

BUSINESS PLAN







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Many of the photos in this publication were taken prior to the COVID-19 pandemic.

OUR MISSION

TOGETHER, WE'RE LEADING THE WAY.

OUR VISION

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

OUR VALUES

- » Collaboration
- » Diversity and inclusion
- » Excellence
- » Innovation
- » Integrity
- » Respect
- » Social responsibility



INTRODUCTION

Durham College (DC) continued its traditions of innovation, growth and excellence throughout the course of another successful year. Drawing on the strengths of its students, employees, alumni and the broader community, the college was able to incorporate its values of collaboration, excellence, innovation, integrity, respect, social responsibility, diversity and inclusion into every level of its operations.

With more than 140 market-driven programs offered at its Oshawa and Whitby campuses, DC is driving experiential learning and applied research, providing students with the skills they need to pursue meaningful careers and contributing to the social and economic development of Durham Region and beyond.

The 2020-2021 Business Plan consists of 22 objectives divided among our four pillars – Our Students, Our People, Our Work and Our Community – while complementing the college’s other guiding documents – the Enrolment Management Plan, the Academic Plan and the Internationalization and Global Engagement Plan.

Highlights include:

- » Plans to launch five new programs:
 - » Esport Business Management graduate certificate
 - » Tourism – Destination Marketing diploma
 - » Bachelor Behavioural Science degree
 - » Environmental Health and Safety graduate certificate
 - » Autism and Behavioural Sciences graduate certificate
- » Expanding the faculty mentoring program to all full-time academic schools.
- » Raising \$10 million through a capital campaign in support of the Whitby campus expansion.
- » Developing a post-pandemic strategy that addresses budgetary concerns, organizational recovery and new practices to support online learning.
- » Continue working with the Office of Student Diversity, Inclusions and Transitions to increase student recruitment efforts and presence with local Indigenous communities.

As we move forward into the year ahead, the Business Plan will guide us, outlining where we want to go, stating how we will achieve our goals and detailing the measures of our success, as the entire DC community works to bring our new mission – together we’re leading the way – to life.

Given the impact of COVID-19, certain aspects of the plan may be affected. Specific objectives and actions are included to respond to these challenges, with the entire DC community remaining steadfast in our commitment to top quality education and the safety of our students and employees.

The Capital Budget and the Operating Budget was approved by the Board of Governors on September 23, 2020 and the 2020-2021 Business Plan was approved on May 13, 2020.

Note: The 2020 – 2021 business plan was developed prior to and during the pandemic and as such, may change as the college develops an organizational recovery plan, which will be inclusive of our students, our people, our work and our community. Priorities and We Will statements may be changed, altered or eliminated based on what actions are required to return to normal operations in the post-pandemic environment.

OUR STUDENTS



GOAL

To educate and inspire students to **realize success** in their careers and communities.

WE WILL:

- » Deliver high-quality programs that reflect labour markets and are responsive to emerging economies.
- » Provide exceptional learning experiences that create opportunities for students to build resilience, competence, personal capacity and life-enhancing skills.
- » Foster the development of durable skills that are transferable across all industries and workplaces.
- » Champion experiential learning, global engagement and applied research opportunities.
- » Cultivate relationships with students that extend beyond graduation.
- » Advocate for the necessity and value of lifelong learning.

WE WILL DELIVER HIGH-QUALITY PROGRAMS THAT REFLECT LABOUR MARKETS AND ARE RESPONSIVE TO EMERGING ECONOMIES.

ACTION	MEASUREMENT/MILESTONE
<ul style="list-style-type: none"> » Successfully launch five new programs: <ul style="list-style-type: none"> » Esport Business Management (graduate certificate) » Tourism – Destination Marketing diploma » Behavioural Science – Honours Bachelor degree » Environmental Health and Safety Management (graduate certificate) » Autism and Behavioural Sciences (graduate certificate) 	<ul style="list-style-type: none"> » Enrolment targets realized for all new programs.
<ul style="list-style-type: none"> » Gain approval to offer Steamfitter apprenticeship. 	<ul style="list-style-type: none"> » Submit application for Apprenticeship Training Delivery Agent for Steamfitter (307A).
<ul style="list-style-type: none"> » Successfully launch four new Centre for Part-time and Professional Learning (PPL) programs based on OntarioLearn courses: <ul style="list-style-type: none"> » Veterinary Office Administration » Construction Management » Coding Essentials » Medical Terminology (micro-credential) 	<ul style="list-style-type: none"> » Launch all four new programs by January 2021.
<ul style="list-style-type: none"> » Launch the PPL microcredential AI Privacy and Compliance. 	<ul style="list-style-type: none"> » Launch the new program by fall 2020.
<ul style="list-style-type: none"> » Continuous improvement of program review and renewal processes. » Completion of planned Comprehensive Program Reviews (CPRs). 	<ul style="list-style-type: none"> » Implement revised Annual Program Review template and CPR templates and process. » Implement pilot project for program change requests. » Implement program curriculum visualizations for all programs. » Successful completion of 23 CPRs as per 2020-2021 roster.
<ul style="list-style-type: none"> » Develop new partnership with Humber River Hospital to offer emergency room program. 	<ul style="list-style-type: none"> » Launch first cohort of 24 students by winter 2021.
<ul style="list-style-type: none"> » Broaden the reach of Corporate Training Services (CTS) programs beyond Durham Region by implementing programs with a national scope. 	<ul style="list-style-type: none"> » CTS to develop and deliver two national programs online or in class.
<ul style="list-style-type: none"> » Support the delivery of high-quality programs by increasing awareness and program reputation in the following ways: <ul style="list-style-type: none"> » Continue the Signature and Priority Program digital advertising campaign. » Introduce a content-marketing strategy with a focus on authentic storytelling to deepen the audience connection with the DC brand and identified programs. » Promote degree programs through strategic and targeted marketing including digital, print and environmental graphics. 	<ul style="list-style-type: none"> » 150,000 visits to identified program web pages. » Generate 1,500 impressions, 300 page views, and 140 engagements on average, per blog. » 15,000 hits on www.durhamcollege.ca/degrees landing page. » Total of 50,000 hits to all specific program web pages. » Bachelor of Healthcare Technology Management : 25,000 » Bachelor of Behavioural Science: 15,000 » Construction: 10,000

WE WILL PROVIDE EXCEPTIONAL LEARNING EXPERIENCES IN AND OUT OF THE CLASSROOM.

ACTION	MEASUREMENT/MILESTONE
<ul style="list-style-type: none"> » Inspire students to be self-directed, life-long learners who set achievable goals for themselves and continue to revise those goals throughout their lives to reach their highest potential. 	<ul style="list-style-type: none"> » Track use of Student Academic Learning Services (SALS) online resources and quizzes. » Work with faculty to integrate SALS online learning into courses. » Coach students to use SALS online supports. » Facilitate academic coaching to increase persistence and resilience. » Co-ordinate homework groups encouraging students to join communities of fellow learners. » Promote the benefits of using LinkedIn Learning.
<ul style="list-style-type: none"> » Increase usage of three educational technology tools to engage students and deepen learning, as well as allowing for varied assessments. 	<ul style="list-style-type: none"> » Increased usage of a minimum of five educational technology tools, demonstrated by a 10 per cent growth in the number of faculty participating.
<ul style="list-style-type: none"> » Develop additional learning objects such as 360 videos. Learning objects are modular resources, digital or web-based, that are used to support learning activities for students. 	<ul style="list-style-type: none"> » Minimum of 10 new learning objects developed.
<ul style="list-style-type: none"> » Roll out new DC Connect “Core” package from D2L, including promotional materials and training opportunities to encourage faculty to use its new tools and functionality. 	<ul style="list-style-type: none"> » Transition to the core package with limited support calls to Centre for Academic and Faculty Enrichment. » Phased launch of new tools in DC Connect. » Provision of monthly updates on new tools and functionality in DC Connect.
<ul style="list-style-type: none"> » Lead the way in developing new projects and partnerships with the TeachingCity Oshawa initiative. 	<ul style="list-style-type: none"> » School of Media, Art & Design (MAD) students to participate in developing a wayfinding tool for the Oshawa Lakeview Park using augmented reality technology. » Install public art project as part of collaboration between the schools of Health & Community Services and MAD.
<ul style="list-style-type: none"> » Launch co-op opportunities in additional programs. 	<ul style="list-style-type: none"> » Successfully launch co-ops in six academic programs.
<ul style="list-style-type: none"> » School of Justice & Emergency Services (JES) students further develop off-campus engagement with marginalized populations, which extend post-secondary learning to a group who would not otherwise receive it. 	<ul style="list-style-type: none"> » Move from piloting Walls to Bridges to embedding it into two graduate certificate programs, Victimology and Mediation – Alternative Dispute programs.



WE WILL BE A CHAMPION OF EXPERIENTIAL LEARNING, GLOBAL ENGAGEMENT AND APPLIED RESEARCH OPPORTUNITIES.

