



**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, February 11, 2026

Time: 6:00 p.m.

Location: Oshawa Campus, DC Boardroom, A144

Timing	Item	Page No.
6:00 p.m. to 6:02 p.m.	1. Call to Order	
6:02 p.m. to 6:07 p.m.	2. Land Acknowledgement – Governor Bosomworth	
6:07 p.m. to 6:09 p.m.	3. Conflict of Interest Declarations	
	4. Presentations	
6:09 p.m. to 6:24 p.m.	4.1 Program Spotlight: On-Campus Employment Program <i>Presenters: Celeste Coles, Manager, Student Awards and Financial Aid, Anna Felicio (student), Sarah Adesuyi (student)</i>	
6:24 p.m. to 6:29 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 Session Agenda – February 11, 2026 <u>Recommendation</u> That the public agenda for the February 11, 2026, meeting of the Board of Governors be approved as presented.	



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Timing	Item	Page No.
	<p>5.2 Approval of Public Minutes from the Board of Governors Meeting of December 10, 2025</p> <p><u>Recommendation</u> That the public minutes from the December 10, 2025, meeting of the Board of Governors be approved as presented.</p> <p>5.3 Report of the Governance Review Committee – January 12, 2026</p> <p><u>Recommendation</u> That the January 12, 2026, report of the Governance Review Committee be received for information and the following resolutions be adopted:</p> <p>1. That based on GOV-2026-01, the Board's Policy: Consent Agenda, be confirmed as written.</p>	
6:29 p.m. to 6:34 p.m.	6. Report of the Board Chair	
6:34 p.m. to 6:35 p.m.	7. Co-Populous Governors' Report	
	8. Decision Items	
6:35 p.m. to 6:45 p.m.	<p>8.1 New Program of Instruction: Bachelor of Business Administration – J. Choi</p> <p><u>Recommendation</u> It is recommended to the Durham College Board of Governors:</p> <p>That based on Report BOG-2026-03, the proposed new Program of Instruction, Bachelor of Business Administration, be approved.</p>	12 to 56

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

Timing	Item	Page No.
6:45 p.m. to 6:55 p.m.	<p>8.2 Major Program Change: Local College Certificate Program Title Change (Operations Management) – J. Choi</p> <p><u>Recommendation</u> It is recommended to the Durham College Board of Governors:</p> <p>That based on Report BOG-2026-04, the program title for the Operations Management Local College Certificate offered through Professional and Part-time Learning be changed to Supply Chain Foundations.</p>	57 to 58
	9. Discussion Items	
6:55 p.m. to 7:05 p.m.	9.1 Domestic and International Day 10 Enrolment Update-Winter 2026 – T. MacDonald	59 to 63
7:05 p.m. to 7:15 p.m.	9.2 Summary of Collaborative Efforts Between Durham College and Ontario Tech University – R. Hutchinson	64 to 73
7:15 p.m. to 7:25 p.m.	9.3 Second Update on the 2025-2026 Business Plan – E. Popp and A. Longo	74 to 108
7:25 p.m. to 7:30 p.m.	10. Information Items	
	10.1 Program Advisory Committee Semi-Annual Report – February 2026	109 to 120
	10.2 Communicating the Costs of Educational Materials – Winter 2026	121 to 123
	10.3 President's Update – February 2026	124 to 136
7:30 p.m. to 7:32 p.m.	<p>11. Upcoming Events</p> <ul style="list-style-type: none"> • Launch of Administrative and Student Governor Elections – February 20, 2026 • Board of Governors Retreat – February 28, 2026, Global Classroom, CFCE145 	



**Durham College of Applied Arts and Technology
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Timing	Item	Page No.
	<ul style="list-style-type: none">• Board Evaluation and Committee Preference Survey to launch on March 30, 2026• Nominations Open for the Election of Chair and Vice Chair of the Board – April 20, 2026	
7:32 p.m. to 7:34 p.m.	12. Move to In-Camera Session	
8:40 p.m. (approx.)	13. 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.
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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, December 10, 2025

Time: 6:00 p.m.

Location: Oshawa Campus, DC Boardroom, A144

Members Present:

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

Regrets:

Megan Bent

Staff Present:

Jean Choi, VP, Academic and Students
Rick Hutchinson, VP, Strategic Infrastructure and Campus Safety
Barbara MacCheyne, VP, Corporate Services and Chief Financial Officer
Thom MacDonald, AVP, Enrolment and International Education
Melissa Pringle, Manager, Board Governance and Privacy

1. Call to Order

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

The Chair welcomed the following guests in attendance: Jennifer Cosway, Associate Vice President, Human Resources and Equity; Tony Doyle, Associate Vice President, Academic and Students; Ariel Sully, Associate Vice President, Office of Advancement and Alumni Relations; Kelly O'Brien, Associate Dean, Faculty of Hospitality and Horticulture Science; Dr. Sadie Goddard-Durant, Director, Office of Equity, Diversity and Inclusion (joined virtually) and student, Abigail Ansell.

2. Land Acknowledgement

Governor Wilson offered the land acknowledgement.

3. Conflict of Interest Declarations

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

4. Presentations

- 4.1 Colleges and Institutes Canada (CICan) Gold Recipient of the Leadership Excellence Award for Students, Abigail Ansell, to share her Durham College journey and the impact of getting involved in college life

The Board received a presentation from Abigail Ansell, Durham College student, and winner of the CICan Gold Recipient for Leadership Excellence Award for Students who shared her college journey and the impact of getting involved in college life.

The Board questioned Abigail Ansell.

- 4.2 Equipped Campaign: Supporting Future-Focused Growth at Durham College

The Board received a presentation from the Associate Vice President, Office of Advancement and Alumni Relations about the new Equipped Campaign that aims to raise money for emerging tools, technology and equipment needed to ensure students are prepared for the workforce. The campaign will focus on three areas: Health, Wellness and Community Services; Skilled Trades and Sustainability; Creative Expression and Emerging Technologies and will formally launch in Spring 2026.

The Board questioned the Associate Vice President, Office of Advancement and Alumni Relations regarding donor stewardship, the campaign's fundraising goal, and how they could get involved.

5. Consent Agenda

Moved by Governor Wilson

Seconded by Governor Bird

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

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

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

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

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

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

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

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

6. Report of the Board Chair

The Chair reported on the following items:

- That the Durham Lords Women's Rugby team recently won their fourth consecutive Ontario Colleges Athletic Association title, a team that Student Governor Megan Bent played on.
- That the Region of Durham was recently named the 2025 Intelligent Community of the Year, a project stewarded by Governor Burgess. As part of this report, Governor Burgess shared some background on the project and award.

- That the Durham College Alumni Association will match gifts made to the annual Food Access Bursary before December 31, 2025, up to \$10K.

7. Co-Populous Governors' Report

There was no co-populous Governors' report.

8. Decision Items

8.1 Proposed Updates to the College's Sexual Violence and Response Policy

The Board received a report from the Director, Office of Equity, Diversity and Inclusion regarding proposed changes to the College's Sexual Violence and Response policy.

The Board questioned the Director, Office of Equity, Diversity and Inclusion regarding alignment with government requirements and whether the policy had been reviewed by legal.

Moved by Governor Pryce

Seconded by Governor Brown

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

8.2 New Program of Instruction: Leadership Sustainable Development Local College Certificate

The Board received a report from the Vice President, Academic and Students and the Associate Dean, Faculty of Hospitality and Horticulture Science presenting a new program of instruction for approval, Leadership Sustainable Development Local Certificate Program. As part of the report, the presenters highlighted the collaborative support for the program with the Rideau Hall Foundation through the Canadian Queen Elizabeth II Diamond Jubilee Scholarships and the Barrett Family Foundation.

The Board questioned the presenters regarding what will happen in the funding ends, the projected enrolment numbers, and if there were additional opportunities to engage with the Rideau Hall Foundation.

Moved by Governor Ouellette

Seconded by Governor Ecker

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

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

The Board received a report from the Vice President, Academic and Students requesting a program title change for the Library Technician Ontario College Diploma program offered through the Centre of Professional and Part Time Learning to standardize the nomenclature and align with the Ministry code. The Vice President, Academic and Students further reported that since moving the part-time program to the Ontario College Application Service, applications have jumped significantly.

The Board questioned the Vice President, Academic and Students regarding the rationale for the increased applications and if there would be any impact to the qualifications of faculty teaching in the program.

Moved by Governor Wilson

Seconded by Governor Dornan

“That based on BOG-2025-88, the program title for the Library Technician Ontario College Diploma program offered through the Centre for Professional and Part-Time Learning be changed to the Library and Information Technician Ontario College Diploma program.” CARRIED

8.4 Permanent Program Suspensions

The Board received a report from the Vice President, Academic and Students recommending the permanent suspension of five programs that have been on the Ministry’s list of dormant programs for at least five years.

The Board questioned the Vice President, Academic and Students regarding the reasons for the program suspensions. In response, the Vice President, Academic and Students explained the primary driver for the program suspensions was low enrolment and student interest.

Moved by Governor Thomas

Seconded by Governor Townsend

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

- Accounting and Payroll, Ontario College Diploma (MTCU 50104, APS DURH1231), Faculty of Business and IT
- Golf Facility Operations Management, Ontario College Diploma (MTCU 52220, APS DURH1211), Faculty of Business and IT

- Insurance, Ontario College Diploma (MTCU 52803, APS DURH1233), Faculty of Business and IT Management
- Food and Beverage Management, Ontario College Diploma (MTCU 53201, APS DURH1058), Faculty of Hospitality and Horticultural Science
- Business Administration, Ontario College Advanced Diploma (MTCU 60200, APS DURH1003), Faculty of Business and IT.” CARRIED

9. Discussion Items

9.1 Update on the College’s Social Commitments

The Board received a report from the Vice President, Academic and Students and the Associate Vice President, Enrolment and International Education providing an update on the College’s work towards achieving the commitments in the Indigenous Education Protocol, Dimensions Charter, and Sustainable Development Goals.

The Board questioned the Vice President, Academic and Students and the Associate Vice President, Enrolment and International Education regarding public disclosure requirements, whether it has audited the metrics against results, and how the College determines whether progress has been made in achieving the goals.

10. Information Items

The following items were presented for information only:

10.1 President’s Update – December 2025

The Board questioned the President regarding any feedback received from the Employee Town Hall and “Popp-Up” events.

10.2 Proposed Changes to the Durham College Foundation

10.3 Update on Mental Health Action Plan

10.4 Harassment and Discrimination Prevention and Response Policy Annual Report

10.5 Office of Research Services, Innovation and Entrepreneurship Annual Report for 2024-2025

11. Upcoming Events

The Chair drew attention to the following events:

- Learn More Series: Understanding how OntarioLearn and Apprenticeship Works – December 15, 2025 at 5:00 p.m. – MS Teams
- Upcoming Good Governance and Risk Management sessions being offered through the College Centre of Board Excellence.
- Holiday Closure – December 24 to January 2

12. Move to In-Camera Session

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

Moved by Governor Townsend

Seconded by Governor Burgess

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

The Board recessed at 7:44 p.m. and reconvened in-camera at 7:57 p.m.

During the in-camera session, the Board discussed recommendations from its Standing Committees and the 2026-2027 budget.

13. Adjournment

With no further business the meeting ended at 9:17 p.m.



**PUBLIC REPORT OF THE GOVERNANCE REVIEW COMMITTEE
TO THE DURHAM COLLEGE BOARD OF GOVERNORS FOR CONSIDERATION AT
ITS PUBLIC MEETING HELD ON FEBRUARY 11, 2026**

BACKGROUND

The Governance Review Committee met via videoconference on January 12, 2026.

Vice Chair, Governor Doyle, Chaired the meeting.

SUMMARY**1. Approval of Previous Minutes – November 3, 2025**

The Committee reviewed and approved its minutes from the November 3, 2025, Governance Review Committee meeting.

2. Board Policy for Review: Consent Agenda

The Committee received a report from the President regarding Board Policy: Consent Agenda, which was due for review.

A discussion took place regarding the Board's process for determining which items are included in the consent agenda. In response to inquiries, the Committee was advised that many items—such as minutes and Committee reports—are routinely placed on the consent agenda as a matter of standard practice. Further, the Executive Committee conducts a detailed review of draft agendas for upcoming Board meetings and may determine that certain items should be removed from the consent agenda before the meeting materials are distributed.

Governors were also reminded that Committees are advisory only and that any Board member may request that an item be removed from the consent agenda for further discussion. Members who anticipate being absent from a meeting may also submit questions in advance to the Board Chair.

It is recommended that the following resolution be passed.

RESOLVED:

That based on GOV-2026-01, the Board's Policy: Consent Agenda, be confirmed as written.

3. Final Agenda for Board of Governors Retreat

The Committee reviewed the finalized agenda for the upcoming Board retreat and noted that the planned sessions effectively address the feedback gathered through the Board evaluation survey. Members briefly discussed the potential of administering a post-event survey to capture attendee insights, as well as whether additional time should be incorporated into the agenda for closing reflections or comments.

Respectfully submitted,
Kwende Thomas, Chair, Governance Review Committee

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

Durham College Board of Governors Retreat
Oshawa Campus, Centre for Collaborative Education, Global Classroom CFCE145
Saturday, February 28, 2026
8:30 a.m. to 6:00 p.m.
AGENDA

Time	Item
8:30 a.m.	Arrival. Light breakfast.
9:00 a.m.	Welcome, land acknowledgement (Elaine Popp), opening remarks (Lisa Allen and Elaine Popp).
9:10 a.m. 120 minutes	<p>Session Introduction: John Ecker</p> <p>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.</p> <ul style="list-style-type: none"> DC Fast-Forward: Anticipating 2035 and beyond with higher education futurist, Ken Steele. <p>Session description: guiding a future-focused organization demands that we keep an eye on the massive technological, social, and demographic disruptions that lie ahead, on time horizons a decade or more in the distance. Higher ed futurist Ken Steele will share his strategic foresight and unique insight into our sector and engage us with provocative scenarios based on biomedical breakthroughs, geopolitical unrest, simulated reality and of course, exponentially evolving artificial intelligence.</p>
11:10 a.m.	Break
11:25 a.m. 60 minutes	<p>Session Introduction: Alison Burgess</p> <p>Sustainable: Be intentional and align our efforts to adapt, thrive, and achieve our ambitions and ensure long-term sustainability.</p> <ul style="list-style-type: none"> Enterprise Risk Management with Barbara MacCheyne, Vice President, Corporate Services and Kevin Maloney, Manager, Risk Management <p>Session Description: The goal of the session is to develop a common understanding of risk amongst participants, introduce ERM concepts to the Board, and validate the College’s risk appetite statements as set out in the Board’s Integrated Risk Management Policy.</p>
12:25 p.m.	<p>Walk to the Centre for Innovation and Research. Buffet lunch in CIR-102.</p> <p><i>Employees and guests presenting during the 1:00 p.m. session will join the Board for lunch.</i></p>

Time	Item
1:00 p.m. 90 minutes	<p>Session Introduction: Lisa Allen</p> <p>Community Connected: Be purposefully connected locally and globally to deepen our impact and drive social and economic progress.</p> <ul style="list-style-type: none">Introduction to Applied Research and ORSIE Research Hub Demonstrations featuring Debbie McKee Demczyk (AVP, Innovation and Research), Vibha Tyagi (Director, Applied Research), Jason Hunter (Senior Manager, MRC Studio), Sushant Katare (Senior Manager, Cybersecurity), Natalie Arthurs (Senior Manager, AI Hub), Chris Gillis (Manager, Centre for Craft Brewing Innovation), Colleen McKay (Manager, Grants and Special Projects & Social Impact Hub), TBD (Faculty), TBD (Industry Partner) <p>Session Description: The goal of this session is to showcase the work of DC’s five research centres, highlighting how our local and global connections deepen our impact and drive social and economic progress.</p> <p>Note: The Board will stay in CIR-102 for this session.</p>
2:30 p.m.	Break. Walk back to the Global Classroom, CFCE145.
2:45 p.m. 90 minutes	<p>Session Introduction: Kwende Thomas</p> <p>People-Centred: Be an equity-driven and inclusive environment where everyone feels supported, can realize their full potential, and truly belongs.</p> <ul style="list-style-type: none">Asking the Right Questions: A Board’s Guide to Strategic Oversight with Lyn McDonell, Accountability Group <p>Session description: A 90-minute interactive session designed to clarify the essential distinction between governance and administration, highlighting how effective boards exercise both oversight and strategic leadership. Participants will explore how to frame questions from a governance perspective—questions that probe meaningfully into issues while remaining respectful of organizational roles and relationships.</p>
4:15 p.m.	Break
4:30 p.m.	<p>Session Introduction: Kelly Doyle</p> <p>Move to Classroom CFCE117. Creative Teambuilding activity with Leigh-Ann Harper (nature of activity to remain confidential to not spoil the surprise 😊).</p>
5:15 p.m.	Closing Comments – Lisa Allen and Peter Pryce.
5:20 p.m.	Group dinner. Cash bar available.
6:00 p.m.	Retreat ends

Decision Items

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

Report Number: BOG-2026-03

To: Board of Governors

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

Date of Report: January 16, 2026

Date of Meeting: February 11, 2026

Subject: New Program of Instruction – Bachelor of Business Administration

1. Purpose

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

Bachelor of Business Administration

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

2. Recommendation

It is recommended to the Durham College Board of Governors:

That based on Report BOG-2026-03, the proposed new Program of Instruction, Bachelor of Business Administration, be approved.

3. Background

Durham College (DC) is proposing to offer a three-year Bachelor of Business Administration (BBA) degree program within the Faculty of Business and Information Technology (BIT). The proposed program is a provincial collaborative approach to program development. DC has adapted the curriculum to align with institutional strengths, policies, and practices.

DC's proposed BBA is built for innovators, problem-solvers, and those who are ready to create impact, lead with purpose, and design a career that matters. The proposed program combines essential business foundations with a flexible curriculum, to allow students to tailor their learning to their goals. Students gain practical skills through experiential learning including co-op, applied research, and real-world projects, ensuring graduates move into the world of

work with confidence and career-ready expertise. The integration of global perspectives, sustainability, Indigeneity, and social enterprise prepares students to lead responsibly in today's interconnected world. Students discover strategies to harness technology and AI-driven tools, using data analytics and digital innovation to solve complex business challenges and drive change across industries. Grounded in DC's values of innovation, inclusion, and community, this innovative program equips students to contribute meaningfully to the modern business environment, whether launching a start-up, leading a team, or transforming an organization.

The curriculum of the proposed BBA degree is designed around the necessary skills and knowledge required for success in today's business world. The proposed program provides a strong theoretical foundation and knowledge of specialized topics in innovation, technology and artificial intelligence, sustainability, diverse and inclusive practices, and employee wellness. To support student interest and goals, the proposed program provides choice in the final year of study where students can specialize in Business Innovation and Management, Human Resources, or Finance.

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

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

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

4. Discussion

Currently in the CAAT system, consent has been granted for only four three-year bachelor's degrees in business administration.

The proposed three-year BBA degree program has been designed to meet industry needs, align with comparable programs across the sector, and complement related programs both within DC and across the Ontario post-

secondary system. The CAAT collaborative approach to the development of this degree ensures alignment between related programs offered provincially, enabling student mobility through the opportunity for the recognition of prior learning. DC's proposed program leverages unique core business elective options that differentiate the program and leans into institutional strengths, providing employers with graduates who possess the knowledge, innovative skills, and career-readiness to make meaningful and lasting contributions within the evolving business industry.

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

There are a small number of three-year BBA degrees across Canada. During development, three CAATs and four universities were used as benchmarks due to their accessibility for students in the DC catchment.

The proposed BBA program offers an applied program of study that supports the development of research, leadership, and strategic and durable skills sought after in the business environment.

5. Financial/Human Resource Implications

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

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

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

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

While Ontario Tech University offers a four-year Honours Bachelor of Commerce degree with the option to specialize in a variety of business disciplines, DC's proposed three-year BBA will offer students the opportunity to expedite entry into the workforce with a strong foundation of knowledge and skills and experiential learning required for professional success. Pathway opportunities from DC's program to the Ontario Tech program may be considered in the future.

8. Strategic Alignment

8.1 Strategic Fit

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

Goal 1: Future-Focused

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

The proposed BBA degree contributes a new and unique credential to the BIT program mix. The addition of this three-year general business degree with the option for specialization, supports both new student enrolment and student retention, enabling many DC diploma graduates to pathway into the BBA to further their learning through a higher-level credential. Furthermore, the ad hoc Program Advisory Committee alluded to the need for a degree in business to better support longevity and upward growth in the business fields. Thus, adding the BBA to the credential mix in BIT is well aligned with fulfilling current and future workforce needs.

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

The curriculum of the proposed BBA embraces emerging technologies and industry trends that will develop graduate's durable skills to support their transition into a complex world of work. Artificial intelligence is woven throughout the program, ensuring students are equipped with the ability to adapt to emerging business roles that require a new suite of technical skills. Internationalization of curriculum and Indigenous principles are included throughout the program of study ensuring breadth in student learning and the development of soft skills sought by industry.

Goal 2: Sustainable

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

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

8.2 Fit with Existing Programs

There are currently several Ontario College Diploma (OCD) and Advanced Diploma (OCAD) programs offered by DC that have the potential to serve as pathways for students into the proposed BBA. This includes OCD and OCAD programs in disciplines such as accounting, entrepreneurship, finance, human resources, marketing, and supply chain management.

General Program Information

Proposed Program Title	Bachelor of Business Administration
Proposed Credential	3-Year Degree
Academic Dean	Cristina Italia
Date of Review by PPRC	December 10, 2025
MTCU Code	30100
Weight and Funding Unit (as per APS table)	Weight = 3.4 Funding Unit = 1.0
Proposed Tuition	\$6,100.00
Classification of Instructional Program (CIP) Code(s)	52.0201 (PGWP eligible)
NOC Codes	11202, 13100
Proposed Implementation (Year)/ Scheduled Intakes (F/W/S):	2027, Fall
Year 1 enrolment	25
Number of sections, Y1	One
International students, seat allocation	TBD
Number of Semesters	Six semesters and one co-op semester
Total hours	1736 total program hours, including co-op
New or replacement program	New
Number of new FT/PT faculty	Two PT faculty Year 1, One PT faculty Year 2
Program delivery methods	Classroom, Computer Lab, Online, WIL
Bring Your Own Device (BYOD)	Yes
New or renovated space requirements	n/a
Total capital costs	\$0
Additional software costs (for college or for student)	\$0

1. Approval Stages

The following approval stages have been assessed for this program:

- ☒ Labour Market Analysis
- ☒ Student Demand
- ☒ Budget reviewed and approved by the Chief Financial Officer and the Vice President Academic and Students
- ☒ Presented to the Program Proposal Review Committee (December 10, 2025)
- ☒ Reviewed by the Director, Academic Quality (January 9, 2026)
- ☒ Reviewed by the Dean, Centre for Teaching and Learning (January 13, 2026)
- ☒ New Program Proposal Summary (budget) reviewed by the Chief Financial Officer (January 16, 2026)
- ☒ Approved by Vice-President, Academic and Students (January 13, 2026)
- ☒ Reviewed and approved by President (January 19, 2026)

2. Program Overview

Durham College (DC) is proposing to offer a three-year Bachelor of Business Administration (BBA) degree program within the Faculty of Business and Information Technology (BIT). The proposed program is a provincial collaborative approach to program development, led by Algonquin College. DC has adapted the curriculum to align with institutional strengths, policies, and practices.

2.1 Program Description

DC's proposed BBA is built for innovators, problem-solvers, and those who are ready to create impact, lead with purpose, and design a career that matters. The proposed program combines essential business foundations with a flexible curriculum, to allow students to tailor their learning to their goals. Students gain practical skills through experiential learning including co-op, applied research, and real-world projects, ensuring graduates move into the world of work with confidence and career-ready expertise. The integration of global perspectives, sustainability, Indigeneity, and social enterprise prepares students to lead responsibly in today's interconnected world. Students discover strategies to harness technology and AI-driven tools, using data analytics and digital innovation to solve complex business challenges and drive change across industries. Grounded in DC's values of innovation, inclusion, and community, this innovative program equips students to contribute meaningfully to the modern business environment, whether launching a start-up, leading a team, or transforming an organization.

2.2 Career Outcomes

Employability for program graduates is available across an array of business disciplines, sectors, and in-demand roles.

Prospective job titles and employment opportunities include:

Job Titles	Where Graduates Might Work
<ul style="list-style-type: none"> Professional occupations in advertising, marketing and public relations Administrative officers Financial managers Financial and investment analysts Professional occupations in business management consulting HR professionals HR managers Financial auditors and accountants Advertising, marketing and public relations managers General office support workers 	<ul style="list-style-type: none"> Energy companies Natural resources companies Employment agencies Colleges and universities Computer/tech companies Not-for-profit organizations Provincial and municipal government Manufacturing Community health agencies Management consulting firms Hotels, resorts, and spas Law firms Retail companies

2.3 Vocational Program Learning Outcomes (MTCU 30100)

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. Analyze the impact of global issues on an organization's business environment to develop and support organizational strategic plans.
2. Integrate ethical and legal management principles and practices to ensure the sustainability, accountability, and integrity of the organization.
3. Leverage technology to support strategic decision-making and innovation in a business environment.
4. Conduct research and analysis of the business environment to inform business decision-making.
5. Apply principles of operations and supply chain management to optimize business processes and improve efficiency in alignment with organizational strategy.
6. Apply human resource management theories and practice to support organizational goals.
7. Integrate accounting and financial principles to inform organizational decision-making.
8. Integrate current and emerging marketing principles to support organizational goals.

9. Manage professional relationships and teams through communication, collaboration, negotiation, problem solving, and self-reflective practice.
10. Integrate the management of organizational functional areas to strategically align goals and objectives with day-to-day practices.
11. Apply leadership theories and practices to support continuity, change management, innovation, and entrepreneurship in a business context.
12. Apply discipline-specific practices that contribute to the local and global community through social responsibility, economic commitment and environmental stewardship

2.4 Admission Requirements

Ontario Secondary School Diploma (OSSD)

AND

One Grade 11 Mathematics (C, M, or U)

One Grade 12 English (C or U)

Four additional Grade 11 or 12 courses (C, M or U)

OR

Mature Student Status

AND

One Grade 11 Mathematics (C, M, or U) One Grade 12 English (C or U)

2.5 Differentiation (Within DC)

The curriculum of the proposed BBA degree is designed around the necessary skills and knowledge required for success in today's business world. The proposed program provides a strong theoretical foundation and knowledge of specialized topics in innovation, technology and artificial intelligence, sustainability, diverse and inclusive practices, and employee wellness. To support student interest and goals, the proposed program provides choice in the final year of study where students can specialize in Business Innovation and Management, Human Resources, or Finance. This differentiates the proposed BBA from existing DC diploma or advanced diploma programs, as well as DC's BBA Human Resources Management (BBA-HRM), which introduce specializations in the first or second term of the program.

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

Ministry Title: Accounting – Business, Ontario College Diploma (MTCU 50100)

Related Programs at Durham College Accounting - Business					
Program		Key Performance Indicator	Reporting Year		
Banner Code	MTCU Code		2020-21	2021-22	2022-23
ACCT	50100	Graduate Count	49	52	64
		Employment Rate	50.0%	100.0%	75.0%
		Employment Rate in a Related Field	38.5%	71.4%	61.5%

Ministry Title: Supply Chain and Operations – Business, Ontario College Diploma (MTCU 58900)

Related Programs at Durham College Supply Chain and Operations - Business					
Program		Key Performance Indicator	Reporting Year		
Banner Code	MTCU Code		2020-21	2021-22	2022-23
SCOP	58900	Graduate Count	14	31	39
		Employment Rate	100.0%	0.0%	100.0%
		Employment Rate in a Related Field	58.3%	71.4%	66.7%

Ministry Title: Entrepreneurship and Small Business – Business, Ontario
 College Diploma (MTCU 50200)

Related Programs at Durham College Entrepreneurship and Small Business - Business					
Program		Key Performance Indicator	Reporting Year		
Banner Code	MTCU Code		2020-21	2021-22	2022-23
BESB	50200	Graduate Count	20	26	17
		Employment Rate	100.0%	50.0%	75.0%
		Employment Rate in a Related Field	33.3%	100.0%	66.7%

Ministry Title: Finance – Business, Ontario College Diploma (MTCU 50201)

Related Programs at Durham College Finance - Business					
Program		Key Performance Indicator	Reporting Year		
Banner Code	MTCU Code		2020-21	2021-22	2022-23
FINC	50201	Graduate Count	32	37	27
		Employment Rate	66.7%	100.0%	100.0%
		Employment Rate in a Related Field	0.0%	100.0%	71.4%

Ministry Title: Human Resources – Business, Ontario College Diploma (MTCU 50223)

Related Programs at Durham College Human Resources - Business					
Program		Key Performance Indicator	Reporting Year		
Banner Code	MTCU Code		2020-21	2021-22	2022-23
HRM	50223	Graduate Count	87	80	77
		Employment Rate	50.0%	50.0%	92.3%
		Employment Rate in a Related Field	43.5%	77.8%	60.0%

Ministry Title: Marketing – Business, Ontario College Diploma (MTCU 52900)

Related Programs at Durham College Marketing - Business					
Program		Key Performance Indicator	Reporting Year		
Banner Code	MTCU Code		2020-21	2021-22	2022-23
MRKG	52900	Graduate Count	56	86	73
		Employment Rate	85.7%	83.3%	90.0%
		Employment Rate in a Related Field	50.0%	28.6%	72.7%

3. Differentiation (Within DC)

3.1 Work Integrated and Experiential Learning

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

Work Integrated Learning Opportunities

- ☒ Co-op (Mandatory)
- ☐ Co-op (Optional)
- ☐ Clinical placement
- ☐ Field/Work Placement
- ☐ Skills Lab that simulates workplace environment
- ☐ Degree work placement – Mandatory

Experiential Learning Opportunities Aligned with SMA3 Definition

- ☐ Capstone (solving a real problem through applied research)
- ☐ Industry or Community Agency-Sponsored Research Project
- ☐ Service Learning (bridges community service and required for a course)
- ☐ Faculty-led Study Abroad

Experiential Learning Opportunities Not Aligned with SMA3 Definition - Co-curricular Activities

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

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

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

4. Program of Study

Year 1		Year 2			Year 3	
Semester 1	Semester 2	Semester 3	Semester 4	Co-op Semester	Semester 5	Semester 6
Financial Accounting	Microeconomics	Financial and Managerial Accounting <i>Pre-req: Financial Accounting</i>	Business Law and Ethics	Co-op (Mandatory)	Applied Business Research Strategies <i>Pre-req: Communication, Ethics and Inquiry</i>	Business Statistics <i>Pre-req: Communication, Ethics and Inquiry</i>
Macroeconomics	Operations Management	International Business Management	Principles of Finance <i>Pre-req: Financial Accounting</i>		Innovation and Change Management	Organizational Leadership and Navigating Change
Principles of Marketing	Organizational Behaviour	Principles of HR Management	Project Management		Business Core Elective 1	Business Core Elective 4
Introduction to the Canadian Business Environment	Management Information Systems	Business AI and Analytics	Occupational Health, Safety and Wellness		Business Core Elective 2	Business Core Elective 5
		Co-op and Career Preparation			Business Core Elective 3	
Communications, Ethics and Inquiry	Decolonizing Knowledge: Introducing Indigenous Ways of Knowing and Being		Breadth Elective			Breadth Elective

Business Administration	Leadership and Management	AI and Technology	Core Elective Choice	Mandatory Non-Core/Breadth Elective
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4.1 Business Core Electives - Course Options and Specialization Streams

Students select any five business core electives from options listed below to complete the BBA program or can choose one of the three specialization streams to complete a more focused degree.

4.1.1 Business Core Elective Courses

1. Artificial Intelligence, Ethics, and Privacy
2. Social Enterprise - CSR and Sustainable Practices
3. Strategic Digital Transformation and Innovation
4. Intercultural Communication and Global Business
5. Applied AI and Analytics
6. Labour Relations
7. Human Resource Planning
8. Total Rewards
9. Learning and Organizational Development
10. Talent Acquisition and Management
11. Personal Taxation and Compliance
12. Business and Family Law for Financial Decision-Making
13. Strategic Consumer Credit
14. Advanced Financial Planning
15. Advanced Business Finance

4.1.2 Business Core Elective Specializations

Business Innovation and Management	Human Resources	Finance
<ul style="list-style-type: none"> ○ Artificial Intelligence, Ethics, and Privacy ○ Social Enterprise - CSR and Sustainable Practices ○ Strategic Digital Transformation and Innovation ○ Intercultural Communication and Global Business ○ Applied AI and Analytics 	<ul style="list-style-type: none"> ○ Labour Relations ○ Human Resource Planning ○ Total Rewards ○ Learning and Organizational Development ○ Talent Acquisition and Management 	<ul style="list-style-type: none"> ○ Personal Taxation and Compliance ○ Business and Family Law for Financial Decision-Making ○ Strategic Consumer Credit ○ Advanced Financial Planning ○ Advanced Business Finance

4.2 Course Descriptions

Semester 1

Course Title: Financial Accounting

Course Description: Generally accepted accounting principles are widely used as benchmarks throughout business. Students explore the role of financial accounting from a user perspective. Students also engage with the preparation, use and analysis of financial statements and concepts of accrual accounting, in the context of various forms of business organizations and internal control issues.

