



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

AGENDA

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

Date: Wednesday, June 10, 2026

Time: 6:00 p.m.

Location: Whitby Campus, Centre for Food, Meeting Room CFF104

Timing	Item	Page No.
6:00 p.m. to 6:02 p.m.	1. Call to Order	
6:02 p.m. to 6:05 p.m.	2. Land Acknowledgement – Governor Burgess	
6:05 p.m. to 6:07 p.m.	3. Conflict of Interest Declarations	
	4. Presentations	
6:07 p.m. to 6:12 p.m.	5. Consent Agenda	1 to 12
	<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 – June 10, 2026	
	<u>Recommendation</u> That the public agenda for the June 10, 2026, meeting of the Board of Governors be approved as presented.	
	5.2 Approval of Public Minutes from the Board of Governors Meeting of May 13, 2026	
	<u>Recommendation</u> That the public minutes from the May 13, 2026, meeting of the Board of Governors be approved as presented.	



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Timing	Item	Page No.
	<p>5.3 Report of the Governance Review Committee – May 19, 2026</p> <p><u>Recommendation</u> That the Governance Review Committee recommend to the Durham College Board of Governors:</p> <p>That based on GOV-2026-10, Board Policy: President Emeritus, be approved as amended.</p>	
	<p>5.4 Rescinding of Signing Authority from Bonnie St. George, former Vice President, People, Equity and External Relations</p> <p><u>Recommendation</u> It is recommended to the Durham College Board of Governors:</p> <p>Whereas the resolution adopted by the Durham College Board of Governors on May 7, 2025, pertained to a specific employee and role; and,</p> <p>Whereas the employee is no longer employed by Durham College, and the role no longer exists;</p> <p>Therefore, be it resolved that the Board of Governors rescind the following motion adopted on May 7, 2025:</p> <p>a) The Vice President, People, Equity and External Relations be authorized to act on behalf of the Corporation for banking purposes in accordance with the limitations outlined in College By-law No. 1 (Section 27); and,</p> <p>b) That the signing authority granted to the Vice President, People, Equity and External Relations remain in effect until revoked or amended by further resolution of the Board.</p>	



**Durham College of Applied Arts and Technology
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Timing	Item	Page No.
6:12 p.m. to 6:17 p.m.	6. Report of the Board Chair	
6:17 p.m. to 6:18 p.m.	7. Co-Populous Governors' Report	
	8. Decision Items	
6:18 p.m. to 6:28 p.m.	8.1 New Program of Instruction: Bachelor of Computer Science – J. Choi and C. Italia	13 to 57
	<p><u>Recommendation</u> It is recommended to the Durham College Board of Governors:</p> <p>That in accordance with Report BOG-2026-55, the proposed new Program of Instruction, Bachelor of Computer Science, be approved.</p>	
6:28 p.m. to 6:38 p.m.	8.2 Public Report of the Audit and Finance Committee (Operating Budget) – B. MacCheyne	58 to 59
	<p><u>Recommendation</u> That the Audit and Finance Committee recommend to the Durham College Board of Governors:</p> <p>That based on Report FIN-2026-13:</p> <ol style="list-style-type: none"> 1. The 2026-2027 Operating Budget with a surplus of \$21,008,395, be approved; and 2. That this report be released publicly with the operating budget to be reviewed and approved by the Durham College Board of Governors during its public session on June 10, 2026; and 3. That the approved 2026-2027 Operating Budget be submitted to the Ministry of Colleges, Universities, Research Excellence and Security by the deadline. 	

**Durham College of Applied Arts and Technology
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Timing	Item	Page No.
6:38 p.m. to 6:48 p.m.	8.3 2026-2027 Business Plan – A. Longo <u>Recommendation</u> It is recommended to the Durham College Board of Governors: That based on Report BOG-2026-56, the 2026-2027 business plan be approved.	60 to 76
6:48 p.m. to 6:58 p.m.	8.4 2025-2026 Annual Report – A. Longo <u>Recommendation</u> It is recommended to the Durham College Board of Governors: That based on Report BOG-2026-48, the 2025-2026 annual report be approved.	77 to 94
	9. Discussion Items	
6:58 p.m. to 7:08 p.m.	9.1 Performance Indicators (KPIs) – 2025-2026 Results – J. Choi and M. Hewitt	95 to 98
7:08 p.m. to 7:13 p.m.	10. Information Items	
	10.1 President’s Update – June 2026	99 to 113
	10.2 2026-2030 New Development Program Plan	114 to 118
	10.3 Space Policy	119 to 131
7:13 p.m. to 7:15 p.m.	11. Upcoming Events	
	<ul style="list-style-type: none"> • Convocation Ceremonies, Tribute Communities Centre – June 15 to 18, 2026 • Board of Governors Year-End Social – June 25, 2026, between 5:00 p.m. and 7:00 p.m. 	
7:15 p.m. to 7:17 p.m.	12. Move to In-Camera Session	
8:45 p.m. (estimate)	13. 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.



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
Public Meeting of the Board of Governors**

Date: Wednesday, May 13, 2026

Location: Oshawa Campus, DC Boardroom, A144

Minutes

Members Present:

Lisa Allen, Board Chair
Megan Bent
Brandon Bird
Melissa Bosomworth
Alison Burgess
Jeff Dorman
Kelly Doyle
John Ecker
Rhonda Jessup
Ian Murray
Jerry Ouellette
Elaine Popp, President
Peter Pryce, Board Vice Chair
Kwende Thomas
Dwight Townsend
Nathan Wilson

Regrets:

Jim Brown

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 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: Debbie McKeeDemczyk, Associate Vice President, Innovation and Research; Melanie Hewitt, Director, Institutional Research and Planning; Meagan Quesnelle, Director, School-College Work Initiative and Academic Upgrading; Victoria Kee, Manager, School-College Work Initiative and Academic Upgrading; and Rachel Al Balouchi, student.

2. Land Acknowledgement

Governor Jessup offered the land acknowledgement.

3. Conflict of Interest Declarations

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

4. Presentations

4.1 Access to Post-Secondary: Highlighting Durham College's Academic Upgrading and Dual Credit Program

The Vice President, Academic and Students, introduced the presenters.

The Board received a presentation about the College's Academic Upgrading and Dual Credit Program.

The Board questioned the presenters.

4.2 Presentation of the Advanced Good Governance Certificate to Governor Thomas

The Board congratulated Governor Thomas for completing the Advanced Good Governance Certificate.

5. Consent Agenda

Moved by Governor Wilson

Seconded by Governor Doyle

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

5.1 Approval of the Public Session Agenda – May 13, 2026

That the public agenda for the May 13, 2026, meeting of the Board of Governors be approved as presented.

5.2 Approval of Public Minutes from the Board of Governors Meeting of April 8, 2026

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

5.3 Post-Election Report – Student Governor and Administrative Staff Governor Elections

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.

5.4 Ratification of Results for the Election of Board Chair and Vice Chair

That the Durham College Board of Governors ratify the results of the election of Board Chair and Vice Chair and:

- a) Peter Pryce be confirmed as the Board Chair for the 2026-2027 Board year; and,
- b) John Ecker be confirmed as the Board Vice Chair for the 2026-2027 Board year.

6. Report of the Board Chair

- The Chair extended congratulations to the incoming Board Chair and Board Vice Chair and thanked all candidates who allowed their names to stand for leadership roles, noting their commitment to effective governance.
- The Chair recognized members and staff for notable achievements, including receipt of a professional award, a milestone service anniversary, and completion of a directors' education program.
- The Chair highlighted recent engagement activities, including a conference promoting careers in science, technology, and skilled trades for young women, and acknowledged the support of external partners.
- The Chair invited reflections from Governors who attended recent municipal and regional events, noting a shared emphasis on collaboration across

industry, education, and government, and the institution's key role in workforce development.

- The Chair proposed a future in-camera discussion to reflect on Board governance practices considering recent sector developments, with a focus on decision-making, Board culture, and fostering open, constructive dialogue. Further, the Chair encouraged Governors to review the Board evaluation survey results in advance and identify opportunities to strengthen effectiveness, ensure all voices are heard, and enhance transparency and shared understanding of key governance processes.

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 Durham College-Ontario Tech University Academic Pathways Report for 2025-2026

The Board received a report on the 2025–2026 academic pathways between Durham College and Ontario Tech University from the Vice President, Academic and Students, and Director, Institutional Research, highlighting the continued strength and growth of the partnership in supporting student mobility and choice. The presenters emphasized that pathways remain a priority, enabling students to upskill or reskill through degree-level studies.

The Board questioned the presenters regarding student outcomes following transfer, including comparative performance, enrolment trends, and potential impacts from changes in the international student cohort. The Board also questioned the presenters regarding the extent and limitations of data available to track student pathways and credential completion.

The presenters highlighted ongoing efforts to expand partnerships and position pathways as a strategic differentiator through collaborative program design and alignment with labour market needs. The Board also received clarification regarding a separate medical education initiative involving another institution, noting it is connected to a local healthcare partnership and does not present a direct concern.

9.2 Strategic Mandate Agreement 2025-2030 – Year One Evaluation

The Board received a report on the Year One evaluation of the 2025–2030 Strategic Mandate Agreement (SMA4) from the Vice President, Academic and Students and Associate Vice President, Innovation and Research. The SMA4 introduced revised performance metrics, funding structures, and accountability requirements. The presenters highlighted that eight metrics are now in place, with a portion of funding tied to performance that will increase over the agreement term. The presenters noted that the institution met seven of the eight metrics in Year One, with the only shortfall being graduate employment in a related field, resulting in a minor financial impact and a net funding gain due to overall strong performance.

The Board questioned the presenters regarding the prioritization of performance metrics within the Ministry framework, including how weightings are determined and aligned with institutional strengths and areas of focus. The Board also explored whether additional metrics would be valuable, including the growing importance of experiential learning in preparing students for evolving workforce demands. Further discussion addressed how “related field” employment is defined and measured, with management noting limitations due to reliance on self-reported survey data and recent changes to the Ministry’s approach to collecting this information.

9.3 Annual Academic Quality Assurance Activities

The Board received a report on the College’s annual academic quality assurance activities from the Vice President, Academic and Students, including updates on the comprehensive program review (CPR) process and planned reviews for the coming year. The Vice President, Academic and Students, noted that CPRs are informed by program performance metrics and comparator data, with 13 program reviews completed this academic year and 29 planned for the next. Program teams report on action plan progress, and completed reviews are shared with internal committees to promote best practices, celebrate program strengths, and support improvements in areas such as retention and graduation rates. Reviews are coordinated through a multi-year planning approach to manage workload and ensure compliance with required review cycles.

The Board questioned the Vice President, Academic and Students regarding program review capacity and scheduling, common themes emerging from reviews, and how program relevance is maintained in rapidly changing fields. Discussion also addressed the institution’s ability to respond quickly to industry changes outside of formal review cycles, including program modifications informed by advisory committees and employer feedback. Additional questions

focused on the treatment of suspended programs within the review cycle and examples of successful program revitalization.

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

The Board received a report from the Vice President, Strategic Infrastructure and Campus Safety, on employee health and safety and campus safety activities, noting stable performance, a focus on continuous improvement, and proactive risk management. The Vice President, Strategic Infrastructure and Campus Safety, highlighted that the College's number of health and safety incidents remains well below provincial averages, with incidents generally minor in nature. Campus safety operations were described as comprehensive and supported by systems such as CCTV and emergency alert technology, with incident volumes remaining stable year over year.

The Board questioned the Vice President regarding the structure and effectiveness of governance and oversight models, key safety risks and areas of concern, and protocols for engaging law enforcement in response to incidents. The Board also questioned the use and management of surveillance systems, data tracking and reporting limitations, and the availability of comparative benchmarking data. Additional discussion addressed emerging safety considerations, including emergency preparedness, the handling of trespass incidents, and opportunities to enhance safety awareness and training initiatives.

10. Upcoming Events

The Chair drew attention to the following upcoming events:

- Lean Into Green Event – May 20, 2026, Oshawa Campus
- June Board Meeting – June 10, 2026, Whitby Campus
- Convocation Ceremonies – June 15 to 18, 2026
- Board of Governors Year-End Social – June 25, 2026

11. 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 Townsend

Seconded by Governor Dornan

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

The Board recessed at 7:50 p.m. and reconvened in-camera at 8:00 p.m.

During the in-camera session, the Board discussed the presidential evaluation process and financial and contractual matters.

12. Adjournment

With no further business, the meeting ended at 9:28 p.m.



**PUBLIC REPORT OF THE GOVERNANCE REVIEW COMMITTEE
TO THE DURHAM COLLEGE BOARD OF GOVERNORS FOR CONSIDERATION AT
ITS PUBLIC MEETING HELD ON JUNE 10, 2026**

BACKGROUND

The Governance Review Committee met via videoconference on May 19, 2026.

SUMMARY

1. Approval of Previous Minutes – March 9, 2026

The Committee reviewed and approved its minutes from the March 9, 2026, Governance Review Committee meeting.

2. Board Policy: Integrated Risk Management Framework

The Committee received a report regarding proposed edits to Board Policy: Integrated Risk Management Framework from the Vice President, Corporate Services and Chief Financial Officer and Manager, Risk Management.

The Committee provided detailed feedback on the proposed edits to the Integrated Risk Management Framework policy, focusing on improving clarity, alignment, and practical application. Members supported enhancements to the risk appetite definitions, particularly by more clearly articulating the acceptable levels of residual risk associated with each descriptor (e.g., low, medium, high) to reduce ambiguity and subjectivity.

The Committee questioned the presenters regarding alignment between the risk appetite statements and the organization's risk register, and whether all identified risks were appropriately mapped to the defined categories.

Further, the Committee discussed the methodology used to assess risk, including the application of likelihood and impact scales to determine residual risk, and noted that a clearer linkage between these measures and the risk appetite descriptors would strengthen the policy. Members also highlighted the distinction between baseline controls and additional mitigation measures required to bring risks within acceptable tolerance.

Discussion of financial risk highlighted the need for clearer metrics to support long-term financial sustainability. The Committee recommended referencing

applicable Ministry-defined financial metrics in general terms, rather than specifying fixed measures, to accommodate evolving definitions while maintaining clarity on expectations.

Members encouraged the use of more precise and less subjective language throughout the policy. Feedback on the reputation risk category suggested revising the wording to avoid declarative or absolute statements in favour of more measured, objective language, and to remove terms such as “high” where they may introduce ambiguity.

Further discussion focused on clarifying when risks are considered accepted, noting that risks are accepted following the implementation of mitigation measures to achieve an acceptable level of residual risk. It was further noted that risks that cannot be reduced to align with the Board’s risk appetite should be clearly identified and escalated to the Board.

At the request of the Committee, the policy was referred back to staff for further refinement and to incorporate the feedback received. The policy will be brought forward to the Committee for consideration at a future meeting.

Also, the Committee discussed the benefit of reviewing the policy in conjunction with related procedures and materials. Members agreed that it would be helpful to consider the policy alongside the associated procedures and the risk register to support a more comprehensive understanding. Staff confirmed that future materials would be presented as a consolidated package for review.

3. Board Policy: President Emeritus

The Committee received a report from the President highlighting key proposed changes to Board Policy: President Emeritus.

The Committee discussed the appropriate timing for conferring the honour. Members expressed support for a post-retirement decision to allow for a more objective assessment and the potential for more candid feedback. At the same time, the Committee noted practical considerations, including extended presidential notice periods and the value of leveraging the knowledge of the current Board.

Further, the Committee discussed a balanced approach whereby the evaluation process could begin upon notice of retirement, with final conferral occurring after the President has left the role. The need for flexibility in exceptional circumstances was also emphasized.

Additionally, the Committee discussed the policy's criteria and process and underscored the importance of maintaining a clear and credible process to support the significance of the honour.

The Board Secretary was asked to refine the timing provisions, specifically Section 3.1, and to circulate updated language for the Committee's review by email in advance of the June 10 Board meeting.

It is recommended that the following resolution be passed.

RESOLVED:

That based on GOV-2026-10, Board Policy: President Emeritus, be approved as amended.

4. President's Annual Compliance Report for 2025-2026

The Committee received a report from the President regarding the annual compliance report for 2025-2026.

The Committee questioned the President regarding the completeness of the report and the criteria used in its preparation. The Board Secretary advised that the report is developed based on the monitoring statements set out in the Board's policies, with the addition of Ministry-directed annual reporting elements this year to further support completeness.

**Respectfully submitted,
Kwende Thomas, Chair, Governance Review Committee**

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

POLICY TYPE: Board-President Relationship
POLICY TITLE: President Emeritus
EFFECTIVE DATE: June 2026

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

1. BACKGROUND

The President Emeritus policy establishes the framework by which the Board may recognize former Durham College Presidents for exceptional service through the conferral of an honorific title.

2. POLICY STATEMENTS

- 2.1. At the discretion of the Board, former Presidents who have completed two or more terms as President, or an equivalent period of service as determined by the Board, may be considered for designation as President Emeritus. Meeting the length-of-service threshold does not create any entitlement to, or expectation of, the designation.
- 2.2. The Board will consider the former President's overall performance and specific contributions to the College, the college system, and the community, including the effectiveness with which the President advanced the College's strategic goals, reputation, and long-term sustainability.
- 2.3. The title of President Emeritus is honorific in nature and confers no entitlement to authority, governance rights, privileges, resources, remuneration, or employment with the College. The designation does not create an advisory, representational, agency, or governance relationship with the College.
- 2.4. The Board retains the authority, at its sole discretion, to decline to grant or to withdraw the designation of President Emeritus at any time, without cause, by Special Resolution of the Board and in accordance with its fiduciary duties.

3. PROCEDURE

- 3.1. Upon notification of the serving President's intention not to seek a subsequent term, to retire, or to otherwise conclude their employment as President of the College, the Executive Committee will initiate a review of the President's performance across all terms of their presidency, including their contributions to the College, the college system, and the community, to determine the appropriateness of this designation.
- 3.2. The Executive Committee may seek input from and may consider unsolicited submissions from representatives of the College, college system, and the community about the conferring of the designation of President Emeritus. Any such input is advisory in nature and is considered at the discretion of the Executive Committee.
- 3.3. The Executive Committee will inform the Board of the outcome of the review and, if appropriate, recommend approval by the Board of the granting of the title President Emeritus. Any recommendation to confer the designation of President Emeritus shall be made following the conclusion of the President's employment and, where possible, within twelve (12) months thereafter. No such honour shall be conferred while the individual continues to serve as President.
- 3.4. The Chair of the Board will inform the former President of the Board's decision with respect to the granting of the title President Emeritus.
- 3.5. The serving President shall not initiate, participate in, or be present for any discussions, deliberations, or decisions relating to their own consideration for the designation of President Emeritus.
- 3.6. Any consideration by the Board of the granting or withdrawal of the designation of President Emeritus will be conducted at an in-camera meeting.
- 3.7. Where possible, the title of President Emeritus will be granted at the first convocation ceremony following the Board's approval of the designation.

Decision Items

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

Report Number: BOG-2026-55

To: Board of Governors

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

Date of Report: May 27, 2026

Date of Meeting: June 10, 2026

Subject: New Program of Instruction – Bachelor of Computer Science

1. Purpose

To seek approval from the Board of Governors for the following post-secondary program of instruction for Fall 2027 intake:

Bachelor of Computer Science

- Credential: Bachelor's Degree
- Duration: 3 years
- Faculty: Business and Information Technology (BIT)

2. Recommendation

It is recommended to the Durham College Board of Governors:

That in accordance with Report BOG-2026-55, the proposed new Program of Instruction, Bachelor of Computer Science, be approved.

3. Background

Durham College (DC) is proposing to offer a three-year Bachelor of Computer Science (BCS) degree program within the Faculty of Business and Information Technology (BIT). The proposed program is a provincial collaborative approach to program development. DC has amended the program title to align with similar programs in the system and adapted the curriculum to align with institutional strengths, policies, and practices.

DC's proposed BCS degree is designed for innovators, builders, and problem-solvers ready to shape the future of technology. The program integrates core computing foundations with a flexible, applied curriculum that allows students to develop both breadth and depth across key areas of modern computing. Students build expertise in programming, software development, systems design,

and secure computing while learning to design, implement, and deploy robust solutions across diverse platforms.

The program emphasizes industry-relevant practices in software engineering, databases, networking, cloud computing, cybersecurity, and artificial intelligence. Through hands-on projects, collaborative work, and real-world simulations, students develop critical thinking, communication, and ethical decision-making skills essential for success in today's digital landscape.

As students progress through the program, they have the opportunity to tailor their learning through a specialization in Artificial Intelligence or Cybersecurity. This advanced pathway combines applied, hands-on learning with a mandatory co-op placement, enabling students to integrate academic knowledge with professional practice. A final advanced semester builds on this experience, deepening technical expertise and preparing graduates for complex, evolving challenges in the field.

Experiential learning is central to the program, with project-based courses and team-based applications that mirror industry environments. The co-op component ensures meaningful workplace engagement, allowing students to graduate with both practical experience and career-ready confidence.

Aligned with DC's commitment to innovation, inclusion, and applied education, the proposed BCS program prepares graduates to contribute to a rapidly evolving technological world. Whether developing intelligent systems, securing digital infrastructure, building scalable applications, or advancing cloud-based solutions, graduates are equipped to lead, adapt, and drive impact across the computing sector.

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

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

Bachelor's Degree.

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

4. Discussion

Currently in the Ontario College of Applied Arts and Technology (CAAT) system, consent has been granted for only four three-year bachelor's degrees in computer science.

The proposed three-year BCS degree program has been designed to meet industry needs, align with comparable programs, and complement related programs across the Ontario post-secondary system. The CAAT collaborative approach to the development of this program ensures alignment between related programs offered provincially, enabling student mobility through the opportunity for the recognition of prior learning. DC's proposed program leverages unique computer science elective options in artificial intelligence and cybersecurity, that differentiate the program and lean into institutional strengths, providing employers with graduates who possess broader knowledge, skillsets, and career-readiness to make meaningful and lasting contributions within the evolving IT industry.

The proposed program has been benchmarked against similar offerings within the Ontario College system to ensure alignment in terms of curriculum, competencies developed, and the credential awarded. Credential requirements are on par with similar programs within the Ontario College system, ensuring a balanced, comparable level of education.

The proposed BCS program offers an applied program of study that supports the development of the knowledge and skills to design, implement, and deploy robust software solutions across a variety of platforms.

5. Financial/Human Resource Implications

The New Program Summary attached provides a projected nine-year budget with account of all capital and human resource requirements.

The target for new contribution breaks even in Year 1 for the proposed program.

The proposal for the new BCS will be submitted to the Ministry of Colleges, Universities, Research Excellence, and Security (MCURES) for quality review by the Postsecondary Education Quality Assessment Board (PEQAB) in Fall 2026.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

While Ontario Tech University (OTU) offers a four-year Honours Bachelor of Computer Science degree with the option to specialize in data science or interactive computing disciplines, DC's proposed three-year BCS offers students the opportunity to expedite entry into the workforce with a strong foundation of knowledge and skills and experiential learning required for professional success. Pathway opportunities from DC's program to the Ontario Tech program may be considered in the future.

8. Strategic Alignment

8.1 Strategic Fit

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

Goal 1: Future-Focused

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

The proposed BCS supports DC's goal of attracting a diverse range of students by offering flexible degree pathways for both direct-entry students and graduates from Ontario College Diploma (OCD) or Ontario College Advanced Diploma (OCAD) programs at other CAATs. The program responds to workforce demands in high-growth areas such as artificial intelligence, cybersecurity, and cloud computing through applied, industry-aligned curriculum and experiential learning opportunities. By combining accessible pathways, work-integrated learning, and industry partnerships, the BCS strengthens the college's program mix while preparing graduates with the skills needed for evolving technology-driven careers.

Objective 1.2: We will drive excellence in teaching and learning by leveraging emerging technologies and industry trends to develop durable skills for a complex world.

The curriculum of the proposed BCS embraces emerging technologies and industry trends that will develop graduates' durable skills to support their transition into a complex world of work. Artificial intelligence is woven throughout

the program, ensuring students are equipped with the ability to adapt to emerging business roles that require a new suite of technical skills.

Goal 2: Sustainable

Objective 2.1: We will seek innovative solutions to support our financial health

New programming has been identified as an important element in growing DC's domestic student demographic and enhancing the financial health of the institution. The proposed program supports DC in seizing the opportunity to grow its offerings by leveraging institutional expertise in computer science, artificial intelligence, and cybersecurity and remains competitive with other institutions.

8.2 Fit with Existing Programs

Post-secondary programs in Computer Science are offered in both the CAAT and university systems in Ontario. While four-year honours bachelor's degrees in computer science are common in the university system, three-year bachelor's degrees are less available, opening the door for such offerings from CAATs, creating opportunity for students who may not otherwise have access to an undergraduate degree. Currently, consent has been granted for three related three-year bachelor's degrees within the CAAT system. Many CAATs also offer related credentials including OCADs and four-year honours bachelor's degrees.

The proposed three-year BCS degree focuses on applied skills and strategic problem solving relevant to the information technology (IT) industry, in contrast to the emphasis on basic research more typically found in university degrees. The work-integrated learning (WIL) opportunity supports the applied learning experience for the student, exposing them to current trends and challenges in industry. In comparison to the OCAD, the BCS includes degree-level areas of focus in disciplinary research, artificial intelligence, and cybersecurity themes.

The proposed BCS program serves as an additional, but not mandatory, educational pathway for those students interested in developing additional skills in the field of computer science. It ensures that graduates are equipped with the competencies necessary to be immediately effective in the ever changing and evolving world of IT, without necessitating additional advanced degrees for entry-level positions, expanding the opportunities available to graduates. The program meets industry needs for credentialed professionals while offering an accelerated path to employment.

The proposed BCS degree program has been benchmarked against similar offerings within the CAAT system to ensure the alignment of curriculum,

competencies developed, and credential awarded. Credential requirements are on par with similar programs within the CAAT system, ensuring a balanced, comparable level of education.

General Program Information

Proposed Program Title	Bachelor of Computer Science
Proposed Credential	3-Year Degree
Academic Dean	Cristina Italia
Date of Review by PPRC	May 13, 2026
MTCU Code	30505
Weight and Funding Unit (as per APS table)	Weight = 1.1 Funding Unit = 2.4
Proposed Tuition	\$6,336.00
Classification of Instructional Program (CIP) Code(s)	11.0201 (PGWP eligible)
NOC Codes	21230, 21232, 21221, 21222
Proposed Implementation (Year)/ Scheduled Intakes (F/W/S):	2027, Fall
Year 1 enrolment	25
Number of sections, Y1	One
International students, seat allocation	Zero year one, TBD year two
Number of Semesters	Six semesters and one co-op semester
Total hours	2156 total program hours, including co-op
New or replacement program	New
Number of new FT/PT faculty	Two PT faculty Year 2
Program delivery methods	Classroom, Online, WIL
Bring Your Own Device (BYOD)	Yes
New or renovated space requirements	n/a
Total capital costs	\$8,000
Additional software costs (for college or for student)	Year 1 wireless card \$47 Year 3 access to EC-Council labs \$50

1. Approval Stages

The following approval stages have been assessed for this program:

- Labour Market Analysis
- Student Demand
- Budget reviewed and approved by the Chief Financial Officer and the Vice President Academic and Students
- Presented to the Program Proposal Review Committee (May 13, 2026)
- Reviewed by the Director, Academic Quality (May 22, 2026)
- Reviewed by the Dean, Centre for Teaching and Learning (May 25, 2026)
- New Program Proposal Summary (budget) reviewed by the Chief Financial Officer (May 13, 2026)
- Approved by Vice-President, Academic and Students (May 27, 2026)
- Reviewed and approved by President (May 28, 2026)

2. Program Overview

Durham College (DC) is proposing to offer a Bachelor of Computer Science (BCS) three-year degree program within the Faculty of Business and Information Technology (BIT). The proposed program is a provincial collaborative approach to program development; DC has amended the program title to align with similar programs in the system. DC has also adapted the curriculum to align with institutional strengths, policies, and practices.