ACTION	MEASUREMENT/MILESTONE
» Co-op office to support five academic schools in delivering cooperative education (co-op) supports and services to programs currently offering co-op.	» Promote co-op work term options to students in first year to encourage participation in this work-integrated-learning opportunity and facilitate the transfer processes with the academic schools and Strategic Enrolment Services (SES).
» Expand relationships with the business community to engage employers in DC co-op with six new co-op programs scheduled to launch in 2020.	» Provide supports to employers and students during work terms. » Co-op office to source job opportunities expanding employer relations to have 19 programs with co-op, internship and work term options.
» Continue to develop and foster partnerships with eight local regional chambers with the goal of developing School of Business IT & Management (BITM) student membership agreements.	» Develop and implement formal agreements with the local regional chambers for BITM student membership with the goal of establishing a business summit next year.
» Provide international learning opportunities through international project work.	» Successfully complete year four of the Kenya Education for Employment Project (KEFEP). » Successfully complete year one of Skills to Access the Green Economy and the Pacific Alliance projects.
» Expand international experiential learning opportunities for FastStartDC participants.	» Develop at least one strategic international partnership for SHIFT, providing training opportunities for student entrepreneurs.



WE WILL DEVELOP AND CREATE OPPORTUNITIES TO BUILD STUDENT RESILIENCE, COMPETENCE, PERSONAL CAPACITY AND LIFE ENHANCING SKILLS.

ACTION	MEASUREMENT/MILESTONE
» Develop a new departmental mandate and work plan that allows SES to not only act as a central hub for student information but also as a coaching center that provides learning opportunities.	» Creation of an Operational/Strategic Plan for SES.
» Improve students' self-regulation and resilience.	» Access and Support Centre counsellors will offer ongoing student workshops to develop effective self-regulation techniques and resilience for managing stress, which will be designed to improve student coping strategies.
» Well-being Centre to create online modules to assist students with managing resiliency and positive self-esteem as well as coping strategies.	» Launch modules through in-person and social media promotions. » Track participation rates and measure impact of participation with session rating scales and outcome rating scales.
» Resurgence of the Healthy Campus Task Force.	» Terms of reference to be updated and communicated. » Regular meetings to be scheduled as well as establishing working groups to report on relevant work completed (i.e. Mental Health Strategy for Campus).
» Orientation and Student Information Online Module.	» Identify relevant content and communication timelines in consultation with students and campus partners. » Develop module for review by students. » Ensure module is available in DC Connect with relevant course information.
» Deliver Career Development workshops to career and field placement prep classes to assist students with enhancing their career resilience and grit for the new economy.	» Fully migrate faculty requests to the transformational workshops rather than content-specific topics such as resume writing and portfolio creation. » Enhance online resources for faculty delivering career prep.
» Deliver mindfulness modules to students in four programs in JES. Explore potential to make mindfulness modules available to all students.	» Deliver mindfulness modules to 400 students in the Paramedic, Police Foundations, Firefighter – Pre-service, Education and Training and 9-1-1 Emergency and Call Centre Communications programs. » Develop recommendations for increasing availability, based on experience delivering modules across four JES programs.



**WE WILL FOSTER THE DEVELOPMENT OF DURABLE SKILLS THAT TRANSFER
ACROSS ALL INDUSTRIES AND WORKPLACES INCLUDING COLLABORATION, ENTREPRENEURIAL
AND CRITICAL-THINKING, DIGITAL LITERACY, COMMUNICATION AND CREATIVITY.**

ACTION	MEASUREMENT/MILESTONE
» Develop and implement professional development sessions focused on teaching for skills transfer, including critical thinking, digital literacy and communication skills.	» Deliver three professional development sessions for faculty with this focus.
» Create a Digital Learning Plan as part of the Teaching and Learning Plan.	» Completion of Digital Learning Plan as part of the Teaching and Learning Plan.
» Develop a framework for global competency for students.	» Launch framework by February 2021. » Pilot in at least one school in late winter 2021.
» Develop and produce Phase II of KEFEP documentary project.	» Through interdisciplinary collaboration between students from Journalism and Video Production programs, develop and produce video and multimedia assets.
» Support the Enactus DC team to reflect the United Nations Sustainable Development Goals through their work.	» With support from the FastStart team, develop and initiate a technology-based Enactus project on campus aimed at reducing plastic waste through entrepreneurial innovation.
» Support the development of creative skills for careers in marketing for BITM students and FastStartDC participants.	» Develop one creative literacy workshop designed for BITM marketing students and FastStartDC participants to support the development of essential creative skills for careers in marketing.



WE WILL CULTIVATE RELATIONSHIPS WITH STUDENTS THAT EXTEND BEYOND GRADUATION.

ACTION	MEASUREMENT/MILESTONE
» SES will build online informational videos that will promote student pathways where students can study globally.	» Work with Communications and Marketing to create informational videos that better promote pathway opportunities for our graduating students.
» Create and engage with students through approved social media mediums.	» Creation of a SES social media strategy and social media channels. » Continue president’s social media initiative.
» Engage students and alumni in career-oriented events to expand their industry connections and networking skills.	» Deliver 10,000 Coffees online mentoring program sponsored by RBC in collaboration with Alumni Office and Office of Student Diversity, Inclusion and Transitions.
» Develop an alumni network focused on international graduates.	» Host at least one virtual networking event for international graduates.
» Continue to support and expand the alumni mentorship initiative.	» Increase participation in the alumni mentorship initiative by 20 per cent. » Embed alumni mentorship initiative into the curriculum.
» Increase alumni engagement.	» Establish and execute year-long engagement: » Define “notable alumni”. » Increase notable alumni database by 10 per cent. » Participate in faculty and athletics-driven alumni events. » Develop Alumni Hiring Alumni program. » Work with Durham College Alumni Association student representative to strengthen relationship with students.
» Increase alumni donations to DC.	» Research and implement innovative approaches for mass alumni solicitation. » Develop “alumni leader” giving program. » Minimum of three major gift (\$10,000) asks to alumni.



WE WILL CHAMPION THE NECESSITY AND VALUE OF LIFE-LONG LEARNING.

ACTION	MEASUREMENT/MILESTONE
» SES to support our academic partners in the research and development of micro-credentials at DC.	» Policy and procedure development for micro-credentials, fees, registration, and parchments.
» Develop and launch a PPL marketing strategy to communicate with alumni from targeted programs about the value of lifelong learning.	» Launch in winter 2021.
» Establish pathways for students between DC and Ontario Tech University.	» Create a pathway for students in DC's Massage Therapy program to articulate into the university's Kinesiology degree program. » Establish an integrated diploma/degree between DC's Advertising and Marketing Communications program and the university's Digital Media Arts and Creativity degree. » Explore opportunities for an integrated diploma/degree between the DC's Electromechanical / Electronics Engineering Technology programs and the university's Mechatronics Engineering degree.
» Establish alternative delivery formats for select School of BITM programs.	» Establish a minimum of one program to offer the alternative delivery format and identify the alternative delivery formats to be employed. For example, evening or weekend delivery.
» Continue to provide specific industry based learning to meet justice and law enforcement needs through the Centre for Integrated Justice Studies (CIJS).	» Provision eight to 10 workshops or courses through CIJS.



OUR PEOPLE



GOAL

To invest in our employees and empower them to be entrepreneurial, innovative and strategic.

WE WILL:

- » Attract and retain individuals who are highly qualified, creative and collaborative.
- » Foster a culture where all employees are inspired to exemplify our mission, vision and values.
- » Ensure a positive and inclusive work environment that is diverse, respectful and representative of our community.
- » Develop and implement strategies and practices that support the health and wellness of our employees.
- » Leverage the expertise of our employees to make meaningful contributions to student learning and the community.
- » Provide professional development and global outreach opportunities that enhance the skills and knowledge of our employees.

WE WILL ATTRACT AND RETAIN HIGHLY QUALIFIED, CREATIVE AND COLLABORATIVE EMPLOYEES.

ACTION	MEASUREMENT/MILESTONE
» Hold quarterly professional development sessions for the Centre for Professional and Part-time Learning's (PPL) part-time teaching staff.	» New sessions to be held virtually in May, August, and December.
» Develop online resources for part-time PPL teaching staff to provide news/updates, as well as easy access to tools and best-practice ideas which can be implemented in their teaching practices.	» Launch by December 2020.
» Revise the full-time and part-time faculty orientation program curricula, to better support faculty onboarding.	» Launch of revised orientation programs for full-time and part-time faculty by fall 2020.
» Expand the faculty mentoring program to all full-time academic schools.	» Adoption of the faculty mentoring program by all eight full-time academic schools.
» Achieve Top Employer and Greenest Employer designations.	» Strategically identify DC initiatives and milestones for inclusion in award applications. » Select employee testimonial representatives. » Promote application to all DC employees through electronic view book.

WE WILL DEVELOP TEAMS WHOSE WORK EXEMPLIFIES OUR MISSION, VISION AND VALUES.

ACTION	MEASUREMENT/MILESTONE
» Empower our people to maximize their skills and advance their knowledge, and education, to create supports that will meet the needs of current students and serve future generations.	» Employees to identify goals in performance reviews.
» Leadership will identify learning opportunities during strategic planning to support our students and people.	» Employees will commit to the development of content each year.
» Employees will develop resource materials for Student Academic Learning Services online.	» Employees will sign up for and attend professional development (PD) sessions.
» Employees will participate in Centre for Academic and Faculty Enrichment (CAFE) sessions and other PD on campus.	» Track all PD and increases in employee education.
» Empower employees to be lifelong learners by identifying programs/courses to improve their educational credentials.	
» Respond to employee engagement survey results.	» Prepare results reports for each department. » Ensure response plans are in place. » Develop organizational communications on survey results.

