the Campus Store website to Bookware's ARROW program. - Track and create a baseline for e-commerce conversion rates, audience exposure, customer engagement and promotion tracking. - Decrease user support requests and inquiries by 25% after three months from deployment.	January 2026		Department/Faculty	Vice President, Corporate Services and Chief Financial Officer	
	vi.	Complete implementation of baseline Banner Self-Service 9 (SSB 9) to replace unsupported Banner 8 functionality, improve accessibility, and enhance user experience across student, faculty, and employee services.	- All core baseline modules transitioned to SSB 9 and available in production	March 2026		College-wide and Community	Vice President, Strategic Infrastructure and Campus Safety	
	vii.	Implement alternate offer functionality in Banner to allow students who do not meet the admission requirements for their selected program to be automatically assessed and extended offers for eligible alternate programs.	- Completion of the functional system configuration for Banner business rule configuration, testing with OCAS, staff training, procedures documentation, training and training video, and a communication plan for applicants.	March 2026		College-wide	Associate Vice President, Enrolment and International Education	
	viii.	Implement the Courseedog Scheduling module to support term-based academic scheduling and room bookings.	- The implementation will include: (1) configuring the system to schedule each academic term, (2) developing and validating scheduling workflows, and (3) creating and delivering training materials for end users. Project milestones will be tracked with Steering Committee check-ins.	March 2026		College-wide	Associate Vice President, Enrolment and International Education	Vice President, Academic and Students
2.5 We will integrate environmentally sustainable practices across all campuses and locations.	i.	Achieve Bee Campus certification to promote sustainable and pollinator-friendly practices across all campus locations.	- Partner with Bee City Canada and complete the certification process.	October 2025		College-wide and Community	Vice President, Corporate Services and Chief Financial Officer	
	ii.	Develop a Sustainability Week event that promotes environmental stewardship through community-led initiatives and engagement.	- Successfully plan and launch the Sustainability Week event. - Engage with participants across both campuses, including staff, students, community and partners and increase Green Impact team members by 20%.	March 2026		College-wide and Community	Vice President, Corporate Services and Chief Financial Officer	
	iii.	Develop and publish a sustainability guide that includes tips for living and working in a sustainable manner.	- Complete and publish the guide. - Distribute the guide to the campus community and engage with a minimum of three different internal departments for input and feedback.	March 2026		College-wide	Vice President, Corporate Services and Chief Financial Officer	
Goal 3: PEOPLE-CENTRED - Be an equity-driven and inclusive environment where everyone feels supported, can realize their full potential, and truly belongs.								
3.1 We will nurture our organizational culture, where students, employees, alumni and partners feel welcomed, valued, respected, and part of our community.	i.	Establish a consistent and inclusive approach to recognizing significant dates and responding to major external events.	- Develop and secure approval for a Days of Awareness Policy. - Launch annual consultation with DC Leadership Team for calendar planning. - Publish communication guidelines to support institutional responses to external events.	November 2025		College-wide and Community	President	
	ii.	Strengthen internal communications by enhancing key channels and improving employee access to timely, relevant information.	- Conduct an internal survey in fall 2025 to assess DC Digest's effectiveness. - Implement a minimum of three targeted improvements based on feedback by January 2026. - Develop and pilot a centralized internal events calendar. - Assess ICE homepage and subpages with stakeholder input and provide a phased implementation plan.	March 2026		College-wide	President	
	iii.	Co-lead establishment of an Institutional EDI Action Plan grounded in consultations with equity-deserving communities and informed by best practices in the sector	- EDI Institutional Action Plan launched. - Complete first annual report required under Bill 166	March 2026		College-wide and Community	Vice President, People, Equity and External Relations	

Objective	#	Enabling Action	Measure	Completion Date (drop-down)	Status (drop-down)	Magnitude / Impact (drop-down)	Responsible - Primary (drop-down)	Responsible - Secondary (list all)
	iv.	Coordinate a Community of Practice with local organizations serving equity-deserving groups to 1) deliver services to employees and students; 2) provide recommendations on development/ enhancement of programs, policies and practices; and 3) facilitate community access to DC facilities and expertise.	- Community of Practice launched with a minimum of 10 agencies serving a variety of equity-deserving communities in the Durham Region.	March 2026		College-wide and Community	Vice President, People, Equity and External Relations	
	v.	Increase opportunities for students and employees to learn about the lived experiences of equity-deserving communities	- Lead and/or facilitate at least 15 days and/or months of awareness to recognize equity-deserving groups.	March 2026		College-wide and Community	Vice President, People, Equity and External Relations	
	vi.	Conduct an employee engagement survey.	- Design and administer survey, provide survey results and support action planning.	March 2026		College-wide	Vice President, People, Equity and External Relations	
	vii.	Enhance employee mental health awareness training.	- Implement Working Mind training for managers and begin roll out to other employee groups.	March 2026		College-wide	Vice President, People, Equity and External Relations	
3.2 We will expand Indigenous-led programs and initiatives to better support students and employees in upholding Indigenous rights and continuing the journey toward reconciliation.	i.	Design a framework that interweaves Indigenous ways of knowing and being with the principles of the Science of Learning to facilitate the development of holistic, traditional and evidence-informed approaches to teaching and learning.	- Launch the Braiding Learning framework and initiate revised PD structure for faculty.	March 2026		College-wide	Vice President, Academic and Students	
	ii.	Partner with the Mississaugas of Scugog Island First Nation (MSIFN) to provide community employment services directly on the reserve in Port Perry. This collaboration will address specific local needs and barriers to employment through customized workshops, skills training, and individualized one-on-one support.	- Serve eight members from the MSIFN community.	March 2026		College-wide and Community	Vice President, Academic and Students	
	iii.	Deliver a new Indigenous Awareness Training Series for DC employees focused on reconciliation, history, and working with Indigenous students.	- Develop and launch a minimum of one Indigenous Awareness Training Series Workshop by late fall 2025. - Facilitate a minimum of two training sessions by winter 2026 with group sizes that encourage interactive discussion. - Achieve a minimum 75% satisfaction rate based on anonymous post-session surveys. - Publish a minimum of two follow-up learning resources on ICE and the staff intranet to support ongoing engagement.	March 2026		College-wide	Vice President, Academic and Students	Vice President, People, Equity and External Relations
	iv.	Develop an Indigenous Identity Authentication policy and procedure for onboarding new employees.	- Convene policy and procedure working group in collaboration with the Indigenization Council, policy and procedure drafted and approved by DCLT.	March 2026		College-wide	Vice President, People, Equity and External Relations	Vice President, Academic and Students
3.3 We will review and enhance policies and practices to address inequities, deepen knowledge, and strengthen capacity to better support the needs of students and employees.	i.	Enhance DC community members knowledge, skills, and resources to uphold human rights obligations and facilitate equity and inclusion.	- Create and deliver one sexual violence and one human rights-related learning opportunity for students. - Create and deliver one sexual violence and one human rights-related learning opportunity for employees. - Pilot workshop request process. - Sexual Violence section of the Office of Equity, Diversity and Inclusion website enhanced.	March 2026		College-wide	Vice President, People, Equity and External Relations	
	ii.	Identify and remove barriers to participation in athletics and recreation by expanding access, increasing targeted outreach and developing inclusive programming tailored to underserved student populations.	- Complete an audit of past group fitness programming and wellness activities and create a new plan that better aligns with student interests, participation trends, and available resources -Open a women's identifying only workout space at the Campus Recreation and Wellness Centre - Partner with Parasport Ontario on expanding our accessible sport options and run a "try it week" at our athletic facilities	March 2026		College-wide	Vice President, Academic and Students	
	iii.	Develop a Workplace Accommodations policy and procedure.	- Convene policy and procedure working group, policy and procedure drafted and approved by DCLT.	March 2026		College-wide	Vice President, People, Equity and External Relations	
	iv.	Develop and deliver employee recruitment and selection best practices training, including the topic of unconscious bias.	- Training module built and implemented, available to employees in an asynchronous format.	March 2026		College-wide	Vice President, People, Equity and External Relations	

Objective	#	Enabling Action	Measure	Completion Date (drop-down)	Status (drop-down)	Magnitude / Impact (drop-down)	Responsible - Primary (drop-down)	Responsible - Secondary (list all)
3.4 We will empower students and employees to reach their full potential by being leaders in skill development, career advancement, and lifelong learning.	i.	Introduce a centralized student peer training and development framework to create a more coordinated, efficient, and impactful peer programming system.	- Develop and implement a unified, evidence-based peer training and supervision framework across all Student Affairs departments - Finalize a peer training manual in collaboration with all Student Affairs departments by December 2025 - Pilot the new training framework with two departments prior to full implementation (Student Development and Campus Health and Wellness Centre).	March 2026		College-wide	Vice President, Academic and Students	
	ii.	Develop and deliver training program for new and aspiring managers.	- Launch of program for new managers, plan and develop professional development program for aspiring managers. - Evaluate success of program through follow-up with attendees.	March 2026		College-wide	Vice President, People, Equity and External Relations	
	iii.	Develop faculty-facing resources to support the development of digital literacy and confidence in integrating GenAI skills in teaching and learning activities to mirror and meet the needs of the changing world of work.	- A minimum of three resources will be developed and launched. - A minimum of two new workshops will be developed and facilitated.	March 2026		College-wide	Vice President, Academic and Students	
	iv.	Improve practices to deepen knowledge by developing and implementing safe work programs and a training matrix for our employees to ensure they are provided the appropriate training for their specific work.	- Complete a minimum of 5 Safe Work Programs, including guidelines (i.e. Asbestos Management, Hazardous Waste Management, Respirator Program and Contractor Safety Program). - Broad communication will be provided to the whole Campus Community on ICE with further targeted communication to specific stakeholders (i.e. students, faculty and administrative departments) regarding implementation. - In addition, complete a job-specific training matrix for facilities that will be communicated through ICE or a shared folder to ensure current and new employees are aware of the training required for their specific duties (e.g. working from heights, transportation of dangerous goods, etc.).	March 2026		College-wide	Vice President, Corporate Services and Chief Financial Officer	
3.5 We will retain and attract top talent and be an employer of choice.	i.	Enhance communication with prospective job candidates about working at DC.	- Create content, design and disseminate branded resource with employment-related highlights.	December 2025		College-wide and Community	Vice President, People, Equity and External Relations	President
	ii.	Streamline initial employee onboarding through expanded use of the Cornerstone system.	- Implement the onboarding module, including a branded welcome page and digitized offer letters.	December 2025		College-wide	Vice President, People, Equity and External Relations	
GOAL 4: COMMUNITY CONNECTED - Be purposefully connected locally and globally to deepen our impact and drive social and economic progress.								
4.1 We will enable economic and social development by establishing and nurturing relationships with industry, community organizations, donors, and government.	i.	Build internal GR capacity and coordination	- Create a clearance protocol to triage requests to and from government.	March 2026		College-wide and Community	Vice President, People, Equity and External Relations	
	ii.	Utilize IE in-country presence / global access to identify prospective partners and opportunities that can support local and regional economic development by working across DC.	- Marketing tools co-developed between IE and Corporate Training Services (CTS) that ensure consistent and accurate presentation of DC-wide capabilities. - Shared business processes between IE and CTS created to support lead generation, assessment and actioning.	March 2026		College-wide	Associate Vice President, Enrolment and International Education	Vice President, Academic and Students
	iii.	Cultivate innovative partnerships that extend beyond traditional funding relationships, fostering meaningful, long-term collaborations within our community.	- Grow three strategic partnerships with Chambers/BOTs, OPG and Lakeridge Health to foster shared impact and long-term engagement - Identify 1 new strategic partnership	March 2026		College-wide and Community	Vice President, People, Equity and External Relations	
	iv.	Build and strengthen long-term, mutually beneficial relationships with clients, industry partners, and community organizations through focused business development and collaboration.	- A minimum of 10 proposals, requests for proposals, or quotes submitted for new business.	March 2026		College-wide and Community	Vice President, Academic and Students	
	v.	Develop a community relations framework to help support successful partnerships.	- Create and implement a revised community relations framework outlining at least 3 KPIs for partnership success.	March 2026		College-wide and Community	Vice President, People, Equity and External Relations	

Objective	#	Enabling Action	Measure	Completion Date (drop-down)	Status (drop-down)	Magnitude / Impact (drop-down)	Responsible - Primary (drop-down)	Responsible - Secondary (list all)
4.2 We will enrich our communities by creating meaningful connections with our student and employee expertise and providing access to our facilities.	i.	Through Community Employment Services, deliver targeted workshops and individualized support to newcomers and racialized community members, leveraging staff expertise to help participants overcome employment barriers, build resilience, and enhance their ability to obtain and retain meaningful employment.	- Deliver ten workshops to support community members.	March 2026		College-wide and Community	Vice President, Academic and Students	
	ii.	Collaborate with community stakeholders to host impactful on-campus events.	- Host a minimum of two events with Lakeridge Health partners, utilizing campus facilities and spaces.	March 2026		College-wide and Community	Vice President, Academic and Students	Vice President, People, Equity and External Relations
4.3 We will champion social responsibility by fostering a culture of community engagement and volunteerism.	i.	Promote community volunteer opportunities to employees and students.	- Establish a process to intake volunteer opportunities from community organizations. - Create a communications protocol to share volunteer opportunities with employees and students.	March 2026		College-wide and Community	Vice President, People, Equity and External Relations	
4.4 We will pursue applied research opportunities that respond to the needs and issues that matter to industries and communities	i.	Identify and explore strategic opportunities to deliver cybersecurity services to the defence sector.	-A minimum of two memoranda of understanding with strategic partners signed. -A minimum of one project in defence sector initiated. -A minimum of two trade shows or information sessions attended that align cybersecurity services with priorities of defence sector.	March 2026		College-wide and Community	Vice President, Academic and Students	
	ii.	Initiate commissioning of new Mixed Reality Capture (MRC) Studio virtual production lab funded through Canada Foundation for Innovation.	-Develop architectural designs.	March 2026		College-wide	Vice President, Academic and Students	
	iii.	Focus AI Hub Technology Access Centre operations on generating net profit through new revenue generation streams.	- A minimum of three revenue generating proposals submitted.	March 2026		Department/Faculty	Vice President, Academic and Students	
	iv.	Execute and support three projects funded by the College and Community Social Innovation Fund (CCSIF): 1. “Bridging the gap” 2. “Community-based exercise intervention” 3. “Raising resilient families”	- Undertake data collection with community members and mental healthcare providers and complete secondary data analysis of Ontario Shores patients’ sociodemographic data. - Coordinate a 12-week community-based exercise intervention with Ontario Shores patients at the Abilities Centre. Collect and analyze data. - Implement the model of care through a train-the-trainer model, ensure infant simulators are embedded in the community for parent training, and disseminate outcomes to relevant stakeholders. Complete the final report required by the Tri-Agency.	March 2026		College-wide and Community	Vice President, Academic and Students	
4.5 We will deepen our partnership with Ontario Tech University to elevate our competitive advantage as an educational hub of excellence.	i.	Support Ontario Tech’s Enterprise Resource Planning software transformation by enabling separation of institutional data, assist in contract planning, and developing foundational integrations to prepare for their transition to Software as a Service (SaaS).	- Key data separation and integration milestones achieved; support activities documented.	March 2026		College-wide and Community	Vice President, Strategic Infrastructure and Campus Safety	
	ii.	Resolve long-standing User Account provisioning challenges.	- Present a documented plan to secure the agreement of DC and Ontario Tech University to resolve longstanding account provisioning challenges, and strategic alignment.	January 2026		College-wide and Community	Vice President, Strategic Infrastructure and Campus Safety	
	iii.	Improve Cybersecurity of the DC and Ontario Tech University technology environment.	- Execute an improved vulnerability management program. - Address any findings arising from cyber audits and penetration tests.	March 2026		College-wide and Community	Vice President, Strategic Infrastructure and Campus Safety	
	iv.	Formalize GR coordination with Ontario Tech.	-Create and establish coordination and information sharing protocols with Ontario Tech University	March 2026		College-wide and Community	Vice President, People, Equity and External Relations	

Status definitions

- On Track** – enabling action will complete successfully in the timeline noted in the Business Plan.