2.1 Program Description

DC's proposed three-year Bachelor of Computer Science (BCS) degree is designed for innovators, builders, and problem-solvers ready to shape the future of technology. The program integrates core computing foundations with a flexible, applied curriculum that allows students to develop both breadth and depth across key areas of modern computing. Students build expertise in programming, software development, systems design, and secure computing while learning to design, implement, and deploy robust solutions across diverse platforms.

The program emphasizes industry-relevant practices in software engineering, databases, networking, cloud computing, cybersecurity, and artificial intelligence. Through hands-on projects, collaborative work, and real-world simulations, students develop critical thinking, communication, and ethical decision-making skills essential for success in today's digital landscape.

As students progress, they have the opportunity to tailor their learning through a specialization in Artificial Intelligence or Cybersecurity. This advanced pathway combines applied, hands-on learning with a mandatory co-op placement, enabling students to integrate academic knowledge with professional practice. A

final advanced semester builds on this experience, deepening technical expertise and preparing graduates for complex, evolving challenges in the field.

Experiential learning is central to the program, with project-based courses and team-based applications that mirror industry environments. The co-op component ensures meaningful workplace engagement, allowing students to graduate with both practical experience and career-ready confidence.

Aligned with DC’s commitment to innovation, inclusion, and applied education, the proposed BCS program prepares graduates to contribute to a rapidly evolving technological world. Whether developing intelligent systems, securing digital infrastructure, building scalable applications, or advancing cloud-based solutions, graduates are equipped to lead, adapt, and drive impact across the computing sector.

2.1 Career Outcomes

Employability for program graduates is available across an array of industries, including technology, finance, healthcare, government, retail, and consulting, as well as in specialized sectors such as cybersecurity, data analytics, and cloud computing

Prospective job titles and employment opportunities include:

Job Titles	Where Graduates Might Work
<ul style="list-style-type: none"> • Application developer • Full-stack developer • Software designer • IT project coordinator • Information systems analyst/consultant • Information security specialist • SOC analyst/security analyst • Malware analyst • Cloud security specialist • Machine learning specialist • Data scientist • Data or business analyst • Data miner • Networking administrator • Database administrator or analyst 	<ul style="list-style-type: none"> • Technology companies (software, hardware, cloud) • Financial services (banks, insurance, fintech) • Healthcare (hospital, health tech) • Government and defense • Retail and e-commerce • Consulting firms

2.2 Vocational Program Learning Outcomes (MTCU 30505)

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

1. Integrate programming solutions and software systems to meet organizational requirements using industry best practices and appropriate methodologies, paradigms, and tools
2. Determine business requirements for software system specifications based on functional and non-functional requirements
3. Implement complex data storage solutions that meet industry best practices and maintain rigorous security expectations
4. Evaluate security and risk using quality management principles and project management practices to support project development and completion
5. Lead teams in support of establishing and maintaining effective working relationships by applying concepts of group dynamics, organizational behaviour, and leadership theories
6. Interpret professional, ethical, and legal codes of practice required to comply with legislation and professional standards
7. Communicate complex concepts to technical and non-technical audiences using written, oral, and graphical methods producing effective reports, presentations, design documentation, and instructions
8. Address individual needs for continuing education and professional development to maintain technical and professional competencies

2.3 Admission Requirements

Ontario Secondary School Diploma (OSSD)

AND

One Grade 12 Mathematics (C, M, or U) with a final minimum grade of 60%, and
One Grade 12 English (C or U) with a final minimum grade of 60%, and
Four additional Grade 11 or 12 courses (C, M or U) with a combined average of 65%

OR

Mature Student Status

AND

One Grade 12 Mathematics (C, M, or U) with a final minimum grade of 60%, and
One Grade 12 English (C or U) with a final minimum grade of 60%

2.4 Differentiation (Within DC)

The curriculum of the proposed BCS degree is designed to complement existing programs within DC's Faculty of BIT. The proposed program equips students with the knowledge and skills necessary for modern computer science applications. Students explore innovative approaches to designing, developing,

and deploying a wide range of software solutions, while mastering essential concepts in programming, secure development, software engineering, cloud computing, and artificial intelligence. The curriculum emphasizes industry best practices, ensuring students are equipped with the skills to design, develop, and maintain secure solutions across various technologies and platforms. Complementary courses in mathematics, communication, and ethics provide students with durable skills that are transferrable and valued in the workforce. To support student interest and goals, the proposed program provides choice in the final year of study where students can specialize in advanced areas of artificial intelligence and/or cybersecurity. The program's hands-on approach is reinforced by a two-term capstone project in the final on campus semesters, interspersed with their co-op experience, where students develop software solutions for real-world problems. This differentiates the proposed BCS from existing DC programs such as the Computer Programming Ontario College Diploma (OCD), Computer Systems Technician OCD, Computer Programming and Analysis Ontario College Advanced Diploma (OCAD), or Computer Systems Technology OCAD programs.

The following tables present the most recent graduate count, employment rate and employment rate in a related field for programs currently offered at DC that are related to the proposed BCS.

Ministry Title: Computer Programming, OCD (MTCU 50503)

Related Programs at Durham College Computer Programming					
Program		Key Performance Indicator	Reporting Year		
Banner Code	MTCU Code		2020-21	2021-22	2022-23
CPPG	50503	Graduate Count	54	54	46
		Employment Rate	60.0%	71.2%	69.2%
		Employment Rate in a Related Field	69.2%	80.0%	38.5%

Ministry Title: Computer Programming and Analysis, OCAD (MTCU 60503)

Related Programs at Durham College Computer Programming and Analysis					
Program		Key Performance Indicator	Reporting Year		
Banner Code	MTCU Code		2020-21	2021-22	2022-23
CPGA	60503	Graduate Count	40	34	36
		Employment Rate	100.0%	60.0%	77.8%
		Employment Rate in a Related Field	88.9%	100.0%	88.9%

Ministry Title: Computer Systems Technician, OCD (MTCU 50505)

Related Programs at Durham College Computer Systems Technician					
Program		Key Performance Indicator	Reporting Year		
Banner Code	MTCU Code		2020-21	2021-22	2022-23
CSTC	50505	Graduate Count	55	51	34
		Employment Rate	64.4%	60.0%	100.0%
		Employment Rate in a Related Field	33.3%	80.0%	85.7%

Ministry Title: Computer Systems Technology, OCAD (MTCU 60505)

Related Programs at Durham College Computer Systems Technology					
Program		Key Performance Indicator	Reporting Year		
Banner Code	MTCU Code		2020-21	2021-22	2022-23
CSTY	60505	Graduate Count	50	43	33
		Employment Rate	80.0%	80.0%	100.0%

Related Programs at Durham College Computer Systems Technology					
Program		Key Performance Indicator	Reporting Year		
Banner Code	MTCU Code		2020-21	2021-22	2022-23
		Employment Rate in a Related Field	80.0%	100.0%	80.0%

3. Differentiation (Within DC)

3.1 Work Integrated and Experiential Learning

The proposed program includes the following work integrated learning (WIL) and/or experiential learning (EL) opportunity(ies):

Work Integrated Learning Opportunities

- Co-op (Mandatory)
- Co-op (Optional)
- Clinical placement
- Field/Work Placement
- Internship/Work Placement
- Co-op Diploma Apprenticeship (CODA)

Experiential Learning Opportunities Aligned with SMA4 Definition

- Capstone Project
- Industry or Community Agency-Sponsored Research Project (i.e., applied research)
- Service Learning (bridges community service and required for a course)
- Simulation/Skills Lab
- COIL (Collaborative Online International Learning)
- On-campus Research Labs (e.g., Research Hub)

Experiential Learning Opportunities Not Aligned with SMA4 Definition - Co-curricular Activities

- Bootcamp/Hackathon
- Mentorship/Career Exploration
- Research/Teaching Assistantship
- On-campus Work Experience
- Work Study
- Volunteerism

Describe, briefly, the opportunity(ies) in the proposed program; whether it is consistent with the opportunity(ies) offered at other colleges; if different, why.

Students in the proposed BCS will benefit from a 14-week mandatory co-op term, scheduled between semesters five and six comprising a total of 420 hours. This essential and strategically placed WIL opportunity promotes student autonomy and establishes authentic work experience that will support learning in the final semester and enhance their network for the transition into the world of work. Furthermore, co-op may provide students with a direction in completion of their capstone and support their choice of specialization based on their participation in real-world projects, thereby personalizing their learning experience to meet their interests.

Current BCS or related baccalaureate degree programs offered in Ontario Colleges of Applied Arts and Technology (CAATs), as well as pending PEQAB applications for three-year Bachelor of Applied Computing (BAC) or BCS programs, offer co-op, placement or an internship, comprising of 420 hours.

4. Program of Study

Year 1		Year 2		Year 3		
Semester 1 (Fall)	Semester 2 (Winter)	Semester 3 (Fall)	Semester 4 (Winter)	Semester 5 (Spring)	WIL (Fall)	Semester 6 (Winter)
Programming Logic & Structures	Application Development – Concepts and Design <i>PR: Programming Logic & Structures, Programming Tools and Practices</i>	Machine Learning for Software Developers	AI for Software Developers	Capstone Project I	Co-op (Mandatory)	Capstone Project II
Programming Tools and Practices	Web Principles and Dynamic Websites	Data Structures and Algorithms <i>PR: Programming Logic & Structures, Programming Tools and Practices</i>	Quality Assurance and Testing	Navigating Legacy Systems		Software Delivery and Release Management
Mathematics I	Operating Systems for Developers	Backend Design and Development <i>PR: Programming Logic & Structures, Programming Tools and Practices, Database Principles</i>	Software Engineering Principles	Mobile Application Development		Computer Science Core Electives
Networking Principles	Code Quality and Refactoring	Front-end Development <i>PR: Web Principles and Dynamic Websites</i>	Cloud Computing Fundamentals	Computer Science Core Electives		Computer Science Core Electives
Software Development Industry – Roles and Practices	Database Principles	Software Architecture and Design <i>PR: Application Development – Concepts and Design</i>	Secure Applications Development	Computer Science Core Electives		Computer Science Core Electives
Breadth	Breadth	Storage Systems	Breadth	Breadth		Breadth
			Co-op Preparation	Breadth		
Core Development Practice	Specialized Development Domains & Technology	AI, Data & Emerging Technology	Technical Foundations in Computer Science	Mandatory Non-Core/Breadth Elective		Computer Science Core Electives

4.1 Computer Science Core Electives

Students select any five computer science core electives from options listed below to complete the BCS program or can choose one of the two specialization streams to complete a more focused degree.

4.1.1 Computer Science Core Elective Courses

1. Machine Learning – Classification
2. Machine Learning – Regression
3. Data Visualization
4. Introduction to AI Neural Networks
5. Societal and Legal Issues in AI
6. Introduction to Information Security
7. Networking Security 1
8. Penetration Testing and Ethical Hacking
9. Fundamental Operating Systems
10. Digital Forensics and Incident Response

4.1.2 Computer Science Core Elective Specializations

Artificial Intelligence	Cybersecurity
<ul style="list-style-type: none"> ○ Machine Learning – Classification ○ Machine Learning – Regression ○ Data Visualization ○ Introduction to AI Neural Networks ○ Societal and Legal Issues in AI 	<ul style="list-style-type: none"> ○ Introduction to Information Security ○ Networking Security 1 ○ Penetration Testing and Ethical Hacking ○ Fundamental Operating Systems ○ Digital Forensics and Incident Response

4.2 Course Descriptions

Semester 1

Course Title: Programming Logic and Structures

Course Description: This course introduces the foundational principles of programming, with a focus on computational thinking, structured problem-solving, and program design. Students learn core programming concepts such as variables, control structures, functions, and scope, and apply them to develop logical solutions to real-world problems. Emphasis is placed on algorithmic thinking, program structure, and debugging techniques to build a strong foundation for further study in software development.

Instructional Setting: Classroom

Total Hours (Semester): 42 hours

Course Title: Programming Tools and Practices

Course Description: This course focuses on the practical skills and tools required for software development. Students apply programming concepts through hands-on exercises while learning industry best practices such as debugging, testing, version control, and documentation. Emphasis is placed on writing clean, maintainable code, managing code changes, and collaborating effectively in development environments.

Instructional Setting: Classroom

Total Hours (Semester): 42 hours

Course Title: Mathematics 1

Course Description: Digital solutions professionals require a sound mathematical foundation for logical reasoning and problem solving, which they will use to their advantage for computer programming, systems troubleshooting and solutions design. This course introduces linear algebra, logic, sets, vectors, and data structures as mathematical tools that are widely used in the information industry. Also included in the course will be business modelling tools such as cost-volume-profit analysis. The course is designed to help students translate business problems into mathematical formulations they can solve with computer systems and applications.

Instructional Setting: Classroom

Total Hours (Semester): 56 hours

Course Title: Networking Principles

Course Description: This course introduces the foundational concepts and technologies that underpin modern computer networks, with a focus on their role in software development. Students will learn how data is transmitted, how devices communicate, and how networks are structured and managed. The course explores how networking principles apply to building distributed systems, integrating APIs, and optimizing application performance. Practical exercises emphasize hands-on experience with networking tools and protocols.

Instructional Setting: Classroom

Total Hours (Semester): 56 hours

Course Title: Software Development: Industry Roles and Practices

Course Description: This course explores the roles, methodologies, and practices within the software development industry. Students will learn about key roles in development teams, such as developers, UX/UI designers, and project managers, as well as the technologies used to build different types of applications. The course covers industry practices, project management strategies, version control, and collaborative workflows. Emphasizing teamwork, it also introduces emerging technologies and highlights their impact on modern software development and the evolving roles within the industry.

Instructional Setting: Classroom

Total Hours (Semester): 42 hours

Semester 2

Course Title: Application Development – Concepts and Design

Course Description: This course builds on foundational programming concepts by introducing object-oriented programming (OOP) principles such as encapsulation, inheritance, and polymorphism, with a strong focus on developing interactive applications. Students will explore advanced programming techniques, emphasizing the design of user-friendly graphical interfaces and responsive features. The course highlights key software engineering practices, including abstraction, modularity, and the creation of efficient and maintainable solutions. Students will also learn to utilize data structures, such as arrays, lists, and dictionaries, to efficiently organize and manipulate data. Additionally, the course covers integrating user input, handling events, and ensuring smooth interactions to create applications that deliver a rich and dynamic user experience.

Instructional Setting: Classroom

Total Hours (Semester): 56 hours

Course Title: Web Principles and Dynamic Websites

Course Description: Most people would recognize the importance of the Web and most business applications are developed as "web applications". This course introduces the student to web application development in which websites and web interfaces are able to save data to databases to make web commerce possible and to make for a better user experience. Students apply best practices of user interface design to the development of web sites. Assignments illustrate the use of client-side scripting to validate web forms. A server-side scripting language is used together with a database to implement data driven business solutions.

Instructional Setting: Classroom

Total Hours (Semester): 56 hours

Course Title: Operating Systems for Developers

Course Description: This course introduces the principles and functionality of operating systems, focusing on how they manage resources like memory, processes, and file systems to support software applications. Students will gain hands-on experience using command-line interface (CLI) commands to interact with the operating system, manage system processes, and configure files. Additionally, the course explores how operating systems are leveraged in remote server environments, equipping students with practical skills to manage, deploy, and troubleshoot applications on remote servers. This practical approach provides a strong foundation for understanding how operating systems support both local and server-side software development.

Instructional Setting: Classroom

Total Hours (Semester): 42 hours

Course Title: Code Quality and Refactoring

Course Description: This course focuses on best practices for writing clean, maintainable, and efficient code. Students will learn techniques for improving code readability, reducing complexity, and applying refactoring strategies to

optimize existing codebases. The course emphasizes long-term code sustainability, covering principles of software design, modularity, and industry standards. Students will gain the skills needed to maintain and enhance codebases with a focus on scalability, performance, and professional development practices.

Instructional Setting: Classroom

Total Hours (Semester): 42 hours

Course Title: Database Principles

Course Description: Database systems are ubiquitous in the computing landscape. From enterprise servers to smartphones, the persistent storage of application data typically involves a database. Different types of databases and their application, including relational, document oriented, object oriented, flat file and in-memory will be a key focus in this course. Students will gain the skills required to install and configure various database systems. Students will also acquire a solid foundation in the use of the SQL data sublanguage, which is by far the most common means of accessing data in a relational database.

Instructional Setting: Classroom

Total Hours (Semester): 56 hours

Semester 3

Course Title: Data Structures and Algorithms

Course Description: This course delves into the foundations of data structures and algorithm design, equipping students with essential tools for solving complex computational challenges. Students will explore how to select and implement data structures tailored to real-world scenarios, optimize algorithms for performance, and evaluate computational efficiency. Emphasizing a hands-on approach, this course integrates algorithmic problem-solving with modern software development practices to prepare students for industry demands.

Instructional Setting: Classroom

Total Hours (Semester): 56 hours

Course Title: Backend Design and Development

Course Description: This course focuses on the design and development of backend systems that support various types of applications, with an emphasis on enterprise-level solutions. Students will learn how to integrate databases, file systems, and authentication protocols, as well as develop APIs and secure communication channels. The course covers key topics such as enterprise-level architecture, real-time data transfer, and effective backend management practices. Students will gain hands-on experience in creating scalable, secure, and high-performance backend systems that are capable of managing large-scale operations. The course prepares students to ensure security, performance, and reliability in enterprise environments while optimizing backend systems for modern software applications.

Instructional Setting: Classroom

Pre-requisite(s): Programming Fundamentals, Database Principles

Total Hours (Semester): 56 hours

Course Title: Front-end Development

Course Description: This course introduces techniques for front-end web development. Students will learn to create dynamic, interactive user interfaces using modern frameworks, focusing on state management, component-based architecture, and routing. The course covers responsive design for various devices, UX design, accessibility best practices, and performance optimization techniques such as caching, code splitting, and lazy loading. Students will also explore version control, bundlers, and web security, including authentication and authorization. By the end of the course, students will be able to build scalable, high-performance web applications with a focus on user experience and developer efficiency.

Instructional Setting: Classroom

Pre-requisite(s): Web Principles and Dynamic Websites

Total Hours (Semester): 56 hours

Course Title: Software Architecture and Design

Course Description: This course provides a comprehensive exploration of software architecture and design patterns, emphasizing practical applications and modern development practices. Students will learn foundational principles of software architecture, including strategies for designing scalable, maintainable, and adaptable systems. Key topics include architectural patterns, techniques for ensuring testability and framework independence, and methods for developing robust, modular, and efficient software systems. Through hands-on exercises and real-world scenarios, students will develop the expertise to design and build high-quality, sustainable software solutions optimized for performance and long-term success.

Instructional Setting: Classroom

Pre-requisite(s): Application Development – Concepts and Design

Total Hours (Semester): 42 hours

Course Title: Machine Learning for Software Developers

Course Description: This course provides software developers with a solid foundation in the principles and practical applications of machine learning. Students learn essential statistical and mathematical concepts, data analysis skills, and supervised and unsupervised learning methods. Emphasis is placed on understanding model assumptions, evaluation metrics, and the workflow for developing, tuning, and validating machine learning models. Using industry-standard frameworks, students implement regression, classification, clustering, and introductory neural network models, gaining the mathematical intuition and practical experience required for advanced ML courses.

Instructional Setting: Classroom

Total Hours (Semester): 42 hours

Course Title: Storage Systems

Course Description: This course focuses on modern storage technologies and their integration into complex software systems. Students will explore various storage solutions, including NoSQL, distributed databases, and cloud storage.

The course emphasizes modern techniques for querying and retrieving data efficiently. Students will also study different data architectures and data integration strategies. Through practical exercises, students will gain the skills to design and implement modern data storage solutions suitable for dynamic applications.

Instructional Setting: Classroom

Total Hours (Semester): 42 hours

Semester 4

Course Title: AI for Software Developers

Course Description: This course introduces artificial intelligence techniques and tools for software developers, focusing on large language models, multimodal AI, vector-based search, and applied intelligent software design. Students learn how AI systems interact with data, how to evaluate their behavior, and how to integrate AI capabilities such as natural language processing, vision, speech, embeddings, and retrieval-augmented generation into applications. The course emphasizes responsible and ethical AI development, including considerations of bias, fairness, transparency, and accountability. Students will also examine privacy implications and the societal impact of AI systems while developing the architectural skills needed to build production-ready AI components that complement machine learning workflows.

Instructional Setting: Classroom

Total Hours (Semester): 42 hours

Course Title: Quality Assurance and Testing

Course Description: This course focuses on software quality assurance (QA) and testing techniques to ensure software reliability, performance, and overall quality. Students will learn how to design and implement comprehensive test plans, conduct manual and automated tests, and apply industry-standard practices to detect and resolve issues. The course emphasizes testing strategies aligned with various software development methodologies. Students will also explore testing tools and frameworks for both functional and non-functional testing, focusing on best practices for ensuring software quality.

Instructional Setting: Classroom

Total Hours (Semester): 42 hours

Course Title: Software Engineering Principles

Course Description: This course explores the foundational principles and best practices of software engineering, focusing on designing, developing, and maintaining high-quality software systems. Students will learn essential concepts such as requirements analysis, software design, coding practices, testing, and maintenance. The course emphasizes modern methodologies, including Agile practices, to promote adaptability, collaboration, and efficiency in software projects. Through hands-on exercises and real-world scenarios, students will apply engineering principles to develop reliable, scalable, and maintainable software solutions.

Instructional Setting: Classroom

Total Hours (Semester): 56 hours

Course Title: Cloud Computing Fundamentals

Course Description: This course introduces the fundamentals of cloud computing, including cloud service models, deployment models, and management strategies. Students will learn to design, deploy, and manage applications in cloud environments, with a focus on leveraging cloud technologies to build scalable, flexible solutions. The course covers cloud security, cost management, and performance optimization, providing students with hands-on experience using popular cloud platforms. By the end of the course, students will be able to deploy cloud-based applications that meet security, scalability, and performance requirements.

Instructional Setting: Classroom

Total Hours (Semester): 56 hours

Course Title: Secure Applications Development

Course Description: This course provides an in-depth exploration of secure application development, focusing on the security responsibilities of developers across all layers of modern software systems, including backend, frontend, and database components. Students will learn to identify and mitigate common vulnerabilities, such as SQL injection, cross-site scripting, and insecure authentication, while consolidating security knowledge introduced in other courses. Emphasis is placed on secure coding practices, risk assessment, and implementing best practices to protect applications against evolving threats. The course also covers secure design principles, industry security standards, and legal and regulatory requirements related to data protection and privacy. Students will examine compliance considerations, such as secure handling of sensitive data and developer accountability, while applying ethical responsibilities in protecting users and systems in dynamic and networked environments.

Instructional Setting: Classroom

Total Hours (Semester): 42 hours

Course Title: Co-op Preparation

Course Description: The purpose of this course is for students to enhance their career planning skills and apply these skills to secure and effectively prepare for their co-op work term. Self-marketing techniques such as developing cover letters and resumes, searching for jobs, professionally using social media, researching and networking, and interviewing will be developed and practiced. Additionally, students will focus on workplace skills such as self-awareness, goal setting, interpersonal communication, personal presentation, and business etiquette. Students will learn how to manage technology in the hiring and selection process along with regulations that apply in the workplace with regards to social, organizational, ethical, and safety issues.

Instructional Setting: Online

Total Hours (Semester): 42 hours

Semester 5

Course Title: Capstone Project 1

Course Description: This course is the first of a two-part capstone experience where students tackle real-world problems through software development. Students will identify a project, define its scope, and complete all preliminary work, including research, planning, and prototyping. The course focuses on creating initial iterations of the solution while emphasizing teamwork, effective communication, and project management skills to prepare for further development in the second course.

Instructional Setting: Classroom

Total Hours (Semester): 42 hours

Course Title: Navigating Legacy Systems

Course Description: This course equips students with the skills to work effectively with legacy software systems. Students will learn to analyze and understand existing codebases, implement updates, and integrate new features while preserving the stability of older systems. Topics include debugging, refactoring, documentation, and modernizing outdated architectures. The course emphasizes maintaining system functionality and extending the lifespan of legacy applications in practical, real-world scenarios.

Instructional Setting: Classroom

Total Hours (Semester): 42 hours

Course Title: Mobile Application Development

Course Description: This course introduces students to the principles and practices of mobile application development for both native and cross-platform environments. Students will learn to design, build, and deploy apps that leverage native device features while ensuring responsive, user-friendly experiences across a variety of platforms. The course covers key topics such as UI/UX design, back-end integration through APIs, data synchronization, and offline functionality. Students will also explore secure coding practices and performance optimization, with a focus on using modern frameworks and platform-specific tools. By the end of the course, students will be equipped to create scalable, high-performance mobile applications that meet industry standards.

Instructional Setting: Classroom

Total Hours (Semester): 56 hours

Semester 6

Course Title: Capstone Project 2

Course Description: This course is the second part of a two-course capstone sequence, where students complete the final implementation of their software projects. Building on the foundation established in Capstone Project I, students will refine their prototypes, integrate advanced features, and finalize their solutions. The course emphasizes iterative development, rigorous testing, deployment, and comprehensive project documentation. Students will present

and demonstrate their projects to faculty, peers, showcasing their technical expertise, problem-solving abilities, and collaboration skills.

Instructional Setting: Classroom

Total Hours (Semester): 56 hours

Course Title: Software Delivery and Release Management

Course Description: This course covers the principles and practices of software delivery and release management. Students will learn to plan, coordinate, and execute software release pipelines using industry-standard tools and techniques. Key topics include version control, automated builds, testing, deployment, and continuous integration/continuous delivery (CI/CD). The course emphasizes structured release management strategies that minimize risks and ensure seamless transitions from development to production environments.

Instructional Setting: Classroom

Total Hours (Semester): 56 hours

Computer Science Core Electives

Course Title: Machine Learning - Classification

Course Description: This course teaches regression, which is one of the most important and broadly used machine learning, statistics, and data science tools, having many applications in diverse areas ranging from finance to biology. Students will study making predictions from data by learning the relationship between features of input data and some observed, continuous-valued response. This course will cover many algorithms including Simple Linear Regression, Multiple Regression, Polynomial Regression, and relevant cost functions (RSS, MSAE). Students will gain knowledge of methods and systems for implementing regression for solving real-world problems.

Instructional Setting: Classroom

Total Hours (Semester): 42 hours

Course Title: Machine Learning - Regression

Course Description: This course teaches classification, one of the most widely used techniques in machine learning, with a broad array of applications, including risk assessment, ad targeting, medical diagnosis, and spam detection. Students will learn important algorithms used in classification by focusing on the core techniques, which are widely used in the real world to get state-of-the-art performance. This course will cover algorithms including Decision Trees, K nearest neighbors, Naïve Bayes, Logistic Regression, and relevant metrics (Accuracy, Recall, Precision, F1 Score). Students will gain practical experience with these approaches by developing their own models for solving real-world problems.