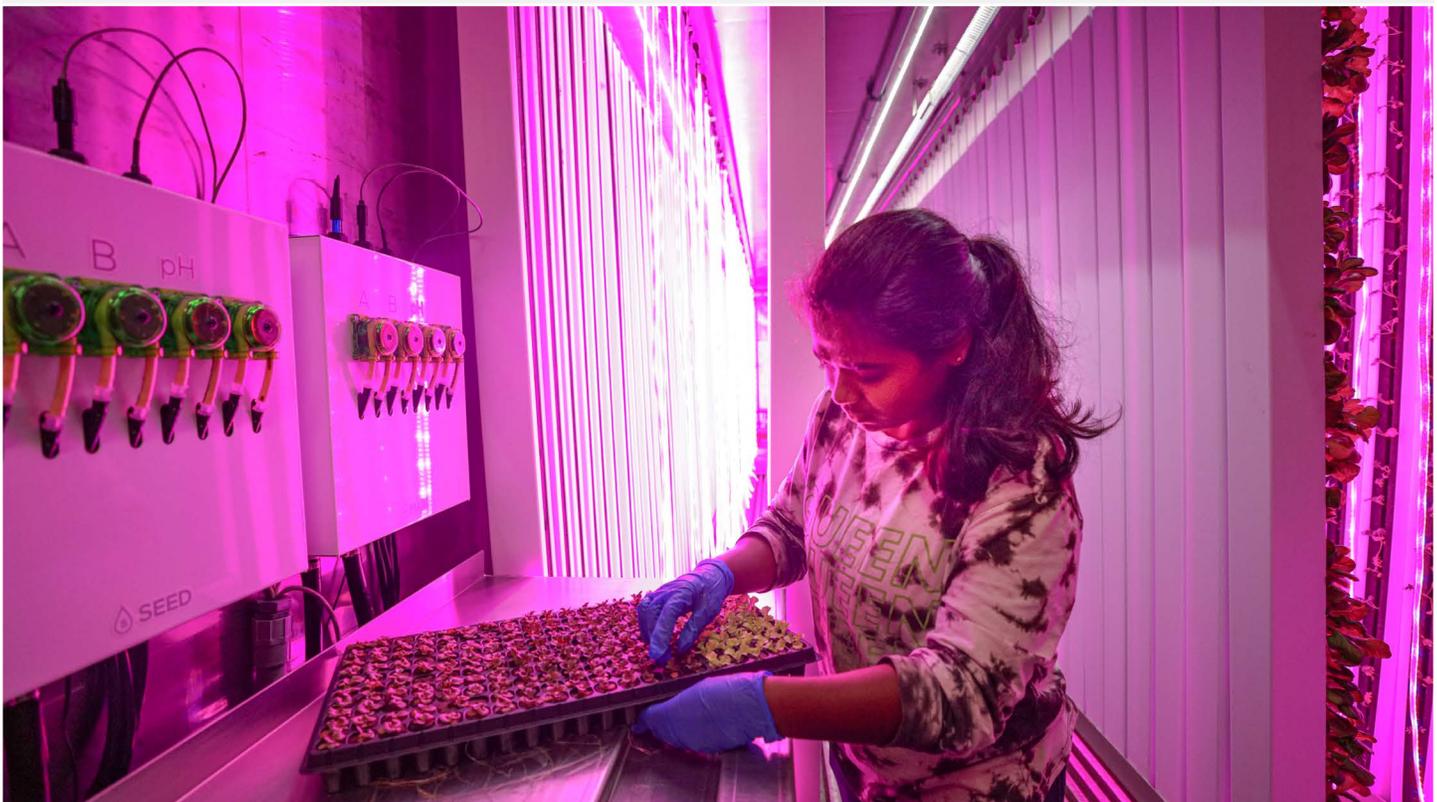
WE WILL BE A POSITIVE AND INCLUSIVE WORK ENVIRONMENT THAT IS DIVERSE, RESPECTFUL AND REPRESENTATIVE OF OUR COMMUNITY.

ACTION	MEASUREMENT/MILESTONE
<ul style="list-style-type: none"> » Develop Equity, Diversity, and Inclusion (EDI) in Pedagogy and Practice Modules. 	<ul style="list-style-type: none"> » Work in collaboration with CAFE to develop DC-specific EDI modules for faculty. » Develop a communication plan to release the modules. » Facilitate sharing circles in-person and online to support faculty learning.
<ul style="list-style-type: none"> » Create an EDI Policy. 	<ul style="list-style-type: none"> » Identify institutional priorities in collaboration with EDI working group. » Develop a plan to engage campus members to develop DC's EDI priorities. » Submit to DCLT for approval. » Share approved policy with the campus community.
<ul style="list-style-type: none"> » Develop an EDI library resource webpage. 	<ul style="list-style-type: none"> » Work in collaboration with the Office of Research Services, Innovation and Entrepreneurship, Library and OnTech to launch an EDI-specific resource webpage.
<ul style="list-style-type: none"> » Further develop our employees' understanding of the differences in cultures across countries. 	<ul style="list-style-type: none"> » Develop and launch eight Hofstede Cultural Dimensions training modules for faculty and staff. » Ensure that at least 30 DC employees participate in a minimum of two modules.
<ul style="list-style-type: none"> » Maintain and expand the service provided to low-income residents through the Access to Justice Hub. » Measure effectiveness of the Access to Justice Hub. 	<ul style="list-style-type: none"> » Engage up to 20 paralegal students per year. » Develop a research proposal and identify data to be collected for analysis to understand the effectiveness of the Access to Justice Hub to better serve clientele in the future.
<ul style="list-style-type: none"> » Develop EDI working group and employee focused initiatives. 	<ul style="list-style-type: none"> » Develop employee sub-group. » Engage in stakeholder discussion to establish objectives. » Identify two employee-focused initiatives.



WE WILL EMPOWER AND SUPPORT EMPLOYEES TO BE ENTREPRENEURIAL, INNOVATIVE AND STRATEGIC.

ACTION	MEASUREMENT/MILESTONE
<ul style="list-style-type: none"> » Increase faculty's capacity to understand academic accommodations and how to create inclusive learning environments. 	<ul style="list-style-type: none"> » Promote video training and FAQ through CAFE outlining the Access and Support Centre's role and function for faculty's understanding to build capacity. » A survey to participating faculty will be developed and delivered to evaluate faculty satisfaction and to drive any necessary improvements.
<ul style="list-style-type: none"> » Promote and create opportunities to cross-train employees with other areas of Student Employment Services (SES) to become more empowered in how they engage with our community. 	<ul style="list-style-type: none"> » Build a training and development plan that is open for all SES employees to access.
<ul style="list-style-type: none"> » Introduce commercial farming operation: maximize container farm to supply leafy greens for purchase by large vendors and increase capacity for community supported agriculture (CSA) project. 	<ul style="list-style-type: none"> » Farm plan in place. » Weekly production cycle established. » Delivery of 50 CSA boxes per week, over 20 weeks.
<ul style="list-style-type: none"> » Develop Teaching and Learning Plan that will outline professional development for new and experienced faculty. 	<ul style="list-style-type: none"> » Completion of Teaching and Learning Plan.
<ul style="list-style-type: none"> » Create a faculty playground that inspires experimentation with new technology and teaching methodologies. 	<ul style="list-style-type: none"> » Faculty playground completed by spring 2021.
<ul style="list-style-type: none"> » Provide support for faculty with educational technology tools such as advanced features of DC Connect and Office 365. 	<ul style="list-style-type: none"> » Develop a minimum of 70 additional resources to support use of educational tools.
<ul style="list-style-type: none"> » To support the bold new Strategic plan, DC's Leadership Team has established a \$350,000 fund to support projects that demonstrate innovation, creativity, risk-taking and the entrepreneurial spirit, and projects that add value to the college, helping us to achieve our strategic priorities. 	<ul style="list-style-type: none"> » Committee is formed that will assess applications for funding. » The first projects are approved and can start by winter 2021.



WE WILL STRENGTHEN OUR ORGANIZATIONAL CULTURE TO PRIORITIZE THE HEALTH AND WELLNESS OF OUR EMPLOYEES.

ACTION	MEASUREMENT/MILESTONE
<ul style="list-style-type: none"> » Improve employee engagement through ICE (employee intranet site) by: <ul style="list-style-type: none"> » Launching employee newsletter; » Developing ICE engagement strategy; » Developing an accolades database for the campus community to share student and employee achievements. 	<ul style="list-style-type: none"> » Launch employee newsletter by September 2020. » Launch ICE engagement strategy by September 2020. » Gather 25 accolades database submissions by March 2021.
<ul style="list-style-type: none"> » Support employees in strengthening their capacity to address and respond to mental health distress on campus by: <ul style="list-style-type: none"> » Offering wellness workshops to all college employees, with a target of six workshops per semester. » Develop an employee wellness working group, with the goal of developing two additional employee-focused wellness initiatives. 	<ul style="list-style-type: none"> » Delivering two Mental Health First Aid sessions per semester. » Developing a refresher course on mental health first aid, and delivering four sessions to employees and managers.
<ul style="list-style-type: none"> » Implement a DC Proud program for employees who are alumni. This allows them to let others know they are DC alumni. 	<ul style="list-style-type: none"> » Provide diplomas and discounted frames to employees. » Profile DC employees as part of engagement plan.



