

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

Date: Wednesday, May 11, 2016, 5:30 p.m.

Location: Northumberland County, 555 Courthouse Road, Cobourg (Council Chamber)

A light dinner will be available beginning at 5:00 p.m.

Pages

1. CALL TO ORDER

2. INTRODUCTION OF GUESTS

3. ADDITIONS/DELETIONS TO THE AGENDA

4. CONFLICT OF INTEREST DECLARATIONS

5. PRESENTATIONS

5.1 Jennifer Moore, CAO, Northumberland County to Provide an Update on the Business of the County

5.2 Sarah Holtby, David Burgess, Christina Schmidt and Karen Lamb, Durham College Students to Present an Overview of their Projects Concerning the Cobourg Downtown Revitalization Initiative

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, 13.1, 14.1

7. APPROVAL OF MINUTES OF THE BOARD OF GOVERNORS MEETING of April 13, 2016

3 - 9

8. ACTIONS ARISING FROM PREVIOUS MINUTES

9. CHAIR'S REPORT

10. CO-POPULOUS GOVERNORS' REPORT

11. PRESIDENT'S REPORT

11.1 Durham College (All Pillars)

10 - 13

12. COMMITTEE REPORTS

13. CONTINUING BUSINESS

- | | | |
|------|---|---------|
| 13.1 | Program Advisory Committee Minutes - E. Popp (Our Students)
Posted separately on the Board portal. | 14 - 51 |
| 13.2 | DC-UOIT Academic Pathways Report 2015-2016 - E. Popp | 52 - 61 |

14. NEW BUSINESS

- | | | |
|------|---|-----------|
| 14.1 | Provincial Key Performance Indicators (KPIs) – 2015-2016 Results - E. Popp and D. Lovisa | 62 - 64 |
| 14.2 | Approval of New Programs of Instruction - Fire Science and Leadership, Massage Therapy, Mechanical Technician - Elevating Devices - E. Popp | 65 - 107 |
| 14.3 | 2015-2016 Business Plan Results - D. Lovisa | 108 - 118 |
| 14.4 | Strategic Investment Fund Submissions - D. Lovisa (verbal)
A full copy of the submissions will be posted to the Board portal once finalized and submitted. | |
| 14.5 | Local Employment Councils - D. McKee Demczyk (verbal) | |

15. OTHER BUSINESS

16. INQUIRIES AND COMMUNICATIONS

17. UPCOMING EVENTS

Convocation - June 13 to 15, 2016 (General Motors Centre)

Board training session on how to support a development campaign - May 25, 2016 from 5:00 p.m. to 6:00 p.m. (DC Boardroom). To accommodate the training session, the start time for the Audit and Finance Committee will be pushed back to 6:00 p.m. and the the start time of the Executive Committee meeting will be pushed back to 7:30 p.m.

18. MOVE TO IN-CAMERA SESSION

19. ADJOURNMENT



**DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY
BOARD OF GOVERNORS REGULAR MEETING
Public Session – DRAFT MINUTES**

Date: Wednesday, April 13, 2016
Location: DC Boardroom, Gordon Willey Building, A-144

Members Present: Pierre Tremblay, chair
Doug Allingham
Nneka Bowen
Ivan DeJong
Kevin Griffin
Kristi Honey
Rick Johnson
Don Lovisa, president
Paul Macklin (via telephone)
Heather Quantrill
Jim Wilson
Melissa Pringle, corporate and board secretary (ex-officio, non-voting)

Members Absent: Dan Borowec, vice-chair
Debbie McKee Demczyk
Charlie Qaqish
Steve Stewart

Staff Present: Scott Blakey, chief administrative officer
Tony Doyle, chief of staff
Barbara MacCheyne, chief financial officer
Meri Kim Oliver, vice-president, Student Affairs
Janse Tolmie, associate vice-president, Information Technology Services and chief information officer

1. CALL TO ORDER

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

2. INTRODUCTION OF GUESTS

The following guests were introduced: Ryan Cullen, Student Governor-Elect, Doug Wilson, community member, Val Gilham, program development manager, Continuing Education, Lee-Ann Strand, Office Administration, Field Placement Student, Madeline Bate, Office Administration, Field Placement Student, Rebecca Milburn, associate vice-president, Academic Planning, Michelle Mouton, manager, Distance Education, Michelle Cole, manager, Program Development and Quality Assurance, Chris Rocha, director, Financial Aid and Awards and Paul Bishop, Strategic Enrolment Services.

3. ADDITIONS/DELETIONS TO THE AGENDA

None.

4. CONFLICT OF INTEREST DECLARATIONS

No conflicts of interest were declared.

5. PRESENTATIONS

5.1 2016-17 Annual Budgets

An overview of the 2016-17 annual operating and capital budgets was provided, presenting a small surplus budget of \$300,000.

The Board questioned the Chief Financial Officer concerning the 2016-17 operating and capital budgets.

6. CONSENT AGENDA

The chair stated the following items included in the consent agenda:

Item 7 - Minutes of February 10, 2016

“That the public session minutes of the February 10, 2016 meeting of the Board of Governors be approved as read.”

Item 11.1 - President’s Report on Durham College (for information)

Item 11.2 – Colleges Ontario – Committee of Presidents, March 16, 2016 Meeting Summary (for information)

Item 13.1 – Program Advisory Committee Minutes

“That the minutes from Program Advisory Committee meetings held between September 29, 2015 and March 2, 2016, be received for information.”

Item 13.2 – Results on the E-Vote on the New Campus Recreation Mandatory Ancillary Fee

“That the new Campus Recreation mandatory ancillary fee of \$10.00 for the 2016-17 academic year be approved, and the results of the e-vote be ratified.”

Item 13.3 – MTCU Information on 2014-2015 SMA Report Back (for information)

Moved By Governor Allingham

Seconded By Governor DeJong

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

CARRIED.

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

7. APPROVAL OF MINUTES OF THE BOARD OF GOVERNORS MEETING of February 10, 2016

Received under consent agenda.

8. ACTIONS ARISING FROM PREVIOUS MINUTES

None.

9. CHAIR'S REPORT

The upcoming board retreat was discussed, as well as the presentations by Governors on the outreach they did in the community concerning the future of the college.

Governor Johnson and Governor Honey were presented the honorary award for successfully completing the requirements of the certificate of good governance.

The resignation of Governor Robichaud was announced.

10. CO-POPULOUS GOVERNORS' REPORT

A UOIT Board meeting was held on March 9, 2016. The focus of the meeting was mainly administrative matters, the 2016-17 budget, declining enrolment and building strength and capacity within the university.

11. PRESIDENT'S REPORT

11.1 Durham College (All Pillars)

Received under the consent agenda.

11.2 Colleges Ontario - Committee of Presidents, March 16, 2016 Meeting Summary

Received under the consent agenda.

12. COMMITTEE REPORTS

None.

13. CONTINUING BUSINESS

13.1 Program Advisory Committee Minutes

Received under the consent agenda.

13.2 Results of the E-Vote on the New Campus Recreation Mandatory Ancillary Fee

Approved under the consent agenda.

13.3 MTCU Information on 2014-2015 SMA Report Back

Received under the consent agenda.

13.4 Summary of non-PSE Enrolment and Grant Revenue

A summary of non-PSE enrolments and the associated impact of grant revenues was provided.

The Board questioned the Chief Financial Officer concerning the summary of non-PSE enrolments.

Moved By Governor DeJong

Seconded By Governor Quantrill

That the report on the non-PSE enrolment and the associated impact of the grant revenues, be received for information.

CARRIED.

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

14. NEW BUSINESS

14.1 2016-17 Annual Business Plan

As summary of the 2016-17 Business Plan was provided, noting the business plan includes 50 objectives identified to ensure both the Strategic Plan and the Strategic Mandate Agreement are completed.

The Board questioned President Lovisa concerning the 2016-17 Annual Business Plan.

Moved By Governor Johnson

Seconded By Governor Honey

That the Durham College 2016-2017 Business Plan, be approved.

CARRIED.

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

14.2 Approval of New Continuing Education Programs of Instruction

Four new programs of instruction were reviewed: Editing, Emergency Communication, Health Care Administration, and Retirement Communities Management.

The Board questioned the associate vice-president, Academic Planning and the manager, Distance Education concerning the new programs of instruction.

Moved By Governor Wilson

Seconded By Governor Honey

That the programs of instruction for the Editing, Emergency Communication, Health Care Administration, and Retirement Communities Management programs, be approved.

CARRIED.

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

14.3 Five-Year Program Plan

The five-year New Program Development Roster was reviewed, noting the plan is used for academic planning purposes. As programs are considered for addition to the college offerings, efforts are taken to ensure the impacts of future resource requirements, such as new and/or renovated academic space, IT assets, academic equipment and other capital needs, faculty and support staff needs, and library resources are all considered.

The Board questioned the manager, Program Development and Quality Assurance concerning the five-year program plan.

14.4 Notice of Board Meeting Details for May 11, 2016

Discussions occurred concerning the Board meeting on May 11, 2016 to be held in Northumberland County. A reception will be held from 4:00 p.m. to 5:00 p.m., followed by the Board meeting at 5:30 p.m. in the Council Chamber. Transportation to the meeting was discussed, with the Board to provide further direction.

14.5 Update on New Ontario Student Grant Program

An overview of the new Ontario Student Grant Program was provided, noting the program will be phased in over two academic years, and current grants and tax credits will be re-directed to provide a single up front Ontario Student Grant. The grant will provide funding equal to average tuition to low-income families, and the maximum debt will be capped at \$10,000 annually. In addition, institutions will be expected to provide “net billing” showing the actual cost of tuition after deducting institutional and OSAP grants, and Ontario will reduce expected parental contribution levels to better align with other Canadian jurisdictions.

The Board questioned the director, Financial Aid and Awards concerning the new Ontario Student Grant Program.

15. OTHER BUSINESS

None.

16. INQUIRIES AND COMMUNICATIONS

None.

17. UPCOMING EVENTS

The following events were noted:

- Research Day - April 28, 2016 beginning at 8:30 a.m. (SSB)
- Science Rendezvous - May 7, 2016 from 10:00 a.m. to 3:00 p.m. (Oshawa Campus)

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.

Moved By Governor Griffin

Seconded By Governor Wilson

That the Durham College Board of Governors move in-camera after a short recess.

CARRIED.

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

The meeting recessed at 7:35 p.m. and reconvened in-camera at 7:45 p.m.

The Board rose from the in-camera session at 9:18 p.m.

19. ADJOURNMENT

Moved By Governor Allingham

Seconded By Governor Bowen

That the Board of Governors meeting of April 13, 2016 be adjourned.

CARRIED.

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

The meeting adjourned at 9:19 p.m.

Pierre Tremblay
Board Chair

Melissa Pringle
corporate and secretary

Our Students

First Hackathon Tackles Sustainability

April 2016



Durham College (DC) students got a chance to flex their problem-solving muscles and confront a major sustainability challenge this week when they took part in the first-ever DC Hackathon on April 26. The event, was hosted by FastStartDC, an entrepreneurship training program offered by the college, and co-sponsored by a number of local organizations including Spark Centre, Bereskin & Parr, GM Canada, ORION, and the Durham Region Economic Development, the organization tasked with promoting economic growth and development in Durham Region.

First Gold Medal Award

April 2016



DC culinary student, Kristin Atwood will fly to Calabria, Italy for a week this June to participate in the Italian Culinary Exploration program at the Italian Culinary Institute. This incredible experience is courtesy of the

new Durham College Gold Medal Award, which Atwood was recently awarded in recognition of her outstanding achievements in the Culinary Management program at the Centre for Food (CFF). The Gold Medal Award, an all-expenses-paid trip to Italy to study at the institute, is offered by the college's leadership team. All students studying in the Culinary Management program are eligible to apply with the award presented to a student who demonstrates excellence in attendance, volunteerism, professionalism, attitude and academic standing throughout their time at DC.

Paramedic Students Showcase Skills at National Competition

April 2016



DC Paramedic and Paramedic – Advanced Care students were among the winners at this year's National Paramedic Competition, which was held on April 9 at the Oshawa campus. The competition saw 34 teams of professional and student paramedics from across Canada put their medical knowledge and skills to the test in a competitive format. Crews of student paramedics, along with professionals in advanced and primary care, all competed in scenario-specific situations at the same time. DC's team of Jena Spencer and Rob Triano, second-year Paramedic students, finished second among the 17 teams competing in the student division.

Our People

Record Breaking Amount Raised for United Way April 2016



Durham College raised \$27,507.04 in support of the United Way Durham Region through its annual campaign, which ran this year from March 28 to April 8. This year's campaign saw funds collected via several different payment methods, but perhaps the most original idea was the college's first annual United Way Food Table Challenge. Teams from DC's academic schools and departments competed against each other in a battle for taste bud and fundraising supremacy to see who could raise the most funds as well as design the most creative table. Adding to the incentive for employees to donate and raise money, was a pledge to "Go Green for United Way". I agreed to temporarily dye my hair green in support of United Way and in appreciation of DC's generosity if the campus community was able to raise \$25,000.

Jacqueline Towell Featured for Work with International Partner March 2016



Jacqueline Towell was recently featured in the Curriculum Developers' Affinity Group (CDAG) newsletter for her work in the development of curriculum for a new Food and Pharmaceutical program at Hau Giang Community

College in Vietnam. Durham College (DC) is one of three

Canadian colleges working with Hau Giang to develop a new program using Canadian best practices in quality curriculum and program design. Towell, a CDAG member, and several DC faculty members and the International Office team travelled to Vietnam to collaborate on the development of a new program model that can be adapted for use at the national level.

Our Business

Famed Siebel Brewing Courses to be delivered at Centre for Food April 2016



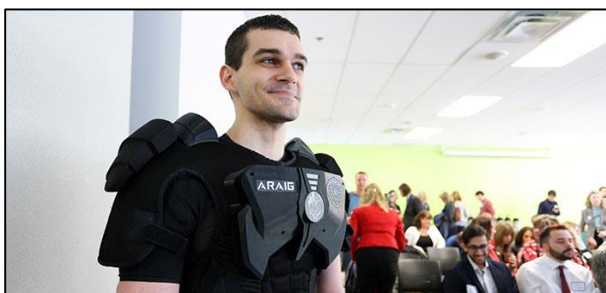
DC has signed an agreement with the Chicago-based Siebel Institute of Technology, North America's oldest and most prestigious brewing school, to deliver its craft brewing courses in Durham Region. As the only Canadian post-secondary institution currently approved to deliver the institute's world-renowned brewing curriculum, the agreement will enable DC to deliver three different courses at the Centre for Food. Providing current and prospective brewing professionals with the practical, hands-on experience required to further develop their skills and expertise, the courses include:

- Brewing Microbiology,
- Brewing Technology, and
- Sensory Analysis for Flavor Production and Control.

Sixth Annual Research Day April 2016



The Office of Research Services, Innovation and Entrepreneurship (ORSIE) hosted its sixth annual Research Day at the Oshawa campus. Staff members were joined by the DC Leadership Team, student and faculty researchers and local business partners to share the importance of applied research on campus. The dynamic forum allowed DC's research community to showcase its most up-to-date applied research and innovation projects.



This year's event featured the first public unveiling of the As Real As It Gets (ARAIG) wearable gaming suit. Developed by Inventing Future Technology Inc. (IFTech), an Oshawa-based startup company, in collaboration with DC and the Spark Centre, ARAIG is designed to take the immersive gaming experience to a whole new level by stimulating an individual's senses with localized directional feedback.

Provincial Government Provides \$22 Million in Funding for the Centre for Collaborative Education

April 2016



Durham College announced that it has received \$22 million in funding from the provincial government toward the construction of the Centre for Collaborative Education (CFCE) at the Oshawa campus. The announcement, which was made by Reza Moridi,

minister of Training, Colleges and Universities at an event held at the Oshawa campus, represents one of the largest investments in DC by the provincial government since the college opened its doors in 1967.

Our Community

Another Successful Epic Mac'N Cheese Competition

April 2016



Eight teams of local Grades 11 and 12 students gathered at the Centre for Food to put their culinary and creative skills to the test at the college's second annual Epic Mac n' Cheese Competition. Watched by an appreciative crowd of parents, family, friends and DC Culinary Management students, the competitors cooked up an amazing variety of macaroni and cheese delicacies, using ingredients as varied as crab, smoked duck, bacon and Montreal smoked meat. Samples of each team's recipe were provided to festival visitors, who were then asked to vote on their favourites. Based on the votes from festival-goers, first-place honours went to Savannah Lowe and Natalie Young of J. Clarke Richardson Collegiate in Ajax.

DC Staff and Faculty Thank Placement Host Employers

May 2016



A special group of DC supporters were honoured at the Centre for Food when the college paid tribute to the employers who take part in its field placement and practicum programs. Each year more than 5,000 students are given the opportunity to put their classroom experience to practical use in workplaces throughout Durham Region and the Greater Toronto Area (GTA). More than 600 businesses, non-profit organizations and government agencies serve as hosts for DC students in sectors including business, health, justice, science and technology. A highlight of the evening was the remarks delivered by both DC students and graduates who spoke about the importance of building trust and support with their co-workers during their placements.

BOARD REPORT

Public: ☒
In-Camera: ☐

Action Required:
Discussion ☐
Decision ☒

MEETING DATE: May 11, 2016

REPORT DATE: May 3, 2016

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 summaries of 15 PAC meetings held between September 21, 2015 and April 14, 2016 are provided for review.

D. Financial/Human Resource Implications

N/A

E. Implications for UOIT (if applicable)

N/A

F. Recommendation(s)

That the minute summaries from Program Advisory Committee meetings held between September 21, 2015 and April 14, 2016 be received for information.

Power Engineering Technician Membership List

****Note: an asterisk in front of the name indicates the member was present for this meeting.****

Name	Title	Organization
Committee Chair		
*John Souther	Plant Manager	GTAA Central Utilities Plant and Cogen - SNC Lavalin

External Committee Members

Name	Title	Organization
Todd Brillinger	Chief Operating Engineer	Eastern Power Limited
Lori Cater	HR Specialist	Cameco
*Greg Cornett		OPG
Paul Fraser	Consultant for Tech Ed	Durham Catholic District SB
*Kirk Gowdy		OPG
Paige Marlow	Researcher	Durham Workforce Authority
Dave Servos		OPG
Jamie Strachan		General Motors of Canada

Elected Student/Alumni Representatives

Name	Year/Program/Alumni
*Andrew Damant	Year 2
Michelle Simms	Year 1

Elected Faculty/Staff Representatives

Name	Title	Organization
*David Beals	Power Engineering Program Coordinator	Durham College
*Mike Gambier	Power Engineering Faculty	Durham College
*Pam Stoneham	Associate Dean	Durham College
*Ralph Trauzzi	Power Engineering Faculty	Durham College

Guests/Unelected Faculty/Staff

Name	Title	Organization
*Brian Burnett		OPG
*Emma Cronin	Admissions & Recruitment Officer	Durham College

KEY POINTS OF DISCUSSION

Approval of minutes from March 16, 2015: accepted by consensus

External Membership Information Sharing:

- SNC Lavalin (SNC) reported that business is good with the current power prices. SNC is supportive of having co-op students attend the next Nuclear Operator in Training (NOIT) meeting.
- Ontario Power Generation (OPG) currently has 15 co-op students. During interviews at the Pickering Plant, co-op students are asked technical questions and are executing very "hands on" duties i.e. working with water chlorination. Darlington plant co-op students are asked behavioral interview questions i.e. "What would you do if" and participate in more of a general program by spending a lot of time learning from many different departments. An OPG internal report reflected that the Darlington plant co-op students seem to do better versus the Pickering plant. The Pickering plant will adopt the Darlington strategy going forward i.e. spending time in different departments. OPG is reviewing the co-op interview questions to create a strategy that accommodates the candidates. For example questions regarding basic electrical questions i.e. "What is AC/DC" and to stick to power engineering fundamentals.
- Special guest Brian Burnett from OPG Human Resources department will be attending the Durham College February 2, 2016 Trade Smart career fair and bring an operator simulator panel for Durham's students to access.
- General Motors (GM), SNC and OPG indicated they will be experiencing significant attrition of second, third and fourth class engineers, specifically GM will lose all and OPG 35%. Second and third class engineers are specifically targeted by OPG. SNC is advising co-op students to take the third class exam even if they do not have any steam time. GM is willing to take co-op students on part time in the evenings to cover this shortage and are asking if Durham College students can cover this essential requirement.

College Update:

- Pam Stoneham advised of new administrative changes that include Elaine Popp, Vice President, Academic Elaine Popp and Kevin Baker, Principal/Dean, School of Skilled Trades, Apprenticeship and Renewable Technology.
- The enrollment for the Power Engineer Technician (PET) Program for 2015-2016 is 40 domestic and 6 International students. Enrolment is not as strong as it once was and accreditation should increase numbers.
- The President's Office sent a letter to the Technical Standards and Safety Association (TSSA) regarding the Boiler Project which then followed with a tour in August. The tour included TSSA representation, program faculty and senior staff. Mike Adams reinitiated the review of the "Binder" and advised that Durham College should have feedback October 2016.

RECOMMENDED ACTIONS

No recommended actions at this time.

Next meeting date: April 18, 2016

REPORT PREPARED BY: J.Hauber

DATE: April 8, 2016

DRAFT REVIEWED BY DEAN Kevin Baker:

SIGNATURE:



APPROVED BY CHAIR:

SIGNATURE:

Occupational Therapist Assistant/Physiotherapist Assistant Program Advisory Committee

Membership List

Name Committee Chair	Title	Organization
Matt Sanchez	Director of Rehab and Tech	Aim 2 Walk
External Committee Members		
Amy Maebrae-Waller	District Stroke Coordinator	Lakeridge Health Oshawa
*Charlene Perrin	Rehab Assistant	Lakeridge Health
*Jennifer Leo	Director of Research	Abilities Centre
*Meghann Lloyd	Assistant Professor	UOIT
Robert Balogh	Assistant Professor	UOIT
April Moir	Rehab Assistant	Lakeridge Health Oshawa
*Cindy Malachowski	Phd Candidate	University of Toronto
Linna Tam	Occupational Therapist	Ontario Shores
Carole Barbe	Occupational Therapist	One Kids Place
Cherie Kerr	PTA/Occupational Therapy	Grandview Children's Centre
*Andrea McCartney	Occupational Therapist	Lakeridge Health Oshawa
Elected Student/Alumni Representatives		
Lindsay Seaton	Alumni	OTA/PTA Program
*Madison Taillon	Alumni	OTA/PTA Program
*Teresa Gainey	Student	OTA/PTA Program
Dakota Boudreau	Student	OTA/PTA Program
Elected Faculty/Staff Representative		
*Dr. Judeline Innocent	Executive Dean	School of Health & Community Services
Carol Burke	Associate Dean	School of Health & Community Services
*Teresa Avvampato	Faculty/Coordinator	OTA/PTA Program
*Laura Maybury	Faculty/Coordinator	OTA/PTA Program

**Guests/Unelected
Faculty/Staff**

Mary Noble	Employment Advisor/ Internship Coordinator	Durham College
*Lisa West	Student Advisor/ Placement Officer	Durham College

KEY POINTS OF DISCUSSION

1. Introductions were done. Minutes of March 6, 2015, were approved by C. Perrin and seconded by J. Leo. Carried.
2. External Membership Information Sharing:
 - The Abilities Centre hosted Judo during the Parapan Am Games in the Summer.
 - There are Colleges and Universities that require OTA/PTA student placements.
3. Occupational Therapist Assistant/Physiotherapist Assistant (OTA/PTA) Program updates: a promotional video was filmed in the Spring which is currently in production and a preliminary version will be released this Fall. New lab decorum, roles and uniforms have been enforced. There are program bridge agreements in process with the University of Ontario Institute of Technology (UOIT) - Bachelor in Kinesiology, Hartpury College and Robert Gordon University. The Program of Studies is changing which will eliminate the one-day placement.
4. School/College updates include an enrolment update; dates for convocation, open house and 50th anniversary; Program Quality Assurance Process Audit (PQAPA) changing to an accreditation model process known as College Quality Assurance Accreditation Process (CQAAP); internal re-organizational changes and new appointments for staff; and Key Performance Indicators (KPI) surveys and results.
 - Key Performance Indicator results for the OTA/PTA Program are as follows: Graduate Employment – 85.1%; Employer Satisfaction – 87.7%; Graduate Satisfaction – 78.7%; Student Satisfaction – 75.5%; Graduate Rate – 69.0%.
5. Student Voice: One of our recent graduates was successful in finding employment. The program is going well in particular the lab portion.

RECOMMENDED ACTIONS

1. Pursue the opportunity of the Abilities Centre to possibly provide student placements if we provide an Advisor.
2. S. Thomson has been provided with the names of 7 people to extend an invitation to in regards to becoming part of the OTA/PTA PAC.
3. Next meeting Monday, May 16, 2016, 8:30 – 10:30 am.
4. Adjournment 10:15 am.

STATUS OF RECOMMENDATIONS FROM MARCH 6, 2015

1. Our School now has a full-time Documentation Officer with the expectation that this position will ensure the student is aware of what documentation is required. One of the ways of doing this is to send out a checklist to the students with reminders of what is required for each and every placement. The checklist is going to be part of their portfolio at the end of the semester.

