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

Date: Wednesday, October 18, 2017, 6:00 p.m.

Location: DC Boardroom, Gordon Willey Building, A-144

Site tour of the Centre for Colalborative Education - 4:30 p.m., meet in lobby of the Student Services Building (*bring safety boots if you own them, hard hat will be provided). Dinner available at 5:15 p.m.

Pages

1. CALL TO ORDER

2. INTRODUCTION OF GUESTS

3. ADDITIONS/DELETIONS TO THE AGENDA

4. CONFLICT OF INTEREST DECLARATIONS

5. PRESENTATIONS

   5.1 Leave for Change Program - Kim Sharpe, Program Manager, School of Continuing Education

   5.2 Update on Construction of the Centre for Collaborative Education - Alan Dunn, Associate Vice-President, Facilities and Ancillary Services

6. CHAIR`S REPORT

7. CO-POPULOUS GOVERNORS' REPORT

8. 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.

   8.1 Approval of the Public Minutes of the Board of Governors Meeting of June 12, 2017 — 4 - 10

   Recommendation
   That the public minutes of the Board of Governors meeting of June 12, 2017, be approved as read.

8.2 2017-2018 DC Foundation Board Membership 11 - 11

Recommendation
That the DC Foundation Board membership for 2017-2018, be received for information.

8.3 President's Report - June to September 2017 12 - 22

Recommendation
That the President's report for the months of June to September 2017, be received for information.

9. DISCUSSION ITEMS

9.1 2016-2017 DC Foundation Annual Report - L. Marco 23 - 26

Recommendation
That Report BOG-2017-115, presenting the 2016-2017 Durham College Foundation annual report, be received for information.

9.2 Approval of New Continuing Education Programs of Instruction - E. Popp & D. Johnston 27 - 49

Recommendation
That in accordance with Report BOG-2017-104, the proposed Durham College Certificate programs of instruction listed below be approved:

- Instructional Design
- Nephrology

9.3 Program Advisory Committees - Semi-Annual Report - E. Popp 50 - 89

Recommendation
That Report BOG-2017-121, providing the Program Advisory Committees semi-annual report, be received for information.

9.4 Domestic and International Enrolment Report - September 2017 - MK. Oliver & E. Popp 90 - 91

Recommendation
That Report BOG-2017-122, providing current enrolment information as of September 2017, be received for information.

9.5 First Update on the 2017-2018 Business Plan - D. Lovisa 92 - 124

Recommendation
That Report BOG-2017-108, providing the first update on the 2017-2018 Business Plan, be received for information.

10. OTHER BUSINESS

11. UPCOMING EVENTS

- College Centre of Board Excellence webinar - Duties and Obligations of Governors - October 25, 2017 at noon (register free of charge online)
- Fall Convocation - October 26, 2017 at 5:00 p.m., Tribute Communities Centre
- Higher Education Summit - November 26 and 27, 2017, Sheraton Centre Hotel, Toronto
- Governor Appreciation Event - December 7, 2017 at 6:30 p.m., Centre for Food

12. MOVE TO IN-CAMERA SESSION

13. ADJOURNMENT

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

Date:	Monday, June 12, 2017
Location:	Tribute Communities Centre, 99 Athol Street East, Oshawa
Members Present:	Dan Borowec, Vice-Chair Doug Allingham (entered at 2:04 p.m.) Nneka Bowen (entered at 2:03 p.m.) Kevin Griffin Kristi Honey Rick Johnson Don Lovisa, President Bart Lucyk Paul Macklin Debbie McKee Demczyk Heather Quantrill Jim Wilson
Members Absent:	Pierre Tremblay, Chair Ryan Cullen Ivan Dejong Michele James Steve Stewart
Staff Present:	Helene Asselbergs, Chief of Staff Scott Blakey, Chief Administrative Officer Alan Dunn, Associate Vice-President, Facilities and Ancillary Services Barbara MacCheyne, Chief Financial Officer Linda Marco, Associate Vice-President, Office of Development and Alumni Affairs Meri Kim Oliver, Vice-President, Student Affairs Melissa Pringle, Corporate and Board Secretary Elaine Popp, Vice-President, Academic Janse Tolmie, Chief Information Officer

1. CALL TO ORDER

With quorum present, the meeting was called to order at 2:01 p.m.

2. INTRODUCTION OF GUESTS

The Chief Administrative Officer introduced the following guests:

- Dale Burt, Faculty, School of Justice & Emergency Services
- Cosette Kazarian, SharePoint Officer, Communications and Marketing
- Kim Sharpe, Program Manager, School of Continuing Education
- Michelle Cole, Manager, Program Development and Quality Assurance
- Emma Thacker, Manager, Program Review and Renewal
- Debbie Johnston, Dean, School of Continuing Education

3. ADDITIONS/DELETIONS TO THE AGENDA

None

4. CONFLICT OF INTEREST DECLARATIONS

None.

5. PRESENTATIONS

5.1 Leave for Change Program Participants Dale Burt, Cosette Kazarian and Kim Sharpe to Share their Upcoming Experiences

Dale Burt, Cosette Kazarian and Kim Sharpe provided an overview of the Leave for Change program, a program supported by Durham College and facilitated by Uniterra, to encourage and support volunteers to contribute their time and experience to create positive and lasting change in the world. Speakers provided an overview of their intended destination and assignment.

Governor Bowen entered the meeting.

Governor Allingham entered the meeting.

The Board questioned Dale Burt, Cosette Kazarian and Kim Sharpe.

5.2 Alan Dunn, Associate Vice-President, Facilities and Ancillary Services to Provide an Update on the Centre for Collaborative Education and the G Wing Renovations

The Associate Vice-President, Facilities and Ancillary Services provided an update on the construction of the Centre for Collaborative Education and the renovation of the G-wing Classrooms/FITS labs.

The Board questioned the Associate-Vice-President, Facilities and Ancillary Services.

6. CHAIR'S REPORT

6.1 Announcement of Results of Administrative Staff Governor Election

- It was announced that Debbie McKee Demczyk was the winner of the administrative staff governor election.

The following items were discussed as part of the Chair's report:

- Scott Blakey was congratulated on obtaining his PhD; his thesis was on employee engagement.
- The Chair asked for volunteers for a Board Retreat Planning Committee: Governors' Honey, Lucyk, McKee Demczyk and Quantrill volunteered.
- Governor Bowen was recognized for her service on the Board.

7. CO-POPULOUS GOVERNORS' REPORT

Governor Allingham provided an update on the presidential selection process.

8. CONSENT AGENDA

Moved By Governor Johnson
Seconded By Governor Macklin
"That all items listed under the heading of consent agenda be adopted as recommended." CARRIED

8.1 Approval of the Minutes of the Board of Governors Meeting of May 10, 2017

That the minutes of the Board of Governors meeting of May 10, 2017, be approved as read.

8.2 Report of the Governance Review Committee of May 15, 2017

That all actions taken at the May 15, 2017 meeting of the Governance Review Committee be adopted as recommended, and the minutes be approved as read.

8.3 President's Report - May 2017

That BOG-2017-94, providing the President's report on College activities and initiatives in May 2017, be received for information.

8.4 Centre for Collaborative Education

That Report BOG-2017-103, providing an update on the Centre for Collaborative Education, be received for information.

9. DISCUSSION ITEMS

9.1 Durham College Foundation Work Plan for 2017-2018

The Associate Vice-President, Office of Development and Alumni Affairs presented the Durham College Foundation work plan for 2017-2018.

Moved By Governor Allingham
Seconded By Governor Wilson
"That Report BOG-2017-97, outlining the workplan for the Office of Development and Alumni Affairs and the Durham College Foundation for 2017-2018, be received for information." CARRIED

9.2 2017-2021 New Program Development Five-Year Plan

The Vice-President, Academic and the Manager, Program Development and Quality Assurance presented the five-year program development plan, noting the plan is fluid and that potential programs are analyzed on a number of factors including student need and demand, labour market trends, input from community partners and the required resources.

The Board questioned the Vice-President, Academic and the Manager, Program Development.

Moved By Governor Honey
Seconded By Governor Bowen
"That Report BOG-2017-90 providing the 2017-2021 new program development five-year plan, be received for information." CARRIED

9.3 Quality Assurance and Comprehensive Program Review

The Vice-President, Academic and Manager, Program Review and Renewal, provided an overview of the quality assurance and comprehensive program review (CPR) process and advised that all academic programs go through a CPR every five to seven years. In addition, all academic programs must meet the requirements of the Minister's Binding Policy Directive Framework for Programs of Instruction.

The Board questioned the Vice-President, Academic and Manager, Program Review and Renewal.

Moved By Governor Griffin
Seconded By Governor Allingham
"That Report BOG-2017-89, reporting on programs that completed a comprehensive program review this academic year and programs that are currently in process of completing a comprehensive program review in the upcoming academic year, be received for information." CARRIED

9.4 Approval of New Continuing Education Program of Instruction - eLearning Developer

The Vice-President, Academic and the Dean, School of Continuing Education introduced a new continuing education program of instruction – eLearning Developer for approval. The program is a collaboration with three other colleges: La Cite, Seneca and St. Lawrence. The program will be delivered fully online and will be available to all 24 Ontario colleges through OntarioLearn.

Moved By Governor Honey
Seconded By Governor Wilson
That in accordance with Report BOG-2017-91, the proposed Durham College Certificate program of instruction listed below be approved:

- eLearning Developer." CARRIED

9.5 Update on 2017-2018 Audit Process

The Vice-President, Academic provided an update on the audit process, noting the College is scheduled for an audit in 2017-2018. The audit will look at four programs; two programs selected at random and two programs selected by the College based on a variety of factors. Documentation will be provided to an audit committee and there will be a two-day site visit scheduled in May 2018. The results will be published on the Ontario College Quality Assurance Service website.

The Board questioned the Vice-President, Academic.

9.6 Update on Degree Programs

The Vice-President, Academic advised the College's first degree program in Healthcare Technology Management. Further degree programs are currently under development, including a Bachelor of Behavourial Science.

9.7 Strategic Mandate Agreement

The Chief of Staff presented the strategic mandate agreement, noting the agreement will serve as a policy roadmap for the next three years.

Moved By Governor Johnson
Seconded By Governor Bowen
"That based on Report BOG-2017-95, the 2017-2020 Strategic Mandate Agreement be approved." CARRIED

9.8 2016-2017 Durham College Annual Report

The President presented the 2016-2017 annual report, highlighting key accomplishments from the past year.

Moved By Governor Wilson
Seconded By Governor Quantrill
"That based on Report BOG-2017-96, the 2016-2017 Durham College annual report, be approved." CARRIED

10. OTHER BUSINESS

The Teaching Cities cooperation agreement, highlighting an initiative between Durham College, the City of Oshawa, the University of Ontario Institute of Technology, the Canadian Urban Institute and the University of Toronto was shared with the Board.

11. UPCOMING EVENTS

The following events were highlighted:

- North American Indigenous Games Community BBQ - July 15, 2017, 6:00 p.m.
- 50th Anniversary Homecoming Weekend - September 8 to 10, 2017
- Board Orientation/Hail & Farewell Event - September 14, 2017

12. MOVE TO IN-CAMERA SESSION

Durham College By-law No. 1. provides for the Board of Governors to address, in-camera, items of corporate business respecting human resources or litigation matters, confidential items covered under the Freedom of Information and Protection of Privacy Act and, items that the Board deems to be confidential to the College.

Moved By Governor Johnson
Seconded By Governor Lucyk
"That the Board of Governors move in-camera after a short recess." CARRIED

The Board recessed at 3:43 p.m. and reconvened in-camera at 3:57 p.m.

The Board rose from the in-camera session at 4:58 p.m.

13. ADJOURNMENT

Moved By Governor Johnson
Seconded By Governor McKee Demczyk
"That the June 12, 2017 meeting of the Board of Governors be adjourned." CARRIED

The meeting adjourned at 4:58 p.m.

Directors of the Durham College Foundation for 2017-2018

DIRECTORS	OCCUPATION
Peter Bagnall, Chair	Chair, Durham College Foundation Board Retired General Director, Customer Support Services, General Motors of Canada
Garry Cubitt	Chief Administrative Officer, Region of Durham
Lillian Jacoby	
Dan Borowec	Chair, Durham College Board of Governors
Lee Terry	Financial Advisor, CIBC
Stephen P. Leslie	Vice-President, Credit Risk Audit, TD Bank
Carla Carmichael	Vice-President, Project Assurance and Contract Management, Ontario Power Generation
Jerry Daniel	Director, Fleet Sales, GM Canada
Don Lovisa	President, Durham College
Barbara MacCheyne, Treasurer	Chief Financial Officer, Durham College
Linda Marco	President, Durham College Foundation
FINANCIAL ADVISOR	
David Sanderson, CFA, CFP, TD Wealth Management	Foundation Financial Advisor
SECRETARY	
Catherine Hardman	Research and Operations Officer

Public Report

Report Number: BOG-2017-120

To: Board of Governors

From: Don Lovisa, President

Date of Report: October 12, 2017

Date of Meeting: October 18, 2017

Subject: President's Report – June to September 2017

Purpose
To provide an update of the President's activities and significant college initiatives for the months of June, July, August, and September 2017.

Our Students

Durham College Awards Sixth Honorary Credential to Edith Alger
June 2017

Durham College is excited to share that Edith Alger was awarded the college's sixth honorary credential during its 2017 Spring Convocation, which took place on Tuesday, June 13 at Oshawa's Tribute Communities Centre. Edith, a long-time Oshawa resident and community philanthropist, received her diploma in Community Development. The honorary credential recognizes individuals who have made outstanding contributions to the advancement of the college, Durham Region and beyond in the areas of leadership, innovation and partnerships. Edith's roots within the community are deep, as she has dedicated her life to volunteering with and financially supporting many non-profit organizations focused on advancing education and improving access to healthcare. Her involvement with DC began when she served as a member of the Board of Governors from 1987 to 1992. In the late 1990s, she also served on the DC President's Advisory Committee providing insight into the creation of the partnerships between the college and the newly established University of Ontario Institute of Technology.

DC Fine Arts Students Paint Collection of Milestones for Canada 150
June 2017

Durham College students from the School of Media, Art and Design's (MAD) Fine Arts – Advanced program, recently grew their experiential learning in the community through a project that allowed them to paint on the windows of the Arts Resource Centre near Oshawa City Hall to commemorate Canada's 150th birthday and other milestone anniversaries being celebrated by community partners in 2017. As part of their work in the Community Collaborations course, each student was tasked with filling a window with a design that would capture an organization's spirit or certain period from its history. In addition to recognizing DC's 50th anniversary, the project also captured other milestones within the local community.

DC Welcomes Over 700 New International Students to Orientation
August-September 2017

On August 31 and September 1, Durham College welcomed more than 700 new international students from 52 countries to the college's International Student Orientation, demonstrating that the student experience comes first. Held at the Oshawa campus, the event saw DC president Don Lovisa and Dr. Elaine Popp, vice-president, Academic, engage with this diverse group of new students as they learned about the many services and supports available to them as they begin their post-secondary journey in Canada. The total number of international students attending the college for the 2017-2018 academic year will be 1,100 – a significant increase from the previous academic year in which 835 international students were registered. This year's group of international students represents 55 countries.

DC's Bistro '67 Launches New Heritage Series Prix Fixe to Celebrate Diverse Student Backgrounds
August 2017

In celebration of diversity, Durham College's (DC) Bistro '67 has launched its first-ever Heritage Series Prix Fixe, allowing culinary students and employees to create and prepare a three-course meal honouring their unique background and culture.

Our People

DC hosts Celebration of Excellence and Distinction
June 2017

On June 26, Durham College welcomed guests to the W. Galen Weston Centre for Food for its first ever Celebration of Excellence and Distinction, to recognize the achievement and success of DC alumni, employees and community partners in the college's 50th anniversary year. Guests reconnected with fellow Alumni of Distinction winners and recipients of the Founder's Cup, President's Award of Excellence, Employee Awards of Excellence, Honorary Credential and Emeritus Award, to learn about college news and developments while enjoying delicious hors d'oeuvres and desserts prepared by DC students working in Bistro '67.

DC's PD Day is a Success as Employees Network and Learn
June 2017

Durham College (DC) employees enjoyed their Professional Development (PD) Day with sunny skies and a positive tone. The role of PD Day is to remind college employees how their roles are essential to igniting the passion and imagination of DC students to help them achieve their goals. It's also a day for employees to reconnect with each other and recharge through exposure to new ideas and skills. The day coincided with National Aboriginal Day, which was celebrated with a smudging ceremony performed by representatives from the Aboriginal Student Centre.

DC Therapist Recognized for Life-saving Actions
August 2017

Saul Behrman, an athletic therapist with Durham College's (DC) Campus Health Centre has received the Canadian Athletic Therapists Association (CATA) Merit Award for his actions during a Durham Lords basketball game in January 2017. The honour recognizes CATA members who through their immediate actions saved a life, prevented serious injury or performed outstanding emergency service. During the game in January, Saul leaped into action to provide emergency medical attention to a referee.

DC President Don Lovisa named Business Person of the Year
September 2017

Durham College (DC) is proud to announce that its president, Don Lovisa, has been named Business Person of the Year by the Greater Oshawa Chamber of Commerce at the prestigious 22nd annual Business Excellence Awards. The awards were presented on September 27 at a gala held at the Jubilee Pavilion. The Business Excellence Awards are held each year to recognize the success and outstanding contributions of companies and individuals within the Greater Oshawa business community.