 DURHAM COLLEGE
SUCCESS MATTERS



OUR WORK



GOAL

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

WE WILL:

- » Foster an environment that inspires idea generation, bold leadership and purposeful innovation that are consistent with the evolution of work.
- » Lead the development of transformational programs, services and systems that enhance the student experience.
- » Be at the forefront of evolving teaching, learning and applied research practices.
- » Reimagine and grow our facilities to be more flexible, accessible and progressive.
- » Optimize resources and processes in all aspects of our business.

WE WILL CREATE AN ENVIRONMENT THAT INSPIRES IDEA GENERATION, BOLD LEADERSHIP AND PURPOSEFUL INNOVATION THAT ALIGNS WITH THE EVOLUTION OF WORK.

ACTION	MEASUREMENT/MILESTONE
» Develop a Strategic Enrolment Services (SES) committee where both management and support staff are able to contribute to the future planning of department goals.	» Create a committee that includes at least one support staff from each SES area.
» Highlight exemplary faculty practices and innovative program delivery in the Centre for Academic and Faculty Enrichment (CAFE) newsletter CAFE Monthly.	» Highlight one exemplary faculty and one innovative program delivery per month in CAFE Monthly newsletter.
» Promote internal and external awards for exemplary faculty and programs.	» Nominate faculty for the college's annual Employee Excellence Award. » Nominate faculty and/or programs for external awards including: CIGan Awards of Excellence, Chair Academy awards and World Federation of Colleges and Polytechnics Awards of Excellence.
» Renew the Academic Plan and supporting plans.	» Completion of the Academic Plan and supporting plans.

WE WILL LEAD IN THE DEVELOPMENT OF TRANSFORMATIONAL PROGRAMS, SERVICES AND SYSTEMS THAT ENHANCE THE STUDENT EXPERIENCE.

ACTION	MEASUREMENT/MILESTONE
» Lead and support the development of transformational programs through the advancement of scheduling and customer relationship management systems.	» Implementation and integration of visual schedule builder. » Launch Salesforce training and implementation plans with departments outside of SES.
» Implement new self-service registration software for students.	» Select and procure software. » Design solution. » Implement solution. » Go live by March 31, 2021.
» Implement new faculty workload software.	» Procure software. » Implement solution. » Go live by January 1, 2021.
» Implement next generation of Wi-Fi controllers.	» Design solution. » Select and procure equipment. » Implement solution. » Go live by September 1, 2020.
» Enhance the student experience through the development of a virtual tour that displays our unique campus spaces and learning environments.	» Launch version 1 of virtual tour by September 2020, which highlights 10 programs and 30 campus feature locations.

WE WILL BE AT THE FOREFRONT OF THE EVOLVING PRACTICES OF TEACHING, LEARNING AND APPLIED RESEARCH.

ACTION	MEASUREMENT/MILESTONE
» Develop a Scholarship of Teaching and Learning (SoTL) framework and processes. A SoTL framework provides faculty with a way to assess the impact of their teaching practices and make evidence-based decisions about them. Engagement in SoTL contributes to faculty currency as a dual professional.	» Develop a SoTL framework and process with a call for proposals.
» Support faculty participation in provincial and national teaching and learning conferences.	» Support up to 10 faculty to participate in provincial and national teaching and learning conferences.
» Expand curricular experiential-learning opportunities through collaboration with industry and community partners.	» Develop and implement at least one Mitacs-supported applied research project with internship. » Increase company projects in Riipen by 20 per cent (from 19 to 23); increase courses by 100 per cent (from four to eight).
» Successfully complete Year Three of the five-year Natural Sciences and Engineering Research Council (NSERC) grant supporting the AI Hub.	» Eight new artificial intelligence (AI) projects with industry partners initiated. » Thirty-two students employed in AI research projects.
» Develop applied research opportunities with industry partners in the Mixed Reality Capture Studio.	» At least three new research projects initiated that involve Augmented Reality/Virtual Reality/Mixed Reality technologies. » Twelve students engaged in applied research projects.
» Develop applied research opportunities with industry partners in the new Centre for Cybersecurity Innovation.	» At least two new research projects initiated that involve cybersecurity. » Eight students engaged in applied research projects.
» Prepare business case for a new building at the Oshawa campus.	» Determine requirements for new space. » Submit a section 28 application for financing options. » Post RFP for construction of new build.
» New Whitby Campus Stellar Drive Main Lot Entrance.	» Completion of Site Plan Agreement with town. » Reconfiguration of parking lot for new gated driveway.
» Renovate the Oshawa campus Bookstore. » Increase merchandising of non-textbook product lines.	» Finalize design and tender project. » Tentatively award renovation contract by April 30, 2020. » If possible once the pandemic restrictions are lifted, complete renovation by August 31, 2020.



WE WILL MAXIMIZE RESOURCES AND PROCESSES IN ALL ASPECTS OF OUR BUSINESS.

ACTION	MEASUREMENT/MILESTONE
<ul style="list-style-type: none"> » Launch system workflow for SES and Financial Aid and Awards to create a more automated transfer process for students applying to the co-op option of their program. » Upgrade Hired Portal to outcome product allowing co-curricular recognition and experiential learning programming to be on one platform for students, faculty and employers. 	<ul style="list-style-type: none"> » Assign employee resources to launch Co-op Workflow project team with SES and Information Technology Services. » Launch new Hired portal using the Outcome Career and Co-op Platform in June 2020. » Launch new CCR platform on Outcome in June 2020.
<ul style="list-style-type: none"> » Touchnet – One Card Solution. 	<ul style="list-style-type: none"> » Implementation of a new one-card campus-wide identification system. » Priority implementation to improve and enhance production and distribution of student identification cards through utilization of system feature to allow self-service photo upload functionality integrated through Ellucian Banner system. » Work with Ontario Tech University and Trent University to implement digital solution for students to access Durham Region Transit and GO Transit. (This is a critical piece for the success of the aforementioned Touchnet – One Card Solution.) » Create digital solution for UPass Program and removal of UPass icon from Student Card design.
<ul style="list-style-type: none"> » Build up capital campaign for Whitby Campus expansion and raise \$10 million in support. » Continue to improve donor stewardship practices. » Continue improvement on DC Foundation governance. 	<ul style="list-style-type: none"> » Complete Family Campaign which includes all boards, DCLT and employees. » Qualify 200 prospects or as many as necessary to make the target. » Cultivation of activities for 100 prospects. » Conduct 50 major gift solicitations. » Confirm two transformational gifts. » Create welcome material for new campaign donors. » Create donor “thank you video.” » Host mini stewardship events. » DC Foundation Governance Committee to establish job descriptions, policies and procedures.
<ul style="list-style-type: none"> » Energy consumption reduction initiatives: <ul style="list-style-type: none"> » Whitby CoGen. » Third Party Energy Systems development (battery storage). 	<ul style="list-style-type: none"> » Completion of legal and connection agreements for Combined Heat and Power installation at Whitby campus. » Development of Energy Twin Model for Oshawa campus by April 30, 2020.
<ul style="list-style-type: none"> » Develop a comprehensive event strategy that considers all events at DC. Strategy will include a campus-wide approval/information sharing process to ensure event activity is well coordinated. 	<ul style="list-style-type: none"> » Launch by December 2020.
<ul style="list-style-type: none"> » Introduce sustainability practices into hiring processes. 	<ul style="list-style-type: none"> » Review distribution process for teaching contracts. » Examine technical requirements for electronic contract distribution, and systems to support delivery. » Pilot electronic delivery of part-time teaching contracts with two academic schools.

WE WILL SUPPORT EFFECTIVE COLLEGE GOVERNANCE.

ACTION	MEASUREMENT/MILESTONE
<ul style="list-style-type: none"> » Validate performance metrics for the 2020-2021 Strategic Mandate Agreement 3 (SMA3) Annual Evaluation Report from the Ministry of Colleges and Universities. 	<ul style="list-style-type: none"> » SMA3 Annual Evaluation report successfully reconciled for funding allocations, pending Ministry direction given the COVID-19 situation.
<ul style="list-style-type: none"> » Launch an internal CASL- awareness program through policy and guideline development; communications; and education/training. 	<ul style="list-style-type: none"> » Policy, procedure, guidelines and FAQ's to be completed by April 30, 2020. » Communications launched in June; ICE, webpage, and utility updates completed by May 29, 2020. » Run six education and training sessions by March 2021.
<ul style="list-style-type: none"> » Support the DC Board of Governors by onboarding five new incoming governors and assist with the transition of a new chair and vice-chair. 	<ul style="list-style-type: none"> » Offer an orientation session for new governors in September 2020, either in-person or in a virtual format. » Provide a minimum of two training and development opportunities.
<ul style="list-style-type: none"> » Launch new strategic plan for 2020-2023. 	<ul style="list-style-type: none"> » Create new strategic plan publication. » Launch new strategic plan internally and publicly.
<ul style="list-style-type: none"> » Post-pandemic strategy development. 	<ul style="list-style-type: none"> » Address budget deficit. » Organizational Recovery Plan development and implementation. » New online learning modules.