REPORT PREPARED BY: Sandra Thomson

DATE: November 10, 2015

DRAFT REVIEWED BY DEAN: Judeline Innocent

SIGNATURE:



APPROVED BY CHAIR: Judeline Innocent on behalf of
Matt Sanchez who was absent

SIGNATURE:

Early Childhood Education Program Advisory Committee Membership List

Name	Title	Organization
Committee Chair		
Maria Ormiston	Operations Manager	Durham Catholic District School Board
External Committee Members		
Beverly Cummins	Resource Consultant	Resources for Exceptional Children And Youth, Durham Region
*Heather Cook	Executive Director	Kids Campus Child Care Centre
Jean Lavalley	Program Manager	Grandview Children's Centre
*Julie Gaskin	Program Manager, Early Learning	Region of Durham Social Services Department
*Lynn Brennan	General Manager	YMCA of Greater Toronto
Andrea Ellsworth	OYAP Pathways Coordinator	Durham District Catholic School Board
*Stacey Lepine	Manager, Early Years	Durham District School Board
*Jody Chapman	Early Childhood Educator	Fairy Glen Day Care Centre
Jennifer Bagshaw	Program Manager	PRYDE Learning Centres
*Penny Robert	Supervisor	Region of Durham Children's Services
*Kim Mastromartino	Student Achievement Officer	Ministry of Education
Elected Student/Alumni Representatives		
Leah Brown	Alumni	Fairy Glen Day Care Centre
M.J. Parker	Alumni	Early Childhood Education Program
Celina Lee	Alumni	Early Childhood Education Program
Lachlan Hennessey	Year 1 Student	Early Childhood Education Program
Elected Faculty/Staff Representatives		
*Judeline Innocent	Executive Dean	School of Health & Community Services
Bev Neblett	Associate Dean	School of Health & Community Services
*Kim Sharpe	Program Assistant	Continuing Education
*Janice Beechey	Faculty/Coordinator	Early Childhood Education Program
*Tracey Hull-Gosse	Faculty/Coordinator	Early Childhood Education Program

KEY POINTS OF DISCUSSION

1. Introductions were made around the table and two new members were welcomed to the Early Childhood Education (ECE) PAC. There are no additions to the Agenda. The Minutes of May 5, 2015, were approved by H. Cook and seconded by L. Brennan. Carried.
2. External Membership Information Sharing:
 - Industry related professional development opportunities can be found on the Durham Region website.
 - The Ministry of Education Student Achievement Division is working on a revised Kindergarten program.
3. Program Updates: Securing field placements continues to be a challenge. As a result of the ECE Program Review, funding was made available to the ECE program for faculty to be relocated to the Simcoe building with a new simulation classroom dedicated to the program. The ECE Program Coordinators attended the Ontario Colleges of Applied Arts & Technology (OCAATS) Coordinators' Meeting at Centennial College.
4. Continuing Education Update: The new Early Childhood Leadership on-line program started in September and will be offered again in January.
5. School/College updates include an enrolment update; dates for convocation, open house and 50th anniversary; Program Quality Assurance Process Audit (PQAPA) changing to an accreditation model process known as College Quality Assurance Accreditation Process (CQAAP); internal re-organizational changes and new appointments for staff; and Key Performance Indicators (KPI) surveys and results.
 - Key Performance Indicator results for the ECE Program are as follows: Graduate Employment – 89.6%; Employer Satisfaction – 91.7%; Graduate Satisfaction – 86.1%; Student Satisfaction – 80.3%; Graduate Rate – 61.7%.
6. Student Voice: student representatives were unable to attend.

RECOMMENDED ACTIONS

1. K. Sharpe will follow-up on the process for the Community to access our facilities for after-hour workshops and provide feedback on marketing of the new 'Early Childhood Leadership' on-line ConEd course.
2. Next meeting May 31, 2016, 4:00 – 6:00 pm.
3. Adjournment 5:45 p.m.

STATUS OF RECOMMENDATIONS FROM MAY 29, 2015 – N/A

REPORT PREPARED BY: Sandra Thomson

DATE: November 12, 2015

DRAFT REVIEWED BY DEAN: Judeline Innocent

SIGNATURE:



APPROVED BY DEAN: Judeline Innocent

SIGNATURE:

Fitness & Health Promotion Membership List

Name	Title	Organization
Committee Chair		
*Barb Gormley	Owner	Custom Fit
External Committee Members		
*Marianne Schlottke	Supervisor of Fitness Services	Town of Whitby
Stephanie Medford	General Manager	Goodlife Fitness
Leeson Clifton	Registered Massage Therapist	Whitby Massage Therapy Clinic
Wendy Robinson		City of Toronto & The Running Room
Amanda Hall	Program Coordinator	YMCA
Nancy Tanner	Volunteer Coordinator	Durham Family YMCA
*Angie Wood	Fitness Coordinator	FLEX Fitness Centre, Durham College
Jodie Walker	Kinesiologist	The Village of Taunton Mills
Gabriel Shiu	Manager, Sport Programs & Development	Abilities Centre
Sarah Wintle	Continuing Education Coordinator	Oshawa Senior Citizens Centres Northview Branch
Samantha Low	Senior Wellness Coordinator Health, Fitness Supervisor	Trifit
*Leanne Simons	Health By Design	Owner
*Jeff Angus	President & Managing Director	The Ontario Fitness Council
Elected Student/Alumni Representatives		
Brian Stuart	Year 2 Fitness & Health Promotion	Durham College
Reno Fernley	Alumni	Durham College
Elected Faculty/Staff Representatives		
Judeline Innocent	Executive Dean	School of Health & Community Services
*Carol Burke	Associate Dean	School of Health & Community Services

*Olga Labaj	Faculty/Coordinator	Fitness & Health Promotion Program
Mike Longo	Faculty	Fitness & Health Promotion Program
Guests/Unelected Faculty/Staff		
	Student Advisor/Practicum Officer	School of Health & Community Services
Lisa West	Employment Advisor/	Durham College
Mary Noble	Internship Coordinator	

KEY POINTS OF DISCUSSION


- Minutes of June 11, 2015, were approved by M. Schlottke and seconded by L. Simons. Carried. Three new members were welcomed to the Fitness & Health Promotion (FHP) PAC.
- External Membership Information Sharing:
 - The Fitness Institute has been purchased by GoodLife Fitness.
 - Ontario Fitness Council and The Fitness Practitioners Association of Ontario (OFC-FPAO), formed in 1984, is a not-for-profit organization dedicated to developing, promoting and implementing national standards for the training and certification of exercise professionals. The OFC is trying to level personal trainers to match international standards.
 - The Town of Whitby has lost several families to the LA Fitness Club in Ajax.
 - A suggestion was made that perhaps the Fitness & Health Promotion Program could offer a third year in order to provide students with additional training i.e. opportunity for post grad work.
- School/College updates include an enrolment update; dates for convocation, open house and 50th anniversary; Program Quality Assurance Process Audit (PQAPA) changing to an accreditation model process known as College Quality Assurance Accreditation Process (CQAAP); internal re-organizational changes and new appointments for staff; and Key Performance Indicators (KPI) surveys and results.
 - Key Performance Indicator results for the FHP Program are as follows: Graduate Employment – 85.7%; Employer Satisfaction – 100.0%; Graduate Satisfaction – 73.3%; Student Satisfaction – 76.0%; Graduate Rate – 60.0%.
- Program Updates: Capital funding projects were completed. Hartpury College, University of the West of England, made a presentation to the FHP students and graduates are guaranteed entry into their one-year BSc (Hons) Sports Studies 'top-up' program. Two new full time faculty were welcomed in August. The FHP Team is in the process of investigating a graduate certificate for University of Ontario Institute of Technology (UOIT) KIN graduates with the emphasis on practical application.
- Student Voice: The students were unable to attend due to class testing (see recommended action).

RECOMMENDED ACTIONS

- In future the Fall PAC meeting will be scheduled earlier in the Semester and before mid-terms to enable students to participate.
- Next Meeting – June 2, 2016, 2:00 - 4:00 pm, SW106 Boardroom.
- Adjournment 3:50 pm.

STATUS OF RECOMMENDATIONS FROM JUNE 11, 2015 MEETING

- O. Labaj has connected with K. Boss to continue talks about a pathway with Brock University.

REPORT PREPARED BY:	Sandra Thomson	DATE:	November 16, 2015
DRAFT REVIEWED BY DEAN:	Judeline Innocent	SIGNATURE:	
APPROVED BY CHAIR:	Barb Gormley	SIGNATURE:	

Mechanical Technician – Plumbing Techniques Membership List

Name	Title	Organization
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Committee Chair

*Brandon Bird		Bird Mechanical
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External Committee Members

Name	Title	Organization
Brian Cochrane		Integracon Inc.
Bill Clarke		Bill Clarke Plumbing & Heating Ltd.
John Foster		Prairie Plumbing Ltd.
Ryan Johnston		Brent's Plumbing & Heating Ltd.
*Jeff Hayes		Hayes Plumbing
Jim Metrow		Mutual Mechanic
Boris Varga		Mutual Mechanic
*Kelly Vallencourt		Plumbing Doctor
Ryan Voscek		Brent's Plumbing & Heating Ltd.

Elected Student/Alumni Representatives

Name	Year/Program/Alumni
*Nicole Scriber	Alumni

Elected Faculty/Staff Representatives

Name	Title	Organization
*Kevin Baker	Dean/Principal	Durham College
*Richard Lamarche	Plumbing Program Coordinator	Durham College
*John Platnar	Plumbing Faculty	Durham College

Guests/Unelected Faculty/Staff

Name	Title	Organization
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KEY POINTS OF DISCUSSION

Industry members have identified driver training as a key skill since many employees are required to drive fleet vehicles.

Municipalities are asking for the College of Trades certification and not a business license when applying for a work permits.

The new WSIB rates for revenue neutral have added a huge cost to employers. Human error is still the highest cause of accidents.

A flush valve lab both electronic and manual is being installed in the lab.

City of Toronto requires training in backflow. As backflow is too specialized, Mechanical Techniques – Plumbing (MPLU) program provides a general overview of the devices as in when to use one, why install one and what types are suitable for particular applications.

Kevin announced Darrin Caron's retirement. Also, information on Durham College's strategic planning process was presented.

Plans for the fiftieth anniversary of the college system are in process for 2017.

A meeting with the Ministry Colleges and Universities (MTCU) to request more apprenticeship seats is planned for December.

Kevin explained that due to the GO Transit extension the Whitby Campus does not have any more room for growth. Projected numbers for the next three years appear to be strong, supporting the installation of new labs for water conditioning, hydronic heating and the simulation of underground DWV installations.

The open house saw increased interest however still slow in attracting women to the program.

College needs to come up with strategies to target women to the trades.

Student felt that taking the Mechanical Techniques – Plumbing program helped to get a job; there are not many union jobs available. The value to industry of the rigging and hoisting course has not been visible to date.

Kevin indicated he would follow up with financial aid to determine why Mechanical Techniques Plumbing is not recognized by OSAP, limiting enrolment to those who have the funds.

Student was quite vocal while in the program regarding the fact that key services were not available in the summer however sees the improvement for future students.

Felt that sensitivity training for the male student body would benefit the program, attracting more female applicants.

Kevin Baker will follow up with Durham College's diversity department.

The membership were asked to review the Program Learning Outcomes provided for further discussion and/or approval at the next meeting.

Membership/attendance was discussed, with a view of recognizing that some of the industry representatives had not been attending regularly highlighting the need to recruit new committee members.

RECOMMENDED ACTIONS

Determine why Mechanical Techniques – Plumbing is not covered by OSAP.

Implement sensitivity training for students at Whitby Campus.

STATUS OF RECOMMENDATIONS FROM PREVIOUS MEETING

Add the mandatory training certifications in the program and add water conditioning into the program.

Safety training has been discussed between many of the trades programs to develop a standard which would include Worker Awareness training, and fall arrest training. This safety program could be embedded into each of the trades similar to Ontario Power Generation (OPG) and Technical Standards & Safety Authority (TSSA) type training. This would be an additional cost to the student. A report will be provided to the members at the next meeting.

Water conditioner – equipment has been purchased to be installed in January.

P. Stoneham to investigate a MATH pre-test (ESCOT – Essential Skills Testing for the trades) before students start the program. Tabled to next meeting

Next meeting date: May 18, 2016

REPORT PREPARED BY: Mary Pearce

DATE: Feb 8, 2016

DRAFT REVIEWED BY: Kevin Baker

SIGNATURE:

A handwritten signature in blue ink, consisting of several overlapping loops and a long horizontal stroke extending to the right.

APPROVED BY CHAIR:

SIGNATURE:



*Fine Art Advisory Committee
School of Media, Art & Design
Minutes of December 2, 2015*

Fine Art Membership List

Name	Title	Organization
Committee Chair		
*Linda Jansma	Curator	Robert McLaughlin Gallery
External Committee Members		
Anne Callaghan	Curator/Artist	Freelance
James Campbell	Executive Director	Visual Arts Centre
Darlene Cole	Artist	Freelance
Patrick Macaulay	Director, Visual Arts	Harbour Front Gallery
*Francis Muscat	Artist/Professor	Freelance/Durham College
*Sally Thurlow	Professional Artist	Iris Group
Todd Tremeer	Artist	Freelance
*Olex Wlasenko	Curator	Whitby Station Gallery
Elected Student/Alumni Representatives		
Alex Duffy	3 rd Year Fine Art	Durham College
*Shannon Leigh MacDonald	Fine Art Alumni	Durham College
Katie Ann Pekelny	2 nd Year Fine Art	Durham College
Ronan Thompson	2 nd Year Fine Art	Durham College
Elected Faculty/Staff Representatives		
Name	Title	Organization
Steve Evans	Coordinator, FAD	Durham College
*Sean McQuay	Coordinator, Fine Art	Durham College
*Greg Murphy	Dean	Durham College
Guests/Unelected Faculty/Staff		
Name	Title	Organization
Donna Boyd	Continuing Education Office	Durham College
Susan Campbell	Professor	Durham College
Stuart Ellis	Professor	Durham College
Darren Fisher	Technical Support Specialist	Durham College
Jo-Ann Jordan	Professor	Durham College
*Herb Klassen	Professor	Durham College
Laurie LaFrance	Professor	Durham College

KEY POINTS OF DISCUSSION

1. Acceptance of Minutes of May 6, 2015 was not moved as quorum was not met.
2. Acceptance of the agenda was not moved as quorum was not met.
3. **Industry Trends:** The Red Head Gallery shared an invitation to their anniversary event. The Iris group will also be at The Robert McLaughlin Gallery (RMG) in Gallery space "A" in January for their anniversary event. LabA Resident Artist, Mike Drolet exhibit currently on at the RMG would be a great show for the fine art students to visit, Drolet is also willing to speak with the students. Combining merging artists with veteran artists in gallery space is working out to be a great initiative. The final exhibition for the fine art students will take place at the end of March at the RMG. 23rd Annual Members Exhibition at the Station Gallery, currently on display, includes work of Durham College students and alumni. A discussion around the viability of the fine art industry/practice ensued.
4. **College/Program Updates:** School of Media, Art & Design (MAD) Juried Art show will be at the Station Gallery starting on May 4th, 2016. An articulation agreement is being negotiated with the Nova Scotia College of Art & Design (NSCAD). Student pop-up locations are being explored for downtown Oshawa. Currently we have 40 Foundations in Art & Design (FAD) students and 25 Fine Art students. Would like to see second year fine art students receive some communication from the Admissions office when they commit to the second year of the program. Third year students have been asked by the Coordinator to curate the second year student's show to give them some experience. Agreements have been made between Colleges Ontario and the Institutes of Technology of Ireland, allowing students to transfer directly into the third year of a degree program.
5. **Continuing Education Update:** The Continuing education representative was unavailable.
6. **Student Voice:** the alumni student shared that she is attending Ontario College of Art & Design (OCAD) University, and is willing to offer a tour of the facilities to our students. Felt that the facilities available to the students were very beneficial.

RECOMMENDED ACTIONS

1. There were no recommended actions as quorum was not met.
2. Meeting adjourned at 7:45 p.m.
3. Next meeting will Monday, May 9th at 6:00 p.m. at the Centre for Food.

STATUS OF RECOMMENDATIONS FROM May 6, 2015 MEETING

1. Program of Studies should be sent to the members of the PAC for review.
2. Web Development course to be reviewed and possibly moved to third year.
3. Delivery of communication skills to be evaluated within the curriculum
4. Off-site gallery should be developed, with student involvement.

REPORT PREPARED BY: Alanna Desallier

DATE: December 2, 2015

DRAFT REVIEWED BY DEAN: G. Murphy

SIGNATURE:



APPROVED BY CHAIR:

SIGNATURE:



**Nursing, PSW and CC Programs Advisory Committee
Membership List**

Note: An asterisk in front of the name indicates the member was present for this meeting.

Two asterisk's in front of the name indicates the member was present via teleconference.

Name	Title	Organization
Committee Chair		
*Tina Powers	Leader – Education/Student Affairs	Ontario Shores Centre for Mental Health Sciences
External Committee Members		
*Shannon Lewis	Manager of Nursing Practice	Hillsdale Terraces
Theresa Henderson	Enterostomal Therapist	Partners in Community Nursing
Brenda Robichaud	Team Leader CTO Nurse Case Manager	Canadian Mental Health Assoc.
Colleen Wilkinson	Manager, Corporate Professional Practice	Lakeridge Health Oshawa
Susan Grant	Director of Pharmacy, Quality Professional Practice	Ross Memorial Hospital
Meghan Cellamare	Professional Practice Leader	Rouge Valley Health System
Amanda Laird	Manager, Nursing Practice	Fairview Lodge
**Janet Piper	Simulation Lab Specialist	Sault College
**Kim Bazinet	Manager ER/ICU	Timmins and District Hospital
**Myriam Bloomfield		Public Health/Health Canada Attawapiskat Health Services
**Paisley Marshall	Clinical Advisor	Lakeridge Health
**Shelley Hynes	Patient Care Specialist	Lakeridge Health
Tania Pynn	Manager, Nursing Programs	Confederation College
Tabitha Carroll	Program Director Critical Care and Acute Inpatients	Northumberland Hills Hospital
Leanne Wakelin	Advanced Practice Nurse	Kingston General Hospital
Joanne Collin	Nurse Clinician, Critical Care Program	Sudbury Regional Health System
Elected Student/Alumni Representatives		
*Tanya Carrington	Alumni	Durham College
*Sydney Cholette	PN Student Year 1	Durham College
*Ainslie Beaton	PN Student Year 2	Durham College
*Peter St. Hubert	PN Student Year 2	Durham College
Courtney Campbell	PSW Alumni	Durham College

**Elected Faculty/Staff
Representatives**

Judeline Innocent	Executive Dean	School of Health & Community Services
*Carol Burke	Associate Dean	School of Health & Community Services
**Margret Campkin	Faculty/Coordinator	Critical Care Program
*Debbie Morrison	Chair, Nursing (Faculty/Coordinator)	Practical Nursing Program
*Deborah Schuh	Faculty/Coordinator	Personal Support Worker Program
*Katherine Rautenberg	Faculty	Personal Support Worker Program
Wendy Aspin-Curran	Faculty	Personal Support Worker Program
Sandra Meader	Program Officer	Continuing Education

**Guests/Unelected
Faculty/Staff**

Mary Noble	Employment Advisor/ Internship Coordinator	Durham College
*Mary Sich	Student Advisor/Placement Officer	Durham College

KEY POINTS OF DISCUSSION

1. Practical Nursing (PN)/Personal Support Worker (PSW) minutes of June 18, 2015, were approved by D. Schuh and seconded by S. Lewis. Carried.
Critical Care minutes of May 14, 2015, were approved by M. Campkin and seconded by D. Schuh. Carried.
2. Critical Care has been combined with the PN/PSW meeting due to low attendance numbers. The agenda was accepted.
3. Business/Actions Arising from Previous Minutes: D. Morrison, M. Campkin, A. Paisley and J. Innocent have met to discuss Critical Care Research as proposed but it is still in the planning stages.
4. **External Membership Information Sharing:**
 - Agencies are finding it difficult to find Preceptors.
 - A small group of PSW/PN students are developing and delivering a Virtual Dementia Tour program.
 - Nursing staff need to be encouraged to enroll in the Critical Care program.
 - A suggestion was made that an on-line orientation tool would be a more efficient way of getting into the placement setting.
5. **College/School and Program Updates:**
 - School and College updates include an enrollment update; dates for convocation, open house and 50th anniversary; Program Quality Assurance Process Audit (PQAPA) changing to an accreditation model process known as College Quality Assurance Accreditation Process (CQAAP); internal re-organization changes and new appointments for staff; and Key Performance Indicators (KPI) surveys and results.

Practical Nursing Program Update:

 - The PN program is continuing with e-portfolios to benefit students in job seeking.
 - Two research funds were granted through Registered Practical Nurses Association of Ontario (RPNAO) for an intra professional Health Assessment course.
 - Durham College and Lakeridge Health Oshawa are working on a Role Clarity Project funded by RPNAO.
 - The new weekend PN Flex program is set to begin in January 2016.
 - 96% pass rate on College of Nurses of Ontario (CNO) exams.
 - An Inaugural Pinning Ceremony was held for the graduating class.

Personal Support Worker Program Updates:

 - There will be a new PSW intake starting in January 2016.
 - PSW graduates also took part in the Pinning Ceremony.
 - Public Health Falls Prevention is piloting e-learning modules for public health and will let members know when this is available.
 - Significant changes with the following three courses: MECCA/Pharm/INTS.
 - Private Career Colleges can still use the term “diploma” until March 2016 and then it will be a PSW “Certificate”.
 - The PSW Registry is currently under review.

Critical Care Online Program Update:

 - All courses are now revitalized to best practice utilizing a more engaging and interactive delivery.
 - Fall 2015 is our largest class ever with 140 students working on on-line courses.
 - There will be an increased need for placements in Spring/Summer/Fall 2016 (due to large 2015 cohort).

6. Student Voice:

- The Durham College PN program has a good reputation and the teachers are great. More lab time in semester three would be helpful. Case studies are a great learning tool.
- It is an amazing program with no negative feedback.
- The teachers are engaging and placement was a great experience.
- There is an interest in a Dress for Success presentation for the PN students.
- The Program was a challenge. Teachers are receptive and push you to succeed and students feel prepared for employment.

RECOMMENDED ACTIONS

1. D. Morrison and D. Schuh will connect with the Hillsdale Terrace staff to discuss the benefits and positive reasons to being a preceptor.
2. S. Lewis will send T. Powers an email regarding their Preceptorship Program.
3. M. Campkin will connect with M. Bloomfield to discuss the Critical Care (CC) program benefits.
4. A. Beaton would like to meet with D. Schuh regarding a "Dress for Success" workshop.
5. Next meeting – May 12, 2016, 2:00-4:00 pm.
6. Adjournment 3:45 pm.

STATUS OF RECOMMENDATIONS FROM JUNE 18, 2015 MEETING and MAY 14, 2015 CC MEETING

1. D. Morrison, M. Campkin, A. Paisley and J. Innocent have met to discuss CC Research as proposed but it is still in the planning stages.

REPORT PREPARED BY: Sara Donner DATE: December 20, 2015

DRAFT REVIEWED BY DEAN: Judeline Innocent

SIGNATURE:



APPROVED BY CHAIR: Tina Powers

SIGNATURE:

*denotes attendance

Program Name Membership List

Committee Chair

Name	Title	Organization
*Jackie Coffey	President	Intri Energy

External Committee Members

Name	Title	Organization
*Ryan Baetz		Panasonic Eco Solutions
*William Beardmore	President/CEO	Blue Water Energy Inc
*Jay Boychuk	Program Manager	Kiwi-Newton
*Rocky Ellison	Senior Manager HSE	Surespan Wind Energy Services
*JP Fernbach	President, CEO	EvFern Ltd.
*Mike Gimblett	Owner	MGMM Services
*Jessy Polson	Manager	Surespan Wind Energy Services
*Adam Nutson for Bobby MacCannell	President	Bright Works Solar
Brian Mandolesi		Etho Solar
*Don McFadden	Owner	Gr56 Energy Solutions
Adam Murree	Energy Manager	Atlantic Packaging
*Bill Sommerville	Director of Construction	Enercon

Elected Student/Alumni Representatives

Name	Title	Organization
*Kevin Campbell	Alumni	
Gord Lee	Year 2 student	
*Mike Grozelle	Year 2 student	

Elected Faculty/Staff Representatives

Name	Title	Organization
*Kevin Baker	Principal/Dean	Durham College
*Al Martin	Faculty	Durham College
Mike McKenney	Program Coordinator	Durham College
*Kevin Segriff	Faculty	Durham College

Guests/Unelected Faculty/Staff

KEY POINTS OF DISCUSSION

Welcome and introduction of Rocky Ellison, Adam Nutsom, Jessey Polson, Don McFadden, Bill Sommerville and JP Fernbach.

Industry members are looking for new graduates to have skills in environmental, tools and equipment, construction, high forks, fall arrest training, heavy equipment, BZEE (German Wind Energy Training) training, safety, and rigging.

Students currently obtain two certifications within the program – Workplace Hazardous Materials Information System (WHMIS) and fall arrest.

A new safety-training program based on Technical Standards and Safety Authority (TSSA) standards will be developed thanks to a generous donation from Ontario Power Generation (OPG).

Industry members were asked how they could support coop placement. The employers are open to offering students placement opportunities but requested more details on the coop program.