Instructional Setting: Hybrid

Total Hours (Semester): 42 hours

Course Title: Macroeconomics

Course Description: Macroeconomics is a social science that examines the objectives and policies that affect the whole economy. Students explore the principles of macroeconomics using economic models to analyze the performance of the economy at an aggregate level. Through lectures and discussions, Students examine how the level of unemployment, inflation and national income are determined, investigate the impact that fiscal and monetary policies have on stabilizing the economy and analyze Canada's international economic relationships, including the international flows of goods and of capital.

Instructional Setting: Hybrid

Total Hours (Semester): 42 hours

Course Title: Principles of Marketing

Course Code: MKTG11000

Course Description: Apply the tools and techniques of marketing research and analysis to develop effective strategies that can enhance organizational performance. Through case studies, discussions, and analysis of current marketing practices in Canada, explore how product, price, promotion, and distribution frameworks can be applied to develop effective HR strategies aimed at attracting, retaining, and engaging top talent. Evaluate the effectiveness of promoting social responsibility and EDI in marketing campaigns in ethical marketing practices.

Instructional Setting: Classroom

Total Hours (Semester): 42 hours

Course Title: Introduction to the Canadian Business Environment

Course Code: HURM11001

Course Description: Examine the Canadian business environment with an exploration of different business types, business structures, and management techniques. Different forms of business ownership, competing in the global business environment and the economic and political realities of business in Canada today are explored through case studies, discussion and analysis of the current economic and business environment. Emphasis is on how core functions

like human resources management, marketing, finance and technology drive business.

Instructional Setting: Classroom

Total Hours (Semester): 42 hours

Course Title: Communication, Ethics and Inquiry

Course Description: Develop professional communication skills while exploring ethical reasoning, business research, and data literacy. An emphasis on written, verbal, and visual communication, ethical use of information, and foundational research design will be used. Locate and evaluate sources, interpret basic data, and communicate findings responsibly and persuasively. Through applied projects, you will produce research-informed reports, presentations, and proposals that support ethical decision-making and organizational goals.

Instructional Setting: Hybrid

Total Hours (Semester): 42 hours

Semester 2

Course Title: Microeconomics

Course Description: Microeconomics studies the behaviour of individuals and the market to help businesses make decisions on the allocation of resources. Centring on the modern market economy as a system, students explore the principles of microeconomics using economic models to analyze consumer and firm behaviour. Students examine the concepts of resource allocation, demand and supply, market structure and market failure. In addition, students identify the impact of government regulation in markets on economic efficiency, as well as how decisions are made in the business environment.

Instructional Setting: Hybrid

Total Hours (Semester): 42 hours

Course Title: Management Information Systems

Course Description: Information systems and their impact play a vital role for a successful business manager. Students focus on the study of Information Systems in organizations and cover topics, such as fundamental concepts of information systems, the technical foundations of information systems, as well as approaches to building and deploying and controlling information systems. Through lectures, self-directed learning, and in class activities, students present how Enterprise Systems (ES) support business processes through SAP with applied experience navigating and completing transactions.

Instructional Setting: Hybrid

Total Hours (Semester): 56 hours

Course Title: Operations Management

Course Code: MGMT22000

Course Description: Human resources management is supported by operations management, the tactical and operational decision-making to support businesses and organizations to efficiently and effectively employ and deploy resources. Examining the significance of forecasting, purchasing, supply chain and inventory

management, and quality management on operational performance is emphasized. Explore the challenges of competitiveness and productivity, strategic capacity planning, job design and allocation of work, lean operations and job and staff scheduling on balancing the needs of the employer, employee and customers.

Instructional Setting: Classroom

Total Hours (Semester): 42 hours

Course Title: Organizational Behaviour

Course Code: HURM12000

Course Description: The examination of the field of organizational behaviour (OB) and change requires the analysis of the theory and methodologies of leadership, change management and, with emphasis, equity, diversity, and inclusion. Explore psycho-social theories to examine the cultural and behavioural aspects of organizational effectiveness and to facilitate change with individuals, groups and organizations. This entails a detailed examination of resistance to change, sustaining change, the future of organizational development in the face of increasing complexity, changes in workforce demographics, and the changing nature of the work. Exploring leadership theory and utilizing assessment tools supports students to develop to measure existing skills and opportunities for individuals, teams and organizations. Through discussion, case studies, and role play, recommend initiatives to enhance organizational effectiveness.

Instructional Setting: Hybrid

Total Hours (Semester): 42 hours

Course Title: Decolonizing Knowledge: Introducing Indigenous Ways of Knowing and Being

Course Description: Focusing on decolonization, let's engage with Indigenous epistemologies and worldviews as a means to critically examine Western knowledge systems and re-evaluate our respective roles with Truth and Reconciliation in Canada. This introductory course invites students to build their respective knowledge bases by engaging with Indigenous Voices from across Turtle Island through a variety of vetted media and readings. A Two-Eyed Seeing framework will include selected authentic Indigenous approaches to Teaching and Learning alongside Western pedagogical practices. Students will better appreciate their roles and responsibilities as Treaty People towards Reconciliation in what is now Canada.

Instructional Setting: Hybrid

Total Hours (Semester): 42 hours

Semester 3

Course Title: International Business Management

Course Description: Managing businesses in the global economy requires skills and knowledge to thrive within local and global business environments. Students explore various aspects of the international business environment such as global markets and strategies, international trade, global value chain, and cross-cultural challenges and management. Through class discussions and case studies

analyses, students gain an understanding of the complex international environment and the impact of global economics, culture, and policy on business strategy.

Instructional Setting: Hybrid

Total Hours (Semester): 42 hours

Course Title: Financial and Managerial Accounting

Course Code: ACCT31000

Course Description: Explore how financial accounting, management accounting, and finance are central to the operation of organizations. Apply basic accounting principles to interpret financial data and prepare an operating budget to support decision making. An emphasis is on cost accounting fundamentals, extracting data from financial statements, analyzing cost behaviour, preparing operating budgets, and interpreting budgetary variances.

Successful completion of this course with a minimum final grade of 65%, will qualify as an approved credit towards the academic component of the Certified Human Resources Professional designation (CHRP), or Certified Human Resources Leader designation (CHRL), designations granted by the Human Resources Professionals Association (HRPA). Please visit www.hrpa.ca for full details.

Instructional Setting: Hybrid

Pre-requisite(s): Financial Accounting

Total Hours (Semester): 56 hours

Course Title: Business AI and Analytics

Course Description: Business Analysis is a methodology for enabling change in an organizational context through the identification of business needs and recommending solutions to improve business processes. Focus is on business requirements development and requirements management using various modeling techniques such as Business Analysis Body of Knowledge (BABOK). Students examine requirements analysis, cost benefit analysis and value engineering to determine why and how to solicit, analyze, validate and document business requirements or issues. Students use modeling concepts to prepare a business case and to explore the roles and responsibilities of the business analyst. Using case studies, students determine business requirements in the context of users and clients, model the requirements and provide implementation solutions. Students also acquire advanced skills of business modeling using industry standards, tools and notations.

Instructional Setting: Hybrid

Total Hours (Semester): 42 hours

Course Title: Principles of HR Management

Course Code: HURM11000

Course Description: Exploring the strategic role of human resources management with an emphasis on the diverse components of the HR function and how these components support organizational effectiveness. Examine organizational goals and strategic objectives, job analysis, learning and

organizational development, talent acquisition, planning, performance management, compensation and benefits, employment legislation and occupational health and safety. Apply HR management skills through critical analysis and propose recommendations to improve organizational effectiveness.

Successful completion of this course with a minimum final grade of 65%, will qualify as an approved credit towards the academic component of the Certified Human Resources Professional designation (CHRP), or Certified Human Resources Leader designation (CHRL), designations granted by the Human Resources Professionals Association (HRPA). Please visit www.hrpa.ca for full details.

Instructional Setting: Hybrid

Total Hours (Semester): 56 hours

Course Title: Co-op Preparation

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

Instructional Setting: Asynchronous Online

Total Hours (Semester): 42 hours

Semester 4

Course Title: Business Law and Ethics

Course Description: Businesses operate within a complex legal environment. Although some people may be unaware of the significance of the rule of law, it nevertheless pervades society generally, and the business world more specifically. To appreciate the operation of a functional legal system in the business arena, students explore the jurisdiction, scope and fundamental principles in the various interrelated legal sub-fields, including contracts, torts and human rights. Students also compare the Quebec civil legal system with the British common law system in the other Canadian jurisdictions. Using legal arguments and methodologies, students explore the sometimes-conflicting principles of ethics, law and justice.

Instructional Setting: Classroom

Total Hours (Semester): 42 hours

Course Title: Project Management

Course Description: A thorough introduction to modern project management is provided, guiding students through the fundamental tools and behavioural skills needed to successfully launch, lead and realize benefits from projects in

organizations. Students learn the skills necessary to manage teams, schedules, risks, budgets, scope and stakeholders to produce desired outcomes. Using case studies, individual and group assignments students analyze how organizations use projects as catalysts for change in order to maintain a leading edge in business. Case studies exemplify standards and best practices used in the profession. Students learn how to navigate through the project life cycle and how to manage resources within the project team framework: special attention is given to accountability and critical success factors required to overcome resistance to change.

Instructional Setting: Classroom

Total Hours (Semester): 42 hours

Course Title: Principles of Finance

Course Code: MATH12004

Course Description: Examine the theories and tools to perform financial analysis for a corporation, while exploring the information, logic and processes that drive corporate financial decisions. Using real-world scenarios, case studies and practical exercises, apply financial analytical tools to budgeting, forecasting and decision-making and examine the resulting corporate financial outcomes. Financial statements, capital investment, financing options, and working capital management to manage corporate risk are explored.

Instructional Setting: Classroom

Pre-requisite(s): Financial Accounting

Total Hours (Semester): 42 hours

Course Title: Occupational Health, Safety, and Wellness

Course Code: SAFE12000

Course Description: Examine the legislative roles and responsibilities of government, employers, unions and workers regarding occupational health, safety and wellness. Conducting research, interpreting relevant legislation and applying best practices to develop policies and techniques that recognize, assess and control hazards in the work environment. Analyze accommodation and modified work arrangements in accordance with the Workplace Safety and Insurance Board (WSIB) guidelines. Engage in case study analysis, students evaluate health, safety and wellness initiatives and produce recommendations that support compliance and increase the profile of the organization as a responsible corporate citizen.

Participation in the Mental Health First Aid training will improve mental health literacy and gain the knowledge and skills to better manage potential or developing mental health challenges in the workplace. Students who attend the entire 8 hours of Mental Health First Aid education will receive a Mental Health First Aid Certificate.

Instructional Setting: Hybrid

Total Hours (Semester): 56 hours

Semester 5

Course Title: Applied Business Research Strategies

Course Description: Business research is essential to inform strategic planning in all business functions. Students develop skills in qualitative and quantitative research methods to identify and solve business problems. Through class discussion, business research analysis, and research projects students develop skills in research design, research ethics, data collection, data analysis, report writing, and presentation.

Instructional Setting: Hybrid

Pre-requisite(s): Communication, Ethics and Inquiry

Total Hours (Semester): 42 hours

Course Title: Innovation and Change Management

Course Description: Businesses are faced with continuous internal and external challenges that require innovation and/or changes to their operations. Students explore the complexities and opportunities involved with innovation and change management. Topics include change management frameworks, principles of transformational leadership, organizational structuring and re-structuring. Through discussion and case analysis, students develop innovation and change management knowledge and skills to support the transition of an organization from its current state to desired strategic state.

Instructional Setting: Hybrid

Total Hours (Semester): 42 hours

Semester 6

Course Title: Organizational Leadership and Navigating Change

Course Code: MGMT32001

Course Description: Developing an evidence-based approach to problem-solving and critical thinking is an important skill for the HR professional. Examining theory and methodologies of decision-making models supports a sound approach to problem identification, solution selection and evaluation in the context of human resources management. Critically assess information, recognize and evaluate assumptions, identify types of faulty reasoning, and apply practical techniques to achieve clarity in thinking and problem solving. Through the exploration of business cases, the use of decision-making models and problem-solving strategies, recommend ethical solutions and champion evidence-based decision making to support organizational effectiveness.

Instructional Setting: Hybrid

Total Hours (Semester): 42 hours

Course Title: Business Statistics

Course Code: MATH12003

Course Description: Explore statistical methods to collect, analyze, and present quantitative data. Through a combination of interactive lectures, on-line exercises, and software exercises, apply statistical techniques to address business challenges and opportunities and aid in the decision-making process.

Instructional Setting: Hybrid

Pre-requisite(s): Communication, Ethics and Inquiry

Total Hours (Semester): 42 hours

Business Core Electives

Course Name: Artificial Intelligence, Ethics, and Privacy

Course Description: Examine ethical principles and privacy considerations in the design and use of artificial intelligence (AI) within business contexts. An emphasis is placed on responsible AI practices, including fairness, transparency, and accountability in data-driven decision-making. Investigate the societal and psychological impacts of AI, explore legal frameworks for data governance, and assess algorithmic bias and liability. Through case studies, collaborative projects, and critical analysis, you will develop ethical guidelines and governance strategies to support responsible innovation and sustainable business practices.

Instructional Setting: Hybrid

Total Hours (Semester): 42 hours

Course Name: Social Enterprise – CSR and Sustainable Practices

Course Description: Explore the principles and practices of social enterprise, emphasizing the dual mission of generating financial sustainability while delivering positive social and environmental impact. An emphasis is placed on ethical operations, corporate social responsibility (CSR), and sustainable business models that reinvest profits to advance community and ecological well-being. Analyze the legal and strategic foundations of mission-driven organizations and apply entrepreneurial and intrapreneurial thinking to design socially responsible ventures. Through case studies and applied projects, you will develop frameworks for evaluating and implementing sustainable practices in both new and existing enterprises.

Instructional Setting: Hybrid

Total Hours (Semester): 42 hours

Course Name: Strategic Digital Transformation and Innovation

Course Description: Explore how digital technologies are reshaping business strategy, operations, and leadership. Emphasis is placed on agile strategy, platform business models, AI-driven decision-making, and innovation ecosystems. Examine how digital transformation enables competitive advantage and sustainable growth, and how to lead transformation rather than simply manage change. Through applied analysis and collaborative projects, you will integrate technology, innovation, and strategic thinking to design future-ready business models and lead organizational change in dynamic environments.

Instructional Setting: Hybrid

Total Hours (Semester): 42 hours

Course Name: Intercultural Communication and Global Business

Course Description: Explore the principles and practices of effective communication in global business environments. Emphasis is placed on cross-cultural negotiation, inclusive communication strategies, and global team dynamics. Examine how cultural values, language, and identity shape interpersonal interactions and business relationships across borders. Through

simulations, case studies, and applied analysis, you will develop the skills to navigate intercultural challenges, foster inclusive workplaces, and lead diverse teams in international contexts.

Instructional Setting: Hybrid

Total Hours (Semester): 42 hours

Course Name: Applied AI and Analytics

Course Description: Apply artificial intelligence (AI) and analytics tools to solve real-world business problems across marketing, human resources, finance, and operations. Emphasis is placed on strategic decision-making, predictive analytics, and ethical deployment of AI technologies. Explore prompt engineering, data interpretation, and model evaluation to support business insights and innovation. Through hands-on projects and case-based analysis, you will learn to bridge technical capabilities with business strategy, enabling responsible and effective use of AI in organizational contexts.

Instructional Setting: Hybrid

Total Hours (Semester): 42 hours

Course Name: Labour Relations

Course Description: In depth analysis of Labour Relations, focusing on union management interactions, collective bargaining, dispute resolution and administration of the collective agreement. Analyze the framework for industrial relations in Canada as it applies to employees, unions, and employers. Explore the phases of labour relations: worker discontentment, the collective bargaining process, and administration of the collective agreement, and examine workplace disputes and unfair labour practices to understand the grievance process. Using real-world scenarios, case studies, and interactive simulations, develop labour relation strategies and negotiate a collective agreement.

Successful completion of this course with a minimum final grade of 65%, will qualify as an approved credit towards the academic component of the Certified Human Resources Professional designation (CHRP), or Certified Human Resources Leader designation (CHRL), designations granted by the Human Resources Professionals Association (HRPA). Please visit www.hrpa.ca for full details.

Instructional Setting: Hybrid

Total Hours (Semester): 42 hours

Course Name: Human Resource Planning

Course Description: Consider how the HR function supports the overall strategic direction and success of an organization. Study the importance of aligning human resources planning with corporate and business strategies as well as the external environment. Explore forecasting an organization's demand for and supply of human resources, succession planning, international HR, outsourcing, downsizing, mergers and acquisitions, and the use of technology in HR planning.

Successful completion of this course with a minimum final grade of 65%, will qualify as an approved credit towards the academic component of the Certified Human Resources Professional designation (CHRP), or Certified Human Resources Leader designation (CHRL), designations granted by the Human Resources Professionals Association (HRPA). Please visit www.hrpa.ca for full details.

Instructional Setting: Hybrid

Total Hours (Semester): 42 hours

Course Name: Total Rewards

Course Description: Examine intrinsic and extrinsic motivational theories and the theory and methodologies for designing and implementing organizational total rewards strategies. Explore the financial and non-financial benefits of direct, indirect, and intangible compensation packages to develop differentiated strategic rewards objectives that achieve corporate objectives. Using real world scenarios and case studies, evaluate labour markets to design total reward systems that inspire performance and deliver organizational outcomes.

Successful completion of this course with a minimum final grade of 65%, will qualify as an approved credit towards the academic component of the Certified Human Resources Professional designation (CHRP), or Certified Human Resources Leader designation (CHRL), designations granted by the Human Resources Professionals Association (HRPA). Please visit www.hrpa.ca for full details.

Instructional Setting: Hybrid

Total Hours (Semester): 42 hours

Course Name: Learning and Organizational Development

Course Description: Examine the process for designing and delivering organizational learning and development initiatives and the significance of the alignment to the strategic plan of an organization. Explore needs assessment methods, formulation of training objectives, designing training programs, assessment of training methods, and international factors in training and development. Through the engagement of active learning activities, design a learning plan, and design and deliver a learning facilitation for classmates.

Successful completion of this course with a minimum final grade of 65%, will qualify as an approved credit towards the academic component of the Certified Human Resources Professional designation (CHRP), or Certified Human Resources Leader designation (CHRL), designations granted by the Human Resources Professionals Association (HRPA). Please visit www.hrpa.ca for full details.

Instructional Setting: Hybrid

Total Hours (Semester): 42 hours

Course Name: Talent Acquisition and Management

Course Description: Develop strategies to utilize legally defensible and evidence informed practices when implementing effective recruitment, selection

and retention policies and programs. Emphasis is on the examination of the socio-economic and legislative requirements that impact talent acquisition. Critically evaluate recruitment and selection methods and provide recommendations that are centered on attracting and retaining an effective workforce.

Successful completion of this course with a minimum final grade of 65%, will qualify as an approved credit towards the academic component of the Certified Human Resources Professional designation (CHRP), or Certified Human Resources Leader designation (CHRL), designations granted by the Human Resources Professionals Association (HRPA). Please visit www.hrpa.ca for full details.

Instructional Setting: Hybrid

Total Hours (Semester): 42 hours

Course Name: Personal Taxation and Compliance

Course Description: Critically examine the Canadian personal income tax system, focusing on strategic compliance and ethical tax planning. Emphasis is placed on analyzing income classifications, deductions, credits, and tax obligations for individuals. Evaluate tax legislation, apply CRA-approved software, and develop tax strategies that balance compliance with financial optimization. Through simulations, case analysis, and applied projects, you will gain the skills to prepare accurate personal tax returns and advise on tax implications in diverse financial contexts.

Instructional Setting: Hybrid

Total Hours (Semester): 42 hours

Course Name: Business and Family Law for Financial Decision-Making

Course Description: Examine the legal frameworks that shape financial planning and business decision-making in Canada. Emphasis is placed on corporate social responsibility, tort and contract law, employment law, and family law as they relate to financial advising and business ownership. Analyze legal implications of marital status, property division, support obligations, wills, powers of attorney, and trusts. Through simulations, case studies, and applied legal analysis, you will develop the ability to navigate legal risks and advise clients ethically and effectively in complex financial contexts.

Instructional Setting: Hybrid

Total Hours (Semester): 42 hours

Course Name: Strategic Consumer Credits

Course Description: Analyze consumer credit products and lending practices to support strategic financial advising. Emphasis is placed on analyzing creditworthiness, matching products to client needs, and evaluating lending decisions using the 5 C's of credit. Explore mortgages, lines of credit, credit cards, and specialized lending solutions, including small business and equity-based lending. Through simulations, case studies, and applied analysis, you will assess ethical and legal considerations, interpret credit data, and develop client-focused lending strategies that balance risk, regulation, and profitability.

Instructional Setting: Hybrid
Total Hours (Semester): 42 hours

Course Name: Advanced Financial Planning

Course Description: Integrate and apply advanced financial planning knowledge in client-centered scenarios. Analyze personal financial statements, investment portfolios, tax strategies, insurance solutions, retirement plans, and estate structures. Emphasis is placed on ethical advising, regulatory compliance, and strategic communication. Through iterative case work, collaborative planning, and a final presentation, you will develop and deliver comprehensive financial plans tailored to diverse client profiles, including families, retirees, and business owners.

Instructional Setting: Hybrid
Total Hours (Semester): 42 hours

Course Name: Advanced Business Finance

Course Description: Advance your financial decision-making skills by analyzing capital structure, risk-return trade-offs, and strategic financing options. Building on foundational finance principles, you will evaluate debt and equity strategies, apply option pricing models, and develop pro forma forecasts. Emphasis is placed on financial modelling, working capital optimization, and shareholder distribution strategies. Through applied analysis and client-facing presentations, you will develop the ability to advise on financing decisions in dynamic business environments.

Instructional Setting: Hybrid
Total Hours (Semester): 42 hours

5. Strategic Alignment

5.1 Strategic Fit

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

Strategic Vision

- Goal 1:** Future-Focused
- 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 BBA degree contributes a new and unique credential to the BIT program mix. The addition of this three-year general business degree with the

option for specialization, supports both new student enrolment and student retention, enabling many DC diploma graduates to pathway into the BBA to further their learning through a higher-level credential. Furthermore, the ad hoc Program Advisory Committee alluded to the need for a degree in business to better support longevity and upward growth in the business fields. Thus, adding the BBA to the credential mix in BIT is well aligned with fulfilling current and future workforce needs.

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

The curriculum of the proposed BBA embraces emerging technologies and industry trends that will develop graduate's durable skills to support their transition into a complex world of work. Artificial intelligence is woven throughout the program, ensuring students are equipped with the ability to adapt to emerging business roles that require a new suite of technical skills. Internationalization of curriculum and Indigenous principles are included throughout the program of study ensuring breadth in student learning and the development of soft skills sought by industry.

Goal 2: Sustainable

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

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

4.2 Fit with Existing Ontario College and University Programs

Post-secondary programs in Business Administration are offered in both the college and university systems in Ontario. While four-year honours bachelor's degrees in Business Administration are common in the university system, three-year bachelor's degrees are less available, opening the door for such offerings from Colleges of Applied Arts and Technology (CAATs), improving access for students who may not otherwise have access to an undergraduate degree. Currently, consent has been granted for four three-year BBA degrees within the CAAT system.

The proposed three-year BBA degree focuses on applied skills that are relevant to the business industry, as opposed to the research emphasis found in university degrees. The WIL opportunity supports the applied learning experience for the student, exposing them to relevant and current trends and challenges in industry. In comparison to the Ontario College Advanced Diploma, the three-year

degree includes additional areas of focus in disciplinary research, leadership, and strategic thinking.

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

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

6. Labour Demand and Graduate Employment Possibilities

Available data confirms diverse employment opportunities across multiple sectors, with a concentration of roles in urban regions and predominance of small-scale employers.

Occupations related to this program include roles in marketing, public relations, and administrative support (NOC codes 11202 and 13100). Employment is most common in **professional, scientific and technical services** and **health care and social assistance**. Relevant industries show a high concentration of small to medium-sized employers, particularly in Toronto.

Relevant NOC codes:

- NOC 11202 – Professional occupations in advertising, marketing and public relations
- NOC 13100 – Administrative officers

Career opportunities are distributed across a variety of sectors. The following table displays a selection of the sectors in which the relevant occupations are employed in addition to the private business sector.

11202 – Professional occupations in advertising, marketing and public relations		13100 – Administrative officers	
32%	Professional, scientific and technical services	17%	Health care and social assistance
9%	Public administration	11%	Educational services

7%	Other services (except public administration)	11%	Professional, scientific and technical services
7%	Educational services	10%	Public administration
6%	Retail trade	9%	Construction

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

Occupations in the NOC 11202 – Professional occupations in advertising, marketing and public relations analyze, develop and implement communication and promotion strategies and information programs; analyze advertising needs and develop appropriate advertising and marketing plans; publicize activities and events, and maintain media relations on behalf of businesses, governments and other organizations, and for performers, athletes, writers and other talented individuals. They are employed by marketing and consulting firms, advertising agencies, corporations, associations, government, social agencies, museums, galleries, public interest groups, and cultural and other organizations, or they may be self-employed. Agents such as entertainment, literary, and sports agents are included in this unit group¹.

Occupations in the NOC 13100 – Administrative officers oversee and implement administrative procedures, establish work priorities, conduct analyses of administrative operations and coordinate acquisition of administrative services such as office space, supplies and security services. They are employed throughout the public and private sectors. Administrative officers who are supervisors are included in this unit group².

The following table shows the labour market outlook for the related industries in Ontario and Canada between 2023 and 2031.

Industry	Region	Jobs (2023)	Jobs (2031)	Change (2023-2031)	% Change (2023-2031)
Other federal services	Ontario	2,693	2,857	164	6%
	Canada	5,161	5,431	270	5%
Business, professional labour and other membership organizations	Ontario	2,606	3,085	479	18%
	Canada	5,795	6,814	1,019	18%
Universities	Ontario	4,705	5,679	974	21%
	Canada	10,009	11,069	1,060	11%
	Ontario	4,604	5,199	595	13%

^{1,2} Source: National Occupational Classifications, February 3, 2025. [Find your National Occupational Classification \(NOC\) - Canada.ca](#)

General medical and surgical hospitals	Canada	12,412	14,109	1,697	14%
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Source: Lightcast as of January 27, 2025

Industry Summary

The North American Industry Classification System (NAICS)¹ provides a standardized framework for classifying industries present in any given geographic region. NAICS 9113-9119, 6113, 8139, and 6221 were the industries identified as employing occupations relevant to graduates of the proposed degree program. These codes are: NAICS 9113-9119 - Other federal services, 6113 - Universities, 8139 - Business, professional, labour and other membership organizations, and 6221 - General medical and surgical hospitals.

The table below presents the number of employers in each industry by census divisions close to Durham Region.

Number of Employers in Related Industries Based on Census Division							
NAICS Code – Industry	Durham	Toronto	York	Peel	Northumber-land	Peter-borough	Kawartha Lakes
9113-9119 - Other federal services	0	19	2	2	1	1	0
6113 - Universities	1	23	1	0	0	2	0
8139 - Business, professional, labour and other membership organizations	97	1192	331	343	13	21	11
6221 - General medical and surgical hospitals	6	27	3	5	2	1	1
Total	104	1261	337	350	16	25	12

Source: Canadian Business Patterns, Lightcast Analyst 2024.1, accessed June 2025.

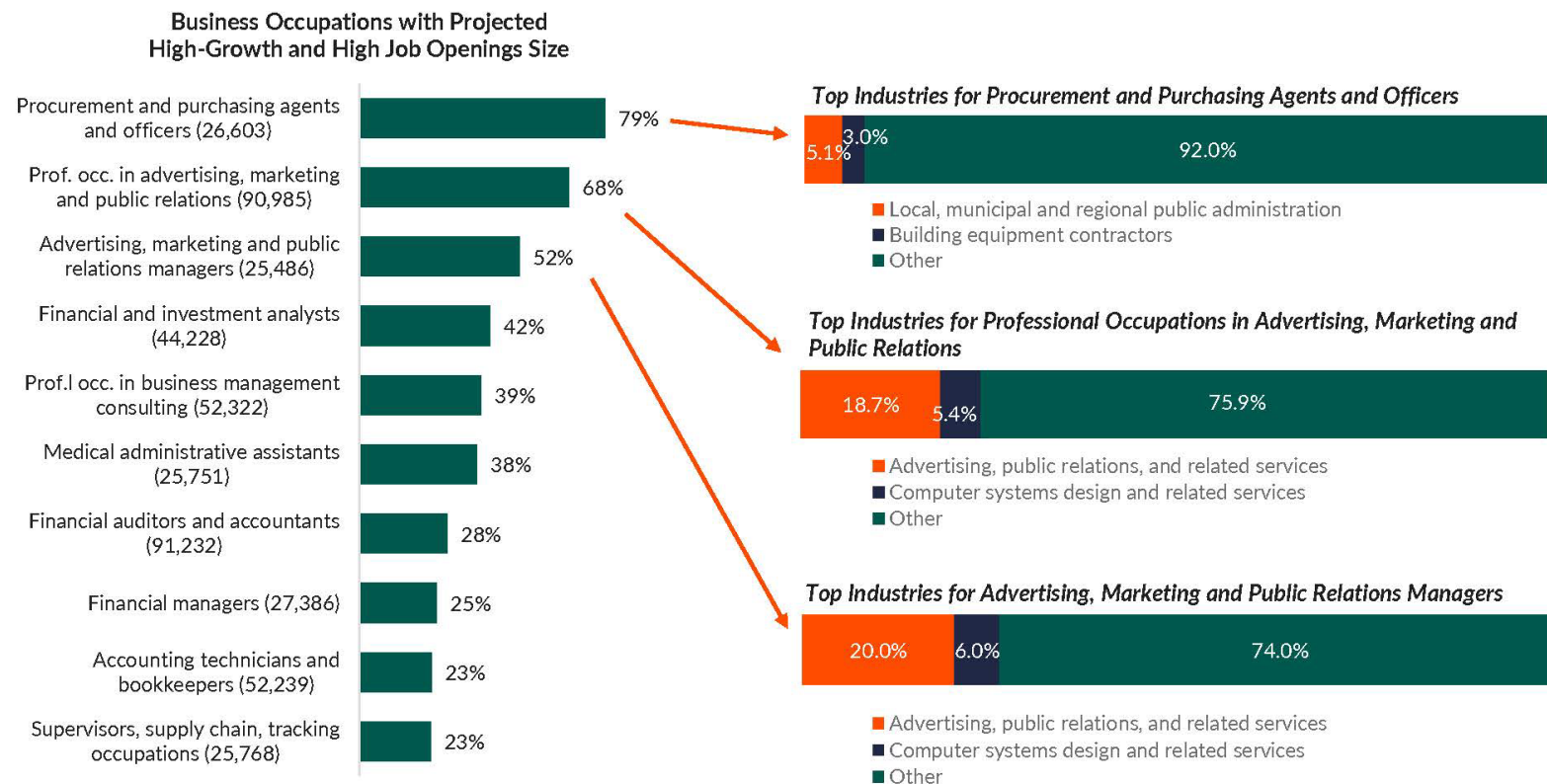
6.1 Labour Market Analysis

Labour market information for central regions of Ontario suggests growth across a variety of business occupations (as noted below and shared by Algonquin College, the lead college for the curriculum development for the proposed BBA).

ONTARIO CENTRAL – OCCUPATIONAL PROJECTIONS

ANALYSIS

In the Ontario Central region, marketing and marketing management positions are projected to show very strong growth and large occupational size through 2031. Procurement officers and finance professionals will also be in demand in the region. Notably, the top three fastest growing occupations will see demand in a wide variety of sectors with at least three quarters of projected jobs distributed across multiple industries.



