

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

Date of Meeting: Wednesday, January 11, 2012

Time: 6:00 p.m.

Location: Community Room
Gordon Willey Building, A144

Pages

1. CALL TO ORDER

2. INTRODUCTION OF GUESTS

Virginia Harwood; Faculty, School of Justice and Emergency Services; Debbie McKee-Demczyk; Director, Office of Research Services and Innovation; Ralph Aprile, A.V.P., Facilities and Ancillary; Emily Clark, The Chronicle; and Peter Williams, Chair, UOIT Board of Governors.

3. ADDITIONS/DELETIONS TO THE AGENDA

4. CONFLICT OF INTEREST DECLARATIONS

5. PRESENTATIONS

5.1	Virginia Harwood; award winning faculty member of the School of Justice and Emergency Services, will make a presentation entitled "A Snapshot of Teaching and Learning"	4 - 18
5.2	Debbie McKee-Demczyk; Director, Office of Research Services and Innovation will provide a multi-media presentation featuring our students, faculty and small-medium enterprises.	19 - 28
5.3	Whitby Phase 3 Project Update – Ralph Aprile, AVP, Facilities and Ancillary Services will provide a visual update including floor for the proposed Whitby Phase 3 capital expansion which includes a new Centre for Food.	29 - 36

6. CONSENT AGENDA

**DETERMINATION OF ITEMS REQUIRING SEPARATE CONSIDERATION
CIRCLE THE ITEMS YOU WISH TO CONSIDER SEPARATELY:**

ITEM

NUMBER 7.1 9.0 10.0 11.2.1 11.2.2 12.0 13.1 13.2 13.3 14.1 14.2 14.3

7.	APPROVAL OF PREVIOUS MINUTES	37 - 42
	7.1 Approval of the Minutes of the 443 rd Regular Meeting (Public Session) of November 9, 2011	
8.	ACTIONS ARISING FROM PREVIOUS MINUTES	
9.	CHAIR`S REPORT	43 - 57
10.	PRESIDENT`S REPORT	58 - 60
11.	COMMITTEE REPORTS	
	11.1 AUDIT AND FINANCE COMMITTEE (M. SIMPSON)	
	11.2 EXECUTIVE COMMITTEE (D. SEWELL)	
	11.2.1 Executive Committee Report 3 of November 23, 2011	61 - 62
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	11.3 GOVERNANCE REVIEW COMMITTEE (G. CUBITT)	
	11.4 NOMINATING COMMITTEE (M. NEWELL)	
12.	ADVISORY REPORTS - Program Advisory Committee Minutes	64 - 193
13.	NEW BUSINESS/REPORTS FOR ACTION	
	13.1 New Program Approval - Golf Facility Operations Management - Ontario College Diploma; and International Business Management - Ontario Graduate Certificate - Judy Robinson/Vidal Chavannes	194 - 249
	13.2 New Program Approvals - Architectural Technician/Technology - Ontario College Diploma; and Occupational Therapist Assistant/Physiotherapist Assistant - Judy Robinson/Vidal Chavannes	250 - 307
	13.3 Report to Suspend the Energy Audit Techniques Program - Judy Robinson	308 - 309
14.	OTHER BUSINESS	
	14.1 Quarterly Departmental Review - Margaret Greenley, VP Student Affairs	310 - 312
	14.2 Request for Proposal Process for Audit Services - Nevzat Gurmen, VP Finance/CFO	313 - 315
	14.3 CAAT Supplementary Pension Plan Requirement to amend the CAAT Supplementary Plan (formal motion required) - President Lovisa	316 - 318
	14.4 Ad Hoc Retreat Planning Committee (verbal report)	

Request to strike an annual ad hoc committee to plan the Board of Governors Retreat for the coming year.

15. COMMUNICATIONS

16. UPCOMING EVENTS

16.1 Special Board Meeting Time - February 8, 2012 at 4:00 p.m.,
Community Room, A144

16.2 Annual Board/Program Advisory Committee Chair's Meeting -
February 8, 2012 at 6:30 p.m., Campus Dining Room

17. MOVE TO IN-CAMERA SESSION

18. ADJOURNMENT

Snapshots of Teaching and Learning



Virginia Harwood, B.Ed., Q.Med.

Faculty – School of Justice & Emergency Services

- ❖ Legal Administration/Law Clerk Program
 - Civil Litigation
 - Ethics and Professional Responsibility
 - Provincial Program Standards Review

- ❖ Mediation –Alternative Dispute Resolution Graduate Certificate Program
 - Professor of various courses
 - Program Coordinator

- ❖ Durham College Alumna

- ❖ Engaging students
- ❖ Experiential learning
- ❖ Collaboration
- ❖ Relevant programming connect profession
- ❖ Faculty connectedness, development, growth, and opportunities



Good planning and a variety of learning activities

Lesson Plan – Introduction to Civil Litigation

The instructional period lessons will be referred to by Week number and Lesson number within that week; for example, Lesson 3, indicates that it is the third lesson of Week #3.

Instructor	<i>Insert name of instructor</i>	
Subject Title	Introduction to Civil Litigation	
Topic	Introduction to Ontario court jurisdiction and structure.	
Topic Objective(s)	By the end of this lesson learners will be able to identify court jurisdictions and structure relative to Courts.	
Rationale	For learners to understand the process of litigation it is critical that they understand the structure of the various courts in Ontario. When working as a legal clerk, it is important to be able to identify the various levels of the court system and the jurisdictional issues on a regular basis. Employers expect entry level legal clerks to be able to identify the various levels of the court system and the jurisdictional issues on a regular basis. Employers expect entry level legal clerks to be able to identify the various levels of the court system and the jurisdictional issues on a regular basis.	
Date	Week Number	Insert date
	Week # 1, Lesson 3	
	Lecture period	
	Duration: 2 hours	

01/02/2012

The Honourable Mr. Justice Harvey Brownstone ~Justice, Author, and Host of Family Matters TV~



Experiential Learning in the Classroom





CAMPUS CONFLICT RESOLUTION SERVICES

CCRS Collaborates With Our Campus Community

- ❖ students present to classes across campus on conflict management and dispute resolution strategies
- ❖ develop and deliver a training workshop for Residence Advisors at Durham College/UOIT Residence & Conference Centres
- ❖ assist the Office of Campus Safety by providing a mediation service
- ❖ enlist the services of other students: digital photography, graphic design, multi-media for expertise

Collaboration and Experiential Learning



❖ Working with Durham Community Legal Clinic to offer mediations by students ~ caring for our community

~The Durham Community Legal Clinic provides access to justice through quality legal services, advocacy and information for people living on a low income or in poverty.

Durham Community Legal Clinic Serving Durham Region since 1985. Justice through Advocacy ~



❖ Four graduates of the Mediation-ADR program have formed “Peace Solutions Inc.”, a community based mediation service. This group mentors and participates in mediation role plays with current students ~ giving back to Durham College

~Working in the Oshawa community and beyond to bring peaceful solutions to community members experiencing conflict at home, at work or in their family ~

Programs Connected to the Profession

Our programs are recognized, approved, and accredited by professional associations

- ❖ Institute of Law Clerks of Ontario (ILCO)



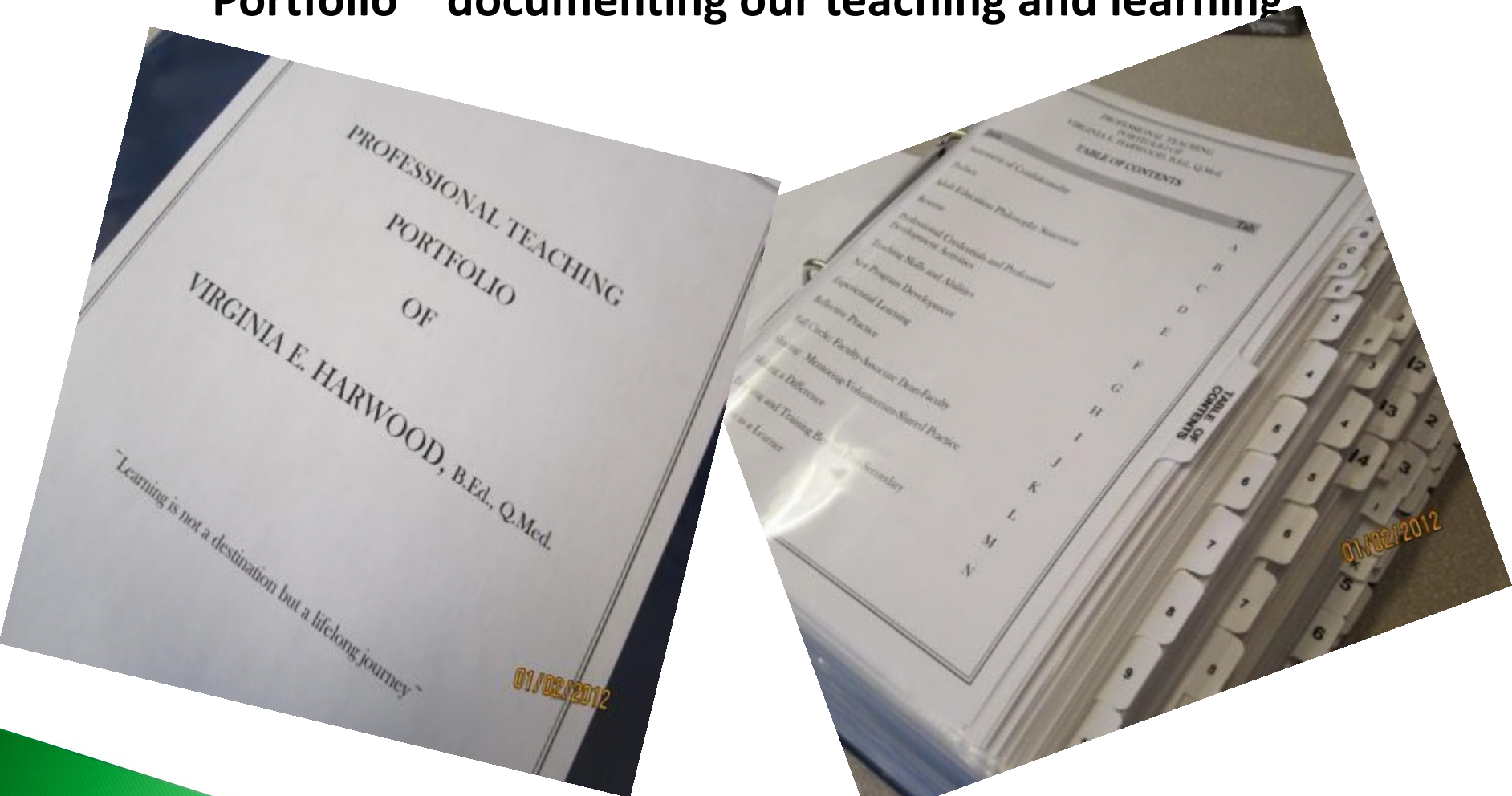
- ❖ Alternative Dispute Resolution Institute of Ontario (ADRIO)





Faculty Skills and Abilities

Portfolio ~ documenting our teaching and learning ~



A Community of Faculty

Teaching in Community (TIC)

Volunteer reflective practice program for faculty supported through the Centre for Academic and Faculty Enrichment



Success Matters

“My experience at Durham College has inspired me to continue to learn and grow as a person” ~Renate Wilson , Mediation-ADR graduate~





RESEARCH AND INNOVATION

JANUARY 11, 2012





➤ Research Excellence

Our communities will realize new economic advantages as we further advance our research operations by introducing new opportunities that will help local businesses innovate, advance and commercialize their ideas, and gain new tools that will help them be more competitive.





WHY IS RESEARCH IMPORTANT?

Value Proposition

- Helping businesses become ***more competitive*** in the global economy by engaging ***college applied research expertise*** to advance the ***development of their products and services***
- ✓ *Effective use of post-secondary R&D*
- ✓ *Socialization to spend on R&D*
- ✓ *Colleges are catalysts for innovation: value creation*





BENEFITS TO STAKEHOLDERS

- ✓ Business and Industry
 - Timely access to problem-solving knowledge and facilities
 - Full service solutions: technical and business
- ✓ Students
 - Gain innovation literacy through real-world, practical problem-solving opportunities
 - Training the next generation of innovators (HQSP)
- ✓ Faculty
 - Participate in industry innovation, contributing and refining their expertise



FUNDING SOURCES





2011-12 RESULTS TO DATE

CONII

- 9 projects
- 23 students
- 5 faculty

FedDev ARC

- 16 projects
- 37 students
- 16 faculty

NSERC

- 2 projects
- 9 students
- 3 faculty

OCE

- 5 projects
- 24 students
- 5 faculty

Business plan targets exceeded:

- ✓ 20 faculty
- ✓ 50 students
- ✓ 12 FedDev ARC projects
- ✓ 4 CONII projects

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Note: some students and faculty counted twice if participating in two projects



ADDITIONAL ACHIEVEMENTS

- ✓ Research Ethics Board (REB) and Research Ethics Appeal Board established
 - REB received 8 applications from September to December 2011
- ✓ Biomedical knowledge portal project
 - Funding received from Ministry of Finance
- ✓ Strategic Research Plan developed





LOOKING AHEAD

- ✓ Application submitted to NSERC for 5-year research centre
 - Centre for Renewable Energy and Sustainable Technologies
- ✓ Application submitted to Canada Foundation for Innovation for research infrastructure
- ✓ Eligibility granted to apply for funding from Social Sciences and Humanities Research Council
 - Application submitted
- ✓ Incubator ready and open for business
 - Working with UOIT, IDN to secure tenants
- ✓ FedDev ARC extension announced
 - Proposal under development





RESEARCH VIDEO

<http://www.youtube.com/watch?v=IZbxD0xpoik>



THANK YOU

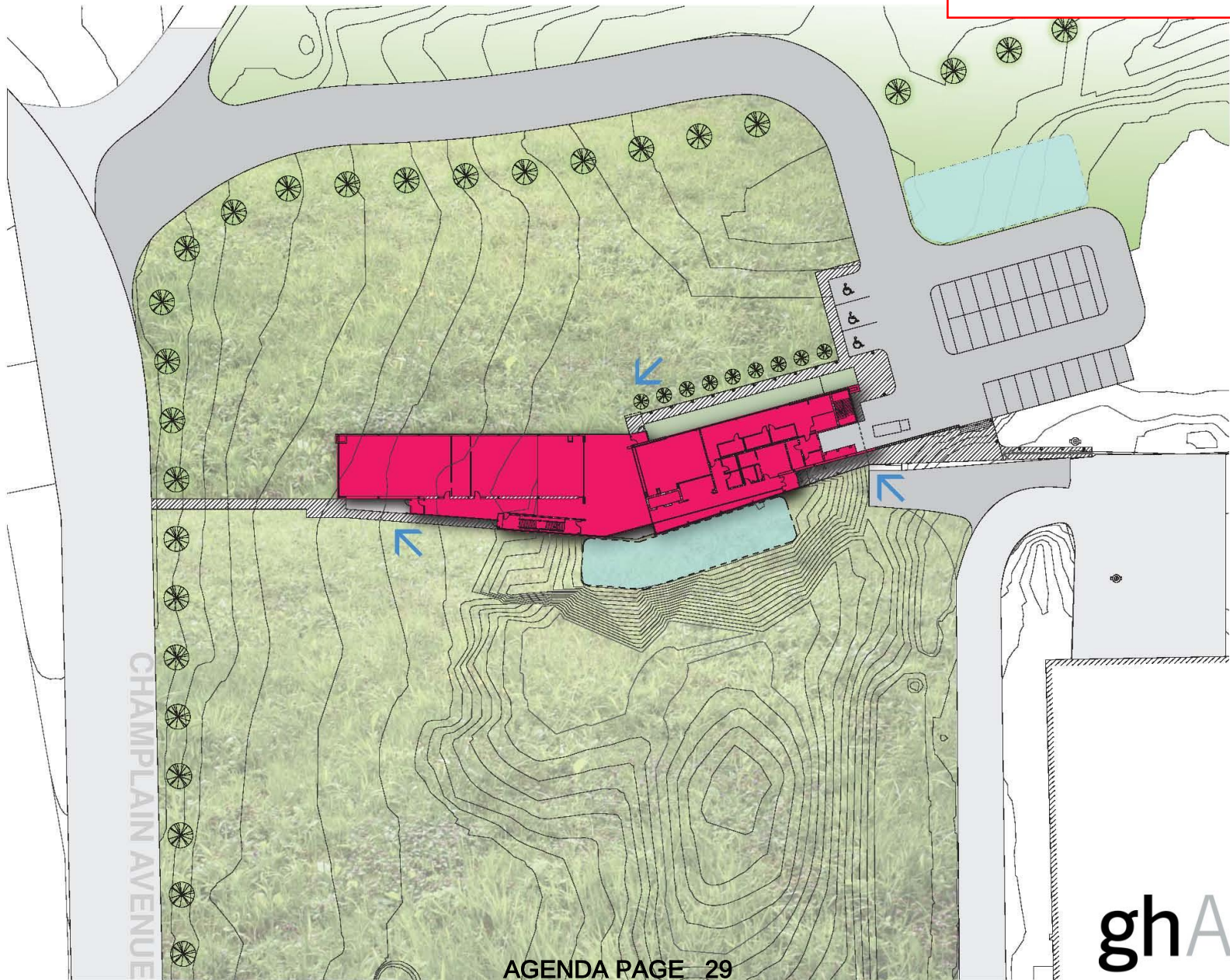
Questions?



Debbie McKee Demczyk

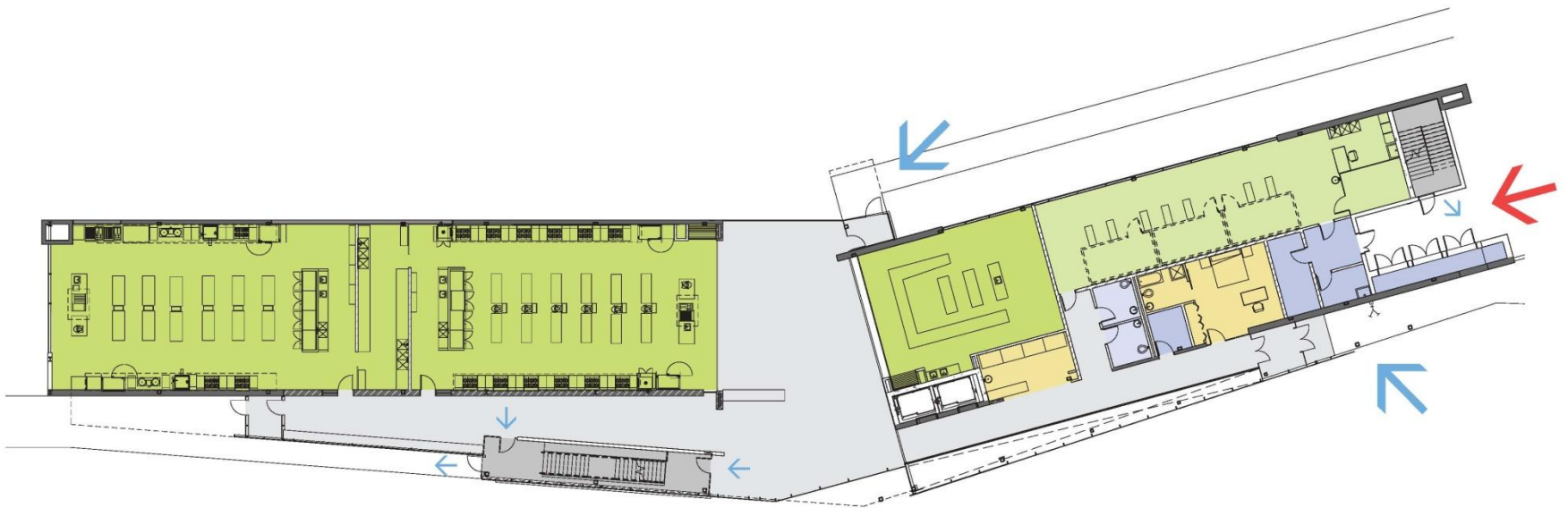
Director, Research Services

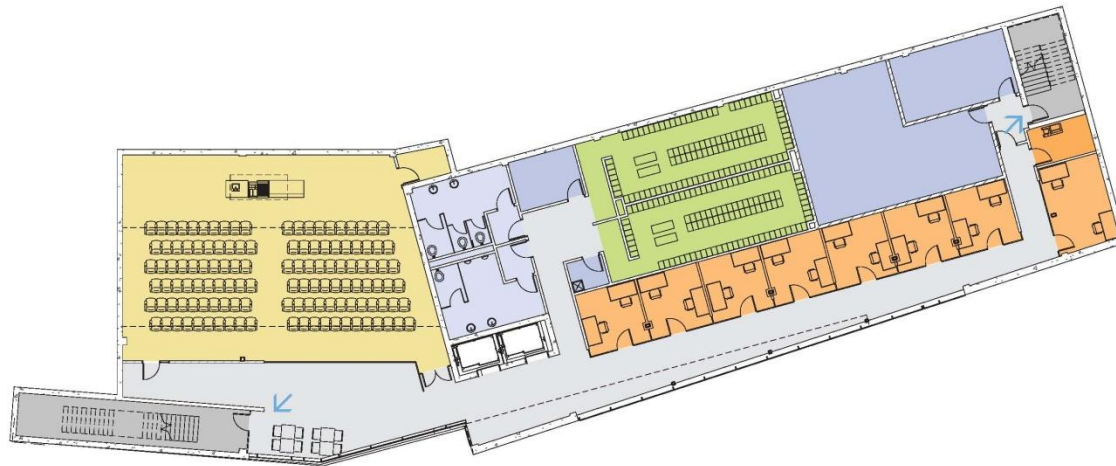
Debbie.McKeeDemczyk@durhamcollege.ca

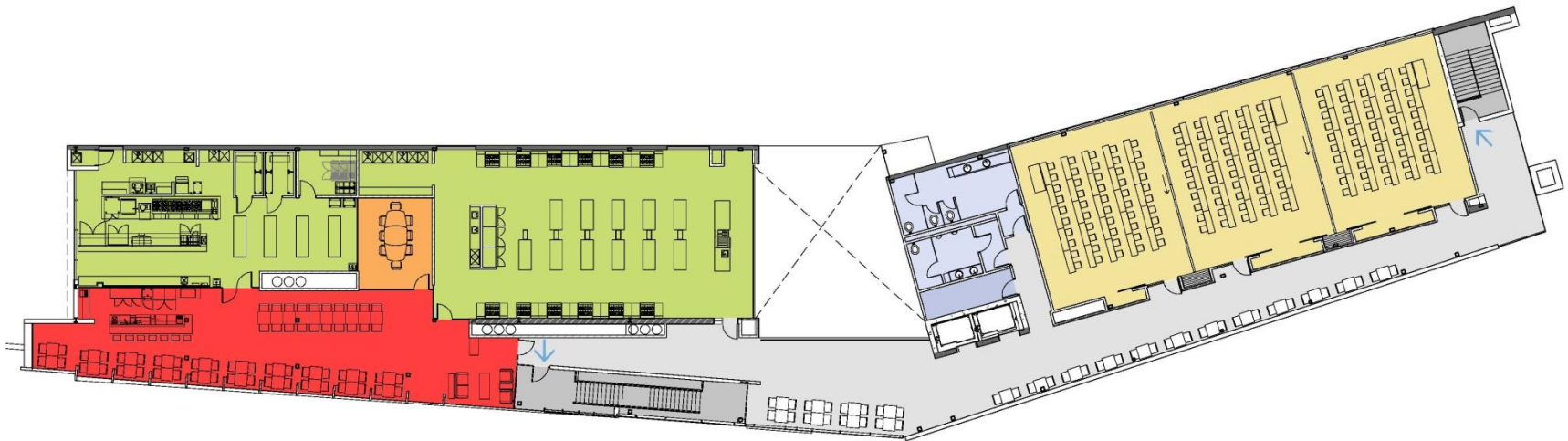
















**DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY
MINUTES OF THE 443RD REGULAR MEETING (PUBLIC SESSION)
OF THE BOARD OF GOVERNORS
NOVEMBER 9, 2011**

Date: November 9, 2011
Time: 6:00 p.m.

Place: Room 10-11
Whitby Campus

IN ATTENDANCE

GOVERNORS: Darrell Sewell, Chair
Ron Chatterton
Thomas Coughlan, via video conference
Rhonda Christian
Garry Cubitt
Kevin Dougherty
Zach Eastman
Darrell Sewell
Jackie Simkin
Mary Simpson
Judy Spring
Franklin Wu, Vice-Chair

REGRETS: Carlee Fraser
Doug McKay
Michael Newell
Pierre Tremblay

PRESIDENT: Don Lovisa

SECRETARY: Leigh Doughty

SENIOR STAFF: Nevzat Gurmen
Ken Robb
Judy Robinson
Margaret Greenley
Tony Doyle
David Chambers (6:10 p.m.)

CALL TO ORDER

The meeting was called to order at 6:00 p.m.

INTRODUCTION OF GUESTS

Ken Robb, Vice-President of Human Resources introduced Chris Rocha, Director of Financial Aid and Awards; Amy LaRue, President, Student Association, Deborah Rautins and Simon Geller, Faculty Union; Elaine Wannamaker, Manager, Insurance and Risk, Durham College; and Kristen Calis, Oshawa This Week.

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ADDITIONS/DELETIONS TO THE AGENDA

None noted.

CONFLICT OF INTEREST

None noted.

PRESENTATIONS

President Lovisa introduced Amy LaRue, President, Student Association (SA), who made a presentation regarding the governance and administrative structure of the SA, member and outreach services, social clubs, events, associations and advocacy work within the association this year.

Amy LaRue left the meeting at 6:17 p.m.

Margaret Greenley introduced Chris Rocha who made a presentation on student financial aid. Chris advised the major challenge is to have funds to attend college, buy food and acquire shelter. Durham College has seen an 11% increase in students applying for financial aid this year. Seminars were provided on how the system works, including disbursement and repayment of loans and available scholarship and award opportunities. Durham College recognized 176 students last year with scholarships and awards, for a total of \$1.2 M in funding.

Durham College also offers a work study program with 109 students employed annually. This is an excellent opportunity for hands on work experience. This program is included in the budget each year.

Chris explained the online OSAP process with an overview of the distribution of funds, inquiries and appeals. Colleges are inspected and audited for compliance. Chris also advised of the recently signed provincial-college master loan agreement which will allow for one loan payment file for students throughout their post secondary school experience, with electronic disbursement of funds. This system will be implemented in September 2012.

Initiatives for 2011/12 include the development of a literacy program for money management.

The Board had questions regarding the default rate on loans. Chris indicated that there has been some default rate fluctuation, most likely due to the current economy.

Chris Rocha left the meeting at 6:38 p.m.

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CONSENT AGENDA

The Chair presented the consent agenda.

Items 9.1, 12.1.1 and 12.2.1 were separated from the consent agenda.

Items 6.1, 10.1.1, 10.2.1, 10.2.2, 10.3.1, 12.2.2, 12.2.3 and 13.1 were included as part of the consent agenda.

Moved by Governor Spring

Seconded by Governor Simpson

That items 6.1, 10.1.1, 10.2.1, 10.2.2, 10.3.1, 12.2.2, 12.2.3 and 13.1 be approved as part of the consent agenda.

CARRIED

APPROVAL OF PREVIOUS MEETINGS

Moved by Governor Spring

Seconded by Governor Simpson

“That the minutes of the 442nd regular meeting of the Durham College Board of Governors, held September 14, 2011, be approved.”

CARRIED

ACTION ARISING FROM PREVIOUS MINUTES

None noted.

CHAIR’S REPORT

Nothing noted.

PRESIDENT’S REPORT

President Lovisa

The Board asked about the recent on campus event attended by President Lovisa and Zach Eastman, student governor. President Lovisa advised this was an excellent day of student questions and feedback, hosted on both campuses. President Lovisa advised that notes are taken at this event and any issues are brought to the leadership team for discussion.

The report was received for information.

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COMMITTEE REPORTS

Moved by Governor Spring

Seconded by Governor Simpson

That Audit and Finance Committee Report #2 of November 1, 2011 be approved.

CARRIED

Moved by Governor Spring

Seconded by Governor Simpson

That the Executive Committee Report #1 of September 26, 2011 be approved.

CARRIED

Moved by Governor Spring

Seconded by Governor Simpson

That the Executive Committee Report #2 of October 30, 2011 be approved.

CARRIED

Moved by Governor Spring

Seconded by Governor Simpson

That the Governance Review Committee Report #1 of September 20, 2011 be approved.

CARRIED

CONTINUING BUSINESS

Nothing noted.

NEW BUSINESS

New Program Approval – Durham College Certificate in College Teaching

Judy Robinson presented the Durham College Certificate in College Teaching. The Board had questions regarding any duplication this new program may have with the existing continuing education program. Judy Robinson advised that this is a new, locally designed program for new faculty hires and part time faculty. The program offered in continuing education is very worthwhile, but focuses on a broader curriculum with a portion devoted specifically to corporate training. This program supports the Durham College strategic plan, academic plan and business plan. These courses are offered during the day, both in an online format and through release from the classroom to take the program. This is noted in the probationary period of the employment offer and must be completed within the first two years of employment.

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The Board asked if this should be a prerequisite for all faculty. Judy Robinson advised that we try to recruit faculty with a degree and educational background, but do not always find; therefore, this program will take industry experts and provide educational expertise. We are uncertain if our teaching certificate is the only one within the system. We will look for equivalency with other institutions. There is the potential to offer this certificate program publicly. We have internal staff interested in teaching and this would be ideal to offer as part of the leadership program.

Moved by Governor Simkin

Seconded by Governor Dougherty

**That the Durham College Board of Governors approves the postsecondary
“Durham College Certificate in College Teaching” program of instruction.**

CARRIED

Board Policy Updates

Moved by Governor Spring

Seconded by Governor Cubitt

That the following Board of Governors policies be approved:

- a) Committee Principles**
- b) Principles of Governance**
- c) President’s Job Description**

CARRIED

Process for Key Performance Indicators 2011-12

Judy Robinson, VP Academic, reported on the process for the Key Performance Indicators for 2011-12, providing an update from the results of the last KPI in May 2011. Since that time each service and program area has worked on the deliverables of their action plan. Last week the “opinion matters” survey closed, which drills down into more details of the survey from last year, to determine why students are dissatisfied in certain areas. The provincial KPI survey will be launched from February 6 – 13, 2012, for all post secondary programs except apprenticeship and upgrade programs. We will have five specific questions to ask that pertain to our college. It takes approximately twenty five minutes to complete the survey and staff will assist in supporting us in this task.

The Board asked about the timeline to receive the KPI response from the Ministry. Judy advised the province wide analysis and results are usually released by the end of March or early April. The Board asked about our response rate. Judy advised we receive 99% involvement from students in class for the survey. Last year 5,400 students completed the survey.

President Lovisa highlighted the efforts this year to analyze the data and identify and plan for improvements to our institution, develop strategies and complete implementation. We have completed many renovations to classroom and study space during the past few years. We offer a

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state of the art delivery model for student services, including registration and financial aid. IT requirements are the next project.

OTHER BUSINESS

Program Advisory Committee Minutes

Moved by Governor Spring

Seconded by Governor Simpson

That the Program Advisory Committee minutes be received.

CARRIED

UPCOMING EVENTS

The Chair advised that convocation will be held at the Campus Wellness and Recreation Centre, Thursday, November 17, 2011. The Colleges Ontario New Governor Orientation will be held on November 26, 2011. The Annual Appreciation Event will be held on Wednesday, December 14, 2011.

MOVE TO IN-CAMERA SESSION

Moved by Governor Wu

Seconded by Governor Chatterton

That the Durham College Board of Governors go into an in-camera session to discuss two items of corporate business respecting human resources.

CARRIED

The public session recessed at 7:17 p.m.

The Board returned to public session at 7:48 p.m.

ADJOURNMENT

Moved by Governor Simkin

Seconded by Governor Chatterton

That this meeting of the Board of Governors of Durham College adjourn at 7:48 p.m.

CARRIED

Darrell Sewell
Chair of the Board

Leigh Doughty
Board Secretary

BOARD REPORT/EXECUTIVE SUMMARY

Public: ☒
In-Committee: ☐

Action Required:
Discussion ☒
Decision ☐

DATE: January 11, 2012

FROM: Darrell Sewell, Chair

SUBJECT: **Chair's Report – January 2012**

Activity Report – November and December 2011

- Saturday November 26, 2011 -> Colleges Ontario all day session for Board Chairs and Vice Chairs
 - Focus on Boards, and “Governance as Leadership” (see attached presentation from Fleming College), in particular Generative (Conversations) Mode
- Sunday November 27 & Monday November 28, 2011 – Colleges Ontario conference, 2011
- Monday November 28th evening – Premier's Awards
- Tuesday November 29th – Meetings with MPP's, Queens Park – to advocate for support of full college funding highlighted during election debates
- Tuesday November 29th evening - Press Conference/Event with MPP's and Minister of Training, Colleges and Universities – Durham College culinary program featured along with a other colleges
- Tuesday December 13, 2011 -> Durham College Foundation Board meeting
- Governors Review Committee (GRC) – provincial committee to advise College Employers Council (CEC) on matters of compensation, legislative matters, etc. – teleconference; next meeting January 17th, 2012
- Wednesday December 14, 2011 -> Governors Annual Holiday event with UOIT governors, current and past – held in Durham College Student Services Building



Fleming College

LEARN | BELONG | BECOME

Governance as Leadership

Reflections on Governance at Fleming

Three modes of governance:

- Fiduciary
- Strategic
- Generative

Governance is more than a set of Board tasks; it is a series of governing modes or mindsets.

The Fiduciary Mode

- Provide stewardship of tangible assets
- Conform to legal standards
- Update by-laws and policies
- Avoid conflicts of interest
- Oversee the audit
- Approve business plans, budget, annual report

But ...

- Do not mistake compliance for performance
- Due diligence different from effectiveness
- Tendency to address procedure more than substance
- Too often, board structure is identified as the principal means to improve performance

The Strategic Mode

- The Board develops strategy with Management to set the College's priorities and course, a preferred future
- Deploys resources accordingly
- More than a formal, analytical, and technical process
- President not the sole source of new concepts and ideas; a transformative idea can spring from anywhere

- Board must do more than mandate and monitor a plan
- For a Governor, strategic *thinking*, not strategic *planning*, is the expectation
- Search for big ideas that fit the big picture
- Governance should enable the best thinking of management to intersect with the best thinking of the Board

- “What do you think”, when asked of Governors, does not mean “what do you think of Management’s plans?”
It really means, “What is your thinking about the organization’s future?”
- The role of the Board shifts from brawn to brains, from the power of the Board’s oversight — whether exercised as compliance cops or forfeited as rubber stamps — to the power of the Board’s ideas.

The Generative Mode

- The processes of framing problems
- Making sense of ambiguous situations
- Governing at the boundary: moving from the seclusion of the Boardroom
- A premium on exploring multiple, sometimes conflicting views
- Explore and reinterpret the past in a search for new patterns and new ways of framing old problems

Prerequisites

- A governance culture of enquiry and interaction
- Extensive exchange of views before decisions are made
- Constructive questions and skepticism
- Openness to dialogue and debate
- Attention to the group dynamic, mutual respect, more engagement, robust discourse
- Typically a focus on a limited number of symbolically or strategically significant issues

An Example: Economic Development Partnerships

- A discussion about the future of training and economic/community development
- Arose from a College strategic priority of building community success
- Four meetings of Board ‘at the external boundary’ with guest panelists, representing local business and community leaders, address needs and opportunities
- Generative question posed to initiate the dialogue

2011-2012 Board Objectives

1. Encourage and monitor a College drive toward ***unique attributes*** that generate competitive advantage, with dimensions including skilled trades programming and features, academic program characteristics, and achievement of the core promise.
2. Focus the Board's ongoing emphasis on ***partnerships*** on applied research, business/industry initiatives, school/college opportunities, and a college/community focus.

3. Foster and support a College focus on the ***working environment*** relevant to current issues and opportunities, including post-strike recovery, new communication strategies, and work redesign.
4. Examine, with the College, the markets and people we serve and could serve relevant to ***strategies for growth***.
5. Focus on key performance indicator (KPI) improvement opportunities.

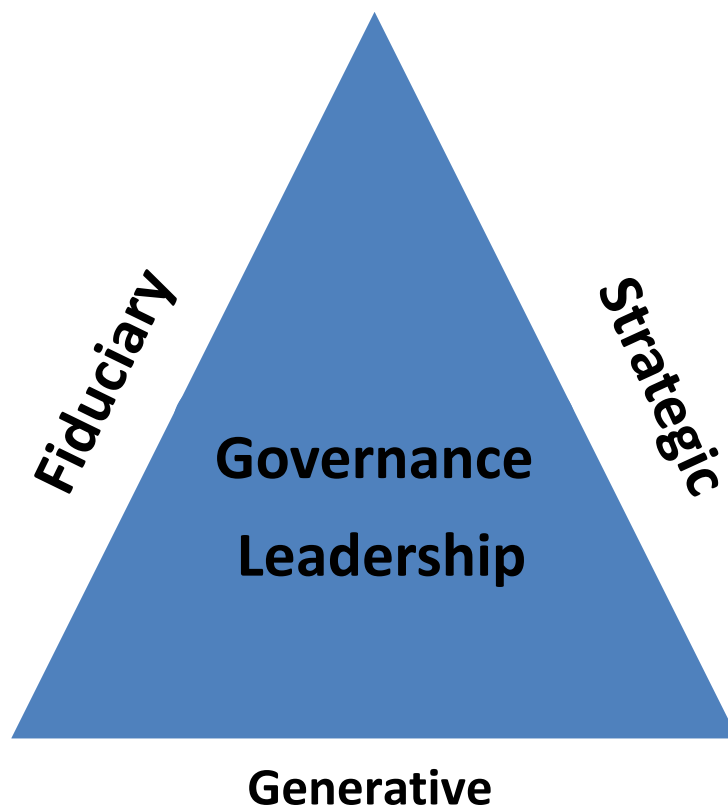
Governance as Leadership

Background

In 2006, a professional development opportunity was offered to Fleming's Board of Governors as part of the Board Retreat. A key objective of the session was to introduce the Board to a way of governance that would lead to increased engagement and provide greater opportunities for the Board to make a contribution to the organization. Our Board began to work within this model in the 2006-2007 Board year, and continues to practice *Governance as Leadership*.

Introduction

The *Governance as Leadership* concept reframes the work of boards in ways that provide a greater sense of purpose which results in increased individual engagement, more effective collective performance, and greater relevance to the organization. By thinking about its work under three components, *Governance as Leadership* shows boards how they can address their roles and achieve results in new ways. These three concepts of board thinking are diagrammed below as a triangle.



Boards typically work within a preferred position within the triangle. Ideally, a board would be prepared to shift and to welcome different thinking approaches as the situation warrants. It is a great self-awareness for a board to realize the variety of choices possible for their leadership and decision-making processes. This concept of thinking styles is in addition to the traditional board functions, thereby strengthening good practices already in place.

Summary of the Three Modes of Governance

The Fiduciary Mode: Focus is on “Conformance” – Control Mechanisms

Fiduciary duties and activities embrace the familiar “board work” found on the agenda of any board. Traditional fiduciary roles include:

- Financial oversight, stewardship of tangible assets
- Legal responsibility and accountability to members, governments and stakeholders, including liability and risk management
- Board role as the permanent entity for the organization (even though Board membership changes)
- Trustee role on behalf of the public, ensuring effective use of resources
- Supervision (of the non-profit agency) through the one Board employee, the President/CEO.

Once ground-level basic board functioning in place, then in their Leadership role, Boards can take fiduciary governing and stewardship to new and higher levels of thought.

KEY QUESTION: “What’s wrong?” Problems are to be spotted.

The Strategic Mode: Focus is on “Performance” – Direction Setting

The Board is responsible for strategic thinking and decision making at the highest levels. “What do you think?” does not mean “What do you think of management’s plans?” In this mode, the role of the Board shifts from the power of oversight (whether exercised as “compliance cops” or forfeited as rubber stamps) to the power of the Board’s ideas. Strategic thinking and wisdom can take a Board member beyond the immediate professional skills he/she brings to the table to value-added leadership in:

- Problem solving
- Strategic planning
- Strategic decision making (different from the planning role)

KEY QUESTION: “What’s the plan?” Problems are to be solved.

The Generative Mode: Board thinking leading to organizational robustness – Sense Making

Generative thinking invites members to take a fresh look at opportunities and challenges from a broader perspective. Using knowledge and data plus Board insight, generative leadership provides long term impact and meaning by creating a fresh understanding of complex and ambiguous situations. This is the “*when you put it that way, it makes sense*” or problem-framing activity.

Generative thinking is characterized by:

- Noticing cues and clues.
- Looking at an issue from different perspectives and viewpoints. Reorganizing data into patterns, seeking different frames of reference. Exploring multiple – sometimes conflicting – views.
- Thinking retrospectively to uncover patterns and to recognize the compelling stories and history of the organization.

Generative thinking is the fun part of governance, bringing a deeper meaning and value to board service. Board members are great resources. They have objectivity and distance. Their reflections can provide incredibly valuable insight. The intent is to involve the Board when an issue is at the “*we need to work on this*” level, not as a packaged, digested, for “*official approval*” level.

KEY QUESTION: “What’s the question?” Problems are to be framed.

BOARD REPORT/EXECUTIVE SUMMARY

Public: ☒
In-Committee: ☐

Action Required:
Discussion ☒
Decision ☐

DATE: January 11, 2012

FROM: Don Lovisa, President

SUBJECT: President's Report – January 2012

Our Students:**Durham students impressive in NetRiders showcase**

- We were very proud to learn that Durham students claimed the top four spots and also a sixth-place finish in Ontario for Round 1 of the Cisco Networking Academy NetRiders event, which is an opportunity for students to showcase their IT/Networking skills and gain visibility among talent recruiters in the ICT and networking field. Due to their success, all five students moved on to Round 2 where the college's top score was a fifth, followed by 10th, 11th, 13th, and 17th placing. Our students were competing against others from universities and colleges across Ontario.

OUCH! Students put the hurt on competition

- With a crowd of more than 1,000 on hand, the Durham College/UOIT Geek Freaks team recently earned its second consecutive Ontario Universities Competition for Hip Hop (OUCH). Hosted in Oshawa at the GM Centre by the Geek Freaks in recognition of the team's win a year ago, the 2011 event drew teams from Brock, Carleton, McMaster, Queen's and Ryerson universities and the universities of Toronto, Waterloo and Western Ontario.

Another 400 graduates ready to make their mark on the world

- A very large crowd of friends, family and the Durham College family was on hand to celebrate the accomplishments of more than 400 graduates at our annual fall convocation ceremonies. We were pleased to have Alumnus Dan Quinn as our guest speaker, given his ties to the college and his current position as managing director for NFL Canada. Convocation is a wonderfully rewarding day for our students and also a time to recognize the tremendous efforts of all our faculty and staff in helping students get to graduation day and prepared for the next chapters in their lives.

Our Business:

Work under way for foundation letter

- The college Foundation continues to review its existing bylaws as we prepare to reapply for our letter of patent. This move is intended to reflect the foundation's current structure following the separation from a joint body with UOIT and ensure there are good policies, procedures and safeguards in place for our donors, employees and students.

Aboriginal students have nest away from home

- Aboriginal leaders joined us recently to help officially open Suswaaning Endaajig, the college's new Aboriginal Student Centre. Embracing teachings from all First Nations, Métis and Inuit peoples, Suswaaning Endaajig means the nest away from home. It offers a culturally recognizable and inviting environment for Aboriginal learners; materials for Aboriginal crafts; staff members who advocate on behalf of students within and outside of the college; traditional Elders who will be available regularly for private one-on-one counselling; a series of traditional teachings held throughout the year; and more.

New Centre for Food will be a provincial marvel

- Guests from across Durham, including politicians from all levels of government, were on hand last month for the groundbreaking ceremony for Phase 3 of our Whitby campus expansion. After more than a year of planning, it was very rewarding to publicly share our vision for the Centre for Food as a showcase for culinary, hospitality and urban agriculture, and celebration of Durham foods from field to fork. With a green-certified teaching restaurant, gardens, fruit bearing trees, state-of-the-art kitchen, hotel learning labs, space for 900 students and much more, it will be a spectacular draw for students and visitors from across the province.

Our People:

Open house draws 2,500 to campus

- Thanks to hundreds of volunteer staff and students, our fall open house was another resounding success, with 2,500 guests, including approximately 1,300 potential students, visiting our Whitby and Oshawa campuses. The visitors were able to see first-hand why Durham College is a destination of choice for post-secondary students and learn specifics about programs of interest, college services and more. Our open houses are often the final piece for a student in terms of determining his or her post-secondary home for next year and we are so fortunate our staff and students give up time to make them a success.

Professor brings the world to Durham students

- For the fifth time over the past few years, Professor Lon Appleby brought together students from around the globe for the class, a Short History of the World. Using a virtual classroom, Durham students joined others from India, Korea and the U.S. to learn and share together in real time. The classes are proving to be extremely valuable in transcending borders to have a fulsome discussion on issues of importance that transcends borders.

Our Community:

Campus community delivers for families in need

- Thanks to the generosity of our faculty, staff and students, more than \$18,000 was raised through the annual campus holiday food drive to support 82 Durham College and UOIT student families, along with another 40 families in the community. Co-sponsored by Durham College, UOIT, the Student Association and the Kinsmen Club of Oshawa, and led by college Professor and Governor Kevin Dougherty and his wife Pat, an employee with UOIT's Faculty of Education, the drive was a success thanks to many different creative initiatives and fundraising ideas. It's very rewarding to see the dozens of volunteers who come out each year to sort food, pack hampers and then deliver to our friends in need. The campaign also resulted in the creation of 10 grocery bursaries for students living on their own.

Another federal funding agency recognizes Durham's research record

- In another nod to our growing research reputation, the Social Sciences and Humanities Research Council of Canada (SSHRC) has announced that Durham College is now eligible to apply for funding through federal agency's Insight and Connection programs. The goal of the Insight program is to build knowledge and understanding about people, societies and the world, while the Connection program focuses on the potential of social sciences and humanities research for intellectual, cultural, social and economic influence. In just over two years, our Office of Research Services and Innovation has achieved many milestones, including a number of significant funding awards and obtaining granting eligibility to major funding agencies such as SSHRC.

Representing Durham College at:

- Whitby Chamber of Commerce's Peter Perry Awards;
- Installation of UOIT President Tim McTiernan;
- Premier Dalton McGuinty's speech to the Economic Club;
- Ontario Chamber of Commerce's Ontario Economic Summit;
- Meeting of the College University Consortium Council (CUCC), for which I am co-chair;
- Colleges Ontario annual conference, where I moderated the discussion Pathways and Laddering – Models from Around the World;
- Colleges day at Queen's Park, which featured a number of our Culinary students serving food at a reception for MPPs and other government officials;
- Pickering Mayor's Annual Gala; and
- Whitby Rotary Club.

PUBLIC REPORT OF EXECUTIVE COMMITTEE
REPORT NO. 3 OF MEETING OF NOVEMBER 23, 2011
TO THE DURHAM COLLEGE BOARD OF GOVERNORS FOR
CONSIDERATION AT ITS PUBLIC MEETING HELD JANUARY 11, 2012

THE EXECUTIVE COMMITTEE, AS A RESULT OF ITS MEETING HELD ON NOVEMBER 23, 2011 RECOMMENDS AS FOLLOWS:

1. Board Goals 2011/12 (Revised)

The Chair presented the revised report for approval.

ACTION: That the following Board goals and associated operational items for 2011/12 be approved and posted on the public website as part of the Board initiative for good governance, openness and transparency:

- 1. Remain committed to the Mission, Vision and Values of the strategic plan and placing the student first at Durham College**
- 2. Maintain an effective high performing Board that continues to develop good governance practices**
- 3. Continue to build strong internal and external working relationships**

The Board of Governors will continue to monitor and discuss the following operational items:

- Degree granting prospects
- International student recruitment and partnerships
- Applied research and business development
- Academic pathways
- Senior Leadership Succession Planning
- Key Performance Indicators (KPI's)

2. Post Retreat Feedback Survey

The Committee reviewed feedback from the annual Board retreat held October 28 to 30, 2011.

Future retreat topics were suggested as follows:

- Look at the reasons that post secondary institutions around the world receive success and awards for outcomes and results.
- International opportunities and the costs and risks associated with these events

ACTION: That the Executive Committee receive the annual Board post-retreat survey feedback for information and forward to the ad hoc organizing committee for 2012.

That the results of the feedback survey will be posted on the portal and the above information forwarded to the organizing committee for 2012.

PUBLIC REPORT OF EXECUTIVE COMMITTEE
REPORT NO. 3 OF MEETING OF NOVEMBER 23, 2011
TO THE DURHAM COLLEGE BOARD OF GOVERNORS FOR
CONSIDERATION AT ITS PUBLIC MEETING HELD JANUARY 11, 2012

3. Knightsbridge Report

President Lovisa highlighted the Knightsbridge Report which focuses on the top ten trends in colleges. The report was received for information.