It was noted that other colleges are collaborating with private companies to provide students with the opportunity to obtain exposure to specific areas such as wind turbines. Industry representatives encouraged Durham to explore similar opportunities.

Employers are looking for hardworking graduates that have the latest safety certifications versus experience in the industry.

The program review process identified the need to segment the program into more specific areas such as domestic, home applications, or taking on a more industrial, commercial focus.

JP Fernbach is pleased with the Durham College students he has hired. He would like to see more continuous education courses to address the needs of the ever-changing industry.

RECOMMENDED ACTIONS

Industry members will submit their list of qualities and skills the ideal graduate would possess. The program staff will analyze the lists for commonalities and adapt the program to encompass these desired skills.

Invite employers to the classroom to speak to students on the skillset they are looking for.

Move forward with the focus group.

STATUS OF RECOMMENDATIONS FROM PREVIOUS MEETING

Focus group made up of industry members and students - tabled from previous meeting. Student focus group scheduled for April 7, 2016 and industry members to be scheduled for May/June period.

NEXT MEETING DATE: May 12, 2016

REPORT PREPARED BY: Mary Pearce

DATE: April 8, 2016

DRAFT REVIEWED BY DEAN: Kevin Baker

SIGNATURE:



APPROVED BY CHAIR: Jackie Coffey

SIGNATURE: _____

Broadcast for Contemporary Media Program Advisory Committee Membership List

Name	Title	Organization
Committee Chair		
*Terry Johnston - Acting Chair	Morning Announcer	CKDO
External Committee Members		
*Colin Burwell	Owner, Manager	Empty Cup Media
Ron de Roo	Assignment Desk	CTV National News
Geoff Grant	Director of Production & Scheduling	Bell Media
Sandi Grant	Producer	Rogers TV
*Lewin Hodges	Volunteer Coordinator	Rogers TV
*Mark Kingston	Manager, Media Presentation	CBC – Radio-Canada
*Carla Sinclair	Manager of Community & Volunteer	Robert McLaughlin Gallery
Kate Stollar	News Director	Durham Radio News
Jeff Wood	Sr. Photojournalist	CTV News
Elected Student/Alumni Representatives		
	Year/Program/Alumni	
*Avery Batho	1 st Year Broadcast Student	Durham College
*Jon Franz	Alumni	Teletoon
Sean Ramlho	Alumni	Global News
*Brittany Sprung	Alumni	Talk AM 640
*Joe Walsh	2 nd Year Broadcast Student	Durham College
Elected Faculty/Staff Representatives		
Name	Title	Organization
*Greg Murphy	Executive Dean	Durham College
*Phil Raby	Professor	Durham College
*Anna Rodrigues	Coordinator	Durham College
Guests/Unelected Faculty/Staff		
Name	Title	Organization
Donna Boyd	Continuing Education Officer	Durham College
*Tim Deegan	PT Professor	Durham College
*Stacy Leaming-Conroy	Administrative Assistant	Durham College
*Craig Robertson	PT Professor	Durham College
Jennifer Williams	PT Professor	Durham College

KEY POINTS OF DISCUSSION

1. **Additions to Agenda:** no additions
2. **Agenda:** accepted by consensus
3. **Approval of October 15, 2015 minutes:** accepted by consensus
4. **External Membership Information Sharing:**
 - Industry members felt that it could be beneficial to have field placements for the last four months of their program versus at seven weeks. This would allow students to become more comfortable and familiar with the industry.
 - Students should have initial hands-on experience in their first-semester courses.
 - Communication, commitment and dedication, are important for students breaking into the industry.
 - Students should visit various radio and television broadcasting studios to become familiar with on-site equipment.
 - It was noted that placement students working on video projects are doing a good job.
5. **College/School and Program update:**
 - The School of Media, Art and Design will participate in "Make-a-Movie-in-a-Day" in Docville, on September 17, 2016.
 - The Investigative Journalism graduate certificate program will begin this September 2016.
 - There will be a 60 hour film challenge that will include five programs from the School of Media, Art and Design in the week after Thanksgiving (October 11–13).
 - Students covered the "Islamophobia and the Media" conference organized by the Student Association.
 - Four students did on-air work for Channel 12 (CHEX) News.
 - Students attended career day at Corus and networked with industry professionals.
 - Three second year students are working on a corporate video for a client.
6. **Continuing Education Update:**
 - No update at this time.
7. **Student Voice:**
 - Students felt that some of the equipment is outdated, and would like to have the opportunity to access some of the equipment used in other programs.
 - It was noted that the image processing and video editing courses deliver expected learning outcomes by graduation.
 - Different blocks (sections) of classes need to be consistent. Some classes should be video recorded and posted on DC Connect.
 - Students feel that there is a lot to learn in various classes and would like to see the program extended to a three-year diploma.

RECOMMENDED ACTIONS

1. Evaluate the equipment used in the Whisper Rooms.
2. Businesses willing to take field placement interns. Some professionals would prefer to work as mentors, on a freelance basis.
3. Investigate the possibility of holding an early orientation for field placement students.
4. Explore the option of conducting a workshop for field placement preparation in the fall of 2016.
5. Addition of equipment used in the program should be listed in course outlines.
6. Promote self-directed learning and allow students to go out in the community and find a client to work with.
7. The addition of microphone inventory and media loans for program.
8. Next meeting: October Wednesday October 5, 2016, 6:00 p.m.
9. Adjournment 8:15 p.m.

STATUS OF RECOMMENDATIONS FROM October 15, 2015 MEETING

1. In January 2017 emerging digital platforms in broadcasting will be added to the program, and within each of the courses. The Pitch element has been added to four courses of the program.
2. Adding sound suites for recording purposes added to the current audio studio on campus is ongoing.
3. Some equipment has been replaced and updated for the program.
4. Industry members felt that seven to eight weeks for field placement was sufficient.
5. Due to Program of Studies changes, the lighting component will be added to two courses.
6. The Mobile Reporting and Introduction to Broadcasting courses utilizes different multimedia on devices.

DRAFT REVIEWED BY DEAN: G. Murphy

SIGNATURE: 

APPROVED BY CHAIR:

SIGNATURE: via email



***Interactive Media Design and Contemporary Web Design
Advisory Committee
School of Media, Art & Design
Minutes of March 23, 2016***

Interactive Media Design and Contemporary Web Design Membership List

Name	Title	Organization
Committee Chair		
*Nadia Morel - Acting Chair	Multi Media Developer	UOIT
External Committee Members		
Brandon Carson	Web Specialist	Durham College
Rick Dolishny	Project Manager	Interactive
Chris Erwin	Web Developer	Teehan+Lax
Brendan Farr-Gaynor	Partner	Olio Digital Labs Inc.
Alex Jansen	Owner/Operator	POP Sandbox
Jason King	Content/Culture/Community	360incentives
Jeff Martin	Creative Director	Addictive Mobilty
Andrew Phillips	Developer	Channel 1 Media Solutions
*Ryan Rozema	Freelance	Rozema Interactive
Matthew Sullivan	Research and Developer	So Media
Stacey Vetzal	President	Mojility
Elected Student/Alumni Representatives		
	Year/Program/Alumni	
*Emily Canfield	2 nd Year Contemporary Web Design	Durham College
Tiffany Choong	Contemporary Web Alumni	Durham College
*Kyle Sullivan	2 nd Year Contemporary Web Design	Durham College
Jackson Teather	Contemporary Web Alumni	Durham College
*Alex Zajac	Interactive Media Alumni	Durham College
Elected Faculty/Staff Representatives		
Name	Title	Organization
*Linda Cheng	Coordinator, Interactive Media	Durham College
*Wade Clarke	Coordinator, Interactive Media	Durham College
*Greg Murphy	Executive Dean	Durham College
Guests/Unelected Faculty/Staff		
Name	Title	Organization
Arlene Allen	Continuing Education Assistant	Durham College
*Alanna Desaillier	Administrative Coordinator	Durham College
*Steven Evans	Coordinator, Foundations in Art & Design	Durham College
Brent Hudson	Professor, Interactive and Web Design	Durham College

KEY POINTS OF DISCUSSION

1. Additions to Agenda: no additions
2. Agenda: accepted by consensus
3. Approval of minutes from October 21, 2015: accepted by consensus
4. **External Membership Information Sharing:**
 - Educational IT courses are looking at more hybrid or fully on-line courses.
 - Students are being introduced to new technology through educational IT courses.
 - WordPress software should be introduced to the students.
 - Trends are moving towards interactive advertising in Mobile Advertising.
 - Augmented reality via mobile apps is on the rise.
 - Good understating of video and audio are important.
 - Students require JavaScript and it should be stressed within the programs.
 - Static jpegs are not commonly used anymore.
 - Cinema-graphs are demanded by industry.
 - Students should be learning more User Experience Design (UX).
 - Client re-branding is more common than recreating a new brand.
 - Adherence to style guides should be stressed as important.
 - Some companies no longer using framework libraries for coding.
 - JavaScript is the most used coding software in industry. Should be taught alongside HTML and CSS. It is very versatile and fundamental.
5. **College/School and Program update:**
 - Web Design program has introduced more coding into the second year.
 - Web apps development was taught, including game apps.
 - Each spring, faculty review current libraries.
 - Prototyping has been added to the program.
 - An interactive studio media lab has been created. This has been very successful. The lab has a glass front wall that allows for other programs to see what is being taught.
 - Digifest will take place at the end of April. Two students from the program will be presenting.
 - The programs will be creating a digital escape room. Some of the projects will be worked into the curriculum, including immersive technology.
 - Pull downs LEDs have been installed in the photo labs.
6. **Continuing Education Update:** No update at this time.
7. **Student Voice:**
 - Students want to learn the fundamentals of JavaScript before libraries are introduced.
 - Asked for an emerging technologies course in the program. They want more exposure to PHP (server-side scripting language) and JavaScript.
 - More fundamentals should be introduced.
 - More coding is needed in the Interactive Media program.
 - More digital design would be beneficial.
 - More structure in classrooms is needed.

RECOMMENDED ACTIONS

1. Recommend that UX and user interface (UI) are improved by increased learning in JavaScript.
2. Recommend that students be reminded to adhere to style guides.
3. Recommend that students are taught more advanced JavaScript first then taught j-query in the second year.
4. Recommend that there is a balance between coding and interactive design within the program.
5. Recommend that some of the smaller interactive equipment is available for sign-out.
6. Recommend that the program team explore the use of node software in the web program.
7. Next meeting – Tuesday, October 25, 2016
8. Adjournment 7:30 p.m.

STATUS OF RECOMMENDATIONS FROM October 21, 2015 MEETING

1. Students were introduced to JavaScript in the Web Technology course in semester one. They started with HTML and then were gradually introduced Cascading Style Sheets (CSS) and then JavaScript.
2. JavaScript was introduced near the end of semester one.
3. The Audio and Video course was reviewed and revised for content.
4. Courses within the programs will be explored in the spring for either hybrid or a lecture /lab split.

REPORT PREPARED BY: A. Desaillier

DATE: March 23, 2016

DRAFT REVIEWED BY DEAN:

SIGNATURE: 

APPROVED BY COORDINATORS:

SIGNATURE: via email



*Graphic Design Committee
School of Media, Art & Design
Minutes of March 30, 2016*

Graphic Design Membership List

Name	Title	Organization
Committee Chair		
*Grant Cleland	Senior Art Director	Leo Burnett Canada
External Committee Members		
*Peter Blake	President & Creative Director	AfterShock Creative Inc
Randal Boutilier	Graphic Designer	12thirteen Design Inc.
*Katie Brown	Graphic Designer	Freelancer
Steve Dunk	Partner/Designer	Reactor art + design
*Kory Gray	Senior Designer	The Unitas Reputation
*Heather Lee	Interactive Studio Artist	Grip Limited
Erica Collins (Rodrigues)	Designer	Canadian House & Home
*Marcel Tualla	Creative Director	Incryptex
Elected Student/Alumni Representatives		
	Year/Program/Alumni	
Leah Francis	2 nd Year Graphic Design	Durham College
Tyler King	Graphic Design Alumni	Durham College
*Jack Lang	3 rd Year Graphic Design	Durham College
*Samantha Spykerman	3 rd Year Graphic Design	Durham College
Elected Faculty/Staff Representatives		
Name	Title	Organization
*Reid Anderson	Coordinator, Graphic Design	Durham College
Stuart Ellis	Professor, Graphic Design	Durham College
*Greg Murphy	Executive Dean	Durham College
Guests/Unelected Faculty/Staff		
Name	Title	Organization
*Alanna Desaillier	Administrative Coordinator	Durham College
Tracey Hanson-Parry	Professor, Graphic Design	Durham College
Barb Suen	Professor, Graphic Design	Durham College

KEY POINTS OF DISCUSSION

1. Additions to Agenda: no additions
2. Approval of Agenda: accepted by consensus
3. Approval of minutes of November 16, 2015: accepted by consensus.
4. **External Membership Information Sharing:**
 - Sharing emerging technologies with the students would be beneficial.
 - The industry is expanding into digital along with the print world.
 - Industry members felt that there are many employment opportunities in a variety of disciplines.
 - It was agreed that the field placement component in semester six is key to gaining network contacts and possible employment after graduation.
 - Alumni guest speakers would benefit the students and help the students gain a better understanding of the different graphic design fields.
 - The current curriculum teaches the students the fundamental skills needed in industry. More advanced skills can be learned at a quicker pace through the field placement component.
 - Teaching specific software may be challenging as technology is rapidly changing. Understanding what can be used in industry is helpful. Encouraging students to do some research and try some self-tutorials would be beneficial.
 - Students should be encouraged to seek more feedback from professors.
5. **College/School and Program Update:**
 - Enrollment for the 2015-2016 academic year was up thirty percent compared to the previous year.
 - Coordinator has completed high school presentations to prospective students.
 - The School of Media, Art & Design will be growing with four new graduate certificate programs for September 2016.
6. **Continuing Education Update:** No update at this time.
7. **Student Voice:**
 - The creation of a program Facebook page with links to alumni and their LinkedIn pages would be helpful to prospective and current students as a resource.
 - Students would like to be mentored by alumni. A framework of expectations between students and alumni should be set out.
 - Students are very happy with the program and the new curriculum.
 - The portfolio classes in third year were very helpful in gaining a field placement and the feedback throughout the course was well received.

RECOMMENDED ACTIONS

1. Explore scheduling a professional round table event for the fall semester. ACTION: Program Team
2. Explore asking Alumni to speak with prospective applicants. ACTION: Program Team
3. Focus and provide more feedback for first year students on a variety of projects. ACTION: Program Team
4. Next Meeting: Wednesday, October 19, 2016 at 7:00 p.m.
5. Adjournment 9:00 p.m.

STATUS OF RECOMMENDATIONS FROM November 16, 2015 MEETING

1. Adding a Registered Graphic Designers (RGD) membership to the student incidental fees is still being explored for second and third year students.
2. The creation of a Portfolio Review night with Alumni will be planned by the program team during the spring semester for the fall semester.
3. Integrating 3D modeling skills into the program was determined to be incompatible with the current curriculum.
4. Providing more feedback to first year students will be explored with the program team.

REPORT PREPARED BY: A. Desaillier

DATE: March 30, 2016

DRAFT REVIEWED BY: G. Murphy

SIGNATURE: 

APPROVED BY CHAIR: G. Cleland

SIGNATURE: via email

Journalism Program Advisory Committee Membership List

Name	Title	Organization
Committee Chair		
*Manjula Selvarajah	Freelance	CBC
External Committee Members		
*Tracy Adams	Director, Communications & Marketing	City of Oshawa
Donal Beattie	Sports Producer	Corus Entertainment
Todd Humber	Associate Publisher/Managing Editor	Thomson Reuters
*Anna-Liza Kozma	Producer Cross Country Checkup	CBC Radio One
Shannon McFadyen	Corporate Communications Officer	City of Oshawa
Kyla Morgan	Freelance Writer/Grad Student	Ryerson University
Ken Regular	Writer/Producer	CTV News
*Reka Szekely	Reporter	Oshawa This Week
Elected Student/Alumni Representatives		
	Year/Program/Alumni	
Karen Edwards	3 rd Year Journalism	Durham College
Tabitha Reddekop	2 nd Year Journalism	Durham College
Ryan Verrydt	Journalism Alumni	Durham College
Elected Faculty/Staff Representatives		
Name	Title	Organization
*Danielle Harder	Professor	Durham College
*Greg Murphy	Executive Dean	Durham College
*Brian Legree	Coordinator, Journalism	Durham College
Guests/Unelected Faculty/Staff		
Name	Title	Organization
Donna Boyd	Continuing Education Officer	Durham College
*Teresa Goff	Professor	Durham College

KEY POINTS OF DISCUSSION

1. Additions to Agenda: no additions
2. Approval of Agenda: accepted by consensus
3. Approval of Minutes from November 18, 2015: accepted by consensus. Note for future meetings - I don't believe you had quorum to pass minutes. Staff and faculty are resource members only and not voting members.
4. **External Membership Information Sharing:**
 - Industry is deadline driven.
 - Field placement interns from the program have been very keen and understand the lack of flexibility in this industry.
 - The note taking and clear handwriting are much needed skills.
 - Recording an interview as well as taking hand written notes is very important.
 - The ability to work under pressure is crucial in the journalism industry.
 - Intimidation through social roadblocks can cause insecurities in students. It was asked if this could be addressed in the classroom?
 - Depth of stories that are tougher needs to be stressed.
 - Stories that are assigned as opposed to pitching their own ideas does happen in industry. Having back-up ideas is also important.
 - Explore the idea of professors assigning the story ideas to the students to mimic industry newsrooms.
 - The idea of "repercussions" for students if they don't meet a deadline or have a story idea could be a teaching moment.
 - The ability for students to brainstorm alternate contacts is very important.
 - More in-depth ideas on a variety of subjects should be encouraged, as it is an important aspect in the industry.
 - Pitching ideas to local newspapers could garner student bylines.
 - Well-rounded journalists are in demand.
 - Use of social media is increasing the profile of the program and its various media outlets.
 - Mentoring is crucial to development.
5. **College/School and Program Updates:**
 - The new textbook used in the classroom has been a valuable reference tool.
 - First-year students are currently producing their first chronicle newspaper.
 - Currently the Journalism program is set up as two 2-year diploma programs, Web and Print and Broadcast and Electronic Media. The two programs share their first year curriculum. It was proposed to collapse the two programs into one two 2-year diploma program called Journalism and Mass Media. The students would be producers of content through mass media, covering audio, writing and research.
 - Delivery will be moving away from the traditional classroom to a working newsroom. One cohort will be producing the content for the newspaper, Riot Radio and the new website. The second cohort will be learning the traditional techniques. The cohorts will rotate weekly throughout the fourteen week semester. The end result will be an evaluated student portfolio for their final grade.
6. **Continuing Education Update:** No update at this time.
7. **Students Voice:** No representative present at this meeting.
8. **Chronicle Website Revitalization Project:**
 - Cross-collaboration with other programs within the School of Media, Art & Design as well as other academic schools at Durham College.
 - New logo was chosen from over 50 student submissions.
 - A Facebook page as well as an increased presence on Twitter to promote the website.
 - Currently transitioning to the new website that was picked out of 15 possible templates.
 - Seventy percent of AODA requirements have been met on the new website.
 - It is responsive as well.
 - Advertising space is available; the Journalism students will be working alongside the Advertising students to run ads.
 - Scribble live will be embedded.
 - Current students will digital editors, monitoring comments on the website as well as social media editors.
 - Content will be updated daily. Breaking news will be "live".

RECOMMENDED ACTIONS

1. Recommend Journalism and Mass Media as the new program name.
2. Recommend that the Dean present the new program to Program Proposal Review Committee (PPRC), the governing body of new programs at Durham College.
3. Recommend that the students gain experiential learning.

4. Next meeting – Tuesday, September 27, 2016 at the Centre for Food.
5. Adjournment 8:00 p.m.

STATUS OF RECOMMENDATIONS FROM November 18, 2015 MEETING

1. Recommendation for reduced fees for Continuing Education courses (especially HTML) for full-time students is still being explored.
2. The review of job data from Public Relations (PR) graduates to see where they are working and determine if there is an overlap with Journalism graduate employment is still on going.
3. The student membership was surveyed on the new website revitalization.
4. The program team will be speaking with the media loans representative to discuss bringing in more broadcast equipment.
5. The newsroom will be shared 50/50 with the Broadcast program.
6. The current third year students shared their thoughts on the graduate certificate that will start in September 2016.

REPORT PREPARED BY: Alanna Desaillier

DATE: April 6, 2016

DRAFT REVIEWED BY DEAN:

SIGNATURE:



APPROVED BY CHAIR: Manjula Selvarajah

SIGNATURE: via email

Program Name Membership List

Committee Chair

Name	Title	Organization
Joe Cacioppo	Managing Director	Indalco Alloys

External Committee Members

Name	Title	Organization
*Donna Barnard	President/Owner	Canadian Elite Welding Products

*Barry Budd	Training Tech - Mechanical	OPG
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Tony Comella	President	Stratus DMI
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*Paul Fraser	Technology Program Coordinator	Durham Catholic School Board
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Craig Hendry

Mike Lesage/Bill Acton		Anchor Shoring
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Currie Pecarski		Eco-Tec Inc.
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*Joseph Schick/Chris Reilly	Manufacturing Manager	Koch Heat Transfer Canada
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Mark Scott	Operations Manager	Nordock Inc.
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Brian Werner	Owner	Flash Powder Coating/NuLook Metals
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**Elected Student/Alumni
Representatives**

Name	Title	Organization
Tyson Tyukodi	Alumni	
*Vanessa Ross	Year 1 student	

**Elected Faculty/Staff
Representatives**

Name	Title	Organization
*Kevin Baker	Dean/Principal	Durham College
*Gregg Peel	Welding Faculty	Durham College
Pam Stoneham	Associate Dean	Durham College
*Joshua Dykes	Welding Faculty	Durham College

**Guests/Unelected
Faculty/Staff**

Michael Keith	Contract Faculty/Alumni	Durham College
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* indicates attendance

KEY POINTS OF DISCUSSION

Brian Werner brought in sample test pieces to demonstrate the varying levels of skill between potential candidates for entry-level positions. He noted that most candidates do not adjust the machine before starting their tests.

Skills competition in Waterloo May 2 – 6, Josh Dykes has been working with the welding student to prepare for the competition.

The new two-year program begins in September. Welding to pilot a three-day schedule, Monday, Tuesday, Wednesday for one group of students and Wednesday, Thursday, Friday for the others. Online component for the theory is being developed.

Shop expansion scheduled to begin in June; will consist of three welding areas with the current weld shop 2 to be converted to facilitate fabrication. New state of the art equipment is being installed.

Some industry interest in providing positions for work placement between first and second year however different employers had different needs. For example, some employers prefer a four month block over two days a week for a longer period.

Student indicated she loved the program and felt prepared for the entry level position she has acquired at Anchor Shoring.

Industry members discussed the development of specialty programs to address specific needs in industry such as blue print reading and overhead cranes. Specialty program could be run through the summer to maximize the shop schedules.

Ontario Power Generation (OPG) announced they will be hiring welding apprentices through the union hall. The new online application process weeds out candidates with weak computer skills.

Sincere thanks were extended to outgoing chair, Donna Barnard. Joe Cacioppo has expressed interest in assuming the role, but was unable to attend the meeting. The committee voted unanimously to Mr. Cacioppo's appointment as Chair.

RECOMMENDED ACTIONS

No recommendations at this time.

STATUS OF RECOMMENDATIONS FROM PREVIOUS MEETING

A safety course incorporating many of the desired certifications is being developed for all the skilled trades programs. For the time being, the program will use the safety course delivered in the hoisting program.

Industry members see safety as the top priority. It was noted that the Electrical Power Research Institute (EPRI) has a province wide training program. Gregg Peel will review it.