HIGHER EDUCATION

Source: Lightcast
Ontario Central – Business-related occupations = Average Projected Occupational Size (2031) – 20,497 and Growth Rate – 23.0%

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ONTARIO CENTRAL – JOB POSTINGS DATA

ANALYSIS

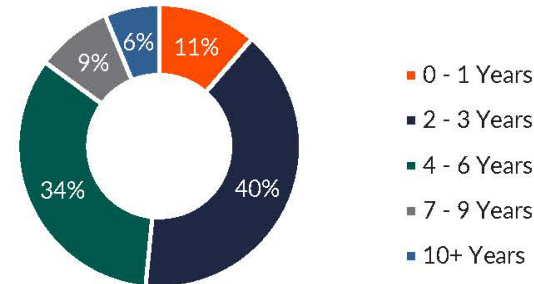
In the Ontario Central region in the past year 9,927 employers posted 66,474 unique job postings for jobs in business, finance, and administration that require a bachelor's degree.

Employer demand is highest in the region for marketing, general administration, and finance. Demand for human resources professionals is moderate. Employers also seek applicants with skills focused on project management and knowledge of data visualization software and data management. Over half of job postings with experience requirements look for applicants with three years or less of experience, suggesting a strong market of entry-level jobs.

Top Occupations for Postings Requiring a Bachelor's Degree

Prof. occ. in advertising, marketing and public relations	10,450
Administrative officers	6,932
Financial managers	5,798
Financial and investment analysts	5,457
Prof. occ. in business management consulting	4,458
Human resources professionals	3,004
Human resources managers	2,792
Financial auditors and accountants	2,687
Advertising, marketing and public relations managers	2,279
General office support workers	1,737

Years of Experience Requested by Employers



Note: 18,835 listings did not specify experience requirements.

Top Specialized Skills

- | | |
|--|--|
| <ul style="list-style-type: none"> • Project Management (16,961) • Finance (16,201) • Marketing (14,250) • Accounting (13,978) • Auditing (9,710) | <ul style="list-style-type: none"> • Financial Statements (7,640) • Data Analysis (6,898) • Continuous Improvement Process (6,313) • KPIs (6,289) • Process Improvement (6,194) |
|--|--|

Top Software Skills

Excluding Microsoft Office

- | | |
|--|---|
| <ul style="list-style-type: none"> • SAP Applications (3,642) • Power BI (2,971) • SQL (2,956) • Dashboard (2,771) • Access (2,310) | <ul style="list-style-type: none"> • Human Resources Information System (1,983) • Accounting Software (1,931) • SharePoint (1,888) • Spreadsheets (1,864) • Salesforce (1,823) |
|--|---|



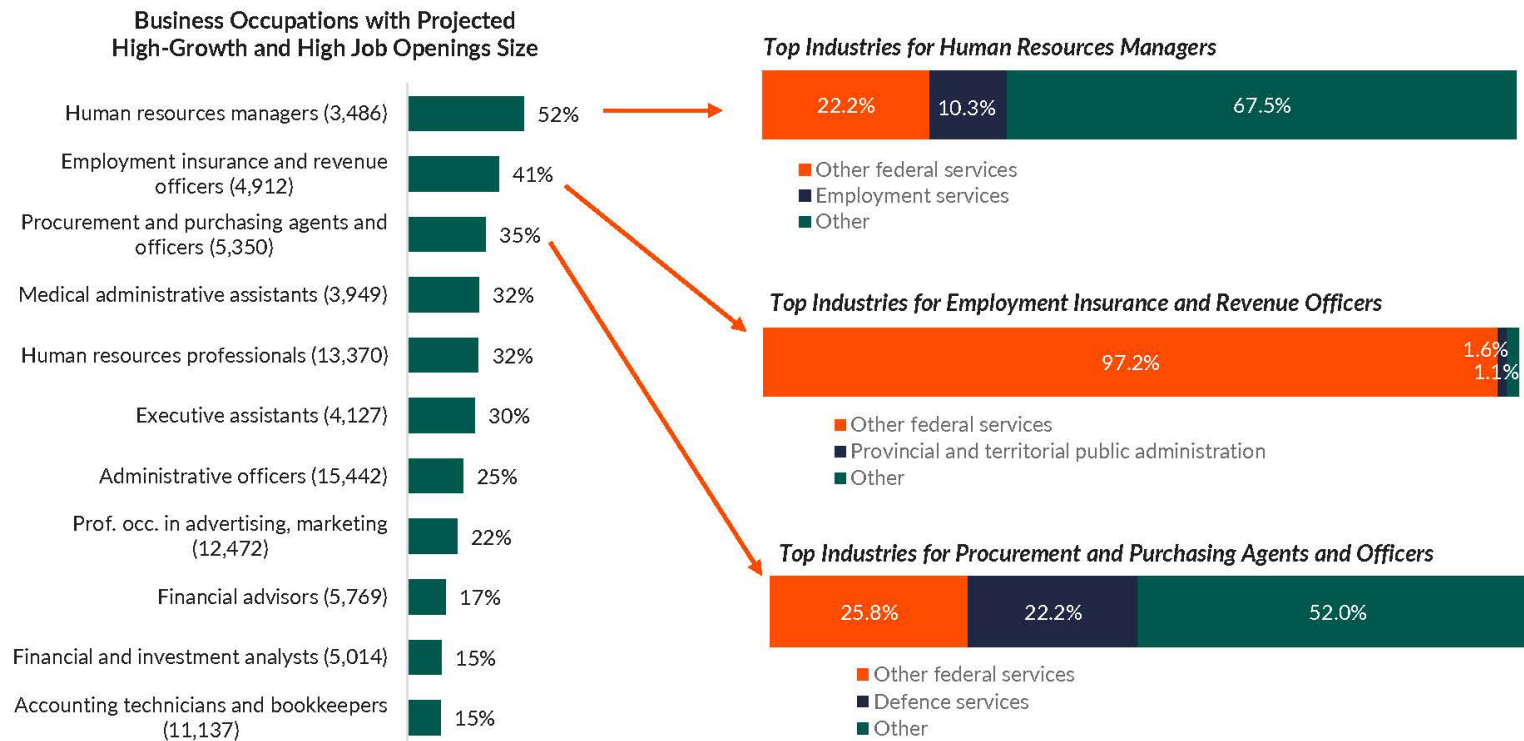
HIGHER EDUCATION

Note: For this analysis, Hanover retrieved job postings data for business-related positions in the Ontario Central region from [Lightcast](#), a proprietary database providing real-time job postings. All data reflect the prior 12-month period as of October 2024. Postings from staffing companies were excluded.

ONTARIO EAST – OCCUPATIONAL PROJECTIONS

HIGH GROWTH OCCUPATIONS

In the Ontario East region, 11 business occupations requiring a bachelor's degree are projected to grow faster than the average for all business occupations and a higher-than-average occupational size. Over 16,500 projected job openings will be in high growth human resources occupations and over 12,400 in marketing occupations. Notably, many jobs within the top two fastest growing occupations are located in the federal government sector, although human resources managers will be in demand across industries.



HIGHER EDUCATION

Source: Lightcast
Ontario East – Business-related occupations = Average Projected Occupational Size (2031) – 3,417 and Growth Rate – 14.0%

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ONTARIO EAST – JOB POSTINGS DATA

ANALYSIS

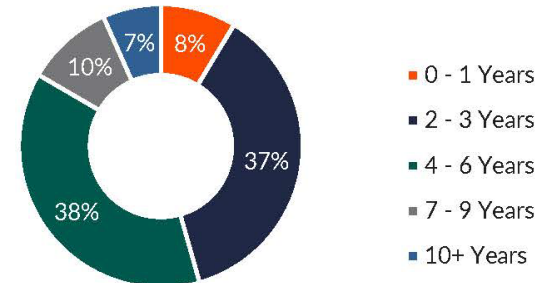
In the Ontario East region in the past year 1,652 employers posted 6,993 unique job postings for jobs in business, finance, and administration that require a bachelor's degree.

Employer demand is highest in the region for general administrators and marketing positions, as well as finance. Employers seek applicants with strong knowledge of data management software, including SAP and Access. Less than half of job postings with experience requirements ask for under three years of experience and only eight percent of job postings need only up to a year of experience.

Top Occupations for Postings Requiring a Bachelor's Degree



Years of Experience Requested by Employers



Note: 2,118 listings did not specify experience requirements.

Top Specialized Skills

- | | |
|--|--|
| <ul style="list-style-type: none"> • Project Management (1,970) • Finance (1,496) • Accounting (1,342) • Bilingual (French/English) (1,257) • Marketing (1,184) | <ul style="list-style-type: none"> • Auditing (933) • Financial Statements (726) • Data Analysis (619) • Risk Management (548) • Continuous Improvement Process (524) |
|--|--|

Top Software Skills

Excluding Microsoft Office

- | | |
|---|--|
| <ul style="list-style-type: none"> • Spreadsheets (273) • SAP Applications (262) • Dashboard (223) • Access (213) • Power BI (207) | <ul style="list-style-type: none"> • SharePoint (203) • Human Resources Information System (197) • Accounting Software (181) • Microsoft Project (178) • Salesforce (160) |
|---|--|



HIGHER EDUCATION

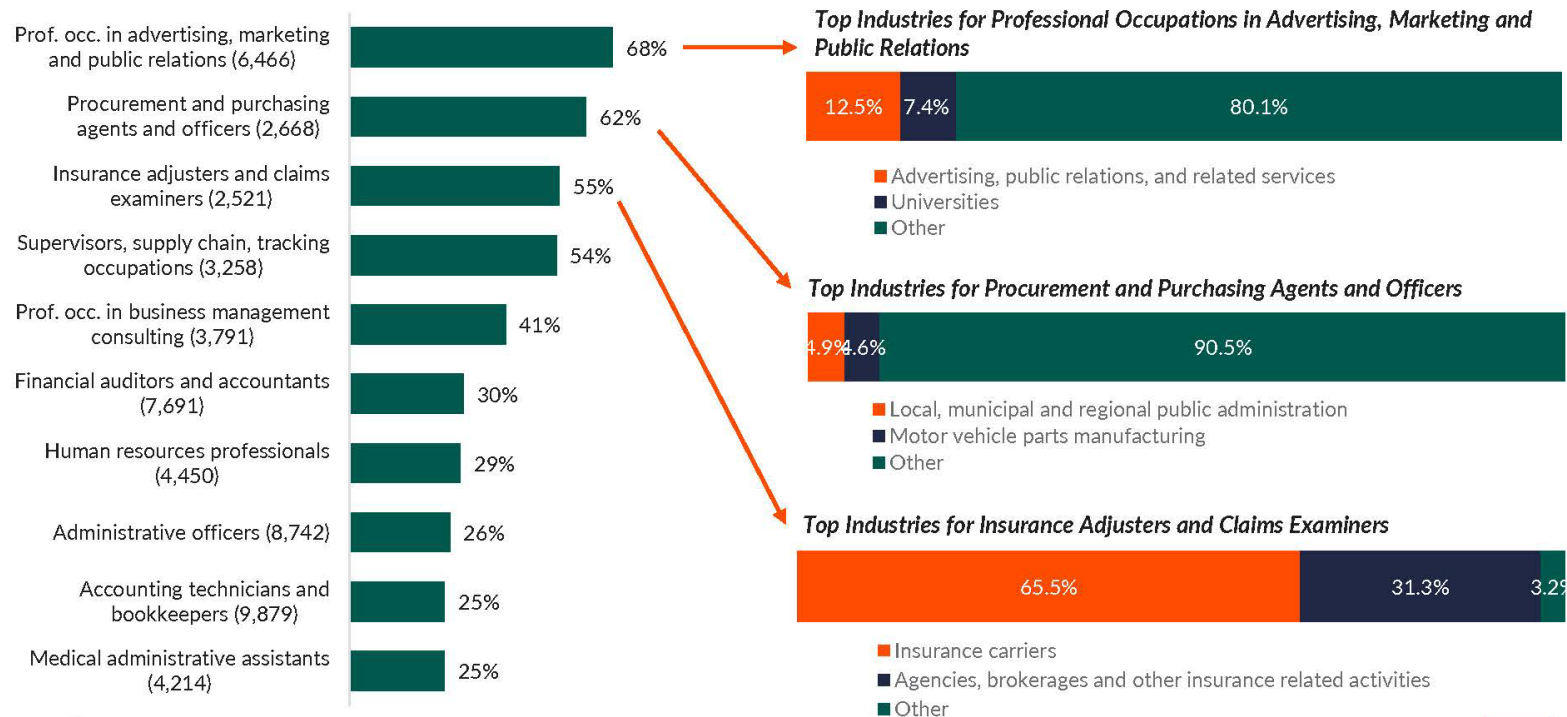
Note: For this analysis, Hanover retrieved job postings data for business-related positions in the Ontario East region from [Lightcast](#), a proprietary database providing real-time job postings. All data reflect the prior 12-month period as of October 2024. Postings from staffing companies were excluded.

ONTARIO SOUTHWEST – OCCUPATIONAL PROJECTIONS

HIGH GROWTH OCCUPATIONS

In the Ontario Southwest region, 10 business-related occupations requiring a bachelor's degree show higher than average projected growth through 2031 and higher than average job opening size. Positions in marketing are projected to see the strongest growth rate, and these jobs will be distributed across a variety of industries. Professional services occupations (such as procurement, insurance, and supply chain management) will also see strong growth.

Business Occupations with Projected High-Growth and High Job Openings Size



HIGHER EDUCATION

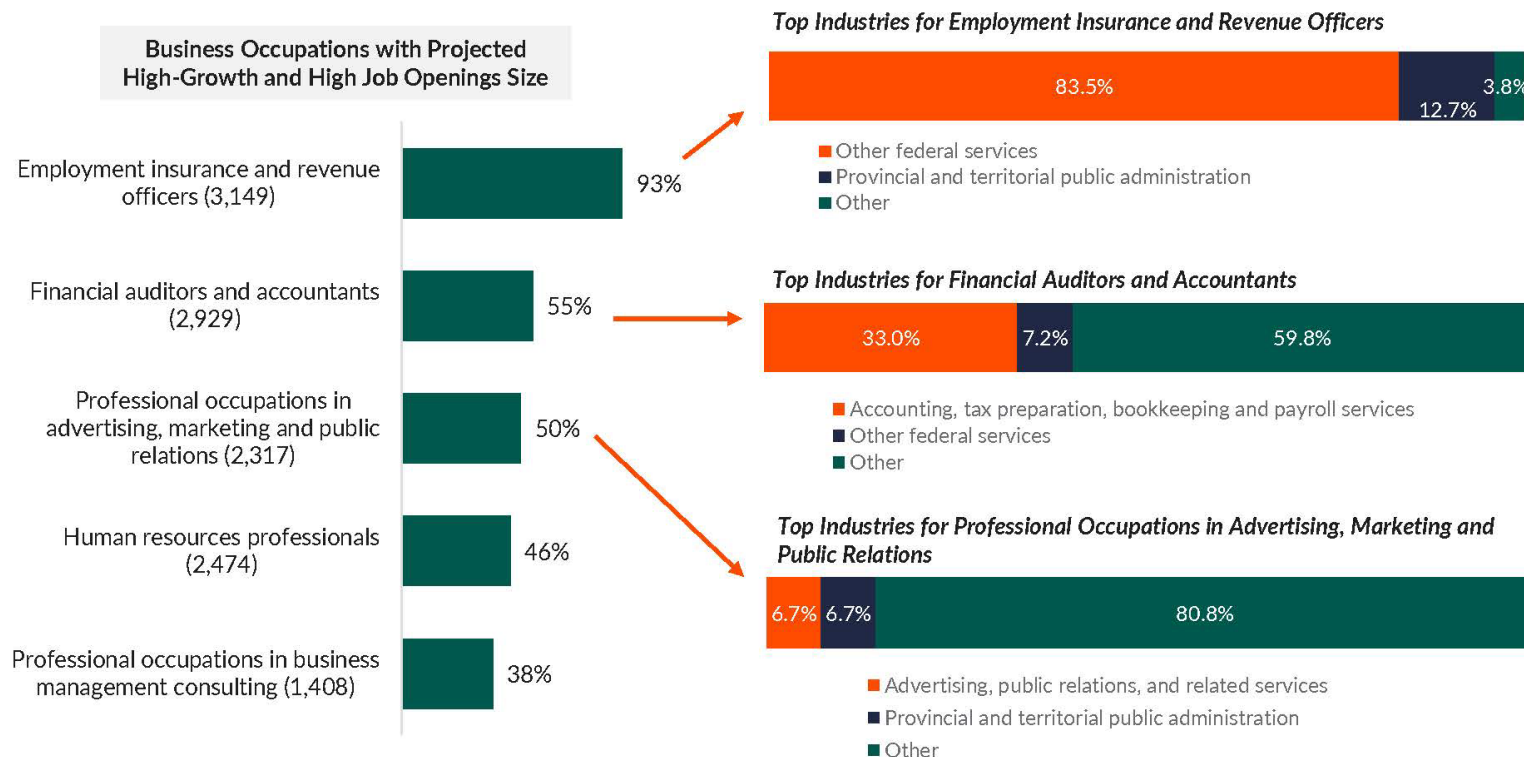
Source: Lightcast
Ontario Southwest – Business-related occupations = Average Projected Occupational Size (2031) – 2,298 and Growth Rate – 22.0%

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ONTARIO NORTH – OCCUPATIONAL PROJECTIONS

HIGH GROWTH OCCUPATIONS

In the Ontario North region, *Employment insurance and revenue officers* show by far the highest projected growth and size of business-related occupations. Jobs in this occupation are concentrated in the "other federal services industry." Other high growth areas are varied, with demand for finance, marketing, human resources, and consulting professionals. Notably, finance and marketing positions are distributed across a variety of industries. This region has the fewest high growth occupations in the province.



HIGHER EDUCATION

Source: Lightcast
Ontario North – Business-related occupations = Average Projected Occupational size (2031) – 1,058 and Growth Rate – 20.0%

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ONTARIO NORTH – JOB POSTINGS DATA

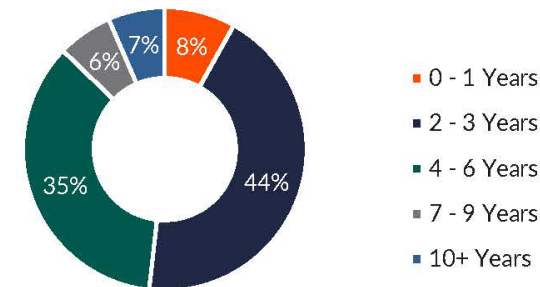
*

ANALYSIS

In the region in the past year 428 employers posted 1,979 unique job postings for jobs in business, finance, and administration that require a bachelor's degree.

Employer demand is highest in the region for general administrative positions. Demand for human resources professionals is also strong. Employers also seek applicants with skills focused on project management and knowledge of data visualization software and data management. Over half of job postings with experience requirements look for applicants with three years or less of experience, suggesting a strong market for entry-level applicants.

Years of Experience Requested by Employers



Note: 594 listings did not specify experience requirements.

Top Occupations for Postings Requiring a Bachelor's Degree



Top Specialized Skills

- | | |
|--|--|
| <ul style="list-style-type: none"> • Project Management (519) • Accounting (425) • Finance (395) • Marketing (239) • Auditing (236) | <ul style="list-style-type: none"> • Financial Statements (228) • Invoicing (189) • Bilingual (French/English) (170) • KPIs (160) • Procurement (155) |
|--|--|

Top Software Skills

Excluding Microsoft Office

- | | |
|---|---|
| <ul style="list-style-type: none"> • SAP Applications (129) • Spreadsheets (99) • Human Resources Information System (183) • Power BI (63) • SharePoint (61) | <ul style="list-style-type: none"> • Google Workspace (55) • Applicant Tracking Systems (53) • Accounting Software (52) • Zoom (46) • Microsoft Project (46) |
|---|---|



HIGHER EDUCATION

Note: For this analysis, Hanover retrieved job postings data for business-related positions in the Ontario North region from [Lightcast](#), a proprietary database providing real-time job postings. All data reflect the prior 12-month period as of October 2024. Postings from staffing companies were excluded.

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7. Student Interest

Current Student Interest at DC

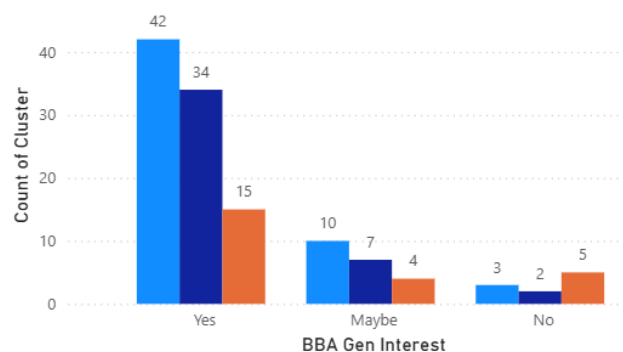
A survey was conducted in fall 2025 to measure interest in the proposed BBA from DC students enrolled across five program clusters: Accounting, Finance, Human Resources, Marketing, and Supply Chain. A total of 122 students responded to the survey. Respondents included students enrolled in Ontario College Advanced Diploma (OCAD), Ontario College Diploma (OCD), and Ontario College Diploma - Ontario Tech University Bachelor of Commerce (Hons) Transfer Pathway programs.

Overall, respondents indicated a strong interest in pursuing a BBA. Of the 122 survey respondents, approximately 75 per cent of students (91 students) indicated they would be interested in a broad-based BBA, with 94 per cent (115 students) sharing they would be interested in a BBA with specialization.

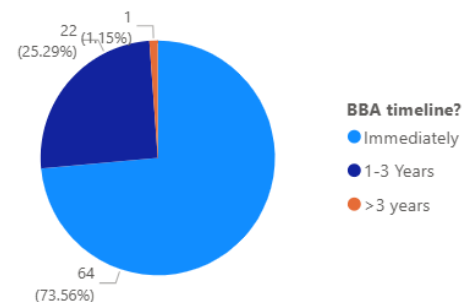
Of those noting interest in a broad-based BBA, most respondents noted they would be interested in starting a BBA immediately or within three years following graduation.

General BBA - Interest by Cluster and Program

Program ● Adv. Diploma ● Diploma ● Transfer

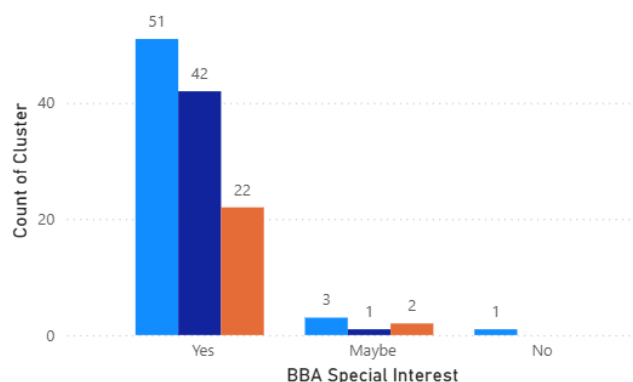


General BBA - Readiness Timeline

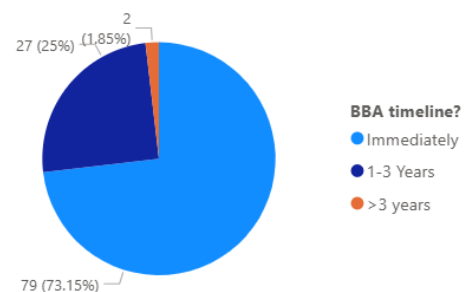


Specialized BBA - Interest by Cluster and Program

Program ● Adv. Diploma ● Diploma ● Transfer



Specialized BBA - Readiness Timeline



Respondents enrolled in Accounting, Supply Chain, and Marketing OCD and OCAD programs demonstrated overwhelming support for a broad-based BBA, with approximately 71 per cent of respondents (56 students) expressing clear interest in this option.

This strong endorsement highlights the value of the addition of a broad-based business degree that offers flexibility and cross-functional knowledge, positioning graduates for success in diverse roles across today's dynamic business environment.

BBA with options to specialize:

Students enrolled in Human Resource Management OCD and OCAD programs expressed significant enthusiasm for the BBA with an option to specialize in human resource management, with 100 per cent of respondents indicating interest.

Students enrolled in Finance OCD and OCAD programs demonstrated unanimous (100 per cent) interest in a BBA with a finance specialization. Ninety-seven per cent of this group of respondents indicated they would start a BBA immediately after graduation.

The survey results underscore the strategic importance of offering options for specializations that equip graduates with advanced financial competencies and supports professional designations.

8. Analysis of Competition

Currently in the CAAT system, consent has been granted for only four three-year bachelor's degrees in business administration.

The proposed three-year BBA degree program has been designed to meet industry needs, align with comparable programs across the sector, and complement related programs both within DC and across the Ontario post-secondary system. The CAAT collaborative approach to the development of this degree ensures alignment between related programs offered provincially, enabling student mobility through the opportunity for the recognition of prior learning. DC's proposed program leverages unique core business elective options that differentiate the program and leans into institutional strengths, providing employers with graduates who possess the knowledge, innovative skills, and career-readiness to make meaningful and lasting contributions within the evolving business industry.

The proposed program has been benchmarked against similar offerings within the Ontario College system to ensure alignment in terms of curriculum, competencies developed, and the credential awarded. Credential requirements

are on par with similar programs within the Ontario College system, ensuring a balanced, comparable level of education.

There are a small number of three-year BBA degrees across Canada. During development, three CAATs and four universities were used as benchmarks due to their accessibility for students in the DC catchment.

The proposed BBA program offers an applied program of study that supports the development of research, leadership, and strategic and durable skills sought after in the business environment.

9. Target Market

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

- Accounting
- Entrepreneurship
- Finance
- Human Resources
- Marketing
- Supply Chain Management

10. Operating Revenue and Expenses

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

Student Enrolment	2027-28 Projection	2028-29 Projection	2029-30 Projection	2030-31 Projection	2031-32 Projection	2032-33 Projection	2033-34 Projection	2034-35 Projection	2035-36 Projection
Projected enrolment (Semester 1 Intake, Year 1)	25	40	55	60	65	65	65	65	65
Projected enrolment (Semester 1 Intake, Year 2)	-	51	64	82	86	90	90	90	90
Projected enrolment (Semester 1 Intake, Year 3)	-	-	49	61	78	82	86	86	86
Total Enrolment	25	91	168	203	229	237	241	241	241

Net Contribution	2027-28 Projection	2028-29 Projection	2029-30 Projection	2030-31 Projection	2031-32 Projection	2032-33 Projection	2033-34 Projection	2034-35 Projection	2035-36 Projection
Total Direct Program Expenses	\$139,940	\$427,006	\$765,762	\$990,128	\$1,019,852	\$1,128,799	\$1,167,707	\$1,202,794	\$1,243,947
Total Revenue for Program	\$227,620	\$835,833	\$1,545,209	\$1,877,804	\$2,132,922	\$2,223,732	\$2,275,601	\$2,289,578	\$2,303,796
Net Surplus (Deficit) for Year - \$	\$87,680	\$408,828	\$779,447	\$887,676	\$1,113,070	\$1,094,934	\$1,107,894	\$1,086,784	\$1,059,849
Accumulated Surplus / (Deficit)	\$87,680	\$496,508	\$1,275,955	\$2,163,631	\$3,276,701	\$4,371,635	\$5,479,529	\$6,566,312	\$7,626,162

Net Contribution	2027-28 Projection	2028-29 Projection	2029-30 Projection	2030-31 Projection	2031-32 Projection	2032-33 Projection	2033-34 Projection	2034-35 Projection	2035-36 Projection
Net Surplus (Deficit) for Year - %	39%	49%	50%	47%	52%	49%	49%	47%	46%
Target Net Surplus	N/A	Breakeven	35%	35%	35%	35%	35%	35%	35%
Capital Requirement	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Revenue	2027-28 Projection	2028-29 Projection	2029-30 Projection	2030-31 Projection	2031-32 Projection	2032-33 Projection	2033-34 Projection	2034-35 Projection	2035-36 Projection
Funding Unit Generated (estimated weight – 0.871)	21.8	79.5	146.1	176.5	199.2	206.4	210.0	210.0	210.0
Grant Value per Funding Unit	\$4,149	\$4,149	\$4,149	\$4,149	\$4,149	\$4,149	\$4,149	\$4,149	\$4,149
Tuition Fee for 2 Semesters (\$6,100) – Net of TSA	\$5,490	\$5,545	\$5,600	\$5,656	\$5,713	\$5,770	\$5,828	\$5,886	\$5,945
Grant Revenue	\$90,370	\$329,852	\$606,159	\$732,181	\$826,573	\$856,531	\$871,126	\$871,126	\$871,126
Tuition Revenue	\$137,250	\$505,981	\$939,050	\$1,145,623	\$1,306,349	\$1,367,202	\$1,404,475	\$1,418,452	\$1,432,671
Incidental Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$227,620	\$835,833	\$1,545,209	\$1,877,804	\$2,132,922	\$2,223,732	\$2,275,601	\$2,289,578	\$2,303,796

Expense Summary	2027-28 Projection	2028-29 Projection	2029-30 Projection	2030-31 Projection	2031-32 Projection	2032-33 Projection	2033-34 Projection	2034-35 Projection	2035-36 Projection
Co-ordinator premium	7,105	7,105	7,105	7,105	7,105	7,105	7,105	7,105	7,105
FT Faculty*	0	134,129	276,305	426,891	439,698	452,889	466,476	480,470	494,884

New Program Summary

Expense Summary	2027-28 Projection	2028-29 Projection	2029-30 Projection	2030-31 Projection	2031-32 Projection	2032-33 Projection	2033-34 Projection	2034-35 Projection	2035-36 Projection
PT Faculty	60,480	129,780	256,653	275,367	283,628	356,407	367,099	378,112	389,456
Faculty Clerical Support (Placement/Student Advisor/Co-op)	23,063	47,509	48,934	50,402	51,914	53,472	55,076	56,728	58,430
Classroom Support technicians	0	0	0	0	0	0	0	0	0
Commons'/Library Support Technicians	19,597	20,381	21,196	22,044	22,926	23,843	24,797	25,789	26,820
Total Academic Salaries	\$110,245	\$338,904	\$610,193	\$781,809	\$805,271	\$893,716	\$920,553	\$948,204	\$976,695
Employee Benefits FT Faculty	1,883	37,427	75,104	115,009	118,403	121,898	125,499	129,207	133,027
Employee Benefits FT Support	13,438	21,385	22,091	22,820	23,575	24,354	25,160	25,993	26,854
Employee Benefits PT	9,374	20,116	39,781	42,682	43,962	55,243	56,900	58,607	60,366
Professional Development	0	4,024	8,289	12,807	13,191	13,587	13,994	14,414	14,847
Instructional Costs – Operating	5,000	5,150	10,305	15,000	15,450	20,000	25,600	26,368	32,159
Instructional Costs – Library	0	0	0	0	0	0	0	0	0
Total Expense	\$139,940	\$427,006	\$765,762	\$990,128	\$1,019,852	\$1,128,799	\$1,167,707	\$1,202,794	\$1,243,947

Net Contribution (assumption - tuition increases 2% annually)	2027-28 Projection	2028-29 Projection	2029-30 Projection	2030-31 Projection	2031-32 Projection	2032-33 Projection	2033-34 Projection	2034-35 Projection	2035-36 Projection
Total Direct Program Expenses	\$139,940	\$427,006	\$765,762	\$990,128	\$1,09,852	\$1,128,799	\$1,167,707	\$1,202,794	\$1,243,947
Total Revenue for Program	\$227,620	\$840,834	\$1,563,956	\$1,912,244	\$2,185,412	\$2,292,780	\$2,361,062	\$2,390,861	\$2,421,256
Net Surplus (Deficit) for Year - \$	\$87,680	\$413,828	\$798,194	\$922,116	\$1,165,560	\$1,163,982	\$1,193,356	\$1,188,067	\$1,177,309
Accumulated Surplus / (Deficit)	\$87,680	\$501,508	\$1,299,702	\$2,221,818	\$3,387,378	\$4,551,360	\$5,744,716	\$6,932,783	\$8,110,092
Net Surplus (Deficit) for Year - %	39%	49%	51%	48%	53%	51%	51%	50%	49%
Target Net Surplus	N/A	Breakeven	35%	35%	35%	35%	35%	35%	35%
Capital Requirement	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Report Number: BOG-2026-04

To: Board of Governors

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

Date of Report: January 19, 2026

Date of Meeting: February 11, 2026

Subject: Approval for Major Program Change – Program Title

1. Purpose

To obtain approval from the Board of Governors for a major program change for the Operations Management Local College Certificate (LCC) program.