All of which is respectfully submitted,

Darrell Sewell, Chair
Executive Committee
November 23, 2011

PUBLIC REPORT OF EXECUTIVE COMMITTEE
REPORT NO. 4 OF MEETING OF DECEMBER 12, 2011
TO THE DURHAM COLLEGE BOARD OF GOVERNORS FOR
CONSIDERATION AT ITS PUBLIC MEETING HELD JANUARY 11, 2012

THE EXECUTIVE COMMITTEE, AS A RESULT OF ITS MEETING HELD ON
DECEMBER 12, 2011 RECOMMENDS AS FOLLOWS:

1. Expense Reports

The expense report was presented to the Committee under the authority of By-law 1, section 31.1 subsections (f) To review and approve the expense accounts of the President; and is a regular reporting procedure of the committee. These were budgeted expenses and in line with College policy and broader public service directives.

ACTION: That the Executive Committee approve the expenses of the President and Board of Governors submitted for November 2011 be approved.

All of which is respectfully submitted,

Darrell Sewell, Chair
Executive Committee
December 12, 2011

Advisory Committee Membership List

Name	Title	Organization
Committee Chair		
Patricia Clark *	National Executive Director	Active Living Coalition for Older Adults
External Committee Member		
Barb Gormley *	Owner	Custom Fit
Erica Mittag *	Fitness Coordinator	Courtice Community Complex
Geoff Berenz		Athletic Training Professionals Inc.
Marianne Schlottke *	Supervisor of Fitness Services	Town of Whitby
Stephanie Medford		Goodlife Fitness
Toni Johnston	Fitness Consultant	
Leeson Clifton	Registered Massage Therapist	Whitby Massage Therapy Clinic
Elected Student/Alumni Representatives		
Wendy Robinson	Alumni	Fitness and Health Promotion Program
Kalen Authier-Henry	Year 2 student	Fitness and Health Promotion Program
Elected Faculty/Staff Representatives		
Susan Sproul *	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		
Mary Sich	Practicum Officer	School of Health & Community Services
Mary Noble	Employment Advisor / Internship Coordinator	Durham College
Alix Chasse *	Career Advisor	Durham College

REPORT PREPARED BY: Carol Connor

DATE: October 14th, 2011

MINUTES REVIEWED BY: Patricia Clark

DATE: October 27th, 2011

Present: Carol Burke, Susan Sproul, Angie Wood, Marianne Schlottke, Patty Clark, Mike Longo, Olga Labaj, Erica Mittag, Barb Gormley

Regret(s): Mary Sich, Toni Johnston, Stephanie Medford, Leeson Clifton, Geoff Berenz, Courtney Collicott, Mary Noble

Guest(s): Alix Chasse

1. Welcome and Introductions

- Welcome and introductions were made around the table
- Special welcome to Mike Longo – new full time faculty member with the Fitness and Health Promotion Program

2. Additions to the Agenda

- No additions

3. Acceptance of the Agenda

- Agenda accepted as presented

4. Approval of Minutes

- Minutes of May 10th, 2011 accepted as presented

5. Business/ Actions Arising from Previous Minutes

- Most action items from previous minutes will be discussed within member reports
- Alix Chasse came as a guest and reviewed the KPI employment statistics for the Fitness and Health Promotion program as well as the employer satisfaction survey.
- Alix advised member of the upcoming Job Fair at Durham College scheduled for February 9th, 2012 (encouraged employer to register on line if interested in participating)
- Alix also outlined the services provided by Career Services at Durham College
- Thank you letters were mailed to members whose terms were complete
- "School" strategic plan was emailed to membership prior to the meeting for review

6. Discussion Items

6.1 External Membership Information Sharing

Report by: Marianne Schlottke

- Continuing to offer the Grade 5 Action Pass – geared at offering swimming and skating to grade 5 students to help get them active
- Have been asked by Canadian Parks and Recreation Association to in addition to the Grade 5 Action Pass that their family members be offered access to the swimming and skating when accompanied by the student (Canada Gets Active Family Engagement Strategy). The information/statistics on this project will be jointly collected by Canadian Parks and Recreation & Queens University. The intent is to increase participation and usage of the municipal facilities. It is hoped that families will realize the benefit to their health and family life and will continue to access these projects once the project is completed.

Report by: Barb Gormley

- Has seen an increase in the usage of e-learning, conference calls, webinar. She sees more and more the need for this type of training as it isn't always possible to bring people together for the hands on learning. Noted that there will always be a need for hands on training as not all learning can be completed remotely.

Report by: Erica Mittag

- Fall session just started
- Courtice Community Complex is also involved in the Grade 5 Action Pass; over 700 students have participated over the past 3 years
- Success with new programs offered; learn to run group was a success
- Applying for a "Health Workplace Award"

Report by: Patty Clark

- Funding received to translate (in to five languages) "active living tips" for older adults
- Looking to present this winter at a non-communicable disease forum, information on diabetes
- Have applied for aboriginal funding – in hopes of developing information in an appropriate format for the aboriginal community on diabetes

6.2 College/School Update and Program Update

Report by: Susan Sproul

- Reviewed KPI results with membership and explained the KPI action log process
- Program Health Matrix was distributed along with the guide for members to review
- Open House November 12th, 2011 at Durham College for potential students
- Budget process underway for our next academic year; concern expressed by PAC that full time hiring of faculty needs to be increased
- Developmental Services Worker program launched in the Fall for our "school"
- Next Fall we will be offering two new programs: Accessibility Coordination and Community Services and Child Studies
- 8,400 full time students this academic year, making an increase of 7.3 % over last year
- 11 new programs were launched for the 2011-2012 academic year at Durham College
- Durham College has established a "green team" to help look at DC becoming "green"; working group will look at garbage disposal, recycling etc.

Report by: Olga Labaj

- Currently 96 first year students and 60 second year students
- Currently sharing squash court space with UOIT – need to ensure that we continue to have our needs met
- Open House at Durham College, November 12th, 2011 for potential students
- Attending a professional development session (ABC; building curriculum etc.)
- Taking a "teaching certificate" program consisting of five courses; very excited about this
- Now that the Fitness and Health Promotion program is 5 years old it is required to undergo program review; this process has started with the Office of Research and Development taking the lead. The review should be complete by next Spring
- Second year students are currently out on placement Wednesdays
- Will be sending out letters to potential new membership for our PAC as well as recruiting new student membership

7. Additional Agenda Items

7.1 Alix Chasse – KPI Review

- Reviewed the KPI employment statistics for the Fitness and Health Promotion program as well as the employer satisfaction survey.
- Advised member of the upcoming Job Fair at Durham College scheduled for February 9th, 2012 (encouraged employer to register on line if interested in participating)
- Outlined the services provided by Career Services at Durham College

8. Decisions/Recommendations

- See attached “Action Log”

9. Future Meeting Date

- May 2nd, 2012, 2-4pm SW106

10. Adjournment

- Meeting adjourned at 3:40pm

Fitness and Health Promotion Program Advisory Committee Action Log

NEW Action Items from October 13th, 2011 Meeting				
	Action Item	Date	Responsible	Outcome
1.	Letters to be mailed out to potential new members for PAC	May 2 nd , 2012	O. Labaj, S. Sproul	
2.	Durham College Business Plan to be provided to members	May 2 nd , 2012	S. Sproul	
3.	Recruit a 1 st year and 2 nd year student for PAC	May 2 nd , 2012	O. Labaj	
Action Items from May 10th, 2011 Meeting				
	Action Item	Date	Responsible	Outcome
1.	Follow up with PAC members whose terms have been met	October 13 th 2011	S. Sproul P. Clark	COMPLETE
2.	Identification of potential new members	October 13 th 2011	O. Labaj, S. Sproul, P. Clark	COMPLETE
3.	Send out bi monthly event updates to membership	October 13 th 2011	A. Wood	
4.	Invite Rashmi Gupta to Fall meeting to explain the Program Health Matrix	May 19, 2011	L. Kowal	COMPLETE
5.	Update PAC members on Program Mapping outcomes	October 13 th 2011	O. Labaj	COMPLETE
6.	Discuss FHP KPI's	October 13 th 2011	S. Sproul	COMPLETE
7.	Invite Mary Noble to discuss Hired Career Services relevant information regarding grad employment and the KPI employer process	October 13 th 2011	L. Kowal	COMPLETE
8.	Discuss PAC Terms of Reference Have PAC members fill out Appendix "A" at end of meeting	October 13 th 2011	S. Sproul	COMPLETE
9.	Send School's Strategic Plan to PAC members	October 13 th 2011	S. Sproul	COMPLETE
Action Items from October 5th, 2010 Meeting				
	Action Item	Date	Responsible	Outcome
1.	Follow up meeting with S. Sproul, O. Labaj, P. Clark to review PAC Membership	May 10 th , 2011	S. Sproul	COMPLETE

Fitness and Health Promotion Program Advisory Committee Action Log

2.	Members to be surveyed on best time of day to hold PAC meetings.	May 10 th , 2011	S. Sproul	COMPLETE
3.	Program Health Matrix to be reviewed at next meeting	May 10 th , 2011	S. Sproul	COMPLETE
Action Items from May 18th, 2010				
1.	June MacDonald-Jenkins to be invited to next PAC present on CONII	October 5 th , 2010	S. Sproul	COMPLETE

Electronics Program Advisory Committee Action Log

NEW Action Items from October 19, 2011 Meeting				
	Action Items	Date	Responsible	Outcome
1.	Prepare a summary for the Board of Governors on feedback from the Advisory Committee Assessment form.	ASAP	L. Dillon	
2.	Bring the demographic data to the next advisory meeting for discussion.	Feb. 2012	S. Todd/ Members	
3.	Look at purchasing wireless communications as part of capital equipment.	ASAP	S. Todd/ T. van Schyndel	
4.	Investigate the proposed Media Technician program further.	ASAP	S. Todd/ P. Patel	
5.	Look at adding proposed software upgrades or a third year under projects.	ASAP	P. Patel	
6.	Research what programs and software are being used in the School of Information Technology.	ASAP	P. Patel	
7.	Look at the Toy Shop comments as noted under 6.2.3 in the minutes.	ASAP	P. Patel	
8.	Share the advisory minutes with the Electronics program team.	ASAP	P. Patel	
9.	V. Lapp to invite T. Bradbury as a guest speaker to future communication classes.	On-going	V. Lapp	
20.				
Action Items from May 11, 2011 Meeting				
	Action Items	Date	Responsible	Outcome
1.	Investigate the 1-2 week block of Field Placement on Fridays in a compressed format.	May	P. Patel	Completed
2.	Review the College Policy relating to week 14 (final week of the semester) to see if final tests could be held in week 14 and use week 15 (currently exam week) for Field Placement. Outcome – This will not be recommended as all curriculum has to be completed by week 14.	ASAP	S. Todd	Completed

Electronics Program Advisory Committee Action Log

3.	Increase the awareness of Advisory Committees with students through classroom visits or field trips.	Faculty	On-going	On-going
4.	Have more dialogue with advisory members through email on the program/courses/field trips.	On-going	P. Patel	On-going
5.	Coordinate a visit to CTV with the program faculty.	Spring 2011	P. Patel	Completed
6.	Industry members to assist with defining the objectives to depth and commonly utilized industry components in Instrumentation Controls I and II.	On-going	P. Patel/ Industry Partners	ON-going
7.	Obtain Quotes from Siemens on trainers.	ASAP	B. Titchener	Completed.
8.	Include the Computer and Networking course as an agenda item for the fall 2011 meeting.	Fall 2011	L. Dillon	Completed
9.	Review student feedback for program improvement relating to providing more examples relating to integration, scheduling of tests, field placement as noted under Student Voice, item 6.4 in the minutes.	ASAP	S. Todd P. Patel/ Faculty	Completed
10.				
Action Items from October 27, 2010 Meeting				
1.	Include new skills in the curriculum that are noted in the minutes under 6.1 Industry Trends.	ASAP	S. Todd/ Electronics Faculty	Completed
2.	Advise S. Todd of professional development opportunities for faculty to go into industry or have employers come to Durham College for training (susan.todd@durhamcollege.ca). Opportunities are available in the May and June period.	ASAP	Advisory Members	On-going
3.	Look at implementing the Biomedical field placement 5-week model for Electronics Technology.	ASAP	S. Todd/ P. Patel	Completed

Electronics Program Advisory Committee Action Log

4.	Provide G. Brooks with ideas on courses or new certificate ideas that can be run through Continuing Education (gail.brooks@durhamcollege.ca).	ASAP	Advisory Members	Completed
5.				
Action Items				
1.				
2.				
3.				
4.				

Advisory Committee Membership List

Name	Title	Organization
Committee Chair Tom Bradbury	Director of Production Eng.	CTV
External Committee Member		
Name	Title	Organization
Greg Eaton	Principal	Computer Room Services Corp.
Matthew Eaton		Computer Room Services Corp.
Leah Franklin	Teacher	Durham District School Board
John Herd	Instructor, Control Maintenance	Ontario Power Generation
Richard Haze	Instrumentation Technologist	St Mary's Cement
Pierre Hinse	Development & Instrumentation Eng.	UOIT
Will MacAlpine	Instrumentation & Control Technician	Whitby Cogeneration
Greg Maynard		Wolf Industrial Systems
Craig McLaren		Wolf Industrial Systems
David Murray	General Manager & Chief Engineer	Schneider Electric
Andrew Phillips	Nuclear Operator	Ontario Power Generation
Dennis Poort	Control Maintenance Train Technician	Ontario Power Generation
Dean Rudd	Territory Manager	Alpha Controls & Instrumentation
Theo Selles	President	Integrity Works
Raj Singh	Director, Research & Development	Intellimeter
Scott Stewardson	Director, Technological Maint/Support	CBC
Michael Thibeault	Senior Mgr. Maintenance Staffing	Darlington Nuclear Generation
Brad Titchener	Facility Manager	Sanope Pastor
Paul Vilayil		Computer Room Services Corp.
Theo Welter	Technical Sales	A tech Instruments
Kevin Whitehead	Director, Engineering	Whitby Hydro

Elected Student/Alumni Representatives

Name	Year/Program/Alumni
Dan Alayon	Year 3, Electronics Eng. Technology
Mark Brown	Year 3, Electronics Eng. Technology

**Elected Faculty/Staff
Representatives**

Name	Title	
Gail Brooks	Program Officer	Durham College
Pravin Patel	Coordinator/Professor	Durham College
Susan Todd	Dean	Durham College
Tony van Schyndel	Professor	Durham College

Guests/Unelected Faculty/Staff

Name	Title	Organization
Linda Dillon	Administrative Coordinator	Durham College
Lauren Fuentes	Professor	Durham College
Valerie Lapp	Professor	Durham College
Dave Palachik	Professor	Durham College

REPORT PREPARED BY: Linda Dillon
MINUTES REVIEWED BY: Tom Bradbury

DATE: November 10, 2011
DATE: November 22, 2011

Present: *T. Bradbury, M. Brown, *J. Herd, *P. Hinse, *W. MacAlpine, P. Patel, *D. Poort, *B. Titchener, S. Todd, T. van Schyndel

Regret(s): D. Alayon, G. Eaton, M. Eaton, L. Franklin, R. Haze, G. Maynard, C. McLaren, D. Murray, A. Phillips, D. Rudd, P. Sacharczuk, T. Selles, R. Singh, S. Stewardson, M. Thibeault, P. Vilayil, T. Welter, K. Whitehead

Guest(s): L. Dillon, L. Fuentes, V. Lapp, D. Palachik

1. Welcome and Introductions

Members were welcomed to the meeting. Members gave a brief introduction of their background and the industry they represented.

2. Additions to the Agenda

7.1 Open House

7.2 Hired Career Services Update

3. Acceptance of Agenda

Accepted.

4. Approval of Minutes

The minutes of October 27, 2011 were approved by S. Todd and seconded by T. van Schyndel.

5. Business/Actions Arising from Previous Minutes

The Action Log from May 11, 2011 was reviewed and updated.

Field Placement

Field Placement is a requirement for graduation. The following was reported:

- Field Placement has changed from 100 hours to 80 hours (80 hours is equivalent of a two week work placement)
- The new placement models offer more flexibility to students and employers
- Placement Models – There are 4 models:
 - i) Summer placement after year 2 of the Electronic Technology program;
 - ii) One day/week on Fridays placement (this works for some companies);
 - iii) Internship for a 4, 8, 12, or 16 month period;
 - iv) With school approval, students can apply for prior work experience in the student's field.

Students are required to complete 5 different workshops as part of their placement requirements which includes a workshop on resume writing, workplace safety, interview skills etc.

Communications

Students will benefit from a new Communications 3 course (COMM 2132) that will be added into the curriculum. Topics will include:

- Creating effective cover letters;
- Research and develop a 5-year career action plan;
- Develop a professional portfolio;
- Research and practice different interview types and techniques;
- Define and identify four key organizational concepts.

Students will also be required to attend 5 mandatory Communication workshops now.

5. Business/Actions Arising from Previous Minutes (Cont'd)

Advisory Committee Assessment Form - L. Dillon to prepare a summary for the Board of Governors on feedback from the Advisory Committee Assessment form.

6. Discussion Items

6.1 External Membership Information Sharing

Industry Trends

Committee members provided the following feedback:

- There is a decline in hiring (zero hires in the mechanical/maintenance area with the economy)
- Less people are retiring – How do you encourage people to retire?
- Bell bought CTV 2 years ago
- On the technology side, new things are being affected by legislature such as the CRTC
- There is new legislation about loudness of TV signals
- People have to have a good understanding of digital (diagnostic equipment, finance, everything is digital now)
- It was felt that the “basics in electronics” needs to be taught to students
- It is important to give students “a taste of the future”
- New robotics kits are being introduced to students which will create student interest
- Look at adding software upgrades or adding a third year under projects
- Look at what programs and software are being offered in the School of Information Technology and what software they are using
- Look at the Toy Shop (Lego, Mind Storm) and make the students program in “C” to get students started and turn it into a competition for students. Grade students on the report and the quality of work.
- Companies are being forced to go digital and high definition
- New receivers are being used due to old analogue
- Short term stimulus - 87 transmitters were replaced across Canada which has created more short-term business
- Legalities of technology changes
- Seeing more contract jobs from banks with low pay
- Jobs in software development are plentiful (75% of jobs are software)
- Android course and mobile applications
- Understand electronics and Java, C Sharp, Oracle, SAP
- Marketing information has to be attractive to students (students must have “a taste of the future”)

6.2 College/School/Program Update

6.2.1 Fall 2011 Enrolment

It was reported that there are currently 910 students in the Science and Engineering Technology programs. 285 of these students are in the Electronics cluster of programs with 1 Fast Track student. Enrolment was reported as follows for September 2011:

Electronics Technician

Year 1 – 19

Year 2 - 22

Electronics Technology

Year 1 - 43

Year 2 –19

Year 3 – 23

50% of students are out of high school and the average age of a student is 19 years. It was noted that a number of students have come from UOIT and Centennial College into the electronics cluster programs. It was requested that the demographic data be brought to the next meeting for review.

6.2.2 Capital

P. Patel distributed a handout to members on capital equipment for review. An overview was provided on Instrumentation Control I (semester 5) and Instrumentation Control II (semester 6). It was noted that the trainers from Lab Volt have arrived as part of the capital purchase. The Electronics, Electro-mechanical, Chemical, Mechanical and Water Quality programs will all use these trainers, and the trainers will be phased in over the next 2-3 years. Lab Volt also has the software component with simulation that students will be able to rotate and use. S. Todd noted that money donated from Ontario Power Generation was used to purchase the new equipment. In the area of Telecommunications, capital equipment is being purchased in two phases. Spectrum analyzers were purchased in the first phase. Wireless communications must be included. Equipment purchased will ensure labs will be introduced in the first Telecommunications course (SYSC 4131).

6.2.3 New Programs

Two new programs will be starting in 2012. They are Horticulture and Artisan Agriculture. P. Patel noted that a new program such as Audio/Visual (AV) Technician (post-diploma) could be started in the Electronics program. Not many colleges are offering Audio/Visual with the new network-based technology. Loyalist College and SAIT in Alberta only teach on the networking side. It was recommended that the Audio/Visual Technician program be called "**Media Technician**" to receive external certification. D. Palachik suggested looking at companies such as DualComm or Info Comm for certification.

6.2.4 New Courses to be Developed

The 2011-2012 Program of Studies was distributed to members. It was noted that for the Electricity course, there needs to be integrated learning in courses. Adwino should be investigated.

6.2.5 Key Performance Indicator (KPI) Report Card

P. Patel distributed the Key Performance Indicator results for the Electronics programs and also the Key Performance Action Plan. Survey numbers were low. The two-year Electronics Technician is the weaker program. The 3-year Electronics Technology program is strong. Results were as follows:

<i>Electronics Eng. Technician</i>	<i>Durham College Results</i>	<i>Province-wide Results</i>
Student Satisfaction	58.3% *needs improvement	69%
Graduate Satisfaction	72.7	71.9
Graduate Employment	90%	77%
Employer Satisfaction	100%	95.8%
<i>Graduation Rate</i>	47.8% *needs improvement	62.7%
<i>Electronics Eng. Technology</i>		
Student Satisfaction	76.6%\$	71.3
Graduate Satisfaction	75 %	68.2%
Graduate Employment	80%* Needs improvement	91.9%
Employer Satisfaction	100%	100%
Graduation Rate	62.5% *needs improvement	66.7%

6.2.5 Key Performance Indicator (KPI) Report Card (Cont'd)

It was mentioned that the Electronic Technician numbers look low. P. Patel noted that we are not sure why the numbers are low because the first 2 years have common courses between the Electronic Technicians (2 year program) and the Electronic Technologists (3 year program). It was noted that the students are doing well except in developing their writing/speaking, field Placement and course materials. The new flexible model in Field Placement will improve the program and the proposed changes to return to 3 Communication courses will benefit students. One industry member noted that students take communications more seriously after they get a job.

The Communications professor reported that many students do not see the point of why they have to do email and write reports and speak and write in the field. Many students do not see communication in their career path while attending school.

It was suggested that that professors give students new topics of interest and new ideas and get students to give the Communications professor good feedback with good grammatical sentences as part of an assignment to keep the Communications professor updated and keep students using communication skills for practice. It was noted that in the technical assignments that students submit, that students can lose up to 10% for grammar and spelling in The School of Science and Engineering Technology. It is important to reinforce that students understand the need for good communication skills in the areas of spelling, grammar and writing.

The Communications professor noted that the computer lab could be improved. It was suggested that guest speakers be invited into the classroom to reinforce how important communication skills are and the need for practical application and employability. T. Bradbury agreed to assist V. Lapp with this initiative.

6.2.6 Computer and Networking Update

P. Patel distributed the sequence of instruction. Computers and Networking (COMP 4131) will be offered in year 2, semester 3 with one application of computers in year 3. It was suggested that simple labs be brought into Microcontrollers sooner in year 1 and year 2 to include Adwino boards to use for different courses. P. Patel agreed to share the advisory minutes with the Electronics program team for new ideas. D. Palachik noted that he sees more machines that have more computer networking with parts. It is now 90% electronics and 50% on networking. Electronic Technology needs more information on computer based knowledge in year 3.

6.3 Student Voice

M. Brown provided the following feedback:

- Students like C Programming and the student representative wishes there was more programmed based courses
- Ardvino is a very powerful controller and easy program
- Mathematics – would like more hands on vs slide presentations

7. Additional Agenda Items

7.1 Open House

An Open House will be held on Saturday, November 12 from 10:00 a.m. to 12:00 noon to welcome students, parents and future students. An invitation was extended to advisory members to drop in and see the displays, labs etc.

7.2 Career Services Update

An update on the Career Services at Durham College was distributed to committee members. The handout provided information on updates, highlights, most useful job search techniques for 2010 graduates, recruiting opportunities and Internship.

7.3 Research Update

P. Patel noted that there is a lot of interest in the government providing initiatives to approach local companies to form three-way partnerships. Students will get involved in student projects and the government will provide the feed money. 6 students are currently working with a company in Etobicoke on denard meters and signals, smart meters and microprocessors.

8. Decisions/Recommendations (action items)

- 1) L. Dillon to prepare a summary for the Board of Governors on feedback from the Advisory Committee Assessment form. **Action By:** L. Dillon, ASAP
- 2) Bring demographic data to the next Advisory Meeting. **Action By:** S. Todd, Feb. 2012
- 3) Capital purchases - Look at purchasing wireless communications.
Action By: S. Todd/T. van Schyndel, ASAP
- 4) Investigate the Media Technician program. **Action By:** S. Todd/P. Patel, ASAP
- 5) Look at adding proposed software upgrades or a third year under projects.
Action By: P. Patel, ASAP
- 6) Investigate what programs and software are being offered in the School of Information Technology.
Action By: P. Patel, ASAP
- 7) Look at the Toy Shop comments as noted under 6.2.3 in the minutes. **Action By:** P. Patel, ASAP
- 8) Share the Advisory minutes with the Electronics program team. **Action By:** P. Patel, ASAP
- 9) V. Lapp to invite T. Bradbury as a guest speaker in the Communication classes.
Action By: V. Lapp, On-going

9. Future Meeting Date

Wed. February 8, 2012, 6:00 p.m.

10. Adjournment

8:30 p.m.

Advisory Committee Membership List

Name	Title	Organization
Committee Chair		
Rob Rock*	Senior Account Manager	Search Engine People
External Committee Member		
Justin Aguilar	Junior Designer	Teehan+Lax
Jason Atkins*	CEO	360 incentives.com
Shelley Ayres	Producer	CTV/Discovery Channel
Dave Bobak	Web Developer	Teehan+Lax
Rick Dolishny*	Project Manager	Interactive
Chris Erwin	Web Developer	Teehan+Lax
Sandi Gauder*	Senior Partner/Owner	CMS Web Solutions
Barry Hillier	Chief Visionary Officer	Dashboard
Vaughan Lal	Owner	Maverick Media
Michael Monaghan*	President	Monaghan Design Solutions Inc.
Jane Speed	President & Creative Director	Carte Blanche Creative
Chris Vale*	Owner Operator	CLH Designs
Stacey Vetzal	President	Three Wise Men Software Dev.
Kate Wheeler	News Anchor	Studio 12 News
Greg Wilson*	Associate Creative Director	Mouth Media Inc.
Elected Student/Alumni Representatives		
Name	Yr/Program/Alumni	
Nicole Black*	Alumni Multimedia Design	Durham College
Jacob Jackson*	3 rd Year Multimedia Design	Durham College
Elected Faculty/Staff Representatives		
Steven Evans*	Co-Coordinator, Multimedia	School of Media, Art & Design
Kris Felstead*	Coordinator, Web Developer	School of Media, Art & Design
Brent Hudson*	Co-Coordinator, Multimedia	School of Media, Art & Design
Greg Murphy*	Dean	School of Media, Art & Design
Guests/Unelected Faculty/Staff		
Sandra Meader*	Continuing Education Officer	Durham College

REPORT PREPARED BY: Alanna Desaillier

DATE: October 25, 2011

MINUTES REVIEWED BY: Rob Rock

DATE: November 4, 2011

Present: Jason Atkins, Nicole Black, Rick Dolishny, Steven Evans, Kris Felstead, Sandi Gauder, Brent Hudson, Jacob Jackson, Sandra Meader, Michael Monaghan, Greg Murphy, Rob Rock, Chris Vale, Greg Wilson

Regret(s): Justin Aguilar, Shelley Ayres, Dave Bobak, Chris Erwin, Barry Hillier, Vaughan Lal, Jane Speed, Stacey Vetzal, Kate Wheeler

1. Welcome and Introductions

- G. Murphy welcomed everyone and had the committee members introduce themselves.

2. Additions to the Agenda

- Nomination of Chair was added to 7.2.

3. Acceptance of the Agenda

- The agenda was accepted with the change; B. Hudson approved and S. Evans seconded.

4. Approval of Minutes

- The minutes of May 30, 2011 were approved.

5. Business/ Actions Arising from Previous Minutes

- No action items arose from the last meeting.

6. Discussion Items

6.1 External Membership Information Sharing

- Key graduate skills demanded by industry:
 1. The ability to continue “learning”; better time management.
 2. Ensure project management is embedded in the programs; collaborative projects are critical; application (apps) development should be added to the curriculum.
 3. Concept of self-sufficiency/self motivation; broad base of knowledge in emerging media; understanding of search engines (including SEO); how social media/social marketing is used as a business tool.
 4. Understanding the urgency of daily task completion (short-term time management skills).
 5. Front-end development skills.
- Designers – page names; SEO meta tags; SEO friendly; the impact of student design outside the College.
- Integrate social media into the curriculum.
- Mobile friendly websites are becoming more prominent. More focus on mobile apps.
- Build a web solution based on content and function, not purely on design. Content should rule/lead; students should develop an eye for detail.
- Web developers and designers need to be knowledgeable in accessibility – AODA.
- Being on top of what’s new and what’s coming up and out. The ability to find out where the new information is, networking.
- The ability to determine what the student’s core is – are they entrepreneurs or are they planners? Designers or developers?
- Collaboration with members of the Advisory Committee or other community partners was recommended.
- What are the goals for the new curriculum? Allow as many people access to the programs while maintaining the rigour of the program. Allowing an exit after two years will lower the attrition rate.

6.2 College/School Update and Program Update

- G. Murphy spoke about the changes to the DC campus. The student population growth is the fastest in the province.
- Added 4 new programs in the School of MAD in 2011. – Digital Video, Digital Photography, VFX and Fine Arts. 3 are among the top new programs in the College.
- Moving towards a collaborative program base.
- Would like to see work for non-profit community organizations. Will be working with The Whitby Abilities Centre. Partnering with community organizations will create projects between programs.
- Employment stats; high employment rate in a related discipline but have a high attrition rate in programs. There is a tension between giving easy access to MAD programs and meeting the rigorous standards demanded by the receiving industries.
- Curriculum changes – both programs have moved from 3-year programs to 2-year programs with graduate certificate options.

6.3 Continuing Education Update

- S. Meader is our contact for Continuing Education and faculty are encouraged to contact her if they feel there are courses that could be run in the evening to help students be more successful. S. Meader is always looking for part-time night professors.

6.4 Student Voice

- Would like to see more real-world skills taught.
- Would like to see more interview skills taught.
- Working with real-world clients during field placement was the most beneficial experience.
- N. Black recommends more speaking skills, more mock interviews, and talking to clients etc.
- Budgeting their time should be emphasized, aspects of freelancing imbedded in the curriculum was discussed; how to budget and invoice clients, planning tools, map of the project, core entrepreneur skills needed.
- The concern of “what to do in the real-world after graduation” was discussed.

7. Additional Agenda Items

7.1. Proposed new Curriculum for 2012

- New curriculum for the new programs was discussed. There will be a common first year for both new programs – Contemporary Media Production (currently Multimedia) and Contemporary Web Design (currently Internet Web Applications).
- Discussion on Semester One – where do you learn how to plan a website?
- COMM XXXX – matching the appropriate and non-appropriate communication into the project you are working on.
- Social Media and Society – sounds very general, it was discussed that a specific social media course is missing from semester one.
- Common first year is meant to be a fundamental year between the two programs.
- Marketing is missing from the curriculum. Could the Social Media course be switched out for a Fundamental business/marketing course?
- Semester 3 for web – Scripting – this course could introduce AODA standards. Add some fundamentals of business here.
- Web apps for social media – Twitter, Facebook, etc.; do not try to teach “viral”: it is a random outcome and cannot be strategized or predicted; creating good content: not personal use of social media but as an organizational strategy. The “Lead Generation”; branding, sales, marketing and promotion. Content curation is the correct term for prioritizing assets.
- Frameworks, Joomla, Drupal are industrial CMS applications – Word Press is used most prominently as the recommended content management system (CMS) for post-production consumer operation.
- Having both a print and virtual portfolio is recommended.
- Web developer programs graduate “coders” who understand design. The Contemporary Web Design program will graduate “designers” who will understand code.
- Key terms that were discussed were; GUI – Graphic User Interface, BI - Business Informatics and ROI - Return On Investment. All need to be taught to the students.

- Augmented reality is a term for a live direct or indirect view of physical real world.
- CAVE – Computer Assisted Virtual Environment refers to a virtual reality theatre.
- Training in Social media needs to be embedded in the Contemporary Media Production curriculum. This needs to be there, when you create a video asset, where is it going on the web?
- 3 faculty members with diverse backgrounds will be assigned to portfolio development and collaborative projects.
- The idea of eliminating field placement was discussed. The students may have a choice of working with a not-for-profit project or pursue a field placement with a client. The students will need to meet the learning outcomes of the course.

7.2 Nomination of Chair

- Greg explained the procedure for being a Chair on an Advisory Committee; must be an external member and hold the position for a two-year term. Rob Rock was nominated. He was acclaimed to the position and he accepted. M. Monaghan introduced the motion and S. Gauder seconded. D. Bobak and C. Erwin were thanked for being the chair for the past year; their time and commitment were appreciated.

8. Decisions/Recommendations (action items)

- Include time management in the curriculum, development for a mobile world is crucial, how do you display Business Intelligence (graphs and data) and make them functional. **ACTION BY: Program teams**
- Incorporate task completion and project management in the curriculum. **ACTION BY: Program teams**
- Optimization of search engines needs to be embedded in the programs. SEO ranking and website search results are key industry requirements. **ACTION BY: Program teams**
- Include AODA standards and strategies in the curriculum. **ACTION BY: Program teams**
- Understanding your role in a project without being a specialist. Focus on design and coding but help them understand what the broad picture is. HTML and PHP coding needs to be taught within the program. **ACTION BY: Program teams**
- Include more directly applied projects and real world experience for the students. **ACTION BY: Program teams**
- Social media and Marketing needs to be captured within the curriculum. **ACTION BY: Program teams**

9. Future Meeting Date

- Tuesday, May 1, 2012 at Durham College.

10. Adjournment

- The meeting adjourned at 9:15 p.m.

Advisory Committee Membership List

Name	Title	Organization
Committee Co-Chairs		
Colleen Horner*	Comm. Tech Teacher	Maxwell Heights Secondary School
Lydia Keen*	Comm. Tech Teacher	Eastdale C.V.I.
External Committee Member		
Dave Williams*	Comm. Tech Teacher	Pine Ridge Secondary School
Elected Student/Alumni Representatives		
Jennifer Lavery*	Pre-Media	Durham College
Elected Faculty/Staff Representatives		
Donna Crome	Professor, Pre-Media	School of Media, Art & Design
Charlotte Hale*	Associate Dean	School of Media, Art & Design
Brent Hudson*	Coordinator, Multimedia	School of Media, Art & Design
Greg Murphy	Dean	School of Media, Art & Design
Rob Paxton*	Coordinator, Journalism	School of Media, Art & Design
Dawn Salter	Coordinator, Advertising	School of Media, Art & Design
John Starling*	Coordinator, Pre-Media	School of Media, Art & Design
Tony Sutherland	Coordinator, MBM	School of Media, Art & Design
Guests/Unelected Faculty/Staff		
Sandra Meader	Continuing Ed. Officer	Durham College

REPORT PREPARED BY: Amy Derald

DATE: October 26, 2011

MINUTES REVIEWED BY CHAIR: Lydia Keen

DATE: November 17, 2011

Present: Charlotte Hale, Colleen Horner, Brent Hudson, Lydia Keen, Jennifer Lavery, Rob Paxton, John Starling, Dave Williams

Regret(s): Donna Crome, Sandra Meader, Greg Murphy, Dawn Salter, Tony Sutherland

1. Welcome and Introductions

- L. Keen and C. Horner welcomed the committee members and asked everyone to introduce themselves.

2. Additions to the Agenda

- No additions to the agenda.

3. Acceptance of the Agenda

- The agenda was accepted by L. Keen and seconded by C. Horner.

4. Approval of Minutes

- The minutes of June 6, 2011 were approved.

5. Business/Actions Arising from Previous Minutes

- Durham College's recruitment cycle has begun. School of Media, Art & Design's admissions officer has been away but will return soon and be actively recruiting.

6. Discussion Items

6.1 External Membership Information Sharing

- Many Durham secondary schools now have wireless networks available. Most are strictly for staff use however some are allowing student access. All Durham region S.S. to be wireless at the end of this semester.
- Pine Ridge S.S. has taken many of their computers out of the classrooms and are turning to students to bring in their own laptops. There are no set guidelines on the type of laptop students should purchase but instructors can make recommendations.
- Maxwell Heights S.S. had board members visit as there is an ongoing push to get MAC's and specific software for student use. Currently the school is completely P.C. based and instructors must bring in their own MAC's for demonstrations.
- It was mentioned that S.S. instructors would like to have all assignments and class materials distributed electronically in the near future. This will be a hard route to go as there is no infrastructure in place and students' laptops become a liability if something goes wrong with it.
- Each S.S. has their own budget and purchasing process when it comes to computer software and equipment. In some cases the principal decides. Software vendors are more generous with college student pricing than S.S. In some cases whoever is making the purchasing decision is not looking at the specialty software/equipment required.
- It was mentioned that some S.S. in the U.S.A. have industry sponsors allowing students access to necessary software and equipment. Ontario's school boards do not want to be tied to a specific vendor.
- Some students at Pine Ridge S.S. are doing their own video editing at home using Vegas software while the school is using Final Cut on site.
- S.S. students want to be able to do more but are inhibited by the lack of software and equipment available to them.
- It was recommended that the School of Media, Art & Design have a senior student visit S.S. and evaluate students' portfolios.

- The Skills Competition continues to provide good insight for S.S. students.
- Grades 9's at Pine Ridge S.S. were given an assignment to research a technology and provide information on careers in the industry, salaries, and educational institutions that provide training. Only 3 of approximately 20 students referenced Durham College. Should the school do more promoting of its programs?
- It was mentioned that some local S.S. graduates want to flock the nest so they don't look at Durham College as an option.
- S.S. instructors have many students in their classes that attended the School of Media, Arts & Design Summer Shorts program this year.
- The issue of new post-secondary students being lax when it comes to deadlines was brought up. S.S. students are able to play the system making it hard to give them a failing mark when they hand an assignment in late.

6.2 College/School Update and Program Update

- There has been a significant amount of growth within the School of Media, Art & Design. Digital Photography, Digital Video, VFX, and Fine Art programs are doing well. Web Application program is being introduced for the fall of next year as well as the new combined Multimedia and Web program.
- School of Media, Art & Design is moving towards more 2 year diploma programs and 1 year certificates. This allows students to complete a diploma/degree program in 5 years.
- First day of Applied Arts Exhibition had many students visit who were not aware of Durham College or its programs.
- New RIOT radio station provides a visual studio for students to watch the news.
- New production room.
- New photography studio to be ready in winter semester.
- Next year the School of Media, Art & Design will be adding to the studio space.
- Journalism received the Tricaster to be used next semester. Students will be able to create a virtual newsroom. It was recommended that students cover S.S. sports as a way to promote the program.
- IT updating infrastructure so all of Durham will be wireless. Students will have full access in every area of the school.

6.3 Continuing Education Update

- S. Meader was unavailable to attend. However, the School of Media, Art & Design's Student Liaison works closely with Continuing Education to make sure there are courses available to our students who need to catch up.
- Continuing Education is always looking for more instructors.

6.4 Student Voice

- J. Lavery stated that she originally wanted to get into Journalism or Advertising but decided to take Pre-Media first as she is fresh out of high school.
- It would be beneficial if a senior student from each program could share their experiences with Pre-Media students during class. It would give them a better idea of program options after they receive their certificate.
- Pre-Media was a good bridge for students straight out of high school that want to get into the arts.
- It was asked how many graduates from Pre-Media go on to pursue their post-secondary education in the School of Media, Art & Design. J. Starling advised it was approximately 40-50%. Graduates must apply through OCAS.
- Students like that they only had to purchase one textbook for Pre-Media this semester.
- Would advise future students to stay organized and on top of their work.

7. Additional Agenda Items

7.1 Program of studies

- J. Starling and D. Crome made some revisions for the 2012 Program of Studies. Quite a few students were finding classes tedious during weeks 6 and 7; added more interesting topics.
- Trying to focus on having equipment and software available for students.

- Social Media Techniques was added to next years Program of Studies. R. Paxton recommended taking a look at the New Media subject outline from Journalism for ideas on content.
- Next year's curriculum will see more content on web applications, Dreamweaver, and Photoshop.
- Pre-Media doesn't touch on Animation or Game Development courses as these students typically come from Foundations in Art & Design.
- Intro to MAC is an essential course. Although S.S. students have more technological equipment, they are unaware of how to use them effectively and do not know the proper terms.

8. Decisions/Recommendations (action items)

- Find senior students from School of Media, Art & Design programs to come in and speak to Pre-Media students about their program/experience. **ACTION BY: Program Team**
- Find senior students from School of Media, Art & Design programs to judge S.S. student portfolios. **ACTION BY: Program Team**

9. Future Meeting Date

- Wednesday, June 6, 2012

10. Adjournment

- 7:25 p.m.

Advisory Committee Membership List

Name	Title	Organization
Committee Chair		
Weir, Gord*	Director of Emergency Services/Fire Chief	Clarington Fire Headquarters
External Committee Member		
Name	Title	Organization
Berney, Mark	Deputy Chief	Clarington Emergency & Fire Services
TBA	Fire Chief	Oakville Fire Department
Diotte, Mark*	Fire Chief	Town of Ajax
Ferguson, Gord	Deputy Chief	City of Pickering Fire Service
Figliola, Mike	Fire Chief	GTAA Fire & Emergency Services
Gerrard, Michael*	Fire Chief	Whitby Fire & Emergency Services
Harrison, Rick	Fire chief	Brock Township
Hesson, Bill	Deputy Chief	Clarington Emergency & Fire
MacIntosh, Dwayne	Deputy Chief	GTAA Fire & Emergency Services
Meringer, Steve	Fire Chief/Emergency Services	Oshawa Fire Services
Miller, Richard	Fire chief	Scugog Township
Morrison, Ted*	Fire Chief	Ajax Fire & Emergency Services
Percival, Bruce	Section Manager	Ontario Power Generation
Richardson, Scott	Fire Chief	Uxbridge
Silver, Doug	Division Chief	Toronto Fire Services
Stewart, Bill	Fire Chief	Toronto
Trylinski, Don		OPG
Warrington, Bob	Deputy Chief	Oshawa Fire Services
Elected Faculty/Staff Representatives		
Name	Title	
St. George, Bonnie*	Associate Dean	
Brandon, Bob*	Faculty/Coordinator	
Calhoun, Tim*	Faculty	
Webster, John*	Faculty	

REPORT PREPARED BY: Mary Bartosik

DATE: October 28, 2011

MINUTES REVIEWED BY CHAIR: Gord Weir

DATE: Nov.11, 2011

- Present:** Bob Brandon, Aaron Burrridge (for Ted Morrison), Tim Calhoun, Mike Gamba (for Mark Diotte), Mike Gerrard, Bonnie St. George, John Webster, Gord Weir
- Regret(s):** Mark Berney, Gord Ferguson, Mike Figiliola, Rick Harrison, Bill Hesson, Dwayne MacIntosh, Steve Meringer, Richard Miller, Bruce Percival, Scott Richardson, Doug Silver, Bill Stewart, Don Trylinski, Bob Warrington
-

1. Welcome and Introductions

B. Brandon welcomed the members to the fall meeting and introductions were made. A. Burrridge is representing T. Morrison and Mike Gamba is representing M. Diotte as alternates for the Ajax Fire Service.

2. Additions to the Agenda

One additional item was added: 7.5 Site Visit – G. Weir

3. Acceptance of the Agenda

The members accepted the agenda as amended.

4. Approval of Minutes of April 1, 2011

A motion was made to accept the minutes.

Motion by: Tim Calhoun

Seconded by: Gord Weir

Carried

5. Business/ Actions Arising from Previous Minutes

Several items have been added to this meeting's agenda for follow-up.

6. Discussion Items

6.1 External Membership Information Sharing

- R. Boyes' name is to be removed from the membership list as he is no longer at Oakville Fire.
- All agreed that the cutbacks occurring in the GTA will not impact the fire services in the Durham region municipalities.
- G. Weir visited one of the fire service departments in Calgary and stated that there are firefighter positions available and our students should be encouraged to apply.
- OPG in New Brunswick is planning to hire 15-20 staff in their newly created in-house fire service. This would be a great opportunity for our students for a position in the field.
- It was suggested that we share program information with our external members/partners at least twice a year so that they are kept informed as to the activities occurring in our program such as an electronic newsletter. It was proposed that, as a student initiative, the students create a newsletter that could also include a profile of one of our graduates as well as being a great marketing tool for the program.

6.2 College/School Update and Program Update

College Update:

- Durham Region has experienced a growth in population and, as a result, the college has approximately 8500 students this year.
- The college launched 11 new programs this year of which our school will offered two and another two are planned to launch in September 2012.

School Update:

- One of the new programs is Victimology, a graduate certificate program, which offers a wide range of courses dealing with all types of victims, aboriginal, men, women, and children.
- The other new program is Emergency Services Fundamentals which is a one year certificate program. Emergency Services Fundamentals reached its target of 50 students of which many of those who were unable to get into their program of choice. One of the benefits of the program is that students can work towards some transferrable credits towards their program of choice or to improve or attain the courses required for admission into their preferred program.
- Starting September 2012, the school is offering two more new programs, Legal Research and Information Management for those wanting to specialize in case law research and Fire and Life Safety Technician two-year diploma program. This program is designed for skills and training in fire alarm installation and maintenance, wiring and building codes. It was designed mainly for a Firefighter graduate who is seeking additional credentials while seeking employment in the field.

Program Update:

- There are currently 76 registered students in the program.
- A number of students from previous years have returned to repeat or pick up a course needed to be eligible for their certificate.
- A new combined course was introduced this year, Fire Prevention & Public Education.
- A brief discussion ensued on a written entrance exam to assess mechanical aptitude and psychological attributes of potential students as the faculty feel that pre-screening would assist in the students' success in the program.
- Various programs in the college do pretesting, however, the administration and assessment of those tools would need to be done over a period of time. All the logistics would need to be in place and also address the late registrants accepted during the first week of classes when the seats are not full.
- A number of colleges already do some form of pre-testing and this will be investigated further.
- M. Gamba and A. Burrige agree that screening the students coming into the program would also benefit the employers as the graduates are younger with no real life experience.
- G. Weir inquired on the possibility of running a night school Firefighter program on this campus as was run at the Whitby campus.
- It was also noted that there are many graduates who are employed but not yet attained a firefighter position; they may want some refresher courses to update their skills by taking night school courses.
- To date, individual courses are run through night school when there is a group of students identified who need a course in order to graduate.

7. Additional Agenda Items

7.1 KPIs

- The purpose and process for KPIs as mandated by the Ministry was briefly reviewed.
- Each spring the program team receives a detailed report on the results of the KPI surveys that is reviewed and a report developed outlining the areas that will be improved upon.
- Statistics are also included outlining how the program is ranked based on the college average as well as against other colleges with the same program.
- There have been many improvements to the program over the past three years that included the new fire hall, equipment as well as a variety of off-site training sites.
- The main areas that will be focused on this year is the concern of people at the college for their success by providing positive reinforcement; providing ongoing student feedback and response to the field placement question as there is no placement in the program.
- It was felt that the pending faculty strike last year also affected the students' responses to the questions.

7.2 Off Site Training

- This year the program will have access to facilities in Ajax, Norwood, Wesleyville and the Oshawa Airport.
- The faculty will pursue the use of some of the 407 abandoned buildings for practical exercises.
- Due to the large number of students, this year more faculty have been assigned to assist in the practical training exercises which increases the quality of education and safety of our students.

7.3 Drive Wise Simulator

- B. St. George, B. Brandon and R. Hofmann visited Georgian College to view their operation of the Drive Wise Simulator.
- The college has approved the purchase of the simulator and the school is now looking at a location for the simulator that will include seating for 10-18 observers.
- The simulator should be purchased and be operational by March 31, 2012.
- It will be used by the Paramedic students as it is part of their MTCU standard requirement.
- The program team will look at embedding the simulator training into one of their courses.
- Other programs such as the Advanced Law and 911 will also look at embedding some training into their curriculum.
- The long term plan is have the simulator available 24/7 and provide training to fire services and our Police Foundation students.

7.4 OFM Results

- To date, the results of the OFM testing completed in July by our students have not yet been received.

7.5 Site Visit

- G. Weir announced that site visits by representatives of the OFM Committee will be commencing this fall and 3 colleges will be reviewed each year, but Durham is not scheduled for this year.
- Colleges will be notified 60 days in advance of the visit outlining what requirements and documentation will be needed in preparation for the visit.
- The committee will also interview faculty, students as well as view the teaching facilities.
- A report will then be generated and forwarded to the college outlining any issues or deficiencies.

8. Decisions/Recommendations (action items)

See attached action log.

9. Future Meeting Date

The next meeting has been scheduled for Thursday, May 24, 2012 from 1:00-3:00 pm. at the Ajax Fire Station at 90 Salem Road North, Ajax.

10. Adjournment

2:45 pm.

Program Advisory Committee Action Log

NEW Action Items from April 2, 2011 Meeting

	Action Item	Date	Responsible	Outcome
1.	The committee members are asked for their feedback as to whether the testing of ladders and hoses needs to be done as part of the regular maintenance procedure?	May 1, 2011	Committee Members	Completed
2.	The next PAC meeting will be held at the Oshawa Campus that will include a tour of the fire hall and its acquisitions.	September 30, 2011	B. Brandon	Completed
3.				
4.				
5.				
6.				

Action Items from October 27, 2011 Meeting

1.	Oakville Fire Department will be contacted for a replacement on the committee.	October 2011	B. St. George	
2.	It was proposed that a program newsletter created by the students be created and sent out to all external stakeholders and alumni.	Spring 2012	B. Brandon	
3.	Other colleges who have the Firefighter program will be contacted regarding the administration and assessment tools used in their pre-testing evaluations.	May 2012	B. Brandon B. St. George	
4.	The students will be canvassed for a representation on the advisory committee.	May 2012	B. Brandon	
5.				