OUR COMMUNITY



GOAL

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

WE WILL:

- » Establish and strengthen meaningful partnerships with industry, government, community and alumni to ensure our programs are leading-edge.
- » Expand volunteer opportunities for employees and students to help them gain a deeper connection to our community.
- » Leverage and grow our positive impact on our community to help it prosper and diversify.
- » Respect our community by leading environmental stewardship and building social inclusion, while contributing to economic success.
- » Strengthen our relationships with Indigenous communities.

WE WILL ESTABLISH AND STRENGTHEN SUSTAINABLE PARTNERSHIPS LOCALLY AND INTERNATIONALLY WITH INDUSTRY, GOVERNMENT, COMMUNITY AND ALUMNI.

ACTION	MEASUREMENT/MILESTONE
<ul style="list-style-type: none"> » Community Employment Services (CES) to work with existing and new employers to create new job opportunities. » CES to strengthen connections with community partners to provide holistic approach to clients. 	<ul style="list-style-type: none"> » Place clients in new employment opportunities that will support their personal success and strengthen industry. » Refer clients to the supports they need from community partners to be successful socially and economically within our community.
<ul style="list-style-type: none"> » Collaborate with community, national and international partners to advance social entrepreneurship. 	<ul style="list-style-type: none"> » Initiate and develop an advisory committee of Canadian institutional partners to collaborate semi-annually on the advancement of social entrepreneurship.
<ul style="list-style-type: none"> » Work with municipal partners and local leaders on economic recovery plan post pandemic. 	<ul style="list-style-type: none"> » Join regional/municipal recovery planning committees. » Develop internal college strategy for working with community partners. » Communicate government support and funding options to business community to ensure students maintain placements and co-ops.

WE WILL EXPAND OPPORTUNITIES FOR EMPLOYEES AND STUDENTS TO VOLUNTEER IN OUR COMMUNITY.

ACTION	MEASUREMENT/MILESTONE
<ul style="list-style-type: none"> » Establish an International Student Community Engagement strategy. 	<ul style="list-style-type: none"> » Connect 50 International students with opportunities to engage with the community. » Identify and promote opportunities for International students to volunteer at two or more community events (i.e. Rotary events). » Organize at least one community networking event on-campus that will include community partners and International students. » Identify and promote a minimum of two off-campus community networking opportunities for International students to participate in (i.e. chambers of commerce).
<ul style="list-style-type: none"> » In collaboration with local school boards, develop student led mentorship initiatives that focus on reciprocal experiential learning. 	<ul style="list-style-type: none"> » Deliver student led workshops on the topic of robotics and automation with one new elementary school partner in Durham Region in fall 2020.
<ul style="list-style-type: none"> » Encourage community participation for employees and students. 	<ul style="list-style-type: none"> » Diversify DC representation at community events to ensure representation from students and employees. » Increased community involvement for international students (target 50 student volunteers).

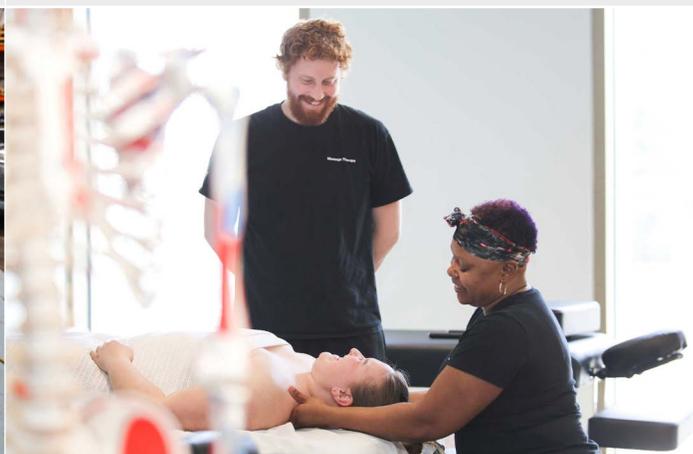


WE WILL LEVERAGE AND GROW OUR POSITIVE IMPACT ON THE COMMUNITIES WE SERVE.

ACTION	MEASUREMENT/MILESTONE
<ul style="list-style-type: none"> » Support General Motors (GM) Action Centre in serving displaced employees with their transition to new educational and employment opportunities. 	<ul style="list-style-type: none"> » Provide online tools and resources via the Hired portal for displaced GM employees. » Organize an on-campus autoworkers career fair.
<ul style="list-style-type: none"> » CES to deliver new Employment Ontario (EO) programs specifically geared at the needs of the labour market. » CES to deliver EO programs that highlight the impact DC has on the communities it services. 	<ul style="list-style-type: none"> » Successfully launch new EO programs in Port Hope under Service System Manager Prototype. » Promote EO programs to local politicians and through its social media to engage employers and job seekers with funded programs.
<ul style="list-style-type: none"> » Participate in Phase Two of the Municipal Employment Sector Study, to explore the development of relevant micro-credentials. 	<ul style="list-style-type: none"> » Provision of subject matter expertise and recommendations to the project, which is led by the Community Training and Development Centre.
<ul style="list-style-type: none"> » Improve reporting from partners and to stakeholders. 	<ul style="list-style-type: none"> » Create an online reporting tool for community partners. » Create a Government Relations/Community Relations section of DC webpage for quarterly updates.
<ul style="list-style-type: none"> » Reach out to employers/potential employers to share Solutions for Business opportunities at DC. 	<ul style="list-style-type: none"> » Presentations made to 10 businesses.

WE WILL GUIDE STUDENTS IN MAKING MEANINGFUL CONNECTIONS WITH THEIR COMMUNITIES.

ACTION	MEASUREMENT/MILESTONE
<ul style="list-style-type: none"> » Develop collaborations with community agencies for students in dental, massage therapy and fitness/health promotion programs to present workshops to their client groups. 	<ul style="list-style-type: none"> » Dental, massage therapy and fitness/health promotion students will establish and present workshops to community client groups.
<ul style="list-style-type: none"> » Assist community groups developing multimedia assets used for raising community awareness to secure funding. 	<ul style="list-style-type: none"> » Develop and deliver various multimedia assets to be published on partner websites, including Ontario Shores, Youth Without Shelter, Ontario Neurotrauma Foundation.
<ul style="list-style-type: none"> » Host a business summit – an event run alongside local small and medium enterprises and boards of trade, to connect students with the business community in Durham Region. 	<ul style="list-style-type: none"> » Host business summit in winter 2021.
<ul style="list-style-type: none"> » Develop and support social innovation applied research activities. 	<ul style="list-style-type: none"> » Successfully complete Year Three of current College and Community Social Innovation Fund (CCSIF) funded project. » Initiate Year One of the three new CCSIF funded projects.



WE WILL STRENGTHEN OUR RELATIONSHIPS WITH INDIGENOUS COMMUNITIES.

ACTION	MEASUREMENT/MILESTONE
<ul style="list-style-type: none"> » Continue to work with the Office of Student Diversity, Inclusion and Transitions to increase our student recruitment efforts and presence with local Indigenous communities. 	<ul style="list-style-type: none"> » Incorporate Indigenous language into Strategic Enrolment Services (SES) outreach initiatives. » Numbers of sessions, presentations in the communities and student applications from these targeted outreach efforts will be tracked.
<ul style="list-style-type: none"> » Consult and participate in planning with the recruitment team in SES to align our efforts to support high school students as they transition to college-level studies. 	<ul style="list-style-type: none"> » Participate in sessions with guidance counsellors, community leaders and high school teachers to identify gaps in student learning and skills to prepare students for higher education. » Develop and offer preparatory bootcamp sessions for incoming post-secondary students.
<ul style="list-style-type: none"> » Explore partnerships for delivery of Primary Care Paramedic program to Seven Generations Educational Institute. 	<ul style="list-style-type: none"> » Establish memorandum of understanding with Seven Generations Educational Institute.
<ul style="list-style-type: none"> » Provide Indigenous histories and reconciliation modules to the community in collaboration with the Centre for Academic and Faculty Enrichment (CAFE) and the First Peoples Indigenous Centre. 	<ul style="list-style-type: none"> » Seven online Indigenous histories and reconciliation modules open to the public.



BUDGET

Durham College (DC) presents a deficit operating budget of \$4.985 million for 2020-2021.

The financial operating impact of the COVID-19 pandemic is estimated at \$26.8 million, of which \$16.5 million will be funded through the accumulated surplus recognized in Internally Restricted Net Assets on the Statement of Financial Position. The deficit was further reduced through a comprehensive process of examining all opportunities for increased revenues and expense reductions. Of the remaining \$10.3 million deficit, \$5.3 million of savings have been identified through the reduction in one-time strategic initiatives, savings in discretionary operating expenses, vacancies, retirements and layoffs.

It is projected that with the remaining in-year deficit, DC will still be in an accumulated surplus position at year-end and as such will not be required to submit a recovery plan.

