



**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, May 13, 2026

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 Jessup	
6:07 p.m. to 6:09 p.m.	3. Conflict of Interest Declarations	
	4. Presentations	
6:09 p.m. to 6:19 p.m.	4.1 Access to Post-Secondary: Highlighting Durham College’s Academic Upgrading and Dual Credit Program <i>Presenters: Victoria Kee, Meagan Quesnelle, Rachel Al Balouchi (student)</i>	
6:19 p.m. to 6:24 p.m.	4.2 Presentation of the Advanced Good Governance Certificate to Governor Thomas	
6:24 p.m. to 6:29 p.m.	5. Consent Agenda	1 to 13
	<u>Recommendation</u> That all items listed under the heading of consent agenda be adopted as recommended.	
	5.1 Approval of the Public Session Agenda – May 13, 2026	
	<u>Recommendation</u> That the public agenda for the May 13, 2026, meeting of the Board of Governors be approved as presented.	



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Timing	Item	Page No.
	<p>5.2 Approval of Public Minutes from the Board of Governors Meeting of April 8, 2026</p> <p><u>Recommendation</u> That the public minutes from the April 8, 2026, meeting of the Board of Governors be approved as presented.</p>	
	<p>5.3 Post-Election Report – Student Governor and Administrative Staff Governor Elections</p> <p><u>Recommendation</u> That the Durham College Board of Governors ratify the results of the Administrative Staff Governor Election and Tanya Wakelin be confirmed as the Administrative Staff Governor for a three-year term starting September 1, 2026.</p>	
	<p>5.4 Ratification of Results for the Election of Board Chair and Vice Chair</p> <p><u>Recommendation</u> That the Durham College Board of Governors ratify the results of the election of Board Chair and Vice Chair and:</p> <p style="margin-left: 40px;">a) Peter Pryce be confirmed as the Board Chair for the 2026-2027 Board year; and,</p> <p style="margin-left: 40px;">b) John Ecker be confirmed as the Board Vice Chair for the 2026-2027 Board year.</p>	
6:29 p.m. to 6:39 p.m.	6. Report of the Board Chair	
6:39 p.m. to 6:40 p.m.	7. Co-Populous Governors' Report	
	8. Decision Items	



**Durham College of Applied Arts and Technology
Public Meeting of the Board of Governors
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Timing	Item	Page No.
	9. Discussion Items	
6:40 p.m. to 6:50 p.m.	9.1 Durham College-Ontario Tech University Academic Pathways Report for 2025-2026 – J. Choi and M. Hewitt	14 to 30
6:50 p.m. to 7:00 p.m.	9.2 Strategic Mandate Agreement 2025-2030 - Year One Evaluation– J. Choi and D. McKee Demczyk	31 to 35
7:00 p.m. to 7:10 p.m.	9.3 Annual Academic Quality Assurance Activities – J. Choi	36 to 42
7:10 p.m. to 7:20 p.m.	9.4 Keeping the College Safe: Employee Health and Safety and Campus Safety Activities – R. Hutchinson	43 to 50
7:20 p.m. to 7:25 p.m.	10. Upcoming Events	
	<ul style="list-style-type: none"> • Lean Into Green Event – May 20, 2026, Oshawa Campus (please register via the link provided by email if you plan to attend) • June Board Meeting – June 10, 2026 (will be held at the Centre for Food, Whitby Campus) • Convocation Ceremonies – June 15 to 19, 2026 (please register via the link provided by email if you plan to attend) • Board of Governors Year-End Social – June 25, 2026 (official invitation forthcoming) 	
7:25 p.m. to 7:27 p.m.	11. Move to In-Camera Session	
8:25 p.m. (approx.)	12. Adjournment	

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.



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.
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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.



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.
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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
Public Meeting of the Board of Governors
Public Session Minutes**

Date: Wednesday, April 8, 2026

Location: Oshawa Campus, DC Boardroom, A144

Members Present:

Lisa Allen, Board Chair
Megan Bent
Brandon Bird
Melissa Bosomworth
Jim Brown
Jeff Dorman
Kelly Doyle
John Ecker
Rhonda Jessup
Ian Murray
Jerry Ouellette
Elaine Popp, President
Peter Pryce, Board Vice Chair
Kwende Thomas (attended virtually)
Nathan Wilson

Regrets:

Alison Burgess
Dwight Townsend

Staff Present:

Jean Choi, VP, Academic and Students
Rick Hutchinson, VP, Strategic Infrastructure and Campus Safety
Anthony Longo, ED, Strategic Reporting and Government Relations
Barbara MacCheyne, VP, Corporate Services and Chief Financial Officer
Thom MacDonald, AVP, Enrolment and International Education
Melissa Pringle, Manager, Board Governance and Privacy and Assistant to the President

1. Call to Order

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

The Chair introduced guests in attendance: Charles Wilson, Operations Manager, Durham College Student Association and Tara Koski, Dean, Students.

2. Land Acknowledgement

Governor Bosomworth offered the land acknowledgement.

3. Conflict of Interest Declarations

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

4. Presentations

4.1 Durham College Student Association: Programs and Services Updates

The Vice President, Academic and Students, introduced speakers M. Bent and C. Wilson from the Durham College Student Association.

The Board received a presentation from the Durham College Student Association providing an update on its programs and services.

The Board questioned the presenters.

5. Consent Agenda

Moved by Governor Wilson

Seconded by Governor Bosomworth

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

5.1 Approval of the Public Session Agenda – April 8, 2026

That the public agenda for the April 8, 2026, meeting of the Board of Governors be approved as presented.

5.2 Approval of Public Minutes from the Board of Governors Meeting of February 11, 2026

That the public minutes from the February 11, 2026, meeting of the Board of Governors be approved as presented.

5.3 Approval of Public Minutes from the Board of Governors Special Meeting of March 6, 2026

That the public minutes from the March 6, 2026, special meeting of the Board of Governors be approved as presented.

5.4 Ratification of Results – Student Governor Election

That the Durham College Board of Governors ratify the results of the Student Governor Election and Abigail Ansell be confirmed as the Student Governor for the 2026-2027 Board year.

6. Report of the Board Chair

The Chair provided the following report:

- The Chair announced that the Board Evaluation and Committee Preference survey would launch on April 9 and be open until April 17 and encouraged full participation from all Governors.

7. Co-Populous Governors' Report

There was no co-populous governors' report.

8. Decision Items

8.1 Public Report of the Audit and Finance Committee (Capital Budget)

The Board received a report from the Vice President, Corporate Services and Chief Financial Officer presenting a capital budget of \$10.3M for fiscal 2026-2027 for approval. Further, the Vice President, Corporate Services and Chief Financial Officer reviewed the highlights of key capital projects and the sources of funding, which are primarily government funding, donations, and funds from restricted reserves.

The Chair of the Audit and Finance Committee offered comments in support of the capital budget.

The Board questioned the Vice President, Corporate Services and Chief Financial Officer regarding the backlog of deferred maintenance projects.

Moved by Governor Pryce
Seconded by Governor Jessup
“That based on Report FIN-2026-07:

1. The 2026-2027 capital budget of \$10,309,924 for capital expenditures be approved; and,
2. That the pre-budget request for \$2,000,000 to advance capital projects in 2027-2028 be approved; and,
3. That this report be released publicly with the capital budget to be reviewed and approved by the Durham College Board of Governors during its public session on April 8, 2026; and,
4. That the approved 2026-2027 capital budget be submitted to the Ministry of Colleges, Universities, Research Excellence and Security by the deadline.” CARRIED

8.2 Campus Master Plan Update

The Board received a report from the Vice President, Strategic Infrastructure and Campus Safety, on the refreshed Joint Campus Master Plan (CMP). Originally adopted in 2015 with a requirement for review every ten years, the CMP was refreshed in response to changes at the Oshawa campus, including enrolment growth beyond original projections that had since moderated. The refresh was undertaken collaboratively with Ontario Tech University and informed by a fact-based assessment of buildings, space utilization, transportation patterns, and infrastructure investments. The process confirmed that the campus had successfully absorbed growth while modestly diverging from the original framework, and it reaffirmed a shared commitment to a compact, walkable, and sustainable campus aligned with the College’s strategic vision and integrated institutional planning tools. Public and stakeholder feedback, gathered through engagement activities and online consultation, was incorporated into the final plan.

The refreshed CMP reflected several key shifts, including the consolidation of the original guiding principles into four core commitments, a refined implementation strategy focusing initial investment around the Simcoe Street North and Conlin Road gateway to support transit-oriented development, increased flexibility in transportation planning, and the possibility of monetization opportunities on endowed land. The Vice President, Strategic Infrastructure and Campus Safety, emphasized that approval of the CMP did not authorize new buildings, capital projects, or spending commitments, and that all future development would continue to follow existing governance and Board oversight processes. The CMP

was positioned as a high-level, direction-setting framework to support coordinated, long-term planning with Ontario Tech University and to provide a consistent reference point for future decision-making.

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

Moved by Governor Bent

Seconded by Governor Brown

“That based on Report BOG-2026-22, the refreshed Campus Master Plan be approved.” CARRIED

8.3 Report of the Governance Review Committee – March 9, 2026

The Board received a report from the Chair of the Governance Review Committee providing an overview of the proposed amendments to Board Policy: Committee Terms of Reference.

Moved by Governor Wilson

Seconded by Governor Thomas

“That the March 9, 2026, report of the Governance Review Committee be received for information and the following resolution be adopted:

That Board Policy: Committee Terms of Reference be approved as amended and come into effect on September 1, 2026.” CARRIED

8.4 Major Program Change – Program Title Change to the Honours Bachelor of Behavioural Sciences Degree Program

The Board received a report from the Vice President, Academic and Students, presenting a program title change to the Honours Bachelor of Behavioural Sciences Degree program for approval.

The Board questioned the Vice President, Academic and Students.