Action Items from _____ Meeting

1.				
2.				

Advisory Committee Membership List

Name	Title	Organization
Committee Chair		
	N/A	
External Committee Member		
Beverly Cummins *	Resource Consultant	Resources for Exceptional Children and Youth, Durham Region
Heather Cook	Early Childhood Educator	Kids Campus Child Care Centre
Jean Lavalley	Program Manager	Grandview Children's Centre
Julie Gaskin *	Behaviour Consultant	Region of Durham, Behaviour Management Services
Angela Bell	Director	YMCA-Ontario Early Years Centres of Durham
Jackie Dick *	Supervisor	P.R.Y.D.E. St. Patrick Daycare
Maria Ormiston *	Operations Manger	Durham Catholic District School Board
Stacey Ritchie *	OYAP Pathways Coordinator	Durham Catholic District School Board
Stacey Lepine-Fisher *	General Manager	YMCA of Greater Toronto
Jody Chapman *	Early Childhood Educator	Fairy Glen Day Care Centre
Elected Student/Alumni Representatives		
Judy Zwegers *	Alumni	Durham Board of Education
Kimberly Niles	Alumni	Alliance Family Centre
Leah Brown	Student Yr. 2	Early Childhood Education Program
Mary Parker *	Student Yr. 1	Early Childhood Education Program
Elected Faculty/Staff Representatives		
Susan Sproul *	Dean	School of Health & Community Services
Carol Burke	Associate Dean	School of Health & Community Services
Ann-Marie Bennett *	Program Officer	Continuing Education
Janice Beechey *	Faculty/Coordinator	Early Childhood Education Program
Tracey Hull-Gosse *	Faculty/Coordinator	Early Childhood Education Program
Guests/Unelected Faculty/Staff		
Lisa West *	Practicum Officer	School of Health & Community Services
Mary Noble	Employment Advisor / Internship coordinator	Durham College
Alix Chasse *	Employment Advisor	Durham College
Bev Neblett *	Associate Dean	School of Interdisciplinary Studies & Employment Services

REPORT PREPARED BY: Carol Connor

DATE: November 2nd, 2011

MINUTES REVIEWED BY: Susan Sproul

DATE: November 9th, 2011

Present: Stacey Ritchie, Ann-Marie Bennett, Stacey Lepine-Fisher, Jody Chapman, Julie Gaskin, Jackie Dick, Mary Parker, Maria Ormiston, Janice Beechey, Tracey Hull-Gosse, Judy Zwegers, Bev Cummings, Lisa West

Regret(s): Angela Bell, Jean Lavalley, Kimberly Niles, Heather Cook, Leah Brown, Carol Burke

Guest (s): Alix Chasse, Bev Neblett

1. Welcome and Introductions

- Welcome and introductions were made around the table

2. Additions to the Agenda

- No additions to agenda

3. Acceptance of the Agenda

- Agenda accepted as presented

4. Approval of Minutes

- Minutes of May 12th, 2011 accepted as presented

5. Business/ Actions Arising from Previous Minutes

- The action items were reviewed and it was determined all actions had been met. Many will be discussed during program/school reports.
- It was reported that at this time DSW's are not hired to work for Resources for Exceptional Children
- S. Sproul reported that the issue with ECE graduate transcripts and the College of ECE's cannot be changed

6. Discussion Items

6.1 External Membership Information Sharing

Report by: J. Zwegers

- All kindergarten is increasing employment opportunities for ECE graduates
- Will continue to require more ECEs to fill the vacancies as classes grow
- It is definitely recommended that ECEs in the school board have previous daycare experience (definite asset)
- Parents love the new program
- Students interested in being employed by a school board should familiarize themselves the kindergarten curriculum

Report by: S. Ritchie

- Working to help students connect with employers and colleges
- Continue to look for opportunities for students through OYAP

Report by: S. Lepine-Fisher

- Have expanded to 10 new before and after care programs for ELK
- There is a definite lack of ECE's
- Moving early years programs to schools
- Inquired as to how to use the Durham College portal to post job opportunities for ECE's; was provided information by A. Chasse
- Anticipates another 99 all day kindergarten classes in the near future and a great need for ECE's for the classroom

Report by: J. Chapman

- Many daycares implementing an "emergent curriculum"
- DRCCF just held their 6th annual conference

Report by: J. Gaskin

- Currently active in childcare centres and in homes
- Offers training to ECE's re behavior management
- Will be coming to Durham College to discuss the role of "Behaviour Management Services" and their agency
- Commented that she also sees a trend towards "emergent curriculum" being used in daycares and new students aren't always familiar with it

Report by: J. Dick

- They are encouraging new grads to follow the children's lead and to include some spontaneity in their programming
- Have expanded to 4 new locations

Report by: M. Ormiston

- Currently working out the roles in the classroom between teacher and the ECE
- Her team provides training to both teachers and ECE's (call them both Educators)
- Currently have 6 programs without ECE staff – this would be a good place for student placement

Report by: B. Cummins

- Visits children in both school and homes to use a school readiness tool to document what new students will need and what will be required to support their learning.

6.2 College/School Update and Program Update

Report by: S. Sproul

- Open House November 12th, 2011 at Durham College for potential students
- Budget process underway for our next academic year
- Developmental Services Worker program launched with Fall for our "school" with full enrollment target met
- Next Fall will be offering two new programs: Accessibility Coordination and Community Services and Child Studies
- Will be hiring two new PN full-time faculty; one is for increased enrollment and the other is to replace a faculty member who has decided to return to the hospital
- 8,400 full time students this academic year, making an increase of 7.3 % over last year
- 11 new programs were launched for the 2011-2012 academic year at Durham College
- Durham College has established a "green team" to help look at DC becoming "green"; working group will look at garbage disposal, recycling etc.
- Office moves took place over the summer seeing faculty housed closer to the "school" office as well as all support and administrative staff located together; this is working very well
- The ECE Faculty team received an accessibility award for their commitment and work with students through our CICE office.

- ECE program standards are undergoing review
- ECE Program Health Matrix was provided to members prior to meeting for their review – if you have any questions, please let S. Sproul know
- Any suggestions/recommendations for student placement opportunities would be appreciate – please provide information to S. Sproul or L. West
- Discussion took place at the ministry level re the need to increase ECE graduates to accommodate the urgent need that will be required for all day kindergarten programming
- ECE program has been asked to increase enrollment over the next few years to approximately 180 per year to increase our graduate numbers to help meet the anticipated shortage of ECE teachers
- It was discussed with the ECE team the possibility of a January in-take for the program but it was decided to increase the one intake and look at a possible EA program

A number of recommendations/suggestions were made to increase our student placements:

- Advertising in the Durham Region Childcare Forum Newsletter for potential placements
- Using field placement II students in the school boards (potential placements available)
- Place students in before and after care programs
- Sending a reminder to daycares about upcoming placements that will be required
- T.Hull-Gosse and J. Beechey both reported to the committee that “emergent care curriculum” is discussed and included currently in the ECE program

Report by: T. Hull-Gosse/J. Beechey

- Student numbers consist of 128 first year, 90 second year and 7 CICE
- Janice Beechey 1st Year Coordinator, Tracey Hull-Gosse 2nd Year Coordinator
- Securing field placements continues to be a challenge for Lisa West. Currently, applications are in for January 2012 and a high proportion of students want placements in Oshawa. Winter semester always the biggest challenge as first and second years out at the same time.
- Reference to the ELECT document has been fanned out across the program in Year 1 and Year 2. Students will be able to access the ELECT document via Web CT the college marks management system.
- In Curriculum Development #3 the focus will be both planned activities and an emergent approach. Currently, in Curriculum #3 discussing “big play ideas” and creating webs (inquiry based learning) students are also learning to ask “purposeful questions”.
- The Ministry of Training, Colleges and Universities will be holding focus groups regarding ECE Program Standards. J. Beechey and T. Hull-Gosse along with some community members, including members of the ECE PAC will be attending a session at Centennial College on Tuesday, November 1st, 2011.
- OCATTS (Ontario Colleges of Applied Arts and Technology) ECE Coordinator’s meeting (May 25 – 27) update.
- Discussions around which colleges have Lab schools or space that emulates child care classrooms and which don’t. Implications for enrolment include: students choosing colleges that have lab schools etc. over those that don’t. As per discussions some colleges may use such facilities to attract future students.
- OCATTS Fall meeting on Friday, October 28th at Centennial College – J. Beechey and T. Hull-Gosse will attend.
- Reported to members that emergent care curriculum is being discussed with students and included currently in the ECE program

6.3 Continuing Education Update

Report by: A.M. Bennett

- Distance Education continues to be very busy.
- With increased enrollment in ECE they have piloted a couple of monthly intakes for Intro to ECE Practices and Wellness for Children

6.4 Student Voice

Report by: Mary Parker

- Students are excited about the program
- Many young students in the program (17-19 years)
- Large interest in working in a kindergarten setting amongst students once graduated

7. Additional Agenda Items

7.1 KPI Graduate Stats - A. Chasse

- Reviewed the KPI employment / graduate statistics for the ECE program as well as the employer satisfaction survey.
- Advised member of the upcoming Job Fair at Durham College scheduled for February 9th, 2012 (encouraged employer to register on line if interested in participating)
- Outlined the services provided by Career Services at Durham College

7.2 PAC Requires a Chair

- Current PAC Chair is unavailable for the unforeseeable future so S. Sproul asked membership for volunteers for the position of Chair. Anyone interested should contact S. Sproul

7.3 ECE Apprenticeship Program – B. Neblett

- Durham College has been approved to be a delivery agent for the ECE Apprenticeship program for evening delivery
- The Dean of the Whitby Campus (Darrin Caron) has met with the training consultants and is getting ready to submit the schedule of delivery
- The earliest expected start date will be September 2012
- More details to follow as provided to S. Sproul by D. Caron

8. Decisions/Recommendations

- See attached "Action Log"

9. Future Meeting Date

- May 31st, 2012 4-6pm in SW106

10. Adjournment

- Meeting adjourned at 6pm

Early Childhood Education Program Advisory Committee Action Log

NEW Action Items from October 27th, 2011 Meeting				
	Action Item	Date	Responsible	Outcome
1.	Provide request for student placements to J. Chapman for inclusion in the Durham Region Child Care Forum Newsletter	May 31 st , 2012	J. Beechey/ T. HullGosse/ L. West	
2.	Consider using the school boards for Field Placement II student placements	May 31 st , 2012	J. Beechey/ T. HullGosse/ S. Sproul/	
3.	Need to elect PAC Chair	May 31 st , 2012	Membership	
3.	Consider using before and after school programs for student placements	May 31 st , 2012	J. Beechey/ T. HullGosse/ S. Sproul	
4.	Send reminder to daycare centres about upcoming placement requirements	May 31 st , 2012	L. West	
5.	Update re ECE program standards review	May 31 st , 2012	S. Sproul	
6.	Update re ECE Apprenticeship Program	May 31 st , 2012	S. Sproul	
Action Items from May 12th 2011 Meeting				
	Action Item	Date	Responsible	Outcome
2.	B. Cummins to ask if DSW's are employed at Resources for Exceptional Children and Youth, Durham Region and if this site would accept a DSW student for placement	October 27 th 2011	B. Cummins	COMPLETE
2.	Invite Bev Neblett to speak about the ECE Apprenticeship program.	October 27 th 2011	L. Kowal	COMPLETE
3.	Discuss with the Durham College Registrar the issue regarding Durham College ECE graduate transcripts and the College of ECE's	October 27 th 2011	S. Sproul	COMPLETE
4.	Seek interested individuals from Community to join the Durham College ECE PAC	October 27 th 2011	Membership	COMPLETE
5.	Invite the Practicum Officer (Lisa West) to the next meeting	October 27 th 2011	L. Kowal	COMPLETE

Early Childhood Education Program Advisory Committee Action Log

6.	The ECE Program Health Matrix to be added to the fall agenda	October 27 th 2011	S. Sproul	COMPLETE
7.	Explore school boards placing ECE students in kindergarten classes for field placement.	October 27 th 2011	J. Beechey T. Hull-Gosse L. West	COMPLETE
8.	Provide updates from the OCATT ECE coordinators meeting	October 27 th 2011	J. Beechey, T. Hull-Gosse	COMPLETE
9.	Contact placement sites to determine if they could place additional ECE students	October 27 th 2011	J. Beechey T. Hull-Gosse L. West	COMPLETE

Action Items from September 30th, 2010 Meeting

	Action Item	Date	Responsible	Outcome
1.	Follow up meeting with F. Handjes, S. Sproul, J. Beechey and T. Hull-Gosse to review PAC Membership	May 26 th , 2011	S. Sproul	COMPLETE
2.	S. Sproul to contact A.M. Bennett regarding the Introduction to ECE course outline and review content	May 26 th , 2011	S. Sproul	COMPLETE
3.	S. Sproul to investigate the feasibility of increasing the ECE enrollment numbers based on information provided regarding the impact all day kindergarten has had on ECE retention and employment	May 26 th , 2011	S. Sproul	COMPLETE

Action Items from May 13th, 2010

1.	Provide membership with KPI results	September 30 th , 2010	S. Sproul	COMPLETE
2.	Update membership on the status of the ECE Apprenticeship Program at Durham College	September 30 th , 2010	A.M. Bennett	COMPLETE

Advisory Committee Membership List

Name	Title	Organization
Committee Chair		
Jane Laniel *	Dental Hygienist	
External Committee Member		
Jennifer Gill*	Vice President	ODAA
Mary Ito *	Dental Hygienist	Independent Practice
Dr. Peter Yao	Dentist	Harmony & Brooklin Village Dental Care
Heather Murray *	Dental Hygienist	Durham Region Oral Health Division
Maureen Embleton *	Dental Assistant	Durham Region Oral Health Division
Dr. Dennis Daigle *	Orthodontist	Private Practice
Elected Student/Alumni Representatives		
Karen Barker *	Year 1 student	Dental Assistant
Diana Greenhorn *	Year 1 student	Dental Reception and Administration
Nadine Vandergasst	Year 2 student	Dental Hygiene
Amanda Ives	Year 2 student	Dental Hygiene
Danielle Ritchie *	Alumni	Dental Reception and Administration
Catherine Hayes *	Alumni	Dental Hygiene
Karen Lamb *	Alumni	Dental Assistant
Elected Faculty/Staff Representatives		
Susan Sproul	Dean	School of Health & Community Services
Carol Burke	Associate Dean	School of Health & Community Services
Karen Tulk	Faculty/Coordinator	Dental Hygiene Program
Kim Stever	Faculty/Coordinator	Dental Reception and Administration Program and Dental Assistant Program
Guests/Unelected Faculty/Staff		
Mary Noble	Employment Advisor / Internship Coordinator	Durham College
Mary Sich	Practicum Officer	Durham College
Alix Chasse	Employment Advisor	Durham College

REPORT PREPARED BY: Carol Connor

 DATE: November 20th, 2011

MINUTES REVIEWED BY: Jane Laniel

 DATE: November 30th, 2011

Present: Jane Laniel, Heather Murray, Maureen Embleton, Mary Ito, Jennifer Gill, Diana Greenhorn, Catherine Hayes, Danielle Ritchie, Karen Lamb, Karen Barker, Dr. Dennis Daigle, Susan Sproul, Carol Burke, Kim Stever

Regret(s): Amanda Ives, Dr. Peter Yao

Guest (s): Alix Chasse

1. Welcome and Introductions

- Welcome and introductions were made around the table

2. Additions to the Agenda

- No additions to the agenda

3. Acceptance of the Agenda

- Agenda accepted as presented

4. Approval of Minutes

- Minutes of May 27th, 2011 were accepted as presented

5. Business/ Actions Arising from Previous Minutes

- Action items brought forward were discussed and identified as complete
- Mary Ito our independent DH explained her role to the membership

6. Discussion Items

6.1 External Membership Information Sharing

Report by: H. Murray

- Monitoring drinking water fluoridation
- Continue with dental screening in schools ; if a child is screened at school and has an urgent dental problem, a "Parent Notification" will be sent to the parent(s) or guardian(s)
- New dental clinic opening up in Whitby Mall with 4 operatories – hoping to hire a dentist in the upcoming year
- Healthy Smiles Ontario Healthy Smiles Ontario is a program for children 17 and under who do not have access to any form of dental coverage
- 36 local public health units across Ontario are leading the program in communities and are working with local partners such as Community Health Centres, primary care providers, dentists, dental hygienists, hospitals, schools and universities to deliver this program.
- C. Burke asked H. Murray if Durham College could provide services to clients under this program; H. Murray indicated that the provider of the service must use the dental fee guide
- Durham College and Public Health to meet to discuss opportunities that would benefit both our students with learning opportunities and the public

Report by: M. Embleton

- Involved in providing dental education in all levels in the school system

Report by: J. Gill

- The Ontario government has agreed to consider the regulation of Ontario dental assistants; On August 03, 2011 the Health Professionals Regulatory Advisory Council (HPRAC) invited the Ontario Dental Assistants Association (ODAA) to submit a proposal to regulate Dental Assistants under the RHPA, 1991
- RCDSO is helping to guide DA's with a business plan to help with self regulation
- Continuing education meetings will be longer and worth more credits: the meetings will be worth five (5) credits to those who stay for the full duration
- The ODAA will no longer be affiliated with the Canadian Dental Assistants Association (CDAA)
- Dr. Daigle asked what duties a DA would potentially do in an orthodontic setting; J. Gill replied that it was unclear at this time but potentially impressions, wires – it could potentially require the DA to do some type of upgrade
- The ODAA yearly fee will increase to approximately \$135.00 once regulated

6.2 College/School Update and Program Update

Report by: K. Stever (DA & DRA)

DRA program

- 35 students started in September
- DRA program back in the School of Health & Community Services
- Student voice will be in early February
- Trying to connect students early with the services available through SALS, to give struggling students the best chance for success

DA program

- Field placement will take place Jan 4-25
- NDAEB exam pkg. are only available on-line
- Changes have been made to managing the client pool, students are always concerned with finding enough clients; organized it into clinical groups as well as families.
- September intake of DA students had 66; the plan is to see the spring intake at 40 students and the fall at 60.
- DA program is up for accreditation March 2012; G. Dunn (faculty) is working hard to prepare the documentation. We have started meetings to review and plan for this.
- Brand new materials lab was completed in late summer
- Steps have been started for approval to partner with the Canadian Armed Forces in respect to our DA program. Currently Georgian is the only college approved with them.
- Student voice meetings scheduled for both DA groups in November
- 4th annual mouth guard clinic is coming up Nov. 9th 2011

Report by: C. Burke (DH)

- Changes have been made to DH program to accommodate competency changes
- New curriculum was agreed upon college wide across the province to meet these new competencies
- Durham College has moved to a three year DH program; program will run Fall, Winter, Spring with the following Fall off – students then return and do Winter, Spring and Fall; graduating in a 2.5 year timeframe which will allow us to optimize the usage of our Dental Clinic
- Durham College has applied for a credentialing change to have our graduates graduate with an Advanced Diploma but this may take a bit of time

Report by: S. Sproul

- Attended Heads of Health Science last week and there is no information or update on the request for a credential change for Hygiene now that is a three year diploma
- Open House November 12th, 2011 at Durham College for potential students
- Budget process underway for our next academic year
- DA and DH KPI results were distributed and reviewed with membership and the "Action Plan" developed by the faculty team to follow up on identified items was explained to the membership
- Program Health Matrix will be provided to the membership for their review

- Developmental Services Worker program launched with Fall for our “school” with full enrollment target met
- Next Fall will be offering two new programs: Accessibility Coordination and Community Services and Child Studies
- Will be hiring two new PN full-time faculty; one is for increased enrollment and the other is to replace a faculty member who has decided to return to the hospital
- 8,400 full time students this academic year, making an increase of 7.3 % over last year
- 11 new programs were launched for the 2011-2012 academic year at Durham College
- Durham College has established a “green team” to help look at DC becoming “green”; working group will look at garbage disposal, recycling etc.
- Office moves took place over the summer seeing faculty housed closer to the “school” office as well as all support and administrative staff located together; this is working very well

6.3 Continuing Education Update

- N/A

6.4 Student Voice

- Program(s) very specific to what they will be doing upon graduation
- May consider taking additional dental education down the road
- Felt DH graduate may find a harder time getting a job
- Happy with the faculty

7. Additional Agenda Items

7.1 Alix Chasse – KPI Employment stats

- Reviewed the KPI employment statistics for the Fitness dental programs as well as the employer satisfaction survey.
- Advised member of the upcoming Job Fair at Durham College scheduled for February 9th, 2012 (encouraged employer to register on line if interested in participating)
- Outlined the services provided by Career Services at Durham College

8. Decisions/Recommendations

- See attached “Action Log”

9. Future Meeting Date

- May 11th, 2012 12-2pm, SW106

10. Adjournment

- Meeting adjourned at 2pm

Dental Programs Advisory Committee Action Log

NEW Action Items from October 28th, 2011

	Action Item	Date	Responsible	Outcome
1.	Program Health Matrix to be provided to membership for their review	May 11 th , 2012	S. Sproul	
2.	A meeting to be set up between Dr. Abby, Susan Sproul and Carol Burke	May 11 th , 2012	H. Murray and M. Embleton	
3.	Student rate for ODAA membership to be provided to members	May 11 th , 2012	J. Gill	

Action Items from May 27th, 2011 Meeting

	Action Item	Date	Responsible	Outcome
1.	Discuss KPI's at next meeting	October 26 th 2011	S. Sproul	COMPLETE
2.	Recruit independent practicing Dental Hygienist	October 26 th 2011	D. Lindsay	COMPLETE
3.	Recruit a DRA student for the Dental PAC	October 26 th 2011	K. Stever	COMPLETE
4.	Increase the Durham College dental clinic client pool via Wynfield Farms information letter and Tribute Homes newsletter.	October 2th, 2011	G. Stewart	COMPLETE

Action Items from October 22nd, 2010 Meeting

	Action Item	Date	Responsible	Outcome
1.	Invite June MacDonald-Jenkins to our spring meeting to discuss CONII	May 27 th , 2011	S. Sproul	COMPLETE
2.	Meet with PAC chair to recruit new membership	May 27 th , 2011	S. Sproul	COMPLETE have 2 new members
3.	To recruit both a current DA and DH student to join our PAC.	May 27 th , 2011	K.Tulk/C.Austin	COMPLETE

Dental Programs Advisory Committee Action Log

4.	Investigate having a one day PD session for Registered Dental Hygienists	May 27 th , 2011	K. Tulk	
5.	Provide accreditation final report update	May 27 th , 2011	S. Sproul	COMPLETE
Action Items from June 24th, 2010				
1.	Provide membership with KPI results	October 22 nd , 2010	S. Sproul	COMPLETE

Advisory Committee Membership List

Name	Title	Organization
Committee Chair		
Jennifer Stein	Senior Consultant	APEX Public Relations
External Committee Member		
Michelle Brun*	Director	Capsule Communications
Tanya Elliott-Briden*	Vice President	APEX Public Relations
Leann Crete	Senior Communications Officer	Ministry of Revenue
Melody Gaukel*	Vice President	Environics
Rebecca Kay	P.R. Consultant	R2R Consulting
Cosette Kazarian*	Communications Officer	Durham College
Jennifer Kerstens*	Communications Advisor	407 ETR
Melissa Levy*	Communications Officer	UOIT
Chris Mace	Sales & P.R. Representative	Veridian
Adria Mackenzie	Media Relations Manager	General Motors of Canada
Christie McLardie	Manager of Communications	Town of Ajax
Sharon Todd	P.R. and Marketing	IPC Investment Corp.
Elected Student/Alumni Representatives		
Dale Brusselers*	1 st Year Public Relations	
Alexandra Carlson*	2 nd Year Public Relations	
Christopher Cabral*	Public Relations Alumni	
Josh Terry	Public Relations Alumni	Trillium Corporate Communications
Elected Faculty/Staff Representatives		
Ginny Colling*	Professor, JOUR & PR	School of Media, Art & Design
Lynn Gough*	Coordinator, PR	School of Media, Art & Design
Greg Murphy*	Dean	School of Media, Art & Design
Paul Welsby*	Professor, PR	School of Media, Art & Design
Guests/Unelected Faculty/Staff		
Sandra Meader	Continuing Education Officer	Durham College

REPORT PREPARED BY: Alanna Desaillier

DATE: November 1, 2011

MINUTES REVIEWED BY COORDINATOR: Lynn Gough, M. Gaukel
and Greg Murphy

DATE: December 6, 2011

Present: Michelle Brun, Dale Brusselers, Chris Cabral, Alexandra Carlson, Ginny Colling, Tanya Elliott-Briden, Melody Gaukel, Lynn Gough, Cosette Kazarian, Jennifer Kerstens, Melissa Levy, Greg Murphy, Paul Welsby

Regret(s): Leann Crete, Chris Mace, Adria MacKenzie, Christie McLardie, Sandra Meader, Rebecca Rochford, Jennifer Stein, Josh Terry, Sharon Todd

1. Welcome and Introductions

- M. Gaukel welcomed members of the committee as chair designate. J. Stein sent her regrets.

2. Additions to the Agenda

- No additions to the agenda.

3. Acceptance of the Agenda

- The agenda was accepted with no additions, P. Welsby accepted.

4. Approval of Minutes

- The May, 2011 minutes were approved. P. Welsby accepted, and T. Elliott-Briden seconded.

5. Business/ Actions Arising from Previous Minutes

- A line was added to the program calendar about pre-screening for the 2013 intake.

6. Discussion Items

6.1 External Membership Information Sharing

- Social media is growing, phasing out communications departments. Compliance guidelines are being developed per organization; these are more strict than ministry guidelines.
- Graduates are posting inappropriate comments on "LinkedIn" they need to be reminded before they graduate that these comments are detrimental to their hiring potential. Lynn and Ginny will remind during portfolio class.
- Human resource departments are now using Facebook pages when researching a potential applicant.
- Is there job potential for a graduate to get a 'social media' job right out of school? Yes, but they still need to be able to write and communicate.
- C. Kazarian asked if anyone is using SharePoint in industry. Not externally but internal intranet is popular.
- Drop box is a good tool for information sharing.

6.2 College/School Update and Program Update

- 44 students placed in non-profit up from 37 last fall; 37 students went out on corporate placement through the summer. Fall convocation was rescheduled for November 17, 2011.
- Social media course was developed last spring in consultation with L. Gough and A. Rodrigues.
- T. Shaw has been hired from IABC as the Social Media professor for the upcoming winter semester.
- Prerequisites for semesters 3 and 4 were revised, students will now need all courses from semesters 1 and 2 as well as General Education courses, and there is more linkage between courses as Co-requisites.
- Enrollment for year one is 60. Enrollment for year two is 44.
- Reflections Magazine is still in production, one fall issue is printed. Incorporating social media into the magazine should be considered.

- Rebuilt 11 programs within The School of Media, Art & Design. 4 new programs added in 2011.
- Members asked G. Murphy what impact the support staff strike had on the programs.

6.3 Continuing Education Update

- Continuing Education representative was unavailable.

6.4 Student Voice

- A. Carlson raised the issue of student's inability to print. The updating of passwords and reloading the printer driver has not been well received.
- Wireless and wired internet service is not stable. Students are unable to access the internet for a high percentage throughout the day. G. Murphy has made a suggestion to have J. Ferr come back into classes to help facilitate the printing issues. L. Gough will communicate the best time to come into the classroom.
- Mobile requirements should be right on the Public Relations program page. This information needs to be available when the student applies.
- Not enough digital recorders available; 6 recorders for 60 students. Students are going out to purchase themselves as an added expense.
- Second year students have created an online email mentorship account for first year students.

7. Additional Agenda Items

7.1 CPRS Pathways to the Profession

- CPRS has sent this document to all PR educational institutions asking them to participate in their program for a fee. The pathways document establishes PR program standards in a hierarchical structure. Concerns were expressed that this would limit job opportunities for college P.R. grads.
- M. Levy will investigate what UOIT's position is on this topic.
- The topic of where the Ministry sits on the decision was discussed. G. Murphy will find out and relay back to L. Gough.
- G. Murphy to discuss with Heads of Media (HOMAD).

8. Decisions/Recommendations (action items)

- Alter the Durham College website program page to include mobile requirements. **ACTION BY: G. MURPHY**
- Recommend adding a recording device to the student requirements for the program. **ACTION BY: G. MURPHY and PROGRAM TEAM**
- Facilitate adding the 2nd year student volunteer email mentorship program be partnered with the co-curricular program at Durham College. **ACTION BY: G. Colling**
- Recommend information and questions on the CPRS package to be collated electronically by members and sent to G. Murphy and L. Gough. **ACTION BY: COMMITTEE MEMBERS**

9. Future Meeting Date

- Tuesday, May 8th, 2012

10. Adjournment

- The meeting adjourned at 8:20 p.m.

Advisory Committee Membership List

Name	Title	Organization
Committee Chair		
Julie Sullivan*	Director Medical Services	Markham Stouffville Hospital
External Committee Member		
Carolyn Freitag	Manager, Critical Care Services	Thunder Bay Regional Health Science Centre
Joanne Collin	Nurse Clinician, Critical Care Program	Sudbury Regional Health System
Judy Bornais	Experiential Learning Specialist, Faculty of Nursing	University of Windsor
Mae Squires*	Program Operational Director	Kingston General Hospital
Marg Balzer	Professional Practice Leader for Cardiology	Hotel-Dieu Grace Hospital
Julie Clarke	Director Medicine Program, Interprofessional and Ethical Practice	Northumberland Hills Hospital
Nancy Merrill *	Patient Care Manager ICU	Halton Healthcare Services
Wendy Winslow *	ICU Manager	Thunder Bay Regional Health Science Centre
Linda Calhoun	Director Critical Care	Lakeridge Health Corp.
Shelley Hynes	Patient Care Specialist	Lakeridge Health Corp.
Margret Campkin *	Clinical Nurse Specialist for Acute and Critical Care	Lakeridge Health Corp.
Elected Student/Alumni Representatives		
N/A		
Elected Faculty/Staff Representatives		
Susan Sproul *	Dean	School of Health & Community Services
Carol Burke	Associate Dean	School of Health & Community Services
Sandra Goldsworthy *	Faculty/Program Coordinator	Critical Care E-Learning Program
Leslie Graham *	Faculty	Critical Care E-Learning Program
Guests/Unelected Faculty/Staff		
Mary Noble	Employment Advisor / Internship Coordinator	Durham College
Mary Sich	Practicum Officer	Durham College
Debbie Rickeard *		University of Windsor
Alix Chasse *	Employment Advisor	Durham College

Present: Mae Squires (via teleconference), Wendy Winslow (via teleconference), Leslie Graham, Julie Sullivan, Sandra Goldsworthy, Nancy Merrill, Margaret Campkin, Susan Sproul

Regret(s): Mary Noble, Mary Sich, Carol Burke, Shelley Hynes, Linda Calhoun, Marg Balzer, Judy Bornais, Joanne Collin

Guest(s): Alix Chasse, Debbie Rickeard (via teleconference)

1. Welcome and Introductions

- Introductions were made around the table with special thanks to our new chair Julie Sullivan

2. Additions to the Agenda

- No additions to the agenda

3. Acceptance of the Agenda

- Agenda accepted as presented

4. Approval of Minutes

- Minutes of June 7th, 2011 were accepted as presented

5. Business/ Actions Arising from Previous Minutes

- S. Goldsworthy continuing to try and recruit both a graduate and current student member
- PAC chair secured
- KPI's provided and will be reviewed
- Follow up research is ongoing
- Planning to run a CNCC review in the DC lab winter 2012

6. Discussion Items

6.1 External Membership Information Sharing

Report by: D. Rickeard

- Will be running SIM on November 11, 1,2 13th and then again the 18, 19 and 20th, 2011.

Report by: W. Winslow

- Several new hires

Report by: M. Campkin

- 10 or 11 new staff hired at Lakeridge

Report by: N. Merrill

- 1 person to complete critical care currently
- Have broken ground for their new hospital (Oakville) with an estimated 2015 completion date
- Once completed, the New Oakville Hospital will be one of the largest community hospitals in Ontario.
- Would like to see an emphasis in the critical care curriculum on "family care"

Report by: J. Sullivan

- October 2012 anticipated completion date of the addition to the hospital with a move to take place in February 2013 (Markham Stouffville). The renovated space will include:
 - New Emergency Department
 - Improved and Expanded Ambulatory Clinics
 - More Inpatient Beds and Operating Rooms
 - New Diagnostic Imaging Department
 - New Maternal Child Area
 - New Mental Health Unit
- 8 beds with the potential of growing up to 24 beds over 2 or 3 years (ICU and CCU)
- Community center will be attached to the hospital on one side
- Process of recruiting CC nurses (depending on funding)

6.2 College/School Update and Program Update

Report by: S. Sproul

- Reviewed institutional KPI results with membership
- Open House November 12th, 2011 at Durham College for potential students
- Budget process underway for our next academic year
- Developmental Services Worker program launched in the Fall for our “school”
- Next Fall we will be offering two new programs: Accessibility Coordination and Community Services and Child Studies Foundation
- 8,400 full time students this academic year, making an increase of 7.3 % over last year
- 11 new programs were launched for the 2011-2012 academic year at Durham College
- Durham College has established a “green team” to help look at DC becoming “green”; working group will look at garbage disposal, recycling etc.
- Working on development a business plan for our “school”

Report by. S. Goldsworthy

- The program continues to have 3 intakes per year (January, May and September)
- Enrolment numbers 2011:
 - January 2011= 66
 - May 2011= 72
 - September 2011= 102 (largest class to date!)
- Total enrolment 2011= 240
- (enrolment 2009/2010= 211)
- Students primarily from Ontario but also from Alberta, British Columbia, Quebec, NWT and Yukon.
- Continue to have top level faculty all Master’s or PhD prepared, more than 20 years of ICU experience, CNCC prepared.
- All faculty practicum advisors currently practice in busy Toronto ICUs.
- Have added and mentored additional members to the simulation teaching team.
- Most active sim labs continue to be Confederation College, Thunder Bay, Sault College, Sault Ste. Marie, University of Windsor, Windsor and Fanshawe College, London and Queen’s University, Kingston.
- Simulation equipment is currently being redeployed to more active labs.
- Cambrian College, Sudbury, Centennial College, Scarborough and Northern College, Timmins have not yet run simulation.
- Durham College continues to run 3-4 simulation classes/year and each class has been at capacity (25-32). Durham added an additional simulation course in November 2010 to address overflow.
- September/October 2011 simulation course largest to date at Durham = 32 participants

- Please remind your staff critical care nurse preceptors of the complimentary Preceptor program initiated (complimentary from preceptors to our program and certificates provided upon completion).
- No longer extensions for students in the program, this is to encourage student success and completion
- Simulation Critical Care Skills renewal planned for winter 2012
- This will provide a great way for experienced nurses to renew and update their skills or to prepare for the CNA critical care credentialing exam.
- New simulation scenarios being beta tested in simulation lab
- Please see attached evaluations from Fall 2011 simulation students including testimonials.

7. Other Business

7.1 Alix Chasse – KPI Employment stats

- Reviewed the KPI employment statistics for the Critical Care Program programs as well as the employer satisfaction survey.
- Advised member of the upcoming Job Fair at Durham College scheduled for February 9th, 2012 (encouraged employer to register on line if interested in participating)
- Outlined the services provided by Career Services at Durham College

8. Decisions/Recommendations

- Discussion took place surrounding the inclusion of family/patient centered care added to the curriculum for the critical care program.
- Members felt it was important to encourage nurses to include the family in the clients care etc.
- S.Goldsworthy will bring this request forward to the next critical care program meeting to ensure that this is being covered in the curriculum. S. Goldsworthy did report that currently in SIM when they do review they discuss the importance of the family and encourage the student to review the published information available for critical care nurses.
- M.Campkin reported that there is a piece on families in one of her assignments
- J. Sullivan said they would be interested in a pre-critical care training package for their staff
- See attached "Action Log"

9. Future Meeting Date

- June 12th, 2012 2:30-4:30pm, SW106

10. Adjournment

- Meeting adjourned at 4pm

Critical Care E-Learning Program Advisory Committee Action Log

NEW Action Items from November 1st, 2011 Meeting				
	Action Item	Date	Responsible	Outcome
1.	Members to send any suggestion/recommendations for the critical care curriculum or simulation components to S. Goldsworthy	June 12 th , 2012	Membership	
2.	Reinforce the importance of family and patient centered care to critical care students – to be discussed at upcoming critical care program meeting	June 12 th , 2012	S. Goldsworthy	
3.	Student testimonials will be provided to the PAC members	June 12 th , 2012	S. Goldsworthy	
Action Items from June 7th, 2011 Meeting				
	Action Item	Date	Responsible	Outcome
1.	Seek student and current graduate members for the CC PAC	November 1 st 2011	S. Goldsworthy	
2.	Seek Critical Care PAC Chair from PAC membership	November 1 st 2011	Membership	COMPLETE
3.	Add Institutional KPI's to Fall PAC agenda	November 1 st 2011	L. Kowal	COMPLETE
Action Items from September 22nd, 2010 Meeting				
	Action Item	Date	Responsible	Outcome
1.	Follow up research with preceptors, employers and simulation efficiency.	May 4 th , 2011	S. Goldsworthy	
2.	CC CNCC review for the CNA exam planned in the DC SIM lab.	February 23/24 th , 2011	S. Goldsworthy	
Action Items from May 4th, 2010				

Critical Care E-Learning Program Advisory Committee Action Log

1.	CONII presentation to membership	September 22 nd , 2010	June MacDonald-Jenkins	COMPLETE

Advisory Committee Membership List

Name	Title	Organization
Committee Chair		
Catherine Dutton*	MAG Court Clerk/Registrar OCJ	Durham Consolidated Courthouse
External Committee Member		
Name	Title	Organization
Jenna Couvier*	MAG Courtroom Clerk OCJ	Durham Courthouse
Shirley Brodie*	Manager	Provincial Offences court Services
Colette Dwyer	Manager, Court Operations	MAG
Brian Garrah		MAG
Sarina Kashak	Acting Director	Court Operations, Central East Operations
Katrina Mulligan	Justice	Durham Region
Sue Reck	President	Durham Reporting & Mediation Services
Marie-Noelle Renoux	Court Reporter	MAG
Allan Rowsell	Justice	Durham Region
Paulette Scheme		MAG, Ottawa
David Salmers	Justice	Durham Region
Karen Sparkes		Professional Court Reporters Inc.
Tony Ventura	Workforce Policy and Planning Coordinator	Ministry of the Attorney General
Lynne Wagner	Director	Court Operations, Central East Region
Elected Student/Alumni Representatives		
Name	Yr/Program/Alumni	
Lloyd Passey	Year 1	
Melissa Martin*	Year 1	
Elected Faculty/Staff Representatives		
Name	Title	
Bonnie St. George*	Associate Dean	
Josie Fogal*	Faculty	
Debbie Mille*r	Faculty	
Lesley Wager	Faculty	

REPORT PREPARED BY: Mary Bartosik

DATE: November 3, 2011

MINUTES REVIEWED BY CHAIR

DATE: November 14, 2011

- Present:** Shirley, Brodie, Jenna Couvier, Catherine Dutton, Josie Fogal, Melissa Martin, Debbie Miller, Bonnie St. George
- Regret(s):** Colette Dwyer, Brian Garrah, Sarina Kashak, Justice Katrina Mulligan, Lloyd Passey, Sue Reck, Marie-Noelle Renoux, Justice Allan Rowsell, Justice David Salmers, Paulette Scheme, Karen Sparkes, Tony Ventura, Lesley Wagner
-

1. Welcome and Introductions

C. Dutton welcomed the committee members and introductions were made around the table. A welcome was also extended to our new member from the Provincial Offences Court Services, S. Brodie

2. Additions to the Agenda

There are no additional items.

3. Acceptance of the Agenda

The agenda was accepted by the members.

4. Approval of Minutes from May 25, 2011

The minutes were approved by the members.

Motion by: J. Couvier

Seconded by: D. Miller

CARRIED

5. Business/Actions Arising from previous Minutes

The agenda items will address the business/action items from the previous minutes.

6. Discussion Items

6.1 External Membership Information Sharing

- Court Services contract negotiations are coming up in December with a potential strike in 2013.
- The student badges were well received in the courts but ask that they not wear them when they are shadowing a court support position in the winter semester.
- Students are expected to wear black and white attire at the Durham Courthouse.
- The general consensus from the members was the graduates/applicants failure in attaining their minimum typing speed and grammar and spelling.

6.2 College/School Update and Program Update

College:

- The purpose and makeup of program advisory committees was briefly reviewed.
- It was also emphasized that external members assist in reviewing and monitoring the program to ensure relevance in the curriculum and meeting the current trends.

Program:

- MAG has dictated that all their staff must take awareness training that includes professionalism in the workplace and has asked that all Court Support Services programs include it in the curriculum.

- D. Miller distributed and briefly reviewed the CTSS Professionalism document and checklist that she developed based on the needs of the program and job postings across the province.
- It was proposed that each course outline include an assessment mark of 10% in each course, whereby, each student is evaluated based on each of the criteria outlined in the checklist on various components of professionalism in each course.
- It was suggested that each faculty also keep notes on situations that may arise as it may determine their final assessment mark.
- The feedback from the members was positive as it addresses the importance of professional including attire and confidentiality that would also carry over into the workplace.

Field Observation Update

- The students go out in groups of 3 or 4 every Tuesday for 8 weeks to visit various courthouses in Durham Region and Toronto.
- The students attend a field observation clinic prior to going out that includes a guest speaker from the Court Services on the role of a court service officer.
- MAG approved a video on jury duty that will be viewed by the students at the end of the semester.
- Over a period of 10 weeks in second semester the students will be shadowing or one-on-one with a court person.
- A handouts with students comments regarding their experiences in field observations were very positive.
- A field observation brochure has been created and will be sent to all field hosts and potential students.

Student Debriefing

- Students in both the September and January programs attend a debriefing session before they finish their program in order to get feedback from the students on the courses and program and identify any areas for improvement.
- This year the January program students did an on-line Monkey survey instead which provides anonymity in responding to the questions for their feedback with only 13 responses.
- The on-line survey results indicated that 9 applied for MAG positions; 3 for positions in the Provincial Court Offices; 2 for private agency positions; 1 was hired to the Brampton Court; 4 are continuing further education.
- Most of the students were willing to move or commute in order to secure a position.
- The survey will be administered to the September intake as well as the next January Start CTSS students before the end of final semesters.

Employment Statistics

- One of the former graduates of the program had generated statistical data regarding employment to those who graduated in 2010.
- The circulated handout indicated that 8 of the graduates are employed at MAG; 2 are court reporters; 4 are clerk registrar; 2 employed in law firms and 1 graduate who passed the first stage of the interview process for Toronto Police.
- There are presently 31 students working in the court services field that we have knowledge of since 2010-2011

CTSS Resume Booklets

- Each year the students in the Communications class put together a proper resume which is included in the booklet distributed to potential employers and court offices.
- It is a valuable initiative and used by perspective employers when seeking graduates for positions.

KPI Statistics and Review

- Many of the responses were lower than the comparative average of all colleges offering the same program.
- An action plan was distributed and reviewed outlining the areas of weaknesses that are being addressed by the program faculty this year.
- All programs have been mandated to improve by 3% next year and feel that the improvements being made will assist in improving the KPI results.

Best Practices: Mock Interview Process, Peer Vision

Mock Interview Process

- Students found that the mock interviews were the most valuable activity as well as receiving feedback on how they performed in the interview.

Peer Vision:

- The program was started last year whereby several students from the September intake will speak to the January Start students giving them advice and support on getting through the semester and plan to continue this year.
- The program team has also standardized specific policies and procedures relating to attendance, assignments, tests and electronic devices in their Program Guide.

Highest GPA Award

A \$500 cheque is awarded to the top student in the September and the January start programs. The top student in the January Start program is J. Breen and will be presented at our fall convocation.

Current Trends – Typing to Government Standard

- The general feedback from the Court Services agencies is that students tested as part of their interview are not being successful due to the failure in the typing test.
- The program team agree that the students do struggle with attaining the required 50 wpm.
- Suggestions for their improvement included adding an additional hour to their Computers course in the winter semester; providing a keyboarding course specifically focusing on typing speed and emphasizing the need to constantly practice outside of school time.

Name Change – Court Monitor Course

- To reflect the current trend and market to cover the court reporting agencies, the name of the Court Monitor courses are being changed to Court Reporter/Monitor I and Court Reporter/Monitor II courses.

Online Program Delivery Update

- It had been reported that the program at Algonquin College was being delivered on-line and D. Miller was asked to investigate and found it was being delivered in a hybrid format (structured class and on-line combinations).
- D. Miller was asked to look at offering the program in an on-line delivery format and did training through the On-Line Institute.
- Algonquin will exchange information with us on any on-line delivery.
- Faculty have had inquiries about the delivery of the program on-line.
- It would be difficult to assess students on professionalism when courses delivered in an alternative format.
- More discussion needs to be held with the program team.

Interpreter Services

- D. Miller was contacted regarding accreditation for those graduates who speak another language to become freelance interpreters for the courts.
- A meeting will be arranged to formally discuss a pilot project for the credential.
- All agreed that the demand is high for court interpreters and would make our program very marketable.

OCJ Judiciary Outreach Program

- D. Miller was contacted by Linda Kahn, Senior Ontario Court of Justice in setting up an Outreach initiative for judges and justices of the peace to speak to the public sector.
- A speaker has been booked for December 5 to speak to our students about the system and its relationship with the judiciary sector.

6.3 Continuing Education Update

- Canadian Law for CTSS is the only course offered through night school.

- 6.4 Student Voice**
- M. Martin enjoyed visiting the various courts but asked if there be contact person be made available to answer specific questions.
 - J. Couvier will work on this with the Durham Courthouse but is not always doable with other courts.
- 7. Additional Agenda Items**
- 7.1 Program Review – Mini Mapping**
- The faculty team held a mini mapping session in the spring to map out the test dates to ensure that the students are not scheduled with tests at the same time.
- 7.2 Student Enrolment for September/January Intakes**
- There are currently 27 students enrolled; and 14 confirmed for 25 seats in the January Start program.
- 8. Decisions/Recommendations (action items)**
- A field observation brochure has been created. **ACTION BY: D. Miller will send out to all field observation hosts and potential students before the end of the semester.**
 - In order for graduates to be successful in the field, stronger computer and grammatical skills are needed: **ACTION BY: The program team will discuss the various suggestions to assist students in attaining the required typing speed in order to attain a job.**
 - The members provided feedback on all aspects of professionalism. **ACTION BY: D. Miller will present the members' feedback to the program team for possible implementation in September 2012.**
 - Further discussion is needed on the feasibility of delivering the program on-line or in a hybrid format. **ACTION ITEM: The program team will discuss this further as well as consult with the Dean.**
- 9. Future Meeting Date**
Wednesday, May 9, 2012 from 5:30 – 7:30 pm. in JW206
- 10. Adjournment**
7:15 pm.

Advisory Committee Membership List

Name	Title	Organization
Committee Chair Dave Collings	Systems Manager	EXCO Engineering
External Committee Member		
Name	Title	Organization
Ryan Beatty	Program Manager	Messier Dowty
Jeff Dayman	President	Dayman Design Inc.
John Dean	Senior Manufacturing Technician	Andrew Canada Inc.
David Domanski	Business Manager Unit Manager	ABB Inc.
Simon Fridlyand	President	Safe Engineering Inc.
Christopher Howes	Programs Facilitator	Durham District School Board
John Komar	Director, Eng. & Operations ACE	UOIT
Ross MacMaster	President	Autodyne
Elected Student/Alumni Representatives		
Name	Year/Program/Alumni	
Dan Daigle	Year 3, Mechanical Eng. Technology	
Elected Faculty/Staff Representatives		
Name	Title	
Maureen Calhoun	Associate Dean	Durham College
Terry Dragomatz	Professor	Durham College
Susan Todd	Dean	Durham College
Katy Zaidman	Coordinator/Professor	Durham College
Guests/Unelected Faculty/Staff		
Name	Title	Organization
Linda Dillon	Administrative Coordinator	Durham College
Don Dragomatz	Professor	Durham College

Present: *R. Beatty, *D. Collings, D. Daigle, *J. Dayman, T. Dragomatz, *C. Howes, *J. Komar,
*R. MacMaster, S. Todd, K. Zaidman

Regret(s): J. Dean, D. Domanski, S. Fridlyand

Guest(s): L. Dillon, D. Dragomatz

1. Welcome and Introductions

D. Collings welcomed members to the meeting. Members gave a brief introduction of themselves and the company they represented. John Komar was welcomed as a new member on the committee.

2. Additions to the Agenda

None.

3. Acceptance of Agenda

Accepted.

4. Approval of Minutes

The minutes of June 2, 2011 were approved.

5. Business/Actions Arising from Previous Minutes

The Action Log from June 2, 2011 was reviewed and updated.

Hired Career Services Website – S. Todd followed-up with Hired Career Services and noted that the website is 3 layers deep. It is difficult for an outside employer to find information quickly on the website and creating an employer account is not always desirable. The Career and Employment Centre does welcome feedback on the website.

The following suggestions were mentioned by industry members:

- Look at possibly creating an invitation section for employers on the website.
- An area for “Frequently Asked Questions” would be helpful. Headings such as “How do I post a job for industry people”, “Career Opportunities”, “Hire a Graduate”, “Employers – Post a Job” or simply “Jobs” might be a more identifiable heading for employers to post jobs.
- Contact Information – The website takes you to a person’s name. If the person is away, an employer may be out of luck. Employers usually need a contact quickly and can’t wait 1, 2 or 3 weeks to wait for a call back when they have a hiring need.
- If employers are looking to hire someone, they may contact the Hired Career Services Centre directly.