Instructional Setting: Classroom

Total Hours (Semester): 42 hours

Course Title: Data Visualization

Course Description: This course teaches classification, one of the most widely used techniques in machine learning, with a broad array of applications, including

risk assessment, ad targeting, medical diagnosis, and spam detection. Students will learn important algorithms used in classification by focusing on the core techniques, which are widely used in the real world to get state-of-the-art performance. This course will cover algorithms including Decision Trees, K nearest neighbors, Naïve Bayes, Logistic Regression, and relevant metrics (Accuracy, Recall, Precision, F1 Score). Students will gain practical experience with these approaches by developing their own models for solving real-world problems.

Instructional Setting: Classroom

Total Hours (Semester): 42 hours

Course Title: Introduction to AI Neural Networks

Course Description: The course introduces students to the artificial neural networks (ANNs) and their use in modern machine learning for tasks such as classification in many application domains. Students study the foundations of neural nets including neurons, activation and error functions, neural network types and architectures, backpropagation and gradient descent. Also covered is the history and origins of the connectionist school of AI.

Instructional Setting: Classroom

Total Hours (Semester): 42 hours

Course Title: Societal and Legal Issues in AI

Course Description: Students are introduced to the social and legal issues surrounding the use of AI-based systems. They learn about how the introduction of AI affects individuals in their private lives and at work and societies at large. The course also discusses the legal and compliance issues that come to the forefront as more and more AI-driven systems are deployed in various domains, including legislation and regulations, the liability of creators for the actions of AI-based systems, and human oversight.

Instructional Setting: Classroom

Total Hours (Semester): 42 hours

Course Title: Introduction to Information Security

Course Description: Explore the interdisciplinary nature of cybersecurity and its relation to the needs of nation, businesses objectives, society and people. Examine the domains of Information and Network Security and the principles of Confidentiality, Integrity, and Availability (CIA). Explore cybersecurity terminologies, technologies, protocols, threat analysis, security principles, security mechanisms, policies, forensics, incidence response, and methods/practices to secure systems.

Instructional Setting: Classroom

Total Hours (Semester): 42 hours

Course Title: Networking Security 1

Course Description: Your knowledge of network security is extended beyond LAN to WAN technologies to address the growing need to secure networks at all layer's using hybrid firewall technologies. Examine methodologies to monitor and secure networks using IPv4 and IPv6 access control, Small Network

Management Protocol (SNMP), System Logging (SYSLOG) server, Network Time Protocol (NTP), Switch Port Analyzer (SPAN), Intrusion Detection System (IDS)/ Intrusion Prevention System (IPS) technologies and Cisco ASA firewall. Emphasis is on Authentication Authorization and Accounting (AAA), role-based authentication, and secure Virtual Private Network (VPN) implementation.

Instructional Setting: Classroom

Total Hours (Semester): 42 hours

Course Title: Penetration Testing and Ethical Hacking

Course Description: An introduction to the foundational practices, strategies, and ethics of penetration testing, and the critical phases of an attack. Analyze common application flaws, as well as how to identify and exploit them. Utilize industry standard tools, and protocols to perform penetration testing and vulnerability assessment. The course combines penetration testing methodologies along with the hands-on application of security tools to better secure organizations through proper documenting and reporting.

Instructional Setting: Classroom

Total Hours (Semester): 56 hours

Course Title: Fundamental Operating Systems

Course Description: Get are introduced to the fundamental principles and characteristics common to operating systems - the main driving force of every system, managing file systems, threads and processes, memory. Emphasis is on the practices and knowledge to utilize the full potential of the Linux/Windows system - shell scripts, managing permissions, process management and network applications & services with a focus on the system-related security issues. Gain hands-on experience with exercises and experimentation to practice troubleshooting and operational procedures.

Instructional Setting: Classroom

Total Hours (Semester): 56 hours

Course Title: Digital Forensics and Incident Response

Course Description: Examine the legal, technical, and auditing aspects of investigating digital evidence with a focus on incident response. Emphasis is placed on understanding the principles and practices of digital forensics, including forensic processes, evidence imaging, hashing, file recovery, file system analysis, and incident response procedures. Network forensic principles, digital evidence controls, and documentation of forensic procedures to ensure compliance with auditing standards will also be explored. Real-world scenarios involving cybercrime, its origins, and its impact on cyber-terrorism, cyber warfare, hacktivism, traditional criminal activities, and incident response strategies will be analyzed. Apply these concepts and techniques in practical settings through hands-on exercises, case studies, and simulations.

Instructional Setting: Classroom

Total Hours (Semester): 56 hours

5. Strategic Alignment

5.1 Strategic Fit

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

Strategic Vision

Goal 1: Future-Focused

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

The proposed BCS supports DC's goal of attracting a diverse range of students by offering flexible degree pathways for both direct-entry students and OCD or OCAD graduates. The program responds to workforce demands in high-growth areas such as artificial intelligence, cybersecurity, and cloud computing through applied, industry-aligned curriculum and experiential learning opportunities. By combining accessible pathways, work-integrated learning, and industry partnerships, the BCS strengthens the college's program mix while preparing graduates with the skills needed for evolving technology-driven careers.

Objective 1.2: We will drive excellence in teaching and learning by leveraging emerging technologies and industry trends to develop durable skills for a complex world.

The curriculum of the proposed BCS embraces emerging technologies and industry trends that will develop graduates' durable skills to support their transition into a complex world of work. Artificial intelligence is woven throughout the program, ensuring students are equipped with the ability to adapt to emerging business roles that require a new suite of technical skills.

Goal 2: Sustainable

Objective 2.1: We will seek innovative solutions to support our financial health

New programming has been identified as an important element in growing DC's domestic student demographic and enhancing the financial health of the institution. The proposed program supports DC in seizing the opportunity to grow its offerings by leveraging institutional expertise in computer science, artificial intelligence, and cybersecurity and remains competitive with other institutions.

5.2 Fit with Existing Ontario College and University Programs

Post-secondary programs in Computer Science are offered in both the CAAT and university systems in Ontario. While four-year honours bachelor's degrees in computer science are common in the university system, three-year bachelor's degrees are less available, opening the door for such offerings from CAATs, creating opportunity for students who may not otherwise have access to an undergraduate degree. Currently, consent has been granted for three related three-year bachelor's degrees within the CAAT system. Many CAATs also offer related credentials including OCADs and four-year honours bachelor's degrees.

The proposed three-year BCS degree focuses on applied skills and strategic problem solving relevant to the information technology (IT) industry, in contrast to the emphasis on basic research more typically found in university degrees. The WIL opportunity supports the applied learning experience for the student, exposing them to current trends and challenges in industry. In comparison to the OCAD, the BCS includes degree-level areas of focus in disciplinary research, artificial intelligence, and cybersecurity themes.

The proposed BCS program serves as an additional, but not mandatory, educational pathway for those students interested in developing additional skills in the field of computer science. It ensures that graduates are equipped with the competencies necessary to be immediately effective in the ever changing and evolving world of IT, without necessitating additional advanced degrees for entry-level positions, expanding the opportunities available to graduates. The program meets industry needs for credentialed professionals while offering an accelerated path to employment.

The proposed BCS degree program has been benchmarked against similar offerings within the CAAT system to ensure the alignment of curriculum, competencies developed, and credential awarded. Credential requirements are on par with similar programs within the CAAT system, ensuring a balanced, comparable level of education.

6. Labour Demand and Graduate Employment Possibilities

It is expected that the proposed three-year BCS degree will be a beneficial addition to DC's program offerings because the environmental scan has revealed expected labour shortages for the selected occupational group. This will position BCS graduates favourably for successful graduate and career outcomes.

6.1 Labour Market Analysis and Employment Projections

Available data confirms diverse employment opportunities across multiple sectors, with a concentration of roles in urban regions and predominance of small-scale employers. The proposed BCS program fills an identified gap in computer programming professionals.

DC's Office of Research Services, Innovation and Entrepreneurship (ORSIE) conducted a labour market scan, reviewing relevant National Occupational Classification (NOC) codes identified by the program team:

- NOC 21230/2171 – Computer systems developers and programmers
- NOC 21232/2171 – Software developers and programmers
- NOC 21221/2174 – Business systems specialists
- NOC 21222/2174 – Information systems specialists

Computer systems developers and programmers - 21230 / 2171

Computer systems developers and programmers write, modify, integrate and test computer code for software applications, data processing applications, operating systems-level software and communications software. They are employed in computer software development firms, information technology consulting firms, and in information technology units throughout the public and private sectors.

Software developers and programmers - 21232 / 2171

Software developers and programmers design, write, and test code for new systems and software to ensure efficiency. They create the foundations for operative systems and run diagnostic programs to certify effectiveness. They are employed in computer software, computer and video game development firms, information technology consulting firms, and in information technology units throughout the public and private sectors.

Business systems specialists - 21221 / 2174

Business systems specialists perform detailed system tests, produce reports and develop new system architectures. They must also identify the strategic objectives of a company and translate these objectives into achievable tasks for an organization's information technology department. They are employed in information technology consulting firms and in information technology units throughout the public and private sectors.

Information systems specialists - 21222 / 2174

Information systems specialists analyze, test and assess systems requirements, develop and implement information systems development plans, policies and procedures, and provide advice on a wide range of information systems issues. They are employed in information technology consulting firms and in information technology units throughout the public and private sectors, or they may be self-employed.

The available data confirms diverse employment opportunities across multiple sectors, with a concentration of roles in urban centers such as Toronto, York, Peel, and Durham. Most employers in Durham are small, with the majority having fewer than five employees.

From 2014-23, this occupational grouping expanded 117 per cent locally, 74 per cent provincially, and 67 per cent nationally. By 2031, it is projected to grow an

additional 14 per cent locally, 11 per cent provincially, and 12 per cent nationally. Median hourly wages are also robust (\$41.63 and \$48.42 depending on NOC code and region), suggesting that employers value the skills that graduates of this program will bring. Further, depending on NOC code, between 59 per cent and 77 per cent of current workers in this occupational grouping have a minimum of a three-year Bachelor's degree, suggesting that introducing a degree in this area will enhance student employability. Overall, graduates of the BCS are expected to transition into the workforce with favourable job prospects.

This table presents the general employment requirements for each NOC.

Employment Requirements
21230 - Computer systems developers and programmers
A bachelor's degree or college diploma program in computer science, computer engineering or in another discipline with a significant programming component.
Specialization in programming for engineering and scientific applications requires specific post-secondary study or experience.
21232 - Software developers and programmers
A bachelor's degree in computer science or software engineering or in another discipline with a significant programming component or completion of a college program in computer science or related field is usually required.
Experience as a computer programmer is usually required.
21221 - Business systems specialists
A bachelor's degree in computer science, business administration, information systems or a related discipline or completion of a college program in computer science is usually required.
Certification or training may be required by some employers.
21222 - Information systems specialists
A bachelor's degree in computer science, computer systems engineering, software engineering, business administration or a related discipline or completion of a college program in computer science is usually required.
Experience as a computer programmer is usually required.
Certification or training provided by software vendors may be required by some employers.
A professional certification such as Certified Information Systems Auditor (CISA), Certified Information Security Manager (CISM), Certified Internal Auditor (CIA) or another related information technology (IT) designation.

Source: Statistics Canada, [National Occupational Classification \(NOC\) 2021 Version 1.0, Elements CSV](#), retrieved June 24, 2024.

National Outlook

Employment and Social Development Canada (ESDC) use the models of the Canadian Occupational Projection System (COPS) and the National Occupational Classification (NOC, 2021 version) to develop projections on the number of job openings and job seekers for 293 occupational groupings at the national level. The projections allow for identification of occupations that may face labour shortage or labour surplus conditions over the 2022-2031 period. The projections for the identified NOCs and their respective groupings are as follows:

Information systems analysts and consultants (NOC 2171, 2021v):

Shortage - Forty-eight per cent of job openings are expected to come from expansion, and 42 per cent are expected to come from retirements.¹

Computer programmers and interactive media developers (NOC 2174, 2021v):

Shortage - Majority of job openings will come from business expansion.²

National Employment Projections

The following table presents projected labour demand at the national level, as well as the sources of demand. Just over half of the job openings are expected to be the result of expansion.

2022-2031 Job Openings – National									
NOC Code	Expansion Demand		Retirements		Other Replacement Demand		Emigration		Projected Job Openings
	Count	Share	Count	Share	Count	Share	Count	Share	Total
Information systems analysts and consultants (2171)	69,500	48%	59,700	42%	7,700	5%	6,800	5%	143,700
Computer programmers and interactive media developers (2174)	45,900	57%	25,400	32%	4,000	5%	5,200	6%	80,500
Total	115,400	51%	85,100	38%	11,700	5%	12,000	5%	224,200

Source: Canadian Occupational Projection System (COPS) - [Occupational Projection Summaries](#), retrieved July, 2023.

¹ COPS Occupational Projection Summaries, [Information systems analysts and consultants \(2171\)](#) - retrieved July, 2023.

² COPS Occupational Projection Summaries, [Computer programmers and interactive media developers \(2174\)](#) - retrieved July, 2023.

The following table presents the projected labour supply at the national level and information on job seekers. Most of the labour supply is expected to come from “school leavers” (Canadian Occupational Projection System).

2022-2031 Job Seekers – National							
NOC Code	School Leavers		Immigration		Other		Projected Job Seekers
	Count	Share	Count	Share	Count	Share	Total
Information systems analysts and consultants (2171)	104,700	66%	47,700	30%	5,400	3%	157,800
Computer programmers and interactive media developers (2174)	93,800	104%	32,900	37%	-36,900	-41%	89,900
Total	198,500	80%	80,600	33%	-31,500	-13%	247,700

Source: Canadian Occupational Projection System (COPS) - [Occupational Projection Summaries](#), retrieved July, 2023.

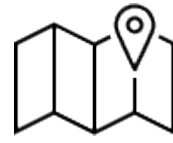
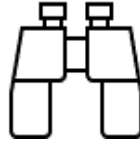
The following table represents the job growth outlook at the national level based on Lightcast data. In 2023, approximately 488,733 people were working in this occupational group nationally. By 2031, the number of jobs is expected to grow by 12 per cent.

National Employment Outlook						
NOC Code	2014 Jobs	2023 Jobs	2031 Projected Jobs	Projected Change in Jobs	% Change	Median Hourly Wage* (2023)
21221 - Business systems specialists	8,579	31,255	36,415	5,161	17%	\$43.87
21222 - Information systems specialists	148,171	239,563	272,821	33,258	14%	\$45.41
21230 - Computer systems developers and programmers	61,247	70,674	75,536	4,862	7%	\$43.72
21232 - Software developers and programmers	75,067	147,241	160,333	13,092	9%	\$46.28
Total	293,064	488,733	545,105	56,373	12%	

Source: Lightcast™, Occupation Table, retrieved July 3, 2024. * - Median hourly wage is based on the wages of employees and does not include the income of self-employed individuals

Provincial Outlook

According to the Ministry of Labour, Immigration, Training and Skills Development (MLITSD), Ontario, the provincial labour market outlook (2024-2028) reflects good opportunities in each of the NOC areas:³



NOC	Job Outlook	Median Income	Top Location
21230 - Computer systems developers and programmers	Good	\$87,000	Toronto (54%)
21232 - Software developers and programmers	Good	\$95,000	Toronto (61%)
21221 - Business systems specialists	Good	\$87,000	Toronto (68%)
21222 - Information systems specialists	Good	\$92,000	Toronto (67%)

Provincial Occupational Employment Trends

The following are provincial occupational employment trends that have been reported by the Federal Job Bank.⁴

21230 – Computer systems Developers and Programmers

- Approximately 31,050 people work in this occupation.
- Computer systems developers and programmers mainly work in the following sectors:
 - Computer systems design services: 35 per cent
 - Federal government public administration: 12 per cent
 - Monetary Authorities - central bank and securities, commodity contracts and other intermediation and related activities: 12 per cent
 - Information and cultural industries: 5 per cent
- Twelve per cent of computer systems developers and programmers are self-employed compared to an average of 15 per cent for all occupations.

³ Ontario Ministry of Labour, Immigration, Training and Skills Development, [Ontario Job Profiles](#). Retrieved August 14, 2024.

⁴ Employment and Social Development Canada. Job Bank. [Job Outlook Reports](#). Retrieved August 14, 2024

21323 – Software developer and programmers

- Approximately 68,650 people work in this occupation.
- Software developers and programmers mainly work in the following sectors:
 - Computer systems design services: 54 per cent
 - Monetary Authorities - central bank and securities, commodity contracts and other intermediation and related activities: nine per cent
 - Information and cultural industries: nine per cent
- Eleven per cent of software developers and programmers are self-employed compared to an average of 15 per cent for all occupations.

21221 – Business systems specialists

- Approximately 16,500 people work in this occupation.
- Business systems specialists mainly work in the following sectors:
 - Computer systems design services: 27 per cent.
 - Monetary Authorities - central bank and securities, commodity contracts and other intermediation and related activities: 20 per cent.
 - Insurance Carriers and related activities: six per cent.
 - Information and cultural industries: six per cent.
 - Other professional, scientific and technical services: five per cent.
- Twelve per cent of business systems specialists are self-employed compared to an average of 15 per cent for all occupations.

21222 – Information systems specialists

- Approximately 114,000 people work in this occupation.
- Information systems specialists mainly work in the following sectors:
 - Computer systems design services: 41 per cent
 - Monetary Authorities - central bank and securities, commodity contracts and other intermediation and related activities: 13 per cent
 - Federal government public administration: six per cent
- Seventeen per cent of information systems specialists are self-employed compared to an average of 15 per cent for all occupations.

Educational Attainment

The following table indicates the highest level of educational attainment for individuals employed in each area (per NOC). It demonstrates that close to half of all individuals have achieved at least a three-year bachelor's degree, supporting DC's proposal to offer the BCS degree:

Highest Educational Attainment by NOC				
Education	Computer systems developers and programmers	Software developers and programmers	Business systems specialists	Information systems specialists
No certificate, diploma or degree	0%	0%	0%	0%
Secondary (high) school diploma or equivalency certificate	11%	9%	7%	7%
Apprenticeship or trades certificate or diploma	1%	0%	0%	1%
College, CEGEP or other non-university certificate or diploma	25%	10%	14%	18%
Bachelor's degree	43%	51%	46%	45%
Degree in medicine, dentistry, veterinary medicine or optometry	0%	0%	0%	0%
Master's degree	14%	22%	24%	21%

Source: Ontario Ministry of Labour, Immigration, Training and Skills Development, [Ontario Job Profiles](#). Retrieved August 14, 2024.

The following table presents the median income, by educational attainment, of full-time workers employed for a full year, based on MLITSD data. Note that the Ontario Job Profiles data bank does not currently provide median employment income according to the various educational attainment.

Median Employment Income by Education Level					
Educational attainment	Computer systems developers and programmers	Software developers and programmers	Business systems specialists	Information systems specialists	All occupations
Total - Highest certificate, diploma or degree	\$87,000	\$95,000	\$87,000	\$92,000	\$55,121

Source: Ontario Ministry of Labour, Immigration, Training and Skills Development, [Ontario Job Profiles](#). Retrieved August 14, 2024.

The table below presents the occupation group, employment level at the time of census (2022), projected job openings (2024-2028), and current unemployment rate for each field at the provincial level.

Provincial Employment Information and Projected Change in Employment				
Measure	Information systems specialists	Software developers and programmers	Business systems specialists	Computer systems developers and programmers
Employment level in 2022	86,400	58,000	20,400	19,600
Projected change in job openings (2024-2028)	16,500	9,400	3,300	3,600
Unemployment rate	3.3%	4.1%	3.7%	3.7%

Source: Ontario Ministry of Labour, Immigration, Training and Skills Development, [Ontario Job Profiles](#). Retrieved August 14, 2024.

The table below presents the share of new jobs and replacement jobs anticipated in the expected job growth in the province from 2024 to 2028. Majority of the job openings related to *Software developers and programmers* (NOC – 21232) are expected to come from industry expansion.

Projected Job Openings – Provincial, 2024-28		
Occupation	New jobs	Replacement jobs
All occupations	38%	62%
21230 - Computer systems developers and programmers	43%	57%
21232 - Software developers and programmers	59%	41%
21221 - Business systems specialists	49%	51%
21222 - Information systems specialists	48%	52%

Source: Ontario Ministry of Labour, Immigration, Training and Skills Development, [Ontario Job Profiles](#). Retrieved August 14, 2024.

This table presents the job growth outlook percentage of change, and median wage at the provincial level until 2031.

In 2023, approximately 236,975 people were working in this occupational group in Ontario. By 2031, the number of jobs is expected to grow by 11 per cent.

Provincial Employment Outlook						
NOC	2014 Jobs	2023 Jobs	2031 Projected Jobs	Projected Change in Jobs	% Change	Median Hourly Wage* (2023)
21221 - Business systems specialists	3,722	16,509	19,252	2,743	17%	\$43.27
21222 - Information systems specialists	68,442	118,296	133,134	14,838	13%	\$45.67
21230 - Computer systems developers and programmers	28,875	30,455	31,559	1,104	4%	\$46.15
21232 - Software developers and programmers	34,967	71,715	78,870	7,155	10%	\$46.77
Total	136,006	236,975	262,815	25,840	11%	

Regional Outlook

Related roles are most concentrated in *Professional, scientific and technical services*, followed by *Finance and insurance*. Key employing industries, as defined by NAICS codes 5415 (Computer systems design) and 5112 (Software publishers), are heavily represented in urban centers such as Toronto, York, Peel, and Durham.

The following tables display the sectors in which the relevant occupations are employed, as well as the approximate distribution.

21230 – Computer systems developers and programmers	21232 – Software developers and programmers
36% Professional, scientific and technical services	55% Professional, scientific and technical services
18% Public administration	12% Information and cultural industries
14% Finance and insurance	11% Finance and insurance
7% Information and cultural industries	5% Public administration
6% Manufacturing	4% Manufacturing
21221 – Business systems specialists	21222 – Information systems specialists

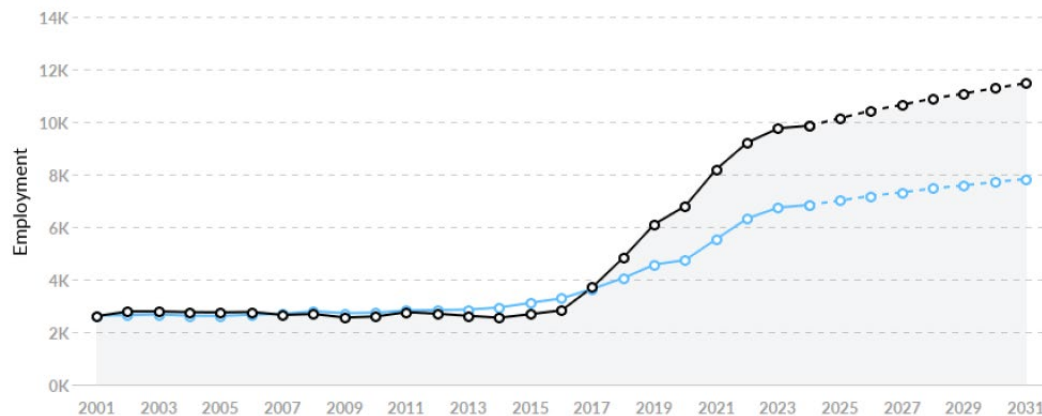
31%	Professional, scientific and technical services
25%	Finance and insurance
10%	Public administration
7%	Information and cultural industries
4%	Manufacturing

44%	Professional, scientific and technical services
14%	Finance and insurance
12%	Public administration
6%	Information and cultural industries
4%	Health care and social assistance

Source: Ontario Job Profiles <https://www.services.labour.gov.on.ca/labourmarket>, accessed June 2025.

Durham Region is a hotspot for this sector, with most employers having fewer than five employees. The national average for a geographic area similar to Durham Region is 6,838 employees⁵; however, there are currently 9,856 in Durham. Annual earnings in Durham Region are slightly higher than the \$96,624 national median salary for the occupations mentioned above is, at \$97,399.

The following figure demonstrates a higher-than-average supply and projected growth of related jobs in the Durham region.



Region	2024 Jobs	2029 Jobs	Change	% Change
● Durham (in Ontario)	9,856	11,083	1,227	12.4%
● National Average	6,838	7,584	746	10.9%

Source: Labour Force Survey, Lightcast Analyst 2024.3, accessed June 2025.

⁵ National average values are derived by taking the national value for our occupations and scaling it down to account for the difference in overall workforce size between the nation and Durham (in Ontario). In other words, the values represent the national average adjusted for region size.

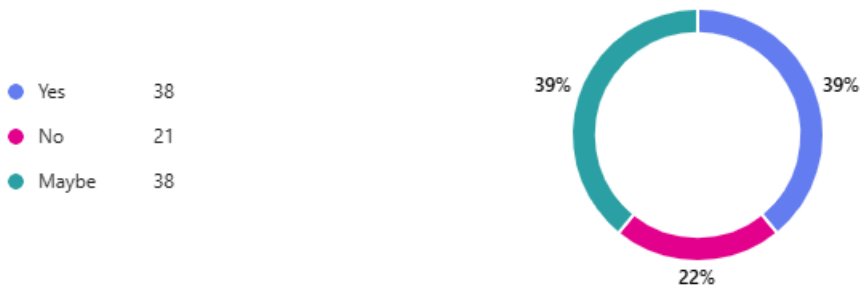
7. Student Interest

Current Student Interest at DC

A survey was conducted in winter 2026 to measure interest in the proposed BCS from DC students enrolled across eight program clusters: Computer Programming, Computer Programming and Analysis, Computer Systems Technician, Computer Systems Technology, Cybersecurity, Artificial Intelligence, Applied Data Analytics, and Artificial Intelligence-Honours Bachelor). A total of 97 students responded to the survey. Respondents included students enrolled in Ontario College Graduate Certificates (OCGC), OCADs, OCDs, and the Honours Bachelor of Artificial Intelligence four-year degree.

Overall, respondents indicated an interest in pursuing a three-year bachelor's degree in computer science at DC. Of the 97 survey respondents, approximately 39 per cent of students (n=38) expressed explicit interest, with 39 per cent of students (n=38) indicating that they may be interested.

Of those noting interest in the BCS, 32 per cent of respondents (n=30) indicated they would be interested in transitioning into a three-year bachelor's degree immediately, while 37 per cent of respondents (n=36) noted they would be interested in starting within three years following graduation.

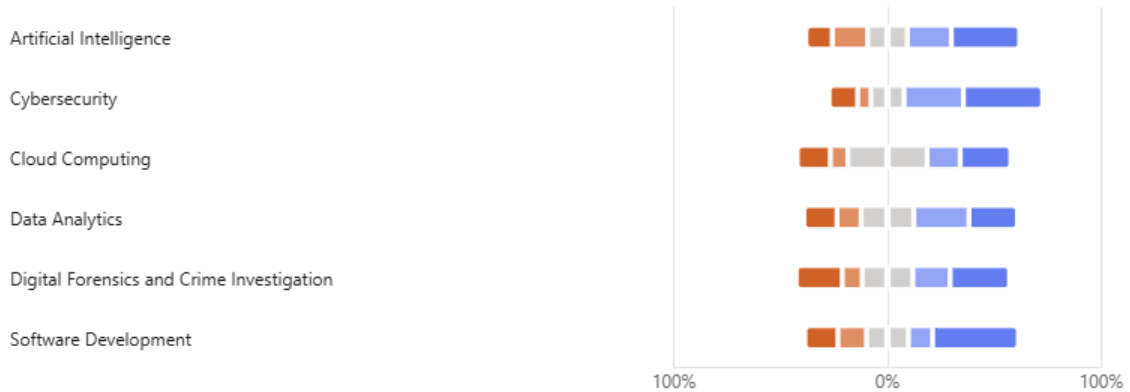


Respondents also indicated that a BCS with specializations would best suit their goals, with 58 per cent (n=56) expressing interest in this option. Of the six specialization options provided to the respondents, the two with the greatest interest were Artificial Intelligence at 52.6 per cent and Cybersecurity at 64.9 per cent.