Delay – enabling action is not expected to be completed by the timeline noted in the Business Plan. Mitigation strategies have not yet resolved this delay.

Complete – all elements of committed enabling action have been achieved.
- Partially complete** – one or more element(s) of committed enabling action will not be completed in the timeframe covered by the Business Plan. Rationale provided.

Incomplete – enabling action will not be completed in the timeframe covered by the Business Plan. Rationale provided.

Cancelled – activities have ceased, and the enabling action has been cancelled.

Report Number: BOG-2025-66

To: Board of Governors

From: Dr. Jean Choi, Vice President, Academic & Students

Date of Report: May 26, 2025

Date of Meeting: June 11, 2025

**Subject: New Program of Instruction – Human Resources Management
Professional**

1. Purpose

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

HUMAN RESOURCES MANAGEMENT PROFESSIONAL

- Credential: Local College Certificate (LCC)
- Duration: Nine courses (406 hours)
- Faculty: Professional and Part-time Learning (PPL)

2. Recommendation

It is recommended to the Durham College Board of Governors:

That in accordance with Report BOG-2025-66 the Human Resources Management Professional Local College Certificate program be approved.

3. Background

Durham College (DC) Professional & Part-time Learning (PPL) is proposing to offer a Human Resources Management Professional Local College Certificate (LCC). The proposed program is designed for individuals already working in the Human Resources (HR) field looking to expand or update their skills, or those looking to make a career change and enter the field of HR. The curriculum provides theoretical and practical knowledge in key HR areas such as recruitment, training, employee engagement, compensation, health and safety, and labour relations. The courses have been pre-approved by the Human Resources Professional Association (HRPA); therefore, this program satisfies the

coursework requirements for the Certified Human Resources Professional (CHRP) designation offered by the HRPA and prepares students to challenge the CHRP exams. The program of study (POS) comprises nine courses, which are delivered online. DC PPL is the host college for two of these courses, with the remaining courses being hosted by other colleges within OntarioLearn.

From recruitment and selection to training and development, a career in human resources (HR) requires a focus on both strategy and people. Skill, knowledge and ability in HR planning, occupational health and safety, compensation, labour relations, and managerial accounting enable HR professionals to contribute to business success in an increasingly competitive global marketplace while looking after the organization's most important asset – its employees.

For those who wish to pursue a designation from the HRPA, such as the CHRP, this program satisfies the coursework requirements. Students who receive an overall minimum average grade of 70 per cent in these courses with no individual course grade under 65 per cent, are eligible to write the CHRP Knowledge Exam (CHRP-KE) – a significant step towards the CHRP designation in Ontario.

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: Local College Certificate, Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, Ontario College Graduate Certificate or Baccalaureate 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/Options

Prior to Spring 2025, PPL offered these courses as part of an Ontario College Graduate Certificate (OCGC) aligned with DC's full-time program delivered by the Faculty of Business and Information Technology (BIT). PPL recently suspended the intake of its OCGC with the intent to launch the proposed LCC. The rationale for this decision was based on two primary considerations. First, to remain aligned to the program offered in BIT, PPL would need to invest in

multiple course developments at a significant cost. Second, it was determined that an LCC in this field is in line with the offerings of our competitors as well as learner demand.

5. Financial/Human Resource Implications

The proposed program is a pick-up from OntarioLearn, with Durham College hosting two of the courses. Following review of OntarioLearn registrations for the courses, it was determined that enrolment is consistent.

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 Vision and Business Plan

The launch of the proposed new program aligns with the 'Future-Focused' goal in the Strategic Vision and the Business Plan, addressing the objective to attract a diverse range of students by offering a comprehensive program mix that anticipates and fulfills workforce needs. The proposed program also relates to the 'People-Centred' goal in the Strategic Vision and the objective to empower students to reach their full potential by being leaders in skill development, career advancement, and lifelong learning.

General Program Information

Proposed Program Title: Human Resources Management Professional

Proposed Credential: Local College Certificate (LCC)

Academic Dean(s): Nora Simpson, Executive Dean

Faculty: Professional and Part-time Learning (PPL)

Date of Review by PPRC: May 14, 2025

MTCU Code: n/a

Weight and Funding Unit (as per APS table): n/a

Proposed Tuition: Year 1: n/a

Proposed Implementation: September 2025

Year 1 Enrolment: 57 registrations (across nine courses)

Number of Sections, Y1: n/a

International Students Seat Allocation: none

Number of Semesters: n/a

Total Hours: 406 hours

New or Replacement Program: New

Number of New FT/PT Faculty: n/a

Program Delivery Methods: Online asynchronous via OntarioLearn

Laptop Requirement: No

New or Renovated Space Requirements: No

Total Capital Costs: Year 1: n/a

1. Approval Stages

The following approval stages have been assessed for this program:

- ☒ Labour Market
- ☒ Student Demand
- ☒ Budget reviewed and approved by the Chief Financial Officer and the Vice President, Academic and Students
- ☒ Presented to the Program Proposal Review Committee (May 14, 2025)
- ☒ New Program Proposal Summary reviewed by the Director, Academic Quality (May 30, 2025)
- ☒ New Program Proposal Summary reviewed by the Dean, Centre for Teaching and Learning (May 27, 2025)
- ☒ Approved by Vice President, Academic and Students (May 30, 2025)
- ☒ Reviewed and approved by President (June 2, 2025)

2. Program Overview

Durham College (DC) Professional & Part-time Learning (PPL) is proposing to offer a Human Resources Management Professional Local College Certificate (LCC). The proposed program is designed for individuals already working in the Human Resources (HR) field looking to expand or update their skills, or those looking to make a career change and enter the field of HR. The curriculum provides theoretical and practical knowledge in key HR areas such as recruitment, training, employee engagement, compensation, health and safety, and labour relations. The courses have been pre-approved by the Human Resources Professional Association (HRPA); therefore, this program satisfies the coursework requirements for the Certified Human Resources Professional (CHRP) designation offered by the HRPA and prepares students to challenge the CHRP exams. The program of study (POS) comprises nine courses, which are delivered online. DC PPL is the host college for two of these courses, with the remaining courses hosted by other colleges within OntarioLearn.

2.1 Program Description

From recruitment and selection to training and development, a career in HR requires a focus on both strategy and people. Skill, knowledge and ability in HR planning, occupational health and safety, compensation, labour relations, and managerial accounting enable HR professionals to contribute to business success in an increasingly competitive global marketplace while looking after the organization's most important asset – its employees.

The proposed program satisfies the coursework requirements for those who wish to pursue a designation from the HRPA, such as the CHRP. Students who receive a minimum overall average grade of 70 per cent in these courses with no individual

course grade under 65 per cent, are eligible to write the CHRP Knowledge Exam (CHRP-KE) – a significant step towards the CHRP designation in Ontario.

2.2 Career Outcomes

Employment opportunities include HR roles in the public, private and non-profit sectors. Graduates can find employment as HR Generalists, Administrative Assistants or Coordinators, Recruiters, Talent Acquisition Specialists, Training and Development Coordinators, Compensation and Benefits Administrators, Occupational Health and Safety Coordinators, Labour Relations Assistants, Health and Safety Assistants as well as other entry-level HR roles.

2.3 Vocational Program Learning Outcomes

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

1. Identify employee behaviour, motivation, leadership practices that influence team effectiveness.
2. Implement human resource functions to advance an organization's strategic plan.
3. Develop recruitment, selection and retention strategies for prospective employees.
4. Develop, implement, and evaluate employee orientation, training and development programs.
5. Develop organizational health and safety policies and practices.
6. Execute strategies for effective labour relations in unionized and non-unionized environments.
7. Execute key human resources management functions and processes.

2.4 Admission Requirements

Ontario Secondary School Diploma (OSSD) or [Mature Student Status](#)

AND

Grade 12 English (C or U)

Grade 11 mathematics (C, M or U)

New Program Summary

3. Program of Study

Course Title (Include host college)	Course Code	Course Description	Course Learning Outcomes (CLOs)	Pre-req	Equivalent at DC	Online Hrs
Human Resources Management Principles (Durham College)	HRM 1283	Specific focus is on the factors that affect the overall atmosphere in the workplace and that which contributes to an environment conducive to maximum productivity. Students will be introduced to effective strategies for hiring, motivating, managing, training, and retaining staff. Students will study the following topics: the strategic importance of Human Resources and the role of the HR Manager; competitive challenges facing Human Resources; job analysis and design; Human Resources planning; recruitment and selection; orientation and training; employee relations; performance management; compensation; employee benefits and services; labour relations; health and safety; equity and diversity; and international human resources management. Significant emphasis will be placed on the team approach to creative problem-solving techniques and their application to selected case studies and a project that replicates actual on-the-job activities.	<ol style="list-style-type: none"> 1) Articulate the strategic role of the human resources professional in the changing environment facing contemporary workplaces. 2) Formulate a future-focused workforce plan, measure gaps in current talent needs and create initiatives through job design and scheduling that drive productivity and motivation. 3) Outline means used by an organization to successfully recruit and select employees who "fit" the required job specifications as well as the culture and values of the organization. 4) Define the approaches of orientation, training and development programs and services for newly hired employees and current staff. 5) Examine the different purposes of performance appraisals and explain various evaluation methods and develop a performance plan that meets the needs of an organization. 6) Explain key elements of direct and indirect compensation systems that promote and sustain the strategic goals of an organization. 7) Articulate knowledge of legislation, regulations, and standards regarding the workplace including health and safety, employment standards, pay equity, harassment and employee rights 8) Explain the key phases of labour relations and procedures related to union certification, collective bargaining and contract administration. 9) Identify key components of HR programs and services linked to international business goals and suggest successful solutions to meet strategic objectives. 		HURM 1100 & HURM 1200	56
Introduction to Business Management & Organizational Behaviour (Seneca College)	HRM 3281	This course examines how people operate (perform and behave) in the workplace. The study of organizational behaviour provides an understanding of how people behave and what motivates their contributions. It reviews how people (individually and in teams) make decisions, respond to leadership, as well	<ol style="list-style-type: none"> 1) Demonstrate an understanding of the dynamic role of the contemporary leader in Canadian business. Understand theories of leadership identifying essential skills and behaviours as well as analyzing the impact of leadership in organizations. 2) Identify the skills required to make effective, ethical decisions. 3) Demonstrate an understanding of motivation theories. Apply the principles of motivation to workplace situations including the elements of reward systems and job design. 4) Demonstrate an understanding of the attributes of individuals, 		HURM 1201	42

New Program Summary

		as navigate through an organization's structure and processes of politics, culture, and change.	<p>teams and team dynamics in organizations.</p> <ol style="list-style-type: none"> 5) Identify the issues and the effects of organizational power and politics. 6) Demonstrate an understanding workplace stress and stress management. 7) Identify conflict and conflict management strategies and the art of negotiation in the workplace. 8) Identify the components of the communication model, the barriers to communication and discuss strategies for effective communication. 9) Identify the elements of organizational culture, the functions of culture and strategies to change and strengthen organizational culture. 10) Identify models of change, explain resistance to change and apply strategies to overcome resistance to change. Demonstrate an understanding of how to communicate the change effort. 11) Identify the elements of organizational design and organizational structure. Identify forms of departmentalization. Explain the impact of the contingencies of organization design on an organization. 			
Managerial Accounting (Seneca College)	ACCT 2281	The focus of this course is to provide students with an understanding of accounting, financial statements analysis, and managerial accounting-based decisions used by business and human resources managers. The fundamental principles of financial and management accounting will be combined with practical applications relating to various organizational forms. Using accounting information to help effect plans, controls, and decisions will be emphasized.	<ol style="list-style-type: none"> 1) Describe and apply basic financial accounting principles and explain how financial statements are compiled, reported, and analyzed. 2) Explain how business organizations impact the financial structure, tax implication, and operations. 3) Explain financial statements relationships, classifications, contents and formats, and how to use them in Human Resources Management. 4) Explain the techniques used in financial statements analysis and interpretation. 5) Describe the need for internal controls and the procedures for payroll administration and payroll liability. 6) Describe the cost types, cost behaviour, and how to use the cost-volume-profit analysis in decision making. 7) Prepare operating and financial budgets and evaluation of capital projects for ability to support short- and long-term operations of a business. 8) Describe the importance of accounting information in the operations of a business and how it impacts upon management decisions in terms of assessing the needs of responsibility accounting and assisting in the planning process. 		ACCT 3202	42