Our Business

Durham College Receives Silver Stars Rating
June 2017

Durham College is pleased to share that it has received a silver rating from the Sustainability Tracking Assessment and Rating System (STARS), offered through the Association for the Advancement of Sustainability in Higher Education (AASHE), for its on-campus sustainability initiatives. AASHE has extensive participation from several universities and colleges throughout North America. This group of institutions creates networking opportunities to advance sustainability through sharing ideas and opening dialogues on behalf of the diverse community AASHE effects. Administrators, faculty, staff and students all contribute to improve sustainability and demonstrate the value of collaboration on these initiatives.

Honey Bees Arrive at Durham College
July 2017

Hundreds of honeybees now call Durham College's (DC) W. Galen Weston Centre for Food (CFF) home, with the arrival of its first apiary, also known as a bee yard. As part of the CFF's field-to-fork vision, the apiary is a natural fit to further the cycle of sustainability and growth already in place, thanks to features including the pollinator garden, filled with honey bee-friendly flowers, the greenhouses, fruit and vegetable fields and arboretum. It's a win-win scenario as the bees will help the crops flourish and DC does its part to help protect the honey bee population. A honey yield is expected in 2018. The fruits of the bees' labour will be available for sale in Pantry, incorporated into food and drink items available at Bistro '67, and for use in post-secondary labs.

DC's Integrated Manufacturing Centre Gifted State-of-the-Art Equipment from Rockwell Automation
July 2017

A recent donation of state-of-the art equipment from Rockwell Automation to Durham College's (DC) Integrated Manufacturing Centre (IMC) will help keep students from the School of Science & Engineering Technology ahead of the curve. The gift, which includes 12 Controllogix (CLX) L71 controllers and 1756-EN2T modules, will support important upgrades within the IMC to provide students with access to the latest firmware and technology used in the industry today. The first of its kind in Canada, the IMC is a world-class, industrial-grade, automated facility primarily used by students in the college's Electro-Mechanical Engineering Technology program.

Durham College to Launch its First Four-year Degree Program in 2018
August 2017

Durham College (DC) is proud to announce that it will offer its first degree program, the Honours Bachelor of Health Care Technology Management (HCTM), beginning in the 2018-2019 academic year. The first program of its kind in Canada, the HCTM degree addresses an identified need in the health care sector for professionals with a hybrid skill set consisting of medical technology expertise and business management acumen.

DC Indigenizes its Curricula
August 2017

Durham College (DC) is excited to share and celebrate the efforts of faculty who are working to Indigenize the curricula for several academic programs including Broadcasting – Radio and Contemporary Media; Police Foundations; and Protection, Security and Investigation. The objective of curricula Indigenization is to give students a better grasp of Canada's shared history and issues connected to Indigenous communities in order to inform the ways in which they approach and work within their chosen field. Working closely with the Aboriginal student advisors and visiting Elders in the college's Aboriginal Student Centre (ASC), faculty members have significantly increased the Indigenous content in their programs and will begin implementing it for the 2017-2018 academic year.

Our Community

Roger Anderson Charity Classic Celebrates a Successful 20th Anniversary Year
June 2017

There was much to celebrate at this year's Roger Anderson Charity Classic, as the golf tournament marked its 20th anniversary and the fact it has now raised more than $6 million to support local youth since its inception. One of Durham Region's most popular and well-established fundraising events, 220 golfers took to the Deer Creek golf course on June 8, raising $403,000 to support students in financial need at Durham College and the University of Ontario Institute of Technology, as well as child and youth programs at Ontario Shores Centre for Mental Health Sciences.

Building a Better Community
June 2017

On June 15, Pam Stoneham, associate dean of the School of Skilled Trades, Apprenticeship & Renewable Technology (START), added to Durham College's 50 Acts of Kindness by taking part in the Habitat for Humanity Durham: Women in Power Build 2017 with an all-women group of colleagues. The female-focused build rolled out across three days and saw 150 like-minded women from all professions and backgrounds join forces to build new homes for local families in Oshawa and raise funds for the cause.

Durham College Welcomes North American Indigenous Games Participants
July 2017

On July 15, Durham College (DC) held a barbeque event to welcome hundreds of competitors, coaches and families, along with organizers of the North American Indigenous Games (NAIG), to its Oshawa campus and Durham Region. The college, which is providing residence for many of the NAIG participants, was excited to show their support for the competition. Attendees were blessed by Elder, Dr. Shirley Williams and heard remarks from Dr. Popp, as well as Oshawa Mayor John Henry, Durham MPP Granville Anderson and Oshawa MPP Jennifer French.

DC's Brewing Memories Coffee Tour Goes Global
September 2017

On September 13, the Durham College (DC) Brewing Memories Coffee Tour went global, as alumni from five countries came together in real time to share memories of DC and updates on their careers. Participants also learned about new college developments and took questions from audience members watching live, both in-class and on the web. Hosted by Global Class founder and DC professor Lon Appleby and DC president Don Lovisa, the event broke down worldwide borders, uniting the graduates who are currently residing in Turkey, Romania, Japan, London, England, and across Canada in British Columbia for a DC Brewing Memories stop unlike any other.

Community Members Gather to Dine Under the Stars at DC's Third Annual Harvest Dinner
September 2017

On September 21, more than 130 community members gathered under the stars at the W. Galen Weston Centre for Food (CFF) for Durham College's third annual Harvest Dinner. Against the backdrop of the CFF fields and greenhouse, guests celebrated fall's bounty with a multi-course, family-style meal featuring food that was planted, picked and prepared by the college's students and faculty.

DC Celebrates 50 Amazing Years with Homecoming Weekend
September 2017

More than 1,500 members of the community helped celebrate Durham College's 50th anniversary in a big way at the college's Homecoming Weekend on September 8, 9 and 10. Students – past, present and future – along with DC employees, retirees, their families and more came together for three fun-filled days of music, meals and memories to commemorate the milestone birthday. Beginning with a kick-off event that featured live music, the first stop on the Colleges Ontario Amazing 50 mobile exhibit tour and free pizza, ice cream and giveaways, the weekend crackled with energy from start to finish. With a special appearance by Steve Paikin, host of TV's The Agenda, and a performance by Juno-award-winning singer-songwriter, Colin James, there was truly something for everyone at DC's Homecoming Weekend.

Durham College Week Declared Across Durham Region as Part of 50th Anniversary Celebrations

September 2017

Flag-raising ceremonies took place across Durham Region on Tuesday, September 5 as part of proclamations declaring September 5 to 11, 2017, Durham College Week in commemoration of the college's 50th anniversary. Municipal dignitaries, DC leadership and employees, students and members of the public were in attendance at multiple ceremonies being held throughout the day. The proclamations marked the start of an historic week for DC that culminated with the 50th anniversary Homecoming Weekend.

Public Report

Report Number: BOG-2017-115

To: Board of Governors

From: Linda Marco, President, Durham College Foundation

Date of Report: October 6, 2017

Date of Meeting: October 18, 2017

Subject: 2016-2017 Durham College Foundation Annual Report

1. Purpose

The purpose of this report is highlight the major activities of the Durham College Foundation during the 2016/17 Fiscal Year.

2. Recommendation

It is recommended to the Durham College Board of Governors:

That Report BOG-2017-115, presenting the 2016-2017 Durham College Foundation annual report, be received for information.

3. Background

As per the Memorandum of Understanding between Durham College and the Durham College Foundation dated February 2017, the Foundation shall make a report annually to the College regarding the affairs of the Foundation.

The Durham College Foundation Board meets quarterly.

The 2016-17 Board of Governors were:

Peter Bagnall, Chair
Carla Carmichael
Jerry Daniel
Pierre Tremblay
Don Lovisa
Linda Marco
Garry Cubitt
Lee Terry
Lillian Jacoby
Stephen Leslie
Barbara MacCheyne

4. Discussion/Options

Achievement Highlights 2016 – 2017

- Building Something Amazing Campaign total raised: $3,495,586
- $2,665,535 in cash and $3,394,641 in pledges

	Student Awards	Capital	Total
Cash	$555,192	$200,985	$756,177
Pledge Payments	$88,458	$1,820,900	$1,909.358
New Pledges	$30,000	$3,364,641	$3,394,641

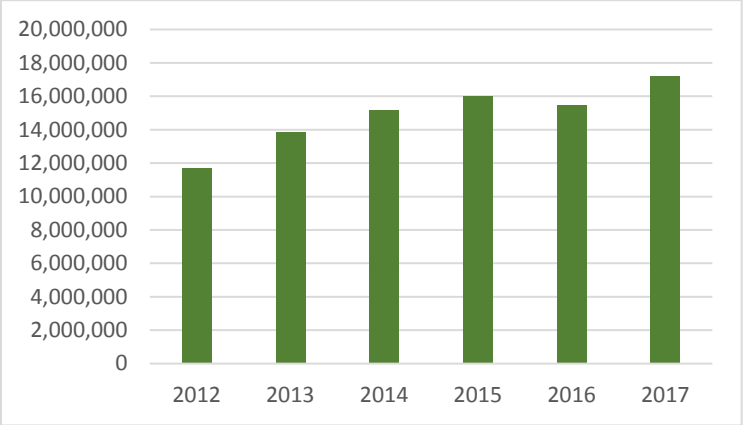
- Significant pledges:
  1. $1,000,000 from City of Oshawa
  2. $1,000,000 from Region of Durham
  3. $800,000+ from four school boards
  4. $250,000 from DC Alumni Association
- Renamed Centre for Food – W. Galen Weston Centre for Food and hosted the Weston family and their closest friends and associates for a celebration event.
- Payday Lottery Campaign was launched – currently generating $1,200 monthly for campaign.
- New Development/Foundation web pages were completed and a “Donate Now” button is included on the homepage.
- DC Brewing Memories Coffee Tour was launched – 12 of 50 workplace visits were completed.
- Alumni Association launched new student engagement program: backpack2Briefcase (b2B) partnering with other departments to deliver services and training relevant to graduating students.

5. Financial/Human Resource Implications

At the June Foundation meeting, the Board approved a disbursement of $436,501 for student awards to be available for student named bursaries and scholarships and athletic awards.

The Market Value of the Foundation Endowment fund at March 31, 2017 was a value of $17,194,287, an increase of $1,715,282 over the previous year. This increase resulted from a bequest of $451,500 to the endowment fund, other miscellaneous donations and a significant gain in the investment portfolio.

Six Year History:



6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for UOIT

There are no implications for UOIT.

8. Relationship to the Strategic Plan/Business Plan

The report ties into the following two areas in the Durham College Strategic Plan:

Our People: Find new ways to engage alumni, a vast group of successful men and women who have built and are building strong communities in Durham Region, Ontario, and globally.

Our Business: Plan for new buildings and facilities that will allow the College to demonstrate leadership in specific areas of study that are critical to local community well-being, such as health services.

Public Report

Report Number: BOG-2017-104

To: Board of Governors

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

Date of Report: October 11, 2017

Date of Meeting: October 18, 2017

Subject: Approval of New Continuing Education Programs of Instruction

1. Purpose

To seek approval from the Board of Governors for the following postsecondary programs of instruction for the January 2018 intake:

1. Instructional Design
   - Credential: Durham College Certificate
   - Duration: 348 hours – Course Based – total of eight courses
   - School: Continuing Education

2. Nephrology
   - Credential: Durham College Certificate
   - Duration: 312 hours – Course Based – total of seven courses
   - School: Continuing Education

2. Recommendation

It is recommended to the Durham College Board of Governors:

That in accordance with Report BOG-2017-104, the proposed Durham College Certificate programs of instruction listed below be approved:

- Instructional Design
- Nephrology

3. Background

The School of Continuing Education endeavours to introduce new programming and courses, with a particular emphasis on flexible delivery, to meet the needs of our non-traditional students. The two programs for consideration resulted from eCampusOntario project funding awarded to several colleges. In September 2016, Durham College's School of Continuing Education collaborated with Conestoga College and Mohawk College to develop a joint proposal for the Nephrology local certificate program. Seneca College and St. Lawrence College collaborated in the development of the Instructional Design local certificate program proposal.

The programs will be delivered fully online and will be available to all 24 Ontario colleges through OntarioLearn. Students who complete the programs through Durham College will be awarded a Durham College Certificate.

These Durham College Certificate programs align to components identified in our 2014-2017 Strategic Mandate Agreement (SMA). As it relates to these new programs, the SMA highlights areas of institutional strength in the following categories:

- Jobs, Innovation and Economic Development by enhancing knowledge and employability skills;
- Student Population through our focus on improving access to student populations including mature and in-direct entry students;
- Program Offerings in areas of strength and growth in business, health and technology; and
- Teaching and Learning as a leader in online course delivery through OntarioLearn Consortium colleges.

As per the Minister's Binding Policy Directive 3.0 Programs, Framework for Programs of Instruction, a board of governors is responsible for approving the programs of instruction a college will offer.

It is the role of the Durham College Board of Governors to ensure that programs of instruction are developed and implemented consistent with provincial standards where they exist, ensuring that all new and modified postsecondary 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.

The Board will request validation that the programs of instruction conform to the Credentials Framework and are consistent with accepted college system principles. Furthermore, that such credentials are awarded to students upon successful completion of their respective programs of instruction.

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

4. Discussion/Options

Instructional Design

As the demand for flexible delivery formats in training and education continues to grow, the need for instructional designers with a pedagogical foundation in an array of development formats will expand. This program is designed to provide students with usable skills and a pedagogical basis in order to design quality learning materials. The instructional designer frequently plays a secondary role as project manager in an educational development team. Their expertise is in curriculum and teaching-learning to ensure contemporary pedagogical approaches are incorporated into all elements of the course design.

The Instructional Design Durham College Certificate program is well aligned to the recently approved eLearning Developer Durham College Certificate program. Individuals who are interested in all areas of course development will see the close connection between these programs. For instance, an eLearning developer follows the guidance of an instructional designer by developing course content based on the pedagogical approach determined by the instructional designer. Both roles work closely together to ensure the highest quality in online course development. The development of professionals in this field will lead to improved quality in teaching and learning.

The eLearning Developer and Instructional Design programs were both proposed in the fourth phase of eCampusOntario funding. From the beginning, the program development teams worked collaboratively to ensure these two programs remained complementary. There is also discussion amongst host colleges about future plans to create a laddering or stackable approach for the eLearning Developer, Instructional Design and Teaching and Training certificates (also offered at Durham College).

Graduates of this Durham College Certificate program will be qualified to seek employment as junior instructional designers, educational consultants, training providers, or instructional program developers.

Seneca College and St. Lawrence College are creating and hosting four courses each on OntarioLearn. The uniqueness of this program extends beyond the subject matter in that it is being developed as a fully bilingual program. A French-speaking subject matter expert and instructional designer from La Cité: Le College D'Arts Appliqués et de Technologie will be involved in program development from the outset, so that all eight courses will be prepared for delivery in French as well.

The full submission for this program is attached to this Board Report.

Nephrology

Early identification of people at risk for, or living with kidney disease, and its management through effective clinical interventions, has the potential to reverse, delay or prevent progression of this disease. The Durham College Certificate program in Nephrology will prepare nurses to care for patients in a variety of areas, including hemodialysis, transplantation, ambulatory care, home dialysis and inpatient nephrology. They also play a vital role in the success of related health care programs across the province.

Durham College collaborated with Mohawk College and Conestoga College to develop the curriculum for the Nephrology program. All of the courses will be hosted online by the respective host colleges through OntarioLearn. Conestoga's existing collaboration with the Waterloo Wellington Integrated Renal Program will ensure that graduating students are prepared to be workforce ready in the field of nephrology nursing.

Nurses who graduate from all seven courses will be well prepared to challenge the Canadian Nurses Association's specialty certification exam in nephrology nursing.

Canadian nephrology nurses function in a variety of roles including as specialized registered nurses, licensed practical nurses, advanced practice nurses, educators, researchers, leaders, and administrators. Graduates of the nephrology nursing program may work in community-based settings, including long-term care, hospitals, satellite dialysis clinics and transplant clinics.

The full submission for this program is attached to this Board Report.

5. Financial/Human Resource Implications

For the Nephrology program, the School of Continuing Education received funding from eCampus Ontario in the amount of $99,960 for the development of two online courses for this project. The funds have been allocated toward program planning and curriculum development. Part-time faculty with appropriate teaching experience and work related skills and knowledge in Nephrology will be hired to teach the courses.

There are no additional financial or human resources implications for offering the Instructional Design Durham College Certificate program.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for UOIT

There are no implications for UOIT.

8. Relationship to the Strategic Plan/Business Plan

As identified in the Durham College Business Plan, the development of new programs aligns with the pillar of “Our Students” with the stated objective to “advance overall academic portfolio through new program development”.

Durham College followed the new program development policies, procedures and processes to ensure program quality assurance requirements and expectations are fully met.

New Program Summary

General Program Information

Proposed Program Title: Instructional Design

Proposed Credential: Durham College Certificate

Name of Dean Submitting Request: Debbie Johnston, Dean, School of Continuing Education

Proposed Date of Implementation: January 2018

Date of Review by Program Proposal Review Committee: September 13, 2017

Enrolment: 12 students per course

Total Program Hours: Eight courses; four courses at 42 hours/per and four courses at 45 hours/course for a total of 348 hours

Number of New Full-Time Faculty: No new full-time faculty requirements.

Space Requirements: No new space requirements for this program. All courses will be delivered fully online.

Capital Costs: There are no capital costs. The courses will be offered fully-online through OntarioLearn.

Proposed Tuition: $341.02 for 42 hours courses hosted by Seneca College and $361.45 for 45 hours courses hosted by St. Lawrence College.