NEXT MEETING DATE: October 25, 2016

REPORT PREPARED BY: Mary Pearce

DATE: April 29, 2016

DRAFT REVIEWED BY DEAN: Kevin Baker

SIGNATURE:



APPROVED BY CHAIR: Donna Barnard

SIGNATURE: _____



*Digital Photography and Digital Video Advisory Committee
School of Media, Art & Design
Minutes of April 13, 2016*

Digital Photography and Digital Video Advisory Committee Membership List

Name	Title	Organization
Committee Chair		
Dave MacIntosh – Digital Video	Video Producer	CBC National TV News
*Tim McGhie – Digital Photography	Advertising Photographer	Tim McGhie Photography
External Committee Members		
Ian Goodall	Photographer	Freelance
Lisa Hughes	Photographer	Lisa Hughes Photo & Video
Bernie Leroux	Film Director/Cameraman	Freelance
Natasha Nicholson	Photographer	Freelance
*Leif Petersen	Photographer	Oshawa Camera Club
Ron Pietroniro	Manager, Multimedia Content	Metroland Media
Tom Szuba	Owner/President	Tom Szuba Photography
*Justin Vandergaast	Camera Man	Fishing Channel
*Heather Windsor	Photographer	Heather Windsor Photography
*Mark Wooten	Lighting Specialist	Freelance
Elected Student/Alumni Representatives		
*Shandi-Lee Cox	1 st Year Digital Photography	Durham College
*Katie Heath	2 nd Year Digital Photography	Durham College
Shelly Kowalski	Digital Photography Alumni	Durham College
Lindsay Linklater	Digital Video Alumni	Durham College
*Kaitlin O'Neill	Digital Photography Alumni	Durham College
*Nadine Ottenbrajt	2 nd Year Digital Video	Durham College
*Vikram Panjwani	1 st Year Digital Video	Durham College
Elected Faculty/Staff Representatives		
*Kris Felstead	Coordinator, Digital Video	Durham College
*Al Fournier	Coordinator, Digital Photography	Durham College
*Greg Murphy	Executive Dean	Durham College
Guests/Unelected Faculty/Staff		
Donna Boyd	Continuing Education Officer	Durham College
*John Starling	Coordinator, Media Fundamentals	Durham College
*Brian Stephens	Professor, Digital Video & Photo	Durham College

KEY POINTS OF DISCUSSION

1. Additions to Agenda: no additions.
2. Approval of Agenda: accepted by consensus
3. Approval of Minutes from September 29, 2015: accepted by consensus
4. **External Membership Information Sharing:**
 - 360 Virtual reality is on the rise in industry.
 - Drones are getting better and less expensive. They are being used for shooting as well.
 - 4K is being talked about, the byte size needs to be researched.
 - An influx of small-time photographers has been noted but members commented that they seemed to lack business sense.
 - There are many photographers getting into the wedding industry. These photographers are underselling their work.
 - Drones are now being used for wedding videos.
 - In-person/portrait sales are also on the rise.
 - Members would like to see students taught more presentation skills.
 - There are lots of employment opportunities in the United States and it is gaining popularity with new graduates as well as industry members.
 - The Robert McLaughlin Gallery (RMG) would like to see video work from the students to display for their Film Fridays.
5. **College/School and Program Updates:**
 - Demographics have flat lined, but it is predicted to rise slowly in about two years. This is across all colleges.
 - Student work has started to be showcased around the College both at the Oshawa and Whitby campuses.
 - Work will be shown on the TV monitors at the Centre for Food and in a downtown Oshawa storefront.
6. **Continuing Education Update:** No updates at this time.
7. **Student Voice:**
 - Would like to see the College showcase more student work and successes.
 - The Business course was very broad, more time on pricing and web design needs to be emphasized. The idea of creating one website that they can improve and build on over the four semesters would be beneficial for after graduation.
 - Students would like to see logo and self-branding taught.
 - Learning an Illustrator/storyboarding class was suggested.
 - Would like to see more shooting in both video and photo in first year, second semester.
 - A suggestion to have the social media course broken down into a workshop instead of a whole semester was noted.
 - Student work being showcased around the College needs to be cited.

RECOMMENDED ACTIONS

1. Recommend that the "New" Video Production program (including the new Vocational Learning Outcomes (VLOs) is submitted to the Ministry.
2. Recommend that the new name for the Video Production program is submitted to the ministry. The word Digital will be removed.
3. Recommend that presentations and writing client emails is taught in the Communications and the Entrepreneurship course.
4. Recommend introducing critical thinking in courses outside of the Communications course.
5. Recommend that student work is showcased and is available to prospective students.
6. Recommend reviewing the Preproduction Concept Art course outline.
7. Recommend discussing the display of student work at the RMG in the spring semester.
8. Next meeting: Tuesday, September 20, 2016 at 6:30 p.m. at the Centre for Food.
9. Adjournment 8:30 p.m.

STATUS OF RECOMMENDATIONS FROM September 29, 2015 MEETING

1. Advertising on the College website to show promotional video of the students work is in progress. Conversations with Communication & Marketing are on-going.
2. The 2016 Program of Studies will incorporate these disciplines from the industry (Corporate, Narrative and Events).
3. The foundational elements were stressed to perspective students through open houses and current students were brought into client projects, which helped to outline the programs.

4. The College website clearly states what the computer and hardware requirements are for incoming students so that they are aware before starting the programs.
5. The "New" Video Production program (including the new VLO's) will be submitted to the Ministry.
6. Production etiquette is covered in the first semester in all courses to better prepare students for outside Work Integrated Learning (WIL) projects.
7. Deadlines are emphasized and the professors stressed the importance of deadlines.
8. The current outcomes in the Business and Entrepreneurship course will be reviewed in the May/June period.
9. Students are taught how to present/pitch their work and this is emphasized in several courses.
10. Post-production management will be discussed in the spring program meetings.

REPORT PREPARED BY: A. Desaillier

DATE: April 13, 2016

DRAFT REVIEWED BY DEAN: G. Murphy

SIGNATURE: 

APPROVED BY CHAIR: Tim McGhie

SIGNATURE: via email

Chemical Laboratory Technician Advisory Committee Membership List

Note: an asterisk in front of the name indicates the member was present for this meeting.

Name	Title	Organization
Committee Chair		
*Sherralyn Lee-Mook	QC Lab Supervisor	TEVA Canada
External Committee Members		
France Cho	Senior Scientific Specialist	Maxxam
Tony Fishback	Director, Food Microbiology	Maxxam
Tammy Henderson		OPG
*Bruce Howie	Senior Development Chemist	Dominion Colour Corporation
*Laura Johnston	Technical & Regulatory Manager	Axalta Coating Systems Canada
Greg Wisnicki	Science Head	Eastdale C.V.I.
Elected Student/Alumni Representatives		
Alicia Bogl	Chemical Lab Technician – year 2	Durham College
Alisha Marks	Chemical Lab Technician – year 2	Durham College
*Maureen Scriver	Chemical Lab Technician – year 2	Durham College
Elected Faculty/Staff Representatives		
*Laura Benninger	Program Coordinator	Science & Engineering Technology
*Maureen Calhoun	Associate Dean	Science & Engineering Technology
Kevin Kelly	Professor	Science & Engineering Technology
*Johnene Milan	Senior Admissions Officer	International Business Development
*Jacob Robinson	Professor	Science & Engineering Technology
Susan Todd	Dean	Science & Engineering Technology
Paul Wraight	Professor	Science & Engineering Technology
Guests/Unelected Faculty Representatives		
	Title	Organization

KEY POINTS OF DISCUSSION

1. **Welcome & Introductions:** J. Robinson welcomed members and asked everyone to introduce themselves. S. Lee-Mook was appointed chair of the committee. A. Derdall to send S. Lee-Mook chair information.
2. **Additions to the Agenda:** There were no additions to the agenda.
3. **Acceptance of the Agenda:** S. Lee-Mook accepted. L. Johnston Seconded.
4. **Approval of Previous Minutes from October 27, 2015:** J. Robinson motioned the future meeting date in item 9 be corrected to 2016. L. Johnston accepted. B. Howie seconded.
5. **External Membership Information Sharing/Industry Trends:**
 - B. Howie provided detailed handouts outlining critical industry data from the Excellence in Manufacturing Consortium. The information will help students understand industries that are hiring, median salaries, reasons for vacancies, etc.
 - Data integrity continues to be a key industry issue. Companies must ensure they remain compliant and training records are up to date. Test results are invalid when conducted by employees who are not properly trained or qualified.
 - Axalta Coating Systems has been hiring operators. Colour matching and improvement are two main themes. The company is moving into advanced colour technology and broadening into industrial coatings. The third phase of the Chemical Management Plan is underway.
6. **College/School Update:**
 - There are 42 students enrolled in year one of the program. The new Technical Report Writing and Career Planning & Development courses received positive feedback. Based on entry level position requirements, Physical Chemistry was removed from the 2016-2017 Program of Studies as per industry and student feedback.
 - There were 39 visa refusals for January start students. The majority of refusals were from applicants in India. Tracking the reasons behind the refusals is extremely difficult as there is a broad check all box that is used for multiple explanations.
7. **Student Voice:**
 - Student committee members find it difficult to connect with fellow students about Program Advisory Committee discussions. J. Robinson to look into developing a opportunities for students to connect.
 - M. Scriver asked committee members if they hire many employees through employment services. Members advised agencies are often used when hiring entry level/contract positions or for difficult to fill specialist positions.
8. **Continuing Education Update:** Continuing Education representative was unavailable.
9. **Future Meeting Date:** October 20, 2016
10. **Adjournment:** 6:08 PM

STATUS OF RECOMMENDATIONS FROM *October 27, 2015* MEETING

1. Elect an external member to chair the Program Advisory Committee Meetings. **ACTION BY: Program Advisory Committee** – Complete.
2. Conduct a spring focus group with the international students. **ACTION BY: Program Team** – In progress.

3. Send contact information of someone in the green sector to L. Benninger. **ACTION BY: P. Gleeson**
– L. Benninger to follow up.

RECOMMENDED ACTIONS

1. Follow up with P. Gleeson regarding potential committee member contact information. **ACTION BY: L. Benninger**
2. Send S. Lee-Mook information on chair position. **ACTION BY: A. Derald**
3. Develop an opportunity for Chemical Lab Technician students to connect. **ACTION BY: J. Robinson**

REPORT PREPARED BY: Amy Derald

DATE: April 18, 2016

REVIEWED BY CHAIR: S. Lee-Mook

SIGNATURE: Approved via email April 28, 2016

APPROVED BY DEAN: Sue Todd

SIGNATURE: *Susan Todd*

BOARD REPORT

Public ☒
In-camera ☐

Action Required:
Information/Discussion ☒
Decision ☐

MEETING DATE: May 11, 2016

REPORT DATE: May 4, 2016

FROM: Elaine Popp, vice-president, Academic

SUBJECT: DC-UOIT Academic Pathways Report 2015-16

A. Purpose

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

B. Background

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

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

C. Discussion/Options

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

For the reporting year 2015-16, 1,102 students in the first year of studies at DC declared prior postsecondary experience at an institution other than DC. Of these students, 38.4 percent (423) students had prior UOIT postsecondary experience and 23.0 percent (253) students declared prior UOIT experience on their admission application. Of the 253 students who declared prior UOIT postsecondary experience, 13.0 percent were enrolled in one year certificate programs, 55.3 percent in diploma

or advanced diploma programs, 28.9 percent in graduate certificates, and 2.8 percent in fast-track programs.

For the reporting year 2016, 602 students in first year of studies at UOIT declared prior postsecondary experience at an Ontario college. Of these students, 41.9 percent (252) students had prior DC postsecondary experience and 40.2 percent (242) students declared their prior DC experience on their admission application. Of the 242 students who declared prior DC experience, 45.0 percent graduated from the college and enrolled in articulated bridging programs, 47.5 percent graduated from DC and enrolled in non-bridging programs, and 7.4 percent only partially completed the postsecondary program at DC.

The attached *DC-UOIT Academic Pathways Report – Detailed*, further presents 2015-14 and 2013-14 comparisons, identifies specific programs of strong interest at each institution, and provides a list of articulation agreements between the two institutions as of 2015-16.

D. Financial/Human Resource Implications

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

E. Implications for the Joint Campus Master Plan (if applicable)

Not Applicable.

F. Implications for UOIT (if applicable)

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

G. Recommendation(s)

That the DC Board of Governors receive the DC-UOIT Academic Pathways Report update for information.

DC-UOIT Academic Pathways Report - Detailed

This report presents student mobility at both Durham College and the University of Ontario Institute of Technology (UOIT).

Figures and tables will be presented for both UOIT and Durham College with results presented in three sections:

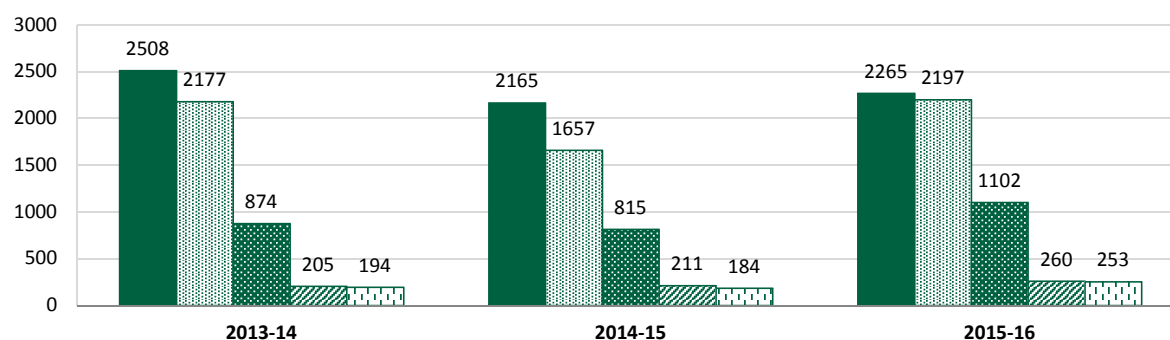
Section 1: Pathways Students, presents data on the new non-direct students at each institution;

Section 2: Programs of Interest, presents the programs with the greatest uptake in recent years; and

Section 3: Articulation agreements, presents the new pathway and articulation agreements recently established.

Figure 1 displays the progressive totals for all students that can be identified as a 'new' non-direct student enrolment at Durham College for the last three years. Students who declared their previous educational experience at Durham College are included only if the student was not enrolled as a Continuing Education student, Academic Upgrading student, or a student returning from an uncompleted program.

Figure 1: Durham College Data



Legend	Student Population	2013-14	2014-15	2015-16
	Starting Student Population: Number of non-direct students new to Durham College	2508	2165	2265
	Subset 1: # of students declaring a previous Post-Secondary experience in Ontario	2177	1657	2197
	Subset 2: # of students declaring a non-Durham College Post-Secondary experience	874	815	1102
	Subset 3: # of students declared having a UOIT experience	205	211	260
	Subset 4: # of students that were confirmed as having a UOIT experience and declared it on their application	194	184	253

For the 2015-16 reporting year, the total number of Durham College students that can be confirmed by UOIT as having a registration record in the previous year is 253 students. Additionally, there are some students with a registration record and failed to declare it, as well as students that declared having an enrolment, but fail to have a registration record at the time of validation. All three categories are presented below:

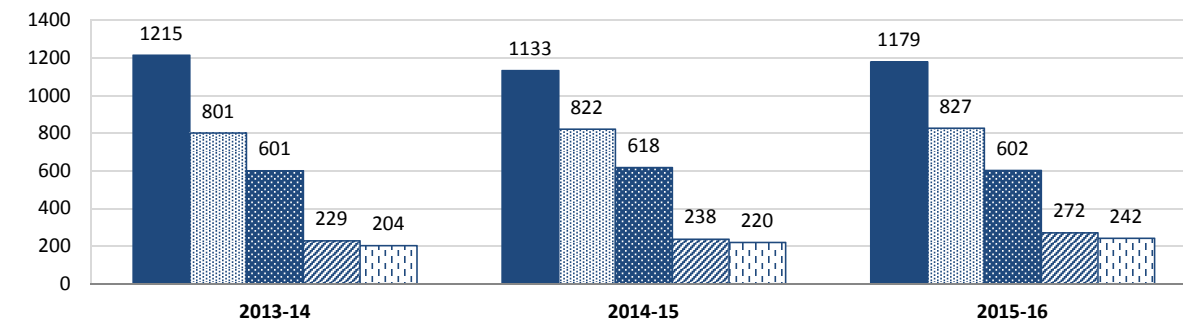
- 253 students declared a UOIT experience and had an enrolment record;
- 7 students declared a UOIT experience, but DID NOT have an enrolment record; and
- **170 students DID NOT declare their UOIT experience, but had an enrolment record.**

Additionally, of the 253 students where a UOIT record was declared and confirmed in 2015-16, 33 enrolled into a certificate program (13.0%), 140 enrolled into a diploma or advanced diploma program (55.3%), 7 enrolled in fast-track programs (2.8%), and 73 enrolled into a graduate certificate program (28.9%).

Pathways Students (Durham College --> UOIT)

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

Figure 2: UOIT Data



Legend	Student Population	2013-14	2014-15	2015-16
	Starting Student Population: Number of non-direct students new to UOIT	1215	1133	1179
	Subset 1: # of students declaring a previous PSE experience	801	822	827
	Subset 2: # of students declaring an experience at a college	601	618	602
	Subset 3: # of students declaring a Durham College experience	229	238	272
	Subset 4: # of students that were confirmed with a Durham College experience and declared it on their application	204	220	242

For the 2015-16 reporting year, the total number of UOIT students that can be confirmed by Durham College as having a registration record in the previous year is 242 students. Additionally, there are some students with a registration record and failed to declare it, as well as students that declared having an enrolment, but fail to have a registration record at the time of validation. All three categories are presented below:

- 242 students declared a DC experience and had an enrolment record;
- 30 students declared a DC experience, but DID NOT have an enrolment record; and
- **10 students DID NOT declare their DC experience, but had an enrolment record.**

Additionally, of the 242 students where a Durham College record was declared and confirmed in 2015-16, 18 students had a partial Durham College experience, that is they did not graduate (7.4%), 109 graduated from a Durham College program and enrolled in a designated bridging program (45.0%), and 115 graduated from a Durham College program, but were not enrolled in a designated bridging program (47.5%).

Section 2: Programs of Interest

Table 1 and 2 present student enrolment data at an aggregate level. The purpose of this table is to identify the top five programs of interest among Durham College students into UOIT programs, and UOIT students into Durham programs. In order to determine the rank of each program, the summed student enrolment for the most recent two years is used.

Program (Program Credential)	Sum Total*	2014-15		2015-16	
		# of Students	as a %	# of Students	as a %
Registered Nurse - Critical Care Nursing (Graduate Certificate)	49	18	9.8%	31	12.3%
Court And Administrative Tribunal Agent (Diploma)	14	11	6.0%	3	1.2%
Computer Systems Technology (Advanced Diploma)	13	7	3.8%	6	2.4%
Addictions and Mental Health (Graduate Certificate)	13	1	0.5%	8	3.2%
General Arts And Science - Nursing Prep (Certificate)	12	6	3.3%	6	2.4%
Business - Accounting (Diploma)	12	8	4.3%	4	1.6%
Mediation (Graduate Certificate)	11	4	2.2%	7	2.8%

* Sum Total refers to two-year total for 2014-15 and 2015-16

Program	Sum Total*	2014-15		2015-16	
		# of Students	as a %	# of Students	as a %
Bachelor of Arts (Honors), Criminology Justice Bridge	94	63	28.6%	31	12.8%
Bachelor of Science, Nursing	60	20	9.1%	40	16.5%
Bachelor of Commerce (Honors) Bridging Program	32	14	6.4%	18	7.4%
Bachelor of Arts (Honors), Legal Studies Bridge	27	14	6.4%	13	5.4%
Bachelor of Commerce	27	15	6.8%	12	5.0%
Bachelor of Arts (Honors), Forensic Psychology Bridge	39	14	6.4%	25	10.3%

* Sum Total refers to two-year total for 2014-15 and 2015-16

Section 3: Articulation Agreements

All of the articulation agreements in place between the two institutions as of Fall 2015 are presented in Table 3. The information is presented by the school in which the program resides at Durham College. Please note that the number of programs and the number of associated articulations for those programs are presented at the start of each table. Further, the number of Durham College programs that are new to the articulation roster are presented in bold italics. Any program that may require additional credentialing has been identified with the corresponding note after each school table.

Table 3: Pathway Agreements; by Durham College School Assignment

Durham College Program		UOIT Program:	Type of Entry
<i>School of Business, IT and Management (# of Programs = 11; # of Articulations = 18)</i>			
1	Business - Accounting	Bachelor of Commerce	Transfer
2	Business - Human Resources	Bachelor of Commerce	Transfer
3	Business - Marketing	Bachelor of Commerce	Transfer
4	Business Administration - Human Resources	Bachelor of Commerce	Direct Entry
5	Business Administration - Accounting	Bachelor of Commerce	Direct Entry
6	Business Administration - Marketing	Bachelor of Commerce	Direct Entry
7	Business Administration - Materials and Operations Management	Bachelor of Commerce	Direct Entry
8	Computer Programmer	Bachelor of Information Technology in Game Development and Entrepreneurship	Bridge
		Bachelor of Information Technology in Networking and Information Technology Security	Bridge
9	Computer Programmer Analyst	Bachelor of Computing Science	Diploma to Degree
		Bachelor of Information Technology in Game Development and Entrepreneurship	Bridge
		Bachelor of Information Technology in Networking and Information Technology Security	Bridge
10	Computer Systems Technician	Bachelor of Information Technology in Game Development and Entrepreneurship	Bridge
		Bachelor of Information Technology in Networking and Information Technology Security	Bridge
		Bachelor of Computing Science	Transfer
11	Computer Systems Technology	Bachelor of Information Technology in Game Development and Entrepreneurship	Bridge
		Bachelor of Information Technology in Information Technology Security	Bridge
		Bachelor of Information Technology in Networking and Information Technology Security	Direct Entry

School of Health and Community Services (# of Programs = 8; # of Articulations = 15)			
12	Addictions and Mental Health	Bachelor of Allied Health Sciences***	Bridge
13	Child and Youth Care	Bachelor of Arts in Criminology and Justice	Bridge
		Bachelor of Arts in Forensic Psychology	Bridge
		Bachelor of Arts in Political Science	Bridge
		Bachelor of Arts in Legal Studies **	Bridge
14	Dental Hygiene	Bachelor of Allied Health Sciences	Bridge
15	Developmental Services Worker	Bachelor of Arts in Political Science	Bridge
		Bachelor of Arts in Legal Studies **	Bridge
16	Fitness and Health Promotion	Bachelor of Health Science - Kinesiology	Diploma to Degree
17	Occupational Therapist Assistant/Physiotherapist Assistant	Bachelor of Allied Health Sciences	Bridge
18	Practical Nursing	Bachelor of Science in Nursing	Post RPN
		Bachelor of Allied Health Sciences	Bridge
19	Social Service Worker	Bachelor of Arts in Forensic Psychology	Bridge
		Bachelor of Arts in Political Science	Bridge
		Bachelor of Arts in Legal Studies **	Bridge

***If presented concurrently with a college diploma or university degree

**If presented concurrently from a graduate certificate in Legal Research and Information Management, Mediation – Alternative Dispute Resolution, or Paralegal

School of Interdisciplinary Studies (# of Programs = 1; # of Articulations = 4)			
20	General Arts and Science – Liberal Arts UOIT Transfer	Bachelor in Communication and Digital Media Studies	Transfer
		Bachelor of Arts in Forensic Psychology	Transfer
		Bachelor of Arts in Legal Studies	Transfer
		Bachelor of Arts in Political Science	Transfer

School of Justice and Emergency Services (# of Programs = 7; # of Articulations = 16)			
21	Law Clerk - Advanced	Bachelor of Arts in Legal Studies	Bridge
		Bachelor of Arts in Criminology and Justice *	Bridge
22	Office Administration - Legal	Bachelor of Arts in Legal Studies	Bridge
23	Paralegal	Bachelor of Arts in Legal Studies	Bridge
		Bachelor of Arts in Political Science	Bridge
		Bachelor of Arts in Criminology and Justice *	Bridge
24	Paramedic	Bachelor of Allied Health Sciences	Bridge
25	Police Foundations	Bachelor of Arts in Criminology and Justice	Bridge
		Bachelor of Arts in Forensic Psychology	Bridge
		Bachelor of Arts in Political Science	Bridge
		Bachelor of Arts in Legal Studies **	Bridge
26	Protection, Security and Investigation	Bachelor of Arts in Criminology and Justice	Bridge
		Bachelor of Arts in Forensic Psychology	Bridge
		Bachelor of Arts in Political Science	Bridge
		Bachelor of Arts in Legal Studies **	Bridge
27	Youth Corrections and Interventions	Bachelor of Allied Health Sciences	Bridge

***If presented concurrently from a graduate certificate in Legal Research and Information Management, Mediation – Alternative Dispute Resolution, or Paralegal*

**If presented concurrently with a graduate certificate in Youth Corrections and Interventions*

School of Media, Art and Design (# of Programs = 12; # of Articulations = 14)			
28	Advertising and Marketing Communications	Bachelor of Arts in Communication and Digital Media Studies	Bridge
29	Animation - Digital	Bachelor of Information Technology in Game Development and Entrepreneurship	Bridge
30	Animation - Digital Production	Bachelor of Information Technology in Game Development and Entrepreneurship	Bridge
31	Broadcasting – Radio and Contemporary Media	Bachelor of Arts in Communication and Digital Media Studies	Bridge
32	Contemporary Web Design	Bachelor of Arts in Communication and Digital Media Studies	Bridge
		Bachelor of Information Technology in Networking and Information Technology Security	Bridge
		Bachelor of Information Technology in Game Development and Entrepreneurship	Bridge
33	Digital Photography	Bachelor of Arts in Communication and Digital Media Studies	Bridge
34	Digital Video Production	Bachelor of Arts in Communication and Digital Media Studies	Bridge
35	Game Development	Bachelor of Information Technology in Game Development and Entrepreneurship	Bridge
36	Interactive Media Design	Bachelor of Arts in Communication and Digital Media Studies	Bridge
37	Journalism – Broadcast and Electronic Media	Bachelor of Arts in Communication and Digital Media Studies	Bridge
38	Journalism – Web and Print	Bachelor of Arts in Communication and Digital Media Studies	Bridge
39	Public Relations	Bachelor of Arts in Communication and Digital Media Studies	Bridge

School of Science and Engineering Technology (# of Programs = 9; # of Articulations = 12)			
40	Biomedical Engineering Technology	Bachelor of Allied Health Sciences	Bridge
41	Biotechnology - Advanced	Bachelor of Science in Biological Science	Direct Entry
		Bachelor of Health Science in Medical Laboratory Science	Bridge
		Bachelor of Allied Health Sciences	Bridge
42	Chemical Engineering Technology	Bachelor of Allied Health Sciences in Nuclear Power	Bridge
43	Electro-Mechanical Engineering Technology	Bachelor of Allied Health Sciences in Nuclear Power	Bridge
44	Electronics Engineering Technology	Bachelor of Allied Health Sciences in Nuclear Power	Bridge
45	Energy Systems Engineering Technology	Bachelor of Allied Health Sciences in Nuclear Power	Bridge
46	Environmental Technology	Bachelor of Arts in Political Science	Bridge
		Bachelor of Allied Health Sciences in Nuclear Power	Bridge
47	Mechanical Engineering Technology	Bachelor of Allied Health Sciences in Nuclear Power	Bridge
48	Pharmaceutical and Food Science Technology	Bachelor of Science	Direct Entry

Centre for Food (# of Programs = 1; # of Articulations = 1)			
49	Hospitality Management - Hotel, Restaurant and Tourism	Bachelor of Commerce	Advanced Standing (15 credits)

The following pathways are applicable to all programs offered at Durham College.

