DURHAM COLLEGE
SUCCESS MATTERS

DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY
PUBLIC MEETING OF THE BOARD OF GOVERNORS
AGENDA

Date: Wednesday, May 10, 2023, 6:00 p.m.

Location: Oshawa Campus, Durham College Boardroom, A144

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

Pages

1. **CALL TO ORDER**

2. **INTRODUCTION OF GUESTS**

3. **CONFLICT OF INTEREST DECLARATIONS**

4. **PRESENTATIONS**

 4.1 Meet Durham College's Winning Enactus Team

 Students: Tammy Raycraft, Erica Van Hezewijk, Sydnee Harding, Katie Sampson, Andrew Neary, Dylan Irving, Deidra Clarke

 Faculty and Staff: Danielle Harder, Jay Fisher, Heather Brown

5. **CONSENT AGENDA**

 The following items will be addressed through the Consent Agenda unless specifically removed for separate attention, by request.

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

 5.1 Approval of Public Session Agenda

 Recommendation
 That the public agenda for the May 10, 2023, Board of Governors meeting be approved as presented.

 5.2 Approval of Public Minutes from the Board of Governors Meeting of April 12,   4 - 10

2023

<u>Recommendation</u>
That the public minutes of the Board of Governors meeting of April 12, 2023, be approved as presented.

5.3   Ratification of Election Results - Chair and Vice-Chair of the Board

<u>Recommendation</u>
That the results of the election for the positions of Board Chair and Board Vice-Chair be ratified and Gail Johnson Morris be confirmed as Chair and Lisa Allen be confirmed as Vice-Chair for the 2023-2024 Board year.

6.   CHAIR'S REPORT

7.   CO-POPULOUS GOVERNORS' REPORT

8.   DECISION ITEMS

<u>Recommendation</u>
It is recommended to the Durham College Board of Governors:

That in accordance with Report BOG-2023-37, the Clinical Bioinformatics Ontario College Graduate Certificate program be approved.

<u>Recommendation</u>
It is recommended to the Durham College Board of Governors:

That in accordance with Report BOG-2023-38, the Nutrition and Food Service Management Ontario College Diploma program be approved.

<u>Recommendation</u>
It is recommended to the Durham College Board of Governors:

That in accordance with Report BOG-2023-39, the Science and Engineering Fundamentals Ontario College Certificate program be approved.

<u>Recommendation</u>
It is recommended to the Durham College Board of Governors:

That based on Report BOG-2023-41 the 2023-2024 Business Plan, be approved.

Recommendation

It is recommended to the Durham College Board of Governors:

That based on Report BOG-2023-42, the 2022-2023 Durham College annual report, be approved.

9.   DISCUSSION ITEMS

10.   INFORMATION ITEMS

11.   UPCOMING EVENTS

- Employee Town Hall - May 17, 2023, 10:00 a.m. to 12:00 p.m.

- Spring Convocation Ceremonies - June 12 to 14, 2023 (*register to attend by May 26)

12.   MOVE TO IN-CAMERA SESSION

13.   ADJOURNMENT

DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY
BOARD OF GOVERNORS REGULAR MEETING
PUBLIC SESSION MINUTES

Date: Wednesday, April 12, 2023

Location: Oshawa Campus, Durham College Boardroom, A144

Members Present: Gary Rose, Chair of the Board
                         Lisa Allen
                         Ian Ball
                         Suzanne Beale
                         Melissa Bosomworth
                         Elizabeth Cowie
                         Kalyan Chakravarthy
                         Kelly Doyle
                         Gail Johnson Morris, Vice-Chair of the Board
                         Don Lovisa, President
                         Ian Murray
                         Jerry Ouellette
                         Peter Pryce
                         Dwight Townsend
                         Atif Usmani
                         Nathan Wilson

Members Absent: Kenneth Michalko

Staff Present: Scott Blakey, Chief Administrative Officer
                         Linda Flynn, AVP, Office of Development and Alumni Affairs
                         Peter Garrett, Mgr., Strategic Reporting and Government Relations
                         Barbara MacCheyne, Chief Financial Officer/VP, Administration
                         Elaine Popp, Executive Vice-President, Academic
                         Melissa Pringle, Corporate and Board Secretary
                         Janse Tolmie, AVP, IT Services

1.   CALL TO ORDER

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

The Chief Administrative Officer introduced the following guests in attendance:

- Celeste Coles, manager, Financial Aid and Awards
- Geenathy (Geena) Sivakumar, student
- Ralph Hofmann, executive dean, Faculty of Social and Community Services
- Barry Waite, executive dean, Faculty of Media, Art and Design

2.   CONFLICT OF INTEREST DECLARATIONS

Governor Doyle declared a conflict of interest on Item 7.4, 'Post-Election Report & Ratification of Election Results: Student & Administrative Staff Governor' as it relates to the ratification of the administrative staff governor election results, and she did not discuss or vote on the matter.

3.   PRESENTATIONS

3.1   Service Spotlight: Financial Aid and Awards Department

The Board received a presentation from the Manager, Financial Aid and Awards, and student Geena Sivakumar regarding the programs and services offered by the College's Financial Aid and Awards Department.

The Board questioned the presenters.

3.2   Governance Framework Refresher

The Board received a presentation from Governor Cowie about governance best practices, including using the consent agenda, the differences between various sections of the agenda, and how to bring an item forward for discussion.

4.   CONSENT AGENDA

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

4.1   Approval of Public Board Agenda for April 12, 2023

That the public agenda for the April 12, 2023, Board of Governors meeting be approved as presented.

4.2   Approval of Public Minutes from the February 8, 2023, Board Meeting

That the public minutes of the Board of Governors meeting of February 8, 2023, be approved as presented.

4.3   Report of the Governance Review Committee - February 27, 2023

That the report of the Governance Review Committee from February 27, 2023, be received for information and all actions be approved as presented.

5.   CHAIR'S REPORT

As part of the Chair's report, the Chair reported on the following:

- Prime Minister Trudeau's campus visit on April 5, 2023, and President Lovisa and Governor Usmani reflected on the event.

- That the College's information management policies will apply to the Board; therefore, passwords will expire every 120 days. The Chair advised Governors that when it's time to change their password, the College will notify them by email and provide a self-service option.

- The Chair advised the Board about a new group at the College, the President's Circle. The President's Circle was started by the Office of the President and Office of Development and Alumni Affairs to stay engaged with long-term volunteers who served on the DC Board of Governors, the DC Alumni Association Board, and the DC Foundation Board. The Chair informed Governors that once their term concludes on the Board, they would be automatically enrolled in this group and continue receiving regular communications from the College.

6.   CO-POPULOUS GOVERNORS' REPORT

There was no co-populous governors' report.

The Board questioned the Chair about the status of this file and what steps the Board could take to move it forward. In response to questions, the Chair advised he would follow up with the Board Chair at Ontario Tech University (OTU) to determine the status of OTU's governance review.

7. DECISION ITEMS

7.1 New Program of Instruction - Law Clerk, Ontario College Diploma

The Board received a report from the Executive Vice-President, Academic and the Executive Dean, Faculty of Social and Community Services, presenting a new program of instruction for approval, Law Clerk, Ontario College Diploma.

Additionally, the Board received confirmation from the Executive Vice-President, Academic, that the program had been through the full internal approval process, conformed with the credentials framework, was consistent with program standards, and complied with the relevant Ministry Binding Policy Directives.

The Board questioned the Executive Vice-President, Academic and the Executive Dean, Faculty of Social and Community Services, about future trends, student eligibility for membership in the Institute of Law Clerks of Ontario, and the international seat allocation.

Moved by Governor Cowie
Seconded by Governor Beale
"That in accordance with Report BOG-2023-19, the Law Clerk Ontario College Diploma program be approved." CARRIED

7.2 New Program of Instruction - Public Relations, Ontario College Graduate Certificate

The Board received a report from the Executive Vice-President, Academic and the Executive Dean, Faculty of Media, Art and Design, presenting a new program of instruction for approval, Public Relations, Ontario College Graduate Certificate.

Additionally, the Board received confirmation from the Executive Vice-President, Academic, that the program had been through the full internal approval process, conformed with the credentials framework, was consistent with program standards, and complied with the relevant Ministry Binding Policy Directives.

Moved by Governor Chakravarthy
Seconded by Governor Doyle
"That in accordance with Report BOG-2023-20, the Public Relations Ontario College Graduate Certificate program be approved." CARRIED

7.3   Public Report of the Audit & Finance Committee (2023-2024 Operating and Capital Budget)

The Board received a presentation from the Chief Financial Officer/VP, Administration, presenting a balanced 2023-2024 operating and capital budget for approval.

The 2023-2024 budget targets to:

- Realize 12,000 students in fall 2023;
- Increase revenues to $233M;
- Add five new programs with new hires to support enrolment growth;
- Invest $0.3M in one-time strategic initiatives;
- Reduce long-term debt by $3.9M; and,
- Invest $18.1M in capital projects.

The Board questioned the Chief Financial Officer/VP, Administration, regarding long-term projections for international enrolment, diversification, and community support for an increase in the international student population. Additionally, the Board questioned President Lovisa and the Chief Financial Officer/VP, Administration, about where the College ranked in terms of percentage of international enrolment, to which the Board was advised the College has the second lowest enrolment in the sector.

Governor Rose left the meeting.

Governor Johnson Morris assumed the Chair.

Governor Townsend left the meeting.

Governor Rose re-entered the meeting.

Moved by Governor Allen
Seconded by Governor Murray
"That based on Report FIN-2023-09:

1. The 2023-2024 balanced operating budget and the 2023-2024 net capital budget of $9,287,236 be approved; and,

2. That the pre-budget request for $3.5M to advance capital projects in 2024-2025 be approved; and,

3. That this report be released publicly and the operating and capital budgets be reviewed and approved by the Durham College Board of Governors during its public session on April 12, 2023; and,

4. That the approved 2023-2024 operating and capital budgets be submitted to the Ministry of Colleges and Universities by the deadline." CARRIED

Governor Rose resumed the Chair.

7.4 Post-Election Report & Ratification of Election Results: Student & Administrative Staff Governor

Governor Doyle left the meeting.

The Board received a report from President Lovisa regarding the recent student governor and administrative staff governor elections.

Moved by Governor Johnson Morris
Seconded by Governor Ouellette
"That based on Report BOG-2023-22:

1. That the Board of Governors ratify the results of the student governor election, and Aakash Chib be confirmed as the student governor for a one-year term effective September 1, 2023; and,

2. That the Board of Governors ratify the results of the administrative staff governor election, and Kelly Doyle be confirmed as the administrative staff governor for a three-year term effective September 1, 2023." CARRIED

Governor Doyle returned to the meeting.

8. DISCUSSION ITEMS

8.1 Final Results of the 2022-2023 Business Plan (Our Work & Our Community)

The Board received a report from the Manager, Strategic Reporting and Government Relations, presenting the final results of the 2022-2023 Business Plan, which emphasized that 90% of the actions in the plan were complete. Also, the Manager, Strategic Reporting and Government Relations, highlighted activities completed from the *Our Work* and *Our Community* pillars of the strategic plan.

Governor Townsend re-entered the meeting.

The Board questioned the Manager, Strategic Reporting and Government Relations and the Board Secretary about the Innovate@DC idea management platform.

9. INFORMATION ITEMS

The following items were presented for information only:

9.1 Government Relations Update - Spring 2023

9.2 President's Report - February to April 2023

9.3 Summary of Committee of Presidents Meeting - March 20 to 21, 2023

10. UPCOMING EVENTS

The Chair drew attention to the following events:

- CICan World Congress - April 23 to 25, 2023 (Montreal, QB)

- Centre for Innovation & Research Grand Opening - April 27, 2023, from 2:00 p.m. to 5:00 p.m.

11. MOVE TO IN-CAMERA SESSION

Durham College By-law No. 1. provides for the Board of Governors to address, in camera, items that the Board deems confidential to the College.

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

The meeting recessed at 7:51 p.m. and reconvened in-camera at 8:01 p.m.

The Board rose from the in-camera session at 9:58 p.m.

During the in-camera session, the Board received reports from its Standing Committees and discussed the updated public college-private partnership directive, its governance framework, and various employment issues.

12. ADJOURNMENT

With no further business, the meeting adjourned at 9:58 p.m.

Public Report

Report Number: BOG-2023-37

To: Board of Governors

From: Dr. Elaine Popp, Executive Vice President, Academic

Date of Report: April 24, 2023

Date of Meeting: May 10, 2023

Subject: New Program of Instruction – Clinical Bioinformatics Ontario College Graduate Certificate

1. Purpose

To seek approval from the Board of Governors for the following post-secondary program of instruction for September 2024 intake:

Clinical Bioinformatics

- Credential: Ontario College Graduate Certificate
- Duration: 2 semesters
- Faculty: Health Sciences

2. Recommendation

It is recommended to the Durham College Board of Governors:

That in accordance with Report BOG-2023-37, the Clinical Bioinformatics Ontario College Graduate Certificate program be approved.

3. Background

The Clinical Bioinformatics Ontario College Graduate Certificate provides advanced level education to develop the knowledge and skills to work in the medical informatics, computational biology and medical technology fields. This interdisciplinary program is firmly grounded in theory, hands-on skills, and application of tools, methods and techniques that emphasize inferring meaning from scientific "Big Data". Students explore the rapidly evolving fields of genomics and proteomics to support the use of analytical approaches. Emphasis is placed on examining data mining tools and analytical methods to assess scientific data to develop treatment plans and monitor trends in genetic data.

Graduates are equipped to use industry-based software for biological data analysis, including identification and evaluation of disease/disorder associated

biomarkers and determine therapeutic efficacy of drugs. They are able to develop methodologies and hypotheses, utilize current bioinformatics software to manage large genetic databases, and research the pathology of diseases to develop treatment hypotheses to enter the field of bioinformatics.

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 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

The environmental scan prepared by the Institutional Research and Planning team in the Office of Research Services, Innovation and Entrepreneurship, indicates the proposed Clinical Bioinformatics program would be a strong addition to the College's program offerings for the following reasons:

- Projected growth of global bioinformatics labour market due to increased demand for advanced biomedical research and technology;
- Increased investment in life sciences research and development in Ontario likely to increase opportunities for bioinformatics analysis;
- Only one existing CAAT program specifically focusing on clinical bioinformatics;
- No space requirements due to online delivery format;
- Upskilling opportunity for biotechnology graduates;
- Labour market relevant opportunity for new immigrants to Canada.

5.   Financial/Human Resource Implications

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

The proposed program, Clinical Bioinformatics, will be submitted in the Request for Approval for Funding Form to the Ministry of Colleges and Universities (MCU) as a high demand program of instruction. This will allow the college to charge fees above the maximum permitted for regular fees. Tuition is set for $4169.00 and has been restricted until there is direction from MCU.

The proposed new program breaks even in Year 2.

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 anticipated implications for Ontario Tech University resulting from the implementation of this new program recommendation.

8. Strategic Alignment

8.1 Strategic Fit

The proposed program aligns with the following objectives/goals of the Academic, Strategic, and Business plans.

Academic Plan

Goal 1: Ensure Exceptional Quality in our Academic Programs
Goal 2: Enhance Exemplary Teaching and Learning Practices

Strategic Plan and Business Plan

Pillar: Our Students
Goal: To educate and inspire students to realize success in their careers and communities

General Program Information

Proposed Program Title: Clinical Bioinformatics

Proposed Credential: Ontario College Graduate Certificate (OCGC)

Academic Dean(s): Dr. Mojgan Rezvani, executive dean

Faculty(s): Health Sciences

Date of Review by PPRC: April 12, 2023

MTCU Code: 71308 (Program Description)

Weight and Funding Unit (as per APS table): Weight = 1.2, Funding = 0.9

Proposed Tuition: Year 1: $4168.70

Proposed Implementation: Fall 2024

Year 1 Enrolment: 30

Number of Sections, Y1: 1

International Students Seat Allocation: None

Number of Semesters: 2

Total Hours: 546 instructional hrs + 210 field placement hrs = 756 hrs

New or Replacement Program: New

Number of New FT Faculty: 0.5 FT Program Coordinator; 2 PL/1 PT (Year 1)

Program Delivery Methods: Online and field placement

Laptop Requirement: No

New or Renovated Space Requirements: None

Total Capital Costs: Year 1: None

1. Approval Stages

The following approval stages have been assessed for this program:
- ☒ Labour Market
- ☒ Student Demand
- ☒ Budget reviewed and approved by the Chief Financial Officer and the Vice President, Academic
- ☒ Presented to the Program Proposal Review Committee (April 12, 2023)
- ☒ New Program Proposal Summary reviewed by the Associate Dean, Centre for Teaching and Learning (DATE: April 23, 2023)
- ☒ New Program Proposal Summary reviewed by the Dean, Centre for Teaching and Learning (DATE: April 26, 2023)
- ☒ Approved by Executive Vice-President, Academic (DATE: May 1, 2023)
- ☐ Reviewed and approved by President (DATE:)

2. Program Overview

2.1   Program Description

The Clinical Bioinformatics Ontario College Graduate Certificate provides advanced level education to develop the knowledge and skills to work in the medical informatics, computational biology and medical technology fields. This interdisciplinary program is firmly grounded in theory, hands-on skills, and application of tools, methods and techniques that emphasize inferring meaning from scientific "Big Data". Students explore the rapidly evolving fields of genomics and proteomics to support the use of analytical approaches. Emphasis is placed on examining data mining tools and analytical methods to assess scientific data to develop treatment plans and monitor trends in genetic data.

Graduates are equipped to use industry-based software for biological data analysis, including identification and evaluation of disease/disorder associated biomarkers and determine therapeutic efficacy of drugs. They are able to develop methodologies and hypotheses, utilize current bioinformatics software to manage large genetic databases, and research the pathology of diseases to develop treatment hypotheses to enter the field of bioinformatics.

2.2   Career Outcomes

Job Titles	Where Graduates Might Work
- Bioinformatics Analyst - Bioinformatics Scientist - Bioinformatics Technician - Bioinformatics Engineer - Scientific Data Analyst - Biostatistician - Computational Genomicist	- Pharmaceutical Companies - Research Hospitals - Research Industry - Research and Development - Universities and Colleges

Job Titles	Where Graduates Might Work
- Computational Molecular Scientist - Data Scientist - Drug Discovery Researcher - Research Scientist in Applied Genomics - Genetic Counselor - Research Scientist in Applied Proteomics	

2.3 Vocational Program Learning Outcomes (Program Description – 71308)

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. Identify relevant evidence-based research, trends, technologies, and standards within the field of bioinformatics to maintain currency in the industry.
2. Apply bioinformatics and computational methods to the design, execution and interpretation of scientific research.
3. Employ programming language and scripting versatility to automate processes at the application level.
4. Examine bioinformatics data to discover patterns, draw conclusions and generate predictions for subsequent experiments.
5. Comply with legal obligations, as well as with the professional and ethical standards, to ensure privacy, security and confidentiality in the access, retention, storage and disposal of personal genetic data and related health information.
6. Use statistics in the analysis, collation and interpretation of data to draw conclusions and support informed decision-making.
7. Perform laboratory duties in compliance with pertinent health and safety legislation and regulations.
8. Complete complex genomic and proteomics applications using advanced principles of cell and molecular biology, pharmacology and toxicology, pathophysiology, endocrinology, and biochemistry.
9. Collaborate and communicate with inter-professional health care teams to optimize the health and well-being of individuals.
10. Develop and implement effective strategies for ongoing personal and professional development that support currency, competence and ethics in clinical bioinformatics.

2.4 Admission Requirements

- Ontario College Diploma, Ontario College Advanced Diploma, or Degree in biological sciences, biotechnology, or a related program.

- All applicants whose first language is not English must meet Durham College's English Language Proficiency Policy.

3. Program of Study

Year 1	
Semester 1	**Semester 2**
14 weeks	14 weeks
Ethics and Professional Development (3 hrs Online)	Biosequence Pattern Analysis (4hrs Online)
Leadership and Project Management (4hrs Online)	Data Analytics and Storytelling (3hrs Online)
Knowledge Translation and Mobilization Strategies (3hrs Online)	Bioinformatics and Precision Medicine (4hrs Online)
Fundamentals of Data Science (3hrs Online)	Capstone Research Project (6hrs Online)
Introduction to Omics (3hrs Online)	Field Placement or Simulated Project Based Field Experience (210 hrs)
Computational Tools and Methods (3hrs Online)	
Data Mining, Modeling and Biostatistics (3hrs Online)	
22 hours/week 308 hours/semester	17 hours/week online 15 hours/week field placement 448 hours/semester

Omics	Data Analysis	Management	Knowledge Translation	WIL

Semester 1

Course Title: Ethics and Professional Development
Course description: Students discuss the implications of integrating Omics technology into preclinical and clinical research and GenEthical within healthcare. Students debate key ethical issues with a focus on legal limits, privacy, protection of health information and the importance of integrity in data analysis. Students prepare cover letters and resumes, and practice interviewing prior to field placement.
Instructional Setting: Online
Total Hours (Semester): 42
Remote Delivery: Online

Course Title: Leadership and Project Management
Course description: Students explore theoretical and practical tools and techniques to manage projects, emphasizing the Project Management Body of Knowledge (PMBOK). Students examine the importance of effective project management on decision making and organizational success. Critically analyzing various real-world scenarios and recommending solutions supports the development of problem-solving skills.
Instructional Setting: Online
Total Hours (Semester): 56
Remote Delivery: Online

Course Title: Knowledge Translation and Mobilization Strategies
Course description: Students explore current and emerging translation and mobilization theory, methods and tools. Emphasis is on the application of the process, user engagement strategies, planning and intervention methods, and ethical frameworks when engaging with translation and mobilization strategies.
Instructional Setting: Online
Total Hours (Semester): 42
Remote Delivery: Online

Course Title: Fundamentals of Data Science
Course description: Students analyze and apply biological sequences in a controlled setting, mimicking real-life scenarios to address common challenges. Students develop analytical skills by searching for and manipulating information from genomic and proteomic databases to generate reports.
Instructional Setting: Online
Total Hours (Semester): 42
Remote Delivery: Online

Course Title: Introduction to Omics
Course description: Students explore the historical development of Omics technologies to better understand the application to modern Omics. Students propose various therapeutics to address clinical challenges using translational medicine.
Instructional Setting: Online
Total Hours (Semester): 42
Remote Delivery: Online

Course Title: Computational Tools and Methods
Course description: Students examine the basic principles underlying Omics analysis. Emphasis is on employing computational genomic and proteomic tools to extract biological information from Omics data.
Instructional Setting: Online
Total Hours (Semester): 42
Remote Delivery: Online

Course Title: Data Mining, Modeling and Biostatistics
Course description: Students evaluate intradisciplinary components of data mining, modelling and applied biostatistics. Students design analytical reports following the different stages of data mining and leveraging advanced methods.
Instructional Setting: Online
Total Hours (Semester): 42
Remote Delivery: Online

Semester 2

Course Title: Biosequence Pattern Analysis
Course description: Students apply methods of data analysis, clustering, modelling, matrices, algorithms, and alignments to identify patterns and interpret complex data sets that may lead to drug discovery development and disease treatment through discovery of unknown genes' regulatory functions.
Instructional Setting: Online
Total Hours (Semester): 56
Remote Delivery: Online

Course Title: Data Analytics and Storytelling
Course description: Students identify underlying themes for developing stories or narratives. Students develop data-driven stories by analyzing data, creating impactful data visualizations, enabling data supported decision making and writing impactful communications.
Instructional Setting: Online
Total Hours (Semester): 42
Remote Delivery: Online

Course Title: Bioinformatics and Precision Medicine
Course description: Students examine the implications of genomics on the rapidly evolving field of precision medicine. Students utilize Omics data analysis to inform clinical research decisions and the impact on individual and population health.
Instructional Setting: Online
Total Hours (Semester): 56
Remote Delivery: Online

Course Title: Capstone Research Project
Course description: Students explore current research methods in comparative sciences to select an individual research topic. Students design a capstone project using research best practices and present and defend the project. Students apply project management tools and techniques to effectively manage the research process.
Instructional Setting: Online
Total Hours (Semester): 84

Remote Delivery: Online

Course Title: Field Placement (option 1)
Course description: Field experience provides students with the opportunity to integrate theoretical and simulated learning in a work environment. Students engage in a variety of responsibilities pertaining to clinical bioinformatics and translate knowledge to real-world, practical situations. Students develop skills, knowledge and techniques in a variety of clinical bioinformatics contexts.
Instructional Setting: Field
Total Hours (Semester): 210
Remote Delivery: N/A – see option 2 below

Course Title: Simulated Project-Based Field Experience (option 2)
Course description: Students apply knowledge and skills to a case-based project, working collaboratively with an industry partner.
Instructional Setting: Online
Total Hours (Semester): 210
Remote Delivery: Online

4. Strategic Alignment

4.1 Strategic Fit

The proposed program aligns with the following goals of the Academic, Strategic, and Business plans.

Academic Plan
Goal 1: Ensure Exceptional Quality in our Academic Programs
Goal 2: Enhance Exemplary Teaching and Learning Practices
Goal 3: Establish and Augment Internationalization and Global Engagement Initiatives

Strategic Plan and Business Plan
Pillar: Our Students
Goal: To educate and inspire students to realize success in their careers and communities.

4.2 Fit with Existing Programs

The proposed program will contribute to the mix of programs at DC by offering students working in the clinical field an opportunity to specialize and upskill in the area of big biological data management. This will be a unique program offering in HS. The proposed Clinical Bioinformatics OCGC program differs from, yet compliments current program offerings at DC. The existing Biotechnology Ontario College Advanced Diploma (OCAD) program focuses on a broad range of industries and prepares students to explore how living organisms and parts of living organisms can provide new methods of production and facilitate the development of new products, as well as learn the regulations which govern the use of these techniques. The scope of the OCAD program is such that graduates have the knowledge, skills and attitudes to enable them to work within a broad

range of technical and/or management functions, and occupational areas. They are prepared for employment at entry-level positions and for more specialized education at an advanced level. This graduate, in addition to graduates from Nursing, are excellent candidates for entry to the proposed program for a more specialized education in the use of data and data analytics in the study of disease pathology.

The current Data Analytics for Business Decision Making OCGC program focuses on developing the knowledge and skills to respond to organizational and market opportunities by using business intelligence and data tools for extensive data collection and analysis. The program prepares graduates to support real-world business decision-making and planning through data insights, data management, and data science. The proposed program differs in that it specializes in the interdisciplinary field of clinical bioinformatics to support research and study in disease pathology and to develop new treatments. The student for the two programs differs in the degree and level of specialization in a specific disciplinary field.

Furthermore, DC has a strong reputation for its health sciences programs, with the Centre for Collaborative Education serving as a hub for innovation and collaboration in the health sciences field. The college also has established partnerships with a variety of health care providers and research organizations, providing opportunities for students in a clinical bioinformatics program to gain real-world experience and build connections in the industry.

Currently, two CAAT colleges in Ontario offer clinical bioinformatics programs under the MTCU 71308: Functional Genomics and Clinical Consultation. The proposed program at DC has a high affinity to one of the programs approved in the CAAT system.

5. Labour Demand and Graduate Employment Possibilities

Institutional Research and Planning prepared a comprehensive environmental scan. The following is a summary of the information and data from the scan.

Based upon the analysis of labour market data and the program mix at DC, it is expected that the proposed program, Clinical Bioinformatics, would address the labour market needs of the emerging field of clinical bioinformatics and would be of particular interest to graduates of biotechnology and biology programs, particularly new immigrants who have prior education or professional experience in related disciplines. It is a valuable addition to DC's postsecondary offerings because of the:

- Projected growth of the global bioinformatics labour market due to increased demand for advanced biomedical research and technology;
- Increased investment in life sciences research and development in Ontario likely to increase opportunities for bioinformatics analysis;
- Specialization in clinical bioinformatics reducing the competition with the only other existing Ontario CAAT program;

- Online delivery format which requires no additional space needs;
- Upskilling opportunity for biotechnology graduates;
- Labour market relevant opportunity for new immigrants to Canada.

5.1   Labour Market Analysis

Bioinformatics is the application of computer and information science principles to the storage, analysis, and interpretation of large complex databases of biological information. The field of Bioinformatics is multidisciplinary drawing from microbiology, molecular biology, genomics (study of genes), proteomics (study of proteins), medical and information technology, computer science, and data science. Clinical bioinformatics is a specialized subfield of bioinformatics in which genomics and proteomics data are integrated with medical information on patient history and symptom presentation to generate insights to improve healthcare quality and patient outcomes. Using clinical bioinformatics, researchers are able to uncover critical information concerning the function and structure of genes and proteins, the causes of diseases, and the mechanisms of different treatment approaches.

Clinical bioinformatics has numerous applications. In pharmacological research, clinical bioinformatics can be used to identify disease biomarkers (molecules which indicated the presence of an abnormality) that can be used to track disease progression and assess the effectiveness of new treatments. In toxicology research, clinical bioinformatics can be used to uncover toxic environmental factors which have adverse effects on the functioning of genes and proteins. In medical research, clinical bioinformatics can be utilized to provide accurate diagnoses of complex genetic disorders, recommend effective treatments based on the patient's genetic makeup and clinical history, and identify genetic risk factors of diseases, allowing for early detection, risk reduction, and disease prevention. Careers in clinical bioinformatics are posted under a wide range of titles including, Bioinformatics Analyst/Engineer/Scientist, Biostatistician, Computational Genomicist/Biologist, Clinical Informatics Specialist, Data Scientist, and Clinical Project/Data Manager.

The need for clinical bioinformatics has increased alongside advances in genetic testing, genome sequencing, and biomedical technology more generally. For example, genetic testing was initially expensive and labour intensive and clinicians were limited to testing for a very small number of genetic conditions based on their diagnostic hypotheses. However, advances in gene sequencing over the last two decades such as the Human Genome Project, which sequenced roughly 90 per cent of the human genome, have allowed for the development of genome-wide diagnostic technologies which overcome many of the limitations of prior testing methods. Clinicians are now able to test for genetic abnormalities and disease biomarkers across the majority of the genome in a single low-cost test. By combining genome-wide data with clinical symptoms, family history, and biomedical testing and imaging, clinicians are able to provide more precise diagnosis and treatment to patients.

These recent advances in biological science have led to a massive influx of complex data that far exceeds the capacity of traditional data storage, management, and analysis approaches used in healthcare and medical research. Further it is not possible for the raw data from recent genomics and proteomics research and testing to be easily interpreted by clinicians themselves. The large influx of complex biological information requires knowledge of specialized software and database management as well as the ability to create complex algorithms which extract important information and transform the raw data into a form that is easy to interpret. As a result, clinical bioinformatics is becoming increasingly important for advancing research and knowledge in biological science and improving the quality of healthcare services.

The global bioinformatics market is projected to grow from roughly $10.2 billion USD in 2022 to $39.7 billion by 2030. The lack of skilled personnel and lack of standardized, user-friendly, and cost-effective bioinformatics software are expected to be barriers to market growth going forward. North America is expected to continue to dominate the global bioinformatics market due to large government investments in bioinformatics research and the adoption of advanced biomedical technology. The projected market growth is driven by the advances in genetic sequencing and the detection of disease biomarkers, increased demand for gene-focused treatment of chronic diseases, and increased public and private sector funding for bioinformatics research. By contrast, a lack of skilled personnel and lack of standardized, user-friendly, and cost-effective bioinformatics software are expected to be barriers to market growth going forward. North America is expected to continue to dominate the global bioinformatics market due to large government investments in bioinformatics research and the adoption of advanced biomedical technology.

