

DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

PUBLIC MEETING OF THE BOARD OF GOVERNORS

AGENDA

Date: Wednesday, April 9, 2014
 Time: 6:00 pm
 Location: Community Room
 Gordon Willey Building, A144

Dinner will be provided.

Pages

1. **CALL TO ORDER**
2. **INTRODUCTION OF GUESTS**
3. **ADDITIONS/DELETIONS TO THE AGENDA**
4. **CONFLICT OF INTEREST DECLARATIONS**
5. **PRESENTATIONS**
 - 5.1 Aboriginal Students' Centre and the Aboriginal Student Experience - C. Connaty 3 - 8
 - 5.2 Documentary - ACCC Caribbean Project - D. Harder 9 - 29
6. **CONSENT AGENDA**

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

Item numbers: 7, 11.1, 13.1
7. **APPROVAL OF MINUTES OF THE BOARD OF GOVERNORS MEETING of March 12, 2014** 30 - 33
8. **ACTIONS ARISING FROM PREVIOUS MINUTES**
9. **CHAIR`S REPORT**
10. **CO-POPULOUS GOVERNORS' REPORT**
11. **PRESIDENT`S REPORT**
 - 11.1 Durham College 34 - 37
 - 11.2 Report from Committee of Presidents Meeting 38 - 42
12. **COMMITTEE REPORTS**
13. **CONTINUING BUSINESS**

- | | | |
|------------|--|-----------|
| 13.1 | Program Advisory Committee Minutes - J. Robinson (Our Students) | 43 - 55 |
| 13.2 | Receive 2013-2014 Business Plan Report Back - D. Lovisa (Our Students, People, Business and Community) | 56 - 75 |
| 14. | NEW BUSINESS | |
| 14.1 | Tuition and Ancillary Fees - P. Bishop | 76 - 83 |
| 14.2 | Approval of 2014-2015 Budgets - N. Gurmen (Our Business) | 84 - 100 |
| 14.3 | Receive New Academic Directions Report - J. Robinson (Our Students, People and Community) | 101 - 115 |
| 14.4 | Approval of New Diploma Programs of Instruction - J. Robinson (Our Students) | 116 - 119 |
| 14.4.1 | Accounting and Payroll Diploma | 120 - 134 |
| 14.4.2 | Insurance Diploma | 135 - 148 |
| 14.4.3 | Welding Engineering Technician Diploma | 149 - 160 |
| 14.5 | Approval of New Continuing Education Certificate, Culinary Arts - J. Robinson (Our Students) | 161 - 168 |
| 15. | OTHER BUSINESS | |
| 16. | INQUIRIES AND COMMUNICATIONS | |
| 17. | UPCOMING EVENTS | |
| | May 14 Meeting of the Board of Governors - At Whitby Campus, Centre for Food | |
| | Spring Convocation - June 19 and 20 | |
| | BOG and PAC Chairs Roundtable - TBC | |
| 18. | MOVE TO IN-CAMERA SESSION | |
| 19. | ADJOURNMENT | |



Suswaaning Endaajig

A Nest Away From Home

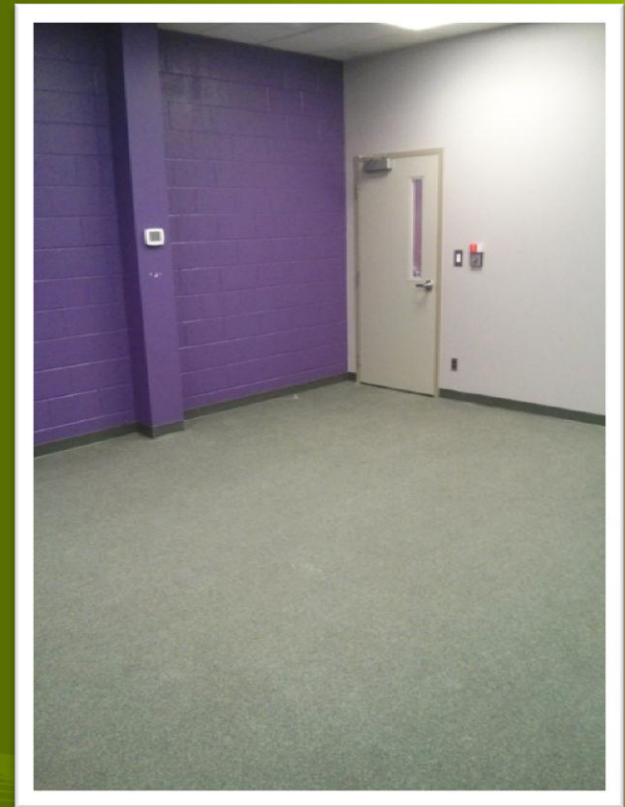
Why it needs to exist:

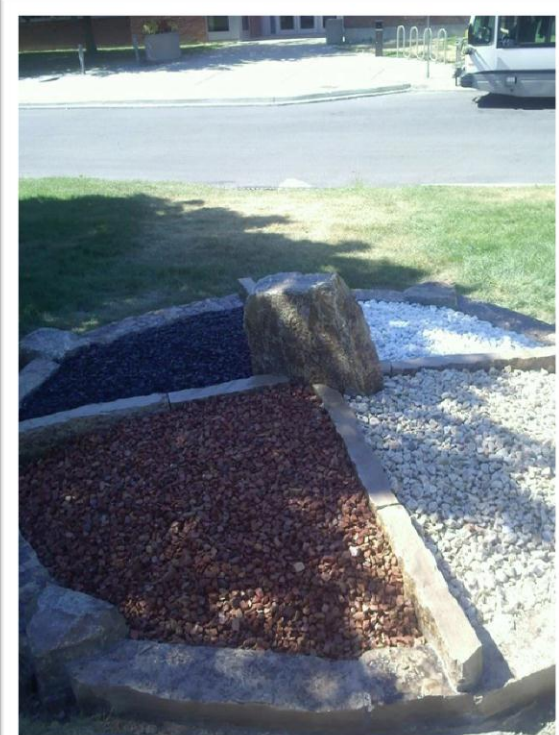
- Support
- Status is a non-issue
- Traditional Medicines
- Understanding and Advocating



Mile Stones

- In just three short years...
 - Medicine Wheel Rock Garden
 - Smudging Room
 - Opening prayer/Smudge
 - Recognition of traditional territories
 - Aboriginal Awareness
 - Open House
 - Full Moon Ceremonies





Wish list

- We look forward to the implementation of...
 - More visible symbols
 - More visible signs
 - More class presentations



In Summary

- We hope to continue to have your support in furthering to spread the awareness of Aboriginal services throughout campus life.



#projectcaribbean

Durham College recently won a competition to make a series of videos about the development work being done in the Caribbean by the Association of Canadian Community Colleges.

In January and February, a team made up of faculty and students from the Journalism and Digital Video programs headed south.

This is their adventure.





The Team

The North Team: Journalism professor Danielle Harder, Journalism student Manjula Selvarajah and Digital Video student Chris Gauvreau.

The South Team: A group of students and faculty from both programs that built the #projectcaribbean website and produced two live one-hour radio shows on Riot Radio.



Jamaica

The team spent three days in Kingston, Jamaica taping work being done by local colleges to train skilled workers in renewable energy.

All projects in the Caribbean are being done in partnership with Canadian colleges, which are sharing their expertise and curriculum.

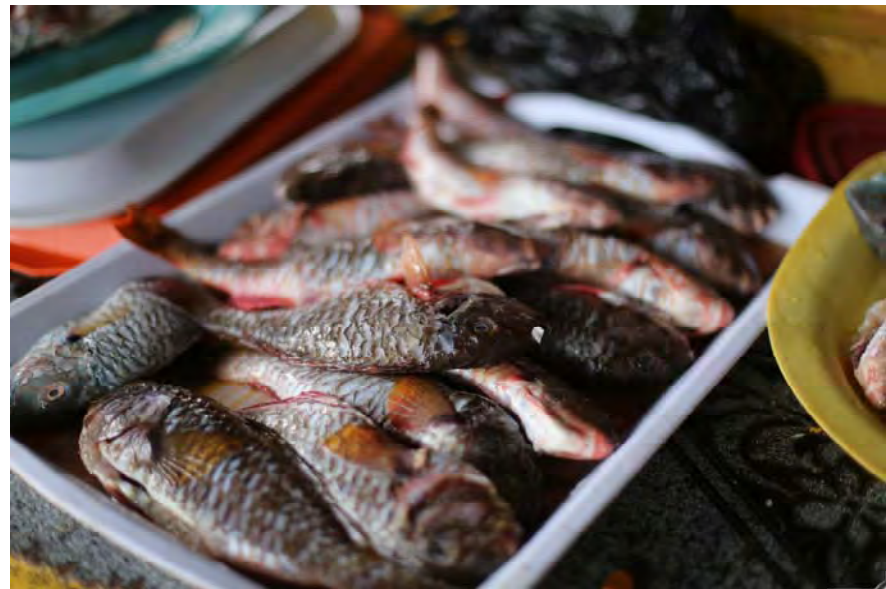




Jamaica

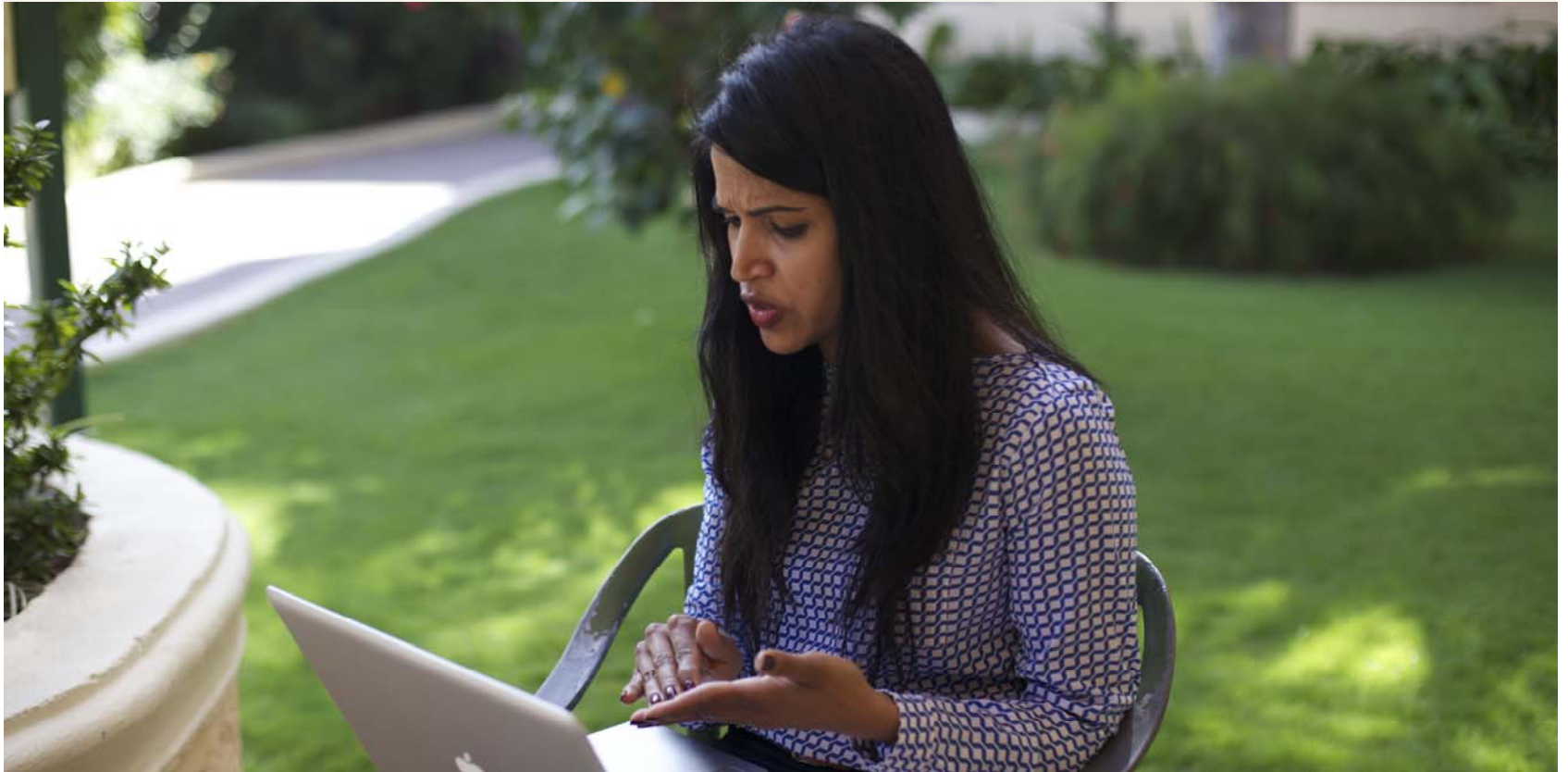












Live on Riot Radio

Riot Radio hosted two live one-hour radio specials that highlighted the adventures of the South Team: where they went, who they met and why they were there, along with Caribbean music and interviews.





Antigua

The team then travelled to Antigua to find out about an airline maintenance worker program involving Antigua State College and the College of the North Atlantic.





Antigua









Barbados

Barbados is also working on developing a program to train people in renewable energy, similar to Jamaica. The team spent several days here talking to industry and colleges.





Barbados









Guyana

Guyana marked the final stop for #projectcaribbean. Here the team travelled to the interior, to a college that's working with Durham College to create skilled workers to work in the local mining industry.





Guyana







#projectcaribbean

To find out more visit our website at
caribbeanproject2014.wordpress.com





DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY BOARD OF GOVERNORS REGULAR MEETING Public Session - MINUTES

Date: March 12, 2014

Location: Conference Call

Members Present: Ron Chatterton, chair
Pierre Tremblay, vice-chair
Doug Allingham
Dan Borowec
Thomas Coughlan
Kevin Dougherty
Joanne Dykeman
Darren Fisher
Renate Ilse
Don Lovisa, president (ex-officio)
Paul Macklin
Zain Shafique
Mary Simpson
Judith Spring

Members Absent: Garry Cubitt
Donna Raetsen-Kemp, on leave

Staff Present: Scott Blakey, vice-president, Administration
Jennifer Clark, board secretary
Tony Doyle, chief of staff
Nevzat Gurmen, vice-president, Corporate Services & CFO
Meri Kim Oliver, vice-president, Student Affairs
Judy Robinson, vice-president, Academic

1. CALL TO ORDER

With quorum present the meeting was called to order at 6:04 p.m. Due to inclement weather, it was conducted by conference call.

2. INTRODUCTION OF GUESTS

No guests were present.

3. ADDITIONS/DELETIONS TO THE AGENDA

Items 5.1 Aboriginal Students Centre and the Aboriginal Student Experience presentation and 14.1, Academic Directions Plan were deferred to a future meeting.

4. CONFLICT OF INTEREST DECLARATIONS

None noted.

5. PRESENTATIONS

5.1 Aboriginal Students Centre and the Aboriginal Student Experience

Presentation deferred.

6. CONSENT AGENDA

The consent agenda comprises:

- Previous public session minutes, for approval
THAT the minutes of the Board of Governors meeting of February 12, 2014 public session be approved as read.
- President's Report, Durham College, for information;
- Executive Committee Report 3, for information; and,
- Governance Review Committee Report 2, for information and approval of the following motion:
THAT the Board of Governors approves the updated Board Policy on President Emeritus and its related new Procedure, and the Board Policy on Communications and Counsel to the Board with no changes.

Moved By Governor Spring

Seconded by Governor Fisher

THAT the Board of Governors approves the consent agenda.

CARRIED.

7. APPROVAL OF MINUTES OF THE BOARD OF GOVERNORS MEETING of February 12, 2014

Approved under the Consent Agenda.

8. ACTIONS ARISING FROM PREVIOUS MINUTES

None were addressed.

9. CHAIR'S REPORT

There was no report.

10. CO-POPULOUS GOVERNORS' REPORT

There was no report.

11. PRESIDENT'S REPORT

11.1. Durham College

Received under the Consent Agenda.

11.2. Colleges Ontario Committee of Presidents Business

This item is now a standing item on the public session agenda. There was no CoP meeting since the last Board meeting.

12. COMMITTEE REPORTS

12.1. EXECUTIVE COMMITTEE Report 3 of March 4, 2014

Received under the Consent Agenda.

12.2. GOVERNANCE REVIEW COMMITTEE Report 2 of March 3, 2014

Approved under the Consent Agenda.

13. CONTINUING BUSINESS

13.1. Strategic Mandate Agreement Update

Negotiation of the SMA with MTCU continues; currently it is much the same as the draft presented to the Board in December. Assuming no major changes in subsequent drafts, the document will be brought to the Board when it is ready for signature.

14. NEW BUSINESS

14.1. Academic Directions Plan

Deferred to a future meeting.

14.2. Semi-Annual Review of Progress Toward 2013-2014 Board Goals

The Board is now more than half-way through the workplan; the target is to complete all actions, on time. A few items have been deferred for good business reasons and are on-track to be completed by the revised dates. The majority of the agenda items are clearly linked to the strategic and business plans. Advocacy and meeting critiques have been addressed at all meetings. The review confirmed that the Board's annual goals are being met.

15. OTHER BUSINESS

Durham College is embarking on an employee engagement survey during the last half of March; data will be analyzed and results will be shared with the Board at a future meeting.

16. INQUIRIES AND COMMUNICATIONS

None addressed.

17. UPCOMING EVENTS

Attendance at convocation in June was encouraged.

18. 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. There are 12 items to be addressed in-camera.

Moved By Governor Shafique

Seconded By Governor Allingham

THAT the Durham College Board of Governors meeting recess for 10 minutes and reconvene in-camera to address 12 items of business.

CARRIED.

19. ADJOURNMENT

Moved by Governor Shafique

Seconded by Governor Tremblay

THAT the March 12, 2014 meeting of the Durham College board of Governors adjourn.

CARRIED.

The meeting adjourned at 6:55 p.m.



Ron Chatterton, chair



Jennifer Clark, secretary

Our Students

Peter Mansbridge Speaks with Journalism Students

March 18, 2014



Journalism students were provided with a unique classroom experience when Peter Mansbridge, chief correspondent for CBC News, visited their class. Students received advice on key areas to focus on during their career, the difference in writing between mediums, and confidence in interviewing. Students were also given the opportunity to personally meet and interview Mr. Mansbridge.

Minister Meets with Women in Trades

March 19, 2014



Minister of Labour and Status of Women, Dr. Kellie Leitch, joined a small group of young women enrolled in Trade Programs at Durham College for a roundtable luncheon at Bistro '67. The topics discussed were about their experiences in the trades programs, ideas to encourage more women to study trades and any challenges they have experienced. Minister Leitch included Durham College in her schedule of events in Durham Region, which also included the Whitby Chamber of Commerce Connect Women Event.

Durham College Hosts OCAA All-Star Games

March 22, 2014



Durham College was the host for the Ontario Colleges Athletic Association (OCAA) All-Star basketball and volleyball games. This was the first time both the OCAA Basketball and Volleyball All-Star Games were held on the same day at the same site. The day began with skills competitions followed by the women's and men's basketball and volleyball games. There were over 200 participants, with lots of fans cheering them on.

Annual Donor Student Reception

March 25, 2014



The annual donor and student reception once again provided student award recipients with the chance to meet their donors face-to-face and thank them for their assistance. As well, the reception allowed students and members of the community to share their personal stories and experiences at DC. More than \$152,000 was donated toward DC-endowed bursaries for the 2013-2014 fiscal year. These bursaries were directed to students of all ages, backgrounds and cultures, with good academic standing, who because of a myriad of circumstances confronting them in a critical stage of their lives displayed a financial need.

Alumni and Students Discuss Three-Year Degrees

March 26, 2014



Current Students and alumni were invited to roundtable discussions with the President and Vice-President, Academic to discuss the opportunity for colleges to offer three-year degree programs. Current students were very receptive to the opportunity to obtain a degree credential, and alumni discussed how a degree credential would impact their career opportunities. Both groups were eager to become involved in the advocacy for three-year degree programs at colleges.

Alumni in The Pit

April 3, 2014



Durham College students had the opportunity to learn from two of the college's most successful young graduates when Ian Ball, president of McEwen Mining Inc., and Russ Montague, president of ShirtPunch and Nerd Block, come to campus for Alumni in the Pit. Ian and Russ shared their insight on business success; the promotion of entrepreneurship and innovation; and the value of work hard and determination.

Our People

Collaborative Nursing Bridge Program Earns Seven-Year Accreditation

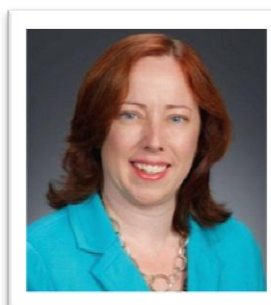
March 17, 2104



The post-diploma Registered Practical Nurse (RPN) to Bachelor of Science in Nursing (BScN) program, collaboratively offered by Durham College (DC), the University of Ontario Institute of Technology (UOIT) and Georgian College (GC), has reached a significant milestone, achieving a seven-year accreditation from the Canadian Association of Schools of Nursing (CASN). The CASN is the national voice for nursing education, research and scholarship in Canada. Only nursing programs successful in achieving accreditation status from the CASN Accreditation Bureau, within the term limit of the accreditation status granted, are eligible to claim CASN-Accredited Program status.

Debbie McKee Demczyk Elected Administrative Staff Governor

March 24, 2104



Congratulations to Debbie McKee Demczyk, who will be welcomed to the Board of Governors as the Administrative Staff Representative. As the Director, Office of Research Services and Innovation, Debbie oversees institutional research services as well as program development and review processes to support evidence-

based decisions affecting the college's academic direction. She is responsible for the promotion and development of industry-led research and the establishment of a college research infrastructure to support an applied research culture.

Communications and Marketing Wins Paragon Award

March 21, 2014



The National Council for Marketing and Public Relations' Paragon Awards recognized Durham College's Communications and Marketing department with a Gold Award in the Successful Recruitment or Marketing Program category for the 'After I graduate, I'm going to?' campaign. Launched in May 2013, the integrated marketing campaign was developed to support recruitment for programs seeing low enrolment numbers for September 2013. Focused on what a student might say if asked what they want to do after graduation in relation to their program choice, the goal was to connect prospective students with current students to help them see where their future might take them.

START Wins First Annual School Cup Challenge

March 21, 2014



As of Friday, March 21, 10 a.m.

Skilled Trades, Apprenticeship & Renewable Technology (START) (includes Centre for Food).....	13.8%
Justice & Emergency Services (JES).....	13.3%
Interdisciplinary Studies & Employment Services (ISES).....	9.1%
Business, IT & Management (BITM).....	8.5%
Health & Community Services (HCS).....	8.4%
Science & Engineering Technology (SET).....	7.4%
Media, Art & Design (MAD).....	6.9%

Help your school reach the top of the leaderboard by submitting your favourite memories, visit www.durhamcollege.ca/schoolcupchallenge

The Alumni office is pleased to announce the winning school of the inaugural Graduating Students School Cup Challenge is the School of Skilled Trades, Apprenticeship & Renewal Technology (START)! Overall, the contest saw 447 students share their best DC experience as well as the faculty or staff member that had a positive impact during their studies. The Alumni office received 87 total submissions from START and as a result, the school will have a \$1,000 bursary awarded to a DC student for the 2014-2015 academic year in the school's name plus have START inscribed on the trophy.

Our Business

Premier's Summit on Talent and Skills in the New Economy

March 18, 2014



Premier Kathleen Wynne hosted a summit on Talent and Skills in the New Economy. The summit brought government, education, business, labour, and the not-for-profit communities together to find ways to enhance Ontario's economy by ensuring that people and their skills are developed and used to their

fullest potential. The summit focused on the latest research and best practices aimed at preparing people to participate in, and capitalize on, the changing labour market.

MP Chris Alexander visits Centre for Food

April 4, 2014



Chris Alexander, MP Ajax-Pickering, enjoyed a tour of the Centre for Food, followed by lunch at Bistro '67. It was an opportunity to share future plans for Durham College's Whitby and Oshawa Campus, and to reinforce the impact that Durham College has on the local community.

Luncheon and Keynote by New Minister of Finance Joe Oliver

April 7, 2014



The Canadian Club Luncheon keynote speaker was Canada's Minister of Finance, Joe Oliver. The presentation "Back to Balance: The Next Chapter in Canada's Economic Success" provided an opportunity to learn more about his vision and the priorities in the coming year.

Ajax Pickering Board of Trade Presents Justin Trudeau

March 31, 2014



Liberal Party of Canada leader Justin Trudeau, MP addressed the Ajax-Pickering Board of Trade (APBOT) at a special luncheon event. It was a pleasure to have three Durham College students join me at this event. They thoroughly enjoyed the opportunity.

Our Community

Spring Open House Success

March 22, 2014



Over 3,600 prospective students and families attended the annual spring open house. Attendees took part in several fun activities including Ask the President, DC Photo booth, and Passport to Success, which gave students the chance to win an iPad or a tuition certificate valued at \$2,500 by visiting different stations located throughout the campus.



March 25, 2014

**Summary of Committee of Presidents' meeting
March 24, 2014**

Decision items:

Expanding the range of degree programs at colleges

The Committee of Presidents (COP) approved two recommendations from the COP task force on implementing three-year degrees to pursue government approval for the following:

- 1) Allowing colleges to offer associate degrees to graduates of general arts and science programs that prepare students for further degree studies.
- 2) Allow colleges to offer master's degrees in areas where there is a clear market need and the college has the capacity to deliver at the master's level.

The VPAs will also be looking at other circumstances when an associate degree might be granted. A recommendation will be brought to the next COP meeting in May.

As well, presidents received an update on recent advocacy efforts to promote the expansion of degree programs at colleges, including the recommendation that colleges should be allowed to offer three-year degree programs.

The colleges' advocacy efforts have been led by four college presidents – Don Lovisa (Durham College), Dan Patterson (Niagara College), John Strasser (St. Clair College) and John Tibbits (Conestoga College) – in partnership with Colleges Ontario.

Emily Bain, the director of government and community relations at Colleges Ontario, said that presidents have been meeting with MPPs and that Colleges Ontario representatives have met with senior staff and the policy adviser in Premier Kathleen Wynne's office. Colleges Ontario representatives have also met with staff in NDP Leader Andrea Horwath's office. As well, the proposal was discussed with Labour Minister Yasir Naqvi when he met with representatives from Ontario's Workforce Shortage Coalition, a coalition of employers, educators and others that includes Colleges Ontario.

The colleges have also been promoting the issue in the media. Rob Savage, the director of communications at Colleges Ontario, said the issue has been raised in recent op-eds by St. Lawrence College president Glenn Vollebregt in the St. Lawrence News, St. Clair College president John Strasser in

the Windsor Star, Canadore College president George Burton in the North Bay Nugget, and an article by Colleges Ontario president and CEO Linda Franklin in the Metro newspapers. A March 18 news release on three-year degrees was reported on CBC Radio and on Newstalk1010 in Toronto.

The colleges will continue to promote the issue in the media in the next little while. Should there be an Ontario election, the need to allow colleges to offer expanded degree options, including three-year degrees, will be one of the top priority issues promoted in communications to candidates and media. Colleges Ontario is also looking to work with the College Student Alliance on an online petition that would run in the fall and would be promoted through social media, primarily Twitter.

Upcoming advocacy efforts will also incorporate the presidents' decisions to pursue approval to offer associate degrees and master's degrees.

Strategic mandate agreements

Prior to colleges making final decisions about signing strategic mandate agreements with the Ministry of Training, Colleges and Universities (MTCU), COP has asked that Training, Colleges and Universities Minister Brad Duguid be invited to meet with COP's executive (COPEX). The meeting would be to discuss concerns that colleges have around issues such as the deferred maintenance backlog at colleges.

The COP decision follows a letter that was sent in February to Deborah Newman, the deputy minister of MTCU, which raised concerns about the ministry's plans for capital spending and the fact that the backlog of maintenance and repairs issues at colleges continues to go unaddressed.

The strategic mandate agreements are part of the government's consultations with colleges and universities about differentiation in post-secondary education. The ministry has been looking to have strategic mandate agreements (SMAs) completed with each institution by March 31. The approval process for new programs at colleges is currently frozen while the agreements are being finalized.

Last month, the 24 presidents of the colleges signed a letter to the ministry about the SMAs process that expressed concerns about signing these agreements in the absence of a commitment to address the most critical deferred maintenance issues in the sector. While it appears the provincial budget may not be tabled until late April or early May, the presidents agreed it was important to meet with the minister to reinforce their case for addressing the deferred maintenance issue in tandem with the SMAs.

CAAT Pension Plan

The presidents approved a motion to have the president and CEO of Colleges Ontario execute agreements with OPSEU and OCASA on behalf of the colleges that would potentially allow university members to have seats on the CAAT Pension Plan Board of Trustees and Sponsors' Committee.

The decision followed a discussion at COP with representatives from the CAAT Pension Plan's sponsors committee that included a proposal to consider inviting interested universities to join the pension plan,

but not to allow the governance structure to move beyond a 50/50 representation between colleges and universities, regardless of how many universities joined the plan over the years.

Colleges Ontario operating budget

The presidents approved Colleges Ontario's operating budget for 2014-15. The budget remains balanced and there is no fee increase for member colleges.

Discussion items:

Meeting with Conservative Leader Tim Hudak

Conservative Leader Tim Hudak, along with party critics Ted Chudleigh (colleges and universities) and Rob Leone (education), covered a wide range of issues during a visit to the presidents' meeting.

Hudak said his party is "very serious" about getting Ontario back to work and is committed to addressing the skills mismatch. He said colleges will be essential to the party's plans to create more employment and he spoke about the "college first" emphasis in the party's white paper on post-secondary education.

Hudak said the party supports some priorities identified by the college sector, including allowing colleges to offer three-year degrees and fixing the apprenticeship system.

Leone, a former critic for the sector who wrote the white paper, said the Conservatives' goal is to rebalance higher education so that more enrolment is tilted towards the colleges. "We have a faith in colleges," he said. "We love the breadth of what you're doing."

If elected, Hudak said all sectors other than the health-care sector will face budget cuts. However, he said the Conservatives are open to changes to help colleges manage, including giving colleges more flexibility for setting tuition levels.

During the discussion, presidents pointed out that colleges prepare people for a wide range of careers beyond the skilled trades. Presidents also spoke about the importance of investing in applied research, and the colleges' successes in providing higher education and training to aboriginal students.

Study of college governance

The presidents received a report on the work done by the Borden Ladner Gervais legal firm and by the Berkeley Consulting Group to assess the effectiveness of college governance. Anne Corbett, of Borden Ladner Gervais, said the governance system for the colleges is quite effective.

She said the boards attract high-quality candidates and that colleges have high-performing boards. She said the board orientation processes are robust and comprehensive and she praised the fact that renewals to a college board are not automatic. Corbett also said the strategic planning processes are strong and that boards have well-developed policies around the oversight of college CEOs.

A communications strategy will be presented to COP in May on opportunities to publicly promote the report.

Stand-alone nursing degrees

Bill Summers, the vice-president of research and policy at Colleges Ontario, gave an update on the colleges' efforts to get approval to offer stand-alone nursing degrees.