6. Discussion Items

6.1 External Membership Information Sharing Industry Trends

There was a discussion on what students learned in the past in high school in the area of technical skills versus how the curriculum has changed today, and the loss of technical skills when students enter college now. Committee members provided the following comments:

- It was suggested to contact the Ministry of Education as a starting point on curriculum and investigate the possibility of doing a dual credit course with high schools.
- Look at partnering with schools and high school majors. Science and Technology has currently been working with the Ministry of Education on dual credit Mathematics and we have the drafting, machine shop and welding labs/equipment to pursue something similar in these areas or possible partnerships.
- There is a loss of technical knowledge with the elimination of technical courses in the high schools (electronics and drafting are gone). In the past, students had more technical ability when they graduated from high school which prepared them better for technical programs in colleges.
- Modules – Some members liked the idea of modules versus an entire course (i.e. Math, CMM machine, tune up modules completed within 6 months). Some members felt that graduates have the skills required and there is no need for modules of learning.
- Training of employees by companies is very important (the cost of training is less expensive than not training employees).
- Engineering development needs people (proof of concept with ideas for products).
- Employers want the college to keep teaching the core elements or fundamentals.
- There is a need for highly skilled people with knowledge of process on machines.
- It is difficult to find skilled people to operate machines (people have to understand intimately the machine they are using and the tool wear).
- Ontario Power Generation is looking for hybrid employees.
- There is a need for people with a higher skill level as experienced, skilled people will be retiring and there needs to be overlap before they retire.
- The government has asked for feedback on “How to get people to retire”. This can be achieved by the government providing feeder money. Apprenticeship or mentorship is the solution.
- There is too much focus on university. The focus should be on technology and apprenticeship.
- Why are children not attracted to apprenticeship? It was felt that parents had a huge impact on children’s decisions because many parents want their children to become professionals such as doctors etc. The tide is shifting on college and university because for many of the trades, students can get a job that is sustainable now.
- There is a huge need in industry for “doers” and “tool makers”. The college focuses on the end product.
- People are needed with knowledge and experience (Science and Engineering Technology can help with this).
- Hired Career Statistics - 83% of graduates found employment within 6 months of graduating. You have to key into this message and hire people that are going to get their hands dirty.
- Marketing and Promotion – Target the peer groups and “make it cool to go to College”. Get a positive message out there about college and the jobs that are available after graduation. More promotion is needed in the area of females going into Technology and Trades.
- Ask past graduates to provide testimonials on their program and Durham College.
- There needs to be a positive message about college and the jobs available after graduation.
- 4% of students started their own business within 6 months. Courses in Entrepreneurship and Small Business need to be taught.
- Continue the relationship with Building Connections and College Ontario as they are the promoters for College.
- Due to layoffs in companies, skilled people are being lost. The priority seems to be numbers and targets and the bottom line is dollars. You can’t ignore everything else and keep quality to keep the numbers.

6.2 College/School/Program Update

6.2.1 Revamped Courses

K. Zaidman provided the following update:

- The two Metallurgy courses taught in the past two semesters will be replaced with the course “Engineering Materials”. The new course will expand learning from metals to a wide range of materials properties knowledge and environmental issues.
- The classical metallurgy course will be down-sized. In January 2012, additional topics such as thermo, magnetic, electrical, friction and wear, properties of materials, recycling and product energy audit will be covered.

6.2.2 Measurement Update

The following update was provided by D. Dragomatz:

- Faro Gage – This has been purchased and is ready for set up.
- Hansford Manual CMM – This machine is obsolete and we are trying to get the Brown and Sharp replacement machine from the Whitby Campus. J. Komar noted that he will give S. Todd a contact name from General Motors (Ontario Street) for a CMM that General Motors is looking to donate.
- Mitutoyo CMM – This is a vintage machine and an entry level machine for the Measurement course. It needs to be refurbished or replaced. The Research people are currently using it as well.
- Electronic equipment with digital output is being investigated for quality control experiments.
- Lab Write Ups – Students have limited abilities coming into the course but do better during the course as they get feedback.

The following was also mentioned:

- Communications – There has been a new full-time hire in this area and the communications professor will be invited to the next Advisory Meeting for feedback. The scope of communications needs to be made more relevant with good feedback. We need to find out where the gaps are in courses.

6.2.3 Key Performance Indicator Action Plan

K. Zaidman reported that officially the Mechanical Technology program had the highest score in the entire college in the areas of quality and enrolment numbers. Congratulations! K. Zaidman agreed to send the Advisory members the formal report on the Key Performance Indicator Action Plan for the Mechanical Technician and Mechanical Technology programs.

An area that was identified as needing improvement was students’ writing skills in the areas of writing, speaking and interview skills. Students will benefit with the addition of 1 more Communications course (Communications 3, COMM 2132) which will include the following topics:

- Creating effective cover letters;
- Research and develop a 5-year career action plan;
- Develop a professional portfolio;
- Research and practice different interview types and techniques;
- Define and identify four key organizational concepts.

6.2.4 Enrolment for September 2011

Mechanical Technician

Year 1 – 30

Year 2 – 25

Mechanical Technology

Year 1 - 61

Year 2 – 43

Year 3 - 47

6.2.5 Capital Purchases

The following has been received:

- As noted earlier, a small Faro arm has been purchased for the Measurement lab.
- A tensile machine has been received for the Metallurgy lab.

S. Todd will follow-up with the dean at the Whitby Campus on the CMM machine.

S. Todd mentioned that she appreciates the efforts that the faculty and employers are putting into the Mechanical programs to make them better for students.

6.2.6 Program of Studies 2012-2013

K. Zaidman reported the following changes:

- The Basic Electrical Controls course in semester 1 is changed to Electrical Control Fundamentals, year 1, semester 2.
- Metallurgy 1 is changed to Engineering Materials, year 2, semester 3.
- Metallurgy II is changed to Materials and the Environment, year 2, semester 4.

6.3 Student Voice

D. Daigle, the student representative, noted the following:

- The addition of the new Basic Electrical course (2 hour lecture and 2 hour lab) for 2012-2013 has been positively welcomed for year 1 students.
- Room A106 will get Unigraphics licenses for the computers and it could be used as overflow for the Unigraphics (H155) lab. D. Daigle will follow-up to see if licenses are installed yet in A106.

7. Decisions/Recommendations (action items)

1. Contact the Ministry of Education and investigate the possibility of doing dual credit courses with high schools. **Action By:** T. Dragomatz/Faculty, ASAP
2. Send a testimonial about the Mechanical program. **Action By:** R. Beatty, ASAP
3. S. Todd will follow-up with the dean at the Whitby Campus on the CMM machine.
Action By: S. Todd, ASAP
4. D. Daigle to follow-up in room A106 to see if the licenses are installed. **Action By:** D. Daigle, ASAP
5. J. Komar to give S. Todd a contact name from General Motors (Ontario Street) for a CMM that General Motors is looking to donate. **Action By:** J. Komar, ASAP
6. K. Zaidman agreed to send Advisory Members the formal Key Performance Indicator Action Plan for the Mechanical Technician and Mechanical Technology programs. **Action By:** K. Zaidman, ASAP

8. Future Meeting Date

March 12, 2012, 5:00 p.m.

9. Adjournment

7:45 p.m.

Mechanical Program Advisory Committee Action Log

New Action Items from November 1, 2011 Meeting				
	Action Items	Date	Responsible	Outcome
1.	Contact the Ministry of Education and investigate the possibility of doing dual credit courses with high schools.	T Dragomatz /Faculty	ASAP	
2.	Send a testimonial about the Mechanical Program.	R. Beatty	ASAP	
3.	Follow-up with the dean at the Whitby Campus on the tensile machine.	S. Todd	ASAP	
4.	Follow-up in room A106 to see if the licenses have been installed on the computers.	D. Daigle	ASAP	
5.	Provide S. Todd with the contact name from General Motors (Ontario Street) for a CMM that General Motors might be willing to donate.	J. Komar	ASAP	
6.	Send Advisory Members the Key Performance Indicator Action Plan for the Mechanical Technician and Mechanical Technology programs.	K. Zaidman	ASAP	
Action Items from June 2, 2011 Meeting				
	Action Item	Date	Responsible	Outcome
1.	Look at suggestions under 6.1 in the minutes such as adding diversity into the disciplines with multitasking, look at having students design a simple circuit in a mechanical project and have joint projects with Mechanical Technology, Electro-mechanical and the Research Office, create a combination student of electrical and mechanical engineering with electronic electives in year 3.	ASAP	K. Zaidman/ Faculty	Completed
2.	Complete the Key Performance Indicator Report card and provide an update at the meeting in November 2011.	Nov. 2011	K. Zaidman/ Sue Todd	Completed
3.	Invite Advisory Members to the Research and Innovation Awards Ceremony in spring 2012.	Spring 2012	J. MacDonald- Jenkins	Pending for Spring 2012
4.	Promote projects that the Research and Innovation Office are working on to students.	On-going	Faculty	On-going
5	Complete the Advisory Committee Assessment form.	ASAP	Advisory Members	Completed

Mechanical Program Advisory Committee Action Log

6.	Visit companies and discuss precision measurement and the comparison to the design stream and quality processes.	Spring 2011	D. Dragomatz	ON-going
7.	Contact C. Gillis if software is needed.	On-going	K. Zaidman/ Faculty	ON-going
8.	Review the Hired Career Services school contact website link. Note suggestions under #5 in Nov 1, 2011 minutes.	ASAP	S. Todd	Completed
9.	Remove D. Grenier, M. Ham and M. Kube from the advisory list.	June 2011	L. Dillon	Completed
10.				
11.				

Action Items from November 8, 2010 Meeting

	Action Item	Date	Responsible	Outcome
1.	Advise of contact names from Waterloo for the Food and Biomedical sector. Obtain a high school representative to sit on the advisory committee.	ASAP	J. Dayman	Pending
2.	Review the Mechanical Technician identity (Is there still a labour market for a Mechanical Technician, who will hire them, and do employers separate Mechanical Technicians from Mechanical Technologists?)	ASAP	S. Todd	Completed
3.	Look at capping Mechanical Technology students at 60 and Mechanical Technicians at 24-36	ASAP	S. Todd	Completed
4.	Look at the new college Initiative where faculty are invited to go into industry to do professional development (advise Sue Todd at susan.todd@durhamcollege.ca)	Before spring 2011	Industry Members	Completed
5.	Review the I.T. issues identified in the minutes (AutoCAD 2011, Unigraphics version 7.5 or 8, AutoCAD on Windows in Computer Commons, 50 additional licenses).	ASAP & On-going	S. Todd	Completed
6.	Continue to explore linkages and pathways for Mechanical.	On-going	S. Todd/ K. Zaidman	Completed

Mechanical Program Advisory Committee Action Log

7.	Employers are invited to join LinkedIn and the Durham College Mechanical Network.	On-going	Industry Members	Completed
8.	Create a survey for employers/faculty on any new courses, certificates or training that could be offered through Continuing Education.	ASAP	G. Brooks	Pending
9.	Review Vocational Learning Outcomes #2.	ASAP	K. Zaidman	Completed
10.	Invite J. Jenkins-MacDonald to the spring 2011 Advisory Meeting.	April 2011	L. Dillon	Completed
11.	Review the PAC Assessment form that advisory members completed in the Nov. 8 th meeting.	Spring 2011	Advisory Committee	Completed
Action Items from May 11, 2010 Meeting				
1.	R. MacMaster to contact S. Todd regarding CAD/CAM software	Sept. 2010	R. MacMaster	Complete
2.	Remove Jim Johnstone from the Advisory Membership list	Sept. 2010	L. Dillon	Complete
3.	Review the 2011-2012 Program of Studies to see if 1 more course needs to be added in.	May 2011	Mechanical Team	Pending
4.	Review Measurement courses with suggestions from Advisory Members as noted in minutes.	June 2011	D. Dragomatz	Complete
5.	Invite June Jenkins-MacDonald to a future Advisory Meeting to speak about CONII.	Nov. 8, 2010	L. Dillon	Complete
6.				
7.				

Advisory Committee Membership List

Name	Title	Organization
Committee Chair		
Jennifer Beavis*	Music Publishing and Copyright Consultant	Librascor Copyright Consulting
External Committee Member		
Michelle Baily*	Director, HR	Re:Sound
Velma Barkwell	Music Supervisor	East End Music Productions
Evelyn Cream*	President	Athena Music International
Mike Denny		MDM Recordings & Acronym Records
Andrea England*	Business Analyst	C.M.R.R.A
Brian Hetherman	President	Cerberus Artist Management and Curve Music
Rodney Murphy*	Education & Outreach Manager	SOCAN
Elected Student/Alumni Representatives		
Tara Hitchman*	Graduate of Music Business Management	
Braeden Mitchell*	2 nd Year Music Business Management	
Elected Faculty/Staff Representatives		
Charlotte Hale	Associate Dean	School of Media, Art & Design
Greg Murphy*	Dean	School of Media, Art & Design
Tony Sutherland*	Coordinator, MBM	School of Media, Art & Design
Marni Thornton*	Professor, MBM	School of Media, Art & Design
Greg Jarvis*	Professor, MBM	School of Media, Art & Design
Guests/Unelected Faculty/Staff		
Iain McPherson	Professor, MBM	School of Media, Art & Design
Sandra Meader	Continuing Education Officer	Durham College
Joanne Hill*	Professor, ISES	Durham College

REPORT PREPARED BY: Amy Derald

DATE: November 10th, 2011

MINUTES REVIEWED BY CHAIR: Jennifer Beavis

DATE: November 30, 2011

Present: Michelle Baily, Jennifer Beavis, Evelyn Cream, Andrea England, Joanne Hill, Tara Hitchman, Greg Jarvis, Braeden Mitchell, Greg Murphy, Rodney Murphy, Tony Sutherland, Marni Thornton

Regret(s): Velma Barkwell, Mike Denney, Charlotte Hale, Brian Hetherman, Iain McPherson, Sandra Meader

1. Welcome and Introductions

- J. Beavis introduced herself and thanked R. Murphy for providing the facilities for the meeting.

2. Additions to the Agenda

- No additions to the agenda.

3. Acceptance of the Agenda

- The agenda was accepted with no additions.

4. Approval of Minutes

- Some members advised that they did not receive the stipends template M. Baily sent out. T. Sutherland will resend to committee members.

5. Business/ Actions Arising from Previous Minutes

- The MBM program team discussed the length of field placement during their spring meeting. As of this time it will remain as is.

6. Discussion Items

6.1 External Membership Information Sharing

- A discussion ensued in regards to legal issues and lawsuits surrounding digital rights.
- The Supreme Court will be hearing a case on digital media. Current issue for Re:Sound is implementing a tariff for songs used on TV. This is a significant case as 9 out of 10 cases do not get heard.
- Record labels do not respect songwriter/publisher rights.
- R. Murphy will have their New Media rep look into any possible liabilities associated with the college's RIOT Radio providing web casts before a decision is made on web casting tariffs.
- It was mentioned that shoppers are hard pressed to find many CD's in HMV.
- A discussion ensued about why SOCAN and Re:Sound are separate entities.
- Industry members are having information overload/trend fatigue. They cannot possibly read everything.
- The UK music industry continues to produce singles instead of LP's, which is why the industry is still thriving there.
- Live Nation Canada has debuted an Electronic Music Division.
- Durham College's MBM program continues to provide the best intern/graduate hires. Students have great work ethic.
- An external member advised that internships will get better in Canada and recommended students continue on to third year.
- Distribution of profits in the music industry was discussed.
- Employers prefer job experience even if it's in the form of interning.

6.2 College/School Update and Program Update

- Durham College is growing at a rapid rate. Surpassed 8000 students. The DC Oshawa campus (with UOIT) is the fastest growing campus in the country.
- School of MAD received permission to launch 5 new programs.
- Digital Video Production, Digital Photography, Fine Arts, and the VFX grad certificate were introduced this year. Each new program has audio components. Web Apps for Mobile Computing will launch in September 2012.
- The School of MAD is hosting and attending conferences to make the college and its' programs more well known.
- As an oversubscribed program, MBM can only accept Ontario residents.
- Currently working on better marketing opportunities.
- Program has been running since 2001 under different aliases.
- This year MBM attracted 263 applicants.
- The biggest change in this year's Program of Study included inserting two mandatory general education courses (*Management and Leadership Skills* and *Pop Culture and the Media*) as well as a general education elective in the 4th semester. The Networking course was also moved to the 2nd semester.
- 17 students are currently enrolled in 3rd year MBM. Each student is in field placement.
- The program team is working on a field trip to the Memphis Musical in Toronto.
- Reel Music Festival will be March 16th and 17th, 2012.
- Instructors are finding it difficult to teach the core laws of the music industry as they are constantly changing. It was recommended that instructors educate their students using real world examples and do not try to teach them every minuscule detail. Teach students how to learn and how to find information.

6.3 Continuing Education Update

- The School of Media, Art & Design's student liaison is working with the Continuing Education Officer to try and offer classes during the spring and a summer session for students who have not been successful.

6.4 Student Voice

- Many students are having a hard time balancing work, field placement, and assignments.
- It was mentioned that many students in 2nd year do not see a benefit to returning to 3rd year especially if they already have a job in the industry,
- 2nd year students are under the impression that 3rd year MBM is only about field placement.
- Some recommendations to intrigue students to stay for the 3rd year of MBM included:
 - bringing in more high end guest lectures in 3rd year
 - surveying 2 and 3-year MBM graduates to compare stats on job success
 - have 3rd year students do their field placement presentations to 2nd year students
 - introduce a Saturday afternoon workshop for 2nd year students to interact with 3rd years
 - create a focus group to discuss graduate employment stats and the value of 2nd years continuing to 3rd year
- T. Hitchman found that the smaller class sizes in year 3 made her more competitive. She enjoyed the one-on-one teaching and more specifically, the Venue Management and Concert Promotion class.

7. Additional Agenda Items

7.1 Program review recommendations

- Tony distributed a Final Recommendations report.

7.2 3rd Year Graduate Certificate

- Currently looking at making MBM a two-year program and adding an optional one-year graduate certificate. Program team will be working together to discuss.

7.3 Advisory Member Suggestions

- This item was deferred.

8. Decisions/Recommendations (action items)

- Resend stipends template to committee members. **ACTION BY: Tony Sutherland**
- Discuss ways of getting 3rd year students to complete field placement presentations to 2nd year students. **ACTION BY: Program Team**

9. Future Meeting Date

- Wednesday, May 2, 2012.

10. Adjournment

- The meeting adjourned at 9:10 P.M.

Advisory Committee Membership List

Name	Title	Organization
Committee Chair		
Lori Prentice	Paralegal	Kowyn Paralegal
External Committee Member		
Name	Title	Organization
Kevin Anderson*		Cogir Management
Maria Bloch	Paralegal	
Cathy Duignan*	Community Legal Worker	Durham Community Legal Clinic
Carrie Heinzl		
Gordon Henderson	Prosecutor	City of Toronto
Martha Hopkins		
Grant Kelly*	Manager	Prosecution Services, Region of Durham
Marcia McEwen	Supervisor, Accident Benefits	Uniford Assurance Co.
Michael Pelham		
Mary-Anne Thompson	Sole Proprietor	Thompson Paralegal Mediation Service
Mark Reynolds		OTT Legal Services
Harold St. Croix*	Coordinator	Liuna Local
Katherine Sperti*		Don Menzies Consulting
Elected Student/Alumni Representatives		
Name	Yr/Program/Alumni	
Mary Ellen Nielsen	1st Year	
Elected Faculty/Staff Representatives		
Name	Title	
Bonnie St. George*	Associate Dean	
Mark Frayne	Faculty	
Peggy Hinan*	Faculty	
Laurie Piske*	Faculty	

REPORT PREPARED BY: Mary Bartosik

DATE: November 8, 2011

MINUTES REVIEWED BY ACTING CHAIR

DATE: November 8, 2011

- Present:** Kevin Anderson, Cathy Duignan, Peggy Hinan, Grant Kelly, Laurie Priske, Harold St. Croix, Bonnie St. George, Charlene Schrieve, Katherine Sperti
- Regret(s):** Maria Bloch, Mark Frayne, Gord Henderson, Carrie Heinzl, Martha Hopkins, Marcia McEwen, Mary Ellen Nielson, Michael Pelham, Lori Prentice, Mark Reynolds, Mary-Anne Thompson

1. Welcome and Introductions

P. Hinan, Acting Chair, welcomed the members to the meeting and introductions were made around the table.

2. Additions to the Agenda

Two additional items were added to the agenda: 7.2 Paralegal Bursary and 7.3 Field Placement

3. Acceptance of the Agenda

The agenda was accepted by the members as amended.

4. Approval of Minutes

The minutes were accepted and approved by the members.

Motion by: H. St. Croix

Seconded by: K. Anderson

CARRIED

5. Business/Actions Arising from the Previous Minutes

The following is an update in each of the action items from the previous meeting:

- The recommendation is to maintain or increase communication with the advisory committee members. **ACTION BY: The Co-Coordinator will email the members on initiatives such as Law Society professional development credits, study groups, and moot court competition.**
STATUS: Ongoing
- Administration and faculty will look at updating the program of studies to include Immigration/Refugee Law into the curriculum for the diploma program. **ACTION BY: Administration and faculty will look into the revision of the program of studies for 2012-2013 to include Immigration/Refugee Law by modifying hours in some of the other courses.**
STATUS: Ongoing
- It was proposed that the workshop be available to licensed paralegals. **ACTION BY: If an immigration workshop is arranged, the program will promote and offer the Immigration/Refugee Law workshop to licensed paralegals in the field.**
STATUS: Ongoing
- Faculty are looking at organizing teams for the moot court competitions to go to Osgoode Hall next spring. **ACTION BY: Faculty are working on the logistics and ask any committee members who are interested in being involved to contact M. Frayne.**
STATUS: Ongoing
- M.A. Thompson, H. St. Croix and K. Anderson have volunteered to participate in orientation. **ACTION BY: the co-coordinators will contact the group to arrange their participation.**
STATUS: Completed

6. Discussion Items

6.1 External Membership Information Sharing

Field placement is scheduled for Mondays and Tuesdays and half of the second year students are out this semester and the other half will go out in the winter semester.

6.2 College/School Update and Program Update

Program:

Moot Court Competition

- Osgoode Hall cannot provide us until January with any details of the case being argued at the competition.
- A. Bernal, D. Burger and S. Brannan have also volunteered to participate and committee members are also welcome to participate.
- Practice for the competition will be held after hours and on weekends.
- More information will be forthcoming as soon as it is made available in order to start preparations and hold practices for the competition in late March.

6.2.2 Immigration Course Added to Curriculum

- The Immigration course will be offered mid-June in an evening or weekend format as it was not possible to add it to the curriculum this year.
- Immigration will be offered to students, community, licensed paralegals and lawyers and will be taught by an Immigration lawyer and Immigration consultant.
- The introduction of the course provides a new area of practice with new consultants and lawyers to be added to our list of field placement hosts.

6.3 Continuing Education Update

CPD Courses Being Held in Spring:

- The Law Society has approved the members' completion of CPD seminars towards their PD hours.
- Invitations will be sent out to committee members and placement hosts and paralegals in the community offering CPD courses in the spring.
- Upon completion of a course, a paralegal would submit his/her application to the Law Society to ensure that it is recorded towards their CPD.

7. Additional Agenda Items

7.1 Input from External Members

- **Impressions of our graduates and their preparedness for the work environment**
- The intent of the questions posed to the members was to get their feedback on our students, identify any weaknesses and put together strategies for changes.
- Comments from the members included the ability to get along with each other in the field and the importance of civility, professionalism and work within the rules of conduct.
- Several essential skills were identified: ethics, professionalism, attention to detail and confidentiality
- Effective communication (both written and oral) and proofreading skills were considered important skills of a paralegal.
- Immigration and license were identified as areas of practice in the paralegal field.
- The current strengths of paralegals included eagerness, logic and administrative duties.
- Areas of weakness include over-eagerness, accuracy, attention to detail, rushing and research skills.

7.2 Paralegal Bursary

- H. St. Croix announced the Labourers' International Union of North America intention to offer a bursary next year to a student who meets a specific criteria yet to be determined and chosen by faculty.

7.3 •Field Placement

- Local 183 of the Labourers' Union in Toronto is interested in taking a student from the graduate certificate program for placement next spring.

- **L. Blundon, the new CIJS/Field Placement Coordinator will be provided with the contact information for the new placement host.**

8. Decisions/Recommendations (action items)

- The moot court competition will be held end of March. **ACTION BY: Any committee members interested in participating should contact M. Frayne.**
- The Labourers' International Union of North America will offer a bursary next year to a Paralegal student who meets set criteria. **ACTION BY: G. Kelly will provide H. St. Croix with wording that he used for awards.**
- The Labourers' Union will outline the criteria for the selection of its first recipient for next year. **ACTION BY: M. Bartosik will forward the contact information to the Scholarship and Bursary department.**
- H. St. Croix of the Labourers' International Union is interested in taking a graduate certificate student this spring. **ACTION BY: M. Bartosik will forward the perspective placement host information to L. Blundon, Field Placement/CIJS Coordinator.**

9. Future Meeting Date

Monday, June 11, 2012 from 5:30 – 7:30 pm. in JW206

10. Adjournment

6:35 pm.

Advisory Committee Membership List

Name	Title	Organization
Committee Chair		
Chesson, Mike*	Sgt.	DRPS
External Committee Member		
Name	Title	Organization
Kobayashi, Rob*	Staff Sgt.	OPP, Whitby
McLelland, Stan	Director, HR	DRPS
Petrow, Samantha*	Recruiting	RCMP
Qualtrough, Bob	Superintendent	Toronto Police Service
Schutt, Sarah		DRPS
Vandenburg, Sarah	Cst.	DRPS
Elected Student/Alumni Representatives		
Namey	Yr/Program/Alumni	
TBA		
Elected Faculty/Staff Representatives		
Name	Title	
Ball, Stephanie*	Dean	
Bennett, Ann-Marie*	Program Officer	
LeRoy, Lynne*	Professor	
McAfee, Charles*	Professor	
Matthews, Dave*	Professor	
Meador, Sandra	Program Officer	
Guests/Unelected Faculty/Staff		
Name	Title	Organization
Minicola, Jacki*	Seconded Faculty	
Simpson, Shane Sgt.*	OPP	

REPORT PREPARED BY: Mary Bartosik

DATE: November 10, 2011

MINUTES REVIEWED BY CHAIR

DATE: November 14, 2011

Present: Stephanie Ball, Ann-Marie Bennett, Mike Chesson, Rob Kobayashi, Lynne LeRoy, Charles McAfee, Dave Matthews

Regret(s): Stan McLelland, Sandra Meader, Sarah Vandenburg

Guest(s): Jacki Minicola, Sgt. Shane Simpson

1. Welcome and Introductions

The Chair, M. Chesson, welcomed everyone to the meeting and introductions were made around the table.

2. Additions to the Agenda

Additional items added to the agenda are as follows:

- 7.1 RCMP Mentoring Program
- 7.2 RCMP Women's Symposium
- 7.3 DriveWise
- 7.4 Student Representation
- 7.5 Think and Drive Campaign

3. Acceptance of the Agenda

The agenda was accepted as amended.

4. Approval of Minutes of April 18, 2011

A motion was made to accept the minutes.

Motion by: D. Matthews

Seconded by: C. McAfee

CARRIED

5. Business/ Actions Arising from Previous Minutes

Updates on the action log:

- #1. No consensus had been reached regarding the students wearing uniforms. The faculty do feel that a sense of team building is needed. There are concerns that enforcing uniforms may jeopardize our enrolment in the program as well as the issue of cost. It was suggested that a type of uniform could be a golf shirt or t-shirt with the school name on it to be worn during fitness classes. It will be discussed further with the program team.
- #2. The faculty will continue to canvass their students in their classes regarding the wearing of uniforms.

6. Discussion Items

6.1 External Membership Information Sharing

- S. Petrow stated that most applicants seem to lack driving experience, good written communication skills and an awareness of what they need to secure employment in policing.
- As a recruiter, S. Petrow speaks to students in the law enforcement programs on the expectations of recruiters on employment and would be pleased to come to speak to our students as a guest speaker.
- RCMP has offered to train any of our faculty in PARE, at no cost, to be certified to teach it in-house only.
- Recruiting agencies do not require a portfolio as a requirement for hiring, however, it can be presented at an interview but does not any additional value to an interview.

- The recruiters stated that, overall, applicants need to build on their behavior competencies and attain more exposure to real life experiences,

6.2 College/School Update and Program Update Program

- The program of study for next year was distributed and briefly reviewed.
- Some of the changes that the program team will focus on include the Ethics course being moved to another semester and possibly add a fitness hour into the first semester so that students have fitness in all semesters of the program.
- J. Minicola has guest speakers coming into various classes to talk about recruiting expectations that is also relevant to other services.
- Faculty discuss the importance of communication and hold the students accountable to the set standard of communication in all courses and will bring it forward again with the program team on how to reinforce it with the students.

DRPS/Police Foundations Rapid Response Training Update

- DRPS Officers are using an abandoned house in Oshawa and the high school, Donovan Collegiate for rapid deployment exercises and using our student volunteers to assist in various roles.
- It also gives the students the opportunity to talk to the officers and attain actual hands-on exposure to policing.
- Students must follow directions explicitly or they cannot participate.

Student Placement Opportunities

- The question was posed as to whether there are any type of placements for our students.
- The challenge is to find meaningful opportunities for our students as ride-a-longs are not permitted due to safety issues.

7. Additional Agenda Items

7.1 RCMP Mentoring Program

- S. Petrow is currently working with Humber in providing mentoring sessions to students interested in the policing field.
- S. Petrow will come as a guest speaker and making a presentation to the Foundations students about the policing career and can be tailored to our students.
- Students can then register for a two-day mentoring session that includes more depth information on policing as well as addressing what the students want to know.
- Students can visit the RCMP website and follow the link to the Mentoring Program.

7.2 RCMP Women's Symposium

- The two-day event was held at Humber College and open to all schools in the province.
- Several of our female students attended and found it extremely informative as it also focused on fitness and women.
- RCMP is willing to put on the event at our campus, however, would need to start planning now for next year.

7.3 DriveWise

- S. Ball reported that we have approval for funding and is now going out to tender and will be in place by mid-March.
- The paramedic students will be trained as it is one of the program standards they must meet.
- DRPS has indicated their interest in the training and it will also be available to all partners and the community.

7.4 Student Representation

- Students from both first and second years will be canvassed for representation on the committee for the spring meeting.

7.5 Think and Drive Campaign

- The OPP are sponsoring the campaign spearheaded by the Durham Health Unit targeting aggressive driving.
- There is a website created that students can go on to complete a survey about distractions and alcohol and can be completed anonymously.

- It was suggested that the information and link be included in the student newsletter circulated to all our students in the school.
- Ads will be posted on busses and billboards and at community centres.

8. Decisions/Recommendations (action items)
See attached Action Log

9. Future Meeting Date
Wednesday, March 26, 2012 – 4:00-6:00 pm.

10. Adjournment
5:30pm.

Program Advisory Committee Action Log

NEW Action Items from April 18, 2011 Meeting				
	Action Item	Date	Responsible	Outcome
1.	The program team will discuss the issue of students wearing a type of uniform in class at their spring program meeting.	May/June 2011	Faculty	Ongoing
2.	The faculty will also canvas the students from both years for their feedback regarding uniforms in class.	2011/2012	Faculty	Ongoing
3.	Advisory committee members are asked to review the curriculum and forward any suggestions for topics or skills that should be addressed in today's climate.	June 2011	D. Matthews	Completed
4.	The program team will discuss a form of mentoring program in their spring program meeting.	June 2011	D. Matthews	Not Completed
Action Items from November 9, 2011 Meeting				
1.	The program team will discuss the suggestions made by the committee members on a type of uniform for all the students.	November/December 2011	D. Matthews	
2.	The Dean will follow-up with our fitness professor as to the training/certification being offered by RCMP.	November 2011	S. Ball	
3.	The program team will discuss professionalism and standards of communications at a program meeting.	November 2012	D. Matthews	
4.	Further discussion will be held on the possibility of hosting a women's symposium on the campus.	November 2011	S. Ball/ S. Petrow	
5.	Faculty will canvas the students in both years for representation on the committee for the spring meeting.	November 2011	D. Matthews/ Faculty	
Action Items from _____ Meeting				
1.				

Program Advisory Committee Action Log

2.				

Advisory Committee Membership List

Name	Title	Organization
Committee Chair		
Lisa Robles*	Nuclear Security Training Technician	Ontario Power Generation Inc.
External Committee Member		
Name	Title	Organization
Mark Gilbert	Program Coordinator	Youth Connections
Gary Hasenhindl	Program Coordinator	Youth Connections
Nick Lisi	S/Sgt.	Durham Regional Police
Wyatt Johns	Program Director	Youth Connections
Kevin McAlpine*	Chief	Port Hope Police
Ken Polley	Assistant Crown Attorney	Ministry of the Attorney General
Chris Priebe*	Nuclear Response Force	Ontario Power Generation Inc.
Teresa Sheppard	Program Facilitator for Adolescent Rehabilitation	Whitby Mental Health Centre
Neil Weaver*	Vice President, Operations	Total Security
Anne Weber	Office Manager	Ministry of the Attorney General
Darren Reid	Nuclear Security Operations Manager	Ontario Power Generation Inc.
Steve Ruttan	Resourcing & Specialized Training	Ontario Power Generation Inc.
Elected Student/Alumni Representatives		
Name	Yr/Program/Alumni	
Tyler McGarrity*	1	
Elected Faculty/Staff Representatives		
Name	Title	
Bonnie St. George*	Associate Dean	
Charlene Di Danieli*	Faculty	
Neil Gonsalves	Faculty	
Kathy Phillips*	Faculty	

Guests/Unelected Faculty/Staff

Name	Title	Organization
Jerry Conlin*	Director	Municipal Law Enforcement & Licensing Services, City of Oshawa
Shelley Ince*	Faculty	
Lorie Blundon*	FWK/CIJS Coordinator	

REPORT PREPARED BY: Mary Bartosik

DATE: November 17, 2011

MINUTES REVIEWED BY CHAIR

DATE: November 21, 2012

Present: Charlene Di Danieli, Neil Gonsalves, Kevin McAlpine, Tyler McGarrity, Chris Priebe, Lisa Robles, Bonnie St. George, Neil Weaver

Regret(s): Gary Hasenhindl, Nick Lisi, Wyatt Johns, Kathy Phillips, Ken Polley, Darren Reid, Steve Ruttan, Teresa Sheppard, Colin Thompson, Ann Weber

Guests: Lorie Blundon, Jerry Conlin, Shelley Ince

1. Welcome and Introductions

The Chair, L. Robles, welcomed everyone and introductions were made around the table. A special welcome was extended to the new student representative, T. McGarrity, and J. Conlin from the City of Oshawa Municipal Law Enforcement sector.

2. Additions to the Agenda

There were no additions to the agenda.

3. Acceptance of the Agenda

The members accepted the agenda as amended.

4. Approval of Minutes

The members approved the minutes of the June 9, 2011 meeting.

Motion by: N., Weaver

Seconded by: N. Gonsalves

CARRIED

5. Business/ Actions Arising from Previous Minutes

The following are updates to the action items from the previous meeting.

5.1 Debriefing on Hybrid Course Status

- The feedback from the students indicated a heavy workload with 18 class hours over a 3-day period with placement on Thursdays and Fridays for the semester.
- This semester, the course Security, Leadership and Operations is delivered with one hour in class and two hours on-line delivery.
- Race, Religion and Diversity is being delivered in class for two hours and one hour on-line.
- At the end of the semester there will be a debriefing on the hybrid delivery of these courses.
- The biggest challenge has been with the technology for the on-line components.

5.2 Viewing of New Program Video

- Our Communications & Marketing department developed a short video last year for the program and it was selected as the top video in the college.
- The video was shown to the committee members and is linked to the program webpage.

5.3 Information re Firearms Training Certification

- L. Robles briefly reviewed the information submitted by S. Ruttan on the firearms certification (Canadian Firearm Safety Course) to obtain a Possession and Acquisition Licence (PAL). Student are encouraged to obtain this certification in order to have an additional qualification for hiring purposes at OPG. Certified Instructor information can be provided for students.
- It is a one-day course with lectures and hands-on training with a certified instructor.
- Training can be provided here at the college or at the instructor site.
- It would be beneficial for students to add another certification to their portfolio.

5.4 PAC Members to offer feedback on Program of Studies and handouts circulated at the last meeting

- J. Conlin stated that many of the applicants have investigative knowledge but not the municipal by law enforcement skills and/or knowledge including areas such as parking and animal services. As well, applicants have limited understanding of by-law legislation.
- By law enforcement is a course in the Protection, Security & Investigation program and the Advanced Law students who were graduates of that program would have more knowledge on bylaws.

6. Discussion Items

6.1 External Membership Information Sharing

- C. Priebe reported that OPG had just hired 10 employees and does not expect any other new hires at this time. Possibility of February new hires.
- N. Weaver stated that his agency is saturated with demands for guards by large enterprises (such as banks) as a result of the 'Occupy' protester groups, as well as a demand for private security officers in cities across the province.
- K. McAlpine stated that recent interviewees did not have very good behavioural interviews and that applicants had little relevant work experience.
- Due to budget restraints, there are no new hires in the policing sector at this time.
- Applicants seeking positions seem to lack life experiences or demonstrated competencies and should have broader based life experiences.

6.2 College/School Update and Program Update

College:

- Durham Region has experienced a growth in population and, as a result, the college has approximately 8500 students this year
- The college's strategic plan is based on the growth in the region and Durham College expects to have 10,000 full-time students by 2015 and provide new learning opportunities each year.

School:

- The school has approximately 1500 registered students this year amongst the 15 programs in our school.
- Two new programs were introduced this year: Victimology which is a graduate certificate program in dealing with all types of victims; and Emergency Services Fundamentals which is a certificate program geared to students who were not able to get into their program of choice or seeking to upgrade their marks for admission into their preferred program.
- The DriveWise simulator is currently being tendered for purchase and will arrive by March 31, 2012 and located in our school.
- Training will be provided to our Paramedic students as a requirement to meet Ministry standards and will also be introduced to the Firefighters, 911 Emergency & Call Centre Communications and Police Foundations students
- Opportunities for training will also extended to our stakeholders and partners for May to August period during the day and throughout the year on evenings and weekends.

Program

- L. Blundon is the new Field Placement/CIJS Coordinator working with the Law & Security Administration, Paralegal and Youth Corrections & Interventions students regarding placement. She is always seeking new placement hosts.
- S. Ince has successfully placed the 31 Advanced Law students with various placement hosts including several new agencies such as Big Sisters, Big Brothers, York Region District School Board and York Region Transit. She has secured paid positions at Peel Regional Police. S. Ince commented that the lengthier the hiring process the higher the chance that a student may not obtain a placement if he/she was unsuccessful.

6.3 Student Voice

- Suggested a listing of host agencies with familiarization package prior to the commencement of classes.
- T. McGarrity stated that most of the course content related specifically to policing when the program title itself identifies it as law enforcement. Many of the students may not apply to policing. Would like to see a broad representation of all fields in the course content.
- The feedback he received from the students was that graduates not from Police Foundations, Law & Security or university feel they do not have enough law knowledge for this program

- Another concern expressed was that most of the professors are former police officers, thereby, the focus of the curriculum is towards policing rather than a broader based curriculum.
- Students also feel that there should be more hours assigned to fitness to allow for time to practice their fitness test and not just complete the testing with no remedial instruction. As well, students would like hands-on practice in a computer lab for Forensic IT.

7. Additional Agenda Items

7.1 KPI Follow-Up – Program Strategic Plan

- The program team developed an action plan to address the three main issues which encompassed the following:
 - ability to solve problems using math techniques – no math course in program but is actually embedded in the courses by making the students aware
 - quality of lab shop/learning experience – introduced hybrid courses and working with the IT department on the use of the technology
 - enhance the hybrid experience – N. Gonsalves is working with Student Life in developing a customized database called Student Passport for implementation by September 2012 that contains all documentation/information on curriculum content and its delivery which would give the students a holistic experience and keeps the students engaged.

7.2 Current Enrolment

- There are 31 students registered in the program which is the highest enrolment the program has experienced over the past five years.

7.3 Research Initiatives – On-Line pilot project currently underway

- The main issue in developing the on-line Security Guard course has been the use of technology effectively to deliver the content.
- There are currently thirteen students doing the course on-line.
- The program will be evaluated at the completion of the course before it is offered externally to private organizations.

8. Decisions/Recommendations (action items)

- Two hybrid courses are running this semester. **ACTION BY: N. Gonsalves will have a debriefing at the end of the semester to assess the delivery of the courses.**
- There are some certifications embedded in course but are always seeking additional certifications for the students and their portfolio. **ACTION BY: Committee members are asked to forward to N. Gonsalves any other opportunities for student certification.**
- City of Oshawa has indicated their interest in being involved in field placement. **ACTION BY: S. Ince will contact J. Conlin to discuss the placement opportunities in the by-law sector.**
- It was proposed that the curriculum include different levels of municipal government and bylaws. **ACTION BY: N. Gonsalves and the program team will discuss the inclusion of municipal bylaws in course curriculum and program of study.**
- There is a need for training for Property Standards Officers in the City of Oshawa. **ACTION BY: N. Gonsalves will set up a meeting to discuss potential training opportunities with the Municipal Law Enforcement of the City of Oshawa.**
- A presentation by a panel will be made to the students regarding the expectations of employers including the importance of life experiences. **ACTION BY: N. Gonsalves will contact committee members about their interest in being part of the panel presentation.**
- The Drive Wise simulator is expected on site by March 31, 2012. **ACTION BY: N. Gonsalves will provide the committee members with updates regarding the simulator as they are made available.**
- The program is always seeking new placement opportunities for our students. **ACTION BY: Committee members are asked to forward the names of potential agencies to L. Blundon.**
- TSM has expressed an interest in taking some of our students. **ACTION BY: N. Weaver will contact S. Ince regarding future field placement opportunities.**
- The Student Passport application is currently in the developmental stage and a proposal for its implementation will be drafted. **ACTION BY: N. Gonsalves will forward the draft proposal to the members for feedback by spring 2012.**
- The Security Guard course is currently being delivered on-line to thirteen of our students. **ACTION BY: The pilot will be assessed at the completion of the course and be the platform for other courses.**

9. **Future Meeting Date**
Wednesday, June 6, 2012 from 2:00-4:00 pm. in JW206.
10. **Adjournment**
4:00 pm.

Advisory Committee Membership List

Name	Title	Organization
Committee Position: Committee Chair		
Sue Ploughman*	VP Sales & Marketing	PPFD
Committee Position External Committee Members		
Jessica Berg*	Online Marketing Manager	Shoppers Drug Mart
Kimberley Burchiel	Print Production Manager	Leo Burnett Advertising
Murray Christenson*	Vice President, Media Creativity	Astral Media (Radio)
Elaine Garnett	General Sales Manager	Corus Entertainment (Durham)
Hayley Higgins*	Digital Vendor Asset Coordinator	Shoppers Drug Mart
Andrew Martin	Production Artist	Cossette Communication Group
Maria Maynard*	Senior Account Executive	Bimm Communications
Mike Needler	Associate, Media Buying	Mindshare
Stesha Roy*	Associate Director, Media Planning	Mindshare
Al Schopp	Creative Director/Freelancer	Kre8ivshcopp
Lori Sroujian*	Digital Marketing Manager	Shoppers Drug Mart
Kevin Stephen	Studio Supervisor	Leo Burnett Advertising
Committee Position Student Representatives		
Tyson Eteli*	3 rd Year Advertising	Durham College Student
Nicole Farrell*	3 rd Year Advertising	Durham College Student
Michael Janes*	3 rd Year Advertising	Durham College Student
Committee Position Staff & Faculty Representatives		
Name	Title	Department
Greg Murphy*	Dean	School of Media, Art & Design
Charlotte Hale	Associate Dean	School of Media, Art & Design
Dawn Salter*	Professor, Coordinator	School of Media, Art & Design
Kevan Drinkwalter*	Professor	School of Media, Art & Design
Todd McCall	Part-time Professor	School of Media, Art & Design

REPORT PREPARED BY: Amy Derald

DATE: November 30, 2011

MINUTES REVIEWED BY CHAIR: Sue Ploughman

DATE: December 2, 2011

Present: Jessica Berg, Murray Christenson, Kevan Drinkwalter, Tyson Eteli, Nicole Farrell, Hayley Higgins, Michael Janes, Maria Maynard, Greg Murphy, Sue Ploughman, Stesha Roy, Dawn Salter, Lori Sroujian

Regret(s): Kimberley Burchiel, Elaine Garnett, Andrew Martin, Mike Needler, Al Schopp, Kevin Stephen, Todd McCall, Charlotte Hale

1. Welcome and Introductions

- D. Salter welcomed the committee members and asked everyone to introduce themselves.

2. Additions to the Agenda

- There were no additions to the agenda.

3. Acceptance of the Agenda

- The agenda was accepted.

4. Approval of Minutes

- The May 26th, 2011 minutes were approved by M. Christenson and seconded by D. Salter.

5. Business/Actions Arising from Previous Minutes

- The new Program of Studies for 2012-2013 now has an Excel course for first year students under the course name "Administrative Applications".

6. Discussion Items

6.1 External Membership Information Sharing

- Clients are looking for NBDB (Never Been Done Before) marketing tools. They are looking for advertisers who are able to think outside of the box and provide big, new, and exciting ideas.
- Main stream media is still alive and well but there are now many layers to it. Digital space is changing by the day.
- Some clients are now bringing in third party suppliers to do everything they need.
- Astral Media will be launching the first ever, online, on demand music service in North America. This innovative service will be free to listeners and allows Astral to stay ahead of the competition as well as reach out and engage listeners. Digital rights negotiations are currently taking place as some large bands are not allowing their content to be played.
- When asked what Astral Media would look for in a potential applicant, M. Christenson would prefer an individual with media training from an agency background. They should be knowledgeable of how digital is bought and sold as well as be able to research how audiences and campaigns are measured.
- Bimm Communications are using direct mail as a means of first contact to customers. Email inboxes are becoming increasingly cluttered and are filled faster than traditional mailboxes. Direct mail must have a digital component where the customer can easily find and access the client's information,
- Advertisers are able to relate their products more effectively to customers who enter their personal information online. Allows for a more personable experience.
- Graduates should have a good understanding of social media both as a user and a business.
- Shoppers Drug Mart which used to be a flyer business has shifted to online advertising. No longer using mass marketing but smart marketing.
- Marketers tend to forget what matters to the customer. Industry needs to think about what the customer wants to see and what prompts them to visit a store/purchase a product.

- It was mentioned that in order for a business to remain competitive they require a smartphone app. Brand websites should also be mobile compatible as more customers are using smartphones rather than desktop computers.
- The idea of launching a Mobile Marketing course was discussed. Students should understand how mobile apps relate to retail/online sales.
- The following issues regarding social media was discussed:
 - It is difficult to measure online metrics with product sales
 - Approximate advertising cost for one business using social media was \$0.70/fan
 - When using social media as a marketing tool, businesses must consider what they're going to write to customers to build loyalty, banner content, what is going to entice the customer to visit their page, and ways to remain on the customers' news feed
 - Some businesses question what social media does for their bottom line. Sometimes difficult to measure and requires someone to constantly monitor
 - Social media can often become a complaint forum
 - Businesses are opening social media departments which are separate from marketing departments
- Businesses cannot forget about marketing to seniors. Some will only use certain media while others are actively perusing the web.
- There is a shift in retailers buying their media online. Allows them to provide more accurate information of the products because they know what they're talking about.
- The retail environment is dealing with a lot of competition with discount sites such as Groupon, Wag Jag etc. It is almost becoming mandatory for retailers to have something to offer. Customers are looking for more than just 20% discounts or coupons.
- Brands need to be careful when advertising contests/promotions. Too much of this can decrease the brand value. Should focus on making a connection with consumers.
- Committee members are seeing more clients use global creativity to save money. Advertisers need to think of ideas that work globally with different cultures in mind.
- There is a heavy trend right now in POP digital advertising at the store level. Consumer impact marketing now dedicating themselves to interactive digital media. Allows customers instant gratification.
- Employee productivity is decreasing in some areas. Employees are accessing the internet and telephones for personal use. A committee member mentioned their company only allows one hour of internet access for employee lunches and banning cell phones.
- New graduates are entering jobs with a false sense of entitlement. They expect a certain salary, hours of work, and refuse to perform menial tasks. They need to realize most training is done on the job.

6.2 College/School Update and Program Update

- Program name has now been updated to "Advertising and Marketing Communications Management" for the fall of 2012 as per the MTCU.
- Social Media course was introduced into the program.
- A discussion ensued regarding making the program a two year diploma program with the option of a one year graduate certificate. Many of the committee members thought this was advantageous for students.
- A two year program would allow faculty to change the program courses more and allow students to move laterally within the School of Media, Art & Design.
- Students are less likely to commit to a three year program. Those who are more interested in the industry would go on to specialize with the one year certificate.
- Some committee members mentioned a two year diploma might hinder the graduates' ability to find a job. Prefer graduates who have a well-rounded knowledge and skill set.