The Canadian bio-health economy, which includes the research, development, production, and commercialization of improved therapeutics, new diagnostic techniques, and innovative disease prevention strategies, is rapidly growing. It is expected that by 2029 an additional 36,000 workers will be needed to meet the labour market demand. Rapid growth in the bio-health economy is being driven by increased venture capital investment in Canadian life science companies, particularly those focusing on drug discovery, biotechnology, and the development of new diagnostic equipment. Additionally, as a part of its new Biomanufacturing and Life Sciences Strategy the Canadian federal government will invest $2.2 billion dollars into the life sciences and biomanufacturing industries over seven years, starting 2021.

Bio-health is also the most rapidly growing subsector of the bio-economy within Ontario and it is expected that approximately 14,400 new workers will be needed provincially by 2029. Ontario is also one of the main hubs for life sciences research in Canada, with many biotechnology firms, pharmaceutical companies, and research hospitals making large investments into research and development in Ontario. Given the numerous applications of bioinformatics research to the development of new biotechnology, diagnostic methods, and drug creation these investments are likely to create job opportunities for individuals with skills in clinical bioinformatics.

Clinical bioinformatics is a relatively new field, and thus individuals currently working in the biomedical sciences likely have some but not all the competencies necessary to meet current labour market demand. For example, individuals with education in biology may have the theoretical knowledge of genomics and proteomics but lack the background in computational and information technology necessary to utilize bioinformatics software effectively in their research. There is a need for educational opportunities which focus specifically on providing individuals with the interdisciplinary knowledge and skills necessary to apply the analysis of complex biological data to generate insights that can inform clinical practice. Currently, only one CAAT college has such a program, and it was recently approved in 2022. The proposed Clinical Bioinformatics graduate certificate at DC will provide another option for students wishing to pursue this growing field and help meet current labor market demand.

Employment Projections

The National Occupation Classification (NOC) provides a standardized framework for organizing the labour force in a coherent system. Statistics Canada updated the NOC classifications in 2021 to provide a finer and more updated reflection of the labour market using five digits instead of four for the NOC codes and corresponding it to the updated six category training, education, experience, and responsibilities (TEER) system. Despite this update, many sources of labour market information have not yet transformed their database from the 2016 NOC structure to the 2021 NOC structure. Hence the following description identifies the relevant 2016 and 2021 equivalencies below but the discussion in the section relies upon the 2016 framework.

Job titles and descriptions relevant to the field of Clinical Bioinformatics were culled from a variety of labour market reports. Based on the titles and descriptions, three key four-digit National Occupation Classifications (NOC) codes were identified: 2121, 2221, and 2172.

- 2121 (2016) – Biologists and related scientists (e.g., bioinformatician, research biologist, geneticist, pharmacologist) is equivalent to 21110 (2021) Biologists and related scientists
- 2221 (2016) – Biological technologists and technicians (e.g., biological laboratory technologist, life sciences research technician, microbiological technologist, vaccine technician) is equivalent to 22110 (2021) Biological technologists and technicians
- 2172 (2016) – Database analysts and data administrators (e.g., health database analyst, data scientist, data analyst- informatics and systems, database designer) is equivalent to 21223 (2021) Database analysts and data administrators and 21211 (2021) Data scientists.

Labour Market Outlook

National Outlook

Occupational Classification: National

Table 1 displays wages, occupation statistics and employment outlooks for relevant occupations in Canada. According to the data presented in the table, the median wage for *Biological and Related Scientists* and *Database Analysts and Data Administrators* is significantly above the Ontario average for all occupations.

A labour market shortage is projected for *Database Analyst and Data Administrators* through to 2028; at the national level, the expected demand will exceed the labour supply. A balanced labour market through to 2028 is projected for the other two occupations; at the national level, the labour supply will be adequate to meet the expected demand. It should be noted that these projections were completed in 2019 before the COVID-19 pandemic.

Table 1

Wages, Occupational Statistics and Employment Outlook (National)					
NOC Code - Occupation	Median Wage[19]	Employment in 2018	Median Age in 2018	Average Retirement Age in 2018	Outlook to 2028[20]
2121 – Biologists and related scientists	$39.23	26,300	42	65	Balance
2221 – Biological technologists and technicians	$25.12	10,700	37.5	65	Balance
2172 – Database analysts and data administrators	$39.00	36,300	40.5	61	Shortage

Source: Employment and Social Development Canada https://occupations.esdc.gc.ca/sppc-cops; Government of Canada Job Profiles www.jobbank.gc.ca/marketreport/outlook, accessed January 2023
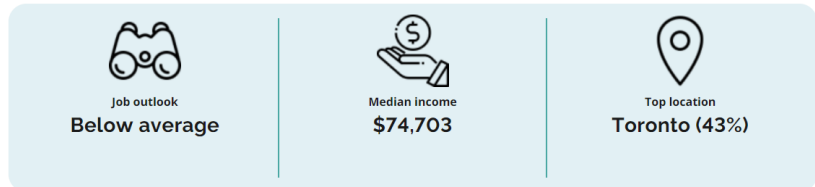
Provincial Outlook

Occupational Classification: Provincial

Figure 1 displays the provincial job outlook rating (2021-2025) for the relevant occupations, as well as median annual income. The median annual income for all three occupations presented in the table below indicates it is significantly higher than the Ontario average of $55,121. The provincial outlook is particularly favourable for *Database Analysts and Data Administrators*. The outlook for *Biologists and Related Scientists* and *Biological Technologists and Technicians* is below average at the provincial level based on the projections. However, these provincial projections were also completed before the COVID-19 pandemic which may have impacted labour market demand. More recent three-year projections
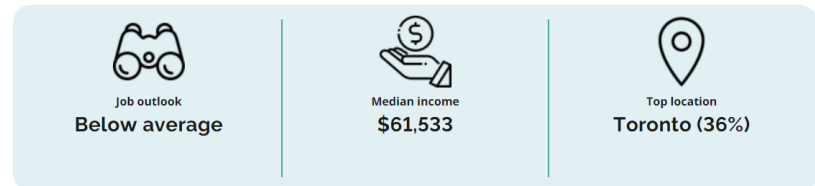
for the 2022-2024 period classify the prospects as good for *Biologists and Related Scientists* and moderate for *Biological Technologists and Technicians.*
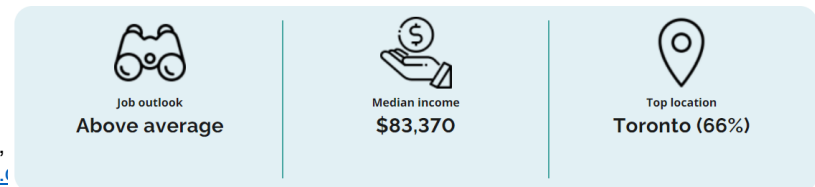
Figure 1

2121 – Biologists and related scientists

Job outlook	Median income	Top location
Below average	$74,703	Toronto (43%)

2221 – Biological technologists and technicians

Job outlook	Median income	Top location
Below average	$61,533	Toronto (36%)

2172 – Database analysts and data administrators

Job outlook	Median income	Top location
Above average	$83,370	Toronto (66%)

Source: MCU Ontario Job Profiles,
https://www.services.labour.gov.on.

Table 2 presents summary job profile statistics provided by the Government of Ontario for the relevant occupations. According to the table, there is a high degree of part time work for *Biological Technologists and Technicians* and there are limited self-employment opportunities in all three occupations.

Table 2

Provincial Summary Job Profile Statistics					
NOC Code - Occupation	Males	Females	Full-Time	Part-Time	Self-Employed
2121 – Biologists and related scientists	46%	54%	73%	27%	5%
2221 – Biological technologists and technicians	46%	54%	63%	37%	3%
2172 – Database analysts and data administrators	65%	34%	78%	22%	5%

Source: MCU Ontario Job Profiles, accessed: January 2023,
https://www.services.labour.gov.on.ca/labourmarket

Table 3 displays the education level of employees in relevant occupations in Ontario. According to the data outlined below, *Biologists and Related Scientists* commonly have a bachelor's degree, master's degree, or doctorate. *Biological Technicians and Technologists* and *Database Analysts and Data Administrators* mostly commonly have a college certificate or diploma, or a bachelor's degree. The prevalence of bachelor's degrees in all occupations provides strong support for providing an offering as a graduate certificate.

Table 3

Education Level	Educational Attainment		
	2121 – Biologists and related scientists	2221 – Biological technologists and technicians	2172 – Database analysts and data administrators
No certificate, diploma or degree:	0%	0	0%
Secondary (high) school diploma or equivalency certificate	1%	19%	9%
Apprenticeship or trades certificate or diploma	0%	3%	1%
College, CEGEP or other non-university certificate or diploma	3%	23%	23%
Bachelor's degree	32%	31%	42%
Degree in medicine, dentistry, veterinary medicine or optometry	1%	1%	0%
Master's degree	33%	16%	18%
Earned doctorate	29%	4%	2%
Other	2%	3%	6%

Source: MCU Ontario Job Profiles, accessed: January 2023,
https://www.services.labour.gov.on.ca/labourmarket

Table 4 presents provincial employment opportunities for each relevant occupation. Within each column, the percentages indicate the distribution of all individuals employed in the corresponding occupation across the select census divisions. According to the data outlined below, the share of Ontario's employment in the Durham census division for *Biological Technologists and Technicians* (five per cent) and *Database Analysts and Data Administrators* (four per cent) is in line with the average for all occupations (five per cent), while the share of employment for *Biologists and Related Scientists* is lower. Toronto has the highest high share of employment across all the NOC codes indicating a high concentration of jobs. There is also a higher than usual concentration of all three occupations in Ottawa.

Table 4

Employment Share by Census Division				
Census Division	All Occupations	2121 – Biologists and related scientists	2221 – Biological technologists and technicians	2172 – Database analysts and data administrators
Durham	**5%**	2%	5%	4%
Toronto	**21%**	22%	17%	28%
Peel	**10%**	8%	7%	12%
York	**9%**	6%	5%	16%
Peterborough	**1%**	2%	2%	0%
Northumberland	**1%**	0%	1%	0%
Kawartha Lakes	**1%**	0%	1%	0%
Ottawa	**7%**	17%	10%	14%

Source: MCU Ontario Job Profiles, accessed: December 2022,
https://www.services.labour.gov.on.ca/labourmarket

Table 5 displays the sectors where relevant occupations are employed. The tables below indicate occupations relevant to the proposed program are prevalent in the *Professional, Scientific, and Technical Services*, *Public Administration* and *Health Care and Social Assistance* industries, respectively.

Table 5

2121 – Biologists and related scientists		2221 – Biological technologists and technicians		2172 – Database analysts and data administrators	
36%	Professional, scientific, and technical services	**28%**	Public Administration	**29%**	Professional, scientific, and technical services
29%	Public Administration	**26%**	Professional, scientific, and technical services	**18%**	Finance and insurance
17%	Health care and social assistance	**12%**	Agriculture, forestry, fishing, and hunting	**16%**	Public Administration
5%	Educational services	**10%**	Educational Services	**6%**	Health care and social assistance

Source: MCU Ontario Job Profiles, accessed: January 2023,
https://www.services.labour.gov.on.ca/labourmarket

Table 6 presents the combined number of jobs expected to be created in Ontario and select census divisions across all three relevant occupations. According to the data in the table below, a total of 10,235 jobs are expected to be created in Ontario by 2025, specifically in the Toronto, Peel, York, Durham and Peterborough census divisions.

Table 6

Occupation Summary (Ontario and Select Census Divisions) – 2020 & 2025					
Region	**2020 Jobs**	**2025 Jobs**	**Change**	**% Change**	**Median Hourly Wages**
Ontario	**30,849**	**41,084**	**10,235**	**33%**	**$39.86**
Durham	866	1,180	314	36%	$40.71
Toronto	10,152	14,096	3,944	39%	$40.80
Peel	3,818	5,131	1,313	34%	$40.76
York	2,572	3,597	1,025	40%	$40.85
Peterborough	166	181	15	9%	$34.79
Northumberland	65	61	-4	-6%	$33.94
Kawartha Lakes	65	64	-1	-2%	$34.27

Source: Labour Force Survey, Lightcast Analyst 2022.1, updated February 2023

Local Outlook

Occupational Classification: Region of Durham

Table 7 presents the number of jobs and hourly wages for all relevant

occupations within the Durham census division. Job counts are presented for 2020, in addition to a projection of the number of jobs in 2025. Surmised from the results below, a total of 314 new jobs are expected to be created in Durham Region by 2025 across the three relevant NOC codes, with most falling into the occupation category of *Database Analysts and Data Administrators*.

Table 7

Durham Region Employment Outlook - 2020 & 2025					
NOC	**2020 Jobs**	**2025 Jobs**	**Change**	**% Change**	**Median Hourly Wages**
2121 – Biologists and related scientists	150	176	26	17%	$39.48
2221 – Biological technologists and technicians	32	15	-17	-53%	$25.11
2172 – Database analysts and data administrators	684	989	305	45%	$41.48
Total	**866**	**1,180**	**314**	**36%**	

Source: Labour Force Survey, Lightcast Analyst 2022.1, updated February 2023

Table 8 presents information about the self-employment opportunities in selected occupations in the Durham Region.

Table 8

Durham Region Self-Employment Outlook - 2020 & 2025				
NOC	2020 Jobs	2025 Jobs	Change	% Change
2121 – Biologists and related scientists	<10	<10	Insf. Data	Insf. Data
2221 – Biological technologists and technicians	0	0	0	0%
2172 – Database analysts and data administrators	47	47	0	0%
Total	**49**	**50**	**1**	**2%**

Source: Labour Force Survey, Lightcast Analyst 2022.1, updated February 2023

6. Analysis of Competition

Currently, two CAAT colleges in Ontario offer clinical bioinformatics programs under the MTCU code 71308, for which there have been no cancelations. One program in the system focuses primarily on bioinformatics in the context of genomics research and genetic counselling. The other program in the system is also delivered online and focuses on developing strong bioinformatics skills across a wider range of clinical applications. The proposed graduate certificate program at DC is most similar to the latter program.

Program Delivery Formats

Public health and government guidelines regarding the COVID-19 pandemic have required post-secondary programs to be delivered in alternative formats, such as remote (online), hybrid (a combination of in-person and remote) and flexible (part of the program is delivered with some students and faculty in-person on campus and learning activities are broadcast to students remotely, simultaneously). While these restrictions have been lifted, some programs continue to be offered in an alternative format. The proposed program will be delivered fully online.

7. Student Interest

The initial Clinical Bioinformatics program in the CAAT system was approved in 2022, which means there is limited data available for the program.

Figure 2 displays system-wide domestic applications, first choice applications and confirmed acceptances for the Fall intake for programs in MTCU 71308: Functional Genomics and Clinical Consultation.

Functional Genomics and Clinical Consultation (MCU 71308):
Total Applications, First Choice Applications and Confirmations; Fall

	2020-21	2021-22	2022-23	2023-24p
Total Applications	27	36	23	94
First Choice Applications	9	8	8	27
Confirmed Acceptances	3	12	4	3
Number of programs	1	1	1	2
Avg. conf./program	3	12	4	2
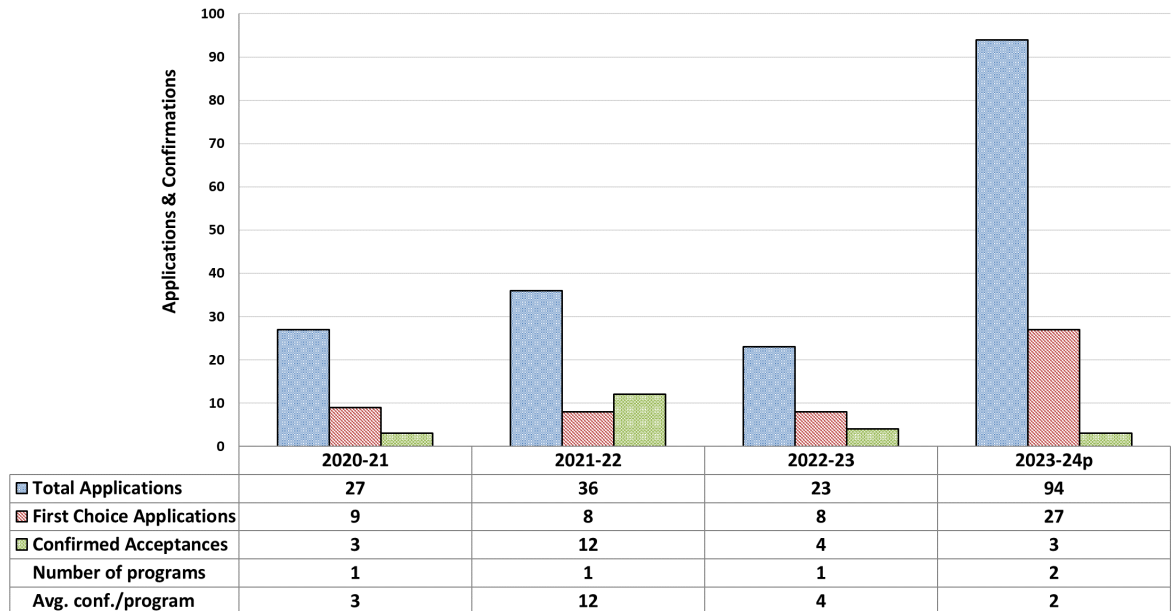
- The average growth[1] between 2020 and 2022 for total applications was: -1 per cent.
- The average growth between 2020 and 2022 for first choice applications was: -6 per cent.
- The average growth between 2020 and 2022 for confirmed acceptances was: 117 per cent.

Functional genomics and bioinformatics are related fields, as they both study genetic information and its function within an organism. Functional genomics refers to the study of how genes function and interact within an organism, including how they are expressed, regulated and interact with each other. This field uses high-throughput techniques such as microarrays, RNA sequencing and proteomics to analyze large amounts of genetic data and identify patterns and relationships between genes and their functions.

Bioinformatics, on the other hand, involves the application of computational and statistical methods to analyze and interpret biological data, including genetic information. This field involves the use of algorithms, databases and software tools to analyze and interpret large datasets, including those generated by functional genomics studies.

In many cases, functional genomic and bioinformatic tools and analyses are paired to gain a deeper understanding of how genes and genetic information function within an organism. For example, bioinformatics tools may be used to analyze data from functional genomics experiments and identify patterns of gene expression or regulatory mechanisms. Conversely, functional genomics studies may be used to generate large amounts of data that can then be analyzed using

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[1] Average Growth refers to the average change each year.

bioinformatics techniques to identify new patterns and relationships between genes and their functions.

Functional genomics and bioinformatics are also closely related to clinical consultation, as they are both important components of clinical research and practice. Clinical consultation involves the provision of expert advice and guidance to clinicians and other healthcare professionals, with the goal of improving patient outcomes. Clinical consultants may be experts in a wide range of areas, including genomics, bioinformatics and other specialized fields, and they play an important role in helping clinicians navigate complex medical issues and make informed decisions about patient care.

Overall, functional genomics, bioinformatics and clinical consultation are significant aspects of clinical research and practice, and closely related fields that work together to improve patient outcomes.

8. Target Market

The target market for this program are graduates from a diploma, advanced diploma, and/or degree in:

- Biological sciences
- Biotechnology
- Related programs at universities in a Bachelor of Science

9. Operating Revenue and Expenses

The following tables summarize the net contribution for the proposed Clinical Bioinformatics, Ontario College Graduate Certificate program:

Student Enrolment	2024-25 Projection	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection
Projected enrolment	30	35	35	35	40
Total	30	35	35	35	40

Net Contribution	2024-25 Projection	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection
Total Direct Program Expenses	209,791	214,171	218,647	223,220	227,894
Total Revenue for Program	246,983	288,146	288,146	288,146	329,310
Net Contribution $	37,191	73,975	69,499	64,926	101,416

New Program Summary

Net Contribution	2024-25 Projection	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection
Net Accumulated Contribution / (Deficit)	37,191	111,166	180,666	245,592	347,007
Net Contribution - % of Gross Revenue	15.1%	25.7%	24.1%	22.5%	30.8%
Target Net Contribution	N/A	Breakeven	35.0%	35.0%	35.0%
Capital Requirement	0	0	0	0	0

Revenue	2024-25 Projection	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection
Tuition Fees per academic year	4,169	4,169	4,169	4,169	4,169
Set-Aside Fee Removed	(417)	(417)	(417)	(417)	(417)
Tuition Fee realized by college	3,752	3,752	3,752	3,752	3,752
Total Tuition Fees	112,555	131,314	131,314	131,314	150,073
Other Revenue (Contract Training)	0	0	0	0	0
Total Other Revenue	0	0	0	0	0
Program Wtd Funding Unit	1.08	1.08	1.08	1.08	1.08
Grant - MTCU Operating (Assume $4149/wfu)	134,428	156,832	156,832	156,832	179,237
Total Revenue	246,983	288,146	288,146	288,146	329,310

Expenditures	2024-25 Projection	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection
Salaries - Faculty (FT)	63,750	65,025	66,326	67,652	69,005

New Program Summary

Expenditures	2024-25 Projection	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection
Salaries - Co-ordinator Allowance	1,603	1,603	1,603	1,603	1,603
Salaries - PT Teaching	15,080	15,532	15,998	16,478	16,973
Salaries - PL Teaching	25,200	25,704	26,218	26,742	27,277
Salaries - Sessional Teaching	0	0	0	0	0
Contract Teaching	0	0	0	0	0
Total Teaching Salaries	**105,633**	**107,864**	**110,145**	**112,476**	**114,858**
Benefits - Faculty - FT 25.5%	16,665	16,990	17,322	17,660	18,005
Benefits - Faculty - PT 15.5%	6,243	6,392	6,544	6,699	6,859
Benefits - SS (FT) 30%	11,250	11,475	11,705	11,939	12,177
Total Employee Benefits	**34,158**	**34,857**	**35,570**	**36,298**	**37,041**
Total Labour	**177,291**	**180,971**	**184,730**	**188,569**	**192,490**
Instructional Supplies	20,000	20,400	20,808	21,224	21,649
Instructional Other Costs	0	0	0	0	0
Field Work	0	0	0	0	0
Membership & Dues	0	0	0	0	0
Professional Development	1,000	1,000	1,000	1,000	1,000
Travel/Accommodations/Meals	1,500	1,500	1,500	1,500	1,500

Expenditures	2024-25 Projection	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection
Promotion/Public relations	0	0	0	0	0
Repair/Maintenance-Equipment	0	0	0	0	0
Telecommunications	0	0	0	0	0
Software Costs	10,000	10,300	10,609	10,927	11,255
Office supplies/Other Expenses	0	0	0	0	0
Rental	0	0	0	0	0
Total Other Expenditure	**32,500**	**33,200**	**33,917**	**34,651**	**35,404**

Report Number: BOG-2023-38

To: Board of Governors

From: Dr. Elaine Popp, Executive Vice President, Academic

Date of Report: April 26, 2023

Date of Meeting: May 10, 2023

Subject: New Program of Instruction – Nutrition and Food Service Management Ontario College Diploma

1.   Purpose

To seek approval from the Board of Governors for the following post-secondary program of instruction for Fall 2024 intake:

Nutrition and Food Service Management

- Credential: Ontario College Diploma (OCD)
- Duration: Four semesters
- Faculty: Hospitality and Horticultural Science

2.   Recommendation

It is recommended to the Durham College Board of Governors:

That in accordance with Report BOG-2023-38, the Nutrition and Food Service Management Ontario College Diploma program be approved.

3.   Background

Durham College (DC) is proposing to offer a diploma in Nutrition and Food Service Management in the Faculty of Hospitality and Horticultural Science (HHS). DC offers a diverse range of programs for those interested in pursuing a career in culinary, hospitality, horticulture, event management, tourism and urban agriculture in HHS, which embraces the field-to-fork philosophy and focuses on sustainable farming practices.

Program Abstract

The Nutrition and Food Service Management OCD prepares students for a rewarding career in the fast-paced world of food service operations in health care and related settings. Students examine accounting, finance, management, organizational leadership, supply chain management, communication and

customer service, culinary, and food and nutritional sciences. A focus on food literacy, accessing local food and the growing urban agriculture environment makes this distinctive program an unparalleled educational opportunity for students interested in healthy, holistic eating. Students collaborate with others from DC's agricultural and culinary programs, to engage in the unique opportunity of growing produce in the Barrett Centre of Innovation in Sustainable Urban Agriculture's urban farm, as well as preparing food and healthy menus in the culinary facilities of the W. Galen Weston Centre for Food.

Graduates of the program are prepared to work collaboratively with interprofessional health care teams to manage the nutritional needs of diverse clients in health care and other food service settings. Graduates can work in accordance with relevant industry, organizational and legal standards, and adhere to best practices for health, safety, sanitation, quality assurance and client satisfaction. Emphasis is on graduates contributing to social and environmental responsibility through the purposeful consideration of local, national and global issues and trends, emerging technologies and changes to legislation to enhance their work performance and support quality and cost-effective nutrition and food services and operations. Graduates will be able to think critically and creatively and adapt to change in order to source and incorporate locally produced foods into healthcare menus. Combining nutrition and food service knowledge, skills in sourcing local food, business and human relation acumen graduates are prepared for a challenging and rewarding career.

Employment opportunities cut across many industries and facilities including, acute care and long-term care settings, retirement homes, government agencies, educational and day care institutions, catering and cafeteria services, community food service providers, correctional institutions, food and equipment suppliers and manufacturers, and the hospitality industry. Graduates can find employment as a food service supervisor, food service manager, food and nutrition service manager, dietary manager, diet technician, support services manager, patient service supervisor, meal program coordinator, food and beverage manager, nutrition manager and food service industry sales representative.

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 Degree.

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

4.   Discussion

This proposed program differs from current offerings in HHS, such as Culinary Skills (MTCU 43107) and Culinary Management (MTCU 53107). The proposed program focuses on the nutritional aspect of food/menu management within institutional facilities. Although there are some aspects of food production within the proposed program, it focuses on how food can impact one's health and wellness. Topics outside of the culinary programs include clinical nutrition, strategic planning for nutritional food service, local procurement, managing menu planning needs across the lifespan and the nutritional impact of local food. Graduates of the proposed program will also be eligible for membership in the Canadian Society of Nutrition Management, a requirement of nutrition and food service management positions in long term care and other health care settings in Ontario.

DC Professional and Part-time Learning (PPL) offers a Food Service Worker certificate online that delivers the knowledge and skills needed to be an effective member of a food service team in commercial facilities, institutions or long-term care homes. The key difference with this program is that the proposed program has more of an in-depth program of study that focuses on developing the skills to manage food service operations. Students explore accounting, finance, management, organizational leadership, supply chain management, communication and customer service, culinary, and food and nutritional sciences. Graduates from the PPL Food Service Worker certificate may be interested in enrolling in the proposed Nutrition & Food Service Management diploma program to expand their knowledge.

Institutional Research and Planning prepared a comprehensive environmental scan. Based upon the analysis of labour market data and the program mix at DC, it is expected that the proposed Nutrition and Food Service Management program would be a strong addition to the College's program offerings because the:

- Program area appeals to international students; and
- It has strong graduate employment outcomes.

5.   Financial/Human Resource Implications

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

The proposed program, Nutrition and Food Service Management, will submit a Request for Approval for Funding Form to the Ministry of Colleges and Universities (MCU) seeking tuition for $2845.00.

The proposed new program breaks even in Year 1.

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 anticipated implications for Ontario Tech University resulting from the implementation of this new program recommendation.

8. Strategic Alignment

8.1 Strategic Fit

The proposed program aligns with the following objectives/goals of the Academic, Strategic, and Business plans.

Academic Plan
Goal 1: Ensure Exceptional Quality in our Academic Programs
Goal 2: Enhance Exemplary Teaching and Learning Practices

Strategic Plan and Business Plan
Pillar: Our Students
Goal: To educate and inspire students to realize success in their careers and communities

New Program Summary

General Program Information

Proposed Program Title: Nutrition and Food Service Management

Proposed Credential: Ontario College Diploma (OCD)

Academic Dean(s): Rebecca Milburn, executive dean; Kelly O'Brien, associate dean

Faculty(s): Hospitality and Horticultural Science

Date of Review by PPRC: April 12, 2023

MTCU Code: 53204 (Program Standard)

Weight and Funding Unit (as per APS table): Weight = 1.2, Funding = 2.2

Proposed Tuition: Year 1: $2845

Proposed Implementation: Fall 2024

Year 1 Enrolment: 24

Number of Sections, Y1: 1

International Students Seat Allocation: 18

Number of Semesters: 4

Total Hours: 1092 instructional hrs + 140 hrs (field placement) = 1232 hrs

New or Replacement Program: New

Number of New FT Faculty: none

Program Delivery Methods: In-person; Classroom, culinary lab, greenhouse, gardens and field placement

Laptop Requirement: No

New or Renovated Space Requirements: No

Total Capital Costs: Year 1: $29,000

1. Approval Stages

The following approval stages have been assessed for this program:
- ☒ Labour Market
- ☒ Student Demand
- ☒ Budget reviewed and approved by the Chief Financial Officer and the Vice President, Academic
- ☒ Presented to the Program Proposal Review Committee (DATE: April 12, 2023)
- ☒ New Program Proposal Summary reviewed by the Associate Dean, Centre for Teaching & Learning (DATE: April 27, 2023)
- ☒ New Program Proposal Summary reviewed by the Dean, Centre for Teaching & Learning (DATE: April 27, 2023)
- ☒ Approved by Executive Vice-President, Academic (DATE: May 1, 2023)
- ☐ Reviewed and approved by President (DATE:)

2. Program Overview

2.1 Program Description

The Nutrition and Food Service Management Ontario College Diploma prepares students for a rewarding career in the fast-paced world of food service operations in health care and related settings. Students examine accounting, finance, management, organizational leadership, supply chain management, communication and customer service, culinary, and food and nutritional sciences. A focus on food literacy, accessing local food and the growing urban agriculture environment makes this distinctive program an unparalleled educational opportunity for students interested in healthy, holistic eating. Students collaborate with others from Durham College's (DC) agricultural and culinary programs, to engage in the unique opportunity of growing produce in the Barrett Centre of Innovation in Sustainable Urban Agriculture's urban farm, as well as preparing food and healthy menus in the culinary facilities of the W. Galen Weston Centre for Food.

Graduates of the program are prepared to work collaboratively with interprofessional health care teams to manage the nutritional needs of diverse clients in health care and other food service settings. Graduates are able to work in accordance with relevant industry, organizational and legal standards, and adhere to best practices for health, safety, sanitation, quality assurance and client satisfaction. Emphasis is on graduates contributing to social and environmental responsibility through the purposeful consideration of local, national and global issues and trends, emerging technologies and changes to legislation to enhance their work performance and support quality and cost-effective nutrition and food services and operations. Graduates will be able to think critically and creatively and adapt to change in order to source and incorporate locally produced foods into healthcare menus,. Combining nutrition

and food service knowledge, skills in sourcing local food, business and human relation acumen graduates are prepared for a challenging and rewarding career.

