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, December 10, 2025

Time: 6:00 p.m.

Location: Oshawa Campus, DC Boardroom, A144

Timing	Item		Page No.
6:00 p.m. to 6:02 p.m.	1.	**Call to Order**	
6:02 p.m. to 6:07 p.m.	2.	**Land Acknowledgement – Governor Wilson**	
6:07 p.m. to 6:09 p.m.	3.	**Conflict of Interest Declarations**	
	4.	**Presentations**	
6:09 p.m. to 6:24 p.m.	4.1	CICan's Gold Recipient of the Leadership Excellence Award for Students, Abigail Ansell, to share her Durham College journey and the impact of getting involved in college life	
6:24 p.m. to 6:34 p.m.	4.2	Equipped Campaign: Supporting Future-Focused Growth at Durham College – A. Sully, AVP, Office of Advancement and Alumni Relations	
6:34 p.m. to 6:39 p.m.	5.	**Consent Agenda**	1 to 11

Recommendation

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

5.1 Approval of the Public Session Agenda – December 10, 2025

Recommendation
That the public agenda for the December 10, 2025 meeting of the Board of Governors be approved as presented.

DURHAM COLLEGE
SUCCESS MATTERS

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Timing	Item		Page No.

5.2 Approval of Public Minutes from the Board of Governors Meeting of October 8, 2025

<u>Recommendation</u>
That the public minutes from the October 8, 2025 meeting of the Board of Governors be approved as presented.

5.3 Report of the Governance Review Committee – November 3, 2025

<u>Recommendation</u>
That the November 3, 2025 report of the Governance Review Committee be received for information and the following resolutions be approved:

1. That the proposed edits to Board policy: Student, Employee, Client and Visitor Treatment be approved as amended; and,

2. That the proposed edits to Board policy: Code of Conduct be approved as amended.

6:39 p.m. to 6:44 p.m. **6. Report of the Board Chair**

6:44 p.m. to 6:45 p.m. **7. Co-Populous Governors' Report**

8. Decision Items

6:45 p.m. to 6:55 p.m. 8.1 Proposed Updates to the College's Sexual Violence and Response Policy – S. Goddard-Durant 12 to 39

<u>Recommendation</u>

It is recommended to the Durham College Board of Governors:

That based on BOG-2025-87, the proposed changes to the College's policy: Sexual Violence and Response be approved as presented.

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Public Meeting of the Board of Governors
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Timing	Item		Page No.
6:55 p.m. to 7:05 p.m.	8.2	New Program of Instruction: Leadership Sustainable Development Local College Certificate – J. Choi and T. Clerac Recommendation It is recommended to the Durham College Board of Governors: That based on Report BOG-2025-101, the Leadership for Sustainable Development Local College Certificate program be approved.	40 to 58
7:05 p.m. to 7:15 p.m.	8.3	Major Program Change – Program Title Change for the Library Technician Ontario College Diploma – J. Choi Recommendation It is recommended to the Durham College Board of Governors: That based on BOG-2025-88, the program title for the Library Technician Ontario College Diploma program offered through the Centre for Professional and Part-Time Learning be changed to the Library and Information Technician Ontario College Diploma program.	59 to 61
7:15 p.m. to 7:25 p.m.	8.4	Permanent Program Suspensions – J. Choi Recommendation It is recommended to the Durham College Board of Governors: That based on BOG-2025-89, the following programs be permanently suspended effective Fall 2025: • Accounting and Payroll, Ontario College Diploma (MTCU 50104, APS DURH1231), Faculty of Business and IT	62 to 65

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Timing	Item		Page No.

- Golf Facility Operations Management, Ontario College Diploma (MTCU 52220, APS DURH1211), Faculty of Business and IT

- Insurance, Ontario College Diploma (MTCU 52803, APS DURH1233), Faculty of Business and IT Management

- Food and Beverage Management, Ontario College Diploma (MTCU 53201, APS DURH1058), Faculty of Hospitality and Horticultural Science

- Business Administration, Ontario College Advanced Diploma (MTCU 60200, APS DURH1003), Faculty of Business and IT

Timing	Item		Page No.
	9.	**Discussion Items**	
7:25 p.m. to 7:35 p.m.	9.1	Update on the College's Social Commitments – J. Choi and T. MacDonald	66 to 81
7:35 p.m. to 7:40 p.m.	**10.**	**Information Items**	
	10.1	President's Update – December 2025	82 to 97
	10.2	Proposed Changes to the Durham College Foundation	98 to 100
	10.3	Update on Mental Health Action Plan	101 to 103
.	10.4	Harassment and Discrimination Prevention and Response Policy Annual Report	104 to 119
	10.5	Office of Research Services, Innovation and Entrepreneurship Annual Report for 2024-2025	120 to 149

Durham College of Applied Arts and Technology
Public Meeting of the Board of Governors
AGENDA

Timing	Item		Page No.
7:40 p.m. to 7:45 p.m.	**11.**	**Upcoming Events**	
		• Learn More Series: Understanding how OntarioLearn and Apprenticeship Works – December 15, 2025 at 5:00 p.m. – MS Teams • Holiday Closure – December 24 to January 2	
7:45 p.m. to 8:00 p.m.	**12.**	**Move to In-Camera Session**	
9:10 p.m. (approx.)	**13.**	**Adjournment**	

DURHAM COLLEGE
SUCCESS MATTERS

BOARD OF GOVERNORS' NORMS STATEMENTS

These norms outline our shared expectations for how we work together—supporting respectful communication, effective decision-making, and strong governance. They reflect our collective commitment to collaboration, professionalism, and accountability in all Board activities.

1 We act in the best interest of the College, considering matters through a broader lens than our own.

2 We build trust by valuing and respecting the expertise, perspectives and time of all Governors and the Executive Leadership Team.

» We challenge ideas not people.

» We engage in challenge with civility and candour.

3 We encourage contributions from all Governors at every meeting.

4 We support Governors asking strategic questions during a meeting and/or submitting questions in advance. This will promote an efficient use of time and ensure appropriate information is provided. When a response to a question is answered outside of a meeting, the response will be shared with all Governors to ensure equal access to information.

» When questions are posed, we are empowered to ask about the strategic intent of the question, narrow the scope if necessary, and re-direct the question if it's operational.

5 If we feel more discussion is needed on a particular topic, we can express that view. Before making a decision, we should ensure all relevant alternatives have been explored, where appropriate. As a collective, we will decide if additional conversation is needed and determine how and when it will occur.

6 While informal discussions are welcome between meetings, we are encouraged to share our perspectives at the board table. Significant issues or concerns should be raised during formal Board meetings, rather than in off-line settings. Off-line conversations about Board work are most productive when:

» The intent is to seek clarifying information or better understand a perspective;

» The nature of the conversation is shared with the Board Chair or Vice Chair so the entire Board can have access to the information. An update will be provided at the next Board meeting; and,

» They do not compromise a culture of collegiality.

7 We are accountable for our learning journeys and are encouraged to be life-long learners by participating in Good Governance training, the Board's Learn More Series, sub-committees and College events, upon invitation.

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

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, October 8, 2025

Time: 5:15 p.m.

Location: Virtual Meeting, MS Teams

Members Present:
Lisa Allen
Megan Bent
Melissa Bosomworth
Jim Brown
Alison Burgess
Jeff Dornan
John Ecker
Rhonda Jessup
Ian Murray
Jerry Ouellette
Elaine Popp
Peter Pryce
Kwende Thomas
Nathan Wilson

Regrets:
Brandon Bird
Kelly Doyle
Dwight Townsend

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

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1. **Call to Order**

   The Chair declared the meeting properly constituted and with quorum present, the meeting was called to order at 5:15 p.m.

   The Chair acknowledged the following guests would be in attendance at the meeting: Katherine Carre, Partner, Borden Ladner Gervais, Debby Allbon, Director, Enterprise Systems (formerly the Director, Strategic Reporting in the Office of the President); Christy McMillan, Director, Human Resources, Dr. Sadie Goddard-Durant, Director, Office of Equity, Diversity and Inclusion, and Ariel Sully, Associate Vice President, Advancement and Alumni Relations.

2. **Land Acknowledgement**

   Governor Ecker offered the land acknowledgement and recognized staff for the National Day of Truth and Reconciliation event held on campus on September 30, 2025.

3. **Conflict of Interest Declarations**

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

4. **Presentations**

   4.1   Review of Governance Best Practices and Fiduciary Duties

   K. Carre, Borden Ladner Gervais presented an overview of governance best practices and the Board's fiduciary duties.

   The Board questioned K. Carre regarding the use of the consent agenda, how dissent would be captured in the minutes, and whether it was appropriate to talk to former Governors to get a historical perspective on Board decisions. In response to questions, K. Carre clarified that a Governor's duty respecting confidentiality does not end when their term on the Board concludes.

   4.2   Video: A Lesson in Resilience

   The Board watched the video: A Lesson in Resilience featured at the recent Academic Kick Off event.

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4.3   Reintroduction of Board Norms and Expectations for the 2025-2026 Board Year

The Chair provided overarching remarks about the 2025-2026 Board year, emphasizing expectations related to governance, collaboration, and the exchange of constructive feedback. The Chair revisited the Board's norms, which were co-created during the February 2026 retreat, and referenced resources developed to keep the norms top of mind.

5.   Consent Agenda

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

5.1   Approval of the Public Session Agenda – October 8, 2025

That the public agenda for the October 8, 2025 meeting of the Board of Governors be approved as presented.

5.2   Approval of Public Minutes from the Board of Governors Meeting of June 11, 2025

That the public minutes from the June 11, 2025 meeting of the Board of Governors be approved as presented.

5.3   Report of the Governance Review Committee – September 15, 2025

That the September 15, 2025 report of the Governance Review Committee be received for information and all actions be confirmed.

5.4   Contract Addendum between Durham College and the Province of Newfoundland for Administration of Online Exams

That the addendum for a two-year extension to the contract with the Minister for Digital Government and Service and the Minister for Intergovernmental Affairs, Newfoundland for the administration of online Life License Qualification Program exams be approved and executed.

Agenda Page 3

6. Report of the Board Chair

The Chair reported on the following items:

- The Ministry Governance Review Consultation that took place over the summer with Presidents, Board Chairs and Vice Chairs. To date, the College has not received a report on the outcome of the consultation; however, it will be shared once received.

  o As part of this discussion, the President spoke about the consultation session she attended where best practices were shared and questions were asked about things such as role clarity, oversight mechanisms, onboarding and training, composition and evaluation of College Boards.

- On recent College events she attended including the Academic Kick Off, Durham College Alumni Association Annual General Meeting, Hail and Farewell event, apprenticeship celebrations, and Day for National Truth and Reconciliation.

  o As part of this item, Governor Wilson remarked about the Durham College Alumni Association Annual General Meeting and the opportunity to engage with alumni and former student Governors at a fun and engaging event. Further, the Chair provided an update on a session held on September 25, 2025 with Catherine Rasso providing specific training on meeting facilitation and meeting management techniques for Governors who were interested in attending.

- Governors were reminded if they haven't already done so to complete and submit the annual leadership agreement and Ministry conflict of interest declaration.

- That A. Robinson, a work study student in the Office of the President may reach out over the coming months to connect with Governors who are interested in being interviewed for a mini profile that would be featured in the College's weekly employee newsletter.

- That as part of the report of the Governance Review Committee that was passed in the consent agenda, moving forward all feedback received from the Board meeting evaluation form would be posted to the Board portal. Governors should be aware that their names will be attributed to comments submitted and the raw feedback will be visible for all Governors to review.

7.   Co-Populous Governors' Report

There was no co-populous governors report.

8.   Decision Items

There were no decision items.

9.   Discussion Items

9.1   Sexual Violence and Harassment Action Plan Annual Report

The Board received a report from the Director, Office of Equity, Diversity and Inclusion presenting the annual Sexual Violence and Harassment Action Plan report. As part of the report, the Director, Office of Equity, Diversity and Inclusion overviewed various prevention and education initiatives, the number/types of sexual violence complaints and disclosures for the 2024-2025 reporting year, supports available, future updates to the Sexual Violence policy, and education and prevention priorities for the 2025-2026 year.

The Board questioned the Director, Office of Equity, Diversity and Inclusion about trending related to complaints and disclosures, whether students are asked to provide feedback on the supports received to improve the program, and about the Sexual Violence First Aid Program.

9.2   First Update on the 2025-2026 Business Plan

The Board received a report from the Director, Enterprise Systems providing the first update on the 2025-2026 Business Plan. As part of the report, the Director, Enterprise Systems provided the context for the plan, reviewed the reporting timelines, and spoke to the progress to date in achieving the 102 enabling actions outlined in the plan.

9.3   Domestic and International Day 10 Enrolment Update: Fall 2025

The Board received a report from the Associate Vice President, Enrolment and International Education presenting the Day 10 domestic and international enrolment numbers. As part of the report, the Associate Vice President, Enrolment and International Education advised that Day 10 total enrolment was estimated at 11,454 (100.1% of budget), comprised of 6,000 new students and 5,454 returning students. Of the total enrolment reported, 9805 students were domestic and 1649 were international. The College's domestic numbers this fall were the highest ever recorded because of the collective efforts of the recruitment and admissions teams.

The Board questioned the Associate Vice President, Enrolment and International Education about whether the College tracked where domestic applicants were coming from and if they were applying to specific programs.

10.   Information Items

The following items were presented for information only:

10.1   Program Advisory Committee Semi-Annual Report (October 2025)

10.2   Campus Master Plan Consultation Framework

10.3   President's Update – October 2025

11.   Upcoming Events

The Chair drew attention to the following events:

- The ORSIE Impact Expo scheduled for October 24, 2025 that was cancelled

- Upcoming apprenticeship graduation ceremonies at the Whitby Campus. Governors who wish to attend must let the Office of the President know to coordinate attendance as numbers need to be managed for these ceremonies.
    - October 14, 2025 at 1:00 p.m. (Plumbing and Steamfitter apprentices)
    - November 18, 2025 at 1:00 p.m. (Electrical apprentices)
    - February 17, 2026 at 1:00 p.m. (Plumbing apprentices)
    - March 10, 2026 at 1:00 p.m. (Electrical apprentices)
    - April 14, 2026 at 1:00 p.m. (Elevating Devices/Mobile Crane apprentices)
    - April 23, 2026 at 1:00 p.m. (Automotive and Electrical apprentices)
    - May 12, 2026 at 1:00 p.m. (Industrial Millwright Mechanic apprentices)

12.   Move to In-Camera Session

By-law No. 1 provides for the Board to move in-camera to discuss items confidential to the College.

Moved by Governor Pryce
Seconded by Governor Bosomworth
"That the Durham College Board of Governors move in-camera after a 10-minute recess." CARRIED

The Board recessed at 7:17 p.m. and moved in-camera at 7:25 p.m.

During the in-camera session, the Board discussed recommendations from its Standing Committees, federal government policy changes, and labour relations issues.

13.   Adjournment

With no further business, the meeting adjourned at 9:04 p.m.

PUBLIC REPORT OF THE GOVERNANCE REVIEW COMMITTEE

TO THE DURHAM COLLEGE BOARD OF GOVERNORS FOR CONSIDERATION AT ITS PUBLIC MEETING HELD ON DECEMBER 10, 2025

BACKGROUND

The Governance Review Committee met via videoconference on November 3, 2025.

SUMMARY

1. **Approval of Previous Minutes – September 15, 2025**

   The Committee reviewed and approved its minutes from the September 15, 2025, Governance Review Committee meeting.

2. **Board Policy for Review: Student, Employee, Client and Visitor Treatment**

   The Committee received a report from the President outlining proposed changes to Board policy: Student, Employee, Client and Visitor Treatment. One minor amendment was brought forward to change the term Good Faith Reporting to Good Faith Disclosure to align with the policy title.

   A discussion ensued about the proposed policy changes and the defined term College Community Members. Further, the Committee requested a series of amendments to the policy, including ensuring the term 'College Community' is capitalized throughout, striking the word 'be' from Policy Statement 1.1 and the word 'vision' from Policy Statement 1.3 a), and correcting a spelling error in Policy Statement 1.3 c).

   It is recommended that the following resolution be passed.

   RESOLVED:

   That the proposed edits to Board policy: Student, Employee, Client and Visitor Treatment be approved as amended.

3.   Board Policy for Review: Governor Code of Conduct

The Committee received a report from the President outlining proposed changes to Board policy: Governor Code of Conduct following a review of best practices and recommendations from Borden Ladner Gervais as it relates to a process for referring matters of a perceived breach of fiduciary duty.

The Committee questioned the President regarding how the duty of confidentiality would be enforced once an individual no longer has association with the College. In response to questions, Governor Thomas advised that it would be enforced through various legal mechanisms, such as a cease-and-desist letter or a civil proceeding.

After reviewing the proposed changes, the Committee requested the following amendment to the policy for clarity:

- Inserting the words 'and in each case' with notice to the President in Policy Statement 1.4.1

It is recommended that the following resolution be passed.

RESOLVED:

That the proposed edits to Board policy: Code of Conduct be approved as amended.

4.   Identification of Priority Actions from 2024-2025 Board Evaluation Survey

The Committee engaged in a detailed review of the 2024–2025 Board Evaluation Survey results, focusing on themes and items that may require prioritization or action. Each member shared their personal observations, and several areas were identified as scoring lower or showing greater variation. These included: evaluating performance and supporting continuous improvement; participating in College events and activities; distinguishing between strategic and operational roles; and fostering open dialogue, particularly around listening to differing views and feeling comfortable sharing minority perspectives.

The Committee discussed strategies to address these areas and noted that some measures were already in place. These included updates to the Board's evaluation process and the inclusion of relevant topics in the upcoming Board retreat.

5. Board of Governors Retreat (February 2026)

The Committee discussed the logistics of the upcoming Board retreat and considering the College's current fiscal constraints, reached consensus that the retreat would be held on campus as a one-day event.

A sample agenda was presented, outlining potential discussion topics aligned with the four strategic pillars of the College's newly adopted strategic vision.

After a thorough review, the Committee agreed to proceed with a refined set of sessions and tasked management with reorganizing the agenda and flushing out the session content. The selected topics include: a professional development session titled *The Art of Asking Questions and Staying Strategic*, supporting the People-Centred goal; a discussion on the Board's integrated risk management policy, including risk appetites and the strategic opportunities associated with risk, aligned with the Sustainable goal; a keynote address by Ken Steele on emerging trends in post-secondary education with an emphasis on Board leadership, reflecting the Future-Focused goal; and a panel discussion exploring research, community partnerships, and artificial intelligence, in support of the Community Connected goal.

6. Potential Merger of the Governance Review and Nominating Committees for the 2026-2027 Board Year

The Committee reviewed a proposal from the President recommending a potential merger of the Governance Review and Nominating Committees, effective for the 2026–2027 Board year. The proposal outlined the rationale for the merger, along with associated risks and opportunities, and identified key structural changes that would be required. These included expanding the membership of the remaining committees to support balanced participation and considerations related to the size of the Executive Committee.

During the discussion, Committee members raised additional considerations, such as the possibility of establishing a new committee or introducing a second Vice Chair position to strengthen the composition and functionality of the Executive Committee.

At the conclusion of the discussion, the Committee expressed broad support for the proposed merger, subject to further consultation with the Board.

7. **Governor Engagement in College Events and Potential New Policy**

As a follow up to a discussion that occurred at the September Governance Review Committee meeting, the Committee talked about the Board's role in attending events, acting as ambassadors, and leveraging Governors' skills and connections to help advance the College. The Committee agreed that a new policy was not required but asked the President to give more consideration to which types of events the Board could be invited to – examples included things such as community galas and government announcements.

Respectfully submitted,
Kwende Thomas, 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.

Durham College Policy and Procedure

TYPE:	Administrative
TITLE:	Sexual Violence Prevention & Response
NO.:	ADMIN-244
RESPONSIBILITY:	Associate Vice-President, Human Resources and Equity
APPROVED BY:	Durham College Leadership Team
EFFECTIVE DATE:	December 2025

1. Introduction

1.1. This policy and procedure align with the Sexual Assault and Sexual Violence protocol developed by colleges across Ontario and has been adapted to coordinate effectively with Durham College policies and procedures.

1.2. College community members alleged to have been responsible for Sexual Violence may have their conduct reviewed under the College's policies and procedures and/or the criminal justice system.

1.3. The College also recognizes the need for proactive measures, which include education, training and prevention programs as well as practices that support dialogue, early intervention and de-escalation. As such this policy and procedure outlines focus for capacity building in addition to providing a process to receive, review and address concerns brought forward by members of our community, including an informal resolution process.

1.4. This policy and procedure will be reviewed and updated every three (3) years; revisions may occur before the review date to reflect institutional changes or amendments to relevant legislation and or Canadian laws. A review of this policy includes input from students and/or student survivors, Student Governors and both campus and community partners who champion and provide support services to survivors of Sexual Violence.

2. Purpose

The purpose of the Sexual Violence policy and procedure is to communicate that all members of the College community have a right to work and study in an environment that is free from any form of Sexual Violence.

This policy and procedure also guide how Sexual Violence and rape culture are addressed through survivor support, awareness, education, training and prevention programs; the appropriate handling and documentation of complaints and disclosures of Sexual Violence incidents; and fostering and promoting a culture of consent.

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These documents ensure that the College has a process of investigation that:

    a. Protects the rights of individuals;

    b. Facilitates an environment in which individuals of all genders who are affected by Sexual Violence are believed and their rights respected; and

    c. Holds individuals who are found to have committed an act of Sexual Violence accountable through a process that ensures procedural fairness.

3. Definitions

Refer to Appendix at the end of this policy.

4. Policy Statements and Commitments

Sexual Violence is not acceptable and will not be tolerated. To ensure that our campus is a positive space for our community members to learn, work, and express themselves in an environment free from all forms of Sexual Violence we are committed to:

    a. Assisting those who report Sexual Violence and/or other forms of Gender-based Violence by providing detailed information and support, including provision of and/or referral to counselling and medical care, and appropriate academic and other accommodations;

    b. Ensuring that those who disclose that they have been affected by Sexual Violence and/or other forms of Gender-based Violence are believed, and that their safety and their right to dignity and respect is protected throughout the process of disclosure, investigation, and institutional response;

    c. Treating survivors who disclose Sexual Violence and/or other forms of Gender-based Violence with compassion, recognizing that they have agency over their own best interests;

    d. Recognizing that Sexual Violence disproportionately affects Indigenous persons and equity-deserving groups, and committing to an intersectional approach that considers how overlapping identities may shape individual's experiences and access to support;

    e. Addressing harmful attitudes and behaviors (e.g. adhering to myths of Sexual Violence) which will have the person who has been affected by Sexual Violence feel they are somehow to blame for what happened;

f. Ensuring that on-campus (internal) investigation procedures are available in the case of Sexual Violence and are conducted respecting the survivor, even when the survivor who may choose not to participate or make a report to the police;

g. Engaging in appropriate procedures for investigation and adjudication of a complaint which are in accordance with the College policies and standards, and that ensure fairness and due process;

h. Ensuring that the coordination and communication among the various departments, which are most likely to be involved in the response to Sexual Violence on campus, are treated confidentially;

i. Engaging in public education and prevention activities that include campaigns, training sessions, workshops, print and online resources, programs and events on a variety of topics related to Sexual Violence prevention and how-to disclose;

j. Providing appropriate, intersectional, trauma-informed, and culturally responsive information, education, and training to the College community about topics such as rape culture, consent, sexual assault awareness, how to seek support, resources for survivors, and tools for responding to disclosures;

k. Contributing to the creation of a campus atmosphere in which Sexual Violence is not tolerated; and

l. Monitoring and updating our policies and procedures to ensure that they remain effective and in line with other existing policies and best practices.

4.1. Application and Scope

4.1.1. This policy and procedure apply to all members of the College community including <u>students</u>, <u>employees</u>, governors, contractors and suppliers of service, individuals who are directly connected to any College initiatives, volunteers, and visitors.

4.1.2. The formal <u>complaint</u> reporting process and procedure outlined in this policy apply to all incidents in which the <u>Complainant</u> is/was a student at the time of the alleged incident and the Respondent is/was a member of the College community at the time of the alleged incident, irrespective of whether it is alleged to have taken place in person or online.

4.1.3. Those affected by Sexual Violence and/or Gender-based Violence are not required to report an incident of Sexual Violence to receive the supports or accommodations outlined in this Policy. Additionally, those affected by Sexual Violence have the right to pursue legal

avenues regardless of whether or not they choose to proceed with a report under this Policy.

4.2. Community Education

4.2.1. The College will provide on-going [intersectional, culturally responsive and contextually grounded] education and awareness initiatives dedicated to exploring Sexual Violence regardless of where the incident is alleged to have taken place. Topics, offered to both students and employees, could include understanding the parameters of consent, drug and alcohol use, pro-social bystander behaviour, sexual and cyber sexual harassment, rape culture, human trafficking for the purposes of sexual exploitation and sexual violence awareness, how to seek support, resources for survivors, and guidance and resources for first responders receiving disclosures.

4.2.2. The College will maintain a dedicated webpage on Sexual Violence which will set out particulars of initiatives and programs related to Sexual Violence that promote awareness of the support and services available to campus community members.

4.2.3. The College will provide training to all community members on this p olicy.

4.3. Confidentiality

4.3.1. The College will make every effort to reasonably protect the confidentiality of those affected by Sexual Violence while balancing legal and risk management responsibilities to provide a campus environment that is safe for the entire campus community. All records are handled in accordance with its policies, the *Freedom of Information and Protection of Privacy Act*, the *Personal Health Information Protection Act, 2004*, and the provisions of applicable employee collective agreements.

4.3.2. Complainants and witnesses should be aware that:

   a. The College will treat the process of responding to incidents of Sexual Violence in a highly confidential manner;

   b. The College will disclose information to Respondents in keeping with procedural fairness, to investigate and resolve Complaints and facilitate Informal Resolution (Disclosures); and
   c. The College may disclose information with a view to manage risk to maintain a living, working and learning environment free of Sexual Violence.

4.3.3. Limits of confidentiality

Circumstances in which confidentiality cannot be assured may include:

a. The accommodations or supports required may limit the possibility of confidentiality;

b. An individual is at imminent risk of self-harm;

c. An individual is at imminent risk of harming another; and/or

d. There are reasonable grounds to believe that others in the College or wider community may be at risk of harm; and/or

e. Reporting is required by law (e.g. in the case of a minor, abuse from healthcare practitioner). See "Duty to Report" in section 3 of this policy.

The above list provides examples of exceptions to the foundational rule of confidentiality, which are made as necessary to ensure the College can act in the interests of the safety of the community and meet related legal obligations.

Where information must be shared, it will be limited to what is reasonably necessary in the circumstances and, where possible, the anonymity of those affected will be protected.