2. Recommendation

It is recommended to the Durham College Board of Governors:

That based on Report BOG-2026-04, the program title for the Operations Management Local College Certificate offered through Professional and Part-time Learning be changed to Supply Chain Foundations.

3. Background

Professional and Part-time Learning (PPL) is seeking approval to update the program title of the Operations Management LCC to Supply Chain Foundations. The proposed program title revision establishes better alignment of the LCC with the Supply Chain and Operations – Business Ontario College Diploma (OCD) and Supply Chain and Operations Management – Business Administration Ontario College Advanced Diploma (OCAD) programs offered at DC. This alignment creates a clear pathway for students who have completed the LCC to transition into the OCD or OCAD and supports career readiness for graduates pursuing entry-level roles in supply chain, warehousing, and logistics.

As per the Ministry of Training, Colleges and Universities' Minister's Binding Policy Directive 3.0, Programs, Framework for Programs of Instruction, all

programs of instruction with similar outcomes and credentials are to have the same title.

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

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

4. Discussion/Options

A review of comparator programs confirmed the proposed program title closely aligns with existing educational opportunities offered through other providers. The change will support transferability within DC by providing foundational courses to serve as an entry point into the OCD or OCAD.

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 visibility 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-2026-09

To: Board of Governors

From: Thom MacDonald, AVP, Enrolment and International Education

Date of Report: February 2, 2026

Date of Meeting: February 11, 2026

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

1. Purpose

The purpose of this report is to provide the Board of Governors with an enrolment update for Winter 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 2025-2026 enrolment targets were finalized in February 2025 and are continuously monitored and analyzed in relation to enrolment trends, institutional capacity, and the impact of external factors, including economic fluctuations, changing employer needs, and shifts in government priorities.

4. Discussion/Options

It is important to note that the enrolment figures presented in this report represent preliminary Day 10 results. These numbers will continue to fluctuate in the weeks ahead as late registrations, program changes, withdrawals, and other adjustments are processed. Accordingly, this data should be considered preliminary and does not represent the final numbers that will be reported to the Ministry.

Durham College's (DC) total Winter 2026 enrolment at day 10 is 11,842, comprised of 1,771 new and 10,071 returning students. As shown in Table 1, total student enrolment was 103.9 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	1,854	1,771	95.5%
Returning Students	9,546	10,071	105.5%
Total	11,400	11,842	103.9%

* 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 Winter 2026, the Collaborative Bachelor of Science in Nursing (BScN) program had 1,003 students in total, which is officially reported by Ontario Tech University.

At 95.5 per cent of budget, new student enrolment for Winter 2026 fell short due to lower levels of new international enrolment. Winter 2026 returning student enrolment was strong, at 105.5 per cent of budget.

Table 2 provides an overview of total enrolment (including both new and returning students) at day 10 of the Winter term over the past five years. A year-over-year comparison indicates that total enrolment for Winter 2026 was 85.4 per cent of the Winter 2025 figure.

Table 2

Total Enrolment*	Day 10 2022	Day 10 2023	Day 10 2024	Day 10 2025	Day 10 2026	Winter 2026 vs Winter 2025
Total	10,603	11,237	13,724	13,869	11,842	85.4%

* 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 Winter enrolments at day 1 for the Collaborative Bachelor of Science in Nursing (BScN) program were 859 in 2022, 746 in 2023, 787 in 2024, 906 in 2025, and 1,003 in 2026.

4.1 Winter Domestic Enrolment

As shown in Table 3 below, DC's total domestic student enrolment for Winter 2026 reached 109.4 per cent of the budget by day 10 of the semester. The table also provides a breakdown of new and returning domestic students.

Table 3

Domestic Enrolment*	Budget Winter 2026	Day 10 Winter 2026	Per cent of Budget
New Students	1,330	1,560	117.3%
Returning Students	8,003	8,651	108.1%
Total	9,333	10,211	109.4%

* 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 Winter 2026, the Collaborative Bachelor of Science in Nursing (BScN) program had 1,003 students in total, which is officially reported by Ontario Tech University.

In Winter 2026, new domestic student enrolment rose to 117.3 per cent of budget. This growth was driven by academic faculties increasing seat capacity in popular programs and by enhanced domestic recruitment efforts, which significantly boosted both first-choice and overall applications year over year. Additionally, continuous improvement in admissions and enrolment communications led to strong conversion rates from application to registration.

Returning domestic student enrolment reached 108.1 per cent of budget. Several factors encouraged students to continue their studies, including positive student experiences, high program satisfaction, robust support services, increased student engagement efforts, and a strong emphasis on student success.

Table 4 outlines the total domestic student enrolment over the past five Winter semesters. A year-over-year comparison indicates that total domestic enrolment at day 10 of Winter 2026 was 107.2 per cent of the Winter 2025 figure.

Table 4

Domestic Enrolment*	Day 10 2022	Day 10 2023	Day 10 2024	Day 10 2025	Day 10 2026	Winter 2026 vs Winter 2025
Total	8,176	7,902	8,812	9,526	10,211	107.2%

* 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 Winter enrolments at day 1 for the Collaborative Bachelor of Science in Nursing (BScN) program were 859 in 2022, 746 in 2023, 787 in 2024, 906 in 2025, and 1,003 in 2026.

4.2 Winter International Enrolment

DC's total international student enrolment for Winter 2026 reached 78.9 per cent of budget at day 10 of the semester, as shown in Table 5 below. The table also provides a breakdown of new and returning international students. The total international enrolment comprised students from 71 different countries.

Table 5

International Enrolment	Budget Winter 2026	Day 10 Winter 2026	Per cent of Budget
New Students	524	211	40.3%
Returning Students	1,543	1,420	92.0%
Total	2,067	1,631	78.9%

Table 6 presents a comparison of total international student enrolment trends over the past five Winter semesters. For Winter 2026, total international student enrolment declined sharply, reaching only 37.6 per cent of the Winter 2026 intake.

Table 6

International Enrolment	Day 10 2022	Day 10 2023	Day 10 2024	Day 10 2025	Day 10 2026	Winter 2026 vs Winter 2025
Total	2,608	3,890	4,912	4,343	1,631	37.6%

This drop reflects the persistent destabilizing impact of federal reforms to the International Student Program, including ongoing uncertainty around Post-Graduation Work Permit (PGWP) eligibility and dramatically reduced study permit approval rates.

In the third quarter of 2025, DC's overall 2025 study permit approval rate was an unprecedented 26.5 per cent. This is marginally higher than the Ontario College average of 25.6 per cent and the national college average of 22.4 per cent, but still well below DC's historic rates. To provide some perspective, DC's approval rate between 2017 and 2024 has fluctuated but never dropped below 50.0 per cent and was over 70.0 per cent in 2023.

These factors continue to significantly disrupt recruitment pipelines and undermine Canada's competitiveness in the global education market, resulting in a steep, sector-wide decline in international enrolment, as reflected in our own numbers.

4.3 Summary

DC's total Winter 2026 enrolment reached 11,842 students by day 10, representing 103.9 per cent of the budget target.

Domestic enrolment significantly exceeded expectations, reaching 109.4 per cent of the budget. At 10,211 registered domestic students, DC has again broken our record for the largest domestic intake. This outcome was the result of highly collaborative efforts across multiple departments.

International student enrolment fell short of the budget projections established in February 2025, reaching 78.9 per cent of the target. This shortfall is largely attributed to the significant weakening of the Canadian brand in global markets.

Year over year, Winter 2026 total enrolment decreased to 85.4 per cent compared with Winter 2025, with domestic enrolment rising to 107.2 per cent and international enrolment dropping to 37.6 per cent.

5. Financial/Human Resource Implications

As of Day 10, Winter 2026 international enrolment reached only 78.9 per cent of the budgeted target, falling short of expectations. This shortfall is partially offset by strong domestic enrolment, which achieved 109.4 per cent of its target. Nevertheless, the overall results are expected to reduce post-secondary tuition revenue for the Winter 2026 semester.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

There are no implications for Ontario Tech University.

8. Relationship to the Strategic Plan/Business Plan

Aligned with Strategic Vision Goal 1 – Future-Focused, our ability to attract and retain a diverse range of students strengthens our position as the first and best choice for delivering innovative lifelong learning that students, communities, and industries need most.

Aligned with Strategic Vision Goal 2 – Sustainable, our ability to achieve our enrolment ambitions directly contributes to ensuring our long-term financial sustainability.

Aligned with Business Plan Objective 1.1, our ability to attract a diverse range of students reflects our comprehensive program mix, which anticipates and meets workforce needs.

Aligned with 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.



Summary of Collaborative Efforts between Durham College and Ontario Tech University

INTRODUCTION

This report highlights key examples of collaboration between Durham College (DC) and Ontario Tech University (OTU) in delivering services and creating meaningful opportunities for students. Strengthening this partnership is a priority under DC 2030 Goal 4: Community-connected, which calls for deepening our relationship with OTU to enhance our shared position as an educational hub of excellence

In May 2021, the DC and OTU boards signed a letter that solidified the institutions' commitment to collaboration in various areas. Below are the four collaboration goals that were identified as targets to enhance our position as an education hub.

1. *Leverage core academic strengths, knowledge, and expertise that position the organizations as leaders in transformative education.*
2. *Leverage existing relationships, joint programs, and initiatives to enhance and create equal value for each institution.*
3. *Leverage IT infrastructures and disruptive technologies to differentiate the two institutions from others, with a student-centric approach to enhance learning and service delivery.*
4. *Leverage opportunities to demonstrate combined strengths and make innovative contributions to Durham and Northumberland, Ontario, and Canada's economic, environmental, and social health.*

STUDENT EXPERIENCE – EXPERIENTIAL LEARNING

Supports Goals 1, 2, 3 and 4

- DC and OTU partnered with the Clarington Board of Trade to provide a signature event called 'Tapping Into Talent'. This event focused on co-operative education options that are locally available to small businesses and employers within the community. Through a presentation and panel discussion, employers were able to gain valuable insights into co-op program offerings and recruitment strategies that DC and OTU offer.
- The Director, Experiential Learning and the Executive Dean, Faculty of Business and Information Technology, Faculty of Media, Art and Design, collaborate with OTU colleagues as representatives on the City of Oshawa's TeachingCity Oshawa steering committee, the Region of Durham's CityStudio steering committee, and the Public Art Task Force. These initiatives

Summary of Collaborative Efforts between Durham College and Ontario Tech University

facilitate meaningful experiential learning opportunities by connecting city and regional staff with students and faculty to develop practical, scalable and sustainable solutions to urban challenges.

- In partnership with Invest Pickering, DC and OTU conduct regular on-site visits with local businesses across the City of Pickering. These visits help strengthen industry partnerships, advance workforce development efforts, and identify opportunities for innovation and collaboration. Through this collaborative approach, DC and OTU support local economic growth while expanding opportunities for student engagement, applied research, and experiential learning.

COMMUNITY ENGAGEMENT

Supports Goals 2 and 4

- Ontario Power Generation (OPG) has been a key partner of both DC and OTU since 2005, investing directly in programming and infrastructure that benefit both institutions. Through a formal agreement, managed on behalf of the college by the Advancement and Alumni Relations office, DC and OTU collaborate closely with OPG to develop innovative learning opportunities, industry-aligned training, and research initiatives. This partnership strengthens the connection between education and industry, ensuring students gain the skills and experience needed to thrive in the evolving energy sector.
- The Faculty of Science, Engineering and Technology (SET) continued to support OTU with the Science Rendezvous event which took place on Saturday, May 10, 2025. This family friendly event invites the public to explore science, technology, engineering, art, and math through hands-on activities and interactive exhibits. Year over year, we have increased our public guest presence from 2000 to 3500 and have equal DC and OTU staff representation at the event.
- Representatives from DC's First Peoples Indigenous Centre (FPIC) and OTU's Indigenous Education and Cultural Services (IECS) participate in each institution's Indigenous Education Advisory Circle to provide guidance on Indigenous student recruitment, retention, support and advising on policies, programs, and initiatives that advance Indigenousization, Indigenous cultures, and ways of knowing.

Summary of Collaborative Efforts between Durham College and Ontario Tech University

PROGRAM COOPERATION

Supports Goals 1, 2 and 4

- The Faculty of SET is collaborating with OTU to develop an improved pathway from our Biotechnology – Advanced program into OTU’s Medical Laboratory Technician (MLT) program, which will allow our students to complete the MLT credential in a shorter period. This collaboration may allow for greater marketing reach for the Biotechnology program, as potential applicants may not be able to enter the MLT program directly but are interested in MLT or clinical work.
- The General Arts & Science (GAS) program benefits from three pathway articulation agreements with OTU. Two of these pathways enable qualified GAS graduates to enter year two of certain degree programs, enabling students to earn two credentials, a certificate and a degree, in four years of study at both institutions. For fall 2025, there were 29 applications from GAS graduates to OTU (previous year=31). Of those, seven applicants registered into OTU programs for fall 2025. The third pathway (GASZ) qualifies eligible GAS graduates for admission to science and engineering programs at OTU. Tracking data is not currently available for GASZ, though we know of at least one student who chose that option for fall 2025.
- For fall 2025, 77 students enrolled at DC in the OTU GAS pathways, compared to 81 the previous year. Each fall, OTU representatives are invited to speak in-person to these GAS students to outline the transfer process and answer any questions. Student attendance at this information session is voluntary and this year’s event on Tuesday, October 14 was attended by 56 students. To further support this partnership, representatives from OTU sit on the Program Advisory Committee for the GAS program. This allows regular sharing of student feedback as well as updates on potential pathway opportunities. For example, qualified GAS graduates are now eligible for a transfer pathway into the new OTU Bachelor of Arts - Educational Psychology.
- In Fall and Winter 2025, 354 and 263 students respectively were enrolled in the Faculty of Business and Information Technology diploma-to-degree pathways with OTU. These pathways include programs in Accounting, Computer Systems, Entrepreneurship, Finance, Marketing, Human Resources, and Supply Chain and Operations. These innovative programs offer students the unique opportunity to earn both a diploma and a degree in just four years by studying at both institutions, providing a seamless and enriching education experience.
- OTU and DC developed a new Kinesiology to Massage Therapy transfer agreement with the first intake planned for Spring 2026. This agreement will see approximately eight OTU Kinesiology students join year two of DC’s Massage Therapy program in the first intake.

Summary of Collaborative Efforts between Durham College and Ontario Tech University

- The collaborative Bachelor of Science in Nursing (BScN) program continues to be a success. The nursing labs have been completely upgraded to meet the BScN program's growth, including increased training beds, new headboards, and new AV equipment. The DC and OTU Collaborative Nursing Program Steering Committee meet twice a year. The Executive Dean, Dean, Associate Deans, and Finance representatives participate in these meetings, and a summary of financial/revenue updates is regularly shared.
- The Undergraduate Nursing Program Committee meeting takes place monthly and includes the Executive Dean, Dean, Associate Deans, and faculty representatives from both DC and OTU. Processes, curriculum design and updates, curriculum delivery, shared responsibilities, and other program- related matters are discussed in these meetings.
- The program advisory committee for DC's Practical Nursing and Personal Support Worker programs includes representatives from the Bachelor of Science in Nursing program as well as community partners that also support OTU programs (Lakeridge Health as well as long term care representation)

APPLIED RESEARCH

Supports Goals 3 and 4

- The Mixed Reality Capture (MRC) Studio collaborates with OTU to advance applied research and training in immersive simulation. In summer 2025, MRC Studio partnered with researchers from the OTU Faculty of Engineering & Applied Sciences on an application to create the LIVE Digital Twin project, developing a simulation environment for nuclear engineers to test and train within small modular reactor (SMR) scenarios, aligning with OPG's workforce needs for facilities currently under construction.
- The MRC Studio also works with OTU faculty in game development and interactive media to explore joint workshops and program initiatives focused on 3D asset creation, XR design, and immersive content development, strengthening cross-institutional talent pipelines.
- Researchers with DC's Social Impact Hub are collaborating with researchers from OTU on a project entitled "Transforming Early Years Education with Simulations: Building Teacher Efficacy to Support Children's Social-Emotional Growth". This project is funded through a Social Sciences and Humanities Research Council College and Community Social Innovation Fund grant and is led by Professor Corrine McCormick-Brighton.
- DC and OTU nursing faculty collaborated to write and produce an award-winning documentary, "Silent Voices" focusing on the experience of Black Mental Health. The

Summary of Collaborative Efforts between Durham College and Ontario Tech University

documentary premiered during a special event at DC's Centre for Innovation and Research on March 6 and included a panel discussion with mental health professionals.

- DC and OTU nursing faculty collaborated for applied research in simulation to answer the research question: What is the impact of providing BScN and PN students with an intra-professional simulated learning experience guided by the HELPERS model of facilitation on their ability to demonstrate clinical judgement? This collaborative study aims to build and enhance student confidence and competence.

SHARED SERVICES

Supports Goals 2 and 3

- DC and OTU are nearing completion of a refreshed Campus Master Plan, including the identification of land to monetize north of Conlin Road. To support this work, the presidents of both institutions jointly hosted a well-attended town hall in the Library Fireside Room, bringing together more than 400 participants to share updates on the plan and discuss how future building and land development will shape the long-term growth of both institutions.
- Recreation/Athletics collaborate on Campus Recreation programming and facility rentals, and both varsity leads work together to coordinate the use of space for competitive play.
- Athletics and Recreation collaborate through the Athletics and Recreation Financial Working Group on facility upgrades, including the Campus Fieldhouse Turf Replacement, Campus Recreation and Wellness Centre (CRWC)/Campus Health and Wellness Centre (CHWC)/Campus Ice Centre (CIC) upgrades and branding initiatives.
- DC and OTU are actively collaborating on the Banner SaaS readiness project, ensuring a coordinated approach to the transition. This collaborative engagement fosters alignment on key decisions, promotes knowledge sharing, and ensures an efficient implementation of the new system to enhance institutional processes and student services.
- OTU is progressing with plans for a new residence building, set for completion in 2027. This initiative is being developed in collaboration with various DC resources within Facilities, ensuring coordination and shared expertise. DC's support plays a vital role in optimizing planning, infrastructure, and operational considerations to enhance the student living experience and meet the evolving needs of both institutions.
- A Joint Service Management Agreement results in DC and OTU collaborating and cooperating in the sharing of a number of services in ITS, facilities, security, library, residence, and the annual budget creation and financial reconciliation of shared services and resources.

Summary of Collaborative Efforts between Durham College and Ontario Tech University

- DC and OTU are conducting a cybersecurity maturity audit with Deloitte. The audit will evaluate the strengths and opportunities to improve the shared digital environments and enhance the development of coordinated risk-mitigation strategies.
- DC collaborates with OTU on various joint tender opportunities, ensuring efficient and cost-effective procurement processes. In fiscal 2024/25, this collaboration includes key projects such as Snow Removal and Ice Control Services, Convocation Webcast Services, and Ellucian Banner SaaS Readiness project. By working together, both institutions leverage shared resources and expertise to secure high-quality services that meet institutional needs. These joint efforts enhance operational efficiency, streamline vendor engagement, and reinforce a commitment to strategic procurement practices that benefit both institutions.
- We have enhanced emergency preparedness on the shared campus with the continued investment in security cameras and the upgraded ALERTUS, a powerful audible-visual alerting mass notification and critical communication system
- The Office of Campus Safety completed a joint review of the Emergency Response Plan 2025 to update leadership across both institutions and maintain emergency response capabilities across both institutions.
- The Office of Campus Safety has implemented and maintained mass casualty incident emergency kits and bleed control kits at various North Campus locations, providing resources to “stop the bleed” and enhance overall campus safety.
- The IT Shared Service executed a significant improvement in the Mean-Time-to-Resolve for technology incidents for both institutions. This outcome reflects the value of a coordinated approach, shared tools, aligned practices, and joint problem solving resulting in faster response times and a more reliable technology environment for DC and OTU.

ORIENTATION AND STUDENT LIFE

Supports Goal 2 and 4

- The DC student development team works with the OTU Student Life team to coordinate space/time for orientation programming.
- The DC and OTU Athletics teams, and student governments from both institutions, work together to enhance Campus Cup programming as well as Battle for the Belt events, which host varsity teams in friendly campus competitions.
- The FPIC coordinated student recruitment events with OTU’s IECS, including Curve Lake

Summary of Collaborative Efforts between Durham College and Ontario Tech University

Student Days and the Aboriginal Post-Secondary Information Program (APSIP) outreach events throughout the province.

- FPIC coordinates programming and events with OTU's IECS, including National Day for Truth and Reconciliation and Orange Shirt Day initiatives such as the Sunrise Ceremony at Windfield's Farm lands.
- Host site for internal and external events, including varsity championships, tournaments, orientation/open houses, summer camps and several community events (i.e. First Robotics) are hosted through joint efforts, showcasing the facility and engaging the community.
- Varsity teams share Athletic therapy space and some services supporting healthy student-athletes at both institutions.
- FPIC coordinates programming and events with OTU's IECS team.

CAREER DEVELOPMENT

Supports Goal 4

- On February 6, 2025, DC and OTU hosted a joint winter job fair, and a further education expo was held on September 24, 2025.
- DC and OTU coordinate on-campus employer visits when an organization is looking to hire both college and university graduates.

HEALTH SERVICES

Supports Goal 2 and 4

- DC and OTU Athletics teams partnered on initiatives such as the FEMFLEX Studio, offering an inclusive gym space for women and gender-diverse students.
- DC and OTU Athletics Launched Parasport "Try It" days in the gym/aerobics room featuring wheelchair basketball, sitting volleyball, boccia and goal ball through cooperation of Campus Recreation, Parasport, and the Kinesiology Department at OTU, along with Introducing new DC-OTU sports clubs, including equestrian, ringette, summer cricket and sitting volleyball.
- CRWC programs, promoting physical activity and well-being are coordinated for both DC and OTU students and employees as appropriate.

Summary of Collaborative Efforts between Durham College and Ontario Tech University

- Wellness Coaching services are now focused on supporting varsity student-athletes at DC and OTU, helping them navigate the unique challenges of balancing academics, athletics, and personal well-being. The wellness coach continues to collaborate with the broader CHWC and CRWC teams to promote positive mental health and wellness programming and deliver workshops designed to enhance resilience and overall student well-being at DC and OTU.
- Varsity teams share Athletic therapy space and some services supporting healthy student-athletes at both institutions.
- The Residence Outreach Coordinator positions are jointly funded by the Residence, OTU, and DC
- A comprehensive range of medical services is available to both DC and OTU students, including:
 - Laboratory services
 - Physician and Nursing services
 - Pharmaceutical services – Campus Pharmacy
 - Online booking
 - International Wellness Check-up programs
 - Entry Immunization Forms for work-integrated learning placements
 - Flu, sexual health and food literacy initiatives and clinics
 - ADHD diagnosis and management
 - Mental Health Screening
 - Health Promotions and mental health-focused funded projects such as the Better Together Series.
 - Direct billing for student insurance plans

Summary of Collaborative Efforts between Durham College and Ontario Tech University

INTERNATIONAL

Supports Goal 1, 2, 3, 4

- In partnership with Invest Durham, DC and OTU took part in the 2025 Hannover Messe trade fair in Germany. The two institutions worked together to showcase research and development capabilities to an international audience, creating new industry partnerships with the local business community. DC and OTU worked closely with Invest Durham as well as local political leaders to develop a showcase that highlighted how Durham Region is home to impressive research and development assets, strong industrial clusters, and world-renowned academic institutions.
- Ongoing leadership from DC and OTU through the International Community Partnership (ICP) is strengthening a shared approach and resource base to support international students across the Durham region. The ICP Committee creates a coordinated forum for dialogue among DC, OTU, Trent Durham, and key community stakeholders and service providers. Through this collaboration, ICP facilitates information exchange and practical discussions on housing, transportation, employment during studies, and access to medical, social, and community services for the international student population.
- DC and OTU offered joint workshops for international students at both institutions, including Express Entry with Immigration, Refugees and Citizenship Canada, US visa with US Consulate, Social Insurance Number Clinic with Service Canada, and a tax session with Canada Revenue Agency.
- DC, OTU and Trent Durham have revamped *Durham Region College and University Housing Guide*, which provides incoming learners with a full suite of on-campus and off-campus housing options across the region. The guide is intended to be evergreen, with updated information and resources added regularly. This also dovetails with other initiatives to support housing stability/availability for our shared learners through the joint exploration of new/novel housing intermediaries and providers within the provincial higher education sector.
- OTU and DC are completing joint planning and development of Study in Durham Agent Familiarization Tour in May 2026. The Tour will promote the Durham region as a premiere study destination with a strong focus on showcasing the opportunities, features and benefits to prospects by pursuing education at either / both DC and OTU.

Summary of Collaborative Efforts between Durham College and Ontario Tech University

- Ongoing and planned development of pathway options and promotional planning for programs between DC and OTU continue, given the evolving immigration landscape for international learners and the shared interest in retaining high-quality talent within the local and regional economic development ecosystem.

SENIOR LEADERSHIP AND GOVERNANCE

Supports Goal 2

- Each member of DC and OTU's senior leadership teams meet regularly with their respective counterpart to discuss and resolve any issues that affect both institutions.
- Each year, DC's Institutional Research and Planning team collaborates with OTU colleagues on the collection and validation of data for the preparation of this annual board report on DC-OTU pathways.
- The presidents of DC and Ontario Tech meet regularly to strengthen coordination between the two institutions and ensure alignment on shared priorities. These meetings support collaborative planning, enable timely discussion of emerging issues, and reinforce a unified approach to campus development, student services, and strategic initiatives that benefit both communities.
- The Joint Executive Committee on Institutional Cooperation meets once per term to ensure an effective and collaborative partnership by openly discussing, monitoring, and assessing the implications and opportunities associated with various institutional initiatives and objectives.
 - The membership of the Joint Executive Committee on Institutional Cooperation on Institutional Cooperation has been revised. The updated members include:
 - **Durham College:** VP Academic, VP Finance and CFO, VP Strategic Infrastructure and Campus Safety
 - **Ontario Tech:** VP Academic & Provost, VP Administration, AVP Strategic Planning and Analysis

Report Number: BOG-2026-06

To: Board of Governors

From: Dr. Elaine Popp, President

Date of Report: January 30, 2026

Date of Meeting: February 11, 2026

Subject: Second Update on the 2025-2026 Business Plan

1. Purpose

The purpose of this report is to provide the second of three updates on the 2025-2026 Business Plan.

2. Recommendation

This report is being presented for information only.

3. Background

Consistent with the Board of Governors' 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.

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 Strategic Vision (2025-2030), in support of its purpose, values, goals, and objectives. The Business Plan identifies to the public and provincial government the operational outcomes that the college intends to achieve in the fiscal year. The Ministry of Colleges, Universities, Research Excellence and Security uses the information provided in college business plans for government planning and policy-making purposes.

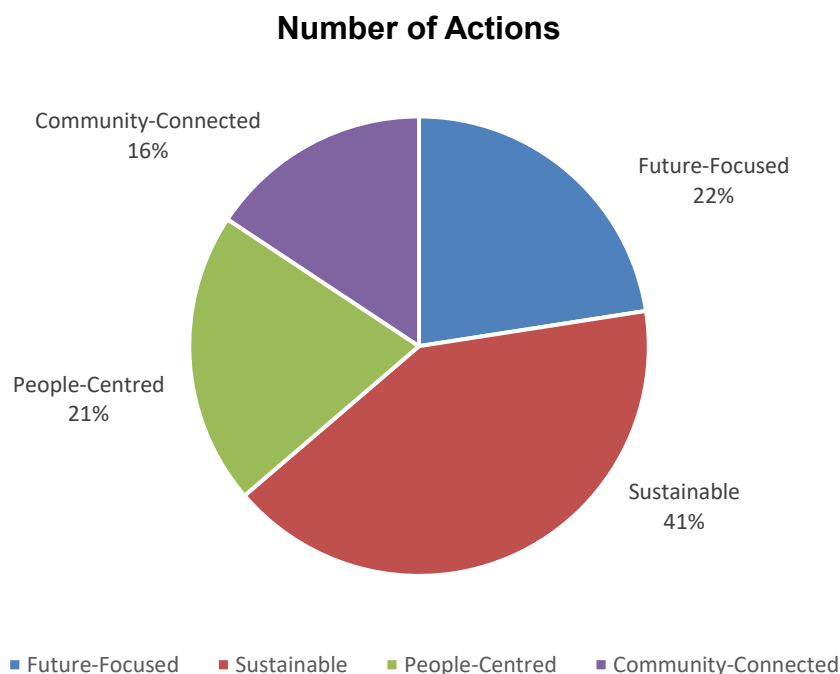
The DC Board of Governors approved the 2025-2026 Business Plan at its meeting on June 11, 2025 (Report BOG-2025-55). The plan was developed with direction, review and guidance from the Executive Leadership Team (ELT), and it represents input from all departments and Faculties. This is the first Business Plan under the 2025-2030 Strategic Vision.

4. Discussion/Options

The following report describes 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 2025-2026 Business Plan Scorecard describes 102 actions the college will undertake 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	23
Sustainable	42
People-Centred	21
Community-Connected	16
Total	102

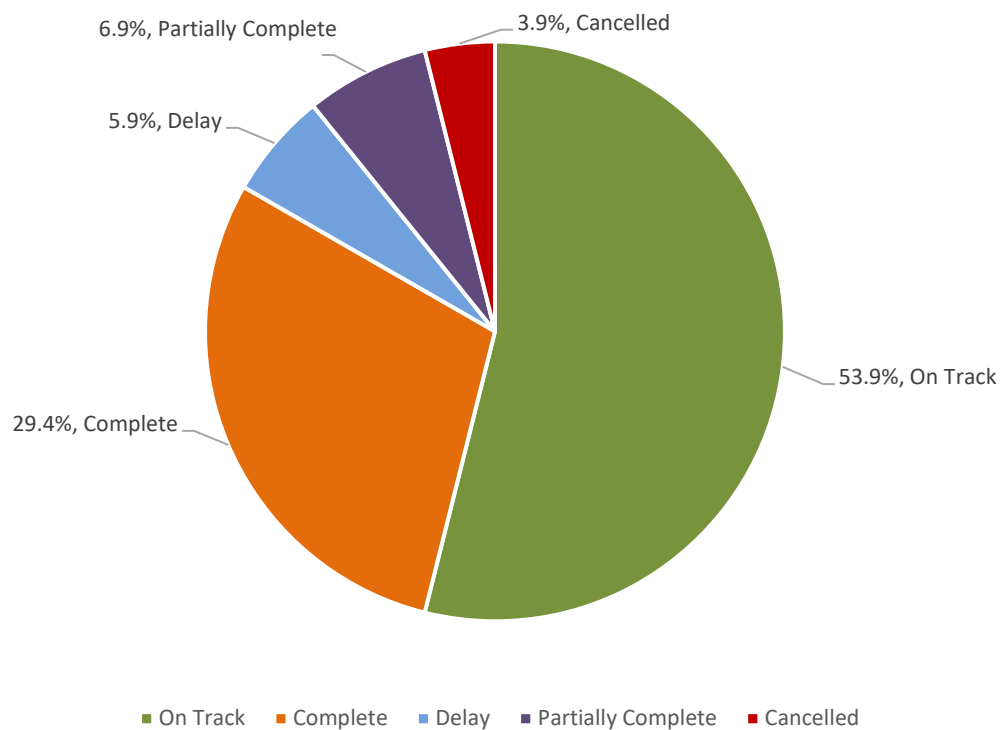


Each action on the scorecard has an indicated status. Table 2 and Graph 2 provides a summary of the status of the college's 102 planned actions.

Table 2 and Graph 2

Status	Enabling Actions	%
On Track	55	53.9%
Complete	30	29.4%
Delay	6	5.9%
Partially Complete	7	6.9%
Incomplete	0	0%
Cancelled	4	3.9%
Total	102	100%

Status of Enabling Actions Status



Refer to Table 3 for detailed updates on actions that are delayed, partially complete, or cancelled. This information is also included in the 2025-2026 Business Plan Scorecard found in the agenda package.