Employment opportunities span many industries and facilities including, acute care and long-term care settings, retirement homes, government agencies, educational and day care institutions, catering and cafeteria services, community food service providers, correctional institutions, food and equipment suppliers and manufacturers, and the hospitality industry. Graduates can find employment as a food service supervisor, food service manager, food and nutrition service manager, dietary manager, diet technician, support services manager, patient service supervisor, meal program coordinator, food and beverage manager, nutrition manager and food service industry sales representative.

2.2   Career Outcomes

Job Titles	Where Graduates Might Work
• Food service supervisor • Food service manager • Food and nutrition service manager • Dietary manager • Diet technician • Support services manager • Patient service supervisor • Meal program coordinator • Food and beverage manager • Nutrition consultant • Nutrition manager • Food service industry sales representative • Community nutrition consultant	• Acute and long-term care settings • Retirement homes • Government agencies • Community food service providers • Correctional institutions • Food and equipment suppliers and manufacturers • Hospitality industry

2.3   Vocational Program Learning Outcomes (Program Standard 53204)

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. Plan menus to accommodate the nutritional, dietary and medical needs, cultural and religious requirements, and personal preferences of clients.

2. Manage handling, preparation and service of food to ensure compliance with relevant legislation, policies, procedures, and industry best practices for health, safety, sanitation, quality assurance and client satisfaction.

3. Manage nutritional needs of diverse clients in health care and other food service settings in collaboration with or under the direction of health-care professionals.

4. Support others to work professionally and ethically in accordance with industry, organization and legal standards.

5. Monitor relevant local, national and global trends, emerging technologies, changes to legislation and best practices to enhance work performance and inform the management and delivery of food and nutrition services.

6. Deliver customer service that anticipates, meets and/or exceeds individual expectations and is consistent with organization standards and objectives.

7. Contribute to the hiring, coaching, training, scheduling, supervision and performance management of department staff in accordance with human resources, labour relations, workplace health and safety, and industry best practices.

8. Apply industry best practices, financial constraints, and principles of social responsibility and environmental sustainability to inventory management and procurement of goods and services.

9. Contribute to the analysis of food and nutrition services and operations, and the implementation and evaluation of changes, to support continuous improvement.

10. Contribute to the planning and administration of budgets consistent with organization objectives and legal requirements for nutrition and food service departments.

11. Select and use information and industry-specific technologies to enhance individual work performance and the management and delivery of food and nutrition services.

12. Promote food and nutrition services and healthy living to support marketing plans and the general well-being of clients.

2.4 Admission Requirements

- Ontario Secondary School Diploma (OSSD), Mature student, or equivalent
- Grade 12 English (C or U), or equivalent (minimum grade required)
- Grade 11 Mathematics (M or U) or Grade 12 (C or U), or equivalent (minimum grade required)

3. Program of Study

YEAR 1		YEAR 2	
Semester 1	**Semester 2**	**Semester 3**	**Semester 4**
14 weeks	**14 weeks**	**14 weeks**	**14 weeks**
Introduction to Nutrition (3 hrs Classroom)	Nutrition Across the Lifespan (3 hrs Classroom)	Clinical Nutrition (3 hrs Classroom, 2 hrs Lab)	Nutrition Assessment and Counselling (2 hrs Classroom, 2 hrs Lab)
Math for Nutrition and Food Services (3 hrs Classroom)	Procurement in Food Service Management (3 hrs Classroom, 1 hrs Lab)	Financial Management (2 hrs Classroom, 2 hrs Lab) Pre: Math for Nutrition and Food Services	Quality and Risk Management in Food Services (4 hrs Classroom)
Introduction to Food Service Management (3 hrs Classroom)	Culinary and Nutrition Theory (3 hrs Classroom) Co: Culinary and Nutrition Preparation Techniques	Food Literacy (2 hrs Classroom, 2 hrs Lab)	Menu Planning for the Nutrition Manager (3 hrs Classroom)
Food Safety, Hygiene, and Sanitation (3 hrs Classroom)	Culinary and Nutrition Preparation Techniques (4 hrs Lab) Co: Culinary and Nutrition Theory Pre: Food Safety, Hygiene and Sanitation	Contemporary Topics in Nutrition and Food Service Management (3 hrs Classroom)	Field Placement (140 hrs) Pre: Semester 1-3
Organizational Behaviour in Food Service Management (3 hrs Classroom)	Professional Practice (3 hrs Classroom)	Field Placement Prep (3 hrs Classroom)	
	Human Resources for Food Service Management (3 hrs Classroom)		
COMM 1100 Communication Foundations (3 hrs Classroom)	GNED (3 hrs Classroom)	GNED (3 hrs Classroom)	GNED (3 hrs Classroom)
18 hours/week	23 hours/week	22 hours/week	15 hours/week in-class

Nutrition and the Body	Professional Practice	Food Service Management	Food Preparation

Semester 1

Course Title: Introduction to Nutrition
Course description: Students examine macronutrients (carbohydrate, protein, and fat) and micronutrients (vitamins and minerals), the functions, sources, requirements, how they are digested and absorbed, and the role they play in overall nutrition and health. Students explore Canadian recommendations and guidelines for promoting a healthy lifestyle and identify credible and reliable sources of nutrition information.
Instructional Setting: Classroom = 3 hrs/wk
Total Hours (Semester): 42
Remote Delivery: Online Synchronous = 2 hrs/wk; Online Asynchronous = 1 hr/wk

Course Title: Math for Nutrition and Food Services
Course description: Students apply mathematical concepts frequently used in nutrition and food service management. Students explore basic accounting principles and Microsoft Excel, and their function in the food service environment.
Instructional Setting: Classroom = 3 hrs/wk
Total Hours (Semester): 42
Remote Delivery: Online Synchronous = 2 hrs/wk; Online Asynchronous = 1 hr/wk

Course Title: Introduction to Food Service Management
Course description: Students explore how food service departments operate in various settings and organizations. Students examine the role a food service manager plays as a professional member of an interdisciplinary team. They develop the skills necessary to provide exceptional food services to various groups of clientele.
Instructional Setting: Classroom = 3 hrs/wk
Total Hours (Semester): 42
Remote Delivery: Online Synchronous = 2 hrs/wk; Online Asynchronous = 1hr/wk

Course Title: Food Safety, Hygiene and Sanitation
Course description: Students identify the role a nutrition and food service manager plays in promoting food safety with the goal of preventing food-borne illness within a food service environment. explored. Food allergens, intolerances, sensitivities, and quality improvement and risk management programs such as HACCP and WHMIS are explored. Throughout the course, students work towards achieving the Food Handler Certificate from the Canadian Institute of Food Safety.
Instructional Setting: Classroom = 3 hrs/wk
Total Hours (Semester): 42
Remote Delivery: Online Synchronous = 2 hrs/wk; Online Asynchronous = 1 hr/wk

Course Title: Organizational Behaviour in Food Service Management
Course description: Students explore the fundamental principles of organizational behaviour in the food service environment. Students determine ways in which individuals, groups, and the entire organization function and interact. Students develop skills in areas such as leadership, team building, motivation, workplace diversity, communication, and conflict management.
Instructional Setting: Classroom = 3 hrs/wk
Total Hours (Semester): 42
Remote Delivery: Online Synchronous = 2 hrs/wk; Online Asynchronous = 1 hr/wk

Course Title: COMM 1100: Communication Foundations
Course description: This course invites students to practice and develop the foundational skills and competencies necessary to communicate in a variety of contexts. Students will be challenged to reflect upon questions that include, but are not limited to: What is the purpose of communication? How does one communicate effectively and professionally? How can I improve communication to meet the needs of my audience? Students will learn to analyze different audiences and their needs and adapt their messages to ensure written, verbal, and visual communication is effective. The course will introduce communication theories, techniques, and models for interpersonal relationships, group dynamics, public communication, and intercultural environments.
Instructional Setting: Classroom = 2 hrs/wk; Online Asynchronous =1 hr
Total Hours (Semester): 42
Remote Delivery: Online Synchronous = 2 hrs/wk; Online Asynchronous = 1 hr/wk

Semester 2

Course Title: Nutrition Across the Lifespan
Course description: Students determine the unique nutritional requirements of individuals at various points within the lifecycle, including prenatal nutrition, infancy and toddlerhood, childhood, adolescence, adulthood, and the senior years. Students explore current nutritional issues, challenges, and needs that impact the aging population in various settings within the community.
Instructional Setting: Classroom = 3 hrs/wk
Total Hours (Semester): 42
Remote Delivery: Online Synchronous = 2 hrs/wk; Online Asynchronous = 1 hr/wk

Course Title: Procurement in Food Service Management
Course description: Students explore the foodservice procurement process, and the needs and challenges. Students investigate foodservice procurement topics such as receiving, storage and security of product, inventory management, implications to departmental budget, ethical issues, sourcing local foods, and the impact of local, national, and international events on the supply chain.
Instructional Setting: Classroom = 3 hrs/wk; Lab = 1 hr/wk

Total Hours (Semester): 42
Remote Delivery: Online Synchronous = 2 hrs/wk; Online Asynchronous = 1 hr/wk

Course Title: Culinary and Nutrition Theory
Course description: Students explore the fundamental theories and concepts related to food production within a professional foodservice department kitchen. Students examine food preparation methods, weights and measures, production requirements, writing and modifying standardized recipes, common healthcare foodservice menu items, etc. The culinary theory class will take place each week before the culinary and nutrition preparation techniques lab to demonstrate the culinary techniques they will apply within the practical lab component.
Instructional Setting: Classroom = 3 hrs/wk
Total Hours (Semester): 42
Remote Delivery: Online Synchronous = 2 hrs/wk; Online Asynchronous = 1 hr/wk

Course Title: Culinary and Nutrition Preparation Techniques
Course description: Over the course of this practical lab component, students develop fundamental skills and techniques, safe food handling practices, as well as the use and care of various tools and equipment found in a professional kitchen setting. Students prepare, taste and evaluate common foods found on a healthcare menu.
Instructional Setting: On campus lab = 4 hrs/wk
Total Hours (Semester): 56

Course Title: Professional Practice
Course description: Students acquire the skills needed to effectively and successfully lead an ever-changing foodservice department. There is an emphasis on leadership practices, professional industry related communication skills, customer service skills, collaboration and conflict management skills. Students also explore the importance of professionalism and the standards expected within the nutrition and food service management industry.
Instructional Setting: Classroom = 3 hrs/wk
Total Hours (Semester): 42
Remote Delivery: Online Synchronous = 2 hrs/wk; Online Asynchronous = 1 hr/wk

Course Title: Human Resources for Food Service Management
Course description: Students examine the role of Human Resources in the successful management of a foodservice department and organization as a whole. Major focus is on recruitment and selection, orientation and training, performance management, labour relations, health and safety, and equity and diversity. Students collaborate to develop solutions to various human resources' challenges found in the food service department.
Instructional Setting: Classroom = 3 hrs/wk
Total Hours (Semester): 42

Remote Delivery: Online Synchronous = 2 hrs/wk; Online Asynchronous = 1 hr/wk

Semester 3

Course Title: Clinical Nutrition
Course description: Students explore the impact illness can have on food acceptance and tolerance, and the role diet and therapeutic diet modification plays in both the prevention and treatment of various disorders and diseases. Also examined are diet and medication interactions, nutrition supplementation, and end of life nutrition.
Instructional Setting: Classroom = 3 hrs/wk: Lab = 2 hrs/wk
Total Hours (Semester): 70
Remote Delivery: Online Synchronous = 2 hrs/wk; Online Asynchronous = 1 hr/wk

Course Title: Food Literacy
Course description: Students explore the role of a nutrition and food services manager to meet the growing need for social and environmental responsibility in foodservices. There is a focus on local, national, and global issues and trends, emerging technologies, education, accessing local food and the growing urban agriculture environment. In collaboration with students of agricultural and culinary programs, students engage in growing produce in the urban farm and preparing food and healthy menus by accessing the Barrett Centre of Innovation in Sustainable Urban Agriculture and the culinary and farming resources of the W. Galen Weston Centre for Food.
Instructional Setting: Classroom = 2 hrs/wk: Lab = 2 hrs/wk
Total Hours (Semester): 56
Remote Delivery: Online Synchronous = 2 hrs/wk

Course Title: Field Placement Preparation
Course description: Students prepare for their field placement experience. Students identify their personal goals as they relate to placement, and research potential placement locations that will assist them in achieving those goals. Development of resumes and cover letters, and refinement of interview skills are also covered. Students investigate the variety of opportunities and review the potential challenges with their peers and professor.
Instructional Setting: Classroom = 3 hrs/wk
Total Hours (Semester): 42
Remote Delivery: Online Synchronous = 2 hrs/wk; Online Asynchronous = 1 hr/wk

Course Title: Financial Management
Course description: Students develop skills to manage financial resources in a food service department. Students explore financial statements and departmental budgets, and determine how these impact fiscal decision making within the department. Calculations unique to funding models, capital expenditures,

methods of cost control, and revenue generation in foodservice industries are also investigated.
Instructional Setting: Classroom = 2 hrs/wk: Lab = 2 hrs/wk
Total Hours (Semester): 56
Remote Delivery: Online Synchronous = 2 hrs/wk

Course Title: Contemporary Topics in Nutrition and Food Service Management
Course description: Students investigate various topics, issues, and trends that are currently at the forefront of the nutrition and food service industry.
Instructional Setting: Classroom = 3 hrs/wk
Total Hours (Semester): 42
Remote Delivery: Online Synchronous = 2 hrs/wk; Online Asynchronous = 1 hr/wk

Semester 4

Course Title: Quality and Risk Management In Food Services
Course description: Students analyze quality assurance and risk management practices and techniques used within a foodservice department. Students determine how to provide high quality foodservices and mitigate risks within the department. Topics studied include, but are not limited to, customer service and satisfaction, continuous quality improvement, regulatory bodies, standards and best practices, emergency planning, and infection prevention and control.
Instructional Setting: Classroom = 2 hrs/wk: Lab = 2 hrs/wk
Total Hours (Semester): 56
Remote Delivery: Online Synchronous = 2 hrs/wk; Online Asynchronous = 2 hrs/wk

Course Title: Nutrition Assessment and Counselling
Course description: Students analyze the nutrition care process as it pertains to nutrition and food service managers. Students develop skills in client interviewing and counselling techniques, nutrition screening and assessment, documentation, care planning, intervention, and monitoring and evaluation. They explore the importance of communication within the interdisciplinary team in order to provide optimal care to clients.
Instructional Setting: Classroom = 2 hrs/wk: Lab = 2 hrs/wk
Total Hours (Semester): 56
Remote Delivery: Online Synchronous = 4 hrs/wk;

Course Title: Menu Planning for the Nutrition Manager
Course description: Students examine and build skills around menu planning principles, menu development, and marketing and promotion of menus as it pertains to a variety of foodservice settings. Students determine how to provide quality food to clients while still being mindful of budget. They create, cost and conduct nutritional analysis of menus, and create therapeutic and texture modified diets.

Instructional Setting: Classroom = 3 hrs/wk
Total Hours (Semester): 42
Remote Delivery: Online Synchronous = 2 hrs/wk; Online Asynchronous = 1 hr/wk

Course Title: Field Placement
Course description: Students carry out practical workplace experience under the supervision of industry professionals. Through field placement students further develop knowledge and demonstrate the skills required to meet the competencies required of an entry level nutrition and food service manager. Under the guidance of college staff, students pursue appropriate placement opportunities from a variety of approved organizations. This is an unpaid placement and students are responsible for transportation to and from their placement site.
Instructional Setting: Field/Industry – project-based delivery
Total Hours (Semester): 140

4. Strategic Alignment

4.1   Strategic Fit

The proposed program aligns with the following goals of the Academic, Strategic, and Business plans (please remove any that do not apply).

Academic Plan
Goal 1: Ensure Exceptional Quality in our Academic Programs
Goal 2: Enhance Exemplary Teaching and Learning Practices
Goal 3: Establish and Augment Internationalization and Global Engagement Initiatives

Strategic & Business plans
Pillar: Our Students
Goal: To educate and inspire students to realize success in their careers and communities.

4.2   Fit with Existing Programs

There are currently six CAAT colleges approved to offer Nutrition and Food Service Management programs (MTCU 53204). Graduates of these diploma programs are eligible for the Canadian Society of Nutrition Management professional membership, which is a requirement for jobs in Ontario's health care sector.

Enrolment in the Nutrition Management graduate certificate program (MTCU 73204) has been consistent at five colleges. Over the last five years, the average growth has been +8.0 per cent and in the most recent Fall, there were 97 students enrolled in three of the CAAT colleges. Four of the CAAT colleges offer the program in person, one is hybrid delivery, and one has not offered the

program since 2013. One college promotes the program to graduates of other culinary programs within the School of Hospitality.

5. Labour Demand and Graduate Employment Possibilities

Institutional Research and Planning prepared a comprehensive environmental scan. The following is a summary of the information and data from the scan.

Based upon the analysis of labour market data and the program mix at DC, it is expected that the proposed Nutrition and Food Service Management program would be a strong addition to the College's program offerings because the:

- Program area appeals to international students; and
- It has strong graduate employment outcomes.

Labour Market Analysis

Proper nutrition is a critical part of overall health and well-being. Canada's population is becoming increasingly health conscious, and there have been recent efforts by the government to promote healthy eating choices. According to the Global Burden of Disease Study, unhealthy eating is the leading risk for death and the second leading risk for disability in Canada.[1] The economic burden of unhealthy eating in Canada is high, accounting for an estimated $13.8 billion/year ($5.1 billion in direct health care costs, $8.7 billion in indirect costs).[2] The launch of the *Healthy Eating Strategy* in 2016 was an effort by the Canadian government to address this issue. The goal of the *Healthy Eating Strategy* is to lay the foundation for meaningful change in improving the eating behaviours of Canadians. In support of this goal, a revised and reconceptualized version of Canada's Food Guide was released in January 2019.[3]

In addition to the ongoing challenges of unhealthy eating, an increasing number of Canadians have dietary restrictions.[4] These dietary restrictions add an additional layer of complexity to planning and implementing healthy patterns of eating. The role of nutrition in the prevention, management and treatment of disease is also central to the 2017 *Ontario Food and Nutrition Strategy* (OFNS).[5] The OFNS recognizes the burden of obesity and chronic disease among Ontarians and on the Ontario health care system, as well as the impact of food insecurity on the health of vulnerable populations. Among the 25 priority action areas included in the OFNS is the "increased availability of professional nutrition services in health, community and work settings".[6] The COVID-19 pandemic also highlighted the importance of the need for healthy and nutritious food. The pandemic negatively impacted the development, production, and supply of food

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[1] National Library of Medicine. (2019). Canada's New Health Eating Strategy.
[2] Ibid.
[3] Ibid.
[4] Statista 2022.
[5] Sustain Ontario. Ontario Food & Nutrition Strategy.
[6] Ibid.

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and nutritional products, which reinforced the need to grow a more resilient local food supply chain.[7]

With a heightened focus on food and nutrition by government and community, and as more people turn to professionals for support around food and nutrition, employment opportunities in this field are increasing. While there is limited information about the demand for Nutrition Managers in Canada, the U.S. Bureau of Labour Statistics estimates the demand for Nutrition Managers to exceed the average demand for labour in the United States between 2020 and 2030.[8] The demand for nutrition managers may be similar in Canada. In particular, there is a growing demand to address the needs of Canada's aging population that live independently, in long-term care homes and in retirement communities.[9]

The field of nutrition has three key professions associated with it: Dietitians, Nutritionists and Nutrition Managers. The following discussion explores these professional areas and in particular, their varying scopes of practice.

The designation of "Registered Dietitian" applies to board certified professionals who have typically graduated from a Master's degree program or in some special cases an undergraduate program.[10] Dietitians are required to undergo both practical and academic training and to complete ongoing training post registration. A Registered Dietitian supports patients through the practice of medical nutrition therapy. They craft specific goals and nutritional plans for a variety of acute medical conditions and lifestyle factors.[11] One example of this could be a specialized nutritional plan for a diabetic patient who is hospitalized following a complex surgery.

In Ontario, there is less regulation around the use of the term "Nutritionist". However, it is a protected title in Alberta, Quebec and Nova Scotia like the term "Dietitian". Generally, a Nutritionist refers to a graduate of a bachelor of science degree program such as, a bachelor of science in nutrition. While the term "Nutritionist" is generally recognized to be a profession with less formalized educational requirements, sometimes Dietitians also refer to themselves as "Nutritionists".

Nutrition managers are skilled in the management and supervision of food service systems. Nutrition managers differ from Nutritionists and Dietitians in their ability to manage the operational details involved in proper nutrition. For example, food-related purchasing, budgeting and continuous improvement are all competencies that would be expected of a skilled nutrition manager. Nutrition managers in more acute care environments are also tasked with implementing the specialized nutritional plans designed by dietitians.

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[7] Ontario Chamber of Commerce. (2021). Growing a More Resilient Food Supply Chain in Ontario.
[8] Bureau of Labour Statistics 2020.
[9] Canadian Health Policy. (2021). Analysis of interventions addressing the nutrition status of seniors in Ontario.
[10] Wartenberg, L. 2020.
[11] Cooper, J. 2021.

Nutrition Managers also play an important role in providing nutritious food and care to individuals. A Nutrition Manager is a health professional who is uniquely trained to manage the provision of safe, nutritious food for the well being of their clients. The Nutrition Manager utilizes their knowledge, skill and judgment to implement and translate therapeutic diets developed by registered dietitians into food service systems and manufacturing processes.[12]

Nutrition Managers are knowledgeable in nutrition care, as well as food service administration, financial management and human resources. In health care settings, Nutrition Managers work as collaborative members of interdisciplinary health care teams. Job duties typically include reviewing medical records for relevant information, creating meal plans, checking that food service workers follow safety and sanitation guidelines, and assessing whether meal plans are having the desired effect for patients.[13] In addition, many organizations benefit from the expertise of hiring nutrition managers who possess skills in meal planning and dietary composition in addition to other broad skillsets that can be utilized where there is not sufficient or sufficiently acute work to justify hiring a dietitian.

Skilled Nutrition Managers can work across a variety of industries. Depending on the particular industry, the skills and expertise required may vary greatly. For example, a Nutrition Manager in a long-term care facility would be required to manage dietary requirements unique to an elderly population in addition to acute dietary requirements of patients with additional health complications. Nutrition managers in a daycare or school would conversely have a completely different set of dietary requirements and additional considerations. In the hospitality and food manufacturing industries, nutrition managers would likely have extended responsibilities in the area of procurement and quality assurance.

The title "Nutrition Manager" applies only to certified members of the CSNM and is a requirement for food service management positions in long-term care and other health care settings in Ontario. Nutrition Managers also work in other settings such as daycare centres, correctional facilities, schools and restaurants, which do not require CSNM certification. When working in the food service industry rather than health care, the title Food Service Manager is commonly used.

Associations and Affiliations
- Canadian Nutrition Society (CNS)
- Canadian Society of Nutrition Management (CSNM)
- College of Dietitians of Ontario
- Dietitians of Canada
- Ontario Society of Nutrition Management (OSNM)

Certifications
- Canadian Society of Nutrition Management (CSNM)

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[12] Health Professions Council. (2001). Recommendations on the Designation of Nutrition Management.
[13] Canadian Society of Nutrition Management. Scope of Practice.

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- Certified Nutrition Manager (CNM)
- Ontario Ministry of Health and Long-Term Care
- Food Handler Certificate

Job titles and descriptions relevant to the field of nutrition and food services were culled from a variety of labour market reports. The National Occupational Classification (NOC) provides a standardized framework for organizing the labour force in a coherent system. Based on the titles and descriptions, four key four-digit NOC codes were identified: 3219, 6311, 0631 and 3219.

These four codes are:

- 3132 - Dietitians and Nutritionists (e.g., Community nutritionist, Dietetic consultant),
- 6311 - Food Service Supervisors (e.g., Hospital food service supervisor, Catering supervisor),
- 0631 - Restaurant and Food Services Managers (e.g., Restaurant manger, Food services manager), and
- 3219 - Other Medical Technologists and Technicians (Except Dental Health) (e.g., Dietary technician, food and nutrition technician - dietetics).

Employment Projections

Labour Market Outlook
Occupational Classification: National

Table 1 displays wages, occupation statistics and employment outlooks for relevant occupations in Canada. According to the data in the table below, the number of job openings and job seekers are expected to be balanced for all of the relevant occupations through to 2028. *Dietitians and Nutritionists* occupations as well as *Food Service Supervisor* occupations are projected to have very low retirement rates and the majority of job openings are anticipated to arise from job creation.

Table 1

Wages, Occupational Statistics and Employment Outlook (National)					
NOC Code - Occupation	Median Wage	Employment in 2018	Median Age in 2018	Average Retirement Age in 2018	Outlook to 2028[14]
3132 – Dietitians and Nutritionists	$37.50	12,700	40	66.0	Balance

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[14] Definitions correspond to national labour market data based on the Canadian Occupational Projections System (COPS).
Balance Labour demand and labour supply are expected to be broadly in line for this occupation group over the 2019-2028 period.
Surplus This occupational group is expected to face labour surplus conditions over the period of 2019-2028 period.
Shortage This occupational group is expected to face labour shortage conditions over the period of 2019-2028.

Wages, Occupational Statistics and Employment Outlook (National)					
NOC Code - Occupation	Median Wage	Employment in 2018	Median Age in 2018	Average Retirement Age in 2018	Outlook to 2028[14]
6311 - Food Service Supervisors	$16.00	75,400	33	62.0	Balance
0631 - Restaurant and Food Services Managers	$21.63	129,000	44	64.0	Balance
3219 - Other Medical Technologists and Technicians (Except Dental Health)	$19.00	n/a*			

Source: Employment and Social Development Canada www.jobbank.gc.ca/marketreport/outlook Accessed: June 2022

*An employment outlook has not been assigned to this occupation in this region due to low levels of employment.

Provincial Outlook
Occupational Classification: Provincial

Figure 1 displays the provincial job outlook rating (2021-2025) for the relevant occupations, as well as median income and the top location in Ontario for employment based on job postings. The data in the figure below indicates, employment prospects for *Food Service Supervisors* and *Restaurant and Food Services Managers* occupations are particularly strong in Ontario, however the median income these occupations is much lower than the average of $55,121.

Figure 1

NOC 3132 – Dietitians and Nutritionists
Job outlook: Average
Median income: $67,663
Top location: Toronto (50%)

NOC 6311 - Food Service Supervisors
Job outlook: Above average
Median income: $27,129
Top location: Toronto (42%)

NOC 0631 - Restaurant and Food Services Managers
Job outlook: Above average
Median income: $34,887
Top location: Toronto (49%)

NOC 3219 - Other Medical Technologists and Technicians (Except Dental Health)	Job outlook **Average**	Median income **$40,770**	Top location **Toronto (41%)**
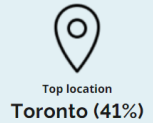
Source: Ontario Job Profiles, accessed: June 2022

Table 2 presents summary job profile statistics provided by the Government of Ontario for the relevant occupations. A significant proportion of positions in *Dietitians and Nutritionists*, *Food Service Supervisors* and *Other medical technologists and technicians (except dental health* occupations) are part-time. There is a higher than average proportion of self-employment for *Restaurant and Food Services Managers* occupations.

Table 2

Provincial Summary Job Profile Statistics					
NOC Code - Occupation	Males	Females	Full-Time	Part-Time	Self-Employed
3132 – Dietitians and Nutritionists	5%	95%	56%	44%	18%
6311 - Food Service Supervisors	31%	69%	53%	47%	1%
0631 - Restaurant and Food Services Managers	51%	49%	71%	29%	32%
3219 - Other Medical Technologists and Technicians (Except Dental Health)	16%	84%	55%	45%	2%

Source: Ontario Job Profiles, accessed: June 2022

Table 3 displays the education level of employees in relevant occupations in Ontario. The data in the table indicates, *Dietitians and Nutritionists* occupations largely require a Bachelor's degree or higher, but the Dietary Technician positions categorized under *Other Medical Technologists and Technicians (Except Dental Health)* primarily hold diplomas. It is evident that positions in food services occupations *Food Service Supervisors* and *Restaurant and Food Services Managers* do not require postsecondary education.

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Table 3

Educational Attainment				
Education Level	**3132 – Dietitians and Nutritionists**	**6311 - Food Service Supervisors**	**0631 - Restaurant and Food Services Managers**	**3219 - Other Medical Technologists and Technicians (Except Dental Health)**
No certificate, diploma or degree:	0%	12%	11%	0%
Secondary (high) school diploma or equivalency certificate	2%	43%	37%	17%
Apprenticeship or trades certificate or diploma	1%	3%	4%	2%
College, CEGEP or other non-university certificate or diploma	14%	24%	24%	50%
Bachelor's degree	51%	13%	17%	21%
Degree in medicine, dentistry, veterinary medicine or optometry	1%	0%	0%	1%
Master's degree	22%	2%	3%	3%
Earned doctorate	1%	0%	0%	0%
Other	8%	3%	4%	5%

Source: Ontario Job Profiles, accessed: June 2022

Table 4 presents provincial employment opportunities for each relevant occupation. Within each column, the percentages indicate the distribution of all individuals employed in the corresponding occupation across the select census divisions. The data demonstrates the share of Ontario's employment of the relevant occupations is high in the Toronto census division.

Table 4

Employment Share by Census Division					
Census Division	**All Occupations**	**3132 – Dietitians and Nutritionists**	**6311 - Food Service Supervisors**	**0631 - Restaurant and Food Services Managers**	**3219 - Other Medical Technologists and Technicians (Except Dental Health)**
Durham	**5%**	4%	5%	4%	5%
Toronto	**21%**	24%	20%	22%	16%
Peel	**10%**	7%	10%	9%	10%
York	**9%**	9%	5%	10%	7%

Peterborough	**1%**	1%	1%	1%	1%
Northumberland	**1%**	0%	1%	0%	1%
Kawartha Lakes	**1%**	0%	0%	0%	1%

Source: Ontario Job Profiles, accessed: June 2022

Employment Sectors Where Relevant NOCs are Found:

Figure 2 displays the sectors in which the relevant occupations are employed. Occupations relevant to the proposed Nutrition and Food Service Management program are prevalent in *Health care and social assistance* and *Accommodation and food services* industries*.*

Figure 2

3132 – Dietitians and Nutritionists		6311 - Food Service Supervisors	
78%	Health care and social assistance	**88%**	Accommodation and food services
6%	Public administration	**5%**	Health care and social assistance
5%	Educational services	**2%**	Arts, entertainment and recreation
4%	Professional, scientific and technical services	**1%**	Educational services
0631 - Restaurant and Food Services Managers		**3219 - Other Medical Technologists and Technicians (Except Dental Health)**	
96%	Accommodation and food services	**87%**	Health care and social assistance
2%	Arts, entertainment and recreation	**4%**	Wholesale trade
1%	Health care and social assistance	**3%**	Professional, scientific and technical services
2%	All other industries	**1%**	Public administration

Source: Ontario Job Profiles, accessed: June 2022

Table 5 presents the combined number of jobs that are expected to be created in Ontario and select census divisions across all three relevant occupations. Self-employed workers are excluded from Table 5, but Table 6 indicates the number of workers classified as self-employed in each occupation.