1. Approval Stages

The following approval stages have been assessed for this program:

- Labour Market
- Student Demand
- New Program Proposal Document reviewed by the Manger, Program Development and Quality Assurance and Dean
- Budget reviewed and approved by vice president, Academic and Dean, School of Continuing Education
- Reviewed by Program Proposal Review Committee – September 13, 2017
- Approved by vice-president, Academic
- Reviewed by President

2. Program Overview

2.1 Program Description

The Instructional Design program is for students interested in the theory, practice, and design of instructional content for various modes of delivery. This program will provide students with the theoretical and practical foundations for the development and design of instruction and training applicable to the higher education industry, corporate training delivery, or the hosting of subject-specific workshops.

2.2 Career Outcomes

This certificate will provide graduates with the skills to work in a variety of different sectors, serving as an integral part of the course development process. Instructional designers collaborate with and often lead a team of subject matter experts, e-learning developers, and employers or clients to aid in the structuring and creation of pedagogically sound educational and training resources for a variety of sectors.

Upon graduation from this program, students will be qualified to seek employment as junior instructional designers, educational consultants, training providers, or instructional program developers. Industries where graduates may work include, primary, secondary and post-secondary institutions, corporate training services, private career colleges, corporate clients, and not for profit sectors. There are also entrepreneurial opportunities for graduates by way of consultancy and freelance work.

2.3 Vocational Program Learning Outcomes

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

1. Develop measurable performance-based learning outcomes and/or objectives for a course or training program.
2. Plan instructional design strategies to meet the needs of a specific audience.
3. Apply appropriate learning models in designing instructional materials and resources.
4. Design activities and assessments that are aligned to learning outcomes.

5. Develop a course for hybrid delivery that includes the components of accessibility in course design.
6. Identify the roles of team members and apply project management strategies in a course development project.
7. Select and evaluate appropriate technological tools to enhance course design and delivery.
8. Implement a quality assurance framework using appropriate instructional design instruments.

2.4 Admission Requirements

- Ontario Secondary School Diploma (OSSD) or
- Mature Student Status with Grade 12 English (C or U)
- Grade 12 equivalency certificate achieved through College academic upgrading
- Instructor or teaching background recommended.

3 Program of Study

3.1 Instructional Design (Seneca College)

This foundational course introduces the student to current learning, instructional design theories, and models used to guide the effective design of online learning environments. The student will analyze learning needs of their target audience/learner profiles and develop a design plan for a specific instructional approach. 42 hours, Online

3.2 Digital Pedagogy (St. Lawrence)

Instructional design requires a large knowledge base and aptitude for selecting appropriate technology to achieve course outcomes and training goals. This course reviews the common Learning Management Systems (LMS) used to manage learning modules as well as the accessible technological tools that assist learning. Social media as an educational and research tool as well as the use of visuals, audio, and video are addressed. 45 hours, Online

3.3 Course Design for Hybrid Delivery (Seneca)

This course prepares students to design a hybrid module from start to finish. Important issues on mixed-mode lesson planning are discussed as well as learning strategies geared towards both face-to-face and online delivery. Assessment strategies for hybrid delivery are also key to the

design process and we will explore best practices for assessment creation and alignment. 42 hours, Online

3.4 Alignment and Assessment Strategies (St. Lawrence)

Design backward and build forward is an important instructional design principle. This course will explore the importance of aligning assessments to course and module outcomes. Activities and exercises which scaffold to the formative or summative assessments are discussed. The course also covers how to develop effective assessments based on instructional design principles. 45 hours, Online

3.5 Quality Assurance and Course Evaluation (Seneca)

A successful learning experience comes not only from proper curriculum and instructional design but from quality assurance protocols that are in place. In this course we explore quality assurance frameworks from provincial and institutional level. We discuss piloting as a source of student feedback and the importance of asking the right questions in order to gain meaningful feedback from students and faculty. 42 hours, Online

3.6 Project Management for Instructional Designers (St. Lawrence)

Instructional design involves managing not only the design of curriculum in order to meet learning outcomes but also managing time requirements and other tangible and intangible resources. This course explores the important concepts in project management specifically for educational design and development. We look at time management and cost control, conducting a proper needs analysis from an institutional level as well as strategies for determining scope. 42 hours, Online

3.7 Collaborative Frameworks: Working With Subject Matter Experts (Seneca)

This course will explore the roles and scope of the instructional designer and subject matter expert in the framework of an instructional design project. Students will develop effective conflict resolution strategies as well as interpersonal communication skills. Communication skills to provide feedback and drive course revisions will also be covered. 42 hours, Online

3.8 Special Topics in Course Design (St. Lawrence)

Technology and topics change just as rapidly in instructional design as they do in creating timely curriculum. This course will explore current trends in instructional design, from mobile learning to simulation software. Concepts of certification or credentialing are explored in relation to online courses and workshops. 45 hours, Online

4. Strategic Alignment

4.1 Strategic Fit

As described in our 2017-2020 Strategic Plan, under the goal of Our Students, Durham College is committed to delivering high quality programs to help students develop a wide range of career-ready skills and to expanding flexible, experiential and global learning opportunities. The Instructional Design program is being offered as a Durham College Certificate, delivered part-time and fully online. This aligns with the college's mandate to participate as a leader in online learning in order to offer flexible options for the success of our students.

A unique element of this program is the relationship with two other Durham College Certificates offered through the School of Continuing Education, eLearning Developer and Teaching and Training Adults. These three programs are complementary because each of the programs' graduates will have unique responsibilities within the same range of design teams. All three of these programs align with the college's mandate to further faculty professional development, and are endorsed by the Centre for Academic and Faculty Enrichment (C.A.F.E.).

In addition, under the goals of Our Business and Our Community, offering this program will expand our reputation among the local and global community and will meet the evolving needs of our regional and provincial labour market.

This program aligns with our Strategic Mandate Agreement (SMA) in many ways:

- Jobs, Innovation and Economic Development: Durham College highlights technology as an area of institutional strength and one of the college's research focus areas is education. This program will allow for the expansion of knowledge regarding how to design online education to further the growth of excellence in this field.

- Teaching and Learning: This program supports Durham College's commitment to enhancing our strength in flexible learning, including online delivery, and to offering more online courses and programs.

- Student Population: This program supports Durham College's commitment to improving access to under-represented groups. This program is targeted towards mature students who require flexibility in their learning and will give them access to the enhanced innovation, knowledge and skills that employers are looking for.

5. Labour Demand and Graduate Employment Possibilities

- A growth in online education has been observed across post-secondary campuses in Ontario. The eCampusOntario (2016) report noted that 78% of students would take an online course/program during their post-secondary education and 90% noted the value of online learning for control of time/place for their learning.
- The demand for quality online learning and education continues to increase. From the OntarioLearn Annual Report (2015-16) there were 71,250 course registrations during the 2015-2016 academic year, and over 750,000 course registrations between the years1995 to 2015.
- The Sectoral Profile for Educational Services (Ontario Region) for 2015-17 reports that teachers and instructors must adapt to new technologies used in education. "…post-secondary education is being altered, triggered by new technologies and online learning strategies… [and] it has demanded that educators have skills in using new technology…" (p. 4). The report also provides data that approximately 495,800 people were employed in the educational services industry in Ontario in 2014 and approximately half of them in teaching roles (all levels), teacher assistants, and research assistants.
- There are two main areas that relate to employees with instructional design knowledge: College and other vocational instructors (NOC 4021) and Education policy researchers, consultants, and program officers (NOC 4166).
- College and other vocational instructors (NOC 4021): This area is expected to see shortages in employees throughout Canada between the years of 2015-2024. Within Ontario, the employment outlook for 2016 to 2018 is slated as "good", with strong growth expected partly due to a significant number of retirements in the field.

- Education policy researchers, consultants, and program officers (NOC 4166): The employment outlook was not evaluated for NOC 4166, however this field is strongly aligned with that of NOC 4021 which is slated as “good”.
- The Labour Market Report from Job Bank shows that for the 2015-2024 period, there is a projected 9,600 job openings across the country (Government of Canada – Unit Group for NOC 4166).
- Job opportunities continue to grow as government supports skills upgrading, continuing education, and vocational training.
- Job opportunities will continue to grow in Ontario for College and other vocational instructors, with the expectation of approximately 44,000 positions in Ontario alone (Labour Market Ottawa). This aligns well with the occupational outlook in the American market which has a predicted market growth of seven percent for instructional designers (Bureau of Labour Statistic – Occupational Outlook for Instructional Coordinators).

6. Student Interest

The Instructional Design program will result in enrolment of new students. This program will be of interest to students who have completed the eLearning Developer and Teaching and Training Adults program. As the field of online education continues to grow and mature, this certificate meets both the current and future labour market needs. Educators, trainers, designers, and administrators will benefit from completing this program.

7. Analysis of Competition

There is no competing credential to this within the Ontario college system. This program is offered fully online through Ontario*Learn* and the courses are hosted by Seneca College and St. Lawrence College. The addition of this program will complement the eLearning Developer and Teaching and Training Adults programs currently offered through the School of Continuing Education.

Seneca College and St. Lawrence College will work collaboratively with Durham College to ensure the complementary nature of these two programs. In the industry, e-learning developers and faculty typically work closely with instructional designers when developing new online courses and learning objects. Therefore, it is possible that potential students may choose to complete these programs simultaneously or consecutively as theories and applications will build on each other in both programs.

It may be possible to "stack" all three certificates into a more advanced credential in the future. If so, this would make students even more marketable in the education and training field.

This program will be offered fully online in a part-time and asynchronous delivery through the OntarioLearn consortium. Students will be able to complete the entire certificate through Durham College with no geographical barriers. The program will be developed in French offering students greater flexibility and access for learning.

8. Target Market

The target market for this new continuing education program is mature, domestic students looking for a career change or to enhance their knowledge and skills in instructional design.

9. Operating Revenue and Expenses

- This program is operated with part-time course revenues. Expenses are offset by revenues.
- Projections are based on tuition and grant for four 42 hour courses and four 45 hour courses.
- Projected enrollment is based on 12 Durham College students per course, per semester.

Revenues

- Tuition is based on $6.81 per credit hour plus and Administration Fee of $55.00
- Ministry Grant based on $3.58 per credit hour.
- Hosting Online Learning Course Fee is $44 per student

Revenue	***Per Student/ Course***	***Per Program (8 Courses)***	***x 12 Students On graduation*****
Tuition + Admin Fee x 4 courses (42 hours)	$341.02	$1,364.08	$16,368.96
Tuition + Admin Fee – x 4 courses (45 hours)	$361.45	$1,445.80	$17,349.60
Ministry Grant – x 4 courses (42 hours)	$150.36	$601.44	$7,217.28
Ministry Grant – x 4 courses (45 hours)	$161.10	$644.40	$7,732.80
Computer Conferencing Fee (Externally-Hosted)	$102.58	$820.64	$9,847.68
Total Revenue	*	**$4,876.36**	**$58,516.32**

*Total per course is dependent on the hours of each course
**This column reflects the figures for the entire program

Expenses

- Online Instructor Fee is $111.00 per student, per course
- Embanet Fee is $48.59 per student
- Non-Hosting Ontario Learning Course Fee is $44 per student

Expenses	***Per Student/ Course***	***x 8 Courses***	***x 12 Students on graduation****
Instructor Fees (x 8 courses)	$110.00	$880.00	$10,560.00
*Embanet Fees (x 8 courses)	48.59	388.72	4,664.64
Host College Fees (x 8 courses)	44.00	352.00	4,224.00
OL Marketing fees (x 8 courses)	4.00	32.00	384.00
Expenses		**$1,652.72**	**$19,832.64**
Net Contribution		**$3,334.64**	**$38,683.68**

*Embanet is the service provider which administers all of the Ontario Learn courses. They provide 24 hour, 7 day per week technical assistance to both students and instructors.
**This column reflects the figures for the entire program

New Program Summary

General Program Information

Proposed Program Title: Nephrology

Proposed Credential: Durham College Certificate

Name of Dean Submitting Request: Debbie Johnston, Dean, School of Continuing Education

Proposed Date of Implementation: January 2018

Date of Review by Program Proposal Review Committee: June 22, 2017

Enrolment: 5 students per course

Total Program Hours: Total of seven courses; six courses of 42 hours/course and one course at 60 hours. Total of 312 program hours.

Number of New Full-Time Faculty: No new full-time faculty requirements.

Space Requirements: No new space requirements for this program. All courses will be delivered fully online.

Capital Costs: There are no capital costs. The courses will be offered fully-online through OntarioLearn.

Proposed Tuition: Tuition for 6 courses (42 hours) = $341.02; Tuition for 1 course (60 hours) = $463.60.

1. Approval Stages

The following approval stages have been assessed for this program:

- Labour Market
- Student Demand
- New Program Proposal Document reviewed by the Manger, Program Development and Quality Assurance and Dean
- Budget reviewed and approved by vice president, Academic and Dean, School of Continuing Education
- Reviewed by Program Proposal Review Committee – June 22, 2017
- Approved by vice-president, Academic
- Reviewed by President

2. Program Overview

2.1 Program Description

The Nephrology program is a Durham College Certificate program that prepares nurses to deliver kidney care to affected patients across all stages of the kidney care journey, from early detection through dialysis, palliative care and transplant. Current nurses will learn the knowledge required to promote and deliver competent, safe and ethical care to those at risk for developing or affected by renal disease and/or insufficiency.

Curriculum has been designed and developed in accordance with the Canadian Nurses Association (CNA) nephrology nursing competencies and standards of practice established by the Canadian Association of Nephrology Nurses and Technologists (CANNT).

2.2 Career Outcomes

Upon completion of the Nephrology Durham College Certificate program, nurses will have the specialized knowledge required to care for patients in a variety of areas, including hemodialysis, transplantation, ambulatory care, home dialysis and inpatient nephrology. Increasingly, there is a need for more nurses to provide community-based and in-home care, in large part due to the reorientation of health services, rising health care related costs, desire to provide better experiences for patients and improved patient reported health outcomes.

2.3 Vocational Program Learning Outcomes

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

1. Determine physiological needs and care priorities by differentiating between normal and abnormal anatomy and function of the kidney and renal system.
2. Educate family members affected by kidney disease about the diagnosis, etiology, therapeutic management, and care of individuals living with kidney disease.
3. Adapt nursing care expectations for an individualized plan of care to respond to different at risk populations.
4. Integrate current and emerging research to make evidenced-based decisions in person-centred care, and community-based practice.

5. Implement an individualized approach to Assessment and care planning for at-risk or people affected by kidney disease.
6. Support individuals at risk for or living with kidney disease by designing care plans that include health and wellness and self-management strategies.
7. Assist individuals with coping strategies and self-management capabilities to adopt personal health practices.
8. Support an inter-professional collaborative delivery model and the implementation of effective nephrology nursing care by recommending evidence-based methods and tools.
9. Recommend strategies to improve care by evaluating the nursing-sensitive, patient-level, community, and population-level outcomes
10. Advocate for individuals living with and families affected by kidney disease by adhering to nursing professional practice, legal, and ethical guidelines.

2.4 Admission Requirements

- Current registration as a Registered Nurse or Registered Practical Nurse with the College of Nurses of Ontario, or equivalent from another province.

English Language Proficiency:

- Applicants possessing degrees/diplomas from institutions where the language of instruction was not English will be required to provide test scores as evidence of their English language proficiency.
- Note: Specifications to be defined as IELTS of 7.0 and/or equivalent.

3 Program of Study

3.1 Normal and Abnormal Kidney Function (Durham)

This course prepares the learner with the knowledge required to understand the normal anatomical structures and physiological functions of the renal system. It introduces the experienced nurse to etiology and pathophysiology related to acute and chronic kidney conditions, their diagnoses, typical progression and common implications for individuals at risk for developing or affected by kidney disease and their families. 42 hours, Online

3.2 Nursing Care Across the Kidney Disease Trajectory (Durham)

This course deepens the learner's understanding of authentic therapeutic relationships within the context of caring for the person with kidney disease through health promotion, disease prevention and management, and palliative/end-of-life care. A person-and family-centred approach is emphasized as foundational to developing and implementing an individualized plan of care in collaboration with the inter-professional team. Team-based interventions to support patient empowerment and well-being throughout the lifespan and course of treatment are stressed. 42 hours, Online

3.3 Renal Replacement Therapies – Nursing Care of the Peritoneal Dialysis Patient (Mohawk)

This course examines professional nursing practice in the context of caring for individuals undergoing peritoneal dialysis. Emphasis is placed on the delivery of competent, safe and ethical care for this patient population, as guided by the nursing process, evidence-based practices and a person-centered approach to care. Methods and tools that support clinical decision-making and comprehensive approaches to care are emphasized. 42 hours, Online

3.4 Renal Replacement Therapies – Nursing Care of the Hemodialysis Patient (Mohawk)

Hemodialysis is a common renal replacement therapy offered in hospital-based units and increasingly in community-based setting, including the home. This course prepares the learner with requisite knowledge for providing competent, safe and ethical care to the hemodialysis patient, as guided by the nursing process, evidence-based practices and a person-centred approach to care. Emphasis is placed on the methods and tools that support clinical decision-making and comprehensive approaches to patient care. 42 hours, Online

3.5 Renal Replacement Therapies – Nursing Care of the Transplant Patient (Conestoga)

This course examines professional nursing practice in the context of caring for individuals in need of kidney transplantation. Emphasis is placed on the delivery of competent, safe and ethical care for this patient population, as guided by the nursing process, evidence-based practices and a person-centred approach to care. Methods and tools that support clinical decision-making and comprehensive approaches to care are emphasized. 42 hours, Online

3.6 Living with Chronic Kidney Disease (Conestoga)

This course prepares learners with a deepened understanding of the complexities related to the lived experience of individuals living with and families affected by kidney disease. Person-centred chronic disease management models are used to analyze the appropriateness and comprehensiveness of design and delivery aspects of systems, services and supports for individuals, communities and populations at risk for or living with kidney disease. 42 hours, Online

3.7 Mentored Knowledge Integration Project (Conestoga)

This course provides the learner with opportunities to deepen, integrate and apply knowledge related to concepts, care and treatments modalities in nephrology nursing through a coordinated online seminar and mentored practicum. Learners will apply professional practice concepts and synthesize knowledge acquired throughout the program by developing and presenting a knowledge integration project that emphasizes an evidence-based and person-centred approach to meeting complex needs of populations at risk for or affected by kidney disease. Building upon curricular outcomes of the program, emphasis is placed on emerging trends, issues and health system transformation priorities related to the growing need to provide care in community-based settings. 60 hours, Online

4. Strategic Alignment

4.1 Strategic Fit

The Durham College 2017-2020 Strategic Plan, under the goal of Our Students, notes the commitment to delivering high quality programs to help students develop a wide range of career-ready skills and to expanding flexible, experiential and global learning opportunities. The Durham College Certificate program in Nephrology is delivered part-time and fully online. This aligns with the college's mandate to participate as a leader in online learning in order to offer flexible options for the success of our students.