General Pathways			
50	Any 2 or 3 year diploma program	Bachelor of Commerce	Bridge
51	Any 2 or 3 year diploma program	Educational Studies and Digital Technology	Direct Entry

BOARD REPORT

Public: ☒
In-Committee: ☐

Action Required:
Discussion ☒
Decision ☐

DATE: May 11, 2016

FROM: Don Lovisa, President

SUBJECT: Provincial Key Performance Indicators (KPIs) – 2015-2016 Results

A. Purpose

To provide the Board of Governors with the results of the annual provincial Key Performance Indicator (KPI) data released on April 20, 2016.

B. Background

Every year the provincial government assesses college performance in five key areas:

- Student satisfaction KPI
 - Paper-based survey completed by current students
- Graduate employment KPI
 - Telephone survey completed by last year's graduates
- Graduate satisfaction KPI
 - Telephone survey completed by last year's graduates
- Employer satisfaction KPI
 - Telephone survey completed by employers of last year's graduates
- Graduation rate KPI
 - Calculated by the college annually and includes students who graduated within a window of approximately twice the program length

In the past nine years, the college has focused on analyzing and benchmarking KPI results, compiling an "Institutional Snapshot", as well as KPI Report Cards for individual programs and service/facility areas. This analysis has been used to identify strengths and key areas for improvement.

Discussion/Options

Results

Durham College's high-level results are as follows:

KPI	2015-16 Durham College	2015-16 System Avg	2014-15 Durham College	2014-15 System Avg	Variance: 2015-16 Durham College vs System Avg	Variance: 2015-16 Durham College vs 2014- 15 Durham College	Variance: 2015-16 System Avg vs 2014-15 System Avg
Student Satisfaction	75.2	76.8	75.5	76.2	-1.6	-0.3	0.6
Graduate Satisfaction	77.9	80.3	78.7	80.0	-2.4	-0.8	0.3
Graduate Employment	83.2	83.6	85.1	84.0	-0.4	-1.9	-0.4
Employer Satisfaction	92.2	91.4	87.7	88.1	0.8	4.5	3.3
Graduation Rate	69.0	66.7	69.0	65.7	2.3	0.0	1.0

Note: For Student Satisfaction, Graduate Satisfaction, and Employer Satisfaction, results reflect the proportion of students who indicated they were satisfied or very satisfied. Graduate Employment reflects the proportion of graduates who were available for employment and who were employed. Graduation rate is calculated by the college.

To summarize, Employer Satisfaction and Graduation Rate for the college are above the system average by 0.8% and 2.3% respectively while Student Satisfaction, Graduate Satisfaction and Graduate Employment are below the system average by 1.6%, 2.4%, and 0.4% respectively. Two of the five Durham College KPI results are either above or same as our own results from last year. Specifically, Employer Satisfaction is above our own result last year by 4.5% and Graduation Rate is same as last year. Student Satisfaction and Graduate satisfaction have decreased at Durham College while the corresponding provincial averages have increased. Graduate Employment has decreased at Durham College and for the province.

Next Steps

We will continue to focus on building our strengths and undertake analysis of the data to develop strategies for further improvement. The data will be incorporated into the KPI Report Cards for each postsecondary program and service area. Program teams will be required to create action plans based on the results and monitor the plans throughout the course of the next academic year with a clear expectation for improvement. Deans will take an active role in monitoring these action plans.

We will continue to provide KPI results to the Board on annual basis each April/May.

C. Financial/Human Resource Implications

Capital and/or other resources required to implement improvement strategies are factored into decisions on capital expenditures. Strategies designed to improve the student experience have and will continue to be factored into future budget and planning decisions.

D. Implications for UOIT

Although only Durham College students completed the KPI student satisfaction questionnaire, the results and trends for some of the service/facility areas reflect satisfaction with campus services that support both institutions.

E. Recommendation(s)

That the Durham College Board of Governors receive the Key Performance Indicators (KPI) Update for information.

BOARD REPORT

Public
In-camera

☒
☐

Action Required:
Information/Discussion
Decision

☐
☒

MEETING DATE: May 11, 2016

REPORT DATE: May 3, 2016

FROM: Elaine Popp, vice president, Academic

SUBJECT: **Approval of New Programs of Instruction**

A. Purpose

To obtain approval from the Board of Governors for the following postsecondary programs of instruction for the September 2017 intake:

1. Fire Science and Leadership
 - Credential: Ontario College Diploma
 - Duration: 4 semesters
 - School: School of Justice & Emergency Services
2. Massage Therapy
 - Credential: Ontario College Advanced Diploma
 - Duration: 6 semesters
 - School: Health & Community Services
3. Mechanical Technician – Elevating Devices
 - Credential: Ontario College Diploma
 - Duration: 4 semesters
 - School: School of Skilled Trades, Apprenticeship & Renewable Technology

B. Background

The addition of new academic programs ensures that our program offerings remain responsive to student demand and labour market needs, and is an important factor in continuing to grow and maintain the college's enrolment targets.

The proposed new programs entitled Fire Science and Leadership diploma, Massage Therapy advanced diploma, and Mechanical Technician-Elevating Devices diploma will ensure Durham College continues to diversify its choice of quality programs. According to the environmental scans produced by the Research Analysts in the Office of Research Services, Innovation and Entrepreneurship, the labour market demonstrates positive outcomes for graduate employment in related fields of practice.

Further, these three programs received excellent support from industry professionals for their immediate development and launch in September 2017.

The new programs align with Durham College's 2014-2017 Strategic Mandate Agreement (SMA) in the area of Program Offering where institutional areas of strength and growth include the Business, Health, and Skilled Trades sectors.

In addition, the proposed program supports the SMA in the areas of strength in Teaching and Learning whereby courses will be delivered in classroom and online settings. These programs also include experiential learning through practical/hands-on options in labs, clinical placements, and shop educational environments.

Finally, these new programs align with the SMA through collaborations to support student mobility. For instance, the Fire Science and Leadership diploma program was developed specifically to provide greater employment opportunities for graduates of the Pre-Service Firefighter certificate; while graduates of the Mechanical Technician-Elevating Devices diploma will be well-positioned to obtain apprenticeships in the industry.

As per the 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.

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. Fire Science and Leadership, Ontario College Diploma

The Fire Science and Leadership Diploma will further develop the skills and knowledge of graduates of the Pre-Service Fire, Education and Training certificate program. This program expands upon the existing training by incorporating more advanced fire courses and provides the opportunity to gain additional credentials that will be advantageous in the highly competitive hiring processes. To progress to higher level positions, firefighters need to acquire expertise in advanced firefighting

equipment and techniques, building construction, writing, public speaking, management and budgeting procedures, and public relations.

The Fire Science and Leadership program is unique in the system, as there are no other similar programs offered at Colleges of Applied Arts and Technology (CAAT) colleges in Ontario that help firefighters develop their administrative and managerial skills. This diploma program will fill this gap and function as a pathway for graduates of the Pre-service Firefighter Education and Training certificate programs. Graduates of this program may gain employment with municipalities and industrial manufacturing organizations supporting fire services, and insurance companies as loss preventions specialists.

A proposal for the Fire Science and Leadership diploma program was developed and submitted to the Credentials Validation Services (CVS). The Vocational Learning Outcomes have been pre-approved and we are awaiting final approval of the CVS.

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

2. Massage Therapy, Ontario College Advanced Diploma

The Massage Therapy advanced diploma program will develop students' knowledge, skills and attitudes, allowing them to provide safe, effective and ethical care at the entry-level of practice in the massage therapy profession. The program has been designed on the Standards of Practice and Code of Ethics identified by the College of Massage Therapists of Ontario (CMTO). Students will learn to develop, implement and evaluate a plan of care according to the client's condition and treatment goals.

Graduates of this program may seek employment as massage therapists in a wide variety of setting such as private practice, chiropractic offices, health care clinics, fitness clubs/centres, athletic organizations, hotels, resorts and spas.

A proposal for the Massage Therapy advanced diploma program was developed and submitted to the Credentials Validation Services (CVS). On May 2, 2016, the proposal received validation and the program was assigned the Approved Program Sequence (APS) number **DURH 01247**.

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

3. Mechanical Technician – Elevating Devices, Ontario College Diploma

The Mechanical Technician – Elevating Devices diploma program prepares students to enter into the elevating device industry as apprentices, working as elevating constructors or service mechanics, sales persons or inspectors. To work in many positions in this industry, elevating devices mechanics must complete an apprenticeship training program.

Durham College is a nationally recognized Elevating Devices Mechanic apprenticeship provider. In fact, Durham College is currently the only public training provider for elevating device mechanic apprentices in the province. Leveraging the strong apprenticeship program to build a post-secondary diploma is a natural fit for Durham College.

Graduates of this program choosing not to enter into an apprenticeship could secure a position as a sales person or inspector in the industry.

A proposal for the Mechanical Technician – Elevating Devices diploma program was developed and submitted to the Credentials Validation Services (CVS). On May 2, 2016, the proposal received validation and the program was assigned the Approved Program Sequence (APS) number **DURH 01246**.

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

D. Financial/Human Resource Implications

There are no new faculty requirements for the Fire Science and Leadership diploma. Curriculum development funds for four courses are required at an approximate cost of \$8,000. The program also requires a capital expenditure of \$25,000.

There are human resources requirements to hire three part-time faculty and one part-time support staff in the first year of the Massage Therapy advanced diploma program. Curriculum development costs are approximately \$7,800 for the development of 26 course outlines at \$300 each. For 2017, an interim space will need to be identified for classes and lab space. Going forward, 6,000 square feet of space has been allocated in the new Centre for Collaborative Education. Capital/equipment costs of approximately \$50,000 in the first year, \$25,000 in the second year, and \$25,000 in the third year have also been factored into the delivery of this program.

For the Mechanical Technician – Elevating Devices diploma, there will be one full-time faculty required and four part-time faculty. There are additional expenditures required for curriculum of approximately \$8,000 for the development of 4 courses. There is a large capital investment of approximately \$252,540 in year one and \$234,600 in year two. The \$55,000 for shop rearrangement will be mostly for the year-one installation.

E. Implications for the Joint Campus Master Plan (if applicable)

There are no implications for the Joint Campus Master Plan.

F. Implications for UOIT (if applicable)

There are no implications for University of Ontario Institute of Technology (UOIT).

G. Recommendation(s)

That the Durham College Board of Governors approves the programs of instruction for the Fire Science and Leadership Ontario College Diploma, Massage Therapy Ontario College Advanced Diploma, and Mechanical Technician - Elevating Devices Ontario College Diploma programs.

Ontario College Diploma: Fire Science and Leadership

Proposed program title: Fire Science and Leadership					
Proposed credential:	Diploma				
Funding Unit:	1.0				
Weight:	1.0				
MTCU Code:	Unique				
APS Code					
Name of dean submitting the request:	Stephanie Ball, School of Justice & Emergency Services				
Proposed date of implementation:	September 2017				
Date of review by PPRC committee:	April 20, 2016				
Year 1 enrolment:	30 students				
Number of Semesters	4 semesters				
Total Program Hours	1308 hours including classroom, lab and independent study hours				
Number of new faculty required:	No new faculty are required for this program.				
Space requirements:	No new on-campus space is required for this program delivery.				
Capital costs:	\$25,000				
Budget Projections:					
Proposed Tuition	\$ 2,628				
Net Contribution - % of Gross Revenue	-4.1%	5.2%	37.9%	46.0%	45.2%
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 Assurance and Dean
√	Budget reviewed by Manager, Planning and Reporting; Manager, Program Development and Quality Assurance and Dean
√	Budget approved by Chief Financial Officer and VPA
√	Reviewed by Program Proposal Review Committee, April 20, 2016
√	Approved by Vice President - Academic
√	Approved by Credentials Validation Service
√	Reviewed by President
	Approved by Board of Governors

2.0 PROGRAM OVERVIEW:

Description:

The Fire Science and Leadership diploma program is designed specifically for graduates of the Pre-Service Fire Education and Training certificate program. This program expands their existing training and knowledge acquired in the certificate program by incorporating more advanced fire courses and providing the opportunity to gain additional credentials that will be advantageous in the highly competitive hiring process. It also provides a foundation for those who wish to pursue a leadership role within the emergency services field. Additionally, this program extends students' education into areas of emergency preparation, response, and prevention and it provides pathways to an expanded number of programs with the skills and abilities necessary for success.

Continuous training is important for firefighters in order to improve their job performance and prepare for promotion examinations. To progress to higher level positions, firefighters need to acquire expertise in advanced firefighting equipment and techniques, building construction, writing, public speaking, management and budgeting procedures, and public relations.

Graduates will be better prepared to work for municipalities and industrial manufacturing organizations supporting fire services, and insurance companies as loss prevention specialists.

Career Outcomes:

The skills gained will serve graduates of the program well and they will gain employment in municipalities, industrial manufacturing and as insurance company loss prevention specialists. The areas that they will gain employment are in fire suppression, fire prevention, emergency planning and preparedness, emergency equipment sales, rescue response and fire protection system maintenance.

Vocational Program Learning Outcomes:

The graduate has reliably demonstrated the ability to:

1. Apply and adapt fire science to fire prevention and suppression in accordance with regulatory and professional standards.
2. Contribute to the development, implementation, and evaluation of emergency and non-emergency programs to meet the needs of clients, municipalities and inter-professional teams.
3. Develop a leadership philosophy that contributes to the goals of municipal, departmental or organizational structures.
4. Contribute to the organization, development, and management of resources for emergency and non-emergency programs.
5. Contribute to the identification, development and implementation and assessment of continuous quality improvement of emergency and non-emergency programs.
6. Acquire, evaluate and present evidence to inform management decisions that meet the needs of clients, municipalities and inter-professional teams
7. Contribute as part of an inter-professional team, to the development, implementation and evaluation of health and safety policies and procedures.
8. Develop and implement interpersonal skills to maintain positive working relationships and to ensure equitable and just service to diverse populations and stakeholders within a municipal, departmental or organizational context.
9. Develop personal and professional development strategies and plans to enhance leadership, management and technical expertise.

Admission Requirements:

Successful completion of an Ontario College Pre-Service Fire Education and Training certificate program; or proof of equivalent program completion.

3.0 PROGRAM OF STUDY

Semester	Course Code/ Course Title (As indicated in Appendix A)	Total Course Hours	Course Description
1	Communications	45	This course is designed to reinforce and expand on the writing and communication skills students require in the technical workplace. Emphasis will be placed on the process of completing any on-the-job writing assignments, the specific formats most often used, and related communication tasks such as oral presentations. To help reach these goals, the course will focus on the elements of clear writing, and the necessary critical thinking that must precede good writing.
1	Mathematics 1	45	This course is meant to support students in all technical and design courses. Students develop problem-solving skills by applying topics of study to related practical problems.
1	Fire Chemistry	45	This course will focus on the chemistry of fire from the combustion process to the characteristics of fire and its suppression. This will provide the introduction and basis of understanding for all future courses in fire suppression.
1	Applied Fire Topics 1	129 45 classroom and 84 hours total of independent study	This course provides students with the opportunity to participate in a variety of specialized training and certification programs specific to firefighting. A flexible delivery model will be used to facilitate training and students will have the opportunity to tailor the program to meet their individual needs
1	Municipal Government and Regulatory Structures	45	This course provides students with an understanding of the political, legislative and regulatory environment in which the professional firefighter and emergency services personnel work. A variety of case models will be utilized to identify and analyze the relevant standards and their application to firefighter practice
1	COMP 1341 Success Strategies for Online Learning	45	This course is designed for students who are new to blended and online learning. To be successful today and in the future, it is important to be comfortable using computers as tools. This subject is designed to ensure that students have basic skills which can be utilized in future college activities, in the workplace, and in personal life.
2	Building Construction	45	This course provides an introduction to the requirements and regulations for the design and construction of various buildings and control system. This provides context and forms the basis of study for future design courses.
2	Introduction to Emergency Management	45	This course provides students with an overview of emergency management. A case based approach will be

			used to highlight the roles and resources required to manage emergencies at a municipal, national and international level. A variety of models will be applied to highlight the planning, mitigation, response and recovery required to effectively manage a variety of emergencies.
2	ELEC 1331 Electricity 1	45	This course is designed to educate the student in DC electric circuit fundamentals. Throughout this course the student is required to complete weekly lab experiments and an associated lab report. This course is required for Canadian Fire Alarm Association certification.
2	Crisis Intervention	45	This course provides students with the knowledge and skills required to recognize, communicate with and manage victims and coworkers in crisis situations. An understanding of crisis management strategies and resiliency training will allow the student to obtain the skills required to maintain emotional health and wellness.
2	Management and Leadership Skills	45	This overview course is designed to provide participants with a beginning-level understanding of management and leadership styles, and an opportunity to develop personal management skills. In today's changing economic and political climate, the role of a manager/supervisor is extremely demanding and complex. In addition to managing the many practical aspects of a business operation, he/she must provide leadership by motivating, empowering, and supporting staff. Topics include types of organizations, ethics, diversity, innovation, problem solving, and team building skills.
2	GNED elective	45	
3	Applied Fire Topics 2	129 45 hours of classroom and 84 hours of independent study	This course provides students with the opportunity to participate in a variety of specialized training and certification programs specific to firefighting. A flexible delivery model will be used to facilitate training and students will have the opportunity to tailor the program to meet their individual needs
3	Municipal and Emergency Services Legislation	45	This course will provide students with an overview of the relevant legislation and standards under which municipalities and emergency services in Ontario operate. Topic areas will extend into Emergency Management and federal, provincial and municipal strategies.
3	Conflict Management in the Workplace	45	The potential for conflict exists in any environment in which humans interact, and the workplace is no exception. This course provides students with practical tools and knowledge to effectively prevent, mitigate, and resolve various forms of workplace conflict.

3	Fire Protection and Suppression Fundamentals	45	This course will familiarize students with the components, design, maintenance, operation, testing and inspection of common fire detection and suppression systems. The course will also introduce the students to the related Ontario Fire Code requirements.
3	Project Management	45	This course provides student with strategies to manage the design, costs, risks, integration, delivery and leadership of projects specific to the fire and emergency services industry. Developing skills in project management is essential to any career in the fire industry
3	GNED elective	45	
4	Diversity and Intrapersonal Communications	45	This course introduces students with the opportunity to acquire the skills and knowledge to deal with a diverse range of people. Students will focus on topics pertaining to the achievement of equity in various social and work settings including, but not limited to, race, gender, ethnicity and sexual orientation. With diversity as a backdrop, students will develop a clear sense of their own attitudes, beliefs and values. This course will deal with social issues of diversity and will identify possible strategies for empowerment in the workplace.
4	Risk Assessment and Planning	45	This course provides students with a variety of strategies to identify, assess and quantify risk. A case based approach will be taken to develop prevention and mitigation strategies.
4	Emergency Information Management	45	This course provides students with the skills to communicate to the public and manage the flow of essential information before, during and after an emergency. A variety of case studies will be used to demonstrate and assess the delivery of public information in crisis and non-crisis settings as well as public inquiry and media relations.
4	Human Resources Management	45	This course introduces students to the management aspects of Human Resources. Specific focus is on the factors that affect the overall atmosphere in the workplace and that contribute to an environment conducive to maximum productivity. Students will be introduced to effective strategies for hiring, motivating, managing, training and retaining staff.
4	Career Preparation and Portfolio Development	45	In order to give students a better understanding of what skills are required to work with the different fire and emergency response services, this course will explore a variety of agencies through information sessions, guest speakers and workshops. Students will learn effective interview skills, the importance of work etiquette and professionalism. Each student will complete a portfolio to further prepare them for the workforce.
4	GNED elective	45	

4.0 STRATEGIC ALIGNMENT

Strategic Fit

This new program provides certificate graduates of the Pre-Service Firefighter program the opportunity to leverage their certificate credential to gain the skills necessary to improve their job performance and prepare them for promotion examinations. To progress to higher level positions, firefighters need to acquire expertise in advanced firefighting equipment and techniques, building construction, writing, public speaking, management and budgeting procedures, and public relations.

The success of the Pre-Service Firefighter certificate program and our dedication to ensuring we continue to build educational pathways for students provides rationale for the alignment of this program with our current Emergency services programs.

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">• Pre-Service Fire Education and Training certificate	<ul style="list-style-type: none">• Fire and Life Safety Systems Technician diploma	

5.0 LABOUR DEMAND AND GRADUATE EMPLOYMENT POSSIBILITIES:

- In Ontario, providing fire services is a municipal responsibility and is often one of the largest budget items, especially in small towns. A report by the Fraser Institute found that despite the decreasing incidences of fires due to better building materials and more stringent fire safety regulations, the number of firefighters and spending on fire services is increasing.
- Fire chiefs, senior firefighting officers, and Firefighters earn a wage much higher than the national average. A high proportion of males work in these occupations, and there is a very high rate of full-time employment. Employment opportunities are expected to be stable for Firefighters through to 2020.
- Currently, there are a total of 27 fire departments in the Durham Region operated by eight municipalities – Ajax, Brock, Clarington, Oshawa, Pickering, Scugog, Uxbridge and Whitby.
- Firefighters had a provincial labour force of about 12,740 at the time of the 2011 National Household Survey (NHS). Ontario legislation requires that municipal firefighters primarily involved in fire suppression must retire by age 60; as a result, retirement is the primary source of new job openings.
- Employment levels are expected to be somewhat limited due to fiscal restraint by all levels of government, but over the last few years, the number of firefighters has increased slightly.
- There are fewer Fire Chiefs and Senior Firefighting Officers, and these occupations are expected to have a balanced labour supply and demand through to 2022. Retirements will also be the main source of job openings for this occupation group.
- The number of firefighters in Canada has increased considerably over a 16-year period. According to the Labour Force Survey, the number of firefighters in Canada (public and private) rose by 25.1% (25,900 to 32,400) from 1997 to 2012. In Ontario, the increase has been 36.3% over this period. Meanwhile, the number of fires in Ontario fell by 41.4%.
- The focus group information was obtained during the Pre-Service Fire (PFET) Program Advisory Committee (PAC) meetings, and during specific targeted meetings with Fire Services professionals. General discussion had taken place at the meetings regarding the need for the development of a diploma program which would provide additional education and skills to PFET graduates, making them more competitive in the interview

process, and enabling them to advance within their organizations. These discussions led to the development of a draft program of studies which was reviewed, discussed, revised and subsequently finalized based on the consultations. The PAC and focus group members are very supportive of this program.

6.0 STUDENT INTEREST:

- The Fire Science and Leadership diploma program is unique in the system, as no other programs are offered at colleges in Ontario that help firefighters develop their administrative and managerial skills. A Fire Science and Leadership diploma would fill this gap and function as a pathway for graduates of the Pre-service Firefighter Education and Training certificate programs.
- Durham College's interest in offering a Fire Science and Leadership diploma program is supported by the strength of the industry. However, the level of competition is very high when seeking employment in fire services. Additionally, the unique nature of this program within the post-secondary environment limits the ability to assess potential applicant interest and graduate outcomes.
- Enrolment in Pre-service Firefighter Education and Training has increased system-wide over the reporting period. Seneca has the largest program but has experienced a decline since 2012-13. Newer programs at St. Clair and Fleming have steadily grown, while most of the other programs have had relatively steady enrolment.
- The table below presents a summary of Fall enrolment of the PFET certificate program at each college. This number may help provide some indication as to the number of potential applicants to the new Fire Science and Leadership diploma program.

Pre-service Firefighter Education and Training (MTCU: 43006) – Total Enrolment; Fall						
College	2011-12	2012-13	2013-14	2014-15	2015-16	Rolling Avg. Change
Algonquin	53	59	58	59	58	2.4%
Cambrian	35	16	0	9	21	n/a
Centennial	30	26	26	32	33	3.2%
Confederation	18	12	18	8	18	21.5%
Conestoga	60	61	60	67	63	1.4%
Durham	76	74	58	72	72	0.0%
Fleming	n/a		46	67	70	25.1%*
Georgian	62	56	56	53	38	-10.8%
Humber	36	36	66	62	66	20.9%
La Cite	18	9	13	8	24	39.0%
Lambton	71	68	59	62	75	2.1%
Northern	14	7	7	8	11	0.4%
Seneca	67	101	97	71	78	7.5%
St. Lawrence	32	23	31	31	43	11.3%
St. Clair	n/a		22	27	35	26.2%*
System	572	548	617	636	705	5.6%

Source:
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7.0 ANALYSIS OF COMPETITION

- Pre-service Firefighter, Education and Training certificate programs are offered at 15 CAAT colleges and provide students with knowledge and skills of basic fire science, fire suppression principles and practice, first responder emergency care, and fire prevention and public education.
- There are no other programs similar to this proposed diploma program in Ontario. The proposed Fire Science and Leadership diploma program is unique in the system and we are in a position to accept all students from other colleges' Pre-Service Firefighter certificate programs.