According to the data in Table 5, a total of 5,950 jobs are expected to be created in Ontario by 2025 across the four relevant NOC codes. Job growth is anticipated across most of the select census divisions and Durham has the largest expected proportional change. It is also evident, according to Table 6, that there are opportunities for self-employment in *Restaurant and Food Services Managers* occupations.

Table 5

Occupation Summary (Ontario and Select Census Divisions) – 2020 & 2025					
Region	2020 Jobs	2025 Jobs	Change	% Change	Median Hourly Wages
Ontario	**59,777**	**65,727**	**5,950**	**10%**	**$19.75**
Durham	2,188	2,496	308	14%	$20.51
Toronto	13,964	15,623	1,659	12%	$20.72
Peel	5,105	5,690	585	11%	$20.49
York	4,360	4,930	570	13%	$20.35
Peterborough	713	626	-87	-12%	$18.81
Northumberland	335	314	-21	-6%	$18.43
Kawartha Lakes	231	209	-22	-10%	$18.98

Source: Labour Force Survey, EMSI Analyst 2022.1, accessed: June 2022

Table 6

Self-Employment (Ontario and Select Census Divisions) – 2020				
Region	3132 – Dietitians and Nutritionists	6311 - Food Service Supervisors	0631 - Restaurant and Food Services Managers	3219 - Other Medical Technologists and Technicians (Except Dental Health)
Ontario	**1,318**	**122**	**30,861**	**367**
Durham	47	<10	1,188	<10
Toronto	315	26	8,952	47
Peel	82	<10	3,027	14
York	113	<10	3,150	17
Peterborough	17	<10	229	<10
Northumberland	<10	<10	132	<10
Kawartha Lakes	<10	<10	140	<10

Source: Labour Force Survey, EMSI Analyst 2022.1, accessed: June 2022

Local Outlook
Occupational Classifications: Region of Durham

Table 7 presents the number of jobs and hourly wages for all relevant occupations within the Durham census division. Job counts are presented for 2020, in addition to a projection of the number of jobs in 2025. According to the data, the greatest number of jobs expected in the Durham census division will be in the occupations categorized as *Other Medical Technologists and Technicians (Except Dental Health).*

Table 7

Durham Region Employment Outlook - 2020 & 2025					
NOC	**2020 Jobs**	**2025 Jobs**	**Change**	**% Change**	**Median Hourly Wages**
3132 – Dietitians and Nutritionists	150	176	26	17%	$36.54
6311 - Food Service Supervisors	802	879	77	10%	$17.59
0631 - Restaurant and Food Services Managers	738	800	62	8%	$20.82
3219 - Other Medical Technologists and Technicians (Except Dental Health)	498	641	143	29%	$19.85
Total	**2,188**	**2,496**	**308**	**14%**	**$20.51**

Source: Labour Force Survey, EMSI Analyst 2022.1, accessed: June 2021

6. Analysis of Competition

DC is proposing the option to offer Nutrition and Food Service Management – Food Literacy, as an Ontario College Diploma program in HHS.

An Ontario College Diploma is currently offered at six CAAT colleges under the MTCU 53204. Graduates of these programs are prepared for careers in the fields of nutritional care, food preparation and food service in health care, community or commercial settings. Responsibilities include menu planning, diet calculations, diet and nutrition counselling, nutrition promotion, budgeting, purchasing and food production. Graduates of these diploma programs are eligible for CSNM professional membership, which is a requirement for jobs in Ontario's health care sector.

7. Student Interest

Figure 3 displays system-wide domestic applications, first choice applications and confirmed acceptances to the Fall intake for Nutrition and Food Service Management (MTCU 53204) programs in Ontario. Average year-over-year

growth is indicated below the figure to assess the overall trend of applicant interest.

Figure 3

Nutrition and Food Service Management (MCU 53204):
Domestic Total Applications, First Choice Applications and Confirmations; Fall

	2017-18	2018-19	2019-20	2020-21	2021-22
☐ Total Applications	500	464	421	360	377
☐ First Choice Applications	161	148	122	113	127
☐ Confirmed Acceptances	109	113	92	74	71
Number of programs	5	5	5	5	5
Avg. conf./program	22	23	18	15	14
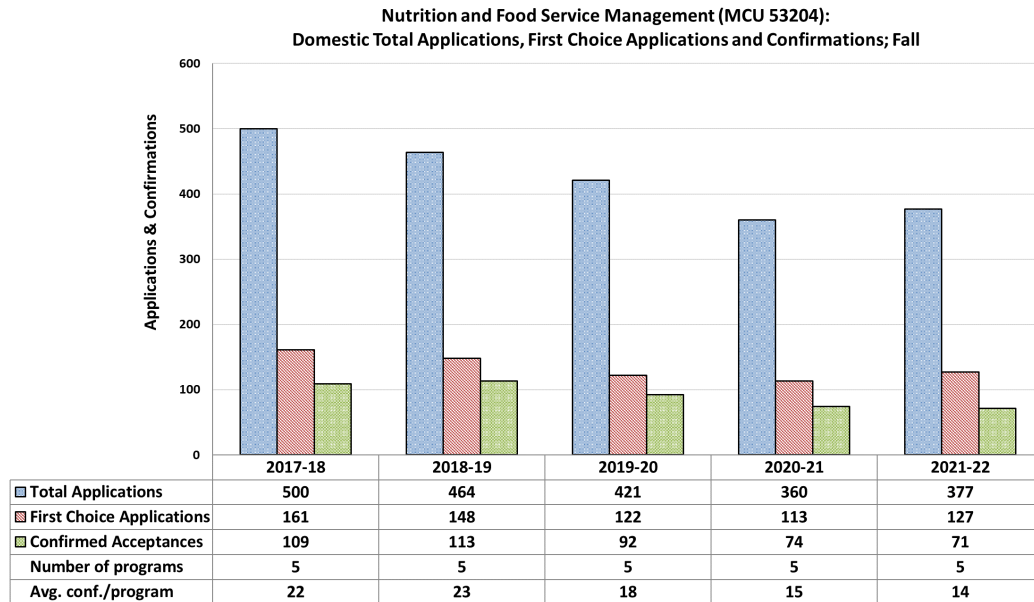
Source: OCAS Data Warehouse, accessed June 2022

- The average growth[15] between 2017 and 2021 for total applications was: -7 per cent.
- The average growth between 2017 and 2021 for first choice applications was: -5 per cent.
- The average growth between 2017 and 2021 for confirmations was: -10 per cent.

Enrolment in Nutrition and Food Service Management has declined and fell to a five-year low in 2020-21 during the onset of the COVID-19 pandemic; enrolment has since increased, largely due to significant international student enrolment (see Table 8 below); and there is limited enrolment in the related programs from the Durham Catchment (see Table 9 below).

Table 8

Nutrition and Food Service Management - First Semester Enrolment; International							
Enrolment	**Term**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**Rolling Avg. Change**
CAAT	**Fall**	49	69	63	24	104	76%
	Winter	38	9	5	36	46	132%

First year students enrol in Culinary Skills certificate (MTCU 43107) hence 2nd year enrolment is displayed
Source: OCAS Data Warehouse, accessed June 2022

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[15] Average Growth refers to the average change each year.

Table 9

Nutrition and Food Service Management - First Semester Enrolment Catchment Loss							
Enrolment	**Term**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**Rolling Avg. Change**
CAAT	**Fall**	5	2	3	5	5	14%
	Winter	1	0	1	2	3	n/a

First year students enrol in Culinary Skills certificate (MTCU 43107) no 2nd year students came from the Durham catchment area

Source: OCAS Data Warehouse, accessed June 2022

8. Target Market

The target market for this program is domestic and international students possessing a high school diploma or equivalent.

9. Operating Revenue and Expenses

The following tables summarize the net contribution for the proposed Nutrition and Food Service Management Ontario College diploma program.

Student Enrolment (Yr1)	2024-25 Projection	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection
Projected enrolment (domestic)	6	5	5	5	5
Projected enrolment (international)	18	22	24	24	24
Total	**24**	**27**	**29**	**29**	**29**

Net Contribution	2024-25 Projection	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection
Total Direct Program Expenses	117,648	200,984	210,938	216,739	222,705
Total Revenue for Program	266,527	551,699	619,616	641,446	641,446
Net Contribution $	**148,879**	**350,715**	**408,678**	**424,707**	**418,742**
Net Accumulated Contribution / (Deficit)	148,879	499,594	908,272	1,332,979	1,751,721

New Program Summary

Net Contribution	2024-25 Projection	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection
Net Contribution - % of Gross Revenue	55.9%	63.6%	66.0%	66.2%	65.3%
Target Net Contribution (*may be different from actual breakeven)	n/a	Breakeven	35.0%	35.0%	35.0%
Capital Requirement	28,467	0	0	0	0

Revenue	2024-25 Projection	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection
Tuition Fees per academic year (domestic)	2,845	2,845	2,845	2,845	2,845
Set-Aside Fee Removed (domestic)	(285)	(285)	(285)	(285)	(285)
Tuition Fee realized by college (domestic)	2,561	2,561	2,561	2,561	2,561
Tuition Fees per academic semester (international)	7,154	7,154	7,154	7,154	7,154
Set-Aside Fee Removed (international)	(143)	(143)	(143)	(143)	(143)
International Student Recovery	(375)	(375)	(375)	(375)	(375)
International Commission Recruitment	(572)	(572)	(572)	(572)	(572)
Tuition Fee realized by college (international)	6,064	6,064	6,064	6,064	6,064
Total Tuition Fees (domestic)	15,363	28,166	28,166	28,166	28,166
Total Tuition Fees (international)	218,304	463,290	531,207	553,037	553,037

Revenue	2024-25 Projection	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection
Other Revenue (Contract Training)	0	0	0	0	0
Total Other Revenue	0	0	0	0	0
Program Wtd Funding Unit (domestic only)	1.32	1.32	1.32	1.32	1.32
Grant - MTCU Operating (Assume $4149/wfu)	32,860	60,243	60,243	60,243	60,243
Total Revenue (domestic)	48,223	88,409	88,409	88,409	88,409
Total Revenue (international)	218,304	463,290	531,207	553,037	553.037

Expenditures	2024-25 Projection	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection
Salaries - Faculty (FT)	**0**	**0**	**0**	**0**	**0**
Salaries - Co-ordinator Allowance	**0**	**0**	**0**	**0**	**0**
Salaries - PT Teaching	**10,080**	**18,480**	**19,034**	**19,605**	**20,194**
Salaries - PL Teaching	**60,480**	**114,240**	**117,667**	**121,197**	**124,833**
Salaries - Sessional Teaching	**0**	**0**	**0**	**0**	**0**
Contract Teaching	**0**	**0**	**0**	**0**	**0**
Total Teaching Salaries	**70,560**	**132,720**	**136,702**	**140,803**	**145,027**
Support Staff	7,500	7,725	7,880	8,037	8,198
Total Academic Costs	**7,500**	**7,725**	**7,880**	**8,037**	**8,198**

Expenditures	2024-25 Projection	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection
Benefits - Faculty - FT 25.5%	0	0	0	0	0
Benefits - Faculty - PT 15.50%	10,937	20,572	21,189	21,824	22,479
Benefits - SS (FT) 30%	2,250	2,318	2,364	2,411	2,459
Total Employee Benefits	**13,187**	**22,889**	**23,553**	**24,236**	**24,938**
Total Labour	**91,247**	**163,334**	**168,134**	**173,075**	**178,163**
Instructional Supplies	15,000	30,000	35,000	35,700	36,414
Instructional Other Costs	0	0	0	0	0
Field Work	0	0	0	0	0
Membership & Dues	2,000	2,060	2,122	2,185	2,251
Professional Development	1,000	1,000	1,000	1,000	1,000
Travel/accommodation/meals	1,500	1,500	1,500	1,500	1,500
Promotion/Public relations	0	0	0	0	0
Maintenance-Equipment	0	0	0	0	0
Telecommunications	0	0	0	0	0
Software Costs	6,901	3,090	3,183	3,278	3,377
Office supplies/Other Expenses	0	0	0	0	0
Rental	0	0	0	0	0

Expenditures	2024-25 Projection	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection
Total Other Expenditure	26,401	37,650	42,805	43,664	44,542

![Durham College - Success Matters logo]

Public Report

Report Number: BOG-2023-39

To: Board of Governors

From: Dr. Elaine Popp, Executive Vice President, Academic

Date of Report: April 25, 2023

Date of Meeting: May 10, 2023

Subject: New Program of Instruction – Science and Engineering Fundamentals Ontario College Certificate

1.   Purpose

To seek approval from the Board of Governors for the following post-secondary program of instruction for January 2024 intake:

Science and Engineering Fundamentals

- Credential: Ontario College Certificate (OCC)
- Duration: 2 semesters
- Faculty: Science, Engineering & Information Technology

2.   Recommendation

It is recommended to the Durham College Board of Governors:

That in accordance with Report BOG-2023-39, the Science and Engineering Fundamentals Ontario College Certificate program be approved.

3.   Background

Durham College (DC) is proposing the option to offer Science and Engineering Fundamentals within the Faculty of Science, Engineering and Information Technology (SEIT). An established strategy to build familiarity with a broad program area is the implementation of a "pre" or "preparatory" program. DC already employs this strategy by offering programs such as Trades Fundamentals in the Faculty of Skilled Trades and Apprenticeship (STA) and General Arts and Science (GAS) programs in the Faculty of Liberal Studies (LS).

Abstract
The Science and Engineering Fundamentals Ontario College Certificate program presents students with the opportunity to explore educational and career possibilities in applied science and engineering technology, while developing the

academic and career planning skills required to succeed in further education. This program prepares graduates to determine the area of further study in science and engineering to support the field and improve the navigation and accessibility of the daily lives of individuals and groups.

Students engage in lectures, demonstrations and practical hands-on laboratories to develop critical-thinking, problem-solving, teamwork, communication, computer and applied mathematics skills. Three streams in science and engineering are explored: Planning and Sustainability, Making Things Work, and In the Laboratory.

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 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

Institutional Research and Planning prepared a comprehensive environmental scan which identified a variety of titles associated with the proposed program. The most commonly used program title for similar programs is Pre-Technology or Technology Foundations/Fundamentals.

The proposed program supports access and equity by enabling students who are not qualified to readily access post-secondary education in science and engineering technology to build the necessary skills and familiarity to excel in these increasingly complex areas of further study. The program offers students exposure to the unique program areas in engineering technology. This enables prospective students to make an informed decision about further studies in diploma and advanced diploma programs. In addition, the program has the potential to support student retention for current offerings at the college and a pathway opportunity between DC's academic upgrading program and the current offerings in SEIT.

After a review of the need for the Science and Engineering Fundamentals program, DC determined it would be valuable to add this Ontario College Certificate to its postsecondary offerings because it:

- Promotes student interest in other engineering technology programs within SEIT;

- Supports high school students to be better academically prepared for subsequent enrolment in engineering technology programs;

- Promotes access for non-traditional learners through a pathway with Academic Upgrading.

5. Financial/Human Resource Implications

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

The proposed program, Science and Engineering Fundamentals, will be submitted in the Request for Approval for Funding Form to the Ministry of Colleges and Universities (MCU) for basic funding. Tuition is set for $2722.00 and has been restricted until there is direction from MCU.

The proposed new program breaks even in Year 2.

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 anticipated implications for Ontario Tech University resulting from the implementation of this new program recommendation.

8. Strategic Alignment

8.1 Strategic Fit

The proposed program aligns with the following objectives/goals of the Academic, Strategic, and Business plans.

Academic Plan

Goal 1: Ensure Exceptional Quality in our Academic Programs
Goal 2: Enhance Exemplary Teaching and Learning Practices

Strategic Plan and Business Plan

Pillar: Our Students
Goal: To educate and inspire students to realize success in their careers and communities

![Durham College - Success Matters logo]

New Program Summary

General Program Information

Proposed Program Title: Science and Engineering Fundamentals

Proposed Credential: Ontario College Certificate (OCC)

Academic Dean(s): Tony Doyle, executive dean

Faculty: Science, Engineering & Information Technology

Date of Review by PPRC: April 12, 2023

MTCU Code: 44702 (Program Description)

Weight and Funding Unit (as per APS table): Weight = 1.2, Funding = 1

Proposed Tuition: Year 1: $2722.05

Proposed Implementation: Winter 2024

Year 1 Enrolment: 24

Number of Sections, Y1: 1

International Students Seat Allocation: None

Number of Semesters: 2

Total Hours: instructional hrs = 616 hrs

New or Replacement Program: New

Number of New FT Faculty: None

Program Delivery Methods: In-person; classroom & lab

Laptop Requirement: No

New or Renovated Space Requirements: None

Total Capital Costs: Year 1: None

1. Approval Stages

The following approval stages have been assessed for this program:

☒ Labour Market
☒ Student Demand
☒ Budget reviewed and approved by the Chief Financial Officer and the Vice President, Academic
☒ Presented to the Program Proposal Review Committee (DATE: April 12, 2023)
☒ New Program Proposal Summary reviewed by the Associate Dean, Centre for Teaching and Learning (DATE: April 26, 2023)
☒ New Program Proposal Summary reviewed by the Dean, Centre for Teaching and Learning (DATE: April 27, 2023)
☒ Approved by Executive Vice-President, Academic (DATE: May 1, 2023)
☐ Reviewed and approved by President (DATE:)

2. Program Overview

2.1 Program Description

The Science and Engineering Fundamentals Ontario College Certificate program presents students with the opportunity to explore educational and career possibilities in applied science and engineering technology, while developing the academic and career planning skills required to succeed in further education. This program prepares graduates to determine the area of further study in science and engineering to support the field and improve the navigation and accessibility of the daily lives of individuals and groups.

Students engage in lectures, demonstrations and practical hands-on laboratories to develop critical-thinking, problem-solving, teamwork, communication, computer and applied mathematics skills. Three streams in science and engineering are explored: Planning and Sustainability, Making Things Work, and In the Laboratory.

Graduates may be eligible for transfer credits for some courses in the program to support further study.

2.2 Career Outcomes

The proposed Science and Engineering Fundamentals program is intended to support and promote students' pursuit of further education and is not intended to lead directly into employment.

2.3 Vocational Program Learning Outcomes (Program Description 44702)

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. Use math skills to solve routine problems related to applied science and technology.

2. Use critical thinking processes and problem-solving techniques to develop systematic approaches in applied science and technology.

3. Communicate using appropriate language, strategies and techniques to convey messages clearly and concisely in applied science and technology environments.

4. Use academic strategies to support success and wellness in lifelong learning and career development.

5. Apply the basic technical skills required to complete a set of procedures in an applied science and technology lab.

6. Apply digital literacy skills at an introductory level for success in applied science and technology.

7. Examine the professional requirements and opportunities in various applied science and technology fields to inform academic and professional goals.

8. Identify and 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) or Mature Student Status

3. Program of Study

YEAR 1	
Semester 1	**Semester 2**
Using Math (3 hrs classroom)	Understanding Data Sources and Uses (2 hr classroom, 2 hr lab)
COMM 1100: Communication Foundations (3 hrs classroom)	Ethics and Safety in STEM (2 hr classroom, 2 hr lab)
Success in STEM (3 hrs classroom)	Applied Problem Solving (4 hrs lab)
The Physical World (4 hrs classroom)	
Technological Advancements (1 hr classroom, 2 hr lab)	
Careers in STEM (4 hrs classroom)	Planning and Sustainability (2 hr classroom, 2 hr lab)
	Making Things Work (2 hr classroom, 2 hr lab)
	In the Lab (2 hr classroom, 2 hr lab)
Classroom: 18 hrs and Lab: 2 hrs 6 courses 280 hrs/semester	Classroom: 14 hrs and Lab: 10 hrs 6 courses 336 hrs/semester

Fundamental Skills	Career and Educational Pursuits

Course Descriptions

Semester 1

Course Title: Using Math
Course description: Students explore numeracy computation, engineering and science notation, significant digits, unit conversions, algebra and dimensional analysis. Emphasis is on solving problems using fractions, decimals and algebraic equations and solving geometric calculations involving perimeter, area, and volume. Students solve basic mathematical problems and create graphs and charts using current spreadsheet software.
Instructional Setting: Classroom
Total Hours (Semester): 42

Course Title: COMM 1100: Communication Foundations
Course description: This course invites students to practice and develop the foundational skills and competencies necessary to communicate in a variety of contexts. Students will be challenged to reflect upon questions that include, but are not limited to: What is the purpose of communication? How does one communicate effectively and professionally? How can I improve communication to meet the needs of my audience? Students will learn to analyze different audiences and their needs and adapt their messages to ensure written, verbal, and visual communication is effective. The course will introduce communication theories, techniques, and models for interpersonal relationships, group dynamics, public communication, and intercultural environments.
Instructional Setting: Classroom
Total Hours (Semester): 42

Course Title: Success for STEM
Course description: Students explore the skills, policies and resources to be a successful in post-secondary education. Emphasis is on examining equity, diversity and inclusion, academic policies, college resources and developing a plan for education and employment that aligns with interests and abilities.
Instructional Setting: Classroom
Total Hours (Semester): 42

Course Title: The Physical World
Course description: Students explore the physical properties of the world and how they interact with one another. Emphasis is on the examination of mechanics, waves and optics, electricity and magnetism, and modern physics while engaging in real-world examples and applications of physics. Students engage in application of these principles with hands-on experiments and demonstrations.
Instructional Setting: Classroom
Total Hours (Semester): 56

Course Title: Technological Advancements
Course description: Students explore technology, digital collaborative tools and social media platforms to support success in post-secondary education and employment. Emphasis is on 3D printing, AR/VR, CSA, current social media platforms and print and collaborative digital document, presentation and spreadsheet software and/or platforms.
Instructional Setting: Computer Lab
Total Hours (Semester): 42

Course Title: Careers in STEM
Course description: Students investigate the different disciplines and programs, and governing bodies associated with the science and engineering field and educational pursuits.
Instructional Setting: Classroom
Total Hours (Semester): 56

Semester 2

Course Title: Understanding Data Sources and Uses
Course description: Students explore the difference between information and data and the research and document style used in education and the industry. Emphasis is on understanding how to read and use data, blueprints and engineering standards for success in further educational pursuits.
Instructional Setting: Computer Lab
Total Hours (Semester): 56

Course Title: Ethics and Safety in STEM
Course description: Students study the Occupational Health and Safety Act, construction regulations, governing bodies and safety best practices relevant to science and engineering.
Instructional Setting: Classroom
Total Hours (Semester): 56

Course Title: Applied Problem Solving
Course description: Students apply principles of math and physics to solve engineering problems. Emphasis is on statics (equilibrium), stress and strain, electrical power, chemistry and mechanical systems.
Instructional Setting: Computer Lab
Total Hours (Semester): 56

Course Title: Planning and Sustainability
Course description: Students explore the fundamental principles of environmental and sustainable building, planning, design and practices. Students examine the current leading rating system for sustainable building design and construction. Application of the principles is demonstrated in the lab where students work with construction material, testing, drawings, specifications, material data sheets, geotechnical reports and environmental assessments.
Instructional Setting: Computer Lab
Total Hours (Semester): 56

Course Title: Making Things Work
Course description: Students explore mechanical, electronics and electromechanical engineering theories and apply those theories to test and explore the limits of the theories.
Instructional Setting: Lab
Total Hours (Semester): 56

Course Title: In the Lab
Course description: Students explore biomedical, biotechnical and chemical engineering theories and apply those theories to test and explore the limits of the theories.
Instructional Setting: Lab
Total Hours (Semester): 56

4. Strategic Alignment

4.1 Strategic Fit

The proposed program aligns with the following goals of the [Academic](#), [Strategic](#), and [Business](#) plans.

Academic Plan
Goal 1: Ensure Exceptional Quality in our Academic Programs
Goal 2: Enhance Exemplary Teaching and Learning Practices
Goal 3: Establish and Augment Internationalization and Global Engagement Initiatives

Strategic Plan and Business Plan
Pillar: Our Students
Goal: To educate and inspire students to realize success in their careers and communities.

4.2 Fit with Existing Programs

Durham College (DC) is proposing the option to offer Science and Engineering Fundamentals within the Faculty of Science, Engineering and Information Technology (SEIT). An established strategy to build familiarity with a broad program area is the implementation of a "pre" or "preparatory" program. DC already employs this strategy by offering programs such as Trades Fundamentals in the Faculty of Skilled Trades and Apprenticeship (STA) and General Arts and Science (GAS) programs in the Faculty of Liberal Studies (LS).

An analysis of the programs at DC highlights the strength of the proposed Science and Engineering Fundamentals Ontario College Certificate program. Similar in principle to all of the comparable programs, it supports students in gaining the academic skills to be successful in further education, generally or in specific areas. Like the comparable programs, students develop critical thinking, problem solving, teamwork, communication, and applied mathematics skills with a heavy emphasis on

the students' engagement and utilization of practical laboratories. As opposed to the two GAS programs, students also have dedicated courses where faculty members make connections between programs in SEIT, industry and career opportunities to support students' further studies at DC.

The Faculty of Science, Engineering & Information Technology offers a number of programs that provide graduates with in-demand training and access to a wide range of career opportunities. However, despite the broad range of career opportunities available to graduates, high school students find it difficult to select a program that properly aligns their career aspirations and personal interests.

The Science and Engineering Fundamentals program is distinct in providing students with targeted exposure to the foundational principles of science and engineering and complements the fundamentals of the Engineering Technician and Technology programs offered at DC. This proposed program will support potential students in making a more informed decision when selecting a program for further study. It may also have the additional benefit of strengthening program retention and graduation for existing Engineering Technician and Technology programs at Durham College.

5. Labour Demand and Graduate Employment Possibilities

Institutional Research and Planning prepared a comprehensive environmental scan. The following is a summary of the information and data from the scan. There are a variety of titles associated with the proposed program. The most commonly used program title for similar programs is Pre-Technology or Technology Foundations/Fundamentals. It is advised that the proposed program at DC should distinguish itself from the other programs by using the title "Science and Engineering Technology Fundamentals".

The proposed program supports access and equity by enabling students who are not qualified to readily access education in science and engineering technology to build the necessary skills and familiarity to excel in these increasingly complex areas of further study. The program offers students exposure to the unique program areas in engineering technology. This enables prospective students to make an informed decision about further studies in diplomas and advanced diplomas. In addition, the program has the potential to support student retention for current offerings at the college and a pathway opportunity between DC's academic upgrading program and the current offerings in SEIT.

After a review of the need for the Science and Engineering Fundamentals program, DC determined it would be valuable to add this Ontario College Certificate to its postsecondary offerings because it:

- Promotes student interest in other engineering technology programs within SEIT.
- Supports high school students to be better academically prepared for subsequent enrolment in engineering technology programs.
- Promotes access for non-traditional learners through a pathway with Academic Upgrading.

5.1 Labour Market Analysis

The field of engineering technology is broad and diverse, from architecture to biomedical technology, skilled engineering technologists work in a wide range of occupations across many sectors within the economy[1]. The durable skills that engineering technicians and technologists possess enable them access to a range of occupations both within and outside of their chosen field[2]. Despite the prevalence of opportunities for individuals with skills related to science or engineering technology, many high school students may be unfamiliar with engineering technician and technology programs.

The proposed program represents an important addition to DC programs as it supports students to prepare for engineering technology related programs offered by the college. DC currently offers 13 engineering technician and technology programs in SEIT. Potential students may be unfamiliar with these diverse program areas and would benefit from the exposure to these areas that the proposed program provides. Science and Engineering Fundamentals is a preparatory program for further education in engineering technology programs; hence the success of the proposed program would be assessed by the proportion of graduates pursuing further education in the current DC offerings in Engineering Technician and Technology programs. Engineers Canada projects a demand for engineering technicians and technologists from retirements through 2025[3]. Despite the need for skilled technicians and technologists there has been declining enrolment in Engineering Technician and Technology programs at DC and across the Ontario college system over the past five years.

The admission requirements for engineering technician and technology programs typically require higher level academic math and sciences as opposed to other college programs, thereby limiting the number of qualified high school applicants. As a result, many high school students who might be interested in these programs are ineligible. The proposed Science and Engineering Fundamentals program serves as an important preparatory program and would enable high school students to acquire the academic proficiency required to succeed in subsequent engineering technology education at DC.

The proposed program also provides an opportunity for students to explore the fields of science and technology to better understand the career and educational pathways available to them should they pursue further education in the field. This is coupled with developing fundamental critical thinking, problem solving, teamwork, communication, and applied mathematics skills necessary for admission to and success in further study. Finally, the proposed program could support non-traditional student access to engineering technology education through the development of an academic pathway between DC's academic upgrading program and the engineering technology programs offered in SEIT.

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[1] Florida Polytechnic University (2022).
[2] Engineers Canada (2015).
[3] Ibid.

In addition to exploring the different fields within the engineering technology discipline, students could assess the merits of pursuing further education in a two-year technician program and a three-year technology program. Both engineering technicians and technologists perform unique roles within their respective fields[4]. However, these roles may differ according to the province where engineering technicians and technologists are employed. For example, the province of Quebec only recognizes and certifies engineering technologists, not technicians[5]. Students would be exposed to the distinct scope of work associated with both two-year technician and three-year technology programs through engagement in the curriculum, and interaction with faculty, fellow students and laboratory support staff during the course of the preparatory program.

Finally, the proposed program also enables non-traditional student access to engineering technology education through the development of an academic pathway between DC's academic upgrading program and the engineering technology programs offered in SEIT. Academic upgrading assists students who are 19 years of age and older to complete high school equivalency, improve grades to enter a college program and increase literacy and numeracy skills. The development of a pathway between SEIT and the Academic Upgrading program creates an additional pool of learners the proposed program could benefit.

Exposure to the diverse program areas that make up engineering technology, along with building familiarity about the distinction between technician and technologist designations would enable students to make a more informed program choice should they choose to pursue further education in the field. Encouraging an informed program choice could potentially benefit a wide range of provincial stakeholders. For example, students in Ontario pay the highest rates of tuition in Canada[6]. This high rate of tuition incentivizes students to make informed decisions about program of choice in order to avoid the adverse financial consequences associated with pursuing and subsequently withdrawing from a program. The proposed program enables students to make informed decisions about further studies based on aptitude and interest. Informed program selection could also support improved retention and graduation outcomes at the college by reducing the number of students who withdraw from programs as a result of a misalignment between student interest/aptitude and the program. Improving retention and graduation rates would support the goals set by the provincial government's performance-based funding framework, despite the exemption from that reporting as a preparatory program.

In the province of Ontario, postsecondary education is highly subsidized. The proposed program would benefit the province of Ontario and its taxpayers by reducing costly duplication of postsecondary credits in addition to reducing the cost associated with students withdrawing from a program of study. According to the Ontario Council for Articulation and Transfer, there has been an annual increase of 8.5 per cent in course equivalencies in the province of Ontario for 2021[7]. Total postsecondary funding in the province is close to $12 billion annually and decreasing

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[4] O'Grady, J. (2009).

