



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, October 14, 2026

Time: 4:00 p.m.

Location: Oshawa Campus, DC Boardroom, A144

Timing	Item	Page No.
4:00 p.m. to 4:02 p.m.	1. Call to Order	
4:02 p.m. to 4:05 p.m.	2. Land Acknowledgement – Tanya Wakelin	
4:05 p.m. to 4:07 p.m.	3. Conflict of Interest Declarations	
	4. Presentations	
4:07 p.m. to 4:52 p.m.	4.1 Governance Fundamentals: Katherine Carre, Borden, Ladner Gervais LLP	
4:52 p.m. to 4:57 p.m.	5. Consent Agenda	1 to 11
	<u>Recommendation</u>	
	That all items listed under the heading of consent agenda be adopted as recommended.	
	5.1 Approval of the Public Meeting Agenda – October 14, 2026	
	<u>Recommendation</u>	
	That the public agenda for the October 14, 2026 meeting of the Board of Governors be approved as presented.	
	5.2 Approval of Public Minutes from the Board of Governors Meeting of June 10, 2026	
	<u>Recommendation</u>	
	That the public minutes from the June 10, 2026 meeting of the Board of Governors be approved as presented.	

**Durham College of Applied Arts And Technology
Public Meeting of the Board of Governors
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Timing	Item	Page No.
	5.3 Public Report of the Governance and Nominating Committee Meeting – September 28, 2026 <u>Recommendation</u> That the September 28, 2026 public report of the Governance and Nominating Committee meeting be received for information.	
4:57 p.m. to 5:02 p.m.	6. Report of the Board Chair	
5:02 p.m. to 5:03 p.m.	7. Co-Populous Governors' Report	
	8. Decision Items	
5:03 p.m. to 5:13 p.m.	8.1 New Program of Instruction: Nuclear Security Foundations Local College Certificate – J. Choi and N. Simpson <u>Recommendation</u> It is recommended to the Durham College Board of Governors: That in accordance with Report BOG-2026-64, the Nuclear Security Foundations Local College Certificate program be approved.	12 to 28
5:13 p.m. to 5:23 p.m.	8.2 Program Title Change of the Heating, Ventilation and Air Conditioning Techniques Ontario College Certificate – J. Choi <u>Recommendation</u> It is recommended to the Durham College Board of Governors: That in accordance with Report BOG-2026-65, the title of the current Heating, Ventilation and Air Conditioning Techniques Ontario College Certificate, offered through the Faculty of Skilled Trades and Apprenticeship, be changed to Heating, Refrigeration and Air Conditioning Techniques.	29 to 31

**Durham College of Applied Arts And Technology
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Timing	Item	Page No.
	9. Discussion Items	
5:23 p.m. to 5:33 p.m.	9.1 Sexual Violence and Harassment Action Plan Annual Report – J. Choi and S. Goddard-Durant	32 to 41
5:33 p.m. to 5:43 p.m.	9.2 First Update on the 2026-2027 Business Plan – A. Longo	42 to 69
5:43 p.m. to 5:53 p.m.	9.3 Domestic and International Day 10 Enrolment Update – T. MacDonald	70 to 74
5:53 p.m. to 6:03 p.m.	9.4 Government Relations Strategy – A. Longo	75 to 82
6:03 p.m. to 6:06 p.m.	10. Information Items	
	10.1 Program Advisory Committee Semi-Annual Report (October 2026)	83 to 93
	10.2 President's Update – October 2026	94 to 108
6:06 p.m. to 6:07 p.m.	11. Upcoming Events	
	Higher Education Summit: November 28 to 30, 2026; Sheraton Centre Hotel, Toronto	
6:07 p.m. to 6:37 p.m.	12. Recess and Dinner Break	
6:37 p.m.	13. Move to In-Camera Session	
7:36 p.m. (approx.)	14. Adjournment	

BOARD OF GOVERNORS' NORMS STATEMENTS

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



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



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

- » We challenge ideas not people.
 - » We engage in challenge with civility and candour.
-



3 We encourage contributions from all Governors at every meeting.



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

- » When questions are posed, we are empowered to ask about the strategic intent of the question, narrow the scope if necessary, and re-direct the question if it's operational.
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5 If we feel more discussion is needed on a particular topic, we can express that view. Before making a decision, we should ensure all relevant alternatives have been explored, where appropriate. As a collective, we will decide if additional conversation is needed and determine how and when it will occur.



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

- » The intent is to seek clarifying information or better understand a perspective;
 - » The nature of the conversation is shared with the Board Chair or Vice Chair so the entire Board can have access to the information. An update will be provided at the next Board meeting; and,
 - » They do not compromise a culture of collegiality.
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7 We are accountable for our learning journeys and are encouraged to be life-long learners by participating in Good Governance training, the Board's Learn More Series, sub-committees and College events, upon invitation.

Consent Agenda

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



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

Date: Wednesday, June 10, 2026

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

Members Present:

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

Regrets:

Kwende Thomas

Staff Present:

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

1. Call to Order

With quorum present, the Chair called the meeting to order at 5:58 p.m.

The Chair introduced the following guests in attendance: Cristina Italia, Executive Dean, Faculty of Business and Information Technology; Claire McCormack, Interim Executive Dean, Faculty of Business and Information Technology; Melanie Hewitt, Director, Institutional Research and Planning and Julie Corden, Incoming Governor.

2. Land Acknowledgement

Governor Burgess offered the land acknowledgement.

3. Conflict of Interest Declarations

The Chair called for declarations of conflict of interest. None were declared.

4. Presentations

There were no presentations.

5. Consent Agenda

There was a request to amend the agenda by adding a discussion item about the Space policy to the in-camera agenda and to pull Item 5.4 for a discussion.

Moved by Governor Burgess

Seconded by Governor Dornan

"That all items listed under the heading of consent agenda be adopted as recommended except Item 5.4." CARRIED

5.1 Approval of the Public Session Agenda – June 10, 2026

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

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

5.3 Report of the Governance Review Committee – May 19, 2026

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

The following item was pulled from the Consent Agenda for discussion:

5.4 Rescinding of Signing Authority from Bonnie St. George, former Vice President, People, Equity and External Relations

The Board questioned why this item was included on the agenda. Management advised that it was a housekeeping matter, as the individual no longer works at the College and the role no longer exists. A brief discussion ensued regarding approaches to signing authority, including whether such authority should automatically cease where the employee or role no longer exists.

Moved by Governor Pryce

Seconded by Governor Bird

“Whereas the resolution adopted by the Durham College Board of Governors on May 7, 2025, pertained to a specific employee and role; and,

Whereas the employee is no longer employed by Durham College, and the role no longer exists;

Therefore, be it resolved that the Board of Governors rescind the following motion adopted on May 7, 2025:

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

6. Report of the Board Chair

The Chair offered the following report:

- Governors who attended the employee Lean Into Green event on May 20, 2026, shared comments on the event.

7. Co-Populous Governors’ Report

There was no co-populous governors’ report.

8. Decision Items

8.1 New Program of Instruction: Bachelor of Computer Science

The Board received a report from the Vice President, Academic and Students and the Executive Dean, Faculty of Business and Information Technology, seeking approval for a new three-year Bachelor of Computer Science program for Fall 2027. The proposed degree is intended to provide an efficient, applied credential aligned with student demand and workforce needs, with opportunities for upper-year specialization. The program emphasizes both technical and human skills, includes specializations in Artificial Intelligence and Cybersecurity, and features mandatory co-op to support work-integrated learning. The presenters noted the program is designed to be competitive within the sector, responds to labour market demand, and is projected to break even in its first year with growth thereafter.

The Board questioned the presenters on several aspects of the proposal. Questions included the timing and structure of co-op preparation and placements, the point at which students begin specialization, and potential implications for Ontario Tech University (OTU), including future pathway opportunities and how the College communicates new programming. In response, the Vice President, Academic and Students and the Executive Dean, Faculty of Business and Information Technology advised that co-op preparation occurs in advance of placement, that opportunities for specialization are introduced in the later stages of the program, and that discussions with OTU are ongoing, with formal pathways to be explored following Board approval and completion of the external quality assurance process.

Additional questions were raised regarding enrolment assumptions, including the exclusion of international students from projections. The presenters confirmed that projections are conservative and currently focused on domestic enrolment. The Board also discussed the program's positioning within the broader post-secondary landscape, including its differentiation as a three-year applied degree relative to more common four-year offerings.

Moved by Governor Bent

Seconded by Governor Murray

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

8.2 Public Report of the Audit and Finance Committee (Operating Budget)

The Board received a report from the Vice President, Corporate Services and Chief Financial Officer regarding the 2026–2027 operating budget, which includes a projected \$21M surplus supported in part by increased provincial funding, and reflects a positive long-term outlook, including improvements to cash flow, reserves, and financial health metrics. Governor Murray, Chair of the Audit and Finance Committee, commented that the budget was well received, based on conservative assumptions, aligned with the strategic vision, and was reflective of identified risks.

The Vice President, Corporate Services and Chief Financial Officer reported that the 2026-2027 Operating Budget targets to:

- Achieve a \$21M surplus
- Reach enrolments of 11,372 for Fall 2026
- Introduce six new programs
- Strengthen cash flow and long-term financial sustainability
- Reduce debt by \$1.3M
- Improve Ministerial Financial Health Metrics

The Board questioned the Vice President, Corporate Services and Chief Financial Officer on the shift from a projected deficit to surplus and the broader sector context and was advised that financial results across the sector are still emerging, with many peer institutions projecting deficits.

Moved by Governor Townsend

Seconded by Governor Bent

“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.”
- CARRIED

8.3 2026-2027 Business Plan

The Board received a report from the Executive Director, Strategic Reporting and Government Relations presenting the 2026–2027 Business Plan for approval. The plan supports the second year of the Strategic Vision through approximately 100 enabling actions across its four goals. Key areas of focus include clean energy, artificial intelligence, defence, workforce development, career readiness and the student experience. The Executive Director, Strategic Reporting and Government Relations also outlined how progress will be tracked and reported and noted that the plan has been communicated internally.

The Board questioned the Executive Director, Strategic Reporting and Government Relations and provided feedback on the clarity and usefulness of the percentage breakdown of actions across goal areas and how this compares to the previous year. Questions were also raised regarding progress in specific priority areas, including military and national defence initiatives. In response, the Executive Director, Strategic Reporting and Government Relations highlighted ongoing work through the military-connected campus initiative, new memoranda of understanding with the armed forces, and continued advancement in key thematic areas such as clean energy.

Moved by Governor Ecker

Seconded by Governor Jessup

“That based on Report BOG-2026-56, the 2026-2027 business plan be approved.” CARRIED

8.4 2025-2026 Annual Report

The Board received a report from the Executive Director, Strategic Reporting and Government Relations on the 2025–2026 Annual Report. The report represents the first Annual Report under the 2030 Strategic Vision and highlights key accomplishments from the past year. The Executive Director, Strategic Reporting and Government Relations noted the requirement to submit the Annual Report to the Ministry by July 31 and advised that the audited financial statements will be incorporated prior to submission and publication.

The Board questioned the Executive Director, Strategic Reporting and Government Relations about a “quick facts” document that could be prepared for Board use.

Moved by Governor Ouellette

Seconded by Governor Burgess

“That based on Report BOG-2026-48, the 2025-2026 annual report be approved.” CARRIED

9. Discussion Items

9.1 Performance Indicators (KPIs) – 2025-2026 Results

The Board received a presentation from the Vice President, Academic and Students and the Director, Institutional Research and Planning regarding the College's 2025–2026 performance indicators. The presentation provided an overview of Graduate Outcomes and Employer Survey results, including graduate employment (81.2%), graduate satisfaction (72.8%), employer satisfaction (96.3%), and a graduation rate of approximately 70.2% under the updated Ministry methodology. The presenters also highlighted upcoming Ministry changes to accountability, including the phasing out of the standalone KPI framework, integration into the Strategic Mandate Agreement process, removal of the employer satisfaction survey, and a shortened graduate survey to improve response rates, as well as a revised, centrally calculated graduation rate methodology that accounts for student mobility across colleges

10. Information Items

The following items were presented for information only:

10.1 President's Update – June 2026

10.2 2026-2030 New Development Program Plan

10.3 Space Policy

11. Upcoming Events

The Chair highlighted the following upcoming events:

- Convocation Ceremonies, Tribute Communities Centre – June 15 to 18, 2026
- Equipped Campaign Launch – June 23, 2026 at 9:30 a.m. in the Rotary Global Classroom
- Board of Governors Year-End Social – June 25, 2026, between 5:00 p.m. and 7:00 p.m.

12. Move to In-Camera Session

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

Moved by Governor Bird

Seconded by Governor Ouellette

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

The Board recessed at 6:53 p.m. and reconvened in-camera at 7:07 p.m.

During the in-camera session, the Board discussed recommendations from its Standing Committees and engaged in a generative governance discussion.

13. Adjournment

With no further business, the meeting ended at 8:44 p.m.



**PUBLIC REPORT OF THE GOVERNANCE AND NOMINATING COMMITTEE
TO THE DURHAM COLLEGE BOARD OF GOVERNORS FOR CONSIDERATION AT
ITS PUBLIC MEETING HELD ON OCTOBER 14, 2026**

BACKGROUND

The Governance and Nominating Committee met in person on September 28, 2026, in the DC Boardroom (A144) at the Oshawa Campus.

SUMMARY

1. Review of Committee Terms of Reference

As this was the first meeting of the newly merged Governance and Nominating Committee and the 2026-2027 Board Year, the Committee reviewed its Terms of Reference.

2. Approval of Previous Minutes – May 19, 2026

The Committee reviewed and approved its minutes from the May 19, 2026, Governance Review Committee meeting.

3. Board Policy: Integrated Risk Management Framework

The Committee received a report from Barbara MacCheyne, Vice President, Corporate Services and Chief Financial Officer, concerning proposed revisions to Board Policy: Integrated Risk Management Framework, following discussion at the Board retreat and previous Committee review. Feedback from the Audit and Finance Committee was shared and discussed. The proposed revisions included clearer definitions of risk tolerance and risk ratings, a five-level risk appetite scale, identification of areas where the Board has no appetite for risk, and revisions to the risk categories, including physical infrastructure and technology and information security.

The Committee discussed the intended audience for the policy and reference to the term stakeholders, how risk appetite and tolerance levels are established and applied, and the relationship between the College's corporate risk register and Board oversight. The Committee also discussed how risks are monitored and reported and how the established risk appetite informs operational decision-making.

Particular discussion focused on whether physical infrastructure and technology and information security should remain within the same risk category, given their differing risk profiles and tolerances. The Committee agreed that these areas warranted further consideration and deferred the policy back to staff for further review and revision.

4. Use of Peer Evaluation for Board Reappointment Process

The Committee reviewed the use of peer evaluation as part of the External Governor reappointment process, following concerns raised by the former Nominating Committee in March 2026 regarding the subjectivity of the existing survey, open-ended commentary, and the timing and purpose of the feedback. The Committee was advised that informal discussions with sector peers suggested that peer evaluation specifically tied to reappointment may not be common practice.

The Committee discussed what information should inform reappointment decisions and considered more objective measures such as attendance, participation in Board education and activities, demonstrated commitment, adherence to Board norms, and any relevant conduct matters. Members also distinguished between feedback intended to support ongoing development and the information required to make a reappointment recommendation, noting that feedback is most useful when provided constructively and on an ongoing basis rather than solely at the end of a Governor's term.

The Committee's direction was to retain peer feedback as part of the reappointment process, but to modify the current approach to make it more structured, objective and constructive. This direction will inform proposed amendments to the Board Policy: Recruitment and Reappointment of External Governors.

5. Planning for the 2027 Board Retreat

The Committee began planning for the annual Board retreat, scheduled for Saturday, February 27, 2027, at the Oshawa Campus. The Committee reviewed materials and feedback from previous retreats and considered the retreat's objectives, priority topics, format, and desired outcomes. The President advised that the retreat would remain on campus for 2027 in consideration of the College's financial context.

The Committee supported a future-focused and positive theme aligned with the College's strategic vision, including discussion of what Durham College could look like over the next 10 to 20 years. Potential topics included growth and innovation, artificial intelligence, sector changes, and emerging funding

considerations. Members also supported exploring an external presenter or panel to provide additional perspective.

The Committee emphasized the value of hearing from students, experiential activities, and opportunities to visit different areas of the campus. Suggestions included student or alumni panels, interactive program demonstrations, tours and activities highlighting areas such as culinary, skilled trades, health sciences, athletics, or advanced manufacturing. Members also supported incorporating social and team-building opportunities into the day, rather than holding a separate dinner.

The Committee directed staff to develop retreat concepts organized around future-focused strategic discussion, external perspectives, student interaction, experiential activities and governance considerations, aligned with the College's strategic vision.

6. Governance Fundamentals Session with BLG at the October 14 Board Meeting

The Committee reviewed plans for the annual governance fundamentals refresher to be delivered at the first Board meeting of the 2026-2027 Board Year. Members supported the proposed content, noting the value of covering both the legal framework and governance best practices, supported by practical examples.

The Committee did not identify any significant gaps or additional areas requiring emphasis and supported proceeding with the proposed approach.

**Respectfully submitted,
Kwende Thomas, Chair, Governance and Nominating Committee**

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

Decision Items

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

Report Number: BOG-2026-64

To: Board of Governors

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

Date of Report: September 17, 2026

Date of Meeting: October 14, 2026

Subject: New Program of Instruction – Nuclear Security Foundations

1. Purpose

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

NUCLEAR SECURITY FOUNDATIONS

- Credential: Local College Certificate
- Duration: Ten courses (393 hours)
- Faculty: Professional and Part-time Learning

2. Recommendation

It is recommended to the Durham College Board of Governors:

That in accordance with Report BOG-2026-64, the Nuclear Security Foundations Local College Certificate program be approved.

3. Background

Durham College (DC) is proposing to offer a Nuclear Security Foundations Local College Certificate (LCC) through Professional and Part-time Learning (PPL). The proposed program is designed for workers who are underemployed and unemployed looking to build entry-level skills for a career in nuclear security.

The curriculum is designed to focus on key areas including ethical decision-making, diversity and inclusion, conflict de-escalation, situational awareness and critical thinking in complex, high-stakes environments, and provide foundational knowledge of the Criminal Code of Canada and relevant provincial Acts. Skill development focuses on clear, concise writing as well as meeting physical fitness requirements established by the Canadian Nuclear Safety Commission (CNSC).

The program of study (POS) comprises ten courses delivered across two semesters, with six courses delivered online asynchronously and four courses delivered in-person or in a hybrid format.

Pending Skills Advance Ontario (SAO) funding confirmation from the Ministry of Labour, Immigration, Training and Skills the proposed program will be delivered by PPL in partnership with the Durham Employment and Newcomer Centre (DENC) and Ontario Power Generation (OPG). DENC is the lead applicant on the SAO grant application and is responsible for outreach, recruitment and screening of prospective students who will be referred to PPL for enrolment. Recruitment requirements managed by DENC are in alignment with CNSC standards and the funding is anticipated to cover one cohort of students.

As an employer partner, OPG will offer job shadowing and work-integrated learning (WIL) opportunities for students enrolled in the LCC. Students complete the program on a full-time basis over two semesters to meet the requirements outlined in the grant.

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

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

4. Discussion/Options

The proposed Nuclear Security Foundations LCC program complements DC's existing public safety and security programs by providing a focused pathway to employment as a Nuclear Security Officer. The proposed program is unique to the nuclear sector and designed for direct workforce entry. Being offered through PPL allows DC and the Durham Region to address labour-market need.

5. Financial/Human Resource Implications

Pending approval, the SAO grant will provide funding for the development and delivery of the program.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

There are no implications for Ontario Tech University.

8. Relationship to the Strategic Vision and Business Plan

The proposed Nuclear Security Foundations LCC program responds to an emerging workforce need within Canada's nuclear sector and supports DC's commitment to providing relevant, future-focused education that prepares graduates for positions with growing demand. By offering an upskilling pathway through PPL, DC is positioned to attract a diverse range of learners seeking entry into the nuclear security field and to contribute to a program mix that anticipates and fulfills workforce needs. Primarily delivered online, the program offers a flexible learning pathway, enabling learners to quickly gain the skills and knowledge necessary to pursue entry-level roles in the nuclear security sector.

DC's geographic location in a significant nuclear energy region positions the proposed program to develop talent for security roles that support the safe operation and protection of nuclear facilities within the local job market, contributing to the economic and social well-being of the Durham Region.

A collaborative initiative with industry and a local community organization, the proposed Nuclear Security Foundations program was developed to enhance workforce capacity, strengthen community and industry partnerships, and contribute to the continued growth, safety, and security of Canada's nuclear sector while advancing DC's strategic priorities of being both future-focused and community-connected.