6.3 Continuing Education Update

- The Student Liaison for the School of Media, Art & Design works closely with the Continuing Education department to offer online/evening classes for courses with high fail rates.
- The idea of offering more Advertising courses through Continuing Education specifically for industry workers was mentioned. It was advised that the clientele who attend evening classes generally only enroll in the course as a hobby.

6.4 Student Voice

- A recent Advertising graduate mentioned that the program had a lot to cover in three years. They found that not specializing in the third year really helped as it gave them a broad understanding of the industry.
- Student members advised they would be interested in the two year program with optional third year certificate.

7 Decisions/Recommendations

- A motion was brought forward by S. Ploughman to convert the three year program to the two year diploma program upon further research and a career qualifications report. Seconded by N. Farrell. **Vote: Unanimous**
- A motion was brought forward by S. Ploughman to initiate a one year post graduate certificate upon further research and a career qualifications report. Seconded by N. Farrell. **Vote: Unanimous**

8 Future Meeting Date

- May 15th, 2012.

9 Adjournment

- Meeting adjourned at 8:25 p.m.

Advisory Committee Membership List

Name	Title	Organization
Committee Chair		
Lorraine Joynt*	Mediator	FSCO
External Committee Member		
Name	Title	Organization
Brian Evans	Lawyer, Mediator, Arbitrator	
Nicole Fogal		Durham Family Court Clinic
Deb Hastings*	Executive Director	Durham Community Legal Clinic
Jennifer Laffier		
Karen LeBlanc	Q. Mediator	
Louise Lloyd*	Manager, Finance & Admin. on Family Responsibility Office	
Valerie Hazlett Parker*	Lawyer, Mediation	McGibbon, Bastedo, Armstrong & Armstrong
Cathy Salmers	Lawyer	Salmers Law
Michelle Shurland-Jadoo		Community Justice Alternative
Monica Walsh		
Elected Student/Alumni Representatives		
Name	Yr/Program/Alumni	
Eileen Hum*	Alumni	
Renate Wilson	Alumni	
Elected Faculty/Staff Representatives		
Name	Title	
Bonnie St. George*	Associate Dean	
Virginia Harwood*	Faculty	
Laurie Piske	Faculty	
Bernd Weller	Faculty	
Guests/Unelected Faculty/Staff		
Name	Title	Organization
Audrey Lea*		Peace Solutions
Patricia Persaud*		Peace Solutions

REPORT PREPARED BY: Mary Bartosik

DATE: December 1, 2011

MINUTES REVIEWED BY CHAIR

DATE: December 12, 2011

Present: Virginia Harwood, Deb Hastings, Valerie Hazlett-Parker, Eileen Hum, Lorraine Joynt, Louise Lloyd, Kam Lovel, Deena Misale, Michelle Shurland-Jadoo, Bonnie St. George

Regret(s): Brian Evans, Nicole Fogal, Jennifer Laffier, Karen LeBlanc, Laurie Piske, Cathy Salmers, Monica Walsh, Bernd Weller, Renate Wilson

Guests: Audrey Lea, Patricia Persaud

1. Welcome and Introductions

The Chair, L. Joynt, welcomed everyone to the fall meeting and introductions were made around the table. A special welcome was extended to our guests, A. Lea and P. Persaud.

2. Additions to the Agenda

No additions were made.

3. Acceptance of the Agenda

The agenda was accepted by the members.

4. Approval of Minutes from May 26, 2011

The minutes were approved by the members.

Motion by: D. Hastings

Seconded by: L. Lloyd

CARRIED

5. Business/ Actions Arising from Previous Minutes

The following are a follow-up to the action items.

5.1 Small Claims Court Mediation Initiative

- V. Harwood had taken the proposal forward to Justice Salmers and the Administrative Justice Committee to have our students conduct volunteer mediations with disputants.
- V. Harwood received a letter from them stating that it was not possible at this time.
- The Deputy Judges at Small Claims do all the mediations and they are not recorded because they are confidential.
- V. Harwood will continue to pursue this.

5.2 ADRIO Application for Program Approval

- The Mediation program has achieved accreditation by ADRIO and will now be promoted with their endorsement.
- Students are encouraged to become members and there is a link on ADRIO's website to our program.

5.3 KPI Survey Administration Outcome

- B. St. George reported that the surveys to the Mediation students were not conducted by an administrator.
- The snowy weather conditions were also less than conducive on the day it was to be given, thereby, poor attendance was experienced.

5.4 Observation Opportunities Update

- V. Harwood is still seeking more opportunities for our students to observe mediations

and will pursue prospects in the social justice, tribunal and various other clusters.

6. Discussion Items

6.1 External Membership Information Sharing

- K. Lovel reported that with our program being accredited, the college will only be required to file a simplified course approval application with OAFM and will receive automatic approval for any changes to the curriculum.
- The OAFM website has been revamped and our approved program is now listed on their site.
- K. Lovel stated that there is a shortage of mediators at the Durham Family Court Clinic and there are opportunities to liaise with them as they take referrals only from lawyers.
- It was proposed that we offer a course on domestic violence which is covered in the program but not for the required 14 consecutive hours of training.
- V. Harwood suggested that it could be delivered in a workshop during the Winter Break week or in the spring and also be offered to external practitioners.

6.2 College/School Update and Program Update

College/School

- Durham Region has experienced a growth in population and, as a result, the college has approximately 8500 students this year with a projected enrolment of 10,000 by 2015.
- The college launched 11 new programs this year of which our school offered two new programs: Victimology with 30 students and Emergency Services Fundamentals with 50 registered students.
- Two more new programs will be offered next year: Legal Research and Fire and Life Safety Systems Technician.
- The school and college extend their congratulations to V. Harwood who was honoured with the faculty Award of Distinction in September.

Program

- The program has experienced very low enrollment this year of 5 students despite all the marketing efforts and some of the numbers may be attributed to the new Victimology program.
- The program started last year with 22 students of which 21 graduated in June.
- The school is committed to the program and recognizes that there is a strong need for mediation that extends from the classroom to residence.
- **2012/2013 Delivery Model and Program of Study**
- With the institutional constraints, this year, a few courses are being delivered in a hybrid format which is a combination of several classes in-house and the other classes delivered on-line.
- The program of study for 2012-2013 was distributed and briefly reviewed with the program basically remaining the same with only some course name changes.
- Next September the program will; be delivered over three days (Wednesdays to Fridays) with the intent of capturing those students who have part time jobs, families or working in the field.
- The question was raised as to offering the program through night school. However, provincial funding does not extend beyond the day school hours.
- One of the other programs, Youth Corrections and Interventions, is currently piloting an evening/weekend hybrid delivery program of most of its courses and will provide feedback on the program's alternative delivery.
- **Marketing of the program**
- The ADRIO website will list the college's Mediation program as an accredited program which is also used as a marketing tool for those interested in mediation.
- V. Harwood and the students have been doing presentations to classes in other programs, schools and to the university students in Criminology and Social Sciences.

- **Other Accreditation/Approval Opportunities**

- It was proposed that the program be marketed through the Law Society and ADRIO through their website.

- **Local Certificate in Mediation-ADR**

- The faculty have discussed a local certificate in mediation that is not funded by the government that could be delivered evenings through CIJS or Continuing Education.
- Continuing Education has an introduction to medication course, however, it is not equivalent to our day time courses as it is broad-base in scope.

6.3 Student Voice

- The makeup of the students are comprised of both high school and university graduates.
- D. Misale stated that the students are happy with the program, however, the university students find the workload very heavy and some like the on-line delivery while others like a classroom setting.
- In speaking to a number of other programs, D. Misale reported that students may not be prepared to commit to another year of studies.

7. Additional Agenda Items

7.1 Presentation from Peace Solutions (graduates)

- The guests, who are also graduates of the program, provided a brief presentation and distributed a handout on the newly formed non-profit organization, Peace Solutions Inc.
- They discussed the benefits of a partnership between their organization and our Mediation program including an internship and field placement positions.
- Each founder is experienced in different ways and want to educate the community about having a place to go to resolve conflicts and foster healthy community relationships.
- They are currently going through the process of being registered.
- As a business, funding would come from other non-profit organizations by aligning with them for referrals with agencies such as YMCA, YWCA, Eastview Boys and Girls Club and the City of Oshawa.
- At this time most of their mediations have been in the evenings using YCMA or YWCA facilities as they have not set up an office or business phone. They are using their cell phones as their business number.
- It was suggested that the group contact Durham Region Housing who have a website and internal newsletter distribution.
- V. Harwood stated that she discussed the organization with S. Ball, Dean, as there is a gap between the time the students leave in April through to September when all programs commence for the next academic year.
- The college will wait until they are registered as a corporation to ensure any liability on both sides.

7.2 CCRS Update

- V. Harwood distributed and briefly summarized the list of activities of Campus Conflict Resolution Services.
- CCRS provides services to all college and university students and work with the Director of Campus Security regarding the need to have a staff person on call to handle mediations.
- A one-day forum has been proposed for May to discuss human relations issues and violence in the workplace to be offered to the community and would be a great opportunity to involve the members of Peace Solutions.

7.3 KPI and PQPR Updates

- Based on the survey results, several issues are being addressed that include quality of classroom learning, field placement and classroom learning activities.
- This year the graduate certificate programs have a dedicated classroom for their exclusive use and capital requests are being submitted for movable tables and chairs.
- Several of the course names were changed to clarify any misunderstanding about a placement component.

- All the faculty will continue with learning activities such as lecture videos, student presentations, observations of mediators and courthouse visits.
- V. Harwood will hold a debriefing sessions with the students before the end of their academic year for feedback on the curriculum.

8. Decisions/Recommendations (action items)

- Small Claims Court has declined the use of our students to conduct volunteer mediations. **ACTION BY: V. Harwood will continue to pursue this with Justice Salmers.**
- The students benefit from observing any type of mediation. **ACTION BY: Advisory committee members are to forward any opportunities that may arise to V. Harwood.**
- Domestic violence training and certification could be offered to our students and practitioners. **ACTION BY: V. Harwood will discuss this further with K. Lovel and the documentation that is required.**
- Continuing Education offers an Introduction to Mediation course which is not an equivalent to our courses. **ACTION BY: V. Harwood will follow up on the content of the curriculum.**
- Peace Solutions Inc. is looking for connections with various different agencies. **ACTION BY: Committee members are asked to forward any other suggestions for contacts directly to the Peace Solutions Inc. group.**
- A one-day workshop on human relations and violence in the workplace was proposed and marketed to outside organizations. **ACTION BY: V. Harwood and D. Hastings will discuss this further.**
- There is a shortage of mediators in Durham Family Court Clinic with opportunities and internship. **ACTION BY: V. Harwood will contact them regarding any opportunities.**

9. Future Meeting Date

Wednesday, May 16, 2012 from 6:30 – 8:30 pm. in JW206

10. Adjournment

8:00 pm.

Program Advisory Committee Action Log

NEW Action Items from November 30, 2010 meeting				
	Action Item	Date	Responsible	Outcome
1.	Committee members are asked to forward any opportunities for our faculty as part of their professional development.	Spring 2011	N. Gonsalves	Pending
2.	A meeting request will be sent out to all the members with a proposed date for the spring meeting.	Spring 2011	M. Bartosik	Deferred
3.	Committee members will be provided with monthly updates on program activities.	Monthly	N. Gonsalves	Modified to quarterly reports effective 2012
4.	Committee members are to forward suggestions for alternatives to field placement or topics for workshops.	Spring 2011	N. Gonsalves/ L. LeRoy	Completed
5.	The students and our current placement hosts will be surveyed through our Research Department regarding placement and the proposed alternatives.	Spring 2011	N. Gonsalves/ L. LeRoy	Ongoing
6.	Committee members interested in a partnership for the purchase of the Drivewise simulator should forward the organization's letter of support.	January 2011	S. Ball	Ongoing
7.	A demonstration of the Drivewise simulator will be provided at the next meeting.	Spring 2011	N. Gonsalves	Ongoing
8.	Committee members will forward job postings for distribution, via email, to our students.	January 2011	N. Gonsalves	Ongoing
Action Items from December 7, 2011 Meeting				
1.	The committee members are to consider the position of Chair of the committee and email N. Gonsalves of their interest.	Spring 2012	N. Gonsalves	
2.	The committee members are asked again to forward any opportunities for professional development opportunities for our students and faculty.	Spring 2012	Committee Members	
3.	I. Falzon is part of a K9 unit and expressed an interest in doing a demonstration as part of the new Career Preparation course.	Spring 2012	N. Falzon/ N. Gonsalves	
4.	Committee members interested in participating or have suggestions for types of workshops for the Career Preparation course should contact N. Gonsalves.	Spring 2012	N. Gonsalves	
5.	The proposal for a mentorship through ASIS will be explored with the representatives of ASIS.	Spring 2012	N. Gonsalves	
6.	Committee members interested in participating on the panel or have suggestions on the type of panel to be set up should contact N. Gonsalves.	Spring 2012	N. Gonsalves	

Program Advisory Committee Action Log

7.	The committee members and any organization is interested in DriveWise training should contact N. Gonsalves for further information.	Spring 2012	N. Gonsalves	
8.	The involvement and membership with ASIS will be discussed with the program team for feedback.	Spring 2012	N. Gonsalves	
9.	N. Gonsalves will provide the members with updates on the status of the student passport project.	Spring 2012	N. Gonsalves	

Program Advisory Committee Action Log

Action Items from _____ Meeting				
1.				
2.				

Advisory Committee Membership List

Name	Title	Organization
Committee Position: Committee Chair		
Name	Title	Organization
Courtney Hilbig *	Art Director	Digital Leisure
Michelle Trahan *	3D Artist	Pixel Entertainment
Committee Position External Committee Members		
Name	Title	Organization
Clement Chan	Freelance Animator	9 Story Entertainment
Nick Cross *	Storyboard Artist	Nelvana
Scott Heatherley	Animator	Toon Box
Stefan Lipsius *	3D Animator	Digital Leisure
Marlo Meekins *	Visual Narratives	
Ryan Miller *	Founder and President	Conjured Graphics
Committee Position Student Representatives		
Name	Year, Program	
Alistair Braz *	3 rd Year student	Durham College
Leigh Palermo *	3 rd Year student	Durham College
Committee Position Staff & Faculty Representatives		
Name	Title	Department
John Goodwin *	Professor	School of Media, Art & Design
Matthew Grabinsky *	Professor	School of Media, Art & Design
Charlotte Hale *	Associate Dean	School of Media, Art & Design
Edin Ibric *	Professor	School of Media, Art & Design
Greg Murphy	Dean	School of Media, Art & Design
Guests in Attendance		
Name	Title	Organization

REPORT PREPARED BY: Alanna Desaillier

DATE: November 29, 2011

MINUTES REVIEWED BY CHAIR: Courtney Hilbig and Michelle Trahan DATE: December 2, 2011

Present: Alistair Braz, Nick Cross, John Goodwin, Matthew Grabinsky, Courtney Hilbig, Edin Ibric, Stefan Lipsius, Marlo Meekins, Ryan Millar, Greg Murphy, Leigh Palermo, Michelle Trahan,

Regret(s): Clement Chan, Scott Heatherley, Sandra Meader, Greg Murphy

1. Welcome and Introductions

- C. Hale welcomed the members of the committee.

2. Additions to the Agenda

- Industry related topics – M. Grabinsky

3. Acceptance of the Agenda

- The agenda was accepted by S. Lipsius and M. Trahan seconded.

4. Approval of Minutes

- The May 2011 minutes were approved.

5. Business/Actions Arising from previous Minutes

- Workflow/pipeline course is introduced in Year two and Year three, students are given more options to do more group work if this is something they wish to explore. R. Millar asked if integration with other Durham College programs has been explored. The idea of intersecting with a “project management” course with the School of Business was suggested..
- Asset repository for student use has not been put in place. The focus has been on building a polished “reel” of finished work.
- Game theory has been imbedded into the History of games course, J. Goodwin does not feel that the students retained as much as they should.
- Additional seats have not been added, and the loss of 3 machines for several marketing events has created a concern within the labs.
- A discussion ensued around making the program a laptop program. The cost would be extremely high for the students over 3 years.

6. Discussion Items

6.1. External Membership Information Sharing

- The idea of a 2+1 was discussed. The current students at the table did not feel that a 2 year program would be as beneficial as having the 3 year program. The technical side can be covered in 2 years but the creative side would be lost. M. Meekins felt that the students would be able to have a strong enough art portfolio after 2 years.
- The average age of current students entering into the program are 17 or 18. These students are not ready to enter the workplace.
- Creating a degree program was brought forward and discussed. The group felt that a degree program might not be that best decision for the program at this time.
- The company Biowear has approached the program about creating an internship, which is very positive. They saw the students work at the DIG conference in London, ON and were very impressed; this speaks very positively for the program.
- Adding to the studio course – freelance needs to be discussed, the idea of signing contracts, etc needs to be addressed
- “Knowing what you are worth” needs to be taught and discussed within the program and especially in the third year portfolio course.
- The program is adding a concept art course, for 3 hours in year three. More drawing and storyboarding was noted as wanted additions to the program.

- Casual gaming and software requirements were discussed. A comparison between Unity and Unreal were discussed.
- Technical artists who are not afraid to touch on scripting is considered very positive within the industry.
- The idea of bringing in Industry guest speakers was noted as beneficial. Budget and location was noted as drawbacks to this topic. The topic of students attending IGA events was discussed as a positive experience.
- The “rigging” course was noted as being introduced in year two but shifting the focus to other topics or specialization.
- Reality broken – book, gaming simulation within non-related industries.
- There is Industry growth happening. Internships within the program were discussed; logistically the students would need up to 6 months and this would mean alleviating a whole year from the program.
- MIGS conference in Montreal for next year is being sourced.
- Creating an In-house studio within the program and school were discussed. This could generate additional revenue for the program and also help get the students name out into Industry as they would be working on “real” projects.

6.2. College/School Update and Program Update

- C. Hale spoke about the changes to the DC campus. The student population growth is the fastest in the province.
- Added 4 new programs in the School of MAD in 2011. – Digital Video, Digital Photography, VFX and Fine Arts. 3 are among the top new programs in the College.

6.3 Continuing Education Update

- Continuing Education representative was unavailable.

6.4 Student Voice

- The topic of Issues and Ethics as a course that is not well received was discussed along with how the Gen Education courses are chosen for the program.
- More UI imbedded into the program and into the student reels is wanted.
- More lab space is needed.
- Add more high poli with z-brush.

7. Decision/Recommendations (action items)

- Budget for guest speakers and more Industry related events were recommended. **ACTION BY: Dean**
- The idea of combining VFX, Animation and Game’s student screening into one venue. **ACTION BY: Program Team.**
- Embedding more business practices/freelance information within the program. **ACTION BY: Program team.**
- Recommend more lab space **ACTION BY: Dean**

8. Future Meeting Date

- Last week of April, before the Student screening 2012.

9. Adjournment

- 9:00 p.m.

Advisory Committee Membership List

Name	Title	Organization

Committee Chair

Name	Title	Organization
Lorelei Hepburn	President	The Environmental Factor Inc.

External Committee Member

Name	Title	Organization
Fran Bolton	Operations Technician	Works Department, Durham Region
Adam Cochrane	Chemical Technician	Ontario Power Generation
Mike Kopansky	Manager	Miller Compost
Rebecca Peters	Superintendent, Compliance and Licensing	Cameco Corporation
Sandra Thomas	District Supervisor (acting)	Ont. Ministry of Environment

Elected Student/Alumni Representatives

Name	Year/Program/Alumni	
Kevin Bailey	Student, Environmental, Yr 3	
Amanda Huxter	Environmental Compliance Manager	GFL Environmental Corp.
Riaz Shah	Student, Environmental, Fast Track	

Elected Faculty/Staff Representatives

Name	Title
Maureen Calhoun	Associate Dean
Ross Stevenson	Professor
Sue Todd	Dean
Katherine Wilson	Professor
John White	Professor

Guests/Unelected Faculty/Staff

Name	Title	Organization

REPORT PREPARED BY: Katherine Wilson/Linda Dillon
MINUTES REVIEWED BY: Sue Todd

DATE: December 12, 2011
DATE: December 21, 2011

Present: K. Bailey, *A. Cochrane, *A. Huxter, *R. Shah, R. Stevenson, *S. Thomas, K. Wilson

Regret(s): F. Bolton, L. Hepburn, M. Kopansky, R. Peters, J. White

Guest(s):

1. Welcome and Introductions

M. Calhoun welcomed members to the meeting. Each member gave a brief introduction of themselves and the company they represented.

Meeting Format – Items 1-7 will be discussed generically for all program advisory groups. Each program will then split off into their own “break out” session to discuss agenda items specific to each program advisory.

2. Additions to the Agenda

None.

3. Acceptance of the Agenda

Accepted.

4. Approval of Minutes

Moved by A. Cochrane, Seconded by K. Wilson that the minutes of January 27, 2011 be approved. Carried.

Referring to the meeting of June 23, 2011, due to lack of quorum the meeting was cancelled. Corresponding action plans were updated and brought forward to the November 30, 2011 meeting.

5. Business/ Actions Arising from Previous Minutes

Action Logs from each program advisory committee will be reviewed in each break out session and updated. If there are commonalities on action items between the program groups, it will be noted.

6. Key Performance Indicator Report (KPI)

The Key Performance Indicator summary for the Sciences programs was distributed. It was noted that program results are compared from one year to the next and strategies are implemented for continuous program improvement. Areas of concern shown in the survey results were computer skills, professor feedback and Communications (grammar, writing, presentations, videotaping). An action plan on these items will be completed. M. Calhoun noted that program groups are welcome to provide feedback on the Key Performance Indicators and this feedback can be sent to maureen.calhoun@durhamcollege.ca.

7. College/School Update

Student Services Building – The new Student Services Building is operational now and provides one stop shopping to students in areas such as admissions, registration, financial aid, career services etc. The front line staff working in the building have been trained to be knowledgeable to answer questions in all areas.

Whitby Campus, Phase 3 – It will consist of 36,000 square feet with completion in December 2012 and opening in the fall of 2013.

Chemical Lab Technician Program – This program started in January 2011 and will have another January intake for year 1 students in 2012.

7. College/School Update (Cont'd)

International Students – There has been an increase in 70 international students, mostly from India. It was noted that the majority of these students go into Fast Track programs.

New Programs - Two new 2-year Technician programs will be starting in September 2012 – Artisan Agriculture and Horticulture.

Alumni Night – It was noted that the turnout was outstanding with good feedback for students. There was low turnout by current students though. M. Calhoun asked advisors to send her an email if they are interested in attending a future alumni night (maureen.calhoun@durhamcollege.ca).

Career Night – This event will be held on February 29, 2012. This is an opportunity for employers to come to Durham College and tell us what they are looking for in technical and soft skills from students. A presentation can also be given on employers' companies. This item will be discussed further in breakout sessions.

Hired Career Services – Advisory members received a handout on Career Services at Durham College. Services such as on-campus recruiting opportunities, posting jobs on the career portal, interviewing students on campus and internship opportunities are available. Statistics show that 83% of graduates found employment within six months of graduation and 89.5% of employers were satisfied with hiring a Durham College graduate.

8. Discussion Items

8.1 External Membership Information Sharing

- Overall changes to our current thought processes around waste management are anticipated with a greater emphasis on minimizing waste at its source (zero waste).
- There is an increase on the reuse of contaminated soil through the remediation including the use of microbes.
- Green energy continues to be a hot topic.

8.2 Program Standards Review – Update on Status

- The draft of the updated Program Standard was distributed for comments in spring 2011 and it is anticipated that the final Program Standard will be issued in winter 2012.
- This spring, the Environmental Technology will undergo program mapping and review to ensure that any changes to the Program Standard are incorporated.
- The draft updated Program Standard included additional requirements for the inclusion of GIS which is consistent with our previous recommendations from the Advisory Committee.

8.3 Program of Studies – Review – Microbiology Content

- The advisory committee members felt strongly that the microbiology content in the program be retained.

8.4 Review of Inclusion of GIS and Ecology Courses and Determine Content

- The committee members confirmed their support for the changes to the Program of Studies to include GIS and Ecology.
- Suggested content for the Ecology course included: plant identification, aquatic benthos identification, use of dichotomous keys, endangered/invasive species, phytoremediation, ecological restoration.
- Suggested content for the GIS course included: use of ArcMap, use of layers, input of field data, creation of printed maps.
- The committee members expressed an interest in being consulted further as the course outlines are developed. K. Wilson supported this and will seek further input in the spring.

8. Discussion Items (Cont'd)

8.5 Expectations of Employees

- Employers emphasized the importance of basic job skills (punctuality, written and oral communication, appropriate dress attire, pride of ownership and accountability).

9. Student Voice

- Students provided suggestions on potential changes to the Program (i.e. more technical writing, spectroscopy/chromatography course delivery modifications, and an increase in the number of environmental courses). Consideration of these suggestions will be incorporated into the Environmental Technology program mapping that is to occur in the spring of 2012.

10. Appointment of a Chair

- The current chair, L. Hepburn, was out of town and unable to attend the meeting. The members attending were in agreement with her remaining the chair. Subsequent to the meeting L. Hepburn confirmed her willingness to remain the chair.

11. Career Night – February 29th, 2012

- A. Huxter would like to participate in Career Night. A. Cochrane is not available that night but would like to participate in future events.

12. Decisions/Recommendations (action items)

1. Review Action Items from each program advisory meeting to see if there are commonalities between the programs. **Action By:** M. Calhoun, ASAP
2. M. Calhoun asked advisors to send her an email if they are interested in attending a future alumni night (maureen.calhoun@durhamcollege.ca). **Action By:** Advisory Members, ASAP
3. Advisory Members are welcome to provide M. Calhoun with feedback on Key Performance Indicators. **Action By:** Advisory Members, ASAP
4. Send K Wilson feedback on items to include in the Ecology and ACAD/GIS courses.
Action By: Committee Members/ASAP
5. Consult Advisory Members as course outlines are developed. **Action By:** K. Wilson, On-going
6. Complete program mapping for the Environmental Technology program to ensure that any changes to the Program Standard are incorporated as well as address suggestions from others for program modification. **Action By:** Faculty/Spring 2012

13. Future Meeting Date

May 2012

14. Adjournment

7:40 p.m.

Environmental Program Advisory Committee Action Log

New Action Items from November 30, 2011 Meeting				
	Action Item	Date	Responsible	Outcome
1.	Advisors to send M. Calhoun an email if they are interested in attending a future alumni night.	ASAP	Advisory Members	
2.				
3.	Send K. Wilson feedback on items to include in the Ecology ad ACAD/GIS courses.	ASAP	Advisory Members	
4.	Consult Advisory Members as course outlines are developed.	On-going	Katherine Wilson	
5.	Complete program mapping for the Environment program and include any changes on Program Standards.	Spring 2012	Faculty	
6.				
Action Items from January 27, 2011 Meeting				
	Action Item	Date	Responsible	Outcome
1.	Send M. Calhoun feedback on preferred placement models.	ASAP	Advisory Members	
2.	Include an Ecology course in the Program of Studies (suggested - year 1, semester 2).	Faculty	ASAP	
3.	Advise on the feasibility of including a Computer Applications for Environmental Studies course into the Program of Studies. Remove 1 course from the Program of Studies if above course is added.	Advisory Members/ Faculty	ASAP	
4.	Look at the relevancy of offering a Health and Safety course into the curriculum.	Faculty	ASAP	
5.				
6.				
Action Items from Previous Meeting				

Environmental Program Advisory Committee Action Log

1.				
2.				
3.				
4.				
5.				C
Action Items from Previous Meeting				
1.				
2.				

Advisory Committee Membership List

Name	Title	Organization
Committee Chair - Craig Thompson	Laboratory Technician	McAshpalt Industries

External Committee Member

Name	Title	Organization
Ina Ciobotea		EcoLab
Greg Johnston	Site Manager	Rohm & Haas-Dow Chemical
Lori Cater	Human Resources	Cameco
Sarah Graham	Office Administrator	Neomaterials
Ian Hartford		Ontario Power Generation
Mark Hersey	Section Mgr-Eng Training (ret)	Ontario Power Generation
Diane Hruska	Guidance Counsellor	Eastdale Collegiate
Dan MacDonald	Guidance Counsellor	Sinclair Secondary
Ken McCormack	Laboratory Technologist	Ontario Power Generation
Andrew Pearce	HR Recruiting	SGS
Mike Sheedy	VP-Technical Development	Eco-Tec Inc.
Dennis Zuccolin	Manager	Estee Lauder

Elected Student/Alumni Representatives

Name	Year/Program/Alumni
Suzanne Leybourne	Student, year 3, Chemical

Elected Faculty/Staff Representatives

Name	Title
Maureen Calhoun	Associate Dean
Gregg Taylor	Professor

Guests/Unelected Faculty/Staff

Name	Title	Organization

REPORT PREPARED BY: Maureen Calhoun/Linda Dillon
MINUTES REVIEWED BY: Maureen Calhoun

DATE: December 15, 2011
DATE: December 20, 2011

Present: M. Calhoun, *S. Graham, *M. Hersey, *K. McCormack, *A. Pearce, G. Taylor,
*C. Thompson

Regret(s): L. Cater, I. Ciobotea, I. Hartford, G. Johnston, D. Hruska, D. MacDonald, T. Rigby, M. Sheedy,
D. Zuccolin

Guest(s): NA

1. Welcome and Introductions

M. Calhoun welcomed members to the meeting. Each member gave a brief introduction of themselves and the company they represented.

Meeting Format – Items 1-7 will be discussed generically for all program advisory groups. Each program will then split off into their own “break out” session to discuss agenda items specific to each program advisory.

2. Additions to the Agenda

None.

3. Acceptance of the Agenda

Accepted.

4. Approval of Minutes

January 27, 2011 Minutes - Moved by C. Thompson, Seconded by K. McCormack that the minutes of January 27, 2011 be approved. Carried.

June 23, 2011 Meeting - Referring to the meeting of June 23, due to lack of quorum the meeting was cancelled. Corresponding action items were updated and brought forward to the November 30, 2011 meeting. New updates for the action plan are: a) Review course content of nuclear physics; b) Review course content of INDC 4100; c) Review opportunities for co-op 3-4 month placement.

5. Business/Actions Arising from Previous Minutes

Action Logs from each program advisory committee will be reviewed in each break out session and updated. If there are commonalities on action items between the program groups, it will be noted

6. Key Performance Indicator Report (KPI)

The Key Performance Indicator summary for the Sciences programs was distributed. It was noted that program results are compared from one year to the next and strategies are implemented for continuous program improvement. Areas of concern shown in the survey results were computer skills, professor feedback and Communication skills (grammar, writing, presentations, videotaping). M. Calhoun noted that program groups are welcome to provide feedback on the Key Performance Indicators and this feedback can be sent to maureen.calhoun@durhamcollege.ca.

7. College/School Update

7.1.1 Student Services Building – The new Student Services Building is operational now and provides one stop shopping to students in areas such as admissions, registration, financial aid, career services etc. The front line staff working in the building have been trained to be knowledgeable to answer questions in all areas.

7.1.2 Whitby Campus, Phase 3 – It will consist of 36,000 square feet with completion in December 2012 and opening in the fall of 2013.

7.1.3 Chemical Lab Technician Program – This program started in January 2011 and will have another January intake for year 1 students in 2012. **International Students** – There has been an increase in 70 international students, mostly from India. It was noted that the majority of these students go into Fast Track programs.

7.1.4 New Programs - Two new 2-year Technician programs will be starting in September 2012 – Artisan Agriculture and Horticulture.

7.1.5 Alumni Night – It was noted that the turnout was outstanding with good feedback for students. There was low turnout by current students though. M. Calhoun asked advisors to send her an email if they are interested in attending a future alumni night (maureen.calhoun@durhamcollege.ca).

7.1.6 Career Night – This event will be held on February 29, 2012. This is an opportunity for employers to come to Durham College and tell us what they are looking for in technical and soft skills from students. A presentation can also be given on employers' companies. This item will be discussed further in breakout sessions. It was recommended to consider holding a career night in conjunction with alumni night. Future alumni nights should provide more specific detail as to the goal of the event, what skills you have used, what is a typical working day like, various job titles.

7.1.7 Hired Career Services – Advisory members received a handout on Career Services at Durham College. Services such as on-campus recruiting opportunities, posting jobs on the career portal, interviewing students on campus and internship opportunities are available. Statistics show that 83% of graduates found employment within six months of graduation and 89.5% of employers were satisfied with hiring a Durham College graduate. **International Students** – There has been an increase in 70 international students, mostly from India. It was noted that the majority of these students go into Fast Track programs.

8. External Membership Information Sharing

8.1.1. Program Standards Review Update

The majority of members present during the November 30th meeting were in attendance at the program standards review at Loyalist College. General recommendations were reviewed concerning the increased focus on inorganic chemistry. New standards are not expected until September 2012.

8.1.2. Program of Studies – Review of Nuclear Physics Course (NUCL 5100)

The Nuclear Physics course outline was reviewed by the group. There were recommendations to limit the course content as related to fusion. Chernobyl was a course reference and it was felt that Fukushima should be added due to the recent impact of this event on nuclear standards worldwide. Simple level skills related to nuclear instrumentation should be included as well as nuclear analytical skills (quenching, liquid scintillation). Thoughts regarding a post graduate certificate in nuclear were tabled; however, further discussion regarding the feasibility of this would need to be brought to a focus group with Ontario Power Generation in light of the current degree pathway in place with UOIT.

8. External Membership Information Sharing

8.1.3 Review of Industrial Chemistry (INDC 4100) for Inclusion of Increased Inorganic Content

The group reviewed the course outline for Industrial Chemistry. Inclusion of an increased focus on inorganic chemistry was recommended whether embedded in this course or a new stand alone course in inorganic. The POS will be reviewed to determine if there is any room for the inclusion of a new course in inorganic chemistry. The representative from NeoMaterials agreed to take the course outline and have it further reviewed by her team.

8.1.4 Trends in Technology

No specific new trends were presented other than reviewing inclusion of Metallurgy in the Program of Studies.

9. Continuing Education Update

NA.

10. Student Voice

Students recommended reconsidering the prerequisite for the chemical engineering program. They felt the level of semester 1 chemistry was similar to high school and should be increased. Students also wanted to see additional pathways to university and greater clarification in terms of career pathways.

11. Co-op - Longer Placement Opportunities

Could they be 3-4 months duration. For some this would mean a paid co-op opportunity at \$15-\$17 hour. This will be investigated for the current students.

WHMIS

A greater focus on WHMIS will be investigated as this would be an asset to students.

Communications

Resumes - it was recommended that students be more specific with components. Do not state "laboratory skills" but outline specific skills. Resumes are screened for those well written with appropriate cover letters. It was recommended that students be exposed to practice interviews. Industry partners could be invited to an afternoon where students sign up for interviews with immediate feedback

Career Path Map – Investigate what students feel is a reasonable time expectation for career advancement and what expectations students have?

12. Appointment of Chair

Craig Thompson agreed to assume the position as chair of the Chemical Advisory Committee and was supported by the members present.

3. Decisions/Recommendations/Action Items

1. Review Action Items from each program advisory meeting to see if there are commonalities between the programs. **Action By:** M. Calhoun, ASAP
2. M. Calhoun asked advisors to send her an email if they are interested in attending a future career/alumni night (maureen.calhoun@durhamcollege.ca).
Action By: Advisory Members, ASAP
3. Longer opportunities for Co-op will be investigated for current students.
Action By: M. Calhoun/Faculty, ASAP
4. A greater focus on WHMIS will be investigated (as this would be an asset to students).
Action By: M. Calhoun, ASAP
5. Communications – Pass the following feedback onto the Communication's faculty:
 - Students need to be more specific with components and include specific skills related to their program and be exposed to practice interviews. Cover letter should be well written;
 - Find out what students feel is a reasonable expectation for career advancement and what expectations students have.
 - Invite industry partners to an afternoon where students can sign up for interviews and get immediate feedback.**Action By:** M. Calhoun/Communications Faculty, ASAP

9. Future Meeting Date

May 2011

10. Adjournment

7:15 p.m.

Chemical Program Advisory Committee Action Log

NEW Action Items from November 30, 2011 Meeting				
	Action Item	Date	Responsible	Outcome
1.	Advisory Members to send M. Calhoun an email if they are interested in attending a future alumni night.	ASAP	Advisory Members	
2.	Longer opportunities for Co-Op will be investigated for current students.	ASAP	M. Calhoun/ Faculty	
3.	A greater focus on WHMIS will be investigated (as this would be an asset to students).	ASAP	M. Calhoun	
4.	Communications – Pass the following information onto the Communication's faculty: - Students need to be more specific with components and include specific skills related to their program and be exposed to practice interviews. Cover letters should be well written. - Find out what students feel is a reasonable expectation for career advancement and what expectations students have. - Invite industry partners to an afternoon where students can sign up for interviews and get immediate feedback.	ASAP	M. Calhoun/ Communication Faculty	
5.				
6.				

Chemical Program Advisory Committee Action Log

Action Items from June 23, 2011

Note: This meeting did not occur as only a limited number of advisory members were able to attend which would not have resulted in the appropriate quorum. We believe this many have something to do with the MTCU program reviews that had taken place or were scheduled as well as the timing during the summer months. We decided to proceed with items from the action plan generated during the last meeting and correspond with members via email where appropriate. The June meeting was postponed to November 30, 2011.

	Action Item	Date	Responsible	Outcome
1.	Computer skills – review curriculum to ensure necessary components of computer skill development are incorporated within other courses now that introductory computer has been removed from the program of studies. Use of formulae, creation of spreadsheets and graphs, data manipulation, macros and pivot tables should be applied in other courses. Members indicated these would be key computer skills students should have.	Spring	Science Faculty	
2.	2 year laboratory technician program – new initiative. Member comments forwarded to the Dean Program approved – enrollment numbers will be monitored	June 16 2011	M. Calhoun	2 year program began first intake January 2011 – to be followed by a 2 nd intake September 2011
3.	Communication courses – fundamental skills Key points to be forwarded to the Dean and included in spring curriculum review.	June 16, 2011	Science Faculty Dean	A meeting was held to map communications courses. A plan was developed to contract out the realignment of these courses to create 3 new/revised courses – follow up meetings are scheduled.
4.	Curriculum review : biotechnology Additional molecular biology and longer cell biology labs	Spring 2011	Science Faculty	

Chemical Program Advisory Committee Action Log

5.	Curriculum review : chemical - Addition of inline analyzer concept/laboratory, TOC, radiochemical techniques course added to POS	Spring 2011	Science Faculty	
6.	Curriculum review : environmental Ecology course added to POS	Spring 2011	Science Faculty	Revised curriculum completed for review at next meeting
7.	Curriculum review : Pharmaceutical and Food Science - include more significant component on food additives and include culinary component	Winter 2011	Science Faculty	Revised curriculum completed for review at next meeting
8.	Plan student alumni and/or career night.	January 2011	Advisory Members	Alumni Night booked for Nov 10, 2011
Action Items from January 27, 2011 Meeting				
1.	Investigate placement models noted in the minutes.	Winter 3011	M. Calhoun/ Faculty	Completed
2.	Email the Industrial Chemical Processes course outline to advisory members.	ASAP	L. Dillon	
3.	Plan the employer/alumni night,	ASAP	M. Calhoun	Completed
4.	Investigate a link with the Chemical Institute of Canada.	ASAP	M. Calhoun	
5.				

Advisory Committee Membership List

Name	Title	Organization
Committee Chair		
External Committee Member		
Name	Title	Organization
Gheeta Bhat	Manager Product Development	Luminex Molecular Diagnostics
Christi Bristow	Senior Product Development Associate	Luminex Molecular Diagnostics
Shane Climie	Principle Consultant	Popper and Company
Julia Green-Johnson	Professor	UOIT
Graham Henderson		Luminex Molecular Diagnostics
Dimitrios Melegos	Teacher	Dunbarton High School
David Wicks	Supervisor, Pilot Manufacturing Group	Therapure
Lyndsey Darnley	Sales & Marketing	Vetlink
Jennifer Rae		Invitrogen
Sarah McBride	Research Technician	Luminex Molecular Diagnostics
Martin Skulnick	Clinical Specialist	Pro-Lab Diagnostics Inc
Nicolle Lainsbury	QC Technologist – Data Entry	Therapure
Mikeisha Boyd	Microbiology Technologist	Virox Technologies Inc
Elected Student/Alumni Representatives		
Name	Yr/Program/Alumni	
Crystal Richardson	Alumnus	
Rebecca Massimi	Year 2, Biotechnology Technology	
Noorjahan Begum	Alumnus	
Elected Faculty/Staff Representatives		
Name	Title	
Maureen Calhoun	Associate Dean	
Joyce Myers	Professor	
Susan Todd	Dean	
Bruce Trieselmann	Professor	
Nadia Trieselmann	Professor	

Guests/Unelected Faculty/Staff

Name

Title

Organization

NA

REPORT PREPARED BY: Bruce Trieselmann/Linda Dillon

DATE: December 16, 2011

MINUTES REVIEWED BY Crystal Richardson

DATE: December 22, 2011

Present: *D. Melagos, *N. Lainsbury, *C. Richardson, *N. Begum, J. Myers, S. Todd, M. Calhoun,
S. Todd, B. Trieselmann

Regret(s): G. Bhat, C. Bristow, S. Climie, J. Green-Johnson, G. Henderson, D. Wicks, M. Boyd, L. Darnley,
J. Rae, S. McBride, M. Skulnick, R. Massimi, N. Trieselmann

Guest(s):

1. Welcome and Introductions

M. Calhoun welcomed members to the meeting. Each member gave a brief introduction of themselves and the company they represented.

Meeting Format – Items 1-6 will be discussed generically for all program advisory groups. Each program will then split off into their own “break out” session to discuss agenda items specific to each program advisory.

2. Additions to the Agenda

None.

3. Acceptance of the Agenda

Accepted.

4. Approval of Minutes from January 27, 2011 meeting

The minutes of January 27, 2011 were approved by R. Kowal and seconded by B. Trieselmann.

Referring to the meeting of June 23, 2011, due to lack of quorum the meeting was cancelled. Corresponding action plans were updated and brought forward to the November 30th meeting.

5. Business/Actions Arising from Action Log from Previous Minutes

Action Logs from each program advisory committee will be reviewed in each break out session and updated. If there are commonalities on action items between the program groups, it will be noted.

6. College/School/Program Update

Key Performance Indicator Report (KPI)

The Key Performance Indicator summary for the Sciences programs was distributed. It was noted that program results are compared from one year to the next and strategies are implemented for continuous program improvement. Areas of concern shown in the survey results were computer skills, professor feedback and Communication skills (grammar, writing, presentations, videotaping). M. Calhoun noted that program groups are welcome to provide feedback on the Key Performance Indicators and this feedback can be sent to maureen.calhoun@durhamcollege.ca.

6. College/School/Program Update (Cont'd)

Chemical Lab Technician Program – This program started in January 2011 and will have another January intake for year 1 students in 2012.

Student Services Building – The new Student Services Building is operational now and provides one stop shopping to students in areas such as admissions, registration, financial aid, career services etc. The front line staff working in the building have been trained to be knowledgeable to answer questions in all areas.

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New Programs - Two new 2-year Technician programs will be starting in September 2012 – Artisan Agriculture and Horticulture.

Alumni Night – It was noted that the turnout was outstanding with good feedback for students. There was low turnout by current students though. M. Calhoun asked advisors to send her an email if they are interested in attending a future alumni night (maureen.calhoun@durhamcollege.ca).

Career Night – This event will be held on February 29, 2012. This is an opportunity for employers to come to Durham College and tell us what they are looking for in technical and soft skills from students. A presentation can also be given on employers' companies. This item will be discussed further in breakout sessions.

Hired Career Services – Advisory members received a handout on Career Services at Durham College. Services such as on-campus recruiting opportunities, posting jobs on the career portal, interviewing students on campus and internship opportunities are available. Statistics show that 83% of graduates found employment within six months of graduation and 89.5% of employers were satisfied with hiring a Durham College graduate.

7. External Membership Information Sharing /Trends

No new or emerging trends that are not currently taught in the Biotechnology Technology program were identified.

8. College/School/Program Update

8.1.1 Program Standards Review Update

B. Trieselmann updated the committee on the MTCU standards. There is no update since the standard is still a work in progress. The new standards are expected in 2012.

8. College/School/Program Update

8.1.2 Program of Studies (POS) – Proposed addition of new courses and impact

The impact of the addition of Organic Chemistry II and Pharmacology to the three-year Biotechnology Technology program was discussed. Members recommended that Organic Chemistry II and Pharmacology be added to the three-year Biotechnology Technology program POS.

8.1.3 Recommended by committee to include “pharmaceutical” in the program identity.

The impact of the addition of “pharmaceutical” to the program identity was discussed. The concern was raised that this would create the impression that the program was more focused than it actually is. Furthermore, graduates are currently able to find employment in the pharmaceuticals industry without the word “pharmaceutical” in the program identity.

The members recommended that “pharmaceutical” not be included in the program identity at this time, but did request that this question be revisited a couple of years after the addition of Pharmacology to the Program of Studies (refer to item 9.1.2.) and the release of the new MTCU standard.

8.1.4 Expectations of Employees

1. Employees need to know how to test the calibration of the various measuring tools that they use to see if they are operating within specifications. It was recommended that this get more emphasis in student labs.
2. Employees need to be able to think and work independently. It was recommended that students be given more opportunities to turn on, set up, and calibrate some of the more complicated instruments that they learn to operate. It was acknowledged that this recommendation would be difficult to implement in a student laboratory.
3. New graduates should expect that some employers require new employees to be entirely independent from the start.

9. Student voice

NA

10. Additional Agenda Items

10.1 Appointment of Chair

Crystal Richardson volunteered to be chair. Carried

11. Career Night

February 29, 2012

12. Decisions/Recommendations (action items)

1. Review Action Items from each program advisory meeting to see if there are commonalities between the programs. **Action By:** M. Calhoun, ASAP
2. M. Calhoun asked advisors to send her an email if they are interested in attending a future alumni night (maureen.calhoun@durhamcollege.ca). **Action By:** Advisory Members, ASAP
3. Add Organic Chemistry II and Pharmacology to the three-year Biotechnology Technology program Program of Studies as recommended by advisory committee members.
Action By: M. Calhoun, ASAP
4. Revisit adding Pharmacology in the program identity in a few years.
Action By: M. Calhoun, Fall 2013
5. Put more emphasis in labs on how to test the calibration of the various measuring tools that students use to see if they are operating within specifications. **Action By:** Professors, ASAP
6. Give more students an opportunity to turn on, set up, and calibrate some of the more complicated instruments that they learn to operate if this is possible in a student laboratory so that students are able to think and work independently.

13. Future Meeting Date

May 2012

14. Adjournment

7:00 p.m.

Biotechnology Program Advisory Committee Action Log

NEW Action Items from November 30, 2011 Meeting				
	Action Item	Date	Responsible	Outcome
1.	Advisors to send M. Calhoun an email if they would like to attend a future alumni night.	ASAP	Advisory Members	
2.	Add Organic Chemistry II and Pharmacology to the three-year program.	ASAP	M. Calhoun	
3.	Revisit Pharmacology in the program identity.	Fall 2013	M. Calhoun	
4.	Add more emphasis on labs for calibration of various measuring tools that students use to see if they are operating within specifications.	ASAP	Faculty	
5.	Provide students with more opportunity to turn on, set up, and calibrate some of the more complicated instruments that they learn to operate.	ASAP	Faculty	
Action Items from January 27, 2011 Meeting				
	Action Item	Date	Responsible	Outcome
1.	Send feedback to M. Calhoun on preferred placement models.	ASAP	Advisory Members	
2.	Prepare a field placement survey and distribute it to students relating to value of field placement and field Placement expectations.	ASAP	J. Myers/ B. Trieselmann	
3.				
4.				
5.				
6.				
Action Items from Previous Meeting				
1.				
2.				
3.				
4.				

Biotechnology Program Advisory Committee Action Log

5.				C
Action Items from Previous Meeting				
1.				
2.				

Advisory Committee Membership List

Name	Title	Organization
Committee Chair		
TBA		
External Committee Member		
Name	Title	Organization
Doherty, Karl	District Enforcement Manager/Durham	Ministry of Transportation
Falzon, Ian*	Customs	Canada Border Services
Hannan, Derek		By-Law Enforcement-Ajax
Hasenhindl, Gary*		Youth Connections
Hicks, Laura*	Supervisor	Parking & Vehicle Enforcement
Homes, Carolyn*	Operations/ Resource Protection Manager	Sears – National
Inman, Chauntel*	Recruiting	RCMP
Jobanputra, D.J.	Constable	Durham Regional Police
Maddin, Jim	Security Operations	Canada's Wonderland
Ogilvie, Patrick	Senior Consultant	King-Reed & Associates Inc.
Phillips, Covell	Business Development Consultant	ADT Advanced integration/Intercon Security
Robertson, Brian		Diligent Security Training & Consulting
Weaver, Neil	Director, Nuclear Sec. Resourcing & Specialized Training	Ontario Power Generation
Swift, Chris*	Staff Sergeant	Alcohol and Gaming Commission of Ontario
Elected Student/Alumni Representatives		
Name	Yr/Program/Alumni	
Froats, Jordan	2	
Pearson, Natasha	2	
Elected Faculty/Staff Representatives		
Name	Title	
Ball, Stephanie*	Dean	
Di Danieli, Charlene	Faculty	
Gonsalves, Neil*	Faculty	
LeRoy, Lynne	Faculty	
Guests/Unelected Faculty/Staff		
	Title	Organization
Bennett, Ann-Marie*		Distance Education
Meador, Sandra		Continuing Education
Duranleau, Louis*		D+H

REPORT PREPARED BY: Mary Bartosik

DATE: December 8, 2011

MINUTES REVIEWED BY ACTING CHAIR

DATE: December 15, 2011

Present: Stephanie Ball, Ann-Marie Bennett, Ian Falzon, Neil Gonsalves, Gary Hasenhindl, Laura Hicks, Carolyn Homes, Chauntel Inman, Chris Swift

Regret(s): Dermott Barrett, Charlene Di Danieli, Jordan Froats, Derek Hannan, Dinesh Jobanputra, Lynne LeRoy, Jim Maddin, Sandra Meader, Patrick Ogilvie, Natasha Pearson, Covell Phillips, Brian Robertson, Neil Weaver

Guests: Louis Duranleau and Michael White

1. Welcome and Introductions

The Acting Chair, N. Gonsalves, welcomed everyone and introductions were made around the table. A special welcome was extended to the guests, L. Duranleau and M. White, representing ASIS.