[5] Ibid.

[6] Ministry of Colleges and Universities (2019).

[7] ONCAT Annual Report (2021).

the cost associated with duplication of postsecondary courses provides a tremendous potential benefit[8].

Third, the familiarity with the field of engineering technology gained by students in the proposed program could support student retention in existing engineering technology programs at DC which are among the most challenging and rewarding programs. Unfortunately, there are a number of students each semester who are unable to meet all of the requirements for progression in their chosen program. The proposed program would provide an opportunity for students to continue to pursue education in engineering technology.

Employment Projections

The proposed program is intended to support and promote students' pursuit of further education and is not intended to lead directly into employment. The following discussion presents four occupations relevant to the subsequent programs that students could pursue in the field of engineering technician and technology. The National Occupational Classification (NOC) provides a standardized framework for organizing the labour force in a coherent system. Statistics Canada has updated the NOC classifications in 2021 to provide a finer and more updated reflection of the labour market using five digits instead of four for the NOC codes and corresponding it to the updated six-category training, education, experience and responsibilities (TEER) system. Despite this revision, many sources of labour market information have not yet updated the databases from the 2016 NOC structure to the 2021 NOC structure. Hence the following description identifies the relevant 2016 and 2021 equivalencies below but the discussion in the section relies upon the 2016 framework.

Job titles and descriptions relevant to the further education programs students might pursue were culled from a variety of labour market reports and based upon graduates' responses to the KPI graduate survey administered six months after graduation. These KPI results are aggregated based on MTCU code. Based on the titles and descriptions, three key four-digit NOC codes were identified: 2241, 2133 and 2141.

- 2241(2016) – Electrical and electronics engineering technologists and technicians (e.g., communications technologists, electrical engineering technician) is equivalent to 22310 (2021) Electrical and electronics engineering technologists and technicians.
- 2133 (2016) – Electrical and electronics engineers (e.g., electrical engineer, instrumentation and control engineer) is equivalent to 21310 (2021) Electrical and electronics engineers.
- 2141 (2016) – Industrial and Manufacturing Engineer (e.g., manufacturing engineer, industrial engineer) is equivalent to 21321 (2021) Industrial and Manufacturing Engineer.

Labour Market Outlook

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[8] The Canadian Press (2019).

National Outlook

Occupational Classification: National

Table 1 displays wages, occupation statistics and employment outlooks for relevant occupations in Canada. According to the table, the median wage for relevant occupations is significantly above average. A labour balance is projected for all the occupations presented through to 2028, meaning the labour supply is expected to meet demand.

Table 1

Wages, Occupational Statistics and Employment Outlook (National)					
NOC Code - Occupation	Median Wage	Employment in 2018	Median Age in 2018	Average Retirement Age in 2018	Outlook to 2028[9]
2241 – Electrical and electronics engineering technologists and technicians	$33.65	29,800	44	61.0	Balance
2133 – Electrical and electronics engineers	$45.00	40,100	43	63.0	Balance
2141 - Industrial and Manufacturing Engineer	$40.87	18,800	41	63.0	Balance

Source: Employment and Social Development Canada www.jobbank.gc.ca/marketreport/outlook Accessed: October 2022

Provincial Outlook

Occupational Classification: Provincial

Figure 1 displays the provincial job outlook rating (2021-2025) for the relevant occupations, as well as median income. According to the figure, the outlook for relevant occupations is average. The median income for each occupation is significantly higher than the Ontario average of $55,121.

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[9] Definitions correspond to national labour market data taken from the Department of Employment and Social Development Canada (ESDC) and are based on the Canadian Occupational Projections System (COPS).
Balance Labour demand and labour supply are expected to be broadly in line for this occupation group over the 2019-2028 period.
Surplus This occupational group is expected to face labour surplus conditions over the period of 2019-2028 period.
Shortage This occupational group is expected to face labour shortage conditions over the period of 2019-2028.

Figure 1

2241 – Electrical and electronics engineering technologists and technicians	Job outlook **Average**	Median income **$69,499**	Top location **Toronto (46%)**
2133 – Electrical and electronics engineers	Job outlook **Average**	Median income **$97,871**	Top location **Toronto (55%)**
2141 - Industrial and Manufacturing Engineer	Job outlook **Average**	Median income **$81,264**	Top location **Toronto (50%)**

Table 2 presents summary job profile statistics provided by the Government of Ontario for the relevant occupations related to engineering technology fundamentals and includes a gendered break-down for each relevant occupation. According to the table, employment is primarily full-time and self-employment is higher for Electrical and Electronics Engineers. In addition, none of the relevant occupations have significant female employment.

Table 2

Provincial Summary Job Profile Statistics					
NOC Code - Occupation	**Males**	**Females**	**Full-Time**	**Part-Time**	**Self-Employed**
2241 – Electrical and electronics engineering technologists and technicians	89%	11%	71%	29%	6%
2133 – Electrical and electronics engineers	90%	10%	79%	21%	9%
2141 - Industrial and Manufacturing Engineer	81%	19%	76%	24%	5%

Source: iaccess Job Profiles, accessed: June 2022

Table 3 displays the education level of employees in relevant occupations in Ontario. According to the table, employment is strong for individuals with postsecondary education and a college credential. Combined with individuals with postsecondary education and a degree, employment is significant for individuals with postsecondary education.

Table 3

Educational Attainment			
Education Level	**2241 – Electrical and electronics engineering technologists and technicians**	**2133 – Electrical and electronics engineers**	**2141 – Industrial and Manufacturing Engineer**
No certificate, diploma or degree:	2%	0%	0%
Secondary (high) school diploma or equivalency certificate	17%	2%	7%
Apprenticeship or trades certificate or diploma	8%	1%	3%
College, CEGEP or other non-university certificate or diploma	53%	12%	20%
Bachelor's degree	12%	52%	45%
Degree in medicine, dentistry, veterinary medicine or optometry	0%	0%	0%
Master's degree	3%	22%	17%
Earned doctorate	0%	5%	2%
Other	5%	6%	7%

Source: MTCU Ontario Job Profiles www.iaccess.gov.on.ca/labourmarket

Table 4 presents provincial employment opportunities for each relevant occupation. Within each column, the percentages indicate the distribution of all individuals employed in the corresponding occupation across the select census divisions. According to the table, the share of Ontario's employment for the high affinity occupations is in line with the average for all occupations in the Durham census division (four to five per cent) compared to Durham's share of employment in all occupations (five per cent).

Table 4

Employment Share by Census Division				
Census Division	All Occupations	2241 – Electrical and electronics engineering technologists and technicians	2133 –Electrical and electronics engineers	2141 – Industrial and Manufacturing Engineer
Durham	5%	6%	4%	5%
Toronto	21%	16%	18%	16%
Peel	10%	12%	13%	13%
York	9%	8%	14%	11%
Peterborough	1%	1%	1%	1%
Northumberland	1%	0%	0%	0%
Kawartha Lakes	1%	0%	0%	0%

Source: iaccess Job Profiles, accessed: October 2022

Sectors where these jobs are found

Table 5 displays the sectors where the relevant occupations are employed in the province of Ontario. According to the table, occupations relevant to the proposed program are in *Professional, scientific and technical services.*

Table 5

2241 – Electrical and electronics engineering technologists and technicians		2133 –Electrical and electronics engineers	
22%	Construction	52%	Professional, scientific and technical services
19%	Professional, scientific and technical services	12%	Utilities
14%	Utilities	7%	Information and cultural industries
8%	Information and cultural industries	7%	Construction

2141 – Industrial and Manufacturing Engineer

55%	Professional, scientific and technical services
12%	Wholesale trade
5%	Utilities
5%	Public administration

Source: iaccess Job Profiles, accessed: October 2022

Table 6 presents the combined number of jobs and median hourly wages for all occupations in the province and select census divisions. In addition, the jobs that are expected to be created in Ontario and select census divisions are projected for 2025. According to the table, a total of 3,772 jobs are expected to be created in Ontario by 2025 across the three relevant NOC codes. Most jobs are anticipated to be created in the York, Peel and Toronto census divisions.

Table 6

Occupation Summary (Ontario and Select Census Divisions) – 2020 & 2025					
Region	**2020 Jobs**	**2025 Jobs**	**Change**	**% Change**	**Median Hourly Wages**
Ontario	**36,874**	**40,646**	**3,772**	**10%**	**$39.94**
Durham	2,144	2,383	239	11%	$39.61
Toronto	8,101	9,103	1,002	12%	$39.71
Peel	4,776	5,350	575	12%	$39.66
York	4,191	4,713	522	12%	$39.74
Peterborough	406	447	40	10%	$36.31
Northumberland	168	187	19	11%	$36.11
Kawartha Lakes	88	97	9	10%	$35.37

Source: Labour Force Survey, EMSI Analyst 2022.1, accessed: October 2022

Occupational Classification: Local

Occupational Classifications: Region of Durham

Table 7 presents the number of jobs and median hourly wages for all relevant occupations within the Durham census division. Job counts are presented for 2020, in addition to a projection of the number of jobs in 2025. According to the table, the

greatest number of jobs for the selected NOC codes in the Durham census division will be in the occupations categorized as *Electrical and electronics engineers.*

Table 7

Durham Region Employment Outlook - 2020 & 2025					
NOC	2020 Jobs	2025 Jobs	Change	% Change	Median Hourly Wages
2241 – Electrical and electronics engineering technologists and technicians	646	584	-62	-10%	$34.13
2133 – Electrical and electronics engineers	1,282	1,574	292	23%	$41.79
2141 - Industrial and Manufacturing Engineer	216	225	9	4%	$40.74
Total	**2,144**	**2,383**	**239**	**11%**	**$39.71**

Source: Labour Force Survey, EMSI Analyst 2022.1, accessed: October 2022

In addition to traditional employment, there is some self-employment in the relevant NOC codes. Table 8 presents information for the self-employment opportunities in selected occupations in the Durham Region. According to the table, there are limited self-employment opportunities in the area of engineering technology.

Table 8

Durham Region Self-Employment Outlook - 2020 & 2025				
NOC	2020 Jobs	2025 Jobs	Change	% Change
2241 – Electrical and electronics engineering technologists and technicians	Insufficient Data (less than 10)			
2133 – Electrical and electronics engineers	29	20	-9	-31%
2141 - Industrial and Manufacturing Engineer	Insufficient Data (less than 10)			
Total	**44**	**29**	**-15**	**-34%**

Source: Labour Force Survey, EMSI Analyst 2022.1, accessed: October 2022

6. Analysis of Competition

Engineering Technology Fundamentals and Trades Fundamentals certificate programs are currently offered at 19 Ontario CAAT colleges under the MTCU code 44702. Graduates of these programs are prepared to apply to other Engineering Technician and Technology programs, to apply to trades related programs, or for entry level occupations in the labour market.

System-wide enrolment in the Pre-Technology programs offered at CAAT colleges have been declining. However, the most recent winter enrolments saw a slight increase in first semester domestic student enrolment.

SEIT offers a number of programs that provide graduates with in-demand training and access to a wide range of career opportunities. However, despite the broad range of career opportuntites available to graduates, high school students are often unfamiliar with engineering technology and are underprepared to select a program that properly aligns their career aspirations and personal interests.

The strength of the proposed Science and Engineering Fundamentals Ontario College Certificate program is exposure to the unique program areas in engineering technology and gaining the academic, critical thinking, problem solving, team work, communication, applied mathematics and practical laboratory skills to make an informed decision about further studies at DC. It may also have the additional benefit of strengthening program retention and graduation for existing Engineering Technician and Technology programs at DC.

Table 9

Engineering Technology Fundamentals (MTCU 44702) First Year Enrolment							
College	Term	2017-18	2018-19	2019-20	2020-21	2021-22	Rolling Avg. Change
CAAT	Fall	230	304	231	167	156	-6.5%
	Winter	143	135	97	76	100	-6.0%
	Spring	0	1	7	1	1	171.4%

7. Student Interest

Figure 2 displays system-wide domestic student applications, first choice applications and confirmed acceptances to the Fall intake of the Pre-Technology programs in Ontario (MTCU 44702). It is noted there are a number of programs that have not received any applications over the past five years. In addition, the approved program at one of the colleges does not invite applications and rather is offered to potential students as an alternative for application to other programs. Average year-over-year growth is indicated below the figure to assess the overall trend of applicant interest. *Please note, the 2020-21 application cycle needs to be considered within the context of the COVID-19 pandemic.*

Figure 2

Pre Technology (MCU 44702):
Total Applications, First Choice Applications and Confirmations; Fall

	2018-19	2019-20	2020-21	2021-22	2022-23
Total Applications	453	383	399	337	333
First Choice Applications	192	138	138	134	138
Confirmed Acceptances	227	177	183	158	132
Number of programs	7	7	7	7	4
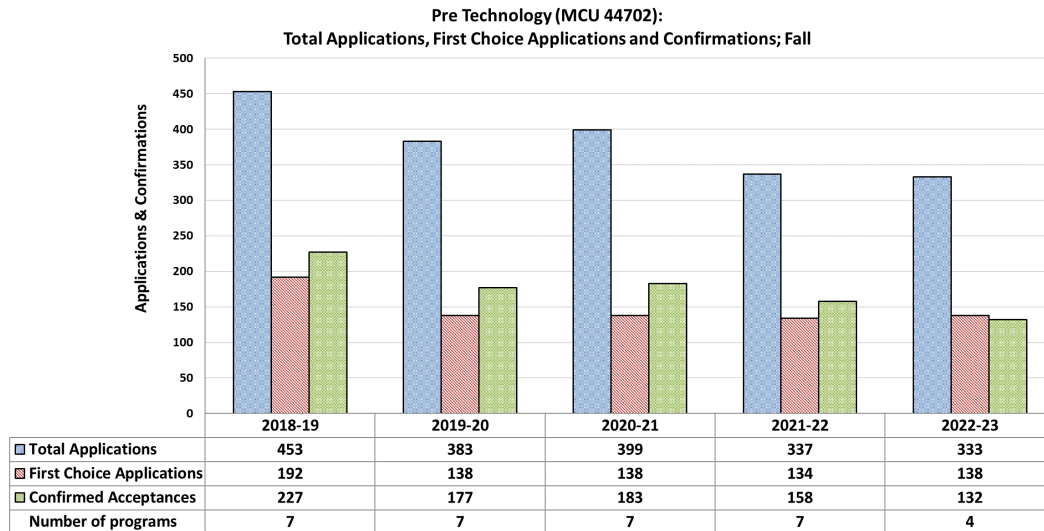
Source:
OCAS Data Warehouse, updated October 2022
Please note, 2022-23 represents an application cycle that has not yet closed

The above application data includes only comparable Pre-Technology programs and does not include any Trade Fundamentals programs which are also categorized under the MTCU code 44702.

- The average growth[10] between 2018 and 2022 for total applications was: -7.0 per cent.
- The average growth between 2018 and 2022 for first choice applications was: -7.0 per cent.
- The average growth between 2018 and 2022 for confirmed acceptances was: -12.2 per cent.

The following tables present high KPI Satisfaction scores for students and graduates of Engineering Technology Fundamentals (MTCU 44702) programs over the past five years. Please note, in 2019-20 the KPI Student Satisfaction Survey was replaced by the Ontario Colleges Student Satisfaction and Engagement Survey, which was administered by 19 CAAT colleges. In 2020-21, a new survey (Ontario Colleges Student Experience Survey) was administered by OCAS to 23 CAAT colleges. All data presented below is at the MTCU code level. Hence, Trade Fundamentals students are included.

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[10] Average Growth refers to the average change each year.

Table 10

Student Satisfaction					
College	**2016-17**	**2017-18**	**2018-19**	**2019-20***	**2020-21****
CAAT	79.1% (271)	66.8% (231)	78.0% (350)	77.6% (144)	n/a

*Results from the voluntary Ontario College Student Satisfaction and Engagement Survey

**Results from the voluntary Ontario College Student Experience Survey

Graduate Satisfaction

Table 11

Graduate Satisfaction					
College	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**
CAAT	80.3% (76)	80.2% (91)	78.5% (65)	78.5% (65)	76.9% (26)

Graduation Rate

Please note, a KPI graduation rate is not reported to the Ministry for "pre" or "preparatory" programs. Therefore, graduation rates for pre-technology programs at other CAAT colleges is not available.

Graduate Employment Outcomes

Table 12 summarizes 2017-18 outcomes for graduates of the Engineering Technology Fundamentals programs in Ontario. Results are based on Key Performance Indicator (KPI) Graduate Satisfaction survey for 2016-17 graduates, administered six months after graduation and reported in 2017-18. Please note, the data represent graduates from trades fundamentals and pre-technology programs. Both of which are categorized under MTCU 44702.

Table 12

Summary of 2017-18 Graduates: Engineering Technology Fundamentals (MTCU 44702)		
	Engineering Technology Fundamentals	**All Programs**
Total Graduates	304	100,313
% of Graduates in Survey	53.6%	51.8%
Graduate Satisfaction	79.5%	78.0%
Labour Force Participation[11]	28.7%	71.0%
Employment Rate	79.2%	86.2%
Employed Full-Time	68.2%	70.7%
Average Annual Income (Full-Time)	$31,286	$35,000

[11] Graduates who were either employed or looking for work during the reference week.

Employed Full-Time (Related/ Partially Related)	24.2%	51.8%
Average Annual Income (Related Employment)	N/A	$37,000
Unemployment Rate	20.8%	13.9%

Full-time employment and related employment rates for graduates of Engineering Technology Fundamentals programs are higher than the average for all programs and these graduates also earn slightly higher wages than average.

8. Target Market

The target market for this program is domestic students possessing a high school diploma or equivalent.

9. Operating Revenue and Expenses

The following tables summarize the net contribution for the proposed Science and Engineering Fundamentals, Ontario College Certificate program.

Student Enrolment	2024-25 Projection	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection
Projected enrolment	24	24	24	24	24
Total	24	24	24	24	24

Net Contribution	2024-25 Projection	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection
Total Direct Program Expenses	178,287	178,287	178,287	178,287	178,287
Total Revenue For Program	178,287	178,287	178,287	178,287	178,287
Net Contribution $	85,410	82,749	80,008	77,187	74,282
Net Accumulated Contribution / (Deficit)	85,410	168,158	248,167	325,354	399,636
Net Contribution - % of Gross Revenue	47.9%	46.4%	44.9%	43.3%	41.7%
Target Net Contribution (*may be different from actual breakeven)	n/a	**Breakeven**	35.0%	35.0%	35.0%

New Program Summary

![Durham College - Success Matters logo]

Net Contribution	2024-25 Projection	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection
Capital Requirement	0	0	0	0	0

Revenue	2024-25 Projection	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection
Tuition Fees per academic year	**2722.00**	**2722.00**	**2722.00**	**2722.00**	**2722.00**
Set-Aside Fee Removed	**(272.00)**	**(272.00)**	**(272.00)**	**(272.00)**	**(272.00)**
Tuition Fee realized by college	**2450.00**	**2450.00**	**2450.00**	**2450.00**	**2450.00**
Total Tuition Fees	**58,796**	**58,796**	**58,796**	**58,796**	**58,796**
Other Revenue (Contract Training)	0	0	0	0	0
Total Other Revenue	0	0	0	0	0
Program Wtd Funding Unit	**1.20**	**1.20**	**1.20**	**1.20**	**1.20**
Grant - MTCU Operating (Assume $4149/wfu)	**119,491**	**119,491**	**119,491**	**119,491**	**119,491**
Total Revenue	178,287	178,287	178,287	178,287	178,287

Expenditures	2024-25 Projection	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection
Salaries - Faculty (FT)	0	0	0	0	0
Salaries - Co-ordinator Allowance	0	0	0	0	0
Salaries - PT Teaching	0	0	0	0	0
Salaries - PL Teaching	**73,920**	**76,138**	**78,422**	**80,774**	**83,198**

Expenditures	2024-25 Projection	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection
Salaries - Sessional Teaching	0	0	0	0	0
Contract Teaching	0	0	0	0	0
Total Teaching Salaries	**73,920**	**76,138**	**78,422**	**80,774**	**83,198**
Benefits - Faculty - FT 25.5%	0	0	0	0	0
Benefits - Faculty - PT 15.5%	**11,458**	**11,801**	**12,155**	**12,520**	**12,896**
Benefits - SS (FT) 28%	0	0	0	0	0
Total Employee Benefits	**11,458**	**11,801**	**12,155**	**12,520**	**12,896**
Total Labour	**85,378**	**87,939**	**90,577**	**93,294**	**96,093**
Instructional Supplies	**5,000**	**5,100**	**5,202**	**5,306**	**5,412**
Instructional Other Costs	0	0	0	0	0
Field Work	0	0	0	0	0
Membership & Dues	0	0	0	0	0
Professional Development	**1,000**	**1,000**	**1,000**	**1,000**	**1,000**
Travel/accommodation/meals	**1,500**	**1,500**	**1,500**	**1,500**	**1,500**
Promotion/Public relations	0	0	0	0	0
Maintenance-Equipment	0	0	0	0	0
Telecommunications	0	0	0	0	0

Expenditures	2024-25 Projection	2025-26 Projection	2026-27 Projection	2027-28 Projection	2028-29 Projection
Software Costs	0	0	0	0	0
Office supplies/Other Expenses	0	0	0	0	0
Rental	0	0	0	0	0
Total Other Expenditure	**7,500**	**7,600**	**7,702**	**7,806**	**7,912**

Public Report

Report Number: BOG-2023-41

To: Board of Governors

From: Don Lovisa, President

Date of Report: May 1, 2021

Date of Meeting: May 10, 2023

Subject: 2023-2024 Business Plan

1.   Purpose

The purpose of this report is to introduce the new 2023-2024 Business Plan.

2.   Recommendation

It is recommended to the Durham College Board of Governors:

That based on Report BOG-2023-41 the 2023-2024 Business Plan, be approved.

3.   Background

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

The Business Plan allows Durham College to plan its operations for the fiscal year (April 1st – March 31th) within the framework outlined in its Strategic Plan (2020-2023), and in support of its mission, vision and value statement. The Business Plan identifies to the public and provincial government the operational outcomes that the college expects to achieve in the fiscal year. The Ministry of Colleges and Universities (MCU) uses the information provided in college business plans for government planning and policy-making purposes.

This plan was developed with input, direction, review and guidance representing all departments, schools and areas of operation on the campus, led by the Durham College Leadership Team (DCLT).

4.   Discussion/Options

This is the fourth business plan developed under the 2020-2025 Strategic Plan. As part of this, 'we will' statements from the strategic plan are embedded within the business plan directly as the plan's goals. In previous years, the 'we will' statements were not the direct goals. With this change, the outcomes of the business plan are directly related to the goals specified in the strategic plan.

This year, the preface acknowledges the College's commitment to excellence in innovative education while respecting inclusivity and support for our pillars. Looking ahead, the College will work together to lead the way in exploring new ways of teaching and learning and connecting our communities together.

The accompanying 2023-2024 Business Plan Scorecard describes in detail the actions that the college will undertake to achieve these goals. The actions listed below are just a few highlights of what we can expect to accomplish over the next year.

4.1   Our Students

- Deliver high-quality programs that reflect labour markets and are responsive to emerging economies:
  - Launch new programs:
    - Cloud Computing, graduate certificate
    - Recreation Therapy, diploma
    - Fire Prevention Technology, advanced diploma
    - Honours Bachelor of Paralegal
    - Honours Bachelor of Community Mental Health
- Provide exceptional learning experiences in and out of the classroom:
  - Leverage TeachingCity Oshawa and CityStudio Durham partnerships to create and expand work-integrated learning opportunities for DC students.
- Develop and create opportunities to build student resilience, competence, personal capacity and life enhancing skills:

- Student Development Office will work with Career Development on delivery new Institute of Student Leadership sessions focused on building personal capacity and life-enhancing skills.

- Cultivate relationships with students that extend beyond graduation.

  - First Peoples Indigenous Centre (FPIC) to develop an Indigenous Alumni Network to ensure Indigenous alumni remain connected to DC and the FPIC.

4.2 Our People

- Attract and retain highly qualified, creative and collaborative employees:

  - Build targeted recruitment campaigns for high-growth program areas within the College.

- Develop teams whose work exemplifies our mission, vision and values:

  - Support employee engagement by launching an internal newsletter that informs staff of DC focused content and information to support their work while streamlining content.

- Be a positive and inclusive work environment that is diverse, respectful and representative of our community:

  - Increase DC community participation in intercultural and global competency training.

- Empower and support employees to be entrepreneurial, innovative and strategic.
  - Investigate opportunities for use of Large Language Models (LLM's) and generative artificial intelligence in higher education to develop synergistic resources for faculty and students to support implementation in teaching and learning.

4.3 Our Work

- Create an environment that inspires idea generation, bold leadership and purposeful innovation that aligns with the evolution of work:

  - Organize and host the Advancing Learning Conference.
  - Develop new training opportunities for faculty members interested in research to encourage greater participation.

- Lead in the development of transformational programs, services and systems that enhance the student experience:

- o Develop new courses that integrate virtual reality technology through Mixed Reality Capture (MRC) Studio in three programs in the Faculty of Media, Art and Design (MAD).

- Maximize resources and processes in all aspects of our business:

  - o Enhance the online experience for international education stakeholders in order to improve services and help increase DC's global reputation.

4.4 Our Community

- Establish and strengthen sustainable partnerships locally and internationally with industry, government, community and alumni:

  - o Launch Barrett Centre Urban farm – Ajax site.

  - o Work with partner institutions Trent Durham and Ontario Tech University to engage the broader community to ensure adequate support for international student populations.

- Leverage and grow our positive impact on the communities we serve:

  - o Community Employment Services (CES) to partner with the Region of Durham and Durham Workforce Authority as the Service System Manager within the Employment Ontario Transformation.

- Guide students in making meaningful connections with their communities:

  - o Actively seek out and participate in community events, including: IT Expo, Science Rendezvous, Hack for Good event, Young Women in Skilled Trades and Technology, Skills Ontario, National Engineering Month activities.

- Strengthen our relationships with Indigenous communities:

  - o Build on partnership with Ogemawahj Tribal Council for ongoing programming.

5. Financial/Human Resource Implications

There are no financial or human resource implications at this phase of the Business Plan.

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 some actions that outline areas of collaboration with Ontario Tech University, otherwise there are no direct implications.

8. Relationship to the Strategic Plan/Business Plan

The 2022-2023 Business Plan supports the 2020-2025 Strategic Plan including the Mission, Vision and Values outlined in the Strategic Plan. Further, this Business plan supports the four pillars of the strategic plan, specifically:

1. **Our Students** - To educate and inspire students to realize success in their careers and community.

2. **Our People** – To invest in our employees and empower them to be entrepreneurial, innovative and strategic.

3. **Our Work** – To be a leader in teaching and learning while responsibly managing resources, ensuring good governance and strategically investing in the future.

4. **Our Community** – To drive the economic, social and environmental success of our community, locally and globally.

2023-2024 Business Plan Scorecard

The 2023 – 2024 business plan builds on the college's commitment to excellence in innovative education. Respect and inclusivity remain at the heart of our actions as we support our students, people, work, and community. Together, our campus will continue exploring new ways of teaching and learning, connecting communities and finding solutions for complex problems.

OUR STUDENTS

Goal: To educate and inspire students to realize their success.