General Program Information

Proposed Program Title: Nuclear Security Foundations

Proposed Credential: Local College Certificate

Academic Dean(s): Nora Simpson, Executive Dean

Faculty: Professional and Part-time Learning

Date of Review by PPRC: September 9, 2026

MTCU Code: n/a

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

Proposed Tuition: Year 1: externally funded

Proposed Implementation: May 2027

Year 1 Enrolment: 100 students

Number of Sections, Y1: n/a

International Students Seat Allocation: none

Number of Semesters: n/a

Total Hours: 393 hours

New or Replacement Program: New

Number of New FT/PT Faculty: n/a

Program Delivery Methods: Hybrid

Laptop Requirement: n/a

New or Renovated Space Requirements: No

Total Capital Costs: Year 1: n/a

1. Approval Stages

The following approval stages have been assessed for this program:

- ☒ Labour Market
- ☒ Student Demand
- ☒ Budget reviewed and approved by the Chief Financial Officer and the Vice President, Academic and Students
- ☒ Presented to the Program Proposal Review Committee (September 9, 2026)
- ☒ New Program Proposal Summary reviewed by the Director, Academic Quality (September 18, 2026)
- ☒ New Program Proposal Summary reviewed by the Dean, Centre for Teaching and Learning (September 23, 2026)
- ☒ New Program Proposal Summary (budget) reviewed by the Chief Financial Officer (October 1, 2026)
- ☒ Approved by Vice President, Academic and Students (September 26, 2026)
- ☒ Reviewed and approved by President (October 5, 2026)

2. Program Overview

Durham College (DC) is proposing to offer a Nuclear Security Foundations Local College Certificate (LCC) through Professional and Part-time Learning (PPL). The proposed program is designed for workers who are underemployed and unemployed looking to build entry-level skills for a career in nuclear security.

The curriculum is designed to focus on key areas including ethical decision-making, diversity and inclusion, conflict de-escalation, situational awareness and critical thinking in complex, high-stakes environments, and provide foundational knowledge of the Criminal Code of Canada and relevant provincial Acts. Skill development focuses on clear, concise writing as well as meeting physical fitness requirements established by the Canadian Nuclear Safety Commission (CNSC).

The program of study (POS) comprises ten courses delivered across two semesters, with six courses delivered online asynchronously and four courses delivered in-person or in a hybrid format.

Pending Skills Advance Ontario (SAO) funding confirmation from the Ministry of Labour, Immigration, Training and Skills the proposed program will be delivered by PPL in partnership with the Durham Employment and Newcomer Centre (DENC) and Ontario Power Generation (OPG). DENC is the lead applicant on the SAO grant application and is responsible for outreach, recruitment and screening of prospective students who will be referred to PPL for enrolment. Recruitment requirements managed by DENC are in alignment with CNSC standards and the funding is anticipated to cover one cohort of students.

New Program Summary

As an employer partner, OPG will offer job shadowing and work-integrated learning (WIL) opportunities for students enrolled in the LCC. Students complete the program on a full-time basis over two semesters to meet the requirements outlined in the grant.

Development and delivery of the program will be covered through the SAO grant.

2.1 Program Description

The Nuclear Security Foundations LCC is designed to equip learners with the foundational skills required of a Nuclear Security Officer. Developed in consultation with industry and public-sector partners, the program reflects the multi-faceted nature of nuclear security, integrating principles of legislative requirements, policy implementation, risk management, and public safety.

Students build knowledge of Canadian legal frameworks, incident assessment, report writing, and ethical decision-making. Students develop strategies to critically assess security-related incidents in accordance with relevant legislation including the Criminal Code of Canada, Trespass to Property Act, and the Charter of Rights and Freedoms, while honing the ability to prepare concise, accurate reports for use by supervisors and law enforcement. Through applied learning, students strengthen skills in professional communication, decision-making, and conflict de-escalation while demonstrating ethical conduct, respect for diversity, and a commitment to inclusion in support of safe and secure nuclear facility operations. A work integrated learning (WIL) experience provides opportunities to apply knowledge and skills in a professional setting.

The program includes physical training aligned with CNSC standards, preparing students to meet fitness requirements associated with nuclear security environments, including speed walking, stair climbing, lifting, and agility tasks. Students also develop emergency response competencies through WSIB-approved Intermediate First Aid & CPR Level C + AED certification training.

Graduates are prepared to support the safety and security of nuclear facilities by contributing to incident prevention and response, and public safety initiatives.

2.2 Career Outcomes

Employment opportunities include entry-level Nuclear Security Officer positions within nuclear generating stations and other nuclear facilities. The program provides a direct pathway for unemployed, underemployed, and displaced workers seeking to enter the nuclear security sector.

2.3 Vocational Program Learning Outcomes

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

1. Assess incidents for compliance with relevant legal and organizational requirements to support nuclear security operations.
2. Perform physical fitness tasks required to support security operations in nuclear facilities in accordance with Canadian Nuclear Safety Commission (CNSC) standards.
3. Prepare incident reports to document security events for use by supervisors and law enforcement.
4. Uphold ethical and organizational standards in nuclear security settings to support safe and secure operations.
5. Evaluate appropriate conflict resolution and de-escalation techniques to be used in interactions with staff and members of the public in nuclear security settings.

2.4 Admission Requirements

Ontario Secondary School Diploma (OSSD)

OR

Grade 12 equivalency certificate achieved through College academic upgrading

OR

Mature Student Status (19 years of age or older)

New Program Summary

3. Program of Study

Course Title	Course Code	Course Description	Course Learning Outcomes (CLOs)	Pre-req	Course Hours
Health and Wellbeing 1	TBD	Prepare to challenge Canadian Nuclear Security Commission's (CNSC's) regulated physical test. Investigate the importance of developing balance and agility as well as the cardiovascular fitness to help meet the requirements in timed speed walking, stair climbing, lift-and-carrying drills. Recognize the benefit of time management skills, goal setting, and planning to tailor your individual success plan.	1) Explain the physical requirements of the Canadian Nuclear Safety Commission (CNSC) regulated physical test. 2) Develop strategies to improve balance, agility, and cardiovascular fitness in preparation for the physical demands of the CNSC test. 3) Review personal fitness levels for areas of improvement related to strength, endurance, balance, and agility to meet nuclear security requirements. 4) Develop a personalized training plan that incorporates fitness conditioning, progressive practice, and preparation activities to meet nuclear security expectations. 5) Apply time management, goal setting, and planning techniques for progress and support successful achievement of physical performance goals.	N/A	42 hours (In-person and online asynchronous)
Legal Frameworks 1	TBD	Explore the relevant sections of the Criminal Code, Trespassing Act, and the Charter of Rights and Freedoms that inform a preliminary incident analysis and an appropriate response. Learn how to document evidence so that notes may be used as part of a police investigation or as evidence in the court of law.	1) Interpret relevant provisions of federal and provincial statutes for preliminary incident analysis and response actions in nuclear security contexts. 2) Determine legally appropriate responses to a variety of incidents based on applicable federal and provincial legislation and organizational expectations. 3) Document observations, evidence, and incident details in accordance with legal and evidentiary standards. 4) Identify Trespassing Act offences with appropriate enforcement options consistent with legislative authority and organizational procedures.	N/A	42 hours (Online asynchronous)
Decision-Making Considerations	TBD	Explore ethical issues in the nuclear security field. Identify values and create a framework for guiding decision-making. An emphasis is placed on diversity, prejudice, bias in balance with employer policies.	1) Define key ethical concepts and theories relevant to professional practice in nuclear security that supports ethical and accountable workplace conduct. 2) Identify personal, organizational, and societal factors that influence ethical decision-making in nuclear security environments for potential impacts of professional judgement and actions.	N/A	42 hours (Online asynchronous)

New Program Summary

Course Title	Course Code	Course Description	Course Learning Outcomes (CLOs)	Pre-req	Course Hours
			3) Explain the impact of prejudice and bias on workplace interactions, security operations, and decision-making processes that promote fairness, inclusivity, and professionalism. 4) Apply ethical decision-making models for Nuclear Security scenarios according to legal, organizational, and professional expectations. 5) Analyze how employer policies, procedures, and organizational values guide ethical and professional conduct to make informed and defensible decisions in the workplace.		
Report Writing in Legal Contexts	TBD	Create preliminary incident analyses and reports. Document findings according to professional standards so notes may be used as part of police investigations or be admissible as evidence. Learn handwriting short forms and efficiencies to ensure compliance with employer requirements.	1) Use inclusive language when communicating with the public and co-workers to cultivate respectful and effective working relationships. 2) Communicate incident details and observations in a variety of contexts for diverse audiences with clarity coherence, and grammatical correctness. 3) Use effective short forms and handwriting strategies in notetaking to efficiently capture accurate information in operational settings. 4) Prepare handwritten incident notes and reports according to professional standards that support police investigations and ensure admissibility of evidence. 5) Support investigative processes through research and the organized collection of sensitive information in compliance with relevant legislation and information security protocols.	N/A	42 hours (Online asynchronous)
Intermediate First Aid and CPR Level C + AED	TBD	A two-day course designed to help recognize and respond to life-threatening emergencies. Through traditional instruction, practical demonstrations, and scenarios to enhance learning, topics such as consciousness, shock, bleeding, medical conditions, burns, choking, head and spinal injuries, heat and cold injuries, eye, ear, nose and dental injuries, poisonings, bone and joint injuries, secondary scene survey and	1) Recognize signs and symptoms of life-threatening illnesses and injuries for appropriate first aid interventions. 2) Assess emergency scenes and injured persons using established first aid protocols with personal safety and care prioritization. 3) Perform first aid procedures for medical emergencies, traumatic injuries, environmental emergencies, and poisoning incidents to stabilize patients until additional medical assistance arrives. 4) Apply cardiopulmonary resuscitation (CPR) and Automated External Defibrillator (AED) skills for adults, children, and infants to provide effective emergency cardiovascular care.	N/A	15 hours (In-person)

New Program Summary

Course Title	Course Code	Course Description	Course Learning Outcomes (CLOs)	Pre-req	Course Hours
		triage will be provided. Cardiopulmonary resuscitation (CPR) and Automated External Defibrillator (AED) training for adults, children and infants are also included. The training will be provided by Rescue Plus, an authorized provider of the Lifesaver 101 First Aid and CPR certification program. Certification is WSIB (Workplace Safety & Insurance Board) approved in accordance with Regulation 1101.	5) Apply secondary survey and triage techniques emergency situations for treatment priorities and effective incident management.		
Health and Wellbeing 2	TBD	Build on established foundations by further exploring fitness, wellness, and injury prevention strategies that support success on the Canadian Nuclear Safety Commission (CNSC) regulated physical test. Examine the relationship between health and wellness principles and physical performance, implement sustainable fitness habits, evaluate your readiness for test components such as speed walking, agility, and lift-and-carry drills, and develop recovery plans to address common training related injuries.	1) Explain the relationship between health and wellness principles and physical performance to ensure compliance with industry expectations and professional requirements. 2) Implement regular fitness and lifestyle habits to improve cardiovascular endurance, strength, agility, and overall wellbeing. 3) Reflect on personal physical capabilities for areas for improvement. 4) Develop recovery and injury prevention plans for safe participation in fitness training and encourage long-term physical performance.	Health and Wellbeing 1	42 hours (In-person and online asynchronous)
Legal Frameworks 2	TBD	Build on foundational legal knowledge by examining the application of federal and provincial legislation to nuclear security incidents. Explore the legal authorities, responsibilities, and limitations that shape security responses, with particular attention to	1) Analyze nuclear security incidents using applicable federal and provincial legislation for legally justified courses of action. 2) Evaluate security-related decisions against legal, ethical, and professional standards that support accountable and defensible security practices. 3) Assess the legality of search and seizure activities that protect individual rights while maintaining security objectives.	Legal Frameworks 1	42 hours (Online asynchronous)

New Program Summary

Course Title	Course Code	Course Description	Course Learning Outcomes (CLOs)	Pre-req	Course Hours
		the use of force, evidence collection and preservation, and investigative processes. Examine how the Canadian Charter of Rights and Freedoms influences decision-making in security operations, emphasizing the balance between public safety, lawful authority, and individual rights.	4) Assess the justification, authority, and proportionality of force used in nuclear security incidents that are lawful, reasonable, and appropriate to the circumstances. 5) Apply the principles of evidence collection, preservation, and admissibility of effective investigations and use of evidence in legal proceedings.		
Conflict Resolution Skills in Legal Contexts	TBD	Explore strategies for recognizing, assessing, and responding to conflict and crisis situations in nuclear security environments. Examine behavioural, emotional, and situational indicators of distress and develop skills in verbal and non-verbal de-escalation. Emphasis is placed on environmental awareness, critical thinking, and effective communication to support safe interactions, reduce the potential for escalation, and promote positive outcomes for all individuals involved.	1) Apply conflict resolution and de-escalation strategies in crisis and conflict situations to support safe and effective outcomes. 2) Assess intervention options within relevant legal, organizational, and professional frameworks when responding to individuals in crisis. 3) Identify behavioural, emotional, and situational indicators of distress with appropriate verbal and non-verbal intervention strategies. 4) Apply principles of environmental awareness and critical thinking that inform response actions. 5) Develop self-care and resilience strategies for personal well-being and to maintain professional effectiveness following crisis situations.	Legal Frameworks 1	42 hours (Online asynchronous)
Inquiry, Evidence Gathering, and Fact-Finding	TBD	Examine the critical role Nuclear Security Officers play in identifying, collecting, documenting, and preserving information related to security incidents. Develop the skills required to conduct preliminary inquiries, gather and assess evidence, and document observations in a manner that supports investigations and organizational decision-making. Emphasis is placed on the application of relevant legal frameworks, evidentiary principles, and	1) Differentiate types of evidence and the legal requirements governing their collection, handling, and preservation in investigative and evidentiary processes. 2) Apply organizational policies and procedures when collecting, documenting, and managing evidence. 3) Prepare objective investigative notes and descriptions of persons, events, and observations in accordance with legal, ethical, and professional standards. 4) Apply relevant legal authorities when interacting in nuclear security inquiries that ensure lawful and respectful treatment.	N/A	42 hours (Online asynchronous)

New Program Summary

Course Title	Course Code	Course Description	Course Learning Outcomes (CLOs)	Pre-req	Course Hours
		organizational policies governing information collection and handling. Through the development of professional communication and interviewing techniques, learners also explore effective and respectful interactions with members of the public, witnesses, victims, and other stakeholders. A focus on accuracy, objectivity, and professionalism in support of lawful, accountable, and effective security operations will be explored.	5) Use verbal and non-verbal communication and interviewing techniques when obtaining accurate information and facilitating interactions.		
Capstone Course	TBD	Integrate knowledge and skills acquired through applied research and work-integrated learning. Investigate a nuclear security topic of interest and present the application of legal frameworks, security protocols, physical performance requirements, communication strategies, and decision-making processes used in nuclear security operations.	1) Integrate legal frameworks, organizational policies, and security protocols in response to a nuclear security incident. 2) Show how physical performance standards are maintained for operational readiness as a Nuclear Security Officer. 3) Apply communication and de-escalation strategies for effective interactions with the public. 4) Apply decision-making processes that incorporate legal requirements, organizational expectations, equity and diversity considerations, and professional ethics for accountable security operations.	N/A	42 hours (In-person and online asynchronous)

4. Strategic Alignment

4.1 Fit with the Strategic Vision and Business Plan

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

Strategic Vision

Goal 1: Future-Focused

Goal 2: Sustainable

Goal 3: People-Focused

Goal 4: Community-Connected

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 Nuclear Security Foundations LCC program responds to an emerging workforce need within Canada's nuclear sector and supports DC's commitment to providing relevant, future-focused education that prepares graduates for positions with growing demand. By offering an upskilling pathway through PPL, DC is positioned to attract a diverse range of learners seeking entry into the nuclear security field and to contribute to a program mix that anticipates and fulfills workforce needs. Primarily delivered online, the program offers a flexible learning pathway, enabling learners to quickly gain the skills and knowledge necessary to pursue entry-level roles in the nuclear security sector.

Goal 4: Community-Connected

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

DC's geographic location in a significant nuclear energy region positions the proposed program to develop talent for security roles that support the safe operation and protection of nuclear facilities within the local job market, contributing to the economic and social well-being of the Durham Region.

A collaborative initiative with industry and a local community organization, the proposed Nuclear Security Foundations program was developed to enhance workforce capacity, strengthen community and industry partnerships, and contribute to the continued growth, safety, and security of Canada's nuclear sector while advancing DC's strategic priorities of being both future-focused and community-connected.

4.2 Fit with Existing Programs

The proposed Nuclear Security Foundations LCC program complements DC's existing public safety and security programs by providing a focused pathway to employment as a Nuclear Security Officer. The proposed program is unique to the nuclear sector and designed for direct workforce entry. Being offered through PPL allows DC and the Durham Region to address labour-market need.

5. Labour Demand and Graduate Employment Possibilities

Ontario's nuclear sector is experiencing growth through large-scale refurbishment initiatives and the development of small modular reactors¹. To support nuclear projects, the Government of Ontario recently announced an investment of close to \$1.9 million to study and develop recommendations to strengthen the province's nuclear supply chain and workforce capacity². Locally, OPG is expanding with the introduction of four small modular reactors at the Darlington nuclear site and the refurbishment of the Pickering Nuclear Generating Station. OPG has indicated these sites will require additional Nuclear Security Officers and has expressed a need for qualified recruits to augment their hiring pipeline. Furthermore, new nuclear energy generation at OPG's Wesleyville site is currently being explored³.

The Canadian Nuclear Association (CNA)'s Projecting the Future Canadian Nuclear Workforce 2026 Data Report⁴ projects an increased need for workers to support Canada's nuclear buildout projects and operational activity, specifically within the context of an aging workforce, global competition for nuclear skills, shortages in skilled trades professionals, and requirements for specialized skillsets related to evolving technology. The CNA report identifies security guards and related security service occupations as one of the top 25 jobs that will be in demand for planned and signaled Canadian nuclear projects.

The proposed LCC has been intentionally designed to adhere to the CNSC's minimum requirements for work as a Nuclear Security Officer at nuclear facilities across the country, which supports the workforce needs of the nuclear sector.

6. Analysis of Competition

The proposed Nuclear Security Foundations LCC was developed to address local labour market needs and strategically support community partnerships and regional economic and social well-being in partnership with DENC and OPG. The proposed

¹ Government of Ontario. (2025, October 23). [Ontario Investing \\$1 Billion to Build Small Modular Reactors at Darlington \[News release\]. Ontario Newsroom.](#)

² Government of Ontario. (2026, September 1). [Ontario Investing \\$1.9 Million to Build a Strong Nuclear Supply Chain and Workforce \[News release\]. Ontario Newsroom.](#)

³ Government of Ontario. (2025, January 19). [Ontario Exploring New Nuclear Energy Generation in Port Hope \[News release\]. Ontario Newsroom.](#)

⁴ Canadian Nuclear Association. (2026). [Projecting the future Canadian nuclear workforce.](#)

program creates a unique upskilling opportunity for workers impacted by layoffs, reduced hours, underemployment, and industry restructuring to transition into stable, long-term careers in Ontario's nuclear sector. At present, no other post-secondary institution in Ontario offers professional education for Nuclear Security Officers.

7. Student Interest

The LCC offers a rapid upskilling pathway for affected workers that has been intentionally designed to adhere to the CNSC's requirements.

Durham Region's automotive manufacturing sector has been significantly impacted by global market shifts, trade uncertainty, tariffs, and changing production strategies across North America's automotive industry. As one of the region's key economic drivers, disruptions within the automotive sector have had far-reaching effects on manufacturers, suppliers, logistics providers, and other businesses connected to the automotive supply chain. These changes reflect broader economic pressures affecting the automotive industry and have increased the need for workforce transition opportunities for affected workers.

8. Target Market

The program will primarily serve jobseekers, including displaced and underemployed workers affected by disruptions in the automotive manufacturing sector and related supply chains. The target audience will include former automotive workers, supply chain employees, production workers, skilled trades workers, and individuals experiencing reduced hours as a result of economic shifts.

The program will also serve newcomers and individuals facing employment barriers who are seeking meaningful, long-term employment opportunities and possess transferable skills that can support success in nuclear security.

9. Operating Revenue and Expenses

Pending approval, the SAO grant will provide funding for the development and delivery of the program. The following table summarizes the budget for the proposed Nuclear Security Foundations LCC program.

New Program Summary

ENROLMENT ESTIMATES		2027-28 Projection
		# of Enrolments
	Year 1	100
	Total	100
REVENUE		
	SAO Grant Funding in lieu of tuition	\$400,693.00
TOTAL REVENUE		\$400,693.00
EXPENDITURES		
	Salaries - Faculty (FT)	\$ -
	Salaries - Co-ordinator Allowance	\$ -
	Salaries - PT Teaching	\$129,108
	Salaries - PL Teaching	\$ -
	Salaries - Sessional Teaching	\$ -
	Contract Teaching	\$ -
	Total Teaching Salaries	\$129,108
	Salaries - Admin	
	Support Staff	\$62,552
	Total Academic Support Costs	\$62,552
	Benefits - Faculty - FT 26.5%	\$ -
	Benefits - Faculty - PT 17.5%	\$22,594
	Benefits - Admin 25.5%	\$ -
	Benefits - SS (PT) 15.5%	\$9,696
	Total Employee Benefits	\$32,289
	Total Labour	\$223,949
	Instructional Supplies	\$4,450
	Instructional Other Costs	\$2,100
	Field Work	\$ -
	Membership & Dues	\$ -
	Professional Development	\$ -
	Travel/accommodation/meals	\$ -
	Promotion/Public relations	\$ -
	Repair/Maintenance- Equipment	\$ -
	Telecommunications	\$ -
	Software Costs	\$ -
	Office supplies/Other Expenses (textbooks)	\$10,000

New Program Summary

	Rental	\$8,000
	Total Other Expenditure	\$24,550
TOTAL DIRECT PROGRAM EXPENSES		\$248,499
TOTAL REVENUE FOR PROGRAM		\$400,693
Net Contribution \$		\$152,194
Net Contribution - % of Gross Revenue		38.0%

Report Number: BOG-2026-65

To: Board of Governors

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

Date of Report: September 21, 2026

Date of Meeting: October 14, 2026

**Subject: Program Title Change for the Heating, Ventilation and Air Conditioning
Techniques Ontario College Certificate**

1. Purpose

To obtain approval from the Board of Governors for a major program change to the Heating, Ventilation and Air Conditioning Techniques Ontario College Certificate program.