He said a draft report done for government by Malatest, an independent consulting firm, has found that there are colleges that could offer stand-alone nursing degree programs. Currently, nursing degree programs must be offered jointly by colleges and universities.

Stakeholders will be invited to comment on the report. Linda Franklin, the president and CEO of Colleges Ontario, said it will be important for colleges to continue to promote the importance of allowing interested colleges to offer stand-alone programs.

Presentation by the president of the ACCC

Denise Amyot, the president and CEO of the Association of Canadian Community Colleges (ACCC), gave a presentation to presidents on the advocacy work that is being done at the national level.

She said the efforts to promote the skills mismatch have been successful. Growing numbers of businesses are joining the national coalition on the skills shortage. As well, the ACCC had a successful skills summit in October that followed the success of the Closing the Skills Gap symposium that Colleges Ontario ran in Toronto last June. Amyot said federal Employment Minister Jason Kenney is planning to host a skills summit in the near future.

Amyot spoke about the recent delegation that went to Germany. She said that Canada looks very good compared with Germany, but there are lessons that can be learned from that country. For example, she said colleges in Germany are part of a consortium that helps students find their way into apprenticeship opportunities. The government also requires most companies to take on apprentices.

Amyot said the advocacy efforts to promote applied research are continuing to be successful at the national level. She said Ottawa is investing in applied research and she hopes more companies learn about the business vouchers recently announced by the federal government that provides incentives to participate in applied research projects.

Update on the Canada Job Grant

Marie-Lison Fougère, an assistant deputy minister at the Ministry of Training, Colleges and Universities, spoke with presidents about the Ontario government's negotiations with the federal government on the Canada Job Grant.

The grant was announced in the federal government's 2013 budget and proposed that Ottawa would assume primary responsibility for job-training programs. The Ontario government and other provincial

governments were concerned about the cost implications for provinces and about how the program would affect the delivery of training for vulnerable people who aren't eligible for Employment Insurance.

As a result of the negotiations, Fougère said significant changes were made to the program. A key change is that Ontario is no longer required to provide matching funds when training is to be provided to someone under the grant. As well, the federal government has committed to complete a full evaluation of the program in 2015.

Ontario has reached an agreement in principle with Ottawa on the Canada Job Grant. Fougère said a final agreement should be signed soon.

Funding for online education

The presidents received an update on the ministry's online education strategy.

The Ministry of Training, Colleges and Universities announced in January that it would be funding the development of new online post-secondary courses, including \$12 million in funding for this fiscal year. The ministry has now approved 57 college courses for funding this fiscal year (all colleges will receive some funding). Thirty-one of those courses are OntarioLearn courses.

Lambton College president Judith Morris will be co-chairing a provincial steering committee to plan for the establishment of a new centre of excellence. The steering committee also includes representatives of the colleges' vice-presidents, academic, along with representatives from OntarioLearn and the university sector.

School-College Work Initiative

Judith Morris, the president of Lambton College, spoke to presidents about some of the funding concerns regarding the School-College Work Initiative, which helps students make the transition from high school to college through initiatives such as dual-credit programs. A presentation from Ministry of Education staff will be made to the May meeting of COP.

BOARD REPORT

Public: ☒
In-Committee: ☐

Action Required:
Discussion ☐
Decision ☒

DATE: April 9, 2014

FROM: Don Lovisa, President

SUBJECT: Program Advisory Committee Meeting Minutes

A. Purpose

To inform the Board of Governors of the activities of the Program Advisory Committees (PAC) of Durham College.

B. Background

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

The Durham College Board of Governors By-Law No. 2, a By-Law regarding Advisory Committees for Programs of Instruction, sets out in section 3.6, in part, that "...The Board of Governors will acknowledge receipt of the minutes [of PAC meetings] by resolution."

C. Discussion/Options

Minutes of four PAC meetings held in October and November 2013 are attached for your review.

D. Financial/Human Resource Implications

N/A

E. Implications for UOIT (if applicable)

N/A

F. Recommendation(s)

That the Durham College Board of Governors receives the Program Advisory Committee meetings minutes, for information.

Construction Carpentry-Sustainable Membership List

Name	Title	Organization
------	-------	--------------

Committee Chair
***To Be Elected**

<i>Temporary Chair</i> -Darrin Caron	Dean/Principal	School of Skilled Trades, Apprenticeship & Renewable Technology
--------------------------------------	----------------	---

External Committee Members

Name	Title	Organization
Steve Snider	Owner	Steve Snider Construction
Mike Dipalo	Contractor Sales	RONA Millwork
Peter Brooks	Owner	HM Brooks LTD.
Andy Van Hoof	Building Inspector	Town of Whitby
John Lucyk	Owner	John Lucyk Carpentry

**Elected Student/Alumni
Representatives**

Name	Year/Program/Alumni
------	---------------------

***To Be Elected**
**Elected Faculty/Staff
Representatives**

Name	Title	Organization
Don Fishley	Full time Faculty/ Program Coordinator, Construction Carpentry-Sustainable program	School of Skilled Trades, Apprenticeship and Renewable Technology
Allan Doyle	Full time faculty, Construction Carpentry-Sustainable program	School of Skilled Trades, Apprenticeship and Renewable Technology
Enzo Bruni	Carpentry technologist	School of Skilled Trades, Apprenticeship and Renewable Technology

**Guests/Unelected
Faculty/Staff**

Name	Title	Organization
Julie Hauber	Administrative Assistant	School of Skilled Trades, Apprenticeship and Renewable Technology

Attendees November 4, 2013

***External Members**

Present: S. Snider, P. Brooks, M. Dipalo, A. Van Hoof and J. Lucyk

Regret(s): n/a

Guest(s): n/a

Recording Secretary: J. Hauber

KEY POINTS OF DISCUSSION:

Ontario College of Trades(OCT):

- What is the advantage of being a part of the OCT?
- Voluntary trades not being recognized i.e. no licence required to frame a house, therein lies part of the problem.
- Curriculum is old (1977/1995), when will it be updated by the OCT?
- D. Caron advised that our program curriculum is matched to the MTCU in-class curriculum standards for the carpentry apprenticeship training.

Apprenticeship Training for Carpentry:

- Durham College would like to see a Renovation Techniques program instead of Apprenticeship training for carpentry

Students of the Construction Carpentry-Sustainable program:

- How do students of this program get their marks? D. Fishley explained the entire curriculum
- What is the average age of these students? D. Fishley advised 20-22 years of age.
- Are you trying to produce a specialized trades person? i.e. framer/trimmer. D. Fishley advised that some of the students excel at one aspect and not so well with another.
- Where are your students getting their jobs?

Tell Durham College What's Going On In Your Industry:

- Most builders staying away from building "green" as it cost them too much money to be LEED Silver. For example it cost an extra \$20,000 to their costs on a 2500 sq. ft. home to be LEED Silver.
- There is no LEED or Green for commercial building
- There is a huge market in renovating older homes

Tell Durham College, is There One Item That is Most Sustainable:

- No there is not specifically one product, it's the choice of the builder or client.
- Industry is seeing an increase in the request for rain barrels, green roofs-steel/aluminum

RECOMMENDED ACTIONS:

1. Industry chair to be elected
2. Students to be elected—D. Fishley to organize
3. Tour of the CFF building as part of Spring meeting
4. Email all members PowerPoint file "Program Advisory Committees" along with the Program "Advisory Committees Terms of Reference-May 2007" document—J. Hauber to organize
5. Provide stats on where graduates from this program are working—J. Hauber to contact J. Forsyth

STATUS OF RECOMMENDATIONS :

Not applicable

REPORT PREPARED BY: Julie Hauber

DATE: March 27, 2014

DRAFT REVIEWED BY DEAN:

SIGNATURE:



APPROVED BY CHAIR: *Chair to be elected at the Spring Meeting

SIGNATURE: TBD

Culinary/Hospitality/Special Events Planning Membership List

Name	Title	Organization
Committee Chair		
Ron Subden	Executive Chef	Oshawa Golf Club
Kelly O'Brien (Co-Chair)	Clubhouse Manager	Oshawa Golf & Curling Club
External Committee Members		
Don Andrews	Owner/Operator	Tin Mill Restaurant
Kevin Anyan	General Manager/Owner	Kings Court Catering
Bob Brown	Program Facilitator SCWI/SHSM	Durham Board of Education
Sharon Doyle	Manager	Taunton Mills LTC Facility
Penny Johansen	Owner/Manager	Chatterpaul's
Penny Kertsos	President	PennyKertsos.com
Georg Krohn	Hospitality Consultant	
Faybian Palmer	Director of Food Services	Aramark Food Services
Doug McKay	Industry Member	College Board of Governors
Stacey Ritchie	OYAP and Pathways Coordinator	Durham Catholic District School Board
Mary Solomon	Production and Retail Manager	Ontario Shores Centre for Mental Health Sciences
Kevin Thompson	Hospitality Educator	Durham District School Board
Michael Guzzo-Foliaro	Owner/Manager	Bella Notte Ristorante
Sal Scala	Executive Chef	Pizza Nova Ristorante
Stefanie Martin	Kitchen Manager/Production Chef	Halenda's Fine Foods
Gary Cole	Culinary Arts Instructor	KPRD School Board
Kelly Ing	Industry Relations Manager	Central Counties Tourism
George Ogston	Owner	Gervais Party and Tent Rental
Kim Tafertshofer	Marketing & Events Coordinator	Town of Whitby
Jason Weir	General Manager	Quality Suites Whitby
Lynda Hoff	Global Account Manager	Conference Direct
Tracey Running	SHSM & Tech Facilitator	Durham District School Board
Jill Frazer	OYAP/DDSB	Durham District School Board
Dean Cantwell	Hospitality Supervisor	The Village at Taunton Mills
Derek Leung	Chef/Owner	Chanterelle Bistro
Elected Student/Alumni Representatives		
Luke Donnelly	1, Culinary Skills/CODA	
Hope-Ashley Currell	1, Culinary Skills	
Sarah Nicholls	2, Culinary Management	
Alex Hunt	Alumni	

Elected Faculty/Staff Representatives

Robert Grieve	Program Coordinator (HOSM)/Professor	Centre for Food
Dave Hawey	Professor	Centre for Food
Tricia Wiseman	Professor	Centre for Food
Rhonda Daley	Professor (SEVP)	Centre for Food

Guests/Unelected Faculty/Staff

Mary Collins	Associate Dean	Durham College - Whitby
Joy Lavergne	Program Officer	School of Continuing Education-Whitby
Amy Serrano	Administrative Support	Centre for Food

Attendees October 29:

*External Members

Present: R. Grieve, D. Hawey, T. Wiseman, M. McCrorie, *D. McKay, *D. Leung, *D. Cantwell, *J. Frazer, *T. Running, *L. Hoff, *J. Weir, *D. Andrews, *P. Johansen, L. Donnelly, A. Hunt, S. Nicholls, *F. Palmer, *S. Martin, *K. Tafertshofer, *P. Kertsos, *G. Ogston, *M. Solomon, J. Lavergne, *K. Ing, R. Daley, H. Currell, *K. O'Brien, *K. Thompson, M. Collins, *G. Krohn, *G. Cole

Regret(s): *J. Enge, *K. Anyan, *M. Guzzo-Foliaro, P. Lee, *R. Subden, *S. Scala, *S. Ashley, *S. Doyle, *S. Ritchie, *J. Macmillan, *K. Brigden

Guest(s):

Recording Secretary: A. Serrano

KEY POINTS OF DISCUSSION

1. The minutes from May 1, 2013 were accepted by G. Krohn and G. Ogston/seconded G. Ogston and F. Palmer
2. **Industry trends indicate:** Compared to Europe, the quality of service in restaurants is lacking in Canada; professional servers do not exist here. Adapting to the style of customers is important but how does one teach adaptation – this will be addressed in Customer Service course. Providing students with more challenging scenarios/simulations would be beneficial – students should learn to expect the unexpected. Students struggle with face-to-face communications. Emphasis on communications in customer service would be an asset. Listening is also an important skill. Front of House should be equipped with product knowledge; connection between the kitchen and front of house is necessary for successful service. Allergy issues are an important factor; one's menu needs to address different the variety of food allergies while still providing a quality meal.
Event planning – communication between planner and chef is important but there are challenges in trying to touch base with the chef of the venue. It is important to be able to relay what the customer wants to the team catering the event.
Energy conservation side – field to fork mentality. Green Restaurant Association: CFF is the first teaching facility in Canada to be certified by the GRA. Sourcing is done locally; there are plans to grow our own produce. There are composting and recycling bins, light sensors, wall outlets shut off; this is all incorporated in the curriculum. Special Events Planning (SEVP) a dedicated "green" course (it may be a better idea to call it sustainable business practices). Currently looking into vivreau system.
Community outreach – students should be on rotation in industry when evenings are busy to get more exposure. There is a lack of pride of service as a career; general attitudes should start in high school. Student in CODA program trained under Red Seal chef but has done serving; now

has enthusiasm to do both. Culinary program could touch more on service/timing.

Organizational, problem solving and deductive reasoning skills are important. Hospitality program focuses primarily on soft skills.

Field Placement – students are to go out in January. This is a great opportunity to take on a student and be a role- model (please contact T. Wiseman and P. Lee for those interested in this role). Working for industry members is the type of experience our students need to prepare them for reality.

3. Comments were made by G. Krohn in high acclaim and support of the CFF.

4. **College/school update and program update:** there was a growth in programs; normal intake was 45 Hospitality and 45 Culinary. The move to the CFF allows for new programs. There was an intake of 300 students this year across programs. January-start for three programs – Hospitality Management, Culinary Skills/Management, and Special Events Planning. New programs starting in September: Hospitality Skills and Special Events Planning Management (post-diploma)

Importance of PAC committee was discussed: an interesting and rewarding experience which allows members the opportunity to provide guidance to those who will be teaching future employees. If you are new to our PAC, please view this as a great opportunity to be involved in something wonderful. Tours will be conducted. Original concept – 50 000 sq. ft.; now the CFF is 36 000 sq. ft. There is student transition between the two buildings.

There was no government funding for building. Courses are shared and there is a crossover between programs, therefore students can work toward multiple diplomas concurrently. Culinary Management = 68; Culinary Skills = 30; Apprenticeship = 4; returning Culinary Mgmt from OYAP and CSK = Second year Cul Mgt = 30; OYAP (Feb. 2014 start) = 30

All students (except SEVP) have a chance to be involved in Bistro 67 operations.

Open House on November 16; Queen's Park College Day, Nov 19; media coverage – Metroland; Rogers; CBC was here at the grand opening on October 17. There is more to come.

Infiltration of programs at the Skilled Trades Building – animal care; office admin program; there is more of a gender mix; increase in students with mobility/vision problems – there is an overall positive buzz regarding the changes at the Whitby campus.

5. **Continuing Education update:** details are currently being worked out; looking forward to ideas for extra courses

6. **Student voice:** professor/student interaction is positive. Students would appreciate more lab time; real-world experience would be great too. Improvement needed at the Skilled Trades Building – students want to pay less and have more options available to them. Please communicate campus food concerns and inquiries with F. Palmer. Can students branch into the Oshawa campus (work in the fast food areas)? Yes, Aramark does take placement students.

First year – was accepted to George Brown and DC. After speaking with D. Hawey and P. Lee for over an hour he ended up choosing DC. His goal is to become a film caterer. Students like that they have to speak with chefs; goal should be towards certification. Working, volunteering and being a full-time student is stressful; the government provides money for those who maintain 70% average in core courses

Organization and time management are learned and applied by second semester. Much was learned from D. Hawey and P. Lee.

Students are excited about the new building and absolutely love it. There are not currently any issues with courses. Students are excited about being the first to use the facilities.

Hospitality – there is great emphasis on learning soft skills; teaching students will be a challenge.

7. **PAC Splits into two groups – Culinary Skills/Management and Hospitality/Special Events Planning (notes):**

Culinary Skills/Management: Level 1 cook-training will run concurrently with OYAP, running from February to June; Level 2 apprenticeship training runs part-time, Sept – April. Apprentice graduates can acquire Culinary Management diploma in three semesters after successful completion of apprenticeship program. Apprentices are eligible to receive up to \$4000 in grant money.

We will be applying for the Institutional Apprentice Cook Training Delivery Agent Status and request letters of support from employers in this segment of the industry (members are asked to take D.

Hawey's card and email him the letters). The large quantity lab (2nd floor) was created for the "institutional cook".

All current culinary students have placement in first year; CODA apprentices will have an additional paid work placement throughout the summer and must stay in Ontario.
Discussion needed on determining the best day and time to meet for those around the table. The next PAC meeting will be culinary-focused and discussion will occur regarding what is in the industry and areas' best interest.
New Chair needed – if you know anymore industry people, please let them know about our PAC. Newsletter (informal) to be sent out.
Members are taken on a tour of the CFF (D. Hawey gave explanation of layout of building before tour commenced).

Hospitality Management/Special Events Planning: Tour of CFF conducted. Official formation of the Hospitality/Special Events Planning PAC – K.Tafertshofer/second by D. McKay.
Chair of PAC is K. O'Brien – P. Kertsos/second by L. Hoff.
Discussion on preferred meeting times – twice, preferably three times per year. Possibility of combining with Culinary for roundtable discussion
L. Hoff needs clarification of intent of the PAC. Response: Input on course/program content; program review process done annually. Involvement with students, e.g. mentors, placement interviews, resources for projects; industry knowledge and curriculum development

RECOMMENDED ACTIONS

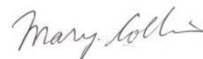
1. Student reps needed
2. Send members PAC information, 360°
3. Send PAC members information regarding field placement
4. Future meeting date-Hospitality/Special Events: January 8, 2014 @ 9 a.m. Location: CFF (room TBA)
5. Future meeting date-Culinary: TBA Location: TBA
6. Adjournment: 11:10 a.m.

STATUS OF RECOMMENDATIONS FROM MAY 1 MEETING

1. PAC recruitment is ongoing.
2. Exploration into forming an official Alumni Association is ongoing.

REPORT PREPARED BY: Amy Serrano

DATE: November 11, 2013



DRAFT REVIEWED BY DEAN:

SIGNATURE:

APPROVED BY CHAIR:

SIGNATURE:

Golf Facility Operations Management Membership List

Name	Title	Organization
Committee Chair		
Scott Paterson	General Manager	The Royal Ashburn Golf Club
External Committee Members		
Alex Maggiacomo	General Manager	Whitevale Golf Club
Craig Loughry	Director of Handicap & Course Rating	Golf Association of Ontario
Blair Rennie	Superintendent	Whitevale Golf Club
Daniel Beauregard	Clubhouse Manager	Scarborough Golf and Country Club
Mary Evelyn	Managing Director	Bushwood Golf Club
Walter Cheung	GM & Chief Operating Officer	Granite Golf Club
Ryan Starr	VP - Marketing and Customer Relations	Buz Software
Geoff Tait	Co-Owner, Creative Director	Quagmire Golf
Ken Cousineau	Executive Director	Canadian Golf Superintendents Association
Elected Student/Alumni Representatives		
	Year/Program/Alumni	
Ian Weston	1, Golf Facility Operations Mgmt.	
Dale Valade	2, Golf Facility Operations Mgmt.	
Elected Faculty/Staff Representatives		
Rob Grieve	Program Coordinator/Professor	Centre for Food
Nadine Lamarche	Professor	Centre for Food
Rob Black	Professor	Centre for Food
Guests/Unelected Faculty/Staff		
Darrin Caron	Principal/Dean	School of Skilled Trades, Apprenticeship and Renewable Technology & Centre for Food
Amy Serrano	Administrative Support	Centre for Food
Joy Lavergne	Program Officer	School of Continuing Education - Whitby

Attendees November 19:

*External Members

Present: D. Valade, R. Black, N. Kirk, *C. Loughry, G. Tait, R. Tracy, *D. Beauregard, *S. Paterson, *M. Evelyn, I. Weston; *K. Cousineau, *R. Starr

Regret(s): R. Grieve, *A. Maggiacomo, *B. Rennie, D. Perras, *T. Arnott, J. Lavergne, *W. Cheung,

Guest(s): D. Caron (until 5 p.m.), R. Black

Recording Secretary: A. Serrano

KEY POINTS OF DISCUSSION

1. Agenda – M. Evelyn, C. Loughry; Minutes of May 6, 2013 were approved – M. Evelyn, C. Loughry.
2. **Industry trends indicate:** People are spending more money than before but people are shopping price before booking t-time. Money is being made off of inventory. Third-party companies are coming in. Something new to the industry-customers - trying to negotiate price. Technology is being used more often; players are using GPS devices on the greens; they are using their smartphones to place orders in the restaurant. Policies need to be put in place regarding prices. The GAO and Golf Canada are looking at the membership model and how it may change; it has not changed since 1960. There is a current partnering with many third parties in one system so that all golfers are registered under that system. The benefit would be having a larger market of golfers to solicit to. What can the college do to set us apart? Private sector; threshold of corporations are holding back due to the recession. There is currently a review of the whole process – branding, new management, possibly increasing membership costs, etc. Maintaining is important; private clubs need equity to maintain capital expenses. Students need to know more about business and running a business rather than golf; they need to be entrepreneurial/sales people. One must be proactive and recruit members. Expenses go up and golfers want more for less. The largest expenditure of any department is the facility; one must manage expectations and resources – which do not always match. Environmental regulations impact the club now more than a decade ago; they need to be managed as much as the course conditions, which is a challenge. The number one reason people choose to play a course is conditioning. Number two is price/value. Semi-private sector – it is a challenge to recruit younger families (children of baby boomers who have families). Frisbee-golf (Frolf or disc golf) – test pilot done at Annandale Golf and Country Club. The entire family can play. There is a large expense (19 nets are necessary). There is also the emergence of foot golf. Research in cost of soccer ball is needed since there is a specific type of ball to use, There is a push for hybrid combos. Customers like availability of combo cards. Accounting skills are important; real-life examples/case studies would be beneficial to students; take out dimensions of tourism and swap with introductory accounting course. Association with PGM remains. Graduates need to have a strong work ethic to help them succeed.
3. **College/School Update and Program Update:** Durham College is the fastest growing college in Ontario for two years running. DC anticipated attaining 10,000 full-time students in 2015 but we are already at that number. Relocation of programs to Whitby campus - Office Admin and Veterinarian programs. The Whitby building has grown from 1700 students to 2580 this year; we will reach capacity next year. CFF land is the last part of land allocated to the Whitby campus. Students want more of a “student life” at this campus; look at re-purposing space for students in main building. The original square footage planned for the building was 50,000 sq. ft. The size was scaled down to 35,000 sq. ft.; learning labs were the focus of the CFF. Students are back and forth between the two buildings since some classes are located in the Skilled Trades building. Demand from people to attend the college will grow; 71% of students come from the Durham region.
4. **Student Voice:** Second-year program student numbers declined. Students would benefit more from business-focused classes rather than a hospitality-focused curriculum. First-year students voice – computers and marketing classes have been the most useful; golf professionals stress that marketing and business skills are more important rather than only having knowledge of how to play the game.

Additional Agenda Items:

PAC 360 Response Update:

Trending Now: knowledge of the business side of golf is important; social media; golf discounting; marketing challenges; competition against other forms of family entertainment.

Hard Skills: budgeting/accounting; presentation skills; marketing; customer service; computer skills (especially POS/Excel); inventory management; business skills in general.

Start Stop Continue:

Start: integrating more business-type courses into the curriculum such as accounting and excel. Start re-inventing; learn to understand the ebb and flow of the season and cease ever opportunity.

Stop: teaching about back-shop issues – these can be trained once hired; class material feels too broad; there is too much focus on the hospitality side of the industry.

Continue: offering marketing classes; integrating real life scenarios/case studies in the curriculum; and promoting the game.

Next Big Thing: changes to the game to increase the market size while continuing to provide for traditional game as a past time; golf-course closures; golf facilities for the beginner golfer (less holes and/or smaller facilities); baby boomers in the golf industry.

Soft Skill Deficit: Accounting skills, customer service skills, knowledge/use of social media in a professional setting, drive/ambition, leadership skills, relationship building, HR management.

Program Learning Outcomes (9 in total) – PAC membership feedback

1. Deliver diverse club program activities including leagues, tournaments and showcase events. This outcome has been met.
2. Apply business administration skills to the management of golf club facilities. Students learn basic administrative skills that can be demonstrated.
3. Apply the principles of marketing, sales, merchandising and advertising to the promotion of golf industry activities. There is room for improvement
4. Apply the fundamental principles and techniques necessary for maintenance and sustainability of golf and club facilities. There is room for improvement.
5. Contribute to the implementation of on-going strategies for optimal customer service and human relations. This outcome has been met.
6. Contribute to strategies for effectively managing the performance and development of staff and volunteers.
7. Demonstrate effective Food and Beverage service delivery and management.
8. Demonstrate the effective use of technological systems for golf courses including POS, tee time management and member management software. This outcome has been met. Students did get a good grasp on these skills.
9. Communicate clearly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience. Investigate having students present on subject matter that needs defending. Social media is a class that is offered as a general elective.
Tie students to industry events; the more connections to other facilities the more exposure for students which is invaluable.
Many people do not realize that we offer a two-year golf program. Social media and word-of-mouth would be good ways to promote the program. The college should have a booth at the Toronto expo and/or golf and travel show. Students can work the booth; and have students volunteer for the entire show.

RECOMMENDED ACTIONS (See attached Action Log)

1. Teach students to understand and maintain expectations of program/classroom management. Faculty to work on policies and product.
2. Investigate change in POS to include appropriate business courses.
3. Investigate having a booth at the Toronto golf and travel show/golf expo; use student volunteers; info to be sent to N. Lamarche from S. Paterson.
4. Send changes to PAC for consideration and revaluation.
5. Next meeting: April 1, 2014.
6. Adjournment: 6:15 p.m.

STATUS OF RECOMMENDATIONS FROM MAY 6, 2013 MEETING

1. Computers for Hospitality and Computers for the Golf Industry were reviewed and all students are taking the same Intro to Computers course.
2. Content for Finance course for golf has been reviewed and now includes relevant case studies.
3. DC has an articulation agreement with Davenport University. Graduates of the Golf Facility Operations Management program are given two years towards an honours degree in Management or in Sport Management. In addition, graduates with a 75% average can apply to the bridge (five summer courses) at UOIT and if successful, they will be accepted into third year of the B.Comm. (Honours).
4. We were to explore adding CPR as a mandatory training students would need to complete before graduating, however it is not on their POS or in writing as of yet. Can investigate further in the spring.

REPORT PREPARED BY: Amy Serrano

DATE: December 1, 2013

DRAFT REVIEWED BY DEAN:

SIGNATURE: 

APPROVED BY CHAIR: S. Paterson

SIGNATURE: Via Email

Water Quality Advisory Committee Membership List

Name	Title	Organization
Committee Chair		
Lory Jackson	Field Service Technician	H2O Innovation Inc.
External Committee Members		
	Title	Organization
Shannon Christian	Drinking Water Inspector	Ministry of the Environment
Ian Chin	Manager, Water Treatment	Toronto Water
Gary Christian	Chief Maintenance Operator	The Regional Municipality of Durham
Jim Cunningham	Supervisor, Technical Support	The Regional Municipality of Durham
Rob Gamache	Water & Wastewater Technician	City of Kawartha Lakes
Jodi Glover	CEO	Real Tech Inc.
Ian King	Construction Coordinator	York Region
Gord Newlands	Plant Technician Wastewater	Toronto Water
Rebecca Pinsent (Co Chair)	Wastewater Operator	City of Kawartha Lakes
Don Ross	Operations Manager, Kawartha Hub	Ontario Clean Water Agency
Mirosław (Mirek) Szafirowski	Chief Maintenance Operator	The Regional Municipality of Durham
Alex Vukosavljevic	Consultant	Toronto Water/Region of York
Elected Student/Alumni Representatives		
	Year/Program/Alumni	Organization
Nicholle McMullen	1 st Year Student	Durham College
Megan Trolley	1 st Year Student	Durham College
Kayla Worotniak	2 nd Year Student	Durham College
Elected Faculty/Staff Representatives		
	Title	Organization
Beau James	Professor	Science Engineering Technology
Joy Lavergne	Program Officer	Continuing Education
Ron Motum	Professor	Science & Engineering Technology
Teresa Sweetman	Professor	Science & Engineering Technology
Corrie Stender	Professor	Science & Engineering Technology
Sue Todd	Dean	Science & Engineering Technology
Guests/Unelected Faculty/Staff		
	Title	Organization

REPORT PREPARED BY: Amy Derald

DATE: February 20, 2014

MINUTES REVIEWED BY: Corrie Stender

DATE: February 27, 2014

Attendees February 19, 2014:

*External Members

Present: J. Cunningham*, B. James, I. King*, N. McMullen, R. Motum, M. Trolley, G. Newlands*, C. Stender, T. Sweetman, S. Todd, A. Vukosavljevic*

Regret(s): M. Calhoun, S. Christian*, I. Chin*, J. Glover*, L. Jackson*, J. Lavergne, J. Myers, R. Pinsent*, D. Ross*, M. Szafirowski*, K. Worotniak

Guest(s): N/A

Recording Secretary: A. Derald

KEY POINTS OF DISCUSSION

1. **Welcome & Introductions:** The chair sent his regrets for the meeting. R. Motum chaired the meeting and asked everyone to introduce themselves.
2. **Additions to the Agenda:** There were no additions to the agenda.
3. **Acceptance of the Agenda:** C. Stender accepted. J. Cunningham seconded.
4. **Approval of Minutes from October 29, 2013:** S. Todd approved. A. Vukosavljevic seconded.
5. **External Membership Information Sharing/Industry Trends:** Source water protection is something many employees are working on. Some employees working in Source water protection are in the midst of taking courses on pesticides, herbicides, biosolids etc. Individuals residing in IPZ1 must have their septic systems inspected at their own cost. The ministry is looking into mandating septic system pumping every 5 years. C. Stender to review the Wastewater Collection and Treatment course to ensure septic and holding tanks are covered as well as check if the Nutrient Management Act is covered in the Regulations and Enforcement course.
6. **College/School Update:** T. Sweetman is looking into combining the first year microbiology course with the first year Food & Farming Technician program as they are both introductory and the labs and content are similar. Committee members had no issue with combining the two courses. S. Todd will seek approval from the Food & Farming Technician advisory committee prior to combining the two.
7. **Student Voice:** Students enjoy the field trips and labs. First year students appreciate the value of the fundamental concepts in semester one but found it difficult to develop an identity with the program. Recommendations included planning a student social in the fall for first year students to meet with second year students, having the first year students interview the second year students as part of a Communications assignment, and providing a handbook with career information during the first week of classes. Some students are finding the Electrical Control Fundamentals course not basic enough for the Water Quality program and that it is moving at a faster pace because the Mechanical Engineering students are more adept to the concepts. S. Todd will follow up with M. Calhoun on scheduling separate classes for both programs.
8. **Continuing Education Update:** Continuing Education representative unavailable.
9. **Marketing Ideas:** S. Todd advised the program will be adding more content to the calendar and program website to advertise the career paths and locations. B. James recommended surveying student activity interests as potential advertising opportunities. S. Todd will follow up with Debbie McKee Demczyk on adding this question to the first year student surveys. C. Stender to check with employers that may be interested in displaying program cards for visitors.