In addition, under the goals of Our Business and Our Community, offering this program will expand our reputation among the local and global community and will meet the evolving needs of our regional and provincial labour market.

This program aligns with our Strategic Mandate Agreement (SMA) in many ways:

- Jobs, Innovation and Economic Development: The Health industry is highlighted as an area of institutional strength and one of the college's research focus areas is education. In addition, the SMA identifies Durham

College's opportunities to seek out funding opportunities. The Nephrology program is being developed and delivered through the eCampusOntario project fund allotment jointly awarded to Durham College, Mohawk College and Conestoga College.

- Teaching and Learning: This program supports Durham College's commitment to enhancing our strength in flexible learning, including online delivery, and to offering more online courses and programs.
- Student Population: This program is targeted towards mature students who require flexibility in their learning and will give them access to the enhanced innovation, knowledge and skills that employers are looking for.
- This program offers strategic alignment with nursing programs currently offered at Durham College within the academic School of Health and Community Services.

5. Labour Demand and Graduate Employment Possibilities

- Current and future nurses need opportunities to differentiate their practice in order to be responsive, adaptable and flexible in the face of growing health system transformation.
- Nurses play a vital role in nephrology health care programs across the province and care for patients in a variety of areas, including hemodialysis, transplantation, ambulatory care, home dialysis and inpatient nephrology.
- Increasingly, there is a need for more nurses to provide community-based and in-home care, in large part due to the reorientation of health services, rising health-care related costs, desire to provide better experiences for patients and improved patient reported health outcomes.
- Specialized learning programs for nurses continue to draw growing enrolment, especially as many seek opportunities to build on their generalist education and pursue differentiated practice specialties in response to the need for emerging redistribution patterns related to emphasis on system/service/program integration, population-based needs planning and other drivers associated with health system transformation in Ontario.
- One of the priority goals outlined in the Ontario Renal Plan II (2015-2019) is to empower and support patients and family members to be active in their care. Strategies that support movement in this direction include developing and implementing standardized tools that enable shared decision-making, encouraging self-management and jointly establishing goals of care.

- Approximately 12,000 people in Ontario have chronic kidney disease (CKD) requiring pre-dialysis care. An additional 10,500 Ontarians with advanced CKD require dialysis. As of June 2014, almost one quarter of dialysis patients in Ontario managed their care at home (6% hemodialysis; 18% peritoneal dialysis), while more than three quarters received hemodialysis in a hospital or community-based facility.
- The need for dialysis has been gradually rising for more than a decade, and is expected to continue climbing in the foreseeable future. This trend is largely driven by changing demographics and the increasing prevalence of risk factors associated with CKD, such as aging.
- CKD is more common in the later years of life. Ontario's population is not only growing, it is aging. Seniors aged 65 years and older now represent almost 15 per cent of this province's population; by 2036, they will constitute nearly one quarter of Ontario's projected 17.4 million people.
- A significant risk factor for CKD, diabetes is on the rise. In 2014, 9.8 per cent of Ontarians had diabetes, a figure projected to climb to more than 13 per cent by 2024.
- Certification in nephrology nursing [CNeph(C)] is the eighth most popular nursing specialty certifications out of 19 in Ontario (and Canada). Since 2005, there has been a 27% increase in the number of registered nurses holding specialty certification in nephrology nursing.
- Nurses with this specialization practice in diverse settings and clinical environments including, stage 1-4 chronic kidney disease clinics, hemodialysis and peritoneal dialysis clinics, acute care nephrology wards, and kidney and kidney/pancreas transplant wards and clinics. Canadian nephrology nurses function in a variety of roles including as specialized registered nurses, licensed practical nurses, advanced practice nurses, educators, researchers, leaders, and administrators.

6. Student Interest

The Nephrology Durham College Certificate program will be of interest to career driven nurses looking to advance their knowledge in this specialized area of need in the health care industry. As the number of Canadians at risk for or living with chronic kidney disease rises, so too does the need for this program as it will prepare nurses to deliver kidney care to affected patients across all stages of the kidney care journey, from early detection through dialysis, palliative care and transplant.

7. Analysis of Competition

This is a new program offered in a part-time, fully online format, with asynchronous delivery through Ontario*Learn.* The courses will be developed and hosted by Durham College, Mohawk College and Conestoga College. The program will be available to all 24 colleges in Ontario with no geographical barriers.

8. Target Market

The target market for this new continuing education program is current nurses looking to enhance their skills and knowledge in providing care and information to individuals living with or caring for those with kidney disease.

9. Operating Revenue and Expenses

- This program is operated with part-time course revenues. Expenses are offset by revenues.
- Projections are based on tuition and grant for six 42 hour courses and one 60 hour courses.
- Projected enrolment is based on 5 Durham College students per course.
- Durham College will host two of the seven courses in this program. The revenue and expenses differ depending on whether we host a course, or if the course is hosted by another college through OntarioLearn. The tables below projects the total revenue and expenses on graduation with these two variables identified.

9.1 Revenues

Revenues – Courses hosted by Durham College

- Tuition is based on $6.81 per credit hour plus and Administration Fee of $55.00
- Ministry Grant based on $3.58 per credit hour
- Hosting Online Learning Course Fee is $44 per student per course.

Revenues – Courses hosted by other college(s) through OntarioLearn

- Tuition is based on $6.81 per credit hour plus and Administration Fee of $55.00
- Ministry Grant based on $3.58 per credit hour
- Non-hosting Online Learning Course Fee is $102.58 per student per course.

Revenue	*Per Student/ Course*	*Per Program (7 Courses)*	*x 5 Students on Graduation***
Tuition + Admin Fee x 6 courses (42 hr)	$341.02	$2,046.12	$10,230.60
Tuition + Admin Fee – x 1 course (60 hr)	$463.60	$463.60	$2,318.00
Ministry Grant – x 6 courses (42 hr)	$150.36	$902.16	$4,510.80
Ministry Grant – x 1 courses (60 hr)	$214.80	$214.80	$1,074.00
Computer Conferencing Fee – x 5 courses (non-Durham hosted)	$102.58	$512.90	$2,564.50
Computer Conferencing Fee – x 2 courses (Durham hosted)	$54.15	$108.30	$541.50
Total Revenue	*	**$4,247.88**	**$21,239.40**

*Total per course is dependent on the hours of each course and hosting status.
**This column reflects the figures for the entire program.

9.2 Expenses

Expenses – Courses hosted by Durham College

- Online Instructor Fee is $111.00 per student, per course
- Embanet Fee is $50.85 per student
- OntarioLearn Fee is $4.00 per student

Expenses – Courses hosted by other college(s) through OntarioLearn

- Online Instructor Fee is $111.00 per student, per course
- Embanet Fee is $50.85per student
- Non-Hosting Ontario Learning Course Fee is $44 per student
- OntarioLearn Fee is $4.00 per student

Expenses	*Per Student/ Course*	*Per Program (7 Courses)*	*x 5 Students on Graduation***
Instructor Fees (x 7 courses)	$110.00	$770.00	$3,850.00
*Embanet Fees (x 7 courses)	$50.85	$355.95	$1,799.75
Host College Fees (x 5 courses)	$44.00	$220.00	$1,100.00
OntarioLearn Fee (x 7 courses)	$4.00	$28.00	$140.00
Expenses	**$208.85**	**$1,461.95**	**$7,309.75**
Net Contribution		**$2,785.93**	**$13,929.65**

*Embanet is the service provider which administers all OntarioLearn courses. They provide 24 hour, 7 day per week technical assistance to both students and instructors.
**This column reflects the figures for the entire program.

Public Report

Report Number: BOG-2017-121

To: Board of Governors

From: Elaine Popp, Vice-President, Academic

Date of Report: October 12, 2017

Date of Meeting: October 18, 2017

Subject: Program Advisory Committees – Semi-Annual Report

1. Purpose

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

2. Recommendation

It is recommended to the Durham College Board of Governors:

That Report BOG-2017-121, providing the Program Advisory Committees semi-annual report, be received for information.

3. Background

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

4. Discussion/Options

The semi-annual reports provide an at-a-glance look at the Program Advisory Committees membership, last meeting date, major recommendations, and actions to be taken. Additionally, a subjective level of engagement for each Program Advisory Committee has been indicated.

5. Financial/Human Resource Implications

There are no financial or human resources implications.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for UOIT

There are no implications for UOIT.

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 offering new opportunities for experiential learning, fostering greater mobility within the post-secondary system and ensuring all necessary supports are in place.

School of Business, IT & Management

PAC - Program / Program Cluster	Last meeting date	Membership	Status[1]
Accounting and Accounting & Payroll	May 11, 2017	8 External 10 College Representatives	Green
Computer Programmer	May 2, 2017	6 External 12 College Representatives	Green
Computer Systems Technician/Technology	March 24, 2017	9 External 10 College Representatives	Yellow
Entrepreneurship & Small Business	March 29, 2017	7 External 11 College Representatives	Green
Human Resources	March 22, 2017	5 External 8 College Representatives	Green
International Business Management Grad Certificate	May 31, 2017	11 External 10 College Representatives	Green
Information Systems Security – Computers and Networking	April 19, 2017	7 External 11 College Representatives	Yellow
Library and Information Technician	May 9, 2017	11 External 13 College Representatives	Green
Marketing – Business/Marketing – Business Administration	April 5, 2017	10 External 15 College Representatives	Green
Office Administration (Executive/Medical)	April 26, 2017	14 External 16 College Representatives	Yellow

[1] Green: Very active and engaged PAC with diverse membership representing a cross-section of industry.
Yellow: Moderately active and engaged PAC with reasonably diverse membership.
Red: PAC that requires attention and review of membership.

PAC - Program / Program Cluster	Last meeting date	Membership	Status[1]
Operations – Business/Operations Management – Business Administration	April 12, 2017	4 External 8 College Representatives	Yellow
Project Management	June 9, 2017	6 External 16 College Representatives	Green
Recreation & Leisure Services	April 5, 2017	12 External 15 College Representatives	Red
Sports Admin./Sport Management/Sport Business Management Graduate Certificate	March 14, 2017	19 External 10 College Representatives	Green

[1] Green: Very active and engaged PAC with diverse membership representing a cross-section of industry.
Yellow: Moderately active and engaged PAC with reasonably diverse membership.
Red: PAC that requires attention and review of membership.

Key Recommendations

Program Area	Recommendations	Action Plan	Status	Responsibility
Accounting and Finance	PAC would like to explore Graduate Employment Rate and in particular, employment in field of study.	An update will be presented at the Fall 2017 meeting.	In progress	Dean/Associate Dean/Program Coordinator/ Faculty
Computer Programmer	Explore additional opportunities for work-integrated learning - co-op in particular.	Add Computer Programmer to the Co-op Plan. Develop a work-integrated learning plan for Computer Programmer programs.	Completed. In progress.	Dean/Associate Dean/Program Coordinator
Computer Systems Technician/Technology	Follow up on implementation of practices in the program to encourage communication and soft skills – encouraged through second year.	Added as an agenda item to the program team meeting. An action plan has been developed.	In progress	Associate Dean/Program Coordinator/ Faculty

Program Area	Recommendations	Action Plan	Status	Responsibility
Entrepreneurship & Small Business	Continue with the ACCT 1200 pilot project in the fall. Examine the possible replacement for the economics course. Review realignment of accounting courses in program of study.	Pilot continuing Examined and deferred because of impact on transfer program. To be reviewed by program team in the fall.	In progress Complete In progress	Program Coordinator Program Coordinator Program Coordinator
Human Resources	Report back in fall regarding possible changes to Excel course. a) Microsoft Certificate b) Moving timing of Excel course c) New case studies from PAC members for Excel course	Added to Fall PAC agenda.	In progress	Associate Dean/Program Coordinator
International Business Management Grad Cert	Incorporate information on Cleantech into the curriculum. Discuss the importance of networking with students in September and arrange opportunities. Continue to arrange guest speakers for students.	Discuss at program meeting. Two events planned for the 2017/18 year.	Complete Complete Complete	Program Coordinator Program Coordinator Program Coordinator

Program Area	Recommendations	Action Plan	Status	Responsibility
Information Systems Security – Computers and Networking	Focus on Key Performance Indicators (KPI) plan to improve KPI's. Update PAC on progress.	KPI plan developed. Implementation to start Fall 2017. Update will be provide at Fall 2017 PAC meeting.	In progress	Dean/Associate Dean/Program Coordinator
Library and Information Technician	Investigate licensing, databases and how to acquire more materials for the collection.	Program Coordinator to investigate.	In progress	Associate Dean/Program Coordinator
	The members would like to see continual teaching of cataloging and circulation.	Reviewed by program team and curriculum revised.	Complete	Associate Dean/Program Coordinator
	Establish a team to help with the revisions for the Canadian Federation of Library Association (CFLA) – CLA has already approved/adopted guidelines. The CFS asked for submissions to comment/make recommendations about the guidelines last fall.	Team established and work has begun. PAC will be updated in the spring.	In progress	Associate Dean/Program Coordinator

Program Area	Recommendations	Action Plan	Status	Responsibility
Marketing	Investigate the feasibility of moving the Presentation course to earlier in the program. Look at Prior Learning Assessment Recognition (PLAR) process to see if the turnaround time for students to complete the assignments is a reasonable timeframe.	Reviewed by the program team and determined that this was not feasible. This is being examined centrally.	Complete Complete	Associate Dean/Program Coordinator Associate Dean/Program Coordinator
Office Administration	Provide an update on the development of a School of Continuing Education (CE) certificate. In preparation for Program Review provide PAC with an overview of Program of Studies (POS) at next meeting.	Add to the agenda for the fall 2017 meeting. Will be provided at the fall 2017 meeting.	Complete Complete	Associate Dean Associate Dean/Program Coordinator
Operations Management	Recommendations from Program Review were presented and endorsed by PAC. Implementation to begin Fall 2017.	Plan for implementation of program review recommendations has been developed (short term, medium term and long term plan).	In progress	Dean/Associate Dean/Program Coordinator

Program Area	Recommendations	Action Plan	Status	Responsibility
Project Management	Investigate incorporating Disruptive Technology into curriculum.	Investigated in the spring by faculty team and it has been determined that is already incorporated where appropriate.	Complete	Associate Dean/Program Coordinator
Recreation & Leisure	Continue to look for options for scheduling software. Present recommendations at Fall PAC.	Program team reviewed options in the spring. A recommendation will be presented to the PAC at the fall 2017 meeting.	Complete	Associate Dean/Program Coordinator
Sport Management	In-depth conversation on data analytics at the Fall meeting.	Added to the fall agenda.	Complete	Associate Dean/Program Coordinator

School of Justice & Emergency Services

PAC - Program / Program Cluster	Last meeting date	Membership	Status[2]
Advanced Law Enforcement & Investigations/Police Foundations/Protection, Security & Investigation – PSI	June 8, 2017	21 External 13 College Representatives	Green
Court Support Services	May 3, 2017	11 External 7 College Representatives	Green
Fire and Life Safety Systems Technician	May 11, 2017	11 External 5 College Representatives	Green
Firefighter – Pre-service, Education and Training	May 24, 2017	13 External 3 College Representatives	Green
Law Clerk Advanced Fast Track and Office Admin. - Legal	June 6, 2017	14 External 12 College Representatives	Green
Mediation – Alternate Dispute Resolution	May 31, 2017	10 External 8 College Representatives	Green
911 Emergency & Call Centre Communications	May 25, 2017	15 External 9 College Representatives	Green
Paralegal	June 19, 2017	16 External 8 College Representatives	Green
Paramedic and Emergency Services Fundamentals	May 26, 2017	10 External 9 College Representatives	Green

[2] Green: Very active and engaged PAC with diverse membership representing a cross-section of industry.
Yellow: Moderately active and engaged PAC with reasonably diverse membership.
Red: PAC that requires attention and review of membership.

PAC - Program / Program Cluster	Last meeting date	Membership	Status[2]
Victimology	June 1, 2017	11 External 3 College Representatives	Red
Youth Justice (Corrections) & Interventions	May 9, 2017	15 External 5 College Representatives	Green

[2] Green: Very active and engaged PAC with diverse membership representing a cross-section of industry.
Yellow: Moderately active and engaged PAC with reasonably diverse membership.
Red: PAC that requires attention and review of membership.