New Program Summary

			9) Apply effective written communication skills to convey information and findings.			
Training and Development (Durham College)	HRM 4280	<p>The purpose of the Training and Development course is to provide students with an understanding of both the role of training and development in human resources management, and the procedures associated with the training and development function. The course will include the four key elements of the training and development function: needs analysis procedures, program design and development, facilitation and program administration, and evaluation. Students will be introduced to the psychology of the learning process on which training and development is based and will gain an understanding of the design, implementation, and evaluation of training programs within organizations.</p> <p>Topics to be covered include adult learning theory, establishing learning objectives, the role of the training and development practitioner, needs analysis procedures, training and non-training solution strategies, effective facilitation, strategies for transferring the learning back to the work environment, and evaluation methods.</p>	<ol style="list-style-type: none"> 1) Apply the Instructional Systems Design (ISD) model of training and development to create a training workshop which includes designing a lesson plan with training objectives, determining appropriate delivery methods and incorporating adult learning principles. 2) Analyze the root causes of performance discrepancies in organizations to identify if training is an appropriate solution and determine whether on-the-job, off-the job training, or technology-based methods is most appropriate. 3) Discuss the importance and benefits of training and development in the success of individuals and organizations today and identify internal and external factors that influence current and future organization training needs. 4) Define learning and workplace learning and explain the implications of using various learning theories in the design of a training program on learner motivation and training effectiveness. 5) Identify the transfer of training problem in organizations and the various transfer strategies to improve the practical application of the newly acquired KSAs to the work environment. Evaluate the effectiveness of training and development initiatives to meet the needs of the organization using Kirkpatrick's model including return on investment (ROI). 	HRM 1283	HURM 2101	56
Employee and Labour Relations (Seneca College)	HRM 2280	<p>The subject will explore the nature of the industrial relations process. Considerable emphasis will be placed on negotiating and administering the collective agreement to grievance arbitration.</p>	<ol style="list-style-type: none"> 1) Discuss the nature of collective agreements and their role in regulating the workplace environment. 2) Describe the process of preparing for and negotiating a collective agreement. 3) Recognize the issues and problems that most frequently arise concerning administration of the collective agreement. 4) Discuss the grievance arbitration process. 		HURM 3201	42

New Program Summary

Compensation Management (Canadore College)	HRM 3280	This course provides the student with the foundation of the reward systems found in all organizations, whether profit or not for profit. The course examines both the theoretical and applied aspects of the compensation function, with special consideration of the major factors that influence the actual design of a compensation system.	<ol style="list-style-type: none"> 1) Describe the nature of compensation and how it affects individuals, organizations, and society. 2) Identify the components of the compensation system and its goals. 3) Relate content and process theories of motivation to compensation and rewards management. 4) Identify the critical strategic and process issues involved in designing a total compensation system. 5) Examine the theory and process of performance appraisal, job evaluation, job analysis, and job description. 6) Review the issues, theories, and legislation governing the determination of internal and external equity in compensation. 7) Describe employee benefits packages and ways to administer them as part of a compensation system. 8) Review the administrative process of the salary budget and techniques for ensuring internal and external equity in a compensation system. 	HRM 1283	HURM 3101	42
Human Resources Planning (Seneca College)	HRM 3284	This course addresses the strategic human resource management activity of planning for future human resource requirements. Students will learn the importance of aligning human resources planning with corporate and business strategies is emphasized, as well as preliminary needs for human resources information systems, job analysis, and environmental scanning. The course is centered around analysis and forecasting of the organization's future demand for human resources, and future supply of human resources. Related topics include succession planning, international HR, outsourcing, downsizing, and mergers and acquisitions.	<ol style="list-style-type: none"> 1) Describe the essential elements of human resource planning processes within organizations. 2) Demonstrate knowledge in analyzing, assessing, evaluating and programming for an organization's human resource requirements in a dynamic business environment. 3) Demonstrate the use of qualitative concepts and quantitative techniques related to specific situations. 4) Explain the necessity of planning for an organization's future human resource needs and become familiar with the tools required for effective staff planning and development. 5) Recognize the key elements of strategic outsourcing and evaluate its effectiveness as it relates to international HR management. 	HRM 1283	HURM 3102	42
Recruitment & Selection (Seneca College)	HRM 2284	A basic study is undertaken regarding the principles, issues, trends and legislative requirements affecting recruitment and selection. Human resources (HR) professionals need an	<ol style="list-style-type: none"> 1) Identify the legislation that impacts recruitment and selection and explain the intent of equal opportunity in the employment function. 2) Gain a thorough understanding of the knowledge and skills required to successfully identify HR requirements considering internal and external factors that influence an organization's HR needs. 3) Demonstrate knowledge of methods such as succession planning 	HRM 1283	HURM 2100	42

New Program Summary

		<p>understanding of how recruitment and selection fits into the broader organizational structure, processes and goals of an organization and how this function is related to other functions of human resources management. Students will acquire the knowledge and skills needed to successfully identify human resource requirements and attract and retain an effective workforce for an organization. The changing legal environment and the impact of laws on recruitment and selection are an important component of this subject.</p>	<p>and replacement charts and gain an understanding of how these methods assist the HR planning process.</p> <ol style="list-style-type: none"> 4) Discuss current issues in HR planning such as job displacement and the changing nature of organizational structures and employment/jobs. 5) Explain the recruiting process, including the legal and ethical practices that must be considered for effective recruitment. 6) List the various internal and external recruitment methods and be able to discuss the advantages and disadvantages of each method. 7) Discuss job-related performance and its relationship to competency-based HR systems. 8) Evaluate the recruitment effort. 9) Identify the steps in a sequential selection process. 10) Develop candidate screening criteria and critique candidate application forms for legal and professional compliance. 11) Explain the types and uses of employment tests and discuss how to implement employment testing effectively as a selection tool. 12) Conduct effective employment interviews using a variety of relevant questioning techniques such as Behavioral and Situational Interview Techniques. 13) Develop candidate evaluation criteria using valid and reliable methods in selection. 14) Design appropriate decision-making tools for selection. 			
Occupational Health and Safety (Canadore College)	HLTH 3280	<p>This course introduces participants to the broad and ever-changing field of occupational health and safety, an inherently technical subject area. The multiple dimensions of the various issues - technical, legislative, political, and personal - are a required part of the training for a professional in this field or a related field.</p> <p>Major topic areas include the Occupational Health and Safety Act, Workers' Compensation Board (WCB), Workplace Hazardous Materials Information System (WHMIS), transportation of dangerous goods, accident prevention and</p>	<ol style="list-style-type: none"> 1) Recognize how occupational health and safety issues impact people at home and at work. 2) Understand Canadian legislated workplace practices. 3) Recognize the importance of and the processes involved in hazard identification and control. 4) Recognize and explain the process of investigating an accident. 5) Explain effective management of occupational health and safety practices. 6) Explain effective management of occupational health and safety programs. 		HLTH 3200	42

New Program Summary

		investigation, physical and biological agents, and the management of Occupational Health and Safety programs.				
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4. Strategic Alignment

4.1 Fit with the Strategic Vision and Business Plan

The launch of the proposed new program aligns with the 'Future-Focused' goal in the Strategic Vision and the Business Plan, addressing the objective to attract a diverse range of students by offering a comprehensive program mix that anticipates and fulfills workforce needs. The proposed program also relates to the 'People-Centred' goal in the Strategic Vision and the objective to empower students to reach their full potential by being leaders in skill development, career advancement, and lifelong learning.

4.2 Fit with Existing Programs

Prior to Spring 2025, PPL offered these courses as part of an Ontario College Graduate Certificate (OCGC) aligned to DC's full-time program delivered by the Faculty of Business and Information Technology (BIT). PPL recently suspended the intake of its OCGC with the intent to launch the proposed LCC. The rationale for this decision was based on two primary considerations. First, to remain aligned to the program offering in BIT, PPL would need to invest in multiple course developments at a significant cost. Second, it was determined that an LCC in this field is aligned with the offerings of competitors as well as learner demand.

5. Labour Demand and Graduate Employment Possibilities

A recent search of job postings in Ontario shows close to 87,000 postings in the last three years, which indicates strong demand for HR professionals. Additionally, Ontario realized a seven per cent increase in wages among HR professionals over that same time period (Lightcast, March 2025). Lightcast (March 2025) projects a 14 per cent growth in HR jobs in the Durham Region over the next six years which outpaces the province's overall projected job growth (nine per cent).

Employment opportunities are widespread, working for business enterprises of all sizes in the public, private and non-profit sectors. The top employers recruiting for HR professionals in Ontario include Robert Half, Scotiabank & Trust, the University of Toronto, the Royal Bank of Canada, Sun Life Financial, TD Bank, Randstad, Deloitte, Bayshore Healthcare and CIBC (Lightcast, March 2025). The top employers recruiting HR professionals in the Durham Region include Durham College, Ontario Power Generation, Durham District School Board, the Municipal Property Assessment Corporation and Lakeridge Health. The financial services, insurance, healthcare and education sectors also need HR Professionals.

Graduates may find employment in a wide range of occupations, including as an HR Generalist, Recruitment Specialist, Labor Relations Specialist, Compensation and Benefits Analyst, Human Resources Assistant, Training and Development Specialist and Equity Officer.

PPL has seen consistent demand for these courses and expects to grow this demand through a more streamlined offering.

6. Analysis of Competition

There are several other Colleges of Applied Arts and Technology (CAATs) offering online HR management certificate programs in Ontario; therefore, launching a similar certificate will ensure PPL remains competitive in offering a range of part-time course and program offerings.

7. Student Interest

The benefit of the LCC model is that it offers a streamlined path for mature learners or direct entry students to the external CHRP designation, which is required for most HR roles. Obtaining this credential provides a competitive edge for learners looking to move into this field or advance from an entry-level position. An analysis of HR job postings in Ontario over the last three years shows the CHRP as the qualification listed (Lightcast, April 2025).

8. Target Market

The target market for this program includes individuals seeking professional designation from the Human Resources Professional Association (HRPA).

9. Operating Revenue and Expenses

The proposed program is delivered via OntarioLearn, with Durham College hosting two of the courses. Following review of OntarioLearn registrations for the courses, it was determined that enrolment is consistent. The following tables summarize the budget for the proposed Human Resources Management Professional LCC program.

New Program Summary

Course	Frequency of Course Offering in Year	Tuition Fees/ Per Student	Supply Fees/ Per Student	Teacher Cost Per Student	Total Teacher Costs with Vac Pay (6%)	Total Teacher Cost with Benefits (17.5%) x course frequency	Lab Fees Per Student	Instructional Supplies - Students	Funding	Per Student Gross Revenue	Contracted Services (Course development)	Contacted Services (Course development) with Vac Pay (6%) & Benefits	Course Hours	Modality
Human Resources Management Principles (DC Hosted)	12	\$352.80	\$-	\$95.00	\$100.70	\$118.32	\$-	\$-	\$279.58	\$632.38	\$-	\$-	56	Online
Introduction to Business Management & Organizational Behaviour (Seneca College)	12	\$264.60	\$-	\$112.00	\$118.72	\$139.50	\$-	\$-	\$209.69	\$474.29	\$-	\$-	42	Online
Managerial Accounting (Seneca College)	12	\$264.60	\$-	\$112.00	\$118.72	\$139.50	\$-	\$-	\$209.69	\$474.29	\$-	\$-	42	Online
Training and Development (DC Hosted)	12	\$352.80	\$-	\$95.00	\$100.70	\$118.32	\$-	\$-	\$279.58	\$632.38	\$-	\$-	56	Online
Employee and Labour Relations (Seneca College)	12	\$264.60	\$-	\$112.00	\$118.72	\$139.50	\$-	\$-	\$209.69	\$474.29	\$-	\$-	42	Online
Compensation Management (Canadore College)	12	\$264.60	\$-	\$125.00	\$132.50	\$155.69	\$-	\$-	\$209.69	\$474.29	\$-	\$-	42	Online
Human Resources Planning (Seneca College)	12	\$264.60	\$-	\$112.00	\$118.72	\$139.50	\$-	\$-	\$209.69	\$474.29	\$-	\$-	42	Online

New Program Summary

Recruitment & Selection (Seneca College)	12	\$264.60	\$-	\$112.00	\$118.72	\$139.50	\$-	\$-	\$209.69	\$474.29	\$-	\$-	42	Online
Occupational Health and Safety (Canadore College)	12	\$264.60	\$-	\$125.00	\$132.50	\$155.69	\$-	\$-	\$209.69	\$474.29	\$-	\$-	42	Online
						\$1,245.50					\$-	\$-	406	

	Student Registrations Per Course			Student Registrations Per Course			Student Registrations Per Course			Student Registrations Per Course		
	15	10	5	15	10	5	15	10	5	15	10	5
Course	Gross Revenue (\$)	Gross Revenue (\$)	Gross Revenue (\$)	Total Cost (\$)	Total Cost (\$)	Total Cost (\$)	Contribution (\$)	Contribution (\$)	Contribution (\$)	Contribution (%)	Contribution (%)	Contribution (%)
Human Resources Management Principles (DC Hosted)	\$9,485.71	\$6,323.81	\$3,161.90	\$1,774.84	\$1,183.23	\$591.61	\$7,710.87	\$5,140.58	\$2,570.29	81%	81%	81%
Introduction to Business Management & Organizational Behaviour (Seneca College)	\$7,114.28	\$4,742.86	\$2,371.43	\$1,680.00	\$1,120.00	\$560.00	\$5,434.28	\$3,622.86	\$1,811.43	76%	76%	76%
Managerial Accounting (Seneca College)	\$7,114.28	\$4,742.86	\$2,371.43	\$1,680.00	\$1,120.00	\$560.00	\$5,434.28	\$3,622.86	\$1,811.43	76%	76%	76%

New Program Summary

	Student Registrations Per Course			Student Registrations Per Course			Student Registrations Per Course			Student Registrations Per Course		
	15	10	5	15	10	5	15	10	5	15	10	5
Course	Gross Revenue (\$)	Gross Revenue (\$)	Gross Revenue (\$)	Total Cost (\$)	Total Cost (\$)	Total Cost (\$)	Contribution (\$)	Contribution (\$)	Contribution (\$)	Contribution (%)	Contribution (%)	Contribution (%)
Training and Development (DC Hosted)	\$9,485.71	\$6,323.81	\$3,161.90	\$1,774.84	\$1,183.23	\$591.61	\$7,710.87	\$5,140.58	\$2,570.29	81%	81%	81%
Employee and Labour Relations (Seneca College)	\$7,114.28	\$4,742.86	\$2,371.43	\$1,680.00	\$1,120.00	\$560.00	\$5,434.28	\$3,622.86	\$1,811.43	76%	76%	76%
Compensation Management (Canadore College)	\$7,114.28	\$4,742.86	\$2,371.43	\$1,875.00	\$1,250.00	\$625.00	\$5,239.28	\$3,492.86	\$1,746.43	74%	74%	74%
Human Resources Planning (Seneca College)	\$7,114.28	\$4,742.86	\$2,371.43	\$1,680.00	\$1,120.00	\$560.00	\$5,434.28	\$3,622.86	\$1,811.43	76%	76%	76%
Recruitment & Selection (Seneca College)	\$7,114.28	\$4,742.86	\$2,371.43	\$1,680.00	\$1,120.00	\$560.00	\$5,434.28	\$3,622.86	\$1,811.43	76%	76%	76%
Occupational Health and Safety (Canadore College)	\$7,114.28	\$4,742.86	\$2,371.43	\$1,875.00	\$1,250.00	\$625.00	\$5,239.28	\$3,492.86	\$1,746.43	74%	74%	74%
	\$68,771.40	\$45,847.60	\$22,923.80	\$15,699.68	\$10,466.45	\$5,233.23	\$53,071.72	\$35,381.15	\$17,690.57	77.2%	77%	77%

Report Number: BOG-2025-67

To: Board of Governors

From: Dr. Jean Choi, Vice President, Academic & Students

Date of Report: May 30, 2025

Date of Meeting: June 11, 2025

Subject: New Program of Instruction – Taxation and Auditing

1. Purpose

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

TAXATION AND AUDITING

- Credential: Local College Certificate (LCC)
- Duration: Eight courses (420 hours)
- Faculty: Professional and Part-time Learning (PPL)

2. Recommendation

It is recommended to the Durham College Board of Governors:

That in accordance with Report BOG-2025-67 the Taxation and Auditing Local College Certificate program be approved.