Table 3

<p>Action: 1.1 - iii. Develop and deliver a new skilled-based open enrolment short program that integrates expertise from DC's research hubs with workforce development.</p> <p>Measurement/Milestone:</p> <ul style="list-style-type: none"> Launch a skilled-based, short program for the general public with an industry or academic partner. 	<p>Current Status: Delay Status from Update 1: On Track Completion Date: March 2026</p> <p>Update:</p> <ul style="list-style-type: none"> Due to insufficient enrolment, the launch date of the program has been pushed back to later this year. Marketing and promotional strategies are currently in place to attempt to generate paid registrations.
<p>Action: 1.2 - i. Implement a student course status dashboard widget in DC Connect to support student retention.</p> <p>Measurement/Milestone:</p> <ul style="list-style-type: none"> Embed Course Progress Dashboard widget in all DC Connect academic courses. 	<p>Current Status: Delay Status from Update 1: On Track Completion Date: January 2026</p> <p>Update:</p> <ul style="list-style-type: none"> Widget is currently in development following feedback obtained from prototype sharing. Due to the Full-time Support Staff (FTSS) work stoppage, the widget will now be available for Fall 2026, with a small pilot mid-spring semester.
<p>Action: 1.3 - ii. Establish new Barrett Centre Community Leader Horticulture Scholarships, which include a Work-Integrated Learning (WIL)/community engagement component as an eligibility requirement.</p> <p>Measurement/Milestone:</p> <ul style="list-style-type: none"> Launch 10 new scholarship/WIL bursary opportunities for Skilled Trades and Apprenticeship (STA) and Hospitality and Horticultural Science (HHS) students. 	<p>Current Status: Delay Status from Update 1: On Track Completion Date: January 2026</p> <p>Update:</p> <ul style="list-style-type: none"> The Barrett Foundation was working to adjust their funding strategy and therefore delayed signing new agreements. Due to the delay in the signing of the Barrett Agreement, no new scholarships were awarded. The next scholarships/bursaries will be awarded in the spring and fall of 2026.

<p>Action: 2.1 - v. Continue to adopt Microsoft 365 (MS365) applications and modules to support the continual growth and maturity of information management.</p> <p>Measurement/Milestone:</p> <ul style="list-style-type: none"> • Enable features within MS365 that have zero-cost to advance our records and information management program. • Implement sensitivity labels for email. 	<p>Current Status: Partially Complete Status from Update 1: On Track Completion Date: March 2026</p> <p>Update:</p> <ul style="list-style-type: none"> • Adoption of additional applications such as PowerBI, Org Explorer, Bookings and Learning Activities within MS365 continues. • Some features cannot be implemented until the institution moves to an A5 or Copilot license model.
<p>Action: 2.1 - vi. Explore the possibility of negotiating early payment discounts or rebates with contracted suppliers.</p> <p>Measurement/Milestone:</p> <ul style="list-style-type: none"> • To measure the success of initiating supplier discussions and incorporating early payment discounts into tender documents, track key performance indicators such as the number of suppliers engaged, the percentage offering discounts, total savings achieved, and the implementation of the discount field in bid forms. 	<p>Current Status: Partially Complete Status from Update 1: On Track Completion Date: March 2026</p> <p>Update:</p> <ul style="list-style-type: none"> • Contacted 16 top spend suppliers to discuss the possibility of early payment discounts. To date, none have agreed to implement this. While suppliers acknowledged that receiving payment sooner would be a benefit, they indicated that the interest earned from accelerated cash flow would not offset the cost of offering a 2% discount for Net 10 or a 1% discount for Net 15 compared to the current Net 45-day terms. Will continue to ask for early payment discounts in tendering documents.
<p>Action: 2.3 - i. Enhance operational efficiency through cross-training between the Human Resources (HR) and Payroll teams, supported by the development of comprehensive job aids.</p> <p>Measurement/Milestone:</p> <ul style="list-style-type: none"> • Implement the Cross-Training Completion Rate Metric, which records the percentage of HR and Payroll staff who complete the cross-training. • Implement an Employee Confidence and Satisfaction 	<p>Current Status: Partially Complete Status from Update 1: Partially Complete Completion Date: December 2025</p> <p>Update:</p> <ul style="list-style-type: none"> • This project is on track to be completed by March 31, 2026. • Extended timeline due to the FTSS work stoppage.

<p>Metric through a survey that evaluates confidence in knowledge of processes shared between the department by administering pre- and post-training surveys or feedback forms.</p>	
<p>Action: 2.3 - ii. Improve the efficiency, accuracy, and compliance of Accounts Payable by optimizing payment processing workflows and implementing mandatory staff training.</p> <p>Measurement/Milestone:</p> <ul style="list-style-type: none"> • Realize improved invoice processing time, on-time payment rates and a reduction in errors. • Evaluate training effectiveness through completion rates, post-training error trends, and employee feedback. 	<p>Current Status: Partially Complete Status from Update 1: Partially Complete Completion Date: November 2025</p> <p>Update:</p> <ul style="list-style-type: none"> • Training will be completed by March 31, 2026. Timeline was extended as a result of the FTSS work stoppage.
<p>Action: 2.3 - iii. Develop and implement standardized policies for campus store purchasing and operational practices to optimize inventory planning, improve cost efficiency, promote local vendor selection and ensure consistent service delivery across both campus store locations.</p> <p>Measurement/Milestone:</p> <ul style="list-style-type: none"> • Create a purchasing and markup policy framework to improve efficiency and workload. • Create an operational training manual to support consistent practices across both campus stores. • Ensure all campus store staff are trained on new policies and procedures after manual completion. 	<p>Current Status: Partially Complete Status from Update 1: On Track Completion Date: January 2026</p> <p>Update:</p> <ul style="list-style-type: none"> • Purchasing and markup policy framework has been completed. • Training was delayed due to the FTSS work stoppage, but will be completed by March 31, 2026.

<p>Action: 2.3 - vi. Develop and implement a new project management methodology to ensure a consistent and efficient approach to the project management life cycle.</p> <p>Measurement/Milestone:</p> <ul style="list-style-type: none"> • Create and implement a new project management methodology which includes a five-step approach to taking a new project from concept to successful completion. 	<p>Current Status: Delay Status from Update 1: On Track Completion Date: December 2025</p> <p>Update:</p> <ul style="list-style-type: none"> • Due to resource constraints and project portfolio priorities, we're pausing framework advancement to focus on maintaining our current capabilities to focus on delivering key projects. We'll revisit expansion once resource needs are met.
<p>Action: 2.4 - i. Modernize DC's curriculum management tool to streamline program records, optimize course and program change workflows and enhance quality assurance and continuity during the program lifecycle.</p> <p>Measurement/Milestone:</p> <ul style="list-style-type: none"> • Implement Coursedog Curriculum Management platform to support faculty review and revision of course outlines during Spring/Summer 2025. • Continue work with Coursedog to develop elements for stage two, including analytics, program of study mapping and program guide. 	<p>Current Status: Partially Complete Status from Update 1: Partially Complete Completion Date: September 2025</p> <p>Update:</p> <ul style="list-style-type: none"> • Work to upgrade integration between Coursedog and Banner remains in process; however, winter course outlines are available for faculty and students. Following feedback from academic leadership, major program change and APR processes in Coursedog are being revisited and revised to improve ease of use. Stage two elements will begin in alignment with Coursedog's product development map.
<p>Action: 2.4 - ii. Improve month-end close efficiency by integrating Destiny One or D2L with the Banner system.</p> <p>Measurement/Milestone:</p> <ul style="list-style-type: none"> • Reduce the average number of days to complete the month-end close before and after integration. This action would be measured by tracking and comparing previous month- 	<p>Current Status: Delay Status from Update 1: Delay Completion Date: January 2026</p> <p>Update:</p> <ul style="list-style-type: none"> • CTS is revisiting D2L (Course Merchant) to see if the functionality exists to accept online credit card payments rather than use Destiny One. If payment capability is available through Course Merchant, Destiny One will be sunset. Finance and CTS will work together to have payments

<p>end timelines to the new timelines.</p> <ul style="list-style-type: none"> • Increase the data transfer accuracy by reducing the percentage of data discrepancies between Destiny One/D2L and Banner. This would be tracked by auditing the data for errors before and after the integration. 	<p>from Course Merchant automatically loaded into Banner. Revised implementation date: June 30, 2026.</p>
<p>Action: 2.4 - v. Upgrade the existing Campus Store website to optimize Bookware's available functionalities and enhance the overall e-commerce experience. This will include improving site reporting, mobile device usability, inventory accuracy, and user navigation to better support students and staff and to align with improved service delivery.</p> <p>Measurement/Milestone:</p> <ul style="list-style-type: none"> • Successful upgrade of the Campus Store website to Bookware's ARROW program. • Track and create a baseline for e-commerce conversion rates, audience exposure, customer engagement and promotion tracking. • Decrease user support requests and inquiries by 25% after three months from deployment. 	<p>Current Status: Partially Complete Status from Update 1: On Track Completion Date: January 2026</p> <p>Update:</p> <ul style="list-style-type: none"> • The website content and catalogue have been updated. Outdated and irrelevant content has been archived. New website launch date is slated for February 2, 2026.
<p>Action: 2.4 - viii. Implement the Coursedog Scheduling module to support term-based academic scheduling and room bookings.</p> <p>Measurement/Milestone:</p> <ul style="list-style-type: none"> • Configure the system to schedule each academic term, develop and validate scheduling workflows, and 	<p>Current Status: Cancelled Status from Update 1: Delay Completion Date: March 2026</p> <p>Update:</p> <ul style="list-style-type: none"> • The Course Dog Scheduling project has been cancelled. We have initiated a new project using Infosilem Academic.

<p>create and deliver training materials for end users.</p>	
<p>Action: 3.1 - i. Establish a consistent and inclusive approach to recognizing significant dates and responding to major external events.</p> <p>Measurement/Milestone:</p> <ul style="list-style-type: none"> • Develop and secure approval for a Days of Awareness (DOA) Policy. • Launch annual consultation with DC Leadership Team for calendar planning. • Publish communication guidelines to support institutional responses to external events. 	<p>Current Status: Delay Status from Update 1: On Track Completion Date: November 2025</p> <p>Update:</p> <ul style="list-style-type: none"> • Due to the FTSS work stoppage, priorities shifted, and consultations could not take place. • Consultation for draft policy and 2026 DOA calendar is in process, and will be reviewed by DCLT in February 2026.
<p>Action: 3.1 - vi. Conduct an employee engagement survey.</p> <p>Measurement/Milestone:</p> <ul style="list-style-type: none"> • Design and administer survey, provide survey results and support action planning. 	<p>Current Status: Cancelled Status from Update 1: On Track Completion Date: March 2026</p> <p>Update:</p> <ul style="list-style-type: none"> • Additional research was conducted on external vendors to administer the engagement survey. • Reviewed to determine the use of internal resources (ORSIE) vs. an external vendor (cost, resources & anonymity). • Due to resourcing constraints and timing concerns, the decision was made to cancel this item.
<p>Action: 3.4 - i. Introduce a centralized student peer training and development framework to create a more coordinated, efficient, and impactful peer programming system.</p> <p>Measurement/Milestone:</p> <ul style="list-style-type: none"> • Develop and implement a unified, evidence-based peer 	<p>Current Status: Cancelled Status from Update 1: On Track Completion Date: March 2026</p> <p>Update:</p> <ul style="list-style-type: none"> • This project was delayed due to staffing reductions, reassigned roles, and service disruptions related to the FTSS work stoppage.

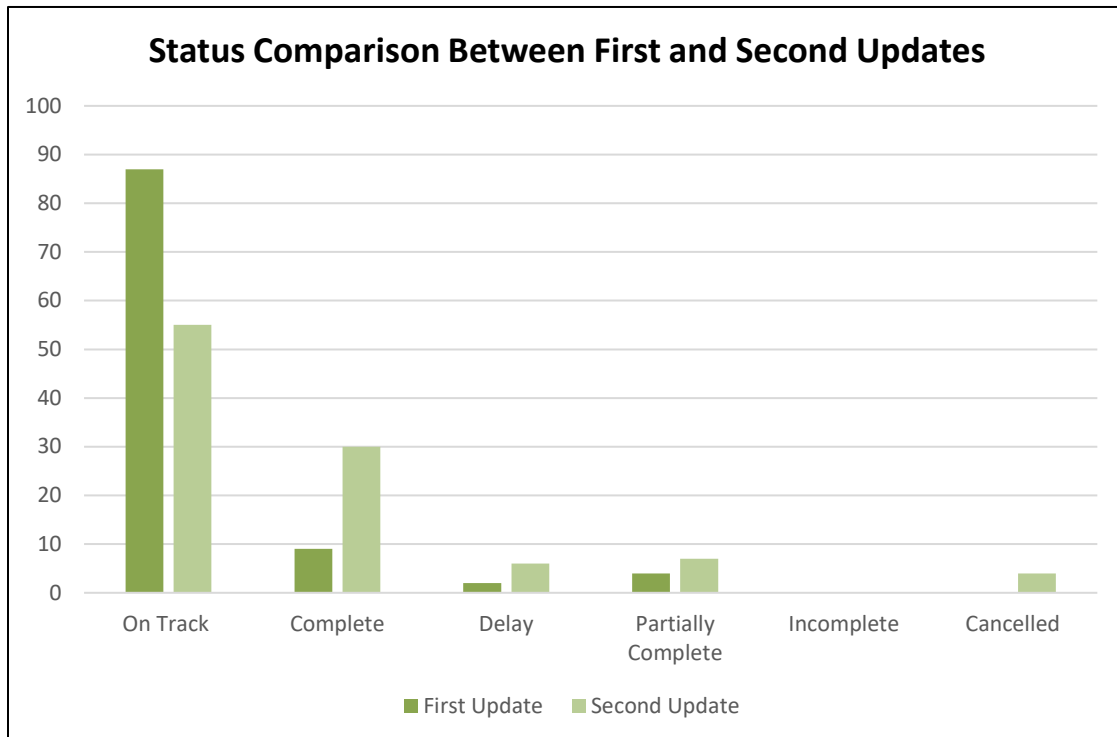
<p>training and supervision framework across all Student Affairs departments</p> <ul style="list-style-type: none"> • Finalize a peer training manual in collaboration with all Student Affairs departments by December 2025 • Pilot the new training framework with two departments prior to full implementation (Student Development and Campus Health and Wellness Centre). 	<ul style="list-style-type: none"> • These factors contributed to the inability to host peer staff and student placements, leaving insufficient capacity to progress the work. • Priority adjustments for staff have prevented further development of the project. • Action cancelled due to staffing changes and adjustments in work prioritization.
<p>Action: 3.5 - i. Enhance communication with prospective job candidates about working at DC.</p> <p>Measurement/Milestone:</p> <ul style="list-style-type: none"> • Create content, design and disseminate branded resource with employment-related highlights. 	<p>Current Status: Cancelled Status from Update 1: On Track Completion Date: December 2025</p> <p>Update:</p> <ul style="list-style-type: none"> • This item was delayed in the fall due to resourcing constraints and the FTSS work stoppage. • With additional resourcing constraints now in place in HR, along with the reduced hiring due to budget pressure, the decision was made to cancel this initiative.

This second update to the 2025-2026 Business Plan highlights that significant progress is being made on actions across the college. With 55 actions on track, and 30 more actions completed, 83.3 per cent of actions are either on track or completed.

Table 4 and Graph 3 provides a status comparison between the first update and the second update.

Table 4 and Graph 3

Status	First Update	Second Update
On Track	87	55
Complete	9	30
Delay	2	6
Partially Complete	4	7
Incomplete	0	0
Cancelled	0	4
Total	102	102



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

Enabling action 2.2 iii ensures the completion of the updated Campus Master Plan (CMP). The related measure is: CMP is substantially completed, reflecting DC and Ontario Tech University's strategic priorities and needs.

This action is currently on track for completion by March 2026.

7. Implications for Ontario Tech University

The following enabling actions intersect with Ontario Tech University:

Enabling Action	Measure	Current Status
2.1 vii Identify college-wide cost reductions in housekeeping, while maintaining Association of Physical Plant Administrators (APPA) housekeeping standards at a level 3.	Through changing standards, cleaning methods and ongoing process improvements, realize incremental reduction in housekeeping costs, resulting in \$500K savings.	On Track
2.2 iii Ensure the completion of the updated Campus Master Plan (CMP).	CMP is substantially completed, reflecting DC and Ontario Tech University's (Ontario Tech) strategic priorities and needs.	On Track
4.5 i Support Ontario Tech's Enterprise Resource Planning software transformation by enabling separation of institutional data, assist in contract planning, and developing foundational integrations to prepare for their transition to Software as a Service (SaaS).	Key data separation and integration milestones achieved; support activities documented.	On Track

4.5 ii Resolve long-standing User Account provisioning challenges.	Present a documented plan to secure the agreement of DC and Ontario Tech to resolve longstanding account provisioning challenges, and strategic alignment.	On Track
4.5 iii Improve Cybersecurity of the DC and Ontario Tech technology environment.	Execute an improved vulnerability management program. Address any findings arising from cyber audits and penetration tests.	On Track
4.5 iv Formalize GR coordination with Ontario Tech.	Create and establish coordination and information sharing protocols with Ontario Tech.	On Track

8. Relationship to the Strategic Plan/Business Plan

The 2025-2026 Business Plan supports the 2025-2030 Strategic Vision, including the purpose of transforming lives, building careers, and enriching communities. It also helps DC live our values of collaboration, diversity and inclusion, excellence, innovation, integrity, respect and social responsibility. Furthermore, this Business Plan aligns with the goals and objectives outlined in the strategic vision.

Our four goals are:

1. **Future-Focused** - Be the first and best choice as a globally recognized leader in delivering the innovative lifelong learning that students, communities, and industries need most.
2. **Sustainable** - Be intentional and align our efforts to adapt, thrive, and achieve our ambitions and ensure long-term sustainability.
3. **People-Centred** - Be an equity-driven and inclusive environment where everyone feels supported, can realize their full potential, and truly belongs.
4. **Community-Connected** - Be purposefully connected locally and globally to deepen our impact and drive social and economic progress.



2025-2026 Business Plan Scorecard

Beginning April 1, 2025, ending March 31, 2026

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

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

Objective	#	Enabling Action	Measure	Completion Date (drop-down)	Status (drop-down)	Update 2 (BOG meets on Wednesday, February 11)	Magnitude / Impact (drop-down)	Responsible - Primary (drop-down)
GOAL 1: Future-focused - Be the first and best choice as a globally recognized leader in delivering the innovative lifelong learning that students, communities, and industries need most.								
1.1 We will attract a diverse range of students by offering a comprehensive program mix that anticipates and fulfills workforce needs.	i.	Launch new programs that meet labour market demands and student and community expectations.	Launch seven new programs by fall 2025: - Interior Decorating Ontario College Diploma; - Electric Drive Vehicle Technician Ontario College Diploma; - Mental Health for Healthcare Workers Local College Certificate; - Business Analyst Local College Certificate; - Electrician 309a/309c Level 2; - Human Resources Local College Certificate; and - Taxation and Auditing Local College Certificate.	September 2025	Complete	Completed in previous update period.	College-wide and Community	Vice President, Academic and Students
	ii.	Develop a labour market dashboard framework to support strategic decision-making for new program development and enrolment planning.	- Delivery of a prototype labour market dashboard that includes key labour market indicators through consultation with stakeholders.	March 2026	On Track	-In January 2026, the team will update the dashboard with the newest release of occupational data from Lightcast, incorporate any additional feedback, and plan to move forward with the release.	College-wide	Vice President, Academic and Students
	iii.	Develop and deliver a new skilled-based open enrolment short program that integrates expertise from Durham College's (DC) research hubs with workforce development.	- Launch a skilled-based, short program for the general public with an industry or academic partner.	March 2026	Delay	-Due to insufficient enrolment, launch date of the program has been pushed back to later this year. Marketing and promotional strategies are currently in place to attempt to generate paid registrations.	College-wide and Community	Vice President, Academic and Students
	iv.	Support digital transformation in program delivery through the development and conversion of courses to online delivery.	- Convert two courses to online delivery in 911 Emergency and Call Centre Communications Program. - Convert three programs to online delivery.	March 2026	On Track	-12 courses in Geographical Information Systems for Data Analytics beginning development; Five of six courses for Mental Health for Healthcare Workers Local College Certificate have been completed; Office Administration cluster remain in development for full online delivery with 22 of 27 courses completed; One communications and one general education course are complete.	College-wide	Vice President, Academic and Students
	v.	Lead an integrated, multi-channel content strategy aligned with institutional priorities to enhance program visibility and stakeholder engagement.	- Use a strategic content calendar to identify and address content gaps. - Create at least one new content asset for all signature/priority programs and 75% of all programs. - Repurpose content across channels and equip internal teams with branded assets.	March 2026	On Track	- 76% (109/143) programs have new program-specific news content. - 85% (45/53) Signature and Priority programs have new program-specific news content.	College-wide and Community	President

Objective	#	Enabling Action	Measure	Completion Date (drop-down)	Status (drop-down)	Update 2 (BOG meets on Wednesday, February 11)	Magnitude / Impact (drop-down)	Responsible - Primary (drop-down)
	vi.	Implement enhanced recruitment strategies to meet total and first-choice direct and non-direct application goals in alignment with the Enrolment Management Plan (EMP).	- Increase off-campus recruitment activities by 3.9% (total: 527). - Conduct 160 on-campus activities. - Establish engagement with guidance heads from Kawartha Pine Ridge District School Board and Toronto District School Board for on-campus experiences. - Increase attendance at Mature Student Event by 10% (+12 attendees; +4 applications), event date is Dec. 2 & 3, 2025. - Launch community-based engagement in three key areas with three events per region. - Improve drip communication strategy and increase click-through rate to 1.4%.	March 2026	On Track	- Thus far, off-campus activities have increased by 12% (421 versus 377 at the same time last year); - Conducted 93 on-campus activities, approximately 20 activities did not happen due to the FTSS work stoppage. - Hosting guidance and teachers from KPRDSB on campus in March 2026. Presented to 35 guidance counsellors from the TCDSB. - The second annual Mature Student event took place on December 2 and 3, 2025, where we hosted 167 guests and processed 63 new applications, representing a 75% YOY increase. - Launched 13 community based events in summer 2025 where we hosted recruitment events in the Centennial, Fleming and Loyalist catchment areas where program suspensions are high. We engaged with 64 customers and processed 22 new applications. Six more of these events are booked in Quinte West, Markham and Scarborough in February and March 2026. - Monthly email drip strategy click-through rate is currently at 1% and on track to meet the overall goal of 1.4%.	College-wide and Community	President
	vii.	Strengthen short-form video strategy to support recruitment and brand visibility.	- Publish 30 repurposed social videos as YouTube Shorts. - Create and publish 12 new short-form program videos. - Increase YouTube subscribers by 10% (from 7,999 to 8,799). - Increase Shorts engaged views by 10% (from 15,500 to 17,000).	March 2026	On Track	-Published a total of 52 social videos to DC's YouTube account, resulting in more than 44,400 views. -Short-form program video editing continues. program video project has commenced and will produce eight additional new short-form program videos. -Increased YouTube subscribership 3.6% to 8,292. -Increased shorts engagement views by 200% - exceeding 10% goal.	College-wide and Community	President
	viii.	Further diversify the international student population by meeting increased enrolment targets from China and across Africa.	- Enroll 40 new (semester 1) students from East Asia and 160 from Africa across the spring, fall, and winter intakes.	March 2026	On Track	Enrolment Updates - Spring 2025: 2 Enrolments from East Asia and 22 Enrolments from Africa - Fall 2025: 18 Enrolments from East Asia 157 Enrolments from Africa Application Updates: - January 2026: 31 applications from East Asia and 764 applications from Africa (as at Jan 12 2026) Note that Post Day-10 enrolment to be provided at Update 3.	College-wide	Associate Vice President, Enrolment and International Education

Objective	#	Enabling Action	Measure	Completion Date (drop-down)	Status (drop-down)	Update 2 (BOG meets on Wednesday, February 11)	Magnitude / Impact (drop-down)	Responsible - Primary (drop-down)
	ix.	Develop and implement a new digital marketing strategy, along with an operational plan, within the International Recruitment office, in collaboration with C+M and Enrolment Services.	-Launch of the Digital Marketing Strategy -Launch of Region-specific operational plans. -Staff training delivered and business process developed. -Salesforce Marketing Cloud operationalized within International Recruitment (lead capture, segmentation and campaigns)	March 2026	On Track	- Formal inclusion within Canadian Bureau for International Education (CBIE) Learn Canadian campaign finalized, marketing materials and brand guidelines incorporated. Collaboration between the IE office, C+M and the CBIE Learn Canadian team established. - Penultimate draft of International digital marketing strategy and operational plan submitted for review in December 2025. Final International digital marketing strategy anticipated for completion by Jan 30th. - Requirements gathering completed (September 2025) by region with each IR team member. Region-specific recruitment presentations developed, digital requirement plans are under development. - IE staff completed training in summer and fall 2025 on digital request submission tools, guidelines/requirements, submission processes and approvals. Region-specific Salesforce QR codes for new prospect lead capture and digital engagement finalized with the Salesforce Team and launched in December 2025.	College-wide	Associate Vice President, Enrolment and International Education
1.2 We will drive excellence in teaching and learning by leveraging emerging technologies and industry trends to develop durable skills for a complex world.	i.	Implement a student course status dashboard widget in DC Connect to support student retention.	- Embed Course Progress Dashboard widget in all DC Connect academic courses.	January 2026	Delay	-Widget is currently in development following feedback obtained from prototype sharing. Due to the FTSS work stoppage, the widget will now be available for Fall 2026, with a small pilot mid-spring semester.	College-wide	Vice President, Academic and Students
	ii.	Create a comprehensive program to enhance faculty skills in developing and delivering courses in online, hybrid, flexible or hyflex modalities.	- Develop and launch Digital@DC Institute for faculty.	March 2026	Complete	-Digital Course Design micro-credential approved; Course material, activities, and assessments were developed; launching in spring 2026.	College-wide	Vice President, Academic and Students
1.3 We will expand high-impact experiential learning and career connections through applied research, academic partnerships, work-integrated learning and global experiences.	i.	Explore opportunities to create co-ops in degree programs to meet student expectations and increase opportunities for industry experience.	- Investigate and create a co-op implementation plan for existing degree programs. Develop resources and strategy to support co-op planning for future degrees.	March 2026	On Track	- Research into degree structure for mandatory co-op operationalization is underway. - Further discussion at Degree Council will take place over the coming months to identify advantages, discipline nuances, and challenges.	College-wide and Community	Vice President, Academic and Students

Objective	#	Enabling Action	Measure	Completion Date (drop-down)	Status (drop-down)	Update 2 (BOG meets on Wednesday, February 11)	Magnitude / Impact (drop-down)	Responsible - Primary (drop-down)
	ii.	Establish new Barrett Centre Community Leader Horticulture Scholarships, which include a Work-Integrated Learning(WIL)/community engagement component as an eligibility requirement.	- Launch 10 new scholarship/WIL bursary opportunities for Skilled Trades and Apprenticeship (STA) and Hospitality and Horticultural Science (HHS) students.	January 2026	Delay	-The Barrett Foundation was working to adjust their funding strategy and therefore delayed signing new agreements. -Due to this delay in signing of the Barrett Agreement,no new scholarships were awarded. -The next scholarships/bursaries will be awarded in the spring and fall of 2026.	College-wide and Community	Vice President, Academic and Students
	iii.	Successfully deliver new Collaborative Online International Learning (COIL) projects across a minimum of three Faculties.	- Online COIL module completed by participating faculty. - Eight COIL projects successfully delivered.	March 2026	On Track	WorldVision Foundation partnership agreement completed in support of Queen Elizabeth Scholars program. Partnership agreement and planning in progress for Erasmus-funded Faculty Exchange in April 2026 (IMC Krems, Austria) Planned COILs for Winter 2026 include - Fine Arts: England - Business - Supply chain: Netherlands - Business – Marketing: Netherlands - Journalism: South Africa - Early Childhood Education: United Kingdom	College-wide and Community	Associate Vice President, Enrolment and International Education
	iv.	Explore and assess expansion of co-op opportunities for post-secondary students.	- Surveys launched and feedback received to inform decision making. Create and launch feedback surveys for three groups: (1) students who voluntarily opt out of their program’s co-op/work term option; (2) students who successfully complete their co-op/work term; and (3) employers who hire DC co-op/work term students.	September 2025	Complete	Completed in previous update period.	College-wide and Community	Vice President, Academic and Students
1.4 We will enhance student success by providing outstanding services and optimal learning spaces.	i.	Develop a retention framework for Professional and Part-time Learning (PPL) students that includes PPL specific retention and progression definitions.	- A documented retention framework for PPL students that enables the measurement of student progression and retention rates.	March 2026	On Track	-PPL continues to collect input and revisions from stakeholders on the draft framework.	Department/Faculty	Vice President, Academic and Students

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	ii.	Develop and pilot, through a retention working group, proactive initiatives for full-time students that foster student success and engagement, ensuring increased retention through meaningful connections and tailored interventions.	-Streamline student-facing communications for increased effectiveness. -Implement a student services action plan to better align available services to each stage of the student journey.	March 2026	On Track	-A final plan that outlines a series of recommendations at both the institutional and Faculty levels was completed and shared with stakeholders across the college, including Program Coordinators, ALT, Enrolment Advisory Committee, and the Durham College Leadership Team (DCLT). The next steps involve continuing to work with institutional departments via the Retention Working Group to establish firm timelines, monitor and support completion for the implementation of each recommendation as well as leading a Faculty Task Force to develop and pilot initiatives that foster student success and engagement and lead to increased retention.	College-wide	Vice President, Academic and Students
	iii.	Improve the DC Cares webpage to streamline inquiries and service access.	- Finalize content plan by July 2025. - Include at least 15 key service areas and 15 FAQs. - Define and publish service response standards. - Conduct a post-launch review within six weeks.	September 2025	Complete	New page launched in October, including service response standards. A post-launch assessment of new page layout and content completed, and recommended updates implemented. The revised page now includes 26 FAQs.	College-wide and Community	President
	iv.	Provide employees and students access to modern Windows operating systems to support student learning.	- All Windows-based student, staff and faculty-facing devices are migrated to the new operating system. - Where migration requires budget, establish a plan for those devices to be migrated before January 2027.	March 2026	Complete	All computers not eligible for Windows 11 upgrade are covered by Windows 10 extended support coverage, and are flagged for replacement in fiscal 2026-2027, subject to capital funding request approval.	College-wide	Vice President, Strategic Infrastructure and Campus Safety
	v.	Enhance the Office of the Registrar’s (RO) overall student communication plan by embedding campus service supports and clear next steps into all communications to better guide students throughout their academic journeys.	Review and complete all updates relating to the following communications in collaboration with the Retention Working Group: - Failed Course Comm - Academic Progression - Know Before You Go - Welcome Back Dean's Letter	September 2025	Complete	A Welcome Back Dean’s letter concept was drafted, but reconsidered in light of the Retention Working Group's plans to review student communications more broadly.	Department/Faculty	Associate Vice President, Enrolment and International Education

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	vi.	Support proactive graduation audits and provide guidance for review of students who are off track in fulfilling their program requirements.	- Create training modules and job aids covering proactive graduation policies, graduation date tracking, and review procedures for students who do not qualify for graduation. Work with Faculties to ensure all involved with student progression are equipped to conduct consistent reviews, as required, during the graduation audit cycle.	March 2026	On Track	The policy was updated, and the revised five-year graduation timelines have been finalized and shared with all Academic Advisors and Coordinators to support academic planning. Communication regarding students deemed ineligible has also been enhanced, with the audience expanded to include those who have been audited but have not yet applied. In addition, development of the How to Audit procedure is underway, with completion expected in February, at which point the finalized process will be shared with Faculty offices along with training opportunities to support implementation.	College-wide	Associate Vice President, Enrolment and International Education
1.5 We will activate and celebrate our alumni network as ambassadors and mentors.	i.	Celebrate and amplify alumni stories to inspire and build community through social media and digital channels.	- Create eight new alumni content features (one per Faculty). - Increase overall alumni-related content engagement rate by 2% to 8%.	March 2026	On Track	-Three “Day in the Life” posts are currently in development, showcasing alumni at work: -Two social media videos (HHS, SET) -One carousel post (BIT) -13 new content pieces created to date, including featuring blogs as social media content, alumni spotlights, and celebrating success stories. -Currently at a 4.8% engagement rate (which is a 1% decrease from last reporting period, we're still tracking towards our goal but due to the cancellation of Fall Convocation, there was less alumni content posted).	College-wide and Community	President
	ii.	Strengthen relationships with alumni by fostering meaningful engagement opportunities that encourage connection, pride, and active involvement in the college community.	- Conduct Alumni Brand Discovery to identify gaps and areas of improvement. - Launch alumni engagement campaign to reconnect with alumni community. - Increase app membership to 12,000.	March 2026	On Track	- Alumni Brand Discovery (Phase one of three) is complete. Report was received from vendor with summary of consultations and recommendations. Phase two has begun with first meeting held with internal stakeholders to build alignment. - DC Connect app membership is currently at 12,307 users.	College-wide and Community	Vice President, Corporate Services and Chief Financial Officer
GOAL 2: SUSTAINABLE - Be intentional and align our efforts to adapt, thrive and achieve our ambitions and ensure long-term sustainability.								
2.1 We will seek innovative solutions to support our financial health.	i.	Launch International English Language Testing System (IELTS) as a new testing offering for the college to strengthen financial sustainability.	- Registrant intake initiated. - Deliver 350 IELTS exams.	March 2026	On Track	- Tests continue to run Tuesday through Saturday. To date, 266 exams have been completed.	College-wide	Vice President, Academic and Students
	ii.	Launch 3D animation services, targeting large retailers and advertising agencies that lack in-house capabilities.	- A minimum of four proposals submitted to new clients.	March 2026	On Track	- Meetings with prospective clients have been secured. Three formal proposals/quotes have been submitted to prospective or existing clients.	College-wide	Vice President, Academic and Students
	iii.	Identify new streams of revenue generation using Centre for Craft Beverage Innovation (CCBI) infrastructure and expertise.	- A minimum of four revenue-generating proposals submitted to clients.	March 2026	On Track	- 18 SDF applications have been submitted, two tied directly to CCBI.	College-wide and Community	Vice President, Academic and Students

