

# DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## PUBLIC MEETING OF THE BOARD OF GOVERNORS

### AGENDA

**Date:** Monday, June 12, 2017, 2:00 p.m.

**Location:** Tribute Communities Centre, 99 Athol Street East, Oshawa, Leisure Room  
(Behind Ice Pad B)

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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 Participants Dale Burt, Cosette Kazarian and Kim Sharpe to Share their Upcoming Experiences

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

6. **CHAIR'S REPORT**

6.1 Announcement of Results of Administrative Staff Governor Election

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

4 - 11

Recommendation

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 12 - 17  
Recommendation  
 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 18 - 26  
Recommendation  
 That BOG-2017-94, providing the President's report on College activities and initiatives in May 2017, be received for information.
- 9. DISCUSSION ITEMS**
- 9.1 Durham College Foundation Workplan for 2017-2018 - L. Marco 27 - 32  
Recommendation  
 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.
- 9.2 2017-2021 New Program Development Five-Year Plan - E. Popp & M. Cole 33 - 40  
Recommendation  
 That Report BOG-2017-90 providing the 2017-2021 new program development five-year plan, be received for information.
- 9.3 Quality Assurance and Comprehensive Program Review - E. Popp & E. Thacker 41 - 46  
Recommendation  
 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.
- 9.4 Approval of New Continuing Education Program of Instruction - eLearning Developer - E. Popp & D. Johnston 47 - 58  
Recommendation  
 That in accordance with Report BOG-2017-91, the proposed Durham College Certificate program of instruction listed below be approved:
- eLearning Developer
- 9.5 Update on 2017-2018 Audit Process - E. Popp (verbal)
- 9.6 Update on Degree Programs - E. Popp (verbal)

- 9.7 Strategic Mandate Agreement - H. Asselbergs 59 - 100  
Recommendation  
That based on Report BOG-2017-95, the 2017-2020 Strategic Mandate Agreement be approved.
- 9.8 2016-2017 Durham College Annual Report - D. Lovisa 101 - 132  
Recommendation  
That based on Report BOG-2017-96, the 2016-2017 Durham College annual report, be approved.

**10. OTHER BUSINESS**

**11. UPCOMING EVENTS**

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**

**13. ADJOURNMENT**



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

Date: Wednesday, May 10, 2017

Location: Whitby Campus, Room 11-09

Members Present: Pierre Tremblay, Chair  
Dan Borowec, Vice-Chair  
Doug Allingham  
Ivan DeJong  
Kevin Griffin  
Kristi Honey  
Michele James (entered the meeting at 6:51 p.m.)  
Rick Johnson  
Don Lovisa, President  
Bart Lucyk  
Paul Macklin  
Debbie McKee Demczyk  
Heather Quantrill  
Steve Stewart  
Jim Wilson  
Melissa Pringle, Corporate and Board Secretary (non-voting)

Members Absent: Nneka Bowen  
Ryan Cullen

Staff Present: Helene Asselbergs, Chief of Staff  
Carol Beam, Executive Director, Communications and Marketing  
P. Bishop, Executive Director, Strategic Enrolment Services  
Alan Dunn, Associate Vice-President, Facilities and Ancillary Services  
Barbara MacCheyne, Chief Financial Officer  
Meri Kim Oliver, Vice-President, Student Affairs  
Elaine Popp, Vice-President, Academic  
Janse Tolmie, Chief Information Officer

**1. CALL TO ORDER**

With quorum present, the meeting was called to order at 6:07 p.m.

**2. INTRODUCTION OF GUESTS**

The Chief Financial Officer introduced the following guests:

- David Baranowsky, Graduate of the Mechanical Technician – Millwright Program
- Susan Todd, Dean, School of Science and Engineering Technology
- Lisa White, Director, Strategic Enrolment Services – Student Recruitment & Admission Services
- Rashmi Gupta, Manager, Institutional Research and Planning
- Kimberly Boss, Pathways & Credit Transfer Coordinator

**3. ADDITIONS/DELETIONS TO THE AGENDA**

None.

**4. CONFLICT OF INTEREST DECLARATIONS**

None.

**5. PRESENTATIONS**

**5.1 David Baranowsky, Graduate of the Mechanical Technician - Millwright Program to Share his Experience as a Durham College Student**

David Baranowsky shared his positive experience as a Durham College student in the Mechanical Technician – Millwright Program.

The Board questioned David Baranowsky.

**5.3 Carol Beam, Executive Director, Communications and Marketing to Present an Update on the Website Redesign**

The Executive Director, Communications and Marketing presented an update on the College’s website redesign project, highlighting key features and functionality. The new website will be launched in August 2017.

The Board questioned the Executive Director, Communications and Marketing.

## **5.2 Kimberly Boss, Pathways & Credit Transfer Coordinator to Discuss Changes to Transfer Credits and PLAR**

The Pathways & Credit Transfer Coordinator presented an overview of recent improvements to the College's credit transfers and prior learning assessment and recognition program, including improved awareness of credit transfer opportunities for students and staff, the development of a credit transfer evaluation guide and the development of a credit transfer database to support a more transparent and equitable evaluation process. Next steps for process improvements include integration of online application for credit transfer with corresponding banner forms and web registration, the introduction of reporting functionality in the credit transfer portal and planning to further enhance the credit transfer process for applicants with prior post-secondary education.

The Board questioned the Pathways & Credit Transfer Coordinator.

## **5.4 Alan Dunn, Associate Vice-President, Facilities and Ancillary Services to Present an Update on the Centre for Collaborative Education**

The Associate Vice-President, Facilities and Ancillary Services presented an update on the Centre for Collaborative Education, highlighting accomplishments to date and next steps including continuing to assess development charges with the City of Oshawa, finalizing furniture and equipment reviews with end user groups, installing the structural steel and reviewing the emergency electrical power supply feasibility study.

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

Governor James entered the meeting.

## **5.5 ACE/DC Centre for Firefighting Research and Education Video**

An ACE/DC Centre for Firefighting Research and Education video was shown.

## **5.6 Michele James to be Presented the Advanced Good Governance Certificate**

Governor James was presented with her advanced good governance certificate.

## 6. CHAIR'S REPORT

The following items were discussed:

- Governor Griffin was congratulated on his new position as the coordinator of the paramedic program.
- Governors who attended the CICan Conference in Ottawa offered their reflections on the conference.
- That the 2017-2020 strategic plan was formally launched at the employee town hall event on May 4, 2017.
- Governor Tremblay offered reflective remarks on his tenure as a Board member and Governor Borowec thanked Governor Tremblay for his six years of service to the Durham College community.

## 7. CO-POPULOUS GOVERNORS' REPORT

Governor Allingham provided the co-populous report noting UOIT held a board meeting on May 3, 2017 and discussed issues related to the student association, the presidential search, risk management, the annual budget, the strategic mandate agreement and the new SIRC building.

## 8. CONSENT AGENDA

Moved By Governor Honey

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 April 12, 2017

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

### 8.2 Appointment of Election Dispute Committee and Election Appeal Committee - Administrative Staff Governor Election

That an Election Dispute Committee and Election Appeals Committee be appointed for the duration of the nomination, campaign, election, disputes and appeals period plus ten (10) business days as outlined in By-law No. 4 (Section 4) for the administrative staff governor election to commence on May 15, 2017.

### **8.3 President's Report - April and May 2017**

That Report BOG-2017-81, providing the President's report on College activities and initiatives in April and May 2017, be received for information.

### **8.4 Centre for Collaborative Education Update**

That Report BOG-2017-82, providing an update on the Centre for Collaborative Education, be received for information.

## **9. DISCUSSION ITEMS**

### **9.1 Provincial Key Performance Indicators (KPIs) - 2016-2017 Results**

The Vice-President, Academic and the Manager, Institutional Research and Planning presented the results of the 2016-2017 Key Performance Indicator (KPI) survey, noting the College's KPI results for 2016-2017 are generally comparable to the KPI results for 2015-2016 with reference to the margins of error for each year. Graduate employment, employer satisfaction and graduation rate for the College are above system average by 1.2%, 2.6% and 1.4% respectively. Student satisfaction and graduate satisfaction are below the system average by 1.2% and 2.6% respectively. Three of the five KPI results are above our own results from last year, with two of the KPI results decreasing.

The Board questioned the Vice-President, Academic and Manager, Institutional Research and Planning.

Moved By Governor DeJong

Seconded By Governor Allingham

"That Report BOG-2017-76 concerning the key performance indicator data for the 2016-2017 release year, be received for information." CARRIED

### **9.2 DC/UOIT Academic Pathways Report for 2016-2017**

The Vice-President, Academic and the Manager, Institutional Research and Planning presented the annual report on DC/UOIT Academic pathways, which showed increased mobility numbers between the two institutions and highlighted the main programs of interest.

The Board questioned the Vice-President, Academic and Manager, Institutional Research and Planning.



Moved By Governor Wilson

Seconded By Governor Quantrill

“That Report BOG-2017-77 providing the DC-UOIT Academic Pathways update for 2016-2017, be received for information.” CARRIED

### **9.3 Approval of New Program of Instruction - Civil Engineering Technician and Civil Engineering Technology**

The Vice-President, Academic and the Dean, School of Science and Engineering Technology presented two new programs for approval: Civil Engineering Technician and Civic Engineering Technology and provided an overview of the program, career outcomes, strategic fit, labour demand and graduate employment possibilities and the capital requirements required for each program.

The Board questioned the Vice-President Academic and the Dean, School of Science and Engineering Technology.

Moved By Governor Allingham

Seconded By Governor Quantrill

“That in accordance with Report BOG-2017-75, the proposed Ontario College Diploma and Ontario College Advanced Diploma programs of instruction listed below be approved:

- Civil Engineering Technician
- Civil Engineering Technology.” CARRIED

### **9.4 Business Plan for 2017-2018**

The President presented the final 2017-2018 business plan for approval and highlighted the objectives driving measurable actions in the “our students”, “our people”, “our business” and “our community” pillars. The business plan supports the objectives in the strategic plan and was developed with input, direction, review and guidance representing all departments and areas of operation on campus.

Moved By Governor Stewart

Seconded By Governor Wilson

“That pursuant to Report BOG-2017-79, the 2017-2018 Business Plan be approved.” CARRIED

## **9.5 President's Responsibilities, Accountabilities and Performance**

The President presented a framework for evaluating annual performance, noting his goals are to deliver a balanced budget, successfully complete 90% of the business plan objectives, to represent the College professionally, ethically and responsibly and to strategically advance the College. The performance tools available to the Board were reviewed and performance pay allocation was discussed.

Moved By Governor Johnson

Seconded By Governor Honey

"That based on Report BOG-2017-88, the framework for evaluating the President's annual performance be approved." CARRIED

## **10. OTHER BUSINESS**

None.

## **11. UPCOMING EVENTS**

The following event was highlighted:

- Spring Convocation - June 12 to 14, 2017 – Tribute Communities Centre

## **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 Macklin

Seconded By Governor Wilson

"That the Board of Governors move in-camera after a short recess." CARRIED

The Board recessed at 8:22 p.m., and reconvened in-camera at 8:36 p.m.

The Board rose from the in-camera session at 9:06 p.m.

**13. ADJOURNMENT**

Moved By Governor DeJong

Seconded By Governor Honey

"That the May 10, 2017 meeting of the Board of Governors be adjourned." CARRIED

The meeting adjourned at 9:06 p.m.

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Pierre Tremblay  
Board Chair

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Melissa Pringle  
Corporate and Board Secretary

**Report of the Governance Review Committee**

[\[View the Governance Review Committee agenda and corresponding reports here\]](#)

The Governance Review Committee respectfully recommends to the Durham College Board of Governors the following recommendations from the Governance Review Committee meeting held on April 26, 2017.

1. Annual Review of By-laws

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Recommendation

That based on Report GOV-2017-12:

1. Board By-law No.1, as amended, be further amended as outlined in Attachment 1.
2. Board By-law No. 3, as amended, be further amended as outlined in Attachment 2.
3. Board By-law No. 4, as amended, be further amended as outlined in Attachment 3.

2. Review of Board Policies Due for Renewal

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Recommendation

That based on Report GOV-2017-08, the following Board policies be approved as presented:

- Mission, Vision, Values
- Strategic Goals.

3. Annual Compliance Report for 2016-2017

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Recommendation

That Report GOV-2017-11, confirming compliance with Board policy and all relevant legislation for 2016-2017, be received for information.

4. Post Election Report for the 2017-2018 Student Governor Election

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Recommendation

That Report GOV-2017-09, providing the post-election report for the 2017-2018 Student Governor election, be received for information.



**DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY  
PUBLIC MEETING OF THE GOVERNANCE REVIEW COMMITTEE  
DRAFT MINUTES**

Date: May 15, 2017

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

Members Present: Heather Quantrill, Committee Chair  
Rick Johnson, Committee Vice-chair  
Don Lovisa, President  
Bart Lucyk  
Pierre Tremblay, Chair of the Board (via conference call)  
Jim Wilson  
Melissa Pringle, Corporate and Board Secretary (non-voting)

Members Absent: Ryan Cullen

**1. CALL TO ORDER**

With quorum present, the meeting was called to order at 5:29 p.m.

**2. INTRODUCTION OF GUESTS**

None.

**3. ADDITIONS/DELETIONS TO THE AGENDA**

None.

**4. CONFLICT OF INTEREST DECLARATIONS**

None.

**5. PRESENTATIONS**

None.

## **6. ACTIONS ARISING FROM PREVIOUS MINUTES/REGULAR RECURRING ITEMS**

None.

## **7. DECISION ITEMS**

### **7.1 Annual Review of Board By-laws**

The Committee reviewed the College's by-laws, and discussed proposed edits brought forward intended to clarify issues related to the process of re-appointment or re-election for a second term, and campaigning procedures.

The Committee questioned the President and Corporate and Board Secretary.

Moved By Governor Wilson

Seconded By Governor Johnson

That the Governance Review Committee recommend to the Durham College Board of Governors:

"That based on Report GOV-2017-12:

1. Board By-law No.1, as amended, be further amended as outlined in Attachment 1.
2. Board By-law No. 3, as amended, be further amended as outlined in Attachment 2.
3. Board By-law No. 4, as amended, be further amended as outlined in Attachment 3." CARRIED

With Governor Tremblay participating by telephone, the vote was unanimous.

### **7.2 Review of Board Policies Due for Renewal**

The Committee reviewed the Board policies due for renewal including Mission, Vision and Values and Strategic Goals, and noted the new policies align with new strategic plan.

Moved By Governor Lucyk

Seconded By Governor Johnson

That the Governance Review Committee recommend to the Durham College Board of Governors:

“That based on Report GOV-2017-08, the following Board policies be approved as presented:

- Mission, Vision, Values
- Strategic Goals.” CARRIED

With Governor Tremblay participating by telephone, the vote was unanimous.

### **7.3 Annual Compliance Report for 2016-2017**

The Committee reviewed the President’s annual compliance report for 2016-2017, a report confirming compliance with all Board policy and relevant legislation.

Moved By Governor Johnson

Seconded By Governor Lucyk

That the Governance Review Committee recommend to the Durham College Board of Governors:

“That Report GOV-2017-11, confirming compliance with Board policy and all relevant legislation for 2016-2017, be received for information.” CARRIED

With Governor Tremblay participating by telephone, the vote was unanimous.

### **7.4 Post Election Report for the 2017-2018 Student Governor Election**

The Committee reviewed the post-election report for the 2017-2018 student governor election.

Moved By Governor Wilson

Seconded By Governor Lucyk

That the Governance Review Committee recommend to the Durham College Board of Governors:

“That Report GOV-2017-09, providing the post-election report for the 2017-2018 Student Governor election, be received for information.” CARRIED

With Governor Tremblay participating by telephone, the vote was unanimous.



**8. DISCUSSION ITEMS**

**8.1 Term Limits for Standing Committee Chair and Vice-Chair**

The Committee reviewed an information report and discussed the matter of term limits for the positions of Standing Committee Chair and Vice-Chair.

The Committee questioned the President and Corporate and Board Secretary.

After discussion, the Committee concurred that the current practice is working and that no formal changes need to be made.

**ACTION:** Corporate and Board Secretary to review the Board policy on Committee Principles to ensure wording reflects that the Board has the authority to use its judgement when making and/or changing Committee appointments

**9. OTHER BUSINESS**

None.

**10. MEETING CRITIQUE**

The Committee agreed the objectives of the meeting were met, the discussion was good and that it was good practice to review the by-laws on a regular basis.

**11. ADJOURNMENT**

Moved By Governor Lucyk

Seconded By Governor Johnson

“That the May 15, 2017 meeting of the Governance Review Committee be adjourned.”

CARRIED

With Governor Tremblay participating by telephone, the vote was unanimous.

The meeting ended at 6:04 p.m.

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Heather Quantrill  
Committee Chair

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Melissa Pringle  
Corporate and Board Secretary

**Report Number: BOG-2017-94**

**To: Board of Governors**

**From: Don Lovisa, President**

**Date of Report: June 7, 2017**

**Date of Meeting: June 12, 2017**

**Subject: President's Report – May 2017**

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## Purpose

To provide an update on the President's activities and significant college initiatives for the month of May 2017.

## Our Students

### Durham College Alumnus Wins Provincial Accessibility Award

May 2017



Durham College was proud to congratulate John Draper on his receipt of the David C. Onley award for Leadership in Accessibility. This auspicious award was presented to Draper by the Honourable Elizabeth Dowdeswell, Lieutenant Governor of Ontario. Draper was recognized for raising awareness about accessibility and nurturing a culture of inclusion across the province. Draper graduated from DC's journalism program in 2005 and has been honoured as an Alumnus of Distinction for his tireless work to promote accessibility and inclusivity. During his time at DC, Draper had a vision of building a socially responsible business that would inspire learning and create accessible and inclusive communities, which he

achieved when he later founded *Together We Rock!*

## Alumni of Distinction Dinner

May 2017

On May 18<sup>th</sup>, Durham College hosted a dinner at the Bistro '67 honouring three recipients of the Alumni of Distinction award: Brent Lessard, Joyce Hunter, and Richard Gauder.

After graduating at the top of his class in the Mechanical Engineering Technology program in 2015, Brent Lessard went on to found rLoop, a non-profit organization that focuses on developing and launching world-changing technology. Brent also serves as an advisor on the President's Panel at Durham College.

Joyce Hunter received her diploma in journalism at Durham College in 2003. Since then she has spent over 10 years working as a journalist and has won national and provincial awards for her work. Joyce is currently the Aboriginal Liaison Coordinator for the City of Thunder Bay where she is working on developing the city's relationships with the aboriginal community.

Richard Gauder graduated from the Marketing Administration program at Durham College in 1984. He has since been very active in Durham Region, serving as a former board member and president of the Whitby Chamber of Commerce. Presently Richard is the president at CMS Web Solutions while also chairing the Durham Region Roundtable on Climate Change. He is also the founder of the Durham Business Advisory Group and four 100 Men charitable groups in Durham and Clarington.



## Station Gallery Durham College Student Exhibit

May, 2017



Whitby's Station Gallery presented the 10<sup>th</sup> Annual *Durham College Show* that featured work by a new generation of artists and college grads. This exhibition showcased the creative output of Durham College's Fine Art and Design students, which included drawings, paintings, mixed-media work and sculptures. The event offered the public an occasion to view the diverse and engaging art projects created by DC students and culminated with a reception and awards celebration on May 25<sup>th</sup>.

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## DC Student Entrepreneurs Make History Launching Young Professionals Week June 2017



DC entrepreneur students, Rachel Enright, Gregory Barnes, and recent DC graduate, Brittany Charlton were invited to Queens Park by MPP Granville Anderson to launch Young Professionals Week for Ontario on May 17. Rachel, Gregory and Brittany were each introduced in the legislature, and their entrepreneurial efforts in launching companies (Ruts Cosmetics, Henlen Watches and Ohh Products, respectively) while at DC were recognized and captured in the official transcript for legislative proceedings,

Hansard; thus, placing them in Ontario's "history" book of public policy. To top off the day, Rachel, Gregory and Brittany met with MPP for Durham, Granville Anderson, Deputy Premier and Minister of Advanced Education and Skills Development, Deb Matthews, Minister of Health, Dr. Eric Hoskins, Minister of Agriculture Food and Rural Affairs, Jeff Leal, Minister of Economic Development and Growth, Brad Duguid, and Minister of Housing, Chris Ballard. They met to discuss the inspiration and market relevance of their companies and the supportive learning climate of DC.

## Brewing Memories Tour May 2017

Durham College is celebrating its 50<sup>th</sup> Anniversary this year, and as part of the Anniversary, the Alumni Department has planned a DC Brewing Memories Coffee Tour. The objective of this tour is to visit 50 workplaces in and around Durham Region that hire DC graduates and host a coffee party for the graduates who work there. The goal is to reconnect with alumni, learn about their careers and celebrate their successes, and provide coffee, treats and alumni swag. This month the tour has visited Hewlett Packard, General Motors, three OPG sites, the city of Oshawa, St. Mary's Cement, Oshawa This Week, and the Durham Region Police Service.



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## Our People

### Retirees Celebration Event

May 2017

On May 26, Durham College recognized 16 DC employees retiring between January and July, 2017. The years of service of the retirees ranged from 12-36 years and each were presented with a gift from Don Lovisa and Elaine Popp. The celebration, held at the Centre for Food, included the sharing of comments and stories from colleagues about the retirees and their time and Durham College. This will be a bi-annual event, with the next celebration occurring in December to recognize those retiring between August and December 2017.



### Congratulations Teaching Certificate Graduates

May 2017



Another class of faculty have successfully completed their Durham College Teaching Certificates. This program supports faculty in their transition from subject matter expert to professional educator. The program offers resources and support to allow faculty to learn new skills, consider new theories, and think about their career skills in new ways. Faculty engage in courses offered face-to-face and online, developing a foundation of adult learning theory and building a multitude of practical teaching skills.

## DCLT Success – Congratulating Dr. Scott Blakey May 2017

Congratulations to Scott Blakey, Chief Administrative Officer and member of DCLT for successfully completing the PhD program at the University of Toronto. We are all very proud of Scott's accomplishment and had some fun celebrating with him on this momentous occasion.



## Happy 50<sup>th</sup> Birthday May 2017



As part of the 50<sup>th</sup> Anniversary festivities, President Don Lovisa continues to celebrate with employees who are celebrating their 50<sup>th</sup> birthday in the College's 50<sup>th</sup> year. This month, Don presented Maria Iannuzziello, professor from the School of Justice, with a commemorative letter, t-shirt, \$50 gift card to Bistro '67, and a song.