Moved by Governor Bent

Seconded by Governor Bosomworth

“That based on Report BOG-2026-18, the program title of the Honours Bachelor of Behavioural Science four-year baccalaureate degree, offered through the Faculty of Social and Community Services, be changed to Honours Bachelor of Applied Psychology – Behaviour Analysis.” CARRIED

8.5 Approval of Durham College Foundation General Operating By-law

The Board received a report from the President on proposed changes to the Durham College Foundation aimed at simplifying its governance. The President reviewed the history of the file, including the Board's June 2024 approval of the transfer of Foundation assets to the College, completed in March 2025, which resulted in the Foundation becoming dormant. Effective April 1, 2025, oversight of the endowments was assigned to the Board's Audit and Finance Committee, which will keep this oversight role. As part of maintaining the Foundation's legal status, it was identified that the existing governance processes for appointing directors were administratively complex and did not align with the Board's committee appointment cycles.

Following consultation with legal counsel, a simpler governance approach was recommended. This included updating the Foundation's General Operating By-law to make the College the sole member, allowing decisions to be made by written resolution, and authorizing the President to act on behalf of the College to complete the annual requirements necessary to maintain the Foundation's legal status.

The Board questioned the President.

Moved by Governor Pryce

Seconded by Governor Bird

- a) Section 12.1 of By-Law No. 1 of The Durham College Foundation (the "Foundation") provides that the board of the Foundation may, by resolution, make, amend or repeal any by-law that regulate the activities or affairs of the Foundation subject to approval of the Board of Governors of the College.
- b) The directors of the Foundation wish to adopt the General Operating By-law (the "By-law"), in the form circulated to the Governors of the College, which shall repeal By-Law No. 1.

RESOLVED that the By-law is approved as the by-law of the Foundation relating to the transaction of the activities and affairs of the Foundation, repealing By-Law No. 1." CARRIED

8.6 Approval of Authorized Representative for the Durham College Foundation

Moved by Governor Bird

Seconded by Governor Murray

- "a) Pursuant to Section 3.01(b) of the By-law of the Foundation, the College will become the sole member of the Foundation.
- b) Pursuant to Section 3.01(d) of the By-law of the Foundation, the College shall authorize a representative to represent the College at meetings, and such individual may exercise all the powers of the College on its behalf, in its capacity as the sole member of the Foundation.

RESOLVED that:

1. The President of the College is authorized to represent the College at member meetings of the Foundation and to sign all written resolutions of the member on behalf of the College, in its capacity as the sole member of the Foundation, to conduct the following annual business of the Foundation, without the need for further approval of the Governors of the College, provided that a summary of all actions taken in this regard is reported to the Board of Governors on an annual basis:
 - a) election of directors of the Foundation;
 - b) consideration of the financial statements of the Foundation; and
 - c) appointment or waiver of the appointment of the auditor of the Foundation;
2. All other decisions of the College, as the sole member of the Foundation, shall be made by the Governors of the College, including, without limitation:
 - a) removal of directors of the Foundation before the conclusion of their term;
 - b) amendments to the articles or by-laws of the Foundation;
 - c) any sale, lease or exchange of all or substantially all of the property of the Foundation;
 - d) an amalgamation involving the Foundation; and
 - e) the dissolution of the Foundation.

3. Any Governor or officer of the College is hereby authorized and directed to do any and all acts and things and execute and deliver all documents as such Governor or officer considers necessary, desirable or useful to carry out and give effect to these resolutions.” CARRIED

9. Discussion Items

9.1 Final Update on the 2025-2026 Business Plan

The Board received a report from the Executive Director, Strategic Reporting and Government Relations, presenting the final update on the 2025-2026 Business Plan, which saw a 72.5% completion rate of the 102 enabling actions. The Executive Director, Strategic Reporting and Government Relations, provided a rationale for the comparatively lower completion rate and highlighted key successes from the plan.

The Board questioned the President and Executive Director, Strategic Reporting and Government Relations, regarding how teams were feeling about the strategic vision and the overall success of the plan and whether unfinished business plan items would be carried over to fiscal 2026-2027.

10. Information Items

The following items were presented for information only:

- 10.1 Durham College Alumni Association Update
- 10.2 Durham College Student Association’s 2024-2025 Audited Financial Statements
- 10.3 Board Portal Migration to SharePoint Online
- 10.4 President’s Update – April 2026
- 10.5 2026-2030 Academic Plan

11. Upcoming Events

The Chair drew attention to the following upcoming events:

- Board Evaluation and Committee Preference Survey – April 9 to 17, 2026
- Nominations Open for the Election of Chair and Vice Chair of the Board – April 20, 2026
- Lean Into Green Event – May 20, 2026, Oshawa Campus (official invitation forthcoming to register)

- Convocation Ceremonies – June 15 to 19, 2026 (official invitation forthcoming to register for the ceremonies you can attend)
- Governor Appreciation Event – June 25, 2026

12. Move to In-Camera Session

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

Moved by Governor Bird

Seconded by Governor Bent

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

The Board recessed at 7:18 p.m. and reconvened in-camera at 7:31 p.m.

The Board rose from the in-camera session at 8:28 p.m.

During the in-camera session, the Board discussed recommendations from its Standing Committees and an honorific naming opportunity.

13. Adjournment

With no further business, the meeting adjourned at 8:28 p.m.

Report Number: BOG-2026-37

To: Board of Governors

From: Melissa Pringle, Manager, Board Governance and Privacy

Date of Report: April 28, 2026

Date of Meeting: May 13, 2026

**Subject: Post-Election Report- Student Governor and Administrative Staff
Governor Elections**

1. Purpose

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

2. Recommendation

It is recommended to the Durham College Board of Governors:

That based on Report BOG-2026-37:

That the Durham College Board of Governors ratify the results of the Administrative Staff Governor Election and Tanya Wakelin be confirmed as the Administrative Staff Governor for a three-year term starting September 1, 2026.

3. Background

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

4. Discussion/Options

4.1 Election Timeline

Both the Student Governor and Administrative Staff Governor elections were administered in compliance with the established timelines set out below.

- February 20, 2026– Notice of Election issued and nominations opened
- March 12, 2026 (1:00 p.m.) – Nominations closed
- March 18 to April 1, 2026 – Campaign period
- March 30 to April 1, 2026 – Voting period

4.2 Confirmed Candidates

Student Governor Election

A total of six Nomination Forms were submitted for the Student Governor election. However, five nominees did not complete the mandatory nomination requirements, as clearly outlined in the election materials. These requirements included scheduling a brief meeting with the Chief Returning Officer to present photo identification and to review the responsibilities of the role.

As a result, Abigail Ansell was acclaimed as the Student Governor for the 2026–2027 term. The Board formally ratified the results of the Student Governor election at its meeting on April 8, 2026.

Administrative Staff Governor Election

A total of three Nomination Forms were submitted for the Administrative Staff election. The following candidates successfully completed the nomination process and were confirmed as eligible candidates:

1. Nadia Eid
2. Tanya Wakelin
3. Robin Young

4.3 Total Votes Received

Administrative Governor Election

Of the 171 eligible voters, 108 ballots were cast. The distribution of votes was as follows:

Position: Administrative Staff Governor, Durham College Board of Governors			
Total Votes: 108			
Name	Votes	%	Total Votes
Nadia Eid	3	2.778	108
Tanya Wakelin	75	69.444	108
Robin Young	30	27.778	108
abstain / did not mark ballot	0	0	108

4.4 Communication of Election Results

Student Governor Election

The Chief Returning Officer provided notice of the election results to the following parties:

- The Nominating Committee on March 12, 2026
- The candidate on March 13, 2026
- The student constituency on March 16, 2026

Administrative Staff Governor Election

The Chief Returning Officer provided notice of the election results to the following parties:

- The Nominating Committee on April 2, 2026
- The candidates on April 2, 2026
- The administrative staff constituency on April 7, 2026

There were no issues or irregularities to report in relation to either election.

4.5 Election Promotion and Engagement Initiatives

The following tactics were employed to promote the Student Governor election:

- Email communications, including direct outreach to faculty
- Posts on Durham College’s social media channels
- Advertisements displayed on the College’s digital signage
- Distribution of postcard advertisements in common areas at the Oshawa campus
- Two “pop-up” information tables, one at the Oshawa campus and one at the Whitby campus

A meeting is scheduled for late May with the Dean, Students and the Durham College Student Association to explore opportunities to increase engagement and participation in both elections.

The following tactics were employed to promote the Administrative Staff Governor election:

- The Governance in Practice: Understanding the Role of Internal Governor information session held in January 2026
- Email communications

5. Financial/Human Resource Implications

There are no financial or human resources implications.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

There are no implications for Ontario Tech University.

8. Relationship to the Strategic Plan/Business Plan

This report relates to the People-Centred Goal of the Strategic Vision, where we strive to be an equity-driven and inclusive environment where everyone feels supported, can realize their full potential, and truly belongs.

Discussion Items

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

Report Number: BOG-2026-38

To: Board of Governors

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

Date of Report: April 30, 2026

Date of Meeting: May 13, 2026

**Subject: Durham College-Ontario Tech University Academic Pathways Report
2025-2026**

1. Purpose

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

2. Recommendation

This report is being presented for information only.

3. Background

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

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

4. Discussion/Options

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

Student movement between DC and Ontario Tech continues to grow steadily in both directions.

For the reporting year 2025-26 (OnTech → DC):

- 1,618 students in their first year of studies at DC declared prior postsecondary experience at an Ontario institution other than DC.
- Of these 1,618 students, 426 students in their first year of studies at DC had prior Ontario Tech experience. This is an increase of 68 students from last year, a 19 per cent increase in the number of students; and also represents a 4 per cent increase proportionately to the starting population.
- Of these 426 students, only 149 students declared their prior verified Ontario Tech experience on their admission application. The remaining were verified by Ontario Tech through our data exchange agreement.
- Of the 149 students who declared prior verified Ontario Tech postsecondary experience, 14 per cent (21 students) were enrolled in one-year certificate programs, 55 per cent (82 students) in diploma or advanced diploma programs, 28 per cent (41 students) in graduate certificate programs, and 3 per cent (5 students) in a degree program.