At March 31, 2020, DC was in an accumulated surplus position of \$40.2 million as follows:

Unrestricted Net Assets	\$ (43,962,154)
Internally Restricted Net Assets	\$ 22,545,145
Investment in Capital Assets	\$ 59,284,912
Unrecognized MTM reported in Statement of Ops prior to 2012-13 OB	\$ 2,308,599
Accumulated surplus / (deficit)	\$ 40,176,502

Of this amount, only \$22 million of “internally restricted net assets” can be leveraged to offset the in-year deficit. This amount includes \$5 million that is restricted for the capital contribution to Whitby Phase 4, residence reserves of \$628K and Foundation income of \$186K, leaving only \$16.5 million available to be used towards the operating deficit.

Although an official recovery plan is not required to be submitted to the Ministry, it is proposed that the in-year deficit will be recovered as follows:

DEFICIT RECOVERY PLAN

2021-22

Flow-through tuition revenue loss	\$ (8,911,635)
Net revenue increase from new enrolments	\$ 13,512,664
Inflationary salary increases	\$ (5,872,500)
Annualized savings from 2020-2021 retirements	\$ 1,069,565
Annualized savings from 2020-2021 terminations	\$ 1,383,905
Operating savings from closure of Pickering campus	\$ 395,882
Resumption of ancillary operations	\$ 5,231,490
Resumption of Corporate Training Services activity	\$ 2,474,092
Net total	\$ 9,283,463

The assumption has been made that both domestic and international enrolments will increase in 2021-2022 for first-year students however, there will be no recovery of flow-through from the 2020-2021 lost enrolments.

The budget includes funding that supports the college's Business Plan, meets the college's requirements of maintaining and improving the quality of academic programs and supporting curriculum renewal and new program development.

The 2020-2021 budget targets to:

- » Maintain full-time post-secondary enrolment of 11,108 students in fall 2020, a 5.1 per cent decrease over 2019-2020;
- » Add five new post-secondary programs;
- » Hire one additional full-time faculty, and 10 full-time administrative and support positions, two of which are conversions from existing part-time positions along with an increase in part-time funds to address the increasing needs stemming from conversions and social distancing requirements for section sizes, addition of new programs, and recruitment; and
- » Invest \$0.63 million in one-time strategic initiatives.

Balancing the 2020-2021 budget was also particularly challenging for the college due to the following factors:

Corridor Funding Model: The College Funding Formula, which implemented the Corridor Funding Model in 2017-2018 has not changed, therefore no increase to grant funding is expected from enrolment growth.

Tuition fee decrease: On January 17, 2019, MCU announced a 10 per cent reduction to all funded tuition fees effective in September for the 2019-2020 academic year, including 0 per cent increase for the 2020-2021 academic year.

Inflationary salary increases: The estimated increase to salaries for all employee groups is \$5.8 million, which includes collective agreement increases for faculty and support (\$3.2 million) and a base increase for administrative employees (\$2.4 million). All employee group increases include annualization of 2019-2020 in-year hires in addition to new hires approved for 2020-2021.

COVID-19: The estimated financial impacts of the pandemic are far reaching and include lost revenues from enrolments and ancillary operations.

ENROLMENT

The revised 2020-2021 budget targets a total of 11,108 full-time enrolments. The total student population for full-time domestic, second career, international, and collaborative nursing program students is expected to decrease by 1,283 from 12,391 in fall 2019 to 11,108 in fall 2020, a decrease of 10.4 per cent.

The following table shows the breakdown of the estimated number of 2020-2021 post-secondary and apprenticeship enrolments for the fall semester in comparison to 2018-2019 actual and 2019-2020 actual and budget figures.

ENROLMENT	ACTUAL 2018-2019	BUDGET 2019-2020	ACTUAL 2019-2020	PRE-COVID BUDGET 2020-2021	POST-COVID BUDGET 2020-2021	CHANGE OVER 2019-2020 ACTUAL
Domestic students	9,728	9,946	9,669	9,868	9,178	-5.1%
Second Career program	53	50	24	15	15	-37.5%
International students	1,847	1,969	1,988	2,490	1,170	-41.1%
BsCN: Collaborative Nursing	678	656	710	745	745	4.9%
Total	12,306	12,621	12,391	13,118	11,108	-10.4%
Apprenticeship	1,411	1,425	1,631	1,829	1,673	2.6%

Excluding Second Career and BsCN students, enrolments are targeted to reach 10,348 students in fall 2020, of which International enrolments will represent 11.3 per cent.

The following five programs are being introduced in 2020-2021:

PROGRAM NAME	DURATION	CREDENTIAL
Autism and Behavioural Sciences	One year	Ontario College Graduate Certificate
Behavioural Science - Honours Bachelor	Four years	Bachelor's Degree (honours)
Environmental Health and Safety Management	One year	Ontario College Graduate Certificate
Esport Business Management	One year	Ontario College Graduate Certificate
Tourism - Destination Marketing	Two years	Ontario College Diploma

These new programs are projected to contribute 38 students to the fall 2020 enrolment and 70 students to the winter 2021 enrolment.

The following table presents the fall semester post-secondary domestic full-time enrolment by academic school:

SCHOOL	ACTUAL 2019-2020	PRE-COVID BUDGET 2020-2021	POST-COVID BUDGET 2020-2021	CHANGE OVER ACTUAL 2019-2020
Business, IT & Management	2,373	2,312	2,274	-4.2%
Health & Community Services	1,963	2,088	1,838	-6.4%
Interdisciplinary Studies	569	606	551	-3.2%
Justice & Emergency Services	1,355	1,379	1,247	-8.0%
Media, Art & Design	1,194	1,189	1,160	-2.8%
Science & Engineering Technology	808	862	807	-0.1%
Hospitality & Horticultural Science	272	288	237	-12.9%
Skilled Trades, Apprenticeship & Renewable Technology	1,135	1,144	1,064	-6.3%
Total	9,669	9,868	9,178	-5.1%

In addition, the Second Career program is forecasting an enrolment of 15 students compared to 24 students in the previous year. This represents a decrease of nine students over fall 2019 or 37.5 per cent.

DC's international education strategy is based on the recruitment of students to our campuses through a network of agents in the targeted countries. Pre COVID-19, international enrolment in fall 2020 was targeted to reach 2,490 students, as compared to 1,988 students the previous year, an increase of 501 students or 25.3 per cent. However, as a result of the pandemic and travel restrictions, the revised international enrolments are targeted at 1,170 a reduction of 521 students or a decrease of 41.1 per cent.

The following table presents the fall semester international full-time enrolment by academic school:

SCHOOL	ACTUAL 2019-2020	PRE-COVID BUDGET 2020-2021	BUDGET 2020-2021	CHANGE OVER ACTUAL 2019-2020
Business, IT & Management	729	1,013	457	-37.3%
Health & Community Services	231	294	134	-42.0%
Interdisciplinary Studies	12	20	3	-75.0%
Justice & Emergency Services	38	47	12	-68.4%
Media, Art & Design	306	383	208	-32.0%
Science & Engineering Technology	482	476	225	-53.3%
Hospitality & Horticultural Science	152	221	118	-22.4%
Skilled Trades, Apprenticeship & Renewable Technology	38	36	13	-65.8%
Total	1,988	2,490	1,170	-41.1%

Enrolment in the Collaborative Nursing Program between DC and Ontario Tech University is expected to increase to 745 headcounts in the fall 2020 compared to 710 headcounts in fall 2019. This represents an increase of 35 headcounts or 4.9 per cent.

Total post-secondary full-time students, including second career, international, and collaborative nursing students in fall 2020 is targeted to be 11,108 which is 1,283 or 10.4 per cent lower than fall 2019.

As well, a total of 1,673 apprenticeship training students are expected to attend programs at the Whitby campus. This figure is 42 students or 2.6 per cent higher than 2019-2020. This includes maximum seats for new blocks in Automotive, Cook, Elevating Devices, and Plumbing. The increase would have been higher, however due to the pandemic, there are electrical classes that cannot be offered due to capacity constraints.

In addition, 737 Academic Upgrading, 14,077 Continuing Education registrants, and 2,200 secondary school students through the School-College-Work Initiative are expected for 2020-2021.

The projected domestic and international enrolments for each of the academic semesters are as follows:

ENROLMENT	ACTUAL 2018-2019	BUDGET 2019-2020	ACTUAL 2019-2020	PRE-COVID BUDGET 2020-2021	POST-COVID BUDGET 2020-2021	CHANGE OVER 2019-2020 ACTUAL
Domestic students						
Summer	2,095	1,973	2,178	2,055	1,860	-14.6%
Fall	9,728	9,946	9,669	9,868	9,178	-5.1%
Winter	9,719	9,893	9,764	9,770	9,204	-5.7%
International students						
Summer	528	489	562	688	463	-17.6%
Fall	1,847	1,969	1,988	2,490	1,170	-41.1%
Winter	2,103	2,138	2,181	2,901	1,962	-10.0%

The overall projected decrease of full-time post-secondary domestic students over the three semesters is 6.3 per cent and 24.0 per cent for full-time International students.