8. Please rate your interest level in the following specializations in a Bachelor of Computer Science degree. (1 = Not Interested, 5 = Extremely Interested)

[More details](#)

● 1 ● 2 ● 3 ● 4 ● 5



This strong endorsement highlights the value of a three-year BCS degree with the option for specialization in cybersecurity or artificial intelligence in the final year, providing students the flexibility to choose their focus, preparing graduates for success in roles across the IT sector.

8. Analysis of Competition

Currently in the CAAT system, consent has been granted for only three three-year bachelor’s degrees in computer science.

The proposed three-year BCS degree program has been designed to meet industry needs, align with comparable programs, and complement related programs across the Ontario post-secondary system. The CAAT collaborative approach to the development of this program ensures alignment between related programs offered provincially, enabling student mobility through the opportunity for the recognition of prior learning. DC’s proposed program leverages unique computer science elective options in artificial intelligence and cybersecurity, that differentiate the program and lean into institutional strengths, providing employers with graduates who possess broader knowledge, skillsets, and career-readiness to make meaningful and lasting contributions within the evolving IT industry.

The proposed program has been benchmarked against similar offerings within the Ontario College system to ensure alignment in terms of curriculum, competencies developed, and the credential awarded. Credential requirements are on par with similar programs within the Ontario College system, ensuring a balanced, comparable level of education.

The proposed BCS program offers an applied program of study that supports the development of the knowledge and skills to design, implement, and deploy robust software solutions across a variety of platforms.

9. Target Market

The target market for this program includes direct entry students, both domestic and international, as well as graduates from OCD and OCAD programs in disciplines such as:

- Computer Programming
- Computer Programming and Analysis
- Computer Systems Technician
- Computer Systems Technology
- Cloud and Information Technology Systems

10. Operating Revenue and Expenses

The following tables summarize the net contribution for the proposed BSC program.

Student Enrolment	2027-28 Projection	2028-29 Projection	2029-30 Projection	2030-31 Projection	2031-32 Projection	2032-33 Projection	2033-34 Projection	2034-35 Projection	2035-36 Projection
Projected enrolment (Semester 1 Intake, Year 1)	25	30	30	35	35	35	35	35	35
Projected enrolment (Semester 1 Intake, Year 2)	-	25	29	29	33	33	33	33	33
Projected enrolment (Semester 1 Intake, Year 3)	-	-	24	28	28	31	31	31	31
Total Enrolment	25	55	83	92	96	99	99	99	99

Net Contribution	2027-28 Projection	2028-29 Projection	2029-30 Projection	2030-31 Projection	2031-32 Projection	2032-33 Projection	2033-34 Projection	2034-35 Projection	2035-36 Projection
Total Revenue for Program	\$254,364	\$565,849	\$860,944	\$963,395	\$1,017,049	\$1,069,717	\$1,082,235	\$1,094,952	\$1,107,967
Total Direct Program Expenses	\$243,569	\$387,302	\$520,924	\$536,573	\$552,698	\$569,319	\$591,451	\$609,260	\$632,619
Net Surplus (Deficit) for Year - \$	\$10,795	\$178,547	\$340,020	\$426,823	\$464,351	\$500,399	\$490,784	\$485,692	\$475,348
Accumulated Surplus / (Deficit)	\$10,795	\$189,342	\$529,363	\$956,185	\$1,420,536	\$1,920,935	\$2,411,719	\$2,897,412	\$3,372,759
Net Surplus (Deficit) for Year - %	4%	32%	39%	44%	46%	47%	45%	44%	43%

Net Contribution	2027-28 Projection	2028-29 Projection	2029-30 Projection	2030-31 Projection	2031-32 Projection	2032-33 Projection	2033-34 Projection	2034-35 Projection	2035-36 Projection
Target Net Surplus	N/A	Breakeven	35%	35%	35%	35%	35%	35%	35%
Capital Requirement	\$8,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Revenue	2027-28 Projection	2028-29 Projection	2029-30 Projection	2030-31 Projection	2031-32 Projection	2032-33 Projection	2033-34 Projection	2034-35 Projection	2035-36 Projection
Funding Unit Generated (estimated weight – 0.968)	24.2	53.2	80.1	88.6	92.5	96.2	96.2	96.2	96.2
Grant Value per Funding Unit	\$4,620	\$4,620	\$4,620	\$4,620	\$4,620	\$4,620	\$4,620	\$4,620	\$4,620
Tuition Fee for 2 Semesters (\$6,336) – Net of TSA	\$5,702	\$5,816	\$5,932	\$6,051	\$6,172	\$6,295	\$6,421	\$6,549	\$6,680
Grant Revenue	\$111,804	\$245,969	\$370,071	\$409,426	\$427,315	\$444,309	\$444,309	\$444,309	\$444,309
Tuition Revenue	\$142,560	\$319,880	\$490,873	\$553,969	\$589,735	\$625,408	\$637,926	\$650,643	\$663,658
Incidental Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$240,054	\$533,784	\$811,791	\$907,916	\$958,000	\$1,007,127	\$1,018,353	\$1,029,878	\$1,041,601

Expense Summary	2027-28 Projection	2028-29 Projection	2029-30 Projection	2030-31 Projection	2031-32 Projection	2032-33 Projection	2033-34 Projection	2034-35 Projection	2035-36 Projection
Co-ordinator premium	\$7,105	\$7,105	\$7,105	\$7,105	\$7,105	\$7,105	\$7,105	\$7,105	\$7,105
FT Faculty*	93,877	139,668	199,187	205,163	211,318	217,657	224,187	230,913	237,840
PT Faculty	60,480	129,780	256,653	275,367	283,628	356,407	367,099	378,112	389,456

Expense Summary	2027-28 Projection	2028-29 Projection	2029-30 Projection	2030-31 Projection	2031-32 Projection	2032-33 Projection	2033-34 Projection	2034-35 Projection	2035-36 Projection
Faculty Clerical Support (Placement/Student Advisor/Co-op)	36,450	81,185	122,215	125,881	129,658	133,548	137,554	141,681	145,931
Classroom Support technicians	21,778	22,432	23,104	23,798	24,512	25,247	26,004	26,784	27,588
Commons'/Library Support Technicians	0	0	0	0	0	0	0	0	0
Total Academic Salaries	20,185	20,993	21,832	22,706	23,614	24,558	25,541	26,562	27,625
Employee Benefits FT Faculty	26,760	38,895	54,667	56,251	57,882	59,562	61,292	63,075	64,910
Employee Benefits FT Support	13,218	20,745	21,433	22,145	22,881	23,641	24,428	25,241	26,082
Employee Benefits PT	6,379	14,207	21,388	22,029	22,690	23,371	24,072	24,794	25,538
Professional Development	2,816	4,190	5,976	6,155	6,340	6,530	6,726	6,927	7,135
Instructional Costs – Operating	10,000	10,300	15,609	16,077	16,560	17,056	22,568	23,245	28,942
Instructional Costs – Library	5,000	5,150	5,305	5,464	5,628	5,796	5,970	6,149	6,334
Total Expense	243,569	387,302	520,924	536,573	552,698	569,319	591,451	609,260	632,619
Net Contribution (assumption - tuition increases 2% annually)	2027-28 Projection	2028-29 Projection	2029-30 Projection	2030-31 Projection	2031-32 Projection	2032-33 Projection	2033-34 Projection	2034-35 Projection	2035-36 Projection

Total Revenue for Program	\$254,364	\$565,849	\$860,944	\$963,395	\$1,017,049	\$1,069,717	\$1,082,235	\$1,094,952	\$1,107,967
Total Direct Program Expenses	243,569	387,302	520,924	536,573	552,698	569,319	591,451	609,260	632,619
Net Surplus (Deficit) for Year - \$	\$10,795	\$178,547	\$340,020	\$426,823	\$464,351	\$500,399	\$490,784	\$485,692	\$475,348
Accumulated Surplus / (Deficit)	\$10,795	\$189,342	\$529,363	\$956,185	\$1,420,536	\$1,920,935	\$2,411,719	\$2,897,412	\$3,372,759
Net Surplus (Deficit) for Year - %	4%	32%	39%	44%	46%	47%	45%	44%	43%
Target Net Surplus	N/A	Breakeven	35%	35%	35%	35%	35%	35%	35%
Capital Requirement	\$8,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0



PUBLIC REPORT OF THE AUDIT AND FINANCE COMMITTEE

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

BACKGROUND

The Audit and Finance Committee met via videoconference on May 25, 2026.

SUMMARY

1. 2026-2027 Operating Budget and Cash Flow Projection

The Committee received a report from the Vice President, Corporate Services and Chief Financial Officer regarding the 2026–2027 Operating Budget and Cash Flow Projection. The proposed budget presents a planned surplus of approximately \$21M, reflecting a continued focus on long-term financial sustainability. The budget projects total revenues of \$260M and expenses of \$239M, supported by a significant \$35M increase in operating grants, modest tuition increases, and controlled expenditure growth. The Vice President, Corporate Services and Chief Financial Officer, emphasized that achieving a surplus budget represents a significant shift, positioning the College more strongly for long-term planning and reserve building.

The Vice President, Corporate Services and Chief Financial Officer reported that the budget is based on projected fall 2026 enrolment of 11,372 full-time students. The overall projected decrease of full-time post-secondary students over the three semesters is 11%, largely due to continued decreases in international enrolment and prior program intake suspensions affecting domestic flow-through. While international enrolment is expected to decline significantly, modest growth is anticipated in domestic enrolment and priority program areas, alongside the introduction of six new programs.

Additionally, financial assumptions include a 2% increase in domestic tuition, increases in salaries driven by collective agreements, and continued cost management measures. Cash flow projections indicate sufficient liquidity to fund operations, support capital investments, and continue reducing debt without external financing. Multi-year projections show continued surpluses, with domestic enrolment gradually increasing and international enrolment stabilizing over time, supporting improved financial health and sustainability.

Committee members expressed strong support for the budget and posed several questions related to key assumptions and risks. Discussion focused on the conservatism of international enrolment projections, with the Vice President, Corporate Services and Chief Financial Officer confirming a cautious enrolment-management approach supported by ongoing monitoring and current indicators. Members also inquired about domestic enrolment trends, including the potential impact of OSAP changes and implications for receivables and credit risk, as well as the composition and aging of receivables and impairment practices. Additional questions addressed increased IT-related spending, alignment of the budget with the College's multi-year strategic vision, and recent changes to tuition payment methods, including the transition away from direct credit card payments to third-party platforms for cost savings. The Committee also explored broader sector dynamics, including differences in international student approval rates, and asked about potential risks to achieving the budget, with management identifying enrolment as the primary uncertainty but noting no other material risks.

It is recommended that the following resolution be passed.

RESOLVED:

That based on Report FIN-2026-13:

- 1. The 2026-2027 Operating Budget with a surplus of \$21,008,395, be approved; and**
- 2. That this report be released publicly with the operating budget to be reviewed and approved by the Durham College Board of Governors during its public session on June 10, 2026; and**
- 3. That the approved 2026-2027 Operating Budget be submitted to the Ministry of Colleges, Universities, Research Excellence and Security by the deadline.**

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

Report Number: BOG-2026-56

To: Board of Governors

From: Dr. Elaine Popp, President

Date of Report: June 1, 2026

Date of Meeting: June 10, 2026

Subject: 2026-2027 Business Plan

1. Purpose

The purpose of this report is to introduce the new 2026-2027 Business Plan.

2. Recommendation

It is recommended to the Durham College Board of Governors:

That based on Report BOG-2026-56, the 2026-2027 Business Plan be approved.

3. Background

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

The Business Plan allows DC to plan its operations for the fiscal year (April 1 to March 31) within the framework outlined in its 2025-2030 Strategic Vision and in its purpose, values, goals and objectives. The Business Plan identifies to the campus community, public and provincial government the operational outcomes that DC intends to achieve in the fiscal year. The Ministry of Colleges, Universities, Research Excellence and Security (MCURES) uses the information provided in college business plans for government planning and policy-making purposes.

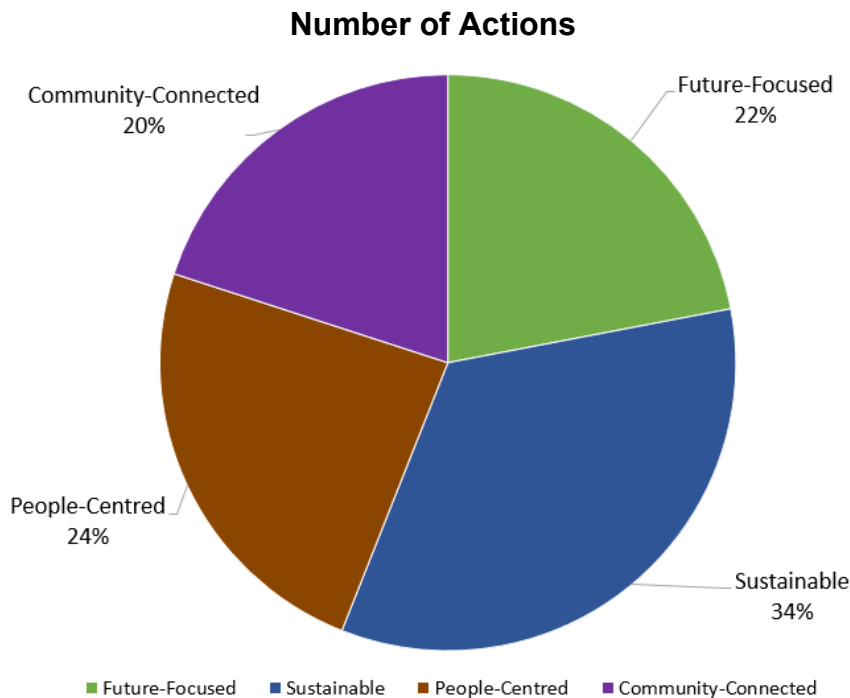
The plan was developed with input, direction, review and guidance from the Executive Leadership Team, and it represents all departments and Faculties.

4. Discussion/Options

This is the second Business Plan developed under the 2025-2030 Strategic Vision. As such, the goals and objectives from the Strategic Vision are embedded within the Business Plan. This approach connects actions undertaken by DC to the goals of its Strategic Vision.

The accompanying 2026-2027 Business Plan Scorecard describes actions that the college will undertake to help achieve these goals.

Goal	Number of actions
Future-Focused	22
Sustainable	34
People-Centred	24
Community-Connected	20
Total	100



5. Financial/Human Resource Implications

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

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

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

Additionally, other actions aim to enhance shared service areas, which will mutually benefit Ontario Tech.

8. Relationship to the Strategic Vision/Business Plan

The 2026-2027 Business Plan supports the 2025-2030 Strategic Vision. It identifies enabling actions that contribute toward the achievement of the goals and objectives outlined in the plan. The goals are:

Goal 1

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

Goal 2

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

Goal 3

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

Goal 4

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



2026-2027 Business Plan Scorecard

Beginning April 1, 2026, ending March 31, 2027

Our Purpose: Transforming lives, building careers and enriching communities.

Our Values: Collaboration • Diversity and Inclusion • Excellence • Innovation • Integrity • Respect • Social Responsibility

On Track – enabling action will complete successfully in the timeline noted in the Business Plan.
Delay – enabling action is not expected to be completed by the timeline noted in the Business Plan. Mitigation strategies have not yet resolved this delay.
Complete – all elements of committed enabling action have been achieved.
Partially complete – one or more element(s) of committed enabling action will not be completed in the timeframe covered by the Business Plan. Rationale provided.
Incomplete – enabling action will not be completed in the timeframe covered by the Business Plan. Rationale provided.
Cancelled – activities have ceased, and the enabling action has been cancelled. Rationale provided.

Objective	#	Enabling Action	Measure	Completion Date (drop-down)	Status (drop-down)	Update 1 (BOG fall mtg date TBC)	Update 2 (BOG winter mtg date TBC)	Update 3 (BOG spring mtg date TBC)	Magnitude / Impact (drop-down)	Responsible - Primary (drop-down)
GOAL 1: Future-focused - Be the first and best choice as a globally recognized leader in delivering the innovative lifelong learning that students, communities, and industries need most.										
1.1 We will attract a diverse range of students by offering a comprehensive program mix that anticipates and fulfills workforce needs.	i.	Develop and execute targeted domestic recruitment strategies for priority segments: direct, non-direct, military-connected, informed by market insights and performance data, with clear targets and weekly progress tracking and reporting through to March 31, 2027.	Expand off-campus recruitment in priority domestic markets through school visits, fairs, and outreach activities, increasing activity to 625 engagements, an 18.6 per cent year-over-year increase. Enhance on-campus recruitment experiences through optimized tours, events, and dual credit opportunities in SMA-aligned program areas including science, skilled trades, health, and engineering, increasing activity to 170 engagements, a 31 per cent year-over-year increase. Strengthen non-direct recruitment strategies through expanded community partnerships across Durham Region and surrounding catchment areas, including Centennial and Fleming, driving a 3.5 per cent increase in non-direct applications and increasing partnership activity from 44 to 61 engagements, a 38 per cent year-over-year increase. Develop and implement a Military Connected College recruitment strategy, including targeted engagement, communications, and lead tracking, with goals of generating more than 110 military-connected leads and converting 22 to applicants.	March 2027	On Track				College-wide and Community	Vice President, People, Communications, and Enrolment
	ii.	Expand our marketing strategy to build reputation, while growing in targeted areas to drive brand awareness and applications to full-time programs.	Lead the development and implementation of a data-driven marketing strategy targeting high-ROI geographic markets, leveraging competitor program cancellations to grow Durham College's market share. Implement targeted campaigns in key competitor catchments to increase applications in these areas by 3 per cent from 6,815 to 7,019 for the January, May, and September 2027 intakes, representing 204 net new applications. Reporting for the January intake will be completed by March 2027. May and September will carry through to September 2027.	March 2027	On Track				College-wide and Community	Vice President, People, Communications, and Enrolment
	iii.	Coordinate Canadian Armed Forces (CAF) accreditation preparation for selected programs by aligning curriculum, documentation, and quality assurance processes with CAF requirements.	Confirm list of priority programs pursuing CAF accreditation. Complete and submit required CAF accreditation document for at least five programs.	December 2026	On Track				College-wide and Community	Vice President, Academic and Students
	iv.	Launch new programs that meet labour market demands and student and community expectations.	Launch five new programs in Fall 2026: Bachelor of Business Administration - Human Resources Management (3-year degree) Bachelor of Cybersecurity (3-year degree) Bachelor of Construction Management (3-year degree) Cloud and Information Technology Systems (Ontario College Diploma) Leadership for Sustainable Development (Local College Certificate)	September 2026	On Track				College-wide and Community	Vice President, Academic and Students

	v.	The Access and Support Centre (ASC) will diversify and add ASC Transition events for incoming students in support of the college's enrolment and student retention goals.	Partner with Academic Upgrading to add an event encouraging incoming students to take their summer math and literacy programs. Host 30 students at a non-direct/mature learner transition event for students seeking academic accommodations. Host a transition session in late August for all students with exceptionalities who are planning to start their studies in September.	March 2027	On Track			College-wide and Community	Vice President, Academic and Students
	vi.	Explore opportunities to offer Non-Destructive Evaluation (NDE) courses to support upskilling in the nuclear industry.	Assess viability and enrolment interest to launch three NDE courses, available to industry.	March 2027	On Track			College-wide and Community	Vice President, Academic and Students
	vii.	Achieve the new domestic enrolment budget targets.	Achieve at least 100 per cent of the new (semester 1) domestic student budget target for each of the three 2026-2027 intakes: Spring 2026: 571 Fall 2026: 5,385 Winter 2027: 1,364 Total 2026-2027: 7,320	February 2027	On Track			College-wide	Associate Vice President, Enrolment and International Education
1.2 We will drive excellence in teaching and learning by leveraging emerging technologies and industry trends to develop durable skills for a complex world.	i.	Develop and launch the Generative AI: Pedagogy and Practice micro-credential to support faculty and academic leaders in integrating GenAI into evidence-informed teaching and assessment.	Develop curriculum and resources. Launch the micro-credential in Fall 2026. Ensure at least eight faculty and/or academic administrators complete the modules.	March 2027	On Track			College-wide	Vice President, Academic and Students
	ii.	Conduct an audit on the curriculum of the programs that may lead to a career in the nuclear sector.	Develop a framework to assess curriculum against employer expectations. Complete a gap analysis based on framework and assessment. Map six priority programs to nuclear competencies.	March 2027	On Track			College-wide and Community	Vice President, Academic and Students
	iii.	Launch the Course Progress Dashboard widget in DC Connect to provide students and academic leaders with timely course status information that supports retention and early academic intervention.	Embed the widget in all DC Connect academic courses for Fall 2026. Launch student-facing and faculty-facing resources that support action based on dashboard data. Expand the widget to include specific views for academic leadership.	March 2027	On Track			College-wide	Vice President, Academic and Students
1.3 We will expand high-impact experiential learning and career connections through applied research, academic partnerships, work-integrated learning and global experiences.	i.	Continue the exploration and start development of co-operative education in degree programs to align with student expectations and Postsecondary Education Quality Assessment Board (PEQAB) requirements.	Develop a framework, strategy, and resources to support co-op planning for upcoming degree programs.	March 2027	On Track			College-wide and Community	Vice President, Academic and Students
	ii.	Prepare for and operationalize four new programs with co-operative education: Architectural Technology, Biotechnology Advanced, Chemical Engineering Technology, Mechanical Engineering Technology - Non-Destructive Evaluation.	Complete program research related to associated labour markets as well as student demographics. Create guidelines and templates to develop knowledge about new program labour markets, student skill sets for work terms, and local companies of interest.	March 2027	On Track			College-wide and Community	Vice President, Academic and Students
1.4 We will enhance student success by providing outstanding services and optimal learning spaces.	i.	Strengthen coordination between the Campus Health and Wellness Centre (CHWC) and DC's academic faculties by enhancing communication.	Deliver targeted education on Entry Immunization Form (EIF) requirements by hosting four to six faculty/student education sessions per term. Track the number and percentage of students delayed or unable to start placement due to incomplete EIF to establish a baseline number for improvements going forward.	January 2027	On Track			College-wide and Community	Vice President, Corporate Services and Chief Financial Officer

ii.	Develop and implement a coordinated, student-centred marketing and communications strategy that aligns the end-to-end student journey across Marketing, Recruitment, Admissions, and Enrolment, while refining program messaging, digital experiences, and targeted conversion strategies to improve usability, support decision-making, and drive enrolment outcomes.	Complete mapping and analysis of the end-to-end student journey across Marketing, Recruitment, Admissions, and Enrolment, identifying key gaps, drop-off points, and improvement opportunities. Implement at least two coordinated process or conversion improvements, including enhanced application and admissions communications. Launch a shared performance dashboard and monthly reporting process to monitor applications, conversion, and enrolment performance. Review and update priority webpages and digital content, including the creation of eight short-format videos, to improve messaging clarity, engagement, and conversion outcomes.	March 2027	On Track				College-wide	Vice President, People, Communications, and Enrolment
iii.	Implement the proactive initiatives and tailored interventions developed through the Retention Working group and Faculty Task Force that foster full-time student success and engagement, ensuring increased retention.	Unify all non-academic student communications. Enhance service visibility for faculty and students to cultivate a more connected and inclusive campus environment. Establish clear and flexible internal pathways that empower students to make informed decisions. Improve ease of access to real-time data and establish clearly defined program retention benchmarks. Pilot the Retention Faculty Toolkit to support improved program-level retention. Identify and share success metrics and perform ongoing tracking to measure success.	March 2027	On Track				College-wide	Vice President, Academic and Students
iv.	Implement Phase 2 of Durham College's Military-Connected College (MCC) initiative by publishing and operationalizing a scalable support framework, launching a military-connected college website, enabling early self-identification, expanding staff/faculty capability, strengthening external partnerships, and creating clear academic pathways for military-connected learners.	Develop a Military Connected Learner (MCL) support framework. Establish the DC MCC landing page to showcase the supports and services available at DC for MCL. Develop MCL Marketing and Recruitment Plan with marketing assets. Activate a self-identification mechanism with defined data fields and reporting in place. Complete PLAR processes for recognizing credits based on DP level. Pilot the MCL orientation workshop at least once, and support the launch of a student-led MCL club through DCSA.	March 2027	On Track				College-wide and Community	Associate Vice President, Enrolment and International Education
v.	Execute a phased enterprise migration of all academic lab, faculty, and staff Windows endpoints to Windows 11, ensuring alignment with modern security standards and hardware compatibility.	Achieve 100 per cent migration of all eligible Windows-based endpoints (academic labs, staff, and faculty) to Windows 11 by March 2027. Endpoints directly managed by academic faculties and incompatible for upgraded to Windows 11 (manufacturing/industry-specific instruments) will be documented by ITS in an Exception Registry with active risk-mitigation plans in place.	March 2027	On Track				College-wide	Vice President, Strategic Infrastructure and Campus Safety
vi.	Increase capacity of Wi-Fi services in teaching and learning spaces.	Replace and upgrade all Access Points (APs).	March 2027	On Track				College-wide	Vice President, Strategic Infrastructure and Campus Safety

	vii.	Improve reliability of Banner services. All Banner services will function faster, translating to improved user performance and decreased wait times for both students and employees.	Replace Banner hardware. Replace Internet Small Computer System Interface (iSCSI) switches. Upgrade connectivity to the Storage Area Network (SAN).	March 2027	On Track			College-wide	Vice President, Strategic Infrastructure and Campus Safety
1.5 We will activate and celebrate our alumni network as ambassadors and mentors.	i.	Increase alumni engagement across existing and new channels and initiatives.	Increase the DC Connect app members by 14 per cent, to 14,000. Increase the DC Alumni Marketplace membership by 15 per cent to 95. Develop a framework to launch a DC Alumni podcast and record a minimum of ten episodes.	March 2027	On Track			College-wide and Community	Vice President, Corporate Services and Chief Financial Officer
	ii.	Celebrate and amplify alumni stories to demonstrate shared pride and build community through social media and digital channels.	Produce eight new alumni content features (one per Faculty). Create two pieces of content highlighting how alumni connected to the college to strengthen career outcomes for students.	March 2027	On Track			College-wide and Community	Vice President, Corporate Services and Chief Financial Officer
	iii.	Launch and operate a DC International Alumni Network that supports international alumni success and creates structured opportunities for alumni to mentor students, engage with campus, and contribute to Durham College.	Establish the DC International Alumni Network framework and enroll ≥40 international alumni in the network. Deliver at least one annual flagship International Alumni Talk event with ≥30 alumni participants and ≥5 alumni panellists. Publish ≥6 International Alumni Spotlight profiles, distributed across DC web + social + recruitment channels and inclusion in ≥3 recruitment collateral placements (e.g. agent newsletters, marketing toolkits).	March 2027	On Track			College-wide and Community	Associate Vice President, Enrolment and International Education

GOAL 2: SUSTAINABLE - Be intentional and align our efforts to adapt, thrive and achieve our ambitions and ensure long-term sustainability.