For the reporting year 2025-26 (DC → OnTech):

- 867 students in their first year of studies at Ontario Tech declared prior College postsecondary experience at an Ontario college.
- Of these 867 students, 471 students who started their studies at Ontario Tech had prior DC experience, a similar proportion to last year.
- Of these 471 students, 374 students declared their prior verified DC experience on their admission application. The remaining were verified by DC through our data exchange agreement.
- Of the 374 students who declared prior DC experience, 68 per cent (253 students) had graduated from DC, 20 per cent (76 students) were enrolled in embedded program while 12 per cent (45 students) had partial experience. Of the 225 students who had graduated from DC, 74 per cent (186 students) had graduated from diploma programs, 21 per cent (53 students) had graduated from advanced diploma programs, 5 per cent (13 students) had graduated from certificate programs, and 0.4 per cent (1 student) had graduated from graduate certificate programs.

Pathway Agreements

- Seven new pathways were created for DC students this year.

The attached *DC-Ontario Tech Academic Pathways Report – Detailed* further presents 2023-24 and 2024-25 comparisons to 2025-26 data, identifies specific programs of strong interest at each institution, and provides a list of pathways and articulation agreements between the two institutions.

5. Financial/Human Resource Implications

Capital and/or other resources needed to implement improvement strategies are considered when making decisions about capital expenditures. Efforts designed to promote and support the student mobility through integrated curriculum development and other relevant initiatives, have been - and will continue to be - incorporated into future budget and planning decisions.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

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

8. Relationship to the Strategic Plan/Business Plan

This report relates to the “Future-Focused” goal of the Strategic Plan – to Be the first and best choice as a globally recognized leader in delivering the innovative lifelong learning that students, communities, and industries need most.

Student Pathways DC-ON Tech Board Report

Prepared jointly by

DC, Office of Research Services, Innovation and Entrepreneurship
and ON Tech University, Office of Institutional Research and Analysis

April 2026

Dream → Experience → Achieve

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DC - ON Tech Academic Pathways Report - Detailed

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

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

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

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

Section 1: Pathways Students

Pathways Students (ON Tech --> DC)

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

Figure 1: DC Data

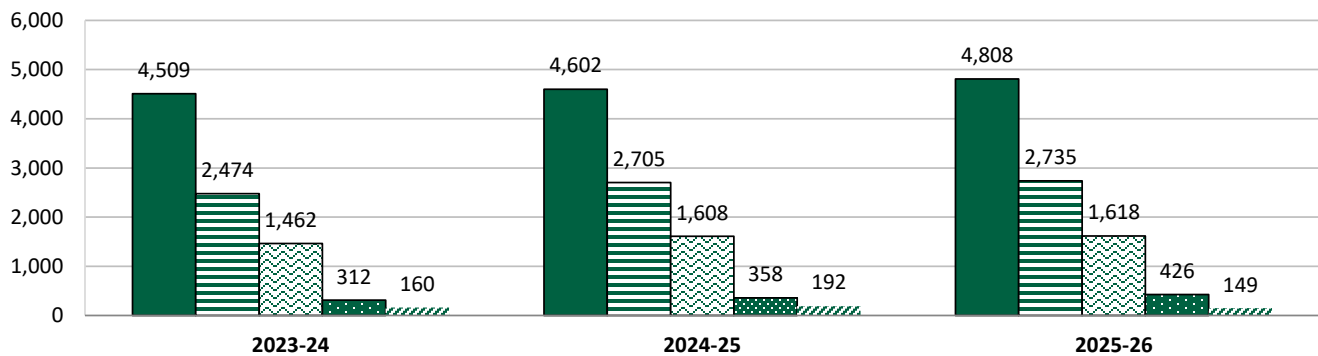


Table 1: DC Data

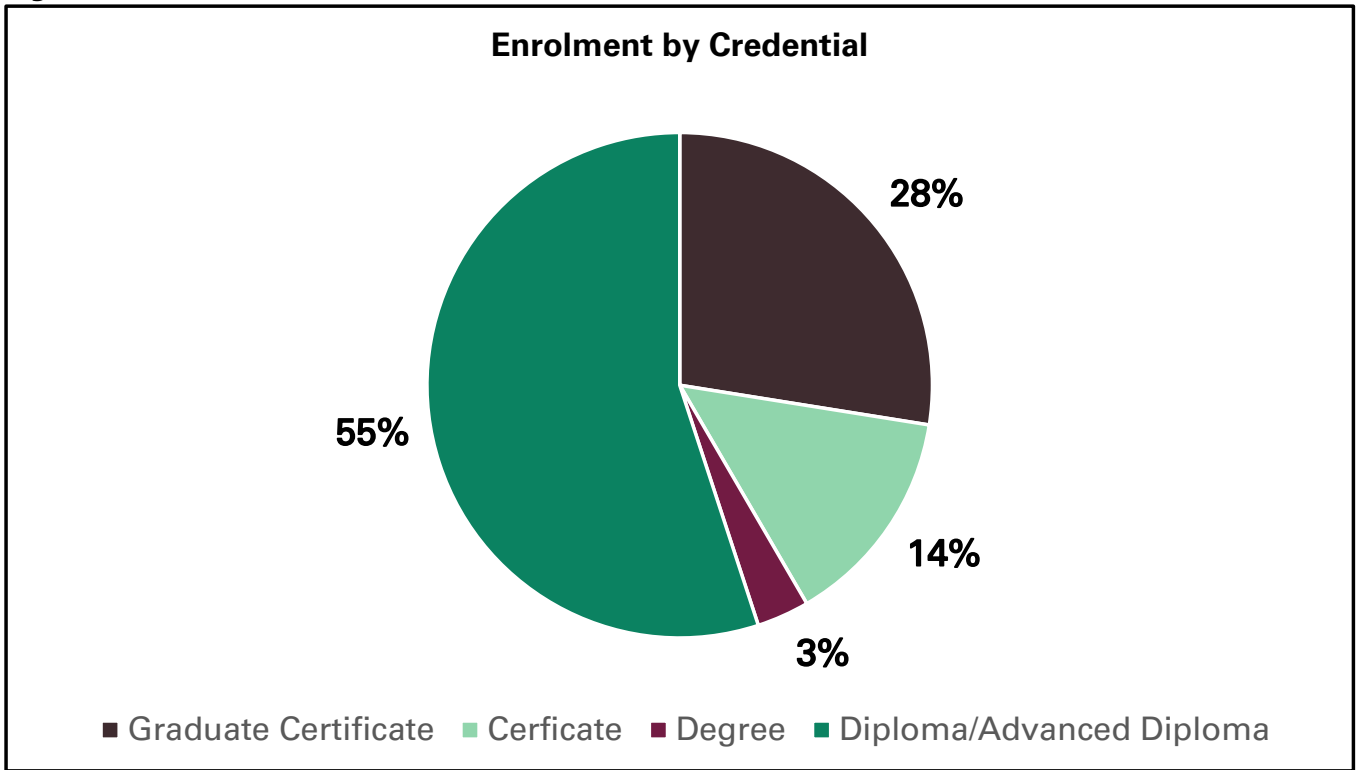
Legend	Student Population	2023-24	2024-25	2025-26
	Starting Student Population: Number of non-direct students enrolled in first semester at DC*	4,509	4,602	4,808
	Subset 1: # of students declaring a previous Post-Secondary experience in Ontario	2,474	2,705	2,735
	Subset 2: # of students declaring a non-DC postsecondary experience	1,462	1,608	1,618
	Subset 3: # students with an ON Tech record	312	358	426
	Subset 4: # of students that were confirmed as having a full-time postsecondary ON Tech experience and declared it on their application	160	192	149

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

For the 2025-26 reporting year, the total number of DC students that were confirmed by ON Tech as having a full-time postsecondary registration record at ON Tech is **149** students. The data for 2025-26, along with the data for 2024-25 and 2023-24 is presented in Table 1.

Of the 149 students where a full-time postsecondary ON Tech record was declared and confirmed in 2025-26, 21 (14.1%) enrolled into a certificate program, 82 (55%) enrolled into a diploma or advanced diploma program, 41 (27.5%) enrolled into a graduate certificate program and 5 (3.4%) enrolled into a degree program. The data for enrolment by credential type is presented below in figure 2.

Figure 2



Pathways Students (DC --> ON Tech)

Figure 3 displays the progressive totals for all students that can be identified as a new, non-direct students enrolled at ON Tech for the last three years. Students declaring a previous educational experience do not include re-admit students.