2. Recommendation

It is recommended to the Durham College Board of Governors:

That in accordance with Report BOG-2026-65, the title of the current Heating, Ventilation and Air Conditioning Techniques Ontario College Certificate, offered through the Faculty of Skilled Trades and Apprenticeship, be changed to Heating, Refrigeration and Air Conditioning Techniques.

3. Background

The Faculty of Skilled Trades and Apprenticeship (STA) is seeking approval to change the program title of the Heating, Ventilation and Air Conditioning Techniques (HVAC) Ontario College Certificate (OCC) to Heating, Refrigeration and Air Conditioning Techniques (HRAC). Durham College (DC) is the only Ontario College of Applied Arts and Technology (CAAT) delivering the program under the title of HVAC Techniques. The provincial program standard was revised from HVAC to HRAC in 2008; however, DC elected to maintain the existing title at that time. The proposed program title change better reflects the curriculum, aligns the program title with the approved program standard and current industry terminology, and provides greater clarity to prospective students, employers, and industry partners. No changes are proposed to the program

learning outcomes, admission requirements, credential level, delivery model, or program structure however, updates to the program of study are required to maintain industry currency.

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

It is the role of the DC Board of Governors to ensure that programs of instruction are consistent with program standards where they exist and conform to the accepted college system nomenclature/program titling principles.

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

4. Discussion/Options

A review of comparator programs confirmed the proposed program title will align DC with provincial naming conventions, supporting consistency across the Ontario CAAT sector, and improving program recognition and marketability. The change to include "Refrigeration" better represents the program content and provides greater clarity to perspective students, employers, and industry partners.

The new title would be in effect for students entering the program in September 2028.

5. Financial/Human Resource Implications

There are no financial or human resource implications.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University.

There are no implications for Ontario Tech University.

8. Relationship to the Strategic Vision/Business Plan

DC remains committed to delivering programs that anticipate and fulfill the evolving needs of students, the community, and industry, as outlined in Goal 1 – Future Focused, Objective 1.1. Updating program titles to more accurately reflect current terminology, industry standards, and student expectations enhances clarity for prospective applicants and strengthens alignment across the postsecondary sector. This strategic alignment not only improves program recognition and relevance but also positions the College more competitively in post-secondary education market.

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-2026-66

To: Board of Governors

From: Sadie K. Goddard-Durant, Director, Office of Equity, Diversity & Inclusion

Date of Report: September 30, 2026

Date of Meeting: October 14, 2026

Subject: Sexual Violence and Harassment Action Plan Annual Report

1. Purpose

To provide a statistical report on the Sexual Violence and Harassment Action Plan. The Ministry of Colleges and Universities Act outlines the Board Report requirement: *Information Required for Minister from every college or university described in subsection (2) shall collect from its students and other persons, and provide to the Minister, such data and other information relating to the following as may be requested by the Minister, in the manner and form directed by the Minister:*

- The number of times supports, services and accommodation relating to sexual violence are requested and obtained by students enrolled at the college or university, and information about the supports, services and accommodation.
- Any initiatives and programs established by the college or university to promote awareness of the supports and services available to students.
- The number of incidents and complaints of sexual violence reported by students, and information about such incidents and complaints.
- The implementation and effectiveness of the policy.

(Ministry of Colleges and Universities Sexual Violence and Harassment Action Plan Act – Supporting Survivors and Challenging Sexual Violence and Harassment, 2016, S.O. 2016, c. 2 – Bill 132)

2. Recommendation

This report is being presented for information only.

3. Background

In March 2015, the Government of Ontario launched “It’s Never Okay: An Action Plan to Stop Sexual Violence and Harassment,” an initiative enabled by Bill 132, the Sexual Violence and Harassment Action Plan Act (Supporting Survivors and Challenging Sexual Violence and Harassment). The initiative requires Ontario colleges and universities to establish policies, prevention and education measures, survivor supports, and response protocols to address sexual violence on campus..

At Durham College (DC), sexual Violence is defined as: Any sexual act or act targeting a person’s sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person’s consent, and includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism and sexual exploitation. ([Durham College Standard Definitions, last revised September 2023](#))

As part of this plan, all Ontario colleges and universities are required to develop a common policy that addresses sexual violence and sexual assault on campus. Additionally, these provincial institutions must implement effective response protocols to address sexual violence, increase support for survivors, and formalize how incidents are addressed.

To comply with provincial requirements, DC implemented the Sexual Violence Policy and Procedure (ADMIN-244). This report summarizes sexual violence prevention and response activities and reported incidents for the 2025-2026 reporting period. This period covers 12 months, from October 1, 2025, to September 30, 2026.

4. Discussion/Options

4.1 The implementation and effectiveness of the policy.

- a. DC continues to demonstrate its commitment to preventing sexual violence and supporting those impacted, guided by its Sexual Violence Prevention & Response Policy. During this reporting year, DC’s community collaboratively ensured that essential prevention and response efforts were prioritized. Established ways in which we educate the campus community about how to prevent sexual violence, and how to make and respond to disclosures were maintained, and a number of approaches were enhanced to reflect the new policy as well as address the ways in which equity-deserving communities are impacted by sexual violence. The campus community upheld their

dedication to ensuring that survivors were met with empathy and support when they chose to make disclosures and complaints.

4.2 Community Education Initiatives

The College's policy recognizes that public education remains a vital and essential strategy to reduce and/or prevent incidences of sexual violence. Consequently, the education and prevention program, primarily coordinated and resourced via the Office of Equity Diversity and Inclusion (OEDI), focuses on:

- Increasing understanding and knowledge about sexual violence and rape culture, consent, harmful stereotypes, myths and stigma that perpetuate sexism and violence;
- Empowering survivors of sexual violence to seek support and report incidents;
- Building confidence in students, faculty, staff and visitors to intervene and report concerns or witnessed incidents; and
- Mobilizing the campus community to act to combat sexual and gender-based violence.

a. Training

There are several asynchronous and in-person training opportunities available to students and employees. During this year, an equity and inclusion lens was integrated into the in-person training for students. In addition, the content of the Sexual Violence Awareness module (see Table 1) was updated to reflect the new policy-resolution options available; provide knowledge and resources needed to not be a bystander, and how to submit disclosures; and address the ways in which equity-deserving communities experience sexual violence, and inclusion of relevant supports for them.

Tables 1 and 2 provide details of the asynchronous sexual violence training for students and employees during the reporting period.

Table 1 - 2025-2026 Sexual Violence Training Participation (Students)

Training	Participation levels	Details
Sexual Violence Awareness Module within PREP 1000	1037 new enrollments	Sexual Violence Awareness Module – Developed by the OEDI, this online module is designed to equip students with the knowledge, skills, and resources needed to prevent and respond to sexual violence. It is delivered as part of the Start Strong program, DC's online pre-arrival program designed to help incoming students feel confident, connected, and prepared for their transition to college. Students can access the module and other Start Strong content beginning eight weeks before the start of their semester. program
Sexual Violence First Aid	74 students enrolled	Educates participants on trauma-informed approaches and provides tools and resources for supporting survivors in immediate need. Content was developed in partnership with the Durham Rape Crisis Centre. Participation is voluntary for students.

Table 2 - 2025-2026 Sexual Violence Training Participation (Employees)

Training	Participation	Details
Responding to Sexual Violence on Campus	203 completed	Managed by Human Resources, this is mandatory training for all employees. Participants are issued certificates of completion. Reporting reflects new hires as well as those doing refresher training.
Sexual Violence First Aid	11 completed	This module was developed in partnership with the Durham Rape

			Crisis Centre and managed by Human Resources. It seeks to educate participants on trauma-informed approaches and provides tools and resources for supporting survivors in immediate need. Participation is voluntary for employees and they are issued certificates upon completion.
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b. Information Sharing

- **Days of Awareness Communications:** Shared communications with the DC community via DC email, the DC Calendar and social media explaining the significance of various dates of awareness relevant to sexual violence through the academic year (including Consent Awareness Week); reminding individuals of their rights and responsibilities under our Sexual Violence Prevention & Response Policy and associated policies; and connecting them to on and off campus resources, including how to make sexual violence disclosures and reports.
 - The OEDI continued to leverage social media (@EquityATDC on Instagram) to share information and promote events and training opportunities related to sexual violence. The @EquityATDC Instagram page has 816 followers.
- **Sexual Violence Support Website:** Continued to leverage the microsite as a centralized source of trusted information on sexual violence, how to access and provide support to those impacted, and on and off-campus resources.
- **Information Cards:** Enhanced information cards summarizing the policy, defining consent and sexual violence, and the steps campus community members should take to make and receive a disclosure. Information tailored according to student and employee audiences and disseminated to all departments and faculty offices, at various orientation and days of awareness events for employees and students.

c. Resource Fairs and Displays

- **The Red Dress Project** (May 2026): DC continues to recognize the National Day of Awareness and Action for Missing and Murdered Indigenous Women, Girls and Two-Spirit People, widely known as Red Dress Day. Led by the First Peoples Indigenous Centre, there was a display of dresses and red bows; a movie screening and tabling where information was available pertaining to on- and off-campus supports for persons impacted by sexual violence; and dissemination of campus-wide communications.
- **Orientation:** Continued to leverage various orientation events at both campuses throughout the academic year to engage with students to discuss consent and healthy relationships, and share information about our Policy, how to make disclosures, and resources.

d. Memorials

- **National Day of Remembrance and Action on Violence Against Women** (December 2025): DC hosted a memorial to commemorate and educate the campus community about Gender-based Violence and actionable steps to prevent violence against women, girls, two-spirit, transgender and gender-diverse people. A two Spirit person offered healing through a musical rendition and event attendees created pledges of actions they would take to end violence against women on our campus and wider community.

4.3 Sexual Violence Disclosures & Complaints

At DC, students can make two types of reports:

- Complaints to the Office of Campus Safety (OCS). This is the process through which OCS can investigate a student's allegations of sexual violence in accordance with the procedure articulated in the policy; or
- Disclosures to the Sexual Violence Education and Prevention Coordinator or any other campus community members (i.e., employees, contractors), in any space at the College. Students can disclose that they have experienced sexual violence without filing a complaint. They are then provided with pathways to available on and off campus services. All recipients of a disclosure are required to inform the Sexual Violence Education and Prevention Coordinator.

During this reporting period, the OEDI continued development of an enhanced Sexual Violence Reporting Platform and new Case Management Database. Intended to streamline documentation and

enhance the quality and utility of the data collected for prevention and response efforts, particularly with those from equity-deserving communities, integration of feedback from partners is underway.

Table 3 shows the number of disclosures and complaints received during the 2025-2026 period.

Table 3 – Number of Sexual Violence Reports Received 2025-2026

Type of Report	Complaints	Disclosures
Sexual Assault	1	4
Sexual Harassment	1	5
Stalking	0	0
Indecent Exposure	0	0
Voyeurism	0	0
Sexual Exploitation	0	0
Historical Sexual Violence	0	0
Gender-based Violence	0	0
Uncategorized Sexual Violence	0	0
Totals	2	9

The definitions below provide additional context for Figure 1 and Table 3.

Historical Sexual Violence – includes incidents that are disclosed during the time that a student is attending DC but occurred prior to enrolment at the college.

Gender-based Violence (GBV) – includes sexual violence as well as psychological/emotional, economic/financial, and spiritual abuse. GBV can come in the form of harassment and discrimination.

Uncategorized sexual violence – represents disclosures received without the specific details or nature of the incident.

4.4 Supports and Accommodations

DC offers the following support options for survivors of sexual violence:

- Opportunity to disclose to any employee and be provided with information about response options available to them under the policy, and on and off campus resources, including meetings with the Sexual Violence Education and Prevention Coordinator for further support if desired;

- Opportunity to meet with the Sexual Violence Education and Prevention Coordinator who:
 - provides immediate emotional support, safety planning;
 - highlights available on-campus resources;
 - shares information on community resources (legal, housing, food, cultural, religious);
 - reviews available reporting options;
 - assesses and facilitates any required academic or financial accommodations. This year, the OEDI and Access and Support Centre at DC collaborated to streamline the process for students impacted by sexual violence to obtain academic accommodations, such that the referral from the Sexual Violence Education and Prevention Coordinator validated the need for the accommodation and students did not need to re-tell their experience.
- Mental health and counselling support: available through the Campus Health and Wellness Centre (CHWC) for all students; and through the Support Hub of the Durham College Student Association for full-time students;
- Medical attention accessible through the CHWC;
- Promotion of incident reporting options – disclosures, complaints, and reporting to law enforcement.

Table 4 -Student Supports

Type of Support	# Students Provided with On Campus Support	# Students Provided with Off Campus Support
Safety Planning Resources Provided	11	--
Safety Planning Referrals Made	2	--
Advocacy	NA	--
Physical Health Resources Provided	9	11
Physical Health Services (CHWC)	--	NA
Mental Health Resources Provided	11	11

Mental Health Services (CHWC)	2	NA
Mental Health Referrals Made	--	1
Community Resources (Miscellaneous)	NA	11

Table 5 - Student Accommodations

Type of Accommodation	Total
Academic	3
Financial	0

4.5 Priorities for 2026-2027

- Update the job description of the Sexual Violence Prevention & Response Coordinator to align with the recent restructuring in the institution, and fill the vacancy;
- Enhance and deliver one sexual violence related-learning opportunity to students and one to employees, through an equity and inclusion lens to ensure 1) the intersectionality of experiences of this phenomenon for all campus community members included and 2) learning styles and needs of the campus community are integrated;
- Continue to increase education and awareness reach to campus community members via social media and Information Centre for Employees (ICE);
- Complete and launch an enhanced Sexual Violence Disclosure form and new case management database.

5. Financial/Human Resource Implications

The implementation of the “It’s Never Okay: An Action Plan to Stop Sexual Violence and Harassment” initiative continues to require dedicated resources to both carry out the work and to engage in necessary training.

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 arise through shared events and any shared processes or procedures in the OCS.

8. Relationship to the Strategic Vision/Business Plan

Sexual violence and sexual harassment relate to the Sustainable and People Centred goals in our Strategic Vision 2030. This report supports our institutional operational compliance with key Sexual Violence legislation, and addresses the following business plan objectives:

1. We will continuously evaluate and refine processes to enhance the student experience and support our teams (2.3 x)
2. We will nurture our organizational culture, where students, employees, alumni and partners feel welcomed, valued, respected, and part of our community (3.1 iii, iv, v)
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 (3.3i)

Report Number: BOG-2025-67

To: Board of Governors

From: Dr. Elaine Popp, President and Anthony Longo, Executive Director, Strategic Reporting and Government Relations

Date of Report: September 30, 2026

Date of Meeting: October 14, 2026

Subject: First Update on the 2026-2027 Business Plan

1. Purpose

The purpose of this report is to provide the first of three updates on the 2026-2027 Business Plan.

2. Recommendation

This report is being presented for information only.

3. Background

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

The Business Plan allows Durham College (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 DC Board of Governors approved the 2026-2027 Business Plan at its meeting on June 10, 2026 (Report BOG-2026-56). The plan was developed with direction, review and guidance from the Executive Leadership Team (ELT), and it represents input from all departments and Faculties.

This is the second Business Plan under the 2025-2030 Strategic Vision.

4. Discussion/Options

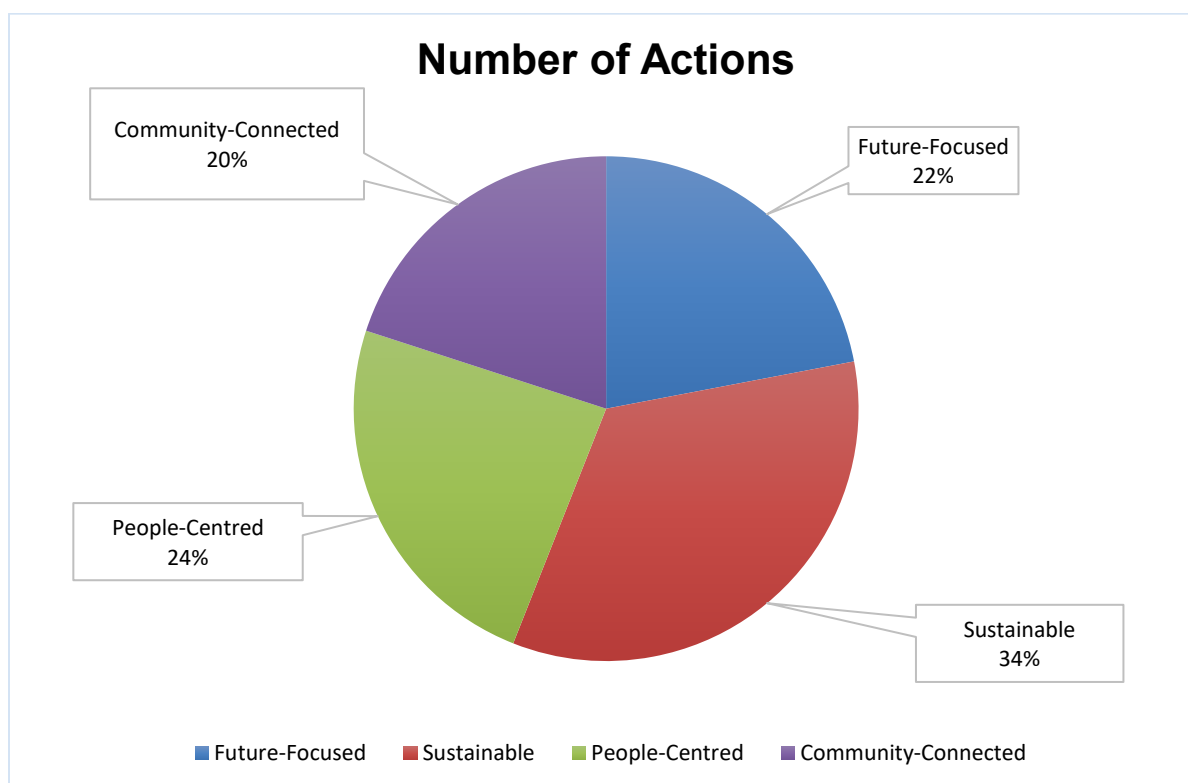
The following report highlights the progress made to date on the college's actions, which support the goals and objectives identified in the 2025-2030 Strategic Vision.

The accompanying 2026-2027 Business Plan Scorecard provides detailed updates regarding each of the 100 actions the college has committed to undertaking this year to help achieve these goals.

See Table and Graph 1 for the number of actions by goal.

Table and Graph 1

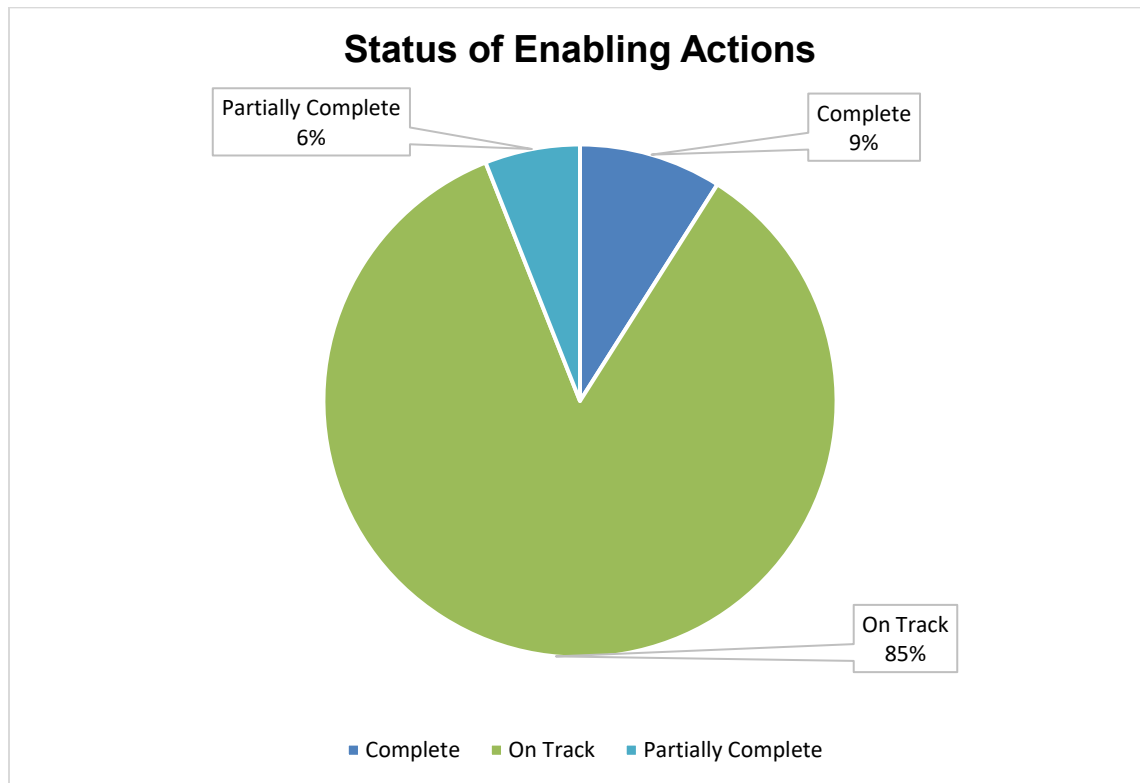
Goal	Number of actions
Future-Focused	22
Sustainable	34
People-Centred	24
Community-Connected	20
Total	100



Each action on the scorecard has an indicated status. Table and Graph 2 provides a summary of the status of the college's 100 planned actions.