## Our Business

### DC Selected as a Lead Institution for the Kenya Education for Employment Program May 2017

Durham College is proud to announce that it has been selected as the lead institution to support the capacity-building goals of the Kenya Education for Employment Program (KEFEP). Working in partnership with Olds College and Algonquin College, DC will embark on a three-year project to provide support for institutional leadership and assist in implementing Kenya's technical and vocational education and training reforms. As project lead, DC will work specifically with two Kenyan institutions poised and ready for growth: Kitale National Polytechnic and the Eldoret National Polytechnic.



Durham College has also been selected for a second partnership in support of the capacity-building goals of the Kenya Education for Employment Program. DC will be the direct institutional partner of Sigalagala National Polytechnic in supporting their goals of developing a Renewable Energies Program.

## DC Hosts Eastern Regional College Dialogues Event

May 2017



The College Dialogues event is held annually across the province for Ontario Guidance Counsellors. This event represents 24 colleges and offers sessions throughout the day in the interest of providing new information and dialoguing with our counsellors. The Ontario College Dialogues provides an opportunity for Guidance Counsellors to meet representatives from Ontario's Colleges and get information on programs, admissions, facilities, etc. Durham

College was proud to host this year's event and was happy to welcome over 120 counsellors in attendance.

## Durham College and Educational Partners Launch 'Teaching City' Initiative

June 2017

The city of Oshawa has embraced the need for continuous improvement and innovation to meet the needs of the community. Thus, the city has partnered up with DC, UOIT, the University of Toronto, and the Canadian Urban Institute to formally collaborate on making Oshawa a 'Teaching City.' This designation establishes the city as one focused on experiential learning, applied research, and innovative teaching partnerships in order to study and address complex urban issues. On June 5, a Memorandum of Understanding was signed by Mayor John Henry and representatives from the aforementioned educational institutions; thus, solidifying this initiative to pursue several objectives. Such objectives include contributing to seminars and workshops that drive the business goals of the city, creating sustainable solutions to urban issues, and working toward the long-term positioning of Oshawa as a recognized



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community of urban research and learning.

## **DC Receives \$10,000 from TD Bank**

May 2017

Durham College is pleased to announce that TD Bank Group is contributing \$10,000 to support the construction of its new Centre for Collaborative Education (CFCE). As a leader in environmental practices and with a strong commitment to Indigenous Peoples



and communities, TD is supporting the college's CFCE and its contribution to these values. The donation will be directed towards a Centre for Indigenous Peoples and green construction elements incorporated throughout the building, such as the unique TD Green Roof, a living wall, solar panels, and low-light fixtures. Scheduled to open in 2018, the CFCE is a

multi-level, 75,000 square-foot facility that will act as an educational access point for students, community groups, Indigenous Peoples and key business sectors, while maintaining a commitment to environmental stewardship.

## **Our Community**

### **Durham College Hosts the Cypher: Black Male Empowerment Conference**

May 2017



Durham College was proud to welcome 300 guests on May 24 as host of The Cypher: Black Empowerment Conference. This conference, an initiative of the Durham District School Board (DDSB), provided black male students from grades 8-10 with the opportunity to learn about future academic pathways and

the college's unique learning environment. Students met with community leaders, such as the award-winning spoken word poet, Dwayne Morgan and DDSB alumni youth speaker, Francis Asheri, winner of the TD Scholarship for Community Leadership in 2014.



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## Durham College Co-hosts Science Rendezvous

May 2017

On May 13, Durham College and UOIT hosted Canada's largest celebration of science and engineering, Science Rendezvous. Working with Canada's top research institutes, Science Rendezvous present a free coast-to-coast open house and celebration. This annual festival included over 60 activities for science lovers of all ages to explore and nearly 100 volunteers, including faculty from DC's schools of Health & Community Services and Science & Engineering Technology.



## United Way Cheque Presentation

May 2017



On May 23, Durham College proudly presented the United Way Durham with a cheque for over \$25,000. Funds had been raised by Durham College from March 27-April 7 through several fundraising initiatives. Such initiatives included the employee payroll deduction, art nights, corkscrews for the cause, and the tastes and treasures table challenge. This year, many of our students here at Durham College also participated in the

campaign and attended several of the fundraising initiatives.

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## Parkwood Estate Mother's Day Tea

May 2017

On Saturday May 13, Durham College was pleased to join other local dignitaries in serving high tea for the annual Parkwood Mother's Day tea. This special event was attended by over one hundred women all wearing their Sunday best and traditional dress hats. Parkwood is a National Historic site that has preserved the art, architecture, gardens, landscaping and original furnishings from the interwar years and is the source of tremendous pride in the community.



**Report Number: BOG-2017-97**

**To: Board of Governors**

**From: Linda Marco, Associate Vice President, Development and Alumni Affairs**

**Date of Report: June 8, 2017**

**Date of Meeting: June 12, 2017**

**Subject: Durham College Foundation Workplan for 2017-2018**

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## **1. Purpose**

The purpose of this report is to share the workplan of the Office of Development and Alumni Affairs/Durham College Foundation as approved by the Durham College Foundation Board of Directors.

## **2. Recommendation**

It is recommended to the Durham College Board of Governors:

That Report BOG-2017-097 outlining the workplan for the Office of Development and Alumni Affairs and the Durham College Foundation for 2017-2018, be received for information.

## **3. Background**

In accordance with the Memorandum of Agreement Section 3(a) approved by the Durham College Board of Governors in January 2017:

“The College shall meet with the representative(s) of the Subsidiary from time to time to discuss the affairs of the Subsidiary including such matters as budgets, objectives, plans, procedures, use of College resources, and other matters.”

## **4. Discussion/Options**

The attached workplan was approved by the Durham College Foundation Board of Directors at their Annual General Meeting on June 6, 2017.

## **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 aligns to the “Our Business” pillar of the Strategic Plan and the goal to demonstrate good governance.

## Office of Development & Alumni Affairs/DC Foundation Workplan

### 2017-18 Workplan

Objective	Tactics
Publicly launch the Building Something Amazing Campaign.	Hard Hat Tour - September  Op Ed in newspaper  Web-site sliders
Achieve 100% of Building Something Amazing \$5 million capital campaign goal.	Continued major gift prospecting, solicitation <ul style="list-style-type: none"> <li>• Qualify 50 additional prospects with target ask btw \$10K-\$250K</li> <li>• Close the 11 open MG proposals</li> <li>• Solicit or support solicitation of qualified MG prospects</li> </ul> Broad based solicitation tactics including <ul style="list-style-type: none"> <li>• e-campaigns;</li> <li>• direct mail test</li> <li>• telemarketing.</li> </ul> Targeted group solicitations: <ul style="list-style-type: none"> <li>• Alumni of Distinction</li> <li>• DCRA</li> <li>• Former BOG members</li> </ul>
Grow Run for DC from \$23,000 to \$50,000 in honour of DC's 50 <sup>th</sup> anniversary.	Increase participation by 40% (from 30 to 50)  Involve students to participate.  Solicit sponsorship 15 sponsors totalling \$25,000 to match \$ raised by participants.
Begin identifying suspects and prospects for the next (Whitby) campaign	Create list of suspects and prospects for a skilled-trades oriented campaign
Increase participation in PayDay Lottery 20%.	Ongoing promotion via ICE  Source and implement incentive for new/increased participants.

	Video winner notification to share excitement.
Scholarships and Bursaries	<p>Transition process of renewing existing donors from Student Awards to Development and Alumni Affairs.</p> <p>Streamline reporting by implementing Banner Module and integrating with R/E.</p> <p>Implement meaningful stewardship reports for scholarship and bursary donors.</p> <p>Take the lead for the Donor/Student Dinner.</p>
Continue Alumni telemarketing campaign and achieve 3-5% participation rate.	Contract Keys Direct to contact 4,000-5,000 alumni through a targeted telemarketing campaign focusing on anniversary activities and \$50 for 50 campaign.
Measure satisfaction and usage rates in order to strategize and responsibly improve member services.	<p>Establish Benchmark for member satisfaction.by compiling study of current data including viable emails/ mailing addresses, baselines for social media, online data; survey data; Affinity Partner data</p> <p>Determine how to measure improved services? Number of benefits? Usage of benefits? Social media feedback, online engagement- Google Analytics, You Tube, short website surveys; Affinity Partners data</p>
Measurably elevate the perceived value of the DCAA to students, alumni, employees and the DCLT.	<p>Update the Memorandum of Understanding between DC and DC Alumni Association and organizational chart to better reflect the relationship and ensure clear lines of accountability.</p> <p>Increase focus on first year student relationships to elevate awareness of Alumni Association by partnering with Student Affairs to connect with and support students throughout the student life cycle. Specifically:</p> <ul style="list-style-type: none"> <li>▪ Include b2B promotional material in welcome package</li> <li>▪ Research/implement new orientation approach- alternate alumni gift/message on orientation day and increased alumni involvement- “Ask a Question”;</li> <li>▪ Research/implement “Kind Mail” through alumni mentorship program during exams</li> <li>▪ Other initiatives to be determined-recruit student representative for DCAA Board</li> </ul>

	<p>Further grow Backpack to Briefcase program, involving more departments and increasing student participation by 10%.</p> <p>Research and secure vendor/distributor for DCAA merchandise and market to grads</p> <p>Research and implement (if viable) an Alumni Leadership Points Program for various ways to give back and support students and graduates.</p> <p>Continue developing ways to connect and partner with employees and DCLT to increase involvement with and communication about alumni activities and benefits.</p> <p>Establish the first stage of an Alumni Mentorship Program (AMP) by researching and recommending an AMP for DC; Develop a pilot project by</p> <ul style="list-style-type: none"> <li>• Partnering with Whitby Chamber of Commerce, UOIT and Trent to promote the AMP</li> <li>• Investigating costs of outside services such as Vine-up, Magnet and Campus Tap vs an in-house program</li> </ul> <p>Investigate potential opportunities with Continuing Education (CE) to promote CE programs and offer alumni discount.</p> <p>Investigate potential opportunities with Bistro '67 to offer alumni discount- promote Bistro cooking classes</p>
<p>Engage Foundation Board members in actively soliciting for the Building Something Amazing capital campaign.</p>	<p>Support their solicitation processes through research, materials, attendance at solicitation meetings.</p>
<p>Develop policies and procedures for DC Foundation.</p>	<p>Develop set of policies and procedures that govern the way the Foundation Board and Development offices conducts business.</p>
<p>Raiser's Edge</p>	<p>Implementation of prospect management system.</p> <p>Complete R/E Database Audit</p> <p>Integration with Microsoft Web Components</p>

	RE Upgrade Investigation to NXT
Develop policies and procedures manual for Development and Alumni Affairs.	<p>Compile all new Development and Alumni Affairs policies and procedures into one manual.</p> <p>Document Development and Alumni Affairs processes in manual including: gift processing; CRA rules; scholarships and bursaries; alumni services; etc.</p>
Donor Care/Stewardship	<p>Implement tender process to contract supplier for development of CFCE donor wall.</p> <p>Address existing donor wall deficiencies including the digital wall in Whitby.</p> <p>Develop Annual Donor Report.</p> <p>Develop on-going stewardship plans for BSA Donors</p>
Records Management	<p>Prepare documents and submit into Records Management System</p> <p>Organize electronic records and implement File Classification system in S Drive</p>



**Report Number: BOG-2017-90**

**To: Board of Governors**

**From: Dr. Elaine Popp, Vice-president, Academic**

**Date of Report: May 19, 2017**

**Date of Meeting: June 12, 2017**

**Subject: 2017-2021 New Program Development Five-Year Plan**

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## **1. Purpose**

The addition of new academic programs ensures that our program offerings remain responsive to student demand and labour market needs, and is an important factor in continuing to grow and/or maintain the college's enrolment targets. This 2017-2021 New Program Development Five-Year Plan is used for academic planning purposes. As programs are considered for addition to our college offerings, we employ concerted efforts to ensure the impacts of future resource requirements, such as new and/or renovated academic space, IT assets, academic equipment and other capital needs, faculty and support staff needs, and library resources are captured and documented.

While this document outlines plans for future program additions, utilizing the Program Health Matrix 2.0 (PHM 2.0) tool, KPI data, Annual Program Review and Comprehensive Program Review reports, the college also undertakes a thorough and thoughtful review process for sun-setting programs that have reached the end of their life cycle.

## **2. Recommendation**

That Report BOG-2017-90 providing the 2017-2021 new program development five-year plan, be received for information.

## **3. Background**

Planning for the future growth and ensuring sustainability of its current program mix are essential strategic exercises for Durham College. The development of new high-quality programs remains a goal in our corporate strategic plan, business plan, academic plan and Ministry mandated Strategic Mandate Agreement (SMA).

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The process for building Durham College's first Five-Year New Program Development Plan was introduced in the fall of 2015 and the 2016-2020 Five-Year New Program Development Plan was presented to the Board of Governors in April 2016.

In the fall of 2016, the process for the 2017-2021 plan began and the five-year list is presented within the attached table. Criteria for selecting programs is founded on factors including student interest, labour market need, community, industry and stakeholder recommendations, fit with current program mix, bench staff or faculty complement, and alignment with the SMA. The five-year plan is considered fluid and therefore subject to change based on the factors noted above.

#### **4. Discussion/Options**

Various internal quality assurance mechanisms are in place for vetting and eventually approving new program proposals. The process begins with the preparation of a concept paper to describing the scope for the new program idea and conduct preliminary discussions regarding the purpose and strategic fit of the program. The Office of Research Services, Innovation and Entrepreneurship (ORSIE) then develops an environmental scan for each of the proposed new programs, followed by the execution of a labour market/industry focus group session to gauge industry's interest in supporting a new program in this area of study and field of practice.

The program development team prepares Program Vocational Learning Outcomes and begins the initial curriculum planning with support provided by the Curriculum Specialists in the Centre for Academic and Faculty Enrichment (CAFE).

The new program proposal is then presented to the Program Proposal Review Committee (PPRC), a cross-representative college committee. The PPRC is charged with reviewing each new program proposal for its feasibility and sustainability. The PPRC will determine whether or not to recommend the new program to the Vice President, Academic for approval and continuation with full development.

Once a program is fully vetted through the internal mechanisms, external approvals are sought from the Ontario College Quality Assurance Service (OCQAS) for credential validation, the Durham College Board of Governors for a recommendation to approve the program of instruction, and finally the Ministry of Advanced Education and Skills Development for program funding approval.

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## **5. Financial/Human Resource Implications**

There are no financial or human resource implications.

## **6. Implications for the Joint Campus Master Plan**

There are no implications for the joint campus master plan.

## **7. Implications for UOIT**

Implications for UOIT are an important consideration in the development of the annual Five-Year New Program Development Plan.

## **8. Relationship to the Strategic Plan/Business Plan**

The planning and implementation of the Five-Year New Program Development Plan for 2017-2021 falls within the “Our Students” pillar, under the goal “Deliver high-quality programs to help students develop a wide range of career-ready skills”.

To “Support Program Development Excellence” is listed as an objective under the “Our Students” pillar in the 2017-2018 Durham College Business Plan. Due consideration and appropriate exploration is a priority in the preparation of the five-year plan.

School	Program Name	Credential	Sector	Occupational Sub-cluster	Process Status
<b>Health &amp; Community Services</b>	Massage Therapy	Advanced Diploma	Health	H03 (Health Technology)	Fully approved and set to launch in September 2017
<b>Interdisciplinary Studies</b>	Pre-Health Sciences Pathway to Certificates and Diplomas	Certificate	Health	Preparatory/Upgrading	Fully approved and set to launch in September 2017
<b>Interdisciplinary Studies</b>	Pre-Health Sciences Pathway to Advanced Diplomas and Degrees	Certificate	Health	Preparatory/Upgrading	Fully approved and set to launch in September 2017
<b>Justice &amp; Emergency Services</b>	Office Administration – Real Estate	Diploma	Business	B04 (Office Administration)	Fully approved and set to launch in September 2017
<b>Skilled Trades, Apprenticeship &amp; Renewable Technology</b>	Mechanical Technician - Elevating Device	Diploma	Industrial	T09 (Mechanical)	Fully approved and set to launch in September 2017
<b>Total of 5 new programs in 2017-2018</b>					

School	Program Name	Credential	Sector	Occupational Sub-cluster	Process Status
<b>Business, IT &amp; Management</b>	Cosmetic Techniques and Management	Diploma	Arts/ Business	A03 (Fashion)	Awaiting Ministry Funding Approval
<b>Business, IT &amp; Management</b>	Esthetician – Spa Management	Diploma	Arts/ Business	A03 (Fashion)	Awaiting Ministry Funding Approval
<b>Business, IT &amp; Management</b>	Data Analytics for Business Decision Making	Graduate Certificate	Arts/Business	A17 (Social Services)	Fully approved and set to launch in September 2018
<b>Justice &amp; Emergency Services</b>	Fire Science and Leadership	Diploma	Public Administration (Services)	T19 (Technology Miscellaneous)	Awaiting Ministry Funding Approval
<b>Science &amp; Engineering Technology</b>	Civil Engineering Technology	Advanced Diploma	Construction	T04 (Civil)	Awaiting Ministry Funding Approval
<b>Science &amp; Engineering Technology</b>	Civil Engineering Technician	Diploma	Construction	T04 (Civil)	Awaiting Ministry Funding Approval
<b>Science &amp; Engineering Technology</b>	Bachelor of Health Care Technology Management	Degree	Health Technology	H03 (Health Technology)	Received Ministry Consent and Awaiting Funding Approval
<b>Skilled Trades, Apprenticeship &amp; Renewable Technology</b>	Power Engineering Techniques	Certificate	Energy/ Technology	T10 (Power)	Fully approved and set to launch in September 2018
<b>Total of 8 new programs for 2018-2019</b>					

School	Program Name	Credential	Sector	Occupational Sub-cluster
<b>Business, IT &amp; Management</b>	Fashion Business Management	Diploma	Business	B12 (Marketing/Retail Sales)
<b>Business, IT &amp; Management</b>	Marketing Management	Graduate Certificate	Business	B06 (Business Management)
<b>Health &amp; Community Services</b>	Autism	Graduate Certificate	Community Services	A17 (Social Services)
<b>Health &amp; Community Services</b>	Honours Bachelor of Behavioural Sciences	Degree	Arts	A17 (Social Services)
<b>Justice &amp; Emergency Services</b>	Immigration Consulting	Graduate Certificate	Arts/Business	A17 (Social Services)
<b>Justice &amp; Emergency Services</b>	Emergency Services Leadership Management	Local Board Certificate	Arts/Business	A10 (Law & Security)
<b>Media, Art &amp; Design</b>	Interior Decorating	Diploma	Arts	A04 (Advertising & Design)
<b>Science &amp; Engineering Technology</b>	Regulatory Affairs	Graduate Certificate	Technology	T03 (Chemical/Biological)
<b>Science &amp; Engineering Technology</b>	Pharmaceutical, Administration and Regulatory Practices – Cannabis	Diploma or Graduate Certificate	Health/Technology	H03 (Health Technology)
<b>Skilled Trades, Apprenticeship &amp; Renewable Technology</b>	Renovation Technician	Diploma	Construction	T12 (Furniture/Wood Products)
<b>Skilled Trades, Apprenticeship &amp; Renewable Technology</b>	Transportation Service Technician	Diploma	Transportation Technology	T02 (Automotive)
<b>Total of 11 new programs in 2019-2020</b>				

School	Program Name	Credential	Sector	Occupational Sub-cluster
<b>Business, IT &amp; Management</b>	Retail Management	Graduate Certificate	Business	B12 (Marketing/Retail Sales)
<b>Business, IT &amp; Management</b>	Public Administration	Graduate Certificate	Business	B10 (Government/Real Estate)
<b>Centre for Food</b>	Food and Beverage Management	Diploma	Business/Hospitality	B17 (Hospitality Management)
<b>Centre for Food</b>	Tourism	Diploma	Business/Hospitality	B16 (Travel/Tourism)
<b>Centre for Food</b>	Landscape Design Technology/Technician	Advanced Diploma or Diploma	Agri-Business	A08 (Horticulture)
<b>Health &amp; Community Services</b>	Respiratory Therapist	Advanced Diploma	Health	H03 (Health Technology)
<b>Health &amp; Community Services</b>	Clinical Research (Associate)	Graduate Certificate	Health/Technology	T03 (Chemical/Biological)
<b>Justice &amp; Emergency Services</b>	Computer Forensics	Graduate Certificate	Business/Technology	B01 (Business Computer)
<b>Justice &amp; Emergency Services</b>	Bachelor of Applied Arts, Paralegal Studies	Degree	Business	B15 (Business Legal)
<b>Science &amp; Engineering Technology</b>	Pharmacy Technician	Diploma	Health	H03 (Health Technology)
<b>Total of 10 new programs for 2020-2021</b>				

School	Program Name	Credential	Sector	Occupational Sub-cluster
<b>Business, IT &amp; Management</b>	Bachelor of Applied Arts, Fashion Business	Degree	Business	B12 (Marketing/Retail Sales)
<b>Business, IT &amp; Management</b>	Sales Management	Graduate Certificate	Business	B12 (Marketing/Retail Sales)
<b>Business, IT &amp; Management</b>	Supply Chain Management	Graduate Certificate	Business	B06 (Business Management)
<b>Health &amp; Community Services</b>	Diagnostic Cardiac Sonography	Graduate Certificate	Health	H03 (Health Technology)
<b>Health &amp; Community Services</b>	Diagnostic Medical Ultrasonography	Graduate Certificate	Health	H03 (Health Technology)
<b>Interdisciplinary Studies</b>	Pre-Technology	Certificate	Technology	A09 (Preparatory/Upgrading)
<b>Science &amp; Engineering Technology</b>	Electrical Engineering Technician/Technology	Advanced Diploma or Diploma	Energy and Technology	T06 (Electronics)
<b>Science &amp; Engineering Technology</b>	Telematics Technician and/or Technology	Advanced Diploma or Diploma	Technology	T06 (Electronics)
<b>Skilled Trades, Apprenticeship &amp; Renewable Technology</b>	Power Engineering Techniques - Third Class	Certificate	Engineering	T10 (Power)
<b>Total of 9 new programs for 2021-2022</b>				



**Report Number: BOG-2017-89**

**To: Board of Governors**

**From: Dr. Elaine Popp, Vice-president, Academic**

**Date of Report: May 31, 2017**

**Date of Meeting: June 12, 2017**

**Subject: Quality Assurance and Comprehensive Program Review**

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## 1. Purpose

As part of Durham College's quality assurance processes, a comprehensive program review (CPR) of each Program of Instruction, or cluster of programs, must be conducted every five to seven years. This report is intended to provide the Board of Governors with an overview of our compliance with this requirement.