Figure 3: ON Tech Data

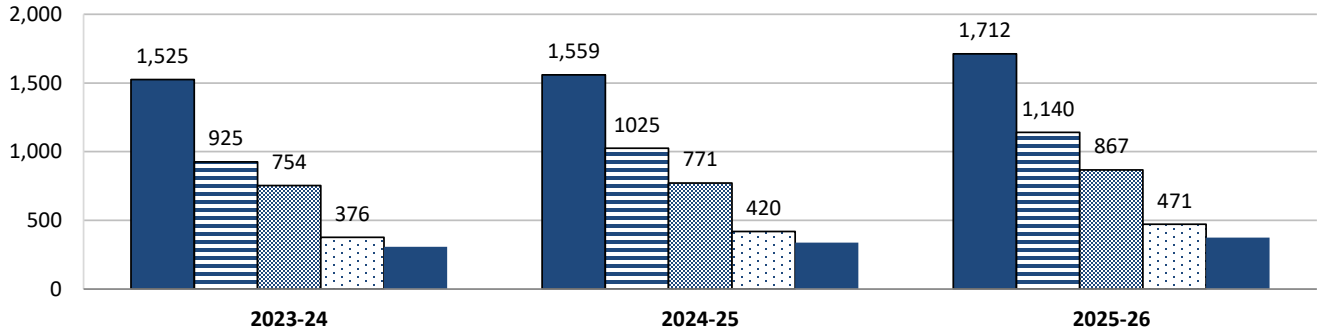


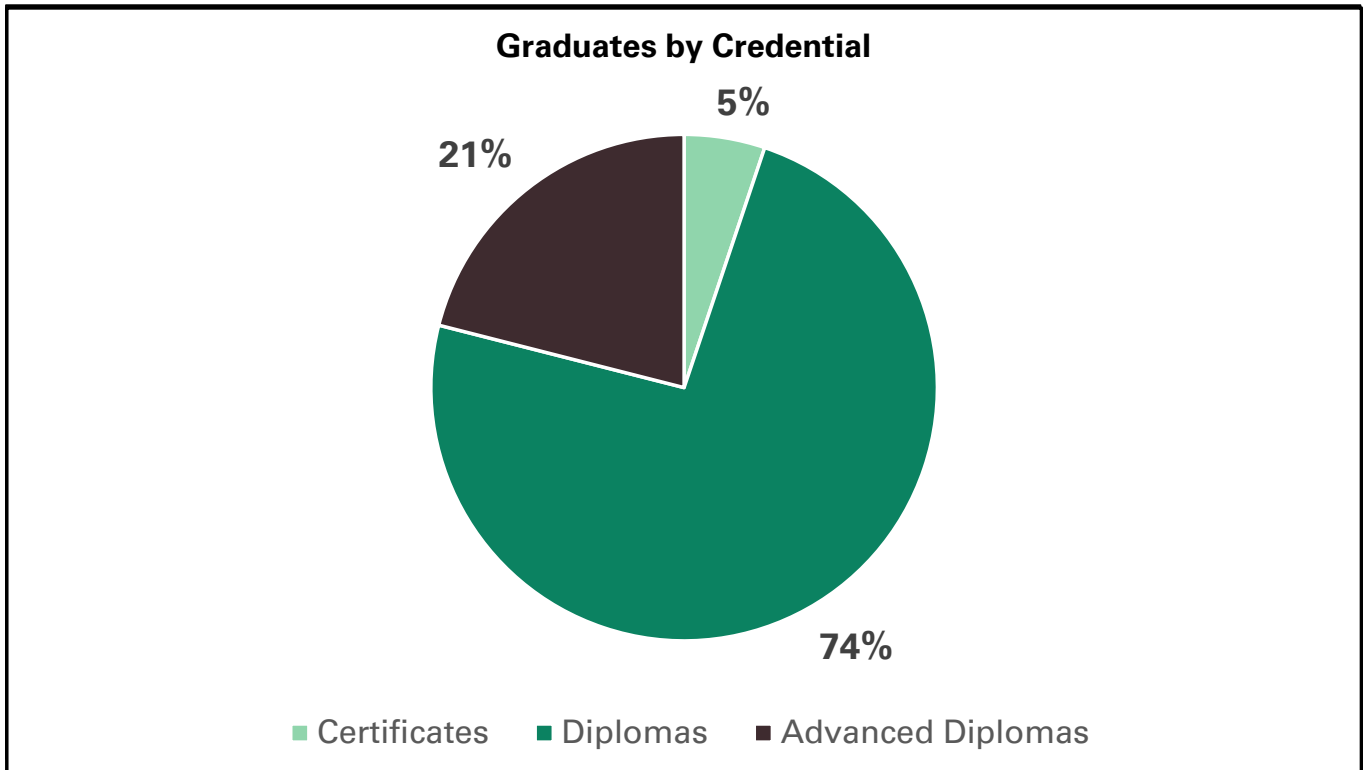
Table 2: ON Tech Data

Legend	Student Population	2023-24	2024-25	2025-26
	Starting Student Population: Number of non-direct students new to ON Tech	1,525	1,559	1,712
	Subset 1: # of students declaring a previous PSE experience	925	1,025	1,140
	Subset 2: # of students declaring an experience at a college	754	771	867
	Subset 3: # of students with a DC record	376	420	471
	Subset 4: # of students that were confirmed with a full-time postsecondary DC experience and declared it on their application	308	339	374

For the 2025-26 reporting year, the total number of ON Tech students who were confirmed by DC as having a full-time postsecondary registration record is **374** students. The data for 2025-26, along with the data for 2024-25 and 2023-24 is presented in Table 2.

Of the 374 students where a full-time postsecondary DC record was declared and confirmed in 2025-26, 45 (12%) students had a partial DC experience, that is they did not graduate, 76 (20.3%) students were enrolled in an embedded bridge program, and 253 (67.6%) graduated from a DC program. Of the 253 DC graduates, 13 (5.1%) graduated with a certificate, 186 (73.5%) graduated with a diploma, 53 (20.9%) graduated with an advanced diploma and 1 (0.4%) graduated from a graduate certificate. The data for graduates by credential type is presented below in figure 4.

Figure 4



Section 2: Programs of Interest

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

Table 3: ON Tech Students --> DC Program

Program (Program Credential)	Sum Total*	2025-26		2024-25	
		# of Students	as a %	# of Students	as a %
Practical Nursing	24	6	4.0%	18	9.4%
Registered Nurse Critical Care Nursing (Graduate Certificate)	21	11	7.4%	10	5.2%
Addictions and Mental Health	10	4	2.7%	6	3.1%
Paralegal (Graduate Certificate)	9	6	4.0%	3	1.6%
Paramedic - Compressed	8	7	4.7%	1	0.5%

*Sum Total refers to two-year total for 2025-26 and 2024-25

Table 4: DC Students --> ON Tech Program

Program	Sum Total*	2025-26		2024-25		
		# of Students	as a %	# of Students	as a %	
Bachelor of Commerce**	Total	308	160	42.8%	148	43.7%
	Embedded	233	119	31.8%	114	33.6%
	Bridge	61	34	9.1%	27	8.0%
	Other	14	7	1.9%	7	2.1%
Bachelor of Arts Honours Educational Studies	145	81	21.7%	64	18.9%	
Bachelor of Science in Nursing	41	21	5.6%	20	5.9%	
Bachelor of Arts Honours Forensic Psychology	28	15	4.0%	13	3.8%	
Bachelor of Arts Honours Criminology and Justice	28	9	2.4%	19	5.6%	

* Sum Total refers to two-year total for 2025-26 and 2024-25

** An embedded program is a program where students take the first two years of a program at DC, and then complete the remaining two years of a Bachelor of Commerce at ON Tech.

Section 3: Articulation Agreements

All articulation agreements in place between the two institutions as of April 2026 are presented in Table 5. The information is presented by the Faculty in which the program resides at DC for the past year. The number of programs is presented at the start of each table. Further, the number of DC programs that are new to the articulation roster are presented in bold italics. Any program that may require additional credentialing has been identified with the corresponding note after each table. The pathways identified below are per DC Office of the Registrar (RO).

Table 5: Pathway Agreements; by DC Faculty

	DC Program	ON Tech Program:	Type of Entry
Faculty of Business and Information Technology (# of Programs = 12)			
1	Business - Accounting Transfer to UOIT	Bachelor of Commerce - Accounting (Hons.)	Embedded
2	Business- Entrepreneurship and Small Business Transfer to UOIT	Bachelor of Commerce - Comprehensive (Hons.)	Embedded
3	Business - Finance Transfer to UOIT	Bachelor of Commerce - Finance (Hons.)	Embedded
4	Business- Human Resources Transfer to UOIT	Bachelor of Commerce - Organizational Behaviour & Human Resources Management (Hons.)	Embedded
5	Business - Marketing Transfer to UOIT	Bachelor of Commerce - Marketing (Hons.)	Embedded
6	Business - Supply Chain and Operations Transfer to UOIT	Bachelor of Commerce - Comprehensive (Hons.)	Embedded
7	Ontario College Business Diploma	Bachelor of Commerce	Bridge
8	Ontario College Advanced Business Administration Diploma	Bachelor of Commerce	Advanced Entry
9	Marketing	Bachelor of Communication and Digital Media Studies	Advanced Entry
10	Computer Programming and Analysis	Bachelor of Computer Science	Advanced Entry
11	Computer Systems Technician Transfer to OUT	Bachelor of Information Technology – Networking and Information Technology Security - Bridge	Embedded
12	Computer Systems Technology	Bachelor of Information Technology – Networking and Information Technology Security (Hons.)	Advanced Entry

Faculty of Health Sciences (# of Programs = 7)			
13	Dental Hygiene	Bachelor of Allied Health Sciences (Hons.)	Bridge
14	Fitness and Health Promotion	Bachelor of Allied Health Sciences (Hons.)	Bridge
		Bachelor of Fitness and Health Promotion	Bridge
		Bachelor of Health Sciences - Kinesiology (Hons.)	Advanced Entry
15	Massage Therapy	Bachelor of Allied Health Sciences (Hons.)	Bridge
		Bachelor of Health Sciences - Kinesiology (Hons.)	Advanced Entry
16	Occupational Therapist Assistant and Physiotherapist Assistant	Bachelor of Allied Health Sciences (Hons.)	Bridge
		Bachelor of Health Sciences - Kinesiology (Hons.)	Advanced Entry
17	Paramedic	Bachelor of Allied Health Sciences (Hons.)	Bridge
18	Paramedic - Advanced Care	Bachelor of Allied Health Sciences (Hons.)	Bridge
19	Practical Nursing	Bachelor of Allied Health Sciences (Hons.)	Bridge
		Bachelor of Science in Nursing (Hons.)	Bridge

Faculty of Liberal Studies (# of Programs = 1)			
20	General Arts and Science – Liberal Arts ON Tech Transfer	Bachelor of Arts - General	GAS Transfer
		Bachelor of Arts in Communication and Digital Media Studies	Transfer
		Bachelor of Arts in Criminology and Justice	Transfer
		Bachelor of Arts in Educational Psychology	GAS Transfer
		Bachelor of Arts in Educational Studies	GAS Transfer
		Bachelor of Arts in Forensic Psychology	Transfer
		Bachelor of Arts in Legal Studies	Transfer
		Bachelor of Arts in Political Science	Transfer
		Bachelor of Arts in Psychology (BA)	Transfer

Faculty of Social and Community Services (# of Programs = 9)