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
1. Deliver high-quality programs that reflect labour markets and are responsive to emerging economies.	Launch new programs: • Fall 2023: o Cloud Computing, graduate certificate o Recreation Therapy, diploma o Fire Prevention Technology, advanced diploma o Honours Bachelor of Paralegal o Honours Bachelor of Community Mental Health • Winter: 2024 o Science and Engineering Fundamentals Ontario certificate	• Successfully launch new programs.	• Executive vice president, Academic	•	

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2022-2023 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	• Strategically identify new areas of programming.	• For 2023-2024, pick up new OntarioLearn courses as appropriate to Professional and Part-time Learning (PPL); identify new professional development offerings through third parties; and/or leverage in-house development.	• Executive vice president, Academic	•	
	• Develop pilot for program health matrix dashboard, including program costing, to assess program quality and viability.	• Program health matrix dashboard developed and shared by March 2024.	• Executive vice president, Academic	•	
	• Complete a successful College Quality Assurance Audit Process (CQAAP) cycle.	• Submit the CQAAP self-study (April 2023). • Conduct site visit (June 2023). • Respond to panel report (August 2023).	• Executive vice president, Academic	•	
2. Provide exceptional learning experiences in and out of the classroom.	• Complete a comprehensive review and develop a plan for the integration of the One Card app with campus services for a seamless approach to access, credentialing and payment.	• Integration of campus services including student meal plan, printing services, library card, athletics, parking, vending, access control, event attendance, etc. Various components to be brought online beginning with meal plan then printing and door access.	• Chief administrative officer • Vice president, Administration & Chief financial officer	•	

2022-2023 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status

	• Leverage the Digital Learning Taskforce to develop a course delivery roadmap, a plan to renew educational technology resources, a flexible technology plan and a Digital Learning Strategy.	• By March 2024:
		  ○ Create and launch a course development roadmap supporting online, hybrid, flexible and HyFlex.
		  ○ Establish initiative to renew selected educational technology and digital learning resources.
		  ○ Develop a plan for high-quality, easy-to-use, flexible technology in collaboration with IT Services.
		  ○ Develop, launch and promote Digital Learning Strategy.
			• Executive vice president, Academic	•	

	• Maintain and leverage TeachingCity Oshawa and CityStudio Durham partnerships to create and expand work-integrated learning opportunities for DC students.	• Target: 15 projects with CityStudio Durham and TeachingCity Oshawa partners by March 2024. • Showcase success of TeachingCity Oshawa model in contributing to experiential learning and community building by leading a session at Co-operative Education and Work-Integrated Learning Canada (CEWIL) national conference by March 2024.	• Executive vice president, Academic	•	

2022-2023 Business Plan Scorecard

DURHAM COLLEGE
SUCCESS MATTERS

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
		• Host CityStudio spring 2023 Hubbub, showcasing student success and innovative projects.			
3. Be a champion of experiential learning, global engagement and applied research opportunities.	• Launch applied research projects with a focus on the Barrett Centre urban farm.	• Secure at least one applied research project with an external partner by March 2024.	• Executive vice president, Academic	•	
	• Launch development of high-quality work-integrated learning (WIL) options that strengthen connections to industry with five new co-op/work term options.	• Four WIL options launched in fall 2023: ○ Cloud Computing graduate certificate ○ Fire Prevention Technology advanced diploma ○ International Business Management graduate certificate ○ Project Management graduate certificate • One launch in winter 2024: ○ Data Analytics for Business Decision Making graduate certificate	• Executive vice president, Academic	•	
	• Support more than 250 students in securing and completing co-operative education and work term opportunities.	• Students appropriately supported by the completion of their co-op/work terms by March 2024.	• Executive vice president, Academic	•	

2022-2023 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	• Implement CEWIL Innovation Hub (iHub)-funded projects with industry and community partners.	• Four CEWIL iHub projects implemented in the year. Conditional on fall 2023/winter 2024 funding call, explore and develop iHub proposals to support new WIL initiatives, and support faculty in executing successful projects.	• Executive vice president, Academic	•	
	• Provide recommendations for improved work-integrated learning processes to ensure efficient and consistent management of curricular WIL and enhance and increase WIL employer engagement.	• Complete information gathering and internal stakeholder consultations by May 2023. Develop a set of recommendations to Academic Leadership Team and Executive Vice President, Academic, by June 2023. Resource permitting, implement approved recommendations.	• Executive vice president, Academic	•	
	• Expand and support Faculty-Led Classroom Abroad (FLCA) opportunities.	• Investigate new FLCA opportunities across all Faculties in 2023-2024. • Introduce a minimum of one new FLCA opportunity in at least three Faculties.	• Executive vice president, Academic	•	

2022-2023 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	• Re-establish 48-Hour Film Challenge to engage students in four programs in Faculty of Media, Art & Design.	• 48 Hour Challenge successfully delivered by February 2024.	• Executive vice president, Academic	•	
	• Increase student experiential opportunities in applied research projects.	• At least 20 students engaged in applied research opportunities by March 2024.	• Executive vice president, Academic	•	
	• Embed formal resiliency certification (Warrior 21) into emergency services programs.	• Train-the-trainer program arranged for April/May 2023 for a fall 2023 implementation into Police Foundations, Protection, Security and Investigation, Law Clerk Advanced, 9-1-1 Emergency and Call Centre Communications and Firefighter – Pre-Service Education and Training, and Paramedic programs.	• Executive vice president, Academic	•	
	• Collaborate with the Campus Health and Wellness Centre (CHWC) and the Office of Equity, Diversity and Inclusion (OEDI) on workshops/events that	• By March 31, 2024, develop and implement at least two new workshops/events in collaboration with CHWC and OEDI that focus on international student belonging (total of six	• Executive vice president, Academic	•	

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	promote a sense of belonging for international students.	per year).			
4. Develop and create opportunities to build student resilience, competence, personal capacity and life-enhancing skills.	• Develop student global competency skills program.	• By March 31, 2024, have a minimum of 50 new students enrolled into the Global Competency program, with at least 10 students completing it successfully.	• Executive vice president, Academic	•	
	• Develop digital-by-design student resources that support digital delivery modes as part of the Digital Learning Strategy.	• Student-facing resources to support online, hybrid, and flexible learning by March 2024.	• Executive vice president, Academic	•	
	• Review and enhance FastStart's (FS) online programming to elevate student understanding of concepts and navigation of the program and resources.	• By March 2024, implement: o Welcome to FS 360 introduction video o Module Based tutorials updated o Student Roadmap graphics added o Alumni Advice/Showcase hosted	• Executive vice president, Academic	•	

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2022-2023 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	• Develop a student-facing, Learning Management System (LMS)-integrated support for academic integrity for faculty to integrate into their structured course content.	• Develop a DC Connect module on academic integrity for faculty to import into their course shells by March 2024.	• Executive vice president, Academic	•	
	• Student Development Office to develop opportunities for students to build personal capacity and life-enhancing skills by collaborating with the Career Development Office on the delivery of Institute of Student Leadership (ISL) sessions.	• Introduce personal assessment session and tools. • Develop a personal reflection guide.	• Chief administrative officer • Dean, Students	•	
	• Campus and Health and Wellness Centre (CHWC) to decrease barriers for students to access Wellness Coaching.	• Within current physical space, at Oshawa campus, create a 'Wellness Den' space to facilitate weekly drop-in sessions and outreach activities to increase student engagement with their own personal wellness.	• Chief administrative officer • Dean, Students	•	

2022-2023 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
5. Foster the development of durable skills that transfer across all industries and workplaces including collaboration, entrepreneurial and critical-thinking, digital literacy, communication and creativity.	• Update communications courses to support durable skill transfer leveraging current educational technology.	• Develop a refreshed first-semester communications course. Consultation and redevelopment work will occur in 2023-2024, with the first delivery planned for fall 2024.	• Executive vice president, Academic	•	
	• Establish Scholarship of Teaching and Learning (SoTL) research teams to investigate impact of teaching for skills transfer (durable skills).	• Establish a minimum of three SoTL team projects.	• Executive vice president, Academic	•	
	• Embed instructional approaches and assessments that target durable skill development.	• Embed explicit approaches that focus on the development of durable skills (critical thinking; creativity; communications) into a minimum of three courses by March 2024.	• Executive vice president, Academic	•	
6. Cultivate relationships with students that extend beyond graduation.	• Using data gleaned from alumni engagement study, benchmark current engagement and develop plans to measure, track and increase engagement.	• Solid understanding of DC alumni engagement benchmarked against other colleges. • Plan to continually measure engagement. • Introduce new programming based on survey results.	• Associate vice president, Development and Alumni Affairs	•	

2022-2023 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	• Deepen relationships with international alumni.	• Increase international alumni mentor database by 3-5 participants. • Launch International Alumni LinkedIn page.	• Associate vice president, Development and Alumni Affairs	•	
	• Introduce DCAA Marketplace (a showcase for alumni-owned business) on the DC Connect app.	• Develop communications plan designed to encourage DC alumni business owners to participate. • Develop incentives for participation. • Target 25 businesses participating.	• Associate vice president, Development and Alumni Affairs	•	
	• First Peoples Indigenous Centre (FPIC) to develop an Indigenous Alumni Network (IAN) to ensure Indigenous alumni remain connected to DC and the FPIC.	• Assessment/Survey of Alumni to determine alumni who identify as Indigenous. • Conduct outreach to Indigenous alumni to see if there is an interest in forming a network.	• Chief administrative officer • Dean, Students • Associate vice president, Development and Alumni Affairs	•	
7. Champion the necessity and value of life-long learning.	• Collaborate on Nursing Transformation Initiative Pathways.	• For 2023-2024 host and pick up OntarioLearn courses to provide pathways for internationally educated nurses and Personal Support Workers (PSWs) bridging to Practical Nursing.	• Executive vice president, Academic	•	

2022-2023 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	• Enhance current dual credit offerings by offering an additional three new dual credits.	• Develop and offer at least one new dual credit option in at least two different Faculties by March 2024.	• Executive vice president, Academic	•	
	• Increase micro-credential offerings.	• Develop a plan to launch three micro-credentials. Launch at least one by winter 2024. One will focus on urban farming that is expected to begin content development by spring 2024.	• Executive vice president, Academic	•	

2023-2024 Business Plan Scorecard

DURHAM COLLEGE
SUCCESS MATTERS

OUR PEOPLE

Goal: To build upon the expertise of our employees so that they can make the best contribution to student success.

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
1. Attract and retain highly qualified, creative and collaborative employees.	• Achieve Top Employer and Greenest Employer designations.	• Strategically identify DC initiatives and milestones for inclusion in award applications. • Promote application highlights to all DC employees through ICE.	• Chief administrative officer	•	
	• Build targeted recruitment campaigns for high-growth program areas of the college.	• Work with department leadership to identify areas of expected growth. • Pilot an online employer branding and job promotional campaign for work at the college. • Enhance recruitment activity metrics.	• Chief administrative officer	•	
	• Implement improved employee onboarding processes.	• Establish steering and operational committees. • Review current state processes. • Create documentation and identify gaps. • Develop proposals for improvements and implement them.	• Chief administrative officer	•	

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2022-2023 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
2. Develop teams whose work exemplifies our mission, vision and values.	• Provide professional development (PD) opportunities for all employee groups.	• Provide a calendar of PD, Wellness and EDI development opportunities for all employee groups. • Enhance PD opportunities available through the Brightspace platform. • Implement renewed credential verification and license renewal processes.	• Chief administrative officer	•	
	• Respond to employee Pulse survey results.	• Develop a framework to review, assess, communicate and address results.	• Chief administrative officer	•	
	• Support the college in achieving its enrolment goals by implementing new or enhanced Communications, Marketing, and Recruitment strategies by March 2024.	• Develop a comprehensive communications strategy which includes content marketing, media relations, and web. • Execute a marketing strategy for Metrolinx, degrees, signature and priority programs, and intakes. • Produce expanded digital assets including program videos, social media, Leading the Way video, interactive map, virtual tour and mobile app.	• Chief administrative officer	•	

2022-2023 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
		• Develop improved recruitment strategies to generate new leads and applications, including deliberate and increased presence in communities and secondary schools identified by market share data, enhanced lead generation practices, recruitment events and communication.			
	• Support employee engagement by launching an internal newsletter that informs staff of DC-focused content and information to support their work while streamlining content.	• Successfully launch weekly newsletter by May 30, 2023.	• Chief administrative officer	•	
	• Promote and award employee awards of excellence for those who are 'leading the way' in their area of expertise. • Facilitate external CiCan award nominations.	• Promote awards programs. • Chair review of nominations for DC program and coordinate recognition event to acknowledge all nominees and selected award winners.	• Chief administrative officer	•	

2022-2023 Business Plan Scorecard

DURHAM COLLEGE
SUCCESS MATTERS

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
3. Be a positive and inclusive work environment that is diverse, respectful and representative of our community.	• Revise Accessibility for Ontarians with Disabilities Act (AODA) for educators training to support equity and inclusion.	• Redevelop AODA for Educators based on Web Content Accessibility Guidelines (WCAG) 2.1. • Collaborate with Accessibility Coordinating Committee. • Launch by March 2024.	• Executive vice president, Academic	•	
	• Champion Whitby campus health and safety initiatives.	• Enable AODA-accessible campus. • Update safety signage on campus by March 2024.	• Executive vice president, Academic	•	
	• Increase DC community participation in intercultural and global competency training.	• Ensure 20 employees have completed at least one of the face-to-face Intercultural Awareness Modules (2 to 5) by December 2023, and at least 400 employees have completed Intercultural Awareness Module 1 by March 2024.	• Executive vice president, Academic	•	
	• Enhance accessibility in the classrooms by installing 10 AODA-compliant podiums.	• Purchase podiums. • Identify classrooms that would get new podiums. • Install 10 podiums before March 31, 2024.	• Chief administrative officer	•	

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2022-2023 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	• Provide college-wide EDI programming for employees and students on a variety of educational topics as well as host recognition events.	• Launch annual EDI work plan. • Continue to enhance organizational communications on work plans and objectives. • Plan an annual calendar of events sponsored by EDI Office.	• Chief administrative officer	•	
	• Expand EDI resources and supports for students and employees.	• Collaborate with college departments to facilitate objectives in the Ontario Post-secondary Access and Inclusion Program (OPAIP) application. • Continue to develop EDI website resources.	• Chief administrative officer	•	
	• Continue to build community connections in support of EDI resources for employees and students.	• Attend and host community organizations' committees and events to support the promotion of pathways to post-secondary through the RISE program.	• Chief administrative officer	•	
	• Provide intuitional EDI leadership and support to related activities and groups e.g. Black Student Success Network (BSSN), EDI working group, Wellness Committee.	• Continue to build framework for EDI working group. • Provide ongoing support and consultations on initiatives that address anti-Black racism to BSSN.	• Chief administrative officer	•	

2022-2023 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	• Demonstrate leadership at the Board level by supporting equity, diversity and inclusion initiatives.	• Provide regular updates on training and EDI institutional commitments.	• Chief administrative officer	•	
4. Empower and support employees to be entrepreneurial, innovative and strategic.	• Provide website resources for faculty to support the development of course assessment and instructional design contributing to the Digital Learning Strategy.	• Update the Assessment & Evaluation page and Planning to Teach web pages to include a broader scope of information and at least six new resources.	• Executive vice president, Academic	•	
	• Develop and launch course exemplars in digital delivery modes (e.g., flexible, HyFlex, online synchronous, etc.) as part of the Digital Learning Strategy.	• Course exemplars developed and launched by March 2024.	• Executive vice president, Academic	•	
	• Explore and innovate educational technology to evaluate its impact on student learning.	• Enable a minimum of one SoTL pilot by March 2024.	• Executive vice president, Academic	•	

2022-2023 Business Plan Scorecard

DURHAM COLLEGE
SUCCESS MATTERS

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	• Investigate the opportunities for use of Large Language Models (LLMs) and generative artificial intelligence in higher education to develop synergistic resources for faculty and students to support implementation in teaching and learning.	• 15 faculty and staff to complete purposeful research & experimentation. • Create a minimum of five paired faculty and student resources to outline use cases and guide implementation. • Resources in place September 2023.	• Executive vice president, Academic	•	
	• Develop program in online course development and delivery as part of Colleges and Institutes Canada's Skills to Access the Green Economy international project, in collaboration with seconded faculty member, to build global competence.	• Develop five module courses. • Deliver five modules in various delivery modes.	• Executive vice president, Academic	•	
5. Strengthen our organizational culture to prioritize the health and wellness of our employees.	• Implement programming in support of the mental health and wellness framework for employees.	• Develop and deliver in-house programming focused on supporting wellness and resiliency at work. • Include a session specific to managers and their role in promoting wellness at work.	• Chief administrative officer	•	

2022-2023 Business Plan Scorecard

We will	Action	Measurement/Milestone	Lead	Update on Actions	Status
	• Develop a 'learn-more' series for employees about retirement planning, including benefits plans.	• Develop employee presentations on retirement planning covering all the various aspects employees need to consider in preparing for retirement. • Deliver seminar and review feedback for future wellness planning sessions.	• Chief administrative officer	•	
	• First Peoples Indigenous Centre (FPIC) to initiate programs that offer Elder teachings that are meant to foster wellness by thinking of health in a way that is all-encompassing and supports mental, physical, emotional and spiritual wellbeing.	• Monthly Teachings will be hosted and promoted to employees and students.	• Chief administrative officer • Dean, Students	•	

2022-2023 Business Plan Scorecard

DURHAM COLLEGE
SUCCESS MATTERS

OUR WORK

Goal: To be leaders in teaching and learning while responsibly managing resources, ensuring good governance and strategically investing in our future.

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
1. Create an environment that inspires idea generation, bold leadership and purposeful innovation that aligns with the evolution of work.	• Offer monthly Institutional Research & Planning consultation sessions and brown bag lunch-and-learn opportunities to help navigate and understand the information presented through Institutional Research dashboards.	• Consultation and learning session planned. • Learning sessions offered by March 2024.	• Executive vice president, Academic	•	
	• Organize and host Advancing Learning Conference.	• Successfully host the Advancing Learning Conference in May 2023.	• Executive vice president, Academic	•	
	• Develop new training opportunities for faculty members interested in research to encourage greater participation.	• Offer at least two training modules, including the seven-part Fundamentals of Applied Research workshop series.	• Executive vice president, Academic	•	
	• Continue to enhance food service options for students, and employees.	• Reopen the food outlet at the CFCE this winter with quick-serve options and begin exploring a new concept for implementation this fall. • Create an outdoor dining space at Starbucks in the summer of	• Chief administrative officer • Vice president, Administration & Chief financial officer	•	

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We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
		2023. • Continue to revitalize our food service portfolio through innovative engagement strategies for students with our service provider, Chartwells. • Increase vending options to allow for 24/7 availability of food and beverages. • Promote and educate students, faculty and staff on healthy food options.			
2. Lead in the development of transformational programs, services and systems that enhance the student experience.	• Develop new courses that integrate virtual reality technology through Mixed Reality Capture (MRC) Studio in three programs in the Faculty of Media, Art and Design (MAD).	• New courses focused on technology introduced into program delivery for fall 2024 in Animation, Broadcasting and Video Production.	• Executive vice president, Academic	•	
	• Develop new curriculum to leverage electric vehicle (EV)/hybrid vehicle (HV) learning space.	• Develop an EV certificate and submit Program Proposal Review Committee (PPRC) documents by October 2023. • Weave EV/HV learning into existing automotive credentials, leverage space for non-automotive professionals to train on EV/HV technology and secure equipment.	• Executive vice president, Academic	•	

2022-2023 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	• Finalize and launch new Engineering pathway agreement with Ontario Tech University.	• Pathway finalized and approved by spring 2023.	• Executive vice president, Academic	•	
	• Develop a college-wide training plan for student research assistants that includes EDI in research.	• Engage at least 24 students in training by March 2024.	• Executive vice president, Academic	•	
	• Develop and propose a new service model to enhance the student experience and better achieve outcome measures as identified by DC and the Ministry of Colleges and Universities.	• Submit a plan to the EVPA by August 31, 2023.	• Executive vice president, Academic	•	
	• Enhance cyber security posture by having a penetration test conducted by a third party.	• Identify the security company that will perform the penetration testing. • Define the scope of the work to be conducted. • Have the test done before March 31, 2024.	• Chief administrative officer	•	

2022-2023 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	• Improve online presence of Financial Aid and Awards (FAA) to disseminate financial aid information in a more effective method to all our stakeholders, including partnering with National Student Loans Centre (NSLC) to share their social media communications.	• Enhance web page content and format. • Introduce exit workshops/ interviews, create videos and partner with NSLC regarding loan repayment to reduce OSAP default rates by providing knowledge to students regarding repayment options (default management impacts College's KPI metrics). • Summer/Spring Develop content and videos by summer 2023. • Summer/Spring Collaborate with NSLC regarding upcoming campaigns by summer 2023. • Fall relaunch the FAA website by spring 2024.	• Chief Administrative Officer • Dean, Students	•	
	• Implement a system that provides a more efficient integration between Banner and DC Connect.	• Contract the vendor to assist with the implementation. • Work with the vendor to define the scope and do the implementation. • Go live with the new system before March 31, 2024.	• Chief administrative officer	•	

2022-2023 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
3. Be at the forefront of the evolving practices of teaching, learning and applied research.	• Pilot compressed general education course to support student graduation rates.	• Offer a minimum of one general education course in compressed delivery mode by March 2024.	• Executive vice president, Academic	•	
	• Develop a research and training strategy for a Natural Sciences and Engineering Research Council of Canada (NSERC) Mobilize grant application.	• Mobilize grant proposal submitted and approved by August 2023.	• Executive vice president, Academic	•	
	• Develop collaborations with synergistic partners in applied research that amplify our reach.	• Develop collaborative opportunities with at least two stakeholder organizations.	• Executive vice president, Academic	•	
	• Collaborate with Centre for Teaching and Learning to develop an asynchronous 101 best practices in teaching module for PPL.	• Module developed and launched by March 2024.	• Executive vice president, Academic	•	

2022-2023 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	• Develop a strategy to expand the AI Hub services to include more fee-for-service offerings and training.	• At least eight services developed through the AI Hub and provided to at least six companies.	• Executive vice president, Academic	•	
	• Develop a business plan for MRC Studio to grow operations.	• Develop a three-year plan for MRC Studio with at least two new funding streams identified.	• Executive vice president, Academic	•	
	• Continue to grow the Social Impact Hub as a thriving, diverse research centre.	• Engage at least two more researchers/full-time faculty members in research collaborations.	• Executive vice president, Academic	•	
	• Expand and build a strategy to grow operations in the Centre for Cybersecurity Innovation, leveraging the new cybersecurity lab infrastructure.	• Develop three new services and start eight projects with 15 students trained.	• Executive vice president, Academic	•	

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2022-2023 Business Plan Scorecard

DURHAM COLLEGE
SUCCESS MATTERS

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
4. Maximize resources and processes in all aspects of our business.	• Deliver a balanced budget for 2023-24 that optimizes resources and results in a clean audit opinion. • Implement the new PSAB accounting standard – Public-Private Partnerships for March 31, 2024.	• Monitor revenues and expenses to achieve a balanced budget for March 31, 2024. • Review internal controls to ensure that no deficiencies are recorded by the external auditors. • Engage BDO to assist with the required re-evaluation of our current Public Private Partnership (Whitby residence). • Record the estimate on the 2023-24 financial statements.	• Chief administrative officer • Vice president, Administration & Chief financial officer	•	
	• Develop and execute a plan to relocate the administrative departments from Campus Corners.	• Renovate existing spaces within the Gordon Willey building to accommodate the Human Resources, EDI, and Communications & Marketing departments and begin relocations spring/summer 2023. • Renovate the third floor of the Simcoe Village residence to accommodate the Finance and Administrative Computing departments.	• Chief administrative officer • Vice president, Administration & Chief financial officer	•	
	• Continue to work towards AODA 2025 compliance.	• Budget identified over the next two years to complete all necessary requirements. Half of the remaining work required is to be completed in fiscal 23-24.	• Chief administrative officer • Vice president, Administration & Chief financial officer	•	

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2022-2023 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	• Install a new combined heat and power plant (co-generation plant) at the Whitby campus.	• A concept design has already been explored and further design work will begin spring 2023.	• Chief administrative officer • Vice president, Administration & Chief financial officer	•	
	• Implement a battery storage system.	• Partner selection to occur in the coming months with installation to occur within the year. Commissioning to occur in summer 2024 with realizable savings in summer of 2025.	• Chief administrative officer • Vice president, Administration & Chief financial officer	•	
	• Enhance the online experience for international education stakeholders (prospects, students, agents, partners, staff, etc.) in order to help enhance DC's global reputation.	• Redesign and implement a new international website by March 2024.	• Executive vice president, Academic	•	
	• Improve the online enrolment experience for all domestic students.	• Redesign and implement a new Enrolment Services website by March 31, 2024.	• Executive vice president, Academic	•	

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We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
	• Continue to focus on diversity and market development, per the Internationalization & Global Engagement plan.	• Receive applications from at least 90 different source countries by March 31, 2024.	• Executive vice president, Academic	•	
	• Improve the international applicant experience.	• Provide new agent supports through new training materials by December 31, 2023. • Improve processes to ensure fully-completed international deferrals and refunds (sent to Finance) will be processed within five business days of receipt. • Develop a business case for implementing a West African office by October 1, 2023.	• Executive vice president, Academic	•	
	• Advance Office of Development and Alumni Affairs toward its relationship-based fundraising goals outside of a capital campaign.	• Formalize process to determine annual fundraising priorities. • Identify and maintain 100+. qualified prospects relevant to 2023-24 fundraising priorities and future fundraising priorities. • Establish formal stewardship plans for $500,000+ donors whose last gift was received/committed since 2015.	• Associate vice president, Development and Alumni Affairs	•	

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2022-2023 Business Plan Scorecard

We will	Actions	Measurement/Milestone	Lead	Update on Actions	Status
5. Support Effective College Governance	• Create an onboarding toolkit for new Governors. • Create a guidance document for employees presenting to the Board. • Launch the President's Circle group and engagement strategy.	• An onboarding toolkit is posted to the Board portal by fall 2023. • A guidance document is created and shared with DC employees, offering guidance on presenting to the Board by fall 2023. • President's Circle is established and launch event is held in June 2023.	• President's Office • Associate vice president, Development and Alumni Affairs	•	
	• Support the work of the Innovation & Disruption Catalyst Group.	• Host a minimum of one employee and one student think tank by March 2024. • Review and evaluate all the inputs from the past year and identify themes that can be actioned and celebrated.	• President's Office	•	
	• Determine future of Durham College Foundation.	• DC Foundation resolution to expand mandate or transfer to Board of Governors.	• Associate vice president, Development and Alumni Affairs	•	

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2023-2024 Business Plan Scorecard

DURHAM COLLEGE
SUCCESS MATTERS

OUR COMMUNITY

Goal: To drive the economic, social and environmental success of our communities.

We will	Actions	Measurement/Milestone	.Lead	Update on Actions	Status
1. **Establish and strengthen sustainable partnerships locally and internationally with industry, government, community and alumni.**	• Launch Barrett Centre Agricultural urban farm – Ajax site.	• Farm started with operational start-up including but not limited to the installation of an orchard, demonstration gardens, first range of open crop production, berry shrubs, Grower unit, passive solar greenhouses and apiary by March 2024.	• Executive vice president, Academic	•	
	• Expand the Barrett Centre Urban Farm capabilities – Whitby campus.	• Expansions to the farm to be completed by March 2024: o Install – hydroponic unit and ensure AODA compliance o Re-establish apiary. o Initiate the operation of Centre for Organic Regeneration. • Align farm systems to increase internal crop usage.	• Executive vice president, Academic	•	
	• Strengthen relationships with community and industry partners and celebrate the contributions of WIL employers to student learning and success.	• Host the 2023 WIL Employer Appreciation event. • Event debrief completed with plans/improvements documented for 2024 event.	• Executive vice president, Academic	•	

	• Work with partner institutions Trent Durham and Ontario Tech University to engage the broader community to ensure adequate support for international student populations.	• Chair the International Community Partnership committee throughout 2023-2024, ensuring that objective goals are established and met through collaboration with member community groups, Trent University and Ontario Tech University.	• Executive vice president, Academic	•
	• Pilot Corporate Training Services (CTS) "Expand to Canada Program," a training program designed for international executives who are considering expanding or starting businesses in Canada.	• Goal is to include 10 participants by spring 2024.	• Associate vice president, Development and Alumni Affairs	•
	• Develop an external relations strategy that maximizes relationships with community, government and industry.	• Planning will take place through spring/summer with a report presented to DCLT for consideration by the fall. • Include multiple internal partners in discussions to help inform report.	• Associate vice president, Development and Alumni Affairs • President's Office	•
	• First Peoples Indigenous Centre (FPIC) to engage and support the local school board Indigenous Initiatives team.	• Provide support directly to Indigenous student networks and supports. • Build on resources available through the local school board.	• Chief administrative officer • Dean, Students	•

2. **Expand opportunities for employees and students to volunteer in our community.**	• Enhance partnerships with local Chambers of Commerce.	• Plan and host at least six events in fall 2023 and winter 2024. • Send a monthly communication to faculty about upcoming events with the goal of having at least 10 faculty members participate. • Ensure one Chamber event is related to applied research.	• Executive vice president, Academic	•
	• Facilitate the expansion of the Walls to Bridges (W2B) program to include one additional course option.	• Provide one additional W2B course offering to give additional options for inmates. New course to be delivered in fall 2023.	• Executive vice president, Academic	•
	• Increase international student volunteer and mentoring engagement.	• By March 31, 2024, double the number of peer mentors to 50. • Maintain the number of international volunteers at a minimum of 100 for 2023-2024.	• Executive vice president, Academic	•
3. **Leverage and grow our positive impact on the communities we serve.**	• Expand the Child and Youth Worker virtual care clinic to provide additional enhanced mental health supports to young people and increase field placement opportunities.	• Increase participation to 20 students for winter 2024.	• Executive vice president, Academic	•

	• Collaborate with campus partners to plan and implement a diverse range of events and celebrations.	• Throughout the 2023–2024-year, plan and implement events celebrating Diwali, Christmas, Lunar New Year, Holi and Eid (at a minimum), in partnership with Student Affairs, DCSA, and Whitby Campus representatives.	• Executive vice president, Academic	•
	• Community Employment Services (CES) to partner with the Region of Durham and Durham Workforce Authority as the Service System Manager within the Employment Ontario Transformation.	• Participate in strategic planning sessions. • Perform community consultations. • Provide support to service providers to assist with building their capacity.	• Chief administrative officer • Dean, Students	•
4. **Guide students in making meaningful connections with their communities.**	• Actively seek out and participate in community events, including: IT Expo, Science Rendezvous, Hack for Good event, Young Women in Skilled Trades and Technology, Skills Ontario, National Engineering Month activities.	• Active participation in all listed events, along with any others that we are invited to attend and that are in alignment with our programs.	• Executive vice president, Academic	•

	• Career Development will continue to engage community employers and students through a variety of recruitment related opportunities (virtually and in-person) as well as provide students with insight to community employers and agencies through Q&A sessions on Instagram.	• Host a minimum of one employer Q&A per month on Instagram. • Increase student/alumni event attendance by 2%.	• Chief administrative officer • Dean, Students	•
	• First Peoples Indigenous Centre (FPIC) to partner with organizations in Durham Region to celebrate Indigenous excellence, amplify Indigenous voices and build connections across the local community.	• Host a successful Indigenous showcase event with positive reviews based on participant and organizer feedback.	• Chief administrative officer • Dean, Students	•
5. **Strengthen our relationships with Indigenous communities.**	• Redevelop First Nations, Métis, and Inuit (FNMI) online general education based on faculty feedback and using best practices identified in the High-Quality Online Course Considerations Checklist (from the Digital Learning framework).	• Four refreshed courses ready for fall 2024 delivery.	• Executive vice president, Academic	•

	• Explore expansion of Indigenous offerings in PPL programming in collaboration with LS.	• Collaborate with LS to offer Indigenous courses, pending business analysis. Analysis to be completed by December 2023.	• Executive vice president, Academic	•
	• Expand Seven Generations Education Institute (SGEI) program delivery and partnership to three sites.	• Successful program delivery in fall 2023 in three SGEI sites (Fort Francis, Kenora, Sioux Lookout Campus).	• Executive vice president, Academic	•
	• Offer at least one FNMI course face to face each semester to align with Indigenous ways of learning.	• One in-person delivery for winter 2024.	• Executive vice president, Academic	•
	• Secure funding to deliver pre-apprentice training to non-traditional populations - Indigenous, newcomers and women.	• Secure funding to deliver training in summer 2023.	• Executive vice president, Academic	•

	• Build on partnership with Ogemawahj Tribal Council for ongoing programming.	• Cooperation agreement finalized in May 2023 with program delivery in fall 2023. • Ogemawahj Tribal Council participation in 48 Hour Film Challenge.	• Executive vice president, Academic	•
	• Expand and provide meaningful programming for DC's Alumni Indigenous Network.	• Establish a DCAA Indigenous Award for presentation at Convocation. • Durham College Alumni Association to provide Convocation blanket.	• Associate vice president, Development & Alumni Affairs	•

2023-2024 Business Plan Scorecard

Status Column Legend

- On Track for Completion (75 to 99 percent chance of completion)
- Risk of Delay (50 to 74 percent chance of completion)
- Delayed (0 to 50 percent chance of completion)
- Completed (100 percent completed)

On Track
Cancelled
On Hold
Delayed
Completed

Report Number: BOG-2023-42

To: Board of Governors

From: Don Lovisa, President

Date of Report: May 1, 2023

Date of Meeting: May 10, 2023

Subject: 2022-2023 Durham College Annual Report

1.   Purpose

The purpose of this report is to present the 2022-2023 fiscal year Annual Report.

2.   Recommendation

It is recommended to the Durham College Board of Governors:

That based on Report BOG-2023-42, the 2022-2023 Durham College annual report, be approved.

3.   Background

As per the Minister's Binding Policy Directive on Governance and Accountability and Section 8 of O. Reg. 34/03 under the OCAAT Act, all colleges are required to prepare an annual report, make it available to the public, and submit the report to the minister. The report is to be prepared in accordance with the Annual Report Operating Procedure established in the Binding Policy Directive and must be submitted to the Ministry of Colleges and Universities and other required agencies by July 31.

The annual report celebrates the past year's successes and activities. The report is shared with college employees and in the community with partners and donors in an effort to capture the work that is done every day at Durham College in support of student success and ultimately the effort to build stronger communities.

This year's report reflects on a year filled with success stories despite all of the challenges the world continues to face. That's why the theme this year is to acknowledge the efforts of students and all staff members who have contributed to the ongoing success of the campus.

We continue to use our pillars, international, athletics and applied research as key story sections. However, this year we have focused on student stories as they apply to each section. Individuals and groups of students were interviewed regarding their specific program, experience or initiative to highlight how students are leading the way.

The report has been prepared in collaboration with communications & marketing, as well as input from several departments. Additionally, the audited financial statement will be included with the final published report, as is required under the Minister's Binding Policy Directive on Governance and Accountability.