2.1 We will seek innovative solutions to support our financial health.	i.	Increase the cash inflows from student receivables.	Reduce the student accounts receivable balance by 2 per cent year over year, measured as outstanding accounts receivable as a percentage of total tuition revenue.	March 2027	On Track			College-wide	Vice President, Corporate Services and Chief Financial Officer
	ii.	Increase the efficiency and utilization of the campus Print Shop by reducing manual processes through automation, improving workflow, and expanding revenue opportunities.	Completion of a feasibility assessment for a virtual storefront and online ordering system. Implementation of Phase 1: Print Shop service enhancements, including workflow and invoicing process improvements. Implementation of Phase 2: the development of standardized marketing materials and expanded online service offerings. Reduce administrative processing time related to invoicing and billing by 25 per cent. Increase external Print Shop revenue by 5 per cent over the prior year.	March 2027	On Track			College-wide	Vice President, Corporate Services and Chief Financial Officer
	iii.	Increase the profitability of the Campus Store.	Increase e-commerce revenue by 10 per cent through enhanced website functionality, targeted promotions, and expanded online customer engagement. Reduce inventory shrinkage by 1 per cent in Oshawa and 2 per cent in Whitby compared to prior year results.	March 2027	On Track			College-wide	Vice President, Corporate Services and Chief Financial Officer
	iv.	Enhance the financial and operational sustainability of the Campus Health and Wellness Centre (CHWC).	Increase the revenues generated from billable/fee-for-service activities by 10 per cent.	March 2027	On Track			College-wide	Vice President, Corporate Services and Chief Financial Officer
	v.	Launch the Equipped fundraising campaign.	Execute campaign launch event.	June 2026	On Track			College-wide and Community	Vice President, Corporate Services and Chief Financial Officer

	vi.	Complete a comprehensive review of the Athletics and Recreation portfolio comparing operating models across similar-sized colleges, including ancillary fees, analyze sport-by-sport costs, including varsity, extramural and club sports, identify efficiencies in facility usage and explore revenue opportunities	Benchmark operating models and ancillary fee structures against 5 comparable colleges. Produce a sport-by-sport cost (varsity and competitive rec) analysis operating models and ancillary fee structures. Recommend 3-5 revenue-generating opportunities, each with projected ROI and implementation timelines.	March 2027	On Track			Department/Faculty	Vice President, Academic and Students
2.2 We will embed multi-year, pan-institutional planning into our work to respond to evolving challenges and opportunities.	i.	Establish and finalize an Enterprise Resource Planning (ERP) modernization plan, to ensure the system remains secure, scalable, and aligned with current business needs, enabling better decision-making, operational efficiency, and long-term competitiveness.	Deliver a comprehensive modernization plan to ELT for review and approval. Deliver a high-level project plan for the next two years (2027-2028 and 2028-2029) that includes objectives, resource requirements (for IT Services and business areas). Set-up a project governance structure. Communicate the updated ERP direction to employees.	January 2027	On Track			College-wide and Community	Vice President, Strategic Infrastructure and Campus Safety
	ii.	Connect Tableau to Banner Report Database to enhance reporting and support strategic decision making.	Define the requirements of the connection. Conduct a technical analysis. Establish initial Application Programming Interface (API) connection. Develop a testing dashboard.	March 2027	On Track			College-wide	Vice President, Academic and Students
	iii.	Develop and advance a Digital & AI Strategy that establishes a coordinated, responsible, and sustainable approach to digital modernization and AI adoption across the institution in alignment with the strategic vision and academic plan.	Deliver a Digital & AI Strategy for institutional consultation and ELT review. Identify a multi-year roadmap of priority digital modernization and AI opportunities. Communicate the Digital & AI Strategy direction and roadmap to employees.	September 2026	On Track			College-wide and Community	Vice President, Strategic Infrastructure and Campus Safety
2.3 We will continuously evaluate and refine processes to enhance the student experience and support our teams.	i.	Pilot a streamlined approach to identify efficiencies that reduce administrative burdens, and deliver a seamless experience for students and faculty and scale successful outcomes across all Faculties.	Implement service standards across two Faculties. Streamline and document a revised field placement process. Implement process improvements identified by the PAC Sub-Committee. Enhance a faculty FAQ and processes manual.	March 2027	On Track			Department/Faculty	Vice President, Academic and Students
	ii.	Enhance employee self-service functionality by enabling employees to securely update and manage their personal information.	Determine system configuration requirements and have approved plan for testing and validation. Have system testing and validation complete, and college communications drafted. Communications shared with college community and self-service functionality launched within Experience application.	March 2027	On Track			College-wide	Vice President, People, Communications, and Enrolment
	iii.	Advance a centralized, user-friendly Facilities service intake model through ARCHIBUS by standardizing priority request processes, reducing reliance on the IT Service Desk where appropriate, and enabling users to report selected issues directly at the point of need.	Priority Facilities intake processes documented and updated in ARCHIBUS; standardized intake forms implemented for selected services; QR-code reporting piloted or expanded for selected public-facing assets; baseline data captured to inform continued rollout beyond 2026/27.	March 2027	On Track			College-wide	Vice President, Strategic Infrastructure and Campus Safety
	iv.	Elevate the Service Desk experience by streamlining intake, scaling self-service, and leveraging data to proactively resolve recurring issues for the campus community.	Target a Customer Satisfaction (CSAT) score of $\geq 4.5/5.0$. Investigate and follow-up on all Customer Satisfaction surveys with Dissatisfied or Very Dis-Satisfied ratings. Maintain Mean Time to Recovery (MTTR) metrics with an overall annual flat or negative average slope.	March 2027	On Track			College-wide and Community	Vice President, Strategic Infrastructure and Campus Safety

	v.	Enhance Self-Service Portal for IT tickets / requests.	Implement Neurons. Deploy a more intuitive self-service experience. Introduce AI for IT Service Desk agents.	March 2027	On Track			College-wide	Vice President, Strategic Infrastructure and Campus Safety
	vi.	Implement a modern student payment solution that improves self serve payment experience and enables near real time posting to student accounts.	Reduce the time from payment submission to posting on the student account from 3-5 days to ≤ 15 minutes for ≥ 95 per cent of online payments, with exceptions (e.g., wire transfers/sponsor payments) posted within ≤ 1 business day.	March 2027	On Track			College-wide	Associate Vice President, Enrolment and International Education
	vii.	Investigate the feasibility of streamlining recognition for prior learning processes by expanding ONCAT supported equivalency work and introducing pre assessment of transfer credit at the point of admission.	Determine the feasibility and, if appropriate, develop an implementation plan for a pre assessment of transfer credits at the point of admission for students admitted to 202742 (Spring 2027 intake).	March 2027	On Track			College-wide	Associate Vice President, Enrolment and International Education
	viii.	Modernize and automate all current PDF-based Enrolment Services and Student Records forms by developing integrated digital workflows that streamline submission, routing, and processing, reducing manual work and improving the student and staff experience.	Convert 100 per cent of the six identified PDF forms into digital workflows: Domestic Withdrawal, Return to Full-time Studies, Program Transfer, Add/Drop, Grade Changes, Consent to Release.	March 2027	On Track			College-wide	Associate Vice President, Enrolment and International Education
	ix.	Modernize tuition and ancillary fees processes and external marketing for applicants/students to align with transparency guidelines within provincial Bill 33 legislation - Supporting Children and Students Act, 2025.	Update structure of fee tables and systems, related website pages: program pages, fee calculators. tuition and fees in time for 202643 (Fall 2026) intake.	June 2026	On Track			College-wide and Community	Associate Vice President, Enrolment and International Education
	x.	Implement an authenticated Case Management student support portal within Ellucian Experience.	Portal successfully launched and available to authenticated students. Establish a baseline for student case interactions conducted through the portal. Monitor email based case communications compared to baseline.	January 2027	On Track			College-wide	Associate Vice President, Enrolment and International Education
2.4 We will invest in innovative tools, resources, and infrastructure to ensure the future optimization of our programs, services, and work.	i.	Implement a standardized digital workflow to automate several Risk Management Forms, replacing manual and fragmented practices.	Convert the following forms for submission through the automated system: Contract Risk Assessment & Authorization Form (CARAF), On Campus Event Form, Off Campus & Field Trip Event Form.	January 2027	On Track			College-wide	Vice President, Corporate Services and Chief Financial Officer
	ii.	Implement mandatory in year forecasting at the end of Q2 and Q3 for all budget holders to strengthen financial oversight and improve early identification of risks and opportunities.	Improve the forecasting of year-end results to be within +/- 5 per cent.	March 2027	On Track			College-wide	Vice President, Corporate Services and Chief Financial Officer
	iii.	Further enhance and optimize the Accounts Payable and General Ledger integration between Bookware and Banner to strengthen data accuracy, streamline reconciliation processes, and improve the timeliness of financial reporting.	Develop two new reports to highlight financial performance to assist with increased forecasting accuracy.	March 2027	On Track			College-wide	Vice President, Corporate Services and Chief Financial Officer
	iv.	Strengthen applied research excellence by integrating client feedback into the design and delivery of search initiatives, ensuring relevance, impact, and continuous improvement across projects.	Administer 25 Client Impact Surveys upon conclusion of industry-led applied research projects.	March 2027	On Track			College-wide and Community	Vice President, Academic and Students
	v.	Improve operational visibility and data integrity within ARCHIBUS to support Facilities decision-making, performance tracking, contractor work management, and space data accuracy.	Mean Time To Repair (MTTR) baseline established for selected Facilities service types; ARCHIBUS reporting improved for response times, work order status, contractor work/cost visibility, and space data; future workflow and data priorities identified for continued implementation beyond 2026/27.	March 2027	On Track			Department/Faculty	Vice President, Strategic Infrastructure and Campus Safety

	vi.	Adopt and implement security policies for management of Windows IT assets used by Staff.	Deploy and configure Intune. 100 per cent of Windows devices will be enrolled in an endpoint management tool. Create a security baseline policy for Windows devices and begin implementation. Position Windows devices to align to best practice security policies.	March 2027	On Track			College-wide and Community	Vice President, Strategic Infrastructure and Campus Safety
	vii.	Improve end-user ability to report suspicious Cyber Security activity.	Install a KnowBe4 Phish Alert Button (PAB) in Outlook (client or web) to allow users to report suspicious messages with one click.	March 2027	On Track			College-wide and Community	Vice President, Strategic Infrastructure and Campus Safety
	viii.	Prepare DC to leverage a Software as a Service (SaaS) solution in the future by developing a plan to address customizations and integrations in Banner.	Conduct analysis on customizations and integrations and document the number and the business areas impacted. With impacted business areas, develop a documented approach to address customizations, including resource planning for 2027-2028 fiscal year.	March 2027	On Track			College-wide and Community	Vice President, Strategic Infrastructure and Campus Safety
	ix.	Implement the Infosilem ACADEMIC Scheduling (SAAS compatible) platform to support term-based academic scheduling and room bookings, replacing Timetabler, DCU, and SIS Transfer.	Implement and configure the system to schedule each academic term, develop and validate scheduling workflows, and create and deliver training materials for end users.	March 2027	On Track			College-wide	Associate Vice President, Enrolment and International Education
	x.	Assess the SAAS readiness of registrarial processes and system.	Core deliverables: Begin requirements documentation developed in conjunction with ITS . Completed inventory of systems/processes, and customizations. Customizations categorized under 4 'B's' - Boot (Remove the need), Baseline (Leverage what exists), Buy (SAAS*compliant), Build (SAAS*compliant).	March 2027	On Track			College-wide	Associate Vice President, Enrolment and International Education
	xi.	Enhance the RO chatbot by expanding its knowledge base, improving intent recognition, and implementing continuous training updates informed by performance analytics to ensure students receive accurate, timely, and helpful responses.	Increase the chatbot's helpful/assumed helpful response rate from 83 per cent to above 90 per cent. Measure incoming cases for downward trends in students needing assistance.	December 2026	On Track			College-wide and Community	Associate Vice President, Enrolment and International Education
2.5 We will integrate environmentally sustainable practices across all campuses and locations.	i.	Increase campus-wide sustainability engagement through expanded events and active participation.	Increase student membership on the Green Impact Team by 25 per cent. Improve on-campus engagement with the addition of two new sustainable events during the academic calendar.	March 2027	On Track			College-wide	Vice President, Corporate Services and Chief Financial Officer
	ii.	Coordinate and promote a nursing scrub donation drive by collecting gently used scrubs from students completing the program, reducing textile waste and supporting incoming learners.	Host a nursing scrub drive during National Nurses week to gather donations of gently used scrubs from students completing the Practical Nursing program.	September 2026	On Track			College-wide	Vice President, Academic and Students
	iii.	Develop partnerships through the Barrett Centre that strengthen resilient communities through sustainability with a focus on food security, waste reduction, and education.	Establish five new community/industry partnerships by March 2027 supporting sustainable priorities (i.e. food security, circular food systems, etc.) Divert or redistribute up to 2,500 kg of food annually through partnership-led initiatives, food waste mitigation strategies and/or donations. Engage 100 new learners per year in applied sustainability learning.	March 2027	On Track			College-wide and Community	Vice President, Academic and Students
	iv.	Advance sustainable grounds practices that support biodiversity, environmental stewardship, and long-term campus resilience.	Create a pollinator garden to support Bee Campus commitments. Develop integrated pest management indicators. Identify and prioritize, for a phased implementation, opportunities for future campus landscape sustainability opportunities.	March 2027	On Track			College-wide	Vice President, Strategic Infrastructure and Campus Safety

Goal 3: PEOPLE-CENTRED - Be an equity-driven and inclusive environment where everyone feels supported, can realize their full potential, and truly belongs.

3.1 We will nurture our organizational culture, where students, employees, alumni and partners feel welcomed, valued, respected, and part of our community.	i.	Community Employment Services will offer accessible and supportive workshop series for persons with disabilities, focused on reducing employment barriers and enhancing job readiness and retention.	Engage and support 45 persons with disabilities through targeted workshop programming aimed at enhancing employability, reducing barriers, and supporting long-term employment success.	March 2027	On Track			College-wide and Community	Vice President, Corporate Services and Chief Financial Officer
	ii.	Leverage data from the 2026 Canadian Campus Wellbeing Survey and Ministry-funded mental health initiatives (MHAP) to design and deliver targeted, evidence-based programming that responds to identified student needs.	Increase the early intervention/low-intensity service uptake by 15 per cent. Create four new programs/offerings aligned with top identified student needs. Increase participation rates in mental health and wellbeing programs/services by 20 per cent.	March 2027	On Track			College-wide and Community	Vice President, Corporate Services and Chief Financial Officer
	iii.	Increase opportunities for black youth by aligning research hub projects with Faculty outreach and community needs.	Social Impact Hub and the Faculty of Media, Art and Design will collaborate with the Children's Aid Society to host a program for vulnerable black youth. Plan and execute a six week program, two hours per week for up to 20 youth.	March 2027	On Track			College-wide and Community	Vice President, Academic and Students
	iv.	Enhance community engagement and improve varsity game experiences.	Launch an annual staff, faculty and retiree night at a varsity home game. Add more interactive in-game elements (contests, recognitions, halftime features) to elevate the fan experience. Support group attendance and campus-wide promotion. Collaborate with local organizations, schools and community groups to host events and create connections with programs/facilities. Track attendance and engagement metrics (game attendance, participation, social media interaction) to measure growth. Update durhamlords.com with a new provider.	March 2027	On Track			College-wide and Community	Vice President, Academic and Students
	v.	Collaborate on the development and launch of an institutional Equity, Diversity, and Inclusion (EDI) plan.	Review and renew the EDI committee. Establish a framework for the launch of the EDI plan.	March 2027	On Track			College-wide	Vice President, Academic and Students
	vi.	Enhance the employee orientation experience by introducing a new online orientation module and enhanced onboarding checklists.	Introduce new on-boarding checklists that are AODA compliant and streamlined. Introduce processes to increase legislated training compliance completion. Implement a new online orientation module on Brightspace. In collaboration with C+M, redesign Human Resources ICE page and launch to the college community.	March 2027	On Track			Department/Faculty	Vice President, People, Communications, and Enrolment
	vii.	Advancing Accessibility and Inclusion in the Built Environment: Advance a structured built environment accessibility program through the DC Accessibility Design Standard, five-year built environment reassessment, and improved maintenance and reporting processes for key accessibility-related assets.	DC Accessibility Design Standard finalized and built environment reassessment completed; priority accessibility-related assets incorporated into ARCHIBUS, planned maintenance, and QR-code reporting where appropriate; short- and long-term accessibility priorities identified to support operational improvements and future capital planning.	January 2027	On Track			College-wide	Vice President, Strategic Infrastructure and Campus Safety

	viii.	Develop and implement a coordinated, college-wide communication approach for current students that reduces message overload, improves clarity and consistency, and enhances student engagement and sense of belonging.	Conduct a comprehensive audit of all non-academic student communications to assess volume, timing, purpose, and channels used. Gather student feedback through a survey to identify communication challenges and preferences. Develop and implement a college-wide communication matrix defining appropriate channels for different message types. Create standardized templates and guidelines to ensure consistent, branded messaging across departments. Streamline the intake and coordination process for messages sent to all students. Begin the planning and development of a student newsletter as the central hub for institutional messaging, supported by other channels, for implementation during the next planning cycle.	March 2027	On Track				College-wide	Vice President, People, Communications, and Enrolment
	ix.	Integrate equity, diversity, inclusion (EDI), and accessibility considerations into IT service delivery, technology planning, and team practices to better support the needs of the campus community.	Support participation in EDI and accessibility learning opportunities across IT Services. Review hiring, onboarding, and team practices to promote equitable and inclusive approaches. Incorporate accessibility and inclusive design considerations into new technology implementations and major service changes by enhancing the IT project intake and governance processes.	December 2026	On Track				College-wide	Vice President, Strategic Infrastructure and Campus Safety
3.2 We will expand Indigenous-led programs and initiatives to better support students and employees in upholding Indigenous rights and continuing the journey toward reconciliation.	i.	Expand Indigenous-led programming through strengthened partnerships with local Nations, Knowledge Holders, and community organizations to ensure access to post-secondary education.	Establish three new or strengthened partnerships with local Indigenous communities, organizations and school boards. Host two introductory or exploratory meetings with local elementary and secondary school boards to discuss pathways for First Nations, Metis, and Inuit students into post-secondary education. Increase engagement and participation in outreach initiatives including workshop, community events, and collaborative programming by 10 per cent.	March 2027	On Track				College-wide and Community	Vice President, Academic and Students
	ii.	Expand on the Braiding Learning framework to facilitate the development of holistic, traditional and evidence-informed approaches to teaching and learning.	Develop and deliver a minimum of five new professional development sessions to both full-time and part-time faculty. Embed the framework into five programs.	March 2027	On Track				College-wide	Vice President, Academic and Students
3.3 We will review and enhance policies and practices to address inequities, deepen knowledge, and strengthen capacity to better support the needs of students and employees.	i.	Develop and implement a proactive ergonomics and musculoskeletal disorder (MSD) prevention initiative.	Complete 100 per cent of ergonomic requests using the standardized framework. Realize a 15 per cent reduction in repeat or escalated ergonomics-related concerns.	March 2027	On Track				College-wide	Vice President, Corporate Services and Chief Financial Officer
	ii.	Support the college's EDI Action Plan by advancing learning and celebration of equity-deserving communities through the evaluation of an intercultural awareness training program for employees, with a recommendation for next fiscal implementation.	Completion of a review of existing materials by January and submission of a finalized training recommendation by March 31, 2027.	March 2027	On Track				College-Wide	Vice President, People, Communications, and Enrolment
	iii.	Improve the student experience by creating a repository of robust Prior Learning Assessment and Recognition (PLAR) assessments that are accessible and transparent.	Support a minimum of 25 Subject Matter Experts (SMEs) to expand their pedagogical practice with evidence-based training on assessment and evaluation of prior learning. Develop 40 high-quality PLAR assessments.	March 2027	On Track				College-wide	Vice President, Academic and Students

	iv.	Centralize student accommodations processes through the Access and Support Centre, to include all protected grounds under the Ontario Human Rights Code (OHRC). Enhance and update ASC webpage by updating content and functionality.	Update all forms and online content to reflect accommodations beyond serving students with disabilities/exceptionalities. Enhance and update ASC webpage by updating content and functionality.	March 2027	On Track				College-wide	Vice President, Academic and Students
3.4 We will empower students and employees to reach their full potential by being leaders in skill development, career advancement, and lifelong learning.	i.	Coordinate DC's participation in Alberta Machine Intelligence Institute's (AMII) AI Workforce Readiness Consortium and Module 0 rollout.	Integrate Module 0 into DC Brightspace. Host one faculty training session. Embed Module 0 curriculum into diploma and degree-level Communications courses (COMM 1100 and COMM 11010), delivering AI literacy education to students from over 90 DC programs.	September 2026	On Track				College-wide	Vice President, Academic and Students
	ii.	Launch a new learning series for non-managers that encourages a leadership mindset within all levels of the college.	Develop a program for non-managers focused on building management competencies. Solicit feedback on program design and presenters from a selected group of senior managers, and obtain ELT approval. Launch pilot program with 20 participants. Evaluate the program through a final survey to assess experience and impact.	March 2027	On Track				Department/Faculty	Vice President, People, Communications, and Enrolment
	iii.	Cultivate a community of practice for the management development program graduates.	Facilitate up to 3 meetings during the 2026-27 academic year. Identify and facilitate one additional opportunity to build community of program graduates.	March 2027	On Track				Department/Faculty	Vice President, People, Communications, and Enrolment
	iv.	The Access and Support Centre (ASC) will enhance student capacity, confidence, and career readiness by educating students and employees and collaborating with internal departments to promote student success.	Deliver two self-advocacy workshops for ASC-registered students Host a community employment agency fair in collaboration with Student and Career Development, open to all DC students. Provide four training sessions for faculty in collaboration with the CTL, to support understanding of accommodation needs in alignment with the Ontario Human Rights Code (OHRC).	March 2027	On Track				College-wide and Community	Vice President, Academic and Students
	v.	Explore and prioritize new and enhanced academic pathway opportunities between Durham College and Ontario Tech University to support student success, progression, and credential completion.	Review existing pathways and identify duplication, gaps, and high-demand areas for new or revised pathways. Identify and propose at least two new or renewed strategic pathway opportunities for consideration in the 2027-28 academic year. Establish at least two new internal pathways that empower students to make informed decisions.	March 2027	On Track				College-wide	Vice President, Academic and Students
	vi.	Build institutional capacity to support military-connected learners by expanding employee training and awareness opportunities across academic and service departments.	Success will be measured by at least 150 employees completing the CAF 101 asynchronous training, at least 75 employees participating in in-person CAF 102 workshops, and delivery of four bespoke training sessions for specific teams that support military-connected learners.	March 2027	On Track				College-wide	Vice President, People, Communications, and Enrolment

3.5 We will retain and attract top talent and be an employer of choice.

i.	Enhance Employer of Choice DC Branding	Support the development of a clear Employee Value Proposition, informed by internal data and stakeholder input, and validated with ELT. Collaboratively develop and secure approval for an integrated employer brand, communications, social and marketing strategy, aligning HR and Communications and Marketing to position the institution as an employer of choice, with clear messaging, target audiences, and implementation roadmap. Strengthen employee recognition and visibility across channels through integrated storytelling across internal and external communications.	March 2027	On Track				College-wide and Community	Vice President, People, Communications, and Enrolment
ii.	Launch a streamlined, intuitive and accessible intranet (ICE) that enhances employees' access to the tools, resources and information needed to work effectively.	Design a new intuitive homepage and simplified information architecture. Build a new, separate site to fully embrace modernized SharePoint Online features. Consult with internal stakeholders to determine and support content transition. Implement communications rollout to employees. Launch new employee intranet.	February 2027	On Track				College-wide	Vice President, People, Communications, and Enrolment
iii.	Review recruitment process to identify accessibility barriers, and refine processes to support candidates in equitable opportunities participate in the process.	Identify and implement best practices for a barrier-free recruitment experience. Design an inclusive communications template to be shared with interview candidates which will include clear instructions on the interview logistics, accessible wayfinding and building navigation, and accommodations request process. Enhance the external website employment opportunities page to highlight DC's commitment to a barrier-free recruitment process.	March 2027	On Track				College-wide	Vice President, People, Communications, and Enrolment

GOAL 4: COMMUNITY CONNECTED - Be purposefully connected locally and globally to deepen our impact and drive social and economic progress.