21	Addictions and Mental Health	Bachelor of Allied Health Sciences (Hons.)	Bridge
22	Behavioural Science Technician	Bachelor of Arts in Political Science	Advanced Entry
		Bachelor of Arts in Forensic Psychology (Hons.)	Advanced Entry
23	Child and Youth Care	Bachelor of Arts in Criminology and Justice (Hons.)	Advanced Entry
		Bachelor of Arts in Forensic Psychology (Hons.)	Advanced Entry
		Bachelor of Arts in Legal Studies (Hons.)	Advanced Entry
		Bachelor of Arts in Political Science (Hons.)	Advanced Entry
24	Developmental Services Worker	Bachelor of Arts in Legal Studies (Hons.)	Advanced Entry
		Bachelor of Arts in Political Science (Hons.)	Advanced Entry
25	Law Clerk - Advanced	Bachelor of Arts in Criminology and Justice (Hons.)	Advanced Entry
		Bachelor of Arts in Legal Studies (Hons.)	Advanced Entry
26	Paralegal	Bachelor of Arts in Criminology and Justice (Hons.)	Advanced Entry
		Bachelor of Arts in Legal Studies (Hons.)	Advanced Entry
		Bachelor of Arts in Political Science (Hons.)	Advanced Entry
27	Police Foundations	Bachelor of Arts in Criminology and Justice (Hons.)	Advanced Entry
		Bachelor of Arts in Forensic Psychology (Hons.)	Advanced Entry
		Bachelor of Arts in Legal Studies (Hons.)	Advanced Entry
		Bachelor of Arts in Political Science (Hons.)	Advanced Entry
28	Protection, Security and Investigation	Bachelor of Arts in Criminology and Justice (Hons.)	Advanced Entry
		Bachelor of Arts in Forensic Psychology (Hons.)	Advanced Entry
		Bachelor of Arts in Legal Studies (Hons.)	Advanced Entry
		Bachelor of Arts in Political Science (Hons.)	Advanced Entry

29	Social Services Worker	Bachelor of Arts in Forensic Psychology (Hons.)	Advanced Entry
		Bachelor of Arts in Legal Studies (Hons.)	Advanced Entry
		Bachelor of Arts in Political Science	Advanced Entry

Faculty of Media, Art and Design (# of Programs = 8)			
30	Advertising and Promotion****	Bachelor of Arts in Communications and Digital Media Studies (Hons.)	Advanced Entry
31	Broadcasting - Radio and Contemporary Media	Bachelor of Arts in Communications and Digital Media Studies (Hons.)	Advanced Entry
32	Graphic Design	Bachelor of Arts in Communications and Digital Media Studies (Hons.)	Advanced Entry
33	Interactive Media Design	Bachelor of Arts in Communications and Digital Media Studies (Hons.)	Advanced Entry
34	Journalism - Mass Media	Bachelor of Arts in Communications and Digital Media Studies (Hons.)	Advanced Entry
35	Photography	Bachelor of Arts in Communications and Digital Media Studies (Hons.)	Advanced Entry
36	Video Production	Bachelor of Arts in Communications and Digital Media Studies (Hons.)	Advanced Entry
37	Web Development	Bachelor of Arts in Communications and Digital Media Studies (Hons.)	Advanced Entry

****Previously named Advertising and Marketing Communications.

Faculty of Science & Engineering Technology (# of Programs = 3)			
38	Biomedical Engineering Technology	Bachelor of Allied Health Sciences (Hons.)	Bridge
39	Biotechnology - Advanced	Bachelor of Allied Health Sciences (Hons.)	Bridge
		Bachelor of Health Science in Medical Laboratory (Hons.)	Bridge
40	Environmental Technology	Bachelor of Science - Biological Science (Hons.)	Advanced Entry
		Bachelor of Arts in Political Science (Hons.)	Advanced Entry

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

General Pathways			
42	Any 2 year diploma program	Bachelor of Commerce - Comprehensive (Hons.)	Bridge
43	Any 2 year diploma or 3 year advanced diploma program	Bachelor of Arts - General	Advanced Entry
		Bachelor of Arts in Educational Psychology	Advanced Entry
		Bachelor of Arts in Educational Studies	Advanced Entry
		Bachelor of Arts in Legal Studies	Advanced Entry
		Bachelor of Arts in Psychology	Advanced Entry
		Bachelor of Arts in Sociology, Technology and Innovation	Advanced Entry
		Facilitating Adult Learning with Technology (Undergraduate Diploma)	Direct Entry

Appendix A

Data Definitions

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

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

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

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

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

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

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

Appendix A

Pathways Data Exchange Protocol

The Institutional Research offices of DC and ON Tech developed a protocol to govern the exchange and use of specific student records between Durham and ON Tech to facilitate the analysis of student pathways for joint annual reports to respective institutions' Vice President of Academics. This protocol has been revised as of the 2014-15 reporting year. Among the factors included in this new report are the number of students eligible to transfer each year, the number of (new) articulations in place that allow students to transfer, the type of program(s) students are transferring from/into, and the retention and graduation rates for each institution. As a result of these changes, any report produced prior to this years release should not be compared as the data elements and methodology has changed.

Data Sharing Agreement

DC to ON Tech

For analysis of pathways documents from DC to ON Tech, ON Tech agrees to provide DC with Banner identification numbers for ON Tech students for a given cohort of students. Based on this file, DC agrees to provide ON Tech with confirmation of the DC record and where the student has declared previous DC experience, DC will provide the DC program name, type of experience and year of graduation, if applicable. Upon receiving the DC file, ON Tech agrees to add current ON Tech registration status, and share it with DC.

ON Tech to DC

For analysis of pathways from ON Tech to DC, DC agrees to provide ON Tech with Banner identification numbers for DC students for a given cohort that have indicated a prior ON Tech record. Based on this file, ON Tech agrees to provide DC with confirmation of the ON Tech file along with ON Tech program name and concentration, level, admit term, year and program of graduation (if applicable). Upon receiving the ON Tech file, DC agrees to add the current DC registration status and share it with ON Tech.

Between Institutions

It is agreed upon and understood that ON Tech will not access DC data via Banner and DC will not access ON Tech data via Banner. Each of the Institutional Research offices of DC and ON Tech will be solely responsible for collecting, analyzing, and sharing student records. Any analysis will be shared between the ON Tech Director of Academic Planning and the DC Director of Research Services or their respective designates, who will reach agreement prior to the release of any reports. Last, neither DC nor ON Tech shall use the resulting datasets for any purpose other than to facilitate the analysis of student pathways. More specifically, it is agreed that neither DC nor ON Tech will use or disclose any new student information obtained as a result of this agreement.

Appendix A

Methodology

Data Elements

The source file for each institution will be the respective official headcount reports. The data sources that will be used to validate the exchanged data will be each institutions respective data, as stored in the Banner student information system.

DC to ON Tech

ON Tech provides DC with two files. The first file contains Banner Student IDs for all students applying to ON Tech as a 105 applicant (the identifier used for students not applying directly from high school – includes transfers and mature students). The second file contains Banner Student IDs for the current academic year where the student has declared DC as a previous institution. For the first report, DC report back in aggregate the total number of students with a previous DC experience. For the second report, DC will confirm the record of enrolment and add to the file, the DC program name, DC Experience and graduation year (if applicable) of those students who match the DC database and have been validated for a DC registration.

ON Tech to DC

DC provides ON Tech with two files. The first report contains Banner Student IDs for all new 'non-direct' students enrolled in the current academic year. The second file contains Banner Student IDs for the students that have specifically declared a previous ON Tech experience. For the first report, ON Tech will report back in aggregate the total number of students with a previous ON Tech experience. For the second report, ON Tech, in turn, agrees to complement the report with the addition of ON Tech's major code/description, concentration, level, admit term, graduation year, and graduated program name, if applicable, and return the completed file to DC.

Definitions

When a student applies to a post-secondary institution, they are provided an opportunity to declare any or all previous enrolment(s). If a student has an enrolment record at a post-secondary institution they may be classified as a pathways student; however, because this declaration is not a required field, not all pathways students can be identified by their application(s). Conversely, it is mandatory that a student declare all previous educational experience on their university application. The criteria that is required for ON Tech and DC to include a student in a pathways data file are presented below.

When Identifying Students (first data file exchange)

For ON Tech, students are selected based on their application status (105), first term entry (CURSTAT 3 – new students only) across all 3 terms within that particular academic year and registered as of the ministry count date(s) for the academic year. For DC the following criteria must be met in order to be declared a pathways student: (s)he must be currently enrolled as a new student (full-time or part-time status accepted), have no previous enrolment history at DC as a Re-Entry or Academic Upgrading student (i.e., their institution start date is the same as their current term of enrolment) and must not be applying to the college directly from high school.

When Validating Student Records (second data file exchange)

For ON Tech, when validating the DC records the student id's are being matched with the ON Tech records in the Banner database, identifying previous enrolment at ON Tech. For DC, students must be enrolled and registered as a Post Secondary student in a post-secondary program (i.e., not Continuing Education) within the last 10 years.

Endnotes

- 1 Of the students that have a previous post-secondary enrolment, most are likely to have had this experience at an Ontario University or Ontario College of Applied Arts and Technology; however, because applicants manually enter their information into the Ontario College Application Service/ Ontario University Application Centre, a valid institution might be omitted as a result of an inaccurate entry by the student.
- 2 International students are not included in any student enrolment total for DC because they typically apply to the institutions directly. International students are included in the ON Tech data as they do apply through the Ontario University Application Centre (OUAC).

Report Number: BOG-2026-39

To: Board of Governors

From: Elaine Popp, President

Date of Report: April 24, 2026

Date of Meeting: May 13, 2026

Subject: Strategic Mandate Agreement 2025-2030 (SMA4) Year One Evaluation

1. Purpose

To provide a summary of the completed Strategic Management Agreement 2025-30 (SMA4) Year One evaluation process for the Ministry of Colleges, Universities, Research Excellence and Security (MCURES).

2. Recommendation

This report is being presented for information only.