10. **Program Review Update:** Information has been compiled and the program is now working on developing the strengths, challenges, opportunities and threats portion of the report. S. Todd reviewed some of the assessor's recommendations.
11. **Mix and Mingle:** C. Stender advised the mix and mingle was a success and will continue with it next year. I. King recommended having a recent former student attend to speak to the students.
12. **Adjournment:** 6:55 P.M.
13. **Next Meeting:** Thursday, October 2nd, 2014

RECOMMENDED ACTIONS

1. Discuss adding a thank-you letter writing field placement seminar with Wendy Smith as well as the possibility of developing an online survey for feedback from field placement supervisors. **ACTION BY: S. Todd**
2. Resubmit course outlines and potential GEND course outlines for CEU classification. **ACTION BY: C. Stender**
3. Provide a list of potential advisors on the industrial side to S. Todd. **ACTION BY: J. Cunningham**
4. Review the Wastewater Collection and Treatment course to ensure septic and holding tanks are covered as well as check if the Nutrient Management Act is covered in the Regulations and Enforcement course. **ACTION BY: C. Stender**
5. Look into: planning a student social in the fall for first year students to meet with second year students, having the first year students interview the second year students as part of a Communications assignment, and providing a handbook with career information during the first week of classes. **ACTION BY: Program Team**
6. Schedule Electrical Control Fundamentals separate from the Mechanical Engineering students. **ACTION BY: M. Calhoun/S. Todd**
7. Discuss adding a question on student's activity interest in the first year student surveys with Debbie McKee Demczyk. **ACTION BY: S. Todd**
8. Contact employers that may be interested in having Water Quality program cards displayed for visitors. **ACTION BY: C. Stender**

STATUS OF RECOMMENDATIONS FROM October 19, 2013 MEETING

1. Maureen Green sent out thank you certificates for field placement. S. Todd advised faculty to encourage students to include a personal thank you letter to their placement supervisor. It was recommended Wendy Smith discuss this during field placement seminars. S. Todd will discuss this with Wendy Smith and the possibility of developing an online survey for placement supervisors to fill out for feedback on the placement process.
2. C. Stender is working on contacting OWWCO with letter of understanding from MOE to clear up CEU discrepancies during Reading Week. S. Todd recommended resubmitting course outlines as well as potential GNED course outlines for CEU classification.
3. J. Cunningham to provide a list of potential advisors on the industrial side to S. Todd. I. King recommended approaching someone from CCTV to sit on the advisory.
4. C. Stender has discussed relocating for careers with students and continues to post jobs around Canada. C. Stender distributed a student handbook that provided career information and asked for feedback on what members thought should be added.

REPORT PREPARED BY: Amy Derald

DATE: February 20, 2014

DRAFT REVIEWED BY DEAN: Sue Todd

SIGNATURE: 

APPROVED BY: Corrie Stender

APPROVED VIA EMAIL: February 27, 2014

BOARD REPORT

Action Required:

Public: X
In-Camera: ☐

Information/Discussion X
Decision ☐

DATE: April 9, 2014

FROM: Don Lovisa

SUBJECT: 2013-2014 Business Plan Final report

A. Purpose

To provide the Board of Governors with a final report on the execution of the objectives and deliverables in the Durham College 2013-2014 Business Plan.

B. Background

The Business Plan allows Durham College to plan its operations for the fiscal year within the framework outlined in its Strategic Plan and in support of its mission, vision and values. The Business Plan identifies to the public and provincial government the operational outcomes that the college expects to achieve in the coming fiscal year. The Ministry of Training, Colleges and Universities (MTCU) uses the information provided in college business plans to advise and inform government planning and policy-making.

The Durham College Board of Governors approved the 2013-2014 Business Plan in April 2013. The plan was developed with input, direction, review and guidance representing all departments and areas of operation on campus, led by the Durham College Leadership Team (DCLT).

Consistent with the Board of Governors' Communication and Counsel to the Board Policy and expectations of the Minister's Binding Policy Directive for Business Plans, the college president is required to bring Business Plan reports to the Durham College Board of Governors throughout the year. This is the final update to the Board for 2013-2014, coinciding with the conclusion of the fiscal year.

C. Discussion/options

The actions and activities taken over the past year in support of the 2013-2014 Business Plan have played a lead role in another very successful year for Durham College. It was a year in which the college exceeded the 10,000 full-time post-secondary enrolment mark (two years ahead of schedule); earned a perfect grade on a third-party program quality audit; welcomed celebrity guests and other

community partners in opening the incredible new Centre for Food; continued to add new programs in areas demanded by employers; was approved for or involved with multiple research projects that will benefit students and advance knowledge in the communities we serve; furthered its commitment to online and hybrid learning, including developing its first student mobile app; and realized its \$5-million fundraising goal.

These achievements only begin to capture the many successes from the past year that have contributed to the college achieving each of its four high-level goals within the Business Plan:

- Responsible, strategic growth;
- Dynamic partnerships;
- Student-focused teaching and learning; and
- Core institutional priorities.

The college set 50 specific objectives within these goals, and with some outstanding data and information still to be collected in April, has already or will soon realize success in 92 per cent. Four actions were not completed, each of which was due to changing priorities, circumstances or resources.

The following is a high-level summary for the past year of the goals and objectives. A more detailed summary is included with this report.

Durham College 2013-2014 Business Plan – By the numbers: Overall

50 objectives established
43 completed

3 in progress

4 not started



By specific goal

Responsible, strategic growth

13 objectives established		
11 completed	1 in progress	1 not completed

Dynamic partnerships

12 objectives established		
10 completed	1 in progress	1 not completed

Student-focused teaching and learning

11 objectives established		
9 completed	1 in progress	1 not completed

Core institutional priorities

14 objectives established		
13 completed	0 in progress	1 not completed

D. Financial/Human Resource Implications

Activities and actions in the business plan were funded through the 2013-2014 budget.

E. Implications for UOIT (if applicable)

Eight objectives in the plan either directly apply to UOIT or there is some form of partnership with the university in realizing an outcome.

F. Recommendation(s)

That the Durham College Board of Governors receives this year-end report for information.

Business Plan goal:

Responsible, strategic growth

Durham College is Ontario's fastest growing college and this rate of growth is projected to continue well into the future. It has realized this standing by offering high-quality programs, extensive supports and expertise in and outside the classroom, and a well-rounded student life experience. This growth has allowed the college to introduce new programs in fast-growing areas of the economy, extensively renovate campus to create new learning and social areas, and add dozens of new employees to better serve students. The year ahead will see the college grow in students, people, resources, reputation and partnerships, allowing it to continue to further its reputation as a college of choice.

In 2013-2014 we will:

Develop a new Strategic Enrolment Management plan for 2013-2016 that will allow the college to grow strategically beyond 10,000 students, while still considering its current space constraints.

Status: Completed

Summary of successes:

- The Strategic Enrolment plan for 2013-2016 was formally submitted as an appendix within the College's proposed Strategic Mandate Agreement in December 2013. The SMA will be finalized with MTCU in April, providing for enrolment increases of two to 2.5 per cent in each of 2014, 2015 and 2016.
- Projections include achieving a full enrolment capacity of 900 seats in the Centre for Food in 2014 and the implementation of the college's first two four-year degrees in 2015.
- The college's 2015 post-secondary enrolment target of 10,000 achieved in September 2013, with full-time enrolment of 10,227. This represents a nine-per cent increase over full-time enrolment in September 2012. There were 5,700 new students and 346 international students.

Complete construction on the Centre for Food and welcome the first class of students in September 2013.

Status: Completed

Summary of successes:

- Occupancy obtained August 26, and more than 700 students pursued studies during the academic year.
- Culinary and Hospitality students served their first patrons (college staff) on September 25 and 26 and external patrons on October 2 and 3.
- Official opening held October 17, with hundreds in attendance, including Ambassador Chef Jamie Kennedy and members of the musical group Blue Rodeo.

Complete a new campus master plan with UOIT that will allow both post-secondary institutions to grow strategically into the future.

Status: In progress***Summary of successes:***

This action item will be completed in the 2014-2015 fiscal year. The progress until the end of 2013-2014 is as follows:

- Building from the previous master plans, while recognizing the present and future needs of both institutions, the new plan will have dual horizons that will present the planning implications for both the next five- to 10-year period and a visionary 25- to 30-year horizon.
- MMM group, in association with Ken Greenburg Consultants, Educational Consulting Services and John Kennedy, constitute the selected consultant team.
- Major milestone achieved with the completion in January 2014 of the draft Vision and Directions report and Framework Plan. It is currently being reviewed by governors from both the college and university and the community.
- Draft Concept Plan, the next major milestone for the project, is aimed for completion by the end of June 2014.
- Joint Senior Administrative Team has met several times to provide information and input to the selected consultants.
- Advisory Committee (joint institutional membership across the administrative, support staff, faculty and student cohorts) and region and City of Oshawa planning representatives have held meetings.
- High-level overview of the campus master plan project was provided by the MMM Groups to the joint DC-UOIT Board of Governors in October 2013. The overview included timelines for reporting updates to the Board of Governors between October 2013 and September 2014.

Increase the college's overall utilization of learning space by increasing the learning day from 8 a.m. to 6 p.m. to 8 a.m. to 9 p.m., where required.

Status: Completed***Summary of successes:***

- There were 53 classes going beyond 6 p.m. for the Fall 2013 semester, broken down as follows:
 - 20 end at 7 p.m.
 - 11 end at 8 p.m.
 - 22 end at 9 p.m.

Streamline the process for applying for credit transfer by implementing recommendations of the Credit Transfer Working Group.

Status: Completed***Summary of successes:***

- Stemming from work done by the Credit Transfer Working Group in 2011 and 2012, credit transfer initiatives a primary focus in 2012-2013.

- Renewed commitment to implementing and/or improving systems and processes will position Durham College as a leader in providing credit transfer opportunities to students in a manner that is as seamless and transparent as possible.
- New pathways and credit transfer co-ordinator position created and staffed. Role will assist in moving forward with multiple pathway and credit transfer initiatives – including streamlining of current practices to provide more timely responses to credit transfer applications.
- New working group will be struck this spring with cross-college representation to establish a credit transfer and pathways operational framework for Durham College.

Further access to student services by launching Q-nomy online appointment and event booking system.

Status: Completed

Summary of successes:

- Online appointment booking module successfully launched for use by students wishing to book appointments with financial aid advisors. Further expansion being investigated.

Upgrade campus connectivity through investment in wireless technology at the Whitby campus and Simcoe building.

Status: Completed

Summary of successes:

- Project resulted in increased Wi-Fi density in the Simcoe building and on the Whitby campus, including the Centre for Food.

Determine stability and reliability of campus IT network through a network vulnerability assessment.

Status: Completed

Summary of successes:

- Vulnerability assessment initiative comprised both server vulnerability testing and network vulnerability testing. Testing completed.

Respond to the growing demand for skilled employees by securing Technical Standards and Safety Authority (TSSA) approval and developing three new apprenticeship programs – Developmental Service Worker, Institutional Cook and Gas Fitter.

Status: Not completed

Summary of successes:

- TSSA proposal completed for Developmental Service Worker and the program will be offered part-time through the School of Continuing Education, using the same model for the ECE apprenticeship program.

- Proposal activity on Institutional Cook has ceased due to lack of applicant pool in the apprenticeship system – this is a non-sustainable program to consider at this time.
- TSSA proposal for Gas Fitter has been delayed due to external system issues between TSSA and MTCU. Once these issues have been resolved, proposal will be submitted for approval.

Implement Whitby campus three-year student services plan to support new programming model and increased student population.

Status: Completed

Summary of successes:

Successful first year of plan resulted in a number of actions:

- Mental health nurse moved to campus in October and there four days per week, which meets current demand. Nurse provides onsite first aid and mental health services for students.
- Student Success Centre receptionist hired for eight months, 35 hours per week, to provide front-line and triaging services.
- Academic support resources developed for Centre for Food programs.
- Student Academic Learning Services (SALS) provided class visits to all first-year and apprenticeship students, and program transfers.
- New dedicated writing tutors for Office Administration students.
- New accounting, writing, math and physical clinics and supports.
- Conducted workshops about DC Connect's SALS academic supports for students and faculty.

Implement a mental health strategy, including new community partnerships, to support student success and safety.

Status: Completed

Summary of successes:

- Creation of Healthy Campus Task Force became new strategic direction:
 - Implementing coaching pilot for September 2014. Fifteen staff trained in two-day intensive workshop and another 10 in five-day foundations training.
 - Task groups in progress, developing plans for continued expansion of healthy campus initiatives including, but not limited to, staff training and development opportunities, classroom options, and additional student programs.
 - Mental health first aid training continues for staff. Programming delivered to staff in June, October and March.

Invest in the following IT software (Banner Financial Aid, Banner Enterprise Data Warehouse, Banner Operational Data Store) that will allow for additional resources that better support, understand and meet the needs of students:

Status: Completed

Summary of successes:

- Investment has been made and the three Banner modules acquired.

Further communication channels with students by increasing the number of digital signage monitors in the Gordon Willey building by four and at the Whitby campus by three.

Status: Completed

Summary of successes:

- Whitby:
 - One new 80-inch vertical display monitor installed.
 - One new 40-inch monitor installed in the cafeteria.
 - Relocated one Q-nomy monitor from the student lounge to the shop area.
 - Bistro '67 monitors equipped with hardware and software for use as corporate digital signage and kitchen visibility.
 - Additional monitors installed in Centre for Food's lobby and Pantry.
- Oshawa
 - One new 80-inch monitor installed in Pit area.
 - One new 60-inch monitor installed near the South Wing corridor.
 - One new 80-inch screen installed in Marketplace Cafeteria.
 - Following a review, decision made to not proceed with 2x2 video wall in Marketplace Cafeteria due to cost and value.

**Business Plan goal:
Dynamic partnerships**

Durham College is driven and energized by its partnerships. These partnerships allow the college to offer high-quality education, enhance the economic and social well-being of its communities and provide financial support to students. The year ahead will see renewed emphasis on capitalizing on the unique relationship the college has with UOIT, spurring new ideas and growth in the community and helping small- and medium-sized enterprises innovate and flourish through applied research.

In 2013-2014 we will:

Develop a plan for the diversification of training and growth of Corporate Training Services.

Status: Completed

Summary of successes:

- Plan completed, with sector diversity expanded beyond automotive to include the heavy equipment industry, long-term health care, health care (hospitals) and nuclear, with high potential clients identified.

Participate in the Core21 Incubation Centre to investigate new ways to benefit the college's entrepreneurial students.

Status: Completed

Summary of successes:

- Office established at Core21 with branding of DC@Core21.
- Connections with Spark Centre and UOIT are proving helpful in developing a number of opportunities.
- Student PD sessions initiated in two programs within the School of Science and Engineering Technology.
- Developing proposal for funding through Ministry of Economic Development, Trade and Employment (MEDTE) to fund on-campus entrepreneurial activities with students, faculty and industry partners.

Working with UOIT, begin establishing a laddering model that will foster student mobility from apprenticeship to PhD.

Status: In progress

Summary of successes:

- Work in establishing a laddering model has been delayed due to lack of faculty time by both institutions to review potential programs for consideration and then review of curriculum. This goal remains in progress and will continue forward into the next academic year.

Develop with UOIT and submit to government plans to fund construction of a joint health services centre proposal, Campus Library expansion and a new administrative office complex.

Status: Not completed

Summary of successes:

- Expansion of the Campus Library has been included in the Campus Master Planning process with MMM Consultants and a binder prepared for submission should a call for capital expansion be released.
- Preliminary discussion of a joint DC-UOIT Health building completed with ESC and MMM consultants, including projections regarding new health programs and enrolment growth to 2030. Progress within the Campus Master Plan places this building in low priority for UOIT (fourth building for consideration). Durham College will now explore meeting its Health program space needs in its plans for a new Simcoe building.
- Decision made to not pursue partnership in an administrative office complex at this time; rather focus on other college priorities.

Pursue new funding opportunities with the Applied Research and Development (ARD) grant available through Natural Sciences and Engineering Research Council of Canada (NSERC) and the Technical Problem Solving (TPS) grant available through the Ontario Centres of Excellence (OCE) to do industry-led research partnerships with local businesses.

Status: Completed***Summary of successes:***

- Three Voucher for Innovation and Productivity (VIP) applications (formerly TPS) submitted through OCE and approved at a total value of \$70,000. Two are in the area of IT; the third in mechanical engineering. Two additional proposals under development.
- Three Natural Sciences and Engineering Research Council of Canada (NSERC) ARD proposals under development in the areas of Information Technology, mechanical designing/prototyping and gaming/animation.
- Funding at a total value of \$443,000 approved for research equipment to support agricultural, local craft beer, and advanced manufacturing research.
- Funding at a value of \$316,974 approved for a study of students' credit transfer experiences across Ontario.
- Five research opportunities with local companies under consideration for proposal development.

Pursue new fields of research in the agriculture/horticulture sector and initiate at least two research projects at the Centre for Food with anticipated FedDev funding.

Status: Completed***Summary of successes:***

- Office of Research Services and Innovation has been working to develop an agricultural research agenda. A local agribusiness leader has been commissioned to write a report on local opportunities. As well, a research project was approved to design and build a mechanical tool for harvesting farm produce for local agri-businesses. Grant application for equipment submitted to support agricultural-related research.
- Two research projects currently being pursued. One with Spray CA and the other with Durham Foods (harvester).

Implement the \$45,800 research project funded by the Higher Education Quality Council of Ontario (HEQCO) to pilot a student success ePortfolio across selected health programs. The project is designed to assess the development of essential employability skills by students.

Status: Completed***Summary of successes:***

- Participating programs include Practical Nursing, Personal Support Worker, Fitness and Health Promotion and Social Service Worker for a potential sample size of 632. Student and faculty focus groups completed.
- Implementation of the research project is proceeding as per scheduled milestones. The fall report will be submitted by the due date in Fall 2014.

Implement the \$265,000 ONCAT-funded joint research project involving Durham College, George Brown College, UOIT, and Trent and Nipissing universities. The project is designed to assess the student experience and challenges in transitioning from college to university academic pathways.

Status: Completed

Summary of successes:

- Research meetings throughout September resulted in identification and clarification of tracking data indicators to be explored at each of the three programs, represented by the six project partners (UOIT, DC, Georgian College, Trent University, George Brown College and Nipissing University).
- Active data collection is in progress as per schedule of this phase of the project.
- The project is on time and budget to meet the completion date of September 2014.

Implement the \$123,000 ONCAT-funded research project designed to assess the effectiveness of Ontario college preparatory programs offered at Durham College.

Status: Completed

Summary of successes:

- Funding approved and ONCAT project has been successfully implemented.
- Data collection has been completed and the project is in the data analysis stage to produce the final report and to identify strategies to expand and improve pathway experiences for students in preparatory programs.

Begin to implement the Durham Learning and Business Innovation Park (dLAB) plan by establishing a not-for-profit corporation with dLAB partners that will allow for the public launch of the project to advance the social and economic elements of the vision.

Status: Completed

Summary of successes:

- Parties agreed it was more practical to replace the establishment of a not-for-profit operation with the signing of a Memorandum of Understanding. The draft MOU has been prepared and final negotiations underway by the parties.
- Consultants hired to develop new website, which will further advance marketing.
- Meetings held with officials at all levels of government and numerous potential tenants of the lands, including a number of high-profile organizations.
- Servicing expected to begin on the western lands in 2014.

Support the importance of two-way student mobility by increasing by five per cent the number of UOIT graduates enrolling in Durham College programs from 186 in Fall 2011 and Durham College students enrolling in UOIT programs from 215.

Status: Completed

Summary of successes:

- Number of former Durham College students enrolling at UOIT in Fall 2012 was 246, an increase of 14.4 per cent from Fall 2011.
- Number of former UOIT students enrolling in Durham College programs in Fall 2012 was 307, an increase of 60 per cent from 186.
- Three new DC-UOIT pathway projects under development:
 - Durham College Chemical Engineering Technology Advanced Diploma to UOIT Bachelor of Science Comprehensive degree in Chemistry;
 - Durham College Biotechnology Technology Advanced Diploma to UOIT Bachelor of Science Medical Laboratory degree (awaiting UOIT Academic Council approval).
 - Durham College Science and Engineering Technician diplomas to new three-year UOIT Bachelor of Science degree – anticipated implementation date 2015.

Develop a joint Durham College-UOIT marketing plan for academic pathways between the two institutions.

Status: Completed

Summary of successes:

- All elements of marketing plan completed. Will continue to support the plan in collaboration with UOIT marketing team.
- Joint key messages completed.
- Issued media release on pathways with clear reference to UOIT.
- Pathways and the relationship with UOIT included in full-time calendar.
- Did a push with Metroland on ONCAT's new course-to-course transfer guide, including photo shoot with DC-UOIT pathway students and an interview with DC-UOIT journalism-to-communications pathway student.
- Pathways relationship with UOIT being included in proactive pitches to Toronto dailies and the trades, and promoted through social media.

Business Plan goal:

Student-focused teaching and learning

The ways in which post-secondary education is delivered are changing all the time.

From open courses available on the Internet, to hybrid and online courses traditionally delivered in a classroom and other approaches that support all students, teaching and learning continues to evolve. In the year ahead, Durham College will continue to look at how it can offer experiential learning opportunities to students, consider where new programs will meet emerging and growing needs and examine how to better utilize technology to improve the learning experience.

In 2013-2014 we will:

Realize a cumulative improvement of three per cent over 2013 in the five benchmark areas of the provincial government's key performance indicator surveys.

Status: In progress**Summary of successes:**

- KPI surveys administered in February, with results to be released in early April 2014.

Further leverage the tools available on DC Connect to assist faculty in the classroom by offering four training sessions through the CAFE.

Status: Completed**Summary of successes:**

- Centre for Academic and Faculty Enrichment provided two sessions in August 2013 for full- and part-time faculty, with more than 107 trained in the use of the college's Learning Management System – DC Connect. Sessions included newly hired full-time and contract faculty. Training included uploading of course outlines, course materials, use of grade book, and familiarization with the networked environment, webmail and MyCampus.
- Additional DC training sessions in December and January for new faculty resulted in the preparation of 77 new teaching staff (full and part-time).
- More than 500 hours of one-to-one consultation has been completed with faculty to date.
- General training sessions on the use of DC Connect for existing faculty (full and part-time) had 633 participants.

Pursue opportunities for students to develop e-portfolios through the investigation of an electronic tool.

Status: Completed**Summary of successes:**

- Two groups of students in the School of Health and Community Services (Social Services Worker, Fitness and Health Promotion) piloting the use of the Desire2Learn ePortfolio software tool to document evidence of their development of essential employability skills. Pilot concludes May 2014.
- IT Services is negotiating with Desire2Learn (D2L) to extend licensing of the D2L e-portfolio tool. Programs participating in the e-portfolio project will complete the curriculum development in the May-June non-teaching period.

Better utilize available space across the institution by completing the move of nine programs from Oshawa to the Whitby campus.

Status: Completed**Summary of successes:**

- Program delivery for nine post-secondary programs implemented during Fall 2013 intake. This represents a shift of 730 full-time students and 15 full-time faculty to the Whitby campus from the Oshawa campus.

- Achieved intended outcome of increasing diversity of programs and gender mix among faculty and students.
- Two Whitby apprenticeship programs have students scheduled at Oshawa in the Integrated Manufacturing Centre (IMC) to enhance machining skills.

Engage 20 to 25 faculty in training and delivery of courses offered in a hybrid format that combines hands-on lab time with online learning and real-world experience in the field.

Status: Completed

Summary of successes:

- Durham College Online Institute (training program) offered in May/June 2013 trained more than 42 full- and part-time faculty in the principles of effective hybrid and online course delivery. Each participant developed a new course or redesigned an existing course with hybrid or online delivery components.
- Nine additional faculty engaged in the Online Institute during fall semester.

Begin the process of establishing uniform Communications course curriculum across all programs by mapping the current offerings and ensuring the uniform curriculum will meet the needs of the student population.

Status: Completed

Summary of successes:

- Productivity and Innovative funding proposal submitted to government and approved to completely redesign Communications curriculum, including development of 10 new hybrid and/or online Communications courses.
- New Communications courses will replace all existing Communications courses at Durham College and be delivered as electives to students who have mastered or who have demonstrated mastery of core Communications skills/competencies. This approach to the delivery of Communications curriculum is unprecedented in the Ontario College system.
- Project includes full implementation of post-admission testing for Communications.

Complete implementation of the Ontario Adult Literacy Curriculum Framework for Academic Upgrading.

Status: Completed

Summary of successes:

- Ontario Adult Literacy and Basic Skills Curriculum Framework is intended to help adults achieve their goals for further education, work and independence. Implementation of new curriculum framework has established deliverables and milestones for achievement.
- College faculty teaching Literacy and Basic Skills in Adult Upgrading Centre have all participated in the provincial and local training initiatives to determine how to effectively implement the Ontario Adult Literacy Curriculum Framework (OALCF).

- Subsequently, faculty have completed a review of course outlines and revised/modified them to meet the requirements of the new curriculum framework, including assessment tools to provide evidence of learning/achievement.
- All revised Ministry protocols reviewed and updated by college staff and in accordance with new protocols; all referral information as required on forms will be collected and documented prior to assessment.
- Staff continue to refine processes and protocols to ensure efficiency going forward.

Begin a process that will see the review and updating of 15 Durham College OntarioLearn courses to ensure they are relevant and meeting the needs of learners.

Status: Completed

Summary of successes:

- Review process using a rubric-based assessment matrix jointly developed in June 2013 by staff of the School of Continuing Education and Centre for Academic and Faculty Enrichment.
- By the end of August 2013, 15 OntarioLearn courses reviewed and an overall summary provided with a rating of each course, as well as detailed comments at each area of the assessment matrix.
- Ratings, comments and recommendations for change underway.
- Revisions being prioritized for intervention and vary across the courses, including course content, increased student engagement/interactivity, new technology and training for faculty.
- Additional 50 courses planned for review during 2013-2014 using the rubric-based assessment matrix tool.

Establish principles of sharing with respect to educational learning objects, internally, and explore the establishment of an 'exclusive' sharing partnership with three other colleges.

Status: Not completed

Summary of successes:

- Policy-Curriculum Sharing (principles of sharing) developed by the Co-ordinating Committee of Vice-Presidents, Academic and approved by the Committee of Presidents to support productivity and innovation.
- Curriculum shared this year included Northern College sharing Occupational Therapist Assistant/Physiotherapy Assistant (OTA/PTA) curriculum with Durham College.
- Informal sharing of curriculum continues as a practice.
- Establishing 'exclusive' partnerships not realized at this time.

Realize a successful Program Quality Assurance Process Audit (PQAPA) site visit by successfully meeting all six criteria.

Status: Completed

Summary of successes:

- Successful PQAPA Audit Review completed in April 2013.

- All six criteria received a 'met' rating and Audit Panel members indicated they were impressed with the quality assurance processes and policies in place at Durham College.
- Panel members indicated evidence of an ongoing commitment to quality assurance at all levels of the organization and, most importantly, the evidence was generally supported in the opinions of the students interviewed by the members of the Audit Panel.
- College received two commendations on its quality assurance processes/practices as follows:
 - Centre for Academic and Faculty Enrichment provides teaching and learning expertise, leadership, and support to faculty in an exemplary manner.
 - Integrated Student Services Model established as a 'one-stop shop' for a number of student services has enabled student wait times to be reduced by front-line staff, who have been cross-trained to the initial level of service, thereby considerably reducing wait times for students.

Enter into a virtual reference library service with 10 other colleges that will expand the number of resources available to students

Status: Completed

Summary of successes:

- Additional digital resources, including e-books, e-journals, and streaming video have been acquired by the library for Durham College. Durham signed an agreement with the Ontario College Library Consortium and the aforementioned resources are provided through a Service Level Agreement.
- Library staff completed several brief online video presentations to inform students about library services and resources. Video clips are now available to students 24/7 at <http://www.youtube.com/user/DurhamCollegeLibrary>.
- Library is an active participant in the Ontario College libraries consortia e-book project. Initiative is exploring the opportunity to jointly acquire e-books, by leveraging buying power and sharing expertise.

Business Plan goal:

Core institutional priorities

Durham College has steadily grown its reputation as a post-secondary institution of choice over the past number of years. Each day, all employees live the college's mission that the student experience comes first. Along with growing programs, developing new partnerships and furthering its approach to teaching and learning, Durham College will take a number of other actions in the year ahead that will ensure it is living its mission. These actions will further support the college's students, people, approach to business and its impact in the community.

In 2013-2014 we will:

Expand the college's part-time hiring project to all academic schools so as to realize greater support for associate deans, automation, and eliminate data duplication.

Status: Completed

Summary of successes:

- Part-time hiring project expanded to include all schools. One outcome of the expansion of the part-time hiring process is a working group led by Associate Vice-President, Academic Planning to ensure all improved efficiencies through this program are being realized.

Launch an Accessibility for Ontarians with Disabilities Act (AODA) awareness campaign in Fall 2013 so that everyone in the campus community understands the importance of this legislation and being an inclusive college.

Status: Completed***Summary of successes:***

- Rather than one-time awareness campaign, decision made to work toward further making AODA a regular focus in operational actions and activities.
- Worked with all managers to ensure they were well-informed about responsibilities for implementing 2013 and 2014 AODA requirements. This includes partnering some staff with provincial colleagues on working groups.
- Work underway to start prepping managers for 2015 requirements.
- Next phase of training planned for all staff, with messages developed for rollout of training.

Complete three lockdown exercises that will help prepare the campus communities for safe and effective response to an emergency or crisis situation.

Status: Completed***Summary of successes:***

- Lockdown exercises completed at Oshawa and Whitby campuses, including Centre for Food, and downtown UOIT locations.

Prepare for and complete an employee engagement survey in Winter 2014 that will provide greater understanding of the needs of the college family.

Status: Completed***Summary of successes:***

- Survey conducted from March 17 to 31 with 63.6 per cent response rate.
- Results will be reported to the Board with subsequent information and action items reported to the college community.

Produce and distribute a Health and Safety handbook/manual that will set out the specific expectations, responsibilities and requirements for all employees.

Status: Completed***Summary of successes:***

- Handbook completed early in July 2013 and posted on employee intranet.

Develop a student mobile application that includes campus way-finding capabilities.

Status: Completed

Summary of successes:

- Focus group discussions conducted.
- App researched, purchased and completed.

Realize content integration between the employee intranet (ICE), MyCampus, digital signage, the external corporate website and social media.

Status: Completed

Summary of successes:

- Content integration between ICE, digital signage, corporate website and social media realized. All of these systems are connected via internal processes and information is customized to fit the medium and audience and share where appropriate.
- MyCampus is the final phase of the student communications project. Design proposed, with feasibility and implementation schedule being determined.

Fully launch the I Heart DC committee and host one event per month, with a goal of further maximizing the student experience and creating an essence of appreciation and celebration on campus.