## 2. Recommendation

It is recommended to the Durham College Board of Governors:

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.

## 3. Background

All Ontario college programs must conform to the Minister's Binding Policy Directive Framework for Programs of Instruction. This framework requires that colleges establish mechanisms for the review of their programs to ensure ongoing quality, relevance and currency. Durham College is dedicated to offering quality programming and to ensuring exceptional educational experiences for its students. In order to achieve these objectives and meet Ministry requirements, the college has implemented numerous quality assurance processes including CPR. Every five to seven years, each postsecondary program undergoes a rigorous review and assessment to monitor the quality of the program, to determine that the program:

- Aligns with the mission, vision and values of the college, and the college's strategic plan;

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- Aligns with Durham College's Strategic Mandate Agreement (SMA);
  - Aligns with the existing program mix at Durham College;
  - Remains responsive to economic and societal needs, as well as meet the expectations of students and employers;
  - Supports transition to further study, where appropriate;
  - Delivery incorporates current and innovative pedagogical best practices, work-integrated learning experiences, and alternate delivery modes, as appropriate, to enhance student success and satisfaction;
  - Meets or exceeds the Ministry of Advanced Education and Skills Development Program Standards (where they exist);
  - Meets or exceeds industry or program accreditation standards, where applicable;
  - Fulfills the expectations of the Ontario College Quality Assurance Services (OCQAS), and meets the standards and requirements as outlined in the College Quality Assurance Audit Process (CQAAP); and
  - Adheres to and meets the objectives of Durham College's Program Review and Renewal policy and procedure (ACAD-105 / 105.1).

The CPR is a thorough, rigorous process which uses program performance information, Annual Program Review reports, stakeholder feedback and external assessment, and collaborative exercises of self-assessment to analyze the program. Through critical analysis and reflection by the Program Review Team, a Final Report is developed, with the intention of providing evidence of areas of strength, opportunity and areas in need of improvement through a set of recommendations with action plan. Once the Final Report is approved by the vice president, Academic, highlights of the comprehensive program review are presented to Durham College's Academic Council. The Final Report is posted to Program Portfolios (on the Durham College intranet, ICE). The Manager, Program Review and Renewal supports the process and tracks completion of the recommendations identified in the action plan.

## 4. Discussion/Options

### 4.1 Completed Comprehensive Program Reviews

The list of programs below completed their CPR during the 2016-2017 academic year and presented the analysis of their data and actions for continuous improvement to Durham College's Academic Council.

School of Media, Art and Design  
Photography (Ontario College Diploma)  
Video Production (Ontario College Diploma)  
Foundations in Art and Design (Ontario College Advanced Diploma)

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Fine Arts – Advanced (Ontario College Certificate)  
Animation – Digital (Ontario College Diploma)  
Animation – Digital Production (Ontario College Advanced Diploma)  
Graphic Design (Ontario College Advanced Diploma)

School of Trades, Apprenticeship and Renewable Technology  
Renewable Energy Technician (Ontario College Diploma)  
Motive Power Technician - Service and Management (Ontario College Diploma)

School of Science and Engineering Technology  
Pharmaceutical and Food Science Technology (Ontario College Advanced Diploma)  
Pharmaceutical and Food Science - Fast Track (Ontario College Diploma)

School of Justice and Emergency Services  
Police Foundations (Ontario College Diploma)  
Protection, Security and Investigation (Ontario College Diploma)  
Court Support Services (Ontario College Certificate)

School of Health and Community Services  
Community Integration through Cooperative Education (Ontario College Certificate)  
Social Service Worker (Ontario College Diploma)

School of Business, IT and Management  
Business - Accounting (Ontario College Diploma)  
Business Administration - Accounting (Ontario College Advanced Diploma)  
Business - Accounting - UOIT Transfer (Ontario College Diploma)

School of Continuing Studies  
Sewing (Durham College Certificate)  
Management Studies (Durham College Certificate)  
AutoCAD (Durham College Certificate)

## 4.2 In-Progress Reviews

The list of programs below began the CPR process in 2016/2017 (or earlier) and will submit a Final Report and Recommendations in June of 2017. Following submission of the Final Report and Recommendations, the programs will be scheduled to present the analysis of their data and actions for continuous improvement to Academic Council for information sharing during the upcoming academic year (2017/2018).

School of Media, Art and Design  
Public Relations (Ontario College Advanced Diploma)

School of Trades, Apprenticeship and Renewable Technology  
Electrical Engineering Technician (Ontario College Diploma)  
Electrical Techniques (Ontario College Certificate)

School of Justice and Emergency Services  
Emergency Services Fundamentals (Ontario College Certificate)  
Mediation and Alternative Dispute Resolution (Graduate Certificate)  
911 Emergency and Call Centre Communications (Ontario College Diploma)

School of Health and Community Services  
Personal Support Worker (Ontario College Certificate)  
Developmental Services Worker (Ontario College Diploma)  
Communicative Disorders Assistant (Graduate Certificate)

School of Science and Engineering Technology  
Horticulture Technician (Ontario College Diploma)

School of Business, IT and Management  
Supply Chain and Operations Management - Business Administration  
(Ontario College Advanced Diploma)  
Supply Chain and Operations - Business - Transfer to UOIT (Ontario  
College Diploma)  
Supply Chain and Operations - Business (Ontario College Diploma)

### **4.3 Spring 2017 Launched Reviews**

The list of programs below began the Comprehensive Program Review process in the Spring of 2017 and will submit a Final Report and Recommendations in June of 2018. Following submission of the Final Report and Recommendations, the programs will be scheduled to present the analysis of their data and actions for continuous improvement to Academic Council for information sharing during the following academic year (2018/2019).

School of Media, Art and Design  
Broadcasting – Radio and Contemporary Media (Ontario College Diploma)

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School of Trades, Apprenticeship and Renewable Technology  
Trades Fundamentals (Ontario College Certificate)  
Building Construction Technician (Ontario College Diploma)  
Centre for Food  
Culinary Skills (Ontario College Certificate)  
Culinary Management (Ontario College Diploma)

School of Justice and Emergency Services  
Paralegal (Diploma and Graduate Certificate)

School of Health and Community Services  
Practical Nursing (Ontario College Diploma)  
Animal Care (Ontario College Certificate)

School of Science and Engineering Technology  
Electromechanical Engineering Technology (Ontario College Advanced Diploma)  
Architectural Technician (Ontario College Diploma)  
Architectural Technology (Ontario College Advanced Diploma)

School of Business, IT and Management  
Human Resources - Business (Ontario College Diploma)  
Human Resources - Business - Transfer to UOIT (Ontario College Diploma)  
Human Resources - Business Administration (Ontario College Advanced Diploma)  
Office Administration (Ontario College Certificate)  
Office Administration - Executive (Ontario College Certificate)  
Office Administration - Health Services (Ontario College Certificate)

School of Continuing Studies  
Medical Office Administration (Durham College Certificate)  
Medical Transcriptionist (Durham College Certificate)  
Hospital Nursing Unit Clerk (Durham College Certificate)

## **5. Financial/Human Resource Implications**

Recommendations resulting from the Comprehensive Program Review process that have financial implications, such as the hiring of additional faculty, the acquisition of instructional capital, and/or the refurbishing/retrofitting of teaching space are presented for approval through the annual budget process.

## **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 deliver high-quality programs to help students develop a wide range of career-ready skills. The report also relates to the “Our Business” pillar of the Strategic Plan, and the goal to offer quality programs, services and systems that modernize, support and grow our business.

**Report Number: BOG-2017-91**

**To: Board of Governors**

**From: Dr. Elaine Popp, Vice-president, Academic**

**Date of Report: May 29, 2017**

**Date of Meeting: June 12, 2017**

**Subject: Approval of New Continuing Education Program of Instruction**

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## **1. Purpose**

To seek approval from the Board of Governors for the following postsecondary program of instruction for the September 2017 intake:

1. eLearning Developer
  - Credential: Durham College Certificate
  - Duration: 294 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-2017-91, the proposed Durham College Certificate program of instruction listed below be approved:

- eLearning Developer

## **3. Background**

The School of Continuing Education endeavours to introduce new programming and courses, with a particular emphasis on flexible delivery, including in-class and online options, that meet the needs of our non-traditional students. In September 2016, the School of Continuing Education collaborated with three other Ontario colleges, La Cité, Seneca College, and St. Lawrence College in the development of this program proposal. The proposal was successful and the colleges received eCampusOntario funding to develop the program curriculum. The program will be delivered fully online and will be available to all 24 Ontario colleges through OntarioLearn.

This new Durham College Certificate program also aligns to the components identified in our 2014-2017 Strategic Mandate Agreement (SMA). As it relates to this new program, 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 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**

With the growth of online education, teaching and training has advanced the need for skilled developers of web-based learning. This program is designed to provide students with usable skills and a pedagogical basis in order to develop quality online learning materials. Students will also be introduced to their role in relation to the team-based approach of designing educational materials.



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Graduates of this program may be employed in roles such as eLearning Designer, Rapid eLearning Developer, Learning Specialist, eLearning Consultant, eLearning Course Author, Training Specialist Author, Learning and Development Specialist, and Training Content Developer. Industries that employ eLearning Developers include education, and training departments of financial, retail, healthcare, insurance, trades, and consulting organizations. The eLearning Developer program is being delivered part-time and is a fully online program eliminating any geographic barriers for the student.

Durham College will be developing three of the seven online courses comprising this credential, and will be hosting them through OntarioLearn. Seneca College and St. Lawrence College are preparing and hosting two 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 will be involved in program development from the outset, so that all seven courses will be prepared for delivery in French as well.

Three of the seven courses will be offered in September 2017 and the remaining four courses will be finalized and ready for online delivery in May 2018.

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

## **5. Financial/Human Resource Implications**

The School of Continuing Education received funding from eCampus Ontario in the amount of \$142,873 for our participation in this project. The funds will be allocated toward program planning and curriculum development, as well as the development of Durham College's three courses. Part-time faculty with appropriate teaching experience and work related skills and knowledge in eLearning will be hired to teach the courses hosted by Durham College.

## **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.

## General Program Information

Proposed Program Title: eLearning Developer

Proposed Credential: Durham College Certificate

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

Proposed Date of Implementation: September 2017

Date of Review by Program Proposal Review Committee: May 10, 2017

Enrolment: 10 students per course

Total Program Hours: Seven courses at 42 hours each for a total of 294 hours

Number of New Full-Time Faculty: No new full-time faculty requirements. Part-time faculty will be hired for the courses offered by Durham College

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.

Proposed Tuition: \$395.17 for courses hosted by Durham College and \$443.60 for courses hosted by other colleges.

## 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 – May 10, 2017
- Approved by vice-president, Academic
- Reviewed by President

## **2. Program Overview**

### **2.1 Program Description**

With the growth of online education, teaching and training has advanced the need for skilled developers of web-based learning. This program is designed to provide students with usable skills and a pedagogical basis in order to develop quality online learning materials. Students will not only learn the practical skills for development, but will also be introduced to how their role relates to the team-based approach in educational design.

### **2.2 Career Outcomes**

The eLearning Developer program is responsive to a growing demand for expertise (both technological and pedagogical) in the creation of online programming. As the field of online education continues to grow and mature, this locally approved certificate meets both the current and future labour market demand. Educators, trainers, designers, and administrators will benefit from completing this program and it will appeal to both the traditional educator, and anyone in business/industry who creates online materials.

Graduates of this program may be employed in roles such as eLearning Designer, Rapid eLearning Developer, Learning Specialist, eLearning Consultant, eLearning Course Author, Training Specialist Author, Learning and Development Specialist, and Training Content Developer. Industries where graduates may work include, education, training, financial, retail, health care, insurance, trades, and consulting.

### **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 eLearning Developer Durham College Certificate has reliably demonstrated the ability to:

1. Collaborate with subject matter experts to plan and develop a structure for e-learning materials using principles of instructional design.
2. Develop and maintain web content using established client-side web-programming languages and applications.
3. Recommend appropriate e-learning strategies and materials based on learning theory for the desired project objectives.

4. Design and develop multimedia content for e-learning, including audio, video, illustrations, animations, and interactive content using relevant, current and/or emerging technologies.
5. Collaborate with subject matter experts in researching, selecting and evaluating appropriate technologies, tools and applications to achieve project objectives.
6. Contribute as a member of an integrated team to execute the planning, delivery, and evaluation of e-learning projects.
7. Perform all work in compliance with relevant regulations, accessibility legislation, copyright legislation, and industry standards.

## **2.4 Admission Requirements**

- Ontario Secondary School Diploma (OSSD) or
- Mature Student Status or
- Grade 12 equivalency certificate achieved through College academic upgrading
- Recommended for students with an educational background

## **3 Program of Study**

### **3.1 HTML Introduction (Durham College)**

Students will learn some of the most important topics of HTML, from the basics of creating Web pages with graphics and links, using tables, and controlling page layout with frames, to more advanced topics including cascading style sheets, and adding pre-written JavaScript to HTML documents. Students will also learn how to create a multimedia Web page, and create a Web page with forms. Software Required: HTML and any word processing software. 42 hours

### **3.2 Instructional Design for Online Learning (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/learner analysis and develop a design plan for a specific instructional approach. 42 hours

### **3.3 LMS Platforms (Seneca)**

This course is designed to introduce students to Learning Management Systems (LMS), and familiarize them with the tools available. The importance of well-designed templates and ease of navigation will be investigated. Learners will develop a module in an LMS platform during this learning experience to demonstrate a key learning outcome. 42 hours

### **3.4 Managing an eLearning Project (St. Lawrence)**

Working as a manager of an online learning project involves strong communication, teamwork, leadership and project management skills. In this course, students will learn the various roles within an online learning team and explore how all tasks work in tandem to ensure a successful outcome. In addition, students will learn how to support clients during the program development and design process. 42 hours

### **3.5 Multimedia for Online Learning (St. Lawrence)**

In a technological-driven society, instructional designers and curriculum developers must be creative in reaching their dynamic learners. Multimedia plays an important role in sparking a learner's motivation to learn. Students in this course will analyze a learner's needs and develop a learning plan that includes multimedia. Students will learn about implementing audio, video and graphic design into online learning environments. 42 hours

### **3.6 eLearning Tools (Durham)**

This course explores current online learning tools that address a variety of learning needs. Key areas covered include, choosing appropriate tools that align to learners' needs and allow for ease-of maintenance. Students will gain hands-on experience working with a variety of online learning tools. 42 hours

### **3.7 Universal Design for Learning and Accessibility for Online Learning (Durham)**

To ensure that all learners can meet the course and program learning outcomes, it is critical to include the principles of Universal Design for Learning and accessibility when designing online learning programs. In this course, students will apply appropriate universal design for learning practices, by using appropriate online learning materials. In addition, students will learn about relevant accessibility laws in order to recommend strategies to ensure AODA compliance for all online content. 42 hours

## 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. This new, fully-online program is unique in the Ontario College system and has no barriers for delivery making it available to potential students from anywhere in the province. The program will also be delivered in French, offering students greater flexible and access for learning.

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

This new 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 create and deliver 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 developing 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 years 1995 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.
- According to the 2016 National Occupational Classification (NOC) 4021, College and Other Vocational Instructors has been identified as relevant to professions in eLearning development. This occupational group is expected to face labour shortage conditions over the period of 2015-2024 at the national level. Projected job openings are expected to be substantially higher to job seekers, creating a shortage of workers. The National Outlook to 2020 is 'Good' (a rating given to occupations that offer the best opportunities).
- The eLearning Developer program is designed for the large market of educators who need to acquire expertise in developing online courses and programs. Another potential market is Bachelor of Education graduates who wish to become more competitive in their field. This is especially pertinent considering both unemployment and under-employment of educators in our current job climate.
- Beyond the academic world there is also a market for all trainers in business and industry who develop web-based training materials.

## 6. Student Interest

This program will result in enrolment of new students. The eLearning Developer program is responsive to a growing demand for expertise (both technological and pedagogical) in the creation of online programming. As the field of online education continues to grow and mature, this certificate meets both the current and future labour market demand. Educators, trainers, designers, and administrators will benefit from completing this



program and it will appeal to both the traditional educator, and anyone in who creates online materials for their organizations.

## 7. Analysis of Competition

This Durham College Certificate is new and not currently being delivered in Ontario in any delivery format. This program will be offered in a part-time format, and fully online with asynchronous delivery. Students will be able to complete the entire certificate at their local community college with no geographical barriers. By being delivered through the OntarioLearn consortium, the program will be available not just to the collaborating colleges, but to all 24 colleges in Ontario. In addition, by developing a bilingual program, the curriculum will be available to a greater student population.

## 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 developing eLearning material.

## 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 42 hour courses.
- Projected enrollment is based on 10 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 \$3.53 per credit hour.
- Hosting Online Learning Course Fee is \$44 per student

<b>Revenue</b>	<b>Per Student/ Course</b>	<b>X 7 Courses</b>	<b>X 10 Students Per Semester</b>
Tuition + Admin Fee	\$341.02	\$2,387.14	\$23,871.40
Grant	148.26	1,037.82	10,378.20
Computer Conferencing Fee (Hosted) x 3 courses	54.15	162.45	1,624.50
Computer Conferencing Fee (Externally-Hosted) x 4 courses	102.58	410.32	4,103.20
Instructor Fees x 7 courses	107.35	751.45	7,514.50
<b>Total Revenue</b>	<b>\$753.36</b>	<b>\$4,749.18</b>	<b>\$47,491.80</b>

## Expenses

- Online Instructor Fee is \$107.35 per student, per course
- Embanet Fee is \$54.15 per student
- Non-Hosting Ontario Learning Course Fee is \$44 per student

<i>Expenses</i>	<i>Per Student/ Course</i>	<i>X # Courses</i>	<i>X 10 Students Per Semester</i>
<b><i>For the 3 DC-Hosted Courses</i></b>			
Instructor Fees	<del>\$107.35</del>	\$322.05	\$3,220.50
Embanet Fees	<del>\$54.15</del>	162.45	1,624.50
Host College Fees	0	0.00	0.00
OntarioLearn Marketing fees	4	12.00	120.00
<b>Subtotal</b>	<b><del>\$161.50</del></b>	<b>\$496.50</b>	<b>\$4,965.00</b>
<b><i>For the 4 Externally-Hosted Courses</i></b>			
Instructor Fees (x 4 courses)	<del>\$107.35</del>	\$429.40	\$4,294.00
*Embanet Fees (x 4 courses)	<del>\$54.15</del>	216.60	2,166.00
Host College Fees (x 4 courses)	<del>40</del>	176.00	1,760.00
OntarioLearn Marketing fees (x 4 courses)	4	16.00	160.00
<b>Subtotal</b>	<b><del>\$200</del></b>	<b>\$838.00</b>	<b>\$8,380.00</b>
<b>Total Expenses</b>			<b>\$13,345.00</b>
<b>NET CONTRIBUTION PER SEMESTER</b>			<b>\$34,146.80</b>
<b>NET YEARLY CONTRIBUTION (3 semesters)</b>			<b>\$102,440.40</b>

\*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.

**Report Number: BOG-2017-95**

**To: Board of Governors**

**From: Don Lovisa, President**

**Date of Report: June 7, 2017**

**Date of Meeting: June 12, 2017**

**Subject: 2017-2020 Strategic Mandate Agreement**

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## **1. Purpose**

To present the 2017-2020 Strategic Mandate Agreement to the Board of Governors.

## **2. Recommendation**

It is recommended to the Durham College Board of Governors:

That based on Report BOG-2017-95, the 2017-2020 Strategic Mandate Agreement be approved.

## **3. Background**

The Strategic Mandate Agreement between the Ministry of Advanced Education and Skills Development and Durham College outlines the role the College currently performs in Ontario's post-secondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives and government priorities.

Specifically, the Strategic Mandate Agreement (SMA):

- Identifies and explains the shared objectives and priorities between the Ontario government and the College;
- Outlines current and future areas of program strength;
- Supports the current vision, mission, and mandate of the College and established areas of strength within the context of the College's governing legislation;
- Describes the new College funding model, including:

- a College's enrolment plans and the initial midpoint levels of weighted funding units that will be funded in the corridor funding model during the period of this SMA; and
- differentiation areas of focus including metrics, targets and differentiation grant allocation;
- Provides information on the financial sustainability of the institution; and,
- Informs Ministry decision-making and enables Ministry to align its policies and processes to further support the College's areas of strength.

The term of the SMA is from April 1, 2017 to March 31, 2020.

The SMA accompanies this report.

#### **4. Financial/Human Resource Implications**

Funding provided by the Ministry of Advanced Education and Skills Development is dependent on submitting the Strategic Mandate Agreement by June 2017.

#### **5. Implications for the Joint Campus Master Plan**

There are no implications for the joint campus master plan.

#### **6. Implications for UOIT**

The Strategic Mandate Agreement outlines linkages to UOIT including academic programs, capital planning, applied research, and financial sustainability.

#### **7. Relationship to the Strategic Plan/Business Plan**

The Strategic Mandate Agreement is aligned with the 2017-2020 Strategic Plan and Business Plan.

# STRATEGIC MANDATE AGREEMENT

Durham College of Applied Arts and Technology |  
2017-20

Draft Submission between the  
Ministry of Advanced Education and Skills Development and  
Durham College of Applied Arts and Technology |  
April 2017



# Ontario's Vision for Postsecondary Education

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Ontario's colleges and universities will drive creativity, innovation, knowledge, skills development and community engagement through teaching and learning, applied research and service.

Ontario's colleges and universities will put students first by providing the best possible learning experience for all qualified learners in an affordable and financially sustainable way, ensuring high quality and globally competitive outcomes for students and Ontario's economy.

## Durham College of Applied Arts and Technology Vision, Mission and Mandate

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Durham College has refreshed its strategic plan. The 2017-2020 Strategic Plan for Durham College holds the following vision, mission, values and goals:

### Vision

Durham College is the premier postsecondary destination for students who succeed in a dynamic and supportive learning environment. Our graduates develop the professional and personal skills required to realize meaningful careers and make a difference in the world.