Durham College affirms that confidentiality and access to support services are not dependent on immigration or permit status. We recognize that newcomers, immigrants or international students may face unique concerns about stigma or legal consequences, and we are committed to protecting their privacy and ensuring that they can seek help without fear of jeopardizing their status or personal safety within the constraints of applicable laws.

4.4. **Procedural Fairness**

4.4.1. The College will ordinarily address <u>Disclosures</u> and Complaints through the procedure set out in this policy, but may depart from the procedure where fair, appropriate, or as required by applicable Collective agreements.

4.4.2. The College will address all Disclosures and Complaints with a view to providing a fair process, making a sound decision, and preserving the dignity of survivors.

4.5. **Academic and Other Accommodations**

4.5.1. Students affected by Sexual Violence may seek academic and other <u>accommodations</u> under this policy to support their wellbeing and continued participation in the College community, with or without making a formal report. Accommodations may include but are not limited to: extended time on assignments, changing classroom or work proximity of the survivor and alleged offender, residence space arrangements, or implementing scheduling of service access times for the survivor to ensure the alleged offender is not present.

4.5.2. Students seeking accommodation may contact the Sexual Violence Education and Prevention Coordinator (SVEPC) in the Office of Equity, Diversity and Inclusion. The SVEPC will work collaboratively across relevant departments to provide reasonable accommodations as appropriate for those affected by sexual violence.

4.5.3. Interim measures are separate and distinct from academic or other forms of accommodation. Interim measures may be applied when either a disclosure or a complaint is received. Interim measures can be considered by the Office of Campus Safety in collaboration with the Office of Equity, Diversity and Inclusion where indicated.

4.5.4. Employees who require accommodation because of Sexual Violence can make an appointment with the Associate Vice-President, Human Resources and Equity (AVP). The AVP will liaise and coordinate appropriate accommodations.

4.6. **Right to Withdraw Complaint**

4.6.1. Once a report has been filed, a Complainant has the right to withdraw a Complaint at any stage of the process.

4.6.2. However, the College may continue to act on the issue identified in the Complaint in order to comply with its obligation under this policy and/or its legal obligations.

4.7. **Protection from Reprisals, Retaliation or Threats**

4.7.1. It is contrary to this policy for anyone to retaliate, engage in reprisals or threaten to retaliate against a Complainant or other individual for:

a. Having pursued rights under this policy or any other legislative process;

b. Having participated or co-operated in an investigation under this policy or any other legislative process; or

      c.   Having been associated with someone who has pursued rights under this p olicy or any other legislative process.

  4.7.2. The College takes reasonable steps to protect persons from reprisals, retaliation and threats. This may entail, for example, advising individuals in writing of their duty to refrain from committing a reprisal and sanctioning individuals for a breach of this duty. The College may also address the potential for reprisals by providing an accommodation appropriate in the circumstances.

  4.7.3. Complainants who, in good faith, disclose or report an incident of Sexual Violence will not be subject to actions for violating the College's policies related to drug and alcohol use at the time the Sexual Violence incident took place.

4.8. **Accountability to Honesty**

  4.8.1. It is expected that College community members will treat each other with respect and transact in a way that does not adversely affect the rights of others. False claims and disclosure or complaints that are intentionally made to annoy, embarrass or harm the respondent are considered violations of the Student Conduct Policy and may result in sanctions being pursued through the Student Conduct policy.

4.9. **Dismissal of Unsupported Disclosures/Complaints**

  4.9.1. If a student, in good faith, discloses or files a Sexual Violence Complaint that is not supported on a <u>balance of probabilities</u> by evidence gathered during an investigation, that Complaint will be dismissed and no record will be placed in the Respondent's student record.

  4.9.2. Where a Complaint of Sexual Violence is unsubstantiated and or dismissed, the Complainant is encouraged to access available supports and resources, explore accommodations (see section 4.5 of this policy) and engage in safety planning.

5. **Procedure**

5.1. **Incident Response and Disclosures**

  5.1.1. Any student or College member affected by Sexual Violence may make a Disclosure.

  5.1.2. The College will assess and respond appropriately to every Disclosure with a view to maintaining a living, working, and learning environment free of Sexual Violence. Sharing of information with relevant campus departments can occur where appropriate.

5.1.3.　A Disclosure alone will invite support and accommodation. If a student chooses to disclose an incident of Sexual Violence but does not want to initiate a Complaint under this Policy, they remain entitled to access available supports, which may include academic and other accommodations, and considerations appropriate to their safety, mental health and socioeconomic circumstances and needs.

5.1.4.　A Disclosure of Sexual Violence and/or other forms of Gender-based Violence is not a Complaint and does not initiate the Complaint Procedure under this Policy. A Disclosure is the sharing of information by a survivor with a member of the Campus Community concerning an incident of Sexual Violence (e.g. a student may choose to disclose an incident of Sexual Violence by which they have been affected with a fellow student, a faculty member or another member of the campus community). A Disclosure may or may not be for the purpose of accessing supports, services and/or accommodations. A Disclosure may relate to a Respondent who is or is not a fellow community member.

5.1.5.　College employees and representatives to whom a student discloses an incident of Sexual Violence shall listen, inform of this Policy and refer the student to the Sexual Violence Education and Prevention Coordinator (SVEPC) in the Office of Equity, Diversity and Inclusion as well as notify the SVEPC of the disclosure.

5.1.6.　A supportive response to a Disclosure of Sexual Violence may include, but is not limited to:

　　a.　Listening without judgment and accepting the Disclosure as true;

　　b.　Communicating that Sexual Violence is never the responsibility of the survivor;

　　c.　Informing the individual of resources and services available on- or off-campus including emergency medical care and counselling. See supports and medical resources in section 10 of this policy OR visit https://durhamcollege.ca/about/equity/sexual-violence-awareness/supports-and-resources.

　　d.　Respecting the individual's right to choose when and which services they feel are most appropriate and to decide whether to further report the incident either internally or externally;

　　e.　Recognizing that disclosing can be traumatic and an individual's ability to recall the events may be limited and/or lack clarity and consistency;

f. Respecting the individual's choices as to what and how much they disclose about their experience; and

g. Making every effort to respect confidentiality and anonymity.

5.1.7. Those receiving Disclosures may contact svsupport@durhamcollege.ca to receive further information in order to support the individual who has made the Disclosure.

5.1.8. When the SVEPC receives a Disclosure of an incident of Sexual Violence involving a student, if feasible and with that student's consent, the SVEPC may contact the student to offer support, information, and to provide options tailored to the needs, concerns, and circumstances of the student.

5.1.9. The SVEPC may make referrals to both on- and off-campus resources; discuss and facilitate appropriate academic and housing accommodations and safety planning; and provide information about informal resolution and submitting a Complaint under this Policy.

5.1.10. The SVEPC may, on a confidential basis, consult with and seek the assistance of other internal personnel or resources to facilitate the safety, follow-up, and support to those who have disclosed an incident of Sexual Violence

5.1.11. Human Resources assists with any incidents relating to employees.

5.2. **Obligations of College Community Members**

5.2.1. Reporting Disclosures of Sexual Violence made to a College Community Member

All College employees and contractors who have received a Disclosure shall immediately:

a. Notify the SVEPC and shall answer the SVEPC's inquiries about the Disclosure; <u>and</u>

b. Report the incident using the incident report form located on the Info Centre for Employees (ICE). Completed forms should be submitted to the SVEPC at <u>svsupport@durhamcollege.ca</u>.

c. The notification of a Disclosure to the SVEPC alone does not initiate a formal process.

d. Students to whom another student discloses an incident of Sexual Violence are encouraged to listen, inform of this Policy, and consult the SVEPC in the Office of Equity, Diversity and Inclusion.

5.2.2. Reporting as a Witness to Sexual Violence

    a. Employees, contractors, students, bystanders who witness Sexual Violence or suspect that Sexual Violence has occurred shall immediately report all incidents and suspected incidents to the SVEPC.

    b. Anyone who witnesses Sexual Violence or suspects that Sexual Violence has occurred have a duty to call the Sexual Violence Education and Prevention Coordinator at 905.721.2000 ext. 3917, email svsupport@durhamcollege.ca, or speak with a staff member in person at the Office of Equity, Diversity and Inclusion in C 106. They may also speak with Campus Security at 905-721-3211.

6. Informal Resolution

6.1. Durham College recognizes the importance of responding to the needs of survivors, including those who may prefer to not proceed with the formal complaint process outlined in section 7 of this policy but who might wish to explore resolution involving the alleged perpetrator. In these cases, an informal resolution process might be appropriate.

6.2. This is a voluntary process that aims to address safety, emotional wellness and, if appropriate, accountability. This process is entered into with mutual consent and is co-created by both the Complainant and Respondent and is designed to be responsive to the emergent needs of those involved. Some options available are:

    a. No contact agreements.

    b. Agreements about use of space/activities.

    c. Timetable changes; either the survivor or respondent may agree to voluntarily request a change to their schedule, the Office of Equity, Diversity and Inclusion can help to explore the feasibility of this with the applicable Faculty.

    d. Counseling.

    e. Participation in Sexual Violence Awareness and/or Prevention training, including but not limited to consent awareness, and equity, diversity and inclusion training.

    f. Submission of an Impact Statement: The Office of Equity, Diversity and Inclusion designate will be provided the impact statement to be read aloud or play the survivor's recording of the impact statement for the Respondent. At no time will a copy of the impact statement be solely in the Respondent's possession. The Respondent will be provided an

opportunity to debrief and an opportunity to reply if they choose to do so. The survivor may or may not choose to receive a response from the Respondent.

6.3. A student who has experienced sexual violence may request an informal resolution process through the SVEPC or another designated member of the Office of Equity, Diversity and Inclusion.

6.4. Upon the receipt of an informal resolution process request, the Director of the Office of Equity, Diversity and Inclusion or designate, will assess related risks and the applicability of the policy. The Director of Equity, Diversity and Inclusion may require a meeting with the survivor to determine whether an informal resolution process is appropriate.

6.5. At no point during the informal resolution process will the Office of Equity, Diversity and Inclusion or any other individual ask survivors irrelevant questions. Examples of such irrelevant questions include those relating to past sexual history or sexual expression.

6.6. If an informal resolution process is deemed appropriate, the Director of the Office of Equity, Diversity and Inclusion (or their designate) will initiate communication with the Respondent to discuss voluntary participation in an Informal Resolution Process.

6.7. Prior to engaging in an informal resolution process, the Director of Equity, Diversity and Inclusion (or designate), will inform both those involved in the process that participation does not preclude pursuit of other internal and/or external resolution processes, and provide an opportunity for persons to obtain further advice as needed.

6.8. At no point in time will the survivor and respondent be required to engage in a discussion together.

6.9. The Office of Equity, Diversity and Inclusion will prepare a written record of the resolution to be proposed to the Respondent. A copy of the resolution will be kept on file in the Office of Equity, Diversity and Inclusion. The record will identify potential sources of support for the Respondent.

6.10. The Office Equity, Diversity and Inclusion will inform the Survivor and any other person who initiated the informal resolution process that it has been resolved, in accordance with applicable law.

6.11. At any time, the student, the Director, Office of Equity, Diversity and Inclusion or the SVEPC may refer the Survivor for formal resolution, by a sole adjudicator appointed by the Manager of Student Conduct or Dean, Students.

6.12. If an Informal Resolution Process cannot meet the needs of those impacted, the individual(s) alleging the policy violation may choose to file a Complaint.

7. **Complaint Procedure**

   7.1. **Intake**

       7.1.1. The College treats the subject matter of Complaints as confidential wherever possible. It shares information about Complaints on a need-to-know basis and employs reasonable security measures to protect information about Complaints from loss, theft, and unauthorized access.

       7.1.2. A Complaint of Sexual Violence may be filed under this Policy by Durham College students.

       7.1.3. Sexual Violence Complaints must be made to the Office of Campus Safety. Complaints must set out all the facts alleged to constitute Sexual Violence and will be asked to provide supporting evidence by the investigator.

       7.1.4. The Office of Campus Safety may decline to refer a Complaint for investigation if the College does not have jurisdiction or if the allegations, if proven to be true, would not constitute Sexual Violence.

       7.1.5. If the Office of Campus Safety refers a Complaint, the referral decision is final and is not subject to review or appeal. Complaints will ordinarily be referred for investigation as follows:

           a. if the Respondent is a Student, the Office of Campus Safety will assume carriage of the Complaint;

           b. if the Respondent is a staff member, Human Resources will take carriage of the complaint;

           c. if the Respondent is a visitor, the Office of Campus Safety will have carriage of the complaint; and

           d. if the Respondent is both a Student and an employee, the Office of Campus Safety and Human Resources will jointly assess whether the investigation will be conducted jointly, or by either.

   7.2. **Interim Measures**

       7.2.1. The Office of Campus Safety will consider whether to implement interim measures that may be required to protect individuals, the community as whole, and the investigation process. With input from the OEDI as indicated, the Office of Campus Safety will consider whether to implement and impose interim measures to:

7.2.2. ensure that individuals who come forward with either disclosures or formal complaints of sexual violence receive appropriate support and response

7.2.3. safeguard the Survivor and others within the Durham College community from potential harm

7.2.4. preserve the fairness and credibility of any internal investigation processes

7.2.5. prevent acts of retaliation or intimidation against any party involved

7.2.6. reduce the impact on academic, professional, or residential life when the presence of involved individuals may hinder someone's ability to participate fully in College activities

7.2.7. foster trust and reinforcing the College's commitment to a safe and respectful environment

7.2.8. In addition to considering the purposes of Interim Measures set out above, Durham College will consider the following factors when imposing Interim Measures:

7.2.9. the Survivor/Complainant's desired outcomes, preferences and needs

7.2.10. any input provided by the Respondent, including their agreement or concerns regarding proposed interim measures

7.2.11. the severity and nature of reported behavior and actions

7.2.12. the effect of the alleged incident has had on the Survivor/Complainant and/or any other member of the Durham College Community

7.2.13. assess and balance possible consequences of interim measures on Respondent

7.2.14. whether the Respondent is in a position of trust or authority, and

7.2.15. Durham College's responsibilities and commitments as an educational institution.

7.2.16. Interim measures may involve a ban from campus property in full or in part, removal from on-campus activities, removal from on-campus residence, a suspension from study or other similar temporary measures.

7.2.17. Interim measures are not punishment and do not represent a finding of misconduct. Any interim measure that is imposed is preventative and protective.

7.2.18. The Office of Campus Safety will provide written notice of interim measures and, when possible, meet with the Student-Respondent to explain. The notice will include brief reasons, a warning about non-compliance with conditions, and explanation of the review process set out below.

7.2.19. The Director shall advise the Dean, Students and the appropriate school senior administrator of the interim measures.

7.2.20. The Director, Office of Campus Safety will review interim measures every five (5) business days. Student Respondents may write the Director with any input or information they wish to be considered in the review.

7.3. **Investigation of a Complaint**

7.3.1. Investigation of a Complaint will occur after a survivor chooses to file a Complaint through the Office of Campus Safety. A person who has experienced Sexual Violence may choose not to request an investigation and has the right not to participate in any investigation that may occur. In certain circumstances, however, the College may be required to initiate an internal investigation and/or inform the police of the need for a criminal investigation, even without the person's consent, if the College believes that the safety of other members of the College community is at risk. This process will be treated in a confidential manner.

7.3.2. The College will conduct an investigation. Internal and external investigators will ordinarily:

   a. interview the complaint, respondent and witnesses, separately;

   b. invite the respondent to respond to the allegations;

   c. record statements of all interviews, maintain records in writing;

   d. gather additional relevant evidence or documents; such as video, social media or digital screenshots of relevant communications; and

   e. produce a written investigation report.

7.3.3.   During the College's investigative process, Complainants will not be asked irrelevant questions by investigators or staff. Examples of such irrelevant questions include those relating to past sexual history or sexual expression. The investigators will respect the dignity and privacy of the survivor and document the details of the complaint which are pertinent and contribute to the fact-finding.

7.3.4.   Throughout the investigation, Complainants and Respondents may invite a support person or advisor to meetings with the investigator. The investigator is to be provided with advance notice, and support persons and advisors are not to answer questions and are not to otherwise interfere with the conduct of interviews.

7.3.5.   The College is committed to the thorough and timely investigation of Complaints and to keeping Complainants and Respondents apprised of the status of its investigations.

7.3.6.   The College will inform the Complainant and Respondent of the results of its investigation in writing. The written decision summary will include a brief description of any corrective action that the College has taken or will take as a result of its investigation.

7.3.7.   The College may decide to use an external investigator when appropriate in the circumstances.

7.3.8.   At the Complainant's request, a report of Sexual Violence shall be referred to the police, or to other community resources, where the persons involved are not members of the College community or otherwise where appropriate.

7.3.9.   Where criminal and/or civil proceedings are commenced in respect of the allegations of Sexual Violence, the College may conduct its own independent investigation into such allegations, and will make its own determination in accordance with its policies and procedures. Where there is an ongoing criminal investigation, the College will cooperate with the law enforcement partners and may, as appropriate, adjourn the internal investigation with no specific date of resumption, pending the outcome of the criminal proceedings.

7.3.10. The College adheres to the following in investigating and making decisions about Complaints. If an entitlement set out below conflicts with something set out in another College policy, the entitlement set out below shall prevail.

7.4. **Disposition**

The process that follows the completion of an investigation depends on whether the Respondent is an Employee, neither an Employee nor a Student, or a Student.

7.4.1. Where the Respondent is an Employee

a. Sexual Violence is a violation of the [EMPL-317-Employee Code of Conduct](#) ,[EMPL-313-Workplace Violence Prevention](#) and the [ADMIN-202-Harrassment and Discrimination Prevention and Response](#) policies.

b. Allegations against employees will be addressed in accordance with the procedures set out in EMPL-317, and in any applicable collective agreement, and/or other College policies. If the Complaint is substantiated following an investigation, the College will decide on the appropriate disciplinary actions consistent with any applicable collective agreement and/or policies regarding discipline.

c. There is no formal appeal process for employee violations, though College employees who are members of a union may file a grievance as permitted by the applicable Collective Agreement.

7.4.2. Where the Respondent is Neither a Student nor Employee (member of the public)

a. Contractors, suppliers, volunteers or visitors who attend on campus will be subject to Complaints if they engage in prohibited conduct.

b. Where a Complaint against the Respondent is substantiated, the College will take action as appropriate to the nature of the relationship that the individual has with the College.

c. All contractual relationships entered into by the College will be governed by a standard contract compliance clause that states:

- Suppliers and suppliers' subcontractors must comply with the College's Discrimination & Harassment policy, the Sexual Violence policy, and the Ontario Human Rights Code. If a Supplier or Supplier's subcontractors are found in violation of these Policies or the Ontario Human Rights Code it will result in cancellation of the purchase order or debarment of the contract.

- There is no formal appeal process for contractor, supplier, volunteer, or visitor violations.

7.4.3. Where the Respondent is a Student

a. Sexual Violence is a violation of this Policy and, where the incident occurred in residence, is also a violation of the Residence Community Standards. It is considered a serious offence and will be addressed in a manner that is consistent with other serious offences.

b. Please see the Student Conduct policy ADMIN-248, Student conduct: Standards for All Learning Environments ACAD-131 and where applicable, the Residence Community Standards, the Professional Standards for Placement policy, the Acceptable Use of Information Technology ADMIN-206 policy, the Employee Code of Conduct, and the Harassment and Discrimination Prevention and Response ADMIN-202 policy for more details on the disciplinary process and penalties.

7.5. **Disposition for Student Respondents**

When a Complaint is filed, the Office of Campus Safety will assess the Complaint to determine if the Complaint meets the criteria for:

a. An informal resolution through the Office of Equity, Diversity and Inclusion; or

b. A formal resolution by a sole adjudicator appointed by the Dean, Students.

7.5.1. Formal Resolution Process

a. Where the Complaint is determined to have merit and cannot be resolved under the criteria of the Informal Resolution Process, the Director, Office of Campus Safety or the Manager, Student Conduct and Campus Investigations shall refer the Complaint to the Dean of Students, who will appoint a sole adjudicator to hear the Complaint. The appointed adjudicator will have appropriate training and experience in trauma-informed approaches to investigations and decision-making involving Sexual Violence and must not have any known or perceived conflict of interest.

b. At no point during formal resolution process will the Office of Campus Safety, Dean, Students, adjudicator, or any other individual ask Complainants irrelevant questions. Examples of such irrelevant questions include those relating to past sexual history or sexual expression.

c. The adjudicator appointed by the Dean, Students to hear the Complaint shall declare any conflict of interest prior to participating in a hearing.

d. The Dean, Students is responsible for advising the adjudicator on matters of procedure. Should the adjudicator declare a conflict of interest, another adjudicator will be appointed.

e. The Office of Campus Safety will provide a copy of the Investigative Summary and relevant documentation, evidence or materials to the adjudicator appointed to hear the Complaint.

f. The adjudicator will consider the Investigative Summary and appended evidence prior to the scheduling of a hearing.

g. The Respondent shall ordinarily be provided with an Investigative Summary by the Office of Campus Safety within fifteen (15) business days of the Complaint being made. The documentation provided to the Respondent shall be subject to considerations of proportionality. The notice will:

- include a summary of all the allegations;

- describe any interim measures;

- append relevant documentation;

- identify potential sources of support; and

- indicate how to seek reconsideration of the interim measures.

h. Where there are extenuating circumstances, as determined by the Office of Campus Safety, an investigation may require additional time. The Respondent will be notified in writing of any delay.

i. When a Complaint involves more than one Student-Respondent, the adjudicator will determine whether the Student-Respondents will receive separate hearings or will have a hearing together.

j. The adjudicator will schedule an in-person or virtual hearing within seven (7) business days of the Respondent receiving the Investigative Summary to address the Complaint. Once scheduled, the adjudicator will send the Respondent a notice of the hearing that sets out the Complaint allegations.

k. Student-Respondents shall make themselves available to meet with the adjudicator. If a Student-Respondent fails to attend a scheduled conduct adjudication meeting, the adjudicator may make a decision in absentia.

l. The Respondent is entitled to be accompanied by an advisor at their expense. The adjudicator must be notified a minimum of one (1) business day in advance of the hearing if the Respondent intends to bring an advisor and must provide the name of the advisor.

m. The adjudicator will review the investigative report and hear from the Respondent. Where necessary, they may also request to meet with the Complainant and other witnesses.

n. The sole adjudicator will give each Student-Respondent a fair hearing, following which it will make two decisions:

- whether the evidence establishes, on a balance of probabilities, one or more misconduct allegations; and

- if one or more misconduct allegations are substantiated, the appropriate sanction.

o. Upon completion of the review, the sole adjudicator may impose any of the following sanctions or combinations of sanctions:

- Loss of privileges;

- Restitution;

- Community service;

- Mandatory Sexual Violence Awareness and Prevention Training; and/or Consent Education, and/or Human Rights Training;

- Suspension from one or more College facilities/services;

- Permanent restrictions from one or more College facilities/services;

- Suspension from class(es);

- Suspension from the College;

- Timetable adjustments;

- Expulsion from the College; and/or

- Other sanctions, which are consistent with College policy.

p. The adjudicator will provide each Student-Respondent with a letter that sets out the adjudicator's decision and reasons. The adjudicator will provide the OCS with the letter, the OCS will provide the Complainant with a summary of the decision in a manner that complies with applicable law. The adjudicator may also advise College administrators and staff about the imposed sanctions if they have a need to know.

q. The College will keep a confidential copy of the decision on file in the office of the Dean, Students. The Office of Campus Safety will retain a record of all sanctions imposed in accordance with the College's records information management protocols. The College does not record sanctions other than expulsions in the permanent academic record or transcript of Student-Respondents.

8. Appeals Process

8.1. An appeal is not a reconsideration of an adjudicator's decision. An appeal will only be granted if the Student-Respondent establishes at least one of the three following grounds:

8.1.1. New evidence has become available, but through no fault of the respondent student, was not presented at the time the adjudicator made their decision therefore rendering the adjudicator decision questionable.

8.1.2. A substantial procedural error has been committed by the adjudicator which has denied the respondent student a fair outcome.

8.1.3. The sanctions imposed by the adjudicator are patently unreasonable or substantially disproportionate to the circumstances of the offence in light of the evidence put before the adjudicator.

8.2. Respondent students may file a written appeal to the Risk Management Office within five business days of receiving a decision. The appeal shall be made on a Student Conduct Non-Academic Appeal Form, identify the basis for the appeal, and include all submissions in support of the appeal (including a description of the ground(s) for the appeal as set out under 8.1) and include all submissions in support of the appeal.

8.3. Typically, students receive a reply within five business days of receiving a complete application package. The reply shall provide the Student-Respondent with one of the following outcomes:

8.3.1. the application has met the grounds for an appeal and will be forwarded to the Dean, Students for consideration; or

8.3.2.   the application has not met the grounds for an appeal.

The Office of Risk Management is not required to discuss the appeal application with the respondent student before deciding whether the appeal will proceed.

8.4.   If an appeal is allowed to proceed, the Dean (Students) may:

   a. return the matter to the same Adjudicator with or without giving direction; or

   b. return the matter for a re-hearing before a newly constituted Student Conduct Committee, a new Adjudicator or substitute a modified sanction. In cases where a sanction is altered, the Dean (Students) will notify other College administrators if they have a need to know.

8.5.   The Adjudicator who hears the appeal will have no prior involvement in the matter under appeal and will not be in an apparent or real conflict of interest.

8.6.   The Adjudicator who hears an appeal will have appropriate training for this role and may also seek confidential legal advice.

8.7.   An appeal decision is final and will be communicated to the respondent student by the Committee Chair/Adjudicator hearing the appeal.

9.   Documentation and Reporting

As per the Ministry of Training, Colleges and Universities Act, post-secondary institutions are required to provide an annual sexual violence report that is publicly available and should include at a minimum:

9.1. The number of times supports, services and accommodations relating to sexual violence are requested and obtained by students enrolled at the college, and information about supports, services and accommodation.

9.2. Any initiatives and programs established by the college or university to promote awareness of the supports and services available to students.

9.3. The number of incidents and complaints of sexual violence reported by students, and information about such incidents and complaints.

9.4. The implementation and effectiveness of the policy.

As such, the annual sexual violence report is required to be shared with the College's Board of Governors and the report must be posted on their website for public access by November 1.

The Office of Equity, Diversity and Inclusion (OEDI) is responsible for preparing the College's annual Sexual Violence and Harassment Action Plan report in accordance

with the requirements set by Ministry of Colleges, Universities, Research Excellence and Security. To fulfil this mandate, the OEDI will coordinate the collection and compilation of reportable data by engaging relevant campus and/or community partners, ensuring compliance with all Ministry reporting obligations.

10. **Accessibility for Ontarians with Disabilities Act considerations**

Accessibility for Ontarians with Disabilities Act (AODA) standards have been considered in the development of this policy and procedure and it adheres to the principles outlined in the College's commitment to accessibility as demonstrated by the Multi-Year Accessibility Plan.