Status: Completed

Summary of successes:

- I Heart DC committee implemented and three meetings held to date.
- Launched ICE presence under committee pages with the objective of uploading relevant information and photos as events take place.
- New I Heart DC shirts ordered for orientation.
- I Heart DC brand integrated into existing materials.
- Significant presence at orientation activities and during exam week when student services ran activities to support students during this stressful time.
- Close to 200 I Heart DC testimonials submitted to date. Promoted through the website, social media, digital signage and print material.
- Annual calendar created, with 21 events held throughout the year.

Create a stewardship program that will increase the engagement and involvement of college donors and alumni.

Status: Completed

Summary of successes:

- Hired new administrator position to provide resources more dedicated to this function.
- New Durham College Stewardship Program developed to engage students, encourage them and alumni to develop an ongoing loyalty to Durham College.
- Program includes Durham College Graduating Class School Cup Challenge and Plant a Tree and Watch a Student Grow program.

Complete the current \$5 million fundraising campaign in support of the Centre for Food.

Status: Completed

Summary of successes:

- Fundraising target achieved.

Collaborate with Centennial College to raise \$200,000 in support for the Pickering Learning Site.

Status: Not completed

Summary of successes:

- A number of planning meetings held, however Centennial College shifted fundraising activities.
- Not able to achieve this target given Centennial's change of focus.

Demonstrate fiscal responsibility by achieving a balanced budget.

Status: Completed

Summary of successes:

- College currently projects a small surplus for 2013-2014, to be confirmed in June 2014 with the approval of the audited financial results by the Board.

Demonstrate college system leadership through the establishment of a new tuition set-aside fund that will be used to support the financial needs of international students.

Status: Completed

Summary of successes:

- Fund established in 2013-2014 budget and impacts of this have been seen from the September 2013 semester.
- Thirty-three students awarded textbook scholarships from the fund with awards based on higher-than-required English proficiency levels.
- Twenty-five on-campus jobs available to international students through work-study program.
- Emergency fund available and administered jointly between the International Office and Financial Aid and Awards for those students experiencing financial hardship.

Implement the Student Affairs office restructuring and expansion plan.

Status: Completed

Summary of successes:

- Transition of the Office of the Registrar into the Student Affairs portfolio successfully completed.
Whitby campus:
 - Mental health nurse moved to campus in October and there four days per week, which meets current demand. Nurse provides onsite first aid and mental health services for students.
 - Student Success Centre receptionist hired for eight months, 35 hours per week, to provide front-line and triaging services.
 - Academic support resources developed for Centre for Food programs.
 - Student Academic Learning Services (SALS) provided class visits to all first-year students, apprenticeship students and program transfers.
 - New dedicated writing tutors for Office Administration students.
 - Provided new accounting clinics and supports in Whitby.
 - Conducted workshops about DC Connect's SALS academic supports for students and faculty.
- Pickering Learning Site:
 - Provided accounting, writing, computer technology and ESL supports to students.

BOARD REPORT

Public: ☒
In-Committee: ☐

Action Required:
Discussion ☐
Decision ☒

DATE: April 9, 2014

FROM: Paul Bishop, Registrar

SUBJECT: 2014/15 and 2015/16 Tuition Fees

A. Purpose

To gain approval for tuition fees for the 2014/15 and 2015/16 academic years.

B. Background

This report aligns with Minister's Binding Policy Directive (MBPD) - 2.0 Finance and Administration Tuition and Ancillary Fees Reporting regarding details on establishing tuition and ancillary fees, issued pursuant to the Ontario Colleges of Applied Arts and Technology Act, 2002. The College is responsible for ensuring that tuition and ancillary fees for all programs of instruction and courses operated by the College have been approved by the Board of Governors.

The government of Ontario regulates tuition fees. The tuition policy permits college Boards of Governors to increase fees to a maximum of 3 percent each year, when averaged across all students.

The policy permits the differentiation of fee increases by program and year of study within the permitted overall 3 percent increase as follows:

- First year fees in high demand programs can be raised by up to 5 per cent. High demand programs may include basic (first entry) programs of up to 15 percent of the total college enrolment, and all post-basic (second entry graduate certificate) programs. Upper year fees in high demand programs can be raised by 4 percent.
- Tuition fees in all other programs (all years) can be raised by 3 percent.

For 2013-14, Durham College's overall increase in tuition fees met the maximum allowable increase.

C. Discussion/Options

It is essential that the College achieve the full 3 percent annual revenue increase permitted under the tuition policy without exceeding this figure.

In 2013/14, the MTCU announced a change in policy that held annual tuition fee increases to 3 percent for the next several years. Knowing that this is the case, it is recommended that the Board approve tuition fee increases for all domestic full-time post-secondary programs by 3 percent for the next two years.

Exceptions to these increases are:

- Advanced Care Paramedic
- Power Engineering Technician
- Pre-Service Firefighter Education and Training
- Primary Care Paramedic
- VFX and Digital Cinema

For reasons of competitive pricing, tuition for these programs will be increased by 1.5 percent annually – or 3 percent over the two years.

For domestic basic post-secondary programs, this represents the following increases:

2013/14 (Current)	2014/15	2015/16	Increase 2014/15	Increase 2015/16
\$2,608.99	\$2,687.25	\$2,767.86	\$78.26	\$80.61

Please see **Appendix A** for details on first year tuition fee increases for all previous defined highly competitive programs.

Tuition fees for international students in basic post-secondary programs will also increase at the rate of 3 percent as follows:

2013/14 (Current)	2014/15	2015/16	Increase 2014/15	Increase 2015/16
\$11,819.58	\$12,174.16	\$12,539.38	\$354.58	\$365.22

The 3 percent increase will also apply to the miscellaneous tuition fees, as detailed in **Appendix B**.

In addition to the above changes, the College will be charging HST on all apprenticeship classroom fees.

Classroom Fee	HST	Total
\$300	\$39	\$339
\$400	\$52	\$452
\$500	\$65	\$565
\$600	\$78	\$678

Given that fees are being approved for two years, it is acknowledged that should there be any change in Ministry policy related to tuition fees during the next year, the Board will be advised and revisions brought forward for approval.

D. Financial/Human Resource Implications

Tuition fee revenues are critical to the financial health of the College and as such, it is essential that we continue to increase to the allowable maximums according to ministry guidelines.

E. Implications for UOIT (if applicable)

None.

F. Recommendation(s)

That the Durham College Board of Governors approves the proposed increases to 2014/15 and 2015/16 tuition fees as presented.

Appendix A

Tuition Fees Highly Competitive Programs	2013/14 (Current)	2014/15	2015/16	Increase 2014/15	Increase 2015/16
911 Emergency and Call Centre Communications	\$2,969.49	\$3,058.57	\$3,150.32	\$89.08	\$91.75
Addictions & Mental Health	\$4,817.31	\$4,961.82	\$5,110.67	\$144.51	\$148.85
Advanced Care Paramedic	\$16,109.20	\$16,350.83	\$16,596.09	\$241.63	\$245.26
Advanced Law Enforcement and Investigations	\$3,502.00	\$3,607.06	\$3,715.27	\$105.06	\$108.21
Animation - Digital Arts	\$4,202.40	\$4,328.47	\$4,458.32	\$126.07	\$129.85
Animal Care	\$3,017.90	\$3,108.43	\$3,201.68	\$90.53	\$93.25
Communicative Disorders Assistant	\$4,817.31	\$4,961.82	\$5,110.67	\$144.51	\$148.85
Court and Tribunal Agent Paralegal	\$3,479.34	\$3,583.72	\$3,691.23	\$104.38	\$107.51
Contemporary Media Design	\$3,056.01	\$3,147.69	\$3,242.12	\$91.68	\$94.43
Culinary Skills	\$2,729.50	\$2,811.38	\$2,895.72	\$81.88	\$84.34
Dental Assisting (Levels I and II)	\$3,819.24	\$3,933.81	\$4,051.82	\$114.57	\$118.01
Dental Hygiene	\$8,595.35	\$8,853.21	\$9,118.80	\$257.86	\$265.59
Digital Photography	\$2,695.51	\$2,776.37	\$2,859.66	\$80.86	\$83.29
Digital Video Production	\$2,695.51	\$2,776.37	\$2,859.66	\$80.86	\$83.29
Electrical Technician – Instrumentation & Control	\$2,786.15	\$2,869.73	\$2,955.82	\$83.58	\$86.09
Game Development	\$6,537.41	\$6,733.53	\$6,935.53	\$196.12	\$202.00
Gas Technician 2	\$3,220.81	\$3,317.43	\$3,416.95	\$96.62	\$99.52
Graphic Design	\$3,056.01	\$3,147.69	\$3,242.12	\$91.68	\$94.43
Heating, Ventilation & Air Conditioning Techniques	\$3,220.81	\$3,317.43	\$3,416.95	\$96.62	\$99.52
Hospitality Management	\$2,729.50	\$2,811.38	\$2,895.72	\$81.88	\$84.34
Human Resource Management	\$3,406.21	\$3,508.39	\$3,613.64	\$102.18	\$105.25
Mechanical Technician – Mechanical Maintenance & Control	\$2,830.44	\$2,915.35	\$3,002.81	\$84.91	\$87.46
Mediation – Alternate Dispute Resolution	\$3,243.47	\$3,340.77	\$3,440.99	\$97.30	\$100.22
Power Engineering Technician	\$6,109.96	\$6,201.60	\$6,294.62	\$91.64	\$93.02
Practical Nursing	\$3,819.24	\$3,933.81	\$4,051.82	\$114.57	\$118.01
Pre-Service Firefighter Education and Training	\$11,522.61	\$11,695.44	\$11,870.87	\$172.83	\$175.43
Primary Care Paramedic	\$7,722.94	\$7,838.78	\$7,956.36	\$115.84	\$117.58
Social Service Worker	\$3,056.01	\$3,147.69	\$3,242.12	\$91.68	\$94.43
Sport Business Management	\$3,136.35	\$3,230.44	\$3,327.35	\$94.09	\$96.91
Youth Corrections and Interventions	\$3,136.35	\$3,230.44	\$3,327.35	\$94.09	\$96.91
VFX and Digital Cinema	\$8,240.00	\$8,363.60	\$8,489.05	\$123.60	\$125.45

Appendix B

Miscellaneous Tuition Fees	2013/14 (Current)	2014/15	2015/16	Increase 2014/15	Increase 2015/16
Challenge Exam/Portfolio Assessment (per course)	\$142.70	\$146.98	\$151.38	\$4.28	\$4.40
Portfolio Development (per hour)	\$6.33	\$6.51	\$6.70	\$0.18	\$0.19
Tuition Short (per week)	\$71.23	\$73.36	\$75.56	\$2.13	\$2.20
Part-Time Post-Secondary (per hour)	\$6.07	\$6.25	\$6.43	\$0.18	\$0.18

BOARD REPORT/EXECUTIVE SUMMARY

Public: ☒
In-Committee: ☐

Action Required:
Discussion ☐
Decision ☒

DATE: April 9, 2014

FROM: Paul Bishop, Registrar

SUBJECT: 2014-15 Compulsory Ancillary Fees

A. Purpose

A report to gain approval from the Board of Governors for compulsory ancillary fees for the 2014-15 academic year.

B. Background

The government of Ontario regulates tuition fees. As per the Minister's Binding Policy Directive 2.0 Finance and Administration – Tuition and Ancillary Fee Reports, the college is responsible for ensuring that tuition and ancillary fees for all programs of instruction and courses operated by the college have been approved by the board of governors.

Provincial policy (MBPD 2.0) requires that a Compulsory Ancillary Fee protocol be negotiated between each college board of governors and the student association. The Durham College protocol allows compulsory ancillary fees to be increased by an amount consistent with inflation without referendum or other student approval. If a request for an increase exceeds the established rate of inflation, the increase must receive the approval of the student association. The student association may set its own fees at its discretion, with student association board approval.

As a result of the ongoing challenges in the working relationship with the Student Association this year, the college sought, and received special Ministry approval to strike an Ancillary Fee Protocol Committee, comprised of student representatives from each school.

C. Discussion/Options

As requested by the Board, a cost of living increase of 1.3% has been agreed upon between Durham College and UOIT. This rate has been used to calculate the annual increase for most of our ancillary fees. Exceptions are as follows:

- **UPASS Transit Fee:** This year Durham Region Transit requested the approval of a three year plan which called for an annual increase of 16% per year for three years, resulting in an overall increase of 48% by 2016.

Although the annual increase was less than the 20% increase limit above which a referendum is required, the significant increases for three years in a row were unprecedented and were put to a referendum vote by the student body. This referendum was implemented by two student leaders and resulted in an 87.52% vote in favour of the increase.

- **Health Services Fee (formerly Student Assistance Program Fee):** This fee will increase by 19.7% next year to address increasing costs in delivery of mental health support and administrative costs. This increased rate is higher than the annual cost of living, but lower than the threshold for a referendum vote. The increase was presented to the Student Fee Protocol Committee for approval and was unanimously endorsed.
- There will be no fee increase this year to the following Student Association levies:

Health Plan
Dental Plan
Student Association
Student Centre
Campus Radio Station

- In addition, there will be no increase to the Copyright Fee.

D. Financial/Human Resource Implications

The increases to these fees will allow the college to maintain current service levels to our student body.

E. Implications for UOIT (if applicable)

UOIT is also mandated to have and implement a protocol that was used for their fee reviews.

F. Recommendation(s)

That the Durham College Board of Governors approves the 2014-15 compulsory ancillary fees as presented in Appendix A.

Appendix A

Mandatory Ancillary Fees	2013/14	2014/15
Athletic Complex Membership Fee	\$33.55	\$33.99
Intercollegiate Athletics	\$34.72	\$35.18
Health Services Fee (formerly Student Assistance Program)	\$12.43	\$14.88
Student Handbook	\$5.59	\$5.67
Student I.D.	\$16.77	\$16.99
Information Technology (IT) Services	\$180.86	\$183.22
Security (24 hour access to computer lab)	\$25.21	\$25.54
Athletic Centre Expansion Fee	\$159.72	\$161.80
U Pass Transit Fee	\$154.00	\$178.00
Graduation Fee (all 1st year and direct entry students)	\$33.04	\$33.47
Copyright Fee	\$3.38	\$3.38
Student Association Levies	2013/14	2014/15
Student Association	\$102.31	\$102.31
Health Plan	\$105.53	\$105.53
Dental Plan	\$88.13	\$88.13
Student Centre	\$58.51	\$58.51
Campus Radio Station	\$10.90	\$10.90
Total	\$1,024.65	\$1,057.50

Notes:

- Health and Dental insurance plan fees are estimates. Actual fees will be determined and confirmed by the insurer under the agreement with the Student Association.
- Students may opt out of the Health and Dental plans at the Student Centre with proof of comparable, supplemental medical coverage.
- International students pay a separate fee of \$560.00 for health coverage under a College contract with Sun Life in lieu of OHIP. They also pay the Student Association fees for supplemental health and dental coverage of \$193.66.





Durham College presents a balanced budget

- Funding reductions continue
- Budget provides funding for:
 - Expanding college programs and operations
 - Improving the quality of academic programs and student services
 - Supporting curriculum renewal and new program development
 - Supporting the business plan initiatives
- Sixth consecutive balanced budget since 2009-10



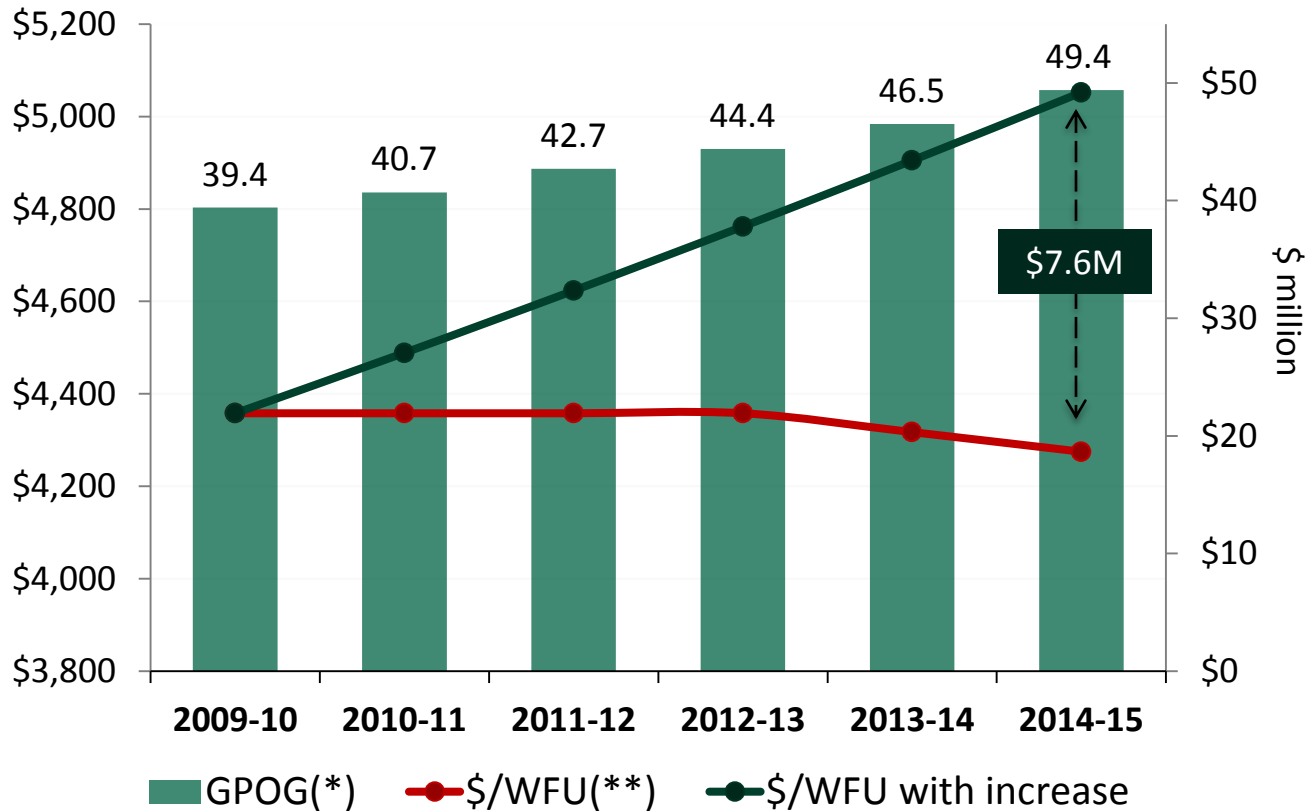
Funding reductions continue in 2014-2015

- Further decrease in the operating grant
- Expansion of international student recovery
- Elimination of “Small, Northern, Rural” grant
- Reduction in tuition fee increase

Since 2012-13, total impact of funding reductions is \$2.0 million.
Impact of reduced tuition fee increase is \$1.2 million



Impact of flat/decreasing operating grant is \$7.6 million in 2014-2015



(*) GPOG: General Purpose Operating Grant

(**) WFU: Weighted Funding Unit



Despite funding reductions, 2014-15 budget supports college expansion

- Six new post-secondary programs
- Fall semester enrolment increases to 10,828 students
- Eight new faculty and ten staff
- \$9 million allocation to capital expenditures

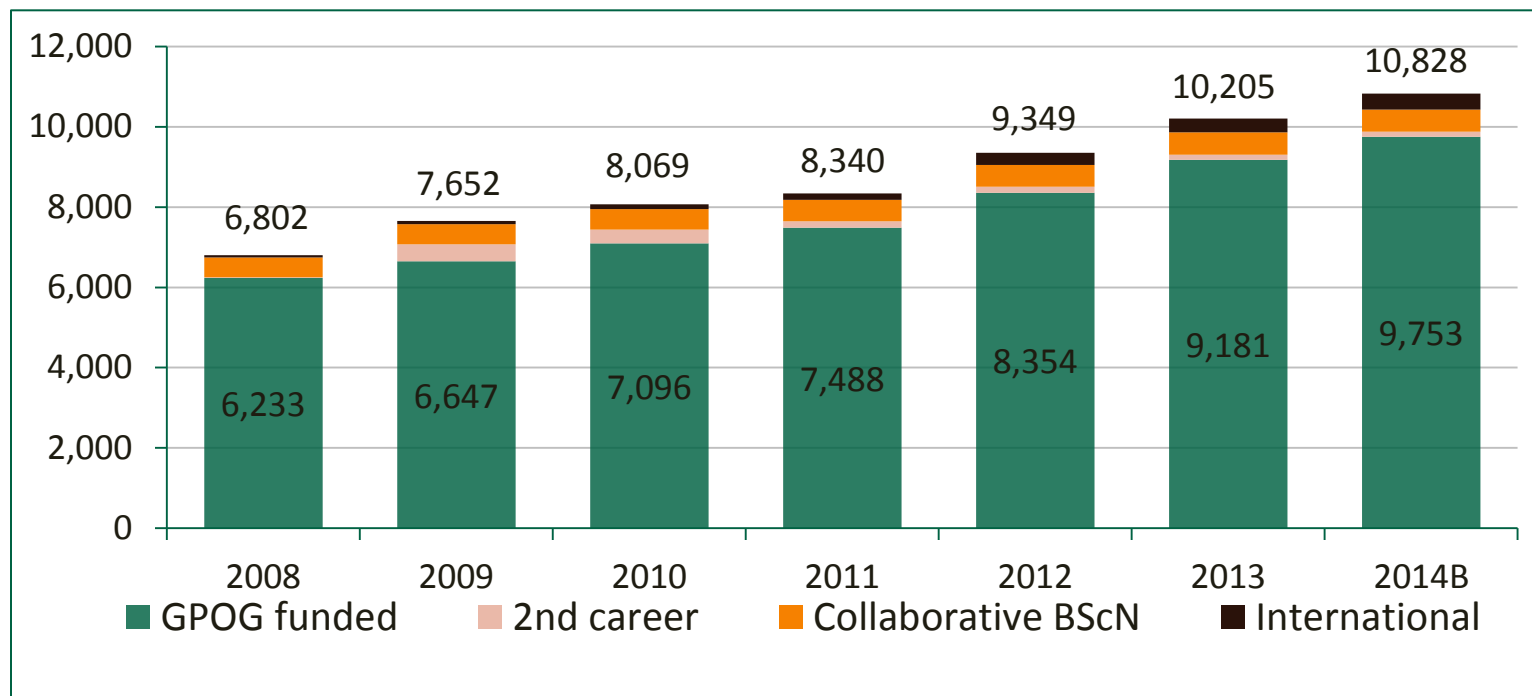


New programs

Program	Duration	Credential
Activation Coordination in Gerontology	One year	Graduate Certificate
Event Management	One year	Graduate Certificate
Journalism – Broadcast and Electronic Media	Two years	Ontario College Diploma
Hospitality Skills	One year	Ontario College Certificate
Law Clerk Advanced (Fast-track)	Three semesters	Ontario College Advanced Diploma
Mechanical Engineering Technician – Non-Destructive Evaluation (Fast-track)	One year	Ontario College Diploma



Enrolment growth

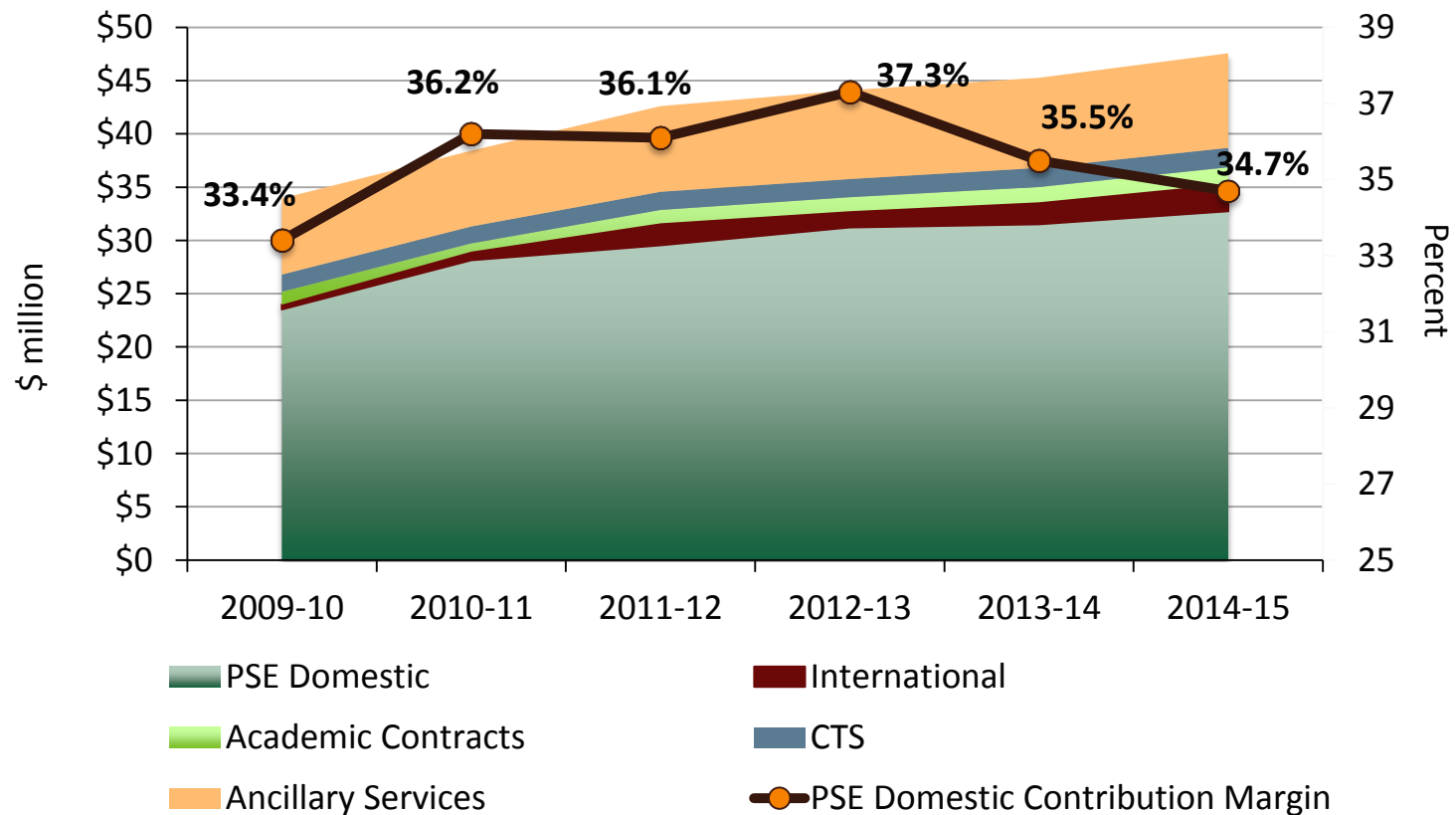


- 572 (6.2%) increase in GPOG(*) funded students including 106 from new programs
- Second career students remain stable at 125
- 550 Collaborative Nursing Degree program students
- 400 international students represent 16.3% increase from previous year
- 1,257 apprenticeship, 722 academic upgrading, 1,800 secondary school students and 19,000 continuing education registrants (not included in the chart).



Financial contribution from academic and ancillary operations

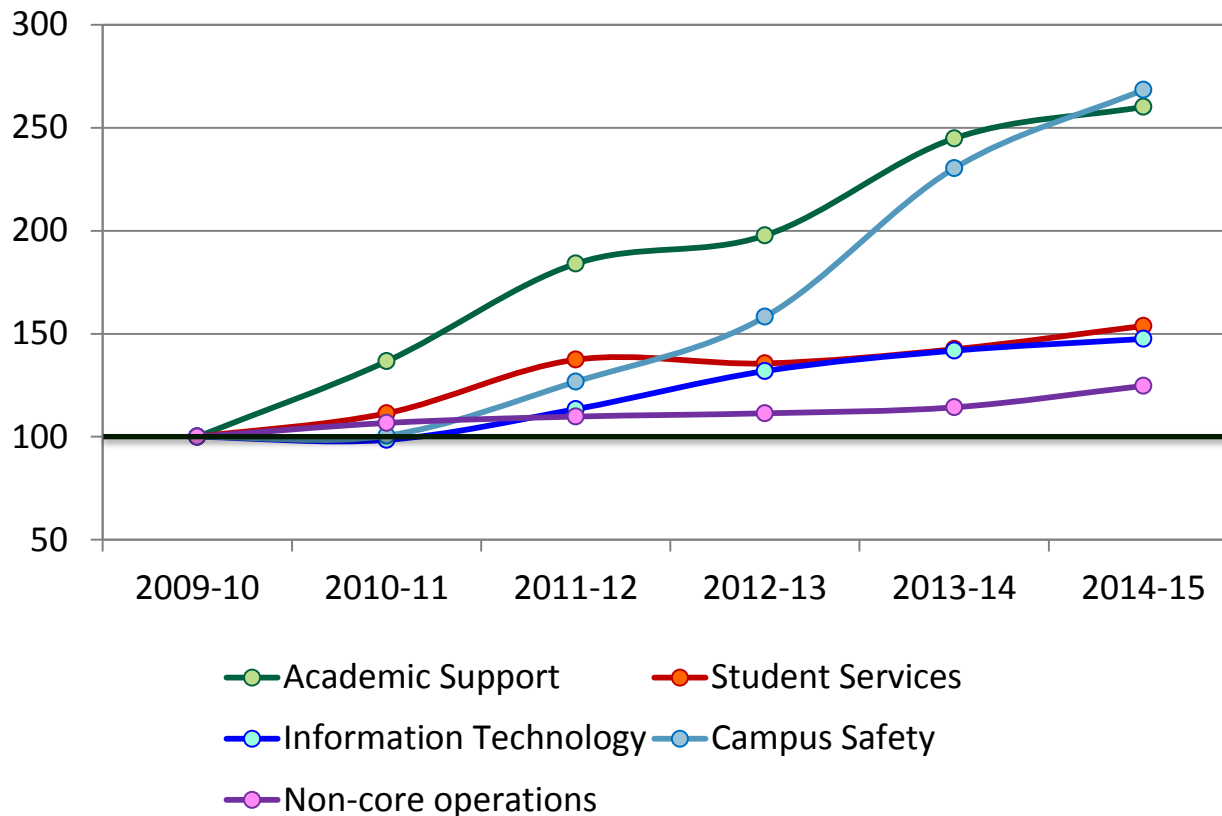
Share of post-secondary domestic education in total contribution is 69%.
International education increased its share from 1% to 5% since 2009.