### Mission

The student experience comes first at Durham College.

### Values

- **Integrity and transparency** – we behave and communicate sincerely and honestly.
- **Respect** – we treat everyone with dignity, deliver superior service and offer a safe environment.
- **Equal access and diversity** – we embrace uniqueness, ensure accessibility and champion all learners.
- **Personal and team accountability** – we do what we say we will do and are creative and innovative in how we conduct our business.
- **Collaboration** – we create opportunities to work together to foster learning and achieve success.

# Preamble

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This Strategic Mandate Agreement between the Ministry of Advanced Education and Skills Development and Durham College of Applied Arts and Technology outlines the role the College currently performs in Ontario's postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives and government priorities.

The Strategic Mandate Agreement (SMA):

- Identifies and explains the shared objectives and priorities between the Ontario government and the College;
- Outlines current and future areas of program strength;
- Supports the current vision, mission, and mandate of the College and established areas of strength within the context of the College's governing legislation;
- Describes the agreed-upon elements of the new College funding model, including:
  - a College's enrolment plans and the initial midpoint levels of weighted funding units that will be funded in the corridor funding model during the period of this SMA; and
  - differentiation areas of focus including metrics, targets and differentiation grant allocation;
- Provides information on the financial sustainability of the institution; and,
- Informs Ministry decision-making and enables Ministry to align its policies and processes to further support the College's areas of strength.

The term of the SMA is from April 1, 2017 to March 31, 2020.

The agreement may be amended in the event of substantive policy or program changes that would significantly affect joint commitments made in the SMA (e.g., Major Capacity Expansion and Highly Skilled Workforce). Any such amendment would be mutually agreed to in writing, dated, and signed by both signatories.

# Aspirations

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The Ministry recognizes the importance of supporting institutions to evolve and acknowledges the strategic aspirations of its postsecondary education institutions. The SMA is not intended to capture all decisions and issues in the postsecondary education system, as many will be addressed through the Ministry's policies and standard processes. The Ministry will not be approving any requests for capital funding or new program approvals, for example, through the SMA process.

## **Durham College goals: 2017-20 Strategic Plan**

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.

## **Sustaining program growth in response to region-wide growth: continuing to meet the educational interests of students and employers**

Durham College will continue to respond to domestic and international enrolment demand with market-driven programs, from certification to degree (apprenticeship to degree), responding to the needs of employers across the industries and sectors fueling Durham Region and the broader economy. Durham College will support the development of new credentials and experiential learning opportunities that meet the demands of the local and broader economy, and in keeping with programming excellence of the Ontario college system.

## **Durham College: Partner enabling economic and social prosperity for a thriving region**

Durham College registers an economic impact of more than \$800 million to Durham Region; there is virtually nowhere in the area where DC's presence is not felt. The majority of students come from the region and the majority of graduates stay in the region. Durham College has mobilized key employers to boost the strategic development of innovation in the region through the Ideas Summit and other economic and social forums. All business lines of Durham College are positioned to realize the four goals for DC students, DC people; DC business; and DC's local and global community.

## **Advancing innovation and productivity for industry partners through the applied research agenda**

As a key education partner to the thriving Region of Durham, Durham College will continue to deepen its contributions towards innovation and productivity across industries and sectors, through its four themes,



described in the 2015-2020 Strategic Research Plan: Cultivating Healthy Lives and Resilient Communities, Advancing Agriculture, Agri-business and Tourism, Enabling Technologies of the Future, and Enhancing Scholarly Teaching and Learning. Durham College is expanding efforts across its priority areas of applied research through investment and project activity in deep learning, a subset of artificial intelligence that is much in demand by industry and where capacity building is the strongest for faculty across the college. Durham College expects to participate in a range of applied research projects involving government and industry funding/project partnerships, and an ongoing effort for cross institutional partnerships across the post-secondary system, building on the college's own financial commitment for institutional applied research projects.

## Shared Objectives and Priorities for Differentiation

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*In the next section, institutions are requested to indicate how recent and planned initiatives and/or investments help to further focus on areas of differentiated strength, including:*

- *Student Experience;*
- *Innovation in Teaching and Learning Excellence;*
- *Access and Equity;*
- *Applied Research Excellence and Impact; and*
- *Innovation, Economic Development and Community Engagement.*

# 1.0 Student Experience

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This section captures institutional strengths in improving student experience, outcomes and success. This section recognizes institutions for measuring the broader learning environment, such as continuity of learning pathways; retention; student satisfaction; co-curricular activities and records; career preparedness; and student services and supports.

## 1.1 Institutional Approach to Improving Student Experience

*Colleges are asked to comment on existing or planned initiatives aimed at improving student experience, including the uniqueness of your approach, target groups and partners involved. Quantitative and qualitative evidence will be used to track progress and achievements over time.*

Durham College takes a college-wide approach in supporting the DC student experience, supplemented by targeted strategies to reach specific student groups based on their interests, needs, and phase of the DC learning journey. Students have multiple DC touchpoints located in “anchor” facilities such as the one-stop Student Services Building which make student services easy to access. In addition, targeted programs promote the development of resilience through implementation of a coaching approach to all service and academic supports. This philosophical and practical approach starts at applicant first point of contact to one of 450+ pathways, with transition supports into the college, through the range of student supports all the way to transitions to the workforce. Students have opportunities that include experiential learning, entrepreneurship programming and career development coaching that, all contribute to the DC learning journey.

Durham College manages a delicate balance of providing supports for a successful student experience, while recognizing that our student population will re-engage with their home communities and having community partnerships to enhance student support options for students during and after their learning experience with Durham College is critical. This facilitates smoother transitions such that students upon graduation, may benefit from a continuity of support as they start their careers. The growing demand for student mental health supports and developmental programs to build resilience represents a critical service area that merits a systemic response to the inadequate level of funding and service policy.

**DC partners in support of the DC student experience** include but are not limited to:

- Health and mental health service providers such as Ontario Shores and Lakeridge Health,
- Employers across industries and community-based organizations including not-for-profits
- the DC alumni association,
- DC student mentors,
- DC Corporate Training Services and clients
- Partner post-secondary institutions, such as UOIT, e.g., pathways,

- School boards (dual credits for at-risk students: school-work-college initiative),
- Spark Centre, BACD
- The City of Oshawa, and other municipalities and townships across the region,
- The Region of Durham,
- Local Chambers of Commerce,
- Enactus,
- Global Affairs Canada,
- World University Service of Canada,
- CiCAN,
- ONLearn,
- Employment Offices,
- Office of Financial Aid.

**Student groups supported by DC include:**

- pre-enrolled students,
- new students,
- first generation students,
- domestic and international students,
- continuing education students,
- transfer students,
- students identified requiring academic support,
- UOIT students enrolled in academic upgrading (without specialized DC academic programming, these UOIT students on academic probation would face a 1 year break in their academic path)
- students requiring mental health support,
- students identified with an interest in participating in entrepreneurship, applied research, social innovation (Enactus) projects,
- students approaching graduation,
- alumni,
- DC also supports an inclusive student experience for under-represented groups, such as the student indigenous population – while the region has 1.5% indigenous population, the DC self-identified indigenous student population is at 2% of total full-time enrolment.

**Responding to changing demographics and the interest for graduate certificates and degrees**

A growing number of DC students are not direct-entry students from high school, and this includes those who have completed a previous college diploma, a university degree or have course equivalent work experience. Post-secondary education is no longer considered a point-in-time experience; college education is a continuous learning experience throughout a student’s career journey, and DC is responsive to greater demand for advanced certificates, diplomas and degrees. DC draws the majority of its students from the region and the majority of graduates stay in the region to contribute to the local economy. Meeting the needs of employers, experiential learning opportunities will continue to expand, such as co-ops, to facilitate the transition to their careers.

## 1.2 Examples of Institutional Initiatives

*Institutions are asked to include a list of key relevant initiatives, including a brief description to further explain your institution's approach: 1.2 Examples of Institutional Initiatives*

**Following are examples of institutions initiatives that support the DC student learning experience. Initiatives enable academic and career resilience students prior to college through to graduation. The current funding formula does not fully support all initiatives and as described below and in section 7.6.**

**Student Success Coaching – a unique program expanding beyond pilot phase:** building success plans for students and working proactively to identify resources that help students solve their own problems and build resilience before issues escalate and require intervention. With appropriate resources, the pilot will be expanded to track indicators of resilience that are developed by DC students and that will distinguish the DC student in their life skills capacity and employability. The growing demand for services supporting student resilience requires sustained provincial funding that matches current and projected student demand and the implementation of service models to respond to student needs.

**Mapping Student Retention** and tacking initiatives in support of the DC student learning experience.

**College-wide approach to Mental Health First Aid training** with training provided for to full-time academic, part-time academic staff and administrative employees.

**Learning Transitions.** The Start Strong and Backpack to Briefcase programs provide DC students with supports in initial and advanced transition phases of the DC learning journey.

**Student Academic Learning Services (SALS)** support students in reaching their academic goals. In addition to SALS, academic advisors support every school.

**Academic program connections with industry.** Every DC program provides students with multiple opportunities to engage with industry. Some examples include:

- **The Supply Chain cluster** holds an annual Student/Alumni dinner where alumni from various sectors come to tell graduating students what is happening in their industry and what the career options are.
- **The Sport Management** cluster brings in about 50 guest speakers each academic year across semesters to provide students with a broad range of perspectives on the industry
- **Sport Management students** put on a large industry-wide conference which draws students from other academic institutions to learn from representatives from a cross-section of the industry
- The Marketing program runs the **Durham College Marketing Competition** where alumni act as judges as marketing students present cases.
- **The practical nursing program applies theory to** Community care, Long-term care, maternal/child care, and mental health, with high fidelity simulators used to enhance the learning experience.
- **The Gerontology – Activation Coordination Program offers** a living classroom experience for students in the Psychogeriatric course: **The Adult Day Program Living classroom** experience allows students to learn on site in our community in an Adult Day Program in Durham Region, facilitating “Increased awareness through practical experience”.

**Fostering Student Entrepreneurship.** Through FastStart, DC students can experience a wide range of co-curricular events, competitions, and learning opportunities that can increase the likelihood of start-up success.

**Career services, work-study programs, Career Nights on campus with employers, cross-school initiatives** such as HR students practicing their interviewing skills with Police Foundations students, capstone STEAM day, and outreach events promoting women in trades.

**Transitioning to the job-market: Career Development, work study programs, cross-school initiatives**

- **DC Career Development** is equally a support for students to enter the job market and a partner for industry to recruit the right talent. A range of supports are offered that include: Career Nights on campus where 50 employers engage with 100 students from 10 programs, the joint DC-UOIT Career Fair; and, work-integrated learning programs, another bridge to the job-market such as students maintaining and harvesting the growing fields on campus for the food related programs and Bistro '67.

**Academic remediation for UOIT Students.** DC provides academic remediation to UOIT students on academic probation who would otherwise face a gap year before re-entering their program. **Demand for this programming is growing and is not supported through the current funding formula.**

**The Fitness and Health Promotion Program provides students** with an experiential learning opportunity of performing an exercise lab for other students. This experience allowed students to experience, observe and understand the effects of exercise in the heat on cardiovascular function and thermal balance.

**International student transition supports to DC and the community,** such as First Night, which engages international students their first night at DC, which can be their first night in the country | ]

**Access and Support Centre** – ensuring our students feel welcomed and supported throughout their academic journey, DC provides the following programming and support services: Aboriginal student support, advocacy and support, e.g., harassment, mediation and referral services, diversity and inclusion, orientation and transitions, an student engagement.

**Supporting at-risk high school students through the Centre for Success.** The Centre for Success allows for the re-engagement of high school students in-risk. A separate program within the centre for success supports new mothers, including support for children in-care. While students complete their high school diploma they earn dual credits towards their college education. The Centre for Success has a 93% success rate of student achieving their OSSD.

**Providing a hub of community services: Dental Reception and Administration students** support the dental programs mouth guard clinic, gaining experiential learning through a community experience that is held at Durham College. Students are part of the Dental Team by greeting clients, ensuring their medical histories are completed, preparing materials for the other dental programs to proceed with the mouth guard, taking payment and arranging parking.

### 1.3 Metrics and Targets - To be completed

Institutional Metrics	Institutional Targets	System-Wide Metrics	Institutional Targets for System-Wide Metrics
<ul style="list-style-type: none"> <li>Metric 1</li> <li>Metric 2</li> <li>Metric 3</li> </ul>	<ul style="list-style-type: none"> <li>Target 1</li> <li>Target 2</li> <li>Target 3</li> </ul>	<ul style="list-style-type: none"> <li>Overall Student Satisfaction and Engagement Survey results (reporting years 2016-17 to 2020-21)</li> <li>Results of the (Q39) "satisfaction with services" and (Q49) "satisfaction with facilities" capstone questions from the Student Satisfaction and Engagement Survey (reporting years 2016-17 to 2020-21)</li> </ul>	<ul style="list-style-type: none"> <li>Target 1</li> <li>Target 2</li> <li>Target 3</li> </ul>

Notes on filling out Section 1.3: Colleges could consider the following example(s) among their preferred institutional metrics:

- Proportion of operating expenditures used for student services

## 2.0 Innovation in Teaching and Learning Excellence

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This section focusses on innovative efforts including pedagogical approaches, program delivery and student services that contribute to a highly skilled workforce and ensure positive student outcomes.

This section captures institutional strengths in delivering high-quality learning experiences, such as experiential, entrepreneurial, personalized and digital learning, to prepare students for rewarding careers. It includes recognition of student competencies that improve employability.

It begins to identify indicators of quality that are currently available and within an institution's control.

### 2.1 Institutional Approach to Innovation in Teaching and Learning Excellence

*Colleges are asked to comment on existing and planned contributions related to innovation in teaching and learning (e.g., experiential learning, placements, simulations, and digital modules), including target groups (e.g., part-time students, adult learners, etc.). Quantitative and qualitative evidence will be used to track progress and achievements over time.*

*Note: There is a particular interest in learning more about the activities/initiatives that Colleges are pursuing in the area of experiential learning. A system-wide definition for experiential learning is under development and is expected to be finalized in the near future. In the meantime, SMA Advisors are interested in learning about activities that Colleges are pursuing that might fall into this category.*

**Experiential Learning.** Durham College actively delivers a range of experiential learning formats that are both key to the student experience of DC's diverse student population and to employers who look to Durham College as a leading education partner for Durham Region.

**Definition of Experiential Learning.** Durham College supports the Colleges Ontario definition of Experiential Learning:

*"Experiential learning is an activity facilitated or recognized by a college, where students participate in workplaces or environments/activities that simulate workplace activities, so that they can learn while doing. Experiential learning opportunities enable students to develop vocational and employability skills valued by employers."*

Experiential learning opportunities include any of the following learning activities:

- Laboratories, workshops and/or field experience
- Industry specific and Industrial shops
- Simulation activities and technology

- Capstone projects designed to address real-world problems
- Applied research projects
- Co-curricular activities
- Service learning
- Clinical or field placement and/or internship
- Co-operative education placement
- Entrepreneurship (FastStart) and social entrepreneurship (DC Enactus chapter)
- Apprenticeship
- Relevant independent volunteer and/or work experience.

**Teaching Excellence.** Durham College demonstrates its dedication to teaching excellence for new and established faculty, and full-time and contract faculty, in a range of formats and initiatives, through the Centre for Academic and Faculty Enrichment. Durham College also provides leadership to the college system in developing and teaching excellence programs in areas such as ONLearn.

## 2.2 Examples of Institutional Initiatives

*Institutions are asked to include a list of key relevant initiatives, including a brief description to further explain your institution's approach:*

**The Centre for Academic and Faculty Enrichment provides** faculty with a range of professional development supports: obtaining the College Teaching Certificate; new faculty participate in the new full time faculty orientation; JumpStart Weekend is provided to new contract faculty; Curriculum development resources are provided for developing online curriculum, using the JumpStart model (distinct from JumpStart Weekend). In addition, faculty are provided time (SWF) for enrichment activities such as applied research, international activities, mentoring entrepreneurial students, and obtaining academic degrees.

**Durham College provides college system leadership in ONLearn,** developing and delivering online courses and programs, and the college will support the ONLearn 2017-2020 Strategic Plan that will allow for a digital strategy for the changing needs of stakeholders and reaching new markets, which maintaining the highest standards of curriculum design and delivery through a cooperative model.

**The Office of Research Services Innovation and Entrepreneurship (ORSIE)** supports faculty and students in participating in co-curricular activities, e.g. industry and institutional applied research, facilitates experiential learning such as entrepreneurship (FastStart) and social entrepreneurship (Enactus), ORSIE also provides institutional research for the college.

**The School of Health and Community Services** delivers the Dental Hygiene program by integrating academic studies and clinical practice to prepare students to practice with the client and the community, offering clients from the community quality dental care in a professional, caring and safe environment. The Dental Clinic provides a teaching/learning environment for students enrolled in the college's dental programs, and supports clients of all ages – both adults and children – with an opportunity to receive dental hygiene care by students under the supervision of registered dental hygiene faculty members and/or a licensed dentist for a one-time fee of \$30 for adults and \$10 for children between the ages of 5 and to 13 (clients can receive services including



blood pressure screenings, X-rays, adult and child dental cleanings, periodontal scaling and root planing, oral cancer screenings, pit and fissure sealants, preventive oral health education, dental nutritional counselling, topical fluoride treatments and an examination by a dentist). This program is accredited by the Commission on Dental Accreditation of Canada.

**The W. Galen Centre for Food, anchoring Durham Region’s first-ever post-secondary field-to-fork concept,** offers students and faculty an interdisciplinary learning continuum of harvesting, storage, processing, packaging, sale and consumption of local food – particularly important as agri-food is a leading industry for the Durham Region. The CFF has exported this expertise to our partner in Trujillo Peru as part of a Global Affairs Canada-supported project.

**The School of Skilled Trades, Apprenticeship, and Renewable Technology** delivers unique industrial experiential learning experiences through its industrial and industry- specific shops, such as its welding, elevating device and automotive shop areas; and, students enrolled in the motive power technician service and management program build a kit car from start to completion as part of their program studies.

**The School of Science and Engineering Technology** offers capstone field placements and hold an annual STEAM showcase of student innovation, experimentation and product development

**Bachelor of Science in Nursing program** provides a Simulated Practicum Day for Year 1 Health Foundations students to prepare them for their practicum. They are given a “report” on a patient, they research the patient’s diagnosis and the planned care for that patient during the lecture. High fidelity manikins are incorporated into the program experiential learning experience.

**The School of Justice and Interdisciplinary Studies** involves students and faculty in the Justice Games, paralegal students participate in a mock trial, and Police Foundation students provide mentorship to at risk elementary school students.

**2.3 Metrics and Targets – to be completed**

Institutional Metrics	Institutional Targets	System-Wide Metrics	Institutional Targets for System-Wide Metrics
<ul style="list-style-type: none"> <li>• Metric 1</li> <li>• Metric 2</li> <li>• Metric 3</li> </ul>	<ul style="list-style-type: none"> <li>• Target 1</li> <li>• Target 2</li> <li>• Target 3</li> </ul>	<ul style="list-style-type: none"> <li>• Overall Student Satisfaction and Engagement Survey results (reporting year 2016-17 to 2020-21)</li> <li>• Results of the (Q13) “satisfaction with knowledge and skills” and (Q24) “satisfaction with learning experiences” capstone questions from</li> </ul>	<ul style="list-style-type: none"> <li>• Target 1</li> <li>• Target 2</li> <li>• Target 3</li> </ul>

		<p>the Student Satisfaction and Engagement Survey (reporting years 2016-17 to 2020-21)</p> <ul style="list-style-type: none"> <li>• Graduation rates (reporting years 2016-17 to 2020-21)</li> <li>• Retention rates (depending on program length – Yr1 to Yr2, Yr2 to Yr3, Yr3 to Yr4)</li> <li>• Number of students enrolled in an experiential learning program at an institution</li> <li>• Number of online course registrants, programs, and courses at an institution</li> </ul>	
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*Notes on filling out Section 2.3:*

*Colleges could consider the following examples among their preferred institutional metrics:*

- *Range of delivery modes used to promote collaborative learning*
- *Measures related to effective teaching practices*
- *Methodologies and practices used to promote student/faculty interactions*
- *Overall graduation and persistence/retention rates*

## 3.0 Access and Equity

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This section recognizes institutions for their efforts in improving postsecondary education equity and access. Institutions play an important role in providing equitable and inclusive environments that make it possible for students from diverse communities to thrive and succeed. Institutions will also be recognized for creating equitable access opportunities that can include multiple entrance pathways and flexible policies and programming, with the focus on students who, without interventions and support, would not otherwise participate in postsecondary education. Examples include outreach to marginalized youth, transition, bridging and access programs for adults with atypical education histories and who did not meet admissions requirements.

### 3.1 Institutional Approach to Improving Access and Equity

*Colleges are asked to comment on the characteristics of the students for whom access is being provided, as well as the programming; policies and practices that are uniquely supportive of access for diverse groups of students. Colleges are also asked to comment on the involvement of community partners and expectations and definitions of success.*

As a key partner to the Durham Region economy, Durham College must respond to the ongoing enrolment growth trend for the region by providing an effective learning environment to an increasingly diverse and complex student population, while the new funding model does not support the demand for this trend:

- Direct entrants from High School
- First generation students
- Second career students
- Mature students
- Domestic and international students
- Non-direct entrants including a growing trend of university graduates entering Durham College following their university degree
- At-risk high school students participating in the Centre for Success, earning dual college credits
- Apprentices\* and pre-apprentices
- Under-represented groups such as self-identified Indigenous students, LBGT+, students with disabilities/exceptionalities
- Students participating in Durham College's 450+ pathways to other institutions following their program
- Continuing education students\*
- Corporate training clients\* participating in on-campus, online and North America-wide customized training
- ONLearn and e-Campus Ontario students
- Colleges who are clients to the Durham College-designed ONLearn programs

Durham College undertakes a college-wide approach to supporting and celebrating access to the DC learning experience for all of its students, with an equity lens, supplemented by focused strategies that ensure academic

success, student resilience, and effective transitions to the workplace, e.g., experiential learning, work placements, etc. In addition, Durham College is undertaking institutional research to uncover enrolment and retention patterns that can support future strategies in support of the student experience and success.