11. **Support**

Safety:

If you are in danger or need of immediate help, please call 911 for emergency services OR Campus Security at:

   a. Oshawa Campus: 905.721.2000 ext. 2400 or 905.721.3211
   b. Whitby Campus: 905.721.2000 ext. 4098 or 905.721.3211

Medical:

If you require medical services due to Sexual Violence, please go to your nearest emergency hospital immediately. Medical care may involve, with your consent, a thorough evaluation, including evidence collection, physical examination, and treatment. You have the right to decide whether to proceed or stop the medical examination at any point. Where there are no legal obligations* of a health care provider, an examination of this nature does not initiate a formal process involving the police services unless you request this.

Services are available at the Oshawa Hospital's <u>Domestic Violence and Sexual Assault Care Centre - Lakeridge Health.</u> To access DVSACC, enter through the <u>Oshawa Hospital's Emergency Department</u>. 1 Hospital Ct, Oshawa, ON L1G 2B9.

To access care 12 days or more after the incident, please call DVSACC.
T: 905-576-8711, extension 33286

On-Campus and Off Campus Resources:

Please visit https://durhamcollege.ca/about/equity/sexual-violence-awareness/supports-and-resources for a comprehensive list of sexual-violence related on and off-campus resources.

Appendix

Definitions

Age of Consent for Sexual Activity:
The age at which a person can legally consent to sexual activity. In Canada, children under 12 can never legally consent to sexual acts. Sixteen is the legal age of consent for sexual acts. There are variations on the age of consent for adolescents who are close in age between the ages of 12 and 16. Twelve- and 13-year-olds can consent to have sex with other youth who are less than 2 years older than themselves. Youth who are 14 and 15 years old may consent to sexual involvement that is mutual with a person who is less than 5 years older. Youths 16 and 17 years old may legally consent to sexual acts with someone who is not in a position of trust or authority.

Balance of Probabilities:
Proving something on a balance of probabilities means that it is more likely than not to have occurred. Within the realm of Sexual Violence, the standard of a Balance of Probabilities is a civil standard and should not be confused with the standard of "Beyond a Reasonable Doubt," which is the higher standard used in criminal cases because of the risk of imprisonment faced by the accused.

Complaint:
An individual alleging a potential breach of policy or research misconduct by a DC community member. If the breach occurred elsewhere, the complainant should also report their information to the institution at which the breach occurred.

Consent:
The voluntary, continuous and contemporaneous agreement to engage in the sexual activity in question. It is the act of willingly agreeing to engage in specific sexual behaviour, and requires that a person is able to freely choose between two options: yes and no. This means that there must be an understandable exchange of affirmative words which indicates a willingness to participate in mutually agreed upon sexual activity. It is also imperative that everyone understands the following:

   a. Silence or non-communication must never be interpreted as consent and a person in a state of diminished judgment cannot consent.
   b. A person is incapable of giving consent if asleep, unconscious or otherwise unable to communicate.
   c. A person who has been threatened or coerced (i.e. is not agreeing voluntarily) into engaging in the sexual activity is not consenting to it.
   d. A person who is drugged is unable to consent.
   e. A person is usually unable to give consent when under the influence of alcohol
      and/or drugs.

f. A person may be unable to give consent if they have a mental/cognitive disability that prevents them from fully understanding the sexual acts.

g. The fact that consent was given in the past to a sexual or dating relationship does not mean that consent is deemed to exist for all future sexual activity.

h. A person can withdraw consent at any time during the course of a sexual encounter.

i. A person is incapable of giving consent to a person in a position of trust, power, or authority such as a faculty member initiating a relationship with a student whom they teach, or an administrator in a relationship with anyone who reports to that position.

j. Consent cannot be given on behalf of another person. It is the responsibility of the initiator of sexual activity to ensure clear and affirmative responses are communicated at all stages of sexual engagement. It is also the initiator's responsibility to know if the person they are engaging with sexually is of the age of consent as defined in the Criminal Code.

Contractor:
A business entity or unincorporated business providing products or services under a contract for services. The Independent Contractor (ICON) form is used to verify independent contractor status for unincorporated businesses.

Duty to Accommodate:

Under the Ontario Human Rights *Code*, employers and service providers have a legal duty to take reasonable steps to adjust policies, practices or physical spaces so that individuals are not unfairly excluded from accessing employment or services. Accommodation is necessary to ensure that people with protected identities under the *Code*, such as creed, disabilities, family status, gender identity/expression, sex (and other protected grounds) have equal opportunities, access and benefit.

Accommodation-Sexual Violence. In the case of Sexual violence, an accommodation further reflects the recognition that individuals may require some adjustments to support their performance in the classroom or workplace due the impact of the violence on their safety, mental or physical health.

Where a duty to accommodate exists, employers and service providers are legally required to make those adjustments which can be reasonably made without causing them undue hardship—which is assessed based on cost, health, and safety considerations.

Accommodation is a shared responsibility, requiring cooperation between the organization and the individual seeking accommodation to find reasonable, appropriate solutions that meet their needs while balancing operational requirements. Accommodation should be 1) provided in a way that respects the

individual's dignity; tailored to the specific needs of the individual; and aim to facilitate full integration and participation of the individual in the relevant activity or environment.

Duty to Report:
In Ontario, the "duty to report" requires individuals to report suspected child abuse or neglect to a Children's Aid Society when they have reasonable grounds to believe a child under 16 is in need of protection. This duty applies to everyone, including those who work directly with children, such as teachers, social workers, and healthcare professionals. Youth who are 16 and 17 years old are now eligible to receive protection services from Children's Aid Societies. While reporting for 16 and 17-year-old youth is not mandatory, please contact your local Children's Aid Society if you have concerns about a youth. Please also see section 4.3.3. of this policy to learn of additional limitations of confidentiality.

Drug-facilitated Sexual Violence:
The use of alcohol and/or drugs (prescription or non-prescription) by a perpetrator to control, overpower or subdue an individual for purposes of sexual violence.

Employee:
Any individual employed by the College, regardless of their position, role, or employment status.

Gender-based Violence:

Violence based on gender norms and unequal power dynamics, perpetrated against someone based on their gender, gender expression, gender identity, or perceived gender. It takes many forms, including physical, economic, sexual, spiritual as well as emotional (psychological) abuse. It can happen between people in romantic relationships. It can happen in families, at work, and between friends and acquaintances and strangers. It often occurs in private places between people who know each other (IE. Intimate partner violence and or Sexual Violence is a form of Gender-based violence).

Indecent Exposure:
Indecent Exposure of private or intimate part(s) of the body in a lewd or sexual manner, in a public place where the perpetrator may be readily observed.

Intersectionality:

The concept that individuals experience overlapping systems of oppression based on social categories like race, gender, and class. These intersections shape unique experiences of disadvantage or privilege.

Impact Statement:
The survivor may choose to make a statement describing their experience and the consequential impact of the alleged harm. The survivor may decide to complete their statement in writing or via a recording.

Respondent:
An individual against whom an allegation of engaging in behavior which violates a Durham College policy is made.

Human Trafficking for the Purpose of Sexual Exploitation:
The recruitment, transportation, transfer, harbouring, sale or receipt of people by improper means (such as force, abduction, fraud, coercion, deception, manipulation, threats, repeated provision of a controlled substance) for purposes of **sexual exploitation**. This is not to be confused with sex work where the person willingly takes part in the sale of sex.

Sexual Assault:
A criminal offence under the Criminal Code of Canada. Sexual assault is any type of unwanted sexual act done by one person to another that violates the sexual integrity of the victim and involves a range of behaviours from any unwanted touching to penetration. Sexual assault is characterized by a broad range of behaviours that involve the use of force, threats, or control towards a person, which makes that person feel uncomfortable, distressed, frightened, threatened, or that is carried out in circumstances in which the person has not freely agreed, consented to, or is incapable of consenting to.

Sexual Assault, Acquaintance:

Sexual contact that is forced, manipulated, or coerced by a partner, friend, or acquaintance.

Sexual Exploitation:
Seeking benefit through the non-consensual or abusive sexual control over another; sex trafficking is a form of sexual exploitation. This is not to be confused with sex work where the person willingly takes part in the sale of sex.

Sexual Harassment, workplace:
Sexual harassment is one, or a series of, comment(s) or conduct that is gender related or of a sexual nature that is known or might reasonably be known to be unwelcome/unwanted, offensive, intimidating, hostile or inappropriate. In order to constitute sexual harassment, the conduct complained of must detrimentally affect the complainant's work/study environment by creating a hostile atmosphere in which the victim is made to feel inferior, inadequate, or offended. Examples include gestures; remarks; jokes; slurs; taunting; innuendo; threats; physical; verbal or sexual assault; unwanted physical contact; invitations; leering; the display of sexually offensive material; solicitation; demands; penalties related to sexual orientation, marital, or family status; unwanted attention; implied or express promise of reward or benefit in return for sexual favours; implied or express threat or act of reprisal if sexual favours are not given; and sexual assault; making a sexual solicitation or advance where the person making the advance is in a position to confer, grant, or deny a benefit or advancement to a worker or student and the person knows or ought reasonably to know that the solicitation or advance is

unwelcome.

Sexual Misconduct:
Sexual Misconduct means, in relation to the behavior of a Durham College employee towards a Durham College student, physical sexual relations with the student, touching of a sexual nature of the student, or behavior or remarks of a sexual nature toward the student, where i) the act constitutes an offense under the Criminal Code; ii) the act infringes the rights of a student under the Human Rights Code to be free from a sexual solicitation or advance, and to be free from reprisal or threat of reprisal for the rejection of a sexual solicitation or advance; or iii) the act is contrary to Durham College's Employee Code of Conduct or its Harassment and Discrimination Prevention and Response policy.

Sexual Violence:

Any sexual act or act targeting a person's sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person's consent, and includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism and sexual exploitation.

Sexual Violence – Complaint:
A written allegation of sexual violence made for the purpose of invoking the processes set out in Section 7 of the Sexual Violence policy.

Sexual Violence – Complainant:
An individual who has filed a complaint under the Sexual Violence policy.

Sexual Violence Disclosure:
The act of sharing information about an incident of sexual violence with the College for the purpose of receiving support, counselling or accommodation or to obtain information about reporting options, including but not limited to making a formal complaint under the Sexual Violence Policy. A Disclosure of Sexual violence is different from a Complaint. Making a Disclosure and does **not** initiate a Complaint Investigation by Durham College.

Sexual Violence – Student:

Any person who is registered, full-time or part-time, in a course or program of study, including a non-degree diploma or certificate (whether for credit or not), offered through the College, or anyone who was so registered when an incident of Sexual Violence is alleged to have occurred. "Student" also means persons registered with the College on a letter of permission and persons on exchange at the College.

Stalking:
A form of criminal harassment prohibited by the Criminal Code of Canada. It involves behaviors that occur on more than one occasion, and which collectively instill fear in the individual or threaten the individual's/target's safety or mental

health. Stalking can also include threats of harm to the target's friends and/or family. These behaviors include but are not limited to non-consensual communications (face to face, phone, email, social media); threatening or obscene gestures; surveillance; sending unsolicited gifts; "creeping" via social media/cyberstalking; and uttering threats.

Student:
Any person who is registered, full-time or part-time, in a course or program of study, including a non-degree diploma or certificate (whether for credit or not), offered through the College, or anyone who was so registered when an incident of Sexual Violence is alleged to have occurred. "Student" also means persons registered with the College on a letter of permission and persons on exchange at the College.

Survivor:
A survivor includes an individual who discloses an experience of gender-based violence inclusive of sexual violence and intimate partner violence. A survivor is referred to as the "complainant" when they file a formal complaint under the Sexual Violence Policy.

Voyeurism:
Secretly observing a person without their Consent and knowledge and in circumstances where they could reasonably expect privacy. May include direct observation, observation by electronic means, and visual recording of an individual(s) who is naked or engaging in sexual activity.

Refer to Durham College's Standard Definitions for additional key terms.

![Durham College logo - SUCCESS MATTERS]

Public Report

Report Number: BOG-2025-101

To: Board of Governors

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

Date of Report: November 26, 2025

Date of Meeting: December 10, 2025

Subject: New Program of Instruction – Leadership for Sustainable Development

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1.   Purpose

To seek approval from the Board of Governors for the following post-secondary program of instruction for Spring 2026 intake:

Leadership for Sustainable Development

- Credential: Local College Certificate
- Duration: Five courses (280 hours)
- Faculty: Hospitality and Horticultural Science

2.   Recommendation

It is recommended to the Durham College Board of Governors:

That based on Report BOG-2025-101, the Leadership for Sustainable Development Local College Certificate program be approved.

3.   Background

The Faculty of Hospitality and Horticultural Science (HHS) is proposing to offer an LCC in Leadership for Sustainable Development. Designed as a transformative professional development opportunity for emerging leaders, this program empowers learners to drive meaningful change in their communities and beyond, equipping them with the advanced skills and strategic insight needed to lead with purpose and influence in both local and global contexts.

Through an interdisciplinary curriculum, learners explore key areas such as design thinking for sustainability, systems and life cycle assessment, equity-driven partnerships, coaching for empowerment and resiliency, social justice, and impact entrepreneurship. This integrated approach ensures learners develop

the practical leadership capacity to tackle complex challenges, drive sustainable innovation, and create equitable solutions that make a lasting impact.

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 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 DC is in compliance with all Minister's Binding Policy Directives as noted above, for this new program of instruction.

4.   Discussion/Options

The proposed Leadership for Sustainable Development LCC offers working professionals and emerging leaders a transformative opportunity to advance their expertise in community resilience, sustainability leadership, and social entrepreneurship—skills that are increasingly sought across sectors. Through interdisciplinary, hands-on learning experiences in design thinking, impact investing, and authentic projects with community partners, learners will gain practical tools to drive meaningful change.

Strategically designed to prepare graduates as adaptable changemakers, the program equips them with the knowledge and leadership capacity to navigate complexity and lead with purpose in a rapidly evolving global context.

5.   Financial/Human Resource Implications

External funding from the Rideau Hall Foundation through the Canadian Queen Elizabeth II Diamond Jubilee Scholarships (QES), as part of the Global Student Exchange for Community Resilience project, will enable international learner engagement in the program. This initiative is designed to strengthen community programs by integrating global perspectives with sustainable urban agriculture, entrepreneurship, and equity-centered innovation.

In addition, the proposed program aligns with DC's partnership with the Barrett Family Foundation, advancing the shared goal of developing a skilled, future-

ready workforce in sustainable urban agriculture and resilient community building through innovative academic programming. Funding from this partnership will support program development and delivery, as well as provide strategic scholarship opportunities for domestic students, municipalities, and community partners

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

8.1 Strategic Fit

The proposed program aligns with the following goals of the [Strategic Vision](#) and [Business Plan](#).

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.

 Objective 1.1: We will attract a diverse range of students by offering a comprehensive program mix that anticipates and fulfills workforce needs.

Goal 4: Community Connected
- Be purposefully connected locally and globally to deepen our impact and drive social and economic progress.

The proposed program positions DC at the forefront of innovative lifelong learning by equipping graduates with future-ready skills in sustainability, entrepreneurship, and resilience, skills that meet the demands of a rapidly changing global community. By offering an interdisciplinary curriculum that anticipates emerging trends and connects learners to real-world challenges, the program prepares learners to leverage a global lens to lead with purpose.

Through hands-on projects and authentic community partnerships, the program strengthens the college's role as a trusted educator and community collaborator, creating meaningful impact locally and globally. This approach reflects our commitment to transforming lives, building careers, and driving social and economic progress where it matters most.

8.2   Fit with Existing Programs

The proposed Leadership for Sustainable Development LCC program is designed to complement a broad suite of DC programs and elevate expertise in sustainability and community resilience for graduates across multiple disciplines. Business and management graduates often move into leadership roles where sustainability knowledge is critical to meeting modern organizational priorities. Environmental and science graduates already view sustainability as a core theme, and leadership skills enable them to influence policy and practice. Community and social service professionals work in sectors where resilience and sustainable approaches are essential for program design, advocacy, and community engagement. Health and wellness graduates intersect sustainability within health systems and community well-being, making leadership in these areas increasingly valuable. Finally, hospitality graduates are entering an industry rapidly shifting toward eco-friendly practices, and those with sustainability leadership skills will stand out.

By bridging these diverse fields, the program empowers graduates to amplify their impact, lead transformative change, and position themselves as future-ready leaders in any sector.

General Program Information

Proposed Program Title: Leadership for Sustainable Development

Proposed Credential: Local College Certificate (LCC)

Academic Dean(s): Tania Clérac, Executive Dean

Faculty: Hospitality and Horticultural Science (HHS)

Date of Review by PPRC: November 12, 2025

MTCU Code: n/a

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

Proposed Tuition: Year 1, per course: $500 (domestic learners), $1300 (international learners)

Proposed Implementation: Spring 2026

Year 1 Enrolment: 11 (six domestic learners; five sponsored international learners)

Number of Sections, Year 1: one

International Students Seat Allocation: Five sponsored international learners

Number of Semesters: One academic semester

Total Hours: 280 hours (one semester; five, 56-hour courses)

New or Replacement Program: New

Number of New FT/PT Faculty: n/a

Program Delivery Methods: In-person

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 (November 12, 2025)
- ☒ New Program Proposal Summary reviewed by the Director, Academic Quality (November 19, 2025)
- ☒ New Program Proposal Summary reviewed by the Dean, Centre for Teaching and Learning (November 21, 2025)
- ☒ New Program Proposal Summary (budget) reviewed by the Chief Financial Officer (November 25, 2025)
- ☒ Approved by Vice President, Academic and Students (November 25, 2025)
- ☒ Reviewed and approved by President (November 27, 2025)

2. Program Overview

The Faculty of Hospitality and Horticultural Science (HHS) is proposing to offer a Local College Certificate (LCC) in Leadership for Sustainable Development. Designed as a transformative professional development opportunity for emerging leaders, this program empowers learners to drive meaningful change in their communities and beyond, equipping them with the advanced skills and strategic insight needed to lead with purpose and influence in both local and global contexts.

Through an interdisciplinary curriculum, learners explore key areas such as design thinking for sustainability, systems and life cycle assessment, equity-driven partnerships, coaching for empowerment and resiliency, social justice, and impact entrepreneurship. This integrated approach ensures learners develop the practical leadership capacity to tackle complex challenges, drive sustainable innovation, and create equitable solutions that make a lasting impact.

External funding from the Rideau Hall Foundation through the Canadian Queen Elizabeth II Diamond Jubilee Scholarships (QES), as part of the Global Student Exchange for Community Resilience project, will enable international learner engagement in the program. This initiative is designed to strengthen community programs by integrating global perspectives with sustainable urban agriculture, entrepreneurship, and equity-centered innovation.

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In addition, the proposed program aligns with Durham College's (DC) partnership with the Barrett Family Foundation, advancing the shared goal of developing a skilled, future-ready workforce in sustainable urban agriculture and resilient community building through innovative academic programming. Funding from this partnership will support program development and delivery, as well as provide strategic scholarship opportunities for domestic students, municipalities, and community partners.

2.1 Program Description

This future-thinking program empowers changemakers to champion sustainability and community resilience through the integration of design thinking, impact investing, and equity-centered strategies. Rooted in the global framework of the United Nations Sustainable Development Goals, the curriculum inspires learners to think boldly, act locally, and deliver solutions that create meaningful impact.

Through immersive, hands-on learning and interdisciplinary collaboration, learners will master strategies for mobilizing communities, leading with purpose, and crafting initiatives that generate measurable social and environmental outcomes. From systems thinking to social return on investment, the program equips learners with the tools to transform vision into action.

With project-based learning woven throughout, learners will design, launch, and evaluate real-world impact strategies that align funding, partnerships, and purpose—driving lasting change where it matters most.

2.2 Career Outcomes

The proposed Leadership for Sustainable Development LCC offers working professionals and emerging leaders a transformative opportunity to advance their expertise in community resilience, sustainability leadership, and social entrepreneurship—skills that are increasingly sought across sectors. Through interdisciplinary, hands-on learning experiences in design thinking, impact investing, and authentic projects with community partners, learners will gain practical tools to drive meaningful change.

Strategically designed to prepare graduates as adaptable changemakers, the program equips them with the knowledge and leadership capacity to navigate complexity and lead with purpose in a rapidly evolving global context.

2.3 Vocational Program Learning Outcomes

The graduate has reliably demonstrated the ability to:

1. Develop initiatives to address economic, social, and environmental impacts in response to complex sustainability challenges.

2. Evaluate community-based sustainability projects that integrate equity, inclusion, and cultural responsiveness.

3. Build cross-sector partnerships to mobilize collective action on the Sustainable Development Goals.

4. Engage shareholders and investors to obtain financial resources for initiatives that promote community stewardship and sustainable impact.

5. Analyze data compiled from sustainability initiatives to identify and communicate impacts to project teams and partners.

6. Facilitate organizational responses to complex social and environmental issues using adaptive leadership and resilience-building approaches.

7. Connect community leaders with underrepresented voices to support the co-creation of solutions that enhance community belonging.

2.4 Admission Requirements

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

3. **Program of Study**

LCC Title	Course Title	Course Code	Description	CLOs	Pre-req	Equivalent	Classroom Hrs	Lab Hrs	Online Hrs	FP Hrs
Leadership for Sustainable Development	Design Thinking for Sustainability	TBD	Discover the knowledge and practical tools required to embed sustainability into every stage of problem-solving and systems design. Explore circular economy principles, scenario planning, and data visualization to address environmental and social challenges. Engage in interdisciplinary collaboration, integrating diverse perspectives to design adaptive, community-focused solutions.	CLO1: Analyze sustainability frameworks to identify opportunities for innovation in environmental, social, and economic systems. CLO2: Integrate circular economy principles into design processes to minimize waste and optimize resource use across product and service life cycles. CLO3: Use strategies to predict future sustainability challenges and guide adaptive, community-focused design solutions. CLO4: Use data visualization and mapping tools to interpret community assets and vulnerabilities for informed design decision-making. CLO5: Evaluate sustainability initiatives using criteria such as equity, inclusion, feasibility, and long-term impact. CLO6: Interpret data visualizations to identify community assets and vulnerabilities. CLO7: Design a sustainability-focused prototype that reflects systems thinking and community needs.			56 hours			
	Building Equity-Driven Partnerships	TBD	Explore the impact of cross-sector collaborations in the advancement of equity and corporate social responsibility. Navigate	CLO1: Analyze corporate social responsibility initiatives to determine how partnerships can advance equity and mutual benefit.			56 hours			

LCC Title	Course Title	Course Code	Description	CLOs	Pre-req	Equivalent	Classroom Hrs	Lab Hrs	Online Hrs	FP Hrs
			ethical considerations, power dynamics, and stakeholder engagement, while developing practical skills in grant writing, impact evaluation, and strategic alliance building. Emphasis is placed on fostering inclusive partnerships that align with community values and drive systemic change.	CLO2: Apply the Impact Partnership Model with collaborative strategies that promote collective change across sectors. CLO3: Evaluate ethical considerations and power dynamics in partnership formation to ensure inclusive and respectful collaboration. CLO4: Develop communication strategies tailored to diverse investors that foster engagement across sectors and cultures. CLO5: Create frameworks for monitoring and evaluating partnership effectiveness and long-term social impact. CLO6: Use funding mechanisms and strategic alliances to support stewardship opportunities aligned with community values. CLO7: Examine grant proposals that support equity-driven initiatives and systemic change.						
	Coaching Empowerment and Resiliency	TBD	Discover leadership and coaching strategies that center equity, adaptability, and wellness in sustainability initiatives. Explore approaches to community engagement that acknowledge systemic inequities, while developing skills in adaptive	CLO1: Analyze historical and systemic inequities to inform inclusive leadership and community engagement strategies. CLO2: Apply adaptive leadership techniques to navigate uncertainty and evolving social and environmental conditions. CLO3: Design personalized wellness and self-care plans that support sustainable leadership practice.			56 hours			

LCC Title	Course Title	Course Code	Description	CLOs	Pre-req	Equivalent	Classroom Hrs	Lab Hrs	Online Hrs	FP Hrs
			leadership, peer mentorship, and reflective practice. Emphasis is placed on fostering resilient networks and sustainable leadership through self-care and continuous learning.	CLO4: Evaluate coaching and mentorship models for their role in building resilient networks and promoting equity, empowerment, and wellness. CLO5: Integrate reflective practice tools to support continuous learning and personal growth in leadership roles. CLO6: Examine community engagement initiatives that address systemic barriers and foster inclusive participation and shared leadership. CLO7: Assess the impact of adaptability and wellness on long-term leadership capacity and organizational resilience.						
	Social Justice and Community Wellness	TBD	Examine how intersectionality shapes access to resources and environmental burdens. Explore policies and advocacy strategies for equitable climate action, design inclusive community engagement frameworks, and analyze the roles of food security, housing, and healthcare in holistic wellness. Apply methods to measure the community impact and social return on investment of initiatives.	CLO1: Analyze how intersectionality shapes access to resources, opportunities, and environmental burdens within diverse communities. CLO2: Investigate policies and advocacy strategies that enhance equitable climate action and environmental justice. CLO3: Examine community engagement frameworks that prioritize marginalized voices and facilitate co-created solutions. CLO4: Discuss the roles of food security, housing, and healthcare in promoting holistic community wellness. CLO5: Apply qualitative and quantitative methods to assess community impact,		56 hours			

LCC Title	Course Title	Course Code	Description	CLOs	Pre-req	Equivalent	Classroom Hrs	Lab Hrs	Online Hrs	FP Hrs
				interpret assessment data, and calculate social return on investment. CLO6: Compare different models of community wellness to identify inclusive and effective practices that address systemic inequities and foster inclusion. CLO7: Integrate findings from community assessments into strategic planning and advocacy efforts that promote equity and sustainability.						
Impact Entrepreneurship		TBD	Discover how to build ventures that drive both profit and positive change through impact investing principles, scalable business models, regulatory frameworks, and impact reporting. Engage with funding networks, craft compelling narratives, and explore mission-aligned financing options. Practical skills in grant writing, proposal development, and stewardship design will support sustainable, accountable growth in social enterprises.	CLO1: Define impact investing principles and operating frameworks that guide social enterprise development. CLO2: Identify scalable business models that balance profitability with measurable social and environmental outcomes. CLO3: Analyze regulatory environments and impact reporting standards to ensure compliance and transparency in social ventures. CLO4: Explore storytelling techniques to craft compelling narrative that attracts mission-aligned partners, funders, and customers. CLO5: Map networks of investors, incubators, and accelerators to assess stewardship models that promote sustainability and long-term impact. CLO6: Evaluate diverse funding pathways for launching and scaling social enterprises.			56 hours			

LCC Title	Course Title	Course Code	Description	CLOs	Pre-req	Equivalent	Classroom Hrs	Lab Hrs	Online Hrs	FP Hrs
				CLO7: Discuss recommendations for resource mobilization and governance practices that strengthen accountability and impact in entrepreneurial ventures.						