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	iv.	Streamline timekeeping processes by transitioning contract staff to Web Time Entry systems.	- Decrease in manual time entry tasks by Payroll – this will be measured by the reduction of manual entries before and after implementation. Reduction in time entry errors – this will be measured by the reduced amount of time to audit the time entry records for discrepancies and reconciling.	September 2025	Complete	Completed in the previous update period.	College-wide	Vice President, Corporate Services and Chief Financial Officer
	v.	Continue to adopt Microsoft 365 (MS365) applications and modules to support the continual growth and maturity of information management.	- Enable features within MS365 that have zero-cost to advance our records and information management program. - Implement sensitivity labels for email.	March 2026	Partially Complete	- Adoption of additional applications such as PowerBI, Org Explorer, Bookings and Learning Activities within MS365 continues. Some features cannot be implemented until the institution moves to an A5 or Copilot license model.	College-wide	Vice President, Corporate Services and Chief Financial Officer
	vi.	Explore the possibility of negotiating early payment discounts or rebates with contracted suppliers.	- To measure the success of initiating supplier discussions and incorporating early payment discounts into tender documents, track key performance indicators such as the number of suppliers engaged, the percentage offering discounts, total savings achieved, and the implementation of the discount field in bid forms.	March 2026	Partially Complete	- Contacted 16 top spend suppliers to discuss the possibility of early payment discounts. To date, none have agreed to implement this. While suppliers acknowledged that receiving payment sooner would be a benefit, they indicated that the interest earned from accelerated cash flow would not offset the cost of offering a 2% discount for Net 10 or a 1% discount for Net 15 compared to the current Net 45-day terms. Will continue to ask for early payment discounts in tendering documents.	Department/Faculty	Vice President, Corporate Services and Chief Financial Officer
	vii.	Identify college-wide cost reductions in housekeeping, while maintaining Association of Physical Plant Administrators (APPA) housekeeping standards at a level 3.	- Through changing standards, cleaning methods and ongoing process improvements, realize incremental reduction in housekeeping costs, resulting in \$500K savings.	March 2026	On Track	- The agreed-upon level of service is being maintained, and the operating budget is monitored to stay within the allocated limits. On track to achieve \$500K in savings.	College-wide	Vice President, Strategic Infrastructure and Campus Safety
	viii.	Expand donor base by acquiring new supporters to ensure long-term financial sustainability.	- Identify and engage 10 new donors. - Track donor metrics quarterly to refine outreach tactics. - Identify five new alumni leaders.	March 2026	On Track	- 14 new prospects identified, four new prospects engaged. - Five new Alumni Leaders secured, with seven additional prospects in the pipeline.	College-wide and Community	Vice President, Corporate Services and Chief Financial Officer

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	ix.	International Education (IE) will implement solutions to diversify and grow funding sources for international projects, partnerships and education abroad.	-Create an IE fund development toolkit to support increased proposal submission, response, and success rate for international education and capacity development project opportunities. -Create IE business processes to support integrated global growth opportunities (recruitment, projects and partnerships) that lead to greater efficiency of pursuits within IE.	March 2026	On Track	-Erasmus-funded faculty exchange completed in November 2025 with InHolland University of Applied Sciences (Netherlands). Refer to the update in 1.3 regarding the new Erasmus-funded planning and partnership with IMC Krems (Austria). -Conducted IE training sessions with IR/ICRs to increase awareness of IE and CTS capabilities and identify new in-market opportunities. -50% CIGan Project Profiles redeveloped for use in rapid response Expressions of Interest and proposals to non-CIGan funders, with additional profiles planned for development by the target date. -New presentations and marketing materials are being developed for unsolicited use. -Internal opportunity assessment processes are under development to rapidly assess new, non-traditional education, training and capacity development opportunities. -New model for recent agreements was piloted to support net new enrolment, namely, (a) Oxford International Digital Institute (OIDI) Online English Language Pathway Agreement; (b) Hainan MoU to explore pathways into current SCS programs and specialized short programs.	College-wide and Community	Associate Vice President, Enrolment and International Education
2.2 We will embed multi-year, pan-institutional planning into our work to respond to evolving challenges and opportunities.	i.	Negotiate the successful completion of the new Strategic Mandate Agreement for 2025-2030 (SMA4).	- Fully execute SMA4.	September 2025	Complete	Completed in the previous update period.	College-wide	Vice President, Academic and Students
	ii.	Enable long-term financial planning by implementing multi-year budget functionality within the FAST budget module.	- Configure and activate the multi-year planning feature within the FAST budget module. - Collaborate with budget stakeholders to define data structures, assumptions, and reporting requirements for five-year projections. - Migrate and validate current financial data to populate the five-year budget plan. - Train end users on inputting, reviewing, and analyzing multi-year budget data within the system.	March 2026	On Track	-This project is on track to be completed by March 2026 and have an initial five-year plan loaded by April 1, 2026 for internal Finance use.	College-wide	Vice President, Corporate Services and Chief Financial Officer
	iii.	Ensure the completion of the updated Campus Master Plan (CMP).	- CMP is substantially completed, reflecting DC and Ontario Tech University's (Ontario Tech) strategic priorities and needs.	March 2026	On Track	-CMP draft documents are complete. -Activities continue into late January, including pop-up sessions & a joint DC-Ontario Tech Town Hall. -On track to complete	College-wide and Community	Vice President, Strategic Infrastructure and Campus Safety

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	iv.	Develop and implement a campus-wide space management strategy based on the findings of the Educational Consulting Services study.	- Develop a new space request approval process and a rubric to evaluate the submissions. - Develop a strategy for reviewing the use of campus office space for those employees with hybrid work arrangements. - Communicate updates and changes to the college community.	October 2025	Complete	The Space Management Rubric has been finalized and provides a framework for evaluating and allocating space based on objective criteria. A Space Committee has been established with representation from key stakeholders across the organization. The committee has been meeting on a regular cadence to review space requests, resolve allocation conflicts, and ensure alignment with organizational priorities and the newly developed rubric. Additionally, a draft space allocation process has been created and is currently being piloted alongside existing space management workflows. This parallel execution approach allows the committee to identify gaps, refine procedures, and validate the effectiveness of the new process before full implementation, while ensuring continuity of current space management operations. Campus wide notifications and communications have been ongoing as well. All items within the measure have been completed, and is now a matter of growing maturity, comprehensiveness, and execution.	College-wide	Vice President, Strategic Infrastructure and Campus Safety
	v.	Develop and implement a multi-year capital budget.	- Develop a multi-year plan to inform the replacement of specific building infrastructure and elements, supporting all requests for new capital, utilizing prioritization data from condition assessments.	October 2025	Complete	Completed in the previous update period.	College-wide	Vice President, Strategic Infrastructure and Campus Safety
	vi.	Develop a system to maintain external relationships to promote awareness and reputation of DC.	- Establish a system to track engagement with key stakeholders, including changes in membership. - Create a process to identify and leverage campus events and activities for GR purposes.	March 2026	On Track	-The government relations database is being used regularly to track contact data and engagement activities with all federal, provincial, and municipal government officials. -With the retirement of the Vice President, People, Equity, and External Relations (VP PEER) in the fall, this action will now be managed by our newly hired, Executive Director, Strategic Reporting and Government Relations (starting February 3, 2026), and will be a focus in the winter semester. -Possible approaches to identifying campus events and activities that can be leveraged for GR purposes have been noted, and will be reviewed by the new Executive Director.	College-wide and Community	President

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	vii.	Develop a government relations digital strategy and supporting documentation to advocate for DC, our students and our sector.	- Create a digital strategy to amplify advocacy messaging. - Create a guidance document for employees on lobbying activity and reporting requirements.	March 2026	On Track	-With the retirement of the VP PEER in the fall, this action will now be managed by our newly hired, Executive Director, Strategic Reporting and Government Relations (starting February 3, 2026), and will be a focus in the winter semester. -Completed high level brainstorming on potential strategic initiatives to strengthen digital advocacy messaging and inform the employee lobbying guidance document; materials will be reviewed by the incoming Executive Director.	College-wide and Community	President
	viii.	Develop a five-year recovery plan as required under the Ministry of Colleges, Universities, Research Excellence and Security College Financial Accountability Framework.	- Create a five-year financial recovery plan that includes budget and cash flow projections and obtain Board approval.	June 2025	Complete	Completed in the previous update period.	College-wide	Vice President, Corporate Services and Chief Financial Officer
2.3 We will continuously evaluate and refine processes to enhance the student experience and support our teams.	i.	Enhance operational efficiency through cross-training between the Human Resources (HR) and Payroll teams, supported by the development of comprehensive job aids.	- Implement the Cross-Training Completion Rate Metric, which records the percentage of HR and Payroll staff who complete the cross-training. -Implement an Employee Confidence and Satisfaction Metric through a survey that evaluates confidence in knowledge of processes shared between the department by administering pre- and post-training surveys or feedback forms.	December 2025	Partially Complete	- This project is on track to be completed by March 31, 2026. Extended timeline due to Full Time Support Staff (FTSS) work stoppage.	Department/Faculty	Vice President, Corporate Services and Chief Financial Officer
	ii.	Improve the efficiency, accuracy, and compliance of Accounts Payable by optimizing payment processing workflows and implementing mandatory staff training.	- Realize improved invoice processing time, on-time payment rates and a reduction in errors. - Evaluate training effectiveness through completion rates, post-training error trends, and employee feedback.	November 2025	Partially Complete	- Training will be completed by March 31, 2026. Timeline was extended as a result of the FTSS work stoppage.	College-wide	Vice President, Corporate Services and Chief Financial Officer
	iii.	Develop and implement standardized policies for campus store purchasing and operational practices to optimize inventory planning, improve cost efficiency, promote local vendor selection and ensure consistent service delivery across both campus store locations.	- Create a purchasing and markup policy framework to improve efficiency and workload. - Create an operational training manual to support consistent practices across both campus stores. - Ensure all campus store staff are trained on new policies and procedures after manual completion.	January 2026	Partially Complete	-Purchasing and markup policy framework has been completed. Training was delayed due to the FTSS work stoppage, but will be completed by March 31, 2026.	Department/Faculty	Vice President, Corporate Services and Chief Financial Officer
	iv.	Work with departments to create automated workflow processes, maximizing MS365 applications, and improving the user experience for current students.	- Move all student-facing forms that support actively enrolled students to MyDC (from public-facing websites) for easy access and to enhance security. - Create forms and processes for actively enrolled students to remove the need for Adobe.	March 2026	On Track	- Work has begun with the RO's office to determine what forms needs to be updated and moved to MyDC.	College-wide	Vice President, Corporate Services and Chief Financial Officer

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	v.	Improve customer experience at the Service Desk for anyone submitting support requests.	- Decrease Mean Time to Resolution (MTTR) for support requests. - Develop a monthly support ticket dashboard review to track performance.	February 2026	Complete	Completed with ITS Update #2. - Customer Survey response rating is 4.84 out of 5. - MTTR is now 83 hours (incident tickets, calendar 2025). - Regular support ticket reviews continue. - Customer Satisfaction monitoring continues.	College-wide and Community	Vice President, Strategic Infrastructure and Campus Safety
	vi.	Develop and implement a new project management methodology to ensure a consistent and efficient approach to the project management life cycle.	- Create and implement a new project management methodology which includes a five-step approach to taking a new project from concept to successful completion.	December 2025	Delay	-Due to resource constraints and project portfolio priorities, we're pausing framework advancement to focus on maintaining our current capabilities to focus on delivering key projects. We'll revisit expansion once resource needs are met.	College-wide and Community	Vice President, Strategic Infrastructure and Campus Safety
	vii.	Review and update the college's current service desk model to provide better customer service as well as fast and efficient response times.	- Create and promote a new email account that will better prioritize urgent facilities-related calls. - Implement a follow-up process which will allow users to understand the timeline required to action specific requests.	September 2025	Complete	Completed in the previous update period.	College-wide	Vice President, Strategic Infrastructure and Campus Safety
	viii.	Improve tracking of and reporting on professional development (PD) spending.	- Implement Banner solution.	March 2026	On Track	- Banner forms to be used have been identified.	College-wide	President
	ix.	Implement Employee Self-Service options in Banner HR.	- Department attendance and personal information updates available to users in self-service, and employee training on use complete.	December 2025	Complete	-Self-service launched on December 1. -Item is now complete.	College-wide	President
	x.	Enhance case management processes for student complaints.	- Launch updated Human Rights Complaint Case Management process. - Launch updated sexual violence (SV) complaint case management process.	March 2026	On Track	-Privacy Impact Assessment (PIA) approved for Human Rights Complaints Case Management Database; supporting documents piloted. -PIA approved for SV Disclosures Case Management Database; development of supporting documents is ongoing.	College-wide	President

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	xi.	Review options for third-party service providers, to refine and enhance employee services.	- Review current Employee and Family Assistance Program provider, and recommend options. C59 -Review absence management supports and external service provider options. If favourable, roll out administration of new support program.	March 2026	Complete	- Employee communications, including a dedicated page on ICE, launched on November 25. - Service transition to Homewood Health is complete. - Information sessions on available services for employees and managers held in December and continue in January. -Item is now complete.	College-wide	President
	xii.	Leveraging funding acquired from ONCAT, enhance the transfer database to improve the credit transfer process and align with the long-term goal of shifting transfer evaluation to the pre-admission stage.	- Review, update, and add at least 200 new equivalencies to the student information system, reducing the expected wait time for credit transfer from the current four to six weeks to two to four weeks.	March 2026	On Track	As of January 2026: - 699 equivalency requests have been reviewed - 607 have been approved - 92 have been denied - 156 are awaiting evaluation by the Faculty Office Following project completion in July 2026, the impact on the timeliness of credit transfer decisions will be assessed through a formal evaluation report.	College-wide	Associate Vice President, Enrolment and International Education
	xiii.	Design and document a standardized process for academic staff to review course equivalencies and pre-requisites.	- Develop clear procedures, user guidelines, and standardized reports or dashboards. Pilot the process with at least two Faculties and incorporate feedback before full rollout.	March 2026	On Track	RO is generating a workflow, in combination with the CTL Course Dog implementation, to ensure that Faculties are aware of the process.	College-wide	Associate Vice President, Enrolment and International Education
	xiv.	Establish a consistent, student-centred inquiry process across the RO.	- Create and implement a standardized student inquiry process across all RO departments, supported by a procedure document and flowcharts to ensure 100% of front-line staff are trained and able to respond to student inquiries consistently.	March 2026	On Track	RO/IE, in collaboration with IT Services and Q Flow, is finalizing updates to the Q Flow systems used by RO/IE and the Computer Commons. These enhancements include improved student interactions at in person kiosks and streamlined service categories and reporting options for staff.	Department/Faculty	Associate Vice President, Enrolment and International Education
2.4 We will invest in innovative tools, resources, and infrastructure to ensure the future optimization of our programs, services, and work.	i.	Modernize DC's curriculum management tool to streamline program records, optimize course and program change workflows and enhance quality assurance and continuity during the program lifecycle.	- Implement Coursedog Curriculum Management platform to support faculty review and revision of course outlines during Spring/Summer 2025. -Continue work with Coursedog to develop elements for stage two, including analytics, program of study mapping and program guide.	September 2025	Partially Complete	-Work to upgrade integration between Coursedog and Banner remains in process; however, winter course outlines are available for faculty and students. Following feedback from academic leadership, major program change and APR processes in Coursedog are being revisited and revised to improve ease of use. Stage two elements will begin in alignment with Coursedog's product development map.	College-wide	Vice President, Academic and Students

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	ii.	Improve month-end close efficiency by integrating Destiny One or D2L with the Banner system.	- Reduce the average number of days to complete the month-end close before and after integration. This action would be measured by tracking and comparing previous month-end timelines to the new timelines. - Increase the data transfer accuracy by reducing the percentage of data discrepancies between Destiny One/D2L and Banner. This would be tracked by auditing the data for errors before and after the integration.	January 2026	Delay	- CTS is revisiting D2L (Course Merchant) to see if the functionality exists to accept online credit card payments rather than use Destiny One. If payment capability is available through Course Merchant, Destiny One will be sunset. Finance and CTS will work together to have payments from Course Merchant automatically loaded into Banner. Revised implementation date: June 30, 2026.	Department/Faculty	Vice President, Corporate Services and Chief Financial Officer
	iii.	Strengthen and streamline the student collections process by aligning communication and escalation timelines with key academic dates and improving outreach efficiency.	- Collaborate with Enrolment Services to align collection timelines with critical academic milestones. - Standardize the issuance schedule of collection letters across all three semesters. - Consolidate demand letters from three to two, incorporating a third-party voice drop program to enhance outreach. - Establish consistent timelines for referring overdue accounts to third-party collection agencies each semester.	September 2025	Complete	Completed in the previous update period.	Department/Faculty	Vice President, Corporate Services and Chief Financial Officer
	iv.	Implement an Accounts Payable (AP) and General Ledger (GL) integration between Bookware and Banner to improve financial reporting and timely reconciliations.	- Successful deployment of AP and GL integrations between Bookware and Banner. Completely eliminate the manual time required to enter daily transactional details and reduce time required to trouble shoot reporting discrepancies.	March 2026	On Track	- Supporting documents for the integration have been completed. We are waiting on the project roadmap from Carleton Technologies (Bookware). We continue to work with the vendor to have this completed by fiscal year end.	Department/Faculty	Vice President, Corporate Services and Chief Financial Officer
	v.	Upgrade the existing Campus Store website to optimize Bookware's available functionalities and enhance the overall e-commerce experience. This will include improving site reporting, mobile device usability, inventory accuracy, and user navigation to better support students and staff and to align with improved service delivery.	- Successful upgrade of the Campus Store website to Bookware's ARROW program. - Track and create a baseline for e-commerce conversion rates, audience exposure, customer engagement and promotion tracking. - Decrease user support requests and inquiries by 25% after three months from deployment.	January 2026	Partially Complete	-The website content and catalogue have been updated. Outdated and irrelevant content has been archived. New website launch date is slated for February 2, 2026.	Department/Faculty	Vice President, Corporate Services and Chief Financial Officer

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	vi.	Complete implementation of baseline Banner Self-Service 9 (SSB 9) to replace unsupported Banner 8 functionality, improve accessibility, and enhance user experience across student, faculty, and employee services.	- All core baseline modules transitioned to SSB 9 and available in production	March 2026	Complete	Completed with ITS Update #2. - Key SSB9 functionality for HR, faculty and student advisors was implemented on December 1, 2025. - Limited SSB8 links and applications remain active to support college operations. The benefits to DC outweigh the risks, which are minimal. - Experience mobile app is available to students and employees. -Item is now complete.	College-wide and Community	Vice President, Strategic Infrastructure and Campus Safety
	vii.	Implement alternate offer functionality in Banner to allow students who do not meet the admission requirements for their selected program to be automatically assessed and extended offers for eligible alternate programs.	- Completion of the functional system configuration for Banner business rule configuration, testing with Ontario College Application Service, staff training, procedures documentation, training and training video, and a communication plan for applicants.	March 2026	On Track	Configuration was slightly delayed due to the complexity of implementing the mature student category for applicant eligibility. The plan is to begin after the winter start-up is complete, with the expectation to have this functionality active for the highest demand programs by the end of March 2026.	College-wide	Associate Vice President, Enrolment and International Education
	viii.	Implement the Coursedog Scheduling module to support term-based academic scheduling and room bookings.	- Configure the system to schedule each academic term, develop and validate scheduling workflows, and create and deliver training materials for end users.	March 2026	Cancelled	The Course Dog Scheduling project has been cancelled. We have initiated a new project using Infosilem Academic.	College-wide	Associate Vice President, Enrolment and International Education
2.5 We will integrate environmentally sustainable practices across all campuses and locations.	i.	Achieve Bee Campus certification to promote sustainable and pollinator-friendly practices across all campus locations.	- Partner with Bee City Canada and complete the certification process.	October 2025	Complete	- Application was submitted and approved. DC now has the Bee Campus designation.	College-wide and Community	Vice President, Corporate Services and Chief Financial Officer
	ii.	Organize a Sustainability Week event that promotes environmental stewardship through community-led initiatives and engagement.	- Successfully plan and launch the Sustainability Week event. - Engage with participants across both campuses, including staff, students, community and partners and increase Green Impact team membership by 20%.	March 2026	On Track	- Green Impact Team membership has increased by 25%. The event planning meeting was postponed to January 16 due to scheduling conflicts. An event plan will be finalized and duties will be assigned during the meeting.	College-wide and Community	Vice President, Corporate Services and Chief Financial Officer
	iii.	Develop and publish a sustainability guide that includes tips for living and working in a sustainable manner.	- Complete and publish the guide. - Distribute the guide to the campus community and engage with a minimum of three different internal departments for input and feedback.	March 2026	On Track	-The draft template for the guide is complete. We are working with three campus stakeholders for their input and review.and will engage with others for a final review once the full draft of the guide is complete.	College-wide	Vice President, Corporate Services and Chief Financial Officer

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

Objective	#	Enabling Action	Measure	Completion Date (drop-down)	Status (drop-down)	Update 2 (BOG meets on Wednesday, February 11)	Magnitude / Impact (drop-down)	Responsible - Primary (drop-down)
3.1 We will nurture our organizational culture, where students, employees, alumni and partners feel welcomed, valued, respected, and part of our community.	i.	Establish a consistent and inclusive approach to recognizing significant dates and responding to major external events.	- Develop and secure approval for a Days of Awareness (DOA) Policy. - Launch annual consultation with DC Leadership Team for calendar planning. - Publish communication guidelines to support institutional responses to external events.	November 2025	Delay	-Due to the FTSS work stoppage, priorities shifted, and consultations could not take place. -Consultation for draft policy and 2026 DOA calendar is in process, and will be reviewed by DCLT in February 2026.	College-wide and Community	President
	ii.	Strengthen internal communications by enhancing key channels and improving employee access to timely, relevant information.	- Conduct an internal survey in fall 2025 to assess DC Digest’s effectiveness. - Implement a minimum of three targeted improvements based on feedback. - Develop and pilot a centralized internal events calendar. - Assess ICE homepage and subpages with stakeholder input and provide a phased implementation plan.	March 2026	On Track	Internal survey was conducted in the fall and is now closed. Review of feedback is underway and will guide improvements to DC Digest and ICE in the winter. The public-facing calendar has been upgraded with improved functionality. It will be added to ICE as part of the migration process to SharePoint by March 2026.	College-wide	President
	iii.	Co-lead establishment of an Equity, Diversity and Inclusion (EDI) Institutional Action Plan grounded in consultations with equity-deserving communities and informed by best practices in the sector.	- EDI Institutional Action Plan launched. - Complete first annual report required under Strengthening Accountability and Student Supports Act - Bill 166.	March 2026	On Track	-Supplemental reports on experiences of equity at DC by equity deserving groups are finalized. Draft EDI Action Plan is in development. -First report under Bill 166 is complete. Public posting and submission to the Ministry is complete.	College-wide and Community	President
	iv.	Coordinate a Community of Practice with local organizations serving equity-deserving groups to 1) deliver services to employees and students; 2) provide recommendations on development/ enhancement of programs, policies and practices; and 3) facilitate community access to DC facilities and expertise.	- Community of Practice launched with a minimum of 10 agencies serving a variety of equity-deserving communities in the Durham Region.	March 2026	On Track	- Community of Practice meeting regularly with 12 community partner members	College-wide and Community	President
	v.	Increase opportunities for students and employees to learn about the lived experiences of equity-deserving communities	- Lead and/or facilitate at least 15 days and/or months of awareness to recognize equity-deserving groups.	March 2026	On Track	- Initiatives for 13 Days/Months of Awareness recognizing equity-deserving groups have been completed, led by OEDI.	College-wide and Community	President
	vi.	Conduct an employee engagement survey.	- Design and administer survey, provide survey results and support action planning.	March 2026	Cancelled	- Additional research conducted on external vendors to administer the engagement survey. - Reviewed to determine the use of internal resources (ORSIE) vs. an external vendor (cost, resources & anonymity). - Due to resourcing constraints and timing concerns, the decision was made to cancel this item.	College-wide	President
	vii.	Enhance employee mental health awareness training.	- Implement Working Mind training for managers and begin roll out to other employee groups.	March 2026	Complete	- Mental Health First Aid (all employees) and The Working Mind (managers) continue to be scheduled monthly. - HR hosted sessions for managers on how to support their employees as they transition back to work following the FTSS work stoppage.	College-wide	President

Objective	#	Enabling Action	Measure	Completion Date (drop-down)	Status (drop-down)	Update 2 (BOG meets on Wednesday, February 11)	Magnitude / Impact (drop-down)	Responsible - Primary (drop-down)
3.2 We will expand Indigenous-led programs and initiatives to better support students and employees in upholding Indigenous rights and continuing the journey toward reconciliation.	i.	Design a framework that interweaves Indigenous ways of knowing and being with the principles of the Science of Learning to facilitate the development of holistic, traditional and evidence-informed approaches to teaching and learning.	-Launch the Braiding Learning framework and initiate revised professional development structure for faculty.	March 2026	Complete	- "Braiding Learning: A Teaching Framework Reimagined" and "Braiding Knowledge: An Educator Growth Program" (professional development framework) was presented at the Fall Academic PD Day. Two associated micro-credentials opportunities have been approved: "Mindful Curriculum" and "Innovative Engagement".	College-wide	Vice President, Academic and Students
	ii.	Partner with the Mississaugas of Scugog Island First Nation (MSIFN) to provide community employment services directly on the reserve in Port Perry. This collaboration will address specific local needs and barriers to employment through customized workshops, skills training, and individualized one-on-one support.	- Serve eight members from the MSIFN community.	March 2026	Complete	- Five workshops/ info sessions have been delivered on the MSIFN reserve, engaging small groups of four to eight members in each session. -This action is now complete.	College-wide and Community	Vice President, Academic and Students
	iii.	Deliver a new Indigenous Awareness Training Series for DC employees focused on reconciliation, history, and working with Indigenous students.	- Develop and launch a minimum of one Indigenous Awareness Training Series Workshop by late fall 2025. - Facilitate a minimum of two training sessions by winter 2026 with group sizes that encourage interactive discussion. - Achieve a minimum 75% satisfaction rate based on anonymous post-session surveys. - Publish a minimum of two follow-up learning resources on ICE to support ongoing engagement.	March 2026	Complete	- Feedback from the post-session survey indicated all participants agreed that the workshop helped them understand the purpose and importance of a personal land acknowledgement. - Participant feedback indicated 100% satisfaction rate. - Two learning resources have been posted to ICE: "Land Acknowledgement Cheat Sheet" and "ICDC Lunch & Learn: Land Acknowledgements".	College-wide	Vice President, Academic and Students
	iv.	Develop an Indigenous Identity Authentication policy and procedure for onboarding new employees.	- Convene policy and procedure working group in collaboration with the Indigenization Council, policy and procedure drafted and approved by DCLT.	March 2026	On Track	- Workplan and draft verification form will be presented to the Indigenization Council in January.	College-wide	Vice President, Academic and Students
3.3 We will review and enhance policies and practices to address inequities, deepen knowledge, and strengthen capacity to better support the needs of students and employees.	i.	Enhance DC community members knowledge, skills, and resources to uphold human rights obligations and facilitate equity and inclusion.	- Create and deliver one sexual violence and one human rights-related learning opportunity for students. - Create and deliver one sexual violence and one human rights-related learning opportunity for employees. - Pilot workshop request process. - Sexual Violence section of the Office of Equity, Diversity and Inclusion (OEDI) website enhanced.	March 2026	On Track	- One human rights-related learning opportunity delivered for students - One SV-related learning opportunity delivered to students. -One human rights related training delivered to managers. -One SV-related training scheduled for winter 2026. -Enhancements to SV section of OEDI website underway.	College-wide	President

Objective	#	Enabling Action	Measure	Completion Date (drop-down)	Status (drop-down)	Update 2 (BOG meets on Wednesday, February 11)	Magnitude / Impact (drop-down)	Responsible - Primary (drop-down)
	ii.	Identify and remove barriers to participation in athletics and recreation by expanding access, increasing targeted outreach and developing inclusive programming tailored to underserved student populations.	- Complete an audit of past group fitness programming and wellness activities and create a new plan that better aligns with student interests, participation trends, and available resources. -Open a women's identifying only workout space at the Campus Recreation and Wellness Centre. - Partner with Parasport Ontario on expanding our accessible sport options and run a "try it week" at our athletic facilities.	March 2026	On Track	- FEMFLEX is now regularly open to students (14 hours per week); 429 check-ins for fall 2025. - Parasport "Try It" events scheduled and sitting volleyball tournament scheduled to take place in winter through a partnership with Parasport; Joe Milage of Parasport attended an industry experts session with DC Sports Management. - Introduced fall fitness class schedule with new programming for group fitness, including Qigon, Mat Pilates and Spin & Core.	College-wide	Vice President, Academic and Students
	iii.	Develop a Workplace Accommodations policy and procedure.	- Convene policy and procedure working group, policy and procedure drafted and approved by DCLT.	March 2026	On Track	- Consultations to commence in January.	College-wide	President
	iv.	Develop and deliver employee recruitment and selection best practices training, including the topic of unconscious bias.	- Training module built and implemented, available to employees in an asynchronous format.	March 2026	On Track	- First draft of content for the module has been created, and is ready for team review and then approval. - Next step is to import content into Brightspace and test for usability.	College-wide	President
3.4 We will empower students and employees to reach their full potential by being leaders in skill development, career advancement, and lifelong learning.	i.	Introduce a centralized student peer training and development framework to create a more coordinated, efficient, and impactful peer programming system.	- Develop and implement a unified, evidence-based peer training and supervision framework across all Student Affairs departments - Finalize a peer training manual in collaboration with all Student Affairs departments by December 2025 - Pilot the new training framework with two departments prior to full implementation (Student Development and Campus Health and Wellness Centre).	March 2026	Cancelled	- This project was delayed due to staffing reductions, reassigned roles, and service disruptions related to the FTSS work stoppage. - These factors contributed to the inability to host peer staff and student placements, leaving insufficient capacity to progress the work. - Priority adjustments for staff have prevented further development of the project. -Action cancelled due to staffing changes and adjustments in work prioritization.	College-wide	Vice President, Academic and Students
	ii.	Develop and deliver training program for new and aspiring managers.	- Launch of program for new managers, plan and develop professional development program for aspiring managers. - Evaluate success of program through follow-up with attendees.	March 2026	On Track	- Fall 2025 cohort launched on November 7 with 12 participants. Program includes three in-person training days and three online modules, including a capstone project and presentation. - Second cohort participants have been identified, and sessions are scheduled to take place in the winter semester:	College-wide	President