2. Additions to the Agenda

One additional item was added: 7.7 Election of a New Chair.

3. Acceptance of the Agenda

The members accepted the agenda as amended.

4. Approval of Minutes from November 30, 2010

The members approved the minutes of the last meeting

Motion by: C. Holmes

Seconded by: G. Hasenhindl

CARRIED

5. Business/ Actions Arising from Previous Minutes

A brief follow-up was provided on the action items from the last meeting and the log was updated.

- The committee members will receive quarterly rather than monthly updates that would be more substantial and meaningful to the members.
- Field placement has been replaced with a new course, Career Preparation II, effective next year.

6. Discussion Items

6.1 External Membership Information Sharing

- C. Inman and L. LeRoy are arranging for the RCMP Recruiting Officers to come on campus and interview any interested students.
- L. Duranleau proposed a mentorship program through ASIS. Toronto Chapter and would be willing to work with our program in developing the framework for the pilot.
- G. Hasenhindl reported that Youth Connections is expanding their organization to include a new residential wing for boys with sexual behaviours by providing them with therapy and being housed in foster care before they go out on their own. The expansion will also create new jobs in their agency.
- RCMP is not hiring the numbers as in previous years but they are mandated to hire 30% females; 20% visible minorities; and 10% aboriginals but will hire those who are successful in the testing/interview process.
- I. Falzon reported that students should check the Border Services website daily for job opportunities as well as postings for new initiatives as there is a need for officers in the services sector.

6.2 College/School Update and Program Update

College/School

- S. Ball reported that the funding has been approved for the new DriveWise simulator and should arrive and be operational by the end of March 2012.
- It will be used by the Paramedic students in the spring to comply with the Ministry vocational standards for training.
- Training opportunities will be extended to our partners and external organizations.
- The school offered two new programs this year: a graduate certificate in Victimology and Emergency Services Fundamentals certificate program which targets students who want to improve their marks for entry into their program of choice such as Paramedics or take courses in the emergency services field.
- Next year another two new programs are going to be offered: a two-year diploma in Fire and Life Safety Systems Technician and a graduate certificate in Legal Research and Information management.
- The school has started sending out a student newsletter every two weeks that includes upcoming events, job announcement and general information and has been met with positive feedback.

Program

- N. Gonsalves proposed a panel of experts including graduates in the field to come on campus and speak to all the students about the many different opportunities in the security field that includes loss prevention.
- It was suggested that smaller workshops also be set up with each focusing on a specific venue of security that would be of interest to the students.
- It was proposed that field trips to different agencies would also provide the students with a broader range of opportunities in the field.
- We are going to be the PARE training centre and will be offering training next spring to external organizations.
- A new course is being offered next semester, Addictions and Mental Health, in the PSI program as well as a number of other programs as a result of the current environment and heightened awareness.

6.3 Continuing Education Update

- A.-M. Bennett reported that the winter/spring college Continuing Education/Distance Education calendar is available on-line.
- The enrolment in the on-line courses continues to grow with strong enrolments and popularity with the students and community due to its flexibility.
- The Distance Education department offers 26 of the 29 courses required to attain a PSI diploma.
- The Career Preparation II course will also be offered on-line once it has been developed.

6.4 Student Voice

- N. Gonsalves reported on the feedback submitted by the student representative was that more sampling of questions such as through PolicePrep.com would help in directing the focus on learning the skills needed.
- It was also reported that more exposure to different types of testing and change in the academic rigor by assigning a mark to each test would provide more meaning to the assessments.
- Students are seeking more hybrid or on-line courses and more videos to get a better understanding of the topics.

7. Additional Agenda Items

7.1 ASIS Presentation by Louis Duranleau

- L. Duranleau and M. White provided a background history of the jobs they held and how ASIS International brought them together as practitioners in the field of security/
- The Toronto Chapter has 800 members and provides great opportunities in networking in the field and is now looking for new members, particularly graduates of our program.
- The presentation included their mission, the membership and its benefits as members and partnership proposal to the college.

- The two representatives of the chapter are part of the College Liaison Committee for ASIS who are looking to liaise with the colleges, starting with Durham, in providing benefits in our students at a membership cost of \$25.
- They would also be able to provide professional development for our faculty and students in the form of one to four day workshops.
- The chapter would also offer scholarships to students of \$1000 to second year students who are successful in the competition. The criteria has yet to be set out and the awards would be presented at their annual dinner.

7.2 Law Enforcement Career Fair

- C. Di Danieli has been coordinating the event each year.
- It is not a college-wide event but rather focused on the law enforcement field.
- Committee members are encouraged to participate; there is no fee for setting up a booth.
- Host agencies and committee members will be contacted to discuss their interest in participating.
- The date has yet been finalized but it will be late March.

7.3 Career Preparation II (New Course Development)

The Career Preparation II course is currently being developed and will encompass guest speakers and workshops by external agencies and any member interested in participating should contact N. Gonsalves.

7.4 KPI Follow Up – Program Strategic Plan

- The program team generated a report on addressing areas of weakness identified by the KPI results that included the lack of computer skills and student assessments.
- The program team identified strategies in identification of at risk students and providing them with the levels of support they need to be successful.
- Another strategy for success is to ensure that the courses' evaluation criteria is aligned to give the students exposure to all types of testing as well as meeting the vocational outcomes.
- The graduate and employer satisfaction rates with very positive, but graduate rates fell due to the fact that students take longer than the standard 2 years of a program to complete.
- N. Gonsalves is working with the Student Services staff in developing a student passport, whereby, a student can, at the touch of a finger, know where they are academically at any given time in each course. The blueprint is currently being developed.

7.5 Current Enrolment

The enrolment in the program continues to grow with 125 students currently in the first year and the January intake will have an additional 45 students starting in January 2012.

7.6 Research Initiatives – On-Line Pilot Project currently underway

- The Security Guard course is currently being developed for web-based learning.
- It is currently being piloted and, if successful, will provide an alternate delivery format for the students as well as offering it to external partners as an ongoing initiative.
- A debriefing session with the students involved will be held for their feedback.

7.7 Election of New Chair

- The Acting Chair is seeking a volunteer for the position of Chair of the Protection, Security & Investigation program advisory committee.
- Based on the mandate, the chair should be an external member of the committee.
- Members are asked to consider either nominating or volunteering for the position.

8. Decisions/Recommendations (action items)

See attached action log.

9. Future Meeting Date

The next meeting is scheduled for Wednesday, June 13, 2012 from 3:00-5:00 pm. in JW206.

10. Adjournment

4:50 pm.

Advisory Committee Membership List

Name	Title	Organization
Committee Chair		
TBD		

External Committee Member

Name	Title	Organization
Barkwell, Carol	Executive Director	Lukes Place
Beamer, Mary	Faculty	Durham Alternative Secondary School
Burnett, Shirley	Executive Director	Herizon House
Cherry, Tamara	Crime Reporter	CTV News
Camacho (Swan), Terry		Catholic Family Services
Currie, David	Program Manager	Family Services Durham Regional Municipality
Harper, Jade*	Executive Director	Victim Services of Durham, DRPS
Hector-Alexander, Allison	Diversity Officer	DC/UOIT
Heenan, Vicki*	Part Time Professor	Durham College
Hopps, Dawn	Supervisor	Partner Assault Response Program
Jackson, Sheylene		Toronto Police Service: Sex Crimes Victim Service
Kyle, Judy		Victim Witness Assistance Program
Leaver, Wendy		
Pidlubny, Susan	Faculty	Durham Alternative Secondary School
Scott, Dr. Hannah*	Director and Associate Professor	Centre for Evaluation & Survey Research, UOIT, Faculty of Social Sciences & Humanities

Elected Student/Alumni Representatives

Name	Yr/Program/Alumni
Machado, Kayly*	Yr. 1

Elected Faculty/Staff Representatives

Name	Title
Ball, Stephanie*	Dean
Marshall, Tracey*	Professor
Paterson, Joanne*	Professor

REPORT PREPARED BY: Mary Bartosik

DATE: December 16, 2011

MINUTES REVIEWED BY ACTING CHAIR

DATE: December 19, 2011

Present: Stephanie Ball, Jade Harper, Vicki Heenan, Kayly Machado, Tracey Marshall, Joanne Paterson, Dr. Hannah Scott

Regret(s): Carol Barkwell, Mary Beamer, Shirley Burnett, Tamara Cherry Tracey Comacho, David Currie, Allison Hector-Alexander, Dawn Hopps, Sheylene Jackson, Judy Kyle, Wendy Leaver, Susan Pidlubny, Terry Swan

1. Welcome and Introductions

The Acting Chair, J. Paterson, welcomed everyone to the inaugural meeting of the Victimology Program Advisory Committee.

2. Additions to the Agenda

There were no additions to the agenda.

3. Acceptance of the Agenda

The agenda was accepted as presented.

4. Approval of Minutes

This is the first formal meeting of the Victimology Program Advisory Committee.

5. Discussion Items

6.1 External Membership Information Sharing

- S Tarnowski, Abuse Issues Provincial Coordinator for the O.P.P., hosts a no-cost one-day Male Victimization Conference at different locations.
- It is open to the public who register for a seat; and if a registrant does not attend, they are charged a \$50 fee.
- It was proposed that we could provide the space and registrants and S. Tarnowski do the presentation.
- J. Harper also reported on a two-day conference hosted by DRPS of all Victim Services across the province being held in June with various dignitaries attending such as the Chief of Police and the mayor.
- It was proposed that we partner with DRPS in hosting the AGM conference and look at locations such as the Regent that holds 700 with small break-out rooms or UOIT 1350 that holds 250 people.

**6.2 College/School Update and Program Update
School**

- S. Ball stated that the college is already tracking applications for next year with 13 applications, to date, for the Victimology program.

Program

- The program is being marketed to the university students in Criminology, Social Sciences & Humanities, and Women's Studies programs.
- Some of the degree programs do not have graduating students until next year and will market to them starting in September.
- The current group of students is comprised of an equal number of those who come from legal/law based degree programs and those with legal diplomas.

- Many of the faculty teaching in the program are contractual who bring their expertise and knowledge to the individual courses.
- J. Paterson is working on a proposal on violence against women and the connection with media violence that is due February 1st and trying to attain research money from the Social Sciences research fund.
- Dr. H. Scott stated that a partnership with her department or affiliate would enhance the chance in attaining funds.

6.3 Student Voice

- K. Machado stated that the university students from the universities found a gap between education and experience and are taking the program as a result of its placement component.
- Those students with Early Childhood Education or similar diploma programs experienced difficulty in the legal terminology being used in the courses as it was not part of their curriculum.
- It was suggested that students be provided with a list of legal terminology at the beginning of the semester.
- The students are informed of resource books that faculty recommend they read for more information on the topic of instruction and K. Machado suggested that there be a library of books that students can access.

6. Additional Agenda Items

7.1 Program Advisory Committee Terms of Reference

- The terms of reference including the composition of the committee were briefly reviewed.

7.2 Program of Study

- The program of study was distributed and faculty briefly reviewed the program of study.
- The first semester of the new program has just ended.
- The courses are being taught by contractual faculty who have the expertise in the field.
- The students will have reduced course hours as they will be completing 112 hours of placement.
- At the end of the academic year, the faculty will go through a re-mapping process to identify any redundancies or duplications and the order of the courses to be delivered with any changes taking effect the following year.

7.3 Placement Opportunities

- Students are expected to do 112 hours of placement between January and May.
- Several of the advisory committee members have agreed to take some of our students, however, the program is always seeking more opportunities for our students.
- Students are asked to contact placement hosts as well as J. Paterson.
- J. Paterson is coordinating the placements with L. Blundon, the Field Placement Coordinator, providing the administrative documentation.
- It was suggested that a list of placements in the research field be made available to the students as a number of them would prefer less contact with victims.

7.4 Election of Committee Chair

- Based on the terms of reference for advisory committees, each committee should have an external member as chair and members are asked to consider the position.

7. Decisions/Recommendations (action items)

- A joint venture with DRPS was proposed in offering the Male Victimization Conference. **ACTION BY: J. Paterson and J. Harper will discuss this further and possibly offer the conference in June 2012.**
- A partnership with DRPS was proposed in offering the two-day AGM Conference in 2012. **ACTION BY: J. Paterson will contact M. Chesson in DRPS and will work with J. Harper in looking at various locations in hosting the conference.**
- The members are asked to consider the position of Chair of the committee. **ACTION BY: Any committee member interested in the position should contact J. Paterson.**

- The program of studies will be reviewed following a debriefing of both the faculty and students at the end of the semester. **ACTION BY: Committee members are asked to review the program of studies and forward any suggestions for changes or additions to J. Paterson.**
- A proposal is being written on violence against women and impact on the media. **ACTION BY: J. Paterson will follow-up with Dr. Scott in the design and criteria for the proposal.**

8. Future Meeting Date

Thursday, May 17, 2012 from 3:00-5:00 pm. in JW206

9. Adjournment

4:15 pm.

BOARD REPORT/EXECUTIVE SUMMARY

Public: ☒
In-Committee: ☐

Action Required:
Discussion ☐
Decision ☒

DATE: January 11, 2012

FROM: Don Lovisa, President

**SUBJECT: Approval of New Postsecondary Programs of Instruction:
Golf Facility Operations Management – Ontario College
Diploma; and International Business Management –
Ontario College Graduate Certificate**

A. Purpose

To obtain approval from the Board of Governors for the following postsecondary programs of instruction for the September 2012 intake:

1. *Golf Facility Operations Management*
 - Duration: 4 semesters
 - Credential: Ontario college diploma
 - School: Business, IT & Management
2. *International Business Management*
 - Duration: 2 semesters
 - Credential: Ontario college graduate certificate
 - School: Business, IT & Management

B. Background

A key deliverable of Durham College is a dynamic Strategic Enrolment Management plan that includes increased enrolment. The goal of 10,000 domestic students by 2015 will be achieved, in large part, through new program development. This report identifies two proposed new programs that will contribute to enrolment growth, meet the labour market needs of our community, and provide meaningful opportunities to new students.

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

It is the role of the Board 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 – Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, or Ontario College Graduate Certificate.

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

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

C. Discussion/Options

1. Golf Facility Operations Management

Students entering the Golf Facility Operations Management program will be introduced to the numerous career opportunities available in the ever growing Golf and Club Industry, through an emphasis on study of the financial and business challenges of these properties, including human resources concerns and the nuances of managing their memberships. Along with the theoretical component, students will gain hands on practical exposure to the various departments at a golf course including Pro Shop, Back Shop, Sales, Turf and Food and Beverage.

Upon completion of this program graduates can expect to work in a multitude of entry level positions in the areas of Food & Beverage, Pro-Shops, Assistant Superintendents, and other recreational facility positions, with the potential to accelerate into managerial responsibilities.

A proposal for the Golf Facility Operations Management was developed and submitted to the CVS. On November 1, 2011, the proposal received validation and the program was assigned the Approved Program Sequence (APS) number DURH 01211.

The full submission for this program is attached to this board report.

Upon receiving approval from the board for this program, funding approval will be sought from the Ministry of Training, Colleges and Universities to offer the program as of September 2012.

2. International Business Management

The field of international business encompasses a variety of disciplines, including finance, sales, marketing, and human resources; graduates demonstrate a range of knowledge, skills, and abilities which are relevant to both business in general and international business in particular. Because of the variety of cultural contexts in which international business is conducted, an appreciation of and respect for the histories, customs, and cultures of other countries are essential elements of a graduate's success in the international business field.

Graduates of this program are prepared to perform sales, marketing, planning, negotiation, research, information management, and customs documentation functions in positions of responsibility. They have demonstrated management skills which include leadership and planning to support the international business activities of an organization.

Graduates can work in a broad range of employment settings in all sectors of business and industry, in both domestic and international locations.

A proposal for the International Business Management program was developed and submitted to the CVS. On January 2, 2012, the proposal received validation and the program was assigned the Approved Program Sequence (APS) number DURH 01215.

The full submission for this program is attached to this board report.

Upon receiving approval from the board for this program, funding approval will be sought from the Ministry of Training, Colleges and Universities to offer the program as of September 2012.

D. Financial/Human Resource Implications

The projected enrolments of the two programs will provide increased revenue to Durham College in accordance with the college's target net contribution ratio.

New faculty hires will be necessary to ensure an appropriate ratio of students to full-time faculty. Details of faculty hires are provided in the attachments.

E. Implications for UOIT (if applicable)

None anticipated.

F. Recommendation(s)

That the Durham College Board of Governors approves the postsecondary programs of instruction for Golf Facility Operations Management and International Business Management.

Submission for Board Approval: New Postsecondary Program

Ontario College Diploma in Golf Facility Operations Management					
MTCU Code:	52220				
Funding Unit:	2.0				
Weight:	1.0				
Name of dean submitting the request:	Judith Spring				
Proposed date of implementation:	September 2012				
Date of review by committee:	December 15, 2011				
Year 1 enrolment:	35				
Number of faculty required:	1 new FT faculty in the fourth year of operation; utilization of existing FT faculty for years 1 through 4.				
Space requirements:	Renovation to existing golf lab				
Capital costs:	\$3500				
Budget Projections					
Proposed Tuition	\$2,520				
Net Contribution - % of Gross Revenue	-65.8%	24.8%	52.1%	40.2%	39.3%
TARGET Net Contribution	n/a	Breakeven	40.0%	40.0%	40.0%

1.0 APPROVAL STAGES:

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

2.0 PROGRAM OVERVIEW:

Description

Students entering the Golf Facility Operations Program will be introduced to the numerous career opportunities available in the ever growing Golf and Club Industry, through an emphasis on study of the financial and business challenges of these properties, including human resources concerns and the nuances of managing their memberships. Along with the theoretical component, students will gain hands on practical exposure to the various departments at a golf course including Pro Shop, Back Shop, Sales, Turf and Food and Beverage.

Upon completion of this program graduates can expect to work in a multitude of entry level positions in the areas of Food & Beverage, Pro-Shops, Assistant Superintendents, and other recreational facility positions, with the potential to accelerate into managerial responsibilities.

Vocational Program Learning Outcomes (MTCU):

The graduate has reliably demonstrated the ability to:

1. Select and develop an implementation plan for diverse club program activities including leagues, tournaments and showcase events.
2. Identify, select and implement business administration skills suitable to the management of golf club facilities.
3. Identify, select and implement the principles of marketing, sales, merchandising and advertising appropriate to the promotion of golf industry activities.
4. Identify and develop an implementation plan utilizing the fundamental principles and techniques necessary for the maintenance and sustainability of golf and club facilities.
5. Identify and develop an implementation plan utilizing appropriate strategies for optimal customer service and human relations in golf and club facilities.
6. Select and implement appropriate strategies for effectively managing the performance and development of staff and volunteers.
7. Identify and develop an implementation plan for effective food and beverage service delivery and management practices.
8. Effectively utilize technological systems for golf courses including POS, tee time management and member management software in such a manner as to enhance facility operations.

Admission Requirements

Ontario Secondary School Diploma, General Educational Development, Academic and Career Entrance – College Prep Level or Mature Student Status plus:

- Senior level (Grade 11 or higher) subject credits, college preparation (C), university/college preparation (M), university preparation (U) or post-secondary (college or university);
- Grade 12 English; and
- Grade 11 mathematics.

3.0 PROGRAM OF STUDY:

Semester	Course Title and brief course description
1	COMPUTERS FOR HOSPITALITY This subject enables the learner to use the computer as a tool for writing, research, and file management. It includes the basics of hardware and software, use of the Windows 7 environment, preparation and editing of documents using Microsoft Word 2010 software, preparation and editing of spreadsheets and workbooks using Microsoft Excel 2010 software, and preparation and editing of presentations using PowerPoint 2010.
1	INTRODUCTION TO GOLF HISTORY AND GOLF ORGANIZATION IN CANADA This course will provide introductions to different aspects of the golf industry, including a history of golf organizations, functions of manufacturers in the industry, and careers in the golf industry. Students will explore career options in various golf organizations in Canada in addition to gaining an appreciation for the history of those organizations and how they have developed the game of golf into what it is today.
1	DIMENSIONS OF TOURISM This course provides students with an overview of the eight sectors that constitute the Canadian Hospitality and Tourism Industry, paying specific attention to the Accommodations and Food and Beverage sectors. Students explore hospitality trends and issues and their social, political and economic impact. The course also focuses on environmental challenges and opportunities facing the industry. Students gain an appreciation of the roles, skills and professional attitudes and behaviours required for various hospitality careers, allowing them to make informed decisions about their future in the industry.
1	COMMUNICATIONS FOR BUSINESS This introductory communications course emphasizes the development of reading, writing, listening and speaking business communication skills at a college level. Students write for various

	purposes and audiences and deliver short presentations to small groups. Students are required to research, analyze, summarize and document information. Students self and peer evaluate written documents and oral presentations. Through reading, media response and discussion exercises, students improve their communication skills. Communicating in diverse teams and across cultures is emphasized.
1	MARKETING I This course is aimed at giving students a practical introduction and understanding of the marketing process and the activities of marketers. The material covered will teach the student the basis of marketing planning and principles which are necessary for any type of successful business enterprise—product or service, large or small, profit or not-for-profit. The creation of customer value, an analysis of the changing business environment and its impact, identification of the customer, and an understanding of their decision making, as well as marketing research methods and their linkage to effective marketing strategies will be examined.
1	BACKSHOP MANAGEMENT This course provides students with the information and skills necessary to successfully manage a backshop operation. Students will gain the skills and knowledge necessary to store, service and maintain golf clubs, bags, and power carts. The operational aspects of the driving range and its contribution to a successful backshop will be discussed.
2	MANAGEMENT AND LEADERSHIP SKILLS* 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	TURF MANAGEMENT I Students will be introduced to the role of the superintendent and the day to day challenges he or she will face. Emphasis will be placed on turf health, golf course conditioning and best management practices associated with a healthy golf course. An introduction to golf course design will focus on the construction and restoration of golf courses and the financial reality of these processes. Students will understand forces that are both in the control of the superintendent, and those that are out of the control of the superintendent, both of which can and will impact course conditioning.

2	CUSTOMER SERVICE This course provides students with an in depth appreciation of the essential nature of exemplary service in all aspects of the hospitality industry. Emphasis is placed on the interpersonal skills required to develop rapport with diverse guests and how to contribute effectively as part of a guest service team. Through the use of case studies and scenarios students learn to identify and meet guest needs. Students develop guest service policies and standards for a variety of environments, determine guest satisfaction levels, and respond appropriately to guest dissatisfaction.
2	FOOD SAFETY AND SANITATION In this course students explore the essential knowledge, skills and attitudes required for the provision of safe, quality food products, free from food borne contaminants, prepared in safe, well maintained environments. Students learn the role government regulations, temperature control, eco-friendly facility maintenance, and personal hygiene play in safe food service. The use of preventative HACCP protocols is emphasized.
2	COMPUTERS FOR THE GOLF INDUSTRY This course builds on previous computer knowledge including internet and word processing skills. Students will be introduced to golf software essential to the golf business, including Tee Time Management Software, Point of Sale Golf Systems, and Event Planning Software. Students will engage in developing functioning tee sheets and developing buying plans for pro shops.
2	GOLF EQUIPMENT REPAIR TECHNIQUES In this hands-on course, students will learn the techniques necessary to complete hands on fittings, as well as simple repairs to golf equipment such as grip changes, and shaft repairs. Students will evaluate the condition of equipment, perform lie and loft analysis to various types of equipment.
2	INTRODUCTION TO GOLF FACILITIES This course will introduce students to various golf facilities and will present students with an opportunity to view and discuss every facet of a golf operation with facility senior managers, using guest speakers and field trips. This course will also examine the facets of a retail program and students will be required to profile several leading companies that distribute and manufacture goods.
3	FINANCIAL MANAGEMENT This introductory course is predicated on the need for non-financial personnel to understanding accounting and financial procedures necessary to operate a successful business. A general knowledge of the accounting cycle and its basic application to financial statements will be covered.

3	GROW THE GAME This course will focus on program and player development initiatives in Canada. The course will discuss program development from a private and public club perspective, including leagues, beginner initiatives and retention strategies. Using Canada's Long Term Player Development Guide, students will analyze Player Development programs including marketing strategies for growing the game.
3	ISSUES AND TRENDS IN GOLF OPERATIONS This course is designed to introduce students to current issues and trends impacting the golf industry. Topics will include but will not be limited to social, legislative, environmental, governmental, economics and technological issues that impact the development and maintenance of a golf facility. Students will perform an in-depth study of current topics in golf operations.
3	CAREER PLANNING This course is designed to enable students to successfully transition from college to the workplace or to additional education. Students further expand their awareness of the industry initially established in Dimensions of Tourism and Hospitality. They engage in a full range of work preparation practices including identification of current employment opportunities, application of contemporary job search techniques, resume or portfolio development, and refinement of interview skills.
3	HOSPITALITY MANAGEMENT This course is designed to help students integrate knowledge and insights gained in several other courses through a critical consideration of hospitality operations from a management and leadership perspective. Students study the skills required to manage people in a range of hospitality environments. They begin by exploring various management styles and how these are impacted by organizational culture and structure. Functions such as planning, decision making, communication, conflict resolution, motivation, and control in diverse workplaces including both unionized and non-unionized environments are explored from a management perspective. Students also define and discuss the concepts of management and leadership.
3	RETAIL MANAGEMENT This course follows a managerial, practical approach to retailing, focusing on the issues faced by the owner, the manager, or the employer of a retail organization. It assumes prior knowledge of marketing and covers the conceptual and analytical foundations necessary to understand all aspects of retail management. The emphasis in this course will be on the application of marketing/retail strategies and concepts to the retail environment. The students will be exposed to all of the essential

	ingredients needed to run a successful retail establishment. These include: the nature of retail, retail strategies, store location and design, merchandising, merchandise management, finance, vendor relationships, human resources management and customer relationship management.
3	FIELD PLACEMENT Students will complete a field placement, providing industry experience and 'real-world', hands-on skills.
4	TURF II Turf Management II will focus on advanced topics facing turf managers. Advanced turf physiology, soil properties, Integrated pest management (IPM), Fertility and Pest Identification will be discussed. Due to the unique personnel issues facing the turf management department, Human Resource Management and budgeting as it relates to a golf course superintendent will be covered in detail. Special interest topics will be discussed (i.e. Water Management, Tournament Preparation, Pesticide Legislation, and Audubon Sanctuary Programs).
4	GOLF MANAGEMENT, POLICIES AND PROCEDURES This course will focus on preparing the students for advanced management roles in the golf industry including jobs such as Head Professional, Club Managers, or Superintendents. It will review the day-to-day operations at a golf facility, principles of good customer service and relations, and how to create an efficient management team through effective hiring and training. It will expand on principles learned in Hospitality Management, applying examples to golf specific career opportunities.
4	CORPORATE EVENT PLANNING This course will provide students with the information and skills necessary to plan and implement corporate golf outings and special events. Students will learn how to organize and coordinate each phase of a golf event and how to liaise with each department in the organization. Students will also gain an appreciation for the important financial contribution that successful corporate and special events make to an organization's overall fiscal health.
4	FOOD AND BEVERAGE In this unit of study students will learn to plan and control food and beverage operations catering to the Golf Club environment from a "FRONT of the HOUSE" and a "BACK of the HOUSE" perspective. Topics include Food and Beverage Service and Etiquette, Wines, Spirits and Beers, Ontario Liquor Laws, Costing and controlling inventory. Students will also become Smart Serve certified, a requirement for all beverage servers and managers in Ontario- which educates about the effects of alcohol and establishment liabilities. Students will also learn to plan and control food and beverage

	operations catering to the Golf Club environment from a “BACK of the HOUSE” perspective. Kitchen Management and Organization, Basic Food Knowledge, Menu Design for the Golf Club environment, and On-Course Food and Beverage.
4	SOCIAL MEDIA & SOCIETY* In a few short years, social media has profoundly changed the global communication landscape. With the advent of social media tools such Facebook, YouTube, Wikipedia, and Twitter, more and more people are connecting and collaborating online, and creating and distributing content in ways we have never seen before. This course will provide a summary of the major developments in social media and will examine how social media is changing media, business, government, the economy, development, and education in fundamental ways. Students will be introduced to a variety of social media environments and will gain hands-on experience with many of the leading social media applications. This course requires active participation of students and a willingness to immerse in social media practices.
4	GENERAL EDUCATION ELECTIVE* Students will choose a general education / elective course from a pool of college-approved courses, deemed to be outside of their vocational field of study.

*indicates general education courses

4.0 STRATEGIC ALIGNMENT:

Strategic Fit

- The program complements existing programs offered by the School of Business, IT & Management. The School currently offers some of the courses which will be delivered within the program of study, and this will open opportunities for pathways between programs.
- It contributes to the School and College by adding to the available program mix in the School and College as a whole. This program fits with the Durham College Strategic Plan 2010-2013 in that it offers students a quality program and the opportunity to develop skills in a field with solid employment opportunity. Further, the School has faculty members with expertise in this area.
- The program will replace the Professional Golf Management advanced diploma program, in light of recent industry changes that have and will continue to impact enrolment and employment opportunities for graduates.

Fit with Existing Programs

Programs that could feed into the proposed program	Program Name	Advanced programs which graduates of this program may consider
	Other complementary programs within School	
▪ Business Fundamentals ▪ General Arts & Science programs ▪ Academic Upgrading	▪ Sports Administration/Sport Management ▪ Recreation and Leisure Services ▪ Hospitality Management ▪ Fitness & Health Promotion (School of Health & Community Services)	▪ Bachelor of Commerce (UOIT) – upon successful completion of the bridge. ▪ Bachelor of Professional Arts - Human Services (Athabasca University) ▪ Other pathway opportunities that are in negotiation.

Benefits to be Stressed

- Provides graduates with specialized training in a growing industry with solid employment as well as the opportunity to access academic pathways upon graduation.
- Students will work with the latest golf pro shop-related software.
- Student demand for the two year diploma program has been greater than the demand for the three year program.

5.0 LABOUR DEMAND:

- Within Canada and the US, golf is a \$50 billion industry that employs millions of people in golf-related jobs, including more than 100,000 managers. The industry is worth \$11.3 billion in Canada, accounting for over 342,000 jobs.
- With the largest golfing population in Canada, there are an estimated 2 million golfers in Ontario and over 850 golf courses across the province. Strategic Networks Group found that golf in Ontario represents 39% of total Golf GDP in Canada. The game of golf contributed approximately \$4,384 billion toward Ontario's GDP, including: 23,566 jobs; \$2,970 billion in household income; \$496 million in property and other indirect taxes; and \$693 million in income taxes.
- Given its diverse landscape of woods, headwaters, ridges, greens and hollows, there are a large number of golf courses across the Durham region (approximately 52). Most are located to the North of cities and townships or in rural areas. The market is fruitful for golf management professionals given the wide range of potential workplaces available to new graduates.
- Please see *Appendix A* for the full labour market report.

6.0 STUDENT INTEREST:

- Since the inception of the two-year program, first choice applications have grown an average of 24.2% year over year since 2006.
- Confirmations have increased by an average of 29.6% year over year since 2006.
- Please see *Appendix B* for the OCAS report.

7.0 ANALYSIS OF COMPETITION:

- The following colleges currently have approval to offer Golf Facility Operations Management:

College
Fanshawe
Georgian

- Based on analysis of the applicant data for these colleges, Durham College is anticipating a sufficient applicant pool for this ongoing sustainability of this program

8.0 TARGET MARKET:

- The market for the Golf Facility Operations Management program will include both students directly from high school as well as non-direct individuals who have completed some education or seek a change in occupation.

9.0 MONITORING AND EVALUATION DURING THE FIRST YEAR OF OPERATION:

<i>Year 1</i>		
	Expected Enrolment:	35 students
	KPI Student Satisfaction Rate:	Meets or exceeds the college average
	Financial:	On budget

10.0 OPERATING REVENUE AND EXPENSES – 5-YEAR PROJECTION:

- This proposed program is expected to exceed the college's target net contribution ratio based on an enrolment of 35 students. In the fifth year of operation the contribution falls just short of the target but is within an acceptable range.
- Please see *Appendix C* for the detailed 5-year budget projection.

Appendix A – Golf Facility Operations Management Labour Market Analysis

National Outlook

Golf Industry in Canada

Within Canada and the US, golf is a \$50 billion industry that employs millions of people in golf-related jobs, including more than 100,000 managers. The industry is worth \$11.3 billion in Canada, accounting for over 342,000 jobs. There are over 22,000 golf clubs in North America and of these, there are 2,500 in Canada alone. It is expected that the overall industry will experience rapid growth as the game continues to expand its popularity. In a report by Strategic Networks Group, published in August 2009, they identified that Canadians typically spend an estimated \$13.1 billion annually on golf, on average, including:

- \$2.1 billion on related equipment;
- \$4.1 billion on memberships, tournament fees, tournament spectator fees, golf related services, food and beverages at the golf course;
- \$0.7 billion on golf apparel;
- \$1.8 billion on travel within Canada;
- \$2.3 billion in non-golf industries including transportation, fuel, publications/media, food and entertainment;
- \$0.4 billion on charitable spending; and
- \$1.7 billion on golf related travel outside Canada.

With over 6 million golfers in Canada alone (Ipsos Reid), there is a high demand for individuals who understand the game both on and off the course. More and more courses are being constructed to meet the needs of a growing population of amateur golfers across Canada. Organizations such as the Canadian Professional Golf Association (CPGA) emphasize the continued value of golf to the consumer as a healthy and recreational activity. According to a 2008 Statistics Canada report, golf is the primary recreational activity in Canada based on participation rates. Based on participation in recreational activities, more Canadians play golf than even hockey, according to a Statistics Canada report.

Golf, however, was not impervious to the effects of the recession. Golf equipment sales and memberships declined as disposable incomes and spending waned through 2009. Nonetheless, the industry has remained resilient during tough economic times. Golf participation rates in Canada are among the highest in the world. Approximately 17% of Canadians play golf, increasing by 22% since 2001, according to Statistics Canada. Core golfers, who play at least eight rounds of golf or more per year, are the primary drivers of participation growth, expanding by nearly 50% from 2001 to 2006.

The sport continues to be affected by changing demographics. With the aging Canadian population, particularly the baby boomer generation, more and more individuals are entering into retirement. With more leisure time and fewer expenses, golf is an attractive hobby or recreational activity available to this group. Moreover, because golf does not require high levels

of physical exertion, it is also favoured by individuals in this age group. This is currently the fastest growing segment in golf.

Women golfers are also increasing across North America. Golf courses and manufacturers are increasingly targeting women and youth. More and more women are taking up golf to network and conduct business. The media has also focused more heavily on professional female golfers in Canada such as Lori Kane and Dawn Coe-Jones. Nonetheless, golf continues to be male-dominated and women often stop playing earlier in life than men. It is anticipated in the future that U.S. companies will increase their efforts to market golf-related products to women, in order to boost participation and keep them involved in the game for a longer period of time.

The typical golf season in Canada is also expanding. With shorter winters and longer summers, transitions between seasons are becoming more moderate. Golf courses can start fertilizing and preparing their greens earlier in the year and golfers can play well into September and October before colder weather and precipitation force courses to close. The federal government has also increased its support of golfing in Canada. To increase youth participation levels and build the sport across the country, the department of Canadian Heritage provided \$715,000 in funding to the Royal Canadian Golf Association (RCGA) through its Sport Support Program, aimed at developing coaches and athletes.

Affordability is often identified as a barrier to playing golf in Canada. The average household income of golfers is \$70,000. Golf memberships, green fees, equipment and apparel are typically high in cost and low earners are frequently unable to play the game. The largest segment of golfers in Canada is males, aged 18 to 64, who earn more than \$75,000 per year. However, the group that has experienced the most growth between 2001 and 2006 includes both men and women, aged over 50 who have a household income of less than \$50,000. Thus, driven largely by the increased involvement of baby boomers and women, participation rates in Canada continue to be higher than in many other parts of the world.

Employment Prospects

In a report entitled “Economic Impact of Golf for Canada” by Strategic Networks Group, researchers found that the game of golf represents an estimated \$11.3 billion of Canada’s Gross Domestic Product (GDP), including:

- 341,794 jobs;
- \$7.6 billion in household income;
- \$1.2 billion in property and other indirect taxes; and
- \$1.9 billion in income taxes.

The golf industry in Canada directly employs 155,024 people across the country in a variety of different occupations including equipment manufacturing, course operations, golf professional services and a variety of other aspects of course operations from maintenance to food services. Strategic Network Group explains that golf is a fantastic opportunity for students who comprise 43% of golf course employees. Students who work on golf courses can earn strong incomes and are exposed to excellent networking opportunities to support their careers in the years to come.

Increased sporting activity among young people, as a result of government tax incentives to promote sport and fitness, is expected to have a significant impact on the use of program leaders and instructors in recreation, sports and fitness. The baby boomer population will also spur employment growth as more and more aging individuals take up golf as a pastime or hobby.

Golf facilities and sports equipment and apparel companies are seeking business-minded golfers who have a deep understanding of golf culture, can manage a course, pro shops, tournaments, special events and the day-to-day operations of their business. Along with positions as head or associate golf professionals, there are opportunities to become a teaching professional, pro shop manager or tournament director. With a retail focus, graduates can become managers, sales representatives, or customer service representatives with golf equipment and apparel manufacturers from Ping to Ashworth.

In addition to developing expertise in financial and business challenges specific to these types of facilities, such as: human resources, membership management, and accounting functions, students who gain hands-on practical exposure to all the equipment and landscape concerns required to run a successful facility whether it be golf, ski, tennis, arena, or any recreational facility will have the most opportunities in the field. Further education is also well-received in golf management as competition among school leavers tends to be high.

In 2009, Selkirk College launched Canada's only 100% online golf management certificate program: Golf Club Operations Online with just over fifty students enrolling in the program. Also in 2009, eleven publicly accredited golf management colleges in Canada launched a collaborative internet portal to serve the country's golf community. Representing over 2,000 golf clubs, the site is hosted and managed by Selkirk College and features the Golf Management News and Education Thread (GMNET). GMNET serves the information needs of Canada's 10,000 golf club managers and people pursuing golf club management studies. This website offers useful articles and information on the golf industry with contributions from colleges as well as industry partners. Participating with Selkirk College in the development of this site were Camosun, Lethbridge Community, Grant MacEwan, Humber, Fanshawe, Algonquin, Holland, Niagara, Georgian and Durham College.

The Canadian Society of Club Managers

Established in 1957, the Canadian Society of Club Managers (CSCM) is a national professional society for those individuals involved in the club management profession in Canada. While the majority of Society members are the general managers/chief executive officers/chief operating officers and senior staff of a variety of clubs, it also includes Assistant Managers, Controllers, Food and Beverage Managers, among others who are interested in and pursuing a career in club management.

CSCM also outlines career options for those in the professional golf management industry. They provide a career workbook as well as a list of various careers that might be of interest to recent graduates. The Society offers a student/faculty membership to those associated with Canadian Universities and Colleges specializing in Hospitality Programs.

CSCM recognizes the following colleges, which offer some form of program that may lead to employment in the Club Industry: Camosun College, Constellation College of Hospitality, Georgian College, Golf Management Institute of Canada, Grant MacEwan Community College, Holland College, Humber College, Lethbridge Community College, Mount Royal College, Ryerson University, SAIT Polytechnic, Selkirk College, and the University of Guelph. The Durham College program is not currently listed on the website.

The Society's mission, "to promote and develop the profession of club management" is achieved through a variety of programs and services in response to member needs and expectations that include the certification program leading to the "Certified Club Manager" (CCM) designation, providing information and education to members, including career opportunities, and providing a forum for networking between managers and those involved in club management.

To obtain CCM designation, individuals must first join CSCM and they must be employed as a general manager or in senior management of a club or similar association at the time of registration for the CCM program. Past education and experience can be counted toward the individual's personal credit record. Some previously taken courses may be transferred over toward obtaining CCM. To complete the designation, students must fulfill the following requirements:

1. Accumulate credits and participate in approved education programs and Society activities;
2. Challenge the exam successfully; and
3. Maintain certification through continual professional development and CSCM membership.

A CCM designation is an appealing option for those looking to further their career in golf management. CCM can open more doors for graduates in the profession and will lead to further competition in a highly competitive industry.

Provincial Outlook

Strategic Networks Group found that golf in Ontario represents 39% of total Golf GDP in Canada. The game of golf contributed approximately \$4,384 billion toward Ontario's GDP, including:

- 123,566 jobs;
- \$2,970 million in household income;
- \$496 million in property and other indirect taxes; and
- \$693 million in income taxes.

Golf generates \$11,467 million in total gross production through direct, indirect and induced spending impacts. With the largest golfing population in Canada, there are an estimated 2 million golfers in Ontario and over 850 golf courses across the province. According to a study by Ipsos Reid, Saskatchewan (29%), Manitoba (29%) and Alberta (28%) lead the country in terms of overall golfer participation rates.

Ontario Professional Golfers Associations (OPGA) is a provincial branch of the CPGA. Founded in 1927, there are 1,300 members who actively promote the game to the 1.2 million golfers in Ontario. The Association builds programs to train and educate golf professionals so that they can learn and adapt to a quick-moving and ever-changing industry. The OPGA offers various teaching workshops, accreditation programs and industry seminars, each designed to help ensure that golf professionals remain current within the golf industry and are able to provide the expertise expected of them in their day to day functions.

Golf Association Ontario (GAO) was established in 2001 following the amalgamation of the Ontario Golf Association and the Ontario Ladies Golf Association. An established branch within the Royal Canadian Golf Association, GAO provides leadership and promotes growth and development of amateur golf throughout the Province while preserving the integrity and traditions of the game. Representing amateur members, the Association represents 420 member clubs and over 115,000 members making it one of the largest Amateur Golf Associations in the world. Some of its services include:

- Course and Pace Rating of all Member Clubs.
Handicap Services through a Provincial Web Based Network of Member Clubs.
- Player Development, ranging from the grass roots level of introducing individuals to the game, up to working with accomplished players to help them be the best they can be.
- Scholarship Programs
- Seminars on a range of subjects, including Rules, Course Rating, Scholarships, Member Services, Player Development
- Support for Industry issues.
- Communications through the web site, electronic news, Ontario Golf magazine.

Durham Region Outlook

Given its diverse landscape of woods, headwaters, ridges, greens and hollows, there are a large number of golf courses across the Durham region (approximately 52). Most are located to the North of cities and townships or in rural areas. The market is fruitful for golf management professionals given the wide range of potential workplaces available to new graduates. The region boasts some of the most challenging and spectacular courses in Ontario and as such, it attracts a large number of tourists. Canadian 'golfing experience' is one of the primary reasons to visit Canada, according to international travelers (Strategic Networks Group).

Please see Table A for a complete list of golf course facilities in the Durham region. Table F provides details on a number of employers in the Durham and surrounding regions based on North American Industry Classification System (NAICS).

Employment Projections

Job titles and descriptions relevant to Golf Facilities Operations Management were culled from Durham College placement reports and various labour market reports. Based on the titles and descriptions, eight key 4-digit National Occupation Classifications (NOC) were identified. Since the NOC provides a standardized framework for organizing the labour force in a coherent system, the occupations in codes 0513, 0721, 4167, 5254, 6211, 6421, 6671 and 8612 were identified as relevant to Professional Golf Management.

These eight codes are: 0513 (Recreation, Sports and Fitness Program and Service Directors), 0721 (Facility Operation and Maintenance Managers), 4167 (Recreation, Sports and Fitness Program Supervisors and Consultants), 5254 (Program Leaders and Instructors in Recreation, Sport and Fitness), 6211 (Retail Trade Supervisors), 6421 (Retail Salespersons and Sales Clerks), 6671 (Operators and Attendants in Amusement, Recreation and Sport), and 8612 (Landscaping and Grounds Maintenance Labourers).

Examples of job titles for each of these eight NOC codes are provided below:

0513 Recreation, Sports and Fitness Program and Service Directors

Director of Recreation
Director of Sports Administration
Professional Golf Manager
Recreation Director
Sports Association Director
Sports Federation Director
Sports Program Director

0721 Facility Operation and Maintenance Managers

Arena Manager
Campus Maintenance Manager
Chief, Maintenance Support Services
Facility Operations Manager
Harbour Master
Head, Facilities Maintenance
Maintenance Manager
Mechanical Services Superintendent
Plant Maintenance Superintendent
Recreation Facility Manager
Superintendent, Maintenance and Service

4167 Recreation, Sports and Fitness Program Supervisors and Consultants

Camp Coordinator
Exercise Physiologist
Exercise therapist
Fitness Appraiser
Fitness Consultant
Fitness Supervisor
Recreation Consultant
Sports Consultant
Sports Policy Analyst
Sports Program Supervisor

5254 Program Leaders and Instructors in Recreation, Sport and Fitness

Certified Personal Trainer
Aerobics Instructor
Camp Counsellor
Day Camp Leader
Fitness Instructor
Gymnastics Teacher
Lifeguard
Personal Trainer
Recreation Program Leader

6211 Retail Trade Supervisors

Department Store Supervisor
Head Cashier
Liquor Store Supervisor
Produce Department Supervisor
Rental Service Supervisor
Route Supervisor, Retail Sales
Telemarketing Supervisor

6421 Retail Salespersons and Sales Clerks

Clothing Salesperson
Counter Clerk – Retail
Department Store Clerk
Retail Sales Associate
Retail Sales Clerk
Retail Salesperson

6671 Operators and Attendants in Amusement, Recreation and Sport

Athletic Equipment Custodian
Attendant, Golf Range
Golf Course Ranger
Golf Course Starter
Golf Range Attendant
Recreation Attendant
Recreational Facility Attendant
Sports Attendant
Starter, Golf Course

8612 Landscaping and Grounds Maintenance Labourers

Bulb Planter
Cemetery Labourer
Gardening Helper
Golf Course Worker
Grass Cutter
Grounds Maintenance Worker
Landscape Labourer
Maintenance Worker, Parks
Sod Layer
Transplanter

Tables 1 and 2 display projected job openings (arising from expansion demand and replacement demand) and projected job seekers (arising from school leavers, immigration and mobility) for the 3-digit code 525 (Athletes, Coaches, Referees and Related Occupations). Because the tables are based on a wider industry, results should be interpreted with caution. This industry encompasses the following 4-digit NOCs: Athletes (5251), Coaches (5252), Sports Officials and Referees (5253), and Program Leaders and Instructors in Recreation and Sport (5254).

In this occupational group, job seekers are projected to slightly outweigh the number of job openings between 2009 and 2018. Expansion demand is expected to create the majority of job openings (~50%) while school leavers will represent the bulk of job seekers (220%). The rate of retirement in this occupation is also among the lowest, since its workers are markedly younger than average. With regard to job seekers in this occupation, the number of school leavers in related fields will remain unchanged, while the slight increase in the number of immigrants who choose this occupation will be offset by more workers leaving the occupation for others that are generally better paid.

Table 1: Projected Job Openings (2009-2018)		
Expansion Demand	8,316	48%
Retirements	6,456	37%
Other Replacement Demand	1,761	10%
Emigration	938	5%
Projected Job Openings	17,471	100%

Table 2: Projected Job Seekers (2009-2018)		
School Leavers	39,076	220%
Immigration	2,720	15%
Net Mobility	-24,066	-136%
Projected Job Seekers	17,731	100%

Relevant Organizations, Associations and Councils

Canadian Golf Hall of Fame (www.rcga.org)
 Canadian Golf Superintendents Association (www.golfsupers.com)
 Canadian Golf Teachers Federation (www.ctgf.com)
 Canadian Junior Golf Association (www.cjga.com)
 Canadian Professional Golfers' Association (www.cpga.com)
 Canadian Society of Club Managers (www.cscm.org)
 Golf Association of Ontario (www.gao.org)
 Golf Canada (www.golfcanada.ca)
 Golf Colleges (www.golfcolleges.ca)
 Golf Management Institute of Canada (www.golf-management.org)
 National Golf Course Owners Association (www.ncgoa.ca)
 Ontario Professional Golfers' Association (www.ontariopga.com)
 Royal Canadian Golf Association (www.rcga.com)

Conclusion

Over 22% of Canadians engage in the game of golf. Canada boasts one of the highest golf participation rates in the world. It is the number one recreational activity in the country with even more participants than hockey. The entire industry is growing, driven primarily by an aging population as more and more baby boomers retire and enter into the game. As a result, golf course facilities as well as sports equipment or apparel companies are seeking business-minded golfers who understand the culture of golf, are able to manage a course or pro shop and can participate in the day-to-day operations of the business.

The golf industry in Canada directly employs 155,024 people across the country in a variety of different occupations including equipment manufacturing, course operations, golf professional services and a variety of other aspects of course operations from maintenance to food services.