3. Background

On August 9, 2024, the Ministry announced the commencement of SMA4 2025 - 2030 agreement process. Key messages at that time were as follows:

Funding stability and enrolment:

- The corridor floor had been reduced by an amount equal to domestic STEM enrolment in Year One and potentially Year Two, offering additional protection from corridor-related funding reductions.
- Performance-based funding would remain at 25% of the total operating grant during Years One and Two, with the existing stop-loss protection in place when performance falls below 95%.
- Starting in Year Three, performance-based funding would increase by 5% annually, reaching 40% by Year Five, pending the outcome of a broader funding model review.
- A new priority to maintain and increase enrolment in science, technology, engineering and math (STEM) programs was introduced. MCURES sought institutional input for labour market demand for STEM graduates and barriers to growing STEM enrolment.

Metrics:

The number of performance metrics in SMA4 has been streamlined from 10 to eight. Most metrics now exclude international students to reduce volatility stemming from federal international study permit application caps, with the exception of Graduation Rate. Metrics remain aligned with two priority areas: (1) skills and job outcomes and (2) economic and community impact. Performance metrics for SMA4 are as follows:

1. Graduate Employment Rate in a Related Field
2. Graduation Rate
3. Graduate Employment Earnings
4. Experiential Learning
5. Community/Local Impact
6. Institutional Strength/Focus
7. Investment and Innovation
8. Institution Specific

New reporting accountabilities:

A new Efficiency, Accountability, and Transparency priority area accounts for 5% of total operating funding, tied to timely submission of required data and reports, institutional attestations around research security, participation in and reporting on efficiency metrics, and a standardized skills and competencies assessment.

On June 23, 2025, Durham College (DC) submitted the final signed SMA4 Agreement Appendices and workbook to MCURES.

4. Discussion/Options

On August 1, 2025, the Ministry communicated requirements for completing the SMA4 Year One evaluation. The annual process took place between January and March 2026 in a two-stage approach. DC completed all the requirements for both stages and received the final signed workbook with allocations on April 23, 2026.

Specific SMA4 Year One timelines were as follows:

- August 1, 2025: MCURES issued memo regarding requirements for completion of the SMA4 Year One evaluation.
- January 23, 2026: MCURES launched the 2025-30 SMA4 Year One annual evaluation process.

- February 12, 2026: MCURES issued a memo regarding a new funding model and changes to the tuition framework and Ontario Student Assistance Program.
- February 20, 2026: Stage One of the SMA4 Year One evaluation submitted to MCURES.
- March 13, 2026: Stage Two of the SMA4 Year One evaluation received from MCURES.
- March 27, 2026: Stage Two of the SMA4 Year One evaluation submitted to the MCURES.
- April 23, 2026: MCURES communicated the completion of the SMA4 Year One evaluation.

Results:

For Year One of SMA4 evaluation, DC met or exceeded performance targets for seven of the eight accountability metrics. The sole metric not fully achieved was the Graduate Employment Rate in a Related Field, in which the College attained 99.2% of the allowable performance target. This metric accounted for 5% of the total weighting applied to notional funding allocations.

DC satisfied all accountability requirements associated with the Efficiency, Accountability, and Transparency priority areas under SMA4. Collectively, achieving these requirements represents 5% of DC’s total operating funding.

Weightings for the accountability metrics for SMA4 Year Two evaluation were submitted based on pre-calculations for metrics where data was available.

The April 23, 2026 MCURES memo regarding the *Finalization of the 2025-30 SMA4 Year One Annual Evaluation Process and Accountability Requirements for Year Two* re-stated that final funding allocations will be confirmed through an upcoming process to amend SMA4 agreements based on the funding model changes announced on February 12, 2026.

Financial/Human Resource Implications

Although DC missed the one metric, DC is expected to receive net gains from reallocation dollars as a result of exceeding the other seven metrics. Calculations are as follows:

Loss from missing the Graduate Employment Rate in a Related Field metric:	\$7,166
Total redistribution to be received by DC:	\$45,621
Net gain for DC:	\$38,455

5. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

6. Implications for Ontario Tech University

There are no implications for Ontario Tech University.

7. Relationship to the Strategic Plan/Business Plan

SMA4 directly supports the Strategic Vision’s “Future-Focused”, “Sustainable” and “People Centred” goals, aligning with the following key objectives:

- *1.1 We will attract a diverse range of students by offering a comprehensive program mix that anticipates and fulfills workforce needs through the enrolment management plan, maintaining and increasing STEM enrolments and ensuring our enrolment targets are within the funding corridor.*
 - SMA4 metrics such as **Graduation Rate, Graduate Employment Rate in a Related Field, Graduate Employment Earnings**, and **Institutional Strength/Focus** directly support this objective by helping to ensure enrolment targets are met, including sustained growth in STEM enrolments, and keeping domestic enrolment within the funding corridor.
- *1.3 We will expand high-impact experiential learning and career connections through applied research, academic partnerships, work-integrated learning and global experiences.*
 - This is reflected in the **Experiential Learning** metric, which tracks and encourages work-integrated learning, applied research, global experiences, and academic partnerships.
- *1.4 We will enhance student success by providing outstanding services and optimal learning spaces.*
 - Investments in student support and academic infrastructure contribute to achieving a strong **Graduation Rate**.
- *2.1 We will seek innovative solutions to support our financial health.*
 - Progress in the **Investment and Innovation** metric ensures we are leveraging new opportunities to support our long-term financial health.
- *2.2 We will embed multi-year, pan-institutional planning into our work to respond to evolving challenges and opportunities.*
 - Understanding and responding to SMA4 funding mechanisms ensures strategic decisions today contribute to **financial and operational sustainability** in the future.

-
- *3.1 We will nurture our organizational culture, where students, employees, alumni and partners feel welcomed, valued, respected, and part of our community.*
 - Building on DC's strong reputation will further attract prospective students, community partners, and employees aligning with the **Community/Local Impact** metric.

Report Number: BOG-2026-40

To: Board of Governors

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

Date of Report: April 25, 2026

Date of Meeting: May 13, 2026

Subject: Annual Academic Quality Assurance Activities

1. Purpose

As part of Durham College's (DC) commitment to academic quality assurance, each program, or program cluster, undergoes a cyclical Comprehensive Program Review (CPR) every five to seven years as per DC's [Academic Program Review and Renewal – Quality Assurance policy \(ACAD-105\)](#). Relevant programs implement Program Standard updates as directed by the Ministry of Colleges, Universities, Research Excellence and Security (MCURES). This report is intended to provide the Board of Governors with an overview of DC's compliance with these requirements.

2. Recommendation

This report is being presented for information only.

3. Background

3.1 Comprehensive Program Review

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

To achieve these objectives and ensure all requirements laid out by the MCURES are met, DC has implemented rigorous quality assurance processes.

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

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

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

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

3.2 Ontario Program Standard Updates

Program Standard reviews are conducted annually by PEQAB to ensure that the standards remain relevant and appropriate to meet the needs of students and employers.

The process involves a broad-based consultation with constituents, including employers, professional associations, program graduates, students, faculty, and administrators. Program Standards are updated to reflect changing sector requirements and serve as the foundation for program development, curriculum review, and program quality assurance, to ensure program relevance and currency and to produce future-ready graduates.

4. Discussion/Options

4.1 In-Progress CPRs – 2025-2026

The programs listed below launched their CPR process in fall 2025. Final reports and recommendations are scheduled for completion and submission by June 2026. Programs will present an analysis of their data and action items to College Advisory Council during the 2026-2027 academic year.

Cristina Italia, Faculty of Business and Information Technology

- Artificial Intelligence Analysis, Design and Implementation, Ontario College Diploma (AIDI/AIDW/AIFL)
- Data Analytics for Business Decision Making, Ontario College Graduate Certificate (DATA/DATW/DAFL)
- Human Resources – Business, Ontario College Diploma (HRM/HRTU)
- Human Resources – Business and Co-op, Ontario College Advanced Diploma (BHRM/BHRC)

Tania Clérac, Faculty of Science and Engineering Technology

- Civil Engineering Technician, Ontario College Diploma (CETC/CTCC)
- Civil Engineering Technology, Ontario College Advanced Diploma (CETY/CTYC)

Cristina Italia, Faculty of Media, Art and Design

- Broadcasting, Ontario College Diploma (BRCM)
- Film and Motion Design - Media Fundamentals, Ontario College Certificate (MFUN)

Dr. Rebecca Milburn, Faculty of Health Sciences

- Fitness and Health Promotion, Ontario College Diploma (FITK/FIT)

Nora Simpson, Faculty of Social and Community Services

- Early Childhood Education, Ontario College Diploma (ECEB/ECE)

Tania Clérac, Faculty of Skilled Trades and Apprenticeship

- Carpentry and Renovation Technician, Ontario College Diploma

(RENO/RENC)

- Crane Operation, Rigging and Construction Techniques, Ontario College Certificate (CORC)
- Power Engineering Techniques - Fourth Class, Ontario College Certificate (PETN)

4.2 Upcoming CPRs – 2026-2027

The programs listed below will launch their CPR process in fall 2026. Final reports and recommendations are planned for completion and submission by June 2027.