3. Background

Durham College (DC) Professional & Part-time Learning (PPL) is proposing to offer a Taxation and Auditing Local College Certificate (LCC). The proposed program is designed for individuals working in entry-level accounting roles looking to expand or update their skills, or for those looking to make a career change and specialize in accounting roles that are focused on taxation and auditing processes. The curriculum provides the theoretical and practical knowledge in accounting required for taxation as well as intermediate accounting knowledge essential for auditing. The program of study (POS) comprises eight asynchronous online courses, for which DC PPL is the host college.

The proposed program provides specialized training in both taxation and auditing procedures. The program is built with a strong foundation in accounting skills necessary to support the auditing process as well as prepare basic tax filings. Graduates of the proposed program are equipped with knowledge and skills to assist both individuals and businesses with tax and auditing procedures. Program topics include Generally Accepted Accounting Principles (GAAP), the Canadian Income Tax Act, Generally Accepted Auditing Standards (GAAS), preparing financial statements and financial reports, as well as ethics in auditing practice.

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: Local College Certificate, Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, Ontario College Graduate Certificate or Baccalaureate 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/Options

PPL currently offers a Bookkeeping LCC and several accounting programs, all of which consistently attract strong enrolment. Consultation with instructors and subject matter experts revealed that general taxes, corporate taxation, and auditing knowledge are valued in industry. A review of labour market data supports this recommendation.

5. Financial/Human Resource Implications

The proposed program is delivered via OntarioLearn and DC Connect, with Durham College hosting all the courses. Following review of course registrations, the courses selected for this program demonstrate consistent and strong enrolment. The following table summarizes the budget for the proposed Taxation and Auditing LCC program.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

There are no implications for Ontario Tech University.

8. Relationship to the Strategic Vision and the Business Plan

The launch of the proposed new program aligns with the 'Future-Focused' goal in the Strategic Vision and the Business Plan, addressing the objective to attract a diverse range of students by offering a comprehensive program mix that anticipates and fulfills workforce needs. The proposed program also relates to the 'People-Centred' goal in the Strategic Vision and the objective to empower students to reach their full potential by being leaders in skill development, career advancement, and lifelong learning.

General Program Information

Proposed Program Title: Taxation and Auditing

Proposed Credential: Local College Certificate (LCC)

Academic Dean(s): Nora Simpson, Executive Dean

Faculty: Professional and Part-time Learning (PPL)

Date of Review by PPRC: May 28, 2025

MTCU Code: n/a

Weight and Funding Unit (as per APS table): n/a

Proposed Tuition: Year 1: n/a

Proposed Implementation: September 2025

Year 1 Enrolment: 40 registrations (across 8 courses)

Number of Sections, Y1: n/a

International Students Seat Allocation: n/a

Number of Semesters: n/a

Total Hours: 420 hours

New or Replacement Program: New

Number of New FT/PT Faculty: n/a

Program Delivery Methods: Online asynchronous

Laptop Requirement: No

New or Renovated Space Requirements: No

Total Capital Costs: Year 1: n/a

1. Approval Stages

The following approval stages have been assessed for this program:

- ☒ Labour Market
- ☒ Student Demand
- ☒ Budget reviewed and approved by the Chief Financial Officer and the Vice President, Academic and Students *Not required as OntarioLearn pickup*
- ☒ Presented to the Program Proposal Review Committee (May 27, 2025)
- ☒ New Program Proposal Summary reviewed by the Director, Academic Quality (May 30, 2025)
- ☒ New Program Proposal Summary reviewed by the Dean, Centre for Teaching and Learning (May 28, 2025)
- ☒ Approved by Vice President, Academic and Students (May 30, 2025)
- ☒ Reviewed and approved by President (June 2, 2025)

2. Program Overview

Durham College (DC) Professional & Part-time Learning (PPL) is proposing to offer a Taxation and Auditing Local College Certificate (LCC). The proposed program is designed for individuals working in entry-level accounting roles looking to expand or update their skills, or for those looking to make a career change and specialize in accounting roles that are focused on taxation and auditing processes. The curriculum provides the theoretical and practical knowledge in accounting required for taxation as well as intermediate accounting knowledge essential for auditing. The program of study (POS) comprises eight asynchronous online courses for which DC PPL is the host college.

2.1 Program Description

The proposed program provides specialized training in both taxation and auditing procedures. The program is built with a strong foundation in the accounting skills necessary to support the auditing process, as well as prepare basic tax filings. Graduates of the proposed program are equipped with the knowledge and skills to assist both individuals and businesses with tax and auditing procedures. Program topics include Generally Accepted Accounting Principles (GAAP), the Canadian Income Tax Act, Generally Accepted Auditing Standards (GAAS), preparing financial statements and financial reports, as well as ethics in auditing practice.

2.2 Career Outcomes

Employment opportunities include tax clerk, income tax return preparer and auditing clerk as well as being eligible for roles as accounting technicians and bookkeepers. Titles may include: Accounting Clerk, Accounts Payable Clerk, Accounts Receivable

New Program Summary

Clerk, Payroll Administrator, Finance Clerks, Budget Clerk, Costing Clerk, Deposit Clerk, Finance Clerk, Invoice Clerk, Ledger Clerk and Freight-rate Clerk.

PPL has seen consistent demand for these courses and expects to grow this demand through this focused offering.

2.3 Vocational Program Learning Outcomes

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

1. Report a variety of business transactions to users of financial statements.
2. Apply relevant content in the current Canadian Income Tax Act to various corporate and personal tax scenarios.
3. Prepare simple personal tax returns for individuals.
4. Respond to tax planning questions for individuals and corporations.
5. Compute taxable income and taxes payable for corporations.
6. Discuss and apply professional audit standards, Generally Accepted Auditing Standards, and assess the relationship with the ethical and legal environment in which auditors operate, including professional rules of conduct.

2.4 Admission Requirements

Ontario Secondary School Diploma (OSSD) or [Mature Student Status](#)

AND

Grade 12 English (C or U)

Grade 11 mathematics (C, M or U)

New Program Summary

3. Program of Study

Course Title (Include host college)	Course Code	Course Description	Course Learning Outcomes (CLOs)	Pre-req	Equivalent at DC	Online Hrs
Accounting I (Durham College)	ACCT 1280	In this course, students are introduced to basic accounting fundamentals and work with a complete set of books for a sole proprietor. Students explore the steps in the accounting cycle as well as effective internal financial controls.	<ol style="list-style-type: none"> 1) Create and demonstrate knowledge of the double entry accounting system by analyzing, recording, and posting transactions. 2) Explain and apply generally accepted accounting principles. 3) Prepare and record adjusting and closing journal entries. 4) Prepare and record transactions and adjustments for a perpetual inventory system. 5) Construct and prepare financial statements for a sole proprietorship. 6) Construct and record petty cash fund transactions; understand and apply Internal Control Procedures. Prepare and execute bank reconciliation; journalize any related adjustments. 7) Classify and record entries relating to Payroll Liabilities. 	n/a	ACCT 1100	56
Accounting II (Durham College)	ACCT 2280	This course is a continued introduction into basic financial accounting fundamentals. It is designed to provide further insight into the preparation and use of financial statements. Students are introduced to accounting for partnerships and corporations.	<ol style="list-style-type: none"> 1) Account for a perpetual inventory system including preparation of accounting records, journal entries, estimates, lower of cost or net realizable value and explaining effects of errors. 2) Account for property, plant and equipment and intangibles transactions by calculating and recording purchases, depreciation or amortization, changes in estimates, and Disposals. 3) Identify the characteristics of and account for partnerships. 4) Account for corporations including various share and dividend transactions. 5) Prepare Corporate financial statements including an income statement with continuing and discontinued operations, earnings per share, restricted retained earnings and accounting changes. 6) Prepare the statement of cash flows distinguishing among investing, financing and operating activities using the indirect method. 7) Analyze Financial Statement by applying horizontal, vertical and ratio analysis. 	ACCT 1280 or ACCT 1100	ACCT 1211	56
Taxation I (Durham College)	ACCT 3284	This course introduces learners to Canadian Income Tax. Through a combination of situational analysis and practical assignments learners will be	<ol style="list-style-type: none"> 1) Apply the provisions of the Income Tax Act (Canada) to an individual. 2) Assess an individual's residency status for Canadian income tax purposes. 	ACCT 1280 or ACCT 1100	ACCT 2210	42

New Program Summary

		equipped to a complete a basic personal income tax return.	<ol style="list-style-type: none"> 3) Differentiate between various sources of income for an individual and distinguish the expenses an individual is allowed to deduct from various sources of income. 4) Evaluate financial alternatives to critique the income tax impact of the options and recommend a course of action for an individual. 5) Calculate net income, taxable income, and federal taxes payable for an individual 6) Prepare an individual's income tax return, both manually and using tax preparation software. 			
Taxation II (Durham College)	ACCT 4284	This course builds on the knowledge base obtained in Taxation 1 to enable students to complete a T1 General Tax Return for individuals earning business, property, and capital income. With this enhanced knowledge students calculate income taxes payable and through situational analysis determine which income tax credits an individual is entitled to deduct from taxes payable. In addition, students obtain a foundational understanding of income earned through a corporation to complete a T2 Corporate Tax Return. With this knowledge students critique the tax planning opportunities of earning income through a corporate entity or as an individual.	<ol style="list-style-type: none"> 1) Apply the provisions of the Income Tax Act (Canada) to an individual, and an unincorporated business, and an incorporated (corporation) business. 2) Differentiate between various sources of income, and distinguish the expenses an individual, an unincorporated business, and a corporation are allowed to deduct from various sources of income. 3) Calculate total income, net income, taxable income, and federal taxes payable for an individual, unincorporated business (Part 1 Taxes), and a corporation (Part 1 and Part IV Taxes). 4) Prepare both manually and using tax preparation software, personal, unincorporated business, and corporate income tax returns. 5) Evaluate the tax planning opportunities for an individual, an unincorporated business, and corporation to critique the income tax impact of the options and recommend a course of action. 6) Apply the provisions of the Excise Tax Act to unincorporated and incorporated (corporation) business. 	ACCT 3284 or ACCT 2210	ACCT 3101	56
Intermediate Accounting I (Durham College)	ACCT 3280	This course explores the framework of financial accounting and the statements of comprehensive income, financial position, and changes in equity. Students examine intermediate accounting topics with an emphasis on the recognition of assets and revenue recognition.	<ol style="list-style-type: none"> 1) Describe the framework and basic assumptions underlying financial reporting. 2) Prepare statements of income and comprehensive income. 3) Prepare statements of financial position, changes in equity, and the related disclosure notes. 4) Apply the concepts of revenue and expense recognition. 5) Illustrate how cash and receivables are accounted for and presented on financial statements. 6) Illustrate how intangibles, property, plant and equipment are accounted for and presented on financial statements. 	ACCT 2280 or ACCT 1211	ACCT 2100	56

New Program Summary

			<ul style="list-style-type: none"> 7) Describe the factors that influence management's choice of depreciation or amortization policy. 8) Working individually, complete mini application assignment using various computer software to enhance workplace skills. 			
Intermediate Accounting II (Durham College)	ACCT 4280	This course covers more intermediate accounting topics by building on concepts from previous courses. Students are introduced to the differences between accounting and taxation.	<ul style="list-style-type: none"> 1) Apply the proper accounting treatment for investments in debt and equity securities. 2) Define, measure and report liabilities. 3) Apply the accounting treatment for the issuance and retirement of shares. 4) Apply the accounting treatment for items affecting retained earnings and other shareholder equity accounts. 5) Discuss how to distinguish between complex debt and equity instruments and account for them appropriately. 6) Apply the accounting treatment for future tax effects of differences between tax and accounting. 7) Working individually, complete an application assignment using accounting software to enhance workplace skills. 	ACCT 3280 or ACCT 2100	ACCT 2211	56
Auditing I (Durham College)	ACCT 3281	This course is an introduction for students who have not had any experience in auditing and covers the auditing concepts and procedures of external auditing. The aim is for students to understand the philosophy and environment of auditing. Topics covered include an overview of auditing with special attention given to the nature and economic purpose of audits; reporting, professional standards and ethics; legal liability; audit objectives, evidence and documentation; planning and analysis; materiality and risk; and internal control.	<ul style="list-style-type: none"> 1) Compare the different types of audits and auditors, and the standards governing professional practice in accordance with generally accepted auditing standards. 2) Evaluate the relationships among financial statements, management assertions, and audit objectives as they relate to an external audit. 3) Describe the auditor's liability to clients and third parties under common law and analyze whether an auditor's conduct conforms to the rules of professional ethics under auditing standards. 4) Assess the concept of materiality, how it relates to audit risk and how it is relevant to types of evidence in relation to audit objectives and audit activities. 5) Describe the audit risk model and explain how an auditor's understanding of an entity's internal control helps to assess the risk within the risk model. 6) Explain the concept of sampling and the role of professional judgment in sampling decisions in an audit engagement. 7) Describe how an audit is executed and how substantive procedures are performed in accordance with Generally Accepted Auditing Standards (GAAS). 	ACCT 3280	ACCT 3100	42
Auditing II (Durham College)	ACCT 4281	In this course students apply audit functions and procedures within the sequence of an audit engagement. Students explore audit	<ul style="list-style-type: none"> 1) Describe an auditor's use of data analytics to identify exceptions, outliers, and trends, found in large datasets. 	ACCT 3280	ACCT 3281	56