4.1 We will enable economic and social development by establishing and nurturing relationships with industry, community organizations, donors, and government.

i.	Community Employment Services will establish and strengthen partnerships across North Durham to support and expand local access to employment services, enhance collaboration with community stakeholders, and support regional economic and social development.	Establish one new Memorandum of Understanding (MOU) with a community partner and renew three existing MOUs to support service delivery across North Durham.	March 2027	On Track				College-wide and Community	Vice President, Corporate Services and Chief Financial Officer
ii.	Strengthen strategic partnerships.	Review and formalize partnership agreements with Ontario Power Generation (OPG) and regional Chambers of Commerce/Boards of Trade.	March 2027	On Track				College-wide and Community	Vice President, Corporate Services and Chief Financial Officer
iii.	Build internal government relations (GR) capacity and coordination.	Develop and launch an official GR Strategy for DC. Create a clearance protocol to triage requests to and from government.	March 2027	On Track				College-wide and Community	President
iv.	Offer upskilling opportunities for workers displaced by tariffs and underrepresented groups.	Create a training plan to ensure participants have the skills and required safety training to enter the nuclear sector. Co-lead application process with Canadian Union of Skilled Workers (CUSW) to submit Skills-Advance Ontario (SAO) funding proposal.	March 2027	On Track				College-wide and Community	Vice President, Academic and Students

	v.	Support Canada's growing clean energy and nuclear workforce demands by actively participating on the Canadian Clean Energy Workforce (CCEW) Consortium.	Collaborate with CCEW Consortium members to develop a workplan. Present workplan to member institution's Presidents. Recommend to DC leadership at least one opportunity to collaborate with another member institution on a training or upskilling opportunity.	March 2027	On Track				College-wide and Community	Vice President, Academic and Students
	vi.	Corporate Training Services (CTS) will partner with Ontario Power Generation, Durham Employment and Newcomer Centre (DENC), and Professional and Part-time Learning (PPL) on a Skills Advance Ontario (SAO) submission to upskill unemployed workers seeking to become Nuclear Armed Security Officers.	Support DENC in submitting the SAO application as the primary applicant.	March 2027	On Track				College-wide and Community	Vice President, Academic and Students
4.2 We will enrich our communities by creating meaningful connections with our student and employee expertise and providing access to our facilities.	i.	Strengthen external communications by advancing a coordinated, audience-driven content approach that aligns with institutional priorities, reinforces brand positioning and marketing efforts, and delivers consistent, high-impact messaging across channels.	Launch a strategic content hub that organizes institutional content around key themes and priorities, shifting from a chronological to a feature-driven approach. Deliver a flagship corporate video that strengthens brand positioning and communicates the college's value and impact. Formalize and strengthen an integrated, cross-functional content model across C+M (communications, social, marketing) and partner teams (international, alumni, research) to support more consistent shared planning, content development, and coordinated amplification across channels. Leverage data and insights to continuously refine content strategy, channel mix, storytelling approaches, and media relations activities.	February 2027	On Track				College-wide and Community	Vice President, People, Communications, and Enrolment
	ii.	Deliver community based training and workshops in urban agriculture.	Implement the Leadership for Sustainable Development (LCC) program in collaboration with World Vision. Host five international World Vision participants and offer five scholarships to eligible DC graduates to participate. Launch the Urban Growers online program, offering community, schools and DC students the opportunity to increase their knowledge of urban agriculture.	March 2027	On Track				College-wide and Community	Vice President, Academic and Students
4.3 We will champion social responsibility by fostering a culture of community engagement and volunteerism.	i.	Community Employment Services will design and deliver targeted workshop series for newcomers and racialized individuals to address barriers to employment and support pathways to sustainable, long-term employment.	Engage and support 50 newcomer and racialized clients through targeted workshop programming focused on reducing barriers to employment and achieving sustainable employment outcomes.	March 2027	On Track				College-wide and Community	Vice President, Corporate Services and Chief Financial Officer
	ii.	Expand Community Engagement through volunteerism and event participation.	Increase opportunities for staff engagement through coordination of at least 3 volunteer opportunities for staff. Participate in a minimum of 25 community events.	March 2027	On Track				College-wide and Community	Vice President, Corporate Services and Chief Financial Officer
	iii.	Strengthen a culture of community engagement by using internal communications platforms to promote volunteer opportunities and recognize employees who contribute to our communities.	Develop and launch a dedicated ICE page to promote community volunteer opportunities, increase employee awareness and participation, and provide clear information on how to get involved. Write six profiles of employees engaged in volunteering and amplify them through ICE and DC Digest.	March 2027	On Track				College-wide and Community	Vice President, People, Communications, and Enrolment

4.4 We will pursue applied research opportunities that respond to the needs and issues that matter to industries and communities	i.	Identify and explore strategic opportunities to deliver cybersecurity services to the defence sector.	Ensure measures are in place to comply with requirements for applied research in sensitive technologies as related to the defence sector. Sign two memoranda of understanding with strategic partners. Attend two trade shows or information sessions that align cybersecurity services with the priorities of the defence sector. Hire one Senior Researcher to support defence projects.	March 2027	On Track			College-wide and Community	Vice President, Academic and Students
	ii.	Expand the capabilities of the Mixed Reality Capture (MRC) studio.	Support the facilities team to ensure reasonable construction progress of the MRC stage within this fiscal year (project completion stated for Fall 2027). Initiate the operations of MRC Studio as a Technology Access Centre (TAC) and meet the deliverables for year one, as stated in the TAC application. Partner with at least four unique companies on applied research projects supported by the MRC studio.	March 2027	On Track			Department/Faculty	Vice President, Academic and Students
	iii.	Complete DC's first Research Security plan, as required by the Ministry of Colleges, Universities, Research Excellence and Security (MCURES).	Complete and submit the plan to the Ministry.	December 2026	On Track			College-wide	Vice President, Academic and Students
	iv.	Strengthen community impact and innovation capacity by successfully executing and supporting College and Community Social Innovation Fund (CCSIF) projects: (1) Bridging the Gap, (2) Community-Based Exercise Intervention, (3) Raising Resilient Families, and (4) Transforming Early Childhood Education with Simulations.	Train eight students in research ethics best practices; qualitative, quantitative research data collection and analysis; build their community networks; enhance knowledge of vulnerable populations in Durham Region. Support engagement with 12 partner agencies. Mobilize knowledge created from project activities through four events.	March 2027	On Track			College-wide and Community	Vice President, Academic and Students
4.5 We will deepen our partnership with Ontario Tech University to elevate our competitive advantage as an educational hub of excellence.	i.	Collaborate with Ontario Tech to implement an integrated, campus-wide model for mental health and wellness services through the Campus Health and Wellness Centre (CHWC) that reduces silos, strengthens care coordination, and increases student access and engagement in health promotion and programming.	Create five new co-produced and facilitated programming across campus. Monitor employee satisfaction on a monthly basis and adjust processes as necessary to improve efficiencies and care coordination.	March 2027	On Track			College-wide and Community	Vice President, Corporate Services and Chief Financial Officer
	ii.	Expand shared Athletics facilities and Recreation programming with Ontario Tech University.	Collaborate with Ontario Tech on the planning/construction of the Campus Ice Centre expansion project. Expand competitive sport club programming. Co-host two to four additional extramural tournaments on campus. Increase student participation in joint intramural programming by 10 per cent.	March 2027	On Track			College-wide and Community	Vice President, Academic and Students

iii.	Strengthen Cyber Security maturity and resilience in accordance with Enhancing Digital Security and Trust Act, 2024 (Bill 194). In partnership with Ontario Tech University.	<p>Develop and implement a cyber security program with the following elements:</p> <p>Assign a primary and alternate cyber security contact;</p> <p>Complete cyber security maturity assessments every two years and report results to the Chief Information Security Officer of the Ministry of Public and Business Service Delivery and Procurement (MPBSPD); and</p> <p>Report critical cyber security incidents to the Chief Information Security Officer of MPBSPD.</p> <p>One to two maturity enhancements in each of: Vulnerability Management, Access Review, IT Services Backup Policy, Data Encryption Controls and Processes, Logging Requirements, Network Segmentation and Access Controls Capabilities, Incident Response Plan (IRP).</p>	March 2027	On Track				College-wide and Community	Vice President, Strategic Infrastructure and Campus Safety
iv.	Establish a new standardized, measurable, and consistently applied Work Description Document (WDD) framework that enables clear accountability, performance tracking, and operational alignment across shared services within I.T. and Facilities.	Complete WDDs.	March 2027	On Track				College-wide and Community	Vice President, Strategic Infrastructure and Campus Safety
v.	Formalize GR coordination with Ontario Tech.	Create and establish coordination and information sharing protocols with Ontario Tech University	March 2027	On Track				College-wide and Community	President

Report Number: BOG-2026-48

To: Board of Governors

From: Dr. Elaine Popp, President

Date of Report: June 1, 2026

Date of Meeting: June 10, 2026

Subject: 2025-2026 Durham College Annual Report

1. Purpose

The purpose of this report is to present the 2025-2026 Annual Report.

2. Recommendation

It is recommended to the Durham College Board of Governors:

That based on Report BOG-2026-48, the 2025-2026 Durham College annual report be approved.

3. Background

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

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

The annual report is also an opportunity to celebrate DC's successes over the past year by highlighting the exceptional work of our employees and students. Accomplishments are organized according to our goals as identified in the DC 2030 Strategic Vision.

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

4. Discussion/Options

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

5. Financial/Human Resource Implications

There are no financial or human resource implications.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

There are no implications for Ontario Tech University.

8. Relationship to the Strategic Vision and Business Plan

The 2025-2026 Annual Report provides a summary of what DC achieved over the past year, including progress on actions outlined in the 2025-2026 Business Plan as well as activities undertaken beyond it. The report's content is aligned with the DC 2030 Strategic Vision encompassing the purpose, goals, and values. The goals in the strategic vision are:

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.
2. **Sustainable** - Be intentional and align our efforts to adapt, thrive, and achieve our ambitions and ensure long-term sustainability.
3. **People-centred** - Be an equity-driven and inclusive environment where everyone feels supported, can realize their full potential, and truly belongs.
4. **Community-connected** - Be purposefully connected locally and globally to deepen our impact and drive social and economic progress.

Annual Report 2025-2026

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- **Future-Focused**
- **Sustainable**
- **People-Centred**
- **Community-Connected**

Updates from the College Advisory Council

Key Performance Indicator Reporting

Summary of Advertising/Marketing Complaints Received

Financials

MESSAGE FROM THE BOARD CHAIR

Durham College continues to move forward with clarity and purpose as it advances the priorities set out in its DC 2030 Strategic Vision. The year reflected in this annual report illustrates a college that is focused, responsive and committed to delivering meaningful outcomes for students, employees and the broader community.

This annual report highlights the progress achieved across the four goals of our Strategic Vision: future-focused, sustainable, people-centred, and community-connected. These goals provide a clear framework for decision making and ensure that the college remains aligned with the needs of learners, employers and the communities we serve, while strengthening the foundation required for long-term success.

The Board of Governors is proud of the dedication and leadership demonstrated across Durham College. Employees continued to deliver high-quality programs, advance innovation in teaching and learning, and foster environments where students feel supported and prepared to succeed. The impact of this work is evident in strong partnerships, relevant educational offerings, and the college's continued contribution to workforce development and community well-being.

As governors, our role is to provide oversight, stewardship, and guidance in support of the college's shared purpose and strategic vision. We are confident in the direction established through the Strategic Vision and encouraged by the momentum achieved in its first year. On behalf of the Board of Governors, thank you to our students, employees, partners, and supporters for your continued engagement and trust as we work together to build a strong and sustainable future for Durham College.

Sincerely,

Lisa Allen
Chair, Durham College Board of Governors

MESSAGE FROM THE PRESIDENT

This past year marked the beginning of an important new chapter for Durham College as we advanced the first year of our [DC 2030 Strategic Vision](#). Guided by our shared purpose of transforming lives, building careers and enriching communities, our students and employees demonstrated focus, resilience, and a deep commitment to success in a complex and evolving environment.

Through the successful delivery of our business plan, we have continued to strengthen the quality and relevance of our programs, expand experiential learning and applied research, and invest in the services, spaces and systems that support outstanding student and employee experiences. Like many post-secondary institutions, we operated amid ongoing financial pressures and uncertainty across the sector. Through careful planning, disciplined decision-making and strong collaboration, we remained focused on long-term sustainability while staying true to our purpose.

Throughout the year, our work remained centred on preparing learners with the skills, knowledge, and adaptability required to contribute meaningfully to the workforce and their communities. We strengthened partnerships with industry and community, supported innovation in teaching and learning, and advanced initiatives that reflect broader priorities around economic resilience, workforce development, and the responsible stewardship of public resources.

As the first year of our Strategic Vision comes to a close, I am proud of the progress we have made and the direction we are setting for the years ahead. This moment represents an important transition for Durham College as we begin to stabilize, reset and look forward to the future we want to build together. Across the college, I see teams strengthening our foundation, aligning our work to current realities, and sharpening our focus on areas of greatest impact. There is growing clarity in our priorities and renewed confidence in our ability to move forward with intention and purpose. This annual report reflects a year of meaningful momentum and demonstrates that we are well positioned to continue advancing our Strategic Vision, united by our shared commitment to the students and communities we serve, and by our belief that at Durham College, success truly matters.

Sincerely,

Dr. Elaine Popp
President, Durham College

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

Durham College Executive Leadership Team

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

Purpose

Values

Goals

By the Numbers *

- 145+ industry-driven full-time post-secondary programs
- 11 Apprenticeship programs
- 5 Honours Bachelor's degrees and 2 Bachelor's degrees
- 745+ pathways
- 2,478 employees
- 11,374 full-time post-secondary students
- 2,720 apprenticeship students
- 1,904 international students
- 16,000+ Professional and Part-Time Learning student registrations
- 120,000+ alumni
- 5 Applied Research Centres
- Top 50 Canadian Research College 12 times
- 86 industry projects completed with 91 external partners through Corporate Training Services
- \$913+ million economic impact on Durham Region

**** as of September 2025***

Future-Focused

Durham College (DC) is committed to being the first and best choice as a globally recognized leader in delivering innovative lifelong learning that students, communities, and industries need most. This year, the college strengthened partnerships, expanded industry-led programming, and celebrated the achievements of our students, alumni and employees – ensuring DC remains adaptive in a rapidly evolving world.

In Fall 2025, we launched seven new, forward-thinking programs, comprising two post-secondary programs, four Personal and Professional Learning (PPL) programs, and one apprenticeship. Among them, Interior Decorating and Electric Drive Vehicle Technician exceeded their projected enrolment targets at launch, helping to anticipate and meet workforce needs.

This commitment to workforce readiness was reflected at [Convocation 2025](#), where 4,858 graduates crossed the stage to receive their credentials – the largest graduating class in DC history. Among them were the [first cohorts from three industry-aligned programs](#) – Honours Bachelor of Artificial Intelligence, Clinical Bioinformatics, and Recreation Therapy – designed to respond to emerging industry needs. These graduates reflected DC's commitment to preparing learners through applied, industry-responsive education that supports innovation, strengthens healthcare and technology sectors, and expands career pathways in high-demand fields.

Through the Office of Research Services, Innovation and Entrepreneurship (ORSIE), DC reinforced its position as a leader in applied research, particularly in artificial intelligence (AI). Some initiatives included the development of the [AI G.U.I.D.E. Program](#), a [national partnership](#) with Northern Alberta Institute of Technology (NAIT) to advance AI literacy in Canada's energy sector, and the establishment of an eCampusOntario partnership – a national initiative to make foundational artificial intelligence skills more accessible to Canadians.

We also expanded our global reach through new collaborations and international learning opportunities. Academic partnerships with [Ayrshire College](#) and the [University of the Highlands and Islands](#) in Scotland advanced innovation in industry and renewable energy training, while [Faculty-led Classroom Abroad \(FLCA\) initiatives](#) provided students with immersive experiential learning opportunities in Costa Rica, Denmark, Italy, and Peru.

We also offered nine Collaborative Online International Learning projects across three faculties. Initiatives included a collaboration between the Faculty of Business and Information Technology and Tuelimike, a community-based organization in East Africa aimed to co-develop sustainable human resource systems, support social enterprise development, and foster student engagement through experiential learning. Another project brought together journalism, agriculture and data science students with the University of Johannesburg to collaboratively address the global issue of food security.

The impact of a DC education was reflected in the stories of students and alumni who turned their passions into meaningful careers and leadership opportunities. [Cale Crowe](#) built a career in the performing arts after studying Music Business Management, while [Griffin Yan](#), an Animal Care graduate, transitioned into wildlife care through hands-on experience at the Toronto Zoo. For [J. Sarah Armstrong](#), Paralegal studies shaped her professional direction and led to a career grounded in community connection.

The DC pride continued as we honoured the [2025 Alumni of Distinction recipients](#): Jeremy Burns (Penology and Youth, 2005 and Law and Security Administration, 2004), Aaron Dale (Police Foundations, 2005), Chris Cull (Heating, Ventilation and Air Conditioning Technician, 2007), Shawn Small (Sport Administration, 1998), and Paula Sojo (Video Production, 2024 and Photography, 2025). Jeremy Burns and Aaron Dale also [received the 2025 Premier's Award](#) as founders of the Military Veterans Wellness Program.

Student excellence earned national recognition and distinction through competitive and sector awards. DC Animation-Digital Production graduate [Daylan Belsey placed first in animation](#) at the Ubisoft Toronto NEXT Challenge, while DC Sport Management student [Abigail Ansell received the Colleges and Institutes Canada \(CICan\) Gold Award](#) for her leadership and commitment to social impact.

Together, these stories illustrate how experiential, future-focused learning at DC prepares graduates to adapt, lead, and thrive in evolving industries and communities.

Sustainable

Our sustainability goal focuses on being intentional in how we plan, invest, and operate so that Durham College (DC) can adapt and achieve its ambitions over the long term. This goal is about sustained strength, bringing together financial health, smart systems and infrastructure, and environmentally sustainable practices, all working together to support students, employees, and our communities.

Environmental and campus sustainability continues to gain momentum through efforts led by the Green Impact Team and supported by many other employees across the college. Activities focused on water conservation, waste reduction, food security, and conscious consumption are helping translate awareness into action. On Earth Day, more than 50 employees and students took part in the Great Global Clean-up and a City of Oshawa community clean-up, demonstrating how small actions can create a meaningful impact when people come together.

This year, DC received a new national designation as a [Bee City Campus](#), reinforcing our commitment to biodiversity and pollinator health on our campuses. From pollinator gardens to pesticide-free practices and education, this work reflects our broader responsibility to environmental stewardship.

Our Centre for Craft Brewing Innovation expanded into the [Centre for Craft Beverage Innovation \(CCBI\)](#) to support a wider range of beverage creators, including breweries, cideries, kombucha makers, wineries, and non-alcoholic drink producers and identify new streams of revenue. The CCBI continues to offer services, including recipe development, lab testing, product prototyping, process optimization, and business support, through programs such as the Productivity Booster Program, Product Innovator Program, and Farm Beverage Innovator Program.

We leveraged [funding from ONCAT](#) to strengthen access and mobility for learners. One initiative in partnership with Ontario Tech University builds pathway opportunities between the two institutions' Kinesiology and [Massage Therapy](#) programs. By developing new course materials, the pathway will reduce the time required to complete a second program — helping learners enter the labour market sooner. And a second initiative expands the functionality of a transfer credit database, designed to provide students with clearer information about post-secondary options.

Over the past two years, DC, like many across the sector, has experienced unprecedented financial pressure. Through disciplined decision-making, careful planning, and difficult choices, the college has strengthened its financial position. We are improving key financial health measures, rebuilding reserves, and positioning DC on a more stable footing to support multi-year planning and long-term investment.

Looking ahead, our focus under the sustainable goal remains closely aligned with our Strategic Vision itself. We will continue to seek innovative solutions that support our financial health while embedding multi-year, pan-institutional planning into how decisions are made across the college.

Together, these priorities ensure sustainability is not a single initiative, but a shared approach to how we plan, operate, and deliver on our purpose.

People-Centred

At Durham College (DC), being people-centred means creating an environment where students, employees, and alumni feel they belong, and where they have the support, opportunity, and encouragement to reach their full potential. This year, we deepened our commitment to equity, inclusion, and reconciliation, expanded access to education and career pathways, and recognized the achievements of learners and employees whose leadership is shaping healthier, more connected communities. These milestones reflect our ongoing work to build a college where everyone is welcomed, valued, and empowered to succeed.

Through [cultural programming, student supports, and Indigenous-led initiatives](#), we continued to advance reconciliation and Indigenous learning, fostering a more inclusive environment for Indigenous students and employees. From Elder-led teachings and the introduction of the Braiding Learning Framework to Indigenous-informed applied research training, opportunities to embed Indigenous perspectives across teaching, learning, and campus life were strengthened.

A [generous investment from The Joyce Family Foundation](#) helped expand access to education for students facing financial and socio-economic barriers. This funding strengthened student success by providing financial assistance, mentorship opportunities, and pathways to further studies and career development.

Recognition for advancing accessibility and inclusion came through [the Barrett Centre's work at the Ajax Urban Farm](#), which created welcoming learning spaces designed for individuals of all abilities. Through accessible design features and partnerships with community organizations, opportunities for hands-on learning, connection, and participation in sustainable agriculture programs across Durham Region were expanded.

We provided [networking, mentorship, and outreach opportunities to women](#) pursuing careers in the skilled trades, fostering connection and belonging. Through initiatives such as Women in Skilled Trades, Women on Site, and hands-on events for young women, students gained confidence, explored career pathways, and connected with peers and industry mentors.

We supported professionals in building confidence and leadership capacity in emerging technologies through [the AI G.U.I.D.E. Program](#), developed by the AI Hub at DC and the Council of Canadian Innovators. Designed for non-technical professionals across multiple sectors, the program expanded opportunities for lifelong learning, ethical AI literacy, and career development in an evolving workforce.

A professional development training program for new and aspiring managers launched in the fall with a first cohort of 12 participants and a second cohort of 16. The program included three in-person training days, three online modules, a capstone project and presentation to support employees' learning and growth.

Recognition received by faculty members in [Health Sciences](#), [Hospitality and Horticultural Science](#), and [Science and Engineering Technology](#) celebrated employee excellence and leadership. These achievements reflected our commitment to fostering a culture of lifelong learning, industry expertise, and hands-on education that prepares students for meaningful careers.

Additionally, DC continues to support the health and wellness of its campus community by offering a wide range of free fitness classes to all students and employees. From power yoga and pilates to spin classes, boot camps and more, the programming offers something for every fitness level and interest while encouraging an active and balanced lifestyle. DC also opened the FEMFLEX Studio, open to all women and women-identifying individuals.

DC Athletics also continued to expand its commitment to Parasport, creating more opportunities for inclusion, competition, and community engagement within the varsity landscape. Through initiatives involving sitting volleyball, adaptive sport programming, and partnerships connected to parasport development, DC has helped provide student-athletes and participants with meaningful opportunities to compete and grow in an inclusive environment.

These initiatives reflect DC's continued commitment to fostering a welcoming, inclusive, and people-centred community where everyone has the opportunity to learn, grow, and thrive.

Community-Connected

Durham College (DC) is proud of the positive difference we make in the communities we serve. While our campuses are based in Oshawa and Whitby, our influence extends throughout Durham Region and beyond. Through partnerships, strategic investments, and collaboration, we share our resources, facilities, and expertise to help drive meaningful change.

[We partnered with Lakeridge Health Foundation to host NightShift 2025](#), a public emergency medical simulation fundraiser. Using our state-of-the-art simulation labs, participants took part in fast-paced medical scenarios led by faculty, lab staff, and health-care professionals, while students volunteered behind the scenes for hands-on experience. The event raised funds for new equipment and local health-care training.

We welcomed our community onto our campuses through events such as the [Young Women in Science, Technology and Trades Conference](#) and the [FIRST Robotics Competition](#), introducing youth to STEM, skilled trades, and other innovation-focused fields.

We continued to help Ontario businesses protect and grow their ideas thanks to renewed funding for our [Intellectual Property \(IP\) Support Program](#). By partnering with Working with Intellectual Property Ontario, Conestoga College, and Sheridan College, we provide small and medium-sized businesses with advice on patents, trademarks, licensing, and commercialization strategies. Led by our Office of Research Services, Innovation and Entrepreneurship (ORSIE), the program helped dozens of companies over the past year.

These efforts contributed to DC being recognized as one of [Canada's Top 50 Research Colleges](#) by Research Infosource Inc. as well as being awarded the Gold Program Excellence Award for Applied Research and Innovation from Colleges and Institutes Canada.

We provided specialized [elevator rescue training for the Ajax Fire and Emergency Services](#). For two days, the Elevating Devices Shop at our Whitby campus — Canada's largest elevator shop space — was home to realistic emergency simulations that helped 18 first responders build skills in elevator evacuation, safety procedures, teamwork, and communication.

Alumni of Distinction recipient [Chris Cull launched the second season of his Surviving Addiction docuseries](#) with support from our Social Impact Hub, students, and faculty. Funded by the CAMH Foundation and Mitacs, the six-episode season shared real stories from people affected by addiction, including those in recovery, family members, and healthcare professionals. DC students in photography and video production helped film, edit, and produce the series alongside faculty mentors.

We launched our [new Mental Health for Healthcare Workers Certificate](#), an online program created to help healthcare and community service professionals strengthen their mental health care skills. Designed for workers such as nurses, personal support workers, social workers, and paramedics, the program focuses on compassionate, culturally responsive, and evidence-based care. Developed in partnership with Humber Polytechnic, it's delivered fully online and asynchronously to accommodate working professionals.

With funding from the College and Community Social Innovation Fund (CCSIF), our [Social Impact Hub completed the Raising Resilient Families research project](#), which aimed to improve support systems for

parents with cognitive challenges, including intellectual and developmental disabilities or brain injuries. The project focused on reducing stigma, strengthening families, and preventing unnecessary child welfare interventions. Researchers worked closely with parents, community organizations, and service providers across Durham Region to identify barriers and co-develop better supports.

During the holidays, [we were proud participants in Wrap for Hope](#), a volunteer holiday fundraising initiative supporting the Durham Children's Aid Foundation's Holiday Hope campaign. More than 50 DC employees volunteered at a gift-wrapping station at Oshawa Centre, helping wrap presents and encourage donations from shoppers.

[Our community raised nearly \\$80,000 for the Food Access Bursary](#), a fund that helps students facing food insecurity. Over the holiday season, donations came from students, employees, alumni, and partners, including strong support from the Durham College Student Association and the Durham College Alumni Association, to provide students with short-term financial support to help cover the cost of a holiday meal.

In partnership with Ontario Tech University, the Campus Master Plan was refreshed through a collaborative process that included consultations with external partners such as the Region of Durham and City of Oshawa, as well as input from DC and OTU students, employees, and leadership. The Plan reflects our shared commitment to academic excellence, student experience, research, sustainability, and community connection and is designed to guide future decisions about campus spaces and infrastructure, ensuring we continue to meet the evolving needs of both institutions, students and the community.

Through collaboration, innovation, and shared expertise, DC continued to strengthen communities, expand opportunities, and create meaningful impact across Durham Region and beyond.

College Advisory Council Update – 2025-2026

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

Topics included:

- An overview of Board of Governors' By-law No. 3.
- Recruitment initiatives, including marketing campaigns, promotional tactics and events, both on- and off-campus were shared by the Recruitment team, as well as opportunities for collaboration with faculty and employees.
- An overview of the Annual Program Review (APR) process, highlighting changes made to both APR and Comprehensive Program Review (CPR) processes, linkages between the processes, and long-term quality assurance goals.
- The General Arts and Science (GAS) retention initiative led by the Faculty of Liberal Studies, highlighting strategies the GAS program has implemented to ensure student success and retention. Retention strategies include the MEET 1000 initiative, which focuses on content and connection, leading to program completion.
- Student services including, Career Development, Student Academic Learning Services (SALS), Access and Support Centre (ASC), Athletics and Recreation, and the Campus Library provided updates and a summary of the services provided to students and staff.
- Regular updates regarding the new Academic Plan development process were highlighted, including opportunities to get involved and share input.
- The Durham College Student Association (DSCA) provided several updates.

Policies and procedures presented to the council:

- ACAD-133: Degree Breadth
- ACAD-122: Copyright
- ACAD-123: Academic Freedom
- ACAD-134: Commercialization
- ACAD-114: Students at Academic Risk
- ADMIN-213: Institutional Use of Artificial Intelligence
- Recognizing Days of Awareness

Comprehensive Program Review presentations:

- Culinary Skills and Management
- Cosmetic Techniques and Management
- Esthetician Spa Management
- Carpentry – Building Construction Technician and Co-op
- Practical Nursing
- Architectural Technology
- Office Administration

Key Performance Indicator Reporting

The most current, publicly available content for Key Performance Indicators is available [online](#).

Summary of Advertising/Marketing Complaints Received

DC has not received any advertising or marketing complaints for fiscal 2025-2026.

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-2026-57

To: Board of Governors

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

Date of Report: May 25, 2026

Date of Meeting: June 10, 2026

Subject: Performance Indicators (KPIs) – 2025/2026 Results

1. Purpose

To provide the Board of Governors with the results of annual and trending performance indicator data on the Graduate and Employer Outcomes (2024/25 administration), released May 2025. As well, to provide an update on the changes to the graduation rate methodology, anticipated changes to the Graduate Outcomes and Employer survey, and phasing out of KPIs.

2. Recommendation

This report is being presented for information only.

3. Background

Every year, Durham College (DC) participates in the Graduate Outcomes and Employer Survey (GOES) through Ministry of Colleges, Universities, Research, Experience and Security (MCURES) and their administration partner, Forum Research.