Key recommendations

Program area	Recommendation	Action Plan	Status	Responsibility
Advanced Law Enforcement & Investigations (LAW) /Police Foundations(POFD)/ Protection, Security & Investigation (PSI)	Review the LAW program of study (POS) for opportunities to add differentiating courses.	Review POS	Completed	Program Coordinator
	Ensure PSI students are informed of bridging opportunities.	Develop communication plan	Ongoing	Program Coordinator and program team
Court Support Services (CTSS)	Establish a field observation placement panel composed of former graduates for the fall semester.	Contact former graduates	Ongoing	Program Coordinator
	Review method of grading transcript assignments.	Review	Ongoing	Program Coordinator / relevant faculty member
	Identify courthouse staff to take the lead for the Conflict in the Workplace workshop.	Contact courthouse staff	Ongoing	Faculty team
	Change the Career Preparation course to three hours.	Submit POS change request	Completed	Program Coordinator

Program area	Recommendation	Action Plan	Status	Responsibility
Fire and Life Safety Systems Technician (FLST)	Discuss with Canadian Fire Alarm Association (CFAA) potential certification of Durham College (DC) course offerings.	Contact CFAA	Ongoing	Program Coordinator
	Emphasize breadth of career options to current students.	Reach out to graduates and arrange for them to speak to current students and/or join the PAC.	Ongoing	Program Coordinator
	Investigate adding a work-study student to assist in the FLST lab.	Program Coordinator to meet with dean to discuss.	Ongoing	Program Coordinator
	Discuss embedding specialty certifications in potential third year curriculum.	Program Coordinator to meet with dean to discuss.	Ongoing	Program Coordinator
Pre-Service Fire Education and Training (PFET)	R. Hofmann will meet with the Office of the Fire Marshal (OFM) regarding DC offerings	Meeting set up	Ongoing	Manager, Justice & Emergency Services (JES)
Law Clerk Advanced Fast Track (LCAD/LCAF) and Office Admin. – Legal (OFLG)	Review of Insurance Law course to incorporate industry changes to be conducted.	Review course outline	Ongoing	Program Coordinator / faculty member
	Analyze the OFLG program of studies and evaluate the feasibility of the Co-op option.	Review POS and discuss with employers	Ongoing	Program Coordinator

Program area	Recommendation	Action Plan	Status	Responsibility
Mediation – Alternative Dispute Resolution (MADR)	Contact the ADR Institute of Ontario (ADRIO) regarding internship opportunities.	Contact ADRIO	Ongoing	Program Team
	Provide a link regarding global classroom to committee members and solicit ideas from PAC members.	Provide link	Completed/ongoing	Program Coordinator
	Consider addition of a Tribunals course to the program.	Review in program team meeting	Ongoing	Program Team
911 Emergency & Call Centre Communications (EMCC)	Send communication regarding GNED selection to applicants through Strategic Enrolment Services prior to the selection of courses for the fall semester.	Draft communication	Ongoing	Program Coordinator
	Committee members to provide feedback regarding removing the terminology “dispatch” from course names. If applicable a name change will be requested for the applicable courses.	Solicit feedback and submit POS change form	Complete	Program Coordinator
	A. Patrick and M. Taaffe will update the PAC committee membership list and review new member recommendations from the committee.	Review PAC membership	Ongoing	Program Coordinator and program team

Program area	Recommendation	Action Plan	Status	Responsibility
Paralegal Programs (CTA/CTAP)	Continue to liaise with the local bar to support Continuing Professional Development (CPD) events. Provide an update on the final report to the Law Society regarding the audit.	Contact local bar Prepare update	Ongoing Ongoing	Program Coordinator / Placement Coordinator Program Coordinator
Paramedic and Emergency Services Fundamentals (PPC/PADV)	Explore employer funded training options and models.	Contact interested employers	Ongoing	Program Coordinator
Victimology (VICT)	Complete a mini-mapping session. Expand advisory committee membership. Include capstone project in POS	Schedule session Contact PAC members for suggestions. Work with Career Services regarding E-portfolio development as a student capstone project.	Completed Ongoing Ongoing	Program Coordinator Program Coordinator Program Coordinator
Youth Justice & Interventions (YJI)	Consider the inclusion of the holistic approach into the curriculum and/or as a possible conference topic. Investigate providing the Durham District School Board (DDSB) training for UOIT teacher candidates to YJI students.	Review of curriculum Contact DDSB	Ongoing Ongoing	Program Coordinator Program Coordinator

School of Interdisciplinary Studies

PAC - Program / Program Cluster	Last meeting date	Membership	Status[3]
General Arts & Science – Liberal Arts	May 17, 2017	9 External 9 College Representatives	Green
General Arts & Science – Health and Sciences	May 17, 2017	9 External 9 College Representatives	Green

[3] Green: Very active and engaged PAC with diverse membership representing a cross-section of industry.
Yellow: Moderately active and engaged PAC with reasonably diverse membership.
Red: PAC that requires attention and review of membership.

Key recommendations

Program area	Recommendation	Action Plan	Status	Responsibility
General Arts & Science (GAS) – Liberal Arts	The Associate Dean will provide overview of changes to the computer course.	Present the new IT for Health Care and the new Computer Applications courses at the next PAC meeting.	Completed	Associate Dean
	The coordinator will verify if any current course covers the Customs Act.	Investigate content in Canadian Law and Canadian Government GNED courses to see if the Customs Act is covered at all.	Ongoing	Program Coordinator
	The Student Advisor will continue to improve communication with students.	Continue to look for effective ways to reach out to and to communicate regularly with students to provide academic advising.	Ongoing	Student Advisor
General Arts & Science – Health and Sciences	Math Anxiety transition program pilot.	Promote Student Academic Learning Services (SALS) Math Boot Camp to all new GAS and Pre-Health Students as part of Start Strong.	Ongoing	Student Advisor
	GAS student testimonials	Continue to collect GAS student/graduate testimonials.	Ongoing	Program Coordinator
	Math College/High-school Collaboration Forum	Investigate possible collaboration to explore expectations in higher education and the level of preparedness of high school graduates.	Ongoing	UOIT colleague
	Invite former GASS students into current GASS courses to discuss future opportunities.	Invite successful GASS students into class, in term, to discuss future opportunities.	Ongoing	UOIT colleague and faculty team

Program area	Recommendation	Action Plan	Status	Responsibility
	Academic dishonesty and integrity follow-up	Ensure that all faculty are aware of and applying the appropriate academic integrity policy and processes across all classes keeping in mind a need to allow for learning experiences involving potential for plagiarism. Additionally, ensuring that UOIT students coming to DC for GASS remediation are aware of DC policies and procedures regarding academic integrity and how they may be the same, or different from UOIT's own.	Ongoing	Associate Dean and UOIT colleague

School of Health & Community Services

PAC - Program / Program Cluster	Last meeting date	Membership	Status[4]
Activation Coordination in Gerontology	April 26, 2017	13 External 6 College Representatives	Green
Animal Care	May 11, 2017	9 External 5 College Representatives	Green
Child and Youth Worker	May 3, 2017	9 External 7 College Representatives	Green
CICE – Community Integration through Cooperative Education	May 10, 2017	5 External 6 College Representatives	Yellow
Communicative Disorders Assistant	May 8, 2017	9 External 6 College Representatives	Green
Community (Addictions and Mental Health/Social Services Worker) and Community Services and Child Studies Foundation	May 17, 2017	13 External 11 College Representatives	Green
Dental Programs (DA/DH/Dental Reception and Administration)	June 23, 2017	11 External 9 College Representatives	Red
Developmental Services Worker	April 27, 2017	10 External 7 College Representatives	Green
Early Childhood Education	May 9, 2017	11 External 6 College Representatives	Green
Fitness & Health Promotion	May 4, 2017	15 External 7 College Representatives	Green

[4] Green: Very active and engaged PAC with diverse membership representing a cross-section of industry.
Yellow: Moderately active and engaged PAC with reasonably diverse membership.
Red: PAC that requires attention and review of membership.

PAC - Program / Program Cluster	Last meeting date	Membership	Status[4]
Occupational Therapist Assistant/Physiotherapist Assistant (OTA/PTA)	April 24, 2017	17 External 5 College Representatives	Green
Practical Nursing/Personal Support Worker and Critical Care Nursing	May 2, 2017	17 External 8 College Representatives	Red

[4] Green: Very active and engaged PAC with diverse membership representing a cross-section of industry.
Yellow: Moderately active and engaged PAC with reasonably diverse membership.
Red: PAC that requires attention and review of membership.

Key recommendations

Program area	Recommendation	Action Plan	Status	Responsibility
Activation Coordination in Gerontology	Review the Ontario Colleges application website to see where the program is listed.	Discuss with Admissions the possibility of expanding website.	Completed	Program Coordinator
Animal Care	Ensure student voice is heard.	Recruit a recent graduate student.	In Progress	Program Coordinator
Child & Youth Care	Obtain evaluation methods of employability skills and types of training/skills required by agencies.	PAC members to seek this information from their respective Human Resources departments.	In Progress	Associate Dean
Communicative Disorders Assistant	Look into simulation equipment and exercises to support students' learning.		In Progress	Program Team
Developmental Services Worker	More emphasis should be placed on settings beyond residential experiences as discussed in Semester 4 Professional Communication class.	Explore more placement opportunities.	In Progress	Program Coordinator
Community (ADMH, SSW, CSCSF)	Assist SSW students with professionalism issues. Assist ADMH students with applying for placements outside of Durham Region.	An issues and ethics courses will be introduced to SSW students. Durham College encouraged to provide material highlighting key courses and training given to students to build creditable relationships with GTA employers.	In Progress In Progress	Program Coordinator

Program area	Recommendation	Action Plan	Status	Responsibility
PN/PSW/CC	Provide members with updated By-Laws and Solutions for Business brochure. Use Doodle poll survey to maximize attendance. Require new PAC Chair.	Doodle poll sent. Documents were sent via e-mail to the Membership.	Chair selection is in progress.	Recorder/Program Coordinator
CICE	Provide members with updated By-Laws and Solutions for Business brochure.	Documents were e-mailed to the Membership.	Completed	Recorder
OTA & PTA	Provide membership with a copy of the PAC By-Laws. Incorporate exercise physiology, functional anatomy classes throughout the second year.	Document was sent via e-mail to the membership with Minutes. Faculty completed the incorporation of exercise physiology and functional anatomy to their classes, Spring 2017.	Completed	Recorder Program Coordinator
FITS	FHP team to look at the BPS (Biopsychosocial) model and how the Program supports the rising trend.	Examine how BPS topics are to be integrated and discussed in the Program.	In Progress	Program Coordinators
ECE	YMCA to send YouTube recruitment video to PAC membership and to faculty for students to use as reference.	Follow up at next meeting	In Progress	Program Coordinators

Program area	Recommendation	Action Plan	Status	Responsibility
Dental Programs	Determine if courses involving a research paper/assignment could be included in the curriculum as well as if it could be utilized as the criteria for a student award provided by Dentsply.	DH Program Coordinator will connect with Faculty teaching Research.	In Progress	Program Coordinator

School of Science & Engineering Technology

PAC - Program / Program Cluster	Last meeting date	Membership	Status[5]
Architectural Technician/Architectural Technology	June 13, 2017	9 External 3 College Representatives	Yellow
Biomedical Engineering Technology	April 12, 2017	6 External 4 College Representatives	Green
Biotechnology – Advanced (combined with Pharmaceutical and Food Science Technology)	April 6, 2107	11 External for each program 5 College Representatives	Green
Chemical Engineering Technology	May 18, 2017	9 External 3 College Representatives	Green
Chemical Laboratory Technician	May 4, 2017	7 External 3 College Representatives	Yellow
Electronics (Electronic Engineering Technician/ Electronic Engineering Technology)	April 4, 2017	9 External 3 College Representatives	Green
Electro-Mechanical Engineering Technology	March 7, 2017	11 External 3 College Representatives	Green
Environmental Technology	June 1, 2017	10 External 3 College Representatives	Green
Food and Farming	March 29, 2017	8 External 3 College Representatives	Green
Horticulture Technician	March 27, 2017	7 External 3 College Representatives	Green

[5] Green: Very active and engaged PAC with diverse membership representing a cross-section of industry.
Yellow: Moderately active and engaged PAC with reasonably diverse membership.
Red: PAC that requires attention and review of membership.

PAC - Program / Program Cluster	Last meeting date	Membership	Status[5]
Mechanical (Mechanical Engineering Technician/ Mechanical Engineering Technology)	June 6, 2017	11 External 3 College Representatives	Green
Mechanical Engineering Technician - Non-Destructive Evaluation	May 31, 2017	7 External 3 College Representatives	Yellow
Pharmaceutical and Food Science Technology (combined with Biotechnology – Advanced)	April 6, 2017	See Biotechnology	Green
Water Quality Technician	June 8, 2017	9 External 3 College Representatives	Yellow

[5] Green: Very active and engaged PAC with diverse membership representing a cross-section of industry.
Yellow: Moderately active and engaged PAC with reasonably diverse membership.
Red: PAC that requires attention and review of membership.

Key recommendations

Program area	Recommendation	Action Plan	Status	Responsibility
Architecture Technician/Technology	Investigate the feasibility to purchase the online 2017 building code rather than a desk copy.	Submit the request to the library.	Completed	Executive Dean
Biomedical Engineering Technology	Investigate the feasibility to develop a post graduate certificate in Clinical IT.	Research and develop the idea.	In process	Executive Deans, Schools of SET, HCS and BITM Vice President, Academic
Biotechnology Advanced Technology	Emphasize the importance of data integrity.	Add a mock audit to one of the BITY courses.	In process	Faculty member
Chemical Engineering Technology	Emphasize Process Safety Analysis.	Review Spring 2017 and develop Fall 2017 for INDC 6100 via case studies where they draw balance and measure key parameters of a system.	In process	Faculty member
Chemical Laboratory Technician	Lab expertise will become more critical in terms of calibrating, validating and checking equipment before it is utilized. Review the overlap between Pharmaceutics and Quality Assurance/Quality Control (QA/QC).	Program team will review how to best ensure students are getting the opportunity to calibrate lab equipment prior to use in INST 2134. Program team will review fall 2017.	In process Completed	Program Coordinator Program Coordinator

Program area	Recommendation	Action Plan	Status	Responsibility
Electromechanical Engineering Technology (EMTY)	Implement AutoCAD Electrical into the program. IT and web interactions are becoming more popular Trends of automation specific safety increasing in all industries and Program Logic Controls (PLCs) and High Definition Multi-media Imaging (HDMI) moving towards energy savings.	The software will be requested in the software survey Spring 2017. Add Computers and Networking. During the EMTY mapping develop a plan regarding safety, energy and code content.	Completed Completed In process	Program Coordinator to communicate this to program team and Associate Dean.
Electronics Engineering Technician /Technology	Ensure students understand how to test their devices according to safety codes and standards.	Develop the code course and implement a few applications into other courses such as the capstone project.	In process	Program Team
Environmental Technology	Develop a more comprehensive way to understand the regulations.	Develop case studies that are current and relevant and provide an opportunity for students to prepare government paperwork.	Completed	Program Team

Program area	Recommendation	Action Plan	Status	Responsibility
Horticulture Technician	Students need more time on construction equipment.	During the spring Annual Program Review (APR) process faculty will review course outlines and identify which course could provide additional equipment training or off site workshops, which include safety.	Completed	Program Coordinator and Associate Dean, CFF
Horticulture - Food and Farming Technician	Students need more time on farm equipment.	During the spring annual program review process faculty will review course outlines and identify which course could provide additional equipment training or off site workshops, which include safety.	Completed	Program Coordinator and Associate Dean, CFF
Mechanical Engineering Technician and Technology	Investigate additional ways to support high level courses in terms of tutoring.	Get approval to hire program specific group tutors.	In process and on going	Dean and Associate Dean to work with faculty and Student Academic Learning Services (SALS)
Pharmaceutical and Food Science Technology	Investigate a four week placement at the end of semester rather than one day a week during semester.	Prepare a survey and distribute a placement survey regarding delivery module two to four at the end of semester six.	In process	Placement Advisor and Placement Faculty

Centre for Food

PAC - Program / Program Cluster	Last meeting date	Membership	Status[6]
Culinary Skills/Culinary Management	March 28, 2017	3 External 1 College Representatives	Red
Hospitality Skills/Management, Special Events/Event Planning	May 30, 2017	7 External 3 College Representatives	Green

[6] Green: Very active and engaged PAC with diverse membership representing a cross-section of industry.
Yellow: Moderately active and engaged PAC with reasonably diverse membership.
Red: PAC that requires attention and review of membership.