New Program Summary

		<p>procedures related to the various elements of the financial statements and will evaluate audit evidence to determine the outcome of an audit, including the documentation and communication of the findings.</p>	<p>2) Develop and execute an audit program in accordance with Generally Accepted Auditing Standards (GAAS), management assertions, and audit objectives. Create audit working papers to document engagement work in accordance with GAAS.</p> <p>3) Interpret findings to develop an audit opinion on accounts receivable and revenue related accounts; accounts payable and accrued expenses; payroll expense and payroll related accrued expenses; inventory and related accounts; property, plant and equipment; investment and cash accounts in accordance with GAAS.</p> <p>4) Support the evaluation and communication of evidence-supported audit findings to the appropriate parties.</p>			
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4. Strategic Alignment

4.1 Fit with the Strategic Vision and Business Plan

The launch of the proposed new program aligns with the 'Future-Focused' goal in the Strategic Vision and the Business Plan, addressing the objective to attract a diverse range of students by offering a comprehensive program mix that anticipates and fulfills workforce needs. The proposed program also relates to the 'People-Centred' goal in the Strategic Vision and the objective to empower students to reach their full potential by being leaders in skill development, career advancement, and lifelong learning.

4.2 Fit with Existing Programs

PPL currently offers a Bookkeeping LCC and several accounting programs, all of which consistently attract strong enrolment. Consultation with instructors and subject matter experts revealed that general taxes, corporate taxation, and auditing knowledge are valued in industry. A review of labour market data supports this recommendation.

Most Ontario Colleges of Applied Arts and Technology (CAATs) offer bookkeeping and accounting programs. One CAAT offers a Certificate of Completion in Taxation Specialization for part-time learners. DC would be the first CAAT to offer a part-time certificate combining taxation and auditing.

The opportunity to complete an upskilling program in taxation and auditing allows bookkeeping and accounting graduates the knowledge and skills required to move into specialized accounting roles. Bookkeeping graduates will have taken four of the eight courses in the program of study: Accounting I, Accounting II, Taxation I and Intermediate Accounting I, consequently allowing them to complete this certificate in two terms. Direct entry learners would have increased choice for their area of specialization: bookkeeping, accounting, or taxation and auditing. This streamlined offering with the flexibility of being delivered asynchronously online allows part-time learners the opportunity to complete this credential while working full time and balancing other responsibilities.

5. Labour Demand and Graduate Employment Possibilities

Over the last three years, there were 21,957 unique job postings in Ontario for entry level accounting roles, with more than 66 per cent of those job postings in commuting distance from Durham Region. Skills in preparing tax returns are mentioned in 35 per cent of job postings in the Bookkeeper/Accounting Clerk occupation category in Ontario; however, only three per cent of LinkedIn profiles of professionals working in this role list this skill (April 2022-April 2025, Lightcast, May 2025). Similarly, skills in Auditing are mentioned in eight per cent of job postings in the Bookkeeper/Accounting Clerk occupation category in Ontario and are mentioned in profiles of 10 per cent of those working in the field (April 2022-April 2025, Lightcast, May 2025). The prevalence of these skills in postings indicates strong demand for knowledge in taxation and auditing. These gaps offer DC learners the opportunity to earn a credential in this field and gain a competitive advantage in the hiring process.

Employment opportunities exist in the public, private and non-profit sectors. The top industries recruiting in this field in Ontario include accounting firms, hospitality companies including hotel and restaurant chains, hardware and manufacturing, pharmacies, trucking industries and supermarket chains. The top employers in Durham Region include automotive sales employers, food service operators and the City of Oshawa.

6. Analysis of Competition

Most CAATs offer online bookkeeping and accounting certificate programs in Ontario. DC would be the first Ontario CAAT to offer a part-time LCC that brings together taxation and auditing, thereby ensuring PPL remains competitive in offering a range of part-time course and program for graduates and working professionals.

7. Student Interest

The benefit of the LCC model is that it offers a streamlined path for mature learners or direct entry students. Having this credential provides a competitive edge for learners looking to move into or specialize in roles focused on taxation and auditing processes.

8. Target Market

The target market for the proposed program includes direct entry learners as well as those working in accounting roles seeking the opportunity to upskill in taxation and auditing. Graduates of the Bookkeeping and Accounting Specialty Certificate programs would receive advanced standing and could complete the proposed LCC in two semesters.

9. Operating Revenue and Expenses

The proposed program is delivered via OntarioLearn and DC Connect, with Durham College hosting all of the courses. Following review of course registrations, the courses selected for this program demonstrate consistent and strong enrolment. The following table summarizes the budget for the proposed Taxation and Auditing LCC program.

New Program Summary

Course	Frequency of Course Offering in Year	Tuition Fees/ Per Student	Supply Fees/ Per Student	Teacher Cost Per Student	Total Teacher Costs with Vac Pay (6%)	Total Teacher Cost with Benefits (17.5%) x course frequency	Lab Fees Per Student	Instructional Supplies - Students	Funding	Per Student Gross Revenue	Contracted Services (Course development)	Contacted Services (Course development) with Vac Pay (6%) & Benefits	Course Hours	Modality
Accounting I (DC Hosted)	6	\$352.80	\$-	\$95.00	\$100.70	\$118.32	\$-	\$-	\$273.84	\$626.64	\$-	\$-	56	Online
Accounting II (DC Hosted)	3	\$352.80	\$-	\$95.00	\$100.70	\$118.32	\$-	\$-	\$273.84	\$626.64	\$-	\$-	56	Online
Taxation I (DC Hosted)	3	\$264.60	\$-	\$95.00	\$100.70	\$118.32	\$-	\$-	\$205.38	\$469.98	\$-	\$-	42	Online
Taxation II (DC Hosted)	3	\$352.80	\$-	\$95.00	\$100.70	\$118.32	\$-	\$-	\$273.84	\$626.64	\$-	\$-	56	Online
Intermediate Accounting I (DC Hosted)	3	\$352.80	\$-	\$95.00	\$100.70	\$118.32	\$-	\$-	\$273.84	\$626.64	\$-	\$-	56	Online
Intermediate Accounting II (DC Hosted)	3	\$352.80	\$-	\$95.00	\$100.70	\$118.32	\$-	\$-	\$273.84	\$626.64	\$-	\$-	56	Online
Auditing I (DC Hosted)	3	\$264.60	\$-	\$95.00	\$100.70	\$118.32	\$-	\$-	\$205.38	\$469.98	\$-	\$-	42	Online
Auditing II (DC Hosted)	2	\$352.80	\$-	\$95.00	\$100.70	\$118.32	\$-	\$-	\$273.84	\$626.64	\$-	\$-	56	Online
						\$946.58					\$-	\$-	420	

New Program Summary

	Student Registrations Per Course			Student Registrations Per Course			Student Registrations Per Course			Student Registrations Per Course		
	15	10	5	15	10	5	15	10	5	15	10	5
Course	Gross Revenue (\$)	Gross Revenue (\$)	Gross Revenue (\$)	Total Cost (\$)	Total Cost (\$)	Total Cost (\$)	Contribution (\$)	Contribution (\$)	Contribution (\$)	Contribution (%)	Contribution (%)	Contribution (%)
Accounting I (DC Hosted)	\$9,399.60	\$6,266.40	\$3,133.20	\$1,774.84	\$1,183.23	\$591.61	\$7,624.76	\$5,083.18	\$2,541.59	81%	81%	81%
Accounting II (DC Hosted)	\$9,399.60	\$6,266.40	\$3,133.20	\$1,425.00	\$950.00	\$475.00	\$7,974.60	\$5,316.40	\$2,658.20	85%	85%	85%
Taxation I (DC Hosted)	\$7,049.70	\$4,699.80	\$2,349.90	\$1,425.00	\$950.00	\$475.00	\$5,624.70	\$3,749.80	\$1,874.90	80%	80%	80%
Taxation II (DC Hosted)	\$9,399.60	\$6,266.40	\$3,133.20	\$1,425.00	\$950.00	\$475.00	\$7,974.60	\$5,316.40	\$2,658.20	85%	85%	85%
Intermediate Accounting I (DC Hosted)	\$9,399.60	\$6,266.40	\$3,133.20	\$1,425.00	\$950.00	\$475.00	\$7,974.60	\$5,316.40	\$2,658.20	85%	85%	85%
Intermediate Accounting II (DC Hosted)	\$9,399.60	\$6,266.40	\$3,133.20	\$1,774.84	\$1,183.23	\$591.61	\$7,624.76	\$5,083.18	\$2,541.59	81%	81%	81%
Auditing I (DC Hosted)	\$7,049.70	\$4,699.80	\$2,349.90	\$1,425.00	\$950.00	\$475.00	\$5,624.70	\$3,749.80	\$1,874.90	80%	80%	80%
Auditing II (DC Hosted)	\$9,399.60	\$6,266.40	\$3,133.20	\$1,425.00	\$950.00	\$475.00	\$7,974.60	\$5,316.40	\$2,658.20	85%	85%	85%

New Program Summary

	Student Registrations Per Course			Student Registrations Per Course			Student Registrations Per Course			Student Registrations Per Course		
	15	10	5	15	10	5	15	10	5	15	10	5
Course	Gross Revenue (\$)	Gross Revenue (\$)	Gross Revenue (\$)	Total Cost (\$)	Total Cost (\$)	Total Cost (\$)	Contribution (\$)	Contribution (\$)	Contribution (\$)	Contribution (%)	Contribution (%)	Contribution (%)
	\$70,497.00	\$46,998.00	\$23,499.00	\$12,099.68	\$8,066.45	\$4,033.23	\$58,397.33	\$38,931.55	\$19,465.78	82.8%	83%	83%

Discussion Items

The following items do not require a decision from the Board and are presented for interest and to keep the Board informed about key issues.

Report Number: BOG-2025-68

To: Board of Governors

From: Elaine Popp

Date of Report: May 30, 2025

Date of Meeting: June 11, 2025

Subject: Key Performance Indicators (KPIs) – 2024/25 Results

1. Purpose

To provide the Board of Governors with the results of annual and trending key performance indicator data on Student Experience (Winter 2025 registrants) and Graduate and Employer Outcomes (2023/24 cohort), released April/May 2025 (respectively).

2. Recommendation

This report is being presented for information only.

3. Background

Every year, Durham College (DC) participates in the winter administration of the Ontario Colleges Student Experience Survey (OCSES), coordinated through the Ontario College Application Service (OCAS) and the Graduate Outcomes and Employer Survey (GOES) through Ministry of Colleges, Universities, Research, Experience and Security (MCURES) and their administration partner, Forum Research.

22 of the 24 publicly funded Ontario Colleges participate in the OCSES each year. Postsecondary students enrolled in the winter term who have completed at least one term are sent invitations to participate in this survey at the end of January/early February time frame. Results are compiled by OCAS and shared back to the colleges in April.

Students are asked in the OCSES survey to provide feedback on four overarching capstone areas:

- Knowledge and Skills,
- Quality of Learning,

-
- Student Services and Resources (each college has its own offerings and therefore cannot be compared at the system level), and
 - Work Integrated Learning.

These four capstones are a weighted average to give an overall student experience score, which can be only calculated for DC and therefore there is no system level comparison.

The GOES instrument recently underwent a revision to improve, shorten, and streamline the survey, reflecting the feedback from participants and colleges. It was anticipated that this revision would decrease the survey completion time by 33% and thereby have a positive impact on survey completion rates. This new design was implemented for the most recent cohort of graduates (2023/24). The four key areas remain the same:

- Graduate Employment Rate KPI,
- Graduate Satisfaction KPI,
- Employer Satisfaction KPI, and
- Graduation Rate KPI (calculated by the college annually and includes those who graduated within a window of approximately twice the program length).

4. Discussion/Options

Each year, the results of both the OCSES and GOES KPIs are evaluated and compared to previous years and system level data (where available).

In the table below, DC has been consistent or outperforming previous years capstone results in the OCSES, which is in line with the system level performance. DC results in knowledge and skills and quality of learning is slightly lower than the system and marginally higher for work integrated learning.

The GOES 2024/25 data is under embargo and therefore there is no system level data available for comparison. In prior administrations, DC has outperformed the system in graduate employment and employer satisfaction results. Notable this year is the decrease in the graduate satisfaction rate and the graduate employment rate, likely the result of the economy, which is facing high unemployment, but not comparable to the pandemic year 2021/22 (reflecting the 2020/21 cohort).