Table A lists all golf course facilities within the Durham region, by city. There are 52 in total with more planned for the future.

Table B displays wage and employment information for the above NOC codes along with National and Local outlooks (where available). The general national and local outlook for this sector is expected to be “Fair” until year 2018. The national-level projections take into account opportunities finding work (based on job leavers and job seekers), relative chances of employment loss and average earnings for each occupational group.

Table C displays wage and employment information for the above NOC codes along with provincial outlooks (where available). The general provincial outlook for this sector is expected to be “Average” until the year 2013, although for most occupations, this level of detail was not available. Similar to the national-level analysis, the provincial-level projections take into account the rate of projected employment growth and how it compares to projected employment growth for all occupations in Canada, anticipated number of job openings until 2009 due to anticipated retirement and reports by employers on difficulties in finding qualified workers to fill vacant positions and/or employer recruiting activities outside Canada.

Table D provides a 10-year national level outlook for the same NOC codes. It presents estimated employment, anticipated growth rate and labour market imbalances for the 3-digit related NOC codes. Since the 3-digit NOC codes are at occupational-group level and encompass a wide range of jobs and skill levels, caution is urged when extrapolating any conclusions.

Table E displays the related employment numbers based on Census 2006 data as well as employment growth comparing census data from 1996 and 2006.

Table F examines the number of local employers (by census division) within various industry groups (NAICS four-digit codes) in which Durham College Professional Golf Management graduates have been able to locate employment in the past five years. It also displays employer sizes within the Durham Census Division.

Table A

Golf Courses in the Durham Region			
Golf Course	City	Golf Course	City
4 Seasons Golf Club	Claremont	Lindsay Golf & Country Club	Lindsay
Annandale Golf Club	Ajax	Lyndebrook Golf Course	Brooklin
Ayren Links Golf Club	Clarington	Maples of Ballantrae Golf Club	Stouffville
Baxter Creek Golf Club	Fraserville	Mill Run Golf Club	Uxbridge
Black Diamond Golf Club	Pontypool	Newcastle Golf and Country Club	Newcastle
Bowmanville Golf and Country Club	Bowmanville	Oakridge Golf Club	Port Perry
Canterbury Golf Club	Port Perry	Oliver's Nest Golf and Country Club	Lindsay
Carruther's Creek Golf and Country Club	Ajax	Oshawa Airport Golf Club	Whitby
Cedarhurst Golf Club	Beaverton	Oshawa Golf and Curling Club	Oshawa
Columbus Golf and Country Club	Oshawa	Pine Ridge Golf	Warkworth
Crestwood Golf Club	Manilla	Port Hope Golf & Country Club	Port Hope
Deer Creek Golf Club	Ajax	Quarry Lakes Golf and Recreation Center	Bowmanville
Deer Run Golf Course	Little Britain	Riverside Golf Club	Pickering
Eldorado Golf Club	Brooklin	Royal Ashburn Golf Club	Ashburn
Fox Run Golf Centre	Ajax	Seaton Golf Club	Pickering
Foxbridge Golf Club	Uxbridge	Simcoe Shores Golf & Country Club	Beaverton
Glen Cedars Golf Club	Claremont	Spring Creek Golf Club	Ajax
Golfer's Dream Golf Club	Port Perry	Stonehenge Golf Club	Bowmanville
Harmony Creek Golf Centre	Oshawa	Summerlea Golf Club	Port Perry
Hawthorne Valley Golf Course	Pickering	Sunnybrae Golf Course	Port Perry
Heather Glen Golf Club	Ashburn	Uplands Golf Club	Thornhill
Hy Hope Farm	Ashburn	Warkworth Golf Club	Warkworth
Kedron Dells Golf Club	Oshawa	Watson's Glen Golf Club	Pickering
Keystone Links Golf & Country Club	Peterborough	Whitetail Golf & Country Club Estates	Lindsay
King's Bay Golf and Country Club	Seagrave	Whitevale Golf Club	Whitevale
Lakeridge Links and Whispering Ridge Golf Club	Brooklin	Wooden Sticks Golf Club	Uxbridge

Table B

Table 4: Wages, Occupational Statistics (National) and Employment Outlook							
Occupation (NOC Code)	Average Wages /Hour¹	Males²	Females³	Part-Time⁴	Self-Employment⁵	National Outlook to 2018⁵	Local Outlook to 2018⁵
0513 Recreation, Sports and Fitness Program and Service Directors	\$19.80	53%	47%	14%	19%	N/A	N/A
0721 Facility Operation and Maintenance Managers	\$30.30	80%	20%	5%	9%	N/A	N/A
4167 Recreation, Sports and Fitness Program Supervisors and Consultants	\$26.00	39%	61%	29%	14%	N/A	N/A
5254 Program Leaders and Instructors in Recreation, Sport and Fitness	\$15.70	37%	63%	58%	10%	N/A	N/A
6211 Retail Trade Supervisors	\$18.10	41%	59%	9%	1%	Fair	Fair
6421 Retail Salespersons and Sales Clerks	\$18.30	40%	60%	46%	0%	Fair	Fair
6671 Operators and Attendants in Amusement, Recreation and Sport	\$15.60	63%	37%	50%	1%	N/A	N/A
8612 Landscaping and Grounds Maintenance Labourers	\$14.20	89%	11%	17%	4%	Fair	N/A

Source: <http://www.workingincanada.gc.ca>. Figures are as of 2006 and 2008 (depending on the source) as data are not available for more recent year. National and Local Outlooks based on Working in Canada projections from 2009 to 2018.

1. Average Wages - All occupations = \$25.20 based on Working in Canada (2006, Statistics Canada Census)
2. Average Male to Female Ratio – All occupations = 53%/47% based on Working in Canada (2006, Statistics Canada Census)
3. Average Part-Time work – All occupations = 18% based on Working in Canada (2008, Labour Force Survey)
4. Average Self-Employment – All occupations = 15% based on Working in Canada (2008, Labour Force Survey)
5. 2009 Outlook - Definitions:

Good means that opportunities for finding work are relatively strong, chances of employment loss are relatively weak, and earnings are relatively attractive as compared to those of other occupational groups.

Limited means that new workers and those re-entering the work force will have difficulty finding stable work and/or that earnings are not attractive compared to those in other occupations. For new workers, such as school-leavers (i.e., graduates and drop-outs) and immigrants, "Limited" usually means they have a low probability of finding permanent work and, if they find a job, relatively low earnings. For employed workers, "Limited" will often mean a higher probability of loss of work, a higher probability of experiencing unemployment spells, and lower earnings.

Fair falls between "Good" and "Limited." For example, jobs may be more difficult to find, the probability of unemployment may be higher, or earnings may be lower than in comparable occupational groups that are rated "Good." Conversely, jobs may be easier to find, unemployment less likely, and earnings higher than in comparable occupational groups that are rated "Limited."

Table C

Wages, Occupational Statistics and Employment Outlook for Ontario								
Occupation (NOC Code)	Average Salary¹	Males²	Females³	Full-Time⁴	Part-Time⁵	Self-Employed⁶	Unemployed⁷	Outlook to 2013⁸
6421 Retail Salespersons and Sales Clerks	\$38,719	41%	59%	51%	45%	6%	7%	Average

Source: Ontario Job Futures (<http://www.tcu.gov.on.ca>). Figures are as of 2008 or earlier (depending on the source) as data are not available for more recent year. Provincial Outlook based on Ontario Job Futures projections from 2008 to 2013.

1. Average Salary - All occupations = \$56,033 based on Ontario Job Futures (2005, Statistics Canada)
2. Average Male to Female Ratio – All occupations = 52%/48% based on Ontario Job Futures (2008, Labour Force Survey)
3. Average Part-Time work – All occupations = 19% based on Ontario Job Futures (2008, Labour Force Survey)
4. Average Self-Employment – All occupations = 15% based on Ontario Job Futures (2008, Labour Force Survey)
5. Average Unemployment – All occupations – 9% (2009, Ontario Ministry of Finance)
6. 2009 Outlook - Definitions:

The employment prospects section provides information on the expected employment growth for the occupational group to the year 2013, for Ontario as a whole. The section starts with a basic assessment of the employment prospects – either good, average, or limited. This assessment is then explained by some of the key factors that were considered. These factors are:

- Rate of projected employment growth to the year 2013 for the occupation and how it compares to the projected employment growth for all occupations in Ontario
- Anticipated number of job openings for the occupation through the year 2013 due to replacement needs as older workers retire; and
- Reports by employer on difficulties in finding qualified workers to fill vacant positions and/or employer recruiting activities outside Canada

Table D

Ten Year (2006-2015) National Employment Outlook – 3-Digit NOC					
Occupation (NOC Code)	Estimated Employment 2015 (000s)¹	Average Annual Growth Rate²	Retirement Rate³	NFLMS⁴	Labour Market Imbalance⁵
051 Managers in art, culture, recreation and sport	12.5	0.4%	3.6%	-0.1	-3%
072 Facility operation and maintenance managers	42.3	1.7%	2.1%	3.9	335%
416 Policy and program officers, researchers and consultants	144.3	1.6%	2.5%	-5.3	-46%
525 Athletes, coaches, referees and related occupations	70.0	2.1%	1.3%	-6.0	-54%
621 Sales and service supervisors	256.9	1.5%	1.8%	0.8	21%
642 Retail salespersons and sales clerks	447.2	0.9%	2.1%	-2.0	-32%
667 Other attendants in travel, accommodation and recreation	25.2	1.5%	2.1%	-2.4	-32%
861 Primary production labourers	90.7	0.9%	1.3%	-4.1	-56%

Source: Looking-Ahead: A 10-Year Outlook for the Canadian Labour Market (2006-2015). Human Resources and Social Development Canada. Original Source: HRSDC, Strategic Policy Research Directorate, 2006 Scenario Reference.

1. The employment forecast by industry is derived based on the projected GDP and labour productivity by industry.
2. Average Annual growth rate - All occupations = 1.1%
3. Average Annual Retirement Rate is expected to rise from 2.1% in 2005 to 2.6% in 2015. Average annual retirement rate is calculated as the number of retirements divided by the level of employment in a given year.
4. Normalized Future Labour Market Situation (NFLMS) is an indicator of excess demand (or supply if negative) normalized to the base year 2005.
5. Labour Market Imbalance reflects the increase (or decrease, if negative) in the number of school leavers and immigrants needed to restore the balance between expected supply and demand. A value of 100% means that the supply of workers must double in order to reach a balanced situation. A negative value indicates the percentage by which supply exceeds demand.

Table E

# of Individuals employed in Professional Golf Management (2006 Census)			
Occupation (NOC Code)	Oshawa CMA	Toronto CMA	Total
A343 Recreation and sport program and service directors	195	1,325	1,520
A141 Facility operation and maintenance managers	565	7,160	7,725
E036 Recreation and sports program supervisors and consultants	155	2,075	2,230
F154 Program leaders and instructors in recreation and sport	1,050	15,060	16,110
G011 Retail trade supervisors	775	10,990	11,765
G211 Retail salespersons and sales clerks	7,930	125,030	132,960
G731 Attendants in amusement, recreation and sport	510	4,640	5,150
I015 Landscaping and grounds maintenance contractors and managers	155	1,770	1,925

Occupational Growth in Professional Golf Management (1996 to 2006)			
Occupation (NOC Code)	Oshawa CMA	Toronto CMA	Total
A343 Recreation and sport program and service directors	200.0%	24.4%	34.5%
A141 Facility operation and maintenance managers	43.0%	21.3%	22.6%
E036 Recreation and sports program supervisors and consultants	55.0%	19.9%	21.9%
F154 Program leaders and instructors in recreation and sport	141.4%	63.4%	66.9%
G011 Retail trade supervisors	72.2%	85.0%	84.1%
G211 Retail salespersons and sales clerks	48.4%	43.7%	44.0%
G731 Attendants in amusement, recreation and sport	137.2%	23.4%	29.6%
I015 Landscaping and grounds maintenance contractors and managers	63.2%	6.0%	9.1%

Table F

Local Employers in Related Industries Based on Census Division								
Occupation (NAICS Code)^{1,2}	Ontario	Northumberland	Peterborough	Kawartha Lakes	Durham	York	Toronto	Peel
4511 - Sporting Goods, Hobby and Musical Instrument Stores	3,696	21	65	30	137	354	579	256
7112 - Spectator Sports	1,250	12	16	6	59	116	171	116
7139 - Other Amusement and Recreation Industries	5,076	41	75	54	237	462	647	301
Total	10,022	74	156	90	433	932	1,397	673

Durham Census Division Employers in Related Industries (by employer size)									
Occupation (NAICS Code)^{1,2}	1-4	5-9	10-19	20-49	50-99	100-199	200-499	500 +	N/A
4511 - Sporting Goods, Hobby and Musical Instrument Stores	21	29	17	17	1	1	0	0	51
7112 - Spectator Sports	7	6	2	2	0	0	0	0	42
7139 - Other Amusement and Recreation Industries	31	38	30	19	7	7	3	0	102
Total	59	73	49	38	8	8	3	0	195

Source: Canadian Business Patterns, December 2009.

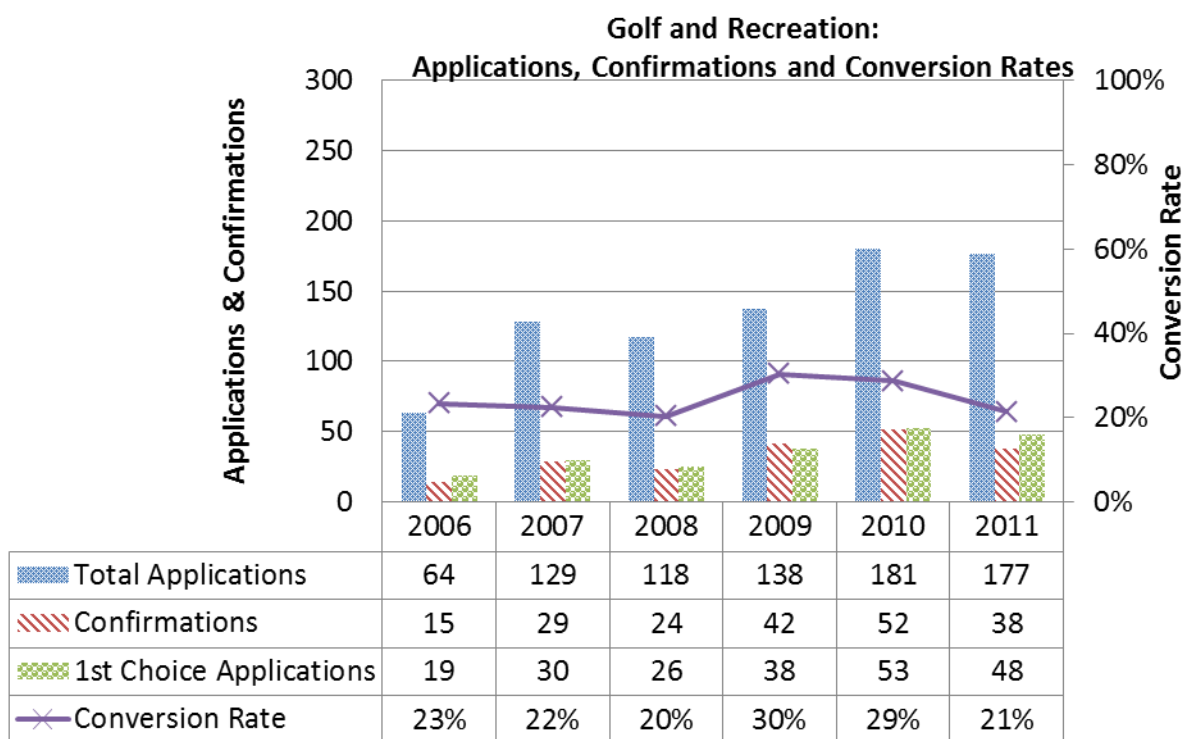
1. North American Industry Classification System (NAICS) is an industry classification system developed by the statistical agencies of Canada, Mexico and the United States. Created against the background of the North American Free Trade Agreement, it is designed to provide common definitions of the industrial structure of the three countries and a common statistical framework to facilitate the analysis of the three economies. NAICS is based on supply side or production oriented principles, to ensure that industrial data, classified to NAICS, is suitable for the analysis of production related issues such as industrial performance.
2. NAICS is the agreed upon common framework for the production of comparable statistics by the statistical agencies of the three countries, Canada, Mexico and the United States. Its hierarchical structure is composed of sectors (two-digit code), subsectors (three-digit code), industry groups (four-digit code), and industries (five-digit code).

Appendix B – Golf Facility Operations Management OCAS Report

As of October 25, 2011, the following Ontario colleges are approved to offer Golf Facility Operations Management (52220):

College	Approval Date
Fanshawe	Unknown
Georgian	Unknown

The following graph summarizes total system applications, confirmations and conversion rates for the Golf Facility Operations Management program (52220).



The following chart summarizes cumulative and average year over year growth rates for total applications, first choice applications and confirmations between 2006 and 2011 for Golf Facility Operations Management (52220).

Applications		1 st Choice Applications		Confirmations	
Cumulative Growth (2006 to 2011)	Average Year over Year Growth (2006 to 2011)	Cumulative Growth (2006 to 2011)	Average Year over Year Growth (2006 to 2011)	Cumulative Growth (2006 to 2011)	Average Year over Year Growth (2006 to 2011)
176.6% *	27.8%	152.6%*	24.2%	153.3%*	29.6%

* represents the increase due to introduction of the program by additional college(s)

Appendix C – Golf Facility Operations Management Five-Year Budget Projection

DURHAM COLLEGE		MTCU Code:	weight	1.0	F.U.	2.0	# Yrs
Projected Budget		Program: Golf Facilities Operations Management	Per Year	1.000	Grant / WFU	\$4,160	2
BUDGET YRS 2012-17							
			2012-13 Projection	2013-14 Projection	2014-15 Projection	2015-16 Projection	2016-17 Projection
	Student Enrolment - Nov. 1						
		Year 1	35	35	35	35	35
		Year 2	0	27	27	27	27
		Total	35	62	62	62	62
REVENUE							
		Tuition Fees - per academic year	\$2,524	\$2,624	\$2,724	\$2,824	\$2,924
		Set-Aside Fee Removed	\$265	\$276	\$286	\$297	\$307
		Tuition Fee realized by college	\$2,259	\$2,348	\$2,438	\$2,527	\$2,617
		Total Tuition Fees	79,064	145,606	151,155	156,704	162,253
		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	\$72,800	\$201,760	\$257,920	\$257,920
TOTAL REVENUE			\$79,064	\$218,406	\$352,915	\$414,624	\$420,173
EXPENDITURES							
		Salaries - Faculty (FT)	80,000	82,400	84,872	167,418	172,441
		Salaries - Co-ordinator Allowance	4,300	4,429	4,562	4,699	4,840
		Salaries - PT Teaching	0	0	0	0	0
		Salaries - PL Teaching	0	0	0	0	0
		Salaries - Sessional Teaching	0	0	0	0	0
		Contract Teaching	24,000	50,000	51,500	33,000	33,990
		Total Teaching Salaries	108,300	136,829	140,934	205,117	211,270
		Salaries - Admin (\$100/st)	0	0	0	0	0
		Support Staff	0	0	0	0	0
		Total Academic Support Costs	0	0	0	0	0
		Benefits - Faculty - FT 20%	16,860	17,366	17,887	34,423	35,456
		Benefits - Faculty - PT 10.0%	2,400	5,000	5,150	3,300	3,399
		Benefits - Admin 21%	0	0	0	0	0
		Benefits - SS (FT) 26%	0	0	0	0	0
		Total Employee Benefits	19,260	22,366	23,037	37,723	38,855
		Total Labour	127,560	159,195	163,971	242,840	250,125
		Instructional Supplies	1,000	1,000	1,000	1,000	1,000
		Instructional Other Costs	0	0	0	0	0
		Field Work	0	0	0	0	0
		Membership & Dues	0	0	0	0	0
		Professional Development	1,000	2,000	2,000	2,000	2,000
		Travel/accommodation/meals	1,000	1,000	1,000	1,000	1,000
		Promotion/Public relations	0	0	0	0	0
		Maintenance- Equipment	0	0	0	0	0
		Telecommunications	0	0	0	0	0
		Software Costs	0	0	0	0	0
		Office supplies/Other Expenses	500	1,000	1,000	1,000	1,000
		Rental	0	0	0	0	0
		Total Other Expenditure	3,500	5,000	5,000	5,000	5,000
TOTAL DIRECT PROGRAM EXPENSES			131,060	164,195	168,971	247,840	255,125
TOTAL REVENUE FOR PROGRAM			79,064	218,406	352,915	414,624	420,173
Net Contribution \$			-51,996	54,211	183,944	166,783	165,047
Net Accumulated Contribution / (Deficit)			-51,996	2,215	186,159	352,943	517,990
Net Contribution - % of Gross Revenue			-65.8%	24.8%	52.1%	40.2%	39.3%
TARGET Net Contribution			n/a	Breakeven	40.0%	40.0%	40.0%
Capital Requirement			3,500	0	0	0	0

Submission for Board Approval: New Postsecondary Program

Ontario College Graduate Certificate in International Business Management					
MTCU Code:	70202				
Funding Unit:	0.9				
Weight:	1.0				
Name of dean submitting the request:	Judith Spring				
Proposed date of implementation:	September 2012				
Date of review by committee:	December 15, 2011				
Year 1 enrolment:	25				
Number of faculty required:	1 FT faculty member in the 3 rd year of the program.				
Space requirements:	Regular classroom space (already existing)				
Capital costs:	\$0				
Budget Projections					
Proposed Tuition	\$2,520				
Net Contribution - % of Gross Revenue	-9.7%	27.9%	28.7%	34.4%	35.8%
TARGET Net Contribution	n/a	Breakeven	40.0%	40.0%	40.0%

1.0 APPROVAL STAGES:

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

PROGRAM INFORMATION

2.0 PROGRAM OVERVIEW:

Description

- The field of international business encompasses a variety of disciplines, including finance, sales, marketing, and human resources; graduates demonstrate a range of knowledge, skills, and abilities which are relevant to both business in general and international business in particular. Because of the variety of cultural contexts in which international business is conducted, an appreciation of and respect for the histories, customs, and cultures of other countries are essential elements of a graduate's success in the international business field.
- Graduates of this program are prepared to perform sales, marketing, planning, negotiation, research, information management, and customs documentation functions in positions of responsibility. They have demonstrated management skills which include leadership and planning to support the international business activities of an organization.
- Graduates can work in a broad range of employment settings in all sectors of business and industry, in both domestic and international locations.

Vocational Program Learning Outcomes:

The graduate has reliably demonstrated the ability to:

1. Take into account the impact of various economic, legal, cultural, geographical, and political systems on international business.
2. Conduct business in compliance with relevant national and international law, legislation, policies, and regulations.
3. Apply computer skills and knowledge to support the international business functions.
4. Assist in the importing and exporting functions of a business.
5. Collect, process, and interpret data used to support international business.
6. Conduct business with diverse populations using culturally appropriate methods.
7. Contribute to the planning, directing, and evaluating of individual and team projects.
8. Develop an international marketing plan which includes marketing objectives, marketing mix, strategies, budgetary considerations, and evaluation criteria.
9. Develop strategies to utilize domestic and foreign government programs, policies, and agencies which facilitate international trade.
10. Apply financial knowledge and skills to the operation of an international business.
11. Develop strategies to prepare for the contingencies associated with personal international travel.
12. Take into account the business advantages of being multilingual.
13. Apply leadership and teamwork knowledge and skills when working with co-workers, supervisors, and others.
14. Apply knowledge of quality control and assurance programs to sourcing and supplying.
15. Apply the principles of business ethics and international corporate responsibility.
16. Employ entrepreneurial strategies to maximize the effectiveness of international business

initiatives.

17. Participate in the development of an international business plan.

18. Develop strategies to negotiate effectively within various cultural environments.

19. Communicate information related to international business accurately and credibly in oral, written, and graphic form.

Admission Requirements

Program Eligibility:

- A two-year community college diploma (minimum), advanced diploma or college/university degree.
- While not a requirement, it is recommended that applicants have some foundation in marketing i.e. at least one postsecondary course or some business-related experience.
- Applicants with International transcripts must provide proof of a TOEFLiBT score with at least a total score of 90, with the following minimum section requirements: Reading 21; Listening 20; Speaking 27; Writing 22.

3.0 PROGRAM OF STUDY:

Semester	Course Title (and brief course description in available)
1	Global Business Environment This course provides a comprehensive overview of key aspects of global business in the 21st century. It allows the learner to understand the key forces driving the international economy and it also provides a basic introduction to the skills required of successful international trade practitioners in today's global business environment.
1	International Marketing The International Marketing course guides the learner through the steps needed to prepare for selling products and services to the international customer. A review of the principles of marketing, market research, as well as political, legal, regulatory and cultural considerations relating to international marketing is included. Pricing, promotional and e-marketing strategies as they relate to the international market are also discussed. One of the most important tools for achieving international success is a well-researched and evolving international marketing plan. This course will assist the learner to prepare an effective international marketing plan for a customer or organization.
1	International Trade Finance Through the study of International Trade Finance, the student will develop the practical skills needed by world class trade professionals to handle the financing aspects of international

	trade transactions.
1	Global Supply Chain Management This course focuses on the essential basics of global supply chain management. The learner will understand the importance of supply chain management in the success of all international trade ventures, including the exporting and importing of raw materials and finished products. Standard trade documentation and Incoterms are also covered. As well as the principles for managing production, inventory, delivery and returns efficiently and cost effectively. Methods to reduce supply chain risk and enhance performance are also included.
1	International Market Entry & Distribution This course focuses on how to evaluate market entry strategies and how to select a strategy that is appropriate to the proposed venture(s). While examining possible entry strategies, students will develop a better understanding of the roles that investment and partnering play in facilitating international trade activities.
1	International Trade Research This course describes the essential basics of international trade research. It explains the importance of research in the success of all international trade ventures, including exporting, importing and foreign direct investments. The use of research to develop intelligence about international markets and competing organizations is also covered. The various stages of a professional research process are discussed in some depth, including: defining research objectives; creating a research brief; selecting research design and data sources; collecting the information; analyzing and organizing the information to address the research objectives and effectively communicating the results.
2	Legal Aspects of International Trade This course reviews the basic legal principles applicable to any businessperson or corporation carrying on the many differing activities that comprise a Canadian business venture. Included is an overview of the Canadian legal system, Canadian laws of contract, intellectual property, product liability and sale of goods. It also addresses business transactions in an international setting including the resolution of international disputes, legal aspects of carriage of goods, payment, finance, and export controls.
2	International Trade Management International Trade Management provides an introduction to the issues, strategies and techniques that are essential to the management of companies operating in a global economy. Technological, economic and political changes have created a new, increasingly integrated, rapidly changing and highly competitive international environment. Such conditions require diverse and adaptable skills from those who direct the fortunes of today's firms.

2	International Business Culture This course provides students with an introduction to the cultural diversity of the global marketplace. The course will emphasize the geographical perspective in the investigation and analysis of the major culture realms with the aim of providing students with key concepts and analytic processes so that they will be able to research potential markets in a cultural context.
2	Resources for Exporters This course provides students with a solid introduction to the basic requirements for accessing foreign markets. It also gives the student a comprehensive knowledge of the export support infrastructure which is available to most Canadian companies. The course provides coverage of the various agencies, programs, services and information tools (faxlink, Internet sites, etc.) that are available to assist Canadian exporters. The student will learn how each of these tools can be used to meet a wide variety of export needs.
2	Field Placement For the learner your field placement experience is an opportunity to put your knowledge and skills to the test and to prove to yourself and your employer(s) that you are a capable and motivated employee. This is your opportunity to demonstrate your skills, knowledge, initiative, attitude, and willingness to seek out and take advantage of opportunities to learn from your co-workers and supervisors.
2	International Business Project Planning Learners in this course will learn the theory and develop skills to effectively plan, manage, and implement projects in an international business environment.

4.0 STRATEGIC ALIGNMENT:

Strategic Fit

- The program complements existing programs offered by the School of Business, IT & Management.
- The program provides an opportunity to grow our international enrolment as approximately 76% of the total enrolment in International Business Management programs across the system in 2011 are international students.
- The School has the instructional expertise to develop and deliver the program.

Fit with Existing Programs

Programs that could feed into the proposed program	Program Name	Advanced programs which graduates of this program may consider
	Other complementary programs within School	
- Any of the Business Administration diploma or advanced diploma programs, including Accounting, Operations, Marketing, Human Resources - Sports Administration / Management - Recreation & Leisure Services - Golf Facility Operations Management (proposed)	Human Resources Management	N/A

Benefits to be Stressed

- This program will be offered specifically to drive international enrolment. Should Durham not receive significant enough international interest, the program will be suspended.
- The program offers graduates transferrable skills in a variety of solid industries.
- The program offers pathway opportunities to graduates of Durham's diploma and advanced diploma business programs.

5.0 LABOUR DEMAND:

- In this occupational group, job seekers are projected to be less than the number of job openings between 2009 and 2018 thereby creating a shortage of workers. Retirements (47%) is expected to create the majority of job openings while school leavers (52%) and people migrating from other jobs (mobility) will represent the bulk of job seekers. Also, the rate of replacement demand and job growth will be the highest among all occupations for the period 2009 – 2018.
- International Business Management is a fast paced and growing field, driven by rapid globalization, new markets and economic and policy change in Ontario. The presence and expansion of global organizations in Ontario will require specialized staff to administer various business functions on a global level.

- According to Foreign Affairs and International Canada update 2009, one-tenth of a percent of the import market of the BRIC (Brazil, Russia, India, China) countries alone is estimated to be worth \$29 billion in 2038, so there is competitive Canadian interest in this market.
- Please see *Appendix A* for the full labour market analysis.

6.0 STUDENT INTEREST:

- Domestic interest fluctuates based on the offering college for International Business Management. Of the 12 colleges approved to offer the program, only 3 attract what would constitute a “full class” of domestic students.
- International interest in International Business Management is strong. 76.7% of all students enrolled in the program in Ontario in 2011 are international students.
- Please see *Appendix B* for the OCAS report.

7.0 ANALYSIS OF COMPETITION:

- Twelve colleges are approved to offer the program across the system.
- Based on analysis of the applicant data, particularly international applicant data, Durham College is expected to be successful in attracting a sufficient applicant pool for this program.

8.0 TARGET MARKET:

- The target markets for this program include graduates of diploma and advanced diploma business programs from Durham as well as other colleges across the system. The largest target market, however, is expected to be the international pool.

9.0 MONITORING AND EVALUATION DURING THE FIRST YEAR OF OPERATION:

<i>Year 1</i>		
	Expected Enrolment:	25 students
	KPI Student Satisfaction Rate:	Meets or exceeds the college average
	Financial:	On budget

10.0 OPERATING REVENUE AND EXPENSES – 5-YEAR PROJECTION:

- Based on domestic tuition, the proposed program is expected to fall short of the college’s target net contribution ratio based on an initial enrolment of 25 first-year students and growing to 35 first-year students by the third year of operation. However, international enrolment is expected to be strong with international tuition making up the shortfall in domestic tuition. Should Durham not receive significant enough international interest, the program will be suspended.
- Please see *Appendix C* for the detailed 5-year budget projection.

Appendix A – International Business Management Labour Market Analysis

Executive Summary

As the world becomes more of a global village and trade barriers are negotiated, there will be a corresponding increase in need for personnel who can help organizations in understanding international business and marketing, international law, and international trade and finance. As goods cross national borders with greater ease, negotiation and government regulation will increase the need for personnel with specialized expertise in international business ventures, financing techniques, and language skills.

International Business Management is a fast paced and growing field, driven by rapid globalization, new markets and economic and policy change in Ontario. The presence and expansion of global organizations in Ontario will require specialized staff to administer various business functions on a global level.

International Business Management graduates work in a variety of sectors such as banking, finance, human resource management, accounting, finance, customs and trade, enabling organizations to provide products and services to international clients and markets. Graduates employed in this field investigate, analyze, administer and manage human, physical and financial resources, as well as complex strategic and practical management issues. In particular, they may handle key international client accounts, conduct financial and business analysis, marketing and related analysis for firms that conduct business on a global scale.

International Business Management Careers

Due to the "communication revolution," the increased interdependency of national economies, the expansion of developing nations, and the internationalization of formerly domestic issues such as population and pollution, the world has become a global marketplace where the transfer of goods and services is not hampered by national borders. These factors have created a demand for employees in business, trade, government and development with technical skills, foreign language facility, cultural sensitivity, experience, and/or education and training.

International Business Management graduates analyze and administer various organizational functions in firms that operate internationally. The specific roles and responsibilities of graduates employed in this area include: developing international business and marketing plans and strategies, negotiating global purchases and transactions, people and financial management, and ensuring compliance with trade regulations and legislation,. Although multinational corporations are the primary employers for most graduates, international business management often expands beyond the corporate environment to include public sector areas. .

Graduates often work on cross-functional and global project teams in order to service their clientele. While a great deal of work is with the corporate and public sector, there are also opportunities for graduates to undertake entrepreneurial initiatives. Graduates can work in a variety of settings, particularly, Financial services providers, Management consulting, Luxury retailers, Automotive and part manufacturers, Oil, gas and energy firms, Customs brokerages, Distribution and logistics firms and International marketing and sales firms.

International Business Drivers

According to Prahalad and Hart, 2002, the phenomenal growth in globalization in recent decades has been stimulated by the following factors:

- Technology is expanding, especially in transportation and communications.
- Governments are removing international business restrictions.
- Institutions provide services to ease the conduct of international business.
- Consumers know about and want foreign goods and services.
- Competition has become more global.
- Political relationships have improved among some major economic powers.
- Countries cooperate more on transnational issues.
- Cross-national cooperation and agreements.

Most companies are either international or compete with international companies. Advances in information and communications technologies are enabling increased global economic integration thereby making it requisites for employees working in global organizations to be uniquely trained.

International Business- Emerging Markets

The emergence of new global markets such as is a major factor driving growth in the field of international business management. According to Foreign Affairs and International Canada update 2009, one-tenth of a percent of the import market of the BRIC (Brazil, Russia, India, China) countries alone is estimated to be worth \$29 billion in 2038, so there is competitive Canadian interest in this market. Econometric modeling of Canadian merchandise exports to the emerging world indicates that Canada is exporting some 42 percent more than expected to an average emerging or developing economy, after taking into account trade-influencing factors such as GDP and distance from Canada. Exports are particularly high to East Asia (China, Malaysia, Indonesia), but are lower than predicted to some major destinations such as Brazil and India. Other than the primary emergent markets, such as BRIC, there are a number of secondary emerging markets such as, Mexico, South Korea, South Africa, Turkey and others that are fostering opportunities for international business and business innovation.

According to Statistics Canada, Canada's global competitiveness benchmark outside of the United States is noted for strength in agri-food, metals and minerals, wood and paper, and aerospace sectors. Most of the advanced manufacturing sectors are over-exporting to the emerging market destinations relative to the global benchmark. Aerospace is the one manufacturing sector that generally under-exports to the selected emerging markets, due to Canada's strong performance in aerospace in advanced economies. Overall, these results suggest that emerging markets will play an important role in the future of Canadian manufacturing businesses.

Free Trade Agreements

In accordance with the changing business climate, Canada has executed and is in the process of negotiating trade agreements with a number of countries. Trade agreements encourage business alliances across the national borders and support greater volume and value of trading transactions between partner nations. Following is a list of the Canadian federal trade agreements; the numbers of trade agreements negotiated or being negotiated has increased significantly in recent years. Also, the wide array of geography across which the treaties are being sought reinforces that the global nature of business is here to stay.

North American Free Trade Agreement (NAFTA) (Brought into force: 01-January-1994)

As the largest Canadian trading partner, this treaty is of special note. Even in the midst of the global economic crisis, \$1.6 billion in trade crossed the Canada-U.S. border every day. The Buy American provisions of the American Recovery and Reinvestment Act, which limit foreign access to U.S. stimulus projects, threatened this partnership. In 2010, Canada negotiated a waiver to the Buy American provisions—the only country in the world to do so.

Other Free Trade Agreements (FTAs)

Canada - Honduras Free Trade Negotiations (Negotiations concluded: 12-August-2011)

Canada-Panama Free Trade Agreement (Signed: 14-May-2010)

Canada - Jordan Free Trade Agreement (Signed: 28-June-2009)

Canada - Colombia Free Trade Agreement (Brought into force: 15-August-2011)

Canada - Peru Free Trade Agreement (Brought into force: 1-August-2009)

Canada - European Free Trade Association (Brought into force: 01-July-2009)

Canada - Costa Rica Free Trade Agreement (Brought into force: 01-November-2002)

Canada - Chile Free Trade Agreement (Brought into force: 05-July-1997)

Canada - Israel Free Trade Agreement (Brought into force: 01-January-1997)

Ongoing FTA Negotiations

Canada - Andean Community Countries Free Trade Discussions

Canada - Caribbean Community Free Trade Negotiations (CARICOM)

Canada - Central America Four (CA4)

Canada - Dominican Republic Free Trade Agreement Negotiations

Canada - European Union: Comprehensive Economic and Trade Agreement (CETA) Negotiations

Canada - India Free Trade Agreement Negotiations

Canada - Korea Free Trade Agreement Negotiations

Canada - Morocco Free Trade Agreement Negotiations

Canada - Singapore Free Trade Agreement Negotiations

Canada - Ukraine Free Trade Agreement Negotiations

Free Trade Area of the Americas (FTAA)

Negotiations to Modernize the Canada-Costa Rica Free Trade Agreement

Exploratory Discussions for a Canada-Turkey Free Trade Agreement

Exploratory Discussions for the Modernization of the Canada-Israel Free Trade Agreement

National Support for Global Business

Some of the key advantages of international business are competitive price, greater access to markets and greater innovation. Following are the two key relevant initiatives undertaken by the federal government to support Canadian participation in global commerce.

Going Global Innovation:

Going Global Innovation (Going Global) is the innovation, science and technology pillar of the Global Commerce Support Program (GCSP). The GCSP provides a client focused consolidated approach for accessing funding sources from DFAIT in order to attract foreign direct investment, increase Canadian innovation and commercialization opportunities and to increase Canada's business share in foreign markets.

The objective of Going Global is to promote and enhance Canada's international innovation efforts by supporting Canadian companies and/or researchers in pursuing international R&D collaborative opportunities through the development of partnerships with key players in other countries/economies.

International Science and Technology Partnerships Program (ISTPP):

The International Science & Technology Partnerships Program (ISTPP) was announced by the Government of Canada in June 2005, to promote international collaborative research and development activities. The five-year, \$20-million program is intended to increase the international competitiveness and prosperity of Canada by building stronger science and technology relationships with Israel, India, China and Brazil.

The ISTPP is intended to foster and support bilateral research projects which have the potential for commercialization between Canada and identified partner countries. It is also expected to stimulate bilateral science and technology networking and matchmaking activities to further new partnerships and accelerate the commercialization of research and development. The ISTPP is a "seed fund", meaning that various other public and private sector participants were also encouraged to bring S&T expertise and funds of their own to the bilateral relationship.

Provincial Support for Global Business

Ontario government provides a wealth of market intelligence to promote export and other global oriented businesses through its website

http://www.sse.gov.on.ca/medt/ontarioexports/en/Pages/market_intelligence.aspx). It provides a number of success stories for Ontario-based companies that are exporting their products and services, especially in the area of Advanced Manufacturing, Professional Services, Information and Communication Technologies, Life Sciences and Water.

In addition, both federal and Ontario provincial governments execute trade missions to provide Ontario companies the opportunity to showcase their products and services, and meet buyers and senior foreign delegates. The federal Government, through Federal Trade Commissioners, actively supports export activities by Canadian suppliers of goods and services through over 150 overseas offices. Since 2003, Premier McGuinty has led seven trade missions to several different countries: China, India, Israel and the West Bank, Japan and Pakistan. These trade missions are expected to have contributed \$1.7 billion to Ontario's economic growth and created 2,000 jobs for Ontario families.

The 2010 five day “clean-tech” trade mission to India was particularly successful; it led to 27 businesses and institutions signing agreements worth approximately \$650 million. The mission targeted the clean-tech sector for several reasons. India’s rapid industrialization and urbanization are driving demand for clean technologies, and the country is now ranked sixth in the world for its annual investment in renewable energy. The water/wastewater treatment market is growing at 10–12% each year, and demand for innovative technologies in all areas of clean-tech is growing.

He had also indicated that under the new mandate, he will lead eight trips worldwide with the goal of introducing Ontario businesses to emerging markets, including missions in 2012 to China and India.

Industry Trends

Multinational corporations and the private sector employ a large number of international business management graduates to manage and administer various business functions. In addition, the public sector will also need international business management graduates to administer related programs. As the business and economic environment is quite complex and subject to fluctuation, the need for specialized skills and certifications are expected to increase. As such, there is a need for international business management graduates to acquire highly advanced and standardized knowledge and skills through membership with professional industry bodies in order to deliver effective business services. Several professional bodies have already established close links with colleges that offer international business management programs, as well as organizations that employ these graduates. In particular, the Certified International Trade Professional (CITP) and the Forum for International Trade Training (FITT) have aligned with many colleges in Ontario including: Niagara, Mohawk and Seneca among others. Ontario welcomes postsecondary international students because of the diverse perspectives they bring to the institutions of higher learning. The graduate certificate program in International Business Management program offers a unique opportunity to the international students to further their skills in an international environment. Fact that there are over 1100 multinational companies in Ontario with strong linkages to postsecondary institutions and that Toronto is the largest financial centre in Canada are further incentives to the international students to pursue this program. Ontario Job Futures indicates that international business graduates with these specialized skills, certifications and membership with professional bodies play a significant role in the competitive success of organizations. They help to analyze, restructure and administer programs that improve performance in various business functions. This is important in due to increased trade with the BRIC, ASEAN, Latin American and African countries and the resulting need to have globally standardized knowledge and skills to deal with different cultures, business and trade practices and communication styles.

Local Outlook

In the business sector, some employers of international business management graduates in Durham Region include:

- Volkswagen Canada: www.vw.ca
- Ontario Power Generation: www.opg.com
- Nokia: www.nokia.ca
- Bell Canada: www.bell.ca
- General Motors www.gm.ca
- Global Emissions Systems www.gesi.us
- The Regional Municipality of Durham: www.region.durham.on.ca

Employment Projections

International Business Management graduates with specialized knowledge in a particular functional and industry area will have the most attractive job prospects. Graduates may specialize by: gaining certification with accreditation bodies such as FITT (Certified International Trade Professional), or by working with a specific geographic or linguistic client group. Business and management consulting services and international entrepreneurship are emerging practice areas for International Business Management Graduates.

Job titles and descriptions relevant to International Business Management were culled from various labour market reports. Based on the titles and descriptions, four key four-digit National Occupation Classifications (NOC) were identified. Since the NOC provides a standardized framework for organizing the labour force in a coherent system, the occupations in codes 1121, 1225, 1441, 1431 and 1114 were identified as relevant to International Business Management professions.

These five codes are: 1121 (Specialists in Human Resources), 1225 (Purchasing Agents and Officers), 1441 (Customs, Import and Administrative Clerks), 1431 (Accounting and Related Clerks) and 1114 (Financial Officers). These NOC codes: 1121, 1225 and 1441 1431 and 1114 most closely approximate the labour market for International Business Graduates.

Examples of job titles for each of these five NOC codes are provided below:

1121 Specialists in Human Resources

Labour Relations Officer	Classification Officer
Wage Analyst	Conciliator
Compensation Research Analyst	Job Analyst

1225 Purchasing Agents and Officers

Contract Management Officer	Purchasing Agent
Procurement Officer	Supply Officer

1441 Customs, Import and Administrative Clerks

Administrative Clerk	Customs Clerk
Applications Clerk	License Clerk
Bylaw Clerk	Registry Clerk

1431 Accounting and Related Clerks

Accounting Clerk	Audit Clerk
Accounts Receivable Clerk	Tax Clerk
Accounts Payable Clerk	Billing Clerk

1114 Financial Officers

Credit Union Examiner	Financial Underwriter
Estate and Trust Administrator	Mortgage Broker
Financial Investigator	
Financial Planner	

Organizations, Associations and Councils

Canadian Institute of Management (www.cim.ca)
Certified General Accountants (www.cga-canada.org)
Certified Management Accountants (www.cma-canada.org)
Human Resources Professionals Association (www.hrpa.ca)
Canadian Marketing Association (www.the-cma.org)
The Financial Advisors Association of Canada (www.advocis.ca)
The Association for Operations Management (www.apicscanada.org)
Financial Planning Standards Council of Canada (www.fpsc.ca)
Canadian Association of Management Consultants (www.cmc-canada.ca)
Project Management Professionals of Canada (www.pmac-ampc.ca)
Canadian Securities Institute (www.csi.ca)
Registered Insurance Brokers of Ontario (www.ribo.com)
The Association of Business Process Management (www.abpmp.org)
Canadian Society of Customs Brokers (www.cscb.ca)
Canadian International Freight Forwarders Association (www.ciffa.ca)
Certified International Trade Professional (www.fitt.ca)
Supply Chain and Logistics Association of Canada] (www.sclcanada.org)
International Business Brokers Association of Canada Inc. (www.ibbacanada.org)
International Association for Business and Society (www.iabs.net)

Occupational Statistics for International Business Management

Figures A2 and A3 display projected job openings (arising from expansion demand and replacement demand) and projected job seekers (arising from school leavers, immigration and mobility) for the three digit code 112 (Specialists in Human Resources). Because the tables are based on a wider industry, results should be interpreted with caution.

In this occupational group, job seekers are projected to be less than the number of job openings between 2009 and 2018 thereby creating a shortage of workers. Retirements (47%) is expected to create the majority of job openings while school leavers (52%) and people migrating from other jobs (mobility) will represent the bulk of job seekers. **Also, the rate of replacement demand and job growth will be the highest among all occupations for the period 2009 - 2018. These labour market indicators suggest job growth in this area will be both from employment growth and retirements.**

Figure A2: Projected Job Openings (2009-2018)		
Expansion Demand	39,759	45%
Retirements	41,778	47%
Deaths	5,391	6%
Emigration	2,373	3%
Projected Job Openings	89,301	100%

Figure A3: Projected Job Seekers (2009-2018)		
School Leavers	38,356	52%
Immigration	5,695	8%
Net Mobility	29,501	40%
Projected Job Seekers	73,551	100%

Figures A4, A5 and A6 summarize 2009-10 outcomes for graduates in programs leading to occupations in the business sector. Results are based on the Key Performance Indicator (KPI) Graduate Satisfaction survey for 2009-10 graduates, administered six months after graduation. Among labour force participants, the rate of employment for business graduates (77%) was lower than the rate of employment for all surveyed graduates (83%). Average income, graduate satisfaction and full-time employment were all lower for business graduates in 2009-10.

Figure A7 displays wage and employment information for the selected NOC codes along with National and Local outlooks (where available). Based on the selected occupation, the general national and local outlooks for Specialist in Human Resources are "Good" to 2018. This was also the same for NOC code 1114 – Finance Officers. No projections are available for the remaining occupations. The national-level projections take into account opportunities finding work (based on job leavers and job seekers), relative to chances of employment loss and average earnings for each occupational group.

Figure A8 displays wage and employment information for the selected NOC codes along with provincial outlooks (where available). The general provincial outlook is expected to be "Good" for Specialists in Human Resources until the year 2013. The remaining occupations had similar outlooks of "Average". Similar to the national-level analysis, the provincial-level projections take into account the rate of projected employment growth and how it compares to projected employment growth for all occupations in Canada, anticipated number of job openings until 2009 due to anticipated retirement and reports by employers on difficulties in finding qualified workers to fill vacant positions and/or employer recruiting activities outside Canada.

Figures A9, A10 and A11 display the related employment numbers based on Census 2006 and Census 1996 data as well as employment growth comparing census data from 1996 and 2006. There has been significant growth in the Oshawa Census Metropolitan Area (CMA) for Specialists in Human Resources during this period. There was also strong growth in the Toronto CMA for the same occupations. While NOC code 1225 (Purchasing Agents and officers) and 1431 (Accounting and related clerks) have declined in the Oshawa CMA over the reporting period, others have grown significantly.

Figures A12 and A13 examine the number of local employers (by census division) within various industry groups (NAICS four-digit codes) in which International Business Management graduates in Ontario have been able to locate employment in the past five years. It also displays employer sizes within the Durham Census Division. The following NAICS codes are examined: 5614 – Business Support Services, 5511 – Management of Companies and Enterprises and 5416 - Management Consulting Services.

Figures A4, A5 and A6¹

Figure A4: Summary of 2009-10 Outcomes for Business Management Graduates		
Outcome	Program Cluster ²	All Programs ³
Total Graduates in Survey	2,704	50,622
Labour Force Participation ⁴	73%	74%
Employment Rate ⁴	77%	83%
Employed Part-Time	12%	18
Employed Full-Time	65%	65%
Average Annual Earnings ⁵	\$32,284	\$33,199
Graduate Satisfaction	73%	79%

Figure A5: Top Five Occupational Categories for Business Management, 2009-10		
National Occupation Classification Codes	#	%
3222 Retail Sales Persons and Sales Clerks	140	9.9%
3411 Customer Service Representatives – Financial Services	63	4.3%
3414 Customer Service, Information and Related Clerks	60	4.1%
3235 General Office Clerks	55	3.8%
3214 Retail Trade Managers.	55	3.8%

Figure A6: Employment Status for International Business Management Graduates, 2009-10		
Employment Status	#	As %
Employed Full-Time	120	56%
In related field	58	27%
Not in related field	62	29%
Employed Part-Time	16	7.5%
In related field	6	2.8%
Not in related field	10	4.7%
Unemployed	54	25%
Not in Labour Force	24	11%

Source: *Employment Profile: A Summary of the Employment Experience of 2008–2009 College Graduates Six Months after Graduation*, Ministry of Training, Colleges and Universities. 2010.