*(\* ) **Adult Education, Apprenticeship, and Literacy and Basic Skills:** The College system wishes to note that with respect to Adult Education, Apprenticeship, and Literacy and Basic Skills, from the perspective of our access mandate, colleges deliver a number of programs and services that provide valuable options and choice to students when offered independently. However, it is important to note that, when combined, these programs and services have an even greater collective impact. Through the provision of one stop access to programs such as Adult Education, Literacy and Basic Skills, Apprenticeship, pathways and other types of advising, and multiple learner supports, we are well positioned to help all learners navigate the complex postsecondary landscape.*

[ ]

### 3.2 Examples of Institutional Initiatives

*Institutions are asked to include a list of key relevant initiatives, including a brief description to further explain your institution's approach:*

[ ]

**Student Success Coaching:** Durham College has responded to the increasingly complex student needs with the Durham College Student Success Coaching model successfully piloted over 3 years that will be expanded to support a broader student population, including self-identified indigenous students.

**Supporting Changing Student Demographic- Pathways, Online Learning:** Durham College has responded to the broadening definition of a student, the demand for multiple pathways (DC offers 450+ academic pathways), and expanded online offerings, e.g., Continuing Education courses are all available online, the Critical Care Graduate Certificate program includes an online component, and the Early Childhood Education program is available in complete online format.

**The Centre for Success** serving at-risk high school students is delivered at DC in partnership with 5 School Boards. The program has a 93% success rate of students competing their OSSD, which also offers students the opportunity to gain their first two college credits and continue their learning journey in the post-secondary system.

**Academic Remediation for UOIT Students:** Continuing to respond to growing demand for its unique academic remediation program for UOIT students to avoid a gap year and complete DC courses while on academic probation.

**Apprenticeship and pre-apprenticeship programming, and supporting community initiatives** to promote highly skilled workers and promote an increase in women in trades, such as sponsoring Skills Ontario and hosting women in trades symposiums.

**Durham College signed the Indigenous Education Protocols for Colleges and Institutes** (October 2015), which highlights the importance of structures and approaches required to address Indigenous Peoples' learning needs and support self-determination and socio-economic development of Indigenous communities.

**Occupational Therapist Assistant and Physiotherapist Assistant programming** fosters equity and accessibility in a range of ways including, a course offering that includes community partners explaining what success looks like in the field.

**AODA compliance:** Durham College delivers a college-wide approach to supporting accessibility, including through institutional efforts such as the Accessibility Coordinating Committee.

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### 3.3 Metrics and Targets – to be completed

Institutional Metrics	Institutional Targets	System-Wide Metrics	Institutional Targets for System-Wide Metrics
<ul style="list-style-type: none"> <li>• Metric 1</li> <li>• Metric 2</li> <li>• Metric 3</li> </ul>	<ul style="list-style-type: none"> <li>• Target 1</li> <li>• Target 2</li> <li>• Target 3</li> </ul>	<ul style="list-style-type: none"> <li>• Number and proportion of the following groups at an institution:               <ul style="list-style-type: none"> <li>A. Indigenous students;</li> <li>B. First generation students;</li> <li>C. Students with disabilities; and</li> <li>D. Francophone students</li> </ul> </li> <li>• Overall Student and Graduate Satisfaction Rates for Indigenous Students and Students with Disabilities (reporting years 2016-17 to 2020-21)</li> <li>• Employment Rates for Indigenous Students and Students with Disabilities (reporting years 2016-17 to 2020-21)</li> <li>• Share of OSAP recipients at an institution relative to its total number of eligible students</li> <li>• Percentage of College graduates enrolled in University programs <i>(Source: College Graduate Outcomes Survey)</i></li> <li>• Percentage of University graduates enrolled in College programs <i>(Source: College Student Satisfaction Survey)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Target 1</li> <li>• Target 2</li> <li>• Target 3</li> </ul>

Notes on filling out Section 3.3:

Colleges could consider the following examples among their preferred institutional metrics:

- Number/proportion of students from diverse demographic/socio-economic groups at an institution
- Program completion and employment rates of diverse demographic/socio-economic groups

- *Number/percentage of students taking advantage of flexible options*
- *Student and graduate satisfaction rates for diverse demographic/socio-economic groups*
- *Number/proportion of students entering a regular degree/diploma/certificate program after completing an access pathway*
- *Number/percentage of students from access pathways completing the regular degree/diploma/certificate program*
- Number of College graduates enrolled in University programs
- Number of University graduates enrolled in College programs

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# 4.0 Applied Research Excellence and Impact

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This section captures institutional strengths in producing high-quality applied research that further raises Ontario's profile as a globally-recognized research and innovation hub. Applied research projects create or improve products, services and processes. College applied research gives industry firms access to the skills and competencies of faculty and students, facilities and equipment and markets and networks through the colleges' connections to local business and communities.

## 4.1 Institutional Approach to Applied Research Excellence & Impact

*Colleges are asked to comment on existing and planned contributions to research and development; areas of research strength; partners involved; collaboration with industry and key partners; experiential learning; and key research funding sources (e.g., federal, provincial, private, etc.). Quantitative and qualitative evidence will be used to reflect progress and achievements.*

[Placeholder for institutional input.]

### Supporting Innovation and Productivity Gains in Thriving Region

The strength of the Durham Region economy is noted in Ontario and also across Canada. The region has multiple, strong industries, including agri-food, nuclear, health, manufacturing and ICT.

As a key partner to a strong economy in Durham Region, Durham College undertakes applied research across 4 themes to boost innovation and productivity across industries and sectors featuring small-medium enterprises— as described in the 2015-2020 Durham College Strategic Research Plan - the 4 themes are: Cultivating Healthy Lives and Resilient Communities, Advancing Agriculture, Agri-business and Tourism, Enabling Technologies of the Future, and Enhancing Scholarly Teaching and Learning.

In response to growing industry and institutional demand, Durham College is expanding its efforts across these 4 themes through projects in deep learning, a subset of artificial intelligence. The projects in deep learning will allow Durham College to align a cross-disciplinary faculty team, deepen faculty applied research capacity, and expand the current project portfolio for the benefit of current and future industry partners and the students supporting the projects.

### Policy framework in place to support market-relevant projects

As one of the top 50 research colleges in Canada for the last four consecutive years, DC has developed a mature policy framework and set of processes for promoting opportunities, assessing potential projects, applying for funding, managing approved projects, reviewing ethics aspects of projects involving human participants, reporting activities and outcomes, and managing budgets. Seven academic schools within DC have a research coordinator, who acts as a liaison between the school and the research office. Together, the team of research coordinators are responsible for promoting applied research opportunities to their faculty colleagues, sourcing faculty expertise for new projects, and communicating school needs and interests to the research office. The



team of research coordinators is building their knowledge and expertise on relevant research matters to effectively fulfil their roles as research ambassadors. Each year, our research successes are celebrated at Research Day, an event which attracts over 100 members of the community.

**Partnerships** supporting efforts in applied research include: industry and community partners (driving applied research projects), the Spark Centre (Durham Region), post-secondary network of research intelligence (intelligence gathering), post-secondary institutions, and governments (as described above, Teaching Cities: City of Oshawa).

## 4.2 Examples of Institutional Initiatives

*Institutions are asked to include a list of key relevant initiatives, including a brief description to further explain your institution's approach:*

**Research Day:** Durham College showcases the work of faculty and student researchers on an annual basis. Community and industry organizations, students and staff gain awareness of the value of applied research, projects underway, how DC supports the local economy through applied research, and opportunities for organizations, students and faculty to become involved in projects.

**Industry automation project:** In the last year, DC partnered with UOIT and the Spark Centre to receive a grant from NRC-IRAP to support companies with automation needs. This project was very successful, and we anticipate that another grant will follow to allow this important work to continue.

**Deep Learning institutional applied research:** Durham College faculty are expanding our capacity to support the 4 research themes through a series of institutional deep learning projects related to student enrolment and retention patterns.

**Teaching Cities:** Collaboration in a new initiative involving the City of Oshawa, UOIT, the Centre for Urban Institute, and University of Toronto Civil Engineering Department, in which Oshawa will evolve into a city known for addressing and studying urban issues, finding opportunities and implementing solutions —essentially becoming a teaching city, in the same way as some medical centres become recognized as “teaching hospitals”.

**Durham College-UOIT Strategic Fund:** Beginning in 2016-17, Durham College and UOIT began undertaking joint applied research projects supported by a \$300,000 fund (each institution contributing \$150,000 towards the strategic fund). This initiative will continue in 2017-18, providing students and faculty with industry-relevant applied project work, while also deepening faculty capacity for applied research.

- The DC Fitness and Health Promotion (FHP) program undertook an applied research project examining the impacts of environmental stress on firefighters. The impact of the current research may result in modifications to curriculum to enhance training of firefighters. In addition, the FHP program has submitted grant proposals for the NSERC Applied Research Tools and Instruments grant and the Ontario Ministry of Labour Evidence for Practice Grant, and future grant submissions include the SSHRC Community and College Social Innovation Fund, Ministry of Labour Occupational Health and Safety grant, and the NSERC Engage grant. Over the past year, research from the FHP team has been disseminated at various scientific conferences including the 2016 American College of Sports Medicine (Boston, MA), 2016 International Society for Electrokinesiology (Chicago, IL), 2016 Canadian Association of Neuroscience (Toronto, ON), and the 2016 International Association of Wildland Firefighters' Smoke Symposium (Long Beach, CA).

### 4.3 Metrics and Targets – to be completed

Notes on filling out Section 4.3:

Institutional Metrics	Institutional Targets	System-Wide Metrics	Institutional Targets for System-Wide Metrics
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Number of externally funded applied research projects</li> <li>• Number of partnerships/collaborations with community/industry firms</li> </ul>	<ul style="list-style-type: none"> <li>• TBC</li> <li>• TBC</li> </ul>

Colleges could consider the following examples among their preferred institutional metrics:

- Total research funding and share by source (e.g., federal, provincial and industry funding)
- Number of research chairs
- Number of students involved in externally-funded applied research projects
- Number of academic/industry/community partners as appropriate

## 5.0 Innovation, Economic Development and Community Engagement

This section recognizes the unique role institutions play in contributing to their communities and to economic development, as well as to building dynamic partnerships with business, industry, community members and other colleges and universities. It focusses on regional clusters, customized training, entrepreneurial activities,

jobs, community revitalization efforts, international collaborations, students, partnerships with Indigenous Institutes and a program mix that meets needs locally, regionally and beyond.

## 5.1 Institutional Approach to Innovation, Economic Development and Community Engagement

*Colleges are asked to comment on the impact they have on community; economic development and innovation; institutional approach; and target groups (e.g., international students, community stakeholders, domestic and international business partners, etc.). Quantitative and qualitative evidence will be used to reflect progress and achievements. Colleges are also invited to share an economic impact statement, if they have one.*

Durham College has distinguished itself with its \$800M economic impact to the region. DC also contributes to innovation through its academic programming, applied research, entrepreneurship and partnerships within the community.

Durham Region is a growing hub of activity supporting the start-up community, and DC partners with organizations to support students in launching their businesses. As an economic development activity and community builder, FastStart provides opportunities for students to conceptualize business ideas, validate their assumptions and develop their businesses. Durham College partners with many other local organizations that support the start-up community, including the Spark Centre, Business Advisory Centre Durham (BACD), Start-up Durham, Durham Entrepreneurship Ecosystem Forum, Futurpreneur, and other academic institutions to offer pitch competitions, networking events, mentoring, investor events, workshops, guest speakers, online and face-to-face accelerator programs, and certificate programs.

The student experience is further supported through opportunities to support communities and businesses. Students have opportunities to participate in social entrepreneurship (Enactus), applied research, STEM and STEAM initiatives engaging students in the secondary and elementary system, FirstRobotics, experiential learning and work-integrated learning placements.

Key groups include:

- community organizations including Lakeridge Health, the Abilities Centre and Grandview, among others
- local governments including townships such as the Town of Cobourg, City of Oshawa, Region of Durham
- international partners such as governments in Barbados, Kenya, Vietnam, etc. (Education Leadership Programming delivered by DC)
- local school boards
- education-focused partners such as First Robotics (supporting sciences, technology, engineering and math) and Science Rendezvous.
- innovation industry leaders, such as the Ideas Summit cabinet (GM, OPG, AECOM, 360Insights, Lakeridge Health, DC, and UOIT)
- multiple indigenous groups, such as Durham Region Indigenous Advisory Circle

## 5.2 Examples of Institutional Initiatives

*Institutions are asked to include a list of key relevant initiatives, including a brief description to further explain the institutional approach:*

**The School of Health and Community Services: The Community Integration through Cooperative Education (CICE) program** gives individuals with intellectual disabilities or significant learning challenges the opportunity to enhance their academic and vocational skills with modified programming through a variety of courses. DC delivers the CICE program in collaboration with community partners.

**The School of Business, IT & Management:** Students from the IT cluster are very involved with the Abilities Centre in Whitby. Faculty and students provide tech support and learning seminars for the community. As well, faculty and students hold an annual IT Expo at the Abilities Centre. Students display their year-end projects and industry is invited to judge the projects and interact with our students. Industry use this event as an opportunity to meet prospective employees. Faculty garner industry donations to fund the event and once costs are covered, all proceeds are donated back to the Abilities Centre. This year \$2,600 was donated to the Centre on behalf of our students.

**The School of Science and Engineering Technology:** Faculty and students support STEAM day and First Robotics.

**The School of Media Art and Design:** students and faculty host a 48 hour film challenge open to the community and are involved in a number of community art projects.

**The W. Galen Centre for Food:** hosts the annual Harvest Dinner, Epic Macaroni and Cheese Competition for students in Grades 11 and 12 to test their culinary skills and a variety of community events with a variety of partners.

**The School of Skilled Trades, Apprenticeship and Renewable Technology:** is a sponsor for Skills Ontario, and as part of our commitment to trades, DC is an active promoter of the skilled trades to women. Also through the school is **the 10 year, \$5M partnership with OPG** and UOIT contributing to capital expenditures, educational programs, equipment, scholarships and bursaries for students at both institutions.

**The School of International Education** facilitates partnerships with global partners, in addition to examples described above, to deliver training and education experiences, such as in Vietnam (Food Science), Guyana (automotive), Peru (culinary) and Kenya (agriculture). Our partnerships in Ireland, the Netherlands, Germany and China are designed to support education abroad, joint program development, faculty development and joint applied research activities.

**The School of Justice and Emergency Services** partners with local school boards for an annual Law Enforcement Symposium, delivered by faculty to 100-130 high school students annually; and we also partner with them by providing 140 Police foundations students as volunteers in high risk schools to mentor and assist.

### 5.3 Metrics and Targets – to be completed

Institutional Metrics	Institutional Targets	System-Wide Metrics	Institutional Targets for System-Wide Metrics
<ul style="list-style-type: none"> <li>Metric 1</li> <li>Metric 2</li> <li>Metric 3</li> </ul>	<ul style="list-style-type: none"> <li>Target 1</li> <li>Target 2</li> <li>Target 3</li> </ul>	<ul style="list-style-type: none"> <li>Graduate employment rates (reporting years 2016-17 to 2020-21)</li> <li>Employer satisfaction rates (reporting years 2016-17 to 2020-21)</li> <li>Number of graduates employed full-time in a related job (reporting years 2016-17 to 2020-21)</li> <li>Number of graduates employed full-time.</li> <li>Number of active Program Advisory Committees (PACs) and the number of employers engaged in PACs</li> </ul>	<ul style="list-style-type: none"> <li>Target 1</li> <li>Target 2</li> <li>Target 3</li> </ul>

Notes on filling out Section 5.3:

Colleges could consider the following examples among their preferred institutional metrics:

- Number of patents, licenses, invention disclosures and new products
- Number of new start-up companies
- Number of new start-up social innovation enterprises
- Number of students involved in building a start-up
- Community economic revitalization and impact
- Community social and/or health development initiatives and collaborations
- Community-based learning/research initiatives and student participation

## 6.0 Differentiation Areas of Focus

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*In the previous sections of the SMA template, the Ministry has asked institutions to comment on current and planned activities and initiatives in 5 priority areas: Student Experience; Innovation in Teaching and Learning; Access and Equity; Research Excellence and Impact; and Innovation, Economic Development and Community Engagement.*

*In addition to commenting on activities in these areas, institutions have been asked to indicate preferred institutional metrics and targets, as well as to establish institutional targets for system-wide metrics. This is part of the path from SMA2 to SMA3 and the ongoing work between the Ministry and institutions in developing and using metrics that support greater accountability and transparency for the use of differentiation funding.*

*Building upon the previous sections, the Ministry is asking institutions to set out a differentiation narrative. If each of the five priorities corresponded to a funding envelope, taking into account your institutional visions and mandates – and your strengths – how would you weight your priorities against those envelopes and how would you measure your progress? In this section, the Ministry is interested in learning more about each institution's overall differentiation vision.*

The Durham Region knowledge economy is unique across communities in Canada. It is growing at a strong pace, supported by key industries, and Durham College is a key partner to the success of the region. Durham College distinguishes itself from the college system both because of being based in a thriving region and its \$800M impact to the success of the region's economy. Further, Durham College fulfills the access education agenda by providing the optimal learning environment to a growing enrolment trend of diverse and increasingly complex students. Durham College fulfills its mandate all within a funding policy framework that is positioned for the opposite of all the above.

Key student attributes that Durham College supports as a partner supporting the regional economy include:

- Growing number of DC students enter DC programs as a supplement to their university degree,
- Growing number of DC students have multiple learning experiences with DC, as education is no longer a point in time but a continuum throughout a career. Learning now occurs in multiple forms such as the regular post-secondary stream, continuing education programs, ONLearn, or through customized corporate training services,
- Growing demand for academic upgrading, preparatory and remediation programs,
- Supporting the demand for the Centre for Success that serves at-risk high school students with a 93% success rate or graduation,
- Unique training programs for growing industries and sectors that are not only key to Durham Region but to the overall Ontario, Canadian and global economies such as agri-food, nuclear and health industries,
- Strong entrepreneurial and applied research programming that will continue to support the economy,

- Success in student resilience programming where the Student Success Coaching legacy can be sustained beyond a student's time in the college and into their careers.

Top priorities for Durham College:

- Contributing to economic development in the region through expanded experiential learning academic programs required to graduate individuals able to be job ready and contribute to the economy, entrepreneurship (including social entrepreneurship), and innovation in applied research.
  - Enhancing Durham College's applied research capacity through artificial intelligence (deep learning) initiatives that broaden the college's reach across its 4 research themes
- Continuing to enhance access to Durham College's learning environment in support of the region's current and future workforce needs
- Expanding supports for student to develop resilience through the expansion of Student Success Coaching, with appropriate supports sustained in the careers of DC grads
- Continuing to deepen and broaden partnerships to support:
  - academic program planning and employer recruitment (including pathways, certifications, experiential learning, work-integrate learning, Co-op programs etc.),
  - student services programming (resilience programming, international student retention programming extending into Durham Region to support communities and employers in diversification and internationalization goals)
  - applied research, entrepreneurship programming
  - capital projects with an environmental sustainability lens
  - faculty, staff capacity for delivering on the student experience, and excellence in teaching and learning.
- Education abroad, international experiential learning, joint applied research and joint program development.

# 7.0 Enrolment Strategy and Program Direction

## 7.1 Projected Funding-Eligible Enrolments and Corridor Enrolments

The purpose of this section is to identify institutional enrolment plans and aspirations and to identify the key assumptions for institutional enrolment plans. In the second table on the following page, colleges are also asked to identify their expected corridor midpoints in the new college funding model.

**Note: The 2020-21 year is requested by MAESD for planning purposes and will not be included in the final SMA2.**

### Projected Funding-Eligible Enrolment

	Actuals 2015-16	Actuals 2016-17	Projected 2017-18	Projected 2018-19	Projected 2019-20	Projected 2020-21
<b>Ontario College Certificate</b>						
• Full-time HC	1,528	1473	1455	1387	1310	1300
• FTEs	1,917					
<b>Ontario College Diploma/ Advanced Diploma</b>						
• Full-time HC	7,333	7376	7566	7580	7536	7500
• FTEs	7,743					
<b>Ontario College Graduate Certificate</b>						
• Full-time HC	537	550	540	584	640	660
• FTEs	598					
<b>Baccalaureate Degree in Applied Area of Study</b>						
• Full-time HC	0	0	0	40	105	131
• FTEs	0					
<b>All other funded activity (Part-time , Tuition short and Prior Learning and Assessment Recognition (PLAR) activity)</b>						
• FTE	807					



## Projected Weighted Funding Units and Corridor Midpoint (2020-21)

Durham College has reported its projected Weighted Funding (WFUs) for 2017-18, 2018-19 and 2019-20 and provided the resulting projected midpoint. As per the *College Funding Formula Technical Manual*, the midpoint is calculated based on the “three-year average, two-year slip”, the average of three years of enrolment two years prior to the funding year.

In 2020-21, the 2019-20 level of WFUs are expected to be the basis of each college’s initial midpoint in the corridor funding model.

	Actual Enrolment			Projected Enrolment			Projected Mid-Point Enrolment		
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2017-18	2018-19	2019-20
<b>Total Enrolment (Weighted Funding Units)</b>	13,077	13,312	13,496	13,603	13,875	13,875	13,295	13,295	13,295

Note: Section 7 focuses on funding eligible enrolments and therefore does not include Collaborative Nursing programs. Durham College and UOIT are working with clinical sites to expand the intake starting in 2018. To do this we would require growth funding approval.

	Projected 2017-18	Projected 2018-19	Projected 2019-20	Projected 2020-21
<b>Nursing</b>				
· Full-time Headcounts	683	750	796	841
· FFTEs	638	692	742	788
· First-year Intake	212	257	257	257
· BIUs	1276	1384	1484	1576

## 7.2 Apprenticeship

Colleges are requested to outline their apprenticeship training activities and plans and how that fits into the strategic plan of their institutions. [Placeholder for institutional input.]

Durham College anchors the School of Skilled Trades, Apprenticeship and Renewable Technology at the Whitby Campus (START). Through START, Durham College provides the in-school training portion of the apprenticeship program in: Automotive Service Technician\*, Child Development Practitioner, Cook, Electrician – Construction and Maintenance/Electrician – Industrial\*, Elevating Devices Mechanic, Industrial Mechanic Millwright\*, Plumber\*, Welder and Mobile Crane Operator (339A)\*. The college is currently awaiting Training Delivery Agent approval for Tower Crane Operator (339B).