Budget spending

Despite funding limitations, the college has been able to grow budgets in key functional areas

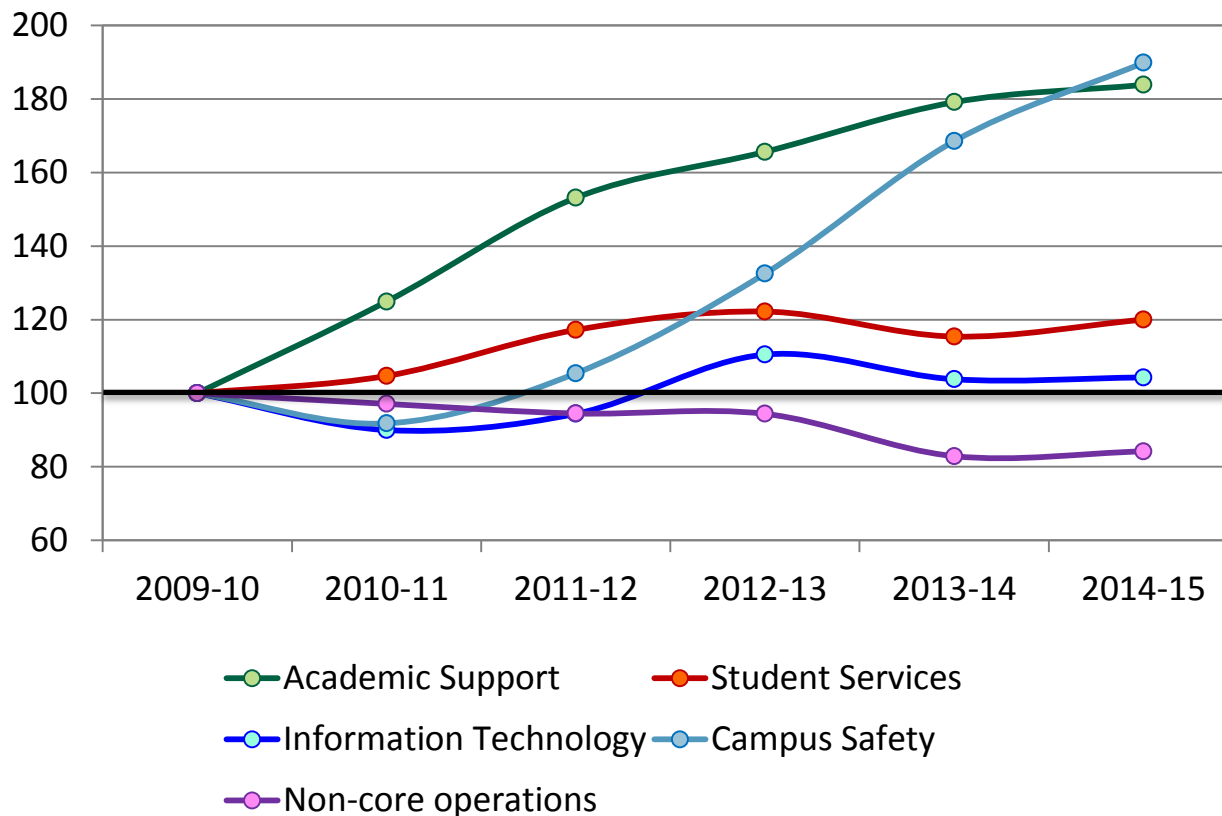


Budgeted spending (indexed to 2009-10)



Budget spending per enrolment

College managed to increase its per-enrolment budgets in key functional areas despite 60% enrolment growth since 2008-09



Budgeted spending per enrolment (indexed to 2009-10)



Budget assumptions

Budget variable	Assumption
Operating grants	Funding for base and growth funding units according to the current formula with the decrease of \$42 per weighted funding unit.
Tuition fees	3 % overall increase for all programs in line with the tuition fee policy
Salaries and benefits	<ul style="list-style-type: none">• Faculty: estimated adjustment for collective agreement and step increases• Contract faculty: inflationary adjustment• Support staff: estimated adjustment for collective agreement and step increases• Administration: estimated pay-band adjustment and for progress in pay-band based on performance
Annual cost of interest	4.0 % per annum



Operating Budget

\$'000	Actual 2012-13	Forecast 2013-14	Budget 2014-15	Variance Budget vs. Forecast
Total academic revenues	101,823	107,438	114,729	7,290
Total academic expenses	(66,902)	(70,523)	(76,019)	(5,496)
Academic contribution	34,921	36,916	38,710	1,794
Contribution margin	34.3%	34.4%	33.7%	NA
Net funds allocated for services	(28,930)	(31,750)	(34,445)	(2,694)
Ancillary operations	8,090	8,382	8,869	487
Corporate revenues/(expenses)	(1,671)	(1,116)	(1,390)	(274)
Net amortization expense	(7,938)	(8,443)	(8,633)	(189)
Interest expense	(4,131)	(3,964)	(3,112)	851
In-year surplus/deficit)	342	26	0	(26)



Capital Budget

\$6.3 million of the \$9.0 million capital budget will be sourced from the college's operating cash flow

	(\$'000)	
Academic	1,102	Instructional and academic lab equipment
Student services and general administration	1,140	Athletic space and equipment at Whitby; recruitment booth enhancements; internal branding; donor wall
Information Technology	2,200	Implementation of Banner financial aid and ODS/EDW systems; Banner revitalization and MEP; lab refresh; voice mail upgrade
Facilities	3,573	Renovations to the Gordon Willey building L and C wings and Dining Room. New computer lab and library renovations at Whitby; CMMS implementation
Residence renovations	760	Renovations at Simcoe Village. Funded from the residence reserve.
Accessibility pool and contingency	225	Pool for accessibility improvements and contingency
Total	9,000	



Cash flow forecast

Cash flow projection shows a net outflow of \$0.2 million. The college has a total of \$11 million line of credit.

	\$'000
Cash flow from operations	8,983
Cash flow from working capital	550
Investing activities	(9,000)
Deferred contributions	2,689
Re-payment of long-term debt	(3,431)
Net cash flow	(209)



Assessed risks with 2014-2015 budget

- Domestic and international enrolment targets
- Tuition set-aside allocation for overhead
- A few programs in the School of Skilled Trades, Apprenticeship and Renewal Technology
- Shared services overhead
- Faculty and support staff collective agreements



Conclusion

- Durham College presents a balanced 2014-15 budget. The sixth consecutive balanced budget since 2009-10.
- Budget supports the college's business plan priorities
- Enrolment approaches to 11,000 students
- Budget supports the expansion of the college with six new programs and new hires of eight faculty and ten staff
- Budget funds \$9.0 million of capital expenditures
- Budget allows for \$3.4 million reduction in the long-term debt.

QUESTIONS?



Tell us why
you love DC

 **#iheartDC**

BOARD REPORT

Public: ☒
In-Committee: ☐

Action Required:
Discussion ☒
Decision

DATE: March 12, 2014

FROM: Judy Robinson, Vice-President, Academic

SUBJECT: The Road Ahead: Durham College's Renewed Academic Direction

A. Purpose

To provide the Board of Governors with an update on the Academic Direction at Durham College.

B. Background

Durham College's first Academic Direction (plan) was implemented in 2009. Over the past four years all key goals/objectives have been completed. This report provides an overview of Durham College's renewed Academic Direction and its key priorities to support the College's mission and vision.

A new Durham College Strategic Plan was implemented in 2013 and Durham College's first Strategic Mandate Agreement is currently being negotiated with the Ministry of Training, Colleges and Universities (MTCU). Given the completion of the College's first Academic Direction (plan), the implementation of a new Strategic Plan, the negotiation of the College's first Strategic Mandate Agreement and numerous system-wide changes occurring in post-secondary education, this is the ideal time to renew our Academic Direction.

In addition to the college's Strategic Plan, Strategic Mandate Agreement, vision, mission and values, the Academic Direction (plan) provides a roadmap outlining key actions to be undertaken at the program and school level. These actions have been aligned with the key goals and objectives of Durham College and to system-wide changes occurring in post-secondary education.

The renewed Academic Direction provides a framework for actions and ongoing dialogue within the institution among the stakeholders going forward.

C. Discussion/Options

Post-secondary education is an important driver of social and economic development, as well as an important achievement for students. The literature indicates that graduates of post-secondary education have improved labour market outcomes compared to those without higher education, including higher employment rates and greater earning levels over time.

Leading in today's post-secondary environment requires a focused academic direction to meet the needs of students, graduates and employers. The College's renewed Academic Direction is intended to focus and guide the actions of those directly involved in delivering curriculum to support the student experience, student success and the college's mission and vision. The overarching goals of Durham College's renewed Academic Direction include the following key priorities:

Quality programs - achieved through:

- A balanced program mix, competitive within the system;
- Ongoing quality assurance processes;
- New and renewed educational resources and learning spaces;
- Academic pathways and credit recognition; and
- Universal Design for Learning (UDL).

The Evolution of Teaching and Learning - achieved by supporting our faculty in:

- Delivering learning through effectively designed curriculum;
- The innovative use of instructional technology in the classroom and for hybrid and online learning;
- Renewing our focus on the Essential Employability Skills;
- Providing increased opportunities for experiential learning including applied research and social innovation;
- Developing Communities of Practice; and
- Engaging in professional development activities.

The key priorities of the Academic Direction and the actions to be undertaken are provided in more detail in the accompanying document – The Road Ahead: Renewing our Academic Direction.

D. Financial/Human Resource Implications

Financial and human resource implications arising from the implementation of the renewed Academic Direction will be managed through the normal annual budget planning and approval processes.

E. Implications for UOIT (if applicable)

Durham College remains fully committed to continuing to work collaboratively with UOIT through the goals/objectives established in Durham College's Strategic Plan, Strategic Mandate Agreement and through its renewed Academic Direction.

F. Recommendation(s)

That the Durham College Board of Governors receive Durham College The Road Ahead: Our Renewed Academic Direction for information.

The Road Ahead: Renewing our Academic Direction





Mission

The student experience comes first at Durham College.

Vision

Durham College is the premier post-secondary 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.

Introduction

The role of post-secondary education is to prepare young people for productive, responsible and fulfilling lives in our society, economy, democracy and in families.¹

As the demands of the work environment and society change, so must the academic preparation of students to ensure their readiness to work and be productive citizens in today's knowledge-based, technology-driven, globalized environment.

In envisioning Durham College as the premier post-secondary destination for students who succeed in a dynamic and supportive learning environment, we must consider the actions to be taken as we renew our academic direction and position ourselves to be a leader in post-secondary education.

What will differentiate our post-secondary educational institution, our faculty, our students, our graduates and our alumni within the communities in which they live and work?

What method(s) of engagement in learning or theoretical framework might be most effective in preparing students and graduates with skills such as knowledge construction, collaboration, skilled communication, critical thinking, real-world problem solving, global awareness, the skillful use of technology, independent learning, self-regulation, leadership and entrepreneurship?

How can we enhance experiential learning, applied research and community partnerships and increase our contribution to the social needs and economic prosperity of our region?

¹ Mortenson.T. (2012) in College and University Vol. 88 No. 3. Spring 2013, pg 18



Intention

Durham College's vision will be realized through a renewed academic direction that embraces our faculty as the key to preparing students for the demands of a knowledge-based, technology-driven, globalized work environment. Our collective efforts will differentiate our post-secondary institution and firmly establish Durham College as the absolute first choice for the student experience, learning, support, mobility and access.

This renewed academic direction remains committed to the quality of our programs and the evolution of teaching and learning and complements Durham College's strategic plan, strategic mandate agreement, strategic enrolment plan and key post-secondary trends in the Ontario college sector.

Key academic priorities

Our academic direction will be achieved and articulated within two main areas of focus:

- Quality programs.
- The evolution of teaching and learning.

1. QUALITY PROGRAMS

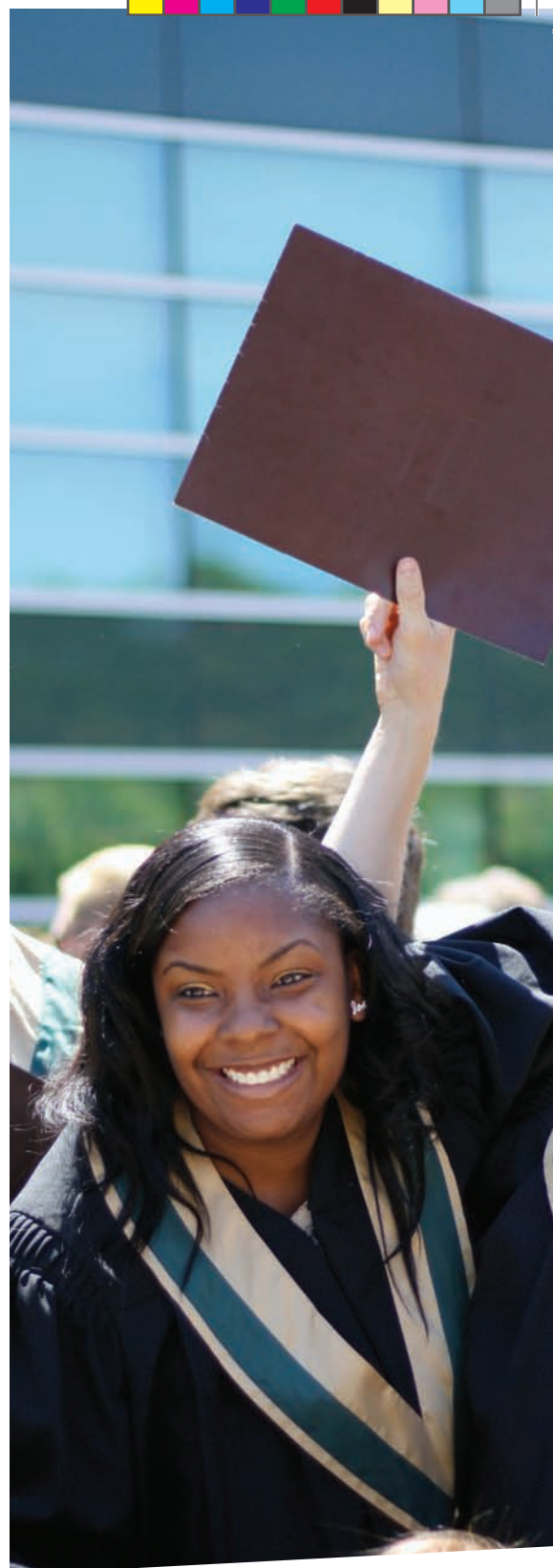
Positioning ourselves as leaders within the post-secondary sector is dependent on the quality of the academic programming we deliver and the satisfaction of students, graduates and employers with the outcomes. This is best achieved through:

- A balanced program mix, competitive within the system.
- Ongoing quality assurance processes.
- New and renewed educational resources and learning spaces.
- Academic pathways and credit recognition.
- Universal Design for Learning (UDL).

2. THE EVOLUTION OF TEACHING AND LEARNING

Quality student outcomes are tied to the quality and expertise of our faculty members and their ability to provide high-quality teaching, authentic assessment and an engaging learning environment. Innovative approaches to teaching and learning are key to expanding access to post-secondary education and increasing student engagement, retention and graduation rates. This is best achieved by supporting our faculty members in:

- Delivering learning through effectively designed curriculum.
- The innovative use of instructional technology in the classroom and for hybrid and online learning.
- Renewing our focus on essential employability skills.
- Providing increased opportunities for experiential learning including applied research and social innovation.
- Developing Communities of Practice.
- Engaging in professional development activities.





Focused direction

1) QUALITY PROGRAMS

A balanced program mix, competitive within the system

We will define our areas of program strength and differentiation and achieve optimum enrolment by ensuring a program mix that is competitive within the post-secondary system and aligns with the changing post-secondary and labour market sectors. We will also continue to expand our program mix inclusive of four-year baccalaureate degrees, two-plus-two college degrees in four years and three-year baccalaureate degrees built from the foundations of current three-year diplomas (once sanctioned through a change in public policy).

Ongoing quality assurance processes

In the final report of the January 2014 Program Quality Assurance Process Audit of Durham College, the Ontario College Quality Assurance Service noted that Durham College met all six criteria and that they were impressed with the quality assurance processes and policies in place. We will continue to advance our quality assurance processes as we balance our program mix to meet the growing demands of this region and ensure our programs are agile and responsive to students' learning needs and the demands of the labour market.

New and renewed educational resources and learning spaces

As the college approaches its 50th anniversary in providing post-secondary education for more than 30,000 learners annually, the need for the renewal of existing learning space, the evergreening of existing equipment and learning technology, the development of new learning space and the acquisition of new equipment/technology is of paramount importance in supporting faculty in the delivery of quality programs and in supporting student satisfaction.

We will work collaboratively across the college to review the competing demands for resources and implement new ways of allocating resources. We will also work collaboratively with our external partners to develop plans for new learning space through the campus master plan and the Durham Learning and Business Innovation Park (dLab) development.

Academic pathways and credit recognition

Durham College has a remarkable 450 pathways in place with post-secondary institutions across Canada and around the world. Students view mobility and access to the different educational experiences offered by colleges and universities as essential to their success in the workplace. We will continue to support academic mobility for students, becoming leaders in providing a more user-friendly and articulated approach for credit transfer, prior learning assessment and recognition (PLAR) and through academic pathways, among and between colleges and universities, to support the laddering of skills and credentials.

UDL

We know that each student learns differently and can benefit from having a variety of learning formats to choose from, flexible assessments and tools designed to help with the organization of new information and skills. Universally designed curriculum reduces the need for special accommodation for students with disabilities and improves accessibility for the benefit of all students. We will become leaders in supporting accessibility and the learning needs of our students by advancing the use of UDL in providing multiple and/or flexible ways of engaging with the curriculum to make classrooms and learning more inclusive.



2) THE EVOLUTION OF TEACHING AND LEARNING

Learning through effectively designed curriculum

Curriculum is one of the key ways in which faculty engage students in learning. One of the ways to prepare students to work in today's knowledge-based, technology-driven, global environment is through effectively designed curriculum that challenges the college to move away from selecting and transmitting information to guiding students to find, analyze, evaluate and apply information.

We must ensure that our curriculum, methods of teaching and learning, methods of assessment and the taxonomy of our learning outcomes meet the demands of the work environment. Effectively designed curriculum will engage students in active learning, real-world problem solving and critical thinking and give them the skills needed to advance their success.

Innovative use of instructional technology in the classroom and for hybrid and online delivery

Durham College is known for its very successful technology-enabled Critical Care Nursing (e-learning) graduate certificate and Mechanical Techniques – Industrial (online) programs. Using a hybrid mode to deliver a course of study provides students with a combination of in-class/lab learning and online learning as means of engaging with curriculum content, peers and faculty members.

This innovative use of technology-enabled learning presents us with the opportunity to engage our students in learner-centred activities and empowers them in taking an increased level of responsibility for their own learning. We are committed to creating the best learning environment possible for students, including technology-enabled, flexible learning, to open up opportunities for all students including non-traditional learners and workers in need of reskilling/upskilling. We would be remiss if we graduated students who are not empowered to be lifelong learners through the experience of online learning. An increased use of instructional technology can improve student outcomes and create an enriched face-to-face classroom experience.

Renewed focus on essential employability skills

The Ministry of Training, Colleges and Universities (MTCU) has outlined 11 essential employability skills that are critical for success in the workplace, in day-to-day living and for lifelong learning, regardless of a student's program or discipline. Employers and students indicate a need in developing and enhancing these skills prior to graduation. By embedding the essential employability skills outcomes in program curriculum and assessing them along with vocational outcomes, we can better prepare our students for success during their studies and following graduation.

Increased opportunities for experiential learning including co-op placements, applied research and social innovation/service learning

Experiential learning is central to the mission, focus and reality of Ontario's community colleges and can often be one of the key factors for students in securing their first job within six months of graduation. Faculty play a key role in ensuring the curricula and outcomes include opportunities for experiential learning through learning activities in the classroom and lab; through field placements; and via practicums.

Increasingly faculty and students have expressed the significant value of applied research and community/social innovation projects in the development of transferrable job skills. Experiential learning can be enhanced for students by establishing partnerships with industry and business to ensure every college credential leading to an employment outcome has a meaningful experiential learning component to prepare them for employment.



Developing faculty Communities of Practice

Testimony from faculty members who have engaged in the Durham College Teaching Certificate indicate the value of learning within a Community of Practice with their learning and practice of teaching transformed into one of connectedness. Additionally, there are many examples of exemplary teaching and learning being implemented by our faculty across our college. We need to recognize and share this wealth of knowledge. Communities of Practice can provide a forum for faculty members to share their teaching experiences and develop best practices in engaging students in learning and methods of assessment. They can also build a sense of belonging and relatedness by acknowledging and highlighting the key role that our faculty play in post-secondary education.

Engaging in professional development

Durham College recognizes the importance of our most valuable resource – our employees. As a learning organization, we are committed to providing and encouraging professional development to support our faculty in developing their skills in teaching, learning, assessment and professional business/industry practices through internal and external opportunities for learning.



Actions

Each area of emphasis below is articulated as a question. The following actions are then intended to assist with answering each question by focusing on and addressing an area of emphasis that is measureable and will yield positive outcomes to support the success of our students, our faculty and our college. Each area of focus also indicates who will be involved.

QUALITY PROGRAMS

1. A balanced program mix, competitive within the system – Academic Leadership Team (ALT)

What actions need to be taken to build a balanced program mix that is competitive within the post-secondary system and addresses the population growth pressures by increasing our enrolment by two to three per cent for each of the next three years?

- Expand the current high-quality program mix by implementing the programs identified in Durham College's strategic mandate agreement.
- Continue to use evidence-based data to determine new programs based on labour market needs and student demand.
- Determine the appropriate apprenticeship mix based on labour market needs and student demand.
- Launch the college's first two four-year degree programs: Bachelor of Health Care Technology Management and Bachelor of Behavioural Sciences.
- Determine the next four-year degree programs for development and approval.
- Participate on the Ontario Colleges Three-Year Degree Task Group and Working Committee to champion the conversion of targeted three-year advanced diplomas to three-year degrees.
- Embed the field-to-fork concept into the agriculture, culinary and hospitality curricula and practices to differentiate our agriculture, culinary, hospitality and food science program offerings within the system.

2. Ongoing quality assurance processes – (ALT), program teams and manager, Program Development and Quality Initiatives

What actions should be taken to enhance our continuous improvement and quality assurance processes?

- Develop a model/framework that allows us to benchmark individual program performance against established criteria.
- Utilize the model/framework to further strengthen the college's approach to program prioritization and differentiation.
- Develop and implement a policy and procedure for program revision (minor and major) to ensure approval processes are maintained and completed.
- Review our policy and procedure for student evaluations of full-time faculty and implement a more frequent and comprehensive evaluation process.
- Implement processes to ensure that new and innovative teaching methods are evaluated to ensure their effectiveness; identify best practices; and share identified successes among faculty across the college.

3. New and renewed educational resources and learning spaces – ALT and Durham College Leadership Team (DCLT)

How can we renew existing space and establish new space to better meet the learning needs of students and faculty?

- Establish a Campus Master Planning Committee led by a senior-level academic with faculty, student and other administrative representation to identify the key areas of educational resources and space needs.
- Establish principles to determine the priorities in renewing learning space, purchasing new academic capital equipment and evergreening technological equipment to support a robust learning environment.
- Establish funding to ensure planning has meaning and outcomes are achievable.
- Begin the planning for new learning facilities that include state-of-the-art technology and classrooms designed to enhance active learning (e.g. Simcoe building and redesigned facilities for the schools of Media, Art & Design and Health & Community Services).

4. Academic pathways and credit recognition – ALT, Registrar's Office, Academic Council, program teams and Communications and Marketing department

What actions should be taken to foster student mobility and greater credit transfer in postsecondary education?

- Develop a communication plan to increase student awareness of the college's internal processes for credit transfer and PLAR.
- Develop a communication plan to increase student awareness of the Ontario Council on Articulation and Transfer Ontransfer website, which provides information on course-to-course credit and articulation agreements between colleges and colleges and universities.
- Proactively identify processes through the Office of the Registrar to determine eligibility and automate credit transfer for previous, relevant post-secondary education and secondary students who have completed dual credits.
- Explore innovative ways to assess competency or outcomes-based learning versus course-based learning.
- Build on our more than 10-year relationship with the University of Ontario Institute of Technology (UOIT) and ensure that every diploma and advanced diploma program has a clearly established path to a UOIT degree.
- Build academic pathways with universities in the Greater Toronto Area (GTA), nationally and internationally.
- Develop a marketing plan to increase the awareness and enrolment of university graduates in our graduate certificate and fast-track programs including the international student market.
- Establish our reputation and develop partnerships within new international markets such as Indonesia, Nigeria, Brazil, Trinidad, Tabago and Guyana.
- Expand our partnership with four area school boards in providing at-risk secondary students with opportunities to complete their Ontario Secondary School Diploma and also earn college credits.
- Implement a partnership between the Garfield Weston Foundation, Oshawa Community Health Centre and Durham College to provide funded education for up to 40 students in the skilled trades/Red Seal sector.

5. UDL – Centre for Academic and Faculty Enrichment (CAFE), Centre for Students with Disabilities, Accessibility for Ontarians with Disabilities Act (AODA) Working Group and faculty

What priorities exist and what actions need to be taken to support the advancement of UDL in curriculum design, program delivery and evaluation of learning?

- Ensure all faculty members develop their skills in order to create accessible teaching materials that are compliant with legislated AODA requirements and UDL curriculum design through individual or group training with CAFE staff.
- Include the incorporation of the principles of UDL in the annual curriculum review process, program review process and in new program development.
- Encourage the development of UDL champions at each of the college's campuses and learning site and support with standard workload formula (SWF) time.
- Audit our current websites and learning management system usage and report on their accessibility with a plan for remediation, if required.
- Formalize a process that includes the required resources for the production of accessible materials including the completion of copyright requirements.





THE EVOLUTION OF TEACHING AND LEARNING

1. Learning through effectively designed curriculum – CAFE, ALT, Academic Council, program teams and faculty

What actions do we need to take to effectively design curriculum to prepare students to work in today's knowledge-based, technology-driven global environment?

- Develop a knowledge portal for faculty members to document and share curriculum excellence, learning objects and best practices and link the portal to Communities of Practice/learning.
- Encourage faculty members engaged in or having completed advanced degrees in teaching to share their research and innovative teaching practices.
- Increase the awareness of the CAFE Innovation Fund among faculty members and utilize the funds to incent the development of curriculum that encourages the development of higher-order thinking skills.
- Increase the use of simulation, case studies and project-based capstone projects to promote analytical thinking and problem-solving skills.
- Investigate the use of gamification to engage students in scalable, trial and error learning activities.
- Support the use of capstone/practical projects for graded evaluation in place of final exams.
- Implement a web-based survey tool to evaluate students' perception of their courses and incorporate relevant student feedback into annual curriculum renewal activities.
- Redesign the communications course offerings, streamlining the number of offerings; embedding relevant, essential employability skills into the curriculum; and evaluating student outcomes (Productivity and Innovation fund project).
- Implement a post-admission diagnostic test to measure student competency in communications and identify the appropriate communications course option to support student success.
- Implement a post-admission test in mathematics to allow students to challenge out of math course(s) based on their competency.
- Incorporate industry experts, authors and documentary film producers to bring first-hand global learning and discussion experiences to the curriculum and student learning.
- Implement a cross-program/integrated student learning experience for the graduate certificate programs in the School of Media, Art & Design to emulate real-world working practice and utilize the studio capacity available during the spring/summer semesters.
- Pilot the use of a theoretical framework within selected programs and validate the development of knowledge construction and collaborative, communication, critical thinking, problem-solving, independent learning and self-regulation skills among students, grads and employers prior to implementing college wide.
- Work collaboratively with the staff of the International office to internationalize curriculum and create opportunities for faculty and students for cultural studies abroad.
- Work with the staff from the Aboriginal Student Centre and the Aboriginal Education Circle to indigenize key areas of the curriculum.





2. Innovative use of technology in the classroom and for hybrid and online learning – CAFE, Academic Information Technology (IT) Committee, Academic Council and faculty

What actions do we need to take to advance the effective use of technology to actively engage students in learning?

- Utilize the expertise of the IT Academic Committee to:
 - a) Define criteria for the development and expansion of the use of technology for hybrid and online learning.
 - b) Develop standards for the delivery of hybrid and online learning to ensure they are pedagogically sound, actively engage students in learning and provide secure methods of assessment.
 - c) Act on systemic and functional challenges in the innovative use of instructional technology including scheduling and IT infrastructure.
 - d) Assign a champion at the Whitby campus to work with a team of instructional technologists and curriculum specialists to lead the development of hybrid delivery for skilled trades and post-secondary programs.
- Utilize existing literature to understand and respond to the challenges identified in hybrid and online delivery of curriculum.
- Compare Durham College student satisfaction rates based on the delivery modality of the course.
- Redesign the delivery of the Office Administration program and implement hybrid and online delivery methods for all vocational courses (Productivity and Innovation Fund project).
- Redesign and implement courses funded by MTCU's Ontario Online initiative for online delivery.
- Review and update Durham College's online hosted courses offered through OntarioLearn.

3. Renewed focus on essential employability skills – ALT and faculty

How can we improve the development of essential employability skills and increase satisfaction rates among students, graduates and employers?

- Develop a communications plan to increase student awareness of the importance of essential employability skills.
- Embed essential employability skills in the delivery of vocational curriculum and assess the acquisition of those skills in the learning process with the students.
- Encourage more cross-curricular assessment activities.
- Gather and share best practices for the teaching and assessment of essential employability skills.
- Include a specific focus with accountability measures in the annual curriculum renewal process.
- Review the findings of the Higher Education Quality Council of Ontario-funded Student Success ePortfolio: Essential Employability Skills project and validate for college wide application.



4. Increased opportunities for experiential learning including applied research and social innovation/service learning – ALT, DCLT, International office and faculty

How can we ensure all programs leading to employment, have an experiential component to improve the student/graduate readiness for employment?

- Increase our capacity for unpaid and paid field placements by establishing new partnerships within the Durham Region and the GTA.
 - Build on our social innovation/service learning strategy and link students with community organizations to develop leadership, advocacy and workplace skills.
 - Fund a full-time placement officer to develop paid co-op placements for students across a range of two- and three-year programs.
 - Build our applied research capacity by establishing an entrepreneurial incubator through the Office of Research Services and Innovation (ORSI) to:
 - Increase opportunities for applied research and strengthened connections between students, faculty and small- and medium-sized businesses and industry including the agri-food sector.
 - Create a faculty and student mentoring program to support the development of skills in designing and executing research projects.
 - Assist faculty in the development of grant writing skills.
- Integrate applied research into the curriculum of selected programs as a means of developing students' research, analytical and critical thinking skills through such activities as:
 - Utilizing the knowledge and expertise of faculty research facilitators, ORSI staff and industry experts to provide input into the curriculum with respect to applied research.
 - Project-based learning modules.
 - Providing space for funded research projects.
 - Providing incentives for applied research projects such as awards or prizes.
 - Making senior-year research projects a course requirement for selected diploma, advanced diploma and all applied degree programs.





5. Developing faculty Communities of Practice – CAFE, ALT, Academic Council and faculty

What actions need to be taken to develop communities of practice to support faculty in sharing their successes in teaching and learning and to promote best practices?

- Work with existing bodies such as Academic Council, program co-ordinators, CAFE and ORSI to identify, create and support relevant communities of practice.
- Establish a common time for cross-departmental meetings.
- Utilize DC Live (Adobe Connect) to permit the inclusion of contract faculty members in Community of Practice meetings.

6. Engaging in professional development – CAFE, ALT and faculty

How can we promote the opportunities for professional development both internally and externally?