<http://www.tcu.gov.on.ca/pepg/audiences/colleges/serials/eprofile09-10/business.pdf>

1. The Employment Profile of Ontario college graduates is based on the KPI Graduate Satisfaction survey and summarizes the employment experiences of 2009-10 graduates approximately six months after their graduation.
2. Includes all College of Applied Arts and Technology (CAAT) programs leading to Health and Technology occupations.
3. Includes all CAAT programs, irrespective of study area.
4. Labour Force Participation includes graduates employed full-time, employed part-time or actively seeking employment. Employment is measured as a proportion of graduates in the labour force.
5. Average starting annual salary of respondents who were employed in fulltime jobs.

Figure A7

Figure A7: Wages, Occupational Statistics and Employment Outlook (National and Local)							
Occupation (NOC Code)	Local Average Wages /Hour ¹	Males ²	Females ³	Part-Time ⁴	Self-Employment ⁵	National Outlook to 2018 ⁵	Local Outlook to 2018 ⁵
1121 Human Resources Specialists	\$27.43	26%	74%	8%	6%	Good	Good
1225 Purchasing Agents and Officers	\$23.81	52%	48%	n/a	3%	n/a	n/a
1441 Customs, Import and Admin Clerks	\$17.48	9%	91%	17%	4%	n/a	n/a
1431 Accounting and Related Clerks	\$18.30	13%	87%	14%	5%	n/a	n/a
<u>1114 Financial Officers,</u>	\$23.23	60%	40%	10%	19%	Good	Good

Source: <http://www.workingincanada.gc.ca>. Figures are as of 2006 and 2008 (depending on the source) as data are not available for more recent year. National and Local Outlooks based on Working in Canada projections from 2009 to 2018.

1. Average Wages - All occupations in Canada = \$25.20 based on Working in Canada (2006, Statistics Canada Census)
2. Average Male to Female Ratio – All occupations = 53%/47% based on Working in Canada (2006, Statistics Canada Census)
3. Average Part-Time work – All occupations = 18% based on Working in Canada (2008, Labour Force Survey)
4. Average Self-Employment – All occupations = 15% based on Working in Canada (2008, Labour Force Survey)
5. 2009 Outlook - Definitions:

“Good” means that opportunities for finding work are relatively strong, chances of employment loss are relatively weak, and earnings are relatively attractive as compared to those of other occupational groups.

“Limited” means that new workers and those re-entering the work force will have difficulty finding stable work and/or that earnings are not attractive compared to those in other occupations. For new workers, such as school-leavers (i.e., graduates and drop-outs) and immigrants, limited usually means they have a low probability of finding permanent work and, if they find a job, relatively low earnings. For employed workers, limited will often mean a higher probability of loss of work, a higher probability of experiencing unemployment spells, and lower earnings.

“Fair” falls between Good and Limited. For example, jobs may be more difficult to find, the probability of unemployment may be higher, or earnings may be lower than in comparable occupational groups that are rated “Good.” Conversely, jobs may be easier to find, unemployment less likely, and earnings higher than in comparable occupational groups that are rated “Limited.”

Figure A8

Figure A8: Wages, Occupational Statistics and Employment Outlook (Provincial)								
Occupation (NOC Code)	Average Salary ¹	Males ²	Females ³	Full-Time ⁴	Part-Time ⁵	Self-Employed ⁶	Un-Employed ⁷	Outlook to 2013 ⁸
1121 Human Resources Specialists	68,929	30	70	91	7	7	3	Good
1225 Purchasing Agents and Officers	\$56,183	49%	51%	95%	4%	2%	2%	Average
1441 Customs, Import and Admin Clerks	\$44,227	19%	81%	81%	17%	4%	4%	Average
1431 Accounting and Related Clerks	\$41,715	18%	82%	85%	13%	5%	4%	Average
<u>1114 Financial Officers,</u>	\$86,709	58%	42%	90%	8%	19%	2%	Average

Source: Ontario Job Futures (<http://www.tcu.gov.on.ca>). Figures are as of 2008 or earlier (depending on the source) as data are not available for a more recent year. Provincial Outlook is based on Ontario Job Futures projections from 2008 to 2013.

1. Average Salary - All occupations = \$56,033 based on Ontario Job Futures (2005, Statistics Canada)
2. Average Male to Female Ratio – All occupations = 52%/48% based on Ontario Job Futures (2008, Labour Force Survey)
3. Average Part-Time work – All occupations = 19% based on Ontario Job Futures (2008, Labour Force Survey)
4. Average Self-Employment – All occupations = 15% based on Ontario Job Futures (2008, Labour Force Survey)
5. Average Unemployment – All occupations – 9% (2009, Ontario Ministry of Finance)
6. 2009 Outlook - Definitions:

The employment prospects section provides information on the expected employment growth for the occupational group to the year 2013, for Ontario as a whole. The section starts with a basic assessment of the employment prospects – either good, average, or limited. This assessment is then explained by some of the key factors that were considered. These factors are:

- Rate of projected employment growth to the year 2013 for the occupation and how it compares to the projected employment growth for all occupations in Ontario
- Anticipated number of job openings for the occupation through the year 2013 due to replacement needs as older workers retire; and
- Reports by employer on difficulties in finding qualified workers to fill vacant positions and/or employer recruiting activities outside Canada.

Figures A9, A10 and A11

Figure A9: Individuals Employed in International Business Management Professions (2001 Census)¹

Occupation (NOC Code)	Oshawa CMA	Toronto CMA	Total
1121 Human Resources Specialists	535	7,490	8,025
1225 Purchasing Agents and Officers	320	4,935	5,255
1441 Customs, Import and Admin Clerks	860	13,910	14,770
1431 Accounting and Related Clerks	1,410	32,965	34,375
<u>1114 Financial Officers,</u>	595	11,420	12,015

Figure A10: Individuals Employed in International Business Management Professions (2006 Census)¹

Occupation (NOC Code)	Oshawa CMA	Toronto CMA	Total
1121 Human Resources Specialists	515	9,510	10,025
1225 Purchasing Agents and Officers	395	4,840	5,235
1441 Customs, Import and Admin Clerks	335	22,095	22,430
1431 Accounting and Related Clerks	1,640	34,830	36,470
<u>1114 Financial Officers,</u>	715	14,785	15,500

Figure A11: Occupational Growth in International Business Management (2001 to 2006)²

Occupation (NOC Code)	Oshawa CMA	Toronto CMA	Total
1121 Human Resources Specialists	-4%	27%	25%
1225 Purchasing Agents and Officers	23%	-2%	-0.3%
1441 Customs, Import and Admin Clerks	-61%	59%	52%
1431 Accounting and Related Clerks	16%	6%	6%
<u>1114 Financial Officers,</u>	20%	29%	29%

Source: Canadian Census, 1996, 2001 and 2006.

1. Identifies the number of individuals employed in the various occupational types within the Oshawa and Toronto Census Metropolitan Areas (CMAs) in 1996 and 2006. CMAs delimit the main labour market of an urbanized core and its dependent contiguous urban and rural areas, whose principal or central city must have a population of 100 000. They contain municipalities completely or partly inside the urbanized core and other peripheral incorporated and unincorporated areas if (1) at least 50% of the employed work force living in the CMA works in the core, or (2) at least 25% of the employed labour force working in the CMA lives in the urbanized core. CMAs may differ from metropolitan areas designated by local governments.
2. This table presents growth in the number of individuals employed in the various occupational types within Oshawa and Toronto CMAs between 1996 and 2006 (based on comparative analysis between the 1996 Census and the 2006 Census).

Figures A12 and A13

Figure A12: Local Employers in Related Industries Based on Census Division

Occupation (NAICS Code) ^{1,2}	Ontario	Northumberland	Peterborough	Kawartha Lakes	Durham	York	Toronto	Peel
5614 – Business Support Services	3025	3	21	5	115	307	967	299
5511 – Management of Companies and Enterprises	36667	57	251	109	994	5474	11,263	3068
5416 - Management Consulting Services	36341	14	228	95	1366	4854	10,636	3230
TOTAL	109	74	500	209	2475	10,635	22,866	6,597

Figure A13: Durham Census Division Employers in Related Industries (by employer size)

Occupation (NAICS Code) ^{1,2}	1-4	5-9	10-19	20-49	50-99	100-199	200-499	500 +	N/A
5614 – Business Support Services	23	10	4	2	0	0	1	1	74
5511 – Management of Companies and Enterprises	80	16	14	7	7	0	0	1	869
5416 - Management Consulting Services	348	23	6	3	1	0	0	0	985
TOTAL	451	49	24	12	8	0	1	2	1928

Source: Canadian Business Patterns, June, 2011.

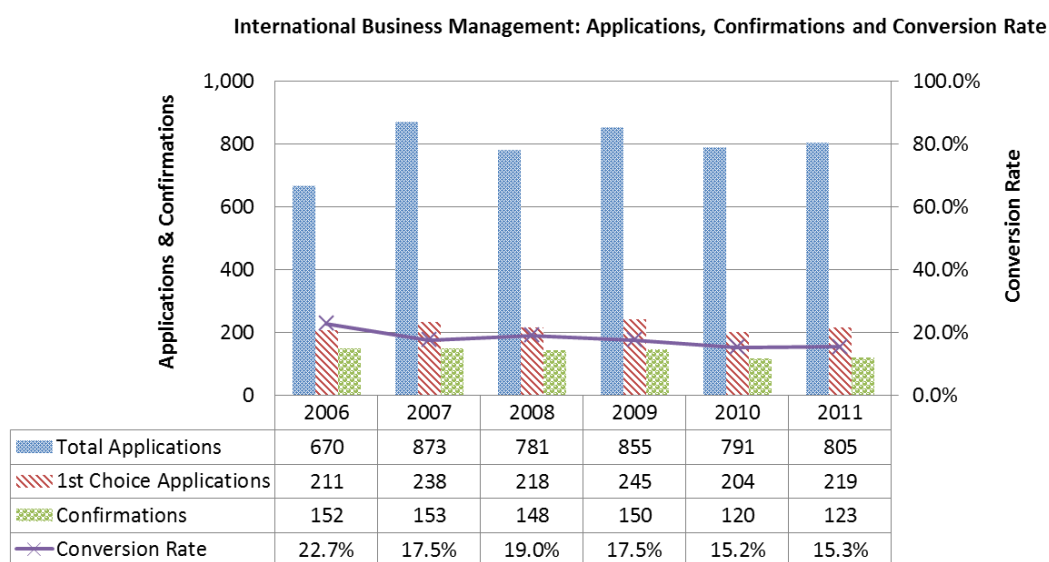
1. North American Industry Classification System (NAICS) is an industry classification system developed by the statistical agencies of Canada, Mexico and the United States. Created against the background of the North American Free Trade Agreement, it is designed to provide common definitions of the industrial structure of the three countries and a common statistical framework to facilitate the analysis of the three economies. NAICS is based on supply side or production oriented principles, to ensure that industrial data, classified to NAICS, is suitable for the analysis of production related issues such as industrial performance.
2. NAICS is the agreed upon common framework for the production of comparable statistics by the statistical agencies of the three countries, Canada, Mexico and the United States. Its hierarchical structure is composed of sectors (two-digit code), subsectors (three-digit code), industry groups (four-digit code), and industries (five-digit code). These three NAICS codes were selected after scanning employment profile reports for recent graduates in OTA/PTA programs.

Appendix B – International Business Management OCAS Report

As of September, 2011, the following Ontario colleges are approved to offer International Business Management (70202):

College	Approval Date
Centennial	2003-09-01
Boreal	2007-05-01
Confederation	1995-09-01
Fanshawe	2006-09-01
George Brown	2007-09-01
Georgian	2007-09-01
Humber	1991-09-01
Mohawk	2001-09-01
Niagara	1992-09-01
Seneca	1981-05-29
Sheridan	1994-09-01
St. Lawrence	2009-09-01

The following graph summarizes total system applications, confirmations and conversion rates for the OTA/PTA program (7202).



The following chart summarizes cumulative and average year over year growth rates for total applications, first choice applications and confirmations between 2006 and 2011 for International Business Management (7202).

Total Applications		First Choice Applications		Confirmations	
Cumulative Growth (2006 to 2011)	Average Year over Year Growth (2006 to 2011)	Cumulative Growth (2006 to 2011)	Average Year over Year Growth (2006 to 2011)	Cumulative Growth (2006 to 2011)	Average Year over Year Growth (2006 to 2011)
+20%	+3%	+4%	+1%	-19%	-3%

The following chart presents the number of students who left the Durham College catchment area for International Business Management programs (7202) between 2006 and 2011 (based on confirmed acceptances). This program has a significantly higher attraction for international students.

From Durham College Catchment	2006	2007	2008	2009	2010	2011
Centennial	1			2	1	1
Confederation				1		
Fanshawe		1	2	1		
George Brown			1			
Humber				1		1
Sheridan					1	
Total	2	1	3	5	2	2

The following chart presents international enrolment in International Business Management programs across the system since 2006.

International Business Management Enrolments (2006-2011)						
Type of Enrolment	2006	2007	2008	2009	2010	2011
All	208	265	302	381	480	465
International	99	140	160	249	357	352

Appendix C – International Business Management 5-Year Budget Projection

DURHAM COLLEGE	MTCU Code	weight	1.0	F.U.	0.9	# Yrs
Projected Budget	Program: International Business	Per Year	0.900	Grant / WFU	\$4,160	1
BUDGET YRS 2012-17						
		2012-13 Projection	2013-14 Projection	2014-15 Projection	2015-16 Projection	2016-17 Projection
	Student Enrolment - Nov. 1					
	Year 1-Domestic	25	30	35	35	35
	Total	25	30	35	35	35
REVENUE						
	Tuition Fees - per academic year	\$2,520	\$2,620	\$2,720	\$2,820	\$2,920
	Set-Aside Fee Removed	\$265	\$275	\$286	\$296	\$307
	Tuition Fee realized by college	\$2,255	\$2,345	\$2,434	\$2,524	\$2,613
	Total Tuition Fees	56,385	56,385	56,385	56,385	56,385
	Other Revenue - Contract Training	0	0	0	0	0
	Total Other Revenue	0	0	0	0	0
	Program Wtd Funding Unit (Wt X FU / Dur)	0.90	0.90	0.90	0.90	0.90
	Grant - MTCU Operating (assume \$4160/wfu)	\$0	\$46,800	\$102,960	\$121,680	\$131,040
TOTAL REVENUE		\$56,385	\$103,185	\$159,345	\$178,065	\$187,425
EXPENDITURES						
	Salaries - Faculty (FT)	25,000	40,000	80,000	82,400	84,872
	Salaries - Co-ordinator Allowance	0	0	0	0	0
	Salaries - PT Teaching	0	0	0	0	0
	Salaries - PL Teaching	0	0	0	0	0
	Salaries - Sessional Teaching	0	0	0	0	0
	Contract Teaching	26,000	21,000	13,000	13,390	13,792
	Total Teaching Salaries	51,000	61,000	93,000	95,790	98,664
	Salaries - Admin (\$100/st)	0	0	0	0	0
	Support Staff	0	0	0	0	0
	Total Academic Support Costs	0	0	0	0	0
	Benefits - Faculty - FT 20%	5,000	8,000	16,000	16,480	16,974
	Benefits - Faculty - PT 10.0%	2,600	2,100	1,300	1,339	1,379
	Benefits - Admin 21%	0	0	0	0	0
	Benefits - SS (FT) 26%	0	0	0	0	0
	Total Employee Benefits	7,600	10,100	17,300	17,819	18,354
	Total Labour	58,600	71,100	110,300	113,609	117,017
	Instructional Supplies	1,000	1,010	1,020	1,030	1,040
	Instructional Other Costs	0	0	0	0	0
	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	250	250	250	250	250
	Promotion/Public relations	500	500	500	500	500
	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	3,250	3,260	3,270	3,280	3,290
TOTAL DIRECT PROGRAM EXPENSES		61,850	74,360	113,570	116,889	120,307
TOTAL REVENUE FOR PROGRAM		56,385	103,185	159,345	178,065	187,425
Net Contribution \$		-5,465	28,825	45,775	61,176	67,118
Net Accumulated Contribution / (Deficit)		-5,465	23,360	69,135	130,311	197,429
Net Contribution - % of Gross Revenue		-9.7%	27.9%	28.7%	34.4%	35.8%
TARGET Net Contribution		n/a	Breakeven	40.0%	40.0%	40.0%
Capital Requirement		0	0	0	0	0

BOARD REPORT/EXECUTIVE SUMMARY

Public: ☒
In-Committee: ☐

Action Required:
Discussion ☐
Decision ☒

DATE: January 11, 2012

FROM: Don Lovisa, President

SUBJECT: Approval of New Postsecondary Programs of Instruction

A. Purpose

To obtain approval from the Board of Governors for the following postsecondary programs of instruction for the September 2013 intake:

1. *Architectural Technician / Technology*
 - Duration: 4 and 6 semesters respectively
 - Credential: Ontario college diploma / advanced diploma
 - School: Science & Engineering Technology
2. *Occupational Therapist Assistant / Physiotherapist Assistant*
 - Duration: 4 semesters
 - Credential: Ontario college diploma
 - School: Health & Community Services

B. Background

A key deliverable of Durham College is a dynamic Strategic Enrolment Management plan that includes increased enrolment. The goal of 10,000 domestic students by 2015 will be achieved, in large part, through new program development. This report identifies two proposed new programs that will contribute to enrolment growth, meet the labour market needs of our community, and provide meaningful opportunities to new students.

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

It is the role of the Board 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 – Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, or Ontario College Graduate Certificate.

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

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

C. Discussion/Options

1. Architectural Technician / Technology

The Architectural Technology program provides students the opportunity to build knowledge and apply skills in computer-aided drawing, building methods and project management using the most current computer-aided drafting programs such as AutoCAD and BIM (Building Information Modelling). Further, students will learn construction technologies for materials such as wood frame, steel, masonry and precast concrete, and apply project management skills that will serve them well in their future workplaces. Hands-on skills learned include building code, building specifications, estimating, and structural and mechanical knowledge.

Sustainable design skills will make students current and relevant in today's increasingly eco-friendly architectural technology field. Courses offered will appeal to both students' creative and analytical side with instruction in freehand sketching, history of architecture, renovation and restoration, site planning and technical communications.

A field placement after the second year of the program will further prepare students for the working environment.

Proposals for both the Architectural Technician and Technology programs were developed and submitted to the CVS. On December 20, 2011, both proposals received validation and the programs were assigned the Approved Program Sequence (APS) numbers DURH 01213 and DURH 01214 respectively.

The full submission for these programs is attached to this board report.

Upon receiving approval from the board for these programs, funding approval will be sought from the Ministry of Training, Colleges and Universities to offer the programs as of September 2013.

2. Occupational Therapist Assistant / Physiotherapist Assistant

In this program, students will learn to assist in the implementation of rehabilitation treatment plans and programs developed to promote clients' independence, activities, and function. Areas of focus include restoring and maximizing physical function and occupational performance, ultimately enabling clients to effectively utilize their abilities in movement, daily functioning, and activity while promoting overall well-being.

Students will be prepared to work in a variety of environments such as acute care and community hospitals, rehabilitation facilities, long-term care facilities, private practice, and retail.

Students will be provided opportunities to practice their skills and acquire hands-on experience through unpaid fieldwork placements.

A proposal for the Occupational Therapist Assistant/Physiotherapist Assistant program was developed and submitted to the CVS. On December 20, 2011, the proposal received validation and the program was assigned the Approved Program Sequence (APS) number DURH 01212.

The full submission for this program is attached to this board report.

Upon receiving approval from the board for this program, funding approval will be sought from the Ministry of Training, Colleges and Universities to offer the program as of September 2013.

D. Financial/Human Resource Implications

The projected enrolments of the two programs will provide increased revenue to Durham College in accordance with the college's target net contribution ratio.

New faculty hires will be necessary to ensure an appropriate ratio of students to full-time faculty. Details of faculty hires are provided in the attachments.

E. Implications for UOIT (if applicable)

None anticipated.

F. Recommendation(s)

That the Durham College Board of Governors approves the postsecondary programs of instruction for Architectural Technician/Technology and Occupational Therapist Assistant/Physiotherapist Assistant.

Submission for Board Approval: New Postsecondary Program

Ontario College Advanced Diploma in Architectural Technician / Technology					
MTCU Code:	50600; 60600				
Funding Unit:	2.3; 3.4				
Weight:	1.0; 1.0				
Name of dean submitting the request:	Susan Todd				
Proposed date of implementation:	September 2013				
Date of review by committee:	December 15, 2011				
Year 1 enrolment:	40				
Number of faculty required:	1 FT faculty member in each of the first 3 years of the program.				
Space requirements:	Regular classroom space (already existing); Possible computer lab space necessary.				
Capital costs:	\$25,000 – Seat licenses are required for the following software: AutoCAD 2012 for Architecture; Revit Architecture 2012; Timberline Estimating 2012.				
Budget Projections					
Proposed Tuition	\$2,620				
Net Contribution - % of Gross Revenue	-57.7%	-2.9%	21.6%	41.6%	51.2%
TARGET Net Contribution	n/a	Breakeven	40.0%	40.0%	40.0%

1.0 APPROVAL STAGES:

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

PROGRAM INFORMATION

2.0 PROGRAM OVERVIEW:

Description

- The Architectural Technology program provides students the opportunity to build knowledge and apply skills in computer-aided drawing, building methods and project management using the most current computer-aided drafting programs such as AutoCAD and BIM (Building Information Modelling). Further, students will learn construction technologies for materials such as wood frame, steel, masonry and precast concrete, and apply project management skills that will serve them well in their future workplaces. Hands-on skills learned include building code, building specifications, estimating, and structural and mechanical knowledge.
- Sustainable design skills will make students current and relevant in today's increasingly eco-friendly architectural technology field. Courses offered will appeal to both students' creative and analytical side with instruction in freehand sketching, history of architecture, renovation and restoration, site planning and technical communications.
- A field placement after the second year of the program will prepare students for the working environment.

Vocational Program Learning Outcomes:

The graduate has reliably demonstrated the ability to:

1. Communicate with clients, contractors, other building professionals, and approval authorities.
2. Prepare, read, interpret, and revise drawings, and other graphical representations used in building projects.
3. Obtain, analyze, prepare, and revise specifications and other project documents used in design and construction.
4. Prepare estimates of time, costs, and quantity, and participate in the tendering process.
5. Solve technical problems related to building projects through the application of principles of building science and mathematics.
6. Collaborate with and coordinate information from structural, mechanical, and electrical building systems professionals.
7. Contribute to the design of architectural projects.
8. Contribute to the analysis, planning, and preparation of site planning documents.
9. Comply with the legal and ethical requirements of an architectural technologist in the practice of building design and construction.
10. Assess buildings and their interiors, and make recommendations for their repurposing and renovation.
11. Ensure personal safety and contribute to the safety of others in the workplace.
12. Participate in sustainable design and building practices.
13. Use and evaluate current and emerging technology to support building projects.
14. Assist in the planning, scheduling, and monitoring of building projects.
15. Apply business principles to design and building practices.

Admission Requirements

- Ontario Secondary School Diploma (OSSD) or equivalent, or mature student status
- Grade 12 English (ENG4C or ENG4U)
- Grade 12 Mathematics (MAP4C, MCT4C, MDM4U, MCB4U, MGA4U, MCV4U or MHF4U)
- Two Grade 11 or Grade 12 C, U or M courses in addition to those listed above
- Proficiency with word processing and spreadsheet applications is required. Students who lack the requisite computer skills will be required to take a computer course at their own expense. Students must have acquired these computer skills before the beginning of second semester

3.0 PROGRAM OF STUDY:

- Please note the Technician program includes all semester 1-4 courses.

Semester	Course Title (and brief course description)
1	Architectural Drafting and Detailing I This course introduces the student to the fundamentals of architectural manual drafting, drawings and free-hand sketching. The use of instruments, linework, lettering, dimensioning, scale, symbols, layout of drawings and presentation will be emphasized as they relate to construction and renovation of buildings.
1	Structures I This course presents the basic theory and design concepts of structural steel buildings used for commercial and industrial purposes. The design and structural efficiency of structural members and systems including columns, trusses, beams and girders will be studied. The students perform basic calculations which assist them in understanding the role of the structural engineer and then integrate their architectural drawings into the structural system.
1	Architectural CADD I This is the first in a series of courses that provides the students with an accumulating proficiency in the most recent version of AutoCAD. A brief review of computer applications including, but not limited to, Window 2010, Microsoft Office and Outlook begins the course to ensure that all students have sufficient background to begin CADD. The students get extensive hands-on experience in the CADD lab with the use of computer aided design and drafting in the preparation of architectural drawings.
1	The Building-the Science & the System This course stresses the evaluation of the house or building as system or envelope in which various factors affect the energy inputs and losses to the system. A comprehensive analysis of all the components of the system is required to control air and water leakage and water vapour and building movements while

	maintaining a healthy indoor environment. This course studies all the aspects of a building as a system in order that the students can appreciate the relative significance of each component. Students will also learn how the entire system/structure interacts to produce the overall effect/impact. The students will learn the concepts of energy loads on the building.
1	Technical Communications I This course is designed to develop the writing skills that will be required for clear communication in technical documents. Students will learn write documents that are clear, accurate, and grammatically correct. Students will practice reading and writing skills that will be valuable in their college programs and build a strong base for professional technical and business writing. Those students who plan to further their studies will develop the fundamental skills for writing acceptable academic English. To help students reach these goals, the course covers the following: analytical reading and critical thinking; the organization and development of expository and persuasive essays; and the elements of clear writing, including grammar and punctuation skills.
1	Mathematics for Technology The purpose of this course is to refresh and upgrade existing mathematical skills such as algebra, geometry, trigonometry, and more. Emphasis is placed on developing problem solving techniques by applying these math topics to related engineering problems. Portions of this course will be spent supporting the first year Physics course PHYS 1131. This is configured as four one hour classes per week.
1	History of Architecture* The history of architecture is studied from early civilizations up to the contemporary built environment. Changing designs and styles and evolving sophistication of science, technology and art are reflected in the architecture of any period. Historic and currently prominent Canadian architecture, for example, the Parkwood National Historic Site, receive considerable coverage. Students will have the opportunity to appreciate and relate how a building can be an aesthetic and artistic expression, an indication of personal status, a statement of the philosophy and sophistication of a culture and/or a showcase of national pride.
2	Architectural Drafting and Detailing II This course enhances the familiarity of the students with AutoCAD as the students prepare basic working drawings of a wood-frame building. During this process, the student activities include the organization, planning and detailing of the drawings. All aspects of the drawings are completed in compliance with Part 9 of the Ontario Building Code.

2	Building Services & Environmental Systems This course addresses the design overview of various building systems for houses and larger buildings including heating, ventilation, air conditioning, plumbing, water, waste, fire control and electrical systems. The focus of the course is to provide a fundamental understanding of the components that are important to functionality and human comfort.
2	Construction Materials and Methods I Students examine and study a plethora of construction materials, site variables and construction options relating to house construction. The materials and products are evaluated in relation to their appropriateness as affected by their manufacture, embodied energy, applications, characteristics, performance and efficiency of utilization at the construction site. Metals, wood, concrete, masonry and plastics, paints and coatings, thermal insulations, doors, windows are among the materials reviewed. Soil characteristics, excavating, foundation construction and treatments and residential wood framing are also studied.
2	Architectural CADD II Students will be introduced to and utilize the intermediate level of complexity of CAD along with exposure to 3- dimensional AutoCAD capabilities to produce architectural drawings. This is the second in a series of courses which will give students the opportunity to exhibit enhanced proficiency in the use of CAD.
2	Mathematics for Technology II This is the second of the two first year mathematics courses. Students develop problem solving skills by applying topics of study to related practical problems. Topics of study include: quadratic equations; systems of linear equations in two and three unknowns; trigonometric functions; exponents and radicals; direct and indirect variation; complex numbers; sequences; exponents and logarithms; and analytical geometry.
2	Technical Communications II This course is designed to reinforce and expand on the skills students learned in Technical Communications 1. In Technical Communications 2, students will learn to design and write informal reports and a variety of other technical documents, using appropriate research, language, layout, and graphics.
3	Project Estimating I Students will be introduced to the fundamentals of the process of quantifying and costing the inputs for a construction project. The documents produced by the students will be evaluated for format, clarity, accuracy and neatness. This course, in addition to other associated courses will assist in preparing the graduates to become qualified estimators.

3	Architectural Drafting and Detailing III Students will prepare design-presentation drawings and working drawings for a modest size steel frame building with offices and masonry walls. All drawings will be prepared using AutoCAD and will be done in compliance with building code regulations. The course enhances the experience of the students in many aspects of architectural drawings, detailing, site planning and structure functionality.
3	Construction Materials and Methods II This course continues the introduction of materials and methods of construction in relation to their appropriateness as affected by their manufacture, embodied energy, applications, characteristics, performance and efficiency of utilization at the construction site. The focus of this course will be structural materials and components usually found in commercial and industrial construction.
3	Structures II In this course, students will study the expanded concepts of reinforced concrete components, wood structures and structural steel framing system. Case study projects and architectural drawings will be studied.
3	Building Information Modelling I This course introduces the fundamentals of building information modeling (BIM) using Revit Architecture. Students will have the opportunity to learn creation and editing commands and view controls that are integral to creating a residential model.
3	Land Use & Architectural Site Planning Students will study the planning process in Ontario which specifies the roles of the provincial, regional and municipal governments as required by the Ontario Planning Act. Zoning by-laws will be examined as they affect residential, commercial, industrial and institutional developments. Basic principles of traditional residential planning will be studied along with many new concepts of community planning. Students will examine the principles of a functional site plan involving the many variables that can affect construction.
3	General Education Elective* Students will select for a list of approved general education courses.
4	Canadian Business Fundamentals* Students will be introduced to business fundamentals and will explore the different aspects and issues that entrepreneurs and corporate leaders face on an ongoing basis. Students will reflect on both the opportunities and challenges found in today's business world; economic, business management and operations, marketing and financial. Through case studies and research

	students will examine these aspects and apply them accordingly. Students who have knowledge and understanding of these businesses and opportunities will become our entrepreneurs of tomorrow. Knowledge of business fundamentals will provide students a better appreciation of the workings of the Canadian business system. This knowledge will make students more valuable as future employees.
4	Project Estimating II Two or more different estimating procedures are studied. Students will continue their study of Timberline Estimating software. They, also, examine the use of Excel which involves imported three dimensional drawings from AutoCAD.
4	Building Information Modelling II The purpose of this course is to develop proficiency in 3D modeling and the development of custom design options. The project in this course will parallel that in Architectural Design and Detailing IV which runs concurrently and utilizes advanced AutoCAD.
4	Architectural Drafting and Detailing IV Students will develop design presentation drawings and working drawings for designated building, which could be but not necessarily limited to, an office building. The design and model will be in compliance with the Ontario building code and will be prepared using Revit and AutoCAD. All aspects of successful the design development and description of the construction plan will be evaluated.
4	Construction Materials and Methods III This course examines construction materials and methods at a more advance level than the preceding courses in this series. The integration of multiple components into a finished, assembled building including heavy foundation systems, site-cast and/or precast concrete systems, other multiple component structural options, energy conservation options, and green architecture will be studied.
4	Ontario Building Code This course is designed to familiarize students with the concepts and details of the Ontario Building Code (OBC). The course will be broken into two main parts. In the first part, students will be expected to learn how to use the objective-based code format now utilized by the National Building Code and the OBC. Emphasis will be for the students to understand how the Ontario Building Code Act (BCA) works, and learning the difference between the two main parts of the OBC (Volume I and Volume II). Using Division A, Division B and Division C of Volume I, students will be expected to understand the two streams of compliance with the OBC. Learning How Alternative Solutions are proposed by comparing the seven objectives to the Functional Statements,

	students will understand how this ties back to compliance with the OBC through the Attribution Tables. In the second part of the course, focus will be on Volume I, Division B of the OBC. Students will learn how to classify a building based on size, height and occupancy, understanding the difference between a Part 9 and Part 3 building. Structural, fire and other life safety design requirements for new construction will be reviewed. Students will learn about how to apply the Change of Use and Renovation concepts to existing buildings. Also the students will learn about the designer qualification requirements in the BCA and OBC.
5	Sustainable Design I Design and construction of sustainable and green buildings are introduced in this course. Materials selection, components, internal services, air quality and economic factors relative to construction and future energy use will be discussed. The commissioning of buildings under LEED, BOMA BEST or other evaluation systems will be covered in some detail and the course will stress that the commissioning or approval under these systems should include all credit points, to ensure the goals are met.
5	Architectural Drafting and Detailing V In Drafting and Detailing 5 emphasis will be placed on expanding the student's understanding and knowledge of various kinds of building complexities pertaining to Architectural design and technology, structural framing, construction details, building science issues and sustainable construction. Students will prepare working drawings and details for a given multi-use Community Centre Complex that will involve alterations and retrofitting of an existing historical building and a new multi-level addition. Various construction complexities incorporated into this project will include: Interconnected Floor Spaces; Underground Shelter Construction; Barrier-free Ramps; Roof Terraces and Balconies; Alteration and Retrofitting Work; Expansion Joints; Flat and Sloped Roof Systems; Skylights. Drawings will be prepared on AutoCAD, in metric units, in compliance with the Ontario Building Code.
5	Specification Writing This course introduces the fundamentals of the use of specifications in the construction process. Students study design drawings and other contract documents and have the opportunity to gain knowledge of the procedures of specification writing.

5	Renovation and Restoration Students will study fundamental aspects of building restoration. Parkwood National Historic Site, with its range of historic architectural designs in both buildings and complex sophisticated garden structures, will provide a unique living case study and learning location. The Guidelines for National Historic Buildings and Sites and the Ontario Heritage Act, and the Ontario Building Code will be examined relative to building restoration
5	Project Management This course provides the background for students to plan, organize, and manage resources to enable the successful completion of a specific project. Bringing a project in on schedule, on budget and up to design standards are key components of the course. Students will use Microsoft 2011. The involvement of the project management process and its basic functions in relation to the early procurement procedures of a potential client company in a request for proposal (RFP) will be examined.
5	Water Conservation and Water Reuse Systems Students will be introduced to the various systems and practices of water conservation and water re-use. Costs of municipal water are becoming an increasing burden to major building owners and many are examining and investing in grey water and rain water systems for use as a secondary water source for purposes in or around buildings. Opportunities for water conservation will be examined in detail for new and existing homes, multiple residential and ICI buildings.
5	Field Placement Students will have the opportunity to practice their learned skills in a 'real-world' work environment.
6	Design Options Evaluation Students will conduct targeted financial analyses of various architectural design options ranging from new construction to retrofitting or renovating an existing structure. Capital costs, operational costs, financing, time for capital pay back, return on investment and other important financial considerations will be analyzed in a similar format that would be undertaken by a company pondering investments in construction options.
6	Architectural Drafting and Detailing VI In the sixth semester of the drafting and detailing project, the student will advance his/her understanding, knowledge and skills of architectural technology issues by studying a variety of building and site planning complexities. The student will prepare high quality working drawings and details involving load bearing masonry, hollow core concrete slabs and heavy timber roof trusses and beams. Major emphasis will be placed on contouring

	and site development, building science issues, and sustainable construction. Drawings will be prepared.
6	Contract Management and Administration Contract Management and Administration introduces the student to the procedures and requirements of the owner, prime consultant and general contractor with respect to various other parties in the construction industry. This course will set forth the standards required in the preparation of specification and contractual agreements for the supply and installation of services, materials and products. This course will take the student beyond the concepts previously introduced in the Architectural Technology program. The course is designed for those students considering being involved in construction administration, which includes architectural technologists; contract administrators; property managers; specification consultants; building authorities and bonding and insurance agencies.
6	Sustainable Design II This course builds on Design Concepts 1 and involves further integration of ideas and sustainable components into more complex structures and systems. The course will examine the integrated design process noting the roles of architects, civil, mechanical and electrical engineers, consultants, owners and municipalities. Factors, such as, specialised building components, building orientation and design, renewable energy systems, high performance building envelope, localized thermal mass and radiant walls will be studied. LEED and other evaluation systems will be considered in the studies.
6	Bath and Kitchen Design The fundamentals of today's residential kitchen and bathroom space planning guidelines, elements and principals of design, drawing presentation graphic standards and products and finishes are taught. Students will be required to apply the fundamentals with the completion of both a new kitchen and bathroom design project. Students will be required to measure kitchen and bath areas and produce site plans and using NKBA's Planning Guidelines and NKBA Graphic Drawing Techniques, students will prepare accurate and understandable design documents for their projects incorporating universal accessibility standards and safety regulations based on building code. Students will prepare preliminary budgets and finish schedules with computer-generated drawings for the assignments including construction plans, elevations and 3D renderings.
6	Field Placement Students will have the opportunity to practice their learned skills in a 'real-world' work environment.

*indicates general education courses

4.0 STRATEGIC ALIGNMENT:

Strategic Fit

- The program complements existing programs offered by the School of Science and Engineering Technology.
- The program offers a strong applicant and enrolment pool, including significant catchment interest.
- The School has the instructional expertise to develop and deliver the program.

Fit with Existing Programs

Programs that could feed into the proposed program	Program Name	Advanced programs which graduates of this program may consider
	Other complementary programs within School	
▪ Academic Upgrading ▪ Pre-Technology ▪ Science and Engineering Fundamentals	▪ Energy Management and Sustainable Building Technology ▪ Environmental Technology ▪ Chemical Engineering Technology ▪ Water Quality Technician ▪ Horticulture Technician	▪ Articulation agreements will be investigated with universities offering degree level programs in appropriate disciplines.

Benefits to be Stressed

- The program adds to the 'green' cluster of programs at Durham College which currently includes Energy Management and Sustainable Building Technology, Environmental Technology, Water Quality Technician, Chemical Engineering Technology, Artisan Agriculture and Horticulture Technician. It enhances the focus on the Carpentry program as well.
- The program provides a second year exit for students who wish to graduate with an Architectural Technician diploma.
- Students will be instructed in the latest 'green' building policies and practices, and graduates will become leaders in sustainable architecture.

5.0 LABOUR DEMAND:

- Statistics Canada (2006 Census) indicates that 74% of the graduates from Architectural Technician and Architectural Technology programs are employed by the professional, scientific and technical services sector, followed by 9.9% in the construction industry. Employment can also be found in architect's offices, municipal, provincial and federal agencies responsible for construction, real estate and facilities management companies, and construction firms.
- In this occupational group, the number of job seekers will be sufficient to fill the demand between 2009 and 2018. Retirements are expected to create the majority of job openings (52%) while school leavers will represent the bulk of job seekers (114%). The rate of retirement in this occupation is below the occupational average with a median age of 38 years across the entire industry.
- Demand for architectural services increases during periods of economic growth and while a recession slows down construction activity, significant federal government investments such as the \$33 billion "Building Canada Plan" and the shift in public awareness and request for sustainable design results in a favourable outlook for the Architectural Technician and Architectural Technology occupations.
- Please see *Appendix A* for the full labour market analysis.

6.0 STUDENT INTEREST:

- Applications and confirmations for both the Technician and Technologist programs have grown steadily since 2006.
- Taken together, 46 students left the Durham catchment area to take Architectural Technician / Technologies programs in 2011.
- Please see *Appendix B* for the OCAS report.

7.0 ANALYSIS OF COMPETITION:

- The following colleges currently have approval to offer both the Architectural Technician and Technology programs, with the exception of St. Clair College which only offers the Technology option:

College	Approval Date
Algonquin	Not available
Centennial	Not available
Confederation	Not available
Fanshawe	Not available
George Brown	1984-09-04
Georgian	2008-09-01
Humber	Not available
La Cite	1990-09-01
Mohawk	Not available
Sheridan	1987-09-01
St. Clair	Not available

- Based on analysis of the applicant data for the above colleges, Durham College is expected to be successful in attracting a sufficient applicant pool for this program.

8.0 TARGET MARKET:

- The target markets for this program include students directly out of high school as well as graduates of Durham's Academic Upgrading or Science and Engineering Fundamentals programs.

9.0 MONITORING AND EVALUATION DURING THE FIRST YEAR OF OPERATION:

Year 1		
	Expected Enrolment:	40 students
	KPI Student Satisfaction Rate:	Meets or exceeds the college average
	Financial:	On budget

10.0 OPERATING REVENUE AND EXPENSES – 5-YEAR PROJECTION:

- This proposed program is expected to surpass the college's target net contribution ratio based on an initial enrolment of 40 first-year students and growing to 60 first-year students by the fourth year of operation; during the third year of operation, the program is somewhat under target but within an acceptable range.
- Please see *Appendix C* for the detailed 5-year budget projection.

Appendix A – Architectural Technician / Technology Labour Market Analysis

Executive Summary

Demand for architectural services increases during periods of economic growth and while a recession slows down construction activity, significant federal government investments such as the \$33 billion “Building Canada Plan” and the shift in public awareness and request for sustainable design results in a favourable outlook for the Architectural Technician and Architectural Technology occupations.

The two year Architectural Technician program involves preparing designs, constructions drawings and specifications for all types of buildings. The three year Architectural Technologist curriculum builds on this knowledge and provides an in-depth understanding of building and construction technology. The Canadian Technology Accreditation Board nationally accredits these programs and graduates are eligible for certification with the Ontario Association of Certified Engineering Technicians and Technologists (OACETT). An average day for a graduate employed in this field may include analyzing building codes to determine design requirements, drafting contract and bidding documents, assisting architects with drafting construction and design plans, and constructing design models.

Growth in architectural technician and architectural technologist positions are driven by factors such as renovations, new residential developments, high performance buildings and various Federal and Provincial government subsidies. Wages are slightly below average for technicians in this field; however, unemployment rates are lower than the provincial average. Computerized design will continue to impact this occupation and negatively affect employment growth as the work lines between engineers, architects and technologists becomes increasingly blurred.

Architectural technicians and architectural technologists experienced strong employment growth from 2006 to 2008. The national outlook based on Human Resources and Skills Development Canada’s (HRSDC) Canadian Occupational Projection System (COPS) anticipates that the number of job seekers, mainly from the college system, will exceed the number of job openings from 2009 - 2018. According to Employment Ontario, the employment prospects for this occupation are good from 2009 to 2013.

Graduates in the field of architectural technician and architectural technologist have a wide variety of skills. Students gain specialized knowledge, skills and training with regards to: industrial drafting, mapping, estimation and analyzing site and space requirements. There is also a variety of certification options available to graduates, such as obtaining LEED status or a Building Code Identification number which can help to set them apart in a large pool of job seekers.

Career Opportunities

Statistics Canada (2006 Census) indicates that 74% of the graduates from Architectural Technician and Architectural Technology programs are employed by the professional, scientific and technical services sector, followed by 9.9% in the construction industry. Employment can also be found in architect’s offices, municipal, provincial and federal agencies responsible for construction, real estate and facilities management companies, and construction firms.

Architectural technicians and technologists design residential and commercial buildings by producing working drawings or shop drawings using computer-aided design (CAD) software. Depending on their area of interest, graduates can enter positions such as: project coordinators, estimators, project inspectors, housing specialists and as sales representatives. With further experience are able to become building inspectors and plans examiners for municipalities and government departments.

Current programs train students to be competent in AutoCAD, building construction, drawing and detailing, 3D modeling, estimation of materials and quantities. Some colleges also offer co-op possibilities in the final semester of the Architectural Technology program where they engage in work with an architectural firm or a related employer. Many college Architectural Technician and Architectural Technology programs have established a common base or set of foundation courses, whereby the first four levels of both programs are identical, and then students advance into further study.

Architectural Technician programs focus on careers in the construction industry as they relate to residential construction and renovation. The Architectural Technology programs adopt a broader focus by emphasizing the commercial aspect of construction and renovation. Another option available to graduates of both programs is the Green Architecture program which introduces students to sustainable design and environmentally friendly construction strategies.

Upon completion of their respective programs, graduates are provided with an opportunity for exam-based certification with different associations and boards. A period of supervised work experience may be necessary prior to writing the examination, but employers may require certification prior to offering employment. The Association of Architectural Technologists of Ontario (AATO) recognizes the Architectural Technology program at many colleges as meeting the academic requirements for acceptance to the internship program. This leads to certification as an Accredited Architectural Technologist – Member of the Association of Architectural Technologists (MAATO) upon completion of the official lecture series and the passing of the accreditation examinations. In addition, there are a variety of other certifications available to graduates such as: Licensed Technologist OAA; (CBCO) Certified Building Code Official and Building Code Qualification. Licensed architectural technicians and technologists can offer and provide services to the general public with certain limitations, but must obtain a Certificate of Practice.

Employment Outlook

Based on data for National Occupation Code (NOC) 2251 (Architectural Technicians and Technologists), the architectural technician & technology industry is characterized by a low rate of unemployment (2%) and good growth expected to the year 2013. The majority (52%) of architectural technicians and technologists are located in the Toronto area compared to 45% of all other occupations. According to the Labour Force Survey (2009), 13% of the workers in this occupation were self-employed, compared to 16% average for all occupations. The unionization rate is also much lower at 16%.

The average salary in 2005 was \$51,143 in Ontario, which is below the overall average for all occupations (\$56,033). According to the Statistics Canada, workers in architectural technician and architectural technologist occupations in 2008 tended to be younger (average age of 38 in Ontario) compared to other applied technology fields.

Market Drivers

Ontario Job Futures reports that employment levels for architectural technologists and technicians are heavily dependent on activity in the construction sector. This occupation is impacted by a recession or economic downturn as there is less construction activity taking place at that time. In addition, the use of computer-aided design technology may also limit future employment growth as engineers and architects are now doing the conception design and production work once done by technicians and technologists. In response to the use of computer aided design technology, workers will need to develop the appropriate skills and will need intermittent retraining and professional development to keep up and adapt to new technologies.

Along with the dependence of architectural technician and technologist positions on activity in the construction sector, there are also several other factors which affect employment in this area. According to a Service Canada (2010) report, growth in demand for architectural services will be caused by an expansion in the range of their services, such as urban design, preliminary studies, management and project co-ordination consulting, feasibility studies and facilities planning. Consequently, architects and architectural technologists and technicians play an increasingly important role in understanding the impact of the environment on individuals, the improvement of building performance and the design of special environments. There has been a “cultural renaissance” in Toronto with a number of ambitious renovations among the arts institutions. The waterfront revitalization and remaking of Regent Park are underway and will positively affect this occupation as well as the “Places to Grow” legislation.

The home ownership rate in Ontario is at 71% which increases the demand for architectural services. Various programs launched by municipal and provincial governments incent home-owners to renovate their houses and properties to take advantage of funding programs. Significant investments in sustainability and the green development will drive this market, increasing employment at a steady rate (ServiceCanada, 2010). Government programs, such as Home Renovation Tax Credit, ecoEnergy, Healthy Homes Renovation Tax Credit and an increase in the withdrawal limit for RRSP Home Buyers Plan, support these initiatives by offering tax and cost-savings to individuals who make their homes more environmentally friendly. There is both a need to update or retrofit current buildings as well as create new buildings that meet certain “green” criteria, which is often dependent on the governing municipality. In fact, more jobs will be created as a result of the growing demand to retrofit residences with more modern and eco-friendly structures.

Architectural technicians and technologists will be involved in the evaluation and inspection of pre-existing structures and homes as well as the drafting and design of additions and improvements. They will need to understand how buildings work and how they can be better controlled to maximize efficiency. Green building design, which includes making changes to building structures to conserve energy, is becoming more prevalent, often resulting in a revision of the building codes and construction plans. Employers are looking for graduates who can problem solve – experts who contribute to making building structures work better, more efficiently, quicker and less expensively. According to Ontario Job Futures, recent federal tax incentives for residential renovations will continue to generate jobs in the short term for architectural technicians and technologists. In the long term, as the construction sector and economy rebound, employment growth should continue at forecast levels.

As the population and the supply of buildings increases, the demand for this occupational group will intensify due to the addition of new structures and expansions to existing buildings. In the long term, as the construction sector and economy rebound and resume growth, employment opportunities in this field should continue to improve.

Related Occupations

Job titles and descriptions relevant to architectural technician and architectural technologist occupations were extracted from various labour market reports. Based on the titles and descriptions, five key 4-digit National Occupation Classifications (NOC) were identified. Since the NOC provides a standardized framework for organizing the labour force in a coherent system, the occupations in 2251, 2252, 2253, 2254 and 2255 were identified as relevant to the architectural technician and technology professions.

These five codes are: 2251 (Architectural Technicians and Technologists), 2252 (Industrial Designers), 2253 (Drafting Technologists and Technicians), 2254 (Land Survey Technologists and Technicians) and 2255 (Mapping and Related Technologists and Technicians). While 2251 directly represents the labour market for Architectural technicians and Architectural Technologists, the remaining four codes also include a variety of relevant or related job titles.

Examples of job titles for each of these five NOC codes are provided below:

2251 Architectural Technicians and Technologists

Architectural Design Technician	Architectural Design Technologist
Building Technologist	Architectural Assistant
Residential Buildings Technologist	Registered Building Technician

2252 Industrial Designers

Industrial Design Consultant