Table and Graph 2

Status	Enabling Actions	%
On Track	85	85%
Complete	9	9%
Partially Complete	6	6%
Delay	0	0%
Incomplete	0	0%
Cancelled	0	0%
Total	100	100%



There are currently no delayed, incomplete, or cancelled actions.

Detailed information regarding all enabling actions is included in the 2026-2027 Business Plan Scorecard found in the agenda package.

5. Financial/Human Resource Implications

Business Plan actions with direct financial or human resource implications have been 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 Plan/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									
Objective	#	Enabling Action	Measure	Completion Date (drop-down)	Status (drop-down)	Update 1 (BOG Fall Mtg: October 14, 2026)	Magnitude / Impact (drop-down)	Responsible - Primary (drop-down)	Responsible - Secondary (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, 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	Expanded our secondary school partners in Seneca, Centennial and Fleming catchments by 14; a 12.7 per cent year-over-year increase. Conducted 191 off-campus activities from April to August; a 12 per cent year-over-year increase. Scheduled 181 events between September and October; a 29 per cent year-over-year increase. Expanding on-campus strategy for secondary school and community partners in the Durham Region and GTA with a focus on increasing Dual Credit hosting. Also expanding the number of community partners and guidance counsellors outside our DC footprint. Conducted 74 on-campus activities from April to August; a 25 per cent year-over-year increase. Non-direct applications for the Spring 2026 intake increased from 2,421 to 2,910; a 20 per cent year-over-year increase. Expanded DC's non-direct partnership network, adding 20 new partnerships in Durham Region, GTA and Kawartha, bringing the total to 64, exceeding the goal of 61, and will continue to grow in this area.	College-wide and Community	Vice President, People, Communications, and Enrolment	Traci Elis, Garima Rath
						Continue to pursue new strategic partnerships to provide access to populations that align closely with the non-direct student audience, including adult learners, newcomers, and employment-seeking adults. Participated in two Military-Connected (MC) events, engaging with 30 MC learners, with two additional events booked for this fall. Implementing a dedicated self-identification option on all lead forms, as well as a lead capture QR code to track and nurture prospects. Developing targeted marketing materials and a social media and email communications plan for MC learners. A MC learner information webinar is planned for November. Developing new partnerships with military contacts across Durham Region and the GTA, as well as Family Resource Centres, to strengthen engagement and expand reach.			

Objective	#	Enabling Action	Measure	Completion Date (drop-down)	Status (drop-down)	Update 1 (BOG Fall Mtg: October 14, 2026)	Magnitude / Impact (drop-down)	Responsible - Primary (drop-down)	Responsible - Secondary (drop-down)
	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	Developed a data-driven marketing campaign strategy launching in early October 2026, targeting high-ROI geographic markets within the Seneca, Centennial and Fleming catchments to improve market share from these locations. Mapped application data, reviewed program offerings and suspensions, and identified high-feeder secondary schools to determine priority locations and inform campaign targeting.	College-wide and Community	Vice President, People, Communications, and Enrolment	Traci Ellis
	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	Internal consultations completed. Initial programs identified for submission include: Power Engineering Technician, Biomedical Engineering Technology, Computer Systems Technician, Business - Supply Chain.	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	Complete	All programs launched.	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	Complete	ASC partnered with Academic Upgrading to host an event. 65 attendees participated. ASC held a non-direct/mature learner transition event and had over 106 attendees. ASC held three additional transition events, with over 280 attendees. Students were able to attend in person or virtually. All events received positive feedback.	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	Consulted with Professional and Part-time Learning (PPL) and created list of suitable NDE courses. PPL is currently working on the logistics to facilitate the training. First courses will be made available in the Winter 2027 term.	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	As of September 8, 2026: Spring 2026 new domestic day 10 enrolment: 640 (114.5 per cent to target) - <i>complete</i> Fall 2026 new domestic day 1 enrolment: 5,473 (101.6 per cent to target) - <i>complete</i>	College-wide	Associate Vice President, Enrolment and International Education	Director, Marketing + Recruitment

Objective	#	Enabling Action	Measure	Completion Date (drop-down)	Status (drop-down)	Update 1 (BOG Fall Mtg: October 14, 2026)	Magnitude / Impact (drop-down)	Responsible - Primary (drop-down)	Responsible - Secondary (drop-down)
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	DC Connect course shell is being finalized with instructional designers. Launch anticipated for September 21.	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	Work plan in preparation.	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	Course Progress Hub was launched in all active fall courses. Student- and faculty-facing resources were launched. Instructions for adding widget and student communication resources were developed and shared in September. Academic Leadership viability to be explored upon the return of core programmer in November.	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	Awaiting the release of data from a comprehensive Ontario Heads of Co-op survey, which will inform co-op best practices across the system and support the development of a framework.	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	Research is underway. Collaboration is ongoing to develop and refine standardized templates, which will support consistent onboarding of new co-op programs.	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	An EIF information video was recorded by the Disease Surveillance Nurse and, along with a dedicated EIF webpage, is now available online to provide students with centralized access to EIF information and resources. All requested classroom presentations for all programs requiring EIF will include an EIF component. Six sessions were booked for summer semester, with 25+ additional sessions expected to be booked for fall semester.	College-wide and Community	Vice President, Corporate Services and Chief Financial Officer	Director, Campus Health and Wellness Centre

Objective	#	Enabling Action	Measure	Completion Date (drop-down)	Status (drop-down)	Update 1 (BOG Fall Mtg: October 14, 2026)	Magnitude / Impact (drop-down)	Responsible - Primary (drop-down)	Responsible - Secondary (drop-down)
	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	Identified project co-leads from C+M and RO/IE to develop a project plan, facilitate stakeholder collaboration, monitor milestones and ensure deliverables remain on track and aligned with the project's objectives. Established a cross-functional project team, including representatives from C+M, Recruitment, and RO/IE. Scheduled the first collaborative project team meeting for late September to begin mapping the student journey for full-time domestic and international students, from first awareness of DC to registration. A refresh of the Full-Time Programs webpage is underway. Journey mapping will be used to identify additional priority pages to review. Digital content to support recruitment posts has started to be captured. Journey mapping will be used to identify additional opportunities for short-format videos to support recruitment and conversion efforts.	College-wide	Vice President, People, Communications, and Enrolment	Lindsay Holley, Traci Ellis, Thom McDonald
	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	C+M is working on a communications project related to student communications. Project lead will be joining the Retention Working Group as a committee member. Support services participated in Academic Kickoff by showcasing service offerings and enhancements to staff and faculty. Pathway discussions are ongoing through the Centre for Teaching and Learning (CTL). Metrics confirmed in the Toolkit for 2026-27. Tracking will take place over the academic year.	College-wide	Vice President, Academic and Students	VP, People, Communications, and Enrolment
	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	Self-Identification and Reporting: A Military Connected Learner (MCL) self-identification form has been developed, reviewed, and refined to ensure all required data elements are captured. Reporting capabilities have been established, and an identifiable cohort of military learners who self-identify can now be tracked and monitored. MCL Landing Page: The DC MCL landing page has been established and serves as a centralized resource showcasing available supports, services, and relevant information for military-connected students. Processes are in place to ensure content remains current and information is updated as required. MCL Support Framework: Foundational elements of the MCL support framework have been implemented through the development of the self-identification process, reporting structure, and dedicated web presence, enabling improved identification, communication, and support for military-connected learners.	College-wide and Community	Associate Vice President, Enrolment and International Education	

Objective	#	Enabling Action	Measure	Completion Date (drop-down)	Status (drop-down)	Update 1 (BOG Fall Mtg: October 14, 2026)	Magnitude / Impact (drop-down)	Responsible - Primary (drop-down)	Responsible - Secondary (drop-down)
1.5 We will activate and celebrate our alumni network as ambassadors and mentors.						Marketing and Recruitment: Website content and supporting information have been developed to enhance awareness and outreach to military-connected learners. Additional marketing assets and recruitment activities continue to be explored and refined. PLAR Processes: Work related to Prior Learning Assessment and Recognition (PLAR) processes for recognizing GNED credits based on DP level is complete. Recognition for COMM 1100 will be implemented for fall start-up with the access of an additional AI module.			
	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	Complete	<i>Completed:</i> More than 250 Windows devices have been migrated to Windows 11, including all eligible devices in academic labs. Approximately 200 remaining administrative endpoints have been designated as Windows 10 exceptions due to hardware lifecycle constraints and have been documented within the Exception Registry. The outstanding Windows 10 devices that have not yet transitioned to Windows 11 will continue to be covered by our Windows 10 Extended Security Update (ESU) coverage. This will ensure continued security compliance and protection. These devices will continue to receive support and security management while replacement plans are executed through the fiscal 2026-2027 desktop refresh program. <i>Completed :</i> An Exception Registry has been established for endpoints that are not eligible for Windows 11 due to specialized academic or industry-specific system dependencies. Responsible faculties have been notified of the associated technical debt and are engaged in planning appropriate risk mitigation and future replacement strategies.	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	65 per cent of planned access point replacement has been completed to date: A, B and I wings are completed. H wing, 1st floor is completed.	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	The Banner hardware and iSCSI hardware has been received. Installation and configuration along with connectivity to the storage area network is underway.	College-wide	Vice President, Strategic Infrastructure and Campus Safety	
	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	Partially Complete	DC Connect App is currently at 13,534 users. DC Alumni Marketplace membership is at 96. Framework for podcast launch was developed and 20 episodes were recorded over the summer with the support of the DCAA Board and DCSA Media Hub.	College-wide and Community	Vice President, Corporate Services and Chief Financial Officer	AVP, Advancement and Alumni

Objective	#	Enabling Action	Measure	Completion Date (drop-down)	Status (drop-down)	Update 1 (BOG Fall Mtg: October 14, 2026)	Magnitude / Impact (drop-down)	Responsible - Primary (drop-down)	Responsible - Secondary (drop-down)
	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	One alumni feature has been published since June.	College-wide and Community	Vice President, Corporate Services and Chief Financial Officer	AVP, Advancement and Alumni
	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	As of August 24, 2026, 148 alumni have been enrolled in the international alumni network. The annual target has already been surpassed. International Alumni Talks 2027 is scheduled for Tuesday, March 23, and the work will begin in November 2026. Three international alumni have been featured since April 1, 2026 (listed below). To meet the annual target, one alum every two months will be featured. *** April and May 2026 - Hrithik Udani, Video Production grad from India, currently employed at CBC. June and July 2026 - Haspreet Singh Hooda, Sport Management grad from India, currently employed at Ontario Basketball. August and September 2026 - Xiaopeng Song, Mechanical Engineering Technician (NDE) grad from China, currently employed at OPG.	College-wide and Community	Associate Vice President, Enrolment and International Education	Associate Vice-President, Advancement and Alumni Relations
GOAL 2: SUSTAINABLE - Be intentional and align our efforts to adapt, thrive and achieve our ambitions and ensure long-term sustainability.									
2.1 We will seek innovative solutions to support our financial health.	i.	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	Strengthened collection efforts through increased student outreach, streamlined processes, and earlier escalation of overdue accounts. A collection timeline has been developed and shared with the Registrar's Office, Financial Aid, and the third-party collection agency to ensure alignment and coordination in support of the 2 per cent year-over-year reduction target. A key uncertainty is the potential impact of changes to OSAP on students' ability to pay their tuition balances, which may affect collection results.	College-wide	Vice President, Corporate Services and Chief Financial Officer	Finance
	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	A feasibility assessment has been completed for the Print Shop software "On Print" and initial meetings have taken place with Ricoh. A contract has been executed, with an initial project kick-off meeting. Initial information and documentation is being prepared to support the development of the online service offerings, including pricing, materials, services and workflow requirements.	College-wide	Vice President, Corporate Services and Chief Financial Officer	Director, Ancillary Services

Objective	#	Enabling Action	Measure	Completion Date (drop-down)	Status (drop-down)	Update 1 (BOG Fall Mtg: October 14, 2026)	Magnitude / Impact (drop-down)	Responsible - Primary (drop-down)	Responsible - Secondary (drop-down)
	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	Textbook purchasing practices continue to be refined using prior-year sell-through data to align inventory with demand. Security measures have also been reintroduced for all textbooks to help reduce theft and shrinkage. Initial results will be assessed once the mid-year inventory is completed in November. Year-over-year e-commerce analytics are being developed to monitor performance. A promotions calendar and social media initiatives have been developed to drive online engagement and increase e-commerce sales.	College-wide	Vice President, Corporate Services and Chief Financial Officer	Director, Ancillary Services Finance
	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	Promotion of billable services is underway across the campus, with nursing schedules reconfigured to increase availability for revenue-generating ELF and procedure appointments.	College-wide	Vice President, Corporate Services and Chief Financial Officer	Director, Campus Health and Wellness Centre
	v.	Launch the Equipped fundraising campaign.	Execute campaign launch event.	June 2026	Complete	The Equipped Campaign launch event was held on June 23rd, 2026. Two recent graduates spoke about how their hands on experience at DC prepared them for their careers, and one employer shared the value of hiring DC grads. Our three campaign buckets were showcased during a tour, with the support of faculty members who demonstrated various pieces of equipment and technology.	College-wide and Community	Vice President, Corporate Services and Chief Financial Officer	AVP, Advancement and Alumni
	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	Teams are tracking ancillary fees from all members of the Ontario Colleges Athletic Association (OCAA). A survey is in development to send to similar sized colleges regarding operations, facilities, varsity & recreation programming. Tracking all expenses per program via FAST.	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	Consultations with business areas (RO, Finance, Human Resources and Academic) have taken place to socialize the high-level ERP modernization approach and inform the strategy. ERP modernization strategy has been drafted and is under refinement. Project Plan development is underway. The present scope of this plan covers Phase 1: Readiness and stabilization of the ERP modernization strategy, which will address de-MEPping the database and Ontario Tech data implications, customizations, integrations and reporting. Proposed project structure, including governance, will be shared this fall.	College-wide and Community	Vice President, Strategic Infrastructure and Campus Safety	

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	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	Awaiting project approval.	College-wide	Vice President, Academic and Students	Vice President, Strategic Infrastructure and Campus Safety
	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	Partially Complete	Drafting of the Digital & AI Strategy is substantially complete, establishing strategic priorities, governance principles, and a multi-year roadmap for digital modernization and AI adoption. Work during the reporting period has also focused on advancing foundational digital transformation initiatives, including ERP planning and the development of a priority AI business case, which will help inform strategy refinement, implementation planning, and institutional prioritization.	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	Drafting of service standards is in progress. Revised field placement process development is in progress. PAC recommendations will be implemented this fall across Business and Information Technology (BIT)/Media, Art, and Design(MAD) Program Advisory Committees (PACs). An FAQ manual has been updated and was launched for fall semester in BIT/MAD.	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	The project is currently in the planning stage.	College-wide	Vice President, People, Communications, and Enrolment	HRIS, IT, C&M
	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	Facilities has advanced the development of a more centralized and consistent service intake model through improvements to service routing, standardized intake processes, and point-of-need reporting. A dedicated Facilities email address has been implemented to separate Facilities requests from the IT Service Desk. This provides greater flexibility to prioritize and manage Facilities requests and reduces the risk of urgent Facilities requests being overlooked within a high volume of IT-related submissions. Standardized intake processes have also been developed and refined for specific Facilities services. The Key Request Form has been updated to verify space ownership and identify changes in space occupancy, supporting more accurate routing and space information. Standardized Shipping Intake Forms have been created for mail distribution, domestic shipping, and international shipping. Development is underway for a standardized Event Intake Form to establish consistency in the information received by Facilities and improve the efficiency of request assessment and assignment.	College-wide	Vice President, Strategic Infrastructure and Campus Safety	

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						QR-code reporting has also been expanded as a point-of-need reporting tool. QR codes have been implemented across DC buildings for classroom height-adjustable tables and elevators, allowing end users to report deficiencies directly at the location of the associated equipment. QR codes for automatic door operators have been piloted in the A Wing of the GWB, with expansion planned for the second half of the fiscal year.			
	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 ≥ 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	Customer satisfaction performance remains strong through August 2026, with an overall score of 4.88 out of 5. Both DC and Ontario Tech continue to report consistently high satisfaction levels, demonstrating sustained service excellence across support operations. Active monitoring and tracking of CSAT results. CSAT YTD has been maintained in the target range. Follow-up is tracked for survey responses with Dissatisfied or Very Dissatisfied ratings. Active monitoring and tracking of MTTR performance. MTTR has continued its multi-year improvement trend, declining from 156 in 2024 to 39 in the latest reporting period. This represents a 75 per cent improvement in issue resolution speed while maintaining consistently strong performance across all ticket priority levels.	College-wide and Community	Vice President, Strategic Infrastructure and Campus Safety	
						Sustained low and stable resolution times demonstrate the effectiveness of ongoing process improvements, focus on timely service restoration, and emphasis on ensuring a reliable and responsive technology environment for the DC community.			
	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	Configuration and testing of Neurons for ITSM is in progress. Neurons includes a new more intuitive self-service experience and brings AI-enabled functionality for the system users.	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	As of August 28, 2026 a payment provider solution is available, a security review has been completed, and a contract is ready to be reviewed and authorized by leadership.	College-wide	Associate Vice President, Enrolment and International Education	Vice President, Corporate Services and Chief Financial Officer

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	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	The pre-assessment of transfer credits at the point of admission has been fully developed and tested and now works as intended in the testing environment for all post-secondary applicants with Ontario institution XML transcripts on file. Implementation should go live for the 2027-4-1 semester, after confirmation from IT. The next steps of implementation are being explored, and include developing a report and uploading a process to carry the pre-assessment credits over to create Salesforce student records for each credit transfer, as well as updating the language on the pre-assessment MyDC portal prior to launch. The credit transfer application will also be updated in conjunction with IT, to remove the fee and update language to reflect the pre-assessment process. Potential partner institution equivalencies are continuously being identified and sent to DC Faculties for review, to update the equivalency database on an ongoing basis. The ONTCS system is now being used to identify equivalencies and agreements other institutions have in place to find courses that have not been previously assessed at DC.	College-wide	Associate Vice President, Enrolment and International Education	Director, Enterprise Systems
	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	Progress continues toward this goal, with two forms completed. The Consent to Release and Domestic Withdrawal forms were successfully developed, tested, launched, and are functioning well. Both digital forms have been adopted into regular operations and are providing a more efficient and streamlined experience for students and staff. Work is now focused on building and implementing the workflows for the remaining forms: Return to Full-time Studies, Program Transfer, Add/Drop, and Grade Changes. Development planning is underway, with workflow planning meetings scheduled as the next step to support the build and implementation of these digital forms.	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	Complete	Fees were updated to reflect new methodology of charging fees for non-fall start programs. All program pages and fee pages have been updated with more transparent information, including updating the fee calculator page to a fee estimator page. Future work will commence to review ancillary fee pages to ensure compliance with Bill 33 legislation by January 2027.	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	Throughout the summer months, the C+M Project Request has been completed for the Salesforce Student Support Portal. Feedback is continuing to be collected from internal clients through RO/IE leadership demonstrations and ongoing project management activities. Any technical issues have been identified and continue to be troubleshooted.	College-wide	Associate Vice President, Enrolment and International Education	

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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	The Off Campus & Field Trip Event Form has been successfully converted to the automated platform and is in use college wide. The CARAF and On Campus Event forms are currently under development and testing. Initiative remains on track to achieve January 2027 performance target.	College-wide	Vice President, Corporate Services and Chief Financial Officer	Risk Management Procurement
	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	Decentralized Q3 forecasting is planned for completion in October. Finance will be providing a training session in September along with updated training manuals.	College-wide	Vice President, Corporate Services and Chief Financial Officer	Finance
	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	Initial testing of the Bookware and Banner course kit integration was completed over the summer, with further testing and refinement underway. The completed integration will support the development of detailed COGS and gross profit margin reports to improve financial analysis and forecasting.	College-wide	Vice President, Corporate Services and Chief Financial Officer	Director, Ancillary Services
	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	The Client Impact Survey has been successfully integrated into close-out procedures. Tracking of outgoing surveys and completion rates is ongoing.	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	Work is currently progressing to improve data integrity and operational visibility within ARCHIBUS. The Key Request Forms have been updated to support verification of space ownership and capture changes in space assignments. This information will provide a cross-reference and potential trigger for identifying changes to space data, supporting the development of a more current and accurate source of space information within ARCHIBUS. Planning is underway to establish a baseline for MTTR for selected Facilities service types. Prior to establishing the baseline, validation of ARCHIBUS data is required to confirm that work order timestamps are being captured consistently and accurately. This validation will ensure that the resulting baseline is reliable and can be used to support future performance tracking and decision-making. A framework for data validation and baseline development is expected to be established by the next reporting update, including identification of the commencement date for baseline data collection.	Department/Faculty	Vice President, Strategic Infrastructure and Campus Safety	