- Survey faculty members to determine their professional development needs/wants.
- Continue to encourage all faculty members to advance their skill level with respect to Durham College's Faculty Skills and Abilities Matrix.
- Allocate resources to promote and co-ordinate the nomination of faculty for awards on a provincial, national and international scale.
- Provide support and encouragement to faculty to submit abstracts for invited presentations at conferences with expenses subsidized from a central budget.
- Publicize successful publishing activity of faculty members.
- Create a faculty mentor designation in each academic school and provide them with SWF time to mentor their colleagues in curriculum mapping, technology-enabled learning techniques and other agreed upon teaching skills and abilities.
- Provide a series of professional development workshops coupled with a passport or badge system to document accomplishments.
- Encourage the development of an electronic personal teaching portfolio to create and track individual professional development plans and reflective practice activities.



Success Matters

WWW.DURHAMCOLLEGE.CA | 905.721.2000



BOARD REPORT

Public: ☒
In-Committee: ☐

Action Required:
Discussion ☐
Decision ☒

DATE: April 9, 2014

FROM: Judy Robinson, Vice President, Academic
(prepared by Michelle Cole)

SUBJECT: Approval of New Postsecondary Programs of Instruction

A. Purpose

To obtain approval from the Board of Governors for the following postsecondary programs of instruction for the September 2015 intake:

1. *Welding Engineering Technician*
 - Duration: 4 semesters
 - Credential: Ontario College Diploma
 - School: Skilled Trades, Apprenticeship & Renewable Technology
2. *Accounting and Payroll*
 - Duration: 4 semesters
 - Credential: Ontario College Diploma
 - School: Business, IT & Management
3. *Insurance*
 - Duration: 4 semesters
 - Credential: Ontario College Diploma
 - School: Business, IT & Management

B. Background

A key deliverable of the Durham College Business Plan is a dynamic Strategic Enrolment Management plan that includes the development of new programs to ensure we continue meeting the needs in emerging and fast-growing areas of the economy. The diploma programs proposed for consideration, Welding Engineering Technician, Accounting and Payroll, and Insurance fall within the college's Strategic Mandate Agreement whereby all three offer graduates opportunities for employment in areas of growth and prosperity within the local, provincial and national markets.

Furthermore, with enthusiastic endorsement from our Institutional Research team, students, faculty, Program Advisory Committees, industry experts and local employers, these programs will contribute to enrolment growth and to the establishment of new community relationships.

As per Minister's Binding Policy Directive 3.0 Programs, Framework for Programs of Instruction, a board of governors is responsible for approving 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, and that such credentials are awarded to students on successful completion of their respective programs of instruction, and are consistent with the Credentials Framework.

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

C. Discussion/Options

1. Welding Engineering Technician, Ontario College Diploma program

The Welding Engineering Technician Diploma program will prepare students to enter the workplace with exceptional welding skills that employers are seeking. Learning from professors with welding experience in structural, pressure vessel and the manufacturing industries, students will receive expert knowledge and practical skill to foster their trade.

Brought about by the success of the current Welding Techniques Certificate program, the Program Advisory Committee strongly recommended the development and delivery of a two-year diploma program. Upon completion, graduates will have had more time to develop their skills in critical welding processes. The diploma program will also allow students time to gain exposure to different types of metals used in various welding applications (stainless steel, aluminum, etc.) thus providing stronger graduates to our industries.

Welding is a skill that is widely applied in a variety of fields and industries ranging from the production of heavy equipment, to the development of electronics, medical equipment and precision instruments. Graduates from the Welding Engineering Technician program will find entry level employment opportunities within Durham region and throughout the province and Canada.

Upon final approval of this proposed diploma program, the Welding Techniques Certificate will be suspended from further delivery.

A proposal for the Welding Engineering Technician program was developed and submitted to the Credential Validation Services (CVS). On **March 7, 2014**, the proposal received validation and the program was assigned the Approved Program Sequence (APS) number **DURH 01232**.

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

2. Accounting and Payroll, Ontario College Diploma program

This program is designed to prepare students to work as payroll professionals in an accounting or human resources department. Students will acquire knowledge in accounting, payroll and human resource practices, and related technology applications. Graduates of the program will earn the Payroll Compliance Practitioner Certification (PCP) from the Canadian Payroll Association as well as two advanced standing credits towards completion of the Certified Payroll Manager (CPM) designation.

The future development and delivery of this program was strongly supported by local industry and the Canadian Payroll Association.

A proposal for the Accounting and Payroll program was developed and submitted to the Credential Validation Services (CVS). On **March 6, 2014**, the proposal received validation and the program was assigned the Approved Program Sequence (APS) number **DURH 01231**.

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

3. Insurance, Ontario College Diploma program

Students of this diploma will be exposed to the business of insurance focusing on property and casualty (general) insurance. This program is designed to meet the needs of graduates who wish to be employed by the insurance industry in the areas of agency, claims, marketing and management and will prepare graduates to earn credits towards the Chartered Insurance Professional (CIP) designation.

Employment opportunities stem from a growing insurance industry, the rise of insurance claims and from replacement of an older, retiring workforce.

A proposal for the Insurance program was developed and submitted to the Credential Validation Services (CVS). On **March 6, 2014**, the proposal received validation and the program was assigned the Approved Program Sequence (APS) number **DURH 01233**.

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

Upon receiving approval from the Board for these programs, funding approval will be sought from the Ministry of Training, Colleges and Universities to offer these programs as of September 2015.

D. Financial/Human Resource Implications

The financial implications stemming from the development of the Welding Engineering Technician program include renovations to the Chrysler lab in the summer of 2015 costing \$48,590.00; a capital investment of \$354,950.00 using Apprenticeship Enhancement Fund (AEF) allocations; and \$9,600.00 in curriculum development costs. Current Welding Techniques faculty will be utilized so no new faculty will be required to deliver the program. The full five-year budget projections and cost details are provided in the attached summary.

The Accounting and Payroll program will require limited start-up funds including \$2,000.00 in curriculum development and \$500.00 in library resources. Costs associated with the launch of the Insurance program include \$3,000.00 in curriculum development and \$500.00 in library resources. Students enrolled in these two programs will enter in the common first year delivered to all business students therefore only one new faculty member will be required in year two for each of the programs. The full five-year budget projections and cost details are provided in the attached summary.

E. Implications for UOIT (if applicable)

None anticipated.

F. Recommendation(s)

That the Durham College Board of Governors approves the postsecondary programs of instruction for the Welding Engineering Technician, Accounting and Payroll, and Insurance programs.

Ontario College Diploma: Accounting and Payroll

Proposed program title: Accounting and Payroll					
Proposed credential:	Diploma				
Funding Unit:	1.8				
Weight:	1.0				
MTCU Code:	50104				
Name of dean submitting the request:	Judy Spring, School Business, IT & Management				
Proposed date of implementation:	September 2015				
Date of review by PPRC committee:	January 15, 2014				
Year 1 enrolment:	30 students				
Number of Semesters	4 semesters				
Number of faculty required:	1 Full-time faculty in year two				
Space requirements:	N/A				
Capital costs:	N/A				
Budget Projections:					
Proposed Tuition	\$2687.00				
Net Contribution - % of Gross Revenue	5.5%	1.7%	35.2%	43.2%	42.5%
TARGET Net Contribution	n/a	Breakeven	40.0%	40.0%	40.0%

1.0 APPROVAL STAGES:

Check (✓)	Approval Stage
✓	Labour Market Assessed
✓	Student Demand Assessed
✓	New Program Proposal Document Reviewed by Manager, Program Development and Quality Initiatives and Dean
✓	Budget reviewed by Manager, Planning and Reporting; Manager, Program Development and Quality Initiatives; Dean;
✓	Budget approved by Vice President, Corporate Services and Chief Financial Officer
✓	Reviewed by Program Proposal Review Committee, January 15, 2014
✓	Approved by Vice President - Academic
✓	Approved by Credentials Validation Service
✓	Reviewed by President
	Approved by Board of Governors

2.0 PROGRAM OVERVIEW:

Description:

This program is designed to prepare students to work in payroll as part of an accounting or human resources department. Students will acquire skills and knowledge in accounting, payroll and human resources practices, and related technology applications. Upon successful completion, graduates of the program will earn the Payroll Compliance Practitioner Certification (PCP) from the Canadian Payroll Association as well as two advanced standing credit towards completion of the Certified Payroll Manager (CPM) designation. In addition, qualified graduates are eligible to receive credit for five of the nine courses required by the Canadian Institute of Bookkeeping (CIB). Three years of relevant bookkeeping experience are also required for the Certified Bookkeeper designation.

In small and large firms, payroll professionals traditionally work in Accounting or Human Resources departments. For this reason, graduates will be prepared to carry out a variety of entry level accounting functions including payroll, and will understand the foundations of Human Resources.

Career Outcomes:

- Knowledge and experience in payroll, accounting and bookkeeping can provide access to administrative positions within human resources, accounting or finance departments. For example, graduates of this program can be employed in a wide variety of positions that include accounts receivable/payable, administrative assistants, payroll administrators, budget co-coordinators and assistant controllers.
- Occupations in the field include bookkeeper, accounting and payroll clerks, and financial auditors and accountants. Securing a position as a Financial Auditor typically occurs after working in a junior position, such as a bookkeeper or payroll clerk, for a number of years.
- Other skills and services provided by graduates of this program may include: accounting, tax preparation, bookkeeping and payroll services.

- Upon program completion, graduates will be well prepared for self-employment or for entry-level careers in accounting, bookkeeping, taxation and payroll administration in a variety of industries.
- Employment opportunities are organized into five categories including; bookkeeping; payroll clerks; accounting and payroll clerks; Banking, Insurance and Other Financial Clerks; and Financial Auditors and Accountants. Employment projections in these areas are rated fair to good.
- The table below displays the 5 most common occupations secured by graduates of Payroll, Bookkeeping and Payroll Management programs in Ontario. This information is based on graduate responses to a question asking what type of occupation they currently have, and is a combination of the top responses over the last 5 years. The table indicates that approximately 50% of graduates in Payroll and Bookkeeping related programs find employment that is related to their field of study.

Top 5 Occupations for Graduates	
Accounting and Payroll	
%	Occupation
20	Accounting and Related Clerks
15	Payroll Clerks
10	Personal Clerks
5	Administrative Clerks
5	Bookkeepers
Payroll Management	
%	Occupation
25	Payroll Clerks
17	Accounting and Related Clerks
8	Administrative Clerks
8	Administrative Officers
8	Bookkeepers
Bookkeeping	
%	Occupation
25	Accounting and Related Clerks
12	Bookkeepers
12	Cashiers
12	Cooks
6	Banking, Insurance and Other Financial Clerks

Vocational Program Learning Outcomes:

The graduate has reliably demonstrated the ability to:

1. Maintain paper and electronic accounting records and prepare financial statements for sole proprietorships, partnerships, and corporations in accordance with Generally Accepted Accounting Principles.
2. Employ management accounting techniques in the planning, directing, and controlling of an enterprise.
3. Prepare routine tax returns and pay including remuneration and deductions to net pay for individuals ensuring compliance with relevant legislation and regulations.
4. Support the financial management of a business organization including the preparation of financial information by using relevant and current mathematical techniques.
5. Apply computer skills and knowledge of accounting information systems to support the accounting function including maintaining accounting records and preparing financial statements and reports and processing payroll.

6. Recognize the impact of the operations of functional areas of an organization on its financial performance.
7. Discuss the impact of factors such as economic variables, legislation, and ethics on business operations within the context of the Canadian business environment.
8. Support the accounting, human resource and payroll functions of an organization through the application of contemporary business communication practices and effective interpersonal skills.
9. Prepare, maintain, and communicate accurate information related to pensions administration.
10. Plan personal professional development to enhance knowledge of current issues, trends, and practices in the payroll profession.
11. Prepare, maintain, and communicate accurate information in compliance with all relevant employment legislation, law, policies and procedures for payroll, pensions, compensation and benefits.
12. Prepare payroll remittances and year end documentation for federal, provincial and third party stakeholders.
13. Process payroll and accounting source documents to complete an accounting cycle using appropriate technology.
14. Investigate and respond to payroll queries in accordance with organizational customer service standards.

Admission Requirements:

- Ontario Secondary School Diploma (OSSD), or equivalent, or 19 years of age or older
- Grade 12 English, C or U or equivalent
- Grade 12 Mathematics, C or U or equivalent

3.0 PROGRAM OF STUDY

Semester	Instructional Setting Classroom, Lab, Field Placement	Hours/week	Course title and brief course description
1	Laptop classroom	3	Accounting 1 This course introduces students to fundamental accounting concepts. With these concepts students learn how to keep a simple set of books for a small business; including: journalizing, posting, trial balance, adjusting entries and the preparation of financial statements. Other topics include petty cash, bank reconciliations and internal control.
1	Laptop classroom	2	Business Computer Applications This course is the first part of an introduction to the computer skills required in business today. It provides the first year business student the necessary skills in Microsoft Word and Microsoft PowerPoint to be successful in the business community.
1	Laptop classroom	3	Human Resource Management 1 This course introduces students to the management aspects of Human Resources in preparation for advanced, specialized studies in the second and third years of the HR program. Specific focus is on the factors that affect the overall atmosphere in the

Semester	Instructional Setting Classroom, Lab, Field Placement	Hours/week	Course title and brief course description
			workplace and that which contributes to an environment conducive to maximum productivity. Students will be introduced to effective strategies for hiring, motivating, managing, training, and retaining staff.
1	Laptop classroom	3	Business Mathematics This is a fundamental course in Business Mathematics. Topics covered include: Mathematics of Merchandising, Simple Interest, Compound Interest, Annuities, Loan Amortization, and Cost-Volume-Profit Analysis. The course is designed to develop the student's base knowledge in these specific topics and, at the same time, reinforce the generic skills appropriate for this material. The use of a pre-programmed financial calculator is required in this course.
1	Laptop classroom	3	Marketing 1 This course is aimed at giving students a practical introduction and understanding of the marketing process and the activities of marketers. The material covered will teach the student the basis of marketing planning and principles which are necessary for any type of successful business enterprise—product or service, large or small, profit or not-for-profit. The creation of customer value, an analysis of the changing business environment and its impact, identification of the customer and an understanding of their decision making, as well as marketing research methods and their linkage to effective marketing strategies will be examined.
1	Laptop classroom	3	Introduction to Business Management This course will cover a wide variety of introductory topics that relate to the management of a company or other organization. The course will focus on the factors that affect the success of businesses in Canada. It will review the entrepreneurial spirit and character it takes for individuals to start their own business. It will explore different kinds of business

Semester	Instructional Setting Classroom, Lab, Field Placement	Hours/week	Course title and brief course description
			types and the way they compete in the global economy today. The course introduces management techniques, business planning, as well as ethical business practices. There will be brief coverage of the successful management of financial resources.
1	Laptop classroom	3	Operations Management 1 This course introduces students to the role of Operations Managers in any business – service provider or manufacturer – and begins to explore the wide range of contributions that these people make to the organization. Operations managers are involved in helping manage resources effectively so that the organization can, in an efficient and competitive way, supply products and/or services that meet the needs of its customers. By the end of the course, students will have developed an awareness of some of the activities and decisions that Operations Managers are involved with as they strive to continuously improve all aspects of the way the organization designs, produces, and delivers the products or services that its customers demand.
2	Laptop classroom	3	Business Computer Applications 11 This course will introduce students to Excel spreadsheets and how to plan and use Excel to solve business problems. Students will develop the skills to prepare and format spreadsheets using functions and formulas, and charts. A variety of business and financial applications will be explored. This introductory course will prepare students for more advanced applications in their business areas of interest.
2	Classroom	3	General Education Elective
2	Laptop classroom	3	Communications for Business 1 This course reviews and enhances students' communication skills (reading, writing, listening, speaking). Students respond to and write effective messages for different purposes and audiences. In addition, students' research, evaluate, analyze, and organize document

Semester	Instructional Setting Classroom, Lab, Field Placement	Hours/week	Course title and brief course description
			information. Communicating effectively in diverse teams and across cultures is emphasized. Students prepare, deliver, and evaluate short oral presentations on a variety of business-related topics.
2	Laptop Classroom	3	Organizational Behaviour This course deals with the ways in which individuals, groups, and entire organizations function and interact within the overall organizational context. Topics at the individual employee level include personality, attributions, attitudes, emotions, values, ethics, learning, and motivation. Further topics include team and group processes, leadership, conflict management, interpersonal communication, organizational design, and organizational culture. Accounting and payroll professionals must be in the vanguard of leading edge organizational practices such as employee involvement, employee teams, knowledge management, monitoring the organization to ensure adherence to ethical business practices, and ensuring an effective and healthy organizational culture. Management development efforts must reflect the changing requirements of successful managers and leaders and include a focus on key competencies such as emotional intelligence and transformational leadership.
2	Laptop Classroom	4	Accounting II This course is a continuation of Accounting 1 and is designed to provide further insight into the preparation and use of financial statements. It covers inventories, receivables, payroll, current liabilities, special journals and sub ledgers, partnerships and property, plant and equipment. The student is also introduced to accounting for corporations.
2	Laptop Classroom	3	Payroll Compliance Legislation Students who complete the course will know the payroll compliance responsibilities that affect organizations, be able to comprehend legislation, and be able to effectively communicate these to

Semester	Instructional Setting Classroom, Lab, Field Placement	Hours/week	Course title and brief course description
			all stakeholders. This course will provide students with the payroll-related legislation affecting organizations, as well as the tools to find information and apply that information to different scenarios in relation to individual pay.
3	Laptop Classroom	3	Communication for Business 11 The appropriate documentation and techniques required to execute an effective job search strategy will be developed in this course. Report writing skills involving detailed problem solving will be applied. As employees advance in their careers, the ability to produce a well-documented complete and concise report becomes increasingly important. Finally, the ability to speak confidently on a variety of topics to various group sizes is of crucial importance. This course will allow the student to further develop effective oral presentation skills that will be invaluable in career development.
3	Laptop Classroom	4	Cost Accounting I This is the first of three semester courses in cost/managerial accounting offered to students in the Business Administration accounting option. No prior knowledge of cost accounting is assumed, however students will have passed a basic financial accounting course.
3	Laptop Classroom	3	Accounting Software Applications This course covers an accounting software application and Microsoft Excel, both of which will be used in current and/or future courses in the accounting program. The accounting software application is designed to give students a basic introduction to computerized accounting and a practical hands-on approach to setting up and operating one of the most popular integrated accounting packages - Simply Accounting. The excel part of the course will expand upon skills learned in Comp 2209 and introduce the student to advanced functions commonly used by accountants. Students will prepare for the Microsoft Office Specialist Test for Excel and will have the opportunity to take the

Semester	Instructional Setting Classroom, Lab, Field Placement	Hours/week	Course title and brief course description
			certification test at the end of the course.
3	Laptop Classroom	3	Payroll Fundamentals I Students who complete this course will be able to apply payroll legislation and calculate individual pay. This includes all components of individual pay from remuneration, through deductions, to net pay for both regular and non-regular situations. Students will have the content and skills to effectively communicate all aspects of the individual pay calculation process to external and internal stakeholders.
3	Laptop Classroom	4	Compensation Management The primary objective of this course is to provide an understanding of the process, theories, techniques, and practices involved in developing and administering a compensation system. The course enables students to gain knowledge of (a) the theoretical and applied aspects of the compensation function, (b) the linkage between the compensation function and the organizational management process, (c) the alignment of compensation policies and techniques to strategic objectives, and (d) the compensation system design necessary to attract, retain, and motivate the workforce.
3	Laptop Classroom	4	Intermediate Accounting The course covers accounting for corporations, long-term debt, debt and share investments, the statement of cash flow, financial statement analysis and the framework for financial accounting.
4	Laptop Classroom	3	General Education Elective
4	Laptop Classroom	3	Taxation for Entrepreneurs The course deals with the liability for individuals in small business. The determination of net income for tax purposes, taxable income and taxes payable for individuals, will be examined in detail. This will form the basis for understanding the taxation for operating a small proprietorship or partnership. The course will also revisit the advantages and disadvantages of incorporating a business

Semester	Instructional Setting Classroom, Lab, Field Placement	Hours/week	Course title and brief course description
			which were discussed in Accounting I and the tax implications of reporting income from such operations. The laptop computer will be used throughout this course to enhance delivery and application of the subject material, along with the use of Profile T1 software.
4	Laptop Classroom	3	Payroll Fundamentals II Students who complete this course will be able to apply payroll legislation and calculate individual pay. This includes all components of individual pay from remuneration, through deductions, to net pay for both regular and non-regular situations. Students will have the content and skills to effectively communicate all aspects of the individual pay calculation process to external and internal stakeholders.
4	Laptop Classroom	3	Management Information Systems This course will introduce students to the concepts of information systems from both a technology and strategic decision making perspective. Current technologies will be explored including the basics of hardware, software, architecture, networking, and mobile interfaces. The use of information in business today is critical to operate, plan, analyse and control activities. Therefore it is important for the student to understand the strategic use of information systems and the course will provide a comprehensive view of current uses.
4	Classroom	3	General Education Elective
4	Laptop Classroom	3	Applied Payroll Technology The student who successfully completes the Payroll Technology Practicum will be able to complete an annual payroll cycle using appropriate technology. Case studies will illustrate both routine and non-routine payroll scenarios commonly encountered by payroll professionals
		Total hours 1092	

4.0 STRATEGIC ALIGNMENT

Strategic Fit

The Accounting and Payroll program aligns with and supports the Durham College Strategic Plan and broadens the program mix for the Accounting programs offered by Durham College. This program provides Accounting students with the best possible learning experiences by providing them with a Payroll Compliance Practitioner Certification (PCP) from the Canadian Payroll Association. In addition, the delivery of this program only requires the development five new dedicated courses. All other courses are currently delivered in the existing Accounting and Human Resources programs of study.

The program also fosters student mobility by providing students with 17 credits towards a Durham College Business Administration – Accounting diploma. It also provides the opportunity for qualified graduates to complete a bridge semester and apply to the third year of the B. COMM. (Honours) at UOIT. The Accounting & Payroll program supports responsible growth targets through recruitment and retention of accounting students. Graduates from this program will support the economic well-being of the community through local employment opportunities.

Fit with Existing Programs

Programs that could feed into the proposed program	Other complementary programs within School	Advanced programs which graduates of this program may consider
<ul style="list-style-type: none">- Business Fundamentals- General Arts & Science- Accounting University Transfer- Business – Accounting- Business Administration - Accounting- Entrepreneurship & Small Business- Any Business or Business Administration graduate would have advanced standing in the Accounting & Payroll program because of common curriculum in semester one.	<ul style="list-style-type: none">- Business – Accounting- Business Admin – Accounting- Accounting University Transfer- Business – HR- Business Admin – HR- Business – Marketing- Business Admin – Marketing- Business – Operations- Business Admin – Operations Management- Entrepreneurship & Small Business	<ul style="list-style-type: none">- Business Administration – Accounting

5.0 LABOUR DEMAND:

- In Ontario, employment prospects for occupations in accounting and payroll are expected to be ‘average’ over the next five year period.
- The 2006 census states that close to 30% of bookkeepers were aged 55 years or older. Both bookkeeping and payroll experienced increases in employment as a result of retirements between 2008 and 2010.
- As of 2012, Statistics Canada reported high employment potential in Toronto for Accounting and Payroll Clerks. The high number of small-and-medium-sized enterprises (SMEs) in Ontario, lends support to growth in both occupations over the short term.

- SME's continue to outsource payroll and bookkeeping services making it easy and inexpensive for an accountant or person with in-house payroll and bookkeeping experience to capitalize on the trend.
- The table below summarizes 2011-12 outcomes for graduates of Payroll and Bookkeeping programs in Ontario. Results are based on the Key Performance Indicator (KPI) Graduate Satisfaction Survey for 2010-11 graduates, administered six months after graduation. As compared to the provincial average, graduate satisfaction for "Accounting and Payroll" is lower, by approximately 20%, and the employment rate is lower by approximately 25%.

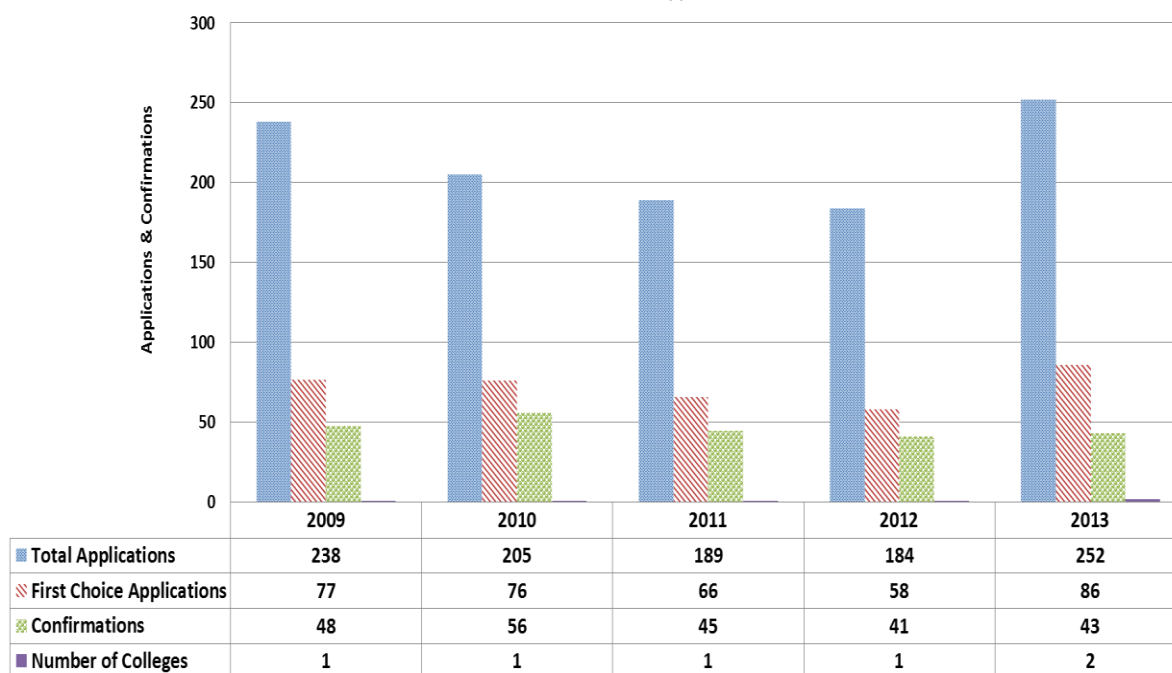
Summary of 2011-12 Payroll & Bookkeeping Graduates				
Outcome	Accounting & Payroll	Payroll Management	Bookkeeping	All Programs
Total Graduates	34	9	16	78,651
Total Graduates in Survey	90-95%	65-70%	80-85%	70-75%
Graduate Satisfaction	55-60%	80-85%	75-80%	75-80%
Labour Force Participation	85-90%	80-85%	95-100%	75-80%
Employment Rate	55-60%	40-45%	80-85%	80-85%
Employed Part-Time	5-10%	0-5%	15-20%	15-20%
Employed Full-Time	45-50%	40-45%	65-70%	60-65%
Average Annual Income	\$25,000-29,999	\$35,000-39,999	\$25,000-29,999	\$30,000-34,999
Related Employment	25-30%	20-25%	50-55%	40-45%
Average Annual Income – Related Employment	\$25,000-29,999	\$45,000-49,999	\$25,000-29,999	\$35,000-39,999
Unemployment Rate	40-45%	60-65%	15-20%	15-20%

6.0 STUDENT INTEREST:

There are only two Ontario colleges, Seneca and Fanshawe that offer the two-year diploma program in Payroll and Bookkeeping. The data provided in the details and table below reflect Seneca's program until 2013. Fanshawe launched their program in 2013.

- The cumulative growth between 2009 and 2013 for total applications was: 6%
- The average growth between 2009 and 2013 for total applications was: 3%
- The cumulative growth between 2009 and 2013 for first choice applications was: 12%
- The average growth between 2009 and 2013 for first choice applications was: 5%
- The cumulative growth between 2009 and 2013 for confirmations was: -10%
- The average growth between 2009 and 2013 for confirmations was: -2%

Figure 1: Related Payroll and Bookkeeping Programs (MTCU: 50104):
Total and First Choice Applications, and Confirmations



7.0 ANALYSIS OF COMPETITION:

In Ontario there are currently two CAAT colleges, Fanshawe and Seneca that offer a two-year Payroll and Bookkeeping diploma program. Conestoga and Georgian offer a one year certificate in Bookkeeping and Centennial offers a graduate certificate in Payroll Management. The table below outlines the colleges that offer the programs, the APS title of each program, and the year that the program was started.

Payroll & Bookkeeping (MTCU:50104, 70104, and 42400) Programs at Ontario CAAT Colleges		
College	Program Name	Program Approval
Conestoga (42400-Certificate)	Bookkeeping	September 2010
Georgian (42400-Certificate)	Bookkeeping	September 2009
Fanshawe (50104-Diploma)	Business- Payroll and Bookkeeping	January 2013
Seneca (50104-Diploma)	Accounting and Payroll	September 2008
Centennial (70104-Graduate Certificate)	Payroll Management	September 2008

8.0 TARGET MARKET:

- Target markets for this program include direct entry from high school, mature and second career, and international students. This program may also attract students from other business and accounting related programs currently offered in the college system.
- This program is an excellent retention strategy and alternative option for students exiting the Accounting-Business UOIT transfer program.

9.0 MONITORING AND EVALUATING DURING THE FIRST YEAR OF OPERATION:

Year 1		
	Expected Enrolment:	30 students
	KPI Student Satisfaction Rate:	Meets or exceeds the college average
	Financial:	On budget

10.0 OPERATING REVENUE AND EXPENSES:

Please see *Appendix A* for the detailed 5-year budget projection.