7.0 TARGET MARKET:

- Target market will include graduates of the Pre-service Firefighter Education and Training certificate programs in Ontario.

8.0 OPERATING REVENUE AND EXPENSES:

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

Start-up Costs	Year 1	Year 2
Curriculum development of 4 courses at \$2,000 each.	\$8,000	
New dedicated space (lab, shop, clinic) which will remove a current learning space from the current scheduling mix.	No new space required on campus	
Capital investment: includes specialized equipment	\$25,000	
Library Resources	N/A	
Marketing	\$5,000	
Additional software to the college's IT budget	N/A	
TOTAL	\$40,000	

Appendix A – Fire Science & Leadership 5 Year Budget Projection

DURHAM COLLEGE	MTCU Code:	weight	1.0	F.U.	2.0	# Yrs
Projected Budget	Program: Fire, Science & Leadership	Per Year	1.000	Grant / WFU	\$4,160	2
BUDGET YRS	2017-22					
		2017-18 Projection	2018-19 Projection	2019-20 Projection	2020-21 Projection	2021-22 Projection
	Student Enrolment - Nov. 1					
	Year 1	30	30	30	30	30
	Year 2	0	27	27	27	27
	Total	30	57	57	57	57
REVENUE						
	Tuition Fees - per academic year	\$2,936	\$3,054	\$3,176	\$3,303	\$3,435
	Set-Aside Fee Removed	\$308	\$321	\$333	\$347	\$361
	Tuition Fee realized by college	\$2,628	\$2,733	\$2,843	\$2,956	\$3,074
	Total Tuition Fees	78,843	155,793	162,025	168,506	175,246
	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)	1.00	1.00	1.00	1.00	1.00
	Grant - MTCU Operating (assume \$4160/wfu)	\$0	\$62,400	\$180,960	\$237,120	\$237,120
TOTAL REVENUE		\$78,843	\$218,193	\$342,985	\$405,626	\$412,366
EXPENDITURES						
	Salaries - Faculty (FT)	0	85,000	87,550	90,177	92,882
	Salaries - Co-ordinator Allowance	3,150	3,245	3,342	3,442	3,545
	Salaries - PT Teaching	52,920	68,400	70,452	72,566	74,743
	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	56,070	156,645	161,344	166,184	171,170
	Benefits - Faculty - FT 25%	788	22,061	22,723	23,405	24,107
	Benefits - Faculty - PT 13.0%	7,938	10,260	10,568	10,885	11,211
	Benefits - Admin 25%	0	0	0	0	0
	Benefits - SS (FT) 28%	0	0	0	0	0
	Total Employee Benefits	8,726	32,321	33,291	34,289	35,318
	Total Labour	64,796	188,966	194,635	200,474	206,488
	Instructional Supplies	1,000	1,030	1,061	1,093	1,126
	Instructional Other Costs	1,000	1,030	1,061	1,093	1,126
	Field Work	0	0	0	0	0
	Membership & Dues	0	0	0	0	0
	Professional Development	1,000	1,000	1,000	1,000	1,000
	Travel/accommodation/meals	0	0	0	0	0
	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	500	500	500	500	500
	Rental	13,800	14,214	14,640	15,080	15,532
	Total Other Expenditure	17,300	17,774	18,262	18,765	19,283
TOTAL DIRECT PROGRAM EXPENSES		82,096	206,740	212,897	219,239	225,771
TOTAL REVENUE FOR PROGRAM		78,843	218,193	342,985	405,626	412,366
Net Contribution \$		-3,253	11,454	130,088	186,387	186,595
Net Accumulated Contribution / (Deficit)		-3,253	8,201	138,289	324,677	511,272
Net Contribution - % of Gross Revenue		-4.1%	5.2%	37.9%	46.0%	45.2%
TARGET Net Contribution		n/a	Breakeven	40.0%	40.0%	40.0%
Capital Requirement		25,000	0	0	0	0

Ontario College Diploma: Mechanical Technician – Elevating Devices

Proposed program title: Mechanical Technician – Elevating Devices					
Proposed credential:	Ontario College Diploma				
Funding Unit:	2.4				
Weight:	1.4				
MTCU Code:	55300				
APS Code	DURH 01246				
Name of dean submitting the request:	Kevin Baker, School of Skilled Trades, Apprenticeship & Renewable Technology				
Proposed date of implementation:	September 2017				
Date of review by PPRC committee:	April 20, 2016				
Year 1 enrolment:	40 students				
Number of Semesters	4 semesters				
Total Program Hours	1380 hours (typical duration for a diploma 1200-1400 hours)				
Number of new FT faculty required:	1				
Space requirements:	\$55,000 for renovations and larger footprint requirements for shop space. The plan is to relocate existing equipment south from the Elevator Device Shop, freeing up a footprint for additional elevating device equipment.				
Capital costs:	\$250,000 (NOTE: This amount includes additional equipment costs for the Mechanical Technician-Millwright program also)				
Budget Projections:					
Proposed Tuition	\$ 2,768.00				
Net Contribution - % of Gross Revenue	-89.5%	17.8%	41.2%	49.5%	54.8%
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 Assurance and Dean
√	Budget reviewed by Manager, Planning and Reporting; Manager, Program Development and Quality Assurance and Dean
√	Budget approved by Chief Financial Officer and Vice President, Academic
√	Reviewed by Program Proposal Review Committee, April 20, 2016
√	Approved by Vice President - Academic
√	Approved by Credentials Validation Service
√	Reviewed by President
	Approved by Board of Governors

2.0 PROGRAM OVERVIEW:

Description:

The Mechanical Technician - Elevating Devices diploma program prepares students to enter into the elevating device industry as an apprentice. Elevating device mechanics must complete an apprenticeship training program to become constructor or service mechanic. Graduates choosing not to enter into an apprenticeship could also secure positions as sales persons or inspectors in the industry.

With the continued development of high-rises in Durham and the GTA, the elevating devices industry is growing and there is a significant increase in employment opportunities including the maintenance and repair of current elevating equipment. The elevating industry includes the following devices: commercial elevators, escalators, moving walkways, and lifts. Further, private residences and smaller establishments are benefitting from the use of elevating devices.

Durham College is the only public training provider in Ontario of the Elevating Device Mechanic Apprenticeship program. Students hoping to become apprentices will gain foundational knowledge with industry terms and hands-on experience with equipment and thus will be in better position to successfully gain employment as an Elevating Device Mechanic apprentice upon completion of the diploma program. Furthermore, offering this program as a post-secondary diploma will benefit the college in maximizing the utilization of our facilities and equipment.

Career Outcomes:

Graduates of the Mechanical Technician-Elevating Device diploma program can become apprentices and begin working in employment as elevating device constructor or service mechanic, sales person, or inspector.

There is no specific graduate outcome data since there is no other Mechanical Technician diploma program with a focus on Elevating Devices currently offered at other Ontario colleges. Various colleges offer Mechanical Technician programs in different disciplines of practice, such as machining, plumbing, tool and die, and millwright.

The table below displays the five most common occupations secured by graduates of Mechanical 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 five years.

Top Five Occupations for Mechanical Technician (MTCU: 55300)	
%	Occupation
14	Construction millwrights and industrial mechanics
12	Machinists and machining and tooling inspectors
9	Machining tool operators
6	Mechanical engineering technologists and technicians
6	Tool and die makers

Source: MTCU Employment Profile

Vocational Program Learning Outcomes:

The graduate has reliably demonstrated the ability to:

1. Complete all work in compliance with current legislation, standards, regulations and guidelines.
2. Apply quality control and quality assurance procedures to meet organizational standards and requirements.
3. Comply with current health and safety legislation, as well as organizational practices and procedures.
4. Apply sustainability best practices in workplaces.
5. Use current and emerging technologies to support the implementation of mechanical and manufacturing projects.
6. Analyze and solve mechanical problems by applying mathematics and fundamentals of mechanics.
7. Interpret, prepare and modify mechanical drawings and other related technical documents.
8. Perform technical measurements accurately using appropriate instruments and equipment.
9. Manufacture, assemble, maintain and repair mechanical components according to required specifications.
10. Contribute to the planning, implementation and evaluation of projects.
11. Interpret, prepare and modify elevating device drawings and other related technical documents according to required specifications.
12. Manufacture, assemble, maintain and repair elevating device components according to required specifications.
13. Analyze and solve electrical problems with elevating device equipment by applying mathematics and fundamentals of electricity and electronics.
14. Develop strategies for ongoing personal and professional development to enhance work performance in the elevating devices industry.

Admission Requirements:

- Ontario Secondary School Diploma or Mature Student Status
- Grade 12 English (C, M or U)
- Grade 12 Mathematics (C, M or U)
- Technical Mathematics (recommended)

3.0 PROGRAM OF STUDY

Semester	Course Code/ Course Title <i>(As indicated in Appendix A)</i>	Total Course Hours	Course Description
1	BLUE 1410 / Mechanical Maintenance Print Reading 1	15	Students will learn to read and interpret information from the title block and any change or revision information given in the print. They will also learn to identify various line representations, terminology and abbreviations used in common prints. Students will learn to recognize reference and datum dimensioning, units of measure and tolerances used in prints.
1	COMM 1710 / Communications	45	
1	MATH 1424 / Mathematics 1	30	Students gain a fundamental understanding of trade-related calculations. Throughout the course, students solve problems using fractions, decimals and algebraic equations. In addition, they solve geometric calculations involving perimeter, area, volume, and trade-related problems using Pythagorean Theorem and right-angled trigonometry.
1	PNEU 1401 / Pneumatics 1	30	This course introduces the student to the field of Industrial Pneumatics. Topics covered include pneumatic components, pneumatics symbols and basic circuits.
1	PRAC 2402 / Mechanical Maintenance Machining Practical	135	This course will introduce the student to many of the practical areas that a millwright/mechanic would perform in his/her daily duties in a manufacturing plant.
1	TRAD 1414 / Mechanical Maintenance Theory 1	60	This course introduces the student to the theory behind the trade of Industrial Mechanic Millwright. Together with Theory II, the basic level apprenticeship in-college requirements are met.
1	WELD 1408 / Mechanical Maintenance Welding 1	45	The student will learn the processes required to cut, fusion weld and produce welded joints on mild steel using oxy-acetylene welding equipment, braze welding and the shielded metal arc welding processes. The safe working practices and procedures for these welding operations will be examined in detail as welds are deposited in the flat and horizontal positions.
2	BLUE 2401 / Mechanical Maintenance Print Reading	15	In this course, students identify and interpret information provided in sectional drawings,

	2		including full, half, removed, revolved, off-set and broken-out sections views. They will interpret thread information and specifications in both metric and imperial systems. The student will interpret and extract information from assembly and detail drawings.
2	GNED 0000 / General Education Elective	45	
2	ELEC 2411 / Mechanical Maintenance Electricity 1	30	This is a basic electrical course that is intended to introduce the student to the basic principles, components and test instruments used in electrical maintenance and troubleshooting.
2	HYDR 2400 / Mechanical Maintenance Hydraulics 1	30	Students will learn the basic physical principles that apply to industrial hydraulic systems, including calculations for pressure, force, and flow rate. They will be able to identify common schematic symbols and draw/interpret basic schematic diagrams. The purpose and function of hydraulic pumps, actuators, pressure control valves, flow control valves and directional control valves is covered in depth. Knowledge and understanding of these principles and components is demonstrated by using them to build common circuits on hydraulic training units.
2	MATH 2401 / Mathematics 2	30	Students demonstrate their ability to solve problems using ratios and proportions. They cover systems of equations in two and three variables and polynomials and factoring as they relate to rational expressions. There is emphasis placed on problems solving in terms of trade related materials.
2	PRAC 1413 / Mechanical Maintenance Practical	135	This course will introduce the student to many of the practical areas that a millwright/mechanic would perform in his/her daily duties in a manufacturing plant.
2	TRAD 2401 / Mechanical Maintenance Theory 2	60	This course is a continuation of Theory 1 which introduced the student to the theory behind the trade of Industrial Mechanic Millwright and together with Theory II meets the in-college requirements for the trade at the basic level.
3	TBA/Elevating Devices 1	60	In this course, the student learns about the introductory information of the elevating devices industry in accordance with historical and current elevating systems. The student learns the fundamentals of locating, accessing and interpreting the information contained within the

			CSA B44 Standard. The student also learns to interpret elevating device mechanical prints in accordance with manufacturer's recommendations and specifications and approved industry standards.
3	TBA/Elevating Device Electricity	45	In this course, the student learns how to describe basic fundamentals of electricity and related electrical circuits in accordance with manufacturer's recommendations and specifications and approved industry standards.
3	GNED 0000 / General Education Elective	45	
3	TBA/Elevating Device Hydraulic Systems	105	In this course, the student will learn to perform the inspection, testing, troubleshooting and adjustment procedures of elevator hydraulic systems and to describe the installation procedures for hydraulic elevators in accordance with government safety regulations, manufacturer's recommendations and specifications and approved industry standards.
3	TBA/Safety, Rigging and Hoisting	45	In this course, the student is taught workplace safety, the safe use of ladders, scaffolding and work platforms and the safe use of rigging and hoisting equipment in accordance with government safety regulations, manufacturer's recommendations and specifications and approved industry standards.
3	TBA/Computers for Mechanical Technician	45	In this course, the student learns to apply features of Microsoft Word, Excel and Power Point to create professional documents and templates, to design, manage and print spreadsheets and charts and to develop professional presentations. The student also learns to communicate professionally using email.
4	TBA/Industrial Electricity	60	In this course, the student learns to describe the fundamentals of industrial electricity as applied to elevating devices in accordance with government safety regulations, manufacturer's recommendations and specifications and approved industry standards. The student is able to describe the construction, operation and identify schematic symbols of electrical system control devices as applied to elevating devices and the fundamentals of electrical transformers, electrical distribution and control systems. The student is also able to define the fundamentals and draw electrical schematic

			diagrams in accordance with code requirements and manufacturer's symbols.
4	GNED 1000 / General Education Elective	45	
4	TBA Motors, Generators, Controls & AC Drives	90	In this course the student learns to describe the fundamentals of electrical generator and motor systems as applied to elevating devices in accordance with government safety regulations, manufacturer's recommendations and specifications and approved industry standards.
4	TBA Traction Elevators	90	In this course, the student learns to describe the construction and installation procedures for traction elevators in accordance with government safety regulations, manufacturer's recommendations and specifications and approved industry standards.
4	TBA Elevating Devices 2	45	In this course the student learns to describe the operating principles and installation procedures for escalators and moving walks, to describe elevating device modernizations and alteration procedures and to describe the construction, operation, installation, and inspection procedures of lifts for persons with physical disabilities in accordance with government safety regulations, manufacturer's recommendations and specifications and approved industry standards.

4.0 STRATEGIC ALIGNMENT

Strategic Fit

- The Mechanical Technician- Elevating Devices diploma program aligns with Durham College's mission and Durham College's Strategic Plan in all four goal areas. DC has a nationally recognized Elevating Devices Mechanic apprenticeship. Utilizing the existing equipment and experienced faculty, this program will ensure that the *Student Experience Comes First* and that the student who succeeds in this dynamic and supportive learning environment has the professional and personal skills required to realize a meaningful career in the elevating devices industry. This academic program meets market needs of local, provincial and national economies and ensures student employment. Durham College is currently the only public training provider for elevating device mechanic apprentices in the province. Ontario and Quebec are the only provinces that have an apprenticeship. Currently British Columbia has recognized Durham College as a training provider for Elevating Devices. And other provinces like Nova Scotia are investigating the ability to send individuals to the apprenticeship training at Durham College. With limited seats in the apprenticeship program, individuals in these provinces could enroll in this post-secondary program.
- The Elevating Device Mechanic apprenticeship program is strong. Durham College's elevating device shop is recognized nationally to be well equipped with state-of-the-art equipment. Leveraging the strong

apprenticeship program to a post-secondary diploma is a natural fit for Durham College. This program can be part of the expansion of credential offerings in Skilled Trades.

- This program does not compete with existing programs; it complements existing programs in the School of Skilled Trades, Apprenticeship and Renewable Technology. The requirement of the elevating device industry are individuals with strong mechanical and electrical skills.

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 • Electrical Techniques 	<ul style="list-style-type: none"> • Mechanical Technician – Millwright • Electrical Engineering Technician 	<ul style="list-style-type: none"> • Apprenticeship

5.0 LABOUR DEMAND AND GRADUATE EMPLOYMENT POSSIBILITIES:

- The elevating devices trade today is challenging because it requires mechanics to service devices that use a wide variety of technology. Elevating device mechanics need to be well rounded, utilizing electrical skills, computer skills as well as hoisting, rigging and other millwrighting skills.
- Elevator device mechanics are included in the national occupation classification Machinery and Transportation Equipment Mechanics (Except Motor Vehicle). This group of occupations experienced a slight rise in employment from 2010-2012, and had an unemployment rate (6.7%) just below the national average (7.2%).
- Over the 2013-22 period, job opportunities are expected to be fair, with no expected gap between labour supply and demand. Employment growth for 2013-2022 is expected to exceed that of 2003-2012 due to the expected recovery of certain manufacturing industries and relatively strong growth forecast in the construction sector. The majority of job openings are projected to result from retirements.
- The labour market focus group participants were very enthusiastic about this program and support the development and delivery of this program offering. Industry strongly recommended that the intake be doubled from 20 to at least 40 students.
- The participants noted, (like the e-scan) that the work associated with this field is both electrical and mechanical. Graduate will do well if they have acquired these skills before being hired in this field as an apprentice.
- The focus group participants noted that several types of employment opportunities would be available for graduates such as designing, building, installing, maintaining, repairing, modernizing and ensuring compliance of safety standards for elevators. Most employment will be full-time permanent positions.
- The salary for elevator constructors and mechanics in Ontario exceeds the provincial average. Part-time work is more common at the provincial level and males hold virtually all of these positions.
- Graduates can continue on and complete advanced standing to Level 2 or 3 Elevating Device Mechanic Apprenticeship or year two of Mechanical Technician-Millwright.

Summary of 2014-15 Mechanical Technician (MTCU: 55300) Graduates		
Outcome	Mechanical Technician	All Programs
Total Graduates from	199	94,232
% of Graduates in Survey	55-60%	55-60%
Graduate Satisfaction	75-80%	75-80%
Labour Force Participation ¹	90-95%	70-75%
Employment Rate	80-85%	80-85%
Employed Full-Time	70-75%	60-65%
Average Annual Income (Full-Time)	\$35,000-39,999	\$30,000-\$34,999
Employed Full-Time (Related/ Partially Related)	60-65%	40-45%
Average Annual Income (Related Employment)	\$40,000-\$44,999	\$35,000-\$39,999
Unemployment Rate	15-20%	15-20%

Source: MTCU Employment Profile

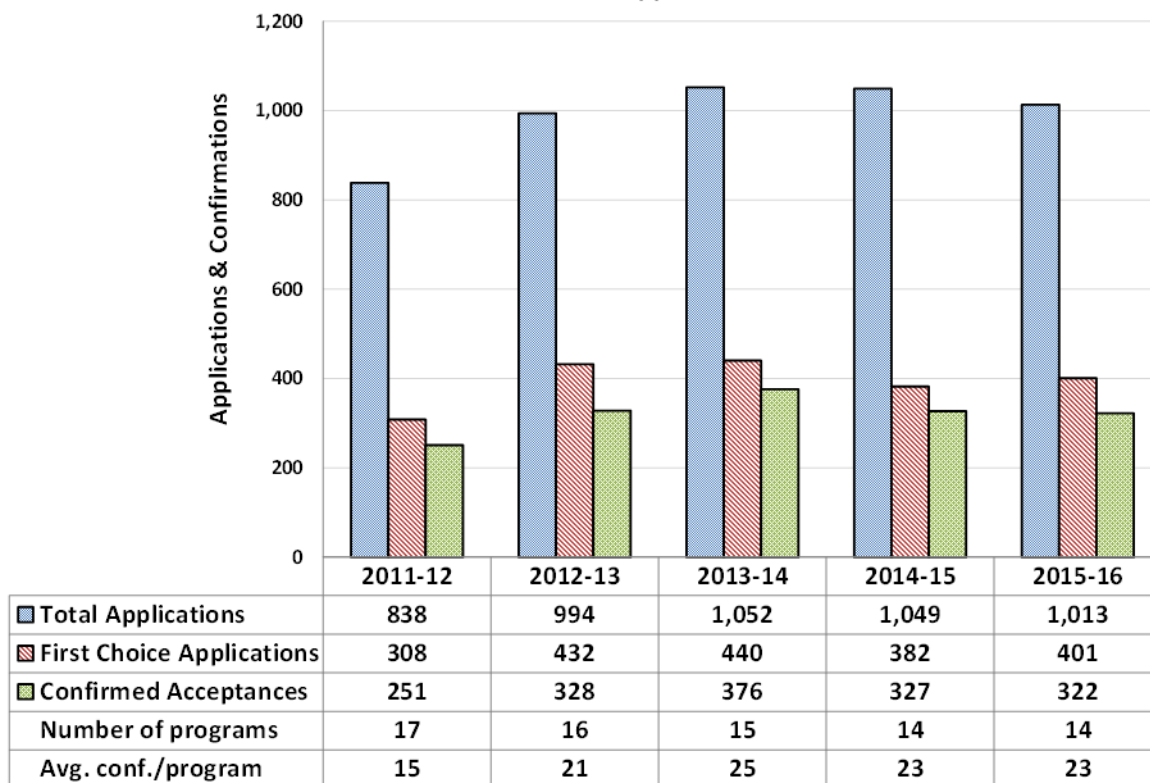
The graduate satisfaction of Mechanical Technician graduates is on par with the average of all programs, as is the employment rate. Full-time and related employment and the associated salaries are higher than average.

¹ Graduates who were either employed or looking for work during the reference week.

6.0 STUDENT INTEREST:

- The Mechanical Technician – Elevating Devices diploma program is unique as there are currently no colleges in Ontario's Colleges of Applied Arts and Technology (CAAT) college system offering a post-secondary program in elevating devices mechanics.
- On average, applications to the Mechanical Technician programs have increased over the reporting period 2011 to 2015. However, there has been a slight decline in total applications in 2014-15 and 2015-16, with fewer colleges offering the program. First choice applications and confirmations have followed a similar trend.
- Total applications to both the Fall and Winter intakes slightly declined in 2014-15 and again in 2015-16. Based on domestic interest, the Winter intake appears to be strong at Sheridan and George Brown.

**Figure 1: Mechanical Technician (MTCU 55300):
Total and First Choice Applications, and Confirmations; Fall**



- The cumulative growth² between 2011 and 2015 for total applications was: 21%
- The average growth³ between 2011 and 2015 for total applications was: 5%
- The cumulative growth between 2011 and 2015 for first choice applications was: 30%
- The average growth between 2011 and 2015 for first choice applications was: 8%
- The cumulative growth between 2011 and 2015 for confirmations was: 28%
- The average growth between 2011 and 2015 for confirmations was: 8%

² Cumulative Growth refers to the percent change when comparing 2014-15 to 2010-11

³ Average Growth refers to the average change each year.

7.0 ANALYSIS OF COMPETITION:

- There are currently no colleges in Ontario's CAAT college system offering a post-secondary program in elevating devices mechanics. However, 15 colleges are offering programs under the MTCU title Mechanical Technician (55300). These programs range from streams in industrial maintenance to welder fitter.
- Since there are no other colleges offering this program this will be unique in the system and Durham College is well poised to remain the only provider of this postsecondary program.
- Other colleges within the Eastern region and select colleges in the Central region that currently offer the Mechanical Technician program:

Similar Programs at Other Colleges		
College		Mechanical Technician (MTCU: 55300)
Eastern	Algonquin	n/a
	Algonquin	Mechanical Technician - Toolmaking
	Fleming	n/a
	La Cite	Mechanical Technician - Toolmaking
	Loyalist	n/a
	St. Lawrence	Mechanical Engineering Technician - Machining
Select Colleges	Centennial	n/a
	George Brown	Mechanical Technician – Tool and Die
	Humber	n/a
	Seneca	n/a

8.0 TARGET MARKET:

- The target market for this programs ranges from direct entry, mature students, graduates with other diploma or degree credentials and second career students.
- There is considerable international enrolment at several colleges. Very few students are leaving the Durham College catchment for these programs.