Key Recommendations

Program area	Recommendation	Action Plan	Status	Responsibility
Hospitality/Events	Program course overviews to better understand program learning outcomes.	Faculty to present information on course and ask that membership provide ideas/suggestions to program coordinator.	In progress	Program Coordinator
Culinary	Membership recruitment/engagement	Engage current members in reaching out to possible new members. Target key industry contacts and reach out with information.	In progress	Associate Dean/Program Coordinator
Hospitality/Events	Explore opportunities to make students aware of the Hospitality industry	Faculty to increase visits to local high schools. Increase opportunities for high school students to visit/tour the campus Organize "Student for a day for all programs"	In progress	Associate dean/program coordinator/faculty team
Hospitality/Events	Incorporate industry leaders into class mock interviews	Establish a roster of industry leaders to volunteer their time to conduct in-class mock interviews, thereby helping students better prepare for post-graduation success.	In progress	Program coordinator
Culinary/Hospitality/Events	Strengthen relationships with high schools	Conduct high school visits Reach out to high school guidance counselors/faculty teams with opportunities to better understand our programs.	In progress	Program coordinator

School of Skilled Trades, Apprenticeship & Renewable Technology

PAC - Program / Program Cluster	Last meeting date	Membership	Status[7]
Construction Carpentry - Sustainable	November 22, 2016	6 External 10 College Representatives	Red
Crane Operation, Rigging & Construction Techniques	January 26, 2017	12 External 7 College Representatives	Yellow
Electrical Technician - Instrumentation and Control and Electrical Techniques	February 7, 2017	15 External 5 College Representatives	Red
Heating, Ventilation, Air Conditioning Techniques/Gas Technician 2	November 10, 2016	7 External 7 College Representatives	Red
Mechanical Technician - Millwright	April 6, 2017	10 External 7 College Representatives	Green
Mechanical Techniques – Plumbing Techniques	July 19, 2017	9 External 4 College Representatives	Green
Motive Power Technician	March 28, 2017	11 External 6 College Representatives	Green
Power Engineering Technician	September 25, 2017	5 External 7 College Representatives	Yellow
Welding Techniques	January 4, 2017	13 External 8 College Representatives	Green

[7] Green: Very active and engaged PAC with diverse membership representing a cross-section of industry.
Yellow: Moderately active and engaged PAC with reasonably diverse membership.
Red: PAC that requires attention and review of membership.

Key recommendations

Program area	Recommendation	Action Plan	Status	Responsibility
Construction Carpentry – Sustainable (CCST)	Conduct graduate focus group	Obtain list of employers that have hired graduates of the CCST program and provide to E. Thacker for upcoming focus groups	In process	Administrative Assistant
	Secure new members	Organize an industry Open House at the next Durham Home Builders Association meeting to recruit additional PAC members.	Complete	Program Coordinator
	Increase awareness	Schedule a field trip for students to tour Steve Snider's Net Zero Ready home.	In process	Program Coordinator and Program Team
Crane Operation, Rigging & Constructions Techniques	Develop Drilling Training course	Follow up with Corporate Training Services (CTS) regarding Drill Training course development.	In process	Dean
	Change program name to include Crane Operator	Further, investigate the potential for a post-secondary Foundations program, either as a parallel program to the CORC Techniques or as a graduate certificate.	Complete	Committee
Electrical Technician - Instrumentation and Control and Electrical Techniques	PAC committee recruiting event	External industry focus group for comprehensive program review.	In process	Program Coordinator and Associate Dean

Program area	Recommendation	Action Plan	Status	Responsibility
Heating, Ventilation, Air Conditioning Techniques/Gas Technician 2	Increase intake of HVAC.	Shop expansion to accommodate the demand for qualified HVAC graduates.	In process	Dean
	Target new PAC members from specific industries.	Invite representative from the propane industry, Enbridge Gas, and HRAI to join the program advisory.	Pending	Committee
Mechanical Technician - Millwright	Observe what others have done in their shops and programs.	Durham College will visit other institutions across Canada.	In process	Faculty
	Develop curriculum for new components.	Faculty to work with Chris Tozer of OPG to determine the curriculum for the torque trainer and compressor maintenance.	Complete	Faculty
	Dean to schedule a “hail and farewell” appreciation event in the fall to celebrate the outgoing and incoming program advisory members and chairs.	Determine a date for the event.	Pending	Dean
	Review emergency procedures at the school spring meeting as an example of how Durham College can reinforce its commitment to safety.	Create summary of procedures to review at staff meetings.	Pending	Dean
	Determine with the Ministry that our articulation agreement will still provide students with a Certificate of Completion.	Follow-up with Ministry.	Pending	Dean and Program Coordinator

Program area	Recommendation	Action Plan	Status	Responsibility
Mechanical Techniques - Plumbing Techniques	Send out course outlines with meeting minutes. Increase food services throughout the summer.	Outlines to be attached to meeting minutes. Request for extended food services through the summer months.	Complete Complete	Admin. Coordinator Dean
Motive Power Technician	Increase electrical training in the program.	Third party educational simulation software.	Complete	Program Coordinator
Power Engineering Technician	Introduce Power Engineering Techniques – 4th class. Implement new boiler into curriculum.	New program being submitted to Board of Governors for approval. Curriculum binder submitted to TSSA for approval.	Complete Complete	Dean and Program Coordinator Dean and Program Coordinator
Welding Techniques	Implement hybrid courses. Recommend field placement or Co-op.	Working with Corporate Training Services to develop WELD 3300 as on online course. WETN is pursuing Co-op. New program being submitted to Board of Governors for approval.	In Process Complete In Process	Program Coordinator Dean and Program Coordinator Dean and Program Coordinator

School of Media, Art & Design

PAC - Program / Program Cluster	Last meeting date	Membership	Status[8]
Advertising and Marketing Communications/ Advertising – Digital Media Management Grad. Cert.	May 2, 2017	13 External 5 College Representatives	Red
Advanced Filmmaking Grad Cert., Digital Photography, Digital Video	April 25, 2017	9 External 7 College Representatives	Green
Animation – Digital Arts/Animation – Digital Production/Game Development/VFX and Digital Cinema	April 18, 2017	10 External 6 College Representatives	Yellow
Broadcasting for Contemporary Media	March 30, 2017	12 External 5 College Representatives	Red
Fine Arts – Advanced and Foundations in Art & Design	June 6, 2017	9 External 9 College Representatives	Green
Graphic Design	April 5, 2017	8 External 5 College Representatives	Red
Interactive Media Design/Contemporary Web Design/ Interactive Media Management Grad Cert./Web Applications for Mobile Computing /Media Fundamentals	March 7, 2017	11 External 9 College Representatives	Yellow
Journalism – Broadcast and Electronic Media/ Journalism – Web and Print/ Investigative Journalism and Documentary Production Grad Cert.	September 27, 2016	9 External 4 College Representatives	Red

[8] Green: Very active and engaged PAC with diverse membership representing a cross-section of industry.
Yellow: Moderately active and engaged PAC with reasonably diverse membership.
Red: PAC that requires attention and review of membership.

PAC - Program / Program Cluster	Last meeting date	Membership	Status[8]
Music Business Management/Music Business Administration	May 30, 2017	10 External 4 College Representatives	Yellow
Public Relations	May 9, 2017	11 External 5 College Representatives	Green

[1] Green: Very active and engaged PAC with diverse membership representing a cross-section of industry.
Yellow: Moderately active and engaged PAC with reasonably diverse membership.
Red: PAC that requires attention and review of membership.

Key recommendations

Program area	Recommendation	Action Plan	Status	Responsibility
Advertising and Marketing Communications/ Advertising – Digital Media Management Grad. Cert.	Develop a Tip Sheet on effective group work for distribution each time a group project is assigned.	Faculty will collaborate with PAC to develop group work structure that recapitulates industry practice.	Completed	Program Team
	Develop mentorship program between second and first-year students.	Program Team will incorporate experience into curriculum and begin training second-year students.	Ongoing	Program Team
Advanced Filmmaking Grad Cert., Digital Photography, Digital Video	Teach students to keep a shot log for each project they produce.	Revise course outlines.	Completed	Program Team
	Teach printing skills.	Install printers and drivers in an accessible location.	Completed	Tech Team
	Explore file archiving for videos shot in 4K.	New servers require new processes, which are currently underway.	In progress.	Tech Team and Program Coordinator
Animation – Digital Arts/Animation – Digital Production/Game Development/VFX and Digital Cinema	Arrange studio tours for students.	Contact PAC members and other partners.	In Progress	Program Coordinator
	Incorporate Substance Suite into curriculum. Start the move away from Maya.	Revise course outlines and make room for Substance by reducing Maya content.	In progress.	Program Team
	Involve students in 'Level Up'. Partner with other institutions to design full games.	Revise course outlines and contact likely partners.	Ongoing	Program Team

Program area	Recommendation	Action Plan	Status	Responsibility
Broadcasting for Contemporary Media	Increase time spent on and with the Tricaster. More feedback given to the students.	Revise course outlines. Review need for rigorous feedback for students.	In Progress Ongoing	Program Team Program Team
Fine Arts – Advanced and Foundations in Art & Design	Review content in the Entrepreneurship course. Improve access to studios after hours. Painting classrooms are at capacity. Source more exhibition spaces on campus.	Review and/or revise course outline Review process with security. Review class sizes. Propose additional space requirements during capital requests time period.	In Progress Ongoing Completed Ongoing	Program Team Program Coordinator Program Coordinator and Associate Dean Dean
Graphic Design	Expand Advisory Committee membership.	Contact PAC members for suggestions.	Ongoing	Program Coordinator

Program area	Recommendation	Action Plan	Status	Responsibility
Interactive Media Design/Contemporary Web Design/ Interactive Media Management Grad Cert./Web Applications for Mobile Computing /Media Fundamentals	Introduce animation for motion in Media Fundamentals Program.	Change course outlines to create a sequence of learning for simple animation.	In Progress	Program Team
	Improve project management and presentation skills in Media Fundamentals.	Add project management and CLO's in second semester course to emphasize these skills. Revise course outline.	In Progress	Program Team
	Introduce PHP (Personal Homepage Hypertext Processor), a server-side scripting language to modify the WordPress course (Interactive Design and Contemporary Web Design Programs) – by the third week.	Review and revise course outline.	Completed	Program Team
Journalism – Broadcast and Electronic Media/ Journalism – Web and Print/ Investigative Journalism and Documentary Production Grad Cert.	Spring meeting was cancelled due to breaking news story.			
Music Business Management/Music Business Administration	Update curriculum in the Personal Finance course.	Review and revise course outline.	Ongoing	Program Team
	Inform students of upcoming events	Program team to communicate effectively with each other regarding event.	Ongoing	Program Team

Program area	Recommendation	Action Plan	Status	Responsibility
Public Relations	Review how feedback is offered on assignments.	Discuss at program meetings with FT and contract faculty.	Ongoing	Program Team
	Recommend balancing analytics in Social Media course. Consider Hootsuite and Sprout Social.	Review and revise course outline to reflect social media programs.	In Progress	Program Team

Public Report

Report Number: BOG-2017-122

To: Board of Governors

From: Meri Kim Oliver, Vice-President, Student Affairs & Elaine Popp, Vice-President, Academic

Date of Report: October 13, 2017

Date of Meeting: October 18, 2017

Subject: Domestic and International Enrolment Report – September 2017

1. Purpose

The purpose of the report is to provide current enrolment information to the Board of Governors

2. Recommendation

It is recommended to the Durham College Board of Governors:

That Report BOG-2017-122, providing current enrolment information as of September 2017, be received for information.

3. Background

Enrolment targets establish the foundation for college budgets and strategic planning. During 2017 the college system witnessed an increase in overall domestic applications of 2.1%. The direct entry applications (secondary school students moving directly to post-secondary) were down by -0.1% while indirect entry applications were up by 3.2%. Durham College experienced an application decline of -1.28% for domestic applications; however, the conversion of applicants to registered students resulted in a 3.01% increase in domestic enrolment. This equates to 6827 domestic students registered in September 2017, which is an increase of 200 students over September 2016 as of the "Day Ten" count.

New international student confirmations, as of Day Ten count show an increase of 494 students from over 50 countries.

Total enrolment as of September 2017, including new and returning students, domestic and international is 11,467 which represents an increase of 687 students over the total enrolment in September 2016.

4. Discussion/Options

As a result of the new funding model implemented by the Ministry of Advanced Education and Skills Development, known as “corridor funding”, the enrolment target for domestic students for 2018 will match the enrolment numbers achieved in 2017.

For 2018, international student enrolment will increase by approximately 450 students, over the three semesters.

5. Financial/Human Resource Implications

Static domestic enrolment means that budget projections will be more stable; however, the corridor funding model also means that there is no potential to increase funding from the Ministry by increasing enrolment. This may create budget pressures for 2018 and beyond.

6. Implications for the Joint Campus Master Plan

If domestic enrolment does not increase for a lengthy period of time, the need for future expansion may be dependent on an increase in international enrolment.

7. Implications for UOIT

Budget pressures for Durham College will impact joint service areas and the capacity for joint projects.

8. Relationship to the Strategic Plan/Business Plan

Our students: Our goal is to maintain optimum enrolment to ensure high quality programs can be delivered to capacity classes.

Our business: Our ability to maintain high quality programs is directly tied to enrolment.

Public Report

Report Number: BOG-2017-108

To: Board of Governors

From: Don Lovisa, President

Date of Report: October 2, 2017

Date of Meeting: October 18, 2017

Subject: First Update on the 2017-2018 Business Plan

1. Purpose

The purpose of this report is to provide the first update on the 2017-2018 Business Plan.

2. Recommendation

It is recommended to the Durham College Board of Governors:

That Report BOG-2017-108, providing the first update on the 2017-2018 Business Plan, be received for information.

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 bring Business Plan reports to the Durham College Board of Governors throughout the year. This is the first of three reports to be shared with the Board of Governors.

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 (2017-2020), 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 Advanced Education and Skills Development (MAESD) uses the information provided in college business plans for government planning and policy-making purposes.

The Durham College Board of Governors approved the 2017-2018 Business Plan at its meeting of May 12, 2017 (Report BOG-2017-79). The 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

The following describes the progress made to date across the four goals set out in the 2017-2018 Business Plan, involving employees from academic schools and departments of every area of Durham College operations.

The accompanying 2017-2018 Business Plan Scorecard describes in detail the progress made on each objective; most activities for the 61 objectives are tracking well for completion with ten (10) items completed to date, and two (2) items facing timeline challenges due to a change in scope (systems to support Corporate Training Services (CTS) and a later start date for eCampusOntario project). Highlights from the scorecard are as follows:

4.1 Our Students

- Implementing recruitment and enrolment strategies that achieve DC established targets by increasing the domestic and international enrolment targets; diversifying the international student recruitment by strengthening recruitment activities in Russia, Brazil, East Africa, Central America, Indonesia, Philippines and Vietnam; implementing system functionality to support the school of Continuing Education (CE) and Corporate Training Services (CTS); developing and implementing program-specific media relations to improve program reputation.
- Supporting program development and excellence by embedding indigenous studies and knowledge in program curricula in alignment with the Truth and Reconciliation (TRC) report and with the support of the aboriginal education circle; continue launching market driven programs; launching of fully online programs supported by eCampusOntario round 4; launching co-operative education programs and continuing to explore additional co-op programs to be launched in 2018-2019.

- Expanding access to quality student services by developing and launching additional degree programs; continuing to advance entrepreneurship including social entrepreneurship with academic and community partners; building education abroad partnerships and procedures to encourage student and employee exchange, and work integrated learning opportunities in targeted regions; developing and launching a refreshed Academic Plan; developing a strategic response to student mental health/resilience; creating an inclusive campus environment through the implementation of comprehensive organizational strategies in support of the diverse campus population; exploring the development and implantation of a restorative justice program on campus; developing academic support resources for new programs including degree programs.
- Deepening alumni engagement and recognition to strengthen the lifelong relationship with DC students by elevating the perceived value of the Durham College Alumni Association to students.

4.2 Our People

- Supporting employee development by revitalizing the new employee orientation program; implementing a professional development advisory/communications team to promote professional development and wellness programs; aligning professional development to employee engagement, personal and professional development, enhancing teaching and learning and succession planning.
- Researching and designing a professional development program for middle management employees.
- Expanding mental health first aid training for employees.

4.3 Our Business

- Renewing the Strategic Mandate Agreement (SMA), aligning the agreement with the DC strategic plan (2017-2020)
- Providing college system leadership through participation in college and community-related committees and initiatives
- Implementing system changes to OSAP and Net Tuition by implementing OSAP changes with supports to students and serving as a pilot institution implementing the Ministry's "Net Tuition" initiative within the required timelines
- Continuing the Centre for Collaborative Education (CFCE) build

- Implementing the next iteration of the W. Galen Centre For Food (CFF) vision at the Whitby Campus
- Enhancing the Whitby Campus entrance through the College's 50th Anniversary Commemorative Fund
- Continuing to renovate and enhance the Oshawa campus to support continuity in programs and services
- Supporting effective college governance through reviewing operational policies and procedures; implementing DC-wide records management best practices; facilitating support for the Board of Governors; ensuring financial sustainability and contributing to the sustainability of our communities.

4.4 Our Community

- Supporting partners in reaching their community goals
- Advancing applied research partnerships
- Completing the 50th anniversary celebrations
- Growing, retaining and engaging our donor bases
- Enhancing Durham College's community profile through the Corporate Council
- Supporting DC student advocacy

5. Financial/Human Resource Implications

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

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for UOIT

There are no implications for UOIT.

8. Relationship to the Strategic Plan/Business Plan

The 2017-2018 Business Plan supports the 2017-2020 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 provide students with the best possible learning experience.
2. **Our People** - To optimize the experience and expertise of our people and help them make the best possible contribution toward the student experience.
3. **Our Business** - To manage resources responsibly and ensure that we are financially and environmentally sustainable, demonstrate good governance, and are leaders in the support of outstanding teaching and learning.
4. **Our Community** - To contribute and respond to the economic, social and environmental well-being of our community.

2017-2018 Business Plan Scorecard

DURHAM COLLEGE
SUCCESS MATTERS

OUR STUDENTS

Goal: To provide students with the best possible learning experience. We will:

- Deliver high-quality programs to help students develop a wide range of career-ready skills.
- Expand flexible, experiential and global learning opportunities.
- Support students' wellbeing with a focus on adaptability and resilience.
- Build lifelong relationships with students.