4. Strategic Alignment

4.1 Strategic Fit

The proposed program aligns with the following goals of the Strategic Vision and Business Plan.

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.

  Objective 1.1: We will attract a diverse range of students by offering a comprehensive program mix that anticipates and fulfills workforce needs.

Goal 4: Community Connected
- Be purposefully connected locally and globally to deepen our impact and drive social and economic progress.

The proposed program positions DC at the forefront of innovative lifelong learning by equipping graduates with future-ready skills in sustainability, entrepreneurship, and resilience, skills that meet the demands of a rapidly changing global community. By offering an interdisciplinary curriculum that anticipates emerging trends and connects learners to real-world challenges, the program prepares learners to leverage a global lens to lead with purpose.

Through hands-on projects and authentic community partnerships, the program strengthens DC's role as a trusted educator and community collaborator, creating meaningful impact locally and globally. This approach reflects our commitment to transforming lives, building careers, and driving social and economic progress where it matters most.

4.2 Fit with Existing Programs

The proposed Leadership for Sustainable Development LCC program is designed to complement a broad suite of DC programs and elevate expertise in sustainability and community resilience for graduates across multiple disciplines. Business and management graduates often move into leadership roles where sustainability knowledge is critical to meeting modern organizational priorities. Environmental and science graduates already view sustainability as a core theme, and leadership skills enable them to influence policy and practice. Community and social service professionals work in sectors where resilience and sustainable approaches are essential for program design, advocacy and community engagement. Health and wellness graduates intersect sustainability within health systems and community well-

being, making leadership in these areas increasingly valuable. Finally, hospitality graduates are entering an industry rapidly shifting toward eco-friendly practices, and those with sustainability leadership skills will stand out.

By bridging these diverse fields, the program empowers graduates to amplify their impact, lead transformative change, and position themselves as future-ready leaders in any sector.

5. Labour Demand and Graduate Employment Possibilities

Canada's labour market is experiencing a strong and accelerating demand for skills in sustainability, community resilience, and social entrepreneurship, making this program both timely and strategically aligned with national, local and institutional priorities. Federal initiatives like the *Sustainable Jobs Plan* highlight the importance of training to support sustainable job growth, while labour-market information suggests the demand for green competencies is rising faster than the supply of qualified workers[1]. Forecasts predict significant growth in environmental and sustainability-related occupations over the next decade, and some Non-Governmental Organizations (NGOs) are investing in youth entrepreneurship and workforce pathways aligned with sustainability and resilience.

The proposed program positions DC to respond proactively to emerging industry and global needs by preparing learners to reimagine communities as more self-reliant, connected, and resilient. It strengthens learner and community engagement and builds on DC's existing expertise in horticulture, hospitality, and business. By integrating sustainability, entrepreneurship, and applied learning, the proposed program supports the College's strategic vision in innovation, community impact, and workforce readiness, equipping graduates to lead with purpose and drive meaningful change.

Canada's labour market is undergoing transformation as the country accelerates its transition to a low-carbon economy. This shift is creating strong demand for professionals with skills in sustainability leadership, community resilience, and social entrepreneurship. Federal initiatives such as the *Sustainable Jobs Plan* introduced a sustainable jobs stream under the Union Training & Innovation Program and established a Sustainable Jobs Secretariat to coordinate workforce development[2]. The *Canadian Sustainable Jobs Act* now mandates multi-year action plans starting in 2025, requiring federal agencies to prioritize training for green and transitional roles[3]. Additionally, the International Institute for Sustainable Development (IISD) has

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[1] Government of Canada. (2025, January 9). *Sustainable Jobs Plan.* https://natural-resources.canada.ca/corporate/planning-reporting/sustainable-jobs-plan

[2] Government of Canada (2025, October 3). Sustainable Jobs Secretariat. Sustainable Jobs Secretariat - Natural Resources Canada Government of Canada. (2025, January 9). *Sustainable Jobs Plan.* https://natural-resources.canada.ca/corporate/planning-reporting/sustainable-jobs-plan

[3] *Canadian Sustainable Jobs Act (S.C. 2024, c. 13)* (https://lois-laws.justice.gc.ca/eng/acts/C-23.25/FullText.html)

developed a framework of 18 indicators to measure training access, job quality, equity, and Indigenous engagement, ensuring accountability and impact[4].

Between 2019 and 2029, the environmental job market has been projected to add 50,000 new jobs, while 230,000 vacancies will arise due to retirements. Ontario is expected to have the highest volume of green job vacancies, making this program particularly relevant regionally[OBJ]. Forecasts predict the labour force will require talent over the next decade with enhanced green skills to support climate transitions[5].

The proposed Leadership in Sustainable Development LCC directly addresses these trends. It aligns with national priorities under the Sustainable Jobs Plan and supports Canada's commitments to the Sustainable Development Goals, particularly Quality Education (SDG 4) and Decent Work (SDG 8). Regionally, it responds to Ontario's projected green-job boom and recruitment challenges. The program will equip learners with competencies in sustainability leadership, policy navigation, social enterprise, and systems thinking skills identified as essential for Canada's workforce transition. By targeting emerging leaders across sectors, the program ensures broad accessibility and impact.

6. Analysis of Competition

Currently, short-term leadership programs with a sustainable development focus are scarce within the GTA and Durham Region, and only a few Ontario colleges offer professional development, certificate, or graduate certificates in management and leadership. This creates a significant gap for emerging leaders seeking to upskill in sustainability and resilience. The launch of this program will directly address that gap, positioning DC as the leading provider of innovative, interdisciplinary and sustainability-focused leadership education.

7. Student Interest

Built with international learners at the forefront, learners are expected to be employees from a global, non-governmental organization working in partnership with the Canadian Government and DC. Additionally, it is anticipated that domestic interest will arise from recent graduates or working professionals from a range of sectors seeking an upskilling opportunity that aligns with community need or industry demand for professionals who champion sustainability and innovation.

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[4] International Institute for Sustainable Development. (2025, June). *Tracking Sustainable Jobs Metrics*.Tracking Progress on Supporting Workers and Communities in Canada's Energy Transition
[5] RBC Capital Markets. (2022). *The skills revolution Canada needs to reach Net Zero.*
https://www.rbccm.com/en/insights/story.page?dcr=templatedata/article/insights/data/2022/02/green_collar_jobs_the_skills_revolution_canada_needs_to_reach_net_zero

8. Target Market

The target market for this program includes domestic and emerging global leaders seeking to enhance their skills in sustainability, entrepreneurship, and community resilience. This includes recent graduates or working professionals from across disciplines such as horticulture, business, social services, and community development.

9. Operating Revenue and Expenses

The following table summarizes the budget for the Leadership for Sustainable Development LCC program:

Term (Delivery)	202642	202642	202642	202642	202642
Course	Design Thinking for Sustainability	Building Equity-Drive Partnerships	Coaching Empowerment and Resiliency	Social Justice and Community Wellness	Impact Entrepreneurship
Frequency of Course Offering in Year	1	1	1	1	1
Tuition Fees/Per Student (Domestic)	$500.00	$500.00	$500.00	$500.00	$500.00
Teacher Cost Per Hour	$120.00	$120.00	$120.00	$120.00	$120.00
Total Teacher Costs	$6,720.00	$6,720.00	$6,720.00	$6,720.00	$6,720.00
Total Teacher Costs with Vac Pay (6%)	$7,123.20	$7,123.20	$7,123.20	$7,123.20	$7,123.20

New Program Summary

Total Teacher Cost with Benefits (17.5%) x Course Frequency	$8,369.76	$8,369.76	$8,369.76	$8,369.76	$8,369.76
Per Student Gross Revenue (Domestic)	$500.00	$500.00	$500.00	$500.00	$500.00
Course Hours	56	56	56	56	56
Modality	In-person	In-person	In-person	In-person	In-person
Gross Revenue ($) (Domestic)	$3,000.00	$3,000.00	$3,000.00	$3,000.00	$3,000.00
Gross Revenue ($) (Sponsored International Participants)	$6,500.00	$6,500.00	$6,500.00	$6,500.00	$6,500.00
Delivery Cost ($)	$8,369.76	$8,369.76	$8,369.76	$8,369.76	$8,369.76
Contribution ($)	$5,651.20				
Contribution (%)	13.5%				

![Durham College - Success Matters logo]

Public Report

Report Number: BOG-2025-88

To: Board of Governors

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

Date of Report: November 13, 2025

Date of Meeting: December 10, 2025

Subject: Major Program Change – Program Title Change for the Library Technician Ontario College Diploma

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1.   Purpose

The purpose of this report is to obtain approval from the Durham College Board of Governors for a major program change to change the program title of the Library Technician Ontario College Diploma (OCD) program to the Library and Information Technician OCD program.

2.   Recommendation

It is recommended to the Durham College Board of Governors:

That based on BOG-2025-88, the program title for the Library Technician OCD program offered through the Centre for Professional and Part-Time Learning be changed to the Library and Information Technician OCD program.

3.   Background

Professional and Part-time Learning (PPL) is seeking approval to update the program title of the *Library Technician* OCD (MTCU 50805, APS DURH04002) to *Library and Information Technician.*

Launched in 2012 under the title *Library and Information Technician*, the current title was adopted in 2017 to differentiate Durham College's part-time offering from the full-time program. The full-time program has since been indefinitely suspended; therefore, such distinction is no longer required.

The proposed program title is reflective of the formal title connected to the MTCU code, aligns with standardized titles used across Ontario Colleges of Applied Arts and Technology (CAAT), and reflects the broader competencies expected of graduates. The title revision will ensure alignment with sector norms and affirm

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its equivalency against comparator programs, while also increasing clarity for applicants and students seeking transfer, articulation, or employment opportunities.

As per the Ministry of Training, Colleges and Universities' Minister's Binding Policy Directive 3.0, Programs, Framework for Programs of Instruction, all programs of instruction with similar outcomes and credentials are to have the same title.

It is the role of the Durham College Board of Governors to ensure that programs of instruction are consistent with program standards where they exist and conform to the accepted college system nomenclature/program titling principles. We confirm that Durham College is in compliance with all Minister's Binding Policy Directives as noted above, for this program of instruction.

4.   Discussion

A review of comparator institutions confirmed that all Ontario CAATs currently delivering a program under the MTCU 50805 code use the *Library and Information Technician* program title.

Reverting to the title *Library and Information Technician* will restore consistency with the official credential designation, enhance clarity for learners and employers, and reflect the inclusion of digital information management and user service competencies central to the field. It will strengthen program recognition, accurately represent the scope of program learning outcomes, and enhance transfer and employment clarity.

The proposed change does not alter program learning outcomes, essential employability skills, or curriculum content, thereby requiring no additional resources or structural changes to the program.

5.   Financial/Human Resource Implications

There are no financial or human resources implications.

6.   Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7.   Implications for Ontario Tech University

There are no implications for Ontario Tech University.

8. Relationship to the Strategic Vision/Business Plan

Durham College remains committed to delivering programs that anticipate and fulfill the evolving needs of students, the community, and industry, as outlined in Goal 1 – Future Focused, Objective 1.1.

Report Number: BOG-2025-89

To: Board of Governors

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

Date of Report: November 3, 2025

Date of Meeting: December 10, 2025

Subject: Approval of Permanent Program Suspensions

1.   Purpose

To obtain approval from the Durham College Board of Governors to permanently suspend five programs of instruction.

2.   Recommendation

It is recommended to the Durham College Board of Governors:

That based on BOG-2025-89, the following programs be permanently suspended effective Fall 2025:

- Accounting and Payroll, Ontario College Diploma (MTCU 50104, APS DURH1231), Faculty of Business and IT

- Golf Facility Operations Management, Ontario College Diploma (MTCU 52220, APS DURH1211), Faculty of Business and IT

- Insurance, Ontario College Diploma (MTCU 52803, APS DURH1233), Faculty of Business and IT Management

- Food and Beverage Management, Ontario College Diploma (MTCU 53201, APS DURH1058), Faculty of Hospitality and Horticultural Science

- Business Administration, Ontario College Advanced Diploma (MTCU 60200, APS DURH1003), Faculty of Business and IT

3. Background

Program suspensions occur in stages to ensure decisions are data-driven and aligned with institutional priorities. An **intake suspension** is the first step and is typically implemented when a program experiences low application or enrolment numbers. This suspension halts new student admissions while allowing currently enrolled students to complete their studies. If subsequent evaluation and analysis indicates that the program is no longer viable and is unlikely to experience renewed student interest, an **indefinite suspension** may be issued and subsequently reported to the Ministry of Colleges, Universities, Research Excellence and Security (MCURES). This type of suspension reflects a longer-term pause, during which the program remains inactive but not canceled, allowing time for strategic review or potential redevelopment. After five years under indefinite suspension, if no significant changes in demand or viability occur, the program may move to a **permanent suspension**, which formally discontinues the program from DC's offerings. These stages work together to provide a measured approach, balancing responsiveness to enrolment trends with opportunities for program revitalization before final cancellation.

As stated in the Minister's Binding Policy Operating Procedure for Program Suspension and Cancellation it is the responsibility of the Board of Governors to approve recommendations for permanent suspension. Further, it is the responsibility of the College to inform the MCURES of final decisions to suspend or cancel a Ministry-funded program of instruction.

Should the college wish to reinstate a program that has been permanently suspended, a new funding application form will be required to be submitted to and approved by the MCURES.

4. Discussion

4.1 Accounting and Payroll, Ontario College Diploma (MTCU 50104, APS DURH01231), Faculty of Business and IT

The Accounting and Payroll diploma program (ACPA) was launched September 2015. A final intake of students was attempted in 2017-2018; however, insufficient student interest resulted in a program intake suspension occurring. The program was approved for indefinite suspension by the Board in October 2018, due to low application and enrolment numbers and was subsequently suspended effective as of the 2018-2019 academic year.

	2015	2016	2017	2018
Enrolment	10	14	0	-

4.2 Golf Facility Operations Management, Ontario College Diploma (MTCU 52220, APS DURH01211), Faculty of Business and IT

The Golf Facility Operations Management diploma program (GOPR) was launched in September 2012. A final intake of students was attempted in 2014-2015; however, insufficient student interest resulted in a program intake suspension occurring. The program was approved for indefinite suspension by the Board in October 2015, as the result of lack of interest and low enrolment, and was subsequently suspended effective as of the 2015-2016 academic year.

	2012	2013	2014	2015
Enrolment	18	16	0	-

4.3 Insurance, Ontario College Diploma (MTCU 52803, APS DURH01233), Faculty of Business and IT

The Insurance diploma program (INSR) was launched in September 2015. A final intake of students was attempted in 2017-2018; however, insufficient student interest resulted in a program intake suspension occurring. The program was approved for indefinite suspension by the Board in October 2018, due to low application and enrolment numbers, and was subsequently suspended effective as of the 2018-2019 academic year.

	2015	2016	2017	2018
Enrolment	7	5	0	-

4.4 Food and Beverage Management, Ontario College Diploma (MTCU 53201, APS DURH01058), Faculty of Hospitality and Horticultural Science

The Food and Beverage Management diploma program was launched in February 1983. The final intake of students occurred in 1998-99. The program was indefinitely suspended with MCURES as of September 2011.

	1996	1997	1998	1999
Enrolment	48	34	29	0

4.5   Business Administration, Ontario College Advanced Diploma (MTCU 60200, APS DURH01003), Faculty of Business and IT

The Business Administration advanced diploma program (BGEN) was indefinitely suspended with MCURES as of September 2015.

	2006	2007	2009	2010
Graduates	3	6	8	3

*2008 data not available.

5.   Financial/Human Resource Implications

There are no financial or human resources implications as there are no faculty assigned to these programs at this time.

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

DC remains committed to delivering programs that anticipate and fulfill the evolving needs of students, the community, and industry, as outlined in Goal 1 – Future Focused, Objective 1.1. The strategic cancelation of programs that no longer align with these needs will enable the College to concentrate its resources on innovative, high-demand offerings that appeal to both domestic and international students.

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.

Public Report

Report Number: BOG-2025-90

To: Board of Governors

From: Dr. Elaine Popp, President, Dr. Jean Choi, Vice President, Academic and Students, and Thom MacDonald, Associate Vice President, Enrolment and International Education

Date of Report: November 24, 2025

Date of Meeting: December 10, 2025

Subject: Update on the College's Social Commitments

1.   Purpose

The purpose of this report is to provide the Board of Governors with an overview of Durham College's (DC) social commitments, where the college is a signatory.

2.   Recommendation

This report is being presented for information only.

3.   Background

DC has a responsibility to leverage the strength of our social infrastructure and be a leader in areas related to equity, diversity, inclusion, belonging, accessibility, reconciliation, and environmental sustainability. Through programs, policies and procedures, and established supports, the college provides a safe, inclusive and respectful learning and working environment while also instilling these values in graduates.

To demonstrate the depth of DC's social responsibility, the college is a proud signatory of several nationally and internationally recognized commitments. They include:

- Indigenous Education Protocol;
- Dimensions Charter; and
- Sustainable Development Goals (SDG) Accord.

4. Discussion/Options

This summary reports on each of these commitments and includes an overview of activities undertaken to meet the college's agreed upon obligations.

4.1 Indigenous Education Protocol

Driven by Colleges and Institutes Canada (CICan), the Indigenous Education Protocol (IEP) underscores the importance of structures and approaches required to address Indigenous peoples' learning needs and support the self-determination and socio-economic development of Indigenous communities.

DC signed the protocol on October 16, 2015, and is one of 72 CICan members to have made this commitment. The protocol is founded on seven principles that aim to guide signatories:

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

Since signing the IEP 10 years ago, the College has made progress in integrating Indigenous perspectives and fostering a supportive environment for Indigenous students. The following actions undertaken between December 2024 and November 2025 demonstrate the College's ongoing commitment to honouring Indigenous cultures, supporting Indigenous students, and contributing to the broader goals of reconciliation and decolonization in education:

Suswaaning Endaajig - First Peoples Indigenous Centre (FPIC)

The First Peoples Indigenous Centre (FPIC) continues to advance Indigenization across the college through extensive cultural programming, community

engagement, student support, and campus-wide education that strengthens understanding of Indigenous ways of knowing, being, and doing. This includes:

1. *Cultural Education, Teachings, and Land-Based Knowledge*

   - Elder-led teachings and webinars (e.g., Creation Story series, Giin Gdabanim, Nanaboozhoo and Turtle Island, traditional agricultural teachings, Tipi Teachings series).
   - Smudging opportunities, smudge education for classes, and cultural teachings.
   - Beading sessions, medicine pouch workshops, and a Dream Catcher workshop, offering hands-on learning rooted in traditional practices.
   - Anishinaabemowin language sessions, additional language learning opportunities (Anishinaabemowin and Kanien'kehá:ka), and International Mother Language Day with Indigenous language awareness.
   - Sharing Circles supporting learning about Residential Schools and TRC Calls to Action.
   - Ceremonies, including a Sunrise Ceremony for the Fall Equinox.

2. *Events and Programming that Promote Indigenous Culture Campus-Wide*

a) Organized and/or supported culturally significant campus events such as:
   - National Ribbon Skirt Day
   - Mini Pow Wow for Orange Shirt Day / National Day for Truth and Reconciliation
   - World Water Day Lunch and Learn
   - Two-Spirit Awareness Day programming
   - Red Dress Day awareness and installations
   - National Indigenous History Month film screenings
   - Reconciliation Reels film series
   - Bear Witness Day
   - Moose Hide Campaign Day
   - Inuit Day
   - Indigenous Veterans' Day
   - Powley Day

b) Offered culturally relevant meals (soup luncheons, student-prepared meals) to *support community building.*

3. *Social Media Education and Awareness (Campus-wide Knowledge Sharing)*

a) FPIC's online education efforts to strengthen the campus community's understanding and visibility of Indigenous worldviews. Key topics included:
- Moon Teachings
- Seven Grandfather Teachings
- Totem Pole teachings
- Three Sisters planting
- Pow wow etiquette and dance styles
- MMIWG2S+ awareness
- Métis, Inuit, and First Nations histories and celebrations
- Yukon Heritage Day
- International Women's Day
- Emancipation Day (Black–Indigenous solidarity)
- Nunavut Day
- Indigenous Peoples Day
- Treaties Recognition Week, Rock Your Mocs Week, and others

b) Promotion of Indigenous authors, Indigenous resource collections, and the "Tea and Tales" Indigenous literature initiative.

4. *Cross Campus Indigenization Partnerships*

a. Collaborated with the Centre for Teaching and Learning (CTL) to support faculty development through Indigenous-focused sessions and authentic-experiences workshops.
b. Hosted class visits (e.g., College Teaching Certificate, Liberal Studies), integrating Indigenous perspectives into curriculum learning.
c. Offered Traditional Healing services in partnership with Durham Community Health Centre, advancing Indigenized wellness support.

Implementation of Indigenous-Centric Curriculum

In October 2025, the CTL introduced the **Braiding Learning Framework** which draws inspiration from the teachings of the Two-Row Wampum (Gaswéñdah), Two-Eyed Seeing, and traditional concepts of peace and harmony. Reflecting the rich diversity of the education community, this framework is designed to integrate and harmonize various pedagogical practices, fostering an inclusive, engaging, and empowering learning environment for all. By weaving together different ways of knowing, the framework supports the creation of safer and more collaborative educational spaces that honour both cultural and academic excellence within lifelong learning.

The Framework is built from knowledge which engages the [Potlach as Pedagogy: Learning through Ceremony, sk'ad'a Principles](link), [the four "R"s, Bloom's Taxonomy](link), [the Science of Learning Strategies](link), and is held together by the [Wholistic Medicine wheel](link), [the four Medicines](link) (Tobacco, Sweetgrass, Sage, Cedar), and the [Seven Grandfather Teachings,](link) intertwined with lessons from the land such as circular learning and teachings from Richard Wagamese about the Sacred Breath, and Water.

CTL has also introduced the "[Braiding Knowledge: An Educator Growth Program](link)" and a new manually managed course "Indigenous Perspectives in Teaching and Assessment", that will house several PD Opportunities for faculty including around land acknowledgements, foundations in Indigenous Pedagogy, creating braver spaces in classrooms, and creating community connections in journeying with Two-Eyed Seeing.

Development of Indigenous Spaces and Recognition on Campus

DC installed an Indigenous student artist's painting of the 13 Moons in two prominent locations at the Oshawa and Whitby campuses.

Emma Whiteye, a Fine Arts – Advanced student and proud member of Walpole Island First Nation, stands beside her powerful mural installation: 13 Moon Teachings, April 2025.

Recognizing Graduate Success

The Durham College Alumni Associate (DCAA) launched the Outstanding Indigenous Graduate Award to honour a graduating Indigenous student who has demonstrated exceptional leadership and commitment to their community. This annual award reflects the College's ongoing commitment to the Truth and Reconciliation Commission's Calls to Action by celebrating Indigenous

excellence and ensuring Indigenous identity, knowledge, and success are valued and visible across the College community.

The recipient of this award will be recognized at convocation ceremonies alongside other leadership award recipients and further celebrated at the annual *Fall Feast*—a meaningful gathering that honours Indigenous graduates, their families, and communities. The inaugural recipient was Brooke Wheeler, a graduate of the Graphic Design - Advanced Diploma program.

Student, Employee and Community Learning

The Office of Equity, Diversity, and Inclusion (OEDI) has incorporated Indigenous ways of knowing and doing into its training materials, updated the OEDI Land Acknowledgement for all sessions, and integrated Indigenous perspectives into relevant college policies such as the Sexual Violence Policy.

In 2024, DC's Communications and Marketing department began a new online [Indigenous Content Collection](#) featuring blogs with Indigenous-specific content. This year, three new blogs feature Ruthie Fitton, Emma Whiteye, and Cale Crowe. A web story will be shared in December 2025, highlighting the scope of work completed in 2025 related to Indigenization at Durham College including:

1. Creating "New and Notables":
   a. [Durham College marks Orange Shirt Day and National Day for Truth and Reconciliation](#)
   b. [Honouring National Indigenous History Month at DC](#)

2. Social Media / Digital Promotion / Resources
   a. Posts to support Orange Shirt Day / National Day for Truth and Reconciliation and the Library's Indigenous Resource Collection
      - https://www.instagram.com/p/DOdn5CQjeGy/?img_index=1
      - [https://www.instagram.com/p/DPOjQPVjk_C/](#)
      - https://www.instagram.com/p/DLQIQpJMdlx/
   b. New reels showcasing Orange Shirt Day / National Day for Truth and Reconciliation programming and FPIC services
      - [https://www.instagram.com/p/DPPXb2PElSU/](#)
      - [https://www.instagram.com/p/DLaNTgvMbkv/](#)
   c. New 360s panos of FPIC space added to the DC interactive map
      - [Common area](#)
      - [Elders' Room](#)

Applied Research

In April 2025, in line with DC's Research Data Management Strategy, the Office of Research Services, Innovation and Entrepreneurship (ORSIE) organized training on the First Nations Principles of Ownership, Control, Access and Possession (OCAP®). The thirteen attendees included Research Ethics Board (REB) members, research administration staff, researchers, and student trainees.

On January 23, 2025, the Social Impact Hub hosted a speaker series entitled Voices of Impact including a presentation by faculty member Kandace Bond-Wileman focusing on Indigenous community-based research. Since August 2025, the Social Impact Hub has participated as a member of the *Together Against Hate Coalition* of 39 community agencies led by the Region of Durham's Diversity, Equity and Inclusion Department, and subsequently joined the Coalition's Community Outreach working group to support creation of a public education campaign including a repository of anti-hate resources and a community conference for over 300 attendees. Indigenous-focused organizations are actively included in the coalition to ensure the campaign recognizes the impact and addresses anti-hate sentiments specific to Indigenous communities in Durham Region.

In 2025, ORSIE was awarded a Social Sciences and Humanities Research Council of Canada (SSHRC) Institutional Grant (SIG) in the amount of $19,500 per year for three years, which is intended to support direct costs of research as well as research capacity-building efforts in the social sciences. Managed by the Social Impact Hub, both the SIG and the SSHRC General Research Fund will prioritize research-related activities including Indigenous community-engagement, research methodology and training opportunities focused on Indigenous perspectives and ways of knowing.

4.2   Dimensions Charter

The Dimensions Charter aims to foster increased research excellence, innovation and creativity within the post-secondary sector across all disciplines through greater equity, diversity and inclusion (EDI). As a signatory, DC recognizes that EDI strengthens the research community, the quality, relevance and impact of research, and the opportunities for everyone.

DC signed this charter on July 10, 2019, during a campus visit from Kristy Duncan, former federal Minister of Science and Sport and is one of 13 Ontario college signatories.