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	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	ITS has established the foundational endpoint management and security framework required to support a phased, secure, and scalable migration to Microsoft Intune and Windows 11. Core capabilities have been successfully implemented, including Microsoft Intune and Microsoft Entra ID integration, Windows Autopilot enrollment and baseline configuration and compliance policies. To validate the deployment model, approximately 240 devices have been enrolled into Intune, enabling ITS to test and refine enrollment processes, device provisioning workflows, application deployment, and policy assignments. <i>In Progress</i> : The standard device image and baseline management policies are currently being reviewed and optimized to ensure a consistent, secure, and user-friendly experience prior to broader institutional deployment. These activities establish the operational foundation necessary to achieve full migration of all eligible Windows-based endpoints by March 2027, while supporting modern security standards, improved device management, and enhanced service reliability across the college.	College-wide and Community	Vice President, Strategic Infrastructure and Campus Safety	
						Per InfoSec: Performing CIS Level 1 benchmarking for Windows 11. Performed CIS assessment of test machine for Intune configuration. Created CIS server. Procured license.			
	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	The PAB configuration and testing have been completed successfully. Deployment planning is underway in preparation for user rollout.	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	Compiled the existing list of customizations, gathered earlier in the SaaS readiness project. This list is being compared to the code repository to identify new customizations added since it was compiled. This will be used to complete the analysis.	College-wide and Community	Vice President, Strategic Infrastructure and Campus Safety	

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	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	The Scheduling Team continues to make significant progress toward the Infosilem Academic implementation, having completed 85 per cent of the required administrative training. The team is actively mapping current scheduling processes to align with anticipated system changes and future functionality. With respect to internal partner/stakeholder communications, project updates have been provided to the Associate Dean group in July 2026 and to DC's Scheduling Steering Committee in August 2026 (representation is cross-functional including Scheduling, Academic, Facilities and IT representatives). In parallel, recommendations are being developed for the Scheduling Steering Committee to advise on front-end user access levels and governance, helping to ensure a successful and well-managed rollout of the new system. Faculty user training and Summer 2027 database creation is planned to be completed this Fall 2026.	College-wide	Associate Vice President, Enrolment and International Education	Vice President, Academic and Students
	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	ITS inventory of all customizations is complete. A functional inventory continues to be worked on with the goal of understanding the function and impact of each customization. Future collaborative efforts are planned with ITS to categorize each customization with one of the 4 B's designation.	College-wide	Associate Vice President, Enrolment and International Education	Director, Enterprise Systems
	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	Significant progress has been made toward this goal. The RO chatbot continues to be actively monitored, with ongoing enhancements to its knowledge base and improvements to intent recognition and content matching to better support student inquiries. Substantial improvements have also been made to how chatbot performance is tracked and reported, providing analytics to inform continuous optimization efforts. As a result of this work, a notable increase in chatbot effectiveness is evident. Over the last eight weeks, the chatbot has achieved an average helpful / assumed helpful response rate of 95 per cent, exceeding the target of 90 per cent. Monitoring of incoming support cases will continue to help assess the impact of these improvements and identify further opportunities to enhance the student experience while reducing the need for direct assistance.	College-wide and Community	Associate Vice President, Enrolment and International Education	

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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	A Sustainability Coordinator Work Study Student is being hired to strengthen student engagement on the Green Impact Team and increase student participation during sustainability events. Two new on-campus sustainability events are being developed for the academic year, with a focus on upcycling and waste diversion.	College-wide	Vice President, Corporate Services and Chief Financial Officer	Director, Ancillary Services
	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	Complete	The Faculty of Health Sciences has collected 19 sets of Practical Nursing graduating student's scrubs. The scrubs have been washed and will be distributed to students as needed through the academic year.	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	Community/industry engagement is ongoing. Waste diversion is on track. The Barrett Centre offered a hands-on beekeeping workshop series, combining instruction with experiential learning. Additional workshops were offered in collaboration with Bistro '67, including "Garden to Golden: a tempura workshop" and "Blooms & Bites". More than 180 new learners have been engaged through these workshops to date.	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	A pollinator garden was planned and planted along Founders Drive adjacent to the IMC, supporting the College's Bee Campus commitments and broader biodiversity objectives. Branded signage is planned for the garden once the appropriate logos and current signage formats are confirmed. A QR code linked to educational information is also being considered to provide users with additional information about the garden, pollinators, and its environmental benefits. Integrated Pest Management (IPM) indicators are currently in development, with an update on the proposed indicators and measurement framework anticipated in the winter reporting period. Additional landscape sustainability opportunities are also being explored, including expansion of pollinator gardens, development of an arboretum and nursery, investigation of autonomous mowing technologies, and identification of campus areas suitable for naturalization or reduced maintenance frequency. These opportunities will require further review to assess operational feasibility, environmental benefits, and alignment with available budgets before prioritization and phased implementation.	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	Reached total engagement of 21 participants to date from workshops held in July and September. Additional workshops planned for November and January.	College-wide and Community	Vice President, Corporate Services and Chief Financial Officer	

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	ii.	Leverage data from the 2026 Canadian Campus Wellbeing Survey (CCWS) 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	Increased utilization of early intervention and low-intensity services as well as increased participation in programs is anticipated following the creation of the Outreach Catalogue, which expands awareness and access to available supports, launching October 2026. The partnership with Ontario Tech Mental Health Services will expand options for students, with new programming informed by last year’s student interest designed to strengthen community and address mild to low-intensity stressors. Results from the CCWS survey have been received and analyzed to ensure ongoing programming continues to align with student needs.	College-wide and Community	Vice President, Corporate Services and Chief Financial Officer	Director, Campus Health and Wellness Centre
	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	Seven sessions and a final event are planned between September 29 and November 17, incorporating use of MAD and Centre of Innovation and Research (CIR) space. Events involve collaboration with Children's Aid Society, faculty members, students, and alumni.	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	Collaboration with HR on annual staff, faculty, and retiree night at a varsity home game, with intent of hosting an event on January 16, 2027 (Volleyball). Special group days are organized: Baseball Oshaway Day, Youth Soccer Day, Future Lords All-Star Games, Scrimmages vs. Youth programs. As of August 2026, the website has moved to PrestoSports platform. Promotion of games and theme nights via social media is ongoing.	College-wide and Community	Vice President, Academic and Students	VP, People, Communications, and Enrolment VP, Corporate Services and CFO
	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	A draft framework is underway. EDI Committee terms of reference under review, and capacity building is in development.	College-wide	Vice President, Academic and Students	

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	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	Updates to onboarding checklists are underway, with consultation from the Forms team. Tested available legislated training reports. Report updates are required from IT to ensure accuracy. Change process is underway. Review of existing module has been completed. In the process of making a recommendation on the most accessible delivery format to provide new hires with content. A new employee virtual welcome will be scheduled monthly, starting in October 2026. Initial planning meeting between C+M and HR has taken place (August). Sandbox sites have been provided to HR (September); HR lead has begun exploring the functionality of the new system.	Department/Faculty	Vice President, People, Communications, and Enrolment	Associate Vice-President Human Resources
	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	The final draft of the DC Accessibility Design Standard (FADS) is complete, providing a structured framework to support accessibility considerations in the planning, design, construction, and ongoing management of the College's built environment. The five-year built environment accessibility reassessment has also been completed. Draft assessment reports have been shared for review, with final reports anticipated by mid-October. The completed assessments will provide a current baseline of accessibility conditions across the campuses and will be available in time to inform next fiscal year's priority planning, while also supporting longer-term accessibility and capital planning over the five-year planning term. Accessibility-related assets are also being incorporated into improved maintenance and reporting processes. As noted under Objective 2.1, QR-code reporting has been implemented for selected accessibility-related assets, including elevators and classroom height-adjustable tables. QR codes for automatic door operators have been piloted in the A-Wing of the GWB, with expansion planned for the second half of the fiscal year.	College-wide	Vice President, Strategic Infrastructure and Campus Safety	
						These tools allow users to report deficiencies directly at the location of the asset, supporting more timely identification and response to accessibility-related issues.			

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	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	Work has begun on an audit of non-academic student communications. Engagement with departments that communicate directly with students will begin shortly to better understand current practices, challenges and opportunities. A student survey is also in development for the fall to gather direct feedback on what is working well and where students would like to see changes.	College-wide	Vice President, People, Communications, and Enrolment	Lindsay Holley
	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	Review in process of training resources identified by OEDI. Review of practices is active. Initial discussions focused on identifying opportunities to strengthen equitable and inclusive approaches within recruitment, employee onboarding, and staff development processes. Review in process of resources for potential additional input to the established project intake process.	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	Strengthened and expanded partnerships with Alderville First Nation, Ajax Public Library, Bawaajigewin Aboriginal Community Circle, Durham Region Indigenous Collaborative Circle, and Ajax Children's Aid. Continued outreach and relationship building with educational partners to promote Indigenous learner pathways, professional development, and awareness of post-secondary opportunities and supports. Increased participation in Indigenous-focused outreach and engagement through initiatives such as the Soapstone Carving Workshop, Indigenous garden programming, orientations, community-based research collaborations, powwow participation, and Aboriginal Post-Secondary Information Program (APSIP) College/University recruitment tours, strengthening connections with students, educators, and community members.	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	The first new session "Indigenous Cultural Humility for the Classroom" was delivered on September 8. A survey to gather ideas on PD focus areas was launched in September.	College-wide	Vice President, Academic and Students	

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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	Implemented a standardized ergonomic assessment framework, with all ergonomic requests assessed within the established 72-hour service timeline. Continued enhancement of the process through early intervention, employee education, workplace assessments, and tracking / trend monitoring to support MSD prevention and identify recurring concerns. Initiative remains on track to achieve March 2027 performance target.	College-wide	Vice President, Corporate Services and Chief Financial Officer	Health & Safety Risk Management Human Resources Facilities
	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	Information gathering for the training development and materials is complete. Review of the online training module is complete.	College-Wide	Vice President, People, Communications, and Enrolment	Jennifer Cosway, Thom MacDonald
	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	Training modules were launched and pilot-tested by three SMEs. In process of enrolling 25 SMEs in the training which is required before PLAR development can begin.	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).	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	All forms have been updated to reflect accommodations beyond serving students with disabilities / exceptionalities. C+M is currently working on updating online content and webpages.	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	Partially Complete	Module 0 has been successfully integrated into DC Brightspace. A faculty training session is under review. Module 0 is embedded in two courses within the Faculty of Liberal Studies - COMM 1100 and COMM 11010	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	31 nominations were received, with 16 participants joining the Fall cohort. Communications and access to online modules have been issued to Fall cohort participants. Fall and winter cohorts have been identified.	Department/Faculty	Vice President, People, Communications, and Enrolment	Associate Vice-President Human Resources
	iii.	Cultivate a community of practice for the management development program (MDP) 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	Meetings scheduled every other month, commencing September, for each learning cohort of the MDP.	Department/Faculty	Vice President, People, Communications, and Enrolment	Associate Vice-President Human Resources

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	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	Two training sessions for CTL have been held to support understanding of accommodation needs in alignment with OHRC. Additional sessions planned for Fall 2026.	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	Exploring General Arts and Science to Social Service Worker to Honours Bachelor of Behavioural Science. Planning Electric Drive Vehicle Technician to Automotive Technician - Service and Management (and vice versa); Child and Youth Care to Honours Bachelor of Community Mental Health and Behavioural Science Technician to Honours Bachelor of Behavioural Science, to be presented at the September Program Proposal and Review Committee (PPRC). Revising Civil Engineering Technology to Honours Bachelor of Construction Management. New Architectural Technology to Honours Bachelor of Construction Management.	College-wide	Vice President, Academic and Students	VP, People, Communications, and Enrolment
	vi.	Build institutional capacity to support military-connected learners (MCL) 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	Complete	As of September 15, 2026: 219 staff have registered for CAF 101 asynchronous training, with 150 completing it and being awarded a badge - <i>met goal</i> . 77 staff attended one or more of the in-person CAF 102 sessions (attraction and retention) - <i>met goal</i> , and 32 faculty and staff attended an MCL workshop for Faculty. Additional bespoke training / consultation sessions were completed including Recruitment Tactics, Review of Military Personnel Record Resume (MPRR) for Transfer Services, Understanding Developmental Periods (DPs), and Defence Service Team consultations - <i>met goal</i> . CAF 101 asynchronous training updates are planned for winter 2027, and an additional updated MCL workshop for faculty is planned for October 29 in cooperation with CTL.	College-wide	Vice President, People, Communications, and Enrolment	

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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	Brainstorming within HR team on ideas to support this objective has begun. Meeting with C&M to discuss a timeline and next steps has been scheduled.	College-wide and Community	Vice President, People, Communications, and Enrolment	Associate Vice-President Human Resources
	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	Project scope and approach was endorsed by DCLT in June 2026. Consultations with stakeholders are underway to assess next steps based on the new approach to ICE. Development is underway for homepage and subpage templates.	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	Draft of the training module for interview participants is ongoing, consulting with the EDI team for their input as SME's related to inclusion is scheduled for mid-fall 2026. Framework of this training will support the creation of the website enhancements and communications template for candidates.	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	Renewed MOU for The Nourish and Develop Foundation (TNDF) Service Hub in Cannington with work underway to complete the remaining existing MOU renewals. New partnership development meetings are underway with two community partners to explore potential new MOU opportunities.	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	Partially Complete	A five-year partnership agreement with the regional Chambers of Commerce/Boards of Trade has been signed. A draft agreement with OPG is with their legal department for review. Workplans have been prepared and presented to OPG teams for feedback.	College-wide and Community	Vice President, Corporate Services and Chief Financial Officer	AVP, Advancement and Alumni

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	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	Partially Complete	An institutional GR Strategy has been developed, providing a formal framework for coordinated government engagement and advocacy within DC. Planning is underway to develop a government relations clearance protocol to support the centralized intake, review and coordination of all government-related requests and engagement activities, ensuring alignment, consistency, and appropriate oversight across the college.	College-wide and Community	President	Executive Director, Strategic Reporting and Government Relations
	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	Complete	Training plan has been created. SAO funding application submitted in collaboration with CUSW, OPG and Build a Dream; training targets workers displaced by tariffs as well as underrepresented groups such as Indigenous Peoples and Women.	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	Creation of workplan in progress.	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	Complete	The application has been submitted. Awaiting a decision.	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	Planning and development is underway for the content hub, expected to launch in fall 2026. A brainstorming session has been scheduled to discuss the concept for the corporate video. Collaborative meetings with identified teams are scheduled monthly to strengthen information sharing. Work is underway to establish a shared editorial calendar to support proactive planning and alignment.	College-wide and Community	Vice President, People, Communications, and Enrolment	Lindsay Holley
	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	LCC program launched. Hosting four international World Vision students this Fall on campus. The scholarship opportunity for DC graduates continues to be promoted to encourage participation. Development of the online program has started and is on track for a 2027 launch.	College-wide and Community	Vice President, Academic and Students	

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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	A total of 18 participants have been engaged to-date with workshops on Entrepreneurship Essentials, Digital Literacy, and Customer Service. Programming is ongoing with continued monthly workshops planned to increase client engagement.	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	Staff have engaged in two volunteer shifts with Feed the Need in Durham, with another scheduled for November 2026. In addition, staff have volunteered with the City of Oshawa, helping to clean up the downtown area, and are set to volunteer for the True Patriot Love, Walk for Veterans on September 26. More than 25 staff have participated in volunteer activities thus far. As of September 17, 2026, DC has been involved in 16 community related events and activities. These include fundraising galas, panels with students, community events, business summits, green initiatives, and more. 22 unique staff were engaged across these events.	College-wide and Community	Vice President, Corporate Services and Chief Financial Officer	AVP, Advancement and Alumni
	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	A dedicated page for volunteer opportunities is planned to launch in December 2026 as part of the new ICE rollout. The page will feature an ongoing list of DC-organized volunteer opportunities available to employees. Employee volunteer profiles will begin in the fall, with one profile developed each month through March 2027.	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	Advancing the defence strategy with the submission of a Controlled Goods Program (CGP) application. In addition, furnished a secure research facility with required physical security controls, and the secure IT implementation in the same facility is in progress. Expanded strategic partnerships through signed memoranda of understanding with MDOS consulting and Savvy Knowledge. Strengthened engagement in the defence sector through collaboration with Invest Durham and participation at Local Matters and AMO conferences. Hiring for a Senior Researcher is in progress.	College-wide and Community	Vice President, Academic and Students	VP, Strategic Infrastructure and Campus Safety
	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 slated 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	Initial costing study was conducted on new construction in Q2. Project has been approved to renovate CIR102 instead of a new build. Feasibility study and building drawings are currently underway and expected by end of Sept 2026, with construction scheduled to follow shortly after. TAC operations are underway and setup in the portal. MRC conducted four stand alone R&D projects through IRAP in Q2-3 as a new TAC. Partnered with eight unique companies to date (three new partners/collaborations).	Department/Faculty	Vice President, Academic and Students	VP, Strategic Infrastructure and Campus Safety

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	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	Developing the framework for the plan. Participating in a working group organized by Colleges Ontario to develop a common, customizable template for the sector. Initial meeting with internal stakeholders is scheduled.	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	Eight students have been trained. Engaged with seven external organizations while executing project activities. Events planned for Fall/Winter 2026 include: New CCSIF funding awarded for future of Belonging project with Georgian College; and Community Development Council of Durham.	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	All CHWC programs are now available across both institutions with seven new programs established within the Better Together series (Art Hive, Breath Break, Mindful Movers Hike, Moments and Memories, Peace Love, Rest and Reset, & GLow and Grow (Peers led). Monthly DC / Ontario Tech meetings have been established to ensure all parties remain informed and engaged in the ongoing changes and service improvements.	College-wide and Community	Vice President, Corporate Services and Chief Financial Officer	Director, Campus Health and Wellness Centre
	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	Continue to collaborate with Ontario Tech (OT) on the planning / construction of the Campus Ice Centre expansion project. Promotional launch is set for September 2026. Campus Rec team is starting a DC-OT Ultimate Frisbee Club for winter 2027. Combined DC-OT e-racing team in eSports. Promotion of intramural and extramural programs has begun on campus. Planning for the Winter Campus Rec Day has begun, with the event scheduled for January 2027.	College-wide and Community	Vice President, Academic and Students	

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	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.	Develop and implement a cyber security program with the following elements: Assign a primary and alternate cyber security contact; 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 (MPBSDP); and Report critical cyber security incidents to the Chief Information Security Officer of MPBSDP. 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).	March 2027	On Track	Cyber security contacts have been established and no reportable cyber incidents have occurred. Cyber maturity assessment activities are underway, including planning for DC's assessment and reporting requirements. Maturity enhancements are progressing in vulnerability management, backup governance, identity and access security, and endpoint encryption, with additional improvements underway in logging, network segmentation, access controls, and incident response.	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	Standardized WDD templates have been finalized and implementation has commenced across shared service areas. Service reviews are underway to validate scope, ownership, accountability, and performance measures for inclusion within the framework. Work is progressing to establish a comprehensive inventory of services and determine WDD applicability, supporting a consistent and measurable approach across IT, Facilities, and Campus Safety.	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	Partially Complete	Formalized information-sharing protocols have been established with Ontario Tech (OT), including monthly scheduled meetings between the GR leads to support ongoing coordination and alignment. In addition, quarterly meetings have been implemented with GR leads from both OT and Trent University to facilitate collaboration, information exchange, and the alignment of shared advocacy priorities between all three institutions. Meetings have been pre-scheduled and will continue for the remainder of the year.	College-wide and Community	President	Executive Director, Strategic Reporting and Government Relations

Report Number: BOG-2026-68

To: Board of Governors

From: Thom MacDonald, AVP, Enrolment and Registrar

Date of Report: October 5, 2026

Date of Meeting: October 14, 2026

Subject: Domestic and International Day 10 Enrolment Update: Fall 2026

1. Purpose

This report provides the Board of Governors with an enrolment update for Fall 2026 as of day 10 of classes.

2. Recommendation

This report is being presented for information only.

3. Background

Enrolment targets form the cornerstone of the college's budgets and strategic planning efforts. The 2026-2027 enrolment targets were finalized in April 2026. The Enrolment Monitoring Group and Enrolment Advisory Committee continuously monitored and analyzed these targets against enrolment trends, institutional capacity, and external factors, including economic fluctuations, changing employer needs, and shifts in government priorities.

4. Discussion/Options

The enrolment figures presented in this report are preliminary Day 10 results (September 21, 2026). These numbers will continue to fluctuate in the weeks ahead as late registrations, program changes, withdrawals, and other adjustments are processed. Accordingly, this data is preliminary and does not represent the final numbers that will be reported to the Ministry.