Ontario College Graduate and Employer Survey (GOES) and Student Satisfaction and Engagement Survey (SES)

	Year	Durham College				System			
		2024-25	2023-24	2022-23	2021-22	2024-25	2023-24	2022-23	2021-22
SES cohort 2025	Overall Student Experience	84.6 (n=2750)	85.0	80.8	78.4	n/a	n/a	n/a	n/a
	Knowledge & Skills	90.2	91.5	88.4	87.5	91.3	90.7	91.2	89.2
	Quality of Learning	82.3	83.0	78.7	76.6	85.2	84.8	84.8	80.2
	Services	78.8	80.1	73.1	69.0	n/a	n/a	n/a	n/a
	Work Integrated Learning	90.8	85.9	87.0	83.6	90.2	89.6	88.6	87.9
GOES cohort 23/24	Graduate Satisfaction	72.8 (n=1508)	76.6	75.0	74.2	n/a	76.8	85.4	78.0
	Graduate Employment	81.2 (n=951)	88.6	85.8	76.3	n/a	85.8	83.4	77.0
	Employer Satisfaction	96.3 (n=27)	95.0	100.0	80.0	n/a	91.8	88.9	90.6
	Graduation Rate	n/a	68.7	65.8	63.1	n/a	n/a	65.0	65.9

**A May 2017 study by David Trick and Associates Inc., Mining Existing Surveys to Develop Better Performance Metrics for Ontario Colleges and Universities, found that the key performance indicators are statistically accurate for analyses at the sector, credential and institutional levels (with a 95 per cent level of confidence)*

*Source: Ministry of Colleges and Universities February 28, 2021 release entitled KPI questions and answers - February 2024
For college presidents, GR/communications offices*

5. Financial/Human Resource Implications

Capital and/or other resources required to implement improvement strategies are factored into decisions on capital expenditures. Strategies designed to improve student outcomes have and will continue to be factored into future budget and planning decisions.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

There are no implications for Ontario Tech University; however, there is an opportunity to share the results where the services are shared with our campus partner.

8. Relationship to the Strategic Plan/Business Plan

This report aligns closely with the Strategic Plan's goal of being "Future-Focused," addressing all associated objectives. It also supports the "People-Centred" goal, particularly the objectives to "nurture our organizational culture, where students, employees, alumni, and partners feel welcomed, valued, respected, and part of our community," and to "empower students and employees to reach their full potential by being leaders in skill development, career advancement, and lifelong learning."

Overall, these KPIs serve as key indicators for "Success Matters," which lies at the heart of the College's Strategic Plan.

Information Items

The following items are presented for information only with no intent to discuss unless there are questions.

Report Number: BOG-2025-56

To: Board of Governors

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

Date of Report: May 20, 2025

Date of Meeting: June 11, 2025

Subject: 2025-2030 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 vision and 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, Universities, Research Excellence and Security (MCURES) 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;
- The development of an environmental scan by the Institutional Research and Planning team in the Office of Research Services, Innovation and Entrepreneurship;
- 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, a pan-institutional committee;
- Review and approval by the Vice President, Academic and Students for development;
- Review and approval by the President;
- Review and approval by the Board of Governors.

External quality assurance bodies ensure new programs meet the standards outlined 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 MCURES.

4. Discussion/Options

The NPD Five-Year Plan is detailed below.

4.1 New Program Development Five-year Plan 2025-2026

Interior Decorating (Ontario College Diploma)
Cristina Italia, Faculty of Media, Art & Design

Electric Drive Vehicle Technician (Ontario College Diploma)
Tania Clérac, Faculty of Skilled Trades & Apprenticeship

Mental Health for Healthcare Workers (Durham College Certificate)
Nora Simpson, Professional & Part-time Learning

Business Analyst (Durham College Certificate)
Nora Simpson, Professional & Part-time Learning

Human Resources Management Professional (Durham College Certificate)
Nora Simpson, Professional & Part-time Learning

Taxation and Auditing (Durham College Certificate)
Nora Simpson, Professional & Part-time Learning

Electrician 309A/309C - Level 2 (Apprenticeship)
Tania Clérac, Faculty of Skilled Trades & Apprenticeship

4.2 New Program Development Five-year Plan 2026-2027

Bachelor of Business Administration (Human Resources Management)
(Three-Year Baccalaureate Degree)
Cristina Italia, Faculty of Business & Information Technology

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

Bachelor of Cybersecurity (Three-Year Baccalaureate Degree)
Cristina Italia, Faculty of Business & Information Technology

GIS for Analytics (Ontario College Graduate Certificate)
Cristina Italia, Faculty of Business & Information Technology

Project Management – IT (Ontario College Graduate Certificate)
Cristina Italia, Faculty of Business & Information Technology

Marketing Management: AI and Automation (Ontario College Graduate Certificate)
Cristina Italia, Faculty of Business & Information Technology

Cloud and Information Technology Systems (Ontario College Diploma)
Cristina Italia, Faculty of Business & Information Technology

Educational Assistant (Ontario College Diploma)
Nora Simpson, Faculty of Social & Community Services

Heating, Refrigeration and Air Conditioning (Ontario College Diploma/Ontario College Certificate)
Tania Clérac, Faculty of Skilled Trades & Apprenticeship

Electrician 309A/309C - Level 3 (Apprenticeship)
Tania Clérac, Faculty of Skilled Trades & Apprenticeship

4.3 New Program Development Five-year Plan 2027-2028

Master of Counselling Psychology (Master's Degree)
Nora Simpson, Faculty of Social & Community Services

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

Bachelor of Applied Computing (Three-Year Baccalaureate Degree)
Cristina Italia, Faculty of Business & Information Technology

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

Illustration (Ontario College Diploma)
Cristina Italia, Faculty of Media, Art & Design

Respiratory Therapy (Ontario College Diploma)
Dr. Rebecca Milburn, Faculty of Health Sciences

Electrician 309A/309C - Level 4 (Apprenticeship)
Tania Clérac, Faculty of Skilled Trades & Apprenticeship

4.4 New Program Development Five-year Plan 2028-2029

Honours Bachelor of Science (Dental Hygiene) (Baccalaureate Degree completion)
Dr. Rebecca Milburn, Faculty of Health Sciences

Bachelor of Business Administration (Three-Year Baccalaureate Degree)
Cristina Italia, Faculty of Business & Information Technology

Advanced Ergonomics (Ontario College Graduate Certificate)
Dr. Rebecca Milburn, Faculty of Health Sciences

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

Virtual Production (Ontario College Graduate Certificate)
Cristina Italia, Faculty of Media, Art & Design

Veterinary Technician (Ontario College Diploma)
Dr. Rebecca Milburn, Faculty of Health Sciences

4.5 New Program Development Five-year Plan 2029-2030

Honours Bachelor of Rehabilitative Science (Four-Year Baccalaureate Degree)

Dr. Rebecca Milburn, Faculty of Health Science

Game Programming (Ontario College Graduate Certificate)

Cristina Italia, Faculty of Business & Information Technology

Clinical Kinesiology (Ontario College Graduate Certificate)

Dr. Rebecca Milburn, Faculty of Health Sciences

5. Financial/Human Resource Implications

NPD proposals have financial and human resource implications including faculty and staff hiring; the acquisition of capital, and/or the refurbishing/ retrofitting of instructional space. NPD proposal requests for credentials ranging from Local College Certificates to Master's 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 Vision and Business Plan

The planning and implementation of the 2025-2030 NPD Five-Year Plan falls within the 'Future-Focused' goal in the Strategic Vision and the Business Plan, addressing the objective to attract a diverse range of students by offering a comprehensive program mix that anticipates and fulfills workforce needs. This report further addresses the objective of expanding high-impact experiential learning and career connection through applied research, academic partnerships, work-integrated learning, and global experiences.

This NPD Five-Year Plan also relates to the 'People-Centred' goal in the Strategic Vision and the objective to empower students to reach their full potential by being leaders in skill development, career advancement, and lifelong learning.

Report Number: BOG-2025-58

To: Board of Governors

From: Ariel Sully, Associate Vice President, Advancement and Alumni Relations

Date of Report: June 2, 2025

Date of Meeting: June 11, 2025

Subject: Durham College Foundation Annual Report

1. Purpose

In accordance with the Memorandum of Understanding between Durham College (DC) and the DC Foundation dated February 2017, the Foundation will provide an annual report to the College. This report outlines the Foundation's key activities and accomplishments during the 2024/2025 Fiscal Year.

2. Recommendation

This report is being presented for information only.

3. Background

The Durham College Foundation operates under a mandate to oversee endowment funds that support student success through scholarships and bursaries. The Foundation Board convenes on a quarterly basis to oversee strategic direction and fiduciary responsibilities.

In line with the decision to wind down the Foundation, the Board underwent a strategic reduction in membership to better align with the organization's final operational goals and ensure an effective transition process.

Members of the Board of Directors 2024-2025:

Tom Worden, Chair

Chris Vale, Vice Chair

Lee Terry, Investment Committee Chair

Gary Cubitt, Governance Committee Chair

Elaine Popp, DC President, ex-officio

Peter Pryce, DC Board of Governors Vice-Chair, ex-officio

Barbara MacCheyne, Treasurer

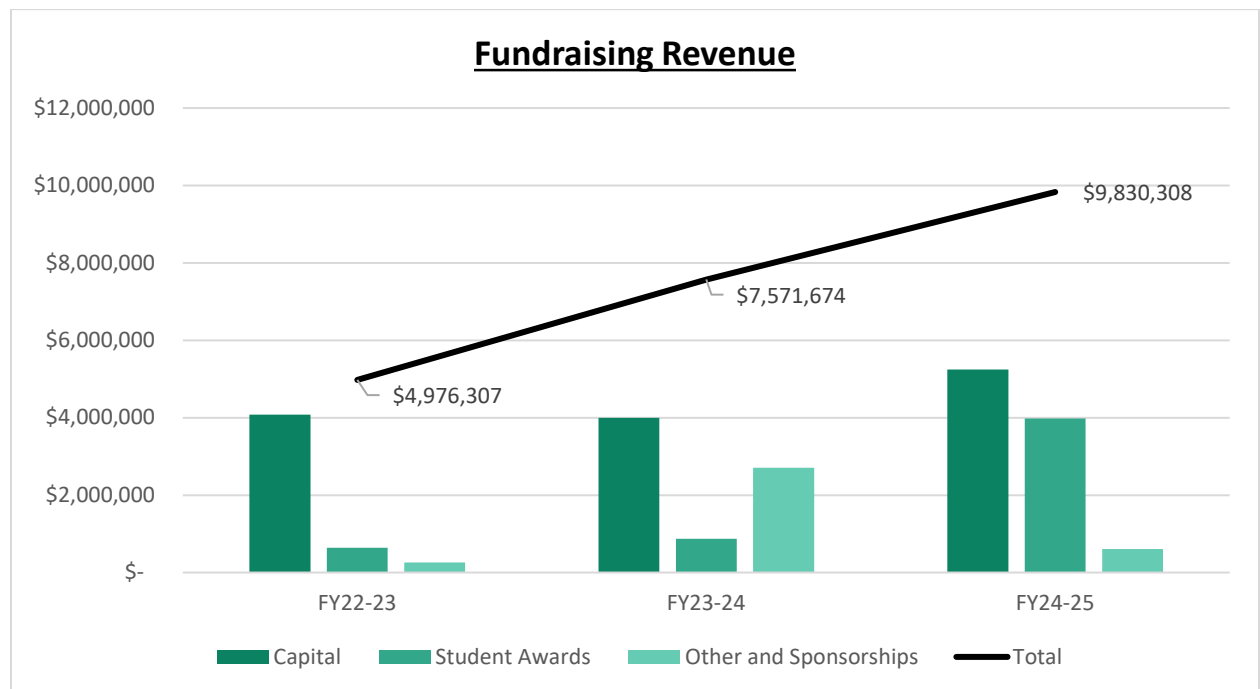
Ariel Sully, Executive Director, Foundation
Adriana Hajdari, Secretary

4. Discussion/Options

Fundraising Revenue

We were very pleased to wrap up the 2024-25 fiscal year, having raised over \$9,830,000 in cash and pledges. This reflects a significant milestone in philanthropic support for the college and its students – our most successful fundraising year to date. Recent major gift donations were made by The Nurse Family and the Andrew Foundation.

The graph below shows a three-year comparison of cash donations and pledges raised for student awards, capital and “other” programs (such as the campus food drive and sponsorships).



Revenue by Type

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

Fiscal Year	Cash	Pledge Payments	Gifts In Kind	Total	New Pledges
2024-25	1,263,684	5,854,209	4,748	7,122,641	4,237,313
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

This chart below provides a year-over-year comparison of donors, gifts, and new pledges, highlighting fluctuations in donor engagement and fundraising activity from 2022-2025.

Fiscal Year	Number of Donors	Gifts	New Pledges
2024-25	207	375	33
2023-24	208	358	32
2022-23	271	489	18

Governance

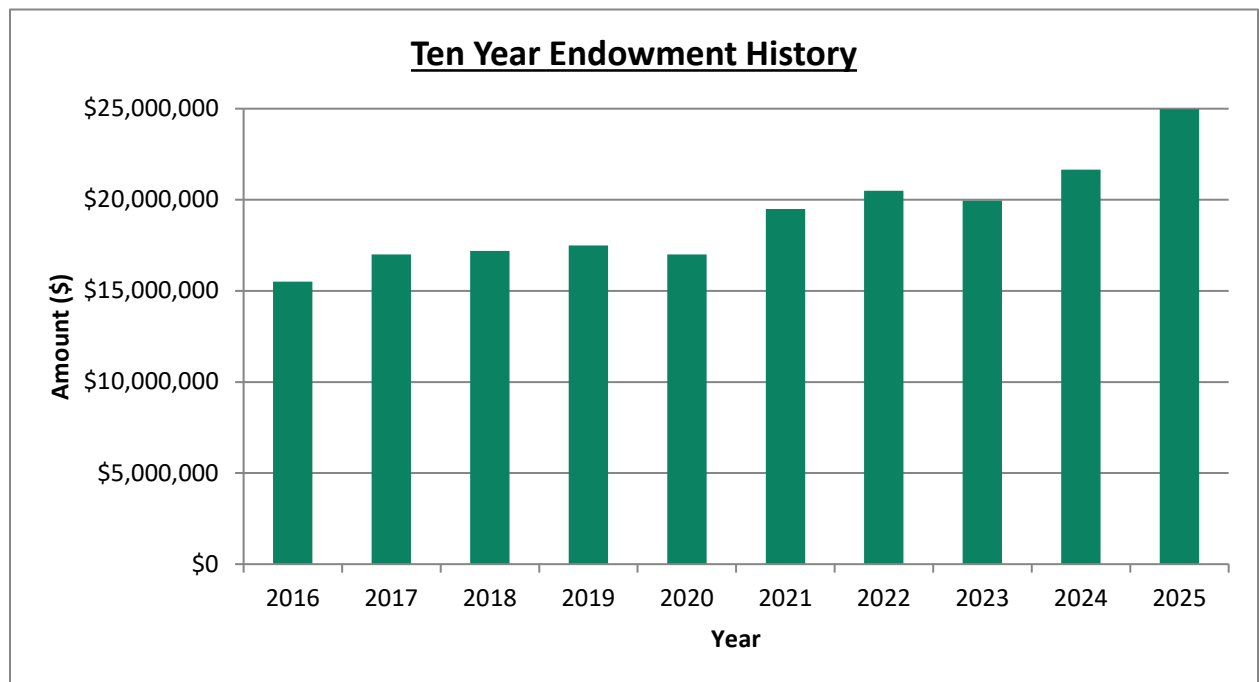
The primary governance focus of the past year has been on transitioning the Foundation to dormancy and transferring endowment accountability to the College, effective March 31, 2025. To support this transition, staff worked with legal counsel from BLG to facilitate the transfer of assets, and resolutions to support this transition were passed at the Foundation Board meeting on March 25, 2025.