Overview of activities

(ORSIE) remains committed to embedding the principles of EDI within its operations and fostering a respectful, safe, and equitable workplace that drives research excellence. Key initiatives include the development and monitoring of an ORSIE EDI Action Plan, which serves as a foundational guide for these efforts. Steps taken between December 2024 and November 2025 to advance leadership in EDI and strengthen community engagement are as follows:

- ORSIE's Ethics Compliance, Training, and Inclusion Coordinator supported EDI initiatives aligned with the ORSIE EDI Action Plan, including tracking and sourcing training opportunities for REB members and ORSIE staff.

- ORSIE staff led the *EDI in College Research Community of Practice*, a collaborative group for resource sharing and development, with participation from college staff from across Canada. On March 20, 2025, an online session was held with a focus on embedding EDI principles in the fields of science and engineering. The session included a presentation on the topic followed by facilitated engagement of COP participants.

- ORSIE staff collaborated with the OEDI to develop a student training workshop on EDI in research, to be offered in 2026, with plans to tailor the content for broader audiences, including faculty and external researchers.

- AI Hub team members participated in the AI Practitioner Journey at Mila, the Quebec AI Institute, in Spring 2025 to complete a multi-module professional training program focused on responsible AI practices. Team members developed applied skills in fairness, accountability, transparency, and ethical deployment of AI systems, and engaged in interactive sessions and case studies designed to bridge theory with real-world applications.

- In May 2025, the AI Hub's Research Lead completed an intensive one-week program at Mila focused on the intersection of artificial intelligence, ethics, and human rights. This training provided hands-on experience with real-world case studies addressing issues such as algorithmic bias, accountability, transparency, and the societal impacts of AI, and offered practical strategies for embedding human-rights-based principles into AI research, design, and deployment, while engaging with leading experts and peers in interactive workshops and discussions.

  The Social Impact Hub has provided critical support and opportunities for advancing EDI in research.

- The Social Impact Hub is currently supporting two projects funded by the College and Community Social Innovation Fund (CCSIF) that address challenges faced by equity-deserving often marginalized groups: forensic patients seeking improved quality-of-life outcomes, and Black communities pursuing culturally relevant mental health services. Additionally, four applications were developed for the February 2025 CCSIF round focusing on the following topics: fostering trust between police services and communities' historical mistrust of police; enhancing community integration for newcomers to Canada; developing a community service model for students to support the unhoused; and simulation training to support early childhood development.

- The Social Impact Hub provided support for a community-engagement and awareness-building event to showcase the film *Silent Voices: Exploring the Narrative of Black Mental Health*, highlighting mental health struggles specific to Black communities. This topic is the focus of one of the current CCSIF projects, for which the film's creator and faculty member, Dr. Crystal Garvey, is the project lead.

- The Social Impact Hub organized the *Voices of Impact* speaker series, featuring a presentation by faculty member Dr. Erin Dancey on an applied research initiative in collaboration with the Community Development Council of Durham's Newcomer Kitchen Program.

- In May 2025, a research team attended the Community-Campus (C2U Expo) Conference organized by Community-Based Research Canada. During the event, they shared insights from two community-based CCSIF-funded projects that centered on community engagement, inclusion, and equitable access to services.

- The Social Impact Hub participated in a full-day Durham Region Community Workshop to help shape the next phase of the Durham Community Poverty Response Program, and also participated in two of the Region of Durham's Community Safety and Well-being (CSWB) Plan workshops, helping to shape actions, outcomes, and indicators for our community.

- The Social Impact Hub received funds from Mitacs in partnership with the Canadian Mental Health Foundation to create the second season of the *Surviving Addiction* docuseries. Funds enabled involvement of faculty film production expertise as well as valuable experiential learning opportunities for two videography students who supported filming and episode production exposing students to those with lived experiences of mental health and addictions.

4.3   Sustainable Development Goals (SDGs) Accord

The 17 United Nations' (UN) SDGs were adopted in 2015 as a universal call to action to end poverty, protect the planet and ensure that by 2030 all people enjoy peace and prosperity. The SDG Accord is the post-secondary sector's collective response to the SDGs.

As an institutional signatory, we are required to:
- Align all major efforts with the SDG targets and indicators across the whole organization, including in education, research, leadership, operational and engagement activities.
- Involve members from all key stakeholder groups in this endeavour, including students, academics and local communities.
- Support the collective effort to highlight the importance of sustainability within education settings; and
- Report annually on progress as an ongoing public declaration of their commitment to embedding the SDGs and to contribute to the collective data which is shared widely and used by the UN, governments and sector bodies.

DC signed the SDG Accord on February 23, 2022. The college is one of 407 institutional signatories from around the world. The 17 SDGs are:

2025 Year in Review
Durham College remains firmly committed to advancing the SDGs through innovative programs, global partnerships, and community-driven initiatives that continue to deliver meaningful and measurable impact, at home and abroad.

Education, equity, and collaboration remain central to achieving our institutional SDG commitments. Over 14,000 learners have engaged in hands-on agricultural education, supported by 102 resources and micro-credential programs. Global projects in Tanzania, South Africa, and Kenya advance gender equality, inclusive quality TVET education, and decent work opportunities, while partnerships with agri-tech firms drive innovation in sustainable food systems. DC also contributes to Peace, Justice, and Strong Institutions through policy consultations that inform immigration, integration, and workforce strategies. Our commitment to Partnerships for the Goals is reflected in initiatives such as the Queen Elizabeth Scholars (QES) program, joint research pursuits with Coleg Sir Gar, Collaborative Online International Learning (COIL) projects on environmental sustainability, and thought leadership on decolonizing SDG narratives. By embedding the SDGs into strategic planning and academic reviews, DC continues to lead in creating inclusive, sustainable, and globally connected communities.

While each SDG is critical in helping to reach global targets, this report highlights our actions contributing to the achievement of goals 2, 4, 5, 8, 10, 13 and 17, which are currently most relevant to DC.

Goal 2 - Zero Hunger
To end hunger, achieve food security and improved nutrition and promote sustainable agriculture.

At DC, we are:
- Through the Barrett Centre of Innovation in Sustainable Urban Agriculture Ajax Farm, mitigating local and regional food insecurity through local production and distribution of food;
- Donating thousands of pounds of produce and food though our on-farm programming and distribution to food banks;
- Strengthening community partnerships to tackle food insecurity;
- Developing free community programs such as the Food IQ Program, that teaches basic food and nutrition and cost-conscious cooking skills to community members using produce from local farmers;
- Minimizing food waste by reimagining how DC uses surplus food and by-products by introducing new technologies such as our Biodigester to divert food waste by turning it into rich compost for our farm fields, and freeze driers which prevent imperfect produce from becoming waste;
- Collaborating with Kenyan education partners via the Kenya Blue Economy Skills Training (KBEST)-07 program to reduce food insecurity, through the establishment of a new cafeteria and meal programs for vulnerable students.

Goal 4 - Quality Education

Ensure inclusive and quality education for all and promote lifelong learning.

At DC, we are:
- Focusing on academic quality by working collaboratively with internal and external constituents to ensure that we are meeting our internal policies, standards and requirements from the Ministry of Colleges, Universities, Research Excellence and Security, industry, and external accrediting bodies;
- Establishing innovative pathways within our credential mix, ensuring students receive credit recognition for previous education while also enabling them to transition to further education in Canada and abroad;
- Fostering opportunities for lifelong and career-oriented learning by offering short-duration programs and courses through Professional and Part-time Learning and Corporate Training Services;
- Advancing academic quality through comprehensive and ongoing reviews of our academic programs to ensure their currency, relevance, and alignment with evolving disciplinary standards, student needs, and labour market demands. This includes the strategic development of new programs that respond to emerging community needs and global trends, reinforcing our role in fostering inclusive, equitable, and high-quality education;
- Building capability of administrators, educators, and ministries across the Caribbean community (CARICOM) through the Skills to Access the Green Economy (SAGE) 08, Skills for the Green Economy project, aimed at enhancing online learning and system-wide improvements to ensure better access to quality, market-driven education in CARICOM nations;
- Establishing new COIL projects leading to enhanced global learning/education and student collaboration on issues such as business, environment, intercultural competency, and sustainable development;
- Strengthening DC faculty and staff capacity for global engagement by delivering intercultural awareness training to enhance inclusive teaching practices and student support.

Goal 5 – Gender Equality

Achieve gender equality and empower all women and girls.

At DC, we are:
- Ensuring equal opportunity hiring and program delivery for people of all genders;
- Continuing to play a leadership role in the Empowerment through Skills Program (ESP-06) in Tanzania, designed to reduce inequality and create pathways to education, employment, self-employment and entrepreneurship for women and girls;

- Expanding access to market-driven education and skills development among women and girls Central America and the Caribbean through the introduction and scale-up of online teaching and learning instruction as part of the closure of the SAGE Program;
- Embedding gender equality in workshops, roundtables, and training as part of KBEST-07 project, leading to new gender equality awareness in marketing, recruitment, and retention planning as part of strategic enrolment management.

Goal 8 – Decent Work and Economic Growth
Promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all.

At DC, we are:
- Successfully launching the South Africa Skills Training Enhancement Program SASTEP-01 project in South Africa to strengthen the ability of South African colleges to offer Technical and Vocational Education and Training (TVET) education that is inclusive and more accessible, and which prepares learners to enter the world of work. DC is supporting 14 institutions to scale-up online and blended learning to increase access to non-traditional leaners via training and professional development, benchmarking and technology integration support. This project supports the achievement of several other SDGs, namely SDG 4 – Quality Education, SDG 5 – Gender Equality, SDG 8 – Decent Work and Economic Growth, SDG 10 – Reduced Inequalities, SDG 17 – Partnerships for the Goals;
- Successfully launching the KBEST-07 project in Kenya as part of the blue economy transition, focusing on new program development, teacher capacity development, gender equality, prior learning recognition, and community advocacy for youth at three Technical Training Institutes. This project supports the achievement of several other SDGs, namely SDG 4 – Quality Education, SDG 5 – Gender Equality, SDG 8 – Decent Work and Economic Growth, SDG 10 – Reduced Inequalities, SDG 17 – Partnerships for the Goals.

Goal 10 – Reduced Inequalities
Reduce inequalities within and among countries.

At DC, we are:
- Supporting the delivery of Dual Credit program and Co-op placements provides a pathway to post-secondary that would not otherwise be available to many students;
- Contributing to international partnerships to disseminate best agricultural practices from various climates and bioregions;

- Delivering programs through the Centre for Success (CFS) to support secondary school students at risk of not graduating and adults working to complete their Ontario Secondary School Diploma. Upon completing their CFS program, students can move on to post-secondary education, creating new opportunities for themselves;
- Offering academic upgrading programs for students 18 years or older to help them qualify for admission to post-secondary programs, improving access to higher education;
- Supporting students by reducing financial barriers to education through bursaries, scholarships, and donor awards via the Financial Aid and Awards department;
- Ensuring equality in all aspects of the academic learning environment through the Access and Support Centre, which offers confidential services to students who are temporarily at-risk or identified with an exceptionality;
- Offering a variety of credentials and flexible learning options, including online and hybrid deliveries to accommodate diverse student needs and schedules.

Goal 13 – Climate Action
Take urgent action to combat climate change and its impacts.

At DC, we are:
- Achieving Level 3 Leaf Certification for Bistro '67 and Weston Centre – the only Level 3 certified restaurant in Ontario, highlighting how our facility has reached the top level of environmental sustainability, contributing above and beyond that of other facilities providing the most sustainable food service with a continuous effort to reduce environmental impact;
- Reducing greenhouse gas emissions through local food procurement, waste diversion, and sustainable agricultural practices. The Barrett Centre teaches practices that are guided by organic and regenerative organic methodologies, increasing carbon capture, rehabilitating soil, supporting clean air, water, and biodiversity in the ecosystem;
- Diverting 6.335 tons of food from landfills, which engages both value-added processing and our on-campus biodigester. 8994.8lbs of Greenhouse Gasses were also diverted through food recapture in partnership with Second Harvest and 215,448L of water saved;
- Supporting on-campus tree cover programs that are increasing carbon sequestration on campus including The Arboretum, The Food Forest which supports carbon sequestration through planted trees. Future impacts are currently planned via a partnership with Trees for Life to install additional micro-forests on campus in the 2026 season;
- Launching the Electric Drive Vehicle Technician program, one of only two offered in the province of Ontario. This innovative program prepares students to enter the in-demand field of clean transport – the fastest growing industry in Canada's clean energy sector;

- Participating in the SAGE program which has enabled improved access to green economy curriculum in Jamaica, Saint Lucia, Grenada and Guyana;
- Leading the "Global Student Exchange for Community Resilience: Sustainable Urban Agriculture, Training, Capacity Building, and Innovation Exchange" program, funded by QES Grant, which equips students to tackle climate change through cross-cultural learning focused on sustainable urban agriculture and community adaptation. Inbound students gain hands-on skills at DC, while outbound students exchange knowledge globally. The program builds climate resilience and empowers youth as changemakers.

Goal 17 – Partnerships for the Goals
Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development.

At DC, we are:
- Strengthening collaboration between academia, industry, and local organizations to create long-term impact in sustainable food systems;
- Launching the World Vision Partnership through the QES Grant to provide a Local College Certificate in Sustainable Leadership, with a culminating capstone project that connects participants with local community partners to work through processes and establish new local initiatives;
- Pursuing joint research and knowledge sharing with Coleg Sir Gar to increase the replication of small-hold urban agriculture, creating aggregate impacts in the areas of environmental stewardship, adoption of new technology to support agricultural sustainability, and provide global context for student learning;
- Presenting on "Rebalancing SDG Narratives: Co-Creating Sustainable Impact Through Meaningful Community-Centered Partnerships" at the 2025 Canadian Bureau for International Education Annual Conference, focusing on advancing the SDGs through community partnerships that integrate voices from both the Global South and North, address decolonization and power dynamics, and encourage participatory approaches to sustainable development;
- Stewarding the Durham Region International Community Partnership, bringing together leaders and policy makers to develop responsive strategies to the evolving international student landscape and its impact on the Durham community;
- Achieving a coveted silver rating as part of the Association for the Advancement of Sustainability in Higher Education's Sustainability Tracking, Assessment and Rating System (STARS) program enabling DC to benchmark and improve sustainability performance across the college and reaffirming DC commitment to global collaboration through structured action to advance sustainability goals.

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Next Steps:

2025 SDG Accord Survey: DC successfully submitted the 2025 SDG Accord Survey. Case Studies are under development for the 2026 submission, drawing on the multiplicity of achievements identified through 2025 reporting process.

SDG Mapping and the DC Strategic Vision: Preliminary mapping of relevant SDGs has been completed, identifying at least two SDGs and multiple associated targets for each element of the strategic vision. Through the development of the Academic Plan and separately, the Internationalization and Global Engagement plan, the SDG mapping process will identify other touchpoints that bolster DC's established commitment to achieving the SDGs.

5. Financial/Human Resource Implications

There are no financial or human resources implications.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

There are no implications for Ontario Tech University.

8. Relationship to the Strategic Plan/Business Plan

DC's social commitments are directly aligned with many of the goals and objectives of the 2030 strategic vision, including:

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.

Information Items

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

DURHAM COLLEGE
SUCCESS MATTERS

PRESIDENT'S UPDATE

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PRESIDENT'S OVERVIEW

This semester at Durham College (DC) has been defined by energy, success, and fortitude, beginning in September when our campuses came alive with excitement as we proudly welcomed nearly 6,000 new students to embark on their post-secondary journey. In the months that followed, we celebrated major varsity team victories, honoured award-winning alumni, and advanced groundbreaking community-engaged research. Although there has been much to celebrate, the semester has also brought challenges and ongoing uncertainties across the sector. I am deeply proud of the resilience our teams have shown through these complex circumstances, working together to make meaningful progress and advance our shared goal of building a stronger, future-ready college.

We were pleased that an agreement for full-time support staff was reached in October between the College Employer Council and the Ontario Public Service Employees Union. Ratification was achieved with 75 per cent of union members voting, and 89 per cent voting in favour of the terms of the tentative agreement. Our employees' presence and significant contributions were greatly missed during the five-week strike, and we enjoyed seeing them return to campus. I was inspired by the many creative ways teams welcomed their staff back. These initiatives were a clear testament to DC's culture of value, respect, and support. While I sincerely appreciate all employees who served our students and maintained operations during the strike, DC thrives when we are all together, and it is wonderful to have our whole team back.

A great example of our collaborative strength has been evident throughout the recent recruitment period, where it's truly been a team-wide effort to deliver major recruitment events. This year's Fall Open House on November 8 was our most successful yet, welcoming nearly 3,500 prospective students and their families to our campuses — making it the largest Open House in DC's history. Employees from across all portfolios worked together to ensure prospective students and their supporters received the information they needed to make informed program and academic decisions. The time and effort invested in this event delivered outstanding results, as we surpassed our application target with 877 students applying to DC programs on the spot. DC's Mature Student Events are on December 2 and 3 at the Oshawa and Whitby campuses. They are designed to showcase DC's flexible learning pathways for adults looking to return to school, upgrade their skills or pursue new career opportunities. This initiative underscores our unwavering commitment to lifelong learning.

Participants at Open House helped welcome nearly 3,500 prospective students and their families to our campuses.

While global interest in Canada as a preferred study destination continues to decline and immigration policy changes create additional barriers, international enrolment remains under pressure. However, when considering domestic enrolment, I am optimistic as we look ahead to Winter 2026. We are now projecting a 4.7 per cent domestic enrolment increase across the three 2025-2026 intakes, up from the 1.4 per cent previously forecast, and we are on track to exceed the new domestic enrolment budget for Winter 2026. This achievement reflects the joint efforts of teams across DC that have prioritized recruitment and enrolment. Their dedication, creativity, and persistence have enabled us to surpass domestic enrolment expectations despite a challenging environment.

One of my top priorities this semester has been fostering authentic engagement with employees and students at our two campuses as part of my 2025-2026 Employee Engagement Plan. Their observations and diverse perspectives continue to deepen my understanding of the challenges, opportunities, and strengths that shape the DC community. In November, I hosted informal "Popp-Up" events in collaboration with our Durham College Student Association, connecting with students over "popp-corn" and hearing about their experiences at DC. In December, I hosted my first Coffee Chat where I had insightful conversations with small groups of employees whom I do not have as much opportunity to connect with on a regular basis. A second Coffee Chat is scheduled for December 3. The Employee Town Hall sessions I hosted this term, alongside members of the DC Leadership Team, provided a valuable forum for transparency and meaningful two-way dialogue. These sessions allowed employees to receive updates, ask questions, and share perspectives as we navigate this period of continued change and uncertainty.

As we approach 2026, I am excited to start preparations for our annual signature event in May, Lean into Green: DC Update and Employee Celebration. This event will provide another impactful opportunity for us to connect, celebrate achievements, and strengthen our shared commitment.

Hosted three Town Halls with DC leaders to connect with employees.

COLLEGE SECTOR AND GOVERNMENT RELATIONS UPDATES

COLLEGES AND INSTITUTES CANADA'S (CICAN) MEMBER TOWNHALL – OCTOBER 9

Attended CICan's townhall session on the International Student Program and recent study permit trends, engaging in dialogue related to sector-wide impacts and approaches to collective advocacy.

COLLEGES ONTARIO'S (CO) MEETING, FUNDING MODEL REVIEW – OCTOBER 27/NOVEMBER 4

Joined college presidents and CO members in a review and discussion of CO's Funding Model Review submission to the Ministry of Colleges, Universities, Research Excellence and Security (MCURES).

CICAN'S PRESIDENTS CIRCLE – NOVEMBER 13

Attended CICan's monthly peer-to-peer online forum to exchange insights with other member leaders and address the most pressing issues facing institutions and the broader sector.

CORRESPONDENCE TO MPP COE, COLLEGE DAY AT QUEEN'S PARK – NOVEMBER 14

Engaged with MPP Coe's office to express appreciation for his sponsorship of CO's College Day at Queen's Park event and conveyed enthusiasm for the opportunity to connect during the event.

INDUSTRY SUPPORT LETTERS TO COLLEGES ONTARIO – NOVEMBER 14

Provided four industry support letters to CO for inclusion in their College Day at Queen's Park materials, underscoring industry's strong endorsement of Ontario's public colleges and their critical role in developing the skilled workforce essential to the province's prosperity.

CITY OF OSHAWA COMMUNITY PARTNER MEETING – NOVEMBER 17

Facilitated strategic discussion with members of the City of Oshawa and DC Leadership Teams during an update meeting hosted at DC. Delivered updates on key DC initiatives and priorities, highlighted our role and impact within the community, and advocated where appropriate.

INVITATIONS TO GOVERNMENT OFFICIALS, COLLEGE DAY AT QUEEN'S PARK – NOVEMBER 17

Sent personalized invitations to government officials who had not yet responded to CO's outreach, reaffirming DC's commitment to advancing key government priorities and expressing interest in continued dialogue.

College Day at Queen's Park was an opportunity to connect with colleagues from across the province and meet with ministers and elected officials.

COLLEGES ONTARIO'S COP MEETING AND ANNUAL GENERAL MEETING (AGM) – NOVEMBER 24

Participated in CO's Committee of Presidents (COP) meeting, engaging in discussions on current sector challenges and providing strategic guidance to CO. Subsequently attended CO's AGM alongside Board Chairs, Vice Chairs and Presidents representing all 24 Ontario colleges.

COLLEGES ONTARIO'S 2025 PREMIER'S AWARDS – NOVEMBER 24

Attended CO's annual event recognizing outstanding college graduates who have made significant contributions to their fields and communities. Celebrated DC alumni, Jeremy Burns and Aaron Dale, as recipients of the Premier's Award for Community Advancement, for their groundbreaking work supporting military veterans.

COLLEGE DAY AT QUEEN'S PARK – NOVEMBER 25

Joined college presidents and colleagues to advocate for the government's strategic investment in Ontario's public colleges, showcasing our vital role in training the province's workforce and calling for urgent government investment to strengthen the system. Actively engaged in small group meetings with government officials, including staff members from Minister Peter Bethlenfalvy's office, Minister Lisa Thompson, and MPP Tyler Watt, to support this message and highlight DC's leading role in enriching communities across Durham Region and beyond.

MINISTRY OF ENERGY AND MINES (MEM) ANNOUNCEMENT – NOVEMBER 26

Attended Minister Lecce's announcement regarding Ontario's approval to refurbish four nuclear reactors at Ontario Power Generation's Pickering Nuclear Generating Station, extending the facility's operating life to deliver affordable, clean, reliable power for the next three decades. Provided a quote for the official news release, acknowledging the project's significant impact on the province's energy industry, the opportunities it will create for students, graduates, and local communities in Durham Region, and DC's critical role in preparing graduates with the skills required for careers in the nuclear sector and the skilled trades that power it.

Celebrating DC alumni Jeremy Burns and Aaron Dale at the Premier's Awards event for their recognition in the Community Advancement category.

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ENGAGEMENT WITH THE MINISTRY OF COLLEGES, UNIVERSITIES, RESEARCH EXCELLENCE AND SECURITY (MCURES)

RESEARCH SECURITY CONSULTATIONS – SEPTEMBER 29/OCTOBER 30

Rick Hutchinson, Vice President, Strategic Infrastructure and Campus Safety, and Debbie McKee Demczyk, Associate Vice President, Innovation and Research continue to attend monthly research security sessions led by MCURES in alignment with the 2025-2030 Strategic Mandate Agreement. The consultation process strengthens research security networks, facilitates the exchange of best practices and resources, and promotes engagement in key professional development opportunities. The next session is scheduled for December 10.

ENERGY ROUNDTABLE WITH MINISTER NOLAN QUINN – OCTOBER 17

Participated in a roundtable discussion with Minister Quinn and representatives from industry, post-secondary, and government to share insights and provide actionable feedback on how post-secondary institutions and industry can work together to build Ontario's energy workforce.

RESPONSES TO OUTSTANDING QUESTIONS FROM ROUNDTABLE DISCUSSION – OCTOBER 24

Provided a follow-up submission to Minister Quinn addressing questions that remained unanswered due to time constraints during the October 17 Energy Roundtable. Highlighted DC's industry-driven approach to program development and the challenges associated with delivering programs informed by

sector needs. Outlined how the college supports graduates in staying current with evolving energy-sector skills and provided examples of DC's applied research collaborations that drive innovation.

MCURES FUNDING MODEL REVIEW REGIONAL CONSULTATION – NOVEMBER 14

Attended the Ministry's Toronto Regional Funding Model Review Consultation session alongside representatives from six other colleges and engaged in discussions on the key consultation themes from both institutional and regional perspectives.

MCURES ANNOUNCEMENT – NOVEMBER 28

Attended Minister Quinn's announcement of the Ontario government's investment in establishing a new Centre for Fusion Energy – a Centre that aims to accelerate innovation in the growing fusion energy sector and facilitate new academic and industry partnerships. Engaged with community and government representatives, including Minister Quinn, Minister Bethlenfalvy, Minister Lecce, MP Nathan, and MPP Coe to highlight DC's pivotal role in developing the next generation of energy workers and our substantial impact on the community.

Joined Minister Nolan Quinn and representatives from industry, post-secondary and government in a roundtable discussion about energy.

IN THE COMMUNITY

NATIONAL DAY FOR TRUTH AND RECONCILIATION EVENT – SEPTEMBER 30

Attended and delivered remarks at the First Peoples Indigenous Centre's mini Pow Wow held in the Naanaagide'endamowin Courtyard. The event, hosted in recognition of Orange Shirt Day and the National Day for Truth and Reconciliation, offered students, staff, and community members an opportunity to come together for a day of reflection, learning, and action.

OSHAWA CHAMBER OF COMMERCE BUSINESS EXCELLENCE AWARDS – OCTOBER 1

Attended the 30th Annual Oshawa Chamber of Commerce Business Excellence Awards, alongside a table of DC representatives. This prestigious event recognized the exceptional achievements of businesses and community leaders across Durham Region. DC was proud to sponsor and present the Innovation in Business Award.

LUNCH WITH THE REGION OF DURHAM'S INTELLIGENT COMMUNITY CONSORTIUM – OCTOBER 2

Joined a luncheon in support of Durham Region's consideration for Top Intelligent Community of the Year by the Intelligent Community Forum. Highlighted DC's pivotal role in the region, reinforcing our commitment to preparing local students for the workforce and our leadership in the areas of experiential learning and community impact.

JOINT DC AND ONTARIO TECH UNIVERSITY LEADERSHIP MEETING – OCTOBER 7

Met with Ontario Tech senior leaders to discuss key drivers of transformation at both the system and institutional levels, with the goal of fostering productive synergies that strengthen each institution's position within the Ontario landscape. Engaged in authentic, strategic conversation to identify potential collaborative initiatives.

ENGAGEMENT MEETINGS WITH THE DURHAM COLLEGE STUDENT ASSOCIATION (DCSA) – OCTOBER 9/NOVEMBER 5

Met with members of the DCSA to share organizational updates, foster continued collaboration, and gather valuable insights into student needs, priorities, and perspectives.

ABILITIES CENTRE'S HELSINKI UNIVERSITY RESEARCH (HUR) ROOM GRAND OPENING – OCTOBER 15

Attended an historic celebration at the Abilities Centre as they unveiled the world's largest installation of HUR accessible equipment, marking a new era in inclusive fitness. Spoke with local government officials in attendance

The mini Pow Wow, held in the Naanaagide'endamowin Courtyard on September 30.

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to reinforce DC's critical role within the region and our ongoing commitment to community engagement.

DC'S INDIGENOUS EDUCATION CIRCLE MEETING – OCTOBER 16

Attended DC's Indigenous Education Circle's quarterly meeting as an active member, offering support and feedback on the initiatives of the First Peoples Indigenous Centre to ensure the needs and interests of Indigenous students and their communities remain well represented through the Centre's programs and activities.

ROTARY INTERNATIONAL'S WORLD POLIO DAY EVENT – OCTOBER 16

Attended and delivered remarks at a virtual event hosted by DC to commemorate Rotary International's World Polio Day and their global efforts to eradicate polio. Welcomed local Rotarians in attendance and highlighted DC's shared values of compassion, collaboration, and the pursuit of a more equitable world.

CAMPUS TOUR WITH LOCAL 353 UNION PRESIDENT – OCTOBER 20

Visited all college departments with the Local 353 Union President, representing DC's full-time support staff, to personally welcome employees back to campus following a five-week strike. Engaged in positive discussions with staff from across all units, cultivating DC's supportive and collaborative environment.

FALL ACADEMIC PROFESSIONAL DEVELOPMENT (PD) DAY – OCTOBER 23

Attended the Fall Academic PD Day and participated in sessions on the Braiding Learning Framework and Indigegogy and Curriculum — approaches integrating both Indigenous and Western perspectives. Engaged in discussions on holistic, culturally responsive pedagogies and strategies to strengthen curriculum design, ensuring alignment with institutional priorities and DC's commitment to inclusive excellence.

LAKERIDGE HEALTH'S ANNIVERSARY GALA – OCTOBER 25

Durham College's Campus Recreation and Wellness Centre was the venue for Lakeridge Health's prestigious 50th Anniversary Gala. DC leaders attended the event to reinforce our community presence and nurture connections with local political and business leaders.

ENGAGEMENT MEETING WITH LOCAL 354 UNION REPS – NOVEMBER 4

Met with the Local 354 President and Chief Steward,

A session during Fall Academic PD Day in the Rotary Global Classroom.

DC's academic union representatives, to share updates and promote ongoing collaboration.

STUDENT ENGAGEMENT INITIATIVE, POPP-UP EVENTS – NOVEMBER 4/13

Hosted "Popp-up" booths at the Oshawa and Whitby campuses to connect informally with students, fostering dialogue and strengthening engagement. Gathered student perspectives while enhancing leadership visibility in an approachable setting. The event was supported by a "popp-corn" station staffed by the DCSA, reinforcing collaboration with student leadership.

PETER PERRY AND BUSINESS ACHIEVEMENT AWARDS – NOVEMBER 6

Attended the Whitby Chamber of Commerce's annual event recognizing local businesses that have demonstrated a passion for excellence, a commitment to their community, and a strong entrepreneurial spirit. Engaged in discussions with government and community representatives including, MPP Todd McCarthy and Daniel Tisch, President and CEO of the Ontario Chamber of Commerce.

MANAGEMENT DEVELOPMENT PROGRAM KICK OFF – NOVEMBER 7

Provided opening remarks at the launch of DC's first Management Development Program. The pilot program supports full-time DC administrative staff who lead teams, equipping them to lead with empathy and insight

while fostering a culture of collaboration, inclusion, and strategic impact.

FALL OPEN HOUSE – NOVEMBER 8

Engaged with some of the 3,500 prospective students and their supporters who attended DC's Fall Open House. As a testament to the impact of the efforts of DC employees, 877 students applied to DC programs during the event, resulting in more than 2,000 new applications for the January, May and September 2026 intakes, as applicants can apply to up to three programs. In addition, 78 students confirmed their offer of admission on-site.

FALL EMPLOYEE TOWN HALLS – NOVEMBER 11/13/18

Hosted Employee Town Halls with members of DC's Leadership Team to maintain our commitment to continued dialogue and transparency. Provided updates on key DC activities, including enrolment, recent International Student Program policy changes, and an overview of our finances and the provincial College Funding Model Review. Facilitated opportunities for employees to raise questions and obtain answers.

REMEMBRANCE DAY CEREMONY – NOVEMBER 11

Attended and delivered remarks at the annual Remembrance Day Ceremony hosted by the DCSA and Ontario Tech Student Union, honouring the sacrifices of those who have served. Reinforced DC's commitment to civic responsibility and engaged with community guests in attendance.

Connecting with students at a Popp-up in The Pit at the Oshawa Campus.

CABC NUCLEAR ENERGY WORKING GROUP CAPACITY BUILDING ROUNDTABLE – NOVEMBER 12

Attended the by-invitation-only roundtable, hosted in collaboration with the Canada-ASEAN Business Council (CABC), Humber Polytechnic, and Ontario Tech University. Engaged in meaningful dialogue and knowledge sharing while exploring potential partnership opportunities in nuclear energy capacity building.

DC TALKS: ALUMNI SERIES EVENT – NOVEMBER 19

Attended and delivered remarks at the DC Talks: Alumni Series Event – From Education to Entrepreneur. Engaged with five alumni panelists who have successfully launched their own businesses and joined the discussion on the challenges and rewards of entrepreneurship, and how these DC graduates leveraged their education to build thriving ventures.

EMPLOYEE ENGAGEMENT INITIATIVE, COFFEE CHAT – DECEMBER 1

Hosted the first of two small-group coffee chats with employees, providing an opportunity for meaningful dialogue in a casual setting. These sessions allow team members from across all areas to ask questions and engage in open conversation. The second session takes place on December 3.

COLLEGE HIGHLIGHTS

Two Durham College (DC) graduates have been recognized with one of Ontario's highest honours for college alumni — the Premier's Award — for their groundbreaking work supporting military veterans. Jeremy Burns and Aaron Dale, both DC alumni and co-founders of the Military Veterans Wellness Program, were named 2025 recipients of the Premier's Award in the Community Advancement category, presented by Colleges Ontario in partnership with the Government of Ontario. The awards celebrate outstanding college graduates whose achievements have made significant contributions in their fields and strengthened Ontario's economy, communities and industries.

Twenty Sport Management and Sport Business Management students from DC gained unforgettable hands-on experience at Game 2 of the 2025 World Series, with an opportunity to work as ambassadors for Major League Baseball (MLB) and Stand Up To Cancer (SU2C).

Through DC's industry partnerships, students were selected to support the SU2C placard moment, where fans across the stadium joined together in a powerful tribute to honour and remember those affected by cancer. Working alongside MLB staff, Toronto Blue Jays personnel, and event partners, students contributed to fan engagement and live-event execution throughout the day.

DC's Social Impact Hub is at the forefront of a groundbreaking community-engaged research project designed to identify gaps and determine how to improve support for parents with cognitive challenges. The Raising Resilient Families project, funded by the Social Sciences and Humanities Research Council of Canada through the College and Community Social Innovation Fund, brought together a wide network of collaborators, including the Starfish Parent Support Program, the Regional Municipality of Durham, Durham Children's Aid Society, Lake Ridge Community Support Services, and Brock University. Students from DC were hired as research assistants, gaining hands-on experience in community collaboration and applied research while contributing to positive social impact. The Raising Resilient Families Final Report is now available online and identifies the need for systemic change — enhanced supports for parents, tailored training for service providers, and policies that reduce bias and promote equity.

DC's growing global reputation in the field earned the International Education Office an invitation to present two sessions at this year's Canadian Bureau for International Education Conference and Excellence Awards, held on November 2 to 5 in Quebec City. Delivered to an audience of higher education leaders, government officials and policy experts, these sessions positioned DC among influential voices driving global collaboration in post-secondary education. In the first session, Rebalancing

SDG Narratives: Co-Creating Sustainable Impact Through Meaningful Community-Centered Partnerships, Jacqueline Towell, Associate Director, International Projects and Partnerships, explored the college's collaboration with the University of the Western Cape in South Africa. The second session, Collaboration is Key: Coordinating Efforts in International Student Support and Immigration Advising, was a pre-conference workshop co-led by Sarah Edwards, International Student Advisor and explored the importance of fostering strong, collaborative connections across campus partners.

Andre Ata, a 2025 Video Production graduate, was honoured with the Canadian Bureau for International Education's New World Award, presented annually to a Canadian student who contributes to the internationalization of their campus community. During his studies, Ata seized the opportunity to participate in a Faculty-Led Classroom Abroad trip to Central America. There, he and his DC peers visited the community of San Felipe, where they taught local students how to tell stories through visual media. Upon returning home, Ata produced a moving video essay to commemorate the journey, capturing both the impact on the community and the lessons he carried forward, and ultimately led to his nomination.

The Barrett Centre of Innovation in Sustainable Urban Agriculture has earned a 2025 Accessibility Advisory Committee Award from the Region of Durham, which honours organizations and individuals making outstanding contributions to accessibility across the region. Received in recognition of its work at the Ajax Urban Farm, the Barrett Centre reimagines how agriculture and experiential learning can be inclusive for all. The farm was built with universal design principles in mind, and features accessible picnic tables, crushed gravel pathways, raised garden beds, regular rest stops to support individuals with reduced mobility or complex needs, and augmentative and alternative communication signage.

DC Health Sciences professor Dr. Teresa Avvampato has been recognized by the Ontario Society of Occupational Therapists (OSOT) with the 2025 OSOT Innovation and Impact Award, celebrating her leadership in advancing collaboration between occupational therapists (OTs) and occupational therapist assistants (OTAs) across Canada. This provincial award honours innovation in occupational therapy practice that demonstrates a positive impact on the profession, its practice, or the delivery of health-care services in Ontario. Dr. Avvampato was recognized for leading Canada's first study in more than 20 years examining how OTs and OTAs learn to collaborate in their education and practice.

Alumni Andre Ata receives his award at the Canadian Bureau for International Education's annual conference in Quebec City.

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DC is once again supporting students through its annual Food Access Bursary, helping them enjoy a nutritious holiday meal and the spirit of the season. Open to both domestic and international students, the one-time bursary offers short-term financial support to help cover the cost of a holiday meal, ensuring students can take part in seasonal traditions and enjoy a moment of connection during the holidays. Funded by donations from the DC community, including employees, alumni, and the Durham College Student Association, the initiative reflects DC's shared commitment to being people-centred and community-connected.

DC and Trent University Durham Greater Toronto Area have established a new transfer agreement that provides students in DC's Supply Chain and Operations diploma and advanced diploma programs with an accelerated pathway to earn a Bachelor of Arts in Logistics and Supply Chain Management from Trent Durham. Through the agreement, eligible graduates can fast-track their bachelor's degree by transferring earned credits from the college to Trent. Students in this pathway will build on the practical, experiential knowledge gained at DC with a broader theoretical foundation at Trent and further application of logistics and supply chain principles. By working together, the institutions will strengthen opportunities for students pursuing careers in one of Canada's fastest growing and most critical sectors.

DC Journalism – Mass Media students have earned national recognition for their work amplifying local voices through Voices in Durham — a community-driven storytelling project that connects students with local organizations across Durham Region. The project received an Honourable Mention in the Community-Driven Project of the Year category at the 2025 Canadian Student Journalism Awards, hosted by J-Schools Canada. As the only Ontario college recognized among this year's winners, DC stood proudly alongside leading university teams from across the country.

The first cohort of DC's new electric vehicle (EV) upskilling program has successfully completed their training, delivered in partnership with Achev. The program gives licensed automotive service and body repair technicians the opportunity to expand their skills as Ontario's auto sector shifts toward electric technology. Delivered at DC's Whitby campus and funded by the Government of Canada, the free 30 hour EVolveSkills program combines online learning with in person sessions focused on high voltage safety, hybrid and electric powertrains, and EV battery systems. A second cohort started on November 18.

The first cohort of graduates from the EVolveSkills program.

STUDENT SPOTLIGHT

MEGAN AND ASHLEY BENT MAKE DC A FAMILY AFFAIR

Megan Bent's fifth and final year as a Durham College (DC) student may be her best one yet.

She's once again serving as Executive Chairwoman of the Durham College Student Association (DCSA), and she's representing her peers as Student Governor on the DC Board of Governors. In October, she wrapped up a stellar career as a key member of the Durham Lords women's rugby team. As a Supply Chain Management – Global student, she's completing her fourth DC program.

Best of all, she's doing it all alongside her sister Ashley Bent. After building a successful career in New Zealand, Ashley enrolled at DC in the Human Resources Management program this year, to gain the credentials she needs to pursue her calling in Canada.

DC spoke to the Bent sisters about how DC runs in the family.

MEGAN, HOW WOULD YOU DESCRIBE YOUR DC EXPERIENCE?

Megan: It's been really good. I know that sounds so easy to say, but I don't think I would have been here for going on five years if my experience wasn't good. What really sets our college apart is the amount of support that you get. I can honestly say I don't think I could have survived five years, and all of these roles that I've taken on, without the support that I had from my professors, from administrative staff, from support staff. It's a community that's available to everyone. If I'm struggling with something, if I need assistance with something, if I need guidance about something, I have that here. That's what really has made these past four years great for me.

ASHLEY, WHAT DOES IT MEAN TO YOU TO BE JOINING YOUR SISTER AT DC?

Ashley: It honestly feels really special. For most of our lives, she has been known as 'Ashley's little sister,' but now the roles feel reversed in the best way. I'm stepping into her world. I know she's more than happy about that. She's built such a strong legacy here that you can't help but feel the impact of it. To me, it's not just about starting my own journey at DC, it's about walking a path that she's paved for our family, for me, and for so many students who are here now and who will come after us. Those are big shoes to fill, but it's an honour to be part of something she's poured so much of herself into.

MEGAN, WHAT EXCITES YOU ABOUT HAVING YOUR SISTER AT DC?

Megan: I hope I get to show her all the things I love about Durham College. I'm training her to be a Lord. I'm like, 'you are not allowed to cheer for any other team. We bleed green and gold in this house'. She's inherited a lot of my previous varsity swag, and I will be dragging her to all of the games, especially rugby and basketball.

ASHLEY, WHAT DO YOU THINK OF YOUR SISTER'S MANY ACCOMPLISHMENTS AND IMPACT AT DC?

Ashley: I'm so proud of my sister and everything she's accomplished at DC. What she's done here is so much bigger than her, and that's not lost on either of us. I know she's doing it for the little girl inside of her, but also for the ones who are looking for an example. Someone who gives them permission to chase their dreams because they can actually see it's possible. And what's even more special is that it's happening right here on the same campus as them. To me, her legacy isn't just about the undefeated seasons or leadership roles, it's about the way she's inspired others, created opportunities, and made it feel like they belong. As her big sister, it's been incredible to watch her step into all of this. And now, to be here too, is an honour.

MEGAN, WHAT MESSAGE DO YOU HAVE FOR STUDENTS AS DCSA EXECUTIVE CHAIRWOMAN?

Megan: I would like them to know that we are there for them. We are here to provide clarity, to advocate on your behalf, and make sure that you're having a good time. We're a one stop shop for anything, and if you have any questions, you can always come to the office, send an email or DM us on our social channels. We're here to make sure that you feel extra supported and to answer questions when you don't know what to do. I'm a very approachable person, so if you come up and say hi to me, I promise I won't bite.

YOU BOTH HAVE PREVIOUS POST-SECONDARY EXPERIENCE. WHAT ADVICE DO YOU HAVE FOR OTHER STUDENTS?

Megan: Really get involved. You'll get to meet people with similar interests as you. There are opportunities for you to get student placements or jobs here on campus, and connect with other great programming here. And, as a person who's a part of Varsity culture, I would say come out to the games. That's a great way to meet like-minded fans and to cheer your heart out. The college experience is what you make of it. If you keep an open mind and just say yes, at a moment you would have said no, you'll really surprise yourself.

Ashley: My advice would be to do it all, take it all in, and say yes. I used to roll my eyes when people said that, until I lived it and now, I understand why it matters. People always say, 'these are some of the best years of your life.' And while I don't believe your best years are limited to college (there's so much more ahead) you'll never be at this exact age or stage again. There's something exciting about that. So instead of rushing to the next chapter, enjoy where you are. Study hard, but live harder. Go to events, introduce yourself to people, ask questions in class, join a club or a team – whatever speaks to you. Take advantage of everything at your fingertips: the wisdom and knowledge of your professors, the experiences with your peers, the friendships, the opportunities. Say yes. Say it often. Say it now.

MEGAN, HOW WILL YOU LOOK BACK AT YOUR DC EXPERIENCE?

Megan: I didn't think that the journey would be like this. It turned out better than I could have ever imagined. I've had so many wonderful opportunities to do really great things, like throwing the first pitch at a Blue Jays game. Never in my wildest dreams did I think I would be able to do that. I think of myself somewhat as a professional student. I've been here for five years, and it took me five years to finish my previous degree. But I can't imagine doing anything else. Some people are like, 'don't you want to get a big girl job?' And I'll say, why? If I had a big girl job, I wouldn't have gotten half of the opportunities I've had.

Briefing Note to the Durham College Board of Governors

Background

In March 2025, the assets of the Durham College (DC) Foundation folded into the College, making the Foundation a dormant charity. When considering the transfer of assets and wind down of the former DC Foundation Board of Directors, there were several discussions with the Governance Review Committee and the DC Board of Governors about what a new governance structure could look like. Ultimately, oversight of the long-term investment portfolio (endowments) was assigned to the mandate of the Audit and Finance Committee effective April 1, 2025.

Although dormant, the Foundation still must meet minimum requirements to keep its legal status, which requires the appointment of at least three directors and approving the audited financial statements (which going forward will be nil). At the time discussions of the transfer of assets were occurring, it was decided not to formally dissolve the entity until required by the Canadian Revenue Agency or until such time the College felt it was necessary.

In considering the minimum legal requirement to appoint three directors, it was recommended by the Governance Review Committee in May 2024 and ultimately approved by the Board in June 2024 that the directors of the Foundation would be the College President, Chair and Vice-Chair of the Audit and Finance Committee. With this new structure, a meeting of the Foundation Board of Directors and an Annual General Meeting (AGM) was held in May 2025.

However, following the May AGM, it was identified that the decision to link directorship appointments to the membership of the Audit and Finance Committee was problematic as the current terms of appointment do not align (there are incongruencies between the Foundation's by-laws, when committee appointments take effect on the Board of Governors and the Board's committee membership shuffles annually), resulting in appointments to the Foundation that may no longer be consistent with the original direction and intent. The timing of the annual cycles does not align.

For example, because the membership of the Audit and Finance Committee changed effective September 1, 2025, at the May AGM of the Foundation, the following resolution was passed identifying partial terms of appointment:

> *Be it resolved that the following individuals be confirmed as the directors of the Corporation, with their term of appointment set opposite their respective names:*
>
> * *Elaine Popp (2025/04/01 to 2026/08/31) - Chair of the Board*
> * *Ian Murray (2025/04/01 to 2026/08/31) – Vice Chair of the Board*
> * *Jim Brown (2025/04/01 to 2025/08/31)*

- *Brandon Bird (2025/09/01 to 2026/08/31)." CARRIED*

Additionally, as the Foundation is now a dormant charity with nil financial statements there is no need to appoint members from the DC Board of Governors to the Foundation's Board and it adds an additional layer of complexity, in terms of scheduling meetings and efficient use of Governor time. There is no oversight function required.

Following the Foundation's AGM, when the inconsistencies were identified, management consulted with Borden Ladner Gervais (BLG), the law firm who initially assisted the College with the wind down of the former Foundation Board to identify if the structure of the Foundation could be simplified to lighten the administrative coordination.

The advice from BLG was as follows:

We recommend simplifying the governance structure of the Foundation now that it is a dormant charity. Notably, we recommend changing the membership structure of the Foundation so that the College becomes the sole member of the Foundation. On an annual basis, the College can elect three directors to sit on the board of the Foundation. These directors can be three employees of the College (ideally, three employees that are familiar with the Foundation's status) and the same individuals can be elected each year.

To implement this governance change, we will need to prepare the following:

1. *an updated ONCA-compliant by-law for the Foundation which provides that the College is the sole member of the Foundation;*
2. *written resolutions of the current directors of the Foundation to approve the updated by-law;*
3. *written resolutions of the current members of the Foundation to confirm the updated by-law; and*
4. *written resolutions of the current directors of the Foundation to confirm the issuance of the membership to the College.*

Going forward, you do not need to hold a meeting of the directors nor a meeting of the member each year. Instead, all decisions can be made by way of written resolutions. We can prepare the following template annual resolutions for the Foundation:

1. *written resolution of the directors of the Foundation to approve the financial statements;*
2. *written resolution of the member of the Foundation to confirm receipt of the financial statements, waive the audit requirement and elect the directors;*
3. *written resolutions of the directors of the Foundation to appoint a Chair; and*
4. *director consent for each director.*

The annual resolutions must be executed by September 30th each year (i.e., within 6 months of the year-end of the Foundation). They can be executed once the financial

statements are prepared between April 1 and September 30. You will also need to prepare the Ontario annual return to be filed with the Ontario government and the Form T3010 Registered Charity Information Return to be filed with the Canada Revenue Agency by September 30.

Since the College will become the sole member of the Foundation, we recommend that the board of the College authorize an individual (such as, the College President) to make decisions on behalf of the College with respect to its membership in the Foundation and to sign all written resolutions of the member on behalf of the College. Accordingly, the annual written resolutions of the member noted above can be signed by that authorized individual and do not require the approval of the College board each year. The College board should consider whether any decisions with respect to the Foundation should be made by the College board (for example, the dissolution of the Foundation).

It is management's intent to proceed with this approach to simplify the structure of the Foundation at the end of this fiscal year, appointing the College as the sole member of the Foundation (with E. Popp as the authorizing representative) and the three directors of the Foundation to be the College President (E. Popp), the Vice President, Corporate Services and Chief Financial Officer (B. MacCheyne) and the Associate Vice President, Office of Advancement and Alumni Relations (A. Sully).

The only requirement of the DC Board of Governors will be to approve the newly updated Foundation's by-laws in the Spring of 2026 as it's currently a requirement to do so in the by-law and to approve the appointment of E. Popp as the authorizing representative on behalf of the College. These resolutions will come forward in April 2026.

These proposed changes have no impact on the oversight of the long-term investments (endowments) by the Audit and Finance Committee.

Respectfully submitted,

Melissa Pringle
Manager, Board Governance and Privacy

Public Report

Report Number: BOG-2025-93

To: Board of Governors

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

Date of Report: November 24, 2025

Date of Meeting: December 10, 2025

Subject: Update on the Mental Health Action Plan

1. Purpose

The purpose of this report is to provide the Board of Governors with an update on Durham College's efforts to date related to the Mental Health Action Plan Grant.

2. Recommendation

This report is being presented for information only.

3. Background

On May 16, 2024, the Strengthening Accountability and Student Supports Act, 2024 received Royal Assent. The legislation amended the Ministry of Training, Colleges, and Universities Act (MTCU Act), requiring all publicly assisted colleges and universities to:
- Have a student mental health policy that describes the related programs, policies, services and supports available at the college or university;
- Report annually on implementation to the institution's Board of Governors; and
- Review the policy at least once every five years.

On September 9, 2024, the Minister's Directive on Student Mental Health was released to publicly assisted colleges and universities. This directive, issued by the Minister pursuant to subsection 19(4) of the MTCU Act, took effect as of that date and all requirements must be implemented by January 31, 2025. The directive remains in effect until it is revoked or replaced.

The purpose of the Mental Health Action Plan (MHAP) Grant is to provide support for publicly assisted colleges and universities to implement the legislative and directive requirements and to administer a student mental health survey.

4.   Discussion/Options

Preliminary work for the Canadian Campus Wellbeing Survey (CCWS) is underway in preparation for its deployment during the Winter 2026 semester. Durham College submitted a Research Ethics Board (REB) application.

Funding for the survey has been sent to and received by University of British Columbia. The College will collaborate closely with our campus partner, Ontario Tech University, to aim for a simultaneous launch and aligned promotional strategies for the survey. Planning related to the survey launch, including marketing, promotional materials, and coordination with the Office of Research Services, Innovation and Entrepreneurship (ORSIE) and the Registrar's Office, is ongoing to ensure student invitations are ready for timely distribution.

Mental Health Policy Update:

Following the August 8, 2025, memorandum from The Honourable Nolan Quinn, Minister of Colleges, Universities, Research Excellence and Security, the College has taken steps to implement and promote the new Mental Health Policy. The policy was emailed directly to students the first week of the September semester and remains accessible to the public via a dedicated webpage, Are You Okay? as well as on the internal Durham College intranet portal for employees to access in supporting student mental health.

5.   Financial/Human Resource Implications

There are no financial or human resources implications.

6.   Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7.   Implications for Ontario Tech University

There are no implications for Ontario Tech University.

8.   Relationship to the Strategic Plan/Business Plan

Implementation of the Mental Health Action Plan Grant is aligned with many of the goals and objectives of the 2030 strategic vision, including:

Goal 1 – Future-Focused

By creating a formal mental health policy, DC strengthens its "outstanding services" commitment under its Future-Focused goal. Mental health is a core support service contributing directly to student retention, well-being, engagement, and academic success.

Goal 3 – People-Centred

A comprehensive mental health policy signals the College's commitment to prioritizing student well-being, helping to foster a culture of care, respect, and inclusion. This directly supports DC's People-Centred goal of creating an environment where everyone feels supported and truly belongs.

Through annual reporting, policy review, and the meaningful inclusion of student voices gathered through surveys, DC can identify equity gaps and refine mental health supports to better meet diverse needs. This directly advances Objective 3.3, which focuses on enhancing practices to address inequities across the College.

Goal 4 – Community-Connected

Strengthening mental health supports naturally deepens Durham College's connections with the community, as effective initiatives often rely on partnerships with local mental health agencies and health services. By developing a robust policy, action plan, and student mental health survey, DC can better understand student needs and collaborate with community-based partners on co-developed programs, referral pathways, and shared resources.

Report Number: BOG-2025-100

To: Board of Governors

From: Jennifer Cosway, Associate Vice President, Human Resources and Equity, and Sadie Goddard-Durant, Director, Office of Equity, Diversity and Inclusion

Date of Report: December 1, 2025

Date of Meeting: December 10, 2025

Subject: Harassment and Discrimination Prevention and Response Policy Annual Report

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1.   Purpose

This report provides a statistical and narrative account of the implementation and effectiveness of Durham College's Harassment and Discrimination Prevention and Response Policy, specifically:

- The number and type of complaints reported by students, faculty or staff including a general description/ categorization of the complaints (e.g., verbal, physical, property), including the number of complaints that do not proceed to a review.

- As applicable, the associated Code group (e.g., ethnicity, race, religion, sexual orientation) and the sub-category (e.g., anti-Black racism, anti-Indigenous racism, antisemitism and Islamophobia).

- Outcomes of these incidents including response and resolution timelines (e.g., the number of months to resolve a complaint), findings of investigations, disciplinary measures taken and any involvement of law enforcement

- Efforts to proactively assess and address signs of systemic discrimination and create an inclusive environment free from discrimination and hate.

This report will also be submitted to the Ministry of Colleges, Universities, Research Excellence and Security.

(Ministry of Colleges and Universities Strengthening Accountability and Student Supports Act 2024, S.O.2024, c.11-Bill 166)

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2. Recommendation

This report is being presented for information only.

3. Background

On May 16, 2024, Ontario amended the Ministry of Training, Colleges and Universities Act (the "Act") with the Strengthening Accountability and Student Supports Act, 2024. This legislation articulated new requirements for Ontario's publicly assisted colleges and universities to have policies and rules that describe how each institution will address and combat racism and hate, including but not limited to anti-Indigenous racism, anti-Black racism, antisemitism and Islamophobia. The Minister's Directives issued on September 9, 2024, provided more specific details on these requirements, namely that each institution must:

1. Make centralized platforms available for campus communities to access all the necessary information in alignment with the legislative and directive requirements;

2. Ensure all anti-racism/anti-hate policies and rules apply to students, faculty, staff, management and visitors, including guest speakers;

3. Ensure development and review of these policies are grounded in a human rights approach in alignment with obligations under the Ontario Human Rights Code, including the obligation to both proactively; assess and address signs of systemic discrimination and respond to, investigate and remedy claims of discrimination or harassment that are raised in a timely effective and proportionate manner;

4. Demonstrate compliance by providing an annual report to its board of governors on the implementation and effectiveness of its anti-racism/anti-hate policies and rules.

Durham College updated the Harassment and Discrimination Prevention and Response Policy (ADMIN 202) in compliance with this initiative in January 2025. In accordance with its regular annual review cycle, the Policy was enhanced based on feedback from the college community and emerging best practices. Key updates include:

1. Use of an equity and inclusion lens to enhance processes;

2. Enhancement of process for receiving and addressing anonymous concerns;

3. Articulation of the relationship between behaviors covered under this policy and freedom of speech;

4. Clarification of the responsibilities of campus community members;

5. Explanation of reporting requirements;

6. Expansion of prevention initiatives.

The efforts of the Human Resources and Equity department to implement the Minister's Directives are reported herein.

4. Discussion/Options

4.1 The Implementation and Effectiveness of this Policy

The Harassment and Discrimination Prevention and Response Policy was enhanced in January 2025. These enhancements were grounded in an external review of current state to support alignment, consistency and identify gaps/needs; and consultation during Fall 2024 with students, employees and community partners. These revisions reflect current legislative requirements; emerging best practices on racism, and human rights related topics; and evolving understandings of how harassment and discrimination manifest within post-secondary environments in general and at Durham College in particular. Through the work associated with this policy, Durham College continues to advance its commitment to preventing and responding to incidents of harassment and discrimination through a comprehensive and evolving approach. Over the past year, the College expanded its preventative efforts to include a broader range of activities, such as education on systemic and interpersonal forms of discrimination and rights and responsibilities of all campus community members under the Human Right Code; and strengthened mechanisms for responding to complaints, including development of a formal case management process.

4.2 Prevention Activities

The College recognizes that prevention activities are crucial to addressing systemic and interpersonal discrimination, harassment, and hate. Primarily through the work of the Equity, Diversity and Inclusion Program Advisor and Equity, Diversity and Inclusion Program Coordinator in the Office of Equity, Diversity and Inclusion (OEDI), the College's prevention activities this year focused on equipping Durham College students and employees with knowledge about the lived experiences of equity-deserving communities, and the knowledge, skills,

and resources needed to uphold human rights and facilitate equity and inclusion, and respond appropriately to human rights violations; and facilitating wellbeing activities for students and employees from equity-deserving groups, especially during days/months of awareness commemorating historical and contemporary oppression.

4.3   Information Sharing

4.3.1   Commemorating Days of Awareness

The intentional recognition of days of awareness continues to be a key prevention tool. Recognition initiatives serve to educate, build cultural understanding, and foster a more inclusive campus climate. These efforts are organized into two primary groupings: Cultural and Creed-based Celebrations, and Acknowledgements of Historical and Contemporary Oppression.

4.3.2   Cultural Celebrations

17 culturally significant days were commemorated to honor the diverse identities and traditions of equity-deserving members of our community. These observances included:

- Social media posts: offering well-wishes, promoting awareness about the origin and intention of the celebration, and sharing community-based activities.

- Calendar updates providing context on the origins of each celebration and describing practices that observers may engage in.

- Campus-wide messaging reinforced the importance of cultural recognition and respectful engagement.

4.3.3. Acknowledgements of Historical and Contemporary Oppression

15 days were recognized to acknowledge the lived experiences of hate, violence, and systemic discrimination. These observances were supported by:

- Student communications that provided education on the significance of each day, emphasized collective responsibility to challenge oppression, and offered resources for reporting harassment and discrimination, as well as healing supports for affected communities.

- Employee communications shared through institutional digital portals that included guidance on supporting students and peers, accessing personal support, addressing harassment and discrimination in classrooms and workspaces, and engaging in extended learning.

- Calendar updates that named the specific forms of oppression being acknowledged and provided historical and present-day context.

- Social media posts that raised awareness and issued calls to action for the campus community and its broader networks to actively confront hate and discrimination.

4.3.4   Policy and Resource Awareness

Our commitment to fostering an inclusive and respectful campus environment is grounded in ensuring that all members of our community are aware of their rights, responsibilities, and available supports. Throughout the year, education and resource mobilization to prevent and address discrimination and harassment were prioritized. We provided targeted information sessions and resources to enhance awareness among students and employees:

- Rights and Responsibilities under the College's anti-racism and anti-hate policies and human rights legislation.

- Supports offered by the OEDI, including human rights consultations, steps to make a human rights complaint, inclusion consultations, and programs for equity-deserving communities.

- Community and On-Campus Resources

To mobilize this information, we engaged our campus community through:
- Departmental meetings

- Tabling at student events

- Email updates

- Employee website

- College newsletters

4.4 Campus Culture Initiatives

4.4.1 Wellness Programs

During this reporting period, most of our wellbeing initiatives focused on creating spaces for community connection and gathering feedback through consultations about barriers to equity and inclusion at the College to inform the upcoming EDI Action Plan (outlined in detail in the next section).

In addition, we commemorated International Women's Day with a week of events addressing barriers faced by women-identifying members of our campus community. Highlights included:

4.4.2 Community Partnerships: Guest speakers addressing women's health needs and supports.

- Celebrating Diversity: DC's first Women X Fitness event in the campus gym, creating an inclusive space for anyone who identifies as a woman.
- Self-Care Resources: Free spa services and wellness activities.
- Amplifying Voices: Showcasing stories of perseverance from local and international activists, including advocacy for educational equity and supports for women in trades.

4.4.3 Community Collaborations

- Community of Practice

This reporting year, we met with community partners to learn about the work they are doing to promote access to higher education for equity-deserving communities and gauge their interest in engaging with Durham College to advance their efforts while contributing to the guidance of ours. As a result of these meetings, we were able to bring new resources to campus, promote college marketing events, and introduce collaborative opportunities across the college. One such initiative was the partnership between the Campus Health Centre and our local community health centre to establish health promotion, testing, and treatment initiatives for Black-identifying students.

Building on these partnerships, the OEDI team established a Community of Practice with nine community-based organizations dedicated to bridging College and community efforts to address

barriers to access and success in post-secondary education for equity-deserving communities. Our shared purpose is to strengthen access to post-secondary education and improve retention for members of these communities.

This year, we focused on developing a governance model and defining the strategic direction and scope of our work. To guide these efforts, we identified three overarching goals:

1. Community Empowerment and Early Development: Preparing equity-deserving communities for post-secondary success and essential life skills.

2. Strategic Partnerships and Collaborative Action: Building strong, action-oriented relationships across sectors to strengthen equity-deserving support systems.

3. Knowledge Exchange and Inclusive Practices: Sharing resources and fostering inclusive environments on and off campus for those facing systemic barriers.

4.4.4. Capacity Building

- Student Program

  During the year in review, the OEDI team focused on enhancing the College's capacity-building program for students. The original program, delivered through in-person workshops and a recorded webinar, engaged only 10 participants. To better understand this outcome, we consulted with various student groups and found that students preferred interactive learning opportunities that did not require attending formal sessions. In response, we redesigned the program in the latter quarter of the year to prioritize accessible, activity-based learning, using art, games, and communal space installations to explore rights and responsibilities under the policy and the Ontario Human Rights Code; key terms; and practical strategies for responding to incidents of harassment and discrimination. We expect to launch the revitalized student capacity building program just days ahead of Human Rights Day to spotlight rights, responsibilities, and key calls to action.

- Mentoring Program for Identity-based Student Groups

    Recognizing that representation and community-building are critical to a safe and respectful campus environment, we designed this mentorship program to empower and build the leadership capacity of identity-based student groups to represent their communities, foster social connections, and create opportunities for activism. During this reporting year, we initiated the mentorship program in collaboration with the Durham College Student Association, which typically supports student groups.

    Aligned with the new academic year and the transition to new student leadership, our efforts focused on:

    o   Developing relationships with leaders of existing student organizations.

    o   Assessing gaps in representation among equity-deserving groups.

    o   Engaging in meaningful dialogue to raise awareness of these gaps.

    o   Exploring strategies to make the process of establishing new student groups more accessible and inclusive.

- Employee Program

    During this reporting year, we enhanced the employee training program to focus more on equipping employees with the skills needed to fulfill their responsibilities under the Ontario Human Rights Code within their respective roles, and enhancing their understanding of relevant human rights frameworks and concepts in addition to original content informing them of their rights and responsibilities under the College's policies. Additionally, the program informed employees about the supports and resources available to students, equipping them to promote these proactively to prevent or respond to experiences of harassment and discrimination. We have engaged 110 employees in these sessions thus far by presenting at Faculty and Departmental meetings. Workshops delivered included:

    o   Cultivating an Equitable and Inclusive Learning Environment

    o   Taking an Inclusive Approach to Delivering Support Services to Students

      o   Developing Equitable and Inclusive Management Practices at Durham College

Through formal post-session evaluations, employees reported that these training courses helped employees better understand their role in delivering inclusive and equitable services to students and accessing it for themselves.

4.4.5 Inclusion Consultations

To track support offered to employees to address systemic hate and discrimination and facilitate quality assurance, the OEDI formalized its Inclusion Consultation process. These consultations provide an opportunity for employees to access best practice guidance from the OEDI team and our network of community partners when reviewing current or prospective initiatives, practices, and policies through an equity-informed lens. The goal is to support inclusive decision-making and ensure alignment with human rights principles across all areas of campus life. Figure 1 reflects the composition and number of consultations provided during this reporting period.

Figure 1. Composition of Inclusion Consultations
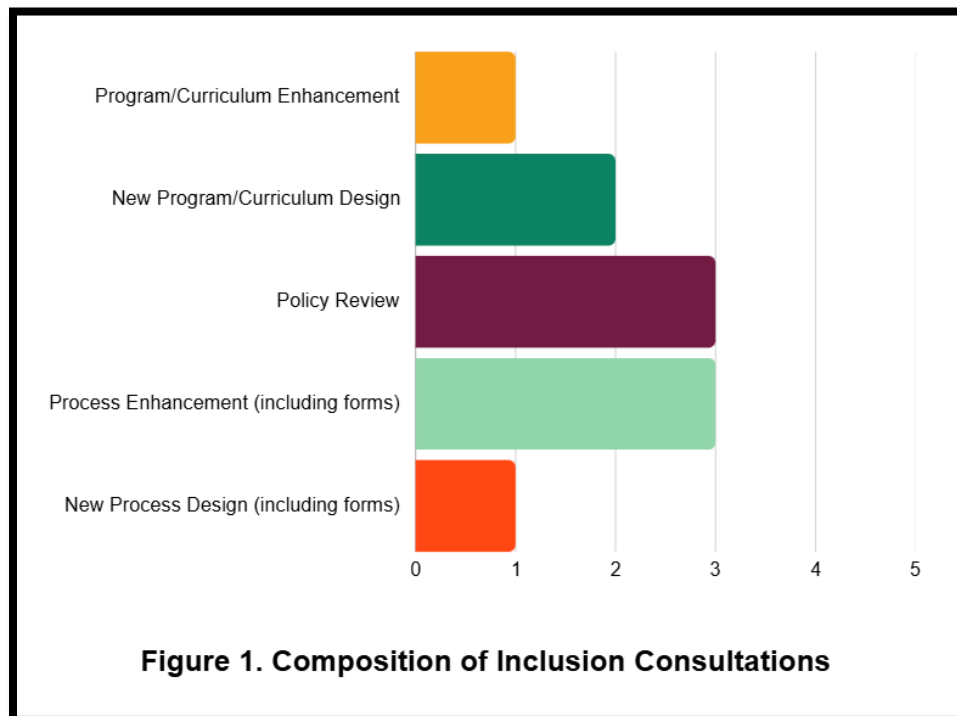
4.4.6. Consultations with Equity-Deserving Members of our Campus Community

Through the efforts of the OEDI team and an external consultant, the College conducted consultations with equity-deserving communities to understand their lived experiences of hate and racism, and the barriers they faced to equity and inclusion at the College. Collectively, these consultations engaged 415 students and employees and 35 community-partners. The insights have been used to enhance the services and programs offered by the OEDI, and will serve as the foundation of the College's first ever Equity, Diversity and Inclusion Action Plan.

4.4.7. Review of Policies through an Equity and Inclusion Lens

With the support of an external consultant, the College conducted an equity review of 19 institutional policies through the lens of key sectoral and legislative frameworks such as the Ontario Human Rights Commission Human Rights-based Approach Framework Guide to Policy and Program Development; and the Strengthening Accountability and Student Supports Act, 2024-Minister's Anti-Hate and Anti-Racism Directives. With the goal of facilitating intervention in areas which would have the greatest impact on equity-deserving students and employees, the review included policies across the areas of institutional climate and culture; the student experience, the employee experience and teaching and learning. The insights will form the foundation of the College's first ever Equity, Diversity and Inclusion Action Plan.

4.5 Intervention Activities

Durham College utilizes proactive measures which support dialogue, early intervention and de-escalation in response to concerns of harassment and discrimination brought forward by members of its campus community. Students and employees can access consultations with a Human Rights Advisor about experiences which they believe might constitute a violation of the Code and are provided with next steps involved in resolving their concerns. Complaints about individuals or policies and procedures assessed to be applicable for resolution under the Harassment and Discrimination Prevention and Response policy can be resolved informally or formally. During this reporting period, Durham College enhanced its mechanism for receiving, addressing and reporting on concerns related to discrimination and harassment. This process, in its pilot phase, is intended to facilitate timely, detailed, and legislatively compliant documentation of and response to complaints. This section provides insight into the nature

and outcome of complaints received and processed under this policy during this reporting period.

4.5.1. Summary of Institutional Assessments

After collecting initial details about their experience from a complainant, the Human Rights Advisor provides an institutional assessment of the allegation(s) would, if proven true, constitute a violation of institutional policies. Below is a summary of outcomes of the 34 assessments dispensed during this reporting period; employees accounted for 29% of assessments and students accounted for 71%.

Table 1: Number of Institutional Assessments Issued

Institutional Assessment Outcome:	Number of Complaints per Outcome
If proven to be true, allegations constitute Harassment, Discrimination or Reprisal.	26
The subject matter of the complaint appears to be trivial, frivolous, vexatious, or made in bad faith.	2
The substance of the complaint is already the subject matter of another internal proceeding.	2
The substance of the matter is more appropriately addressed via other College procedures/mechanisms	4

4.5.2. Categorization of Student and Employee Complaints

There are several ways in which harassment and discrimination can manifest within the post-secondary learning and working environment. In accordance with Ministry directives, detailed records were kept of all employee and student complaints received during the reporting period. The composition of these complaints is presented below.

Figure 2 below illustrates the distribution of complaints across major categories, of harassment and discrimination providing insight into the issues most frequently raised by students and employees.

Figure 2. Number of Discrimination and Harassment Complaints by Students and Employees
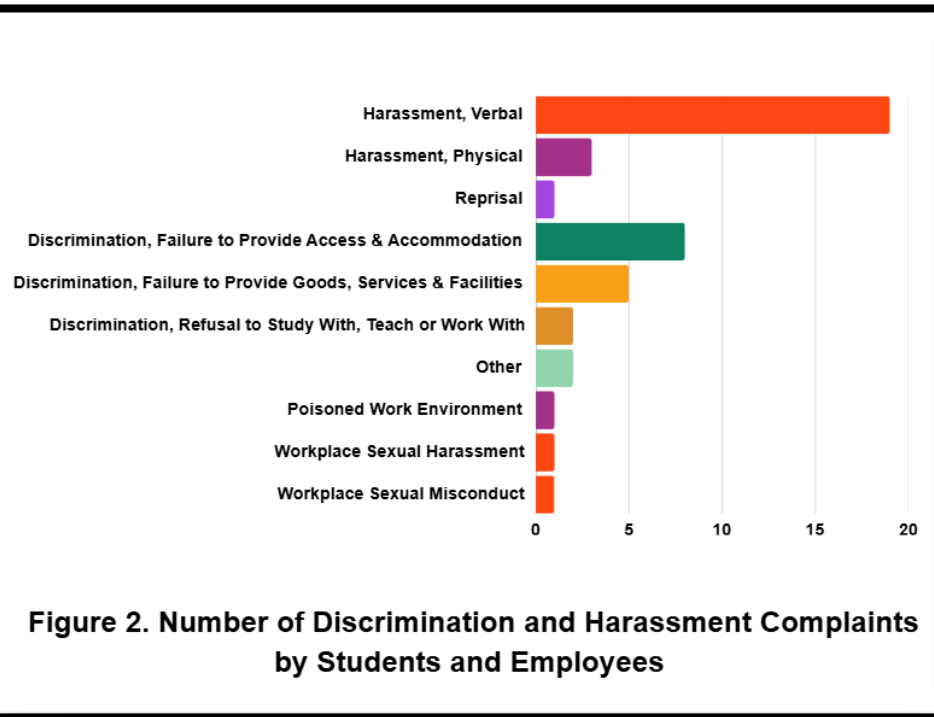
Figure 3 captures the number of associated Code Groups which were the basis of complaints by students and employees, highlighting the most common areas of discrimination or harassment.
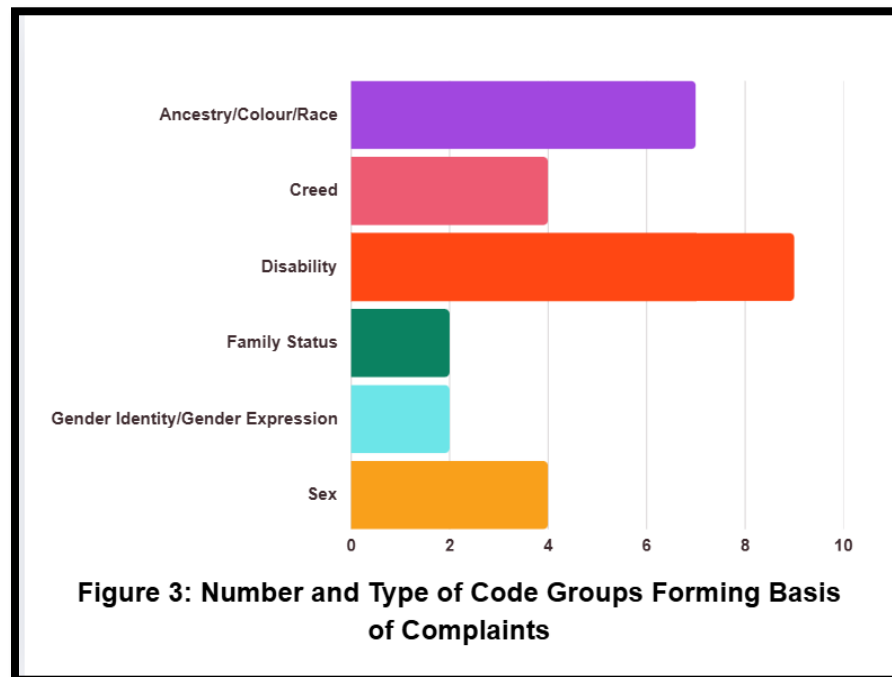

Figure 3: Number and Type of Code Groups Forming Basis of Complaints

Figure 4 provides a breakdown of student and employee complaints into specific sub-categories; for example, within the category of race, sub-categories include anti-Black racism, anti-Asian racism etc. This depiction offers a more detailed view of the issues cited in complaints.

Figure 4. Percentage of Associated Code Sub-Groups
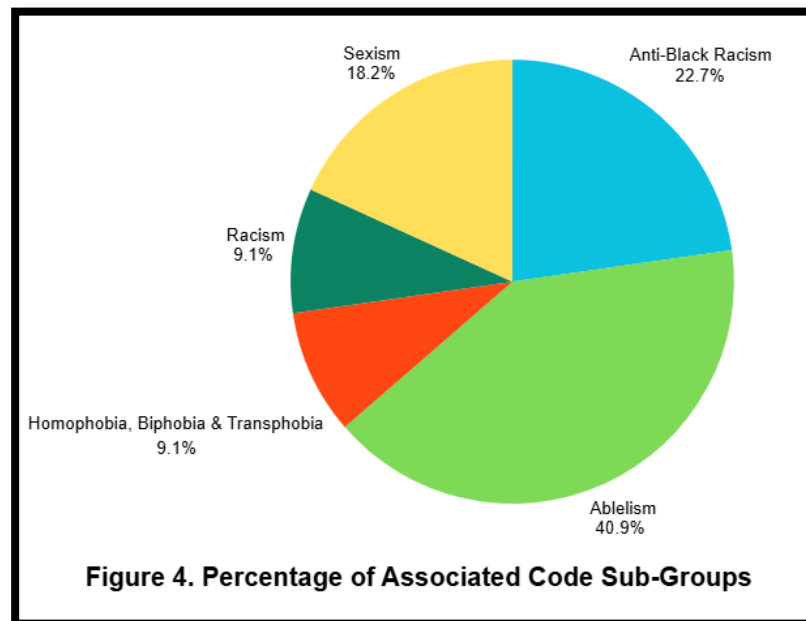
4.5.3. Complaint Resolution

To provide transparency on how complaints were addressed, the resolution methods applied during the reporting period were analyzed as well as the length of time taken to resolve complaints.

Table 2 illustrates the proportion of cases resolved through each approach, offering insight into the most common pathways for addressing student and employee complaints.

Table 2: Composition of Complaint Resolutions

Decision/Case Outcome	Number of Cases
Complaint Withdrawn; Independent Decision	4
Complaint Withdrawn, Addressed via Other College Procedures/Mechanisms	3
Informal Resolution; Mutually Agreed on Resolution	2
Anonymous: Information Collected & Reviewed to help Create Inclusive Campus Culture	1
Investigation complete. Allegations not substantiated	5
Investigation complete. Allegations substantiated, or partially substantiated	4

The review and resolution of complaints is an intricate process that can vary significantly in duration depending on the nature and complexity of the case. This work often involves multiple departments, coordination across teams, and several meetings to ensure a thorough and fair outcome. Within this reporting period, there were 26 complaints processed under this policy (35% employees and; 65% students). Table 3 captures the average time (in months) taken to resolve complaints received from students and employees during this reporting period.

Table 3: Length of Time Taken to Resolve Student and Employee Complaints

Case Status	>1	>3	>6	>9	>12	12+
Resolved	9	7	3	0	0	0

4.6   Priorities for 2026- 2027

Upcoming priorities will be focused on supporting the College to realize its Strategic Vision 2030 by leveraging the insights gained in 2025-26 through the wide-reaching consultations done with equity-deserving campus community members as well feedback from program participants, service and policy. Specifically, focus will be on:

- Enhancing capacity building programs offered to students and employees to create learning and working environments free of discrimination, harassment and hate;

- Refining our case management and reporting process;

- Finalizing the institution's first ever Equity, Diversity and Inclusion action plan on; and

- Supporting relevant departments with implementation of the institution's Equity, Diversity and Inclusion action plan.

5.   Financial/Human Resource Implications

The implementation of the Harassment and Discrimination Prevention and Response Policy continues to require dedicated resources to both carry out the work and ensure the team is continuously equipped with skills required to implement emerging best practices and legislative requirements.

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**

Preventing and appropriately responding to harassment and discrimination are concerns that align with Durham College's *Sustainable and People-Centered* goals outlined in the Strategic Vision 2030. This report supports institutional compliance with key legislation related to human rights, and advances the following business plan objectives:

1. Nurturing an organizational culture where students, employees, alumni, and partners feel welcomed, valued, respected, and part of our community (3.1 iii, iv, v).

2. Reviewing and enhancing policies and practices to address inequities, deepen knowledge, and strengthen capacity to better support the needs of students and employees (3.3 i).

DURHAM COLLEGE
SUCCESS MATTERS

OFFICE OF RESEARCH
SERVICES, INNOVATION
AND ENTREPRENEURSHIP

ANNUAL REPORT
2024 - 2025

A MESSAGE FROM THE ASSOCIATE VICE PRESIDENT, INNOVATION AND RESEARCH

Constant change has become a mainstay in the college sector, in the business community, and indeed in the world around us. Our work in the research and innovation space is no different. The past year has seen growth across our department, and this has brought expansion as new client engagements have increased and our experts continue to deepen their expertise to meet the needs of evolving technology in an increasingly complex environment.

Joining the Office of Research Services, Innovation and Entrepreneurship (ORSIE) with Corporate Training Services this year has been a game changer for both teams. The exceptionally talented professionals in Corporate Training Services have been able to augment their offerings with the expertise in complex technology areas that are found in our research centres. Similarly, the research centres have expanded opportunities for business development beyond the traditional granting agencies. On top of that, the external facing professionals in Experiential Learning, the research centres, and corporate training have joined forces to maximize business development opportunities.

I am very proud of our elevated results in telling our story this past year. Our social media presence has grown with more engagement and more compelling posts that celebrate successes and showcase our exceptional team members. Our annual flagship event—Durham College Expo—welcomed a full house of external clients, funders, students, and faculty. Our inaugural AI In Action event, hosted by the AI Hub, featured use cases for AI and celebrated the winner of the AI Impact award. Our achievements in providing quality, in-demand training for organizations have garnered recognition and continues to grow.

Through all of this, students have remained our central focus, through enriched experiential learning opportunities, focused training, and opportunities to develop and polish professional skills. Our students truly shine. This year, we developed our department's first Equity, Diversity and Inclusion action plan, focused on hiring practices, creating equitable opportunities, and ensuring an inclusive team environment.

I hope you enjoy this reflection on the past year. I am so proud in our incredible team members, impressive results, and meaningful impact. As I look ahead, 2025-26 holds great promise as we tackle new challenges and achieve even more. My sincere thanks to every individual within Corporate Training Services and the Office of Research Services, Innovation and Entrepreneurship for your steadfast commitment, energy, humour, and kindness.

Debbie McKee Demczyk
Associate Vice President, Innovation and Research

LAND ACKNOWLEDGEMENT

Durham College acknowledges the lands and Peoples of the Mississaugas of Scugog Island First Nation. These lands are covered under the Williams Treaties and are the traditional territory of the Anishinaabeg Nation. We are grateful to live, learn, teach, and prosper here. We recognize the ongoing stewardship of Turtle Island by Indigenous Peoples and commit to reconciliation, guided by the knowledge shared through consultation with Durham College's First Peoples Indigenous Centre.

ANTI-BLACK RACISM STATEMENT

Durham College is committed to a diverse and inclusive campus for all students and employees, regardless of race. We condemn all forms of anti-Black racism and all systems of oppression which deny individuals the right to equitable treatment, access and fairness.

We acknowledge that systemic and institutionalized racism serve to limit the opportunities and potential of members of the Black community and Durham College pledges to listen, learn and take actionable steps to ensure equitable and inclusive access for all.

DIMENSIONS CHARTER STATEMENT

In signing the Dimensions Charter in July 2019, Durham College committed to implementing charter principles throughout college practices and culture to achieve greater equity, diversity and inclusion (EDI).

Dimensions recognizes that a multiplicity of perspectives, lived experiences and the overall complexity of diverse individuals foster increased research excellence, innovation and creativity within the post-secondary sector. This program takes a multidimensional approach to equity, diversity and inclusion to achieve a future research community where all can thrive.

If this document is required in an alternative format, please email DC_ORSIE@durhamcollege.ca.
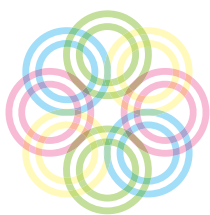
CENTRE FOR CRAFT BEVERAGE INNOVATION LAUNCHES NEW QUALITY SYSTEM

The Centre for Craft Beverage Innovation successfully launched its collaborative new Quality Management System (QMS), which focuses on compliance, quality control and operational efficiency for beverage makers.

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IN REVIEW

social
impact
hub

SOCIAL IMPACT HUB LAUNCHES SURVIVING ADDICTION DOCUSERIES

The Social Impact Hub successfully supported the launch of the Surviving Addiction docuseries, an important project that highlights the humanity behind addiction and its profound impact on individuals and their loved ones.

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AI HUB RECEIVES TECH-ACCESS CANADA'S TRI-PILLAR EXCELLENCE AWARD

The AI Hub was awarded the Tri-Pillar Excellence Award for its ongoing work to help businesses conduct research and development, adopt new technology and education and training.

DURHAM COLLEGE HELPS ONTARIO BUSINESSES GROW AND THRIVE

Thanks to renewed funding from Intellectual Property Ontario (IPON), Durham College continues to help Ontario companies unlock the full value of their innovations with the Intellectual Property (IP) Program.

CORPORATE TRAINING SERVICES DESIGNATED AS AN IELTS TEST CENTRE

The Corporate Training Services Accreditation & Testing Centre was designated as an official International English Language Testing System (IELTS) test centre, expanding our capacity to support global English language assessment.

MRC STUDIO CREATES IMMERSIVE FIREFIGHTER SIMULATOR

The Mixed Reality Capture (MRC) Studio created a state-of-the-art mixed reality training simulation for firefighters designed to build skills and resilience in high-stress environments.

EXPERIENTIAL LEARNING BUILDS STRONG RELATIONSHIPS WITH EMPLOYERS

The Experiential Learning team developed many new relationships with local employers to increase experiential learning opportunities for Durham College students.

CENTRE FOR CYBERSECURITY PARTNERS WITH CYBER SECURITY CANADA

The Centre for Cybersecurity Innovation signed an MOU with Cyber Security Canada to assist Canadian organizations in improving their security measures to meet national standards.

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2024 - 2025

BY THE NUMBE

OUR RESEARCH IMPACT.

In 2024-25, we leveraged **$3,882,394** in funding from a variety of sources to drive transformative projects for the innovation ecosystem. We worked with **79** unique industry and community partners on a total of **111** projects.

WAYS ORGANIZATIONS ACCESS
RESEARCH AND INNOVATION TALENT

79
INDUSTRY AND COMMUNITY PARTNERS

111
APPLIED RESEARCH PROJECTS

417
PROJECTS
SINCE 2020

883
APPLIED RESEARCH STUDENT ROLES
SINCE 2020

Agenda Page 129
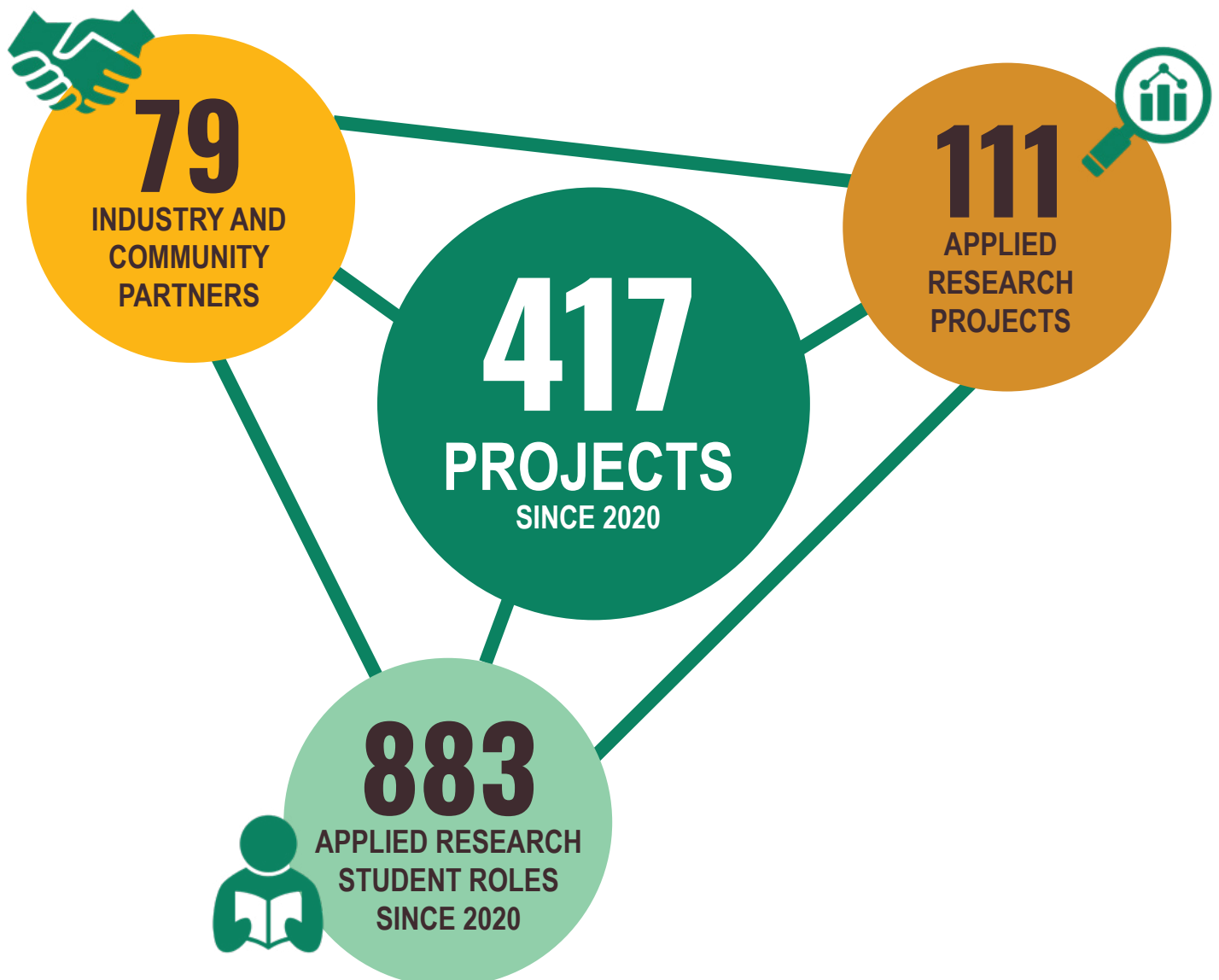
OUR BUSINESS IMPACT.

In 2024-25, we received **2 Skills Development Fund (SDF) grants** to train the workforce of tomorrow. We worked with **91** unique external partners on a total of **86** projects and secured **9** new clients for Corporate Training Services (CTS).

WAYS CORPORATE TRAINING SERVICES
SUPPORTS THE BUSINESS COMMUNITY

91
EXTERNAL
PARTNERS
SERVICED

86
INDUSTRY
PROJECTS
COMPLETED

1,400+
TRAINING SESSIONS
SINCE 2020

295
WEBINARS AND
TRAINING EVENTS
HELD

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OUR STUDENT IMPACT.

85 — Paid student experiences provided in applied research

156 — Students involved in Co-operative Education and Work-Integrated Learning Canada (CEWIL Canada) projects

7 — Students involved in Teaching City Oshawa projects

106 — Students provided funding support through the Diane Blake Student Success Initiative (DBSSI)

71,326 — Exams proctored by Corporate Training Services

> "Students bring fresh perspectives and innovative thinking to applied research projects. Their contributions are not just academic, they're transformational for our communities and industries."

Dr. Elaine Popp, President

STUDENT EXPERIENTIAL LEARNING SPOTLIGHTS

LIAM CROFT - MECHANICAL ENGINEERING TECHNOLOGY

Liam Croft has strengthened student engagement as President of the DC Engineering Club and represented student interests on the DC Board of Governors. He has guided students on their career development path as a Co-op Ambassador, and on the Program Advisory Committee he has provided feedback to improve the curriculum and align it with industry needs.

GLORIA KOYA - NURSING

Gloria Koya worked as a Student Research Assistant on a College and Community Social Innovation Fund (CCSIF) project, Bridging the gap: Developing culturally responsive mental health care with and for Black Communities. According to Gloria, "Working on this project has given me a whole new respect for community-based research. I've come to see that knowledge isn't just found in books or articles. It's in the experiences of real people, in the ways they carry resilience, wisdom, and hope even when facing barriers."

AMAR TRIVEDI - COMPUTER PROGRAMMING

Amar Trivedi worked on the "Enriching Firefighter Training Through the Development of a Novel Virtual Reality Training Simulation" project. Amar found this role gave him a level of real-world experience that the classroom is not able to provide. There were many times he came up with his own solutions to the unique challenges they faced and learned a lot in the process.

BEVERLY WILLIAMS - ADDICTIONS AND MENTAL HEALTH

Beverly Williams worked as a Research Assistant on 'Supporting International Students in Ontario's Colleges and Universities'. Beverly was part of developing the literature review, framing the research, and applying for ethical review. According to Beverly, "Being part of a multicultural, multi-discipline team was memorable, and I've grown personally and professionally through this project, becoming more inclusive and aware of the nuances among international student populations and this was something very memorable to me."

RESEARCH & INNOVATION

From advancing cybersecurity in municipalities to transforming game design and improving community health outcomes, these case studies showcase how ORSIE partnerships drive real-world impact through applied research, innovation, and collaborative problem-solving.

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Strengthening Cybersecurity for the City of Pickering

In response to rising cyber threats, the City of Pickering partnered with Durham College's Centre for Cybersecurity Innovation to modernize its digital security framework. By aligning local policies with global standards like NIST and ISO, the project introduced updated controls in identity management, network security, and patching protocols. The initiative not only improved policy clarity and risk mitigation but also laid the foundation for continuous improvement through a future assessment framework. This collaboration enhanced the City's cyber resilience and serves as a model for municipalities navigating today's complex cybersecurity landscape.

Conversational AI for Games with Invalid Symbol

MRC Studio collaborated with gaming company Invalid Symbol to develop a localized large language model (LLM) integration for Unity 3D. By testing models like Mistral and LLaMA, the project created a scalable framework for unscripted, real-time player-NPC dialogue—an innovation that bypasses costly API calls and boosts storytelling. The result: a Unity prefab that empowers developers to build dynamic AI-driven characters affordably. As one of the first to validate localized LLMs in gaming, this project positions Invalid Symbol at the forefront of immersive game design and AI-powered user experience.

> " Collaborating with industry partners gives students a front-row seat to real-world challenges, helping them build practical skills and professional networks. It's a powerful bridge between classroom learning and career readiness. "
>
> Debbie McKee Demczyk, AVP, Innovation and Research

Boosting Mental and Physical Health in Forensic Care

Led by Dr. Erin Dancey and supported by the Durham College Social Impact Hub, this project aims to reduce health disparities among forensic psychiatry patients in Canada by improving physical fitness, mental health, sleep, and quality of life through a community-based exercise intervention. Forensic patients face barriers like restricted environments, reduced autonomy, and limited social connections. In partnership with Ontario Shores and Abilities Centre, the study will identify engagement barriers and assess the intervention's impact. Benefits include cost-effective care, enhanced rehabilitation, and community reintegration. The program may also support broader patient populations and help Abilities Centre reach marginalized groups, addressing a key human rights concern.

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Supported by the Social Impact Hub, with a CCSIF project led by Dr. Michael Williams-Bell, the MRC Studio developed an advanced Mixed Reality (MR) prototype to transform firefighter training, addressing the high physical risks and costs of traditional simulation. Collaborating with industry partners, the team created immersive environments that integrate real equipment with dynamic virtual hazards—such as fire, smoke, and collapsing walls. Physiological monitoring confirmed that MR training elicits the same stress responses as real-world scenarios, making it ideal for stress inoculation training. The platform allows trainers to customize layouts and conditions, increasing realism and engagement. This innovation enhances resilience, reduces injury risk, and offers a safer, more effective training solution. Now equipped with a powerful prototype, MRC Studio is actively seeking new collaborators to extend this impact into additional sectors like healthcare, construction, and emergency response.

AI Hub + Forged Operations: Simplifying Safety in Nuclear Environments

Forged Operations partnered with the AI Hub to explore how artificial intelligence could streamline compliance in the highly regulated nuclear industry. Facing the challenge of limited connectivity in field conditions, the AI Hub conducted a feasibility study to assess AI performance in real-world use. Together, they developed a virtual compliance agent integrated into the OpsAssist platform, capable of delivering real-time support in low-connectivity settings.

This intelligent tool helps operators follow procedures, navigate systems, and complete digital forms safely and efficiently. Acting as an extension of Forged Operations' R&D team, the AI Hub provided technical insights and confidence to move from concept to implementation. The project now positions Forged Operations as a leader in scalable, AI-driven safety innovation for high-stakes environments.

Centre for Craft Beverage Innovation Supports Award Winning Brewery

One of the Centre for Craft Beverage Innovation's most notable collaborations was with Partake Brewing, one of the first non-alcoholic craft brewers in Canada. Launched in 2017, Partake's products are now available at major retailers in both Canada and the U.S. and they have won multiple brewing awards including multiple World Beer Awards. While we can't share details of CCBI's work with Partake, we "hit it out of the park" with this early collaboration.

"What I think is important about that (collaboration) is that it really identifies the value that colleges can bring to Canadian industry when you look at what they've (Partake) done," says Chris Gillis, Manager, Centre for Craft Beverage Innovation. "They've done a spectacular job to go from being on Dragon's Den in 2015, barely a start-up, to basically going to nationwide distribution. They've really owned that category."

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Providing Hands-On Elevator Training to Emergency Services

Corporate Training Services offers customized training programs tailored specifically to the needs of Fire and Emergency Professionals. Whether it's hands-on experience with elevating devices or safety protocols, we deliver training that's practical, relevant, and effective.

This past year, we were proud to use our state-of-the-art Whitby campus to offer new hands-on training experience to emergency teams.

The Ajax Fire team successfully completed Emergency Elevator Evacuation Training at one of the most unique elevating device labs in the region.

The Whitby campus elevator shaft is a perfect place for hands-on elevator training. A special thanks to Elite Elevators for coming out and providing expert instruction to this great group.

Breaking Down Barriers for Students Participating in Work Integrated Learning - Diane Blake Student Success Initiative (DBSSI)

Durham College received a transformative two million dollar donation to support students who need financial support to access co-op and research opportunities. Through DBSSI funding, 106 students received direct funding totaling over $159,000, reducing financial barriers such as transportation costs, relocation fees, childcare, work attire, etc. This tool also allowed us to provide students with career readiness tools such as Big Interview and Riipen.

The initiative allowed our industry liaisons to foster 165+ employer partnerships and generate 194+ job postings for co-op students. Many students secured ongoing employment, with several hired permanently or retained part-time after their co-op term.

Re-imagining skincare as foresight: How Adoreyes is Using AI to Transform Personalized Skincare

With support from Durham College's AI Hub, Niagara-based beauty brand Adoreyes is reshaping the way estheticians assess skin health, using an AI-powered system designed with built-in foresight capabilities. The result? A precise, accessible, and professional-grade tool that enhances skin consultations in real time.

Adoreyes partnered with the AI Hub to develop a deep learning-based skin analysis platform that could identify and interpret various skin conditions using computer vision and AI models.

The system aims to provide real-time insights, enabling estheticians to make informed recommendations backed by data.

The long-term goal? A real-time, portable skin analysis device designed for med spas and wellness clinics. It empowers estheticians with intelligent insights to elevate skincare and support early recognition of potentially serious concerns such as suspicious lesions, helping guide clients toward timely medical attention when it matters most

Safeguarding Municipal Infrastructure for Town of Ajax - A Comprehensive Cybersecurity Initiative

In today's digital era, municipalities like the Town of Ajax face growing cyber threats that jeopardize citizen data, public services, and infrastructure. To proactively address risks, the Town recognized the urgent need for a comprehensive cybersecurity assessment and a forward-looking strategy to strengthen its overall security posture.

The Town of Ajax partnered with the Centre for Cybersecurity Innovation on a structured, multi-phase project.

It began with stakeholder consultations and a detailed roadmap. Findings were compiled into a comprehensive vulnerability report, followed by a customized three-year cybersecurity strategy. This initiative delivered measurable outcomes, and the Town significantly strengthened its security posture and is better prepared for future threats. This collaboration positioned Ajax as a security-conscious municipality with a scalable model for long-term cyber resilience.

Durham College Collaborates with Partners at Hannover Messe 2025

Durham College proudly showcased its research and innovation capabilities at **HANNOVER MESSE**, one of the world's largest and most prestigious industrial technology trade shows. As part of the Canadian delegation, DC joined partners from across Durham Region to promote applied research services in artificial intelligence, virtual reality, 3D production, cybersecurity, and corporate training.

This international stage provided a valuable platform to deepen industry relationships, explore global collaborations, and build awareness of the college's future-focused solutions. Productive discussions with global companies are already sparking new opportunities. DC is positioning itself as a trusted international partner in solving today's most pressing challenges through innovation, talent, and technology.

INDUSTRY & COMMUNITY

> **We look forward to continue showcasing our customized corporate training and immersive training expertise internationally.**
>
> – Robin Young, Director, Business Development & Corporate Training

PARTNERSHIPS

Durham College Continues its strong partnership with OPG

Durham College (DC) is proud of our long-standing partnership with Ontario Power Generation (OPG). For over two decades, our continued partnership has built careers and transformed lives.

Durham College supports the work of OPG not only by helping OPG meet their workforce needs with talented and enthusiastic DC graduates, but also with our innovative employee training solutions.

From the Fire Containment Project, to the Saunders Hydro Dam Visitor Centre, we are looking forward to continue our strong collaboration with OPG on innovative and immersive training and simulation projects, and customized corporate training solutions.

CTS Gives Back to First Nations Communities with Ambulance

We're always looking for ways to create lasting impact — not just through the programs and services we offer, but also through how we support communities across Canada. Recently, Corporate Training Services had the opportunity to donate an ambulance to Firefighters Without Borders Canada to be used by the Prince Albert Grand Council in Saskatchewan.

This vehicle will help strengthen emergency response services for several First Nations communities.

We're honoured to contribute in a way that supports vital services and makes a meaningful difference where it's needed most.

EQUITY AND SOCIAL IMPACT

By leveraging faculty expertise, student talent and strong community partnerships, we seek to identify creative solutions to complex social problems through leading-edge applied research projects and service learning initiatives.

Through funded collaborations with community partners, faculty members have demonstrated expertise in this area, along with the ability to transform strong community partnerships into viable applied research projects.

Empowering Parents with Cognitive Challenges
The Social Impact Hub supported the Raising Resilient Families project led by Amanda Cappon and Kay Corbier, which was initiated in response to a lack of adequate supports for people with cognitive challenges (e.g. intellectual and/or developmental disabilities, acquired brain injury) who become parents. This gap in support leads to inequity, marginalization, and an increased risk of child welfare interventions, which can sever family unity and cultural ties. The project adopted a community-driven approach, utilizing co-production and participatory research to ensure parents with cognitive challenges were active collaborators in defining their support needs. The project facilitated the training of over 30 service providers in Durham Region in the Step-by-Step Parenting Program (Feldman, 2025), an evidence-based parenting program, that will enhance awareness of the struggles of these parents and the ability of service providers to support parents with cognitive challenges in their roles. After this training, Children's Aid Society of Durham Region has added a step in their process to identify need and connect with parent supports earlier.

Defining Our Role in Building a National EDI Research Community
Equity, diversity, and inclusion (EDI) are critical to the future of college-level research in Canada, yet many institutions face barriers in embedding EDI principles into applied research practices. The Office of Research Services, Innovation and Entrepreneurship (ORSIE) has been co-leading a national Community of Practice (CoP) focused on integrating EDI in college research. This initiative brought together researchers, administrators, and students from across the country to deepen understanding, share promising practices, and foster culture change through meaningful dialogue. This initiative has empowered colleges and polytechnics to embed EDI into their research policies and practices more intentionally.

From Commitment to Action - ORSIE EDI Action Plan Takes Shape
Over the past year, the ORSIE EDI Working Group led the development of an EDI Action Plan grounded in consultation, collaboration, and accountability. These conversations shaped a living document that identifies barriers, sets clear goals, and outlines concrete steps for building more inclusive teams, research projects, and partnerships. We aligned our approach with broader institutional values and national frameworks, positioning the plan as a model for other colleges and applied research offices across Canada. ORSIE's EDI Action Plan will serve as a strategic tool for embedding inclusion across all the work of ORSIE.

Social Impact Hub Receives Grants to Improve Mental Health Care for Black Communities and Forensic Patients

Researchers at the Social Impact Hub launched two projects to support mental health in the community funded by the Canadian Institutes of Health Research (CIHR) through the College and Community Social Innovation Fund (CCSIF).

Dr. Crystal Garvey, and Jason Vassell undertook a project to study and improve mental health care for Black communities. Bridging the gap: Developing Culturally Responsive Mental Health Care with and for Black Communities will explore the experiences of Black patients and front-line workers in emergency, acute and community mental health settings. Researchers are collecting data and working with members of the Black community, caregivers, and front-line workers to co-create resources from a culturally responsive lens. The project partners include the Health Research Council for People of African Descent, the Regional Municipality of Durham, Black Health Alliance and Ontario Shores Centre for Mental Health Sciences.

Dr. Erin Dancey leads the Community-based exercise intervention for forensic patients: Barriers and impacts on physical and mental health. This project explores how community-based exercise can improve physical and mental health, sleep, and quality of life for forensic psychiatry patients, while identifying barriers to participation. In partnership with Ontario Shores and Abilities Centre, the intervention aims to support recovery, reduce healthcare costs, and promote reintegration into the community.

DC students will be an integral part of each project, supporting activities as Research Assistants.

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Research Coordinators Support Research Capacity Building

Research Coordinators are faculty members who devote time and expertise to facilitate research opportunities within their respective faculties. Throughout the academic year, Research Coordinators provide input and support needed to execute a variety of research-related, capacity building activities across disciplines alongside ORSIE staff members. Thank you to Kelly Webdale, Jennifer Bedford, Dr. Erin Dancey, Amanda Cappon, Dr. Lynne Kennette and Marko Kostic. We are appreciative of the engagement these Research Coordinators have demonstrated, championing research activities at DC.

INSTITUTIONAL RESEARCH AND PLANNING (IRP)

To support evidence-based planning and decision-making, Institutional Research and Planning (IRP) collaborates with various college departments to provide the data, analysis, and information necessary for institutional planning, policy setting, and academic and management decisions.

The IRP team supports quality assurance governance through the creation of in-depth environmental scans to guide new program development, the provision of detailed program information packages to support the comprehensive program review process, and the preparation of Key Performance Indicators (KPIs) analyzing student, graduate and employer surveys.

Championing the data-driven culture at Durham College, IRP develops and maintains student and program-related interactive data visualizations that are disseminated through the IRP centralized Insights portal.

The IRP team continues to evaluate and support the 2020-25 Strategic Mandate Agreement and plan for subsequent years.
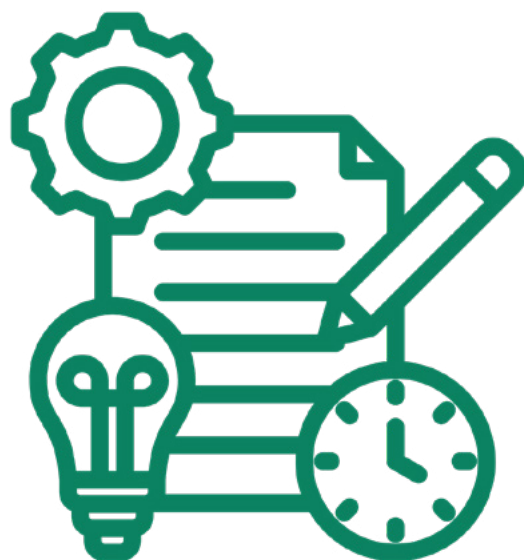
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THANK YOU TO OUR FUNDERS

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CONNECT WITH US

The Office of Research Services, Innovation and Entrepreneurship and Corporate Training Services have been helping businesses grow, train and innovate for decades. We facilitate applied research, institutional research, experiential learning and corporate training activities at Durham College to address community and industry challenges by engaging faculty, students, external partners and the community-at-large in projects that make an impact through collaboration and innovation.

We would love to connect with you on your project.

HAVE QUESTIONS?

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