Start-up Costs	Year 1	Year 2
Curriculum development	\$2000	NIL
New dedicated space (lab, shop, clinic) which will remove a current learning space from the current scheduling mix.	NIL	NIL
Capital investment	NIL	NIL
Library Resources	\$500	\$500
Marketing	\$5000	NIL
Additional software to the college's IT budget	NIL	NIL
TOTAL	\$7500	\$500

Appendix A – Accounting and Payroll 5 Year Budget Projection

DURHAM COLLEGE	MTCU Code: 50104	weight	1.0	F.U.	1.8	# Yrs
Projected Budget	Program: Accounting and Payroll	Per Year	0.900	Grant / WFU	\$4,160	2
BUDGET YRS	2014-19					
		2015-16 Projection	2016-17 Projection	2017-18 Projection	2018-19 Projection	2019-20 Projection
	Student Enrolment - Nov. 1					
	Year 1	30	30	30	30	30
	Year 2	0	25	25	25	25
	Total	30	55	55	55	55
REVENUE						
	Tuition Fees - per academic year	\$2,687	\$2,795	\$2,907	\$3,023	\$3,144
	Set-Aside Fee Removed	\$282	\$293	\$305	\$317	\$330
	Tuition Fee realized by college	\$2,405	\$2,501	\$2,601	\$2,705	\$2,814
	Total Tuition Fees	72,153	137,572	143,075	148,798	154,750
	Other Revenue - Contract Training	0	0	0	0	0
	Total Other Revenue	0	0	0	0	0
	Program Wtd Funding Unit (Wt X FU / Dur)	0.90	0.90	0.90	0.90	0.90
	Grant - MTCU Operating (assume \$4160/wfu)	\$0	\$56,160	\$159,120	\$205,920	\$205,920
TOTAL REVENUE		\$72,153	\$193,732	\$302,195	\$354,718	\$360,670
EXPENDITURES						
	Salaries - Faculty (FT)	0	85,000	87,550	90,177	92,882
	Salaries - Co-ordinator Allowance	3,000	3,090	3,183	3,278	3,377
	Salaries - PT Teaching	55,000	70,000	72,100	74,263	76,491
	Salaries - PL Teaching	0	0	0	0	0
	Salaries - Sessional Teaching	0	0	0	0	0
	Contract Teaching	0	0	0	0	0
	Total Teaching Salaries	58,000	158,090	162,833	167,718	172,749
	Salaries - Admin (\$100/st)	0	0	0	0	0
	Support Staff	0	0	0	0	0
	Total Academic Support Costs	0	0	0	0	0
	Benefits - Faculty - FT 22%	690	20,261	20,869	21,495	22,139
	Benefits - Faculty - PT 10.0%	5,500	7,000	7,210	7,426	7,649
	Benefits - Admin 22%	0	0	0	0	0
	Benefits - SS (FT) 27%	0	0	0	0	0
	Total Employee Benefits	6,190	27,261	28,079	28,921	29,789
	Total Labour	64,190	185,351	190,911	196,639	202,538
	Instructional Supplies	1,000	1,000	1,000	1,000	1,000
	Instructional Other Costs	0	0	0	0	0
	Field Work	0	0	0	0	0
	Membership & Dues	0	1,000	1,000	1,000	1,000
	Professional Development	1,000	1,000	1,000	1,000	1,000
	Travel/accommodation/meals	1,000	1,000	1,000	1,000	1,000
	Promotion/Public relations	0	0	0	0	0
	Maintenance- Equipment	0	0	0	0	0
	Telecommunications	0	0	0	0	0
	Software Costs	0	0	0	0	0
	Office supplies/Other Expenses	1,000	1,000	1,000	1,000	1,000
	Rental	0	0	0	0	0
	Total Other Expenditure	4,000	5,000	5,000	5,000	5,000
TOTAL DIRECT PROGRAM EXPENSES		68,190	190,351	195,911	201,639	207,538
TOTAL REVENUE FOR PROGRAM		72,153	193,732	302,195	354,718	360,670
Net Contribution \$		3,963	3,381	106,284	153,079	153,132
Net Accumulated Contribution / (Deficit)		3,963	7,345	113,628	266,708	419,840
Net Contribution - % of Gross Revenue		5.5%	1.7%	35.2%	43.2%	42.5%
TARGET Net Contribution		n/a	Breakeven	40.0%	40.0%	40.0%
Capital Requirement		0	0	0	0	0
Notes:	1.	Salaries and expenses estimated				
	2.	Grant provided by MTCU has been estimated based on current 2 year program and				
	3.	Assumes a 3% increase to salaries				

Ontario College Diploma: Insurance

Proposed program title: Insurance					
Proposed credential:	Diploma				
Funding Unit:	1.9				
Weight:	1.0				
MTCU Code:	52803				
Name of dean submitting the request:	Judy Spring, School Business, IT & Management				
Proposed date of implementation:	September 2015				
Date of review by PPRC committee:	January 15, 2014				
Year 1 enrolment:	30 students				
Number of Semesters	4 semesters				
Number of faculty required:	1 Full-time faculty in year two				
Space requirements:	N/A				
Capital costs:	N/A				
Budget Projections:					
Proposed Tuition	\$2687.00				
Net Contribution - % of Gross Revenue	13.1%	6.1%	38.8%	46.5%	45.8%
TARGET Net Contribution	n/a	Breakeven	40.0%	40.0%	40.0%

1.0 APPROVAL STAGES:

Check (✓)	Approval Stage
✓	Labour Market Assessed
✓	Student Demand Assessed
✓	New Program Proposal Document Reviewed by Manager, Program Development and Quality Initiatives and Dean
✓	Budget reviewed by Manager, Planning and Reporting; Manager, Program Development and Quality Initiatives; Dean;
✓	Budget approved by Vice President, Corporate Services and Chief Financial Officer
✓	Reviewed by Program Proposal Review Committee, January 15, 2014
✓	Approved by Vice President - Academic
✓	Approved by Credentials Validation Service
✓	Reviewed by President
	Approved by Board of Governors

2.0 PROGRAM OVERVIEW:

Description:

This program is designed to provide graduates with a broad exposure to business with a specialization in general (property and casualty) insurance, and is designed to meet the needs of those students who wish to be employed by the insurance industry in the areas of agency, claims, marketing and management. The program prepares students for a rewarding career in the insurance industry. The program will prepare graduates to earn credits towards the Chartered Insurance Professional (CIP) designation.

Career Outcomes:

Graduates of the Insurance diploma program typically work in the high-demand areas of insurance, but should be prepared to enter the insurance industry in a variety of entry-level to junior-level positions, including customer service representative, underwriter, claims adjuster, loss control specialist, risk manager, appraiser, and broker or agent.

The Ministry of Training, Colleges and Universities Employment Profile questionnaire asks graduates what type of occupation they currently have. The top responses from the last five years are listed in the table below. The vast majority of graduates of Business Insurance programs in Ontario find employment that is related to their field of study. Employment among the top four occupations is close enough, by percentage, to suggest that graduates have a variety of fields to pursue careers in.

Top Five Occupations for Business Insurance Graduates	
%	Occupation
25	Insurance Adjusters and Claim Examiners

17	Insurance Underwriters
15	Insurance Agents and Brokers
12	Banking, Insurance and Other Financial Clerks
3	Retail Salespersons and Sales Clerks

Vocational Program Learning Outcomes:

The graduate has reliably demonstrated the ability to:

1. Determine the function and role of general insurance in business and society.
2. Discuss the organization, structure, and roles and responsibilities associated with general insurance companies.
3. Adhere to insurance industry principles by analyzing the uses, coverage, riders, contracts, policies and legislation associated with general insurance.
4. Adhere to principles, processes and procedures used in adjusting losses, settling claims and explaining and completing documentation specific to general insurance.
5. Evaluate the factors affecting the acceptance and underwriting of general insurance risks.
6. Use computer skills to complete insurance business related tasks, such as reports, correspondence to clients, internal memos and emails, spreadsheets, and client- and business-focused presentations.
7. Apply accounting, economics, mathematics, and marketing principles to insurance business situations
8. Develop appropriate working relationships using knowledge of general insurance principles, customer service skills, and interpersonal communications.
9. Discuss the relationship between basic economic principles and business.
10. Discuss the legal system and legislation affecting business in general, and property and casualty insurance business specifically.
11. Apply marketing techniques used by insurance companies, brokers and agents.
12. Apply a variety of negotiation strategies and skills for effective communication with peers, clients and supervisors in the insurance industry.
13. Discuss the issues and concerns regarding business corporate responsibility in an insurance environment.

Admission Requirements:

- Ontario Secondary School Diploma (OSSD), or equivalent, or 19 years of age or older
- Grade 12 English, C or U or equivalent
- Grade 12 Mathematics, C or U or equivalent

3.0 PROGRAM OF STUDY

Semester	Instructional Setting Classroom, Lab, Field Placement	Hours/week	Course title and brief course description
1	Laptop classroom	3	Accounting 1 This course introduces students to fundamental accounting concepts. With these concepts students learn how to keep a simple set of books for a small business; including: journalizing, posting, trial balance, adjusting entries and the preparation of financial statements. Other topics include petty cash, bank reconciliations and internal control.
1	Laptop classroom	2	Business Computer Applications This course is the first part of an introduction to the computer skills required in business today. It provides the first year business student the necessary skills in Microsoft Word and Microsoft PowerPoint to be successful in the business community.
1	Laptop classroom	3	Human Resource Management 1 This course introduces students to the management aspects of Human Resources in preparation for advanced, specialized studies in the second and third years of the HR program. Specific focus is on the factors that affect the overall atmosphere in the workplace and that which contributes to an environment conducive to maximum productivity. Students will be introduced to effective strategies for hiring, motivating, managing, training, and retaining staff.
1	Laptop classroom	3	Business Mathematics This is a fundamental course in Business Mathematics. Topics covered include: Mathematics of Merchandising, Simple Interest, Compound Interest, Annuities, Loan Amortization, and Cost-Volume-Profit Analysis. The course is designed to develop the student's base knowledge in these specific topics and, at the same time, reinforce the generic skills appropriate for this material. The use of a pre-programmed financial calculator is required in this course.

Semester	Instructional Setting Classroom, Lab, Field Placement	Hours/week	Course title and brief course description
1	Laptop classroom	3	Marketing 1 This course is aimed at giving students a practical introduction and understanding of the marketing process and the activities of marketers. The material covered will teach the student the basis of marketing planning and principles which are necessary for any type of successful business enterprise—product or service, large or small, profit or not-for-profit. The creation of customer value, an analysis of the changing business environment and its impact, identification of the customer and an understanding of their decision making, as well as marketing research methods and their linkage to effective marketing strategies will be examined.
1	Laptop classroom	3	Introduction to Business Management This course will cover a wide variety of introductory topics that relate to the management of a company or other organization. The course will focus on the factors that affect the success of businesses in Canada. It will review the entrepreneurial spirit and character it takes for individuals to start their own business. It will explore different kinds of business types and the way they compete in the global economy today. The course introduces management techniques, business planning, as well as ethical business practices. There will be brief coverage of the successful management of financial resources.
1	Laptop classroom	3	Principles & Practice of Insurance The course introduces students to the fundamentals of insurance by showing the nature of the business, introducing insurance terms and practices, dealing with risk management, looking at some of the basic applicable laws, and outlining the basic policy coverage's for automobile and property insurance.
2	Laptop classroom	3	Business Computer Applications 11 This course will introduce students to Excel spreadsheets and how to plan and use Excel to solve business problems. Students will develop the skills to prepare and

Semester	Instructional Setting Classroom, Lab, Field Placement	Hours/week	Course title and brief course description
			format spreadsheets using functions and formulas, and charts. A variety of business and financial applications will be explored. This introductory course will prepare students for more advanced applications in their business areas of interest.
2	Classroom	3	General Education Elective
2	Laptop classroom	3	Communications for Business 1 This course reviews and enhances students' communication skills (reading, writing, listening, speaking). Students respond to and write effective messages for different purposes and audiences. In addition, students research, evaluate, analyze, organize, and document information. Communicating effectively in diverse teams and across cultures is emphasized. Students prepare, deliver, and evaluate short oral presentations on a variety of business-related topics.
2	Laptop Classroom	3	Property Insurance This course is an introduction to property insurance. It lays the foundation for all types of property insurance, and then discusses the perils, clauses, and limitations in the most common personal lines policies. Students will see how policies develop, with unique perils, clauses, and limitations to suit changing needs.
2	Laptop Classroom	3	Automobile Insurance This is a detailed study of automobile insurance in Canada. It deals with legislation related to automobile insurance and policies and regulations, concentrating primarily on personal coverages. The subject gives students an overall view of the different provincial approaches to automobile insurance and some of the problems related to it. Students will deal in detail with Owner Policies.
2	Laptop Classroom	3	Economics for Canadian Business This course introduces students to the study of economics. The social science of economics explains how countries, businesses, and individuals tackle the problem of scarce resources in order to satisfy needs and wants. The course

Semester	Instructional Setting Classroom, Lab, Field Placement	Hours/week	Course title and brief course description
			introduces economic principles such as opportunity cost, demand, supply, and elasticity. The course also covers topics such as unemployment, inflation, economic growth, determination of national income, money and banking, and stabilization policies. In addition, the course reviews the structure of government in Canada with respect to taxation and spending.
3	Laptop Classroom	3	Communication for Business II The appropriate documentation and techniques required to execute an effective job search strategy will be developed in this course. Report writing skills involving detailed problem solving will be applied. As employees advance in their careers, the ability to produce a well-documented complete and concise report becomes increasingly important. Finally, the ability to speak confidently on a variety of topics to various group sizes is of crucial importance. This course will allow the student to further develop effective oral presentation skills that will be invaluable in career development.
3	Classroom	3	General Education Elective
3	Laptop Classroom	3	Client Management This subject provides a foundation in customer service concepts and strategies, and on building a customer service culture. The focus is on evaluating customer service approaches, systems, strategies, and measuring effectiveness and performance.
3	Laptop Classroom	3	Insurance Against Liability This subject introduces students to those legal principles that affect liability insurance including an introduction to the Canadian legal system and the differences between the common law and the Civil Code of Quebec. The course includes discussion of some of the more common ways people become liable to each other and explains how this liability may be insured or why it cannot be insured.
3	Laptop Classroom	3	Underwriting Essentials The course begins with an overview of the underwriter's role as an investor of

Semester	Instructional Setting Classroom, Lab, Field Placement	Hours/week	Course title and brief course description
			shareholder capital on behalf of the insurer. The role of the underwriter has evolved and students will learn how the underwriter accepts or reflects risk for the insurer within parameters both set by the insurer and imposed by the external environment.
3	Laptop Classroom	3	Leading Issues and Trends in Insurance This course will address current issues and trends affecting the insurance industry. Topics include building construction and basic hazards, identity theft, privacy and cyber liability and environmental related matters such as climate change and flooding.
4	Classroom	3	General Education Elective
4	Laptop Classroom	3	Fraud Awareness & Prevention Students will learn how fraud may arise under insurance policies and what initiatives the insurance industry had advanced to fight fraud. The cost of fraud is discussed as well as the laws that affect how insurers must handle claims investigations and settlements. Property, liability and automobile claims are covered.
4	Laptop Classroom	3	Essentials of Loss Adjusting Focused knowledge of insurance and professional conduct within the claims domain forms the core of this course. Soft skills and knowledge required to handle claims are blended into the curriculum in order to improve fundamental claims handling techniques. Students will learn about managing relationships in order to gather critical information in the claims handling process. A step-by-step process delivers the key to policy analysis for coverage evaluations. Students will also learn the fundamentals of investigation, evaluation, negotiation and settlement within the claims process.
4	Laptop Classroom	3	Essential Skills for the Insurance Broker and Agent This course provides an overview of insurance business practices from the broker's perspective and begins by introducing the broker as an insurance intermediary. Students learn the needs of

Semester	Instructional Setting Classroom, Lab, Field Placement	Hours/week	Course title and brief course description
			personal lines clients and small commercial risks and the skills that typical grocer will use to perform effectively. Students will follow the progress of a risk from initial contact with the client through the evaluation and application process, to binding and policy documents. Major product lines and common policy transactions handled by brokers will be reviewed.
4	Laptop Classroom	3	Business Development This course will focus on Business Development and includes many topics and concepts including coverage of Advertising, Sales Promotion and Sales. Business Development will give you a practical overview of the sales process and its role in the development of a successful business.
4	Laptop Classroom	3	Leadership and Career Development This course introduces students to the role of a leader in business. Through class discussions, case studies, independent reading, and guest speakers, the students will explore and develop his/her own leadership philosophy. Students will explore how a leader's interactions with front-line employees have a direct impact on organizational effectiveness. Legislation that affects front line leaders decision-making will be introduced, including aspects of employment standards, health and safety, and human rights. In addition, students will explore career management in the insurance industry.
		Total hours 1036	

4.0 STRATEGIC ALIGNMENT

Strategic Fit

The Insurance program will provide a new opportunity for students interested in pursuing employment in the insurance industry. The program builds upon the current program mix with the opportunity for student mobility to the B. COMM. (Honours) degree at UOIT. Further academic pathways will be pursued following program approval. The Insurance program supports responsible growth targets. Graduates from this program will support the economic well-being of the community through local employment opportunities. Local industry leaders agree that offering a program in Insurance will benefit students, graduates and employers.

Fit with Existing Programs

Programs that could feed into the proposed program	Other complementary programs within School	Advanced programs which graduates of this program may consider
<ul style="list-style-type: none"> - Business Fundamentals - General Arts & Science - Entrepreneurship & Small Business - Any Business or Business Administration graduate would have advanced standing in the Insurance program because of common curriculum in year one. 	<ul style="list-style-type: none"> - Business – Accounting - Business Admin – Accounting - Accounting University Transfer - Business – HR - Business Admin – HR - Business – Marketing - Business Admin – Marketing - Business – Operations - Business Admin – Operations Management - Entrepreneurship & Small Business 	<p>Graduates may consider taking a diploma in Entrepreneurship & Small Business and would have advanced standing because of common curriculum in year one.</p>

5.0 LABOUR DEMAND:

- Ontario is home to 36 percent of all insurance carrier employment across Canada and over 40 percent of all employment in agencies, brokerages and other insurance related activities. In total, nearly 77,000 Ontarians are employed either by insurance carriers or related services.
- The bulk of employment is in small firms.
- The insurance industry has been growing steadily in Ontario since 2005. Overall, the insurance industry increased total employment by over 12 percent - well above the overall provincial employment growth rate of only four percent.
- Current 2012-13 outlooks continue to project many firms to continue hiring over the short term, and opportunities for employment in this occupation over the next five years, through 2017, are projected to be 'average'.
- Employment opportunities stem from replacement needs due to aging workforce, and the rise of severe weather requires more adjusters and claims examiners. Advances in technology have increased productivity however and may result in the need for fewer workers.
- Environmental coverage and cyber risk protection will be especially important in Canadian insurance.
- The table below summarizes 2011-12 outcomes for graduates of Business Insurance programs in Ontario. Results are based on the Key Performance Indicator (KPI) Graduate Satisfaction Survey for 2010-11 graduates, administered six months after graduation. When compared to the provincial average of 75-80%, graduate satisfaction amongst Business Insurance graduates is relatively high at 80-85%. Related employment amongst Business Insurance graduates is significantly higher than the provincial related employment average, 60-65% compared to 40-45%. Full-time employment is also significantly higher for Business Insurance graduates at 75-80%, compared to only 60-65% of all graduates province working full-time. Overall, employment outcomes are generally positive for Business Insurance graduates when compared to provincial averages.

Summary of 2011-12 Business Insurance Graduates		
Outcome	Business Insurance	All Programs
Total Graduates	201	78,651
Total Graduates in Survey	75-80%	70-75%
Graduate Satisfaction	80-85%	75-80%
Labour Force Participation	90-95%	75-80%
Employment Rate	80-85%	80-85%
Employed Part-Time	60-65%	40-45%
Employed Full-Time	75-80%	60-65%
Average Annual Income	\$30,000-34,999	\$30,000-34,999
Related Employment	60-65%	40-45%
Average Annual Income – Related Employment	\$35,000-39,999	\$35,000-39,999
Unemployment Rate	15-20%	15-20%

6.0 STUDENT INTEREST:

- Overall, graduation rates are low and application data has been declining for a number of years, even when accounting for winter applications and confirmations. Enrolment, however, has remained stable if not increased slightly. Also, student satisfaction in Business Insurance programs in Ontario has remained high over the last five years, ranging between 80% and 85%.
- The figure below displays system wide applications, first choice applications and confirmed acceptances to Business Insurance programs in Ontario for the fall terms only.
 - The cumulative growth¹ between 2008 and 2013 for total applications was: -21%
 - The average growth² between 2008 and 2013 for total applications was: -6%
 - The cumulative growth between 2008 and 2013 for first choice applications was: -5%
 - The average growth between 2008 and 2013 for first choice applications was: -1%
 - The cumulative growth between 2008 and 2013 for confirmations was: -9%
 - The average growth between 2008 and 2013 for confirmations was: -2%

¹ Cumulative Growth refers to the percent change when comparing 2013-14 to 2009-10

² Average Growth refers to the average change each year.

**Business Insurance (MTCU 52803):
Total and First Choice Applications, and Confirmations; Fall Data**



7.0 ANALYSIS OF COMPETITION:

- Each of the four programs listed below provide students with the opportunity to earn the majority of credits toward the CIP designation from the Insurance Institute of Canada.

Business Insurance (MTCU:52803) Programs at Ontario CAAT Colleges		
College	Program Name	Program Approval
Conestoga	Business- Insurance	09-2009
Fanshawe	Business- Insurance	09-1990
Mohawk	Insurance	Unknown
Seneca	Business- Insurance	09-2006

8.0 TARGET MARKET:

- Target market for the proposed insurance program includes direct entry students, second career/mature students, university graduates and international students. International enrolment has increased at other colleges from six students in 2009 to 40 students in 2012.
- Students who wish to continue their education to obtain a degree in business/finance can pathway into the UOIT commerce program.

9.0 MONITORING AND EVALUATING DURING THE FIRST YEAR OF OPERATION:

<i>Year 1</i>		
	Expected Enrolment:	30 students
	KPI Student Satisfaction Rate:	Meets or exceeds the college average
	Financial:	On budget

10.0 OPERATING REVENUE AND EXPENSES:

Please see *Appendix A* for the detailed 5-year budget projection.

Start-up Costs	Year 1	Year 2
Curriculum development	\$3000	NIL
New dedicated space (lab, shop, clinic) which will remove a current learning space from the current scheduling mix.	NIL	NIL
Capital investment		
Library Resources	\$500	\$500
Marketing	\$5000	
Additional software to the college's IT budget		
TOTAL	\$8500	\$500

Appendix A – Insurance 5 Year Budget Projection

DURHAM COLLEGE	MTCU Code: 52803	weight	1.0	F.U.	1.9	# Yrs
Projected Budget	Program: Insurance	Per Year	0.950	Grant / WFU	\$4,160	2
BUDGET YRS	2014-19					
		2015-16 Projection	2016-17 Projection	2017-18 Projection	2018-19 Projection	2019-20 Projection
	Student Enrolment - Nov. 1					
	Year 1	30	30	30	30	30
	Year 2	0	25	25	25	25
	Total	30	55	55	55	55
REVENUE						
	Tuition Fees - per academic year	\$2,687	\$2,795	\$2,907	\$3,023	\$3,144
	Set-Aside Fee Removed	\$282	\$293	\$305	\$317	\$330
	Tuition Fee realized by college	\$2,405	\$2,501	\$2,601	\$2,705	\$2,814
	Total Tuition Fees	72,153	137,572	143,075	148,798	154,750
	Other Revenue - Contract Training	0	0	0	0	0
	Total Other Revenue	0	0	0	0	0
	Program Wtd Funding Unit (Wt X FU / Dur)	0.95	0.95	0.95	0.95	0.95
	Grant - MTCU Operating (assume \$4160/wfu)	\$0	\$59,280	\$167,960	\$217,360	\$217,360
TOTAL REVENUE		\$72,153	\$196,852	\$311,035	\$366,158	\$372,110
EXPENDITURES						
	Salaries - Faculty (FT)	0	85,000	87,550	90,177	92,882
	Salaries - Co-ordinator Allowance	3,000	3,090	3,183	3,278	3,377
	Salaries - PT Teaching	50,000	65,000	66,950	68,959	71,027
	Salaries - PL Teaching	0	0	0	0	0
	Salaries - Sessional Teaching	0	0	0	0	0
	Contract Teaching	0	0	0	0	0
	Total Teaching Salaries	53,000	153,090	157,683	162,413	167,286
	Salaries - Admin (\$100/st)	0	0	0	0	0
	Support Staff	0	0	0	0	0
	Total Academic Support Costs	0	0	0	0	0
	Benefits - Faculty - FT 22%	690	20,261	20,869	21,495	22,139
	Benefits - Faculty - PT 10.0%	5,000	6,500	6,695	6,896	7,103
	Benefits - Admin 22%	0	0	0	0	0
	Benefits - SS (FT) 27%	0	0	0	0	0
	Total Employee Benefits	5,690	26,761	27,564	28,390	29,242
	Total Labour	58,690	179,851	185,246	190,804	196,528
	Instructional Supplies	1,000	1,000	1,000	1,000	1,000
	Instructional Other Costs	0	0	0	0	0
	Field Work	0	0	0	0	0
	Membership & Dues	0	1,000	1,000	1,000	1,000
	Professional Development	1,000	1,000	1,000	1,000	1,000
	Travel/accommodation/meals	1,000	1,000	1,000	1,000	1,000
	Promotion/Public relations	0	0	0	0	0
	Maintenance- Equipment	0	0	0	0	0
	Telecommunications	0	0	0	0	0
	Software Costs	0	0	0	0	0
	Office supplies/Other Expenses	1,000	1,000	1,000	1,000	1,000
	Rental	0	0	0	0	0
	Total Other Expenditure	4,000	5,000	5,000	5,000	5,000
TOTAL DIRECT PROGRAM EXPENSES		62,690	184,851	190,246	195,804	201,528
TOTAL REVENUE FOR PROGRAM		72,153	196,852	311,035	366,158	372,110
Net Contribution \$		9,463	12,001	120,789	170,354	170,582
Net Accumulated Contribution / (Deficit)		9,463	21,465	142,253	312,608	483,190
Net Contribution - % of Gross Revenue		13.1%	6.1%	38.8%	46.5%	45.8%
TARGET Net Contribution		n/a	Breakeven	40.0%	40.0%	40.0%
Capital Requirement		0	0	0	0	0
Notes:	1.	Salaries and expenses estimated				
	2.	Grant provided by MTCU has been estimated based on current 2 year program and				
	3.	Assumes a 3% increase to salaries				

Ontario College Diploma: Welding Engineering Technician

Proposed program title: Welding Engineering Technician					
Proposed credential:	Diploma				
Funding Unit:	2.3				
Weight:	1.4				
MTCU Code:	52006				
Name of dean submitting the request:	Darrin Caron, School of Skilled Trades, Apprenticeship and Renewable Technology				
Proposed date of implementation:	September 2015				
Date of review by PPRC committee:	September 18, 2013				
Year 1 enrolment:	80 students				
Number of Semesters	4 semesters				
Number of faculty required:	0 – new FT, contract or PT faculty				
Space requirements:	Space renovations required: \$48,590.00				
Capital costs:	\$354,950.00				
Budget Projections:					
Proposed Tuition	\$2687.00				
Net Contribution - % of Gross Revenue	-145.6%	3.2%	44.2%	52.0%	51.3%
TARGET Net Contribution	n/a	Breakeven	40.0%	40.0%	40.0%

1.0 APPROVAL STAGES:

Check (√)	Approval Stage
√	Labour Market Assessed
√	Student Demand Assessed
√	New Program Proposal Document Reviewed by Manager, Program Development and Quality Initiatives and Dean
√	Budget reviewed by Manager, Planning and Reporting; Manager, Program Development and Quality Initiatives; Dean;
√	Budget approved by Vice President, Corporate Services and Chief Financial Officer
√	Reviewed by Program Proposal Review Committee, September 18, 2013
√	Approved by Vice President - Academic
√	Approved by Credentials Validation Service
√	Reviewed by President
	Approved by Board of Governors

2.0 PROGRAM OVERVIEW:

Description:

This 2-year program will prepare the student to enter the workplace with exceptional welding skills that employers are seeking. Learning from professors with welding experience in structural, pressure vessel and the manufacturing industries, the student will receive expert knowledge and practical skill to foster their trade. This program will teach the student how to create and read blueprints; it will give them an understanding of metals and their characteristics; it will equip them to work safely in the industry; and it will give them practical experience in weld shop and inspection methods. During the second year of this program students will manage a capstone project that will test the skills and knowledge they have learned, preparing them for the transition to the workplace.

Career Outcomes:

A two-year Welding Engineering Technician program offered at Durham College would provide the opportunity to both introduce students to a field where employment opportunities are abundant, and also to train students to meet the growing demands of the welding field. A two year program as opposed to a one year program can help to train students in traditional forms of welding such as GMAW, FCAW, SMAW, and GTAW, and also advanced methods that are becoming more common such as friction stir welding, and a variety of laser welding processes.

The program will prepare graduates for employment in the manufacturing and construction sectors. Graduates will acquire the skills and knowledge to find entry level employment opportunities in a number of areas such as welding shops, manufacturers of metal products, piping/structural contractors, automotive/aircraft manufacturers, repair and maintenance services, building/construction contractors, railroad and railcar industries and wind turbine manufacturers.

The welding industry contributes more than \$5 billion to the Canadian economy and employs over 300,000 individuals.

The table below displays the 5 most common occupations secured by graduates of Welding Engineering Technician programs in Ontario. This information is based on graduate responses to a question asking what type of occupation they currently have, and is a combination of the top responses over the last 5 years.

Top 5 Occupations for Welding Engineering Technician Graduates	
%	Occupation
54%	Welders and Related Machine Operators
6%	Structural Metal and Platework Fabricators and Fitters
4%	Construction Trades Helpers and Labourers
3%	Metallurgical and Materials Engineers
3%	Retail Salespersons and Sales Clerks

Vocational Program Learning Outcomes:

The graduate has reliably demonstrated the ability to:

1. Perform safe work practices in the welding trade in accordance with the Occupational Health and Safety Act (OHSA) and Regulations for Industrial Establishments.
2. Prepare and interpret drawings that would typically be used in a manufacturing and/or fabricating environment.
3. Perform trade related mathematical calculations including volume, area, estimation, geometry, ratio, measurement, weights, loads, and centring of various lifts
4. Complete projects using the main cutting, gouging and welding processes of the fabrication industry
5. Perform all positions in shielded metal arc welding, gas metal arc welding, flux core arc welding, gas tungsten arc welding utilizing mild steel and structural shapes with various consumables..
6. Perform open root welding on plate and pipe in all positions using the shielded metal arc welding (SMAW) process.
7. Describe and identify the common weld defects and faults using destructive and non-destructive examination and testing methods.
8. Identify and troubleshoot mechanical problems; recommend solutions for repairing and maintaining equipment to industry standard.
9. Identify the applicable code(s) or standards to be used in conjunction with each specific fabrication activity.
10. Identify and use distortion control and correction techniques as they apply to expansion and contraction forces.
11. Use appropriate lifting devices and equipment in accordance with proper (safe) techniques.

Admission Requirements:

Ontario Secondary School Diploma (OSSD), or equivalent, or 19 years of age or older as of the first day of classes, with no OSSD or equivalent (Mature Student) including the following required courses:

- English – Grade 12 (C), (U), or equivalent
- Mathematics – Grade 11 (C), (U) or (M)

3.0 PROGRAM OF STUDY

Semester	Instructional Setting Classroom, Lab, Field Placement	Hours/week	Course title and brief course description
1	Classroom	3	<u>Wire Welding Concepts –GMAW</u> During this theory class, the student will learn the fundamentals of welding beginning with the Gas Metal Arc Welding (GMAW) process. Emphasis in this course will be placed on safe use of equipment and theory of technique. Students will also learn how to identify and troubleshoot mechanical problems along with being able to recommend solutions for repairing and maintaining equipment to industry standard.
1	Lab/Shop	8	<u>Wire Welding Processes-GMAW (new course)</u> With different backgrounds and expertise, the professors in this course will provide students with 8 hours a week of practical learning instruction. Students will complete hands on welding in the GMAW process. Emphasis in this semester will be placed on the GMAW process, fillet welds, groove welds, safety and housekeeping practices. Students will use the main cutting processes to complete projects.
1	Classroom	3	<u>Health and Safety (new course)</u> In this theory safety class the student will learn about safety regulations including Workplace Hazardous Material Information System (WHMIS) and Ontario Health and Safety Act (OHSA) and how to adhere to them. They will learn about the purpose and safe use of hand and power tools and personal protection equipment. The student will receive training in key areas related to the trade.
1	Classroom	2	<u>Communications</u> This course will develop the student's ability to communicate in real world scenarios. Using internet, email and hand written forms they will develop skills in project planning and learn industry expectations.