Durham College's (DC's) total Fall 2026 enrolment at day 10 is 10,980, comprising 5,959 new and 5,021 returning students. As shown in Table 1, total student enrolment was at 105.9 per cent of budget for day 10 of the semester.

Table 1

Total Enrolment*	Budget 2026	Day 10 2026	Per cent of Budget
New Students	5,705	5,959	104.5%
Returning Students	4,662	5,021	107.7%
Total	10,367	10,980	105.9%

* Enrolment reflects full-time post-secondary registrations at day 10 and does not include part-time, apprenticeship or other registrations that fall outside the corridor funding model. In addition to the figures shown above, as of day 1 of Fall 2026, the Collaborative Bachelor of Science in Nursing (BScN) program had a total of 1,219 students, which is officially reported by Ontario Tech University.

New student enrolment for Fall 2026 exceeded goals, reaching 104.5 per cent of budget. Returning student enrolment was high, standing at 107.7 per cent of budget.

Table 2 provides an overview of total enrolment (including both new and returning students) at day 10 in the Fall term for the past five years. A year-over-year comparison indicates that total enrolment for Fall 2026 was 95.9 per cent of the Fall 2025 figure.

Table 2

Total Enrolment¹	Day 10 2022²	Day 10 2023	Day 10 2024	Day 10 2025	Day 10 2026	Fall 2026 vs Fall 2025
Total	10,760	12,628	13,531	11,454	10,980	95.9%

¹ Enrolment reflects full-time post-secondary registrations at day 10 and does not include part-time, apprenticeship or other registrations that fall outside the corridor funding model. In addition to the enrolment figures provided, total Fall enrolments as of day 1 for the Collaborative Bachelor of Science in Nursing (BScN) program were 805 in 2022, 879 in 2023, 988 in 2024, 1,114 in 2025, and 1,219 in 2026.

² In Fall 2022, as of day 10, there were an additional 49 returning ECE students and 24 returning PSW students through special funding outside the corridor funding model.

4.1 Fall Domestic Enrolment

As shown in Table 3 below, DC's total domestic student enrolment for Fall 2026 reached 106.7 per cent of the budget by day 10 of the semester. The table also breaks down new and returning domestic students.

Table 3

Domestic Enrolment*	Budget Fall 2026	Day 10 Fall 2026	Per cent of Budget
New Students	5,385	5,696	105.8%
Returning Students	4,291	4,625	107.8%
Total	9,676	10,321	106.7%

* Enrolment reflects full-time post-secondary registrations at day 10 and does not include part-time, apprenticeship or other registrations that fall outside the corridor funding model. In addition to the figures shown above, as of day 1 of Fall 2026, the Collaborative Bachelor of Science in Nursing (BScN) program had a total of 1,219 students, which is officially reported by Ontario Tech University.

In Fall 2026, new domestic student enrolment exceeded budget expectations, reaching 105.8 per cent of budget. This performance was driven by strengthened recruitment efforts that increased both first-choice and overall applications beyond target levels, combined with applicant-focused admission initiatives that reduced barriers to meeting admission requirements, expanded pathways to qualification, and improved conversion from application to enrolment.

Returning domestic student enrolment reached 107.8 per cent of budget, reflecting the success of coordinated retention and registration efforts across the institution. Positive student experiences, targeted student outreach, enhanced registration supports, and collaborative engagement initiatives across academic and service areas contributed to strong student persistence and enrolment outcomes.

Table 4 outlines total domestic student enrolment over the past five Fall semesters. A year-over-year comparison indicates that total domestic enrolment at day 10 of Fall 2026 was 105.3 per cent of the Fall 2025 figure.

Table 4

Domestic Enrolment¹	Day 10 2022²	Day 10 2023	Day 10 2024	Day 10 2025	Day 10 2026	Fall 2026 vs Fall 2025
Total	8,152	8,738	9,347	9,805	10,321	105.3%

¹ Enrolment reflects full-time post-secondary registrations at day 10 and does not include part-time, apprenticeship or other registrations that fall outside the corridor funding model. In addition to the enrolment figures provided, total Fall enrolments as of day 1 for the Collaborative Bachelor of Science in Nursing (BScN) program were 805 in 2022, 879 in 2023, 988 in 2024, 1,114 in 2025, and 1,219 in 2026.

² In Fall 2022, as of day 10, there were an additional 49 returning ECE students and 24 returning PSW students through special funding outside the corridor funding model.

4.2 Fall International Enrolment

DC's total international student enrolment for Fall 2026 reached 95.4 per cent of budget at day 10 of the semester, as shown in Table 5 below. The table also breaks down new and returning international students. The total international enrolment comprised students from 61 different countries.

Table 5

Budget: International	Budget Fall 2026	Day 10 Fall 2026	Per cent of Budget
New Students	320	263	82.2%
Returning Students	371	396	106.7%
Total	691	659	95.4%

Table 6 compares total international student enrolment trends over the past five Fall semesters. For Fall 2026, total international student enrolment declined sharply for the second year, achieving only 40.0 per cent of Fall 2025's intake.

Table 6

International Enrolment	Day 10 2022	Day 10 2023	Day 10 2024	Day 10 2025	Day 10 2026	Fall 2026 vs Fall 2025
Total	2,608	3,890	4,184	1,649	659	40.0%

The additional decline in international enrolment this year reflects the ongoing and cumulative effects of federal immigration and international student policy changes. Beyond the immediate impact of study permit caps, lower visa approval rates, and Post Graduation Work Permit reforms, these measures have fundamentally altered student perceptions of Canada as a study destination. Reduced applicant demand, intensified global competition, and smaller cohorts progressing through the student lifecycle have collectively contributed to a further contraction in enrolment. As a result, the sector-wide decline that began in 2024 has continued into 2026, with DC experiencing impacts consistent with broader trends across Ontario's college system.

4.3 Summary

DC's total Fall 2026 enrolment reached 10,980 students by day 10, representing 105.9% of the budget target.

Domestic enrolment exceeded expectations, reaching 106.7 per cent of the budget. At 10,321 registered students, this was the largest intake of domestic students in DC's history, breaking the previous record of 10,211 students in Winter 2026. These outcomes resulted from highly collaborative efforts across multiple departments.

International student enrolment fell short of the budget projections established in April, reaching 95.4 per cent of the target. This shortfall is largely attributed to the significant weakening of the Canadian brand in global markets.

Year-over-year, Fall 2026 total enrolment decreased to 95.9 per cent compared to Fall 2025, with domestic enrolment rising to 105.3 per cent and international enrolment dropping to 40.0 per cent year-over-year.

5. Financial/Human Resource Implications

As of Day 10, Fall 2026 international enrolment reached 95.4% of the budgeted target, reflecting the continued impact of federal immigration and international student policy changes. Strong domestic enrolment more than offset this shortfall, reaching 106.7% of its target. As a result, overall enrolment exceeded budget assumptions and is expected to generate higher-than-budgeted post-secondary tuition revenue for 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

There are no implications for Ontario Tech University.

8. Relationship to the Strategic Vision/Business Plan

Strategic Plan Goal 1 – Future-Focused. Our ability to attract and retain a diverse range of students contributes to our capacity as the first and best choice in delivering innovative lifelong learning that students, communities, and industries need most.

Strategic Plan Goal 2 – Sustainable. Our ability to achieve our enrolment ambitions directly contributes to ensuring our long-term financial sustainability.

Business Plan Objective 1.1: Our ability to attract a diverse range of students reflects our comprehensive program mix that anticipates and fulfills workforce needs.

Business Plan Objective 1.2 and 1.4: Our ability to support student persistence demonstrates our excellence in teaching and learning, as well as our commitment to outstanding service.

GOVERNMENT RELATIONS STRATEGY

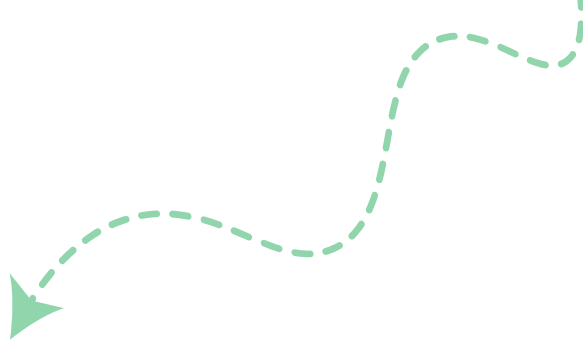
SUPPORTING THE DC 2030 STRATEGIC VISION



Building relationships, advancing institutional priorities, and supporting student, community, and economic prosperity.

Strategic Framework for Government Relations Activities





PURPOSE

The Government Relations (GR) Strategy provides Durham College (DC) with a coordinated, proactive, and evidence-informed approach to engaging government and external stakeholders. It is intended to strengthen the college's ability to advance institutional priorities, contribute to public policy discussions, enhance relationships with decision-makers, and position DC as a trusted partner in workforce development, innovation, and community prosperity.

The strategy establishes a framework for advocacy, stakeholder engagement, government relations activities, and organizational coordination in support of DC's Strategic Vision, annual Business Plan, and long-term sustainability.



WHY GOVERNMENT RELATIONS MATTERS

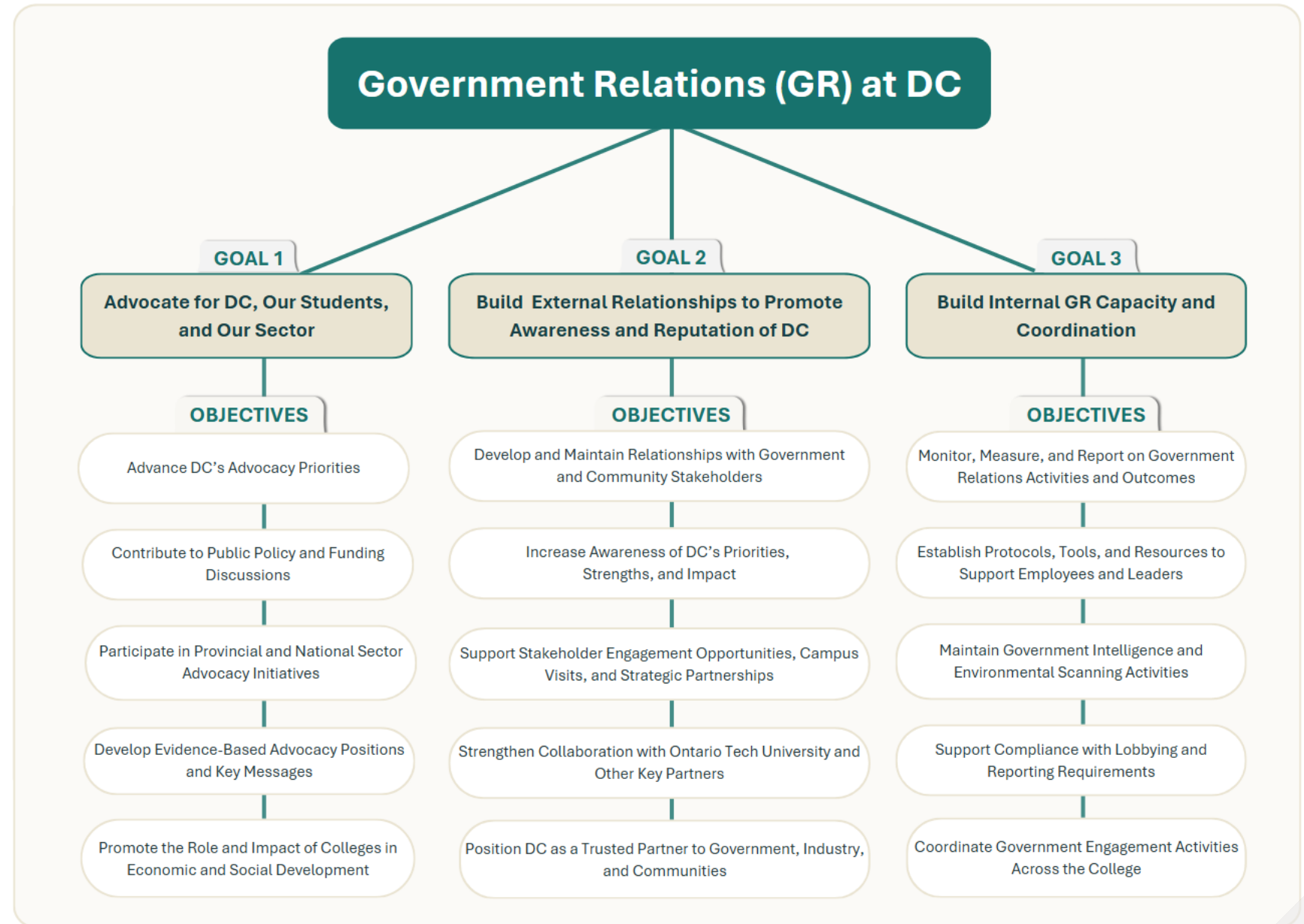
Government policies, funding decisions, and regulatory frameworks influence DC's operating environment. Effective government relations helps advance the college's Strategic Vision, institutional priorities, and impact on students, employers, and communities.

DC 2030 Strategic Vision Goal	Government Relations Contribution
Future-Focused	Supports workforce development, skilled trades, applied research, innovation, program growth, and emerging sector opportunities.
People-Centred	Supports initiatives that enhance student success, affordability, accessibility, well-being, and learner outcomes.
Sustainable	Supports financial sustainability, accountability, compliance, capital investment, and long-term institutional resilience.
Community-Connected	Supports relationships with government, industry, community organizations, donors, and other external stakeholders to advance economic and social development.



GOALS AND OBJECTIVES

At the centre of DC's government relations activities is a commitment to supporting the Strategic Vision, advancing institutional priorities, and creating positive outcomes for students, employers, communities, and partners.



GUIDING PRINCIPLES

DC's government relations activities will be guided by six principles.



- » **Relationship-Focused**
Build and maintain productive, long-term relationships with government stakeholders based on trust, collaboration, and mutual understanding.
- » **Non-Partisan**
Engage with elected officials, public servants, and political stakeholders in a non-partisan, ethical, and lawful manner that reflects DC's public mandate.
- » **Evidence-Informed**
Advance positions and priorities that are supported by data, institutional expertise, sector knowledge, and the needs of students, employers, and communities.
- » **Strategically Aligned**
Align government relations activities with DC's Strategic Vision, Business Plan, and institutional priorities.
- » **Coordinated and Accountable**
Promote institution-wide coordination of government engagement activities through clear processes, reporting, compliance, and information sharing.
- » **Community and Sector Impact**
Advance initiatives that contribute to student success, workforce development, innovation, economic prosperity, and stronger communities.

GOVERNANCE AND ACCOUNTABILITY

Effective government relations requires proactive leadership, institutional coordination, and accountability.

BOARD OF GOVERNORS

Receive updates on government relations activities, advocacy efforts, stakeholder engagement activities, and emerging issues impacting the college, and participate in select government events, as appropriate.

PRESIDENT

Serve as DC's primary government representative and lead strategic government engagement activities.

GOVERNMENT RELATIONS

Lead and coordinate DC's GR activities, including advocacy, stakeholder engagement, government outreach, issue monitoring, relationship management, briefing materials, lobbying compliance, and reporting.

EXECUTIVE LEADERSHIP TEAM

Identify institutional priorities and provide strategic guidance, subject matter expertise, and support for government relations activities, as required.

EMPLOYEES

Provide subject matter expertise and support government relations activities, as required.

MEASURING SUCCESS

DC will evaluate the success of its government relations activities through a combination of relationship, advocacy, institutional, and operational measures.



Relationship & Engagement

- Strengthened relationships with government stakeholders.
- Increased engagement opportunities with elected officials, public servants, and political staff.
- Increased awareness of DC's priorities, strengths, and impact.

Advocacy & Influence

- Advancement of DC's advocacy priorities and institutional interests.
- Contributions to government consultations, policy discussions, and funding decisions.
- Participation in provincial, federal, and sector advocacy initiatives.

Institutional Outcomes

- Support for DC's Strategic Vision and Business Plan priorities.
- New funding, partnership, and growth opportunities secured.
- Enhanced institutional reputation and collaboration opportunities.

Accountability & Reporting

- Compliance with lobbying and reporting requirements.
- Monitoring and reporting of government relations activities, outcomes, and emerging issues.
- Regular updates to the Board of Governors and an annual summary demonstrating DC's visibility and position as a trusted partner with government, industry, and sector stakeholders.



QUESTIONS



Information Items

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

Report Number: BOG-2026-70

To: Board of Governors

From: Jean Choi, Vice President, Academic & Students

Date of Report: October 2, 2026

Date of Meeting: October 14, 2026

Subject: Program Advisory Committees – Semi-Annual Report (October 2026)

1. Purpose

The purpose of this report is to inform the Board of Governors of the activities of the Program Advisory Committees (PAC) of Durham College.

2. Recommendation

This report is being presented for information only.

3. Background

The Minister's Binding Policy Direction 3.0 Programs – Framework for Programs of Instruction, Section C: The Board of Governors is to ensure that an advisory committee is established for each program of instruction or cluster of related programs offered at the college. Committees are to be made up of a cross-section of persons external to the college with a diversity of experience and expertise related to the occupational area addressed by the program. The Board of Governors is to establish in by-law the structure, terms of reference, and procedures for Program Advisory Committees.

4. Discussion/Options

The semi-annual report provides a concise overview of the Program Advisory Committees' major recommendations, action status and highlights comparative engagement levels from the previous report. As of this cycle, 89% of PACs are classified as green, indicating strong PAC activity and diverse membership across most programs. Three percent of PACs are classified as blue, demonstrating active engagement, though their membership requires review. Seven percent of PACS were identified as yellow - moderately active and engaged but did not meet quorum.

Seventeen PACs improved their status from the last cycle, demonstrating the dedication and commitment of our PAC members and supporting program teams. Overall, engagement remains strong across most PACs, with a small percentage requiring attention or membership review.

5. Financial/Human Resource Implications

There are no financial or human resources implications.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

There are no implications for Ontario Tech University.

8. Relationship to the Strategic Vision/Business Plan

This report aligns with the Future-Focused and Community-Connected goals of the Strategic Vision. Program Advisory Committees contribute to our academic programs by anticipating and fulfilling workforce needs and contributing to the economic and social development of our communities.

PAC Status	Description
Green	Very active and engaged PAC with diverse membership representing a cross-section of industry.
Blue	Active and engaged PAC; membership requires review.
Yellow	Moderately active and engaged PAC with reasonably diverse membership (Did not meet quorum).
Red	PAC that requires attention and review of membership.
Grey	Not previously reported.
White	Program intake suspended. PAC did not meet.