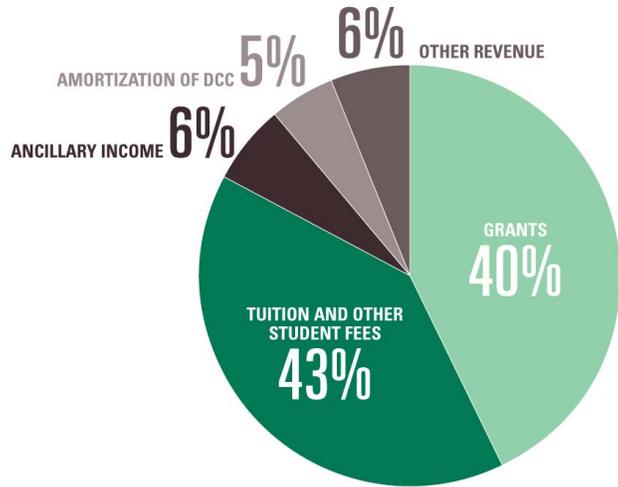
OPERATING BUDGET

Revenues:

The total revenue budget for fiscal 2020-2021 is \$177 million, a decrease of 14.0 per cent over 2019-2020 (\$206 million). The decrease in revenues is primarily related to the decrease in both domestic and international student tuition fees due to lost enrolments, decreases in ancillary operation revenues for parking, bookstore, food services and residence, as well as a reduction in Corporate Training Centre revenues as a result of the pandemic.

Institutional revenues include: grants, tuition, ancillary operations, amortization of Deferred Capital Contributions (DCC) and miscellaneous income.

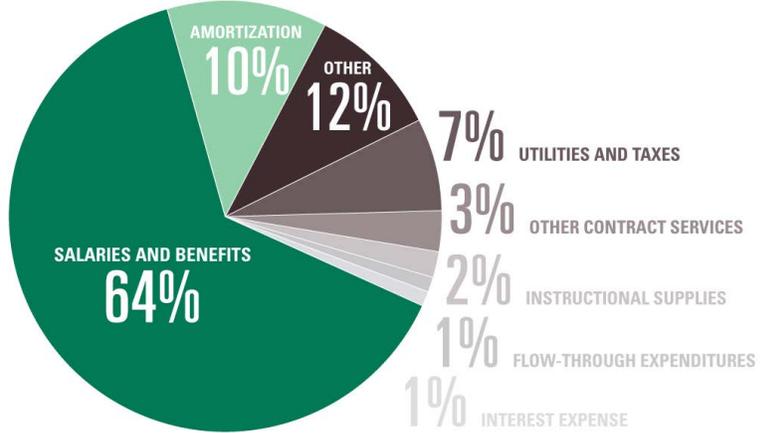
Revenues are allocated as follows:



Expenses:

The total expense budget for fiscal 2020-2021 is \$199 million, of which \$128 million is allocated to salaries and benefits and \$71 million to operational expenditures including instructional supplies, utilities and taxes, flow-through, contract services, interest, amortization and other miscellaneous expenditures.

Expenses are allocated as follows:



OPERATING BUDGET ASSUMPTIONS

Operating grants	Funding projected according to the current College Funding Formula
Tuition fees	No increase to funded tuition fees as mandated by MCU on January 17, 2019
Salaries and benefits – full-time faculty	Adjustment of 2 per cent on October 1, 2020 for collective agreement and step increases (if applicable). The current collective agreement expires on September 30, 2021.
Salaries and benefits – support staff	Adjustments for the collective agreement on September 1, 2020 of 1 per cent and 1 per cent on March 1, 2021 and step increases (if applicable). The current collective agreement expires on August 31, 2022.
Salaries and benefits – administration	Estimated adjustment for progress within pay bands based on performance and the executive compensation guidelines.

SCHEDULE OF REVENUES AND EXPENSES

The revenues and expenses of the college for the 2020-2021 budget with comparisons to the 2019-2020 actuals are presented below.

\$000'S	ACTUAL 2019-2020	PRE-COVID BUDGET 2020-2021	POST-COVID BUDGET 2020-2021	VARIANCE BUDGET TO ACTUAL 2019-2020 ¹
Operating grants	60,558	60,394	60,394	(164)
Tuition fee revenue – domestic	38,543	37,423	35,226	(3,317)
Apprenticeship training revenue	3,689	3,500	2,995	(694)
International Education revenue	28,744	34,900	20,750	(7,994)
Corporate Training revenue	11,933	12,611	7,679	(4,254)
Other academic revenue	10,291	10,149	10,069	(222)
Total academic revenue	153,758	158,977	137,113	(16,645)
Academic salaries and benefits	86,416	89,341	85,722	694
Academic operating expenses	15,674	15,271	12,245	3,429
Total academic expenses	102,090	104,612	97,967	4,123
Academic contribution	51,668	54,365	39,146	(12,522)
Academic Contribution Margin	33.6%	34.2%	28.5%	n/a
Net funds allocated for services	(39,832)	(43,943)	(41,255)	(1,423)
Ancillary operations (net)	7,255	8,033	(1,440)	(8,695)
Other corporate revenues / (expenses)	(4,892)	(4,999)	(5,136)	(244)
Net amortization expense	(10,638)	(12,192)	(11,463)	(825)
Interest expense	(1,547)	(1,264)	(1,385)	162
Central revenues (expenses)	(9,822)	(10,422)	(19,424)	(9,602)
Surplus / (deficit)	2,014	0	(21,533)	(23,547)
Funds from Operating Reserve			16,548	
In-year net deficit			(4,985)	

¹ Figures in brackets represent unfavourable variances

ANALYSIS OF VARIANCES BETWEEN THE 2019-2020 FORECAST AND 2020-2021 BUDGET

Operating grants: The decrease in grants of \$164K is a result of the reduction in the Second Career grant. The enrolment for this particular program is declining annually.

Domestic tuition fees: The \$3,317K (-8.6 per cent) decrease is due to the loss of revenues in Professional and Part-time Learning from the elimination of the administration fee for all three semesters and the revenues lost from full-time tuition fees due to the pandemic for all three semesters.

Apprenticeship revenue: A decrease of \$694K (-18.8 per cent) is estimated based on the electrical classes that cannot be offered due to capacity constraints for the lab space at the Whitby campus due to the pandemic.

International education revenue: The large decrease of \$7,994K (-27.8 per cent) is the result of a decrease in students for each semester. The overall decrease in revenues from student enrolments over the three semesters is offset by the international student recovery fee, a tuition set-aside reserve for scholarships and bursaries, and third party commissions.

Corporate training revenue: The \$4,254K (-35.7 per cent) decrease is attributable to the pandemic constraints of obtaining new opportunities and the pause of work on some of the current contracts and revenues due to current corporate environment.

Other academic revenue: The \$222K (-2.2 per cent) decrease is attributable to the elimination of two provincially funded initiatives: Youth Job Link and Employing Young Talent Incentive and a decrease in student supply fees from domestic and international enrolment decline.

Academic salaries and benefits: The \$694K (-0.8 per cent) decrease in academic salaries and benefits is the result of part-time salary savings realized as a result of the pandemic, offset against inflationary salary increases and new staff hires to support the academic mandate for 2020-2021.

Academic operating expenses: The \$3,429K (-2.2 per cent) decrease in academic operating expenses is due to a reduction of international projects, the elimination of the Youth Job Link and Employing Young Talent Initiative and the reduction of operating costs under the Corporate Training Services portfolio in relation to the reduced revenues.

Net funds allocated for services: The \$1,423K (3.6 per cent) increase is primarily due to the investment of an additional two full-time positions, the conversion of three staff to full-time to support services on campus as well as the annualization of previous year's positions. The net cost increase is also due to the inflationary salary adjustments for support staff and administrative employees and contractual obligations net against any savings from lay-offs.

A listing of net funds for services by service area is provided below.

	ACTUAL 2019-2020	PRE-COVID BUDGET 2020-2021	POST-COVID BUDGET 2020-2021	VARIANCE BUDGET TO FORECAST ¹
Academic support	(5,040)	(6,072)	(5,305)	(265)
Library	(1,429)	(1,627)	(1,590)	(161)
Student Affairs	(8,144)	(9,195)	(8,070)	74
Finance	(3,479)	(3,742)	(3,649)	(170)
Communications and Marketing	(2,568)	(2,856)	(2,690)	(122)
IT Services	(4,862)	(5,140)	(5,432)	(570)
Facilities	(8,945)	(9,403)	(8,860)	85
Human Resources	(2,176)	(2,306)	(2,219)	(43)
Campus Safety	(1,289)	(1,438)	(1,582)	(293)
President's Office, BOG, Office of Development	(1,900)	(2,164)	(1,858)	42
Total	(39,832)	(43,943)	(41,255)	(1,423)

¹ Figures in brackets represent unfavourable variances

Ancillary operations: The \$8,695K (-119.8 per cent) decrease is primarily attributed to the following changes in ancillary operations:

- » Increase in Bistro '67 of \$675K (favourable)
- » Increase in revenues from the medical centre of \$130K (favourable)
- » Decrease in residence contribution of \$4,773K (unfavourable)
- » Decrease in parking contribution of \$2,180K (unfavourable)
- » Decrease in fitness centre revenue of \$63K (unfavourable)
- » Decrease in bookstore revenue of \$667K (unfavourable)
- » Decrease in food services revenue of \$1,415K (unfavourable)
- » Decrease in Campus Field House revenue of \$156K (unfavourable)
- » Decrease in Campus Ice Centre revenue of \$241K (unfavourable)
- » Decrease in eGaming Arena revenue of \$5K (unfavourable)

Other corporate revenues and expenses: The \$244K (-5.0 per cent) decrease in other corporate revenues and expenses is primarily due to the following:

- » Decrease in interest revenue (\$485K unfavourable)
- » Decrease in miscellaneous revenue (\$240K unfavourable)
- » Decrease in bad debt costs (\$722K favourable)
- » Decrease in professional leaves (\$300K favourable)
- » Increase in tax recovery (\$210K favourable)
- » Decrease in funds for one-time strategic initiatives (\$241K favourable)
- » Increase in pandemic specific expenses (\$992K unfavourable)

Net amortization expense: The \$825K (7.8 per cent) increase is due to the annualization of the 2019-2020 capital investments and the additional capital investment for 2020-2021, which is not offset by external contributions.