The plan is to continue to maintain our existing delivery capacity and to seize opportunities to grow as and when the Ministry introduces opportunities to do so.

(\*) Red Seal trades.

### 7.3 International Enrolment Strategy and Collaboration

#### International Enrolment (Projected Full-Time Headcount)

	Actuals 2015-16	Actuals 2016-17	Projected 2017-18	Projected 2018-19	Projected 2019-20	Projected 2020-21
<b>Ontario College Certificate</b>						
• Full-time HC	28	28	32	37	40	40
<b>Ontario College Diploma/ Advanced Diploma</b>						
• Full-time HC	401	485	653	894	909	938
<b>Ontario College Graduate Certificate</b>						
• Full-time HC	68	85	109	155	197	202
<b>Baccalaureate Degree in Applied Area of Study</b>						
• Full-time HC	0	0	0	3	9	20

*Colleges are requested to outline their international enrolment strategy and collaboration activities, specifically how international partnerships, activities and enrolment fit within the overall strategic plan for their institution. The description should include these elements:*

- *International goals;*
- *Risk factors considered in managing international enrolment; and*
- *International strategy approval process within your institution.*

**International goals** to support the diversification and internationalization of Durham College the Region of Durham, are to:

- Grow the number of countries represented on campus by international students;
- Continue to enhance international student support programming including partnering with community organizations to support students and grads in their short through longer term experiences in the region,
- Continue to export the Durham College education value proposition and supporting Canadian values through international projects through established and new partnerships, such as delivering educational leadership in Barbados, supporting culinary and tourism industries in Peru, delivering automotive electronics training in Guyana or Food Science in Vietnam, and support socio-economic development of educational leadership and curriculum development, pedagogical systems, and education/industry linkages, e.g. Kenya and renewable energy
- Expand education abroad activities for DC students to be able to gain international experience during their studies.
- Deepen cross-global learning experiences through the Durham College-based Global Classroom that span topics of global interest, such as the global food system, xenophobia, restorative justice and cultural intelligence> The Global classroom provides the technology and support for students, faculty and guest speakers from DC converge through this interactive learning setting with over 50 international institutions..
- Build DC capacity in reaching international goals with the **DC Faculty and Staff Leave for Change Program**. The Leave for Change program offers Durham College faculty and staff the opportunity for personal and professional development through the participation in a short term, international volunteer assignment facilitated by Uniterra, a WUSC/CECI program.
- Durham College works with UOIT to provide a unique dual offer of admission to international students. DC and UOIT offer pathways, and continuously assess capacity and regional opportunities (China, India, South America, Caribbean, Pacific Asia), as well as risk controls (see below).
- **Risk management for international initiatives.** Durham College applies risk controls in planning through the implementation of international programs, including international recruitment and projects, facilitated through the established governance structure of the college.

## 7.4 Strategic Areas of Program Strength and Expansion

In order to be responsive to local employment demands, regional economic development needs and business requirements, the College will direct efforts toward the expansion and development of innovative programs in emerging sectors. The College will continue to provide evidence to support the case for new program development (i.e. through detailed occupational analysis, connection to existing program areas, enrolment trend data, etc.), however, the College will need to be supported by the Ministry through the timely review and approval of new programs.

### Program Areas of Strength

*Durham College's program areas of strength for the 2017-2020 SMA are as follows:*

- Health - Allied Services, Nursing, and Research and Technology
- Business
- Hospitality and Horticulture
- Information and Communications Technology
- Justice and Legal
- Skilled Trades, Science and Technology
- Social and Community Services
- Media
- Fashion

*Appendix 1, Tab 2, columns B and C, list the program areas of strength for Durham College for 2017-20, to inform program approval processes.*

### Program Areas of Expansion

*Durham College's program areas of expansion for the 2017-2020 are as follows:*

- Health - Allied Services, Nursing, and Research and Technology
- Business
- Skilled Trades, Science and Technology
- Hospitality and Horticulture
- Information and Communications Technology
- Justice and Legal
- Social and Community Services
- Fashion

Some level of program expansion will be allowed between 2017-20 and will be negotiated through this SMA process. In Appendix 1, Tab 2, column E, identify up to 5 program areas of strength in which your institution would like to expand offerings in the next years. Institutions are expected to provide justification, including expected labour market outcomes, and connection to existing areas of strength proposed above.

In Appendix 1, Tab 3, institutions are asked to indicate, as best as they are able to at this time, specific programs that they anticipate introducing over the course of this SMA period in their selected areas of program expansion.

## 7.5 Financial Sustainability

The Ministry and the College recognize that financial sustainability and accountability are critical to achieving institutional mandates and realizing Ontario’s vision for the postsecondary education system. To this end, it is agreed that:

It is the responsibility of the Board of Governors and senior administrators of the College to identify, track, and address financial pressures and sustainability issues. At the same time, the Ministry has a financial stewardship role. The Ministry and the College agree to work collaboratively to achieve the common goal of financial sustainability and to ensure that Ontarians have access to a full range of affordable, high-quality postsecondary education options, now and in the future.

The College remains accountable to the Ministry with respect to effective and efficient use of provincial government resources and student resources covered by policy directives of the Ministry, or decisions impacting upon these, to maximize the value and impact of investments made in the postsecondary education system.

System-wide Metrics	Benchmark	2015-16 Actuals	2016-17 Projection*
• Annual Surplus (Deficit)	>0	\$5,791,500.63	\$6,946,094
• Accumulated Surplus (Deficit)	>0	\$6,482,402.63	\$13,401,622
• Net Income to Revenue Ratio	>1.5%	3.53%	3.97%
• Net Assets to Expense Ratio	>60%	64.50%	73.77%
• Quick Ratio	>1	0.30	0.63
• Debt Servicing Ratio	<3%	3.90%	3.48%
• Total Debt to Assets Ratio	<35%	44.20%	40.4%

\*Current state is an actual or projected figure as of March 31, 2017.

## 7.6 Other Sustainability Issues

- **Durham College intends to sustain its \$800M economic impact to the Region of Durham and to continue responding to domestic and international enrolment demand, despite the government funding model designed to support colleges facing declining enrolment.** Durham College will need to balance domestic and international student access to market-driven programs, and determine where to limit seats, based on the funding formula.
- **Remaining market-driven, Durham College must continue to develop programs including degree education that is responsive to the needs of employers.** Durham College will support the development of new credentials and experiential learning opportunities that meet the demands of the local and broader economy, and in keeping with programming excellence of the Ontario college system.
- **Supporting the access agenda with student programs to develop resilience: Student Success Coaching has demonstrated success with students,** indicators of resilience are developed to distinguish the DC student in their life skills capacity and employability. As the college responds to growing student demand for resilience resources, including through the Student Success Coaching program, sustained provincial funding is required to match current and projected student needs that are currently unmet with current funding levels and resources.
- **Durham College provides access to a unique learning environment for student success across programs that are not part of the college funding model.** In demand programs such as the unique DC academic remediation for UOIT students (preventing students from having a gap year when they are on academic probation), are not supported by the college funding model and are at risk of terminating, which runs contradictory to the overall policy access agenda for the college system, and places Durham College at odds with its role as a partner with UOIT.
- **High debt to asset ratio: Durham College is guarantor of \$220M Debenture.** With the creation of UOIT, DC became the guarantor of \$220M debenture and also holds all on-campus residence mortgages that were built to accommodate UOIT students, leaving DC with a \$44.7M of debt for these residence mortgages, and resulting in a high debt to asset ratio of 44.2 percent (compared to the Provincial target of 35 percent). A MAESD-championed solution is important for the long-term financial sustainability of the college.
- **Continuing to expand experiential learning opportunities. Durham College enjoys success as a key partner to the Durham Region economy because of its market-driven programs that embed experiential learning.** For Durham College to continue delivering market-relevant programs means driving experiential learning and work integrated learning further, including expanding co-op

opportunities across program areas, with the appropriate level of sustained funding to ensure the breadth and depth of experiential learning continues to build as part of the overall Durham College education experience.

- **Capital sustainability. Durham College holds a unique role in the college system as a key education partner facing enrolment growth in a thriving region in Canada and around the world. To support excellence in the student experience,** capital investments are required through the long term, including:
  - Simcoe Residence Redevelopment - \$9 million
  - Capital expansion for Whitby Campus (residence and program facility expansion) - \$ 15 million
  - Deferred maintenance \$ 3 million annually (35 million estimated deferred)
  - Capital investments that reduce the environmental footprint of the college (Net Zero) for Durham College to sustain its role as an institutional global leader in environmental sustainability - TBD
- **Apprenticeship Training:** Ontario Colleges face a significant challenge with apprenticeship training, which is a critical component of our program offering. When compared to post-secondary tuition, apprenticeship tuition is significantly lower. The per diem funding allocation also remains well behind inflationary costs of delivery. To meet the requirements of the marketplace, a new stable and current management framework is required, with an adequate level of tuition fees and adjusted per diem funding.
- **Online learning sustainability:** Funding to sustain the online learning system is required as the current supports, e.g. e-campus are not set up to support the online learning system.
- **Collaborative Nursing Program expansion:** This program is not addressed in the Section 7 enrolment eligibility. Durham College, UOIT and clinical sites are working to expand the intake starting in 2018 – to implement this will require growth funding approval.
- **University-College Collaborations**
  - Funding of integrated programs is challenging. This type of programming leverages the strengths of both university and college to create job-ready graduates. Integrated programs allow students to earn two credentials (i.e., a college diploma/certificate and university degree ) in a shorter timespan than if completed separately. While other programming collaborations separate the university and college experience, integrated programs such as Collaborative Nursing Degrees simultaneously deliver theoretical and applied content, creating more opportunities for experiential and work-integrated learning throughout the entire post-secondary experience. This model, which builds a seamless experience for the student, requires high levels of strategic and financial collaboration by the institutions.
  - Although the Ontario government has recognized the need to incentivize quality in order to ensure higher education’s long-term sustainability (Ontario, 2015), funding mechanisms are not in place. Deputy Minister Sheldon Levy (2016) recognized that the complexity involved in



partnerships can become a barrier, as can the provincial government given its different funding models for universities and colleges. Deputy Minister Levy further acknowledged that the Ontario government has a responsibility to facilitate innovations that benefit students, the economy and the province in the long-term. On this basis, we request the Ministry to consider funding approaches which better support integrated programming and a resulting seamless post-secondary experience for the student, achieving work-ready skills in the shortest time.

Levy, S. (2016). Keynote Presentation at “College University Partnerships: Measuring Success” Symposium, May 19, 2016, University Partnership Centre, Barrie Ontario. Ontario (2015). Focus on Outcomes, Centre on Students: Perspectives on Evolving Ontario’s University Funding Model. Accessed June 1, 2016 from [http://www.tcu.gov.on.ca/pepg/audiences/universities/uff/UniversityFundingFormulaConsultationReport\\_2015.pdf](http://www.tcu.gov.on.ca/pepg/audiences/universities/uff/UniversityFundingFormulaConsultationReport_2015.pdf)

## 8.0 Institutional Collaborations and Partnerships

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*(Note: this should reflect information that is new and not listed earlier in the SMA template.)*

*Institutions are asked to profile key partnerships with other institutions that ensure students have access to a range of learning opportunities in a coordinated system. This may include, but is not limited to: credit transfer pathways; collaborative or joint programs between or within sectors; supporting student mobility; supporting research excellence and innovation; and supporting students transferring to the labour market. This section should also outline partnerships that support efficiency, shared services and financial sustainability.*

Durham College is able to deliver an \$800M economic impact in Durham Region, and an economic and societal impact that extends well beyond the region because of the caliber of its institutional collaborations and partnerships in academic programming, student services, applied research and entrepreneurship, capital development, and innovation planning.

Durham College’s institutional collaborations and partnerships allow for:

- The planning, delivery and evaluation of 150 post-secondary programs, apprenticeship programs and continuing education
- Pathways (450+) and credit transfers for students to complete their learning experience in their setting of choice
- Centre for Success, enabling at-risk high school students to earn 2 college credits while completing their high school diploma

- Substantial capital investments, such as the Centre for Collaborative Education (all levels of government and community partners have supported the \$40M build), and the W. Galen Weston Centre for Food (funded without any government capital investments)
- Enhancement and recognition of academic programming reputation, such as the naming of the W. Galen Weston Centre for Food
- Opportunities for industry-driven applied research
- Opportunities for entrepreneurship (Spark Centre, FastStart), social entrepreneurship (Enactus), and civic innovation (Teaching Cities partnership with the City of Oshawa, Canadian Urban Institute, UoFT Civil Engineering Department, and DC)
- Enhancements in experiential learning, for example Biomedical Technology program students use dialysis machines donated by Lakeridge Health hospital, OTA/PTA program students benefit from placements through community partnerships DC has established with Grandview Children’s Centre, with Taunton Mills Long Term Care and Retirement Home and Nova’s Ark
- Student service supports, such as the Ontario Shores and the Ontario Psychotherapy & Counselling Network (TBC)
- Delivery of education abroad programs, joint programs, projects, contract training, joint applied research projects around the world.
- Inviting international students, faculty, researchers and institutional leaders into the DC learning experience
- Opportunities to study articulation agreements: DC has been awarded funds from ONCAT for several years to conduct research involving various credit transfer processes. Most recently DC partnered with 21 Ontario colleges to study student experiences with credit transfer. This year, DC will work with 2 colleges and 3 universities to study articulation agreements and make recommendations for improvement.
- The Weston Foundation is an important Durham College partner, supporting the expanded vision of the W. Galen Weston Centre for Food, as well providing student awards fostering experiential and applied learning to more than 30 career-focused eligible programs
- Opportunities to provide college system leadership in online learning, e.g., ONLearn.
- Opportunities to develop the innovation capacity for the region, e.g. Ideas Summit cabinet (GM, OPG, AECOM, 360Insights, Lakeridge Health, DC and UOIT). |

## 9.0 /Government Commitments

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Over time, the Ministry commits to aligning many of its policy, process, and funding levers with the differentiation priorities and SMAs in order to support the strengths of institutions and implement differentiation. To this end, the Ministry will:

*[Placeholder]*

The Ministry and the College are committed to continuing to work together to:

*[Placeholder]* |

SIGNED for and on behalf of the Ministry  
of Advanced Education and Skills  
Development by:

SIGNED for and on behalf of Durham College of  
Applied Arts and Technology by:

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Sheldon Levy  
Deputy Minister

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Don Lovisa  
President

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Date

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Date

DRAFT

## Appendix

**Appendix 1:** Program Areas of Strength [Note: Information provided in this appendix is for internal use only. The Appendix is not for publication.]

### Technical Addendum – Metrics:

- System-wide metrics (to be completed by MAESD)
- Institution-specific metrics (to be completed by each institution; to include definition of metrics; methodology/formula and how and when data is collected)

**Appendix 3:** Institutional Areas of Strength from 2014-17 SMA (To be pre-populated by MAESD)

DRAFT

**Report Number: BOG-2017-96**

**To: Board of Governors**

**From: Don Lovisa, President**

**Date of Report: June 7, 2017**

**Date of Meeting: June 12, 2017**

**Subject: 2016-2017 Durham College Annual Report**

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## **1. Purpose**

The purpose of this report is to present the 2016-2017 Annual Report to the Board of Governors.

## **2. Recommendation**

It is recommended to the Durham College Board of Governors:

That based on Report BOG-2017-96, the 2016-2017 Durham College annual report, be approved.

## **3. Background**

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

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

The report has been reviewed by the Durham College Leadership Team. Additionally, the audited financial statement will be included with the final published report, as is required under the Minister's Binding Policy Directive on Governance and Accountability.

The finalized annual report will be posted in an interactive online format, allowing for interactive features to be inserted for a more dynamic report.

#### **4. Financial/Human Resource Implications**

There are no financial or human resources implications.

#### **5. Implications for the Joint Campus Master Plan**

There are no implications for the joint campus master plan.

#### **6. Implications for UOIT**

The annual report outlines deliverables linked to UOIT where appropriate.

#### **7. Relationship to the Strategic Plan/Business Plan**

The annual report is aligned with the Business Plan and Strategic Plan.

Durham College annual report  
2016-2017

[www.durhamcollege.ca/annual-report](http://www.durhamcollege.ca/annual-report)

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## **Letter from our president**

What an amazing year we've had! With 2017 marking the 50th anniversary of Ontario's colleges there has certainly been much to celebrate. Since anniversary planning began in 2016, the Durham College (DC) community has come together to enthusiastically mark this milestone with 'The Start of Something Amazing', a year-long campaign that honours our past and celebrates our future.

At the same time, our students and employees have remained steadfast in their commitment to fostering innovation and change by launching exciting projects and taking on new challenges in support of our mission, the student experience comes first.

From our first day of classes in 1967 with 16 portable classrooms, 205 students and 14 employees, to modern campuses in Oshawa and Whitby, a learning site Pickering, more than 30,000 full-and part-time students, over 140 full-time programs and an economic impact in Durham Region of more than \$800 million annually, a lot has changed, but our commitment to the student experience has remained firm.

As you review our highlights from the 2016-2017 fiscal year, I hope you enjoy learning more about the many anniversary celebrations we have underway combined with the remarkable success our students, employees, alumni, business partners, community champions and government supporters have inspired here on campus and across the broader community. This includes our piece de resistance – the Centre for Collaborative Education, which will bring together students, employees and the community in support of advancing education across the college system.

As we move forward, I am confident that DC will continue to positively impact the social, cultural and economic well-being of our communities and beyond, while ensuring that our students have access to the best possible learning experience.

The past 50 years have truly been the start of something amazing and this is only the beginning.

Sincerely,

Don Lovisa  
President

## **Words we live by**

### **Our mission, vision, values and goals**

Our mission, vision and values were created to help ensure the success of our students, graduates and employees. We work hard to follow these guiding principles.

#### **Mission**

The student experience comes first.

#### **Vision**

Durham College is the premier post-secondary destination for students to succeed in a dynamic and supportive learning environment. Our graduates develop the personal and professional skills needed to realize meaningful careers and make a difference in the world.

#### **Values**

Integrity and transparency – we behave and communicate sincerely and honestly.

Respect – we treat everyone with dignity, deliver superior service and offer a safe environment.

Equal access and diversity – we embrace diversity, ensure accessibility and champion all learners.

Personal and team accountability – we do what we say we will do and are creative and innovative in how we conduct our business.

Collaboration – we create opportunities to work together to foster learning and achieve success.

#### **Goals**

Our students – to provide students with the best possible learning experience.

Our people – to optimize the experience and expertise of our people and help them make the best possible contribution towards the student experience.

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.

Our community – to contribute and respond to the economic, social and environmental well-being of our community.

**[50th INFOGRAPHICS/NUMBERS]**

Top GTA Employer

One of Canada's Top 50 Research Colleges

8th	consecutive balanced budget
1967	year founded
822	full-time employees
1,400	part-time employees
81,000	alumni
30,000+	students, including part-time, continuing education and online
11,000+	full-time post-secondary and apprenticeship students
830	international students
2	campuses (Oshawa and Whitby)
1	learning site (Pickering)
4	satellite locations (Bowmanville, Oshawa, Port Hope and Uxbridge)

## **Timeline**

1967 – Dr. Gordon Willey appointed president of Durham College (DC) by the Board of Governors.

1967 – DC officially opens for studies in 16 portable classrooms.

1969 – DC's first graduating class is honoured at inaugural commencement ceremony.

1969 – Simcoe building opens as a temporary structure at the Oshawa campus.

1971 – Gordon Willey building is constructed as the first permanent structure at the Oshawa campus.

1977 – DC marks its 10th anniversary, with the college now offering adult education courses and serving 1,250 full-time students.

1980 – Expansion of college facilities continues including a state-of-the-art robotics lab, a precursor to the current Integrated Manufacturing Centre.

1980 – Mel Garland named president of DC.

1987 – Enrolment surpasses 2,700 students.

1988 – Dr. Gary Polonsky named president of DC.

1990 – Land to establish DC's Whitby campus is purchased at the site of former Cadbury chocolate factory.

1993 – DC officially opens the doors to the Whitby campus, including the Skills Training Centre.

1995 – Student Centre and first campus residence open at the Oshawa campus.

1996 – DC establishes pathway agreements with Trent and York universities, offering local residents the opportunity to take university-level classes close to home.

2003 – The University of Ontario Institute of Technology (UOIT) opens its doors at DC's Oshawa campus.

2006 – Leah Myers appointed president of DC.

2007 – DC celebrates its 40th anniversary with over 6,000 students enrolled and more than 42,000 alumni.

2008 – Don Lovisa appointed president of DC.

2009 – DC celebrates the grand opening of Phase 1 of a three-phase Whitby campus expansion.

2010 – First-ever honorary credential awarded to Dr. Peter Zakarow, former governor and chair of the college’s Board of Governors, in recognition of his dedication to community involvement.

2010 – DC named one of Greater Toronto’s Top Employers for the first time.

2011 – Student Services building opens at Oshawa campus.

2011 – DC opens Phase 2 of the Whitby campus expansion including an expanded shop area focused on green-building trades and technology.

2013 – Phase 3 of the Whitby campus expansion is completed with the opening of the W. Galen Weston Centre for Food.

2014 – Full-time post-secondary enrolment surpasses 10,000.

2015 – DC and UOIT finalize campus master plan to guide future development of the Oshawa campus.

2015 – President Lovisa signs the Indigenous Education Protocol for Colleges and Institutes.

2016 – DC announces \$22-million investment from the provincial government to construct the CFCE at the Oshawa campus.

2016 – DC announces \$13-million investment from the federal government toward the construction of the CFCE.

2016 – DC launches 50th anniversary website leading up to celebration in 2017.

2016 – Ground officially breaks on the CFCE.

2017 – DC officially kicks off 50th anniversary celebrations.

2017 – DC announces that the City of Oshawa and the Region of Durham have each invested \$1 million toward construction of the CFCE.

2017 – DC Alumni Association announces \$250,000 investment towards the construction of the CFCE.

2017 – DC kicks off Brewing Memories tour with the college celebrating its 50th year by connecting with alumni in more than 50 workplaces.

## 50th anniversary spotlight

If you've recently spent time at one of our campuses, looked at our [website](#) or noticed the celebratory signage that's displayed around town, you likely know that Durham College (DC) is celebrating something big in 2017. This year we turn 50, and are recognizing five decades of tremendous success in partnership with our students, employees, graduates, business partners, the community, and beyond.