Objective	Action	Measurement	Lead	Update on Actions	Status
1.Implement recruitment and enrolment strategies that achieve DC established targets	• Increase domestic enrolment target.	• Post-secondary student domestic enrolment will increase in selective areas, by approximately 210-415 students over the three semesters in 2017-18 from an average headcount of 20,770 students to 20,975 – an overall increase of 2%.	Vice-President, Academic and Vice-President, Student Affairs	• Strategic Enrolment Services, the academic schools, the Office of International Education, and the Office of Vice-President, Academic established program-level enrolment targets to ensure enrolment target of a 2% growth was to be met. • At this point domestic enorlment is on track to meet or exceed the 2% target increase.	On Track On Track
	• Increase international enrolment target.	• Post-secondary student international enrolment will increase in selective areas by approximately 405 students over 3 semesters in 2017-18 from an average headcount of 1524 to 1935 – an overall increase of 27%.	Vice-President, Academic	• While official numbers will not be available until after the tenth day of classes, it is anticipated that DC will welcome 700 new and 390 returning international students.	On Track
	• Diversify international student recruitment by strengthening recruitment activities in the following countries and areas: Russia, Brazil,	• Growth in the number of countries represented on campus by international students by 5% (from 54 countries).	Vice-President, Academic	• Recruitment efforts with diversification as a goal are providing results as they continue to grow in breadth. Applications from Central America and East Africa have increased by 40%, and 70% for Brazil.	On Track

2017-2018 Business Plan Scorecard

Objective	Action	Measurement	Lead	Update on Actions	Status
	East Africa, Central America, Indonesia, Philippines and Vietnam.			• New express study programs in Vietnam and the Philippines, which facilitate study permit applications for students, will continue to have a positive impact on students from those countries applying to study with Durham College. • Participation in regional fairs in Indonesia, East Africa, and Eastern Europe will lead to better recognition of DC in these markets. • Key recruitment personnel for China, East Africa, and Russia are expected to reap dividends for the next cycle.	
	• Implement system functionality to support the school of Continuing Education (CE) students in declaring their post-secondary program of choice at the time of registration.	• Project scope, time, budget and milestones confirmed to achieve 100% system functionality.	Vice-President, Academic	• Non-post-secondary program declaration functionality completed and in place as of July 2017. Work on the ability to declare post-secondary Ontario level credentials continuing.	On Track
	• Implement system functionality to support Corporate Training Services (CTS) customers with the ability to register for core services and programs.	• Project scope, time, budget and milestones confirmed to achieve 100% system functionality.	Vice-President, Academic and Chief Administrative Officer	• Scope change: Online registration capability is only part of larger overall requirement to provide students and staff better experience. • New scope includes: Customer Relationship Management (CRM), Registration Management System (RMS), credit card integration,	At Risk

2017-2018 Business Plan Scorecard

Objective	Action	Measurement	Lead	Update on Actions	Status
				Banner integration, and analytics reporting capabilities. • DC IT will be able to provide part of the desired solution. • Third party RMS/CRM systems being evaluated to complete project.	
	• Develop and implement program-specific marketing strategies to help build awareness and reputation of DC's program quality, ultimately driving an increase in applications for the 2018 and 2019 intakes.	• Launch program-specific online strategy for identified programs. • Increase applications by 5-7% to each identified program (based on funding and program performance). • Increase traffic to identified program pages by 200,000 visits.	Chief Administrative Officer	• Phase 1 (55 programs) paid and organic social and digital media advertising was launched on July 10 and will be completed by August 30. Current analytics indicate: • Paid: 36,000 clicks to DC website • Organic: 5000+ engagements; 3,000 clicks to DC website • As DC is currently in the conversion stage of the applicant cycle, phase 1 is able to support conversion activities. The Admissions and Recruitment team are reporting 3% increase in conversion and 6% increase in paid, year over year comparison. • Phase 2 (22 programs) paid and organic social and digital media advertising will launch in September through to October. • Phases 3 and 4 – final details being confirmed with project team for roll out this fall through to spring 2018.	On Track

2017-2018 Business Plan Scorecard

Objective	Action	Measurement	Lead	Update on Actions	Status
	• Implement a program-specific media relations strategy to improve program reputation.	• Develop editorial calendar and faculty expert's guide to proactively seek media relations opportunities. • Increase media engagements by 10%.	Chief Administrative Officer	• A media strategy with an emphasis on earned media and enhanced media engagement to support Durham College's strategic initiatives, signature programs and program reputation is under development. Op-eds have run monthly since April and are scheduled through December. These are expected to continue into 2018. • A targeted editorial calendar is being created that will consider special sections for all major print outlets across the GTA, relevant trade publications, events and holidays. • A faculty expert's guide is under development. • Between April 1 and July 31, 2017 there have been over 500 media hits, including coverage in the Toronto Sun, Academica, Snapd, Metroland, Oshawa Express, Global Durham and CBC's Here and Now. Coverage has included: 50th, Indigenization of our curriculum, the apiary at the CFF, our new Honours BHCTM, convocation and "our one of Canada's greenest employers" award.	On Track

2017-2018 Business Plan Scorecard

Objective	Action	Measurement	Lead	Update on Actions	Status
				• Targeted completion March 31, 2018.	
	• Complete the website redesign, including the integration of the social ambassador program to drive traffic to program pages to impact applications for each intake.	• Launch website by August 2017. • Launch social ambassador program, with 20 employees in June 2017.	Chief Administrative Officer	• Soft launch of website took place on August 24 allowing users to preview selected pages and provide feedback. • Full launch of the site scheduled for the week of September 18, 2017. • DC social media ambassador program was launched to employees on August 18. • Conducted an information session during Campus PD day in June where 35 DC employees attended. • Currently 16 employees are confirmed for September 2017.	On Track
2. Support program development and excellence	• Embed indigenous studies and knowledge in program curricula in alignment with Truth and Reconciliation Commission (TRC) report with the support of the aboriginal education circle.	• Establish faculty training materials and programs on how to integrate indigenous content within all academic programs identified in the TRC report. • Incorporate indigenous health issues education in nursing courses, and cultural awareness into journalism and media courses as identified in the TRC report	Vice-President, Academic Vice-President, Student Affairs	• Resourses developed in conjunction with the Aboriginal Student Centre and housed on the CAFÉ website. • Awareness embedded in the full time faculty orientation and the part time faculty orientation and the part time jump start programs. • Indigenous health issues incorporated in nursing courses. • Fall 2017 Journalism and media courses will develop indigenous learning outcomes into curriculum. • Justice programs now include legal issues affecting indigenous peoples	On Track

2017-2018 Business Plan Scorecard

Objective	Action	Measurement	Lead	Update on Actions	Status
				and cultural awareness into their curriculum. • Aboriginal Student Advisor/Coaches meet with faculty; discussed why it is necessary to increase indigenous content especially within the noted fields from the TRC (health, media and justice). • ASC assists in review of current textbooks and make recommendations of other text, or learning materials/resources. Faculty encouraged to increase their own knowledge to feel more comfortable in delivering content. • Recommended that authentic voice be used whenever possible resource list made available with names of traditional knowledge keepers and Elders. • Education on proper protocol when working with Indigenous peoples and communities provided. • Internal Indigenization Council ToR approved.	On Track
	• Continue launching market-driven programs.	• Implement 5 new post-secondary programs.	Vice-President, Academic	Programs launched for 2017 intake: • Massage Therapy • Pre-Health Sciences Pathway to Certificates and Diplomas • Pre-Health Sciences Pathway to Advanced Diplomas and Degrees	Completed

2017-2018 Business Plan Scorecard

Objective	Action	Measurement	Lead	Update on Actions	Status
3. Expand access to quality student services				• Office Administration – Real Estate • Mechanical Technician – Elevating Device	
	• Launch of fully online programs supported by eCampusOntario round 4.	• Lead the development of two fully online programs: eLearning Developer and Data Analytics for Business Decision Making. • Partner in the online development of Nephrology and a computer Engineering Technician bridging program.	Vice-President, Academic	• Durham College is the project lead for the eLearning Developer and Data Analytics for Business Decision Making Programs. On track to meet the March 31, 2018 deadline. • Durham College nephrology courses are on track to completion. • The lead college for the computer engineering bridging program is starting development in the fall term. Durham College will begin development once the lead college signals. Possible that an extension may need to be negotiated, based on later than anticipated start by lead college.	On Track On Track At Risk
	• Launch co-operative education programs and continue to explore additional co-op programs to be launched in 2018-19.	• Launch two co-op programs: Fire and Life Safety Technician diploma (School of Justice and Interdisciplinary Studies), and Supply Chain and Operations Management – Business Administration (School of Business, IT & Management). • Continue the development of 8 additional co-op programs for the 2018-19 academic year.	Vice-President, Academic	• Programs launched at OCAS for 2017 intake. • New programs identified through the five year plan, to be discussed in the fall with the academic deans and Vice-President, Academic	Completed On Track
	• Develop and launch	• Achieve ministry consent to	Vice-President, Academic	• Ministerial consent achieved.	Completed

2017-2018 Business Plan Scorecard

Objective	Action	Measurement	Lead	Update on Actions	Status
	degree programs	launch the Health Care Technology Management Degree • Continue five-year plan for development of 6 degrees: o Bachelor of behavioural science submitted to the ministry spring 2017. o Begin development of third degree paralegal studies for submission 2018-19 fiscal year.		Program promoted and advertised with a 2018 first intake. • BBS submission on track to submit to the Ministry end of September 2017. • Information gathering for next degrees has begun. This includes e-scans to determine which program should be developed next (paralegal studies, child development or fashion management). ORSIE is taking the lead on this information gathering component with an expected delivery date of fall 2017.	On Track On Track
	• Continue advancing entrepreneurship including social entrepreneurship with academic and community partners, e.g. FastStart, Enactus in an effort to provide DC students with a supportive entrepreneurship learning environment.	• To support entrepreneurship, engage 60 students in formal extracurricular entrepreneurship learning, support 20 students to develop, launch and grow their own businesses, and support teams of students in local and cross-jurisdictional events.	Vice-President, Academic	• The FastStartDC program currently has 78 students registered in the extracurricular learning initiative IdeaEngine, the online intake course on DC Connect. In addition, the team is currently working with 35 student businesses (graduates of IdeaEngine and program alumni), who are at varying stages of the program funnel. 22 of these companies are 'active' indicating that they have moved beyond the idea and discovery stages, and have entered the validation and launch stage. 13 of these companies are generating revenue, and 2 companies have sold	On Track

Objective	Action	Measurement	Lead	Update on Actions	Status
				product to international markets. Additionally, FastStartDC recently enhanced its program offering through the launch of a monthly POP-UP SHOP initiative that functions as an on-campus market research and retail-training hub for student companies. • FastStartDC/EnactusDC have embarked on the development of a partnership for 2017-2018 with DC's International Program to support the funding of student entrepreneurs to explore and engage with international markets, procure product abroad, and accelerate their business growth. Additionally, EnactusDC is set to host the 2017 EnactusDC Fundraising Gala Dinner for the community, where they will announce their new partnerships and exciting projects for the 2017-2018 year, including their first international project mission.	Completed
	• Build education abroad partnerships and procedures to encourage student and employee exchange, and work integrated learning opportunities in targeted	• Launch three new international partnerships and support 20 - 30 students to participate in education abroad activities. • Develop and implement a new process for International work integrated learning.	Vice-President, Academic	• Hired part-time Education Abroad Assistant, exploring options with FastStart, Memorandum of Understanding signed with EQWIP HUBs (coalition between Youth Challenge International and Canada World Youth), General Agreement of	On Track

2017-2018 Business Plan Scorecard

Objective	Action	Measurement	Lead	Update on Actions	Status
	regions.			Cooperation (GAC) completed with Universidad San Ignacio Loyola, Peru and Shijiazhuang Institute of Technology, China, GACs in process with five partners in Europe.	
	• Continue to grow DC's involvement in Education for Employment (EFE) proposals.	• Succeed in two international EFE bids.	Vice-President, Academic	• Two new Education for Employment contracts won in Kenya, one as lead and one as sub-partner, funded by the Federal Government of Canada.	Completed
	• Develop and launch a refreshed Academic Plan.	• Succeed in launching a refreshed academic plan that integrates with the college's other strategic planning documents and that provides direction to academic matters and initiatives.	Vice-President, Academic	• Consultations with over 300 employees completed. • Goal and objective statements have been drafted. • Academic Plan on track, to be completed fall 2017.	On Track
	• Continue preparations for OCQAS Audit.	• Submit our list of programs to be considered in the OCQAS Audit.	Vice-President, Academic	• Programs submitted for audit: • Welding Engineering Technician • Victimology • Sport Administration • Electromechanical Engineering Technology • Court Support Services • Activation Coordination in Gerontology	Completed
	• Establish Campus Health Centre new strategic plan to be implemented by new director.	• CHC strategic plan aligns with DC strategic plan.	Vice-President, Student Affairs	• Mission statement, core values and vision reviewed and updated- aligned with DC & UOIT Mission statement • Strategic plan in development stage Immediate goals to set direction for	On Track

2017-2018 Business Plan Scorecard

Objective	Action	Measurement	Lead	Update on Actions	Status
				the CHC completed. Satisfaction surveys, marketing and staff recruitment and engagement taking place in June- September. • Enhanced Mental Health supports available (psychotherapist, Collaboration with Ontario Shores for a demonstration project using CBT for students with mild/moderate anxiety/depression, new mental Health nurse interviews).	
	• Develop strategic response to student mental health / resilience.	• Revitalize coaching program to focus on strength building and proactive measures through increase in student meetings with coaches during summer Start Strong. Increase numbers from 900 to 1500 participants. • Increase direct staff to student conduct through addition of health educator (July) and full time mental health nurse (August).	Vice-President, Student Affairs	• Summer Start Strong numbers increased from 900 to 1,689 participants. Start Strong program review for 2018 initiated. • Peer coaching program 2nd year started Sept 2017. • Health Promotions position hired Sept. • Full time psychiatric nurse hired August. Back fill for part time to be completed September.	Completed On Track
	• Increase access to SALS online for weekend flex students.	• Produce 3 videos for "how to access on line supports for health sciences" that will be emailed out to students in the flex programs. The same will be used for Continuing Education students.	Vice-President, Student Affairs	• All three videos completed, all Schools informed including Continuing Education. • There were 23 resources enhanced and developed to increase access to practice in high needs areas such as	Completed

2017-2018 Business Plan Scorecard

Objective	Action	Measurement	Lead	Update on Actions	Status
		• Enhance 10 key interactive resources (quizzes used +1700 times a semester).		math, sciences and accounting and added to SALS ONLINE.	
	• Create an inclusive campus environment through the implementation of comprehensive organizational strategies in support of the diverse campus population.	• Policies and procedures implemented and updated according to established protocols (e.g. Sexual Violence, Harassment and Discrimination, All Gender Washroom). • Increased diversity and inclusion initiatives in the form of education awareness campaigns; classroom sessions; On-Line training modules. • Offer social events, conference, and activities supporting diversity. • Implementation of programs in support of TRC report.	Vice-President, Student Affairs	**Diversity Dialogue - An Exercise in Inclusion**: • The Office of Student Diversity, Inclusion and Transitions has pioneered a series of initiatives to provide avenues for student expression in the form of surveys, art, debates, aboriginal circle process and dialogue. These focus group sessions and socials will continue with student voices being acknowledged on campus and in the community, culminating in the production of a Diversity Journal. The office has collaborated with other D & I agencies including Canadian Centre for Diversity and Inclusion (CCDI) and Canadian Development Initiative (CDI) and many others such as Diversity and Immigration Office of the Regional Municipality of Durham, Durham Regional Police, and the City of Oshawa's Diversity and Inclusion Team.	On Track

2017-2018 Business Plan Scorecard

Objective	Action	Measurement	Lead	Update on Actions	Status
				• SALS Open House, and Conversation Circle Program was enhanced and delivery is set for September 20 - 23 for all new students, FG and international students.	On Track
	• Explore the development and implementation of a restorative justice program on campus.	• Restorative Justice Survey, Focus Group Sessions; Pilot-Case Studies; Feasibility Report.	Vice-President, Student Affairs	• Durham College joined the executive membership team of the Canadian Association for the Prevention of Discrimination and Harassment in Higher Education (CAPDHHE) and the National Association for Community and Restorative Justice Canada (NACRJ) in 2017. SDIT continues to pilot restorative justice program as a method of mediation employing the indigenous Circle Process methodology.	On Track
	• Develop academic support resources for new programs including degree programs. Identify student needs for academic support for successful degree completion. Research to match timing and content with launch of individual	• Complete development ready for implementation at start of approved programs. Degree student's access supports in numbers that indicate value. Student Satisfaction surveys indicate satisfaction with services provided for degree level programs.	Vice-President, Academic(changed to Vice-President, Student Affairs)	• College Degree – Steering Committee is meeting in early fall.	On Track

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Objective	Action	Measurement	Lead	Update on Actions	Status
	degrees.				
4. Deepen alumni engagement and recognition to strengthen the lifelong relationship with DC students	• Increase accuracy of alumni database and maintain contact with new graduates for the purpose of fostering relationships.	• Increase the accuracy of the alumni database by 3%, representing 2,280 records. Develop and implement communication plan for new graduates.	Associate Vice-President, Development and Alumni Affairs	• Regular research to update donor database ongoing. • Introduced contest to incent alumni to update information.	On Track
	• Measurably elevate the perceived value of the Durham College Alumni Association to students, alumni, employees and the DC leadership team.	• Review and refresh Memorandum of Understanding between DC and DC Alumni Association. • Increase participation in Backpack to Briefcase by 10%. • Determine new opportunities to grow member satisfaction and develop strategy to grow membership	Associate Vice-President, Development and Alumni Affairs	• MoU scheduled for review third quarter.	On Track

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OUR PEOPLE

Goal: To optimize the experience and expertise of our people and help them make the best possible contribution toward the student experience. We will:

- Improve communication across all levels of the college to better facilitate co-operation, collaboration and a culture of service.
- Continue to grow diversity in our workforce to reflect our student body and community.
- Cultivate and reward employee engagement, creativity and innovation.
- Invest in the professional development and personal wellbeing of our employees.