Faculty of Business and Information Technology

PAC	PAC Status		Recommended Actions	Action Status
	Previous	Current		
Accounting	Green	Green	- Review the current Program of Study (POS) to ensure emphasis on financial statement review, data analysis, and critical thinking. - Review the current curriculum and determine how AI can be utilized in the current accounting courses.	- In progress - In progress
Cosmetics and Esthetician	Green	Green	- Integrate search engine optimization and local search optimization training into marketing and business courses. - Review the current kit structure and consider a hybrid model that includes essential tools in the core kit and equipment/products also available in the lab.	- In progress - In progress
Entrepreneurship and Small Business	Yellow	Green	Conduct additional research into the Makers store or the Campus Book Store to see if a collaboration could be an option.	In progress
Finance	Green	Green	Consider expanding case-based learning to reflect diverse life scenarios and financial challenges.	In progress
Human Resources	Green	Green	- Review the Course Learning Outcomes (CLOs) to include ethical use, prompt writing, validation of outputs, understanding limitations and ensuring consistent guidelines for AI usage. - Review the current course outlines to ensure data interpretation, analytics, and business decision-making are included.	- In progress - In progress
Marketing	Green	Green	Increase focus on teaching AI literacy, including how to refine outputs, validate information, and apply critical thinking. Review the curriculum to incorporate structured AI use, including iterative prompting, evaluation techniques, and real-world applications.	In progress
Office Administration	Blue	Green	Consider adding more content within the curriculum around durable skills, including communication, professionalism, adaptability, and virtual interview preparedness.	In progress

Project Management	Green	Green	Work closely with the local PMI Chapter (PMI-DHC) to ensure better communication and alignment on programs, including volunteering and mentoring.	In progress
Recreation and Leisure Services	Green		Suspended program intake.	
Sports Cluster	Green	Green	- Review the current course content to see where changes regarding risk management in sport, integrating legal, data, compliance, and operational risk areas can be implemented. - Work with the alumni office to ensure communications regarding mentorship opportunities are clearer and more informative.	- In progress - In progress
Supply Chain	Green	Green	Continue modernizing curriculum sequencing, embed emerging technologies throughout the program, and strengthen work-integrated learning pathways.	In progress
Emerging Technologies	Yellow	Green	- Review the current POS for the AI program to ensure there is curriculum around cloud platforms and analytics tools. - Ensure that PAC members are aware of DC-promoted events.	- In progress - In progress
Computer Systems	Green	Green	Review the current POS to see where guided AI use, including prompt transparency and critical evaluation of outputs, can be incorporated.	In progress
Computer Programming	Green	Green	Consider strengthening opportunities for students to develop data analysis and evidence-based decision-making skills, with an emphasis on translating raw data into actionable insights across industries.	In progress

Faculty of Liberal Studies

PAC	PAC Status		Recommended Actions	Action Status
	Previous	Current		
General Arts & Science	Green	Green	Create a targeted resource for guidance counsellors that highlights program benefits and pathways to further education. Include student testimonials to provide evidence of student success.	In progress

Faculty of Media, Art & Design

PAC	PAC Status		Recommended Actions	Action Status
	Previous	Current		
Advertising and Marketing Communications	Green	Green	- Incorporate content around 'the attention economy' in curriculum to address the impact on consumer behaviour and media planning. - Embed AI literacy, analytics, and strategic thinking progressively across existing courses so students move from simply "using AI" in year one to "leading with AI" strategically and ethically by program completion.	- In progress - In progress
Animation, Game Art/Media Fundamentals	Green	Green	Explore feasible cross-program collaboration opportunities within Durham College and with external partners.	In progress
Broadcasting - Radio and Contemporary Media	Green	Green	Develop structured student-industry engagement at sector conferences to enhance student readiness through networking and professional development and improve the effectiveness of networking opportunities for students.	In progress
Fine Arts– Foundations in Art and Design	Blue	Green	- Work on renewing partnerships for printmaking and fabrication. - Explore student-led fundraising initiatives.	- In progress - In progress
Graphic Design	Blue	Green	Develop and implement learning opportunities that build students' AI literacy, prompt writing and strategic thinking through curriculum updates and industry speakers.	In progress
Interactive Media Design and Web Development	Green	Green	Strengthen portfolio course content to emphasize process documentation, rationale and decision-making, and transferable skills. Encourage portfolio diversification to reduce repetition and increase individuality for interview prospects. Engage PAC members in portfolio presentations for industry expertise and critique from an employer perspective.	In progress
Interior Decorating	Green	Green	- Explore integration of budgeting, sourcing, and change-management scenarios into studio projects. - Leverage partnerships for placement and student experiential learning.	- In progress - In progress
Journalism – Mass Media & Journalism Creative Writing	Green	Green	Refine mentorship model, including earlier introduction in the program and clearer guidance for students and mentors. Refine mentorship assignment documentation, outlining objectives, expectations, and outcomes.	In progress
Music Business Management/ Music Business Administration	Green	Green	Strengthen collaboration with Student Association and Riot Radio for additional experiential learning opportunities.	In progress
Photography and Video Production	Yellow	Green	Establish joint academic initiatives and shared projects with the Business programs.	In progress

Faculty of Social & Community Services

PAC	PAC Status		Recommended Actions	Action Status
	Previous	Current		
Community Placement	Green	Green	Review the current curriculum to identify opportunities for grant writing content, gather examples of best practices from similar programs, and determine feasibility for future curriculum enhancements.	In progress
Pre-Service Firefighter – Education and Training	Green	Green	- Explore opportunities to incorporate the National Fire Protection Association's (NFPA) 1035 Public Fire and Life Safety Educator content into the firefighter program curriculum. - Investigate the inclusion of NFPA 1006 Awareness-level training within the program.	- In progress - In progress
Child and Youth Care	Blue	Green	Invite industry professionals and employers to speak with students about the realities, benefits, and expectations of 24-hour shifts to address misconceptions and increase student confidence in pursuing these career opportunities.	In progress
Developmental Service Worker	Green	Green	Explore opportunities to align curriculum content with the new provincial program standards, including technology competency.	In progress
911 Emergency and Call Centre Communications	Green	Green	Continue exploring strategies to incorporate AI-supported learning and simulation opportunities within the program.	In progress
Law Clerk Advanced	Green	Green	Explore strategies to enhance legal technology training and court systems by incorporating more discussions and practical exercises related to electronic filing platforms, court portals, and document management systems.	In progress
Community Integration Through Co-op Education	Green	Green	Continue designing placement activities that allow CICE students to build confidence and independence while ensuring supervisors remain nearby to provide support, observation, and feedback when needed.	In progress
Behavioural Placement	Yellow	Green	Explore strategies to strengthen placement readiness resources through reference materials and placement preparation supports focusing on graphing, documentation, data collection, professionalism, and behavioural assessment.	In progress
Early Childhood Education	Green	Green	Share details about industry conferences and networking events like the Early Learning Conference to encourage student engagement and sector exposure.	In progress
Paralegal	Green	Green	- Explore and consider opportunities for students to observe tribunal and court proceedings, including the reinstatement hearing observation opportunities within relevant courses. - Expand AI-related workshops and professional development opportunities across all program streams.	- In progress - In progress
Police Foundations Protection, Security and Investigation	Green	Green	Increase awareness of student support services and actively connect at-risk students to available resources.	In progress

Advanced Law Enforcement and Investigations				
Honours Bachelor Community Mental Health	Green	Green	- Pursue Heart Hub Oshawa as a placement site through CMHA Durham; explore observational opportunities within specialty programs at Lakeridge Health; continue courthouse placement discussions. - Share HBMH and 2+2 pathway information with community partners; continue pathway review and development efforts; support recruitment through outreach, Open Houses, information sessions, and PAC membership growth. - Develop and maintain a guest speaker roster of PAC members and community partners.	- In progress - In progress - In progress
Fire Prevention and Technology	Green	Green	Investigate the feasibility of recruiting an instructor with expertise in sprinkler design.	In progress

Faculty of Skilled Trades and Apprenticeship

PAC	PAC Status		Recommended Actions	Action Status
	Previous	Current		
Automotive Technician – Service and Management	Red	Yellow	Spring PAC did not run due to lack of quorum (2 attempts made). Scheduling for Fall 2026. Continue outreach for new PAC members.	In progress
Building Construction Technician /Carpentry and Renovation Technician	Green	Yellow	Spring PAC did not run due to lack of quorum. Scheduling for Fall 2026.	N/A
Crane Operation, Rigging and Construction Techniques	Blue	Blue	- Investigate funding, simulator expansion opportunities, practical testing, and certificate options to enhance hoisting and rigging training and align with industry requirements. - Review instructional staffing needs and evaluate safety equipment standards, including hard hat requirements, with support from relevant compliance resources.	- In progress - In progress
Electrical Engineering Technician/Electrical Techniques	Green	Yellow	Spring PAC did not run due to lack of quorum. Scheduling for Fall 2026	N/A
Heating, Ventilation, Air Conditioning	Blue	Green	Consult with PAC members by sharing program maps, collecting feedback on the proposed diploma structure, curriculum enhancements, heat pump	In progress

Techniques /Gas Technician 2			- integration, licensing pathways, and reviewing student outcome data to inform redevelopment. - Explore implementation of a Field Placement Workshop focused on professionalism, workplace expectations, licensing awareness, safety, communication, and placement requirements.	In progress
Mechanical Technician – Elevating Devices	Blue	Green	Spring PAC did not run. Scheduling for Fall 2026.	N/A
Mechanical Technician – Millwright	Blue	Green	- Continue collaborating with industry partners to promote co-op placements, apprenticeship pathways, and employment opportunities for students and graduates. - Advance planned lab modernization, equipment renewal, and capital investment initiatives to support enrolment growth and hands-on learning. - Explore possibility to integrate iPads & SAP software.	- In progress - In progress - In progress
Mechanical Technician – Plumbing	Blue	Yellow	Spring PAC did not run due to lack of quorum. Scheduling for Fall 2026	N/A
Power Engineering Technician	Blue	Green	- Continue engaging industry partners to promote co-op placements, apprenticeship opportunities, and employment pathways for students and graduates. - Confirm ability to create a stand-alone communication course for trades.	- In progress - In progress
Welding Techniques	Blue	Yellow	Spring PAC did not run due to lack of quorum. Scheduling for Fall 2026	N/A

Faculty of Science and Engineering Technology

PAC	PAC Status		Recommended Actions	Action Status
	Previous	Current		
Architectural Technology, Civil Engineering Technician/ Technology, Honours Bachelor Construction Management	Green	Green	Leverage the career development office and co-op liaison's support for getting guest speakers, facilitating workshops and identifying more areas of research.	In progress
Biomedical Engineering Technology	Blue	Green	Collect graduate readiness expectations from PAC members via MS Forms and gather industry feedback with key performance indicators and freedom of information and protection of privacy in mind.	In progress

Biotechnology – Advanced and Fast-track	Blue	Green	- Investigate opportunities for first semester industry engagement sessions as part of retention strategies. - Through ongoing consultation and evaluations, identify opportunities to strengthen placement models that balance student learning, employer capacity and faculty workload.	- In progress - In progress
Chemical Engineering Technology/ Chemical Laboratory Technician	Green	Green	Facilitate employer connections through the co-op office and confirm residence eligibility pathways through on-campus residence to support student participation.	In progress
Electromechanical Engineering Technology	Green	Green	Continue reviewing program operations, infrastructure, and industry-aligned initiatives to support long-term sustainability and enhance learning opportunities.	In progress
Environment Health and Safety Management	Green	Green	Review curriculum to collect feedback for online delivery.	In progress
Mechanical Engineering Technician/ Technology	Green	Blue	Explore opportunities for PAC members to serve as guest speakers.	In progress
Mechanical Engineering Technician - Non-Destructive Evaluation (NDE)	Green	Green	- Strengthen industry engagement and co-op, placement, student recruitment, and employment opportunities. - Advance applied learning opportunities through collaboration on emerging NDE technologies and innovation.	- In progress - In progress

Faculty of Health Sciences

PAC	PAC Status		Recommended Actions	Action Status
	Previous	Current		
Animal Care	Green	Green	- Program team to discuss and assess use and coverage of AI across courses to ensure adequate exposure in curriculum. - Invite guest speakers from areas of research and hospitals, as well as those in behaviour training, to speak on entrepreneurship to expose students to diverse career paths.	- In progress - In progress

Clinical Bioinformatics	Green	Green	- Explore opportunities for collaboration, guest lectures, applied learning, and student placements. - Develop a new introductory programming course by consolidating topics in two existing courses to maintain overall program hours.	- In progress - In progress
Communicative Disorders Assistant	Green	Green	- Consider offering virtual speech sessions for DC Kids Speech clinic to provide students experience with virtual therapy. - Examine curriculum for coverage of the following areas to best prepare graduates; Orofacial myofunctional therapy and initiate a collaboration with Occupational Therapist Assistant and Physiotherapist Assistant programs.	- In progress - In progress
Dental Programs	Green	Green	Examine program curriculum for preparing students' professionalism and interviewing as well as water line testing, Infection, Prevention and Control, and temporomandibular joint options/sleep apnea screenings	In progress
Fitness & Health Promotion	Green	Green	- Communicate certifications to guide student preparation for future careers - Explore operations for students to be aware of Military Personnel Support Programs (PSP) opportunities and military-connected campus initiatives.	- In progress - In progress
Massage Therapy Program	Green	Green	Review comprehensiveness of trauma-informed care content and discuss implementing reception hours required in years two and three to build skills in administrative/appointment scheduling.	In progress
Occupational Therapist Assistant and Physiotherapist Assistant	Green	Green	- Incorporate scenario-based learning to incorporate learning of a variety of exercises to prepare for placements. - Explore new collaboration opportunities for next academic year to offer common courses delivered with other relevant program areas.	- In progress - In progress
Paramedic and Advanced Care Paramedic	Green	Green	- Investigate the possibility of creating a formalized Micro Credential program for students struggling with Base Hospital certification after conditional hire. - Self-reporting tool implemented in 2026 to simulate self-reporting as required in practice. Program team will collect additional feedback on use and implementation to share at Fall meeting.	- On hold - In progress
Applied and Medical Sciences Preparatory Programs	Green	Green	- Review recruitment and marketing strategies based on PAC input, in consultation with recruitment, marketing and admissions teams. - Review curriculum for opportunities to strengthen or integrate non-academic skill development. PAC members provided with outline for new course (Critical Thinking in Health Care) to provide feedback.	- In progress - In progress
Practical Nursing/Personal Support Worker	Blue	Green	- Curriculum change addressed in CPR. Further changes being implemented for Fall 2026 to lessen online content. Continue to assess in Fall-Winter 2026-27 - Lakeridge to share new hire math test with FHS – Program Coordinator to receive from Lakeridge Health.	- Completed - Completed

			Plan a working meeting, inviting site hosts to meet with Student advisors/Field placement officers to discuss site preferences on what is working and ways to further improve placement communications.	In progress
Critical Care Nursing	Yellow	Green	Share program communication materials with the PAC for awareness of student onboarding and administrative processes.	Complete
Clinical Bioinformatics	Yellow	Green	Consider including more hands-on introductory training in programming (Python, R) and working with high-performance computing systems.	In progress
Recreation Therapy	Green	Green	- Program team in spring to further build on engaging activities that expose students to leading groups as well as practicing scenarios that could be challenging in the workplace/placement. - Consider integrating training with personal support worker program on elder abuse.	- In progress - In progress

Faculty of Faculty of Hospitality and Horticultural Science (HHS)

PAC	PAC Status		Recommended Actions	Action Status
	Previous	Current		
Culinary Skills and Culinary Management	Grey	Green	- Continue refining banquet and tableside service labs, emphasizing planning, organization, efficiency, large-batch cooking, holding quality, plating consistency, guest interaction, supervision, instruction, evaluation, dietary communication, and constructive feedback. - Coordinate Art of Butchery and food industry tours.	- In progress - In progress
Horticulture Technician and Food & Farming	Grey	Green	Maintain ongoing engagement with industry partners, applicants, and community contacts to support co-op placements, program promotion, scholarship awareness, and event participation, while identifying and coordinating experiential learning.	In progress
Hotel and Restaurant Operations Management and Event Planning	Grey	Green	Differentiate PAC membership between the two programs, identify and allocate the members moving to the Faculty of Business in the Fall 2026 semester.	In progress

PRESIDENT'S UPDATE



TABLE OF CONTENTS

PRESIDENT'S OVERVIEW	03
COLLEGE SECTOR AND GOVERNMENT RELATIONS UPDATES	05
ENGAGEMENT WITH THE MINISTRY OF COLLEGES, UNIVERSITIES, RESEARCH EXCELLENCE AND SECURITY (MCURES)	07
IN THE COMMUNITY	08
COLLEGE HIGHLIGHTS	11
STUDENT SPOTLIGHT	13

PRESIDENT'S OVERVIEW

As we begin a new academic year at Durham College (DC), there is a strong sense of energy and momentum across our campuses. We have welcomed thousands of new and returning students, launched new programs aligned with workforce needs, strengthened partnerships, and advanced initiatives that create meaningful impact for our learners, communities, and the economy. While the post-secondary sector continues to navigate a period of change, DC remains focused on delivering high-quality, career-ready education, fostering innovation, and creating opportunities that help students and partners succeed.

A significant development during this period was the Ontario government's multi-year investment in post-secondary education, including \$151.5 million for Durham College over four years. This funding strengthens our ability to provide high-quality, industry-aligned programming, enhance learning environments, and continue responding to the evolving needs of students, employers, and communities. As we welcomed approximately 10,800 students this fall, including learners entering several new future-focused programs, we were reminded of the vital role colleges play in preparing the skilled workforce needed to support Ontario's economic growth and long-term competitiveness.

Advancing workforce development through strategic partnerships and innovation has remained a key priority. This summer, Durham College joined the Canadian Nuclear Association as an affiliate member, strengthening our role in supporting Canada's growing nuclear workforce and contributing to national workforce planning discussions. We also expanded our clean energy partnerships through a new collaboration with the University of the Highlands and Islands in Scotland, providing specialized training to help address growing workforce needs across the renewable energy sector. These developments reflect DC's integrated approach to applied research, innovation, workforce development, and corporate training through Research, Innovation and Training Services (RITS), creating a more coordinated connection between industry and community partners and the college's expertise, talent, and capabilities. Together, these efforts position DC as a trusted partner in addressing workforce challenges, supporting economic development, and preparing learners for opportunities in emerging and high-demand sectors, including clean energy, nuclear, defence, and advanced technologies.

Student success and experiential learning continue to be at the heart of everything we do. This spring, we celebrated more than 7,200 graduates at Convocation 2026, including the first graduating classes from four innovative programs developed to meet workforce needs in high-demand fields. Across our campuses, students continue to gain valuable hands-on experience through applied learning opportunities that connect classroom learning with real-world outcomes.



Celebrating our graduates at Convocation 2026.

Whether supporting local community organizations, participating in international collaborative learning projects, engaging in applied research, or building professional networks through employer partnerships, DC learners are developing the skills, knowledge, and confidence needed to thrive in their careers and communities.

Our commitment to community impact and partnership has also been evident across a range of initiatives this term. In June, we launched the Equipped campaign, a transformational \$15 million capital campaign that will enhance access to industry-standard equipment and experiential learning opportunities across the college. More recently, I had the opportunity to attend our annual Harvest Dinner at the W. Galen Weston Centre for Food, which showcased the exceptional talent of our students and employees and highlighted the value of hands-on learning and community partnerships. We also announced the development of a new Memory Forest at the Whitby Campus in collaboration with Trees for Life and the Alzheimer Society

of Ontario, creating an inclusive and accessible space that will benefit both learners and the broader community. These initiatives reflect DC's continued commitment to strengthening the communities we serve while creating meaningful learning opportunities for students.

As we marked the National Day for Truth and Reconciliation, we also reaffirmed our commitment to advancing reconciliation through learning, reflection, and action. This work, alongside initiatives that support accessibility, inclusion, and learner success, remains central to who we are as an institution. As we look ahead to the months to come, I remain confident in the direction of DC. The strength of our partnerships, the dedication of our employees, and the success of our students continue to demonstrate the important role DC plays in our region and beyond. Together, we are building a future-focused, community-connected college that prepares learners to lead, contribute, and succeed in an increasingly complex world.



Students, employees, and community members gathered for the second annual Mini Powwow in recognition of Orange Shirt Day and the National Day for Truth and Reconciliation.

COLLEGE SECTOR AND GOVERNMENT RELATIONS UPDATE

MEETING WITH MAYOR FOSTER, MUNICIPALITY OF CLARINGTON – JUNE 5

Met virtually with Adrian Foster, Mayor of Clarington to introduce Robin Young, DC's Executive Director of Business and Workforce Development, Corporate Training Services, to explore an international opportunity supporting workforce transition initiatives related to the shift from coal-based power generation to nuclear energy.

INTRODUCTORY MEETING WITH MAYOR CARTER, CITY OF OSHAWA – JUNE 9

Met with Dan Carter, Mayor of Oshawa to formally introduce Anthony Longo, DC's Executive Director, Strategic Reporting and Government Relations. Shared updates on the college's financial position, applied research leadership, student success, and workforce development initiatives, while advancing discussions on shared priorities and opportunities.

PROVINCIAL FUNDING ANNOUNCEMENT – JUNE 10

Hosted Lorne Coe, MPP for Whitby and Parliamentary Assistant to Minister Quinn, at DC's Oshawa Campus alongside Minister Todd McCarthy to announce \$151.5 million in provincial funding allocated to the college under the province's broader post-secondary education investment. Engaged with government and community stakeholders and delivered remarks highlighting the investment's impact.

DURHAM REGION'S ANNUAL REGIONAL CHAIR'S CLASSIC EVENT – JUNE 11

Joined Regional Chair John Henry and community stakeholders at the annual Roger Anderson Memorial golf tournament and cheque presentation. Recognized the initiative's impact in supporting mental health and well-being programs for DC and Ontario Tech University students and patients at Ontario Shores Centre for Mental Health Sciences.

COLLEGES AND INSTITUTES CANADA'S (CICAN) ANNUAL GENERAL MEETING (AGM) – JUNE 23

Attended CICan's AGM, engaging with sector leaders on emerging opportunities in the Asia-Pacific region and broader post-secondary priorities. Participated in strategic discussions on sector achievements and CICan's future direction, strengthening DC's awareness of national trends, advocacy initiatives, and partnership opportunities.

MEETING WITH MAYOR ROY AND ROSEWATER GROUP – JUNE 25

Joined Mayor Elizabeth Roy of the Town of Whitby for a meeting with representatives from the Rosewater Group to discuss a Durham Technology Centre proposal and explore potential opportunities for DC. The discussion highlighted potential areas for collaboration in applied research, workforce development, and community economic growth.

MAYOR ROY'S STAKEHOLDER TOUR OF THE FIELDGATE SPORTS COMPLEX – AUGUST 6

Anthony Longo attended an invitation-only stakeholder preview and tour of the new Fieldgate Sports Complex in Brooklin. The event offered valuable opportunities to connect with community partners, learn more about this significant community asset, and identify potential avenues for future collaboration.

COLLEGES ONTARIO'S (CO) COLLABORATIVE PROJECT MEETING – AUGUST 13

Attended CO's meeting to discuss sector-wide shared services initiatives focused on cybersecurity, Human Resources Information Systems (HRIS) and Financial Administrative System (FAS) solutions. Discussed opportunities to enhance operational efficiency, strengthen risk management, and leverage collective resources across Ontario's college sector.



With MPP Lorne Coe and Governor John Ecker at the provincial funding announcement on June 10.

CICAN'S MEMBER CALL WITH PRESIDENTS – AUGUST 27

Participated in Cican's Member Call with Presidents to discuss priorities for provincial and territorial negotiations related to skilled trades capacity. Engaged in discussions to address workforce demands, expand training opportunities, and advance strategies to strengthen Canada's skilled trades pipeline.