The finalized annual report will be posted in an online format, presenting the information as a dynamic and interactive report featuring several video clips based on student interviews to highlight their stories and experiences.

4. Financial/Human Resource Implications

There are no financial or human resource implications.

5. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

6. Implications for Ontario Tech University

The annual report outlines deliverables linked to Ontario Tech University where appropriate.

7. Relationship to the Strategic Plan/Business Plan

The annual report is aligned with the Business Plan and Strategic Plan, specifically highlighting the four pillars:

1. **Our Students** - To educate and inspire students to realize success in their careers and community.
2. **Our People** – To invest in our employees and empower them to be entrepreneurial, innovative and strategic.
3. **Our Work** – To be a leader in teaching and learning while responsibly managing resources, ensuring good governance and strategically investing in the future.
4. **Our Community** – To drive the economic, social and environmental success of our community, locally and globally.

Together, We're Leading the Way
2022-2023 Annual Report

Message from the President

At Durham College, our shared goal to lead the way underscores everything we do. It has inspired us to be bold and innovative in our approach to education. It has fostered our culture of inclusion, engagement, and support. It has driven us to be future-focused on our sustainability measures, progressive practices, and modern facilities. Furthermore, it has nurtured a strong and vibrant community on and off our campus.

I am humbled to be surrounded by students, staff, the Board of Governors, alumni, and industry and community partners, who bring our mission to life through their daily actions and work. In the pages ahead, you will read about some of DC's notable initiatives, programs and events over the past year that demonstrate our resiliency and underscore our commitment to collaboration and connection.

Students' voices feature prominently in this report because, as an educational institution, they are at the centre of everything we do. While they share their own stories and positive experiences at DC, through their eyes, we see a picture of a welcoming, supportive community doing everything it can to provide opportunities, resources, support and knowledge. Seeing our efforts come to life and the incredible impact our focus on well-being and success has on our students is gratifying.

I am proud of our achievements this year and look ahead with energy and enthusiasm. I know that together, we will continue to lead the way.

Don Lovisa
President
Durham College

Mission, Vision and Values

MISSION - Together, we're leading the way.

VISION - Inspiring learners to create success for themselves and their communities through the best in innovative and transformative education.

VALUES
- Collaboration
- Diversity and Inclusion
- Excellence
- Innovation
- Integrity
- Respect
- Social Responsibility

By The Numbers
- Top GTA Employer (for the 12th time)
- Canada's Greenest Employer (for the 6th consecutive year)
- Top 50 Research College (for the 9th time)
- 2 campuses (Oshawa and Whitby)
- 104,500+ alumni
- 1,860+ employees
- 12,500+ full-time post-secondary and apprenticeship students
- 16,000+ professional and part-time learning students
- 3,000+ international students from 90 countries
- 145+ full-time post-secondary programs
- 1,000+ educational pathways
- $913+ million economic impact on Durham Region

OUR STUDENTS

"I have enjoyed participating in all that Durham College has to offer in both my faculty and across campus. These opportunities have helped me meet amazing people, be an ambassador for DC and establish a strong network I will take as I enter my career."
— Jenifer Stewart, Carpentry and Renovation Technician

"At DC, the student experience comes first because the professors are always willing to help you and Student Academic Learning Services is always there for you."
— Emily Hogan, General Arts and Science

Every year our students find new ways to learn, grow and make a difference. As we have reconnected as a community, students have thrived, welcoming new opportunities and experiences that have underscored their time at Durham College (DC). Whether collaborating with their peers both in and out of the classroom, showcasing their skills in competitions or coming together as a community to support others, DC students, aided by faculty and employees across the college, have gained invaluable skills that help them in their careers and their lives.

In the classroom, DC launched several new programs and delivery models to support students as well as meet industry and community needs. Newly added programs include the Honours Bachelor of Construction Management honours degree, the Web Development diploma, and the Supply Chain Management – Global graduate certificate. We also launched three new pre-apprenticeship programs to increase the number of people who are job-ready in a skilled trade.

Outside of the classroom, students put their skills to the test and won big in a number of local, provincial and national competitions:

- Eight students won awards at the 2022 Virtual Skills Ontario Competition, five of whom travelled to Vancouver, leading the way to silver and bronze medal victories at the Skills Canada National competition.

- Five Project Management students won first place in the Ontario Project Management Competition for Project MEPHY Health, a combined mental and physical health application with a built-in algorithm to check the measurement and placement of a person's body while correcting posture issues.

- Two Game-Art students made waves at Ubisoft Toronto's NEXT competition.

- Two students in the Culinary Management program were named Canada's best new student chefs at the Taste Canada Awards Gala in November.

Work-integrated learning continued to be a priority at DC, giving students valuable real-world experience and opportunities in their chosen field. A couple of outstanding examples this year include:

- Launching the RBC Urban Agriculture Work Integrated Learning Program, an exciting new grant opportunity that provided $5,000 of funding to 10 DC student-led initiatives that support urban agriculture. Ten projects from students in faculties across DC were selected, and work is

underway to showcase their ideas and passion for improving urban agriculture and sustainability.

- Supporting Enactus Durham College, which was named one of the Central Regional Champions in the TD Entrepreneurial Challenge, a national competition. DC competed against 20 schools in the entrepreneurship category and presented the *Founders Drive* podcast project, a global podcast aimed at helping young entrepreneurs overcome barriers and inspiring them to be their own bosses.

- Showcasing the creative works of our Fine Arts students, which are on display at Durham Region's headquarters. Fine Arts students in their final year participated in the project as part of their Community Collaboration – Service Learning course, where they worked with community groups to explore critical social and community issues. The public art installation, representing the themes of diversity, equity, inclusion and accessibility, was unveiled in February.

OUR PEOPLE

"One of the greatest things about Durham College is the faculty, and I've been so lucky to have met Shane Jones, who has been a teacher of mine and also a mentor. He has taught me so much, and it's been incredible working with and learning from him."

– Abigayle Hamilton, Horticulture Technician

Our employees are the foundation of Durham College. Together, they are committed to providing innovative learning experiences, supportive services and delivering programs that foster the welcoming, inclusive, and dynamic environment DC is known for.

Our tradition of excellence and commitment to employee feedback, diversity and inclusion and family-friendly policies was recognized when we were named one of Greater Toronto's Top Employers for an incredible 12th time.

One focus for the college this year was ensuring that employees have the opportunity to engage and participate in conversations that inform meaningful change at DC to help build our community and underscore our role as ambassadors. To that end, several initiatives gave the members of our campus community a chance to share their perspectives and contribute to our ongoing growth and success, including the Employee Pulse Survey, Employee Think Tank and Dialogue with Don. In addition, we also launched Innovate@DC, a new idea management platform that supports college-wide collaboration and idea sharing.

We administered our second self-ID survey to employees and students and published the results of our first survey, conducted last year. The results provide an opportunity to reflect on and improve DC's current processes and policies and drive data-informed decision-making to help move the college beyond equity and inclusion to belonging.

DC continued to provide opportunities, strategies and tools through professional development and wellness programs to support employees' success. Offerings included a health and nutrition series, a mindfulness series, leadership and management sessions and more.

OUR WORK

"Being a student governor at Durham College was an outstanding opportunity to gain hands-on experience in leadership and community building. I was proud to represent my fellow students and help make positive change in the organization."

– Atif Usmani, Mechanical Engineering Technician

As a leader in teaching and learning, everything we do at Durham College is an investment in the future of our students. Providing programs and services in modern facilities that enhance the student experience is critical and requires intentional innovation always to be looking forward.

This year, the state-of-the-art Ontario Power Generation Centre for Skilled Trades and Technology officially opened its doors, and our Building For Skills campaign raised a final $600,000 to exceed the campaign goal of $10 million.

Our commitment to sustainability continues to be recognized, as we were named one of Canada's Greenest Employers for the sixth consecutive year. At both our Oshawa and Whitby campuses, we continue to prioritize green initiatives, from heating and cooling select buildings using geothermal energy to developing an organic regeneration system at the W. Galen Weston Centre for Food.

We were grateful for an increase in alumni annual giving this year to support our student community. We raised just over $30,000 for the Student Food Insecurity Bursary and International Student Emergency Fund.

We strengthened our relationships and engaged community and industry partners in professional development related to work-integrated learning projects (WIL). We capped off another successful year with April's WIL employer appreciation event.

As we emerged from the pandemic, we finally had the opportunity to celebrate the achievements of our recent graduates properly. In June of 2022, we held our first traditional in-person Convocation ceremony since 2019, which was our biggest yet. Not only did we recognize our Spring 2022 graduates, we also invited the classes of 2020 and 2021 to have their well-deserved moment on the stage. More than 3,500 students took part in the ceremonies.

OUR COMMUNITY

"**I'm really thankful for all the opportunities that Durham College has given me, in terms of community work and working in the lab. They're really setting me up and leading me on the way to success, and I'm excited to see what the future holds.**"

– Chris Domfe, Practical Nursing

Durham College is proud to be an active and engaged member of our communities by contributing resources and expertise to enhance social and economic well-being through partnerships, investments and collaboration.

We've become more visible than ever in our community after reaching a 10-year station naming partnership with Metrolinx to name the Durham College Oshawa GO station. This unique marketing opportunity also helps DC position itself in the community and surrounding areas as a leader in education, collaboration, inclusivity and innovation.

In October, DC, the Barrett Family Foundation, Invest Durham and Durham Region announced the establishment of The Barrett Centre for Urban Agriculture's new urban farm project. A lot in north Ajax will serve as a temporary urban farm site to benefit surrounding communities.

Last May, we partnered with Sunnybrook Health Sciences Centre's Centre for Injury Prevention to set the record for the number of individuals trained on how to STOP THE BLEED® in Canada. More than 200 members of the DC community were taught life-saving skills that can help stop quick bleeding injuries.

Together with the Regional Municipality of Durham and the Durham Workforce Authority, DC was selected by the Province of Ontario as the Service System Manager for all regional employment services in Durham Region. We offer extensive experience providing employment services to community members and are well-positioned to support the retraining and future learning of members of our community, including those who have experienced barriers to success.

In recognition of National Indigenous Peoples Day, the First Peoples Indigenous Centre (FPIC) collaborated with the Centre for Teaching and Learning (CTL), Campus Library and Ontario Tech University's Teaching and Learning Centre to launch a new training course about Indigenous culture and history. Topics include treaties and dynamics between settlers and Indigenous peoples, residential schools, decolonization and other important issues that support our efforts to fulfill commitments outlined in the Truth and Reconciliation Commission of Canada: Calls to Action.

And, our community extends beyond our national borders, as evidenced by our partnership with the Global Guardian Project – a local grassroots initiative – to raise funds to deliver life-saving supplies, training and resources to active conflict zones in Ukraine.

International Highlights

"My experience as an international student at Durham College has been second to none. I have been so welcomed and supported here and I really feel that I belong in the DC community. I could not have made a better choice for my education."
– Tasharna Thompson-Henny, Project Management

Durham College is really a global community. Each year, DC welcomes international students from 90 countries, and we also provide our students with opportunities to study abroad through global projects focused on skills development, training and opportunities for knowledge exchange with other institutions worldwide.

Recently, Janine Knight-Grofe, director of International Education, was recognized for her contributions to the field of international education at the Association of International Education Administrators' annual conference. She became only the second Canadian to be honoured with the Harold Josephson Student Professional Award, which recognizes a professional administrator in international education who is also doing graduate work.

We started collaborating with several Canadian colleges and universities on two separate projects, launched with the help of our International Global Partnerships and Projects team:

- With Sault College and Centennial College, we are leading an Empowerment through Skills Program, designed to strengthen alternative pathways to education, employment, self-employment and entrepreneurship for women and adolescent girls in Tanzania.

- With Vancouver Island University and Humber College, we are participating in the Skills to Access the Green Economy Program (SAGE) thematic partnership on educational technology to improve online teaching and learning instruction in Belize, Dominica, Grenada, Guyana, Jamaica and St. Lucia.

In November, we hosted our first international delegation since 2019 with delegates from Chile, Colombia, Mexico and Peru. The visitors were here to continue their work on the Pacific Alliance Education for Employment program, which is primarily focused on reaching women and marginalized populations.

Our DC students enjoyed a number of opportunities to travel, learn and share their knowledge and experience with others:

- Event Planning students travelled to Ohio to support the Professional Convention Management Association's Convening Leaders Convention.

- Two professors and 13 Faculty of Media, Art and Design students participated in a Faculty-Led Classroom Abroad program. Travelling to Guatemala, the students taught lessons on how to share stories in various forms, through the lens of equity, diversity and inclusion.

- Culinary students spent a week at a university in Peru, where they had the opportunity to learn more about Peruvian cuisine not only by eating it but by attending classes and learning how to create it themselves.

Research Highlights

"My work as a research assistant in the MRC Studio has been incredibly rewarding and valuable. It has given me hands-on experience, connected me with industry contacts and has given me a head start as I build my career as a concept artist."

– Selena Betterley, Game - Art

Durham College continues to be a leader in applied research fuelled by the collaboration of students, faculty and community whose work gains valuable insights that address today's social challenges.

The Office of Research Services, Innovation and Entrepreneurship (ORSIE) celebrated its 10th anniversary by opening the doors to its new home – the Centre for Innovation and Research (CIR). The CIR brings together research, innovation and experiential learning into one shared space to support meaningful collaboration, creative thinking, networking and synergistic partnerships to better serve our students and community. Four of our six applied research centres inhabit the space: AI Hub, Centre for Cybersecurity Innovation, Mixed Reality Capture Studio and Social Impact Hub.

DC was named one of Canada's Top 50 Research Colleges by Research Infosource Inc. for the ninth time. We led the way among medium-sized colleges, ranking first in the percentage of social sciences funding from the Social Sciences and Humanities Research Council of Canada (SSHRC) over a three-year period, and second in the number of paid student researchers.

We joined the City of Oshawa and our educational partners – Ontario Tech University, Trent University Durham GTA and the University of Toronto, Department of Civil and Mineral Engineering – in extending the TeachingCity partnership for another five years. The TeachingCity initiative has established Oshawa as a leader in experiential learning, applied research and innovative partnerships.

Last May, the Social Impact Hub hosted community partners, researchers, faculty and students at the Collective Impact: Shared Vision for Social Innovation virtual event, which welcomed 127 attendees from across Durham Region and beyond. They came together to share social innovation research and partnerships at DC, identify challenges and opportunities for further collaboration and learn how to become involved in future initiatives.

DC's expertise in the gaming space was displayed during the *MRC Arcade* interactive event, which provided insight into the projects DC's Mixed Reality Capture (MRC) Studio produces with local game designers, students, researchers and industry experts. Five student-made video games were displayed and playable at the event.

We received generous grants from Co-operative Education and Work-Integrated Learning (CEWIL) Canada to support a number of projects, including an accessible and inclusive image bank that will authentically represent those with a disability by focusing on the individual rather than the equipment they rely on. Media, Art and Design students captured and edited images and videos in collaboration with Spinal Cord Injury Canada throughout the 2022 fall semester.

Athletics Highlights

"Athletics made my experience at Durham College. Being part of the rugby team and the entire athletics community gave me confidence, a solid network and pride in my work. The experiences that I've had at Durham College will stick with me for my entire life."

– Shay Morris, Early Childhood Education

The Durham Lords and our student-athletes make us proud every year, whether giving their all on the court and field or studying hard in the classroom.

The 2022-23 season was a remarkable one for our fall teams. The Durham Lords met no match on the rugby pitch, as both our men's and women's teams became Ontario Colleges Athletic Association (OCAA) champions. Our women's softball team were silver medalists in the OCAA and qualified for nationals. Our golf team also made it to the national stage.

It was also a banner year for our winter sports teams. All four — men's and women's volleyball and basketball — finished in the top 10 of their highly competitive OCAA provincial rankings. The Durham Lords were the only OCAA program to accomplish that feat. The women's volleyball team was particularly strong, finishing second with a sparkling 17-1 record.

The new campus softball facility officially opened in the fall, and over 30 alumni players attended along with former coaches and staff. With an artificial turf surface, new stadium lighting, batting cages, a digital scoreboard, fan seating and a media box, it's a beautiful home for our 20-time OCAA champion women's softball program.

The Athletics and Recreation department added another option for our students by establishing a Cricket Club program. Our first-ever competitive cricket team consisted of 16 players and competed in two outdoor tournaments this season, as well as an indoor event in February. More than 60 students belong to the DC cricket drop-in club at the Campus Field House.

We also partnered with Whitby's Abilities Centre and their Academy for Student Athletics Development (ASAD) program, allowing DC's varsity coaching staff and student-athletes to share their skills and experience with high-performance high school athletes. Our women's volleyball program has partnered with the Abilities Centre to deliver clinics and volleyball training for athletes under the ASAD program.

Alumni Highlights

"Durham College gave me the confidence to get out there and go into my industry."
— Tre Sanderson, Alumni, Culinary Management, 2015

At Durham College, we value the relationships we nurture with our alumni family. We believe that DC never leaves you, and we are always here to provide support for the growing number of graduates who are leading the way in their fields. It's amazing to see what our alumni have accomplished in our first 50-plus years, and we can't wait to see where they go in the future.

A remarkable and humbling milestone was reached at 2022's Spring Convocation when our alumni tally officially surpassed 100,000.

One DC alumnus made a real splash in the culinary world in 2022. Tre Sanderson, a 2015 graduate of our Culinary Management program, made history as the first black winner of the hit show *Top Chef Canada*. A proud DC graduate, Tre hosted a two-night pop-up event at Bistro '67 that offered more than 140 guests the chance to enjoy a delicious four-course meal, as well as the opportunity to meet the Top Chef himself. He also participated in a Q&A event where he shared the benefits of his experience on the show and in the culinary world with our current students.

It was a great year for our alumni in the music industry. Cody Partridge, a 2011 graduate of the Music Business program, was recognized for his success in music management at the 2022 Canadian Sync Awards. Another successful alumnus of the program, 2007 graduate Anne Stirk, was recognized with a place on the inaugural Women in Music Canada Honour Roll.

Four of our outstanding alumni were nominated for a Premier's Award in 2022, which honours outstanding college graduates who are making an impact through social and economic contributions in Ontario and beyond. The four alumni shortlisted were: Kristin Atwood (Culinary Management, 2016, Advanced Baking and Pastry Arts, 2017), Brandon Bird (Level 3 Plumber Apprentice Certificate, 2012), Dr. Nicole Blackman (Registered Nursing, 2004) and John Draper (Journalism, 2005).

The Durham College Alumni Association recently launched an innovative new feature on the DC Alumni Connect App to help further advance connection and community support. The online Alumni Marketplace is a business directory featuring alumni-owned businesses from all industries. Business owners who are DC alumni can get their businesses listed for free.

2022-2023 Durham College Board of Governors
- Gary Rose, chair
- Gail Johnson Morris, vice-chair
- Lisa Allen
- Ian Ball
- Suzanne Beale
- Melissa Bosomworth, support staff representative
- Kalyan Chakravarthy
- Elizabeth Cowie
- Kelly Doyle, administrative staff representative
- Kenneth Michalko
- Ian Murray
- Jerry Ouellette
- Peter Pryce
- Dwight Townsend
- Atif Usmani, student representative
- Nathan Wilson, academic staff representative
- Don Lovisa, president, ex-officio

Durham College Leadership Team
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- Dr. Scott Blakey, Chief Administrative Officer
- Linda Flynn, Associate Vice President, Development and Alumni Affairs
- Tara Koski, Dean, Students
- Barbara MacCheyne, Vice President Administration & Chief Financial Officer
- Dr. Elaine Popp, Executive Vice President, Academic

Summary of advertising/marketing complaints received
Durham College has not received any advertising or marketing complaints for the fiscal year 2022-2023.

Overview of successes and achievements for the previous year
Achieving the objectives outlined in the annual Business Plan each year is important to the success of the college's strategic plan. The Ontario Minister's Binding Policy Directive for Annual Reports requires each college to summarize the results of its Business Plan from the previous year in its annual report, recognizing the importance of these objectives to post-secondary institutions.

For the 2022-2023 fiscal year, the college successfully completed the majority of the actions laid out in the business plan. Furthermore, this past June marked the first in-person convocation ceremonies in two years. Multiple ceremonies were held for the graduates of 2020, 2021 and Spring 2022. More than 3,500 students crossed the stage during these ceremonies and the college surpassed an incredible milestone with total alumni reaching 100,000 members.

Highlights of the past year's achievements include:

Our Students

- Launched the International Wellness Checks initiative (IWC), a service offered at the Campus Health and Wellness Centre (CHWC), covered by student insurance that is available to all international students. Services include physical exams, medical history and immunization status review, health screening, medication management, culturally-appropriate health education and more. So far, over 95% of students felt satisfied or very satisfied, and 100% would recommend IWC to their peers.

- In addition to launching new programs that include Honours Bachelor of Construction Management honours degree, the Web Development diploma, and the Supply Chain Management – Global graduate certificate, DC also added new work-integrated learning options in several programs, including Cybersecurity, Automotive Technician, Supply Chain Management and Computer Programming and Analysis.

Our People

- Achieved GTA's Top Employers designation for the 12th consecutive year, in addition to being named one of Canada's Greenest Employers.

- This year saw a significant expansion of the Scholarship of Teaching and Learning (SoTL) Projects. These projects help faculty investigate new teaching and learning practices to apply innovative new ways to teach in their classes and share outcomes with their peers to improve the overall student learning experience. Some project topics included modernizing referencing sources for students, reviewing automated assessments for coding programs and the impact of health promotion and wellness curriculum on wellness, motivation, learning and academic success.

Our Work

- The Building for Skills Campaign successfully closed this year, raising more than $10 million toward the Ontario Power Generation Centre for Skilled Trades and Technology (CSTT). The 60,000 sq. ft. building has added capacity for 750 students at the Whitby campus in high-demand trades. The campaign was largely successful due to strong industry support from the community. Public recognition of the campaign took place in February of 2023.

- The Innovate@DC platform launched in October, and since then, five challenges have been shared using the Bright Ideas Hub. Over 100 employees have taken part in two Think Tank sessions that have been held. These sessions are an opportunity for staff to participate in interactive activities to brainstorm innovative ideas to move our work forward.

Our Community

- With the generous support of the Barrett Family Foundation, DC has found a site for the first Barrett Urban Farm. Working with the Region of Durham and the Town of Ajax, the new farm is located at Harwood and Rossland in Ajax. The site is currently being developed with the first round of planting and harvesting to take place this 2023 season.

- Together with the Regional Municipality of Durham (Consortium lead), and the Durham Workforce Authority, DC was selected by the Province of Ontario as the Service System Manager for all regional employment services in Durham Region.

Report Number: BOG-2023-34

To: Board of Governors

From: Don Lovisa, President

Date of Report: April 17, 2023

Date of Meeting: May 10, 2023

Subject: Year Three Evaluation: Strategic Management Agreement – Final Report

1.   Purpose

To provide the Board of Governors with a final update on the Year Three evaluation of the Strategic Mandate Agreement 2020-2025 (SMA3) to the Ministry of Colleges and Universities, Ontario.

2.   Recommendation

This report is being presented for information only.

3.   Background

In August 2020, Durham College (DC) and the Ministry of Colleges and Universities executed DC's Strategic Mandate Agreement 2020-25 (SMA3). This agreement places a greater emphasis on the College's performance against 10 metrics and outcomes-based funding.

SMA3 is intended to be a key component of the Ministry's accountability framework for the postsecondary education system that supports differentiation and improved performance outcomes by:

- Promoting accountability through transparency and improved performance outcomes;
- Creating an appropriate balance between accountability and reporting;
- Incentivizing colleges to redirect resources and invest in initiatives that result in positive economic outcomes;
- Encouraging alignment of postsecondary education programming with labour market outcomes; and
- Incentivizing differentiation and specialization to support increased efficiencies.

Based on these key objectives, the Ministry initially established the following mechanisms to assess and assign funding based on differentiated improvement:

- Establishment of priority areas and metrics:
  Metrics were established across three priority areas: *Skills & Job Outcomes, Economic & Community Impact,* and *Productivity, Accountability & Transparency.* Of these, the performance of 10 metrics under *Skills & Job Outcomes,* and *Economic & Community Impact* were to affect funding allocations. Two reporting metrics were identified in the category *Productivity, Accountability & Transparency,* which were not tied to funding. The 10 funding-related performance metrics included in SMA3 were to be activated in different years over the five-year period from 2020-21 to 2024-2025.

- Performance measurement:
  Institutions are measured against themselves. Targets are based on the institution's historical data that are measured as per established criteria. A band of tolerance is established for each metric to establish a minimum threshold to achieve 100 per cent notional allocation for the given metric.

- Differentiation weighting:
  Institutions assign proportional weightings for each metric for each of the five years over the 2020-2025 period.

- Outcomes evaluation:
  Performance is evaluated using a pass/fail approach with bands of tolerance and scaling for under-achievement.

4. Discussion/Options

In its initial development, the SMA3 was intended to increase the proportion of funding allocated through the Differentiation Envelope from 25 per cent in Year One, to 60 per cent by Year Five of the SMA3 period, based on performance. However, given the uncertainty regarding impacts of the COVID-19 outbreak on the SMA3 metrics, the Ministry delayed the planned activation of the performance-based funding for Year One (2020-21), Year Two (2021-22) and Year Three (2021-22) of SMA3.

More recently, the Ministry has decided to activate the performance funding for Year Four (2023-24) of SMA3 at a planned system-wide proportion of 10 per cent and indicated that it will defer a decision on the Year Five (2024-25) funding activation level, pending the outcomes of the blue-ribbon panel.

As part of the Year Three annual evaluation process, the Ministry provided institutions with the opportunity to review and adjust the weightings for each

metric for the next two years. Durham College's SMA3 targets and the revised weightings for each metric are presented below. Given that the performance funding is now activated for Year Four, the weightings distribution will have an impact on the performance-based budget of $6,856,235 for the year 2023-24.

The 2023-24 targets for the SMA3 metrics are as follows:

YEAR FOUR	TARGET	BAND OF TOLERANCE	ALLOWABLE PERFORMANCE TARGET	METRIC WEIGHTING (MIN 5%, MAX 25%)
1. Graduate Employment Rate in a Related Field	77.03%	11.77%	67.97%	5%
2. Institutional Strength/Focus	32.40%	3.00%	31.43%	25%
3. Graduation Rate	68.77%	1.65%	67.64%	5%
4. Community/Local Impact of Student Enrolment	10.62%	4.83%	10.10%	5%
5. Economic Impact (Institution-Specific)	3,754	8.63%	3,430	10%
6. Graduate Employment Earnings	$39,239	5.02%	$37,270	5%
7. Experiential Learning	73.79%	20.12%	58.94%	25%
8. Revenue Attracted from Private Sector Sources	$8,230,322	6.02%	$7,734,844	5%
9. Institution-specific (Apprenticeship-related)	97.21%	2.40%	94.87%	10%
10. Skills and Competencies	*Based on participation in the KPI Graduate Survey.*			5%

In addition, the Ministry has indicated that it will be implementing two model mitigations to mitigate for risks related to metric volatility that are outside the control of institutions and to support sector sustainability:

First mitigation allows the Colleges to re-weight the Year Five (2024-25) SMA3 metrics during the Year Four (2023-24) Annual Evaluation process.

Second mitigation is a "stop-loss" mechanism to ensure that any performance that falls below 95% of target achievement will be capped in terms of funding loss. Further details on the "stop-loss" mechanism are expected to be included in the Performance-based Funding Technical Manual, which will be shared with the Colleges at the conclusion of the Year Three annual evaluation.

5. Financial/Human Resource Implications

There are no immediate financial or human resource implications. The performance/outcomes-based funding for Years Four and Five is expected to be contingent on the level of target attainment for each of the activated SMA3 metrics in a given year. Capital and/or other resources may be required to implement improvement strategies and factored in future budget and planning decisions.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

There are no implications for Ontario Tech University.

8. Relationship to the Strategic Plan/Business Plan

This report relates to the "Our Students" pillar of the Strategic Plan, and the goal to provide students with the best possible learning experiences by delivering high quality programs, and providing experiential opportunities to support strong employment outcomes. It also directly related to the "Our Work" pillar of the strategic plan which states which emphasizes leadership in teaching and learning while responsibly managing resources, and ensuring good governance.

Public Report

Report Number: BOG-2023-35

To: Board of Governors

From: Elaine Popp, Executive Vice-President, Academic

Date of Report: April 18, 2023

Date of Meeting: May 10, 2023

Subject: Durham College-Ontario Tech Academic Pathways Report 2022-23

1. Purpose

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

2. Recommendation

This report is being presented for information only.

3. Background

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

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

4. Discussion/Options

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

For the reporting year 2022-23:

- 1,461 students in their first year of studies at DC declared prior postsecondary experience at an Ontario institution other than DC.

- Of these 1,461 students, 396 students in their first year of studies at DC had prior Ontario Tech experience.

- Of these 396 students, 37.9 per cent (150 students) declared their prior verified Ontario Tech experience on their admission application while the remaining 246 did not declare their prior Ontario Tech experience.

- Of the 150 students who declared prior verified Ontario Tech postsecondary experience, 14.7 per cent (22 students) were enrolled in one-year certificate programs, 57.3 per cent (86 students) in diploma or advanced diploma programs, 24.7 per cent (37 students) in graduate certificate programs, and 3.3 per cent (5 students) in degree programs.

For the reporting year 2022-23:

- 610 students in their first year of studies at Ontario Tech declared prior postsecondary experience at an Ontario college.

- Of these 610 students, 320 students who started their studies at Ontario Tech had prior DC experience.

- Of these 320 students, 79.7 per cent (255 students) declared their prior verified DC experience on their admission application while the remaining 65 students did not declare their prior DC experience.

- Of the 255 students who declared prior DC experience, 74.5 per cent (190 students) had graduated from DC, and 18.8 per cent (48 students) were enrolled in embedded program while 6.7 per cent (17 students) had partial experience. Of the 190 students who had graduated from DC, 67.9 per cent (129 students) had graduated from diploma programs, 18.4 per cent (35 students) had graduated from advanced diploma programs, 12.6 per cent (24 students) had graduated from certificate programs, and 1.1 per cent (2 students) had graduated from graduate certificate programs.

The attached *DC-Ontario Tech Academic Pathways Report – Detailed*, further presents 2020-21 and 2021-22 comparisons to 2022-23 data, identifies specific programs of strong interest at each institution, and provides a list of pathways and articulation agreements between the two institutions.

5. Financial/Human Resource Implications

Capital and/or other resources required to implement improvement strategies are factored into decisions on capital expenditures. Strategies designed to promote the student mobility through integrated curriculum development and other relevant avenues have and will continue to be factored into future budget and planning decisions.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

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

8. Relationship to the Strategic Plan/Business Plan

This report relates to the "Our Students" pillar of the Strategic Plan, and the goal to provide students with the best possible learning experiences by continuing to assess various aspects of student learning experiences, and the related graduate and employment outcomes.

DC - ON Tech Academic Pathways Report - Detailed

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

Section 1: Pathways Students, presents data on the new non-direct students at each institution;
Section 2: Programs of Interest, presents the programs with the greatest uptake in recent years; and
Section 3: Articulation Agreements, presents the available pathways between the two institutions.