The GOES instrument recently underwent a revision to improve, shorten, and streamline the survey, reflecting the feedback from participants and colleges. It was anticipated that this revision would decrease the survey completion time by 33% and thereby have a positive impact on survey completion rates. This new design was implemented for the most recent administration (2024/25). The four key areas remain the same:

- Graduate Employment Rate,
- Graduate Satisfaction,
- Employer Satisfaction, and

-
- Graduation Rate (now being calculated by the ministry annually and includes those who graduated within a window of approximately twice the program length).

4. Discussion/Options

Each year, the results of the GOES survey are reviewed and compared with prior years and, where available, system level data.

There have been no new GOES data updates since last year's reporting. This is a result of the Ministry temporarily pausing data collection and not releasing system-level results following the 2022–23 administration cycle. Although data collection has since resumed, no new results have yet been shared with colleges for reporting purposes.

In a recent memo dated May 6, 2026, the Ministry indicated plans to streamline the College Graduate Outcomes Survey. Changes include removing the employer satisfaction component due to persistently low response rates and shortening the length of the graduate survey to focus on the most meaningful and policy-relevant outcomes used in core Ministry accountability processes (i.e. SMA).

Additionally, the methodology for calculating graduation rates has changed. Graduation rates are now calculated centrally by the Ministry using the College Graduation Rate Tool. This new system allows the Ministry to track students who transfer to another college as “retained,” whereas previously such students were classified as attrition when institutions calculated graduation rates independently.

With these changes, the ministry is phasing out the standalone KPI framework. Graduate outcomes reporting will instead be integrated into the SMA4 annual evaluation process to simplify engagement and support a more coherent, consistent approach to performance measurement and public reporting.

To date, the Ministry has provided each college with its respective graduation rates dating back to 2021–22 under the new methodology. However, system-level graduation rates using this revised approach have not yet been released at the time of this report.

Graduate Outcomes and Employer Survey (GOES)

		Durham College				System (less DC)			
Year		2025-26	2024-25	2023-24	2022-23	2025-26	2024-25	2023-24	2022-23
GOES	Reporting Year								
	Graduate Satisfaction	n/a	72.8 (n=1508)	76.9	75.0	n/a	n/a	n/a	76.8
	Graduate Employment	n/a	81.2 (n=951)	86.1	88.6	n/a	n/a	n/a	85.8
	Employer Satisfaction	n/a	96.3 (n=27)	85.7	95.0	n/a	n/a	n/a	91.8
	Graduation Rate	n/a	73.5	73.2	70.4	n/a	n/a	n/a	n/a

5. Financial/Human Resource Implications

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

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

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

8. Relationship to the Strategic Plan/Business Plan

Future-Focused

The GOES survey results provide important indicators of how effectively the College is preparing students with the skills, experiences, and outcomes required in a rapidly evolving labour market. The outcomes measure graduate employment and satisfaction. These metrics inform the College's ability to deliver innovative, career-focused education and support continuous improvement in teaching, learning, and program relevance.

Sustainable

The monitoring of trends over time—along with comparisons to system-level benchmarks—supports evidence-based decision-making and institutional accountability. In addition, recent Ministry changes, such as centralized graduation rate calculations through the College Graduation Rate Tool (CGRT), enhance consistency and transparency across the system, supporting the College's commitment to sustainable planning and performance management.

Community-Connected

GOES indicators, particularly graduate employment outcomes and employer satisfaction (where previously collected), reflect the College's connection to industry, employers, and the broader community. Although recent GOES data are unavailable, these measures remain key to understanding how effectively the College contributes to workforce development and economic growth. The Strategic Vision's emphasis on strong community and industry connections is further reinforced through ongoing monitoring of graduate outcomes and alignment with labour market needs.

Information Items

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



PRESIDENT'S UPDATE



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PRESIDENT'S OVERVIEW

This spring has been a period of strong momentum and meaningful progress across Durham College (DC). I continue to be energized by the work happening across our campuses, where we are seeing the impact of our efforts to deliver future-focused education, expand access, and prepare graduates for success in a rapidly evolving workforce. This progress has been shaped by strategic investments, strengthened partnerships, and active engagement with students, employees, alumni, our community, and government. At the same time, we are approaching this next phase with a clear focus on stabilizing, resetting, and refining our priorities to remain responsive and aligned with the needs of our students and partners.

We saw continued progress in strengthening workforce development through strategic partnerships and targeted government investment this term. In May, the province announced nearly \$1.3 million through the Apprenticeship Capital Grant program to enhance skilled trades training at DC. This funding will modernize learning environments, expand capacity, and further align programming with industry needs. Complementing this, DC joined four post-secondary partners to establish the Canadian Clean Energy Workforce Consortium, accelerating pathways in nuclear and renewable energy.

Engagements with government partners throughout the month further reinforced DC's role as a responsive, industry-aligned institution. During a Faculty of Health Sciences lab tour and showcase for the Honourable Nolan Quinn, Ontario Minister of Colleges, Universities, Research Excellence and Security, we demonstrated the strength of our applied healthcare training while underscoring the need for sustained infrastructure investment to support growth and local health system capacity. At a provincial announcement supporting additional seats in high-demand sectors, we highlighted DC's leadership in preparing graduates for healthcare, skilled trades, STEM, and clean energy, which are critical to Ontario's economic resilience.

We also welcomed the federal government's renewed investment in the College and Community Innovation Program, which will strengthen applied research by connecting industry with talent and expertise, expanding hands-on student opportunities, and supporting regional innovation and economic growth. Across all engagements, we continued to position colleges as essential partners in delivering on government priorities by advancing workforce development, supporting key sectors such as STEM, energy, skilled trades, and healthcare, and demonstrating our strong social and economic impact. These discussions consistently reinforced the need for continued infrastructure investment to enable growth in priority areas and sustain our contribution to Ontario's future prosperity.

Our applied research team also received national recognition this term, as DC was awarded the Gold Program Excellence Award for Applied Research and Innovation by Colleges and Institutes Canada. This honour reflects the strength and growth of our research centres and the meaningful impact of our work with industry and community partners. From AI and cybersecurity to mixed reality, craft beverages, and social innovation, our teams create opportunities for students to engage in applied research that drives real-world solutions and strengthens our economy.

Student recruitment and outreach activities have remained a key focus throughout this period. Our Spring Open House welcomed thousands of prospective students and their families to our campuses, offering meaningful opportunities to explore programs, connect with faculty and students, and experience the DC environment firsthand. This momentum continued through our Program Info Nights in May, providing additional opportunities for prospective students to make informed decisions about their future. We were also pleased to welcome more than 650 new students at the start of the spring semester, joining our 2,900 returning students, as they pursue programs aligned with in-demand careers.



With our four post-secondary partners who form the Canadian Clean Energy Workforce Consortium.

Engagement with our broader community has also been a defining part of this term. Events such as Science Rendezvous and the Young Women in Science, Technology and Trades Conference brought learners of all ages onto our campuses to explore future pathways, build confidence, and engage with hands-on learning experiences. These initiatives play an important role in inspiring the next generation while reinforcing our commitment to equity, access, and inclusive workforce development.

A significant highlight this term was the media announcement of a transformational, multi-year gift from the Barrett Family Foundation, the largest philanthropic contribution in DC's history. This investment will expand the impact of the Barrett Centre of Innovation in Sustainable Urban Agriculture, enhancing programs, increasing student supports, and advancing innovative approaches to food systems and sustainability. Since opening, the Centre has already made a meaningful difference through community engagement and local food production, and this support will allow us to deepen that impact while preparing graduates to lead in a critical and growing sector.

Celebrating the achievements of our students, employees, and alumni remains deeply important. This term, we recognized our 2026 Alumni of Distinction, whose accomplishments reflect the strength and impact of a DC education. We also celebrated employee excellence and service milestones at our annual Lean into Green event, providing an opportunity to recognize contributions across the college and share progress on our Strategic Vision. These moments of recognition highlight the people who make DC strong and reinforce the pride we share in our community.

Internally, we have continued to prioritize engagement, transparency, and open dialogue. Through employee town halls, coffee chats, and ongoing conversations across our campuses, we are strengthening connections and ensuring that diverse perspectives help shape our path forward. As shared during these conversations, our focus now is to stabilize, reset, and refine, strengthening our alignment with current enrolment realities and government priorities, while making thoughtful, strategic decisions that maximize DC's impact. This includes ensuring our programs and operations continue to support Ontario's workforce pipeline, regional competitiveness, and long-term economic growth. We also marked important milestones in our commitment to sustainability and reconciliation, including environmental initiatives on Earth Day and participation in an Indigenous Ground Blessing Ceremony at DC's Whitby Campus.

As we look ahead to convocation and the months beyond, I remain confident in the direction we are heading. The strength of our partnerships, the quality of our programs, and the dedication of our community continue to position Durham College as a leader in career-focused, future-ready education. Together, we are building a college that is innovative, inclusive, and deeply connected to the communities we serve, and I am grateful for the shared commitment that drives our continued success.



Employees and students participated in the Great Global Clean Up at DC (left) and employees joined me for Coffee Chats at both campuses (right).

COLLEGE SECTOR AND GOVERNMENT RELATIONS UPDATE

WHITBY MAYOR'S LUNCHEON AND FIRESIDE CHAT – APRIL 8

Attended the annual Whitby Mayor's Luncheon, gaining insight into municipal priorities and identifying opportunities for alignment, while engaging with regional leaders to enhance DC's visibility, strengthen relationships, and reinforce its role in regional economic and workforce development. Board members in attendance included Lisa Allen, Jim Brown, Melissa Bosomworth, John Ecker, and Peter Pryce.

LETTER OF CONGRATULATIONS TO THE PROVINCE'S FIRST MILITARY DEFENCE REPRESENTATIVE – APRIL 8

Sent a letter of congratulations to Bernard Derible on his appointment as Ontario's first Military Defence Representative, highlighting DC's role in supporting the province's defence sector and recognizing aligned priorities. Expressed interest in exploring opportunities for future collaboration.

OSHAWA MAYOR'S LUNCHEON: STATE OF THE CITY ADDRESS – APRIL 9

Attended the annual Oshawa Mayor's Luncheon hosted by the Oshawa Chamber of Commerce. Engaged with municipal, industry, and community leaders, reinforcing DC's role in workforce development and regional growth. Gained insight into the City's priorities and future direction while identifying opportunities to align the college's programs and initiatives with evolving community needs. Board members in attendance included Lisa Allen, Megan Bent, and Jeff Dornan.

COLLEGE EMPLOYER COUNCIL'S (CEC) BOARD OF DIRECTORS MEETING – APRIL 14

Participated in a virtual College Employer Council (CEC) Board of Directors meeting, contributing to discussions with presidents and board members from all 24 Ontario colleges and CEC leadership on matters related to governance, organizational priorities, and accountability.

CONTINUED ADVOCACY FOR THE COLLEGE AND COMMUNITY INNOVATION PROGRAM (CCIP) – APRIL 14

Provided Ryan Turnbull, Member of Parliament for Whitby and Parliamentary Secretary to the Minister of Finance and National Revenue, as well as to the Secretary of State, with additional context on the status of the CCIP program, emphasizing the importance of permanent top-up funding and raising awareness of the issue's significance in advance of the Spring Economic Statement.

INTRODUCTORY MEETING WITH MPP ROB CERJANEC – APRIL 17

Met virtually with Rob Cerjanec, Member of Provincial Parliament for Ajax to introduce Anthony Longo, DC's Executive Director of Strategic Reporting and Government Relations, and provide an update on institutional priorities and the college's response to recent funding announcements. Reinforced DC's role as a strategic partner in innovation and regional economic development. Subsequently provided his office with a comprehensive overview of DC's applied research support for businesses.



Together with DC leaders at the Whitby Mayor's Luncheon and Fireside Chat (left) and the Oshawa Mayor's Luncheon: State of the City Address (right).

CICAN 2026 CONNECTIONS CONFERENCE – APRIL 21 TO 23

Attended the CIGan 2026 Connections Conference to engage with national post-secondary leaders, gain insight into emerging sector priorities, and contribute to advancing partnerships and solutions that strengthen workforce development, innovation, and Canada’s economic and social future.

INTRODUCTORY MEETING WITH MPP LORNE COE – APRIL 27

Hosted Lorne Coe, Member of Provincial Parliament for Whitby and Parliamentary Assistant to the Ministers of Children, Community and Social Services and Colleges, Universities, Research Excellence and Security, for an in-person meeting to introduce Anthony Longo and provide an update on DC’s financial position and priorities, while strengthening engagement and affirming DC’s role in supporting provincial workforce and economic development.

CICAN’S SPRING ECONOMIC STATEMENT (SES) DEBRIEF – APRIL 29

Attended CIGan’s virtual Spring Economic Statement (SES) Debrief for an overview and analysis of the SES with emphasis on government actions related to applied research, apprenticeships, workforce development, and international partnerships.

CICAN’S IMMIGRATION, REFUGEES AND CITIZENSHIP CANADA (IRCC) POST-GRADUATION WORK PERMIT (PGWP) REFORM PROPOSAL MEMBER CONSULTATION AND TOWNHALL – APRIL 30

Anthony Longo attended CIGan’s session to gain insights into IRCC’s proposed PGWP reforms, with a focus on implications for programs, enrolment, international recruitment, and key implementation considerations to support a coordinated sector response.

MINISTER ANANDASANGAREE HIGHLIGHTS SPRING 2026 ECONOMIC UPDATE INVESTMENTS – MAY 1

Hosted the Honourable Gary Anandasangaree, Minister of Public Safety, at DC’s Oshawa campus, alongside John Henry, Regional Chair and Chief Executive Officer of the Region of Durham, and His Worship Dan Carter, Mayor of the City of Oshawa, for an announcement highlighting recent investments from the Spring Economic Update 2026 in education and skills development. Engaged in discussion with Minister Anandasangaree and delivered event remarks emphasizing DC’s role in preparing job-ready graduates through strong partnerships with government and industry leaders. Board members in attendance included Lisa Allen, Megan Bent, Melissa Bosomworth, Kelly Doyle, Rhonda Jessup, and Peter Pryce.

COLLEGES ONTARIO’S (CO) COMMITTEE OF PRESIDENTS (COP) CALL WITH MINISTER DIAB – MAY 1

Attended CO’s virtual COP meeting with the Honourable Lena Metlege Diab, Minister of Immigration, Refugees and Citizenship Canada, to engage on federal perspectives and updates impacting the college sector. Contributed to dialogue focused on sector considerations, system-wide impacts, and opportunities to support alignment with evolving federal priorities.

REGIONAL CHAIR’S LUNCHEON AND ADDRESS – MAY 6

Attended and delivered remarks at the Regional Chair’s Luncheon and Address to further strengthen DC’s connections with regional leaders and enhance its profile in economic and workforce development. Gained insight into regional priorities while identifying opportunities to align the college’s programs, partnerships, and applied research with future growth. Board members in attendance included Lisa Allen, Jeff Dornan, John Ecker, Rhonda Jessup, and Peter Pryce.



At the Regional Chair’s Luncheon and Address.

LUNCH WITH MINISTER LECCE – MAY 8

Hosted the Honourable Stephen Lecce, Minister of Energy and Mines and MPP Lorne Coe for lunch at Bistro '67. Discussed DC's role in supporting Ontario's clean energy expansion through workforce development, applied research, and industry partnerships, while highlighting its capacity to deliver job-ready talent aligned with the province's growing nuclear and energy priorities.

GREATER OSHAWA CHAMBER OF COMMERCE'S ANNUAL GENERAL MEETING (AGM) AND FIRESIDE CHAT – MAY 8

Attended the Greater Oshawa Chamber of Commerce's 2026 AGM and Fireside Chat featuring Minister Stephen Lecce. Engaged with provincial leaders and regional stakeholders, including Ministers Lecce and MPP Coe, enhancing understanding of Ontario's economic and energy priorities and their implications for local industry and workforce development.

2026 PICKERING ECONOMIC OUTLOOK EVENT – MAY 14

Attended the 2026 Pickering Economic Outlook event, hosted by Invest Pickering. Engaged with business leaders, developers, and community stakeholders and gained insight into major projects and economic developments shaping the City of Pickering. The event featured Premier Doug Ford, Minister of Finance Peter Bethlenfalvy, and Mayor Kevin Ashe, who highlighted key provincial investments and priorities supporting housing, infrastructure, and regional economic growth.

INTRODUCTORY MEETING WITH MP JIVANI – MAY 14

Met with Jamil Jivani, Member of Parliament for Bowmanville-Oshawa North at his constituency office for a formal introduction to Anthony Longo. Provided an update on the college's financial outlook and institutional priorities following recent sector developments. Highlighted DC's role as a regional economic anchor supporting workforce development, innovation, and economic growth, while advancing engagement and dialogue on shared priorities.

INTRODUCTORY MEETING WITH MPP FRENCH – MAY 15

Met with Jennifer French, Member of Provincial Parliament for Oshawa at her constituency office to formally introduce Anthony Longo. Shared an update on DC's current financial outlook and areas of strength. Highlighted the college's impact in applied research, student success, and workforce readiness while deepening the relationship and inviting ongoing dialogue on aligned priorities.

PROVINCIAL FUNDING ANNOUNCEMENT – MAY 15

Hosted MPP Lorne Coe at DC's Whitby campus as he joined Ministers Peter Bethlenfalvy and Todd McCarthy for a provincial funding announcement supporting the expansion of skilled trades training at DC. Engaged with government representatives and stakeholders in attendance and delivered remarks highlighting the impact of the investment while reinforcing the college's role in advancing the region's talent pipeline development and economic prosperity.



Meeting with Minister Stephen Lecce and MPP Lorne Coe (left) and meeting with MPP Jennifer French (right).

**INTRODUCTORY MEETING WITH WHITBY
MAYOR ROY – MAY 19**

Hosted Mayor Elizabeth Roy for an in-person meeting to formally introduce Anthony Longo. Provided an update on the college’s financial position and key institutional priorities, and highlighted DC’s contributions to applied research, workforce development, and community partnerships, with an emphasis on alignment with municipal priorities and opportunities for collaboration with the Town of Whitby.

BREAKFAST WITH MP LAWRENCE – MAY 22

Attended the Clarington Board of Trade’s and the Port Hope District Chamber’s breakfast event featuring Philip Lawrence, Member of Parliament for Northumberland-Clarke. Engaged with federal and regional leaders, strengthening DC’s visibility and relationships within the Clarington and Northumberland business communities. Received insights into federal priorities and regional economic development considerations while exploring opportunities for future collaborations.

**COLLEGES ONTARIO’S (CO) COMMITTEE OF
PRESIDENTS (COP) MEETING – MAY 25/26**

Participated in CO’s COP meeting, collaborating with presidents, CO representatives, and sector leaders to address key system-level priorities, ensure strategic alignment, and support coordinated advocacy efforts.

**LETTERS OF GRATITUDE FOR ADVOCACY OF THE
COLLEGE AND COMMUNITY INNOVATION PROGRAM
(CCIP) – MAY 26**

Sent letters of appreciation to MPs Jennifer McKelvie (Ajax), Juanita Nathan (Pickering–Brooklin), and Ryan Turnbull (Whitby) following the announcement of additional CCIP funding in the 2026 Spring Economic Update, recognizing their support of DC’s advocacy efforts and the program’s continued impact.

INVITATIONS TO CONVOCATION 2026 – MAY 28

Distributed personalized invitations to local federal, provincial, and municipal officials, inviting them to attend Durham College’s Spring Convocation as honoured VIP guests.



Celebrating our career-ready graduates at Convocation in June 2025.

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

INTRODUCTORY MEETING WITH CATHERINE CLASADONTE – MAY 6

Met virtually with Catherine Clasadonte, the new Chief of Staff, MCURES for a formal introduction. Provided an update on the college's financial position following recent provincial investments, highlighted key institutional strengths and contributions, and explored opportunities to strengthen engagement with the Ministry, including future campus visits and collaboration.

FACULTY OF HEALTH SCIENCES LAB TOUR AND SHOWCASE – MAY 22

Organized a tour of DC's Nursing, PSW, and Paramedic labs, along with student-led showcases, for Minister Nolan Quinn (MCURES), Minister Todd McCarthy, and MPP Lorne Coe. Acknowledged recent provincial postsecondary funding and provided an update on the college's financial position, emphasizing the need for continued infrastructure investment while reinforcing DC's strengths in hands-on healthcare training, industry partnerships, and applied learning environments that support workforce readiness and local health system capacity.

PROVINCIAL ANNOUNCEMENT TO FUND ADDITIONAL SEATS IN HIGH-DEMAND SECTORS – MAY 27

Attended Minister Quinn's announcement held at Ontario Tech University and provided remarks in support of the funding for additional student seats in priority areas, highlighting DC's strength in preparing graduates for healthcare, skilled trades, STEM, and clean energy – sectors that underpin Ontario's economic resilience and growth. Engaged with government and community leaders in attendance.



IN THE COMMUNITY

DC'S INDIGENOUS EDUCATION CIRCLE MEETING – APRIL 8

Attended the Indigenous Education Circle's quarterly meeting as an active member, providing support and feedback on initiatives led by the First Peoples Indigenous Centre to help ensure programs and activities reflect and support the needs and interests of Indigenous students and their communities.

CONGRATULATORY LETTER TO THE NEW PRESIDENT AND MANAGING DIRECTOR OF GENERAL MOTORS (GM) CANADA – APRIL 8

Sent a letter congratulating Jack Uppal on his recent appointment as President and Managing Director of GM Canada, reinforcing Durham College's strategic partnership and positioning the college as a key collaborator in workforce development, applied research, and industry training. Proposed a meeting to explore further collaboration, which was subsequently scheduled for June 2026.

DC'S J-AWARDS – APRIL 9

Attended the 12th Annual J-Awards, an event celebrating the achievements and excellence of DC's Journalism – Mass Media students, highlighting their contributions to The Chronicle and other projects. Hosted at DC's Centre for Food, the ceremony featured a student showcase, networking reception, and awards presentation.

MANAGEMENT DEVELOPMENT PROGRAM – APRIL 10

Provided informal remarks at the final in-person session of DC's Winter Management Development Program, reinforcing its importance in equipping new DC managers with key leadership skills to support collaboration and organizational impact.



Welcoming provincial leaders to tour labs in our health sciences programs (left). Together with leaders at a provincial announcement at Ontario Tech University focused on student seats in high-demand sectors (right).

SPRING EMPLOYEE TOWN HALLS – APRIL 13/17

Hosted employee town halls in collaboration with members of DC’s Leadership Team to support ongoing dialogue and transparency. Shared updates on the college’s current position and financial outlook, while providing employees with opportunities to ask questions and receive responses. Sessions were offered in person at both the Oshawa and Whitby campuses, with a virtual option available for those unable to attend.

CORPORATE TRAINING SERVICES’ (CTS) PI DAY CELEBRATION – APRIL 14

Participated in CTS’s Pi Day celebration recognizing the milestone of surpassing \$3.14M in contributions. Engaged with staff and acknowledged the department’s role in delivering industry-aligned training that supports workforce development and regional economic growth.

ELEVATING DEVICE MECHANIC AND MOBILE CRANE OPERATOR APPRENTICESHIP CELEBRATION – APRIL 14

Attended the Elevating Device Mechanic and Mobile Crane Operator Apprenticeship celebration, recognizing graduates’ achievements and their readiness to enter skilled trades careers that support and strengthen local communities.

INTRODUCTORY MEETING WITH LAURENTIS ENERGY PARTNERS – APRIL 14

Met with leadership from Laurentis Energy Partners to discuss current and future workforce needs and explore potential partnership opportunities.

BOWMANVILLE ZOO LANDS REDEVELOPMENT UPDATE MEETING – APRIL 17

Met with municipal representatives and members of Valleys 2000 to discuss the Bowmanville Zoo Lands redevelopment project, including an update on progress, upcoming priorities, funding, and potential opportunities for DC involvement.

HIS MAJESTY’S CANADIAN SHIP’S (HMCS) NAVAL MESS DINNER – APRIL 17

Attended a Naval Mess Dinner hosted by HMCS YORK, celebrating the traditions of the Royal Canadian Navy and the contributions of the Naval Reserve. Engaged with community partners, government representatives, and military members to recognize service, strengthen relationships, and highlight the division’s role in the community.

GREAT GLOBAL CLEAN UP – APRIL 22

Members of the Office of the President participated in DC’s Earth Day “Great Global Clean Up” initiative alongside employees from across the campus community, supporting environmental sustainability efforts to promote a clean and healthy campus environment.

MEETING WITH ONTARIO POWER GENERATION (OPG) AND THE CANADIAN UNION OF SKILLED WORKERS (CUSW) – APRIL 27

Met with leadership from OPG and CUSW to strengthen strategic relationships, align on current and future workforce needs, and explore collaboration in training, skilled trades development, and energy sector initiatives.



Connecting with employees at our Spring Town Halls (left). At the Naval Mess dinner, DC was recognized for our continued partnership and shared commitment to meaningful, hands-on learning opportunities connected to service (right).

MEETING WITH TORONTO GLOBAL – APRIL 29

Met with leadership from Toronto Global to build on existing collaboration with DC, including ongoing work through ORSIE's AI Hub, and to explore opportunities to advance talent development, applied research, and support for global firms establishing and growing in the region.

EMPLOYEE ENGAGEMENT INITIATIVE, COFFEE CHATS – APRIL 29/30

Hosted two small-group coffee chats with employees at the Oshawa and Whitby campuses, creating a relaxed environment for meaningful dialogue. The sessions provided staff from across the college with the opportunity to ask questions and participate in open, casual conversation.

DURHAM FAMILY AND CULTURAL CENTRE'S (DFCC) STRATEGIC PLANNING PROCESS, COMMUNITY PERSPECTIVE – APRIL 30

Met with a member of the DFCC Board as part of their strategic planning process to provide insight into DFCC's role and future direction in the region. Explored opportunities for collaboration through DC's EDI Community of Practice.

TEDXOSHAWA 2026 – MAY 2

Attended TEDxOshawa 2026 and delivered opening remarks, engaging with an accomplished group of speakers, including DC faculty member and Program Coordinator Jonathan Carrigan, who presented on the role of AI in education.

SKILLS ONTARIO'S COMPETITION VIP NETWORKING BREAKFAST – MAY 5

Attended Skills Ontario's Competition VIP Networking Breakfast at the Toronto Congress Centre, which featured an official welcome from Premier Doug Ford. Connected with sector leaders and partners to support collaboration in skilled trades education and workforce development.

ENGAGEMENT MEETING WITH LOCAL 354 UNION REPS – MAY 13

Met with the Local 354 President and Chief Steward, DC's academic union representatives, to share updates and promote ongoing collaboration.

LEAN INTO GREEN: DC UPDATE AND EMPLOYEE CELEBRATION – MAY 20

Hosted DC's annual signature employee event, in collaboration with the Executive Leadership Team, recognizing employees celebrating full-time service milestones and recipients of the Employee Awards of Excellence. The event featured updates on the college's Strategic Vision goals, along with interactive activities, a BBQ lunch following the formal program, and support from several sponsors.



Attending and speaking at TEDxOshawa (left). At Lean into Green, employees vied for the first DC Green Pride Award (right).

BARRETT FAMILY FOUNDATION PARTNER DAY – MAY 21

Attended the Barrett Family Foundation Partner Day in Toronto. Supported Kelly O’Brien, Associate Dean, Faculty of Hospitality and Horticultural Science and Carey Yeoman, Barrett Centre Partnership Manager, as they shared updates on the institution’s achievements through the Barrett Centre of Innovation in Sustainable Urban Agriculture. Jean Choi, Vice President, Academic and Students, and Ariel Sully, Associate Vice President, Advancement and Alumni Relations were also in attendance.