ONTARIO COLLEGE QUALITY ASSURANCE SERVICE (OCOAS) VIRTUAL CELEBRATION – SEPTEMBER 2

Attended the OCOAS celebration marking the launch of its new name and brand identity. Gained insights into the organization's future vision and the evolving quality-assurance landscape, helping to inform the college's continued focus on academic excellence and institutional quality.

MP MCKELVIE'S VISIT TO THE AJAX FARM – SEPTEMBER 3

Anthony Longo joined representatives from DC's Barrett Centre of Innovation in Sustainable Urban Agriculture in hosting Jennifer McKelvie, Member of Parliament for Ajax, for a visit to the college's Ajax Urban Farm. The visit showcased the farm's leadership in sustainable urban agriculture and its role in advancing applied research, workforce development, and innovative food production.

MPP LORNE COE'S PROVINCIAL DAY OF SERVICE CEREMONY – SEPTEMBER 11

Attended the annual commemoration hosted by MPP Lorne Coe in support of Ontario's Provincial Day of Service. Joined MPP Coe, along with the Honourable Graham McGregor, Minister of Citizenship and Multiculturalism, veterans, local business leaders, and community representatives in honouring those who lost their lives in the September 11, 2001, terrorist attacks and reflecting on the importance of service, civic engagement, and community resilience.

CICAN'S PRESIDENTS CIRCLE – SEPTEMBER 17

Joined college presidents from across Canada for a Cican virtual discussion on emerging sector priorities. Contributed to strategic conversations on innovative funding and partnership models, learner success, and fostering innovation across the post-secondary sector.

CO'S COMMITTEE OF PRESIDENTS (COP) RETREAT – SEPTEMBER 20/21/22

Participated in CO's annual COP retreat, engaging with fellow college presidents to strengthen sector relationships, discuss pressing issues facing Ontario's colleges, and help shape CO's policy, advocacy, and public affairs priorities.

TOUR OF APPLIED RESEARCH CENTRES FOR MPP FRENCH – SEPTEMBER 24

Hosted Jennifer French, Member of Provincial Parliament for Oshawa, for a tour of DC's applied research centres. Showcased DC's leadership in applied research and innovation, including initiatives in artificial intelligence, mixed reality, cybersecurity, and social impact. Discussions focused on the impact of these activities in supporting partners, advancing innovation, and creating experiential learning opportunities.

LUNCHEON FEATURING MINISTER SOLOMON – SEPTEMBER 25

Joined members of CO and fellow college presidents at a luncheon featuring the Honourable Evan Solomon, Minister of Artificial Intelligence and Digital Innovation, for a keynote address on Canada's national AI strategy. Participated in a subsequent fireside chat exploring the skills, capacity, and public trust required to support the responsible adoption of AI across the country.



With MPP Jennifer French for a tour of the Centre for Innovation and Research.

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

MEETING AND TOUR FOR DEPUTY MINISTER WAI – JUNE 12

Hosted Deputy Minister David Wai for a meeting and campus tour, providing an opportunity to discuss provincial priorities and reinforce the college's role in advancing Ontario's post-secondary education and workforce development objectives. Demonstrated the impact of provincial investments in creating hands-on learning environments that support career readiness, student success, and regional economic development. Toured academic and research lab spaces to highlight DC's innovation, applied research strengths, and opportunities for future growth through continued infrastructure investment.

ADVOCACY MEETING: PRIORITY GROWTH FUND SUBMISSION – AUGUST 25

Met with Catherine Clasadonte, Chief of Staff to Minister Quinn, and Kennan Benjamin, Director of Policy, at DC's request to discuss the college's Priority Growth Plan proposal. Advocated for increased enrolment capacity in priority programs to address critical labour shortages in key sectors, including skilled trades, health care, and information technology, and highlighted the significant impact this expansion would have in advancing Ontario's workforce development and economic growth priorities.

ONTARIO FUNDING ANNOUNCEMENT: 40,000 NEW POST-SECONDARY SEATS – SEPTEMBER 10

Attended Minister Quinn's announcement regarding the allocation of 40,000 new funded seats at publicly assisted colleges and universities. Joined government, industry, and sector leaders in welcoming the province's continued investment in post-secondary education and its role in supporting workforce and economic development.

SKILLED TRADES TOUR FOR MPP LORNE COE – SEPTEMBER 17

Hosted MPP Lorne Coe for a tour of DC's skilled trades facilities, demonstrating how increased enrolment capacity through the Priority Growth Plan will help address skilled labour shortages and strengthen Ontario's workforce pipeline. The tour showcased DC's Elevating, Plumbing, Automotive, Welding, Millwright, and Crane Simulator labs.



Left: With Deputy Minister David Wai for a meeting and campus tour to highlight hands-on learning and research.

Right: Welcomed MPP Lorne Coe to the Whitby Campus to tour a number of our skilled trades labs.

IN THE COMMUNITY

MANAGEMENT DEVELOPMENT PROGRAM GRADUATE RECOGNITION CEREMONY – JUNE 3

Attended the graduation ceremony for the first and second graduating classes of DC's Management Development Training Program. Provided remarks recognizing the accomplishments of participants and highlighting the program's contribution to the college's people-centred culture and leadership excellence.

CITY OF OSHAWA'S COMMUNITY PARTNER UPDATE MEETING – JUNE 4

Met with the City of Oshawa's Executive Leadership team, alongside key DC leaders for a biannual partnership meeting. Shared updates, gained insights into municipal priorities, and explored areas of strategic alignment and collaboration, including opportunities related to defence, skilled trades, and applied research.

ONTARIO TECH UNIVERSITY'S (OTU) FACULTY OF HEALTH SCIENCES CONVOCATION – JUNE 5

Celebrated the achievements of graduating students who have participated in DC and OTU's collaborative nursing programs. Joined the ceremony as a member of the platform party, underscoring the impact of the partnership in preparing the next generation of skilled healthcare professionals for the region and beyond.

INDIGENOUS EDUCATION CIRCLE MEETING – JUNE 9

Attended the quarterly meeting of DC's Indigenous Education Circle, contributing perspectives on initiatives led through the college's First Peoples Indigenous Centre. The discussion reinforced the college's commitment to fostering an inclusive and culturally responsive learning environment for Indigenous students.

SPRING CONVOCATION – JUNE 15 TO 18

Proudly celebrated the achievements of DC's 7,205 graduates during Convocation 2026. Engaged with graduates, employees, community members, and local government officials to recognize this significant milestone and showcase the college's impact in preparing graduates to make meaningful contributions to their communities and chosen fields.

CENTRE FOR SUCCESS (CFS) COMPLETION CEREMONY – JUNE 17

Provided remarks at the completion ceremony for students in DC's CFS program, a collaborative initiative with local school boards supporting alternative pathways to secondary school completion and post-secondary education. Celebrated alongside graduates, supporters, school board partners, and community representatives, recognizing the collective efforts that contributed to this important milestone.

EQUIPPED CAMPAIGN LAUNCH – JUNE 23

Participated in the launch of DC's Equipped campaign, a \$15 million capital campaign supporting investments in industry-standard equipment and learning environments to enhance hands-on learning. Provided remarks and engaged with donors, partners, alumni, community stakeholders, and employees, highlighting the importance of experiential learning in preparing career-ready graduates.



Donors, partners, and alumni had the opportunity to tour some of DC's hands-on learning spaces at the Equipped Campaign launch.

COLLEGE ADVISORY COUNCIL (CAC) MEETING – JUNE 23

Attended the CAC meeting and shared updates reflecting the college's progress across several key priority areas, including financial sustainability, academic excellence, workforce development, enrolment growth, and community impact.

MEETING WITH GENERAL MOTORS (GM) OF CANADA – JUNE 29

Joined key DC leaders in a meeting with members of GM's leadership team to discuss strategic priorities and opportunities for collaboration in defence, SMEs, artificial intelligence, advanced manufacturing, and automation. Reinforced the value of industry-academic partnerships in driving innovation, supporting workforce readiness, and addressing emerging regional and sector-specific needs.

MEETING WITH THE UNIVERSITY OF THE HIGHLANDS AND ISLANDS (UHI) GROUP – JUNE 30

Met with representatives from Scotland's University of the Highlands and Islands (UHI) to advance discussions on shared priorities and partnership. Explored opportunities for collaboration in renewable energy, immersive technologies, sustainable agriculture, and workforce development.

INTRODUCTORY MEETING WITH GLENN CRANEY, TRENT UNIVERSITY – AUGUST 11

Met with Cathy Bruce, President, Trent University, and Glenn Craney, newly appointed Vice President and Head of Trent University Durham Greater Toronto Area, for an introductory meeting to welcome Mr. Craney to his new role. Exchanged perspectives on shared priorities within Durham Region's post-secondary landscape.

ACADEMIC KICKOFF – AUGUST 31

Participated in and provided remarks at DC's annual Academic Kickoff event, marking the start of the 2026-2027 academic year. Led by Dr. Jean Choi, Vice President Academic and Students, the event highlighted this year's theme, Rewiring for Possibility, to emphasize the importance of adaptability, innovation, and creating new opportunities in a rapidly evolving world. The event was attended by new and returning members of the Board of Governors, including Chair Peter Pryce, Vice Chair John Ecker, and members Julie Cordon, Rhonda Jessup, and Tanya Wakelin.

EMPLOYEE BBQ AT THE WHITBY CAMPUS – SEPTEMBER 2

Attended DC's annual Employee BBQ at the Whitby Campus, connecting with employees and reinforcing the college's culture of engagement and appreciation by acknowledging the contributions, dedication, and collective efforts of the DC community.

DC ALUMNI ASSOCIATION'S (DCAA) ANNUAL GENERAL MEETING (AGM) – SEPTEMBER 9

Provided an update at the DCAA's AGM, highlighting progress on key priorities and initiatives under the college's Strategic Vision. Engaged with alumni and colleagues, emphasizing the important role of alumni in advancing DC's impact and future success.



Left: Welcomed employees to the new academic year at Academic Kickoff.

Right: Employees gathered at the Whitby Campus for our annual start-of-year BBQ.

MEMORY FOREST STEWARDSHIP EVENT – SEPTEMBER 16

Provided remarks recognizing DC's Memory Forest as a shared commitment to learning, wellness, community connection, and environmental stewardship. Expressed appreciation to the Barrett Family Foundation and acknowledged the valued contributions of partners from the Alzheimer Society of Ontario and Canadian Trees for Life. Participated in a ceremonial tree planting and engaged with attendees.

BUILDING DURHAM REGION'S DEFENCE INDUSTRIAL BASE EVENT – SEPTEMBER 23

Attended the Building Durham Region's Defence Industrial Base event, hosted by Invest Durham in partnership with the Business Development Bank of Canada. Connected with Bernard Derible, Ontario's first Military Defence Representative, and joined government, industry, finance, academic, and ecosystem partners in discussions on opportunities within Canada's evolving defence sector, highlighting Durham College's strengths in workforce development, applied research, innovation, and skilled trades training.

HARVEST DINNER – SEPTEMBER 24

Attended DC's Harvest Dinner, the college's annual signature field-to-fork event, bringing together partners, supporters, and members of the college community to celebrate local food systems and sustainable agriculture. Connected with attendees and reinforced the role of experiential learning in preparing graduates for successful careers across the agriculture, food production, hospitality, and culinary arts sectors.

DC STUDENT ASSOCIATION'S (DCSA) PIT STOP IN THE PIT EVENT – SEPTEMBER 29

Joined the DCSA at their racing simulator event, an orientation initiative designed to foster student connection, engagement, and campus pride. Engaged with students and promoted the various ways they can participate in esports across both the Oshawa and Whitby Campuses.

UNVEILING OF THE DURHAM REGIONAL POLICE SERVICES (DRPS) HELICOPTER AND HANGAR – SEPTEMBER 29

Represented DC at the unveiling of the DRPS H125 helicopter and opening of the new Air Support Hangar at the Oshawa Executive Airport. Joined Chief Peter Moreira and DRPS members in marking the significant investment in regional aviation capabilities and community safety.

GREATER OSHAWA CHAMBER OF COMMERCE BUSINESS EXCELLENCE AWARDS – SEPTEMBER 29

Attended the 31st Annual Greater Oshawa Chamber of Commerce Business Excellence Awards, celebrating the innovation, leadership, and community impact of businesses across Durham Region. Participated alongside regional partners and stakeholders, reinforcing DC's commitment to supporting a prosperous local economy.

FIRST PEOPLES INDIGENOUS CENTRE'S ORANGE SHIRT DAY MINI POWWOW – SEPTEMBER 30

Provided opening remarks at DC's Orange Shirt Day Mini Powwow, held in recognition of the National Day for Truth and Reconciliation. Joined Indigenous community members, students, employees, and guests to reflect on the ongoing journey of reconciliation and reaffirm the college's commitment to Indigenous inclusion, learning, and relationship-building.



Top: DC had great representation at the Building Durham Region's Defence Industrial Base event.

Bottom: At the second annual Mini Powwow on September 30, recognizing Orange Shirt Day and the National Day for Truth and Reconciliation.

COLLEGE HIGHLIGHTS

In June, DC marked a milestone of 125,000 alumni following nine [Convocation](#) ceremonies. More than 7,200 graduates were celebrated, including inaugural graduates from four programs: Honours Bachelor of Construction Management, Fire Prevention and Technology, Law Clerk, Honours Bachelor of Behavioural Science (BHTN Pathway). These first-ever graduating classes reflect DC's ongoing commitment to delivering innovative, career-focused education that aligns with evolving workforce needs.

More than 230 students in DC's Centre for Success program were recognized at a spring [completion ceremony](#) for their achievements. The program, a longstanding partnership between DC and local school boards, offers students an alternative pathway to success through smaller class sizes, individualized support, and learning within a college environment.

In September, approximately 10,800 students began classes at the Oshawa and Whitby Campuses, with more than half of them being first-year students. We welcomed the first cohorts of students into four new future-focused programs: Bachelor of Business Administration (Human Resources Management), Bachelor of Construction Management, Bachelor of Cybersecurity, and Cloud and Information Technology Systems.

This year's first day of classes was capped off with a record-setting [Campus Cup](#), the annual event where DC's men and women's soccer teams battle their counterparts from Ontario Tech University. Over 2,000 fans set an attendance record to watch the action at Vaso's Field, where DC's women's team won their game 1-0 while the men fell 2-1 in a competitive contest. A range of other orientation events continued throughout September to help students feel welcomed, connected, and part of the DC community.

DC has brought together its applied research, institutional research, co-op, and corporate training teams under a new name – [Research, Innovation and Training Services](#) (RITS) – reflecting their evolution and growing role in helping industry and community partners leverage DC's talent, expertise, and capabilities. As industry needs continue to evolve, RITS is focused on strengthening partnerships and forging new opportunities in priority areas including AI, immersive simulations, defence, and nuclear and energy sectors.

This summer, Bistro '67, DC's teaching-inspired restaurant, won two [Reader's Choice Awards](#) for Whitby: a Diamond in the 'Best Bang for Your Buck' category and a Platinum in 'Best Vegetarian Restaurant.' The success of Bistro '67 reflects DC's commitment to experiential learning and innovation. Horticulture Food and Farming and Horticulture Technician students grow and harvest ingredients on campus. In the kitchen, Culinary Skills and Culinary Management students turn those ingredients into meals. Hospitality Skills and Hospitality – Hotel and Restaurant Operations Management students complete the experience by welcoming and serving guests.

DC is reducing barriers to education and advancing learner mobility through [two innovative projects](#) funded by the Ontario Council on Articulation and Transfer (ONCAT). The initiatives will enhance access to Prior Learning Assessment and Recognition (PLAR) and improve transparency in transfer credit, helping learners receive recognition for their prior education, work, and life experience while making more informed decisions about their educational pathways. The projects reflect the expertise of our teams and our commitment to creating more accessible pathways for learners and are part of ONCAT's 2025-26 funding program supporting learner mobility initiatives across Ontario.



Bistro '67, DC's teaching-inspired restaurant, was recently recognized with two Reader's Choice Awards.

Students in a range of programs are applying their skills through a [new partnership with PARA Marine Search and Rescue](#), a local organization dedicated to saving lives on Lake Ontario. Through a series of work-integrated learning projects, students from the Photography, Video Production, and Event Planning programs are contributing their expertise to help strengthen PARA Marine's community awareness and outreach efforts.

The [Athletics and Recreation department received national recognition](#) for its commitment to inclusive sport. The Canadian Collegiate Athletic Association (CCAA) named DC as the recipient of its Community Service Award for the 2025-26 season for the 'Sport is for everyBODY!' parasport initiative, a partnership with ParaSport Ontario, focused on creating inclusive and accessible sport and recreation opportunities for students and community members of all abilities. Throughout the year, DC introduced students and community members to wheelchair basketball, sitting volleyball, sledge hockey and other adaptive sports as well as served as the host venue for several major parasport events.

DC began a new chapter in its varsity history in September, competing in the [inaugural OCAA Lacrosse Sixes](#). DC joined Humber Polytechnic, Mohawk College, and Fleming College in a pilot season of lacrosse sixes, with the goal of making the popular sport a permanent fixture in the Ontario Colleges Athletic Association (OCAA). Each of the four schools will host an exhibition series this fall, with DC set to welcome teams to the Oshawa Campus on October 18.

Together with Ontario Tech, DC announced the new [Campus High-Performance Complex](#) (CHPC), which will create more space for athletics, recreation, and student life. Anticipated to open in August 2028, the CHPC is a three-storey project that will add nearly 60,000 square feet of new space and renovate approximately 9,000 square feet within the Campus Ice Centre. The flexible facility will serve the DC Lords and OTU Ridgebacks varsity teams while creating more capacity for intramurals, fitness programming, tournaments, camps, campus events and everyday student and community use



Top left: A student tries out sitting volleyball at the Campus Recreation and Wellness Centre. Top right: DC is participating in the pilot season of lacrosse sixes in the OCAA. Bottom: A rendering of the new Campus High-Performance Complex.



DC graduate Reagan Francis-Newman.

STUDENT SPOTLIGHT

BUILDING A CAREER IN THE CONSTRUCTION INDUSTRY

Reagan Francis-Newman became a two-time Durham College (DC) graduate in 2026.

After completing the Civil Engineering Technology Advanced Diploma in 2024, she bridged into the Construction Management – Honours Bachelor and was recognized as one of the program’s very first graduates at Convocation in June.

As she launches her career in the construction industry, she talked to DC about why taking advantage of your opportunities is so important, and how DC’s focus on student success prepared her to excel in the workforce.

Why did you decide to attend Durham College?

I chose Durham College because of its strong reputation for hands-on, career-focused programs. I was specifically drawn to the Construction Management program because it combines technical knowledge with practical, real-world application. I wanted an education that would prepare me for a career, not just a classroom, and Durham College offered exactly that.

What was your DC experience like?

My experience at Durham College has been incredibly rewarding. The supportive environment and smaller class sizes made it easy to build meaningful connections with professors and classmates. What stood out most was how practical the coursework was. Concepts I learned in class, such as scheduling, estimating, project planning, and construction management, were directly applicable during my co-op placements with organizations like Ontario Power Generation, Aecon Nuclear and the Region of Durham. Being able to connect classroom learning to real projects helped strengthen my understanding and confidence as I prepared to enter the industry.

How did your DC program prepare you for your career?

My program prepared me by giving me both technical and professional skills that I use every day. I gained experience with project scheduling, construction planning, cost control, and project coordination while also developing strong communication, problem-solving, leadership, and teamwork abilities. The program’s emphasis on real-world application made the transition into the workforce much smoother.

I currently work as a Project Coordinator supporting a major wastewater treatment plant refurbishment project. In my role, I assist with project planning, procurement, document control, cost tracking, and coordination between project teams. The skills and experiences I gained at Durham College helped me feel prepared and confident stepping into this role.

Would you recommend your DC program to other students?

Absolutely. The Construction Management program offers an excellent balance of theory and hands-on learning. It not only provides a strong technical foundation but also helps students develop the professional skills needed to succeed in the workplace. The combination of classroom learning, industry-focused projects, and co-op opportunities makes it a valuable experience for anyone interested in the construction industry.

What is your advice for future students?

Take advantage of every opportunity available to you, whether that's participating in co-op placements, networking with industry professionals, joining committees, or simply asking questions in class. Some of my most valuable experiences came from stepping outside my comfort zone and getting involved.

I would also encourage students to stay consistent and organized throughout the program. Construction Management courses often build on concepts learned in previous semesters, so developing good habits early makes a significant difference. Learning how to manage deadlines, coordinate multiple priorities, and stay organized not only helps academically but also prepares you for the realities of working in the construction industry.

What do you love most about DC?

What I love most about Durham College is its commitment to student success. From knowledgeable professors to the various support services available, there is a genuine focus on helping students achieve their goals. The college creates an environment where students are encouraged to grow academically, professionally, and personally.

How do you feel about graduating?

Graduating is both exciting and rewarding. Earning my Honours Bachelor of Construction Management represents years of hard work, dedication, and perseverance. I am incredibly proud of what I have accomplished, and I am excited to begin the next chapter of my career while continuing to learn and grow within the industry.

What are your future goals?

My goal is to continue building my career within the construction industry, with a particular interest in project coordination, project controls, and project management. I look forward to gaining experience, taking on greater responsibilities, and contributing to meaningful infrastructure projects. Long term, I hope to grow into leadership roles where I can help guide successful projects and mentor future professionals entering the industry.