Section 1: Pathways Students

Pathways Students (ON Tech --> DC)

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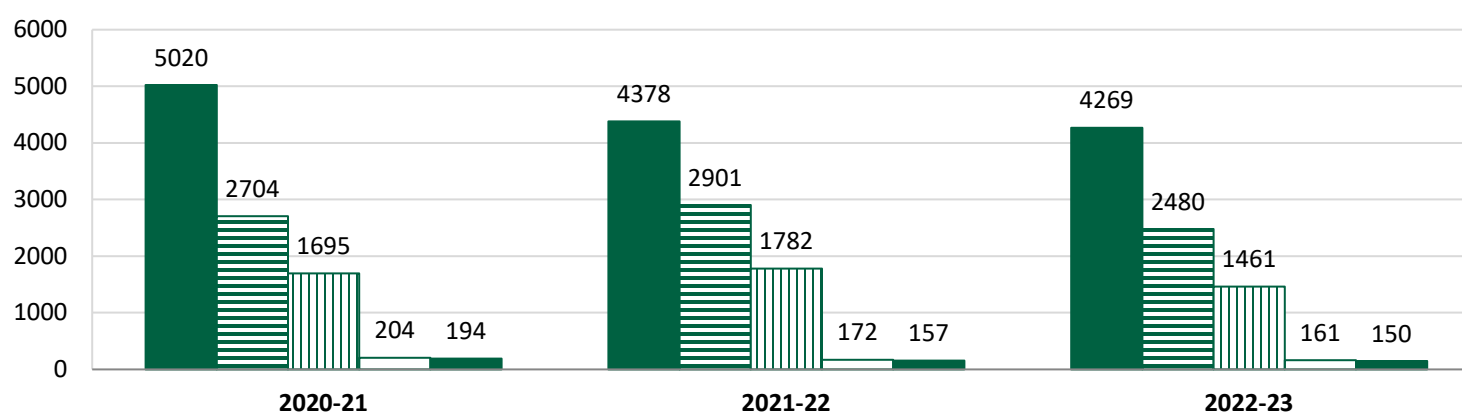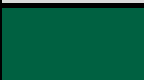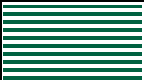
Figure 1: DC Data

Table 1: DC Data

Legend	Student Population	2020-21	2021-22	2022-23
	Starting Student Population: Number of non-direct students enrolled in first semester at DC*	5020	4378	4269
	Subset 1: # of students declaring a previous Post-Secondary experience in Ontario	2704	2901	2480
	Subset 2: # of students declaring a non-DC postsecondary experience	1695	1782	1461
	Subset 3: # of students declared having an ON Tech experience	204	172	161
	Subset 4: # of students that were confirmed as having a full-time postsecondary ON Tech experience and declared it on their application	194	157	150

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

For the 2022-23 reporting year, the total number of DC students that were confirmed by ON Tech as having a full-time postsecondary registration record at ON Tech is 150 students. Additionally, some students had full-time postsecondary registration record at ON Tech but did not declare it; as well, there were students who declared postsecondary enrolment at ON Tech, but were found to not have a registration record upon validation. All three categories of students are presented below:

- 150 students declared they had an ON Tech experience and had an enrolment record;
- 246 students DID NOT declare their ON Tech experience, but had an enrolment record; and
- 11 students declared a ON Tech experience, but DID NOT have an enrolment record.
- In total, 396 students had an ON Tech enrolment record.

Additionally, of the 150 students where a full-time postsecondary ON Tech record was declared and confirmed in 2022-23, 22 (14.7%) enrolled into a certificate program, 86 (57.3%) enrolled into a diploma or advanced diploma program, 37 (24.7%) enrolled into a graduate certificate program and 5 (3.3%) enrolled into a degree program. The data for 2022-23, along with the data for 2021-22 and 2020-21 is presented in Table 1.

Pathways Students (DC --> ON Tech)

Figure 2 displays the progressive totals for all students that can be identified as a new non-direct student enrolment at ON Tech for the last three years. Students declaring a previous educational experience do not include re-admit students.
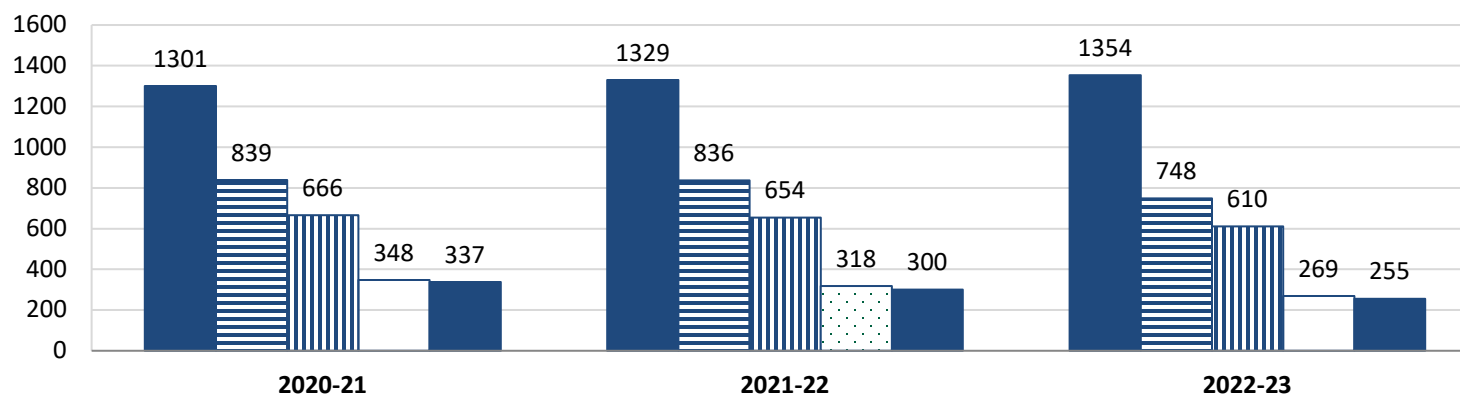

Table 2: ON Tech Data

Legend	Student Population	2020-21	2021-22	2022-23
	Starting Student Population: Number of non-direct students new to ON Tech	1301	1329	1354
	Subset 1: # of students declaring a previous PSE experience	839	836	748
	Subset 2: # of students declaring an experience at a college	666	654	610
	Subset 3: # of students declaring a DC experience	348	318	269
	Subset 4: # of students that were confirmed with a full-time postsecondary DC experience and declared it on their application	337	300	255

For the 2022-23 reporting year, the total number of ON Tech students who were confirmed by DC as having a full-time postsecondary registration record is 255 students. Additionally, some students had a full-time postsecondary registration record at DC but did not declare it; as well, some students who declared a postsecondary enrolment at DC were found to not have a registration record upon validation. All three categories are presented below:

• 255 students declared a DC experience and had a postsecondary enrolment record;
• 65 students DID NOT declare their DC experience, but had a postsecondary enrolment record; and
• 14 students declared DC experience, but DID NOT have a postsecondary enrolment record.
• In total, 320 students had DC experience.

Additionally, of the 255 students where a full-time postsecondary DC record was declared and confirmed in 2022-23, 17 (6.7%) students had a partial DC experience, that is they did not graduate, 48 (18.8%) students were enrolled in an embedded bridge program, and 190 (74.5%) graduated from a DC program. Of the 190 DC graduates, 24 (12.6%) graduated with a certificate, 129 (67.9%) graduated with a diploma, 35 (18.4%) graduated with an advanced diploma and 2 (1.1%) graduated from a graduate certificate. The data for 2022-23, along with the data for 2021-22 and 2020-21 is presented in Table 2.

Section 2: Programs of Interest

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

Table 3: ON Tech Students --> DC Program		2021-22		2022-23	
Program (Program Credential)	Sum Total*	# of Students	as a %	# of Students	as a %
Registered Nurse - Critical Care Nursing	29	22	14.0%	7	4.7%
Practical Nursing	20	11	7.0%	9	6.0%
Addictions and Mental Health	14	7	4.5%	7	4.7%
Pre Health Science	9	6	3.8%	3	2.0%
Computer Programming and Analysis	8	3	1.9%	5	3.3%

Sum Total refers to two-year total for 2022-23 and 2021-22

Table 4: DC Students --> ON Tech Program			2021-22		2022-23	
Program		Sum Total*	# of Students	as a %	# of Students	as a %
Bachelor of Commerce**	Total	202	112	37.3%	90	35.3%
	Embedded	133	69	23.0%	64	25.1%
	Bridge	41	30	10.0%	11	4.3%
	Other	28	13	4.3%	15	5.9%
Bachelor of Arts Honours Criminology and Justice		60	27	9.0%	33	12.9%
Bachelor of Arts Honours Educational Studies		53	31	10.3%	22	8.6%
Bachelor of Arts Honours Forensic Psychology		38	20	6.7%	18	7.1%
Bachelor of Science in Nursing		35	21	7.0%	14	5.5%

* Sum Total refers to two-year total for 2022-23 and 2021-22
** An embedded program is a program where students take the first two years of a program at DC, and then complete the remaining two years of a Bachelor of Commerce at ON Tech.

Section 3: Articulation Agreements

All of the articulation agreements in place between the two institutions as of March 2023 are presented in Table 3. The information is presented by the school in which the program resides at DC. Please note that the number of programs is presented at the start of each table. Further, the number of DC programs that are new to the articulation roster are presented in bold italics. Any program that may require additional credentialing has been identified with the corresponding note after each school table. The pathways identified below are per DC Office of the Registrar (RO).

Table 5: Pathway Agreements; by DC School

	DC Program	ON Tech Program:	Type of Entry
Faculty of Business (# of Programs =11)			
1	Business - Accounting Transfer to UOIT	Bachelor of Commerce - Accounting (Hons.)	Embedded
2	Business Administration - Accounting	Bachelor of Commerce - Accounting (Hons.)	Advanced Entry
3	Business Administration - Human Resources	Bachelor of Commerce Organizational Behaviour & Human Resources Management (Hons.)	Advanced Entry
4	Business Administration - Finance	Bachelor of Commerce - Finance (Hons.)	Advanced Entry
5	Business Administration - Marketing	Bachelor of Commerce - Marketing (Hons.)	Advanced Entry
6	Business Administration - Supply Chain and Operations Management	Bachelor of Commerce - Comprehensive (Hons.)	Advanced Entry
7	Business- Entrepreneurship and Small Business Transfer to UOIT	Bachelor of Commerce - Comprehensive (Hons.)	Embedded
8	Business- Human Resources Transfer to UOIT	Bachelor of Commerce Organizational Behaviour & Human Resources Management (Hons.)	Embedded
9	Business - Marketing Transfer to UOIT	Bachelor of Commerce - Marketing (Hons.)	Embedded
10	Business - Supply Chain and Operations Transfer to UOIT	Bachelor of Commerce - Comprehensive (Hons.)	Embedded
11	Business - Finance Transfer to UOIT	Bachelor of Commerce - Finance (Hons.)	Embedded
Faculty of Health Sciences (# of Programs = 6)			
12	Dental Hygiene	Bachelor of Allied Health Sciences (Hons.)	Bridge
13	Fitness and Health Promotion	Bachelor of Allied Health Sciences (Hons.)	Bridge
		Bachelor of Health Science - Kinesiology (Hons.)	Advanced Entry
14	Massage Therapy	Bachelor of Allied Health Sciences (Hons.)	Bridge
		Bachelor of Health Sciences - Kinesiology (Hons.)	*Advanced Entry*
15	Occupational Therapist Assistant and Physiotherapist Assistant	Bachelor of Health Science - Kinesiology (Hons.)	Advanced Entry
		Bachelor of Allied Health Sciences (Hons.)	Bridge
16	Paramedic	Bachelor of Allied Health Sciences (Hons.)	Advanced Entry

| 17 | Practical Nursing | Bachelor of Science in Nursing (Hons.) | Bridge |
| | | Bachelor of Allied Health Sciences (Hons.) | Bridge |

Faculty of Liberal Studies (# of Programs =1)

18	General Arts and Science – Liberal Arts ON Tech Transfer	Bachelor of Arts in Communications and Digital Media Studies (Hons.)	Transfer
		Bachelor of Arts in Criminology and Justice (Hons.)	Transfer
		Bachelor of Arts in Forensic Psychology (Hons.)	Transfer
		Bachelor of Arts in Legal Studies (Hons.)	Transfer
		Bachelor of Arts in Psychology (Hons.)	*Transfer*
		Bachelor of Arts in Liberal Studies (Hons.)	Transfer
		Bachelor of Arts in Political Science (Hons.)	Transfer

Faculty of Social and Community Services (# of Programs = 10)

19	Law Clerk - Advanced	Bachelor of Arts in Criminology and Justice (Hons.)*	Advanced Entry
		Bachelor of Arts in Legal Studies (Hons.)	Advanced Entry
20	Office Administration - Legal	Bachelor of Arts in Legal Studies (Hons.)	Advanced Entry
21	Paralegal	Bachelor of Arts in Legal Studies (Hons.)	Advanced Entry
		Bachelor of Arts in Criminology and Justice (Hons.)*	Advanced Entry
		Bachelor of Arts in Political Science (Hons.)	Advanced Entry
22	Police Foundations	Bachelor of Arts in Criminology and Justice (Hons.)	Advanced Entry
		Bachelor of Arts in Forensic Psychology (Hons.)	Advanced Entry
		Bachelor of Arts in Legal Studies (Hons.)**	Advanced Entry
		Bachelor of Arts in Political Science (Hons.)	Advanced Entry
23	Protection, Security and Investigation	Bachelor of Arts in Criminology and Justice (Hons.)	Advanced Entry
		Bachelor of Arts in Forensic Psychology (Hons.)	Advanced Entry
		Bachelor of Arts in Legal Studies (Hons.)**	Advanced Entry
		Bachelor of Arts in Political Science (Hons.)	Advanced Entry
24	Addictions and Mental Health	Bachelor of Allied Health Sciences (Hons.) ***	Bridge

25	Child and Youth Care	Bachelor of Arts in Criminology and Justice (Hons.)	Advanced Entry
		Bachelor of Arts in Forensic Psychology (Hons.)	Advanced Entry
		Bachelor of Arts in Legal Studies (Hons.)**	Advanced Entry
		Bachelor of Arts in Political Science (Hons.)	Advanced Entry
26	Developmental Services Worker	Bachelor of Arts in Legal Studies (Hons.)**	Advanced Entry
		Bachelor of Arts in Political Science (Hons.)	Advanced Entry
27	Behavioural Science Technician	*Bachelor of Arts in Political Science*	*Advanced Entry*
		Bachelor of Arts in Forensic Psychology (Hons.)	Advanced Entry
28	Social Services Worker	Bachelor of Arts in Forensic Psychology (Hons.)	Advanced Entry
		Bachelor of Arts in Legal Studies (Hons.)**	Advanced Entry
		Bachelor of Arts in Political Science (Hons.)	Advanced Entry

* If presented concurrently with a graduate certificate in Youth Corrections and Interventions
**If presented concurrently with a graduate certificate in Paralegal or Mediation - Alternative Dispute Resolution
***If presented concurrently with a college diploma or university degree

Faculty of Media, Art and Design (# of Programs = 9)			
29	Advertising and Marketing Communications	Bachelor of Arts in Communications and Digital Media Studies (Hons.)	Advanced Entry
30	Broadcasting - Radio and Contemporary Media	Bachelor of Arts in Communications and Digital Media Studies (Hons.)	Advanced Entry
31	Contemporary Web Design	Bachelor of Arts in Communications and Digital Media Studies (Hons.)	Advanced Entry
32	Graphic Design	Bachelor of Arts in Communications and Digital Media Studies (Hons.)	Advanced Entry
33	Interactive Media Design	Bachelor of Arts in Communications and Digital Media Studies (Hons.)	Advanced Entry
34	Journalism - Mass Media	Bachelor of Arts in Communications and Digital Media Studies (Hons.)	Advanced Entry
35	Photography	Bachelor of Arts in Communications and Digital Media Studies (Hons.)	Advanced Entry
36	Public Relations	Bachelor of Arts in Communications and Digital Media Studies (Hons.)	Advanced Entry
37	Video Production	Bachelor of Arts in Communications and Digital Media Studies (Hons.)	Advanced Entry

Faculty of Science and Engineering and Information Technology (# of Programs = 9)			
38	Computer Programming	Bachelor of Information Technology in Game Development and Entrepreneurship (Hons.)	Bridge
		Bachelor of Information Technology Security (Hons.)	Bridge
39	Computer Programming and Analysis	Bachelor of Computer Science (Hons.)	Advanced Entry
		Bachelor of Information Technology Security (Hons.)	Bridge
40	Computer Systems Technician	Bachelor of Information Technology Security (Hons.)	Bridge
41	Computer Systems Technology	Bachelor of Information Technology Security (Hons.)	Bridge
		Bachelor of Information Technology in Networking and Information Technology Security (Hons.)	Advanced Entry
42	Cyber Security	Master of Information Technology Security ****	Direct Entry
43	Business - Computer Systems Technician Transfer to UOIT	Bachelor of Information Technology in Networking and Information Technology Security (Hons.)	Embedded
44	Biotechnology - Advanced	Bachelor of Science - Biological Science (Hons.)	Advanced Entry
		Bachelor of Allied Health Sciences (Hons.)	Bridge
		Bachelor of Health Science in Medical Laboratory (Hons.)	Bridge
45	Environmental Technology	Bachelor of Arts in Political Science (Hons.)	Advanced Entry
46	Biomedical Engineering Technology	Bachelor of Allied Health Sciences (Hons.)	Bridge

**** If presented with a relevant 3-year advanced diploma (GPA 3.0 or higher), 2- letters of reference from employers and instructors, 3 years of technical work experience.

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

General Pathways			
47	Any 2 year diploma program	Bachelor of Commerce - Comprehensive (Hons.)	Bridge
48	Any 2 year diploma or 3 year advanced diploma program	*Bachelor of Arts in General Psychology (hons.)*	*Advanced Entry*
49	Any 2 year diploma or 3 year advanced diploma program	Bachelor of Arts Educational Studies (Hons.)	Advanced Entry
		Designing Adult Learning for the Digital Age	Direct Entry

Appendix A

Data Definitions

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

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

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

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

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

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

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

![Durham College - Success Matters logo]

Public Report

Report Number: BOG-2023-40

To: Board of Governors

From: Don Lovisa, President

Date of Report: May 3, 2023

Date of Meeting: May 10, 2023

**Subject: President's Report – April to May 2023**

Purpose

The purpose of this report is to provide an update on the President's activities and significant college initiatives from April 2023 to May 2023.

1.   Our Students

Durham College prepares for child care boom with new ECE stream

Durham College (DC) is helping Durham Region and Ontario prepare for the $10-a-day child care boom with a new program that allows Early Childhood Educators (ECE) to complete their education without leaving the workforce.

DC is launching a new stream of the Early Childhood Education program (ECE-E) designed for ECE assistants who are working in a child care program and early years environment. All classes, both on campus and online, will be held between the hours of 10 a.m. and 2 p.m., allowing students who work in before- and after-school programs to complete their studies in between their daily shifts.
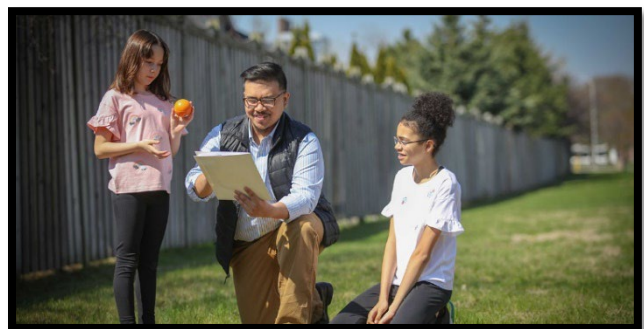
Students in the ECE-E program will have the unique option of applying for an Ontario ECE Grant, which will cover tuition fees. The eligibility requirements for the grant are identical to those for the ECE-E program.

With this new stream of the ECE program, DC is leading the way in building workforce capacity in the critically important childcare space.

Durham College Justice Games celebrate tenth year with epic battle of teamwork and strength

More than 200 DC students and alumni came together to test their strength, speed and teamwork as part of the 10th annual Justice Games.

The energy in the Campus Recreation and Wellness Centre was electric as students and alumni from the Faculties of Social & Community Services and Health Sciences competed in a number of events including three-point shooting, table tennis, shuttle run, push-up challenge, tug-of-war, and Stephanie's Endurance Challenge, named in honour of former executive dean Stephanie Ball who retired in 2022 after more than two decades of service to DC.

The Justice Games are designed to build a sense of community – and a little rivalry – among students who compete to represent their programs, connect with students from related programs and practice their skills as first responders outside of the classroom.

This year's theme – *Justice Games X: Alumni Invasion* – welcomed many previous winning alumni to battle either individually or as a team in the tug-of-war event. Members from local fire and police services also competed in several events.

A tie for first place led the Firefighter – Pre-service, Education and Training and Police Foundations teams into a tie-breaker, resulting in a victory for the firefighters. The Paramedic program took home third place.

Durham College celebrates young entrepreneurs with market, panel discussion

Accomplished young entrepreneurs shared their products and stories at DC on Wednesday, March 29.

The "We Love Entrepreneurs" event recognized young entrepreneurs who have faced all the challenges that come with building a business, as well as systemic and personal barriers like racism, ageism and mental health. They spent the afternoon showcasing their wares and services in The Pit before taking part in a panel discussion for *Founders Drive*, a start-up podcast (and work-integrated learning project) created by students in the Faculty of Media, Art and Design with funding from CEWIL (Co-operative Education and Work-Integrated Learning Canada).

Founders Drive is also an EnactusDC social impact project that recently won at the regional exposition of the TD Entrepreneurial Challenge and will go on to compete at the national event in Montreal in May.

Four young entrepreneurs took to the stage to speak about taking an idea and turning it into a business, overcoming challenges and building resilience, and all the lessons they've learned along the way.

A number of the young entrepreneurs cited their experience at DC as a big influence on their business journeys. Guedei Djimi co-founded *All Blk Market*, a networking and e-commerce platform that showcases small, Black-owned businesses. In doing so, he took full advantage of FastStartDC, which helps students develop and launch their own businesses.

By launching successful companies even before they graduate, DC students are leading the way as young entrepreneurs.

PR students get Creative for a Cause

Two second-year PR and Strategic Communications students made DC proud at Craft Public Relations' Creative for a Cause event in March.

The pair of Gaia Ninzatti and Sameeksha Dandriyal was one of only six teams to qualify for the competition, where they utilized the skills and knowledge they had gained in the classroom. With only 24 hours to work with, they were tasked with designing and pitching a communications plan for First Book Canada, a non-profit organization that supplies books and educational resources to children in need. Limited to a budget of $25,000, the objective of the plan was to increase First

Book's profile and encourage more donations, while also having the potential to be implemented across Canada.

The team from DC met the challenge head-on and crafted a plan that would meet all of First Book's criteria while incorporating accessibility and fostering a love of reading in students and adults alike.

They proposed an event that could be held at any school board across the country. On a given day, every student would be invited to dress up as their favorite character from the first book they remember. Teachers could get in on the fun, and everyone could compare costumes and share passages from their favorite books.

After working through the night, they presented their plan to Craft and First Book. Their proposal and presentation received rave reviews, and though it wasn't ultimately chosen as the winner, they made the most of their opportunity.

DC students reunite with new friends from Guatemala

The Rotary Global Classroom at DC was the site of an emotional reunion last week.

Earlier this year, 13 students from the Faculty of Media, Art and Design (MAD) travelled to Las Arrugas, Guatemala for a Faculty-Led Classroom Abroad (FLCA) trip. The DC students provided the Guatemalan 'youth mentors' with lessons and hands-on learning activities focused on storytelling in all its forms, from videos and photo essays to writing accessible captions, hashtags, and media releases.

Strong bonds of friendship and mutual respect were forged on the trip, and on Thursday, April 13, a virtual reunion was held. Thanks to the state-of-the-art technology that powers the Global Classroom, the DC delegation was able to see and hear directly from their friends in Guatemala, many of whom prepared brief statements in English. Both sides shared memories and gratitude, as well as examples of the work they did together.

With the help of a translator, the students from Guatemala wowed the crowd at DC with their presentations. One group used the medium of video to highlight the importance of quality education, and the troubles they have accessing it in their communities. Another used a photo essay to illustrate the issue of gender equality.

Each presentation was an example of how the youth mentors had taken the lessons shared by DC students and used them to tell their own stories, in their own voices.

2.   Our People

DC Board of Governors attend World Congress 2023: Collective Intelligence Conference

Hosted by Colleges and Institutes Canada (CICan) and the World Federation of Colleges and Polytechnics (WFCP), World Congress 2023 was held April 23 – 25 in Montreal, Quebec. The overarching theme was *Collective Intelligence*.

Over 1500 participants gathered to reflect, discuss, share and network, all aiming to better advocate, build capacity and drive knowledge to address issues and explore innovative solutions for the post-secondary professional and technical and vocational education and training sector, both in Canada and around the world.

The group attended three days of sessions and affinity group meetings in a number of congress streams including *Embracing Transformational Leadership and Governance; Building and Maintaining Strong Industry Partnerships; and Leading Sustainability*. There were keynote speaker presentations from Dr. Farah Alibay, Aerospace Engineer at the Jet Propulsion Laboratory at NASA, Wes Hall, executive Chairman and Founder of Kingsdale Advisors and BlackNorth Initiative, and Gerd Leonhard, Futurist, Humanist and Author of "Technology vs. Humanity."

3.   Our Work

New Faculty Applied Research Mentorship Program

The Office of Research Services, Innovation and Entrepreneurship (ORSIE), in collaboration with faculty Research Coordinators, developed a mentorship program designed to further strengthen capacity in applied research at the college.

The Faculty Applied Research Mentorship (FARM) Program contributes to

![Durham College - Success Matters logo]

the intensification and strengthening of the College's applied research agenda, a goal in the Durham College Academic Plan. The program will support both new and seasoned full-time faculty members by connecting them with an experienced faculty researcher who will provide guidance and support to develop research-related skills as identified by the mentee.

The program aims to build capacity in both the mentor and mentee; the mentor has the opportunity to engage in a leadership role, while the mentee receives individualized support to help maximize their full potential. The mentee and mentor will exchange ideas and practices throughout the mentoring process, contributing to a strengthened applied research agenda at Durham College.

Open House draws a crowd at Durham College

More than 2,000 visitors descended on the DC Oshawa and Whitby campuses for Spring Open House on Saturday, April 1.

Prospective students and their families filled the halls and classrooms to meet our expert faculty, explore labs and learning spaces, and learn about our 145+ career-driven programs and support services.

Guided tours showcased state-of-the-art facilities on both campuses, like the Campus Recreation and Wellness Centre and the Ontario Power Generation Centre for Skilled Trades and Technology. In Oshawa, a bus tour gave guests a whole new way to tour the campus and visit destinations like the Centre for Collaborative Education and the Campus Ice Centre.

Information sessions at both campuses walked prospective students through the application process, and those who couldn't wait to begin their DC journey were able to register on the spot. In Oshawa, demonstrations in cosmetics, engineering and firefighting showed guests how DC is leading the way in innovative and transformative education.

Open House also had a lot to offer for current students who are interested in continuing their education with graduate certificates, honours bachelor's degrees and other options.

Durham College named one of Canada's 2023 Greenest Employers for seventh consecutive year

The future is green at DC, which was named one of Canada's 2023 Greenest Employers for the seventh consecutive year by MediaCorp Canada Inc. for its efforts to incorporate environmental values into everyday culture through its greener initiatives.

Among the many celebrated reasons for selection as a Greenest Employer, recognized initiatives highlighted in this year's application included DC's:

- Launch of the new **Centre for Organic Regeneration** and the **Barrett Centre of Innovation in Sustainable Agriculture;**
- **Two-time Silver Sustainability Tracking Assessment and Rating System (STARS) rating**; and
- **Ongoing sustainable practices in harvesting, storing, processing, packaging and selling local food** at the Galen Weston Centre for Food.

DC employees were also recognized for making a difference at the micro level in areas such as: going paperless, incorporating sustainability themes in orientation sessions, and participating in the college's Green Office Certification program. Designed to encourage sustainable practices in day-to-day operations, the point-based program focuses on water, energy, waste reduction, transportation and other key areas. This year's application featured a number of employees who earned bonus points for switching to electric vehicles.

Canada's Greenest Employer is a part of the 2023 editorial competition organized by Canada's Top 100 Employers project. Each year, the award recognizes employers who create remarkable workplaces that minimize the environmental impact of their operations.

4. Our Community

Prime Minister Justin Trudeau hosts Town Hall for Durham College students

Prime Minister Justin Trudeau visited DC's Whitby campus on Wednesday, April 5 as part of his budget 2023 tour.

The leader of Canada's federal government joined Member of Parliament for Whitby, Ryan Turnbull, for an intimate town hall event with more than 100 DC students, as well as some local high school students.

The students made the most of the rare opportunity to speak to a sitting prime minister, asking incisive and thought-provoking questions that more than once gave Trudeau pause. Food waste, climate change, mental health and supporting international students

were just some of the important topics and issues that were addressed.

In discussing the labour shortage that Canada is currently facing, Trudeau recognized DC for its work in turning out job-ready graduates.

The PM also touched on some more personal subjects. He shared memories of his father, Prime Minister Pierre Trudeau, and offered advice to the assembled students on how to make the most of their time in college, and life in general.

After speaking to the students for well over an hour, the Prime Minister greeted many of them in person.

Transport Minister, Whitby MP visit Durham College

Employees and students of the DC dental clinic welcomed a pair of special guests on Friday, March 31.

Minister of Transport, the Honourable Omar Alghabra and Member of Parliament for Whitby, Ryan Turnbull, were on hand to discuss the 2023 federal budget and its investments in a healthy future for Canadians. The clinic was a fitting stop for the Members of Parliament, as the budget includes the new Canadian Dental Care Plan, which aims to provide dental coverage for up to nine million Canadians by 2025.

During their visit, they met with faculty members and students from DC's Dental Hygiene program, and pointed out that the new plan will have a significant, positive

impact on their future careers. The more people who can afford dental care, the busier dentists and dental technicians will be.

Students in DC's dental program have been leading the way in providing low-cost preventative dental care since 1976. In addition, the dental clinic operates year-round, providing accessible care to the community while also supporting students with experiential learning opportunities under the direct supervision of dental professionals.

That's just one of the reasons why Turnbull has such a high opinion of DC. The Minister of Transport shared Turnbull's appreciation.

5. Key Meetings Involving the President's Office (April 4, 2023 to May 1, 2023)

- College Council Meeting – April 4, 2023

- Federal Town Hall – April 5, 2023

- College Employer Council Board of Directors Meeting – April 11, 2023

- Durham College Foundation Directors Meeting – April 11, 2023

- CTS Immersive Hub Tour with Volkswagen – April 14, 2023

- CICan World Congress Conference – April 22 – 25, 2023

- Leadership Development Institute for Vice President's Meeting – April 28, 2023

- College Employer Council Management Board Meeting – April 28, 2023