Objective	#	Enabling Action	Measure	Completion Date (drop-down)	Status (drop-down)	Update 2 (BOG meets on Wednesday, February 11)	Magnitude / Impact (drop-down)	Responsible - Primary (drop-down)
	iii.	Develop faculty-facing resources to support the development of digital literacy and confidence in integrating GenAI skills in teaching and learning activities to mirror and meet the needs of the changing world of work.	- A minimum of three resources will be developed and launched. - A minimum of two new workshops will be developed and facilitated.	March 2026	Complete	-New workshops launched include: "Reimagining Representation: AI, Bias, and the Educator's Role", "Creating a Welcoming Course Environment", and "Creating Imagery for Courses Using Adobe Express". All new workshops incorporate GenAI components to promote capacity building through active, directed engagement. -A new five-module micro-credential, "Generative AI: Pedagogy and Practice" has been approved and will be developed in spring 2026 for launch in fall 2026.	College-wide	Vice President, Academic and Students
	iv.	Improve practices to deepen knowledge by developing and implementing safe work programs and a training matrix for our employees to ensure they are provided the appropriate training for their specific work.	- Complete a minimum of five Safe Work Programs, including guidelines (i.e. Asbestos Management, Hazardous Waste Management, Respirator Program and Contractor Safety Program). - Broad communication will be provided to the whole campus community on ICE with further targeted communication to specific stakeholders (i.e. students, faculty and administrative departments) regarding implementation. - In addition, complete a job-specific training matrix for facilities that will be communicated through ICE or a shared folder to ensure current and new employees are aware of the training required for their specific duties (e.g. working from heights, transportation of dangerous goods, etc.).	March 2026	Complete	- All five Safe Work Programs are now completed and are in the monitoring phase. These Safe Work Programs include: - Asbestos Management Program - Respirator Program - Hazardous Wase Manual - Contractor Safey Program - PPE and attire -Item is now complete.	College-wide	Vice President, Corporate Services and Chief Financial Officer
3.5 We will retain and attract top talent and be an employer of choice.	i.	Enhance communication with prospective job candidates about working at DC.	- Create content, design and disseminate branded resource with employment-related highlights.	December 2025	Cancelled	-This item was delayed in the fall due to resourcing constraints and the FTSS work stoppage. -With additional resourcing constraints now in place in HR, along with the reduced hiring due to budget pressure, the decision was made to cancel this initiative.	College-wide and Community	President
	ii.	Streamline initial employee onboarding through expanded use of the Cornerstone system.	- Implement the onboarding module, including a branded welcome page and digitized offer letters.	December 2025	Complete	- Modules in cornerstone are now in place for new staff.	College-wide	President
GOAL 4: COMMUNITY CONNECTED - Be purposefully connected locally and globally to deepen our impact and drive social and economic progress.								
4.1 We will enable economic and social development by establishing and nurturing relationships with industry, community organizations, donors, and government.	i.	Build internal GR capacity and coordination	- Create a clearance protocol to triage requests to and from government.	March 2026	On Track	-With the retirement of the VP PEER in the fall, this action will now be managed by our newly hired, Executive Director, Strategic Reporting and Government Relations (starting February 3, 2026), and will be a focus in the winter semester. -Initial scoping will be reviewed by the new Executive Director.	College-wide and Community	President

Objective	#	Enabling Action	Measure	Completion Date (drop-down)	Status (drop-down)	Update 2 (BOG meets on Wednesday, February 11)	Magnitude / Impact (drop-down)	Responsible - Primary (drop-down)
	ii.	Utilize IE in-country presence / global access to identify prospective partners and opportunities that can support local and regional economic development by working across DC.	- Marketing tools co-developed between IE and Corporate Training Services (CTS) that ensure consistent and accurate presentation of DC-wide capabilities. - Shared business processes between IE and CTS created to support lead generation, assessment and actioning.	March 2026	Complete	-IE used the CTS materials shared earlier in the cycle to develop an updated partnership presentation for ongoing use by the International Projects and Partnerships team. - This presentation was later adapted for the Dean’s recruitment visit to Kenya, ensuring CTS service offerings were included for partner and agency awareness. -IE and CTS also collaborated on a potential opportunity with Ahram Canadian University (ACU) in Cairo. The initial discussions provided useful insight into ACU’s needs and DC’s potential fit. -Following several meetings with ACU and the Egyptian Trade Commissioner, the decision was made for CTS to continue the opportunity independently. -Both areas remain committed to sharing international business leads and advising each other as appropriate.	College-wide	Associate Vice President, Enrolment and International Education
	iii.	Cultivate innovative partnerships that extend beyond traditional funding relationships, fostering meaningful, long-term collaborations within our community.	- Grow three strategic partnerships with Chambers/BOTs, OPG and Lakeridge Health to foster shared impact and long-term engagement - Identify one new strategic partnership	March 2026	Complete	-Three chambers events took place on campus this past fall. A New and Notable regarding the Chamber's partnership was published online and an updated agreement is currently being reviewed. -DC is collaborating with Ontario Tech and OPG on discussions for a new partnership, with the initial meeting taking place in January 2026. -The Lakeridge Health Gala was successfully hosted in the DC gym in October 2026. - Lakeridge Health's Nightshift event planning is underway for 2026, and DC hosted a scenario planning session on campus in Dec 2025. The event is set for April 30th, 2026. We are currently exploring the possibility of receiving a percentage of proceeds from the Nightshift event. -New partnership was developed with the Children's Aid Foundation to offer volunteer opportunities for DC staff to support our community.	College-wide and Community	Vice President, Corporate Services and Chief Financial Officer
	iv.	Build and strengthen long-term, mutually beneficial relationships with clients, industry partners, and community organizations through focused business development and collaboration.	- A minimum of 10 proposals, requests for proposals, or quotes submitted for new business.	March 2026	Complete	-Over 30 proposals have been submitted across various sectors. -This action is now complete.	College-wide and Community	Vice President, Academic and Students
	v.	Develop a community relations framework to help support successful partnerships.	- Create and implement a revised community relations framework outlining at least three KPIs for partnership success.	March 2026	On Track	- Community Relations framework has been developed, identifying key areas for DC to support. Communication materials for website and ICE updates are being created and rollout is anticipated for February 2026.	College-wide and Community	Vice President, Corporate Services and Chief Financial Officer

Objective	#	Enabling Action	Measure	Completion Date (drop-down)	Status (drop-down)	Update 2 (BOG meets on Wednesday, February 11)	Magnitude / Impact (drop-down)	Responsible - Primary (drop-down)
4.2 We will enrich our communities by creating meaningful connections with our student and employee expertise and providing access to our facilities.	i.	Through Community Employment Services, deliver targeted workshops and individualized support to newcomers and racialized community members, leveraging staff expertise to help participants overcome employment barriers, build resilience, and enhance their ability to obtain and retain meaningful employment.	- Deliver 10 workshops to support community members.	March 2026	On Track	- Delayed due to the FTSS work stoppage and the hiring of a PT Employment Specialist replacement (new employee started January 5, 2026); however, remaining workshops are still targeted for completion by March 31, 2026.	College-wide and Community	Vice President, Academic and Students
	ii.	Collaborate with community stakeholders to host impactful on-campus events.	- Host a minimum of two events with Lakeridge Health partners, utilizing campus facilities and spaces.	March 2026	Complete	- Neuro-Development Treatment Training completed in September 2025 with Royal Victoria Regional Health Centre. Both events considered a success.	College-wide and Community	Vice President, Academic and Students
4.3 We will champion social responsibility by fostering a culture of community engagement and volunteerism.	i.	Promote community volunteer opportunities to employees and students.	- Establish a process to intake volunteer opportunities from community organizations. - Create a communications protocol to share volunteer opportunities with employees and students.	March 2026	On Track	- Partnership with the Children's Aid Foundation was established, with over 50 DC staff members volunteering at the Holiday Wrap for Hope campaign on behalf of the Durham Children's Aid Society on December 29, 2025. - Protocol to share volunteer opportunities with employees was developed for the Holiday Hope Campaign, and will be refined with C+M and HR based on key learnings and staff survey results. - Information will be shared via ICE in March.	College-wide and Community	Vice President, Corporate Services and Chief Financial Officer
4.4 We will pursue applied research opportunities that respond to the needs and issues that matter to industries and communities	i.	Identify and explore strategic opportunities to deliver cybersecurity services to the defence sector.	-A minimum of two memoranda of understanding with strategic partners signed. -A minimum of one project in defence sector initiated. -A minimum of two trade shows or information sessions attended that align cybersecurity services with priorities of defence sector.	March 2026	On Track	-Reviewing MoU with a cybersecurity firm; refined strategy to support Defence Sector for their compliance needs. -Created Go-To Market plan for Defence Industrial base customers. -Investigating controlled goods program.	College-wide and Community	Vice President, Academic and Students
	ii.	Initiate commissioning of new Mixed Reality Capture (MRC) Studio virtual production lab funded through Canada Foundation for Innovation.	-Develop architectural designs.	March 2026	On Track	- Preliminary concept designs have been created. Partnership discussions are ongoing for contributions to facility. Initial discussions initiated with DC's Facilities Department, waiting on vacancy of AVP Facilities to continue.	College-wide	Vice President, Academic and Students
	iii.	Focus AI Hub Technology Access Centre operations on generating net profit through new revenue generation streams.	- A minimum of three revenue generating proposals submitted.	March 2026	Complete	Completed in the previous update period.	Department/Faculty	Vice President, Academic and Students

Objective	#	Enabling Action	Measure	Completion Date (drop-down)	Status (drop-down)	Update 2 (BOG meets on Wednesday, February 11)	Magnitude / Impact (drop-down)	Responsible - Primary (drop-down)
	iv.	Execute and support three projects funded by the College and Community Social Innovation Fund (CCSIF): 1. “Bridging the gap” 2. “Community-based exercise intervention” 3. “Raising resilient families”	- Undertake data collection with community members and mental healthcare providers and complete secondary data analysis of Ontario Shores patients’ sociodemographic data. - Coordinate a 12-week community-based exercise intervention with Ontario Shores patients at the Abilities Centre. Collect and analyze data. - Implement the model of care through a train-the-trainer model, ensure infant simulators are embedded in the community for parent training, and disseminate outcomes to relevant stakeholders. Complete the final report required by the Tri-Agency.	March 2026	On Track	-All projects are on track: Project one and two are partnering with Ontario Shores and working through REB approval and data sharing prior to additional data collection and analysis starting January 2026. -The third project undertook knowledge sharing of outcomes over the fall, presenting at numerous community venues. Project will wrap up by the end of January 2026.	College-wide and Community	Vice President, Academic and Students
4.5 We will deepen our partnership with Ontario Tech University to elevate our competitive advantage as an educational hub of excellence.	i.	Support Ontario Tech’s Enterprise Resource Planning software transformation by enabling separation of institutional data, assist in contract planning, and developing foundational integrations to prepare for their transition to Software as a Service (SaaS).	- Key data separation and integration milestones achieved; support activities documented.	March 2026	On Track	- Data separation activities continue, with the next database refresh taking place early January as planned. - Reviewing Ontario Tech integrations and customizations with Ellucian and the university, to ensure transparent information sharing and documented processes.	College-wide and Community	Vice President, Strategic Infrastructure and Campus Safety
	ii.	Resolve long-standing User Account provisioning challenges.	- Present a documented plan to secure the agreement of DC and Ontario Tech University to resolve longstanding account provisioning challenges, and strategic alignment.	January 2026	On Track	- Pending documentation and final testing, updated account provisioning will be moved to production systems in late January, after start-up. - Continuing to engage with vendors on a longer-term plan for a viable solution, in partnership with Ontario Tech.	College-wide and Community	Vice President, Strategic Infrastructure and Campus Safety
	iii.	Improve Cybersecurity of the DC and Ontario Tech University technology environment.	- Execute an improved vulnerability management program. - Address any findings arising from cyber audits and penetration tests.	March 2026	On Track	- Ongoing Ontario Tech Cybersecurity maturity assessment. - Executed annual phishing campaign for all staff and facilities. - Supported external auditors in the Finance and IT audit. - Extended the vulnerability management scope and continue to remediate vulnerabilities. - Network pen test four remaining findings have remediation plans. Target date March. - Maintaining quarterly Payment Card Industry (PCI) compliance scans for the environment.	College-wide and Community	Vice President, Strategic Infrastructure and Campus Safety

Objective	#	Enabling Action	Measure	Completion Date (drop-down)	Status (drop-down)	Update 2 (BOG meets on Wednesday, February 11)	Magnitude / Impact (drop-down)	Responsible - Primary (drop-down)
	iv.	Formalize GR coordination with Ontario Tech.	-Create and establish coordination and information sharing protocols with Ontario Tech University	March 2026	On Track	-Informal information sharing continues. -With the retirement of the VP PEER in the fall, this action will now be managed by our newly hired, Executive Director, Strategic Reporting and Government Relations (starting February 3, 2026). -In the winter semester, the Executive Director will formalize the process, and continue monthly meetings with Ontario Tech and Trent University-Durham.	College-wide and Community	President

Status definitions

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

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

Complete – all elements of committed enabling action have been achieved.

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

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

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

Information Items

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

Report Number: BOG-2026-08

To: Board of Governors

From: Jean Choi, Vice President, Academic & Students

Date of Report: January 26, 2026

Date of Meeting: February 11, 2026

Subject: Program Advisory Committees – Semi-Annual Report (February 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 PACs' major recommendations, action status and highlights comparative engagement levels from the previous report. As of this cycle, 71% of PACs are classified as green, indicating strong activity and diverse membership; 19% of PACs are classified as blue, demonstrating active engagement, though their membership requires review; 9% are yellow showing moderate engagement with reasonably diverse representation but did not meet quorum; and only 1% are classified as red, signaling a need for attention and membership review.

There were five PACs that did not meet this cycle due to recent program intake suspensions; six PACs improved their status from the last cycle demonstrating the dedication of our PAC members. Overall, engagement remains strong across most PACs, with a relatively small percentage requiring attention.

5. Financial/Human Resource Implications

There are no financial or human resources implications.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

There are no implications for Ontario Tech University.

8. Relationship to the Strategic Plan/Business Plan

This report aligns with the Future-Focused and Community-Connected goals of the Strategic Vision. PACs 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

PAC	PAC Status		Recommended Actions	Action Status
	Previous	Current		
Accounting	Green	Green	<ul style="list-style-type: none"> No recommendations at this time. 	
Cosmetics and Esthetician	Green	Green	<ul style="list-style-type: none"> Add content around Artificial Intelligence (AI) usage into the course curriculum. Offer alternative certifications or course delivery options such as weekend or evening classes. Utilize the Spa for job opportunities for currently enrolled students. 	<ul style="list-style-type: none"> In progress In progress In progress
Entrepreneurship and Small Business	Green	Yellow	<ul style="list-style-type: none"> Utilize the Entrepreneurship Instagram to introduce the faculty members to their students and share tips and tricks. Explore opportunities for guest speakers or panel discussions for students. Incorporate more curriculum focussed on financial literacy in the first semester of the program. 	<ul style="list-style-type: none"> In progress In progress In progress
Finance	Green	Green	<ul style="list-style-type: none"> Enhance content, either embedded into courses or a voluntary panel discussion, showcasing postgraduate certifications for various career pathways. Enhance course content on communication skills and client interactions, in relation to financial products and services. 	<ul style="list-style-type: none"> In progress In progress
Human Resources	Green	Green	<ul style="list-style-type: none"> Introduce a dedicated Human Resource (HR) Technologies course to the Graduate Certificate program to align with industry needs and prepare students for emerging roles. Maintain core planning methodologies and incorporate critical thinking exercises, data-limited scenarios, and integration with Human Resource Information System (HRIS) analytics to reflect current industry practices. Enhance course content on HR technologies, tools, and information on how the course content can aid in Human Resource Planning certifications. 	<ul style="list-style-type: none"> In progress In progress In progress
International Business Management	Green		<ul style="list-style-type: none"> Suspended program intake. 	
Marketing	Green	Green	<ul style="list-style-type: none"> Incorporate more AI content in additional courses to provide students with more opportunities to learn the tools and technology. 	<ul style="list-style-type: none"> In progress

Office Administration	Green	Blue	<ul style="list-style-type: none"> Review the current curriculum to identify areas in which additional information regarding policies and compliance around AI usage can be incorporated. 	<ul style="list-style-type: none"> In progress
Professional Selling and Business Development	Green		<ul style="list-style-type: none"> Suspended program intake. 	
Project Management	Green	Green	<ul style="list-style-type: none"> Review the current POS to identify where assessment changes could be made and additional resources can be utilized. 	<ul style="list-style-type: none"> In progress
Recreation and Leisure Services	Green	Green	<ul style="list-style-type: none"> Market the program to showcase more of the hands-on curriculum and reassess the program's fit in the Faculty's portfolio. 	<ul style="list-style-type: none"> In progress
Sports Cluster	Green	Green	<ul style="list-style-type: none"> Review the POS to see if it is possible to reduce or combine assignments within the third semester to decrease the students' workload. Implement more focus on data analytics within the graduate certificate program. Implement additional experiential learning activities, such as case competitions, within the graduate certificate program. 	<ul style="list-style-type: none"> In progress In progress In progress
Supply Chain	Green	Green	<ul style="list-style-type: none"> Look at restructuring the course delivery in content-heavy courses. Offer students more industry, in-person exposure such as tours. 	<ul style="list-style-type: none"> In progress In progress
Emerging Technologies	Yellow	Yellow	<ul style="list-style-type: none"> Implement additional experiential learning activities such as case competitions. Encourage student participation in the IT Expo. 	<ul style="list-style-type: none"> In progress In progress
Computer Systems	Yellow	Green	<ul style="list-style-type: none"> Investigate opportunities for students to attend events such as the IT Expo. Enhance content focusing on wireless networking into the current curriculum. Enhance AI content on how to utilize it correctly and ensure compliance. 	<ul style="list-style-type: none"> In progress In progress In progress
Computer Programming	Green	Green	<ul style="list-style-type: none"> Review the POS to see where larger assignments can be broken into smaller assignments throughout the semester. Review the current curriculum to identify where AI policies and compliance can be incorporated. 	<ul style="list-style-type: none"> In progress In progress
Cloud Computing	Green		<ul style="list-style-type: none"> Suspended program intake. 	

Faculty of Liberal Studies

PAC	PAC Status		Recommended Actions	Action Status
	Previous	Current		
General Arts & Science Previously General Arts & Science – Liberal Arts	Green	Green	<ul style="list-style-type: none"> Increase visibility and awareness of the benefits of the General Arts & Science (GAS) program through improved content on the DC website. Share progress and outcomes of the “GAS Station” initiative with PAC members. 	<ul style="list-style-type: none"> In progress In progress

Faculty of Media, Art & Design

PAC	PAC Status		Recommended Actions	Action Status
	Previous	Current		
Advertising and Marketing Communications/ Advertising – Digital Media Management Grad. Cert.	Green	Green	<ul style="list-style-type: none"> • Arrange an industry-led workshop on influencer marketing to strengthen the understanding around the logistics of attracting and leveraging influencers. • Include foundational financial literacy to address the need for a basic understanding of how to develop and manage a marketing budget. • Strengthen the application of project management knowledge and skills by reinforcing the importance of task performance and completion follow-up. • Ensure students can identify and interpret basic Key Performance Indicator data so they can make recommendations. 	<ul style="list-style-type: none"> • In progress • In progress • In progress • In progress
Animation – Digital Production, Game Art and Media Fundamentals	Green	Green	<ul style="list-style-type: none"> • Conduct a curriculum review within Animation and Game – Art programs to ensure that current industry standards are being met 	<ul style="list-style-type: none"> • In progress
Broadcasting for Radio & Contemporary Media	Blue	Green	<ul style="list-style-type: none"> • Review field placement set-up and explore changing the required number of days and hours. 	<ul style="list-style-type: none"> • In progress
Fine Arts–Advanced and Foundations in Art & Design	Blue	Blue	<ul style="list-style-type: none"> • Review PAC membership and recruit new members. 	<ul style="list-style-type: none"> • In progress
Graphic Design	Blue	Yellow	<ul style="list-style-type: none"> • No recommendations. 	
Interactive Media Design/Interactive Media Design – Web Development	Blue	Green	<ul style="list-style-type: none"> • In the final semester, during the Industry Preparation course, arrange for external members to speak to students to prepare them for work readiness. • Invite PAC members to attend virtual portfolio presentations to gauge student performance and job-readiness. 	<ul style="list-style-type: none"> • In progress • In progress
Journalism – Mass Media & Journalism Creative Writing	Yellow	Green	<ul style="list-style-type: none"> • Develop a pathway plan for students at risk and those who fail courses. 	<ul style="list-style-type: none"> • In progress
Music Business Management/ Music Business Administration	Green	Green	<ul style="list-style-type: none"> • Review feasibility of reinstating a third year of the Music Business program or create an optional fifth semester for field placement. • Create further external partnerships for supporting Music Business students and events. 	<ul style="list-style-type: none"> • In progress • In progress
Photography and Video Production	Green	Yellow	<ul style="list-style-type: none"> • No recommendations. 	
Public Relations	Green		<ul style="list-style-type: none"> • Suspended program intake. 	

Faculty of Social & Community Services

PAC	PAC Status		Recommended Actions	Action Status
	Previous	Current		
Community (ADMH/SSW)	Green	Green	<ul style="list-style-type: none"> Meeting was postponed due to the work stoppage. Rescheduled for the Winter and Spring semesters. 	
Firefighter–Pre-service, Education and Training	Green	Green	<ul style="list-style-type: none"> Meeting was postponed due to the work stoppage. Rescheduled for the Winter and Spring semesters. 	
Child and Youth Care	Blue	Blue	<ul style="list-style-type: none"> Develop and refine student interviewing skills to align with sector expectations. Consider strategies to enhance professionalism skills, including time management, communication and work ethic to address sector concerns. Explore opportunities to enhance reporting skills within the curriculum. Explore strategies to mitigate the wait times for board record checks required for field placement. Increase and diversify PAC membership. 	<ul style="list-style-type: none"> Complete In progress In progress In progress
Developmental Service Worker	Green	Green	<ul style="list-style-type: none"> Meeting was postponed due to the work stoppage. Rescheduled for the Winter and Spring semesters. 	
911 Emergency & Call Centre Communications	Green	Green	<ul style="list-style-type: none"> Meeting was postponed due to the work stoppage. Rescheduled for the Winter and Spring semesters. 	
Law Clerk Advanced	Green	Green	<ul style="list-style-type: none"> Meeting was postponed due to the work stoppage. Rescheduled for the Winter and Spring semesters. 	
Community Integration Through Co-op Education	Green	Green	<ul style="list-style-type: none"> Meeting was postponed due to the work stoppage. Rescheduled for the Winter and Spring semesters. 	
Victim Justice and Interventions			<ul style="list-style-type: none"> Suspended program intake. 	
Behavioural (ATBS/BHTN/ HBBS)	Green	Yellow	<ul style="list-style-type: none"> Provide additional opportunities to revisit modules on documentation, graphing, data collection, and professionalism to serve as a reference during placement. Increase PAC membership by identifying and connecting with sector representatives. 	<ul style="list-style-type: none"> In progress In progress
Early Childhood Education	Green	Green	<ul style="list-style-type: none"> Expand student placement opportunities. Increase Pedagogical Lead placement opportunities. Enhance students' understanding and skill set in tactfully addressing challenging client behaviour. 	<ul style="list-style-type: none"> In progress In progress In progress
Paralegal	Green	Green	<ul style="list-style-type: none"> Enhance student knowledge of various court document uploading systems. Hold workshops to encourage students to develop and maintain a strong online presence. Ensure students are well informed of sector expectations surrounding AI use in paralegal work by offering workshops. 	<ul style="list-style-type: none"> In progress In progress In progress

Police Foundations Protection, Security & Investigation Advanced Law Enforcement & Investigations	Green	Green	<ul style="list-style-type: none"> Expand student field placement opportunities. Consider strategies to enhance communication skills, particularly investigative communication. Explore strategies to assist students in meeting level 7 shuttle run requirements. Enhance interview skills within the Professional Development course. 	<ul style="list-style-type: none"> In progress In progress In progress In progress
Honours Bachelor Community Mental Health	Green	Green	<ul style="list-style-type: none"> Explore opportunities to incorporate more complex case studies within the curriculum. Include ASSIST and Mental Health First Aid certifications within the curriculum to increase graduate competitiveness in the job market. 	<ul style="list-style-type: none"> In progress In progress
Fire Prevention and Technology	Green	Green	<ul style="list-style-type: none"> Enhance the PAC by recruiting a member who can provide valuable insights from a standards perspective. Offer a micro-credential focused on the integration of multiple life safety systems to increase graduate job competitiveness. 	<ul style="list-style-type: none"> In progress In progress

Faculty of Skilled Trades and Apprenticeship

PAC	PAC Status		Recommended Actions	Action Status
	Previous	Current		
Automotive Technician – Service and Management	Red	Red	<ul style="list-style-type: none"> Meeting has been scheduled for January 2026. 	
Building Construction Technician (BDCT)/Carpentry and Renovation Technician (RENO)	Green	Green	<ul style="list-style-type: none"> Have a common course in the first year of the Building Construction Technician (BDCT) / Carpentry and Renovation Technician (RENO) programs, then allow students to select an area of focus in semester two. Incorporate small business learning as part of BDCT/RENO, taught by industry professionals. 	<ul style="list-style-type: none"> In progress In progress
Crane Operation, Rigging & Construction Techniques (CORC)	Green	Blue	<ul style="list-style-type: none"> More proactive outreach to employers to increase apprentice enrolment. Engage industry partners to support student learning on swift connections for concrete hoisting and marine barges. 	<ul style="list-style-type: none"> In progress In progress
Electrical Engineering Technician/Electrical Techniques	Green	Green	<ul style="list-style-type: none"> Meeting has been scheduled for January 2026. 	
Heating, Ventilation, Air Conditioning Techniques (HVAC)/Gas Technician 2 (GFIT)	Green	Blue	<ul style="list-style-type: none"> Recruit additional members to join the PAC. Streamline the certification process by relying on industry-approved training materials rather than Technical Standards and Safety Authority (TSSA) produced materials. Acquire a greater propane supply. 	<ul style="list-style-type: none"> In progress In progress In progress

Mechanical Technician – Elevating Devices (MTED)	Yellow	Blue	<ul style="list-style-type: none"> Recruit additional members to join the PAC. Map alignment between Durham College and TSSA with regards to the curriculum and assessments. Based on student feedback, review the program to see if more practical activities can be included in year one. 	<ul style="list-style-type: none"> In progress In progress In progress
Mechanical Technician – Millwright (MTMW)	Green	Blue	<ul style="list-style-type: none"> Recruit additional members to join PAC. Advocate for a four-year program model to compete with other provinces. Work with other Faculties to find pathways for students interested in the business side of trades. 	<ul style="list-style-type: none"> In progress In progress In progress
Mechanical Technician – Plumbing (MPLU)	Green	Blue	<ul style="list-style-type: none"> Recruit additional members to join the PAC. Review testing and information taught in the program. Work with other Faculties to find pathways for students interested in the business side of trades. 	<ul style="list-style-type: none"> In progress In progress In progress
Power Engineering Technician (PETN)	Green	Blue	<ul style="list-style-type: none"> Recruit additional members to join the PAC. 	<ul style="list-style-type: none"> In progress
Welding Techniques (WETN)	Green	Blue	<ul style="list-style-type: none"> Recruit members to join the PAC. Share information to the external PAC members on sponsorship opportunities for Skills Ontario applicants. Share co-op information with PAC members to explore take on students. 	<ul style="list-style-type: none"> In progress In progress In progress

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	<ul style="list-style-type: none"> Meeting has been scheduled for February 2026. 	
Biomedical Engineering Technology	Blue	Blue	<ul style="list-style-type: none"> Meeting has been scheduled for February 2026. 	
Biotechnology – Advanced and Fast-track	Blue	Blue	<ul style="list-style-type: none"> Meeting has been scheduled for February 2026. 	
Chemical Engineering	Green	Green	<ul style="list-style-type: none"> Chemical Laboratory Technician program intake has been suspended. 	

Technology/ Chemical Laboratory Technician			<ul style="list-style-type: none"> Meeting for the Chemical Engineering Technology program has been scheduled for February 2026. 	
Electromechanical Engineering Technology	Green	Green	<ul style="list-style-type: none"> Co-op liaison will conduct outreach to external members regarding co-op partnership opportunities. Invite external members/alumni to join the third-year students on a field trip to Ripley's Aquarium for a behind the scenes tour and learn about the mechanics. 	<ul style="list-style-type: none"> In progress In progress
Environment Health and Safety Management	Green	Green	<ul style="list-style-type: none"> Program intake was suspended then recently renewed in January 2026. A meeting will be scheduled for February 2026. 	<ul style="list-style-type: none"> In progress
Mechanical Engineering Technician/ Technology	Green	Green	<ul style="list-style-type: none"> The Program Coordinator will connect with external partners regarding models for routing application, large assemblies and lightweight modeling for graduate skill enhancement. Look into more leadership skill building within program. 	<ul style="list-style-type: none"> In progress In progress
Mechanical Engineering Technician - Non- Destructive Evaluation	Green	Green	<ul style="list-style-type: none"> Confirm wording for applicant requirements to the Non-Destructive Evaluation Fast Track to accommodate applicants with more than ten years of post-secondary education. Explore the possibility of offering longer co-op opportunities such as internships. 	<ul style="list-style-type: none"> In progress In progress

Faculty of Health Sciences

PAC	PAC Status		Recommended Actions	Action Status
	Previous	Current		
Animal Care	Green	Green	<ul style="list-style-type: none"> Reinforce expectations for field placement in the semester one prep course and semester two seminar to foster critical thinking, problem solving, resilience and professionalism and seek feedback from current placement providers. Provide placement hosts with clear messaging about the curriculum that has been taught and what is in process as students go out on placements. The program team to further assess semester two workload, number of assessments and placement journal requirements as per student feedback. 	<ul style="list-style-type: none"> Complete Complete In progress
Clinical Bioinformatics	Blue	Green	<ul style="list-style-type: none"> Review PAC membership and recruit new members to fill vacancies. Include more hands-on introductory training in programming (Python, R) and working with high-performance computing systems. Review content to increase learning opportunities related to non-mutation-based disease. 	<ul style="list-style-type: none"> In progress In progress In progress

Communicative Disorders Assistant	Green	Green	<ul style="list-style-type: none"> Enhance content in the curriculum to foster and develop leadership skills and parent coaching to ensure students have comprehensive understanding of this as it relates to language and voice therapies. Based on industry feedback, consider strategies to further prepare students for communicating with placement partners as well as resume writing. Offer virtual speech sessions for Durham College Kids Speech clinic to provide students experience with virtual therapy. Examine the curriculum to ensure orofacial myofunctional therapy, group intervention and tiered intervention approaches are being taught to prepare students for post graduation. 	<ul style="list-style-type: none"> Complete Complete In progress In progress
Dental Programs (DA/DH/Dental Office Administration)	Green	Green	<ul style="list-style-type: none"> Encourage graduates to complete graduate surveys to assess the satisfaction beyond program completion for each Dental program. Reinforce curriculum content that prepares Dental Office Administration graduates to support dental processes, including Infection Prevention and Control (IPAC) and charting. Examine the program curriculum to ensure students develop professionalism and interviewing skills, along with water line testing, IPAC and Temporomandibular Joint (TMJ) options and sleep apnea screenings. Ensure cosmetic procedures are incorporated in the curriculum such as Extraoral and Intraoral Examination (EO/IO), lip fillers and administration of Botox for TMJ. 	<ul style="list-style-type: none"> In progress Complete In progress In progress
Fitness & Health Promotion	Green	Green	<ul style="list-style-type: none"> Review opportunities to connect with external partners and encourage participation in DC events such as job fairs or a speak series. Identify curriculum enhancement opportunities to align with current professional practice. Incorporate key professional qualities discussed in field placement learning outcomes. Communicate certifications to guide student preparation for future careers. 	<ul style="list-style-type: none"> In progress Complete In progress In progress
Massage Therapy Program	Green	Green	<ul style="list-style-type: none"> Examine curriculum for coverage of trauma-informed care and incorporate mandatory admin/reception hours for year two and three students to build an understanding of these aspects of practice. Enhance student experience and graduate preparation by examining curriculum revisions, program and course policies, attendance strategies and by removing lecture content from lab environments. Offer additional outreach experiences to students to supplement experience/direct hours as well as meet community needs and build new placement relationships. Examine business-related course content and ensure various types of employment contracts are covered as well as business plans. 	<ul style="list-style-type: none"> In progress Complete Complete In progress

Occupational Therapist Assistant & Physiotherapist Assistant (OTA & PTA)	Green	Green	<ul style="list-style-type: none"> Enhance student exposure to equipment they will work with in the field such as pediatric walkers and standers. Explore collaboration opportunities with Communicative Disorders Assistant and Recreation Therapy students by offering common courses delivered with other program areas. Program team to review at the breadth of teaching and learning on behaviour management, dementia and strategies on keeping self-safe, responsive behaviours, cognitive development in pediatrics, practice with transfers and parent coaching. 	<ul style="list-style-type: none"> Complete In progress In progress
Paramedic and Advanced Care Paramedic (PPC, PADV)	Green	Green	<ul style="list-style-type: none"> Investigate the possibility of creating a micro-credential program for students struggling with Base Hospital certification. Investigate the feasibility and create a plan for a micro-credential to streamline the certification process for equivalency candidates. Explore supports required to create a credit-recovery process to support progression and reduce attrition Recommendations for patient partners from the PAC members. Create a summary document that outlines student didactic progression during preceptorship. 	<ul style="list-style-type: none"> On hold On hold In progress In progress On hold
Applied and Medical Sciences Preparatory Programs (PRHS, EMSF)	Green	Green	<ul style="list-style-type: none"> Encourage advising-seeking behavior among students. Expand the recruitment scope to include mature learners, newcomers and those looking to upskill. Review and incorporate non-academic skills that are essential for success in Health and/or Emergency Services fields, including resiliency. 	<ul style="list-style-type: none"> In progress In progress In progress
Practical Nursing/Personal Support Worker	Green	Blue	<ul style="list-style-type: none"> Report on Comprehensive Program Review (CPR) process and changes for the Practical Nursing (PN) programs and gain industry feedback. Build and strengthen community partnerships through surveys, newsletters and tours. Implement CPR curriculum revisions in the Personal Support Worker (PSW) program which includes teaching theory in semester one followed by placements and pharmacology in semester two. Continue to assess and implement strategies to best prepare graduates for registration and employment. PSW team to confirm that sufficient practice of foundational skills in wheelchair safety and walker safety are practiced and reinforced to prepare students for placements. PN and PSW teams to examine curriculum coverage of introductory job and communication skills and further enhance problem solving, resourcefulness, initiative and team-based collaborative approaches to care, conflict resolution and professionalism to prepare graduates for placement and practice 	<ul style="list-style-type: none"> Complete In progress Complete Complete Complete In progress
Critical Care Nursing	Blue	Yellow	<ul style="list-style-type: none"> Select a new Chair. 	<ul style="list-style-type: none"> In progress

			<ul style="list-style-type: none"> • Membership must be reviewed to maintain engaged and responsive PAC membership. • Share program communication materials with the PAC for awareness of student onboarding and administrative processes. 	<ul style="list-style-type: none"> • In progress • Complete
Recreation Therapy	Green	Green	<ul style="list-style-type: none"> • Enhance the curriculum content on documentation and client centered care planning and AI usage in a practical setting. • Implement opportunities for practice in the curriculum to prepare students for large group facilitation, managing challenging situations and professional communication and boundaries. • Program team to examine the curriculum to ensure there is sufficient emphasis on mental health issues, leadership, focus on children, gender identity and sexuality as well as elder abuse. 	<ul style="list-style-type: none"> • Complete • In progress • Complete

Report Number: BOG-2026-10

To: Board of Governors

From: Thom MacDonald, AVP, Enrolment and International Education

Date of Report: February 2, 2026

Date of Meeting: February 11, 2026

Subject: Communicating the Costs of Educational Materials – Winter 2026

1. Purpose

The purpose of this report is to provide the Board of Governors with an update on the methods used to communicate the cost of textbooks and other learning materials for courses.