An ad-hoc Investment Committee was established to review the Investment Policy and provide recommendations. As a result, revisions were made to ensure the policy supports strong, sustainable returns on endowments, with the goal of maintaining ongoing support and long-term funding stability.

All transition items have been completed.

5. Financial/Human Resource Implications

From an investment perspective, the Market Value of the Foundation Endowment Fund at March 31, 2025 was \$24,978,975, an increase of \$3,329,567 from the opening balance of \$21,649,408 on April 1, 2024.



No additional human resource implications are anticipated as endowment administration has been absorbed by existing College structures.

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

We wound down the Durham College Foundation to ensure greater strategic alignment with the college's priorities. This transition was made to maximize operational efficiencies and better leverage available resources. By streamlining these efforts, Durham College is better positioned to integrate advancement initiatives with its broader strategic goals and continue building strong relationships with donors, alumni, and community partners.

Report Number: BOG-2025-57

To: Board of Governors

From: Bonnie St. George, Vice President, People, Equity and External Relations

Date of Report: June 2, 2025

Date of Meeting: June 11, 2025

Subject: Office of Equity, Diversity and Inclusion Work Plan

1. Purpose

The purpose of this report is to provide information on the Office of Equity, Diversity and Inclusion's (OEDI) annual work plan for 2024-2025.

2. Recommendation

This report is being presented for information only.

3. Background

The OEDI workplan is being presented to support the Board's fifth goal: Diversity and Inclusion: The Board will champion diversity, equity, inclusion, and belonging (EDIB) by fostering a culture that embraces diverse perspectives, ensures equitable opportunities, and promotes an inclusive environment throughout the organization.

Each year, the OEDI develops a work plan that identifies annual observances, service and operational improvements, as well as compliance reporting. The plan is developed during the summer months and executed throughout the academic year, beginning in September and continuing through to August.

The plan provided with this report began September 2024 and will conclude August 2025.

4. Discussion/Options

There are no discussion or options provided to support this report.

5. Financial/Human Resource Implications

There are no financial or human resource implications.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

There are no implications for Ontario Tech University.

8. Relationship to the Strategic Vision/Business Plan

This work plan straddles both the 2020-2025 Strategic Plan and the recently launched 2025-2030 Strategic Vision. The college's commitment in this area spans both plans through our values of diversity and inclusion. Equity, Diversity, Inclusion and Belonging are clearly called out in our new Vision in the third goal, People-Centred, where our aim is to "be an equity-driven and inclusive environment where everyone feels supported, can realize their full potential, and truly belongs."

Additionally, several items listed in the work plan were noted, tracked and completed in the 2024-2025 Business Plan.

Office of Equity, Diversity and Inclusion

Work Plan (September 2024 to August 2025)

Month	Event/Activity	Action Required	Type of Activity
Ongoing	Support Family Status/Religious Accommodation Requests	<ul style="list-style-type: none"> Following established policies and procedures, collaborate with Faculties and the Access and Support Centre (ASC) where required, to understand the request and facilitate accommodation(s), as necessary. Track requests. Refer students and employees to on- or off-campus resources, as required. 	<ul style="list-style-type: none"> Operations
Ongoing	Human Rights Concerns	<ul style="list-style-type: none"> Following established policies and procedures, collaborate with colleagues to understand the concern and make recommendations, where appropriate, to address the issue. Where a concern becomes an accommodation or a complaint, support the student or employee with next steps. Track concerns. Refer students and employees to on- or off-campus resources as required. 	<ul style="list-style-type: none"> Operations
Ongoing	Sexual Violence Disclosures	<ul style="list-style-type: none"> Collaborate with various departments and off campus resources as indicated to provide support and accommodation. Track disclosures (per the ADMIN-244 Sexual Violence policy and procedure). 	<ul style="list-style-type: none"> Operations
Ongoing	Provide consultation and support on Equity, Diversity, Inclusion, and Belonging, as well as the Ontario Human Rights Code and Sexual	<ul style="list-style-type: none"> Conduct any relevant research as required to offer evidence-based recommendations and best practices. 	<ul style="list-style-type: none"> Operations

	Violence, to Faculties and departments across the college		
Ongoing	Develop and deliver workshops, including evaluation where required.	<p>Delivered workshops include:</p> <ul style="list-style-type: none"> • August & October - Cultivating an Inclusive Learning Environment (faculty). • August & December - Equity and Inclusivity at Durham College (DC) (student, part of Start Strong) • September - Understanding Healthy Relationships and Sexual Violence Awareness (student, part of Consent Awareness Week) • November - Responding to Sexual Violence Disclosures (part of International Day for the Elimination of Violence Against Women) • November and March - Developing Inclusive Management Practices (managers) 	<ul style="list-style-type: none"> • Operations • Campus community education
Ongoing	Promoting Office of Equity, Diversity and Inclusion (OEDI) services and related policies	<ul style="list-style-type: none"> • Update OEDI promotional materials. • Prepared and delivered presentation, when requested. • Activities include: <ul style="list-style-type: none"> ○ Hosted a table at Get Involved Service Fairs ○ Presented to Journalism students ○ Presented to Financial Aid and Awards 	<ul style="list-style-type: none"> • Campus community education
Ongoing	Reactivate the EDI Committee	<ul style="list-style-type: none"> • Collaborate with co-chair and sponsors to draft new terms of reference. • Obtain approval from the Vice President, People, Equity and External Relations. 	<ul style="list-style-type: none"> • Operations
Ongoing	Review the Days of Awareness Calendar, develop content	<ul style="list-style-type: none"> • For each semester, identify resources and draft content. OEDI days and related content may be published on several channels, including but not limited to, DCs Important 	<ul style="list-style-type: none"> • Campus community education

		Dates Calendar, DC social media accounts, OEDI social media accounts, ICE and employee and student email. Engage with C+M as required.	
August	To support the Prep 1000 Course, deliver a student presentation titled: Understanding Healthy Relationships and Sexual Violence Awareness	<ul style="list-style-type: none"> • Create and deliver presentation. • Collaborate with Student Development team on logistics. 	<ul style="list-style-type: none"> • Communications • Campus community education
June - September	Launch a new, redeveloped OEDI website for fall 2024	<ul style="list-style-type: none"> • Develop project plan. • In collaboration with C+M, review current website, identifying new design, layout and content requirements. • Draft new content for website. • Launch new website. 	<ul style="list-style-type: none"> • Project • Campus community education
September	Recognize Consent Awareness Week (third week of September)	<ul style="list-style-type: none"> • Campus-wide communication. • Host a table in the Pit and launch a social media campaign. • Appearance on Wellpod. • Deliver workshop. 	<ul style="list-style-type: none"> • Communications • Campus community education • Event
September	Review and update Sexual Violence Policy and Procedure	<ul style="list-style-type: none"> • Consult with stakeholders and update policy and procedure. 	<ul style="list-style-type: none"> • Operations
September	Create Wearing of Kirpan Policy and Procedure	<ul style="list-style-type: none"> • Consult with stakeholders, including the Office of Campus Safety, and develop policy and procedure. 	<ul style="list-style-type: none"> • Operations
September -December	Present an overview of Bill 166 directive to the Board of Governors	<ul style="list-style-type: none"> • Review directive, draft summary and present to the Board of Governors. 	<ul style="list-style-type: none"> • Campus community education

September to February	Engage in DC's Strategic Planning process	<ul style="list-style-type: none"> • Director, Office of Equity, Diversity and Inclusion, participated as a member of the Strategic Plan Working Group. • Hosted two pop-up sessions. • Engaged members of the community in conversations about the DC and the new plan. • Participated in a visioning session. 	<ul style="list-style-type: none"> • Strategic direction
Monthly, September to March	Supported the "Let's Talk Sex" Series Workshop, facilitated by the AIDS Committee Durham Region in collaboration with Ontario Tech University and Trent University	<ul style="list-style-type: none"> • Facilitated DC student registration. 	<ul style="list-style-type: none"> • Campus community education
October	Update Sexual Violence 101 Video	<ul style="list-style-type: none"> • Collaborate with C+M to integrate updates into the existing video. 	<ul style="list-style-type: none"> • Operations
November	Recognize International Day for the Elimination of Violence Against Women (November 25)	<ul style="list-style-type: none"> • Campus-wide communication. • Promote external events. 	<ul style="list-style-type: none"> • Communications • Campus community education
December	Recognize National Day of Remembrance and Action on Violence Against Women (December 6)	<ul style="list-style-type: none"> • Campus-wide communication. • Hosted memorial ceremony at the Oshawa and Whitby campuses. 	<ul style="list-style-type: none"> • Communications • Event
December	Recognize International Human Rights Day (December 10)	<ul style="list-style-type: none"> • Campus-wide communication. • Arrange for guest speaker to deliver presentation "Human Rights in the 21st Century: Lessons from the Past and Actions for the Future". • Promote workshop to all employees. 	<ul style="list-style-type: none"> • Campus community education • Communications
January	Recognize International Holocaust Remembrance Day (January 27)	<ul style="list-style-type: none"> • Campus-wide communication. • Event planning in collaboration with community partner Chabad Jewish Centre of Durham 	<ul style="list-style-type: none"> • Communications • Event

		<p>Region on an appropriate and meaningful activity.</p> <ul style="list-style-type: none"> Hosted space on the day. 	
January	Recognize National Day of Remembrance of Quebec Mosque attack & Action against Islamophobia (January 29)	<ul style="list-style-type: none"> Campus-wide communication. Event planning in collaboration with DC Muslim Students Alliance & community partner Durham Islamic Centre on appropriate and meaningful activity. Hosted space in the Student Centre. 	<ul style="list-style-type: none"> Communications Event
February	Black History Month	<ul style="list-style-type: none"> Campus-wide communication. Develop Programming to support: Black Student & Employees <ul style="list-style-type: none"> Design, promote and facilitate focus groups looking at Black students' needs towards re-vitalizing the Black Student Success Network and an employee group geared toward starting an Employee Resource Group. Analyze themes from focus groups and prepare report, including recommended actions. 	<ul style="list-style-type: none"> Operations Event Communications Strategic direction
February	Focus group for 2SLGBTQQIA+ students and employees	<ul style="list-style-type: none"> To develop programming to support 2SLGBTQQIA+ students and employees, design, promote and facilitate focus groups looking at the unique needs of this group of individuals. Analyze themes from focus groups and prepare report, including recommended actions. 	<ul style="list-style-type: none"> Operations Event Strategic direction
March	International Women's Day (March 8)	<ul style="list-style-type: none"> Campus-wide communication. 	<ul style="list-style-type: none"> Communications

April	Office of Equity, Diversity and Inclusion (OEDI) Planning	<ul style="list-style-type: none"> • Strategic planning - determine enhanced vision, mission and scope of the office. • Operational planning - develop department workplan. • Develop Business Plan actions and measures. 	<ul style="list-style-type: none"> • Strategic direction • Operations
April & May	CYPHER & Empower Her Conference for Black youth in collaboration with DDSB	<ul style="list-style-type: none"> • Host events in collaboration Durham District School Board; Ontario Tech University and the Faculty of Science and Engineering Technology, C+M, ASC and Campus Health and Wellness Centre. 	<ul style="list-style-type: none"> • Event
May	Recognize Sexual Violence Remembrance Month (May)	<ul style="list-style-type: none"> • Campus-wide communications. 	<ul style="list-style-type: none"> • Communication
June	Recognize Pride Month (June)	<ul style="list-style-type: none"> • Campus-wide communications. • Flag raising. • Compile resources for the community and allies about events happening in the area. 	<ul style="list-style-type: none"> • Communication • Event • Campus community education
June	Develop and submit the Ontario Postsecondary Access and Inclusion Program (OPAIP) report on funding received.	<ul style="list-style-type: none"> • Collaborate with ASC, Student Development and Finance to draft the report and submit. 	<ul style="list-style-type: none"> • Operations

PRESIDENT'S UPDATE



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PRESIDENT'S OVERVIEW

The last couple of months have been particularly exciting with the official launch of Durham College's (DC) 2025-2030 Strategic Vision—a bold roadmap for the future that reflects our collective efforts and shared commitment to excellence. I am incredibly proud of this achievement and even more thrilled that we could unveil it at Lean into Green: DC Update and Employee Celebration, our annual all-employee event.

At this celebration, we recognized 98 employees for their years of dedicated full-time service, including a remarkable 45-year honouree. Additionally, we had the privilege of announcing and celebrating the nominees and recipients of our Employee Awards of Excellence, a recognition of the outstanding contributions our support staff, faculty, administrators and teams make every day.

The launch of our Vision is just the beginning. Implementation is already underway, with Faculties and departments identifying the initiatives they will pursue over the next year through Business Plan actions. This fall, we will continue to embed the Vision across all areas of the college, ensuring it becomes a meaningful and guiding framework for our future. Each of us plays a vital role

in shaping DC as a future-focused, sustainable, people-centred, and community-connected college. Understanding this responsibility is key to safeguarding our success.

One of our top priorities is enrolment, and we are making significant progress. Our spring 2025 enrolment is almost 110 per cent registered-to-budget, thanks to teams from across the college. Looking ahead to fall, our efforts are focused on converting confirmed students to paid. Work continues on our academic program review, as we seek to identify cost-saving opportunities through intake suspensions, where it makes sense to do so.

One of my favourite times of year is almost here—Spring Convocation. From June 16 to 19, we will be celebrating graduating students as they cross the stage at the Tribute Communities Centre. I'm looking forward to seeing you there.



Launching our Strategic Vision at Lean into Green: DC Update and Employee Celebration.