We are very proud of what we have accomplished since 1967 and 2016-2017 provided our entire campus community with a unique opportunity to come together to plan exciting events and activities to honour this milestone. We are pleased to share a few of the highlights:

### #DC50 kicks off: the start of something amazing

In winter 2017, DC officially launched '[The Start of Something Amazing](#)' a year-long celebration of our past and our future. With exciting events happening both on- and off- campus throughout 2017, our first public event was the annual alumni and employee night at the Oshawa Generals game. The event brought alumni, employees, students and the community together to kick off our festivities.

### 50th anniversary website

Leading up to our official anniversary celebrations, in summer 2016 we launched a [50th anniversary website](#) to provide news, updates and event information as well as a forum for sharing memories of the past and ideas for the future. Evolving as the year unfolds, it features photo and video galleries and a timeline of events from 1967 to today.

### President's Panel

Over the past year, DC brought together some of our most distinguished graduates to form a President's Panel, which is working together to create a legacy around the college's 50th anniversary. Video footage of panel members sharing how DC has positively influenced them is available via the [50th anniversary website](#).

### Jam session: 50 guitars for 50 years

The musical stylings of DC president Don Lovisa are no secret to anyone on campus (just ask [Sarah Mark!](#)), and in winter 2017 he put his talent to work when he joined musical forces with 49 members of the college community for a jam session: [50 Guitars for 50 Years](#). 50 guitarists gathered on the steps of the Student Services building at the Oshawa campus to strum, sing and celebrate DC with two musical numbers. The group performed '[A Lesson Learned in Time](#)', an original song written by DC employee Justin Lant, who is also a member of the popular band 20 Amp, and '[Ahead by a Century](#)', a classic by Canadian legends The Tragically Hip.

**Brewing memories one cup at a time** In winter 2017, the Office of Development and Alumni Affairs kicked off the DC Brewing Memories Coffee Tour, making its first stop at the Oshawa and Whitby campuses and Pickering Learning Site. After meeting with more than 70 employees who also happen to be DC alumni, the tour continued its mission to bring coffee and treats to 50 workplaces that employ DC graduates for a chance to hear their success stories and learn where their career paths have taken them.

### **50 Acts of Kindness**

In spring 2017, DC kicked off [50 Acts of Kindness](#), a project to capture a snapshot of how the college gives back. DC challenged all students, employees, alumni, retirees, classes, programs, departments and schools to go into the community throughout 2017 and make a difference through kindness, showing our gratitude for the support we receive. To track these 50 acts of kindness, participants were asked to [register the details of their good deeds](#) with the college committed to building virtual collage of goodwill, community, appreciation and love.

### **Birthdays #DC50 style**

As DC celebrates our milestone birthday, we are also recognizing employees celebrating their golden jubilee. Individuals turning 50 in 2017 receive a special in-person birthday greeting complete with singing, an Amazing 50 T-shirt, a commemorative letter and \$50 gift card to Bistro '67. #DC50 employees.

### **Homecoming weekend**

As part of our 50th celebrations, plans are underway for DC's homecoming celebration on Friday, September 8 and Saturday, September 9. The event will be a weekend-long celebration for young and old, including a decade-themed dance featuring Canadian rock star Colin James and a number of varsity alumni games. Watch for details on our Amazing 50 [website](#).

### **A lasting legacy: the Centre for Collaborative Education**

In 2016, we announced one of the most exciting projects in DC's history, our new Centre for Collaborative Education (CFCE). Being constructed at the Oshawa campus, the CFCE is a legacy project tied to the 50th anniversary that will replace the aging Simcoe building, which opened as a temporary structure in 1969.

To support the construction of this multi-level, 75,000-square-foot-facility, which is scheduled to open in 2018, the college has received support from students, employees, alumni, community/business partners, and government. This includes the announcement in spring 2016 that we would receive [\\$22 million in funding from the provincial government](#) followed by an investment of [\\$13 million from the federal government in fall 2016](#). This brought the total investment to \$35 million, the largest single-project investment by both levels of government in DC's history.

We are proud to share that the support didn't stop there. In winter 2017, the college also announced it would receive a \$1-million investment from both the City of Oshawa and the Region of Durham, meaning every level of government has contributed to the CFCE. In addition, DC's Alumni Association pledged \$250,000 over a period of five years, setting the pace for the 'Building Something Amazing' capital campaign, which launched in winter 2017 and is aiming to raise \$5 million to complete the construction of the building.

In fall 2016, we broke ground on the new facility, which, when complete, will bring together local, Indigenous and global community groups along with members of key business sectors while providing a new home for several new and ground-breaking programs and initiatives. This includes:

- The School-College-Work Initiative and affiliated Centre for Success program.
- Suswaaning Endaajig (A centre for Indigenous, First Peoples and Metis).
- The Office of Student Diversity, Inclusion and Transitions.
- Entrepreneurship and Innovation Centre – Fast Start.
- Health and science facilities and laboratories.
- Expanded foundations programs.
- Global, open and collaborative learning and social spaces.



## **Applied research: bringing ideas to life**

As one of Canada's Top 50 Research College's and a leader in post-secondary education, Durham College (DC) puts a strong emphasis on applied research and innovation through our Office of Research Services, Innovation and Entrepreneurship (ORSIE). This includes a commitment to solving industry and social challenges by engaging industry, students, employees and the community-at-large in applied research projects designed to advance the economic prosperity of Durham Region and beyond. These are a few of the successful projects ORSIE has launched this past year:

### **Top 50 Research College**

For the fourth year in a row, DC was ranked among Canada's Top 50 Research Colleges. This achievement demonstrates our commitment to prioritizing applied research on campus to enhance the student experience, provide real-world solutions, and advance business and industry priorities in innovation and productivity, to support the economic health of the local community.

### **First-ever Hackathon**

In spring 2016, DC held our first-ever Hackathon. A short, intensive session where participants are given a problem to solve, the event gave more than 60 students an opportunity to flex their problem-solving muscles and confront the impact of climate change and how current patterns of human activity can be changed to promote better environmental sustainability.

### **Sixth annual Research Day**

The college's sixth annual Research Day, a forum that brings together members of DC's research community to showcase current applied research and innovation was held in the spring. The event featured the first public unveiling of As Real As It Gets (ARAIG), a wearable gaming suit designed to transport users into a virtual world. ARAIG was developed by Oshawa-based Inventing Future Technology Inc. (IFTech) in collaboration with DC and Spark Centre.

### **Research partner IFTech slays the dragons!**

Building on its success at Research Day, in winter 2017 DC research partner, IFTech successfully secured a deal for ARAIG on CBC's hit-show Dragon's Den, securing \$500,000 for 25 per cent of its company. Over the years, DC has worked with IFTech to further develop ARAIG's technology including providing initial support for the development of its control centre; integrating audio, vibratory and muscle stimulation systems; and assisting with the creation of ARAIG's wireless communications protocol.

### **Support of award-winning research and development in cancer care**

In fall 2016, DC applied research partner, Bykart Software Ltd. (Bykart), in conjunction with the Odette Cancer Centre at Sunnybrook Health Sciences Centre, received the prestigious 2016 Quality and Innovation Award from the Cancer Quality Council of Ontario. Bykart was recognized for its Chemotherapy Appointment Reservation Management (CHARM), a new software system changing the way care is delivered to cancer patients. The software was developed in partnership with DC with student and faculty researchers assisting with significant upgrades to CHARM, enabling Bykart to move the enterprise-class health-care application framework beyond the chemotherapy clinics for which it was initially designed.

### **DC helping small businesses develop robotic and automation products**

DC, in partnership with Spark Centre and the University of Ontario Institute of Technology (UOIT), launched a new program aimed at helping small- to medium-sized businesses develop products focused on robotics and automation. With funding from the National Research Council of Canada Industrial Research Assistance Program, the initiative offers a variety of services to support potential projects including assistance with development of a business/marketing plan, modification of control software and prototype design/development.

### **DC and Region of Durham partner on co-production project**

DC, in collaboration with the Region of Durham's Social Services Department, conducted a literature review and environmental scan focused on co-production via support from the provincial government's Ontario Human Capital Research and Innovation Fund. An emerging social innovation that explores the possibility of improving public service delivery in Durham Region, the study analyzed research findings and interviews with organizations currently employing co-production.

### **DC FastStart: student success**

An entrepreneurial training partnership aimed at university and college students, FastStart is comprised of four academic institutions and two community entrepreneurship groups. The program is designed to increase students' entrepreneurial skills and awareness while helping them create solid business plans to take their products and services to market – quickly and successfully. DC generated several FastStart student success stories over the past year including:

Brittany Charlton, a Paralegal student and graduate of the DC Law Clerk Advanced program, grew up with the restrictions of being lactose intolerant. As an adult, she channeled her inner entrepreneur and placed her focus on providing healthy products for those with dietary restrictions. The result was **Ohh Products**, a company that creates food that tastes great and is made with 100 per cent natural, lactose-free ingredients. With assistance from FastStart, in October 2016 she launched her first line of flavoured cocoas.

### **Agile Fat Guy Spirits**

Jeremy Coulis, owner of Agile Fat Guy Spirits, a craft distiller, is a 2015 graduate of the Entrepreneurship and Small Business program and one of the first students to enrol in FastStart. With the support offered via the program, he developed the knowledge base needed to build something from nothing and start his own business. With his core idea of creating craft spirits established, Coulis is currently focused on getting his products into LCBO stores, as well as securing marketing and social media support for Agile Fat Guy.

## **RESEARCH NFOGRAPHICS**

### **By the numbers**

Total funding approved  
\$679,683

Project funding received in the 2016-2017 fiscal year  
\$444,146

Total amount of industry cash and industry in-kind cash  
\$165,537

Total amount of administration funding  
\$70,000

Total number of projects  
39

Students involved  
84

Faculty and staff involved  
21

## Success stories

Highlighting the 2016-2017 achievements of our students, our people, our business and our community.

### Our students

#### First Durham College Gold Medal Award

In spring 2016, Durham College (DC) announced that Culinary Management student Kristin Atwood was the winner of our first DC Gold Medal Award. An all-expenses-paid trip to Italy to participate in the Italian Culinary Exploration program at the Italian Culinary Institute, the Gold Medal Award is offered by the college's leadership team and presented to the student who demonstrates excellence in attendance, volunteerism, professionalism, attitude and academic standing throughout their time at DC. Among her many accomplishments, Atwood interned at Momofuku Daisho in Toronto and created recipes for nut-free macarons and low carbohydrate protein bars at Frantastic Events in Whitby.

#### Four students win Chemical Institute of Canada awards

[Four DC students were recognized with Chemical Institute of Canada \(CIC\) awards](#) in late 2016. [Chemical Laboratory Technician](#) program student Da Eun Chung won a silver medal and Brittney Richards, also a [Chemical Laboratory Technician](#) program student, won the book prize. In addition, [Chemical Engineering Technology](#) program students Natasha Beattie and Kelsey Henderson, won silver and the book prize respectively. The CIC, a national, not-for-profit organization committed to advancing chemical sciences and engineering through its constituent societies in chemistry, chemical engineering and chemical technology, presents the silver medal to the top student completing their final year of studies in chemical technology or a related program at each Canadian college. The book prize is given to the student completing her or his final year while demonstrating the greatest improvement overall.

#### Graduates honoured at fall convocation

More than 1,150 students from 109 programs were honoured at DC's [fall convocation ceremony](#) including those who earned a place on the highly regarded President's Honour Roll as well as recipients of scholarship and leadership awards. Graduates from the [Centre for Food \(CFF\)](#) and the schools of [Business, IT & Management](#); [Continuing Education](#); [Health & Community Services](#); [Interdisciplinary Studies](#); [Justice & Emergency Services](#); [Media, Art & Design](#); [Science & Engineering Technology](#); and [Skilled Trades, Apprenticeship & Renewable Technology](#) were awarded their diplomas and certificates in front of hundreds of family and friends, bringing the college's number of alumni to more than 76,000.

#### DC faculty and students handcraft Doritos Ketchup roses for Valentine's Day

Eighteen students and four faculty from DC's [Advanced Baking and Pastry Arts](#) and [Culinary Management](#) programs put a surprising twist on Valentine's Day in February when they played a key role in the [Doritos® Ketchup Roses campaign](#). They were tasked with carefully handcrafting the flowers to be used in crunchy rose bouquets, with the campaign tied to the limited-time release of one of Doritos most-loved flavours – Doritos Ketchup. From the prototyping phase, to determining the best process for assembly and the final aesthetic, to producing the final roses for delivery on the big day, students and faculty were given a unique opportunity to be part of a pop-culture phenomenon while learning and gaining real-world experience.

### **Mural by DC student installed at Oshawa City Hall**

A mural design created by Allanah Larsen, a recent graduate of the Fine Arts – Advanced program, was installed at Oshawa City Hall as part of the city’s Civic Square community mural project. The project, a partnership between the City of Oshawa and DC, asked students to develop mural concepts based on feedback from Oshawa community members about their aspirations for the city. A timeline of abstract art, the mural was produced by Larsen and several students from the School of Media, Art & Design’s Community Collaboration class including Alex Duffy, Stephanie Galanis, Shawn Robinson Gray, Maria McGarny, Vincent S. F. Neal, Kristen Sali, Schott Shepel and Kristie Yuill.

### **Tribute to Gord Downie by DC student raises funds for brain tumour research**

Branson Schell, an Animation – Digital student made quite an addition to his portfolio after designing a water colour portrait of The Tragically Hip lead singer Gord Downie. After posting the portrait to social media with the hashtag #GordDownie, Schell’s work was shared on a Downie tribute website. It was then included in a poll to choose a tribute image to be printed on T-shirts for a fundraiser in support of the Brain Tumour Foundation of Canada. Schell’s artwork was announced as the fan favourite after earning nearly 60 per cent of the votes that were cast.

### **DC students shine at Skills Ontario competition**

In spring 2016, four DC students were among the big winners at the Ontario Skills Competition, picking up two gold medals, a silver and a bronze in the Horticulture, Computer/IT and Carpentry categories. Jamie Marangon and Zachary Slaughter, both second-year Horticulture Technician program students, won gold in the Horticulture and Landscape category, beating out several teams for the top prize in constructing a garden based on plans and criteria provided to them during the competition. Bryan Chamberlain, a third-year Computer Systems Technology program student, won a silver medal for the second consecutive year in the IT Network and Systems Administration category and Sam Phillips, a second-year student in the Construction Carpentry – Sustainable program, won bronze in the Carpentry category

### **DC paramedic students showcase life-saving skills at national competition**

Paramedic and Paramedic – Advanced Care students were once again among the winners at the National Paramedic Competition, held in spring 2016 at the Oshawa campus. The event saw 34 teams of professional and student paramedics from across Canada put their medical knowledge and skills to the test in a competitive format with crews of student paramedics, along with professionals in advanced and primary care, all competing in scenario-specific situations at the same time. DC’s team of Jena Spencer and Rob Triano, second-year Paramedic students, finished second among the 17 teams competing in the student division with students in DC’s paramedic programs also playing a role in helping the competition run as smoothly as possible.

## **Our people**

### **Professor Arlene de la Rocha awarded prestigious 2016 HUB Fellowship**

In spring 2016, Arlene de la Rocha, a professor with the Collaborative Bachelor of Science in Nursing (Honours) program was presented with one of the Registered Nurses' Association of Ontario's (RNAO) highest honours.

de la Rocha was recognized with the prestigious 2016 HUB Fellowship for her demonstrated transformational leadership capacity and commitment to empowering nursing students to find a path that will develop their leadership strengths, whether at the clinical point-of-care or in traditional leadership positions. As the winner of the 2016 fellowship, she was given the opportunity to participate in a week-long, one-on-one placement with RNAO's chief executive officer.

### **Another successful Holiday Food Drive**

The 2016 Holiday Food Drive was once again a wonderful success with the campus community raising nearly \$41,000 during the month-long campaign and providing assistance to more than 230 student families.

A longstanding campus tradition, the campaign provides hampers and financial assistance to students at DC and UOIT with the 2016 drive experiencing a significant increase in demand for holiday season support. In addition to the monetary funds raised, food was also donated and numerous volunteers gathered on campus in mid-December to pack and deliver hampers.

### **DC celebrates student's hit single with take on Carpool Karaoke**

In fall 2016, President Don Lovisa and alumna (and current student) Sarah Mark teamed up to give James Corden, host of The Late Late Show with James Corden, some competition. The duo joined forces to celebrate Mark's recent musical achievements with a take on Corden's popular [Carpool Karaoke](#) videos.

### **Professional Development Day celebrates employees**

In summer 2016, more than 250 DC employees took part in [DC's annual Professional Development day](#), which celebrates the contributions of all employees. The event's theme, the importance of playing your role, was emphasized on social media with participants encouraged to tweet about their experiences with the hashtag #youmatter. The day featured keynote speaker Sami Jo Small, a long-time member of Canada's world champion and Olympic gold-medal women's hockey team, with participants taking part in breakout sessions throughout the day.

### **Going the #distanceforDC**

In fall 2016, 28 members of the DC community joined the more than 26,000 people taking part in the Scotiabank Toronto Waterfront Marathon to go the #distanceforDC. Three teams of walkers and runners comprised of employees, students and alumni, participated in the marathon, half-marathon and 5 km events raising over \$22,000 for the construction of the new Centre for Collaborative Education (CFCE). In addition to the marathon, a Run for DC Day was also held on campus including a boot drive; bake sale; motivational poster signing; and live entertainment provided by students, with the event raising more than \$900.

### **DC raises record-breaking amount for United Way**

In spring 2016, employees came together to [raise \\$27,507.04 in support of United Way Durham Region](#) through the college's annual United Way campaign. Funds were collected via several different payment methods including DC's first annual United Way Food Table Challenge. In addition, President Lovisa also pledged to 'Go Green for United Way' and temporarily dye his hair DC green if the campus community raised \$25,000.

Surpassing that total by more than \$2,000, the campaign saw Lovisa show off his new 'do' when he presented United Way with a cheque for the funds raised while recognizing the winning Food Table Challenge teams with commemorative certificates.

### **DC grads shone at Alumni in the Pit**

In winter 2017, two successful alumni returned to campus to share stories of hover engines and the Canadian Football League during the college's [Alumni in the Pit event](#). John Hotts, associate creative director at OneMethod Design Shop, and Brent Lessard, technical co-ordinator at International Leak Detection and co-founder of rLoop, shared their experiences following graduation, answered questions and provided guidance to students about to embark on their own career paths.

### **Katherine E. Cummings receives professor emeritus title**

Katherine E. Cummings, a former professor in the School of Health & Community Services, was granted the title of Professor Emeritus during the college's annual spring convocation ceremonies. The honorary designation recognizes the outstanding contributions and exemplary service of DC's retired employees with Cummings serving as an inspiration and mentor to both students and colleagues for 35 years.

### **Professor Dalton Burger elected council president of the College of Nurses of Ontario**

Dalton Burger, a professor with the School of Justice & Emergency Services, made history when he was elected president of the Council of the College of Nurses of Ontario (CNO), marking the first time in CNO's 54-year history that its governing council elected a member of the public to guide the board. In his role, Burger is leading the council, which regulates nursing in Ontario and sets the standards of safe and ethical care that holds nurses accountable.

### **Academic Kick-Off Event launches 2016-2017 academic year**

In summer 2016, the college's annual Academic Kick Off event was held at the Oshawa campus, giving employees a chance to reconnect with colleagues and celebrate DC's commitment to putting the student experience first. The event featured Jeff Selingo, former editor of the Journal of Higher Education and author of the best-selling book, *There Is Life After College*, who spoke about how post-secondary institutions can best prepare students to navigate their post-college life and gain meaningful employment in their fields of choice. DC faculty members also talked about the importance of applied research and how they have been successful at incorporating their research into their curriculum.

## **Our business**

### **Upholding high standards**

DC is committed to providing our students with quality learning experiences and support in finding pathways to jobs and productive citizenship with results from the 2016-2017 Key Performance Indicator survey indicating the college has a:

- Graduate employment rate of 84.3 per cent
- Employer satisfaction rate of 93.8 per cent
- Graduate satisfaction rate of 76.2 per cent

### **From backpack to briefcase – DC supports student and alumni success**

To help students and alumni make a smooth transition from college to the workplace and succeed throughout their careers, DC launched the Backpack to Briefcase (b2B) initiative to provide students and new alumni with access to insight, skills and networks in addition to the expertise they gain in their academic programs. b2B also offers students opportunities to connect with employers, learn how to build a comprehensive, relevant and appropriate social media presence and gain valuable leadership skills.

### **DC and Siebel Institute of Technology announce alliance**

In spring 2016, DC announced the [signing of an agreement with the Chicago-based Siebel Institute of Technology](#), North America's oldest and most prestigious brewing school, to deliver three craft brewing courses in Durham Region. In winter 2017, we announced the course details, with each one designed to equip brewers from across the province and beyond with additional expertise related to improving the quality, consistency and food safety of beer.

### **DC and UOIT launch Innovative Initiatives Fund**

A new [Innovative Initiatives Fund](#) (IIF) to support collaborative initiatives proposed by employees was launched in collaboration between DC and UOIT. With a budget of \$300,000 (\$150,000 from each institution) being used in a pilot year, the IIF builds on the productive partnership between the two institutions that spans more than a decade. The fund represents a broadening of that partnership to include innovations in academic initiatives, research and innovation, support for entrepreneurship and joint partnerships involving the community.

### **DC welcomes Ontario Premier Kathleen Wynne to Oshawa campus**

In winter 2017, [DC welcomed Ontario Premier Kathleen Wynne to the Oshawa campus](#) as part of her ongoing tour of post-secondary institutions across the province. During her visit, DC had an opportunity to proudly showcase some of our amazing faculty and students as the premier met with representatives from the [Early Childhood Education](#) program. Premier Wynne then had the opportunity to engage with faculty and students from the [School of Science & Engineering Technology](#) as students from the [Biomedical Engineering Technology](#) program shared some of their current project work.