2. Recommendation

This report is being presented for information only.

3. Background

On August 16, 2024, the Ministry of Colleges, Universities, Research Excellence and Security (MCURES), then referred to as the Ministry of Colleges and Universities, issued the Directive on the Costs of Educational Material. This directive required colleges and universities to ensure that students could easily and consistently find information about educational costs, including ancillary fees, textbooks, and other learning materials.

Under this directive, institutions were required to include the individual cost of each textbook or learning material and any restrictions on the use of second-hand copies of these resources in the course syllabus.

On December 20, 2024, the Ministry issued the Revised Directive on the Costs of Educational Material, which allowed institutions to communicate the individual costs and second-hand restrictions previously required on the course syllabus by an alternative method, such as a website. This information must be readily available and accessible by the first week of the course, and the communication method must be consistent across all courses.

The directive further mandated annual reporting to governing boards on the previous year's implementation. The first of these reports, *BOG-2025-08 Communicating the Costs of Educational Materials – Winter 2025*, was presented to the Board of Governors at the February 12, 2025, meeting.

4. Discussion/Options

Compulsory ancillary fees for the 2025-2026 academic year were approved by the Board of Governors on February 12, 2025, based on Report FIN-2025-06.

Ancillary and other fees continue to be detailed publicly on the Durham College (DC) website on the Other Fees to Consider page. Additionally, ancillary fees are listed alongside tuition fees on DC's publicly available Program Fee Calculator. This fee calculator is frequently referred to in admissions and enrolment communications and on relevant sections of the MyDC student portal. Information from the Program Fee Calculator is also published publicly on every program web page.

Students typically find the costs of their textbooks and learning materials through DC's online bookstore. Registered students can log in to the system and view the individual costs of all required books and learning materials for their term. Additionally, a textbook search feature is publicly available to view the textbook costs for any DC course without logging in. Costs for alternative materials, such as secondhand books or electronic editions, are listed when available.

The link to DC's online bookstore is prominently displayed on the main page of the MyDC student portal. The following language is used in the Resources section of all current DC course outlines.

*In compliance with the Directive on the Costs of Educational Material under the Ministry of Training, Colleges and Universities Act (MTCU Act), please visit this link to determine textbook costs. Please speak with your professor to determine if prior versions of a textbook are acceptable.
<https://durham.bookware3000.ca/course-materials/textbook-search>.*

Overall, DC's approach ensures that information about ancillary fees, textbooks, and learning materials is communicated clearly, consistently, and accessibly, aligning with the Ministry's Directive on the Costs of Educational Material.

5. Financial/Human Resource Implications

There are no financial or human resources implications.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

There are no implications for Ontario Tech University.

8. Relationship to the Strategic Plan/Business Plan

Aligned with Strategic Vision Goal 3 – People-Centred, Objective 3.3, by ensuring that students and prospective students can easily and consistently find information about educational costs, including ancillary fees, textbooks, and other learning materials, DC helps reduce their financial uncertainty and supports equitable access to post-secondary education.

PRESIDENT'S UPDATE

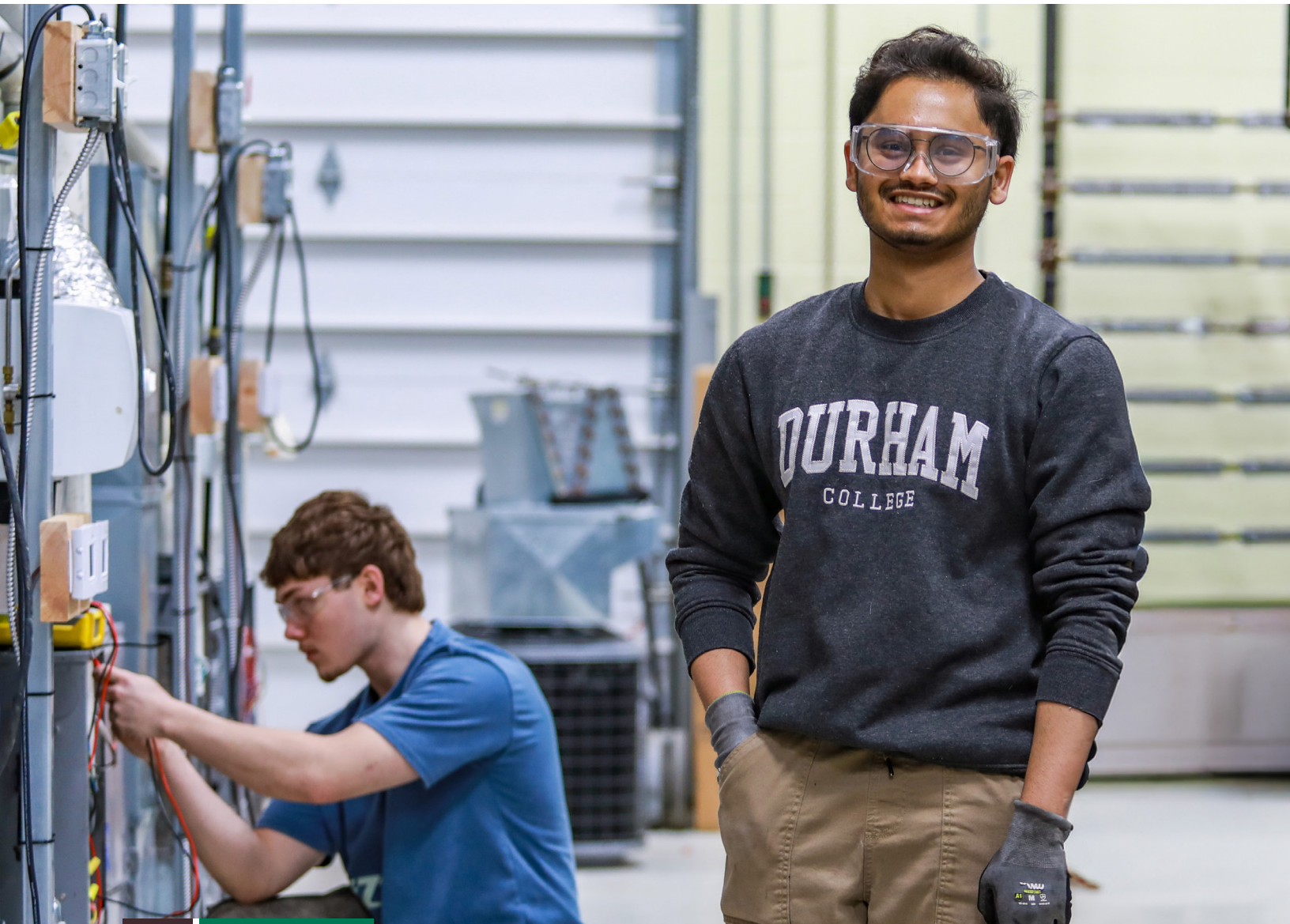


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PRESIDENT'S OVERVIEW

Reflecting on 2025, I am proud of the remarkable accomplishments we achieved despite the unprecedented challenges the year presented. The enduring strength and resilience of the Durham College (DC) community have been evident as we united to navigate some difficult times. In the midst of a rapidly changing and uncertain post-secondary landscape, we marked another year of achievement and meaningful impact. From launching innovative new programs and deepening industry partnerships to unveiling a bold new Strategic Vision, we have reaffirmed our dedication to transforming lives, building careers, and enriching communities. As we move into 2026, I look ahead with optimism. While challenges may persist on the horizon, I am assured of DC's ability to uphold our ability to adapt, innovate, and lead with purpose, and I am excited about the opportunities to come.

Since my last update, we have continued to advance our commitment to positioning DC as a future-focused, sustainable, people-centred, and community-connected institution. In December, we were once again named as one of Canada's Top 50 Research Colleges by Research Infosource Inc., upholding our national leadership in applied research and innovation. We ranked first among medium-sized colleges in two artificial intelligence (AI) categories: AI research partnerships (87) and completed AI research projects (106). Driven by the work of the AI Hub, DC has firmly solidified its standing as a leader in the rapidly expanding AI domain.

In addition, the college was formally recognized as a Bee Campus by the Pollinator Partnership, joining a growing number of Canadian institutions taking effective action to support pollinators. This designation reflects the work already underway across our campuses to protect biodiversity, expand pollinator habitats, and engage the community in enriching environmental learning.

Further demonstrating how we make a positive impact beyond our campuses, the college also participated in Wrap for Hope, a volunteer-driven initiative supporting families through the Durham Children's Aid Foundation's Holiday Hope campaign. More than 50 DC employees volunteered to help raise funds for the Holiday Hope Shop, which provided parents and caregivers access to gifts and essentials at no cost. This partnership offers employees a rewarding way to give back while strengthening connections with colleagues and area residents and contributing to the well-being of local families during a critical time of year.

Amid the ongoing sector-wide pressures, enhancing enrolment outcomes remains a core institutional priority. In January, we welcomed close to 2,000 new students to our campuses, bringing our total enrolment to 11,893. Domestic enrolment is currently at 109.91 per cent of budget targets, while international enrolment stands at 79.10 per cent. Overall, our total enrolment is at 104.32 per cent of budget targets. Currently, our admissions and recruiting teams are progressing key strategies for the spring and fall intakes.



DC employees volunteer at Wrap for Hope at the Oshawa Centre in support of Durham Children's Aid Foundation's Holiday Hope campaign.

Ahead of the province's 2026 budget, it is essential that we maintain frequent and purposeful engagement with our region's government representatives to advocate for renewed provincial investment that will help stabilize and support Ontario colleges as they respond to labour market demands and advance the Protect Ontario plan. Building on our strong existing relationships, we are meeting regularly with federal, provincial, and municipal officials to ensure they remain informed about DC's financial realities and the broader system constraints. Last month, I spoke at the Ministry of Finance's 2026 Ontario Budget Presentation, where I outlined priority issues requiring action in the next provincial budget. Through this ongoing outreach, we are reinforcing critical investment needs and underscoring our college's role as a strategic regional partner – driving innovation, supporting employers through applied research, and contributing to economic growth. These efforts ensure DC remains top of mind in officials' advocacy to the province.

Engagement activities within our DC network also remain a central focus this semester. I am eager to build on the insightful conversations held with employees and students in the fall — including Popp-Up events with the Durham College Student Association, Coffee Chats with employees, and our Employee Town Hall sessions. We will maintain these regular opportunities for open dialogue, transparency, and connection across both campuses. Ongoing interactions will further deepen my understanding of the lived experiences, priorities, and aspirations of our people, and will support preparations for our annual signature event, Lean into Green: DC Update and Employee Celebration in May, which will once again provide an important forum to celebrate achievements and our collective dedication to DC's future.



Connecting with employees at the first Coffee Chat, an opportunity to share ideas, ask questions, and have meaningful dialogue.

COLLEGE SECTOR AND GOVERNMENT RELATIONS UPDATE

COLLEGE EMPLOYER COUNCIL'S (CEC) BOARD OF DIRECTOR'S MEETING – DECEMBER 2

Participated in a virtual meeting of the College Employer Council (CEC) Board of Directors, engaging in discussions with presidents and board representatives from all 24 Ontario colleges, as well as CEC leaders, on matters related to strategic direction, governance, and accountability of the CEC.

WINDREACH FARM GALA – DECEMBER 6

Attended the WindReach Farm Foundation's annual fundraising dinner in support of the farm's programs and services. Enhanced DC's community presence through interaction with key stakeholders and business leaders in the Durham Region. Engaged in discussion with Minister McCarthy and a member of his team, which resulted in a future update meeting with the Minister.

HOLIDAY GREETINGS – DECEMBER 8

Sent personalized holiday greeting cards to local government officials and key sector contacts. This outreach supports ongoing relationship building efforts, reinforces institutional visibility, and positions DC for continued collaboration and engagement in the year ahead.

MINISTERIAL OUTREACH – DECEMBER 9

Contacted the offices of Ministers Bethlenfalvy, McCarthy, and Quinn to schedule update meetings following recent conversations with the Ministers or members of their teams at announcements and events. These meetings provide an opportunity to offer a more comprehensive update on DC's financial position and to reinforce the college's role as a strategic partner to business, workforce development, and the broader economy.

OUTREACH TO THE CITY OF OSHAWA FOR NEXT COMMUNITY PARTNER MEETING – DECEMBER 16

Contacted the City of Oshawa's Office of the Chief Administration Officer to arrange the next Community Partner Meeting. The meeting, scheduled for late spring, will provide an opportunity for the DC Executive Leadership Team to share updates on key organizational initiatives and priorities, demonstrate our community impact, and engage in advocacy where appropriate.

INVITATION TO MUNICIPAL GOVERNMENT, FIRST LEGO LEAGUE (FLL) CHALLENGE – DECEMBER 19

Sent personalized invitations to Regional Chair John Henry and Oshawa Mayor Dan Carter to attend and provide remarks at this year's FLL Challenge on January 31 and February 1, 2026, hosted at DC's Oshawa campus. Municipal representation is an integral element of this annual event, reflecting its sustained impact and established civic importance.

FEDERAL GOVERNMENT OUTREACH – DECEMBER 22

Contacted the offices of MPs McKelvie, Nathan, and Turnbull to schedule update meetings. These meetings provide an opportunity to advocate for extended investments in the College and Community Innovation Program, and explore aligning priorities. In addition, they provide a forum to provide an update on the college's financial challenges, particularly those arising from the dramatic decline in international student enrolment due to ongoing federal policy changes.

DISTRIBUTION OF COLLEGES ONTARIO'S (CO) 2026 PRE-BUDGET SUBMISSION TO LOCAL GOVERNMENT – JANUARY 16

Distributed CO's 2026 pre-budget submission to local MPs, MPPs, the Regional Chair, and mayors, highlighting the need to stabilize and modernize college funding in the 2026 budget to ensure colleges can continue meeting the needs of students, workers, and communities.

COLLEGES ONTARIO'S (CO) COP MEETING – JANUARY 19/20

Participated in CO's Committee of Presidents (COP) meeting, engaging with college presidents, CO delegates, and other sector leaders on system-wide issues, strategic alignment, and approaches to coordinated advocacy.

CICAN'S PRESIDENT'S CIRCLE – JANUARY 22

Attended this year's first Cican's President's Circle, a monthly forum for Canada's public college and institute leaders to engage in strategic dialogue on key issues shaping the post-secondary sector. Reviewed current system challenges and determined priority topics for the coming season.

FIRESIDE CHAT WITH MINISTER PETER BETHLENFALVY – JANUARY 22

Joined business leaders from across Durham Region for a fireside chat with Ontario's Minister of Finance, the Hon. Peter Bethlenfalvy, hosted in partnership with the Ajax-Pickering Board of Trade, the Clarington Board of Trade, the Whitby Chamber of Commerce, and the Greater Oshawa Chamber of Commerce. Received an overview of Ontario's economic landscape and insight into the province's economic direction.

MINISTRY OF FINANCE - 2026 ONTARIO BUDGET PRESENTATION – JANUARY 22

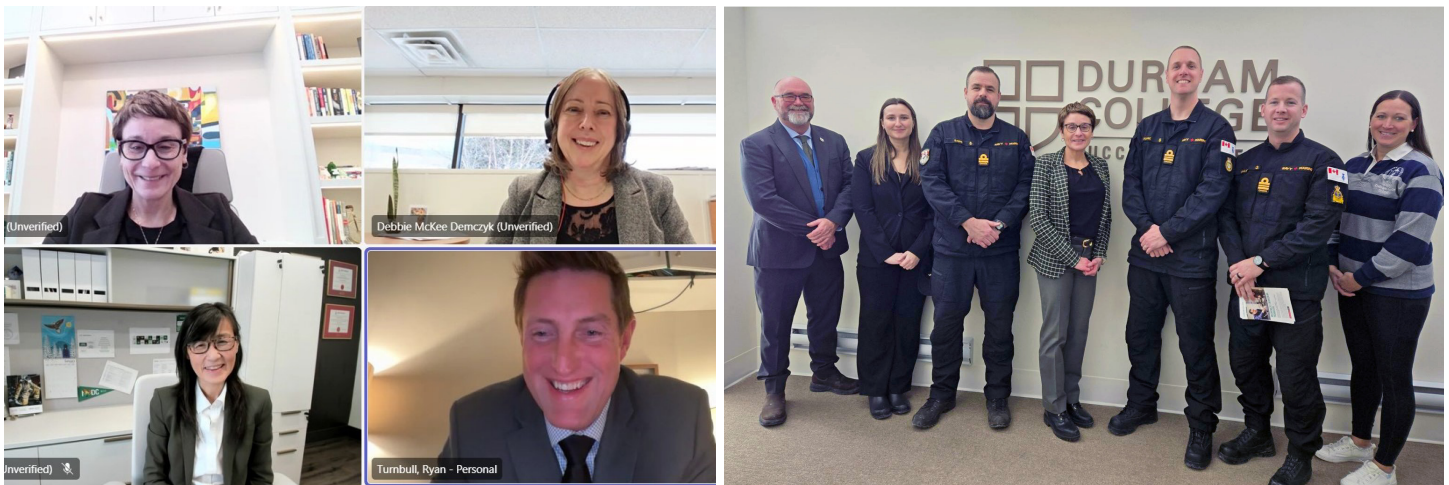
Attended the Ministry of Finance's 2026 Ontario Budget Presentation and presented key sector issues requiring action in the next provincial budget. Reinforced the critical role of Ontario public colleges in advancing the Protect Ontario plan and outlined the significant financial pressures currently facing the sector. Advocated for strategic investment to ensure our college – and others – can continue to train job-ready graduates, support employers, and strengthen communities across the province.

UPDATE MEETING WITH MP RYAN TURNBULL – JANUARY 22

Met with MP Turnbull to provide an update on DC's financial situation, emphasize DC's vital role in the community, and advocate for extended investments in the College and Community Innovation Program.

VISIT WITH LIEUTENANT COMMANDER CHRIS ELLIOT, ROYAL CANADIAN NAVY (RCN) – JANUARY 29

Met Lieutenant Commander Chris Elliot, Senior Staff Officer responsible for strategic outreach to post-secondary institutions, and his colleagues, to gain a deeper understanding of the RCN's initiatives and potential avenues for future collaboration.



Left: Connecting with MP Ryan Turnbull on January 22.

Right: Visiting with Lieutenant Commander Chris Elliot, Royal Canadian Navy and his colleagues.

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

RESEARCH SECURITY CONSULTATIONS – DECEMBER 10

Rick Hutchinson, Vice President, Strategic Infrastructure and Campus Safety, and Debbie McKee Demczyk, Associate Vice President, Innovation and Research attended the final monthly research security session led by MCURES in alignment with the 2025-2030 Strategic Mandate Agreement. The consultation process has fostered collaboration in research security, knowledge exchange, and sustained professional development.

UPDATE MEETING WITH MINISTER NOLAN QUINN – JANUARY 16

Met virtually with Ontario's Minister of Colleges, Universities, Research Excellence and Security to provide an update on DC's current financial position and associated challenges. Highlighted our college's critical role as an essential partner to businesses, supporting innovation and economic development through applied research and contributing to long-term economic growth. Extended an invitation for the Minister to tour DC's Centre for Innovation and Research at a future date.

FUNDING RECEIVED TO DRIVE LOCAL RESEARCH AND INNOVATION – JANUARY 21

DC's MRC Studio, one of five applied research centres, has been awarded funding from the Canada Foundation for Innovation, matched by MCURES, for a total investment of \$2.358M. This funding will establish a virtual production research stage with state-of-the-art technology to enhance the MRC Studio's immersive virtual technology capabilities, creating highly realistic training simulations, and innovative cultural and entertainment experiences for businesses and organizations. Over five years, approximately 150 DC students will be trained to operate the new equipment, enhancing their employability upon graduation.



An employee uses technology in the Mixed Reality Capture Studio.

IN THE COMMUNITY

EMPLOYEE ENGAGEMENT INITIATIVE, COFFEE CHATS – DECEMBER 1/3

Hosted two small-group coffee chats with employees at both the Oshawa and Whitby campuses, creating a relaxed environment for meaningful dialogue. These sessions provide staff from across the organization with an opportunity to ask questions and engage in open conversation.

MATURE STUDENT EVENTS – DECEMBER 2/3

Attended the December Mature Student Events to support recruitment efforts and reinforce DC's commitment to accessible, lifelong education. Engaged directly with prospective mature learners considering DC as a pathway to educational and career advancement.

MEMORIAL FOR NATIONAL DAY OF REMEMBRANCE AND ACTION ON VIOLENCE AGAINST WOMEN – DECEMBER 4

Attended and delivered remarks at DC's memorial ceremony in recognition of the National Day of Remembrance and Action on Violence Against Women. Organized by the Office of Equity, Diversity, and Inclusion (OEDI), and held at both the Oshawa and Whitby campuses, the event provided an opportunity for reflection, learning, and collective commitment to addressing gender-based violence.

TOUR OF THE VANHAVERBEKE FAMILY EV TRAINING CENTRE – DECEMBER 5

Welcomed members of the Vanhaverbeke family to DC's Whitby campus for a tour of the state-of-the-art Electric Vehicle (EV) Lab, highlighting the impact of their funding on advancing EV and sustainable automotive technologies through hands-on technician education.

DURHAM COLLEGE RETIREES ASSOCIATION (DCRA) HOLIDAY LUNCHEON – DECEMBER 10

Attended and delivered remarks at the annual DCRA Holiday Luncheon, providing institutional updates, reaffirming the college's strong connection with retirees, and recognizing both the important work of the DCRA and the valued contributions of retired colleagues.

UPDATE MEETING WITH ONTARIO TECH UNIVERSITY PRESIDENT – DECEMBER 15

Met with Dr. Stephen Murphy, Ontario Tech University's President and Vice-Chancellor to share organizational updates. Strengthened cross-institutional relationships through strategic discussion, exploring existing and future opportunities for collaboration.

TURKEY-ON-A-BUN – DECEMBER 16

Hosted the college's annual employee holiday luncheon, Turkey-on-a-Bun, a longstanding tradition and valued part of DC's campus culture. Welcomed guests upon arrival and engaged with employees throughout the event.



Left: At the Mature Student Event, a panel shares their experiences at DC with prospective students and their families.

Right: Our annual employee lunch, Turkey-on-a-Bun.

OFFICE OF THE PRESIDENT'S JINGLE AND MINGLE EVENT – DECEMBER 18

Hosted a hot chocolate reception in the Office of the President, welcoming employees to drop in ahead of the holiday break. The event provided an opportunity for informal engagement with staff from across the college.

HOLIDAY WRAP FOR HOPE – DECEMBER 19

Joined fellow DC volunteers at the annual Children's Aid Foundation gift-wrapping event, contributing to an initiative that supports children and families served by Children's Aid during the holiday season. Participated in gift wrapping and engaged with DC employees, Children's Aid staff, and community members.

ENGAGEMENT MEETING WITH OPSEU LOCAL 353 UNION REPS – JANUARY 9

Met with the OPSEU Local 353 President, Vice President, Chief Steward, and DC's full-time support staff union representatives, to share updates and promote ongoing collaboration.

FOOD ACCESS BURSARY CHEQUE PRESENTATION – JANUARY 14

Participated in the Food Access Bursary cheque presentation with members of DC's Advancement and Alumni Relations team. Nearly \$80,000 was raised this year to provide onetime financial relief to students experiencing food insecurity. This achievement was made possible by the generosity of DC employees, alumni, students, and community members, as well as significant contributions from three on-campus partners: the Durham College Student Association (DCSA), contributing \$30,000; the Durham College Alumni Association (DCAA), matching the first \$10,000 raised; and Chartwells, through direct student engagement.

STUDENT SERVICES FAIR – JANUARY 14

Visited the Student Development Office's Student Services Fair to engage with students and staff and, through casual conversations, informally highlight DC's wide range of extracurricular activities and support services.

PROGRAM INFORMATION NIGHTS – JANUARY 20/21

Participated in this semester's Program Information Nights, engaging with prospective students and community partners through informal conversations to strengthen connections and share DC's future-focused vision.

CAMPUS MASTER PLAN CONSULTATION – JANUARY 21

Attended and delivered remarks at the DC and Ontario Tech University Campus Master Plan Consultation. Alongside Dr. Steven Murphy, President and Vice-Chancellor of Ontario Tech University, provided updates to employees from both institutions on the refreshed roadmap that will guide campus growth and evolution in the decades ahead. This joint initiative underscores shared values and a commitment to academic excellence, an exceptional student experience, and the development of a sustainable, innovative, and connected campus community.

DC ALUMNI HOCKEY NIGHT: 10TH ANNIVERSARY – JANUARY 30

Joined in a milestone celebration hosted by the Durham College Alumni Association, commemorating a decade of memories, hometown hockey, and DC pride. This special event brought together alumni, their family and friends, along with DC leadership and staff, for an evening of excitement and nostalgia.



The Campus Master Plan event at the library was an opportunity to speak to employees about the refreshed Plan and engage in conversation.

COLLEGE HIGHLIGHTS

DC Hospitality students recently got a glimpse of what their future careers could look like with Fairmont when Bre Wittgen, Talent Acquisition Manager with Fairmont Banff Springs, paid a visit to our Whitby campus to share information about the iconic hotel company's Summer Work Experience Program (SWEP) and graduate programs. Wittgen introduced students to Fairmont's properties, job roles, and the personal experiences employees can have, giving them a clear understanding of what to expect and how to apply.

Students from the Carpentry and Renovation Technician, Carpentry – Building Construction Technician and Trades Fundamentals programs are repurposing offcuts from larger projects into sleek, **DC-branded cutting boards** – a sustainable classroom exercise that is also connecting programs, departments, and communities across the college. Students have embraced the opportunity to operate a wide range of tools and equipment — from planers and jointers to sanders and routers — and learn everything from precision cutting to finishing techniques. With more than 60 crafted to date, they have been sold in the Pantry, auctioned at the Enactus fundraising gala, gifted at work-integrated learning events, shared with donors, and even presented to industry partners in Scotland.

DC welcomed more than 160 prospective mature students and their families to our **Mature Student Events**, held in December at our Oshawa and Whitby campuses. Attendees explored full and part-time programs, student supports, and flexible pathways designed for adults returning to education. Guests had the opportunity to speak with representatives from academic advising, financial assistance, credit assessments, and career support. Those who applied on the spot had their \$150 application fee waived and were entered for a chance to win tuition credits or free courses. The highlight of the evening was a panel of current mature students and alumni who shared personal stories about returning to school, balancing responsibilities, and accessing support services at DC.

In January, we also hosted **Program Information Nights**. Across our Oshawa and Whitby campuses, we welcomed more than 1,300 guests, including prospective students, families and supporters and 376 prospective students submitted applications while onsite, reflecting strong interest in DC as their number one choice.



Students show off the new DC-branded cutting boards, made from off-cuts.

First-semester Pre-Health Sciences Pathway students had the opportunity to bring their research to life at the recent **Fall 2025 Science Fair**. The event highlighted the curiosity, creativity, and analytical skills that form the foundation for careers in nursing, dental care, paramedicine, and other in-demand health fields. Students explored a wide range of topics with real-world health implications and presented research on digital whiteboards in the Rotary Global Classroom. Through events like the Science Fair, Pre-Health students gain early exposure to research and health-care practices, preparing them for success in postsecondary studies and future careers as innovators, problem-solvers, and health professionals.

DC journalism student Cassandra Watt held a live author reading at the Campus Store for her debut fantasy novel, *Adventures in Haesticrye*. Much of the novel was written during Watt's time at DC and she noted her college experience was especially helpful in completing her final draft and planning a sequel. The event was open to all students and employees and included a live reading, question-and-answer session, and signed copies of the book available for purchase.



Left: DC Journalism student Cassandra Watt shows her debut novel.



*Thomas Loveys,
Fitness and Health
Promotion graduate*

STUDENT SPOTLIGHT

FROM DIPLOMA TO DEGREE: HOW THOMAS LOVEYS FOUND HIS FIT IN FITNESS AND KINESIOLOGY

For Thomas Loveys, the Fitness and Health Promotion (FIT) program at Durham College (DC) was more than a stepping stone — it was a transformative experience that reshaped his academic journey and career goals.

"I had a great experience in FIT," said Loveys. "The program helped shape me into the person I am today. I learned just how beneficial exercise can be and how to better incorporate it into my life and the lives of others."

The two-year diploma program equipped Loveys with hands-on experience, industry insight, and the confidence to thrive in a university setting. It also helped him find his voice.

"FIT really brought me out of my shell," he recalled.

"There were so many in-class activities where you'd practice movements with classmates or even build your communication skills with exercises like motivational interviewing. It was the social part of the program that had the biggest impact on me."

Supportive faculty, practical volunteer opportunities — including VO2 max testing with Pre-Fire students — and a close-knit community made the experience even more meaningful.

"The professors were always kind and went the extra mile to make sure we understood the material," he said.

"It created a warm and welcoming vibe where I felt like I could grow."

Graduating in June 2023 with highest distinction, Loveys took full advantage of the bridging pathway from DC's FIT program to Ontario Tech University's Kinesiology degree. The transition, he says, was seamless — and incredibly valuable.

"Thanks to my time at DC, I came into Kinesiology with a strong foundation. I already knew my study habits and had basic knowledge of complex topics. That made a huge difference," Loveys explained. "The most valuable part of the pathway was being able to work as a personal trainer while studying. I was able to land a job early in university doing something I love — and making money at the same time."

To students considering the same route, Thomas is clear: start with the Fitness and Health promotion program.

"You gain a ton of practical skills that you wouldn't get from university alone," he said. "Two years is enough time to mature and really appreciate your education. And FIT will also help you decide if Kinesiology is really for you. Courses such as exercise physiology and fitness assessment are quite similar to what you would experience in Kinesiology, so if you enjoy those courses and want to learn more, this pathway is for you."

Looking back on his time at DC, it's the community that stands out most.