COLLEGE SECTOR AND GOVERNMENT RELATIONS UPDATES

DELEGATION TO CLARINGTON COUNCIL'S GOVERNANCE COMMITTEE – APRIL 7

Presented to Clarington Council's Governance Committee meeting, seeking and obtaining unanimous endorsement of a motion calling on the federal government to broaden its list of Post-Graduation Work Permit (PGWP)-eligible college programs for international students.

CALL WITH OSHAWA MPP JENNIFER FRENCH – APRIL 8

Provided background information to MPP French for a local media request regarding cuts to the college sector.

BREAKFAST WITH CLARINGTON MAYOR ADRIAN FOSTER – APRIL 11

Provided introductory remarks for Clarington Mayor Adrian Foster at the Garnet B. Rickard Recreation Complex in Bowmanville, as part of the Clarington Board of Trade's breakfast series. DC is a presenting sponsor for the speaker series and participation is part of our existing Chamber/Boards of Trade partnership.

MEETING WITH FEDERAL LIBERAL LEADER MARK CARNEY – APRIL 19

Briefed Federal Liberal Leader Mark Carney and two of his aides on the impacts to DC and the college sector due to restrictive changes with the International Student Program. Advocated for broadening the list of PGWP-eligible programs to support local business needs and a rehabilitation of the Canadian brand for excellence in college education.

WHITBY CHAMBER FEDERAL CANDIDATES' FORUM – APRIL 22

Executive Leadership Team (ELT) member Bonnie St. George attended the Whitby Chamber of Commerce's federal all-candidates' forum for the riding of Whitby. DC also submitted a question about the post-secondary sector's importance in local economic growth in advance of the forum.

STRATEGIC MANDATE AGREEMENT 2025-2030 (SMA4) – APRIL 28

Discussed the new SMA4 with Ministry of Colleges, Universities, Research Excellence and Security Assistant Deputy Minister Joshua Paul, Ministry staff and the ELT.

SENT CONGRATULATIONS TO ALL FEDERAL CANDIDATES ELECTED IN DURHAM REGION – APRIL 30

Wrote to all winning candidates in the Durham Region for the March 28 federal election, congratulating them on their success and inviting them to visit campus, to promote awareness of post-secondary issues and contributions to the local economy.

WHITBY MAYOR ROY'S STATE OF THE MUNICIPALITY PRESENTATION – MAY 1

ELT member Bonnie St. George attended Mayor Roy's State of the Municipality update at Whitby Town Hall. The update addressed key local issues including health care, business development, trade tariffs and the launch of the Town's Strategic Plan.

COMMITTEE OF PRESIDENTS' (COP) STATUS OF BARGAINING MEETING – MAY 5

Attended an update on management strategy for part-time support staff bargaining, with the Presidents of the other public colleges.

COLLEGES AND INSTITUTES CANADA (CICAN) TOWNHALL ON INTERNATIONAL STUDENT PROGRAM REFORMS – MAY 12

DC staff participated in a briefing on operational reforms to the International Student Program, provided by the sector's federal advocacy body CICan. Information focused on study permit processing times and expectations for any changes in approach with the appointment of a new Cabinet.

CONGRATULATIONS SENT TO MINISTER DIAB ON HER CABINET APPOINTMENT – MAY 14

Wrote to newly appointed Immigration, Refugees and Citizenship Canada (IRCC) Minister Lena Metlege Diab, congratulating her on her new Cabinet role. Minister Diab represents Halifax West, and this is her first federal Cabinet appointment. She was formerly the provincial Minister of Immigration in Nova Scotia.

PRE-BUDGET LOCK-UP FOR PROVINCIAL BUDGET ANNOUNCEMENT – MAY 15

ELT member Bonnie St. George attended the embargoed pre-budget lock-up for Ontario's Provincial Budget announcement. Key priorities included investments in nuclear power, pipelines, manufacturing and critical minerals, as well as job protection from the impacts of tariffs by the United States. The budget also included \$207M over three years, starting in 2025-2026, for the Ontario Research Fund-Research Infrastructure initiative, to support colleges, universities and research hospitals in global research and development.

IN THE COMMUNITY

DURHAM COLLEGE INDIGENOUS EDUCATION CIRCLE – APRIL 2

Participated in Durham College's Indigenous Education Circle, where the group heard about what has been happening in the First Peoples Indigenous Centre and received Indigenization Council highlights.

FIRST ROBOTICS CANADA – APRIL 4

On behalf of DC, received the Educational Partner Award from FIRST Robotics Canada, which was presented at the Provincial Championship held in Mississauga. The college has been hosting FIRST events for 15 years.

POWERING-UP ONTARIO EVENT – APRIL 10

Attended the Powering-Up Ontario event where Nicolle Butcher, President and CEO of Ontario Power Generation, discussed plans to help grow Ontario's economy and energy sector supply chains through first-of-a-kind technologies, new generation developments, and one of the nation's largest refurbishment programs.

JOINT ADVOCACY MEETING WITH UNION LEADERS – MAY 23

Meeting between management, and Presidents of the academic, support staff and student unions to discuss joint advocacy opportunities in support of long-term, sustainable funding.

COMMITTEE OF PRESIDENTS (COP) – MAY 26 TO 27

Attended COP with the Presidents of other public colleges. Agenda highlights included a financial outlook for the sector for spring 2025 and program suspensions, an opportunity to endorse a proposal for higher education cybersecurity funding, an update on the three-year Primary Care Paramedic program, progress details on the nursing program transformation initiative, and an advocacy update, shifting the focus of efforts to explicitly align with provincial priorities.

OPENING OF HMCS YORK'S OSHAWA DETACHMENT – APRIL 11

Attended the Official Naval Mess Dinner celebrating the opening of HMCS York's Oshawa Detachment. This new Detachment reflects the Canadian Armed Forces' commitment to enhancing their presence and operations in the Durham Region, and dedication to fostering stronger ties with the community.

APPRENTICESHIP CELEBRATIONS – APRIL 16 AND MAY 6

Delivered remarks at two apprenticeship graduation celebrations. On April 16, we honoured Hoisting Engineer: Mobile Crane Operator and Elevating Devices Mechanic graduates, and on May 6, we celebrated Plumbing and Automotive Service Technician graduates.

PRESENTED THE GLENN CROMBIE AWARD – APRIL 29

Presentation of the Glenn Crombie Award, awarded by the College Committee on Disability Issues to a deserving DC student. This acknowledgement is given annually to a student who has made an outstanding contribution to students with disabilities in the Ontario College System.

OSHAWA-PARKWOOD ROTARY MEETING – APRIL 29

Presented to Oshawa-Parkwood Rotary Club, providing DC updates and thanking Rotary for their support.

AI IN ACTION – MAY 1

Delivered welcome remarks for the AI in Action conference, which was aimed at helping small- to medium-sized organizations harness the power of artificial intelligence for real business impact.

DURHAM COLLEGE RETIREES' ASSOCIATION ANNUAL GENERAL MEETING – MAY 22

Delivered remarks providing updates, as well as presented a donation to the association.

BARRETT FAMILY FOUNDATION PARTNER DAY – MAY 27 AND 28

Attended the Barrett Family Foundation Partner Day in Ottawa. Supported Kelly O'Brien, Associate Dean, Faculty of Hospitality and Horticultural Science and Carey Yeoman, Barrett Centre Partnership Manager, as they provided updates on DC's successes through the Barrett Centre of Innovation in Sustainable Urban Agriculture.

2025 ACCESSIBILITY AWARDS – MAY 29

Attended this annual event, which recognizes champions in accessibility, held at the Abilities Centre in Whitby, and met with other accessibility champions, community builders, politicians, researchers, media, philanthropists, and celebrities.



We welcomed DC employees, students and members of the community to AI in Action.

COLLEGE HIGHLIGHTS

On April 1 and 3, we hosted four **Town Halls** for employees to ensure continued dialogue surrounding Durham College's financial position and enrolment challenges. These Town Halls were an opportunity for the Executive Leadership Team (ELT) to share updates, foster transparency, and answer employees' questions about our current situation and the steps we're taking to move forward.

On April 11, DC hosted the **GSO FLCA Showcase and Recognition event**, highlighting the achievements of its Faculty-led Classroom Abroad (FLCA) @Home and Away programs. Held in Centre for Innovation and Research, the event marked the conclusion of the four-year Global Skills Opportunity (GSO) project. The showcase featured student and faculty projects developed through international experiential learning opportunities. It also recognized GSO alumni for their contributions to advancing global learning at the college. The event served as a reflection on the impact of the FLCA initiative, emphasizing the value of immersive learning experiences for students, faculty, partners, and the communities involved.

On May 1, the Centre for Teaching and Learning hosted **Spring Academic PD Day** in the Rotary Global Classroom. The event welcomed more than 170 registrants, including both faculty and employees from across various departments for a day of collaboration and engagement. Participants heard from keynote speaker Lauren Waldman, The Learning Pirate, who also led a workshop focusing on designing learning for the brain, highlighting neuroscience principles to enhance learning design and effectiveness.

We hosted our two largest recruitment events – **Spring Open House** in April and **Program Information Nights** in May – welcoming thousands of prospective students and their families to explore DC's campuses, classrooms, labs, and shops. These events are important opportunities

for future students and applicants to experience what DC has to offer and connect with the welcoming, passionate, and knowledgeable people who make our community so special. These meaningful conversations, participation in demonstrations, and tours all play a major role in encouraging students to choose DC for their education.

We hosted our annual all-employee event **Lean into Green: DC Update and Employee Celebration**. It was a privilege to officially launch our new Strategic Vision to employees which reflects our values, priorities, and the collective ambition we share for the future of DC. We were also proud to recognize many of our colleagues today for their outstanding contributions, including the nominees and recipients of our Employee Awards of Excellence and those marking significant service milestones.

We hosted a number of elementary and secondary school students to our campuses recently. The **Young Women in Science, Technology and Trades conference** welcomed Grades 7 and 8 girls from several regional school boards over two days of exploration and inspiration that connected them with careers in science, technology and skilled trades. In partnership with the Durham District School Board, we welcomed hundreds of students to **Cypher: Black Male Empowerment Conference** and **EmpowerHer: Black Female Empowerment Conference**. These conferences are designed to expose young Black male and female students to the breadth of career and educational opportunities and supports they have at their fingertips and combat anti-Black racism within the education system.

Left: Participants at the Young Women in Science, Technology and Trades event.

Right: Students at Cypher: Black Male Empowerment Conference.





Emma Whiteye standing with her art at the Oshawa campus.

STUDENT SPOTLIGHTS

INDIGENOUS ARTIST SHARES MEANINGFUL ART WITH DURHAM COLLEGE

Artistic expression has always been a passion for Emma Whiteye, and her creativity is leaving a mark outside of the classroom.

The [Fine Arts – Advanced](#) student and proud member of Walpole Island First Nation arrived at Durham College (DC) last fall. Having worked in a variety of artistic disciplines since childhood, she has spent her first year in the program honing and developing her already impressive skills.

“I like all the arts,” she said. “It’s fun to try something new for each little thing.”

When an assignment tasked her with producing a scroll-style painting, she decided to create a painted representation of the 13 Moons, a teaching from Anishinaabe tradition. Each of the moons represents a new teaching, a change in nature and a cultural tradition.

After working hard for two weeks, she completed a beautiful piece that caught the eye of Dr. Kayla Murphy, Director of Indigenous Initiatives at DC.

It impressed DC leadership as well and now reproductions of the artwork are displayed at both the Oshawa and Whitby campuses.

“I was shocked. I couldn’t believe it,” she said of learning her piece would be hung on the walls for all to see. “I’m really excited that it’s there.”

With the art now unveiled, Dr. Murphy, also a member of Walpole Island First Nation, is pleased to see a profound interpretation of Indigenous teachings featured so prominently on campus.

“It’s important to see that reflection of self and voice, and to have that representation within the institutions where students can see themselves within academia,” said Dr. Murphy.

While everyone at DC can appreciate the art for its colour and craft, Whiteye is confident that her fellow Indigenous students will find particular meaning in it.

“Even if they know nothing about the 13 Moons, they’ll see it and be like, ‘that’s part of my culture,’” said Whiteye. “It’s just something new that they can learn.”

The artwork is on display in Oshawa’s Gordon Willey Building, South Wing across from the Learning Commons, and in the main entrance of Whitby’s Don Lovisa Building.



Ritika, a student in the Developmental Services Worker program.

STUDENT'S CAREER PATH ILLUMINATED BY WORK-INTEGRATED LEARNING

By combining her passion for helping people with her commitment to learning, [Developmental Services Worker](#) student Ritika turned a field placement into a life changing experience.

The international student from India embraced her Durham College (DC) program's opportunities for work-integrated learning, including a 260-hour full-time position in a group home from October to December. There she worked with four clients, including a non-verbal individual. Faced with the unique challenge of supporting someone who couldn't speak to her, she decided to learn American Sign Language (ASL). She even created a video to help staff and residents learn basic ASL signs, which became an invaluable resource for improving communication in the home.

"It allowed me to connect with him in a meaningful way, and it inspired me to keep on learning, improving and advocating for inclusion and better communication methods for individuals with disabilities," said Ritika.

She also completed a 98-hour field placement with Community Living Ajax-Pickering & Whitby in early 2024, providing support to individuals with developmental disabilities, helping them with arts and crafts, cooking and recreational activities.

In addition to setting her up for career success, her fine work during her field placements has gained her national

recognition. She was nominated for the Co-operative Education and Work-Integrated Learning (CEWIL) Canada and Emery-Dufault Student of the Year Awards for 2024, and was one of only four recipients of an Honourable Mention.

"This recognition means a lot to me, because it acknowledges all the hard work, dedication and passion I have put into my learning and placements," she said. "This award is not just about me. It also reflects the support and guidance I received from my professors, my mentors and placement supervisors who helped me grow along the way."

She is now completing her third placement, this time at St. Hedwig Catholic School in Oshawa. There, she works closely with children who need assistance with their daily activities.

"These learning opportunities have been extremely valuable. I've gained real world experience that a classroom alone could never provide," she said. "I now feel more prepared, motivated and ready to make a difference."

Her work-integrated learning experiences have reaffirmed her commitment to a career in the developmental services field. After two years at DC, she's ready to graduate this spring and launch that career.

"I'm excited for the future and the opportunities ahead. DC has given me skills, confidence and memories that I will carry with me forever."