Semester	Instructional Setting Classroom, Lab, Field Placement	Hours/week	Course title and brief course description
1	Classroom	2	<u>Math</u> The math in this class will relate to the trade. Students will complete trade related mathematical calculations including volume, area, estimation, geometry, ratio, measurement, weights, loads, and centering of various lifts.
2	Classroom	3	<u>Wire Welding Concepts-FCAW</u> During this term students will learn about Flux Cored Arc Welding (FCAW) and the Metal Core processes. Safety, welding techniques, positions and applications of this process will be taught along with identifying and troubleshooting mechanical problems along and recommending solutions. Other processes taught in this course include carbon air arc gouging.
2	Classroom	2	<u>Engineering Blueprints 1</u> During this course the student will learn to create and interpret drawings that would typically be used in the welding trade. The basics of pattern development, welding symbols and types of drawings are the themes of this course. The student will work in groups and individually, creating sketches and developing their drawing and interpretation skills.
2	Classroom	2	<u>Metals 1</u> This foundational metallurgy course teaches the student the importance of different types of metals and the process of their production. Students will learn about the mechanical and physical properties of metal, and how that affects their ability to weld them. Students will learn distortion control and correction techniques as they apply to welding.
2	Lab	8	<u>Wire Welding Processes- FCAW</u> With different backgrounds and expertise, the professors in this course will provide 10 hours a week of practical learning. In this course students will complete fillet and groove welds using the FCAW process.

Semester	Instructional Setting Classroom, Lab, Field Placement	Hours/week	Course title and brief course description
			Students will complete projects using the main gouging processes. Professional maintenance, clean workspace and housekeeping will be embedded within the course.
2	Classroom	3	General Education Elective
3	Classroom	2	<u>Shielded Metal Arc Welding Concepts</u> In this 3rd semester course the focus will be the theory of the Shielded Metal Arc Welding (SMAW) process. Students will learn about the equipment, maintenance and the specifics of the process of SMAW welding. Some of the areas covered include electrodes, polarity, and amperage. Welding open root and pipe will be examined. Students will learn how to identify and troubleshoot mechanical problems and recommend solutions.
3	Lab/Shop	10	<u>Shielded Metal Arc Welding Processes</u> With different backgrounds and expertise, the professors in this course will provide students with 10 hours a week of practical learning. This will include completing practical SMAW exercises including fillet, groove and open root welds in all positions. Students will learn techniques used in industry for welding these positions. Emphasis will also be placed on safety, consumables and housekeeping practices.
3	Classroom	2	<u>Weld Shop Practices</u> This course will teach the theory of welding methods to control distortion from heat and how to use correction techniques. Students will learn about fixturing and clamping methods of weldments and the guidelines for Project Planning. Students will use appropriate lifting devices and equipment, rigging and hoisting techniques in accordance with safety standards.
3	Classroom	3	General Education Elective
4	Classroom	2	<u>Precision Welding Concepts- GTAW</u> In this final theory course students will

Semester	Instructional Setting Classroom, Lab, Field Placement	Hours/week	Course title and brief course description
			learn the Gas Tungsten Arc Welding (GTAW) process. Materials and techniques and process will be covered along with identifying and troubleshooting mechanical problems and recommending solutions. As well, part of this theory course will be devoted to planning the capstone project. Every process and aspect of welding that students have learned will be applied in this project.
4	Lab/Shop	10	<u>Precision Welding Processes- GTAW</u> During this practical welding course, students will learn the process and the skill from professors with many areas of expertise that will develop students skills to complete welds with various metals using the GTAW process. Time will also be devoted to completing a capstone project that will utilize the wide range of skills that have been practiced and developed over the 2 year course.
4	Classroom	2	<u>Inspection Methods</u> This course will focus on developing the student's ability to describe and identify common weld defects and faults and how to correct and repair them. Students will use destructive testing and non-destructive testing methods. Students will learn to identify the applicable codes and standards used in fabrication.
4	Classroom	2	<u>Metals 2</u> This metals course is a continuation of Metals 1 and focuses on the composition and heat treating of steels and their characteristics. Students will learn how to anneal, temper and harden steel and the procedures used to weld them. Part of this course includes a project that tests students' knowledge and practical ability of metallurgy.
4	Classroom	3	General Education Elective
4	Classroom	2	<u>Capstone (new course)</u> This course will combine the knowledge and skills students have learned in this

Semester	Instructional Setting Classroom, Lab, Field Placement	Hours/week	Course title and brief course description
			program. There will be a theory and a practical portion that must be completed. Students will research, design, build and present a final project that will test their abilities and prepare them for the workplace.

4.0 STRATEGIC ALIGNMENT

Strategic Fit

This program will address a shortage of skilled welds across the GTA, Ontario and Canada. The existing Welding Techniques program although strong, does not allow the students enough time to develop their skills in critical welding processes. It also does not allow the students ample time to gain exposure to different types of metals used in various welding applications (stainless steel, aluminum, etc.). With strong support from the Welding Techniques Program Advisory Committee, it is highly recommended that Durham College move away from the Techniques and offers the two-year diploma Technician level program to provide stronger graduates to our industries.

Fit with Existing Programs

Programs that could feed into the proposed program	Other complementary programs within School	Advanced programs which graduates of this program may consider
<ul style="list-style-type: none"> - Trades Fundamentals - Mechanical Technician-Mechanical Maintenance and Control 	N/A	<ul style="list-style-type: none"> - Limited transfer opportunities - Third year option at Northern College - Speciality welding programs are offered at Seneca College, Holland College and Pipefitters Union.

5.0 LABOUR DEMAND:

- Welding touches almost every industry sector including; manufacturing, construction, petrochemical, agriculture, transportation, mining, pharmaceuticals, aerospace, electronics, and pipeline. In 2011 the global market for welding products was \$16.3 billion, and it is projected to increase to more than \$21.9 billion by the year 2017, with an annual compound growth rate of 5.2%. The welding industry contributes more than \$5 billion to the Canadian economy and employs over 300,000 individuals
- Multiple sources suggest that the welding industry is facing a labour shortage, and the shortage will become even more of a challenge as a large percentage of the workforce gets closer to retirement age. In response to increasing labour shortages, there is an emphasis from the industry to develop a more standardized welding

education in Canada, and an attempt to make the skilled trades a more attractive option for students entering into post-secondary education.

- The CWA reports that the industry is increasingly seeing students who graduate from programs in the skilled trades find jobs even before they graduate. It is also suggested that in recent years, Colleges are increasingly investing and expanding their capacity to teach welding by expanding their capacity and investing in new equipment, however student interest is still not as high as it needs to be to fill the labour shortage.
- The high rate of related employment after graduation from a Welding Engineering Technician program reinforces the literature suggesting that there are labour shortages in the industry, and that Welders are needed to fill positions.

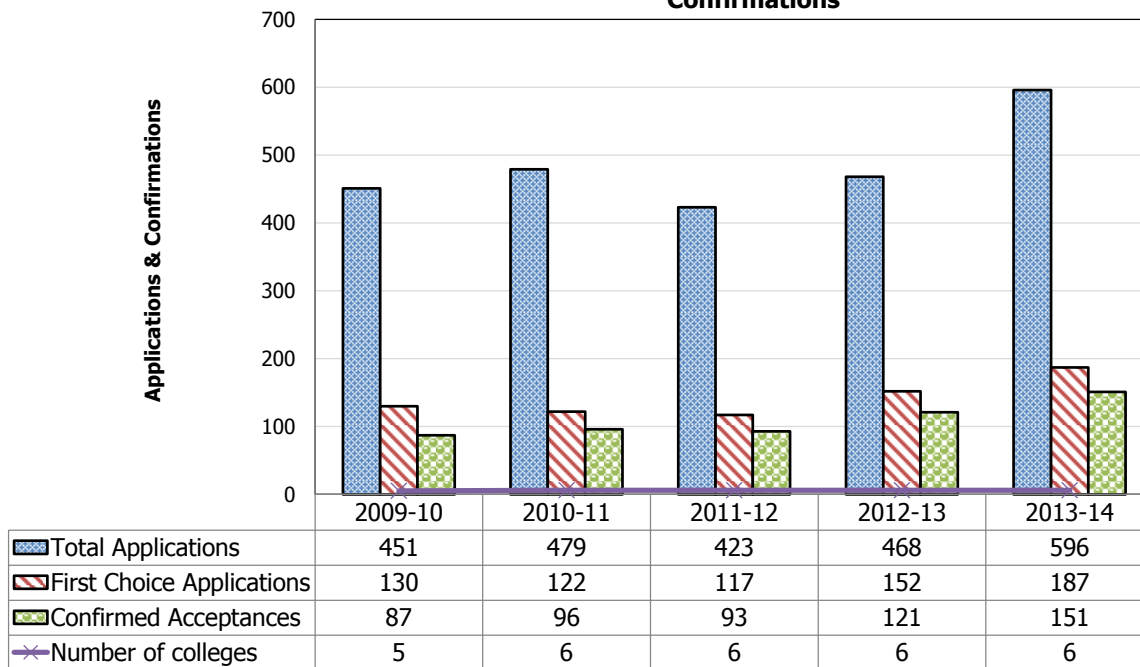
Summary of 2010-11 Welding Engineering Technician Graduates		
Outcome	Welding Engineering Technician	All Programs
Total Graduates	75	78,651
Total Graduates in Survey	85-90%	70-75%
Graduate Satisfaction	80-85%	75-80%
Labour Force Participation	70-75%	75-80%
Employment Rate	85-90%	80-85%
Employed Part-Time	0-5%	15-20%
Employed Full-Time	80-85%	60-65%
Average Annual Income	\$40,000-\$44,999	30,000 – 34,999
Related Employment	60-65%	40-45%
Average Annual Income – Related Employment	\$35,000-\$39,999	35,000 – 39,999
Unemployment Rate	10-15%	15-20%

6.0 STUDENT INTEREST:

The figure below displays system wide applications, first choice applications and confirmed acceptances to Welding Engineering Technician programs in Ontario.

- The cumulative growth between 2008 and 2013 for total applications was: 32%
- The average growth between 2008 and 2013 for total applications was: 8%
- The cumulative growth between 2008 and 2013 for first choice applications was: 44%
- The average growth between 2008 and 2013 for first choice applications was: 11%
- The cumulative growth between 2008 and 2013 for confirmations was: 74%
- The average growth between 2008 and 2013 for confirmations was: 16%

Figure 1: Welding Engineering Technician - System Applications and Confirmations



7.0 ANALYSIS OF COMPETITION:

In Ontario there are currently six CAAT colleges that offer a two year Welding Engineering Technician program. The table below outlines the Colleges that offer the program, the title of each program at each particular college, and the year that the program was started.

Welding Engineering Technician (54900) Programs at Ontario CAAT Colleges		
College	Program Name	Program Approval
Cambrian	Welding and Fabrication Technician	2000-09-01
Boreal	Welding Engineering Technician - Inspection	2006-09-01
Conestoga	Welding Engineering Technician	
Niagara	Welding Technician	2010-09-01
Northern	Welding Engineering Technician - Inspection	1981-05-29
St. Lawrence	Welding and Fabrication Technician	2006-09-01

NOTE: Niagara and Conestoga are the only two colleges that offer both a Welding Techniques program (44900) and a Welding Engineering Technician Program. Both Niagara and Conestoga experienced decreasing applications in 2010-11, however both experienced significant increases in applications between 2011-12 and 2012-13.

8.0 TARGET MARKET:

The target market for this program includes students entering directly from secondary school, mature students looking for second career or entrepreneurial opportunities, and/or individuals currently in a similar field looking to enhance their skills. People willing to work outside the province are also in high demand.

9.0 MONITORING AND EVALUATING DURING THE FIRST YEAR OF OPERATION:

<i>Year 1</i>		
	Expected Enrolment:	80 students
	KPI Student Satisfaction Rate:	Meets or exceeds the college average
	Financial:	On budget

10.0 OPERATING REVENUE AND EXPENSES:

Please see *Appendix A* for the detailed 5-year budget projection.

Start-up Costs	Year 1
Curriculum development # new courses for year 1 – 6 # new courses for year 2 – 8 (Total 14)	\$9,600
New dedicated space (lab, shop, clinic) which will remove a current learning space from the current scheduling mix.	\$48,590.00 (summer 2015-16 budget)
Capital investment (temp walls, 20 new stations, with smoke eater/ventilation) Total intake year 1 N80 and then added second year N60)	\$354,950.00 (AEF 2014-15 & 2015-16)
Marketing	\$ 5000.00
TOTAL	\$418,140.00

Appendix A – Welding Engineering Technology 5 Year Budget Projection

DURHAM COLLEGE	MTCU Code: 54900	weight	1.4	F.U.	2.3	# Yrs
Projected Budget	Program: Welding Engineering Technician	Per Year	1.610	Grant / WFU	\$4,160	2
BUDGET YRS	2014-19					
		2015-16 Projection	2016-17 Projection	2017-18 Projection	2018-19 Projection	2019-20 Projection
	Student Enrolment - Nov. 1					
	Year 1	80	80	80	80	80
	Year 2	0	60	60	60	60
	Total	80	140	140	140	140
REVENUE						
	Tuition Fees - per academic year	\$2,687	\$2,795	\$2,907	\$3,023	\$3,144
	Set-Aside Fee Removed	\$282	\$293	\$305	\$317	\$330
	Tuition Fee realized by college	\$2,405	\$2,501	\$2,601	\$2,705	\$2,814
	Total Tuition Fees	192,409	350,184	364,191	378,759	393,909
	Other Revenue - Contract Training	0	0	0	0	0
	Total Other Revenue	0	0	0	0	0
	Program Wtd Funding Unit (Wt X FU / Dur)	1.61	1.61	1.61	1.61	1.61
	Grant - MTCU Operating (assume \$4160/wfu)	\$0	\$267,904	\$736,736	\$937,664	\$937,664
TOTAL REVENUE		\$192,409	\$618,088	\$1,100,927	\$1,316,423	\$1,331,573
EXPENDITURES						
	Salaries - Faculty (FT)	255,000	262,650	270,530	278,645	287,005
	Salaries - Co-ordinator Allowance	3,000	3,090	3,183	3,278	3,377
	Salaries - PT Teaching	0	0	0	0	0
	Salaries - PL Teaching	0	0	0	0	0
	Salaries - Sessional Teaching	0	0	0	0	0
	Contract Teaching	80,000	150,000	154,500	159,135	163,909
	Total Teaching Salaries	338,000	415,740	428,212	441,059	454,290
	Salaries - Admin (\$100/st)	0	0	0	0	0
	Support Staff	26,880	43,680	44,990	46,340	47,730
	Total Academic Support Costs	26,880	43,680	44,990	46,340	47,730
	Benefits - Faculty - FT 22%	59,340	61,120	62,954	64,842	66,788
	Benefits - Faculty - PT 10.0%	8,000	15,000	15,450	15,914	16,391
	Benefits - Admin 22%	0	0	0	0	0
	Benefits - SS (FT) 27%	7,258	11,794	12,147	12,512	12,887
	Total Employee Benefits	74,598	87,914	90,551	93,268	96,066
	Total Labour	439,478	547,334	563,754	580,666	598,086
	Instructional Supplies	24,000	42,000	42,000	42,000	42,000
	Instructional Other Costs	0	0	0	0	0
	Field Work	0	0	0	0	0
	Membership & Dues	1,000	1,000	1,000	1,000	1,000
	Professional Development	1,000	1,000	1,000	1,000	1,000
	Travel/accommodation/meals	1,000	1,000	1,000	1,000	1,000
	Promotion/Public relations	0	0	0	0	0
	Maintenance- Equipment	5,000	5,000	5,000	5,000	5,000
	Telecommunications	0	0	0	0	0
	Software Costs	0	0	0	0	0
	Office supplies/Other Expenses	1,000	1,000	1,000	1,000	1,000
	Rental	0	0	0	0	0
	Total Other Expenditure	33,000	51,000	51,000	51,000	51,000
TOTAL DIRECT PROGRAM EXPENSES		472,478	598,334	614,754	631,666	649,086
TOTAL REVENUE FOR PROGRAM		192,409	618,088	1,100,927	1,316,423	1,331,573
Net Contribution \$		-280,069	19,754	486,173	684,756	682,486
Net Accumulated Contribution / (Deficit)		-280,069	-260,315	225,858	910,614	1,593,100
Net Contribution - % of Gross Revenue		-145.6%	3.2%	44.2%	52.0%	51.3%
TARGET Net Contribution		n/a	Breakeven	40.0%	40.0%	40.0%
Capital Requirement		354,950	0	0	0	0
Notes:	1.	Salaries and expenses estimated				
	2.	Grant provided by MTCU has been estimated based on current 2 year program and				
	3.	Assumes a 3% increase to salaries				
	4.	Capital to be potentially be supplied by AEF				
	5.	Capital does not include renovation				
	6.	Renovation costs: \$48,590				
	7.	Total start-up costs of \$418,140.00 including: Curriculum Development, renovations to new dedicated space, capital investment and marketing				

BOARD REPORT

Public: ☒
In-Camera: ☐

Action Required:
Information/Discussion ☐
Decision ☒

DATE: April 9, 2014

FROM: Judy Robinson, Vice President, Academic
(prepared by Michelle Cole)

SUBJECT: Approval of New Continuing Education Program of Instruction

A. Purpose

To obtain approval from the Board of Governors for the following continuing education program of instruction for the Fall 2014 intake:

1. Culinary Arts

- *Credential: Durham College Certificate*
- *Duration: 238 hours – Course Based – total of 7 courses*
- *School: Continuing Education*

B. Background

With a focus on individuals looking to upgrade their skills, expand their knowledge or change their career path, the School of Continuing Education continues to investigate new areas of interest to add to its comprehensive roster of relevant, employment and general interest focused programs. This report identifies a proposed new Durham College certificate program, Culinary Arts. This program highlights the potential of new opportunities for enrolment growth at the Centre for Food and provides meaningful opportunities for new students and graduates to meet the labour market needs of our community.

As per Minister's Binding Policy Directive 3.0 Programs, Framework for Programs of Instruction, a board of governors is responsible for approving 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, or Ontario College Graduate Certificate.

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

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

C. Discussion/Options

1. Durham College Certificate in Culinary Arts

The Culinary Arts certificate is derived entirely from courses offered in the postsecondary Ontario College certificate, Culinary Skills, but is intended to attract a different demographic. The Culinary Arts certificate will appeal to individuals who wish to take courses on a part-time basis, or to those who are looking to build new or enhance their culinary knowledge and abilities for personal interest or for a change in their career path.

The program will provide students with a combination of classroom and lab hours designed to prepare them for employment in a variety of food service environments. Upon completion, program graduates will be able to assist in the preparation and presentation of meals and seek out entry level positions as a kitchen helper or assistant cook in restaurants, hotels, and/or catering or institutional food settings.

D. Financial/Human Resource Implications

The projected enrolment of this program will provide increased revenue to Durham College in accordance with the college's target net contribution ratio. Course will be held in the classrooms and culinary labs located at the Whitby Campus' Centre for Food. Students will be required to bring their own cooking instruments for the lab courses. Qualified part-time instructors will be hired to teach the courses. Budget details are provided in the attachments.

E. Implications for UOIT (if applicable)

None anticipated

F. Recommendation(s)

That the Durham College Board of Governors approves the Continuing Education program of instruction for Culinary Arts.

Submission for Board Approval: New Continuing Education Program

Durham College Certificate in Culinary Arts	
School:	School of Continuing Education
Program Title:	Culinary Arts
Credential:	Durham College Certificate
Total Program Hours:	238 Hours – Course based – total of 7 courses
Proposed Start Date:	Fall 2014
Frequency of Intakes Per year:	Part-time delivery in all three intakes
Delivery Mode:	Courses are offered in a face-to-face, classroom or lab settings
Host College(s) [if applicable]:	Durham College.
Curriculum Development Required:	No – all courses are fully developed from the Culinary Skills
Capital Needs:	N/A
Staffing Needs:	Part-time instructors
Space Requirements:	N/A
Student Cost Per Course:	Varied costs for textbooks and cooking utensils (students will bring their own)
Total Program Cost For Student:	Approximately \$1,697.50 (based on the current tuition rate plus additional costs for required textbooks)
Expected Revenue:	\$1,762.50 to \$5,700.00 per course (based on a varying hours per course with enrolment of 15 students)

1.0 APPROVAL STAGES:

Check (√)	Approval Stage
√	New concept paper reviewed by Director of Continuing Education
√	Career Opportunities Assessed
√	Student Demand Assessed
√	New Program Proposal Document Reviewed by Manager, Program Development and Quality Initiatives and Director
√	Reviewed by Program Proposal Review Committee
√	Approved by Vice President - Academic
N/A	Approved by Credentials Validation Service [if applicable]
√	Reviewed by President
	Approved by Board of Governors

2.0 PROGRAM OVERVIEW:

Description:

The Culinary Arts Certificate proposed as a Durham College local certificate program with the aim of enabling students to successfully obtain an entry level position in the Food Service Industry. Comprised of seven courses (238 hours), the program will provide students with a combination of classroom and lab hours designed to prepare graduates for employment in a variety of food service environments. Upon successful completion of the program, the graduate will be able to seek entry-level employment as a kitchen helper or assistant cook in a restaurant, hotel, catering or institutional food setting. Among other things, the successful graduate will be able to: prepare and present meals for a variety of food service environments; and apply basic food and bake theories to all aspects of food preparation; apply principles of nutrition to all aspects of food production.

Program Learning Outcomes:

Program Learning Outcomes in Continuing Education are built from the individual course outcomes. Students receiving credits for these courses will have demonstrated their ability to:

1. Provide fundamental culinary planning, preparation, and presentation to a variety of food service environments.
2. Safely and effectively use a variety of commercial food service equipment.
3. Apply fundamental food and bake theories.
4. Contribute to the provision of a healthy, safe, and well-maintained kitchen environment according to national sanitation procedures.
5. Apply fundamental nutritional principles to all aspects of food production.

Essential Employability Skills:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
3. Apply a systematic approach to solve problems.
4. Use a variety of thinking skills to anticipate and solve problems.
5. Locate, select, organize, and document information using appropriate technology and information systems.
6. Analyze, evaluate, and apply relevant information from a variety of sources
7. Show respect for the diverse opinions, values, belief systems, and contributions of others.
8. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
9. Take responsibility for one's own actions, decisions, and consequences.

Admission Requirements:

Applicants must be 19 years of age, or have completed an Ontario Secondary School Diploma (OSSD) or equivalent, or have a Grade 12 equivalency certificate achieved through College academic upgrading.

3.0 PROGRAM OF STUDY:

There are seven academic courses required to complete this certificate program:

Course Hours	Course Code	Course Title and Course Description
56 hours 4 hrs Lab	CULI 1201	Culinary and Baking Techniques Prerequisite: Food Safety & Sanitation, Culinary Theory I Over the course of this practical lab component, students will develop the fundamental skills of safe food handling, professional knife skills, food preparation and production, and baking preparation and production. Students will have an opportunity to prepare, taste and evaluate basic stocks, soups, sauces and salads, yeast dough products& sweet and savoury pastry items. The use of local food products and ingredients will be emphasized.
14 Hours 1 hr Lecture	NUTR 2200	Culinary Nutrition In this course, students will investigate both nutrition and menu planning and their applications. After developing a foundational knowledge of basic nutrition and the effects of food on the human body, students will make decisions about suitable menu offerings for a range of diverse situations while considering factors such as meal period, access to quality products and ingredients, costs and dietary requirements.
42 hours 2 hrs Lecture & Demonstration 1 hr lab	CULI 1200	Culinary Theory I Students will be provided with an exposure to the fundamental theories and concepts related to food and baking preparation. Students will learn about the organization of a professional kitchen, kitchen positions, culinary terminology, professional cooking equipment and the classification, origin and quality of basic ingredients with an emphasis on local ingredients, weights and measures, production requirements and cooking and baking methods.
42 Hours 2 hrs Lecture & Demonstration 1 hr Lab	CULI 2201	Culinary Theory II Prerequisite: Culinary Theory I This course builds on the foundational knowledge acquired in Culinary Theory I. Students explore more advanced theories and concepts including culinary terminology, meat cuts and related cooking methods, various fowl and poultry, beverages, the role of wine in cooking, as well as the use of contemporary and traditional garnishes in food presentation. Students also investigate regional food products and cuisine, the relationship between food and culture and contemporary food trends.
14 hours 1 hr Lecture	FOOD 1200	Food Safety and Sanitation In this course, students will explore the essential knowledge, skills and attitudes required for the provision of safe, quality food products, free from food borne contaminants, prepared in safe, well maintained

		environments. Students will learn the role government regulations, temperature control, eco-friendly facility maintenance, and personal hygiene play in safe food service. The use of preventative HACCP protocols will be emphasized.
28 hours 2 hrs Lecture	MENU 2200	Menu Planning In this course, students will gain experience writing various types of menus. Working in teams, students design a menu from; a nutritional, sales and cost point of view for a food and beverage operation.
42 Hours 3 hrs Lab	CUIS 2201	Cuisine A La Carte Prerequisite: Food Safety & Sanitation, Culinary Theory I, Culinary and Baking Techniques Students will prepare, taste, compare and evaluate a variety of products including: baked goods, starches, vegetables, meats, poultry and fish. Students will learn modern and traditional methods of preparation and presentation of food. Whenever possible, emphasis is placed on the use of local ingredients and the preparation of healthy products.
Total Hours: 238 Hours 112 Lecture & Demonstration Hours 126 Lab Hours		

4.0 APPLICANT MARKET AND CAREER OPPORTUNITIES:

The program is designed to prepare graduates for employment in a variety of food service environments. Entry level jobs can include assisting in the preparation and presentation of meals as a kitchen helper or assistant cook in a restaurant, hotel, catering or institutional food setting.

Successful completion of the program will enable the graduate to demonstrate knowledge and abilities in food preparation, function as a team player, and take on the challenge of performing physical duties in a face paced work environment.

This program will also be of interest to individuals who wish to better understand culinary theories and fundamentals for personal interest.

An Ontario College Certificate and Ontario College Diploma are offered through the Centre for Food. The Culinary Arts Certificate offered through Continuing Education will consist of courses already offered in the Culinary Skills Ontario College Certificate. The certificate program will be offered in the evenings and weekends and will appeal to those working during the day or who wish to take courses on a part-time basis to establish or build a career in the industry or who wish to build their skills for personal interest.

A related certificate currently offered through Continuing Education is the Food Service Worker Certificate.

5.0 FINANCIAL IMPLICATIONS:

Existing Programming:

This program consists of seven courses varying in hours for a total of 238 hours. Registrations vary from semester to semester. Courses will usually run with approximately 15 students.

Funding Implications:

Each course is offered individually; students register for each course independently.

Budget Information:

This program and all courses are delivered by Durham College in classrooms and culinary lab facilities located at the Centre for Food. There are no other development or capital costs required to run this program.

6.0 OPERATING REVENUE AND EXPENSES – PROJECTION:

Budget Projections This program is operated with part-time course revenues and expenses are offset by the revenues. Tuition based on \$6.25/credit hour (3% increase) Projections are based on tuition and grant for 14, 28, 42 and 56 hour courses with an enrolment of 15 students (per semester) if we run every course, every semester.			
<i>Revenue</i>	<i>Per Student</i>	<i># Courses</i>	<i>X 15 Students Per Semester</i>
Tuition/Admin (x 14 hrs x 2 courses)	\$117.50	\$235.00	\$3525.00
Tuition/Admin (x 28 hrs x 1 course)	\$205.00	\$205.00	\$3075.00
Tuition/Admin (x 42 hrs x 3 courses)	\$292.50	\$877.50	\$13162.50
Tuition/Admin (x 56 hrs x 1 course)	\$380.00	\$380.00	\$5700.00
Grant (3.53 x 14 hrs x 2 courses)	\$49.42	\$98.84	\$1482.60
Grant (3.53 x 28 hrs x 1 course)	\$98.84	\$98.84	\$1482.60
Grant (3.53 x 42 hrs x 3 courses)	\$148.26	\$444.78	\$6671.70
Grant (3.53 x 56 hrs x 1 course)	\$197.68	\$197.68	\$2965.20
Total Revenue	\$1489.20	\$2537.64	\$38064.60
<i>Expenses</i>	<i>Per Course</i>	<i>Per Semester</i>	
Instructor (\$50 x 14 hours x 2 courses)	\$700.00	\$1400.00	
Instructor (\$50 x 28 hours x 1 course)	\$1400.00	\$1400.00	
Instructor (\$50 x 42 hours x 3 courses)	\$2100.00	\$6300.00	
Instructor (\$50 x 56 hours x 1 course)	\$2800.00	\$2800.00	
Total Expenses	\$7,000.00	\$11,900.00	
NET CONTRIBUTION PER SEMESTER			\$26,164.60
NET YEARLY CONTRIBUTION (3 semesters)			\$78493.80

School of Continuing Education

Program Roster for Tentative New Program Development

Program	Credential	Year and Intake
Teacher of Adults-Literacy Educator	Local Board Certificate	Fall 2014
Perioperative	Graduate Certificate	Fall 2014
Fundamentals of Addictions Certificate	Local Board Certificate	Fall 2014
Culinary Arts	Local Board Certificate	Fall 2014
Community Services and Child Studies	Local Board Certificate	Winter 2015
Correctional Services Worker Certificate	Local Board Certificate	Winter 2015
Customs and Logistics Professional	Local Board Certificate	Winter 2015
Building Environmental Systems - Facility Manager	Local Board Certificate	Winter 2015
Autism & Behavioural	Local Board Certificate	Winter 2015
Fundamentals of Developmental Disabilities	Local Board Certificate	Winter 2015
Fundraising Management	Local Board Certificate	Winter 2015
Retirement Communities Management	Local Board Certificate	Winter 2015
Research Analyst Certificate	Grad Certificate	Fall 2015
Computer Systems Certificate	Local Board Certificate	Fall 2015
Engineering Technology Management	Local Board Certificate	Fall 2015
Writing for Publication	Local Board Certificate	Fall 2015
Diversity & Intercultural Relations	Local Board Certificate	Fall 2015
Correctional Practices Certificate	Local Board Certificate	Fall 2015

NOTE:

- This list of proposed new Continuing Education programs is tentative and may vary depending on regional shifts and projections in labour market demands.
- Local Board Certificates offered through the School of Continuing Education do not follow the same ministerial processes as full-time postsecondary programs. However, programs are vetted through similar internal processes to ensure overall program quality and labour market need.