Cristina Italia, Faculty of Business and Information Technology

- Cybersecurity, Ontario College Graduate Certificate (CYSC)
- Sport Administration, Ontario College Diploma (SPAD)
- Sport Business Management, Ontario College Graduate Certificate (SBMT)
- Sport Management, Ontario College Advanced Diploma (SPMN)

Tania Clérac, Faculty of Science and Engineering Technology

- Biomedical Engineering Technology, Ontario College Advanced Diploma (BMTY)
- Biotechnology – Advanced (fast-track), Ontario College Advanced Diploma (BTYF)

Cristina Italia, Faculty of Media, Art and Design

- Game – Art, Ontario College Advanced Diploma (GART)
- Music Business, Ontario College Diploma (MBAD)
- Music Business Management, Ontario College Advanced Diploma (MBUS)

Dr. Rebecca Milburn, Faculty of Health Sciences

- Animal Care, Ontario College Certificate (ACAR)
- Critical Care Nursing – eLearning, Ontario College Graduate Certificate (CCN)
- Dental Reception and Administration, Ontario College Certificate (DRA)
- Paramedic – Advanced Care, Ontario College Graduate Certificate (PADV)

Nora Simpson, Faculty of Social and Community Services

- 911 Emergency & Call Centre Communications, Ontario College Diploma (EMCC)
- Addictions and Mental Health, Ontario College Graduate Certificate

(ADMH)

- Behavioural Science Technician, Ontario College Diploma (BHTN)
- Child and Youth Care, Ontario College Advanced Diploma (CYCA)

Tania Clérac, Faculty of Skilled Trades and Apprenticeship

- Automotive Technician – Service and Management, Ontario College Diploma (MPTN)
- Mechanical Technician – Millwright, Ontario College Diploma (MTMW)
- Mechanical Techniques – Plumbing, Ontario College Certificate (MPLU)
- Trades Fundamentals, Ontario College Certificate (TRDE)

Tania Clérac, Faculty of Hospitality and Horticulture Sciences

- Event Planning, Ontario College Diploma (EVPN)
- Horticulture – Food and Farming, Ontario College Diploma (AAGR)
- Tourism – Destination Marketing (& co-op), Ontario College Diploma (TDMC/TDMK)

Tony Doyle, Faculty of Liberal Studies

- General Arts and Science – Liberal Arts OnTechU Transfer (Certificate), Ontario College Certificate (GAST)
- General Arts and Science – Liberal Arts OnTechU Transfer – Forensics (Certificate), Ontario College Certificate (GASF)
- General Arts and Science – Trent University Transfer (Certificate), Ontario College Certificate (GASA)
- General Arts and Science – Science and Engineering Preparation – OnTechU Transfer, Ontario College Certificate (GASZ)
- General Arts and Science, Ontario College Certificate (GASC)

4.3 Completed Program Standard Update Implementations – 2025-2026

In response to updated Program Standards, the programs listed below completed implementation during the 2025-2026 academic year:

- Addictions and Mental Health, Ontario College Graduate Certificate (APS 1197)
- Business Administration – Human Resources, Ontario College Advanced Diploma (APS 1089)
- Business – Human Resources, Ontario College Advanced Diploma (APS 1035)
- Human Resources Management, Ontario College Advanced Diploma (APS 1099)
- Journalism – Broadcast and Electronic Media, Ontario College Diploma (APS 1228)
- Journalism, Ontario College Advanced Diploma (APS 1158)

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- Mechanical Engineering Technician, Ontario College Diploma (APS 1031)
 - Mechanical Engineering Technician (Non-Destructive Evaluation), Ontario College Diploma (APS 1129)
 - Mechanical Engineering Technology, Ontario College Advanced Diploma (APS 1032)
 - Mechanical Techniques – Plumbing, Ontario College Certificate (APS 1220)
 - Motive Power Technician – Service and Management, Ontario College Diploma (APS 1107)
 - Electric Drive Vehicle Technician, Ontario College Diploma (APS 1285)

4.4 Pending Program Standard Update Implementations – 2026-2027

In response to updated Program Standards, the programs listed below have completed program assessment and planning realignment, and have attested to implementation as required during the 2026-2027 academic year:

- Biotechnology Advanced Diploma, Ontario College Advanced Diploma (APS 1146)
- Business – Accounting, Ontario College Diploma (APS 1011)
- Business Administration – Accounting, Ontario College Advanced Diploma (APS 1005)
- Dental Assisting, Ontario College Certificate (APS 1109)
- Dental Hygiene, Ontario College Advanced Diploma (APS 1229)
- Developmental Services Worker, Ontario College Diploma (APS 1189)
- Electrical Engineering Technician, Ontario College Diploma (APS 1150)
- Electrical Techniques, Ontario College Certificate (APS 1092)
- Mechanical Technician – Elevating Devices, Ontario College Diploma (APS 1246)
- Mechanical Technician – Millwright, Ontario College Diploma (APS 1148)
- Policing and Community Safety, Ontario College Diploma (APS 1103)
- Project Management – Information Technology, Ontario College Graduate Certificate (APS 1291)
- Project Management, Ontario College Graduate Certificate (APS 1218)
- Protection, Security and Investigation, Ontario College Diploma (APS 1084)
- Radio and Audio Production, Ontario College Diploma (APS 1222)
- Veterinary Assistant, Ontario College Certificate (APS 1176)

5. Financial/Human Resource Implications

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

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

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

8. Relationship to the Strategic Vision and Business Plan

This report relates to the 'Future Focused' and 'Sustainable' pillars of the Strategic Vision. Updating programs to align with revised provincial program standards and CPRs support to educate and inspire students to realize success in their careers and communities, as well as enabling DC to be a leader in teaching and learning while responsibly managing resources, ensuring good governance and strategically investing in the future.

Report Number: BOG-2026-41

To: Board of Governors

From: Rick Hutchinson, Vice-President, Strategic Infrastructure & Campus Safety

Date of Report: May 4, 2026

Date of Meeting: May 13, 2026

Subject: Keeping the College Safe: Employee Health and Safety and Campus Safety Activities

1. Purpose

The purpose of this report is to provide the Board an update on college safety related activities.

2. Recommendation

This report is being presented for information only.

3. Background

3.1 Environmental Health and Safety

The Environmental, Health and Safety (EH&S) office is committed to fostering a safe and healthy environment for all employees, students, contractors and visitors. Durham College (DC) has received approval from the Ministry of Labour, Immigration and Trade Skills Development (MLITSD) to operate with one Multisite Joint Health and Safety Committee (JHSC) for both the Oshawa and Whitby campuses. These committees execute their functions in accordance with the Occupational Health and Safety Act (OHSA).

Core EH&S functions include:

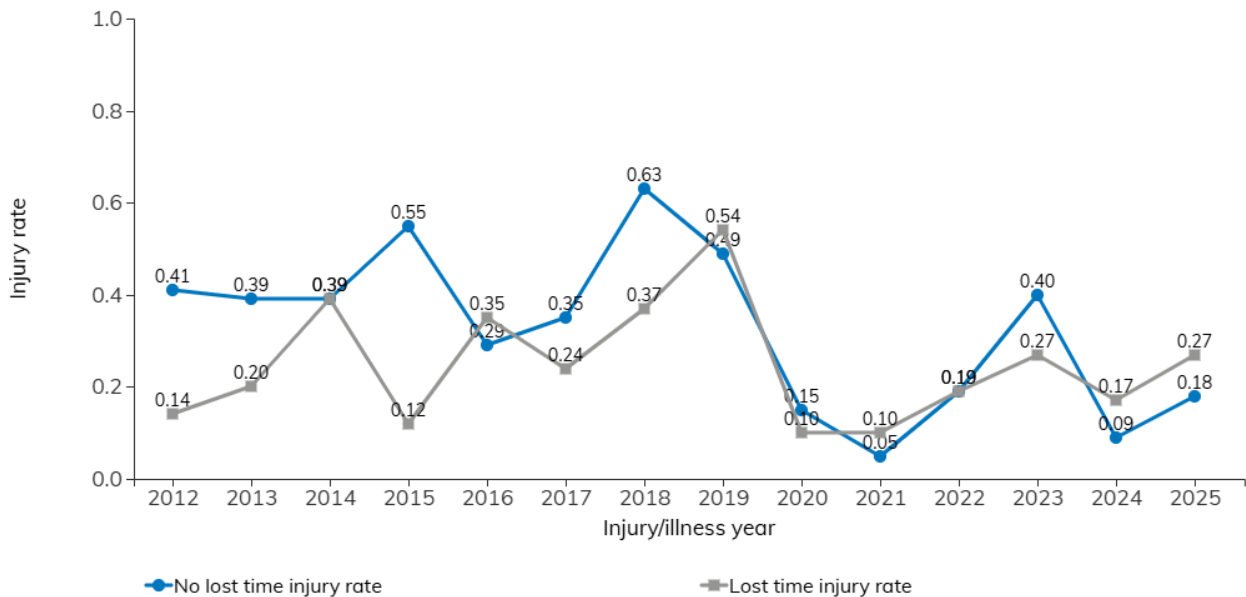
- Lead risk and hazard assessment including proactive support of campus-wide inspections.
- Review, update, and implement safety policies, standards, and Safe Work Programs, ensuring alignment with legislative requirements.
- Provide strategic and operational support to the Multi-Site JHSCs at Oshawa and Whitby campuses.

- Oversee investigation and follow-up of employee, student, and visitor incidents and investigation.
- Ensure corrective actions are identified, assigned, and monitored to completion to reduce recurrence and strengthen preventive controls.
- Manage Workplace Safety and Insurance Board (WSIB) claims, including reporting, case coordination, and documentation.
- Serve as advisor on Environmental, Occupational Health and Safety compliance, ensuring adherence to applicable regulations.
- Network and benchmark with sector partners through the Colleges of Ontario Occupational Health and Safety Administrators (COOSHA).
- Coordinate hazardous waste management ensuring compliance with the Environmental Protection Act.

4. Discussion/Options

4.1 Workplace Safety and Insurance Board – Accident/Incident Overview (2025)

Figure 1: Durham College WSIB Accident Reporting Trends

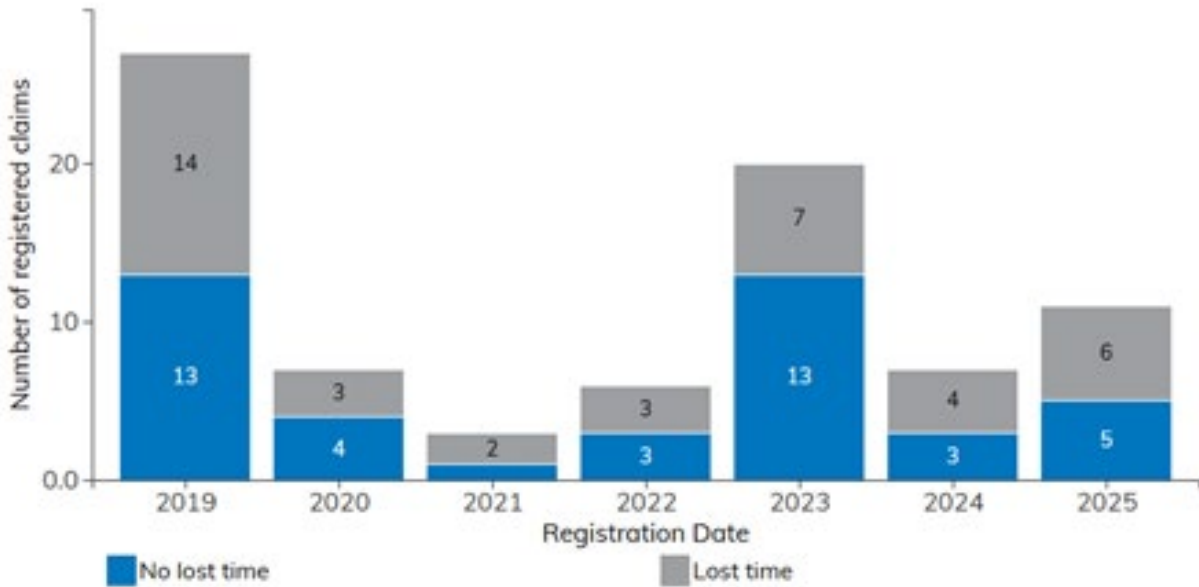


The above graph reflects data for calendar years 2012-2025. (DC) continues to fulfill its obligations under the Workplace Safety and Insurance Act through the timely reporting, investigation, and management of workplace injuries and incidents. Injuries are often situation dependant and influenced by changing

conditions, but the general trend suggests sustained improvement compared to previous highs.