Interest expense: The \$162K (-10.5 per cent) decrease in interest expense is the result of less interest being paid on long-term debt.



RISK AND OPPORTUNITY ASSESSMENT

The primary risks initially identified in the 2020-2021 budget include:

Post-secondary domestic and international enrolment: The achievement of the domestic and international post-secondary enrolment targets is dependent on certain factors that are beyond the control of the college including but not limited to: the COVID-19 pandemic; demographic trends; state of the regional economy; and competitive factors. Included in the revised budget for the winter semester is the deferral of international enrolments from the fall semester, which if not realized will increase the in-year deficit further.

Performance funding: With the launch of the 2020-2025 Strategic Mandate Agreement (SMA3) the funding allocation for 2020-2021 was to be based on the institution's performance/outcomes on five of the ten metrics. The portion of funding previously allocated to enrolments was going to be reallocated to the performance/outcomes based funding envelope. As a result of the pandemic, the Ministry introduced a lagged approach for the distribution of the performance/outcomes based funding to protect the in-year funding allocations.

The metrics and percentages that were proposed for the 2020-2021 fiscal year are noted below:

METRIC	2020-2021 (YEAR 1 – 25%)	
	WEIGHTING ¹ (MIN: 10%; MAX: 35%)	NOTIONAL ALLOCATION
Graduate employment rate in a related field	10%	\$1,664,125
Institutional strength/focus	35%	\$5,824,438
Graduation rate	10%	\$1,664,125
Community/local impact	35%	\$5,824,438
Institution-specific (economic impact)	10%	\$1,664,125
Total	100%	\$16,641,251

¹ Based on the February 19th draft submission to the Ministry.

CAPITAL EXPENDITURES BUDGET

The total proposed capital expenditures for fiscal 2020-2021 is \$12.6 million for annual renovations and infrastructure investments with \$2.6 million financed through external funding. The balance is funded through non-cash adjustments from operations, the Campus Recreation and Wellness Centre (CRWC) deferred revenues of \$2.4 million and residence reserves of \$0.3 million.

The following table shows the allocation of capital expenditure projects for 2020-2021:

\$'000	ACTUAL 2019-2020	BUDGET 2019-2020	PRE-COVID BUDGET 2020-2021	POST-COVID BUDGET 2020-2021
Available funding				
College Equipment Renewal Fund (CERF)	985	312	492	492
Facilities Renewal Program (FRP)	986	604	493	493
Apprenticeship Enhancement Fund (AEF)	516	591	591	663
OPG donation (in-years)	4	266	266	266
OPG carry-forward donation	0	0	122	710
W. Garfield Weston Foundation	1,000	1,000	0	0
Capital reserve – Internally Restricted	5,231	6,420	0	0
CRWC reserve (flow-through)	1,527	3,467	2,337	2,382
Residence reserve (flow-through)	299	100	495	340
Total available funding	10,548	12,760	4,796	5,346
Capital expenditures				
Academic	1,400	1,593	1,800	1,078
Academic (funded through donations)	1,209	1,266	388	976
Apprenticeship projects (AEF)	516	591	591	663
Total Academic	3,125	3,450	2,779	2,717
Other Services	103	117	216	161
Total Services	103	117	216	161
Total IT	2,213	2,312	2,244	2,048
Renovations	5,482	5,675	885	1,750
Road upgrade, parking & signage	1,213	860	294	22
Deferred maintenance	1,339	2,665	1,936	1,378
Classroom & lab refresh	632	586	525	85
GHG campus retrofits	1,327	1,000	0	0
Total Facilities	9,993	10,786	3,640	3,235
CRWC renovations	1,527	3,467	2,337	2,382
Residence renovations	299	100	495	340
Total Flow-Through	1,826	3,567	2,832	2,722
Accessibility pool	52	65	250	250
Contingency	2	150	150	150
Pandemic - COVID	0	0	0	1,303
Unbudgeted projects	359	0	0	0
Total capital expenditures	17,673	20,447	12,111	12,586
Funded from college resources	(7,125)	(7,687)	(7,315)	(7,240)

Planned capital expenditures for 2020-2021 include the following:

School of Skilled Trades, Apprenticeship & Renewable Technology	Automotive service training simulators, millwright equipment, HVAC gas and oil furnaces.
School of Media, Art & Design	Media loans inventory refresh.
School of Business, IT & Management	Lab space upgrade.
School of Justice & Emergency Services	Self-contained breathing apparatus tanks and packs and two new simulators.
School of Health & Community Services	Pump modules for infusion simulations and iPads for new program.
School of Science & Engineering Technology	Civil and Architecture program lab equipment, NDE X-ray machine, equipment for IMC lab.
Student services and general administration	Renovation of office space in CRWC, softball diamond refurbishment and resurfacing of gymnasiums 1 and 2 flooring.
Information Technology	Completion of Banner 9 upgrade, WiFi upgrade, network switch life cycle refresh, AV upgrades, computer equipment and lab refresh.
Ancillary operations	Kitchen equipment refresh.
Facilities Renewal projects	Deferred maintenance projects, continuing roof maintenance, accessibility compliance, lighting and energy retrofits and the weld shop electrical service replacement.
General renovation projects	Bookstore renovation and washroom improvements.
COVID-19 projects	Sink upgrades for mechanical shops; A/V equipment for live broadcasting for welding; enhancement to the dental labs; installation of plexi-glass partitions throughout the college; additional academic equipment; and new "AppsAnywhere" software.

Capital expenditure projection for fiscal year 2021-2022

The capital expenditures currently planned for fiscal year 2021-22 include the planning and design for continued renovations at the Oshawa and Whitby campuses of \$2.0 million, \$0.6 million for ongoing deferred maintenance, and \$0.75 million for the IT lab and faculty laptop refresh. The balance of the 2021-22 capital expenditures will be planned during the preparation of the 2021-22 budget.



CASH FLOW PROJECTION

Cash flow from operations is estimated to be sufficient to pay for continuing operations and the planned capital expenditures.

The following table shows the budgeted cash flow change for the 2020-21 fiscal year:

(000'S)	2020-2021	COMMENTS
Beginning cash position ¹	22,065	
Cash flow from operations	(21,534)	In-year deficit from operating net contribution.
Cash flow from operations	12,369	Impact of adding back non-cash net amortization expense and vacation accrual.
Change in working capital	816	Change in current assets over current liabilities.
Investing activities	(12,586)	2020-21 capital expenditures.
Deferred contributions	5,346	Deferred capital contributions and restricted contributions for capital.
Re-payment of long-term debt	(3,939)	Outflow for principal payment on long-term loans.
Net In-Year Cash Flow	(19,528)	
Ending Cash Position ²	2,537	

¹ March 31, 2020 ending operating cash balance. Excludes \$10M in short-term investments.

² Projected March 31, 2021 ending balance. Excludes \$5M in short-term investments as \$5M was cashed in April 2020 to assist with the COVID-related financial impacts.

If required, the institution will cash in the remaining \$5M of short-term investments coming due in October to ensure that it sustains a positive cash position to meet all of its payment obligations.

CONCLUSION

DC is presenting a deficit budget for 2020-2021 as result of the COVID-19 pandemic. The in-year budget targets are tight given the current economic environment. The principal objective of the budget is to continue to enhance the academic quality and occupational relevance of the academic programs where possible. The budget allows for the continuation of all existing academic programs and the introduction of five new programs. The budget also supports the college's business plan priorities for 2020-2021.

The college's budget was constructed to support the operating requirements and key strategic priorities that deliver results for improved student learning and success. The 2020-2021 budget targets a total of 11,108 full-time enrolments, a decrease of 10.4 per cent over 2019-2020. The biggest risk associated with the budget is the achievement of domestic and international enrolment targets.

The proposed capital budget provides \$12.6 million for capital expenditures including an investment in academic resources, IT, and ongoing infrastructure improvements. Of this amount \$2.6 million will be funded from external sources, \$0.3 million from the residence reserve and \$2.4 million from the CRWC deferred revenues and the remaining \$7.3 million will be funded from the operational cash flow of the college.

The projected cash flow indicates that the college will be able to sustain its operations in fiscal 2020-2021 without requiring additional external financing. As well, the college will be able to further reduce its previous long-term borrowing by \$3.9 million in 2020-2021.