9.0 OPERATING REVENUE AND EXPENSES:

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

Start-up Costs	Year 1	Year 2
Curriculum development; Development of 8 courses for year-two of the program. 4 will be developed by FT faculty and 4 at \$2,000 per course development (including course outlines) by contract faculty.	\$8,000 maximum	
New dedicated space (lab, shop, clinic) which will remove a current learning space from the current scheduling mix. There is a need to renovate a shop area for this program. Increase footprint of current shop space.	\$55,000	
Capital investment: This amount is for equipment costs that will be distributed across all the Mechanical Technician programs currently offered at Durham College including the new program.	\$250,000	\$238,000
Library Resources		
Marketing	\$5,000	
Additional software to the college's IT budget		
TOTAL	\$318,000	\$238,000

Appendix A – Mechanical Technician – Elevating Devices

5 Year Budget Projection

DURHAM COLLEGE	MTCU Code: 55300	weight	1.4	F.U.	2.4	# Yrs
Projected Budget	Mechanical Technician - Elevating Devices	Per Year	1.680	Grant / WFU	\$4,160	2
BUDGET YRS	2017-22					
		2017-18 Projection	2018-19 Projection	2019-20 Projection	2020-21 Projection	2021-22 Projection
	Student Enrolment - Nov. 1					
	Year 1	40	40	60	60	60
	Year 2	0	36	36	54	54
	Total	40	76	96	114	114
REVENUE						
	Tuition Fees - per academic year	\$3,093	\$3,217	\$3,345	\$3,479	\$3,618
	Set-Aside Fee Removed	\$325	\$338	\$351	\$365	\$380
	Tuition Fee realized by college	\$2,768	\$2,879	\$2,994	\$3,114	\$3,239
	Total Tuition Fees	110,733	218,808	287,444	354,994	369,193
	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)	1.68	1.68	1.68	1.68	1.68
	Grant - MTCU Operating (assume \$4160/wfu)	\$0	\$139,776	\$405,350	\$601,037	\$733,824
TOTAL REVENUE		\$110,733	\$358,584	\$692,795	\$956,030	\$1,103,017
EXPENDITURES						
	Salaries - Faculty (FT)	80,000	82,400	164,872	249,818	257,313
	Salaries - Co-ordinator Allowance	3,150	3,245	3,342	3,442	3,545
	Salaries - PT Teaching	55,000	120,000	90,000	55,000	56,650
	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	138,150	205,645	258,214	308,260	317,508
	Support Staff	27,500	28,325	56,650	58,350	60,100
	Total Academic Support Costs	27,500	28,325	56,650	58,350	60,100
	Benefits - Faculty - FT 25%	20,788	21,411	42,053	63,315	65,215
	Benefits - Faculty - PT 13.0%	8,250	18,000	13,500	8,250	8,498
	Benefits - Admin 25%	0	0	0	0	0
	Benefits - SS (FT) 28%	7,700	7,931	15,862	16,338	16,828
	Total Employee Benefits	36,738	47,342	71,415	87,903	90,540
	Total Labour	202,388	281,312	386,279	454,513	468,148
	Instructional Supplies	5,000	10,000	15,000	20,000	20,600
	Instructional Other Costs	1,000	2,000	3,000	4,000	5,000
	Field Work	0	0	0	0	0
	Membership & Dues	0	0	0	0	0
	Professional Development	1,000	1,000	2,000	3,000	3,000
	Travel/accommodation/meals	0	0	0	0	0
	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	500	500	1,000	1,500	2,000
	Rental	0	0	0	0	0
	Total Other Expenditure	7,500	13,500	21,000	28,500	30,600
TOTAL DIRECT PROGRAM EXPENSES		209,888	294,812	407,279	483,013	498,748
TOTAL REVENUE FOR PROGRAM		110,733	358,584	692,795	956,030	1,103,017
Net Contribution \$		-99,155	63,772	285,515	473,018	604,269
Net Accumulated Contribution / (Deficit)		-99,155	-35,383	250,132	723,150	1,327,419
Net Contribution - % of Gross Revenue		-89.5%	17.8%	41.2%	49.5%	54.8%
TARGET Net Contribution		n/a	Breakeven	40.0%	40.0%	40.0%
Capital Requirement		310,298	252,216	0	0	0

Ontario College Certificate: Massage Therapy

Proposed program title: Massage Therapy					
Proposed credential:	Ontario College Advanced Diploma				
Funding Unit:	3.20				
Weight:	1.30				
MTCU Code:	61618				
APS Code	DURH 01247				
Name of dean submitting the request:	Dr. Judeline Innocent, School of Health and Community Services				
Proposed date of implementation:	September 2017				
Date of review by PPRC committee:	April 20, 2016				
Year 1 enrolment:	24				
Number of Semesters	6 semesters				
Total Program Hours	The total program hours including classroom, lab and clinical placement and on-campus clinic is 2265 hours. Typical duration for an advanced diploma is 1800 to 2100 hours of instruction				
Number of new faculty required:	N/A				
Space requirements:	For 2017, an interim space will be identified for classes and labs space. Going forward, 6000 square feet of space in total (labs, washrooms, reception, change room, office space, meeting rooms, storage) has been allocated for the new Centre for Collaborative Education (currently the Simcoe Building)				
Capital costs:	\$50,000 (year 1), \$25,000 (year 2), \$25,000 (year 3)				
Budget Projections:					
Proposed Tuition	\$ 2,628				
Net Contribution - % of Gross Revenue	-161.5%	-23.2%	28.4%	48.5%	56.1%
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 Assurance and Dean
✓	Budget reviewed by Manager, Planning and Reporting; Manager, Program Development and Quality Assurance and Dean
✓	Budget approved by Chief Financial Officer and VPA
✓	Reviewed by Program Proposal Review Committee, April 20, 2016
✓	Approved by Vice President - Academic
✓	Approved by Credentials Validation Service
✓	Reviewed by President
	Approved by Board of Governors

2.0 PROGRAM OVERVIEW:

Description:

This Ontario College Advanced Diploma program graduates students with the knowledge, skills and attitudes necessary to provide safe, effective and ethical care at the entry-level of practice within the massage therapy profession.

Students develop specialized knowledge, skills and judgment in conducting a systematic client assessment, formulating a comprehensive and clinical impression, developing a specific treatment plan, performing safe, competent, and comprehensive massage therapy, and evaluating outcomes. Major emphasis is placed on the development of effective interpersonal and communication skills, critical thinking, empathic responses and decision making. Students learn how to meet legal and ethical obligations according to legislative and profession-specific guidelines. Anatomy, physiology, pathophysiology, massage theory, communication, entrepreneurial and professional skills are also emphasized. The program's foundation is based on the Standards of Practice and Code of Ethics identified by the College of Massage Therapists of Ontario (CMTO).

Career Outcomes:

Graduates of the massage therapy program will be able to practice in the following areas of employment: private practice, chiropractic offices, health care clinics, fitness clubs/centres, athletic organizations, hotels, resorts and spas. Massage therapists are also providing services in group home settings has also become more common (i.e. retirement, seniors, severely disabled, and non-mobile clients).

The table below displays the five most common occupations secured by graduates of Massage Therapy 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 five years.

Top Five Occupations for Massage Therapy (MTCU: 61618)	
%	Occupation
67	Massage therapists
5	Retail salespersons
4	Food and beverage servers
3	Food counter attendants, kitchen helpers and related support occupations
2	Cashiers

Source: MTCU Employment Profile

Vocational Program Learning Outcomes:

The graduate has reliably demonstrated the ability to:

1. Conduct a massage therapy practice within a legal, professional and ethical framework.
2. Apply business principles relevant to a massage therapy practice.
3. Communicate and collaborate effectively and professionally with clients, colleagues and members of the inter-professional team.
4. Develop and maintain therapeutic relationships to optimize clients' health and wellness.
5. Collect and assess clients' information to determine their state of health and the treatment goals.
6. Develop a plan of care according to the client's condition and the treatment goals.
7. Implement the plan of care according to the client's condition and the treatment goals.
8. Evaluate the effectiveness of the plan of care.
9. Maintain documentation securely, accurately and in a timely manner.
10. Develop and implement ongoing effective strategies for personal and professional development to ensure quality care.

Admission Requirements:

- Ontario Secondary School Diploma or Mature Student Status
- Grade 12 English (C, M or U) with a grade of 65% or higher.
- Grade 11 or 12 biology (C, M or U) with a grade 65% or higher OR
- Grade 11 or 12 chemistry (C,M or U) with a grade 65% or higher OR
- Grade 11 or 12 science (C,M or U) with a grade 65% or higher OR
- Grade 11 or 12 exercise science (PSE4U or equivalent) with a grade 65% or higher.

3.0 PROGRAM OF STUDY

Semester	Course Code/ Course Title	Total Course Hours	Course Description
1	Anatomy and Physiology I	45	Anatomy and Physiology I examines the normal structure and function of the human body. This is a hybrid course, so some of the learning will take place in an online environment, and some will be in a classroom. The course begins with an orientation to the human body, the levels of organization within the body and a look at the inter-related and interdependent nature of the human organ systems. The concepts of metabolism, physiological needs and homeostasis are introduced. All foundational knowledge is then applied to the study of the integumentary, skeletal, muscle and nervous systems.
1	Communications Essentials COMM 1710	45	Communication remains an essential skills sought by employers, regardless of discipline or field of study. Using a practical, vocation-oriented approach, students focus on meeting the requirements of effective communication. Students practise writing, speaking, reading, listening, locating and documenting information and using technology to communicate professionally. Students develop and strengthen communication skills that contribute to success in both education and workplace environments.
1	Massage Theory I	60	In this course the students encounter a clinical decision making model for massage therapy. With a focus on patient evaluation, students develop the necessary assessment skills required to form a clinical impression and develop a safe and effective treatment plan. Students first learn to gather subjective information and conduct basic physical examinations for all new patients. In addition students assess range of motion and perform muscle testing and special orthopedic testing to the upper limb. Clinical case samples provide students the opportunity to strengthen critical thinking skills and apply their knowledge to simulated situations.
1	Health and Wellness	45	In this course the students explore behaviours that promote health and wellness. Students reflect upon their own health and create strategies that enhance their overall academic experience. Through a combination of classroom and online environments, students engage with topics including nutrition, stress management and active living.
1	Clinical Skills and Techniques I	90	In this course, students practice fundamental massage techniques and perform in-depth palpation of the upper limb. With a focus on principles of outcome-based massage, students learn to use an evidence-based approach when selecting and sequencing massage

			techniques for patient impairments. In the classroom and laboratory, clinical case examples provide students the opportunity to strengthen critical thinking skills and apply their knowledge to simulated situations. Students also review infection control guidelines and practice positioning, pillowing and draping techniques.
1	Professional Identity and Responsibility	45	In this course, students explore the concepts of professional identity and professional responsibility as it relates to the massage therapy profession in Ontario. Students discover what a massage therapist is, knows, does, and values. Students discuss general concepts of self-awareness, ethics, morals, and values. Cases allow students to engage with a clinical decision-making model that is ethical, outcome based and evidence informed.
2	COMM 0000 Business Writing Strategies	45	This course introduces students to strategies to ensure success in both academic and workplace environments by applying the tools and resources of the college to promote success. This course introduces students to strategies and techniques for maximizing the creation and delivery of professional business communications. Assignments developed will allow students to demonstrate their mastery of these different formats. Lectures, discussions and workshops allow students to demonstrate critical thinking and other communication skills that are highly valued in the workplace setting.
2	Anatomy and Physiology II	45	Anatomy & Physiology II continues (from Anatomy & Physiology I) to examine the normal structure and function of the human adult. The student relates knowledge gained in Anatomy & Physiology I to the study of the endocrine, circulatory, digestive, respiratory, urinary and reproductive systems. The concepts of water, electrolyte and acid-base balance are re-examined building on the foundation established in the pre-requisite course. Learner preparation and learning activities are designed to promote critical thinking.
2	Massage Theory II	60	In this course, students expand their ability to complete a patient evaluation. Student assess range of motion and perform muscle testing and special orthopedic testing to the lower limb, torso, head and neck. The course focuses on integrating knowledge and skills from Massage Therapy I and II to solve clinical problems. Case examples provide students the opportunity to strengthen critical thinking skills and apply their knowledge to simulated situations.
2	Concepts in Health Care	45	In this course, students explore the professional role of massage therapists in the health care system. To do this, they are first introduced to the history and structure of the health care system in Canada and the concept of the inter-professional collaboration. By exploring the role of massage therapy in a variety of other health professionals. Group work and presentations allow students to see a variety of possibilities for massage therapists in inter-

			professional teams.
2	General Education Elective	45	
2	Relationships and Interpersonal Skills	45	In this course, students explore the complexities of various professional relationships within the clinical environment. Students have the opportunity to practice theoretical approaches to dealing with a variety of practical situations through role playing of ethical cases. Problem-solving models and conflict resolution will also be discussed.
2	Clinical Skills and Techniques II	90	In this course, students practice advanced massage techniques and perform in-depth palpation of the lower limb, torso, head and neck. The course focuses on integrating knowledge and skills from Clinical Skills and Techniques I and II in order to develop and deliver safe and effective treatments. Students continue to apply the principles of outcome-based massage and consider current evidence when selecting and sequencing massage techniques for patient impairments. In the classroom and laboratory, clinical case examples provide students the opportunity to strengthen critical thinking skills and apply their knowledge to simulated situations.
3	Therapeutic Exercise	60	In this course, students apply knowledge of joints and muscles to understand common activities and movements. They are introduced to the concepts of therapeutic exercise and home care prescription within the scope of practice of massage therapy. Laboratory classes give students an opportunity to use a variety of exercise equipment.
3	Pathophysiology I	45	This online course will study the pathogenesis of disease in the human body. The underlying concepts of homeostasis, cellular changes, inflammation, infection and abnormal responses will be examined. The basic concepts of fluid and electrolytes and acid-base balance will be analyzed and how imbalances can promote disorder in the body. Using a systems approach specific diseases and disorders will be discussed to apply learned concepts and their effect on the structure and functioning of human body.
3	Professional Growth and Development	45	In this course, students develop an understanding of what it means to be a self-regulating professional. Students explore the professional competencies for massage therapy in Ontario as well as the role of the individual massage therapist in maintaining his or her own professional competence. Students develop a plan for continuing their own professional competence throughout their professional careers as well as preventing burnout.
3	Clinical Skills and Techniques III	90	In this course, students learn the massage therapy management of postural disorders and musculoskeletal dysfunction. Students apply knowledge of common presentations of these conditions to create massage therapy treatment plans. Laboratory classes provide students the opportunity to practice assessment, positioning, techniques, modalities and remedial exercises

			to the given conditions.
3	Massage Theory III	60	In this course, students prepare to practice massage therapy with the special populations of pregnant women, infants and children. Students explore the physical, cognitive, emotional and social domains of human development. This exploration will occur through review of the related research, treatment planning for pregnancy massage, and simulation of infant massage.
3	On-Campus Clinic I	60	In this course, students use their knowledge and skills to provide massage therapy to the public in the On-Campus Clinic. Students will act as Student Massage Therapists (SMTs) under the supervision of Clinic Instructors. The placement focus on developing professional patient-therapist relationships and boundaries and performing comprehensive patient evaluation.
3	General Education Elective	45	
4	Neurology	60	In this course, students apply previously acquired knowledge of anatomy, physiology and pathology of the nervous system. In particular, students will explore the special senses and the disorders of the nervous system. The information from this course will be used in Clinical Skills and Techniques V.
4	Research Concepts	45	In this course, students use their knowledge of clinical decision-making to explore the clinical research process. Students become familiar with various types of quantitative and qualitative research designs. Throughout the semester, students create a proposal for a clinical research project which, when approved, is conducted in On Campus Clinic III
4	Clinical Skills and Techniques IV	90	In this course, students learn the massage therapy management of common conditions that affect the spine and peripheral joints. Emphasis is placed on mobility and function of joints. Students apply knowledge of common presentations of these conditions to create massage therapy treatment plans. Laboratory classes provide students with the opportunity to practice assessment, positioning, techniques, modalities and remedial exercises to the given conditions.
4	Massage Theory IV	60	In this course, students continue to explore the lifespan by discussing development through adolescence, early adulthood and middle adulthood. Students prepare to practice massage therapy with patients with chronic illnesses. Students explore the massage therapy management of selected cardiovascular, respiratory, immune and endocrine conditions. Students use simulated patients to develop safe and effective evidence-informed massage therapy treatment plans.
4	On-Campus Clinic II	60	In this course, students use their knowledge and skills to provide massage therapy to the public in the On-Campus Clinic. Students will act as student massage therapists

			(SMTs) under the supervision of clinic instructors. The placement focus is on developing evidence-informed treatment plans and prescribing home care and self-care.
4	Clinical Placement I	60	In this course, students use the knowledge and skills they have developed to care for patients in the community through a clinical placement. Students act as student massage therapists (SMTs) under the supervision of clinic instructors. This community clinical placement focuses on massage therapy treatment of pregnant women, infants, and children.
4	General Education Elective	45	
5	Clinical Skills and Techniques V	90	In this course, students learn the massage therapy management of common neurological conditions. Students develop neurological assessment skills. They apply knowledge of common presentations to create massage therapy treatment plans. Laboratory classes provide students with the opportunity to practice assessment, positioning, techniques, modalities and remedial exercises to the given conditions.
5	Massage Theory V	60	In this course, students prepare to practice massage therapy with patients in late adulthood and those in palliative care. Students explore the role of a massage therapist in hospitals, long-term care facilities and hospice care in preparation for placement in these facilities in Clinical Placement III. Simulated patients and field trips help students apply their knowledge and skills to a variety of patient presentations
5	On-Campus Clinic III	60	In this course, students use their knowledge and skills to provide massage therapy to the public in the On-Campus Clinic. Students will act as student massage Therapists (SMTs) under the supervision of clinic instructors. The placement focuses on conducting clinical case studies and engaging in a mentorship program.
5	Clinical Placement II	60	In this course, students use the knowledge and skills they have developed to care for patients in the community through a clinical placement. Students act as Student Massage Therapists (SMTs) under the supervision of Placement instructors. This community clinical placement focuses on massage therapy treatment of individuals with chronic illness and complex health conditions.
5	Business Management	45	In this course, students learn skills of leadership and management. Students explore how to operate and manage a business including the aspects of planning, organizing, leading and controlling operations. Cases allow students to practice skills on simulated situations.
5	Pathophysiology II	45	Pathophysiology II continues (from Pathophysiology I) the study the pathogenesis of disease in the human body. Common diagnostic tests will be examined and how they are utilized in the process of diagnosing disease and prognostic outcomes. Using a systems approach specific

			diseases and disorders will be discussed to apply learned concepts and their effect on the structure and functioning of human body. Basic treatment modalities will be reviewed as a foundation of learning which will be expanded upon in clinical placement.
6	Clinical Placement III	60	In this course, students use the knowledge and skills they have developed to care for patients in the community through a clinical placement. Students act as student massage therapists (SMTs) under the supervision of clinic instructors. This community clinical placement focuses on massage therapy treatment of individuals with neurological conditions and those in long-term, hospice or palliative care.
6	Entrepreneurship	45	In this course, students plan a future massage therapy business. Using a practical approach, students complete various modules that are key to starting a new business including concept, feasibility, marketing, operations and finances. Students create a business strategy specific to the massage therapy sector.
6	Research Projects	45	In this capstone course, students take the prospective or retrospective case study developed in On-Campus Placement III and develop this study for publication. Students prepare their project for both poster and oral presentations. Students help each other by participating in a peer review process and provide feedback to classmates to improve their project.
6	Massage Theory VI and Comprehensive Review	60	In this capstone course, students review knowledge and skills related to the theory and practice of massage therapy in Ontario. Students explore the process of registration with the College of Massage Therapists of Ontario. Multiple choice question tests and objectively structured clinical examination stations are used to prepare students for entry-to-practice examinations.
6	Clinical Skills and Techniques VI	90	In this capstone course, students apply their knowledge and skills to treat a variety of conditions. This comprehensive review of massage therapy assessment and treatment allows students to appreciate the breadth of massage therapy practice. Student learn the appropriate use of ultrasound, hydrotherapy, electrical modalities, acupuncture and laser. They discover which therapies and modalities might be appropriate for use within a treatment plan. Clinical cases are used to guide the students as they demonstrate their therapeutic decision-making skills and review the concepts they have learned throughout the program.
6	On-Campus Clinic IV	60	In this course students use their knowledge and skills to provide massage therapy to the public in the On-Campus Clinic. Students act as Student Massage Therapists (SMTs) under the supervision of Clinical Instructors. The clinic placement focuses on integrating modalities, such as ultrasound and hydrotherapy, into evidence informed

4.0 STRATEGIC ALIGNMENT

Strategic Fit

- This program would complement current programs in the School of Health and Community Services such as, Fitness and Health promotion, Occupational Therapist Assistant/Physiotherapist Assistant (OTA/PTA) and Personal Support diploma programs. This program could also pathway to the Kinesiology degree program as well as other Health Science Degrees at University of Ontario Institute of Technology (UOIT).
- Currently, students are leaving our catchment area to attend this program at other institutions. Other colleges who deliver the program are growing, so there is an opportunity for us to capitalize on this growth and interest. Health has been identified in our Strategic Mandate Agreement as an area of Institutional Strength for jobs, innovation and economic development and program offerings.
- This program does not complete with any existing full-time or part-time programs at Durham College.

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"> • Fitness and Health Diploma • OTA / PTA Diploma • Personal Support Worker Diploma • General Arts and Science-Health Certificate 		<ul style="list-style-type: none"> • Kinesiology degree • Nursing degree

5.0 LABOUR DEMAND AND GRADUATE EMPLOYMENT POSSIBILITIES:

- The aging population and greater public awareness of health issues favour job growth in all health occupations, but this profession in particular is also benefiting from the trend toward seeking alternative solutions to traditional medicine for health problems such as headaches and backaches, insomnia, and muscular pain. The demand for massage therapy is also being fuelled by its growing popularity as a means of relaxation, stress relief, and rehabilitation of injuries. Additionally, medical conditions related to occupations, such as workplace-related musculoskeletal disorders, repetitive strain injuries and job-related stress syndromes, have fostered a need for workplace wellness initiatives and the inclusion of massage therapy treatments in employee benefits plans.
- The demand for Massage Therapists is expected to increase with the growth of the elderly population and increasing opportunities in less conventional settings such as corporations and hospitals.
- Overall, Durham College's interest in offering a Massage Therapy program is supported by the steady interest in existing programs and the demand for massage therapy across Canada. However, there is strong competition at nearby colleges including Centennial, Fleming and Humber.
- Massage Therapists work in a variety of settings including health clinics, spas, nursing or long-term care homes, health and fitness clubs, sports organizations and hospitals.¹ Many Massage Therapists are self-employed and

¹ Health Force Ontario. Health Human Resources Toolkit. <https://www.healthforceontario.ca/UserFiles/file/PolymakersResearchers/hhr-toolkit-april-2007-en.pdf>

conduct business-related tasks in addition to massage therapy, including marketing and maintaining financial records.

- Massage Therapists are included in the national occupation classification “other technical occupations in therapy and assessment. This group of occupations experienced significant employment growth from 2010-2012, and had a sufficient number of job seekers to fill job openings. A shortage of workers is expected over the 2011-20 period, with job openings increasing as a result of the aging population and the demand this will place on health services.²
- The participants of the labour market focus group (pre-PAC) supported the development and launch of the Massage Therapy program at Durham College.
- They all agreed there is a need for graduates in this field, noting the demographics seeking massage therapy services has diversified to include a younger population including children and babies; women seeking pre- and post-natal care; and individuals suffering from mental health issues.
- The participants agree that the Durham Region offers substantial employment opportunities in this field; however, they advised that many therapists are self-employed and/or work independently in an applicable clinic or spa setting.
- Graduates of the Massage Therapy program could apply for transfer to the Kinesiology degree program at UOIT. No formal articulation agreements have been arranged for Durham College graduates. The articulation agreement with UOIT into the Business program is also an opportunity.
- The table below summarizes 2014-15 outcomes for graduates of Massage Therapy programs in Ontario. Results are based on the Key Performance Indicator (KPI) Graduate Satisfaction Survey for 2013-14 graduates, administered six months after graduation.

Table 7: Summary of 2014-15: Massage Therapy (MTCU: 61618) Graduates		
Outcome	Massage Therapy	All Programs
Total Graduates	224	94,232
% of Graduates in Survey	55-60%	55-60%
Graduate Satisfaction	90-95%	75-80%
Labour Force Participation ³	85-90%	70-75%
Employment Rate	90-95%	80-85%
Employed Full-Time	40-45%	60-65%
Average Annual Income (Full-Time)	\$30,000-\$34,999	\$30,000-\$34,999
Employed Full-Time (Related/ Partially Related)	20-25%	40-45%
Average Annual Income (Related Employment)	\$40,000-\$44,999	\$35,000-\$39,999
Unemployment Rate	5-10%	15-20%

Source: MTCU Employment Profile

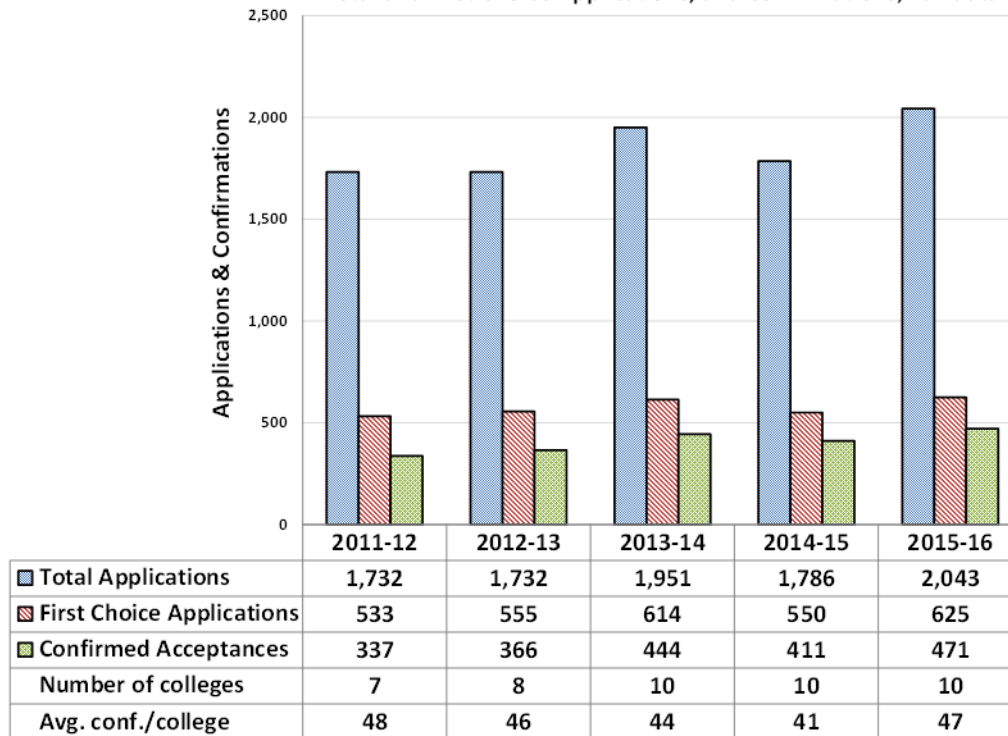
² Government of Canada Job Bank. Other Technical Occupations in Therapy and Assessment. <http://www.jobbank.gc.ca/home-eng.do?lang=eng>

³ Graduates who were either employed or looking for work during the reference week.