Objective	Action	Measurement	Lead	Update on Actions	Status
1.Support employee development	• Revitalize new employee orientation, develop and implement sessions for new managers.	• Monthly orientation for new hires, emphasizing collaboration, customer service, support for the student experience.	Chief Administrative Officer	• Orientations were held on June 19, June 23 (Whitby), July 25, and August 15. Presentation will be made to DCLT August 31 to recommend implementing a weekly format that mirrors the pillars of the strategic plan.	On Track
	• Implement professional development advisory/communications team to promote professional development and wellness events, solicit input and receive feedback on offerings.	• PD advisory committee meeting bi-monthly, sharing information on upcoming events, providing input for new offerings, resulting in increased employee participation in PD and wellness events.	Chief Administrative Officer	• PD committee met in May. Subsequent meetings will take place in the Fall and Winter semesters.	On Track
	• Align college professional development to employee engagement, personal and professional development, enhancing teaching and learning and succession-planning. Support full time employees in completion of degrees that enhance their workplan deliverables.	• 4-6 employees participating in leadership development specific to their individual needs/goals.	Chief Administrative Officer	• Four administrators participated in this year's CiCan programming for leadership development. • One faculty and one support staff have been selected to participate in the Leadership Durham program. • Two administrators have been approved for PD leaves. • Four faculty will be participating in PD leaves.	On Track

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Objective	Action	Measurement	Lead	Update on Actions	Status
	• Research and design a professional development program for middle management.	• Conduct a needs analysis. • Research best practices. • Determine appropriate delivery models. • Source and price delivery agents.	Chief Administrative Officer	• Will start next quarter.	On Track
	• Expand professional development sessions and activities offered by the Centre for Academic and Faculty Enrichment (CAFE).	• Increase the number of faculty professional development sessions offered by the CAFE by 10%.	Vice President, Academic	• Outreach to schools and programs through start up meetings, creation of flyers to promote offering. Launched first DC Live training sessions in the fall term. Attended school start up meetings. Created workshop for School of Science & Engineering Technology to address low Key Performance Indicators results. Showcasing new technology. Met with paramedic program to delivery session on hybrid delivery and the use of the Halo Lense.	On Track
	• Expand mental health first aid for employees. • Celebrate our employees' successes and acknowledge significant milestones and achievements.	• MHFA delivered to all full time faculty and available to part-time faculty. • Recognize and celebrate employee successes, milestones and achievements through annual employee recognition, retirement receptions, acknowledgements at town halls and dialogue session.	Vice President, Academic Chief Administrative Officer	• 206 faculty participated in MHFT training in May 2017 which brings the total number of faculty trained since 2011 to 237. Sessions will continue to be offered throughout the year. • A reception was held at the Bistro in May to celebrate the retirements of 15 colleagues. A second reception will be held in December.	On Track On Track

2017-2018 Business Plan Scorecard

OUR BUSINESS

Goal: To manage resources responsibly and ensure that we are financially and environmentally sustainable, demonstrate good governance, and are leaders in the support of outstanding teaching and learning. We will:

- Offer quality programs, services and systems that modernize, support and grow our business.
- Maximize resources and processes in all aspects of our business oversight and leadership to achieve financial sustainability.
- Connect our objectives with economic, social and environmental policy perspectives that support the wellbeing of our local, provincial, national and international community.
- Expand our reputation among the local and global community.

Objective	Action	Measurement	Lead	Update on Actions	Status
1. Renew Strategic Mandate Agreement	• Renew SMA, align with DC strategic plan.	• Negotiate Strategic Mandate Agreement reflecting DC's areas of strength and growth and a college-driven definition of experiential learning.	President's Office	• Final draft submitted. • Waiting on government signature.	On Track
2. Provide college system leadership	• Provide college system leadership through participation in college and community-related committees and initiatives.	• Number and quality of memberships in key college-related committees and initiatives. • Contribute to meaningful public policy debate and decisions that strengthen the formation of partnerships and greater DC visibility in communities, such as the Ideas Summit.	President's Office	• Expansion of Idea Summit to involve new membership. • Establishment of "Teaching Cities" initiative.	On Track
3. Implement system changes for OSAP and Net Tuition	• Implement OSAP changes with supports to students while accessing financial support that is available to them. • As pilot institution, implement the Ministry's "Net Tuition" initiative	• Achieve Ministry mandate - OSAP and Net Tuition within timelines.	Vice-President, Student Affairs	• Changes implemented and increase in students receiving OSAP by 35% as of Sept 2017. • Net tuition pilot continues through 2017.	Completed On Track

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Objective	Action	Measurement	Lead	Update on Actions	Status
	within required timelines.				
4. Capital projects	• Continue Centre For Collaborative Education (CFCE) build.	• CFCE built on time and budget.	Chief Administrative Officer	• Building progressing on schedule and budget.	On Track
	• Implement Simcoe Residence Redevelopment Plan with Funding/Financing from Province: develop redevelopment plan, business plan, financing plan, approvals to finance and Audit Committee and Board, and commence construction.	• Simcoe Residence Redevelopment Plan approved and implemented with budget.	Chief Administrative Officer	• Modified plan adopted whereby 1st floor south wing will be modified for OCS and OPSEU office space. • Implementation of new quad rooms from former doubles has seen an increased uptake in residence by international students.	On Track On Track
	• Implement next iteration of the W. Galen Centre For Food (CFF) vision at Whitby Campus.	• CFF plan completed on time and budget.	Chief Administrative Officer and Vice President, Academic	• Outdoor canopy design completed, construction scheduled for Fall ’17. • Outdoor classroom and dining area under Site Plan Amendment review with Town. Implementation pending approval; forecast Spring ’18.	On Track
	• Enhance Whitby Campus through College’s 50th Anniversary Commemoration Fund.	• Whitby Campus capital enhancement completed on time and budget.	Chief Administrative Officer	• Design development completed over summer months. Bid package issued Sept. ’17 with construction start forecast for late Oct. ’17. Substantial completion forecast 3/31/18.	On Track
	• Continue to renovate and enhance Oshawa campus to support continuity in program and services.	• Squash Courts renovation is completed.	Chief Administrative Officer	• Squash court renovation to provide four additional classrooms and two program labs will be completed by 3/31/18. • Proposal of a new student residence	On Track

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Objective	Action	Measurement	Lead	Update on Actions	Status
				at the Whitby campus to be completed for September 2018. • Redevelopment of the 1st floor of Phase 1 of the Simcoe residence to provide for additional administrative space is completed. • Proposal for a new 20,000 square foot building for additional academic and administrative space at the Oshawa campus to be presented to the Board for approval. • Proposal for an expansion of the Whitby campus to accommodate the Civil Engineering program to be presented to the Board for approval.	
5. Information technology	• Upgrade Banner.	• Initial delivery of upgrade test system for Banner Student and Finance. • Delivery of test system for Banner HR and other self-service systems. • Complete user testing. • Go live.	Chief Administrative Officer	• The upgrade test system for Banner Student and Finance was delivered successfully. • The test system for Banner HR and other self-service systems was delivered successfully.	On Track
6. Support Effective College Governance	• Review operational policies and procedures due for renewal to ensure they are consistent and compliant with the College's by-laws and ministry binding policy directives.	• All operational policies due for renewal in 2017-2018 are renewed as scheduled, and reviewed for consistency and compliance with the College's by-laws and ministry binding policy directives	President's Office	• Quarterly communications are now being sent to all employees advising them of new or renewed policies and procedures. • Quarterly communications with DCLT regarding policies and procedures due for renewal. • All policies and procedures are	On Track

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Objective	Action	Measurement	Lead	Update on Actions	Status
	• Implement an enhanced communication strategy to support employee awareness, adoption and compliance with operational policies and procedures,			reviewed by relevant stakeholders and DCLT.	
	• Implement DC-wide Records Management Best Practices: o The Records Management Office will conduct a Records Compliance Audit to establish the current level of compliance for each department in the College. o The Records Management Office will work with each department to develop a Records Management Project Plan in order to transition each department's Records Compliance to a minimum of Level 3 Essential Compliance. o The Records Management Office	• One third of DC will be brought to Level 3 Essential compliance with records management best practices. • Banner Document Management Software will be implemented in at least one third of the departments involved in maintaining Student Records.	Chief Administrative Officer	• Durham College Information Governance Assessment Report is in progress. This Assessment is based on the ARMA Information Governance Maturity Model (Level 1 to Level 5) and the Eight Generally Accepted Recordkeeping Principles® • Records Management Compliance Survey is in development. Survey will be conducted for each department within Durham College to assess the current status of their department's compliance. • BDMS presentation to Dean's was completed August 22, 2017 with an overview of the required resources to implement BDMS for Student Records. • Project Plan being developed to work with School Offices, Strategic Enrolment Services, and IT Services to implement BDMS, for Student Records. • Project Plan being developed to work	On Track

Objective	Action	Measurement	Lead	Update on Actions	Status
	will work with the Office of Strategic Enrolment Services and IT Services to develop a Project Plan to implement the Banner Document Management Software for Student Records in all relevant college departments.			with IT Services to transition electronic records to a new electronic records structure based on the Common Records Schedule on the Network Drives.	
7. Support Effective Board Governance	• Facilitate support for the Board: o Transition of new members including Board Chair with orientation supports (material, orientation session) o Facilitate timely and comprehensive reporting through committees and Board o Facilitate board member recruitment in support of desired board composition o Facilitate supportive, focussed board culture, such as advising on effective	• Board operations supported by relevant, timely information.	President's Office	• Board orientation scheduled for September 14, 2017. • Recruitment underway for two current vacancies. • Timely and comprehensive reporting through use of the annual work plan. • Board orientation was held on September 14, 2017; three new Governors attended the full-day session.	On Track

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Objective	Action	Measurement	Lead	Update on Actions	Status
	and appropriate meeting procedures through to meaningful board member engagements that contribute to respectful and meaningful dialogue and decision-making o Support the board in achieving its goals.				
8. Financial sustainability	• Deliver a small surplus budget.	• Net profit reported on year-end financial statements.	Chief Administrative Officer	• Quarter 1 financial results and forecast indicate that a small surplus will be achieved at March 31, 2018.	On Track
9. Contribute to the sustainability of communities	• Contribute to local food strategies. • Advance DC efforts in environmental sustainability strategies.	• DC's efforts advance local food community and agri-food industry strategies. • Incorporate a Canadian sustainability framework for DC projects, e.g., Sustainability Tracking, Assessment & Rating System (STARS).	President's Office Chief Administrative Officer	• Advanced application for Stars Silver. • Submitted proposal for local food in cafeteria operation. • Achieved *Green Employer* status (2nd year).	On Track

2017-2018 Business Plan Scorecard

OUR COMMUNITY

Goal: To contribute and respond to the economic, social and environmental well-being of our community.

We will:

- Develop new programs and services to meet the evolving demands of the job market and our students.
- Celebrate and support advances in entrepreneurship, innovation and sustainability.
- Advance our role as a community hub in Durham.
- Demonstrate leadership in volunteerism and giving back to our community.
- Strengthen our industry and community partnerships, including our campus partner the University of Ontario Institute of Technology.

Objective	Action	Measurement	Lead	Update on Actions	Status
1. Support partners in reaching their community goals	• Provide range of supports, e.g. in-kind support, as well as time and resources of students, staff, and faculty to achieve community impact.	• DC supports enable organizations and the college's partners to reach their shared goals, e.g. Chambers of Commerce, St. Vincent's Kitchen, non-profit community partners.	President's Office	• Various speaking engagements in conjunction with the chambers of commerce (e.g. Learning Locally, Sept 22/17). • Several Rotary Club presentations (e.g. Pickering, Clarington, etc.). • Brewing memories Coffee Tour. • Continued participation and volunteering at St. Vincent's Kitchen. • Donations to charities via the 100 men of Oshawa organization. • North American Indigenous Games (July, 2017).	On Track
2. Advance applied research partnerships	• Advance applied research project opportunities across four themes of DC's strategic research agenda - advancing agriculture and agri-business, enabling technologies of the future, cultivating healthy lives and resilient communities, and	• Secure 5% increase from previous year in project funding representing at least 25 projects and 15 partnerships. Submit for multi-year funding.	Vice-President, Academic	• As of August 2017, project funding has reached 45% of the annual target, with several application decisions pending. Two multi-year applications have been submitted, one to OCE and one to NSERC, both relating to Artificial Intelligence (AI). • Two multi-year SSHRC social innovation applications are in development with community partners. One addresses a need for	On Track

Objective	Action	Measurement	Lead	Update on Actions	Status
	enhancing scholarly teaching and learning.			firefighter training in collaboration with a local Fire Service and the other addresses a need relating to Trusteed Youth with the Regional Municipality of Durham Social Services. With support from the Innovative Initiatives Fund, a UOIT/DC Steering Committee was formed for the purpose of enhancing research capacity between the two institutions. As a result, research video topics have now been identified and planning is proceeding on a forum to take place in spring 2018. • To date, 12 applied research projects are underway or about to begin, and 12 new partnerships have been developed. These projects and partnerships cover areas relating to AI, craft beer, and agriculture.	
	• DC-UOIT Strategic Fund is supported through to its second year.	• DC-UOIT Strategic Fund projects for the inaugural year are successfully completed with summary report completed. • Second year of projects are funded in alignment with the four pillars of DC's applied research agenda.	Chief Administrative Officer/VPA	• Joint meeting held, process reviewed and updated. Call for application for the 2nd year of the Innovation Initiatives funds sent out Sept 14, 2017.	On Track

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3. Complete 50th anniversary celebrations	• Ensure all stakeholders are aware DC is celebrating its 50th anniversary this year and encourage participation. • Host Speaker Series Event. • Close the 50th anniversary year with a final celebration. • Final report summarizing all activities and promotion related to the 50th anniversary.	• Prepare and execute communications and marketing plans promoting 50th anniversary activities that reach stakeholders through all available channels. • Speaker Series Event is well-attended. • 1000 in attendance for the 50th anniversary final celebration weekend event. • Report prepared and submitted to leadership team, board and government.	Chief Administrative Officer	• A communications and marketing plan is being executed through all available channels, including: internal (ICE, digital signage, My Campus, email, sliders, evites, campus branding, flyers and sales tables at key events) and external (social media, radio, print and digital ads evites, community calendar listings and DC Alumni magazine). • A speaker Series event is being planned for the fall. • Attendance registration is currently over 50% of our target, we are projecting 1000 people attending Homecoming Weekend. • A final report and video summary are planned for production at the completion of the year.	On Track
	• Align activities with College's Ontario 50th anniversary initiatives: William G. Davis Innovation fund; bus tour; social media. Host Speaker Series Event.	• 1-2 Durham College students submitted for the William G. Davis Innovation Fund.	President's Office Chief Administrative Officer	• 3 Durham College students submitted projects to the William G. Davis Innovation Fund. • One project is currently in the top ten out of 82 submissions.	On Track
4. Grow, retain and engage our donor base.	• Implement plans that cultivate deep, lasting relationships between DC community groups and individuals: o annual fundraising campaign o donor stewardship	• Reach 100% of fundraising goal. • Increase participation in Payday Lottery by 20%. • Implement meaningful stewardship reports for Scholarship and Bursary donors. • Engage Foundation Board in	Associate Vice-President, Office of the Development and Alumni Affairs	• 75 % of goal reached. • Stewardship reports developed. • Foundation Board Chair and two others have been involved in solicitations. • Inaugural donor impact report completed.	On Track

	plan o foundation operating plan o alumni plan / alumni association MOU	Campaign solicitation. • Develop Annual Donor Report Plan CFCE donor wall and develop complementary donor wall solutions.			
5. Enhance DC's community profile through the Corporate Council	• Expand DC engagement across communities in the region, promoting DC programs, training, applied research and entrepreneurship, and experiential learning.	• Corporate Council Terms of Reference formalized. • Increase advocacy for the greater utilization of DC services, e.g. Career services, Co-op, etc.	President's Office and Vice President, Student Services	• Terms of Reference formalized in March 2017. • Expanded membership of group in 2017 to include CFF and Continuous Learning. • 2017 Job Fair had the largest number of participating employers to date (78). • CC representation on the OPG-DC-UOIT partnership group which has resulted in more student recruitment events with OPG at DC. Performance Simulator training and recruitment. • CC members attend local Chamber of Commerce and Board of Trade's meetings and events throughout Durham Region and Northumberland Country. • In 2017, landing page for all CC departments on corporate website changed to "Employers and Partners" based on constituent feedback. • With the launch of the new DC website, Career Development office will act as the virtual "front door" for all employer inquirers for student and graduate hiring through well-	Completed On Track

				placed links and icons on program pages, and on the headers and footers of the website.	
6. Support DC student advocacy	• Support DC students in achieving a new DC student association.	• Establish new Agreement with DC student association to define relationship with the College, and align related agreements and services.	Vice-President, Student Affairs	• Durham College Students Incorporated (DCSI) became legally incorporated in July 2017.	Completed

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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
At Risk
On Hold
Delayed
Completed