ALUMNI OF DISTINCTION DINNER – MAY 27

Attended the Alumni of Distinction Dinner, recognizing the achievements of outstanding alumni whose contributions reflect excellence in their professions and communities. Participation supported alumni engagement efforts and helped identify potential future guest speakers to further enrich the DC community.

INDIGENOUS GROUND BLESSING CEREMONY – MAY 28

Attended the Barrett Centre’s Indigenous Ground Blessing Ceremony, recognizing the first step in the Indigenous Agroecology installation and reaffirming DC’s commitment to Reconciliation, community partnership, and respect for the land. Board members in attendance included Melissa Bosomworth and Rhonda Jessup.

2026 ACCESSIBILITY AWARDS – MAY 28

Attended this annual event held at the Abilities Centre in Whitby, which recognizes champions in accessibility, and engaged with leaders across the accessibility, community, government, research, media, and philanthropic sectors.

DURHAM REGION’S INTELLIGENT COMMUNITY SYMPOSIUM – MAY 29

Participated as a panel speaker at Durham Region’s Intelligent Community Symposium, contributing to a moderated discussion on talent development and the future of education and skills. Highlighted DC’s strong community integration, including partnerships with local boards and chambers and the impact of ORSIE’s AI Hub in supporting workforce training and regional business needs.



Together with DC leaders at the Barrett Family Foundation Partner Day.

COLLEGE HIGHLIGHTS

Durham College (DC) partnered with Lakeridge Health Foundation for this year's NightShift event — North America's first and only medical simulation challenge for the public. During the event, participants had the opportunity to take part in hands-on medical simulation activities while helping support the future of health-care education in Durham Region. The event also supported the future of health-care education in Durham Region, with 20% of net proceeds going towards DC's Faculty of Health Sciences to help fund simulation equipment used in DC programs to enhance hands-on learning opportunities and help train future health-care professionals.

DC and Ayrshire College are strengthening their international collaboration through a project that emphasizes workforce development, learning innovation and industry-focused education.

At the centre of this project is a 3D mixed-reality model of a Boeing turbine engine, managed by DC's Corporate Training Services and developed by DC's Mixed Reality Capture Studio. The interactive model allows students to explore the engine in detail, virtually disassembling components to better understand how the technology is built, maintained and serviced.

DC welcomed representatives of Johnson Controls and Oshawa City Councillor Jim Lee to the Oshawa campus for a tour of the Integrated Manufacturing Centre and an update on the partnership. Johnson Controls continues to look to DC for new talent, with two 2026 graduates already having secured full-time jobs and one current student preparing for their summer co-op. With such a clear pathway available, enrolment in the program has been steadily rising since the partnership began in 2023.

The Barrett Centre was honoured with the Pickering College's Community Agent of Change Award, recognizing the team's work to create lasting systemic impact by engaging more than 17,000 community members through workshops, programs, and digital resources.

DC welcomed elementary school students to our campuses across three recent events. EmpowerHer: Black Female Empowerment conference and The Cypher: Black Male Empowerment Conference showed young Black students the breadth of career and educational opportunities and supports, as one way to combat anti-Black racism within the education system. Young Women in Science, Technology and Trades invited students to experience interactive workshops, try out real-world tools and technology and hear from inspiring keynote speakers, all designed to help each girl see herself shaping the future in these dynamic fields.



On May 5, DC recognized National Day of Awareness for Missing and Murdered Indigenous Women, Girls and Two-Spirit people. Also known as Red Dress Day, an installation of empty red dresses symbolizing those who are missing or whose lives were taken were hung at both campuses. Red bows were also placed throughout the Naanaagide'endamowin Courtyard, creating space for reflection, mourning, and honouring.

On May 17, DC observed the International Day Against Homophobia, Transphobia, and Biphobia. To mark the day, the Intersex-Inclusive Pride flag was raised at both campuses as a symbol of our commitment to creating inclusive spaces where every member of the 2SLGBTQQIA+ community feels supported and welcomed.

In June, DC also recognizes National Indigenous History Month and Pride Month, an opportunity to learn, reflect, and ensure that DC is an equity-driven, inclusive environment where everyone feels supported, can realize their full potential, and truly belongs.



Student Annandi Diaram (left) and DC alumni Michelle Long (right).

STUDENT SPOTLIGHT

ALUMNI MENTORSHIP MAKING A DIFFERENCE FOR LAW CLERK STUDENTS

When Annandi Diaram started Durham College’s [Law Clerk](#) program, she wasn’t sure exactly where her career would take her. What she did know was that she wanted guidance from someone who had walked a similar path. Through DC’s Alumni Mentorship program, she was paired with Michelle Long, a Law Clerk graduate who is now Director, Governance and Corporate Secretary at Kinross Gold Corporation.

“The mentorship has been invaluable,” says Diaram. “Michelle’s career trajectory confirmed that just because you go to school for a law clerk diploma does not mean you must only be a law clerk. The skills you develop — organization, critical thinking and the ability to work under pressure — prepare you for roles in compliance, insurance, governance and more.”

For Long, becoming a mentor was a way to give back. “Twenty years ago, I had guidance from a working law clerk who helped me bridge the gap between studying in school and entering the workforce,” she says. “I wanted to do the same for new graduates.”

Their relationship goes beyond practical advice. Long recalls that when she was a student, she took courses and completed placements without knowing exactly where she would land. “It took me many years to truly find what I loved, and I’m still learning every day,” she says. Now, she helps Diaram explore the many career possibilities that a Law Clerk diploma can open.

DC’s Law Clerk program combines classroom learning with two opportunities for work placements, giving students hands-on exposure to different areas of law and helping them make informed career decisions. Paid co-op placements, like the one that attracted Diaram, give students guaranteed real-world experience and the chance to connect with professionals in the field.

Nicole Doyle, Law Clerk Program Coordinator, says the mentorship program enhances the student experience. “Our Law Clerk program is designed to provide both practical skills and professional confidence,” says Doyle. “The mentorship program allows students to learn directly from graduates, see the wide range of career outcomes available, and build the networks and skills they need to hit the ground running after graduation.”

Diaram says the mentorship has helped her grow professionally and gain insight into her career options. “It’s reinforced the importance of marketing yourself, building professional networks, and communicating effectively,” she says. “I encourage future Law Clerk students to continue growing and take advantage of these opportunities to connect with alumni.”



Report Number: BOG-2026-49

To: Board of Governors

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

Date of Report: May 21, 2026

Date of Meeting: June 10, 2026

Subject: 2026-2030 New Program Development Plan

1. Purpose

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

2. Recommendation

This report is being presented for information only.

3. Background

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

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

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

factors noted above.

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

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

External quality assurance bodies ensure new programs meet the standards outlined by the Ontario College Quality Assurance Service or the Postsecondary Education Quality Assessment Board. Following the successful completion of external quality assurance processes, program funding approvals are sought from the MCURES.

4. Discussion/Options

The NPD Plan is detailed below.

4.1 New Program Launches 2026-2027

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

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

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

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

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

Leadership for Sustainable Development (Durham College Certificate)
Tania Clérac, Faculty of Hospitality & Horticultural Science

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

4.2 New Program Development Plan 2027-2028

Medical Esthetics (Ontario College Graduate Certificate)
Cristina Italia, Faculty of Business & Information Technology

Nuclear Quality Assurance and Non-Destructive Evaluation (Ontario College Graduate Certificate)
Tania Clérac, Faculty of Science & Engineering Technology

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

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

4.3 New Program Development Plan 2028-2029

Honours Bachelor of Interior Design (Four-Year Baccalaureate Degree)
Cristina Italia, Faculty of Business & Information Technology

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

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

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

Advanced Manufacturing & Inspection Technologies for Defense Applications (Ontario College Graduate Certificate)
Tania Clérac, Faculty of Science & Engineering Technology

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

Medical Laboratory Assistant (Ontario College Certificate)
Dr. Rebecca Milburn, Faculty of Health Sciences

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

Advanced Welding Techniques (Ontario College Certificate)
Tania Clérac, Faculty of Skilled Trades & Apprenticeship

Residential Air Conditioning Systems Mechanic (Apprenticeship)
Tania Clérac, Faculty of Skilled Trades & Apprenticeship

Carpentry Level 1 (Apprenticeship)
Tania Clérac, Faculty of Skilled Trades & Apprenticeship

4.4 New Program Development Plan 2029-2030

Honours Bachelor of Early Childhood Leadership (Baccalaureate Degree
completion)
Nora Simpson, Faculty of Social and Community Services

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

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

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

Powerline Service Technician (Ontario College Diploma)
Tania Clérac, Faculty of Skilled Trades & Apprenticeship

5. Financial/Human Resource Implications

NPD proposals have financial and human resource implications including faculty and staff hiring; the acquisition of capital, and/or the refurbishing/ retrofitting of instructional space. NPD proposal requests for credentials ranging from Local College Certificates to Master's degrees are presented for the Board of Governors' approval throughout the academic year.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

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

8. Relationship to the Strategic Vision and Business Plan

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

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

Memorandum

To: Board of Governors

From: Rick Hutchinson, Vice President, Strategic Infrastructure and Campus Safety,
and Anthony Longo, Executive Director, Strategic Reporting and Government Relations

Date: June 1, 2026

Subject: Update on Space Policy (ADMIN-235), including Use of College Space for
Political Purposes and Expressive Activities

Purpose

The purpose of this memorandum is to provide the Board of Governors with an update on revisions to the Durham College Space Policy (ADMIN-235), including the incorporation of provisions related to the use of College space for political purposes and expressive activities. The revised policy was approved and published in June 2026 and is currently in effect.

Background

As part of ongoing efforts to maintain a clear, modern, and effective policy framework, the College rescinded the Community Elections Policy (ADMIN-247) in May 2026. Relevant provisions have been consolidated into existing policies to improve clarity, reduce duplication, and align with current operational and regulatory requirements.

Specifically:

- Provisions related to employee participation in community elections and political activity have been incorporated into the Conflict of Interest Policy (EMPL-303)
- Provisions related to the use of College property have been incorporated into the Space Policy (ADMIN-235).

This approach ensures that matters related to political activity are addressed through the appropriate policies and processes, and in alignment with applicable legislation and regulatory guidance.

Rationale and Approach

Updates to the Space Policy reflect the need to provide clear direction regarding third party use of College space, while ensuring alignment with applicable legal, regulatory, and sector expectations. To support the development of the revised policy:

- External legal guidance was leveraged, including a memorandum received on March 10, 2026, from Borden Ladner Gervais LLP (BLG), prepared for the

College Employer Council, outlining the legal framework, risks, and best practices related to third-party political use of college space.

- A jurisdictional scan of Ontario colleges, as well as Ontario Tech University, was conducted to identify sector practices and approaches to similar policy considerations; and
- The policy was developed to reflect key principles, including:
 - maintaining institutional neutrality as a registered charity;
 - ensuring equitable and consistent access to College space;
 - applying fair market value requirements, where appropriate; and
 - supporting lawful expressive activity while maintaining the orderly operation of the College.

The revised Space Policy is aligned with applicable legislation, regulatory guidance, and College policies, and is supported by established procedures and operational tools, including:

Legislation and Regulatory Framework:

- Income Tax Act (Canada) (including Canada Revenue Agency guidance on Public Policy Dialogue and Development Activities by Charities)
- Canada Elections Act
- Election Act (Ontario)
- Election Finances Act (Ontario)
- Canadian Charter of Rights and Freedoms

Durham College Policies and Processes:

- Conflict of Interest Policy (EMPL-303)
- Upholding Free Speech Policy (ADMIN-230)
- Space Application Form
- Photo, Video and Media Consent Form
- DC-OT Conference Services – Residence & Conference Centre processes

Consultation and Governance

- During April 2026, feedback was sought from a wide range of College areas, including Academics, Athletics and Recreation, Campus Safety, Conference Services, Facilities, Corporate Services, the Office of the President, the Office of the Registrar, Residence Services, Risk Management, and Student Affairs;
- Input from these areas informed refinements to ensure the policy is practical, balanced, and responsive to operational needs;
- The policy was presented to and approved by the Durham College Leadership Team (DCLT) in May 2026;

- Following DCLT approval, the draft policy was reviewed by external legal counsel (Borden Ladner Gervais LLP), with feedback incorporated to further strengthen alignment with applicable legislation and regulatory guidance;
- The revised policy was re-shared with DCLT in June 2026 and subsequently published for institutional access.

Summary of Updates

The revised Space Policy:

- Establishes a clear framework for the temporary use of College space by external parties, including requirements for approvals, conditions of use, and operational considerations;
- Introduces definitions to support consistent interpretation and application, including terms related to expressive activity, political purposes, third parties, and publicly accessible areas;
- Clarifies expectations related to equitable access, neutrality, and cost recovery where College resources are used; and
- Reinforces the College's commitment to supporting lawful expressive activity while ensuring safety, security, and the continuity of academic and operational activities.

Attachments (2)

1. Durham College – Space Policy – Final
2. Durham College – Definitions for Space Policy – Final

TYPE:	Administrative
TITLE:	Space
NO.:	ADMIN-235
RESPONSIBILITY:	Vice President, Strategic Infrastructure and Campus Safety
APPROVED BY:	Durham College Leadership Team
EFFECTIVE DATE:	May 2026

1. Introduction

Durham College's (the College) buildings, leaseholds, and otherwise occupied spaces offer a finite quantity of assignable academic and non-academic space for use by a diverse number of faculties, departments, functions, persons, recognized student organizations, campus partners, and Third Parties. The process of allocating this space shall be done in accordance with the College's purpose, values, and goals.

2. Purpose

This policy and its associated procedures establish the principles governing:

- the ongoing booking, allocation, reassignment, and repurposing of College space for internal use; and
- the temporary use of College space by external parties, including rentals and other Third Party uses.

3. Definitions

Refer to [Durham College's Standard Definitions](#).

4. Policy statements

4.1. Allocation and Occupancy of College Space (Internal and Ongoing Use)

- 4.1.1. All College space and space allocations shall be identified and inventoried.
- 4.1.2. The Space Committee reports to the Capital Projects Executive Steering Committee (ESC). Its role is to provide a transparent, consistent, and best-practice approach to the planning, allocation, use, and management of the College's physical space resources. The committee sets guidelines, reviews space requests outlined within the scope of responsibility, and provides recommendations to the ESC for approval where decisions exceed delegated authority according to its terms of reference.

- 4.1.3. Records of space and space allocations shall be maintained in a centralized system in a manner consistent with available information, operational requirements, and facilities management needs. The records shall be maintained as part of the Facilities Management Space Management database.
- 4.1.4. Summary information regarding space allocations, including utilized and available space, shall be periodically made available to employees through established institutional channels, such as the Information Centre for Employees (ICE), and, upon request, where appropriate, for the purpose of supporting awareness, planning, and discussion of space opportunities.
- 4.1.5. Assignments of College space shall follow a transparent process of submission, review, and approval or rejection.
- 4.1.6. Applications to occupy space shall be approved or rejected by the appropriate authority in accordance with established institutional governance and approval frameworks, based on the area of space involved and the duration and nature of the proposed occupancy. All approval and rejection decisions shall be documented in writing, and Facilities shall be responsible for maintaining records of such decisions.
 - a) Occupancy of space approved under this policy shall not be construed as permanent and may be reassigned or repurposed in accordance with institutional needs and priorities.
- 4.1.7. Persons shall not occupy or direct others to occupy vacant space without prior approval obtained through the established application process.
- 4.1.8. Urgent, short-term occupancy (e.g., temporary relocation due to renovation, emergency response, or other unforeseen circumstance) may be authorized by the Vice President, Strategic Infrastructure and Campus Safety, following consultation with the Executive Leadership Team (ELT), where practicable. In such cases, existing approved occupancy plans may be suspended. Space occupied under these circumstances shall not be subject to permanent modification or investment.

4.2. Temporary and Rental Use of College Space by External Parties

4.2.1. General Requirements for External Use

- a) Temporary or short-term use of College space by Third Parties, including rentals and event-based use, is distinct from the ongoing allocation of space and is subject to separate approval processes and conditions as set out in Section 5.3.
- b) Where requests are made on limited notice, review and consideration may occur on an expedited basis, subject to available information and operational requirements.
- c) Third Parties seeking to use College Property may be required, as a condition of approval, to provide proof of insurance acceptable to the College. Failure to provide satisfactory proof of insurance may result in the denial of the request to use College Property.
- d) Excessive noise that disrupts campus activities or neighboring communities is not permitted and may result in cancellation of the event. The College reserves the right to prohibit the use of loudspeakers, noisemakers, and sound amplification equipment.
- e) Still and motion photography or videography by Third Parties on College Property may be permitted, restricted, conditioned, or prohibited by the College, in accordance with Section 5.3 of this Policy.
- f) A deposit, as determined by the College, may be requested in advance of the scheduled use. The College reserves the right to deny booking requests from a Third Party with an outstanding payment balance. Additionally, Third Parties may be charged for any damage or failure to leave the area in good condition.

4.2.2. Use of College Space for Political Purposes and Expressive Activities

- a) The College is a registered charity under the *Income Tax Act* (Canada) and cannot directly or indirectly support or oppose any political party or candidate for public office through the allocation, use, or management of College Property. All decisions under this section shall be made and administered in compliance with the *Income Tax Act* (Canada) and the Canada Revenue Agency's guidance on public policy dialogue and development activities by charities.

- b) The College will administer this section in a manner that does not restrict or deny access to College Property based on the content, viewpoint, or subject matter of Expressive Activities. Any restrictions or conditions imposed under this section relating to Expressive Activities will be limited to content-neutral requirements that are reasonable in the circumstances, including requirements related to time, place, and manner; safety and security; prevention of violence; protection of property; the orderly operation of the College; and the recovery of reasonable costs incurred by the College as a result of the activity.
- c) The requirements governing Political Purposes and Expressive Activities on College Property apply to all organized political, advocacy, expressive, and public assembly activities that involve planned use of College space and shall be carried out in compliance with applicable federal and provincial legislation. These requirements govern the organized use of College space and do not restrict informal, individual, or spontaneous expressive activity in publicly accessible areas, except as permitted by law.
- d) For greater certainty, nothing in this Policy is intended to limit peaceful protests or other Expressive Activities protected under the Canadian Charter of Rights and Freedoms, except where reasonable limits, prescribed by law, are necessary to support safety, the orderly operation of the College, or the rights of others.
- e) Where a Third Party seeks or is granted permission for an organized or planned use of College space for Political Purposes or Expressive Activities, the College shall provide equitable access and opportunity to comparable requesters and may limit the number or frequency of reservations granted to any one Third Party.
- f) Any Third Party using College Property for Political Purposes or Expressive Activities in an assigned or reserved location must restrict activities to the assigned location, refrain from disrupting academic or operational activities, and follow all applicable College policies, directions, guidelines, and codes of conduct.

- g) Except where otherwise required by applicable legislation governing access to Publicly Accessible Areas, any Third Party use of College Property for Political Purposes or Expressive Activities involving campaigning, electioneering, or partisan promotion shall be subject to the payment of fair market value for the use of College space and all associated services. This requirement does not apply to activities limited to government funding announcements, program announcements, or other non-partisan informational communications delivered by government representatives acting in their official capacity. For the purposes of this Policy, “fair market value” shall be the highest price, expressed in dollars, that property would bring in an open and unrestricted market, between knowledgeable, informed, and prudent parties acting independently of each other, as determined by DC-OT Conference Services using comparable post-secondary institution benchmarks.
- h) Approval or booking of use of College space for Political Purposes or Expressive Activities does not constitute endorsement, agreement, or affiliation with any views expressed by a Third Party, nor does it grant permission to use the College’s name, logo, brand, or identity. All signage, promotional materials, and announcements must not state or imply College support or sponsorship.
- i) The College may deny, cancel, or relocate any booking for Political Purposes or Expressive Activity, with or without prior notice, where necessary due to safety risks, legal or compliance concerns, disruption to academic or operational activities, or other factors that impair the College’s ability to remain non-partisan. A risk assessment may be required as part of the decision-making process to deny, cancel, or relocate a booking for Political Purposes or Expressive Activities.
- j) Notwithstanding any other provision of this Policy, and in accordance with applicable election legislation, including the Canada Elections Act, the Election Act (Ontario), the Election Finances Act (Ontario), and Canada Revenue Agency guidance on public policy dialogue and development activities by charities, the College will not unreasonably restrict candidates or their representatives from campaigning or canvassing in areas of College Property that are open to the public without charge, unless such activity is incompatible with the function or purpose of the space or compromises public safety. Such activities are not subject to the approval or fee requirements of this Policy.

- k) Where reasonably practicable, individuals or groups engaging in Political Purposes or Expressive Activities in Publicly Accessible Areas are encouraged to notify the College in advance for the purposes of safety planning and coordination.

5. Procedure

5.1. Space Inventory and Database

5.1.1. Facilities records and updates information about College space in a centralized database.

- Facilities uses 'as-built' or equivalent drawings of each completed renovation or new build to update the inventory of spaces.
- Facilities may issue reports from the database to employees as requested.

5.2. Internal Requests for Space

5.2.1. A Director, Dean, or other Senior College leader shall oversee and approve the submission of the Space Application form (available on ICE) and submit it to Facilities for review and intake as part of the Space Management Committee.

5.2.2. Facilities leadership reviews the request according to the space management process and forwards, or presents, the application review along with a recommendation to the members of the Space Management Committee for their consideration.

- As part of the submission, Facilities scores the submission on a rubric and provides a review, technical in nature (e.g., Building, Fire, Life Safety Codes, data/voice/HVAC capacity, fixtures and furniture requirements), to assist the Space Management Committee.
- The Space Management Committee will render a final consensus decision or refer the request to the Capital Projects Executive Steering Committee. The decision-making process considers least-cost solutions, including, but not limited to, making the most effective use of already-installed infrastructure (e.g., a bias to keep a class as a class, and an office as an office).

5.2.3. The Space Management Committee may also decide, or recommend, that a cascading series of moves (domino-effect) is required to solve the needs of the original applicant.

- 5.2.4. Facilities communicates the Space Management Committee decision to the applicant and assists in the implementation where possible (e.g., Logistics, Facilities Management, Service Desk).
- 5.2.5. Facilities updates the space database for the change in occupancy.
- 5.2.6. Notwithstanding Sections 5.2.1 to 5.2.5, routine, short-term room bookings for internal College purposes are managed through the Durham College Room Booking Portal. In limited circumstances, bookings may also be facilitated administratively through designated College administrators or standard calendaring tools. Use of these tools does not constitute approval for ongoing occupancy, reassignment of space, or Third Party use.

5.3. External Requests for Space

5.3.1. General External Requests for Space

- a) Requests for the rental or temporary use of College space by external Third Parties for conferences, meetings, or events must be submitted and coordinated through DC-OT Conference Services, using the online request form referenced in Section 8 of this Policy.
- b) Upon receipt of a request, DC-OT Conference Services will review, assess, and determine the applicable terms and conditions for external use of College space. This assessment may include consideration of room type and space configuration, number of rooms, number of guests, accommodation details where applicable, applicable rates including an assessment of fair market value, additional fees and charges, event dates and scheduling requirements, audiovisual and information technology needs, any proposed still or motion photography, videography, audio recording, or media capture associated with the event, parking and catering requirements, deposit and final payment requirements, insurance coverage, and risk assessment considerations.
- c) DC-OT Conference Services may approve, approve with conditions, or deny requests for external use of College space. Any approval may be subject to specific terms and conditions, and the external Third Party must comply with all approved requirements as a condition of use.

5.3.2. Use of College Space for Political Purposes and Expressive Activities

- a) Requests that seek the reservation of College space, exclusive use of facilities, or College services or resources for Political Purposes or Expressive Activities by Third Parties, will be submitted and coordinated through the Office of the President at president@durhamcollege.ca.
- b) In assessing such requests, the Office of the President, in coordination with appropriate internal departments, will consider the nature and purpose of the proposed activity, location, date and time, expected attendance, operational and security implications, insurance requirements, risk assessment considerations, and any proposed still or motion photography, videography, audio recording, or media capture associated with the activity, as well as any other conditions necessary to support the safe and orderly use of College space.
- c) The Office of the President may approve, approve with conditions, or deny requests for use of College space relating to Political Purposes or Expressive Activities by Third Parties. Any approval may be subject to specific conditions, and the Third Party must comply with all approved terms and conditions as a requirement of using College space. Approval may be withdrawn if conditions are not met or if circumstances change such that the activity no longer aligns with College requirements.
- d) Where a request for use of College space relating to Political Purposes or Expressive Activities is approved and involves a reserved space, exclusive use of facilities, or the application of fees, the Office of the President will coordinate with DC-OT Conference Services to facilitate event logistics and administrative arrangements. This shall include drafting or issuing applicable agreements, determining fair market value and applicable fees, confirming space requirements, and coordinating related operational requirements, consistent with the terms and conditions of approval.
- e) Where a request for use of College space relating to Political Purposes or Expressive Activities is approved and does not involve the application of fees, reserved space, or exclusive use of facilities, including government funding announcements, program announcements, or other non-partisan informational communications delivered by government representatives acting in their official capacity, approval and coordination may be managed directly by the Office of the President, in coordination

with appropriate internal departments, without routing through DC-OT Conference Services.

- f) The College shall document all decisions relating to requests for use of College space involving Political Purposes or Expressive Activities, including approvals, denials, conditions of use, and any limitations imposed. Such documentation shall include the rationale for the decision and shall be retained in accordance with applicable record-keeping practices to demonstrate compliance with neutrality, fairness, and applicable legal requirements.

6. 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.

7. Non-compliance implications

Persons occupying space without application and approval may be asked to relocate, and the cost to do so may be allocated to the appropriate Faculty, department, or Third Party.

8. Related forms, legislation or external resources

- Space Application Form
- Photo, Video and Media Consent Form
- DC-OT Conference Services - Residence & Conference Centre
- Canada Elections Act
- Election Act (Ontario)
- Election Finances Act (Ontario)
- Canada Revenue Agency guidance on Public Policy Dialogue and Development Activities by Charities (CG-027)
- Canadian Charter of Rights and Freedoms

Definitions for consideration to add to: [Durham College's Standard Definitions.](#)

College Property: All buildings and grounds, including athletic and recreational fields, owned, leased or operated by the College.

Expressive Activity: Any activity intended to communicate, convey, or express ideas, opinions, beliefs, or viewpoints, whether political or non-political, including but not limited to speeches, demonstrations, rallies, assemblies, protests, distribution of materials, displays, performances, or similar forms of expression, whether conducted in person or through visual or audio means. This does not include government funding announcements, program announcements, or informational communications delivered by government representatives in their official capacity.

Political Purposes: Any activity conducted by or on behalf of a political party, candidate, or advocacy group including but not limited to: (a) canvassing or soliciting support; (b) distributing campaign literature or promotional materials; (c) hosting campaign-related events, speaking engagements, or information booths; and (d) engaging with students, staff, or faculty to influence voting behavior or political opinion.

Publicly Accessible Areas: Areas of College Property that are generally open to members of the public without fee or restriction, and whose primary function accommodates public passage or access, such as outdoor grounds, walkways, and publicly accessible building common areas, excluding spaces where access is controlled or where expressive activity would interfere with the primary function of the space, including classrooms in use, offices, laboratories, residences, and secured or restricted areas.

Third Party: An individual or organization external to the College, including but not limited to a political candidate, their representative, or political party.