6.0 STUDENT INTEREST:

- Overall, total applications, first choice applications and confirmations have increased over the reporting period. The number of colleges offering the program has been steady since 2013- 2014.
- This program will result in net-new students.
- Figure 1 (below) displays system wide applications, first choice applications and confirmed acceptances to Massage Therapy programs in Ontario.

**Figure 1: Massage Therapy (MTCU 61618):
Total and First Choice Applications, and Confirmations; Fall data**



Source: OCAS Data Warehouse, accessed March 2015

- The cumulative growth⁴ between 2011 and 2015 for total applications was: 18%
- The average growth⁵ between 2011 and 2015 for total applications was: 5%
- The cumulative growth between 2011 and 2015 for first choice applications was: 17%
- The average growth between 2011 and 2015 for first choice applications was: 4%
- The cumulative growth between 2011 and 2015 for confirmations was: 15%
- The average growth between 2011 and 2015 for confirmations was: 9%
- Overall, total applications, first choice applications and confirmations have increased over the reporting period. The number of colleges offering the program has been steady since 2013- 2014.

⁴ Cumulative Growth refers to the percent change when comparing 2014-15 to 2010-11

⁵ Average Growth refers to the average change each year.

7.0 ANALYSIS OF COMPETITION:

- There are currently ten colleges in Ontario's CAAT college system that are offering similar programs under the MTCU title Massage Therapy (61618).
- The below table identifies the colleges that offer the Massage Therapy program, the program name at the college and the year that the program was started:

Massage Therapy (MTCU: 61618) Programs at Ontario CAAT Colleges		
College	Program Name	Program Approval
Algonquin	Massage Therapy	1997-09-01
Centennial*	Massage Therapy	1997-09-01
College Boreal	Massage Therapy	1996-09-01
Fanshawe*	Massage Therapy	1997-09-01
Fleming*	Massage Therapy	2012-09-01
Georgian*	Massage Therapy	1995-09-01
Humber	Massage Therapy	2004-09-01
Lambton	Massage Therapy	2009-09-01
Mohawk**	Massage Therapy	2000-09-01
Northern*	Massage Therapy	2013-09-01

*These colleges offer accelerated learning opportunities for students who want to complete the program over a two year period.

**This program is classified as highly competitive at Mohawk.

- Durham College will deliver the program in a way that is similar to the other colleges. The program will begin in September 2017 offering only a fall intake for the first several years.

8.0 TARGET MARKET:

- Target market varies from direct entry from secondary school, mature students, second career, and international students.
- Since 2011, approximately 20 students per year have left the Durham College catchment area for Massage Therapy programs at other Ontario colleges.
- Since 2010, only 12 international students have enrolled in the Massage Therapy programs at other colleges.

9.0 OPERATING REVENUE AND EXPENSES:

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

Start-up Costs	Year 1	Year 2	Year 3
Curriculum development: course outline development for 26 courses at \$300.00 each. Humber College has provided Durham College with the course outlines for their program of studies.	\$7,800		
New dedicated space (lab, shop, clinic) which will remove a current learning space from the current scheduling mix: New dedicated space will be required the program starting in September 2017.	TBD	TBD	TBD
Capital investment	\$50,000	\$25,000	\$25,000
Library Resources	0		
Marketing	\$5,000		
Additional software to the college's IT budget	0		
TOTAL	\$62,800	\$25,000	\$25,000

Appendix A – Massage Therapy 5 Year Budget Projection

DURHAM COLLEGE	MTCU Code: 61618	weight	1.3	F.U.	3.2	# Yrs
Projected Budget	Program: Massage Therapy	Per Year	1.387	Grant / WFU	\$4,160	3
BUDGET YRS	2017-22					
		2017-18 Projection	2018-19 Projection	2019-20 Projection	2020-21 Projection	2021-22 Projection
	Student Enrolment - Nov. 1					
	Year 1	24	48	48	48	48
	Year 2	0	22	42	42	42
	Year 3	0	0	20	40	40
	Total	24	70	110	130	130
REVENUE						
	Tuition Fees - per academic year	\$2,936	\$3,054	\$3,176	\$3,303	\$3,435
	Set-Aside Fee Removed	\$308	\$321	\$333	\$347	\$361
	Tuition Fee realized by college	\$2,628	\$2,733	\$2,843	\$2,956	\$3,074
	Total Tuition Fees	63,074	190,232	312,680	384,312	399,685
	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)	1.39	1.39	1.39	1.39	1.39
	Grant - MTCU Operating (assume \$4160/wfu)	\$0	\$69,222	\$269,967	\$518,014	\$692,224
TOTAL REVENUE		\$63,074	\$259,454	\$582,647	\$902,326	\$1,091,909
EXPENDITURES						
	Salaries - Faculty (FT)	37,500	75,000	77,250	154,568	159,205
	Salaries - Co-ordinator Allowance	3,150	3,245	3,342	3,442	3,545
	Salaries - PT Teaching	55,000	115,000	195,000	150,000	154,500
	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	95,650	193,245	275,592	308,010	317,250
	Support Staff	30,000	60,000	61,800	63,654	65,564
	Total Academic Support Costs	30,000	60,000	61,800	63,654	65,564
	Benefits - Faculty - FT 25%	10,163	19,561	20,148	39,502	40,687
	Benefits - Faculty - PT 13.0%	8,250	17,250	29,250	22,500	23,175
	Benefits - SS (FT) 28%	8,400	16,800	17,304	17,823	18,358
	Total Employee Benefits	26,813	53,611	66,702	79,826	82,220
	Total Labour	152,463	306,856	404,094	451,489	465,034
	Instructional Supplies	10,000	10,300	10,609	10,927	11,255
	Instructional Other Costs	1,000	1,030	1,061	1,093	1,126
	Field Work	0	0	0	0	0
	Membership & Dues	0	0	0	0	0
	Professional Development	1,000	1,000	1,000	1,000	1,000
	Travel/accommodation/meals	0	0	0	0	0
	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	500	500	500	500	500
	Rental	0	0	0	0	0
	Total Other Expenditure	12,500	12,830	13,170	13,520	13,881
TOTAL DIRECT PROGRAM EXPENSES		164,963	319,686	417,264	465,009	478,914
TOTAL REVENUE FOR PROGRAM		63,074	259,454	582,647	902,326	1,091,909
Net Contribution \$		-101,888	-60,231	165,384	437,317	612,994
Net Accumulated Contribution / (Deficit)		-101,888	-162,120	3,264	440,581	1,053,576
Net Contribution - % of Gross Revenue		-161.5%	-23.2%	28.4%	48.5%	56.1%
TARGET Net Contribution		n/a	Breakeven	40.0%	40.0%	40.0%
Capital Requirement		50,000	25,000	25,000	0	0

BOARD REPORT

Public ☒
In-camera ☐

Action Required:
Information/Discussion ☒
Decision ☐

MEETING DATE: May 11, 2016

REPORT DATE: May 4, 2016

FROM: Don Lovisa, President

SUBJECT: 2015-2016 Business Plan results

A. Purpose

To provide the Board of Governors with a year-end report on the execution of the objectives and deliverables in the Durham College 2015-2016 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 2014-2015 Business Plan in April 2015. 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 of three reports that have been shared with Governors.

C. Discussion/Options

In reviewing the activities and actions of the past year that resulted from the setting of 39 objectives in the 2015-2016 Business Plan, it was another successful year for Durham College. Employees from departments and academic schools representing every area of college operations cumulatively carried out hundreds of actions to

support completion of 82 per cent of objectives, a significant accomplishment when factoring in the unknowns of a changing post-secondary environment. In the cases where completion wasn't achieved on an objective, in eight per cent of cases provincial factors made completion not possible as had originally been planned, while in the remaining other cases substantial work has been completed, but additional time is needed to finish the objective.

Among the many highlights from the past year are:

- The introduction of a number of new programs, along with revision and redevelopment of existing OntarioLearn courses.
- Work toward establishing the college's first Co-op program.
- Development of a 50th anniversary steering committee and subcommittees to plan activities through our anniversary year in 2017.
- The launch of a new coaching pilot project to support student retention.
- Significant engagement through Phase 2 of the Experience campaign.
- Completion of the Joint Master Plan with UOIT.
- International development projects in Vietnam, Guyana, Bermuda and Peru.
- Establishment of new Corporate Council.
- Work toward commissioning of the boiler to support the Power Engineering Technician program.
- Completion of a work study analysis to further optimize administrative resources.
- New HR systems to manage attendance and complement control.

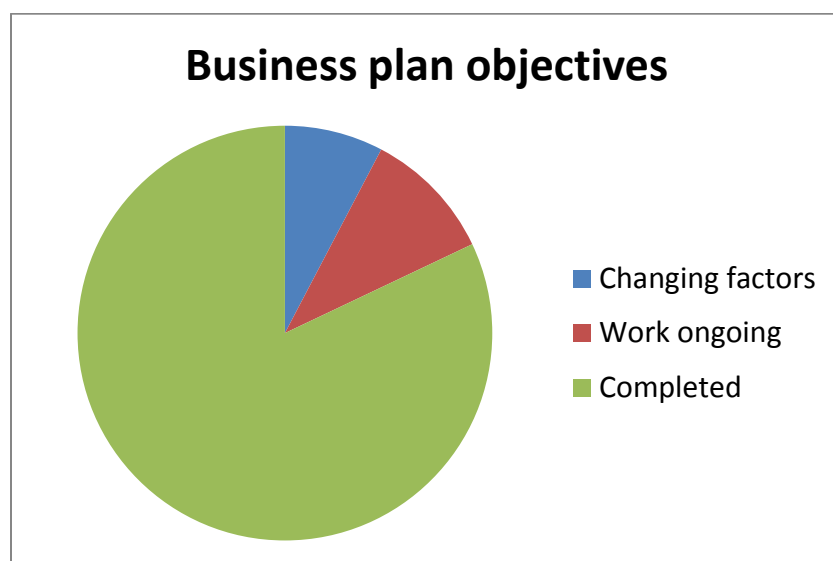
The following is a high-level summary for the past year of the goals and objectives.

39 objectives established

32 completed

3 changing factors

4 work ongoing toward completion



By specific goal

Our Students

10 objectives established

7 completed 1 changing factors 2 work ongoing toward completion

Our People

9 objectives established

9 completed 0 changing factors 0 work ongoing toward completion

Our Business

15 objectives established

11 completed 2 changing factors 2 work ongoing toward completion

Our Community

5 objectives established

5 completed 0 changing factors 0 work ongoing toward completion

D. Financial/Human Resource Implications

Activities and actions in the business plan were funded through the 2015-2016 budget.





E. Implications for UOIT (if applicable)

Two objectives in the Business Plan directly relate to partnerships with UOIT.










F. Recommendation(s)

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








DURHAM COLLEGE - 2015-2016 Business Plan - SCORECARD

Objective	Update on activities and actions	DCLT lead	Final Status
Our Students			
Prepare for the successful launch of the first-ever Durham College degree program and improve efficiency and length of time in moving from a degree program concept to ministry approval.	Site visit occurred with Postsecondary Education Quality Assessment Board (PEQAB) Expert Panel on October 26, 2015. Expert Panel Report received in November 2015. Report identified recommendations for DC action. Response team will address recommendations regarding the Program of Studies, economic need, and graduate outcomes. Estimated date to complete and submit response to PEQAB Secretariat is May 2016.	VPA	
Increase flexible delivery of courses and/or programs to provide students with greater access and options for learning.	New curriculum and three-day delivery model for several programs have been implemented. Enrolment in this cluster of programs has increased from 133 in 2014-2015 to 177 in 2015-2016 for a net increase of 33 per cent. Completed revision and redevelopment for 10 existing OntarioLearn courses. Eleven new Continuing Education programs introduced. Seven fully online and one hybrid. Completed development of nine courses plus three modules and marketed through eCampus Ontario portal. Corporate Training Services resourced with specialists and developed an additional 12 courses and two modules.	VPA	
Install and commission the boiler for the Power Engineering Technician Program and review the Pixelyard Simulation software for adoption to advance the experiential learning component of the curriculum.	TSSA completed review of the Power Engineering submission and all requested edits completed. Commissioning of the steam plant has started but will not be completed until late fall 2016 or early 2017. TSSA approval cannot be obtained until steam plant is fully operational. Increased enrolment cannot be achieved until steam plant is commissioned and final TSSA approval obtained. This is not anticipated until fall 2017 .	VPA	
Support retention at Durham College through the introduction of the coaching pilot project in the Access and Support Centre (ASC) and then expand campus-wide.	Coaching and Support Centre launched in Oshawa and Whitby in August 2015. Peer coaching program piloted in Oshawa and Whitby, with full implementation in Fall 2016. New case manager started in October 2015 to provide additional counselling support for ASC-registered students. Reduced number of crisis incidents for mental health support in coaching centre by 9.3 per cent. Coaching centre had 1,136 student meetings with coaches focusing on retention, building resiliency and success planning. ASC able to support retention of students by nine per cent through coaching .	VPSA	









DURHAM COLLEGE - 2015-2016 Business Plan - SCORECARD

Introduce Customer Relationship Management system into recruitment initiatives and map communications.	Phase 1 completed: System configured, prospect data capture mechanism established, user training and marketing campaigns developed. Work will continue next fiscal with launch of Phase 2, involving implementation of applicant data transfer from Banner to CRM.	VP SA	
Introduce new Financial literacy program.	Enhanced Financial literacy workshops run from September 2015 to run through to April 2016. Workshops heavily concentrated in November during Financial Literacy month. Online portion delivered in 2016-2017.	VP SA	
Merge Student Life and Access and Support Centre (ASC) transitions programs to realize greater efficiencies.	ASC, Student Life and Student Academic Learning Services (SALS) collaborated on 'Start Strong' full-day Transitions initiative that had just under 1,000 registrations and approximately 67-per cent participation. Feedback very positive and initiative will continue in upcoming years.	VP SA	
Expand current credit transfer database.	Currently entering 100 per cent of all approved transfer credits and equivalencies. The database continues to grow as more credits are processed and identified. Have surpassed 600 credit transfer equivalencies. Work on databased ongoing.	VP SA	
Implement full-year campus recreation program.	Total participation numbers for Fall 2015 intramurals is 972, as compared to approximately 1,200 for both fall and winter sports in 2014-2015.	VP SA	
Recalibration of Student Academic Learning Services (SALS) courses to support hybrid and online learning.	SALS DC/Connect Support Course rebranded as 'SALS Online' from September 1, 2015 and was reconstructed to be subject streams instead of one large unit. Students able to choose what stream they need for their programs, e.g., math, biology, chemistry, accounting. This is now a separate and new course with numbers starting at zero for new registrations.	VP SA	
Our People			
Develop and deliver proactive emergency management awareness training.	Office of Campus Safety (OCS) created Lockdown and Secure and Hold Video. DCLT provided approval after consultations with students and ALT. Director of Campus Safety and Managers enhanced training through DEMO (Durham Emergency Management Office), obtaining IMS 200 accreditation. EMRT members completed online IMS 100. Video released online and marketed September 2015.	VP SA	
Introduce an additional mass emergency notification system.	Lockdown External Audible Alarm (LEAA) installed at north campus. Communications strategy prepared and rollout began September 30	VP SA	
Increase emergency preparedness awareness by conducting at least two emergency management exercises (lock down/secure and hold exercises)	OCS conducted Secure-and-Hold emergency management exercise at Campus Corners on June 25, 2015, and at the Whitby campus and Centre for Food on October 22, 2015. Secure-and-Hold exercise held February 4, 2016 at Pickering Learning Site.	VP SA	







DURHAM COLLEGE - 2015-2016 Business Plan - SCORECARD

Acquire and implement a new HR applicant tracking system.	New system purchased and testing and training underway. Complete - SilkRoad ATS now being used for all recruitments.	CAO	
Develop and implement new attendance management program.	Process work completed, which incorporates file/case management best practices, including doctor/medical updates. Reports also being extracted from Banner to determine attendance levels against departmental averages. Converting existing files into Cognos 10 format.	CAO	
Develop and implement HR complement control system for full-time and part-time employees.	Spreadsheets completed and being populated on a monthly basis for distribution to DCLT and CFO.	CAO	
Introduce new phase of DC Experience campaign to include Durham College employees and alumni.	New team consisted of 38 members including 26 employees, 11 students and one alumni. Experience marketing campaign complete, with some outstanding marketing remaining due to duration of media buys. Engagement target results are: Facebook Likes - 2,423 (at 197% of goal); Twitter Followers – 3,137 (at 163% of goal); YouTube Views – 289,588 (at 178% of goal); Facebook Engagements – 446,529 (2,178% of goal). Effective, March 31 - students on team are finished. Fourteen employees remaining on until end of August.	CAO	
Conduct a work study analysis in the academic schools at Durham College with a view of establishing a best practices approach, ensuring optimum utilization of administrative resources and identifying opportunities for efficiencies.	Study completed by Academica. The following recommendations have been implemented - reorganize Executive Dean structure; hire a full-time transfer credit person; SharePoint upgrade; ongoing staff training in regard to Mental Health First Aid and source de-escalation training.	CAO	
Implement recruitment plans to address retirements from the senior leadership team.	Individualized plans executed to address senior team retirements. Most recent hire, AVP Academic filled on January 4, 2016.	CAO	
Our Business			
Prepare for Durham College's first accreditation review by establishing an accreditation plan.	In November 2015, Committee of Presidents' (COP) appointed a College Task Force to resolve outstanding issues and questions about the proposed accreditation process. Within coming year, COP will make the decision as to whether the college system will move forward with an accreditation model, or remain with an audit process. In the interim, colleges will carry on with the cyclical audit process, now known as College Quality Assurance Audit Process (CQAAP) (formerly PQAPA). Durham College is scheduled for their next CQAAP in the 2017-2018 academic year.	VPA	

DURHAM COLLEGE - 2015-2016 Business Plan - SCORECARD






Develop and implement a Program Score Card to establish the metrics to measure individual program performance.	Development and assessment of performance tool Program Health Matrix 2.0 (PHM) were completed on a select number of programs that vary widely in delivery, credential, fiscal contribution, and space usage to ensure that any exceptions are proactively identified and managed, and that performance for all programs is measured in a valid and reliable manner. Performance tool will be fully rolled out in May 2016 when all data is available.	VPA	
Implement next stage of Strategic Enrolment Services (SES) reorganization.	One-year pilot implemented in the Student Recruitment and Admission Services department where role of Admission and Recruitment Officers split into distinct roles of Recruitment Officers and Admissions Officers. Split allowed participation in full four weeks of College Information Program, travelling 4,733 kms across Ontario. Contact with 8,041 students on visits - an increase of 43 per cent. Three part-time Recruitment Officers hired and trained to assist during peak recruitment season and did 118 recruitment visits. Increased recruitment activity and improved response times from Admissions staff have allowed DC to maintain its proportion of college and program choices relative to the rest of the college system.	VP SA	
Completion of the Joint Campus Master Plan with UOIT.	Master Plan complete and a joint open house held September 22.	CAO	
Grow international enrolment to exceed six per cent of domestic enrolment.	International enrolment grew 12.6 per cent from 2015 to 2016, which represents 5.4 per cent of total enrolment. Will continue to develop international markets and ensure international enrolment is an appropriate percentage of overall enrolment.	VPA	
International education development projects: 1. Explore opportunities and develop a proposal for a downtown Toronto campus for international students.	Not a priority at this time - improving recruitment to the main campus, attaching DC branding to the GTA, maximizing recruitment relationship with UOIT and other partners, and broadening activity in Africa to be maximized first.	VPA	
International education development projects: 2. Develop new winter intake and online program opportunities for international students.	International office worked closely with deans to increase options for January intake. In January 2016, adding intake of Information Systems Security - Computers and Networking.	VPA	
International education development projects: 3. Development of new international articulation and collaboration programs.	Currently have international projects in Vietnam, Guyana, Bermuda and Peru, where we are partnering with institutions in the relevant country, along with Canadian partners.	VPA	
Progress with virtual separation (MEP) of DC and UOIT data in Banner.	Banner HR and student data separated successfully.	CAO	




DURHAM COLLEGE - 2015-2016 Business Plan - SCORECARD

Develop facilities plan, including recommendations, for future use of squash court areas.	Development plan work initialized. Forecast completion for December 31. Squash courts included as primary focus - plan presented at December Board meeting.	CAO	
Establish a framework including consultation process and timelines for the development of a new strategic plan and mandate agreement.	Plans under way. DCLT, faculty, and PAC/Board sessions all held to gather input on the future of the college. Launch to broader campus community planned for Employee Town Hall.	President	
Realize new opportunities to engage with business and industry.	First meeting held October 2 of new Corporate Council to manage corporate relationships and promote corporate engagement, while also communicating regularly with campus stakeholders.	VP SA	
Examine co-operative educational programming models and then develop centralized model for Durham College.	Project ongoing – Working with campus partners to develop infrastructure required to administer co-operative education such as IT system requirements for tracking student participation in co-operative education work terms, Banner system functionality for registration, tuition and co-op fees, and MTCU approval processes. Examining potential co-operative educational models for two pilot programs: Working with Operations Management and Fire and Life Safety faculty teams to develop program sequencing. Employer focus groups to be scheduled. Co-op development teams will determine best program designs to meet industry expectations, academic scheduling and student interest. SET programs will be hosting a follow-up meeting on the potential in Spring 2016. Established membership with Heads of Co-op provincial college committee. Anticipated co-op terms to launch for 2017.	VP SA	
Leadership in development of a new SEM plan that is future-based and strategic.	New enrolment management framework and an Enrolment Advisory Committee (EAC) launched in November. EAC will report to the Durham College Leadership Team (DCLT), and the four EAC working groups will report through to the EAC. EAC has begun work to establish an enrolment plan - beginning with the updating of an environmental scan. Oversight moved to VPA.	VPA	
Implementation of Computerized Maintenance Management System Project (CMMS).	Go live launch occurred September 21. Continued development and learning by users through December 31. Fully implemented.	CAO	

Our Community

DURHAM COLLEGE - 2015-2016 Business Plan - SCORECARD

Collaborate with employers, community partners to secure external funding to support student learning through applied research and entrepreneurship and to advance the college's role in supporting the needs of the local economy and labour market.	Commissioning of new brew line complete. Three craft beer projects currently under development, and will commence if funding is approved this spring. New growth chambers are currently being utilized for one applied research project examining spider mite pesticide resistance, and a second project is under development involving apple leaf curling midge. To date, 39 FastStart events have been hosted. In addition, two FastStart Accelerator programs have been completed with one additional Accelerator program and a regional competition currently underway. To date, there have been 670 student participants, and 109 youth from the broader community participating. Mentor network under development. Tracking and reporting of student and employer satisfaction for applied research and entrepreneurship is currently underway.	VPA	
Expand value of high-potential clients in Corporate Training Services.	In September 2015, Corporate Training Services (CTS) awarded three-year contract with General Motors of Canada. The value of the main contract has increased by eight per cent. Increases in billing with the following high-potential clients achieved: Ontario Power Generation 27 per cent, Howard Martin 13 per cent, Messier Dowty five per cent and Veridian Connections one per cent. CTS launched Life License Qualification Program (LLQP) exam on January 1, 2015. CTS has also contracted with other community colleges in the province to deliver the examination services in their local markets.	VPA	
Complete fundraising capacity study.	Study completed.	President	
Develop fundraising strategy with related goals and milestones.	President's Panel recruitment completed with a total of nine members. Development Operating Plan with metrics complete. Campaign plan complete.	President	
Development of the college's 50th Anniversary strategy, committee structure and celebration planning.	Theme is 'The start of something amazing', co-ordinating with Colleges Ontario. Executive committee, 50th committee and subcommittees established and working on specific tasks related to next year's celebration. Timeline of events for 2017 being populated with planned activities. Plans well underway.	CAO	

Project Status Legend			
	Completed		Substantial activity completed, work is ongoing toward completing objective.
	Changing external factors have made realization of original target date not possible for year-end or no longer a priority.		