### **Multiple recognitions for CFF**

The [CFF](#) received significant recognition this year including being named a 3 Star Certified Green Restaurant® by the Green Restaurant Association (GRA), a non-profit organization that guides restaurants on becoming more environmentally sustainable. The rating builds on its previous 2 Star rating, which was awarded by the GRA in 2014. It was also acknowledged for its demonstrated excellence in advancing environmental sustainability through knowledge, tools, practices and technologies by the World Federation of Colleges and Polytechnics, winning gold in the Green Colleges category at the WFCP Awards of Excellence; received an Eric Krause Innovative Plans/Policies/Initiatives Award for its commitment to conserving energy and protecting the environment; and was given a Feast ON designation based on its use of Ontario food and beverages.

### **Anne Sabat leaves legacy gift to students**

DC received a significant donation from the Estate of Anne Sabat in the form of \$450,000. The generous bequest is funding bursaries for graduates from the Centre for Success (CFS) program, a partnership between the college and five local school boards designed to enable in-risk secondary school students to complete their high school academic requirements in a college setting via access to smaller class sizes, flexible schedules and increased one-to-one access to teachers. Approximately \$9,000 is being distributed annually to CFS graduates in need of financial assistance to continue their post-secondary education.

### **DC Communications and Marketing department wins industry awards**

DC's Communications and Marketing department was honoured with several industry awards including the Educational Digital Marketing awards, which recognize the best educational websites, digital content, electronic communications, mobile media and social media internationally; the Paragon Awards; which recognize outstanding achievement in design and communication at community and technical colleges; and the Collegiate Advertising Awards, which honour excellence in marketing and advertising specific to the field of higher education.

The Educational Digital Marketing awards recognized the college with gold in six different categories, the college received gold in five categories at the Collegiate Advertising Awards and we also won silver at the Paragon Awards.

### **Kia Canada Inc. donates luxury sedan to Whitby campus**

Award-winning automotive manufacturer Kia Canada Inc. donated a 2014 Kia Cadenza Premium to the School of Skilled Trades, Apprenticeship & Renewable Technology. The donation is enabling DC to equip students with the latest skills and training required to be successful in Canada's competitive and evolving automotive industry post-graduation while providing them with the hands-on experience and depth of knowledge necessary to succeed in their careers.

### **CFF named after W. Galen Weston**

In fall 2016, DC announced the naming of the CFF after Mr. W. Galen Weston in recognition of a \$1-million grant made to the college by the W. Garfield Weston Foundation. One of Canada's most prominent business executives, Mr. W. Galen Weston is a leader in food innovation who has been at the forefront of change in the food retailing and baking industries for more than five decades. With the Weston family long-time supporters of the field-to-fork concept, we were extremely proud to receive this endorsement.

### **DC offers Solutions for Business**

In spring 2017, DC launched DC Solutions for Business, a network of professionals from across the college that offers a range of results-driven services to help businesses reach their goals. This includes providing innovative support, customized solutions, expertise and training that aligns with the specific needs of each individual client as well as talent acquisition, skills training and upgrading, research and development, funding procurement, the hosting of student placements and charitable giving.

### **Campus community celebrates newest athletics facility**

In fall 2016, the impressive list of facilities at the Oshawa campus continued to grow with the opening of the Campus Fieldhouse, a multi-sport turf centre shared with UOIT. Formerly the Campus Tennis Centre, the transformed facility is open year-round and features two playing fields that can accommodate varsity team training as well as a variety of intramural sports and activities including soccer, field lacrosse, ultimate frisbee, flag football and bubble soccer.

### **Annual spring and fall open houses**

Open house events were held in the spring and fall with employees, students and alumni delivering information and inspiration to more than 5,000 prospective students, as well as their friends and families. Doors were open at the Oshawa and Whitby campuses and Pickering Learning Site, providing visitors with the opportunity to explore the facilities, take guided tours, check out support services, visit individual program classrooms and labs and speak with faculty and students.

### **Bank of Canada Governor Stephen S. Poloz delivers speech to campus**

In celebration of Canada's 150th year, and in recognition of DC's 50th anniversary, Bank of Canada Governor Stephen S. Poloz visited the college in spring 2017 to speak with students, faculty, alumni and community guests about Canada's economic history. During his speech, Governor Poloz took his audience on an exploration of the events and turning points that helped shape the nation and its economy over the last 150 years. Following his speech and press scrum, DC hosted a Community Leaders luncheon with Governor Poloz at Bistro '67.

### **OPG, DC and UOIT renew partnership**

In spring 2016, Ontario Power Generation (OPG) announced the renewal of its decade-long partnership with DC and UOIT. The \$5-million investment is supporting capital expenditures, educational programs, equipment, scholarships and bursaries for students at both institutions with funding being provided in annual installments over the next five years. In particular, it will help with the acquisition of training and mock-up equipment with the college continuing to align its science, apprenticeship, skilled trades and technology programs to meet the employment criteria outlined by OPG and produce qualified graduates that meet the entry requirements for operations and maintenance programs within the energy sector.

### **DC wins Whitby Chamber of Commerce Business Achievement Award**

In fall 2016, DC proudly received the Whitby Chamber of Commerce 2016 Business Achievement Award in the category of Business Achievement (50+ employees). The college was recognized as a valued member of the business community and contributor to the growth of Whitby and Durham Region. The Peter Perry & Business Achievement Awards are held each year to recognize the success and outstanding contributions of companies and individuals within the Whitby Chamber of Commerce.

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## **Our community**

### **DC hosts Idea Summit at CFF**

In spring 2016, eight of Durham Region's largest employers came together with the Ontario Chamber of Commerce for the region's first-ever Idea Summit. The one-day conference, which was held at the CFF, provided a platform for the development of a new strategy aimed at creating jobs and stimulating investment and innovation in the region. Each organization committed a combined more than 90 employees and other business partners to participate in the full-day discussion, which was full of energy, engagement and discussion about how to move the community forward. The college was proud to help local business leaders come together to develop a new community vision to drive innovation, growth, productivity and workforce development in Durham Region.

### **Another successful Roger Anderson Charity Classic**

The 19th annual Roger Anderson Charity Classic golf tournament was held in summer 2016 with sponsors, donors, volunteers and participants coming together to raise \$327,000. Funds are used to support students in financial need at DC and UOIT, and child and youth programs at Ontario Shores Centre for Mental Health Sciences. The tournament, which has raised more than \$5.8 million since its inception, has enabled community members to get involved and make a positive difference for students and youth across the region for nearly two decades.

### **DC students bring field-to-fork to life at second annual Harvest Dinner**

In fall 2016, students, faculty and more than 130 community members came together for the second annual Harvest Dinner in celebration of the amazing work being done at the CFF. The sold-out event brought DC's vision to life and marked the culmination of countless hours spent in the fields, labs, classrooms and kitchens as students and faculty from the culinary, horticulture, hospitality and events programs worked side-by-side to host the dinner. CFF ambassador and celebrity chef Jamie Kennedy was also in attendance as guests were served a multi-course, family-style meal featuring food planted, picked and prepared by DC students.

### **DC helps make it a 'Merry Little Christmas' for a local woman hoping to attend college**

In winter 2016, DC helped to make the holidays a little merrier for a local high school student with dreams of attending DC to study nursing. Samantha Garrow was nominated and selected to receive some extra help during the holiday season as part of Toronto-based Virgin Radio's annual Merry Little Christmas campaign. Her incredible story of pursuing her education while caring for her young daughter on her own included a wish to someday study nursing at DC. Shortly after hearing Garrow's story, we welcomed her to the Oshawa campus where a smiling crew, including President Lovisa, was waiting to take her on a tour, offer guidance on planning for her post-secondary studies, and present her with a tuition certificate to the college.

### **It doesn't get any cheesier than this**

In spring 2016, eight teams of local Grade 11 and 12 students gathered at the CFF to put their culinary and creative skills to the test during DC's second annual Epic Mac n' Cheese Competition. Watched by an enthusiastic crowd of parents, family, friends and DC Culinary Management students, the competitors cooked up an amazing variety of macaroni and cheese delicacies. Samples of each team's recipe were provided to event guests, who were then asked to vote on their favourites. The winning teams received cooking equipment, cookbooks and other prizes, while each student was also awarded a certificate of appreciation for their participation. All 16 participants were also eligible to apply for a bursary toward tuition for a DC culinary, hospitality or special events program.

### **Robots battle it out at DC**

High school robotics teams from across Ontario converged at the Oshawa campus in spring 2017 for the 2017 FIRST® Robotics Competition: Ontario District – Durham College event. The college welcomed more than 1,000 students on 40 teams to campus with competitors demonstrating their engineering skills and knowledge playing *FIRST* Steamworks, a new game developed for the annual robotics battle. FIRST, which means For Inspiration and Recognition of Science and Technology, is an international, not-for-profit organization dedicated to inspiring young people's interest and participation in science and technology. The event was the first of nine qualifying competitions being held across Canada.

### **DC employees volunteering at St. Vincent Pallotti's Kitchen**

Throughout the past year, employees have been volunteering at St. Vincent's Pallotti's Kitchen in Oshawa, which provides meals to lower income and homeless patrons. The DC St. Vincent's team, which is comprised of several employees, works in the kitchen one day a month during regular working hours with the college providing eight volunteers per shift. Employees are providing much needed support to St. Vincent's while encouraging and fostering a commitment and connection to the local community.

## Sports shorts

DC's athletic department and varsity teams enjoyed another successful year with several highlights including:

- Hosting the seventh annual academic luncheon, which recognized 23 student-athletes who received Ontario Colleges Athletic Association (OCAA) All-Academic awards. This included the athletic department presenting the Top Team GPA award, which was won by the women's softball team for the first time.
- Women's volleyball player Jessica Broad, women's basketball player Lindsay Panchan and men's golfer Craig Conroy being named DC athletes of the year.
- The Durham Junior Golf Tour announcing a new three-year strategic partnership with DC commencing during the 2016 season.
- The Canadian Collegiate Athletic Association (CCAA) announcing that the 2017 PING CCAA Golf National Championship would once again be hosted by DC.
- Women's basketball player Marcy Scribe, a three-time CCAA All-Canadian and two-sport athlete, being inducted into the CCAA Hall of Fame in the athlete category.
- Lindsay Panchan becoming the first-ever women's basketball player in program history to be named an CCAA All-Canadian in back-to-back-to-back seasons.
- DC alumnus Jordan Edmonds being selected to represent the Great Britain national team at the European Championship and World Baseball Classic qualifier.
- DC alumna Jenn Bowers representing Canada as an official at the Swatch Beach Volleyball FIVB World Tour Finals held in Toronto.
- Golf coach Tyler Martin, volleyball coaches Tony Clarke and George Matsusaki, and baseball coach Sam Dempster, in his 25th year at the helm of the DC baseball program, being named OCAA coaches of the year for their respective programs.
- Women's volleyball coach Tony Clarke being named CCAA coach of the year.
- The women's softball team winning back-to-back OCAA championships, marking their 18th title in program history.
- Women's volleyball standout Allison Marshall being named OCAA player of the year and a CCAA all-Canadian.
- DC hosting the inaugural College Baseball National Championship.

## **International highlights**

- More than 830 international students from 54 countries were studying at DC as of January 2017 with that number anticipated to grow to 1,000 international students by September 2017.
- International student support was enhanced from the moment of arrival in Canada, including airport pick-up service and First Night accommodation programs, a new Me+3 residence program, a payment plan program and a social activities program to engage and support international students as they adapt to Canada.
- Continuing its strong commitment to support international training and education, more than 50 employees delivered hundreds of workshops at DC and abroad with 21 employees participating in international professional development and capacity-building workshops in Peru, Guyana, Vietnam, Barbados.
- Five faculty participated in the Limerick Institute of Technology (LIT) International Professional Development Week for Partner Colleges in Limerick, Ireland. Offering a mix of classroom-based discussion, industry visits and shared experiential learning, the program of events was aligned with LIT's ethos of active learning through the fusion of theory and practice.
- Through collaboration between the Human Resources and International Education departments, DC signed an agreement to participate in Leave for Change, offered through UNITERRA, Canada's largest international volunteer co-operation program. Three employees are approved to participate in this unique personal and professional development opportunity in 2017.
- An international education abroad bursary program was developed to provide support to 26 students participating in learning experiences in Ireland, Peru, and India.
- Partnerships were developed with partner academic institutions in Ireland, Peru, Guyana, Vietnam and Kenya.
- 14 international students received Academic Excellence Scholarships for achieving top marks in their program of study.

### **Employees offered international opportunity via Leave for Change program**

In fall 2016, DC signed an agreement with Uniterra, a World University Service of Canada/Centre for International Studies and Cooperation program, to introduce Leave for Change. The program is a unique professional development opportunity that enables employees to transform their vacations into short-term professional and personal development experiences in developing countries.

### **DC students participate in experiential learning in Ireland**

In winter 2017, a group of DC students travel to Ireland with faculty from the School of Media, Art & Design (MAD) to explore aspects of Irish culture. The trip included a visit to DC's partner institution, the Limerick Institute of Technology.

### **DC students travel to Peru as part of global learning partnership**

Three DC students gained international experience and perspectives for their chosen fields during a week-long visit to Peru as part of an institutional partnership between DC and the Centro Experimental de Formación Profesional, a technical and vocational college located in the city of Trujillo, Peru. The students documented and celebrated the partnership between the two schools, which was formed in 2015, with a view to having DC and its Peruvian counterpart share culinary arts expertise. Beyond the week abroad, faculty from the School of MAD and two students produced three documentary videos that demonstrate the institutional partnership under the Education for Employment Project.

### **DC and Durham Catholic District School Board sign agreement to boost international education**

In the fall of 2016, DC and the Durham Catholic District School Board (DCDSB) signed a five-year academic agreement to enhance opportunities for DCDSB international students looking to pursue post-secondary education in Canada following high school graduation. The agreement provides a new way for the college to engage its educational partners in DC's ongoing international activities and outreach and is providing this group of students with access to the college's unique academic programming and student services.

### **DC Leadership Development Program Celebrates Success in Barbados**

In winter 2017, DC presented emerging leaders in the Barbados Technical and Vocational Educational and Training system with certificates to recognize their completion of the college's Leadership and Change Management training, part of the Inter-American Development Bank's National Skills for the Future Program. Prior to the ceremony, DC representatives met with the Government of Barbados Ministry of Education, Science, Technology and Innovation as well as heads of educational institutions and deputies throughout Barbados in an effort to establish meaningful working partnerships.

#### [STUDENT BREAKDOWN BY COUNTRY FOR MAP]

Australia	1
Bahamas	2
Bangladesh	4
Barbados	3
Bermuda	1
Brazil	9
Burundi	1
Cameroon	1
China	43
Columbia	1
Congo	1
Dominica	1
Egypt	2
France	1
Ghana	1
Greece	1
Guyana	6
Hong Kong	3
India	628

Indonesia	3
Israel	2
Italy	2
Jamaica	21
Japan	1
Jordan	1
Kenya	8
Kyrgyzstan	1
Macedonia	1
Malaysia	1
Mauritius	1
Mexico	1
Netherlands	1
Nigeria	23
Pakistan	5
Peru	2
Phillippines	1
Poland	1
Portugal	1
Saudi Arabia	6
Senegal	1
South Korea	2
Sri Lanka	3
St. Vincent and Grenadines	2
Sweden	1
Tanzania	1
Trinidad and Tobago	3
Turkey	3
Uganda	2
Ukraine	3
United Kingdom	4
USA	6
Venezuela	3
Vietnam	11
Zimbabwe	1



## **A look ahead**

### **Centre for Collaborative Education on track for completion in 2018**

As DC continues celebrations for our 50th year, construction on one of our most significant legacy projects, the Centre for Collaborative Education, will continue with completion scheduled for 2018. In addition, the two-year 'Building Something Amazing' capital campaign to raise the additional \$5 million required to complete the construction of the new building will continue over the next two years.

### **First-ever degree program**

A new Honours Bachelor of Health Care Technology Management, the college's first degree program, has been approved by the Ministry of Advanced Education and Skills Development for launch in fall 2018. The program is designed to develop knowledge in the principles of health-care management and business practices and the management of biomedical technology, safety, regulatory and legislative requirements to support industry standards and positive patient outcomes. Graduates will be qualified to find employment with hospitals, clinics, Local Health Integration Networks, biomedical vendors or suppliers; provide consulting services in the biomedical and health care sectors; or pursue post-graduate level studies.

In addition to the new Honours Bachelor of Health Care Technology Management, work is underway on a new Honours Bachelor of Behavioural Science for submission to the Ministry for approval this summer.

### **Repurposing of space on campus**

To increase academic space for students, the squash courts at the Oshawa campus will be repurposed to create new labs for the two-year Fitness and Health Promotion program in addition to four new computer labs.

### **New Galleria for students at Whitby campus**

Construction of a two-storey Galleria at the Whitby campus will begin in the coming months, providing much needed touchdown space and collaboration zones for more than 2,000 full-time students. The new Galleria is the result of a \$1.9-million investment in DC by the provincial government that was announced in April 2017. The funding is part of a \$50-million investment in colleges across Ontario in recognition of their 50th year with the legacy fund, titled \$50 million for 50 years, proposed by Don Lovisa, president of DC and chair of the Colleges Ontario 50th anniversary task force, to benefit Ontario's colleges in a meaningful way.

### **50th anniversary signature events**

DC will host two signature 50th anniversary events this fall including a two-day homecoming celebration on Friday, September 8 and Saturday, September 9 to launch the new academic year as well as a skating party in December 2017 to commemorate the end of our 50th celebrations.

## **Appendices**

### **2016-2017 Durham College Board of Governors**

- Pierre Tremblay, chair of the Board
- Dan Borowec, vice-chair of the Board
- Douglas I. Allingham
- Nneka Bowen
- Ryan Cullen
- Ivan DeJong
- Kevin Griffin
- Kristi Honey
- Michele James
- Rick Johnson
- Bart Lucyk
- Paul Macklin
- Debbie McKee Demczyk
- Heather Quantrill
- Steve Stewart
- Jim Wilson
- Don Lovisa, president, ex-officio

#### **DC Leadership Team**

- Don Lovisa, president
- Dr. Elaine Popp, vice-president, Academic
- Meri Kim Oliver, vice-president, Student Affairs
- Dr. Scott Blakey, chief administrative officer
- Barbara MacCheyne, chief financial officer

#### **Summary of Advertising and Marketing Complaints Received.**

None received.

## **2016-2017 Business Plan overview: another successful year**

The 2016-2017 fiscal year was a tremendous success for DC. In addition to kicking off a year-long celebration of the college's many accomplishments over the past 50 years, a review of the college's annual business plan indicates that all departments, service areas and academic schools continue to pursue on- and off-campus initiatives that will set the tone for the next 50 years.

In total, 84 per cent of the objectives outlined in the 2016-2017 Business Plan were completed, with the remaining 16 per cent to be completed during the 2017-2018 fiscal year.

Achieving the objectives outlined in the annual Business Plan each year is critical to the success of the college's three-year strategic plan. The Ontario Minister's Binding Policy Directive for Annual Reports requires each college to summarize the results of its business plan from the previous year in their annual report in recognition of the importance of these objectives to post-secondary institutions. Highlights of DC's achievements are as follows:

### **Our Students**

- Development of enrolment goals for approval by the leadership team in spring 2017.
- More than 830 international students from 54 countries were studying at DC as of January 2017 with that number anticipated to reach 1,000 international students by September 2017.
- Ongoing collaboration with community partners to advance student entrepreneurship and support the needs of the local economy and labour market resulted in the involvement of 89 entrepreneurship students in in-person and online programs supported by local entrepreneurship-focused organizations.
- New and/or substantially redesigned continuing education courses were developed.
- An autism spectrum disorder residence program was successfully piloted through a partnership between Residence Services and the Access and Support Centre.
- The Continuing Education website redesign was ongoing with the second phase of the project scheduled to go live in July 2017.

### **Our People**

- Compliance with Bill 132 (sexual violence) was achieved.
- The Centre for Academic and Faculty Enrichment supported the development of simulation videos via the Innovation Fund and provided expertise for international projects in Vietnam and Guyana.
- 189 employees completed Mental Health First Aid training.
- A Wellness Release Time program pilot was successfully completed to evaluate the impact on individual perceptions of physical and mental wellness as well as short-term disability and long-term disability rates.
- A new support staff performance tool was implemented.
- An employee engagement survey was distributed in March 2017.

## **Our Business**

- Reported an annual surplus of \$6.9 million.
- A new Strategic Plan to guide the college from 2017 to 2020 was developed.
- Five new programs were approved for funding by the ministry and will launch in September 2017.
- A new Honours Bachelor of Health Care Technology Management, the college's first degree program, received ministry-approval for launch in fall 2018 with work on an Honours Bachelor of Behavioural Science underway for submission in summer 2017.
- Preparation for the College Quality Assurance Audit Process continues with various programs identified by the academic schools for possible selection for the audit.
- The Office of Campus Safety assumed oversight of the Campus Emergency Response Team.
- A new internationalization strategy was developed including partnerships with the Institute of Technology, Carlow and Limerick Institute of Technology in Ireland and the Universidad San Ignacio de Loyola in Peru.
- Space utilization occurred at the Pickering Learning Site with the main floor café redeveloped to be student touchdown/casual seating/study area.
- The marketing program for the Alumni and Development office was enhanced in co-operation and collaboration with the Office of Development and Alumni Affairs. This includes revised Alumni and Development websites and the launch of the Run for DC and an employee Pay Day lottery.
- The Campus Tennis Centre was repurposed to expand the delivery of intramural programs for students.
- Construction of the Centre for Collaborative Education is on time for 2018 completion.
- International recruitment continued to increase significantly with recruitment activity happening in East Africa (Kenya, Rwanda, Zambia and Uganda), West Africa (Ghana, Cameroon, Namibia and Nigeria); Eastern Europe (Ukraine and Russia); and China with efforts in the Latin America and East Asia regions scheduled to begin in late 2017.

## **Our Community**

- Launched the Corporate Council to foster new partnerships in the community.
- Two pilot co-op education programs were developed with Fire and Life Safety Technician and Supply Chain and Operations Management – Business Administration scheduled to launch in fall 2017.
- The college's 50th anniversary strategy and celebration planning was completed including the launch of a 50th anniversary website, on-campus branding and on- and on-campus celebratory events.
- Planning for Homecoming Weekend is underway.
- New applied research collaborations continued with new business partners and funding for 2016-2017 projected to exceed the target by 65 per cent, representing 26 new projects.
- A capital campaign to support the construction of the CFCE was launched with all levels of government contributing to the build.
- The Innovative Initiatives Fund was launched in conjunction with the University of Ontario Institute of Technology to encourage joint research, innovation and operational efficiencies.