EH&S continues to maintain ongoing monitoring of claims data to support early intervention, cost control, and identify opportunities for continuous improvement in injury prevention strategies.

Figure 2: Durham College WSIB Claims Count 2019-2025



The above figure reflects actual WSIB claims data from 2019-2025. The number of WSIB-reportable incidents remains consistent with the college’s operational profile and reflects the diverse learning and work environments across academic, facilities, and experiential learning areas. Regular review of claim trends enables the college to identify recurring hazards, assess the effectiveness of controls, and prioritize targeted prevention initiatives. EH&S continues to explore opportunities to enhance internal injury reporting processes to support greater accuracy and visibility into incident data.

4.2 Employee/Student Accident Summary for 2025

Type of incident/ injury	Employee	Student
Slip/fall	9	4
Falling Object	4	2
SPA Client injury	1	5
Cut (knife related)	2	18*
Cut (other)	1	6
Back Strain	6	1
Strain (other)	0	3
Trip	2	1
Puncture	1	3
Pinch	1	1
Burn	1	7
Allergic Reaction	1	3
Hit Head	1	3
Placement	0	16
Object in Eye	0	5

*Primarily related to the culinary programs

Incident reporting data for employees and students indicates that the most common injuries include slips, falls, cuts, strains, and contact-related injuries.

Employee incidents are primarily associated with slips/falls and musculoskeletal strains, while student incidents are more frequently linked to instructional activities, particularly within hands-on and lab-based programs such as culinary studies.

Placement-related incidents for students continue to be monitored in collaboration with host organizations.

The data reinforces the importance of ongoing safety training, program-specific risk controls, and continuous engagement with academic areas to reduce injury frequency and severity. Insights gained from incident trends directly inform preventive actions, Safe Work Program updates, and targeted awareness initiatives.

4.3 Safe Work Programs and Initiatives underway

DC focused on strengthening the effectiveness of its health and safety system through targeted review, data-informed analysis, and foundational improvements to support long-term risk reduction and compliance. The EH&S office continues to advance several strategic priorities, including:

- Incident Prevention and Follow-Up Enhancements
- First Aid Program including First Aid Kits and Training
- Contractor, Student Placement, and Third-Party Safety Oversight
- Hazard and Risk Visibility Improvements
- Expansion of proactive inspections and hazard identification activities across campuses.
- Improved documentation and tracking of identified hazards and implemented controls.
- Increased visibility of health and safety risks through reporting dashboards and summaries.
- Use of incident and inspection data to inform targeted prevention strategies in higher-risk areas (e.g., labs, shops, experiential learning spaces).

4.4 Campus Safety Programs

The Office of Campus Safety (OCS) is committed to protecting the rights of everyone on campus while promoting a welcoming, respectful and safe campus. They oversee Campus Safety, Emergency Management, Campus Emergency Response Team (CERT), Incident Management and Student Conduct.

CCTV Enhancement

Utilizing funding from the Campus Safety Grant and internal department funded requests, the OCS installed an additional 3 CCTV cameras in 2026, bringing the campus wide total to 1086.

Student Conduct Investigations

The OCS has executed investigations under institutional policies, including the Student Conduct Policy, Sexual Assault Policy, and the Student Well-Being and Involuntary Withdrawal Policy. In 2025, the OCS opened 103 investigative files and 157 personal safety plans implemented.

Where warranted, respondents were identified and formal processes were initiated in accordance with applicable policies. Matters addressed through these investigations included a range of alleged policy breaches, such as property-related incidents, disruptive or threatening behaviour, misconduct involving college resources, harassment, and other safety-related concerns.

Emergency Mass Communication – Technological Applications

The OCS continues to leverage the ALERTUS mass notification platform to support timely and effective emergency communications. More than 265 hardware units are deployed across campus, including beacons, speaker-horns, and marquees, complemented by broad implementation of Alertus Desktop notifications on compatible laptops, integration with digital signage, and use of the ALERTAWARE mobile application.

The OCS conducted a planned test of the Alertus Mass Notification System on Wednesday, March 11, 2026. The test introduced the alert sound and ensured the proper functioning of both DC and Ontario Tech University (OT) Emergency Mass Notification Tool (EMNT), which is used during active incidents that could impact the safety of individuals on campus.

Security Incident Overview for 2025

The table below outlines the volume and classification of incidents recorded by OCS over the calendar year.

Type of Incident	Jan'25	Feb'25	Mar'25	Apr'25	May'25	June'25	Jul'25	Aug'25	Sept'25	Oct'25	Nov'25	Dec'25	Total
911 AIO	2	0	1	2	0	0	0	1	0	3	0	0	9
Alarm	0	0	0	0	0	0	0	0	0	0	0	1	1
Assault	3	0	0	1	0	0	0	0	1	0	5	1	11
Assist police	0	1	1	0	1	0	0	0	0	0	1	0	4
Break and enter	0	0	0	0	0	0	0	0	0	0	0	0	0
Campus walk	0	0	0	0	0	0	0	0	0	0	0	0	0
Code blue	0	0	0	0	0	0	0	0	0	0	0	1	1
Disturbance	10	7	18	4	6	3	2	2	8	13	8	3	84
Driving complaint	0	2	1	0	1	1	0	1	36	14	1	0	57
Drugs	0	0	0	1	0	0	0	0	0	0	0	0	1
Elevator	2	0	0	2	1	0	0	0	1	0	1	1	8
False report	0	0	0	0	0	0	0	0	0	0	0	0	0
Fire	0	1	1	2	0	0	0	0	0	1	0	0	5
Fire alarm	1	2	5	3	3	3	2	0	2	6	6	0	33
Harassment	3	3	2	6	1	2	0	2	17	8	5	5	54
Injury	17	8	10	2	5	1	0	4	3	6	8	4	68
Insecure door/area	6	4	6	3	3	5	5	2	3	3	10	12	62
Lost/found property	112	66	92	79	25	11	18	17	73	69	84	47	693
Medical incident	30	25	28	15	11	8	9	1	25	30	22	15	219
Mental health	1	0	4	0	2	0	0	0	1	1	3	0	12
Missing person	0	1	0	0	0	0	0	0	0	0	0	0	1
Motor vehicle accident	1	0	1	2	0	1	1	0	7	2	0	1	16
Motor vehicle damage	1	3	9	5	1	1	0	2	8	3	2	3	38
Other	11	5	6	7	1	4	2	2	18	9	14	8	87
Property damage	2	12	9	1	4	5	4	1	16	8	8	10	80
SV Indecent Exposure	0	0	0	0	0	0	0	0	0	0	0	0	0
SV Sexual Assault	0	0	1	0	0	0	0	0	0	1	0	0	2
SV Sexual Exploitation	0	0	0	0	0	0	0	0	0	0	0	0	0
SV Sexual Harassment	0	0	0	1	0	0	1	0	0	1	0	0	3
SV Stalking	0	0	0	0	0	0	0	0	0	0	0	0	0
SV Voyeurism	0	0	0	0	0	0	0	0	0	0	0	0	0
Safety hazard	0	0	0	1	0	0	0	0	0	0	0	1	2
Smoke Free Breach	5	1	2	2	0	0	0	0	1	0	2	1	14
Suspicious person	2	1	2	0	3	2	2	2	3	1	2	2	22
Theft/robbery	2	5	5	2	3	3	5	2	7	16	6	3	59
Threatening	1	1	2	1	2	1	0	0	3	2	1	1	15
Trespassing	1	12	3	3	1	1	1	0	6	4	10	22	64
Weapons (gun/knife)	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	213	160	209	145	74	52	52	39	239	201	199	142	1725

5. Financial/Human Resource Implications

Health, safety, and security initiatives are critical to meeting our obligations under the OHS Act and ensuring a safe and supportive environment for all members of the campus community. Investments in training, equipment, and staffing align with legal requirements and best practices. Existing resources are being utilized effectively, and any future needs will be carefully assessed to ensure continued compliance and proactive risk management.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

These complimentary health and safety teams work to enhance the safety of the entire campus environment for the betterment of the students, faculty, staff and visitors for both OT and DC.

8. Relationship to the Strategic Plan/Business Plan

The health, safety, and campus security activities outlined in this report support Durham College's DC 2030 Strategic Vision by enabling a safe, inclusive, and resilient campus environment. These initiatives advance the People-Centred goal by promoting the well-being of students and employees and fostering a culture where individuals feel supported and protected.

A proactive approach to risk management, emergency preparedness, and regulatory compliance aligns with the Sustainable and Future-Focused goals, ensuring the College can anticipate risks, respond effectively to incidents, and support high-quality learning and work environments.

Collaboration with OT and partner agencies reinforces the Community-Connected goal and reflects DC's shared commitment to safety, responsibility, and continuous improvement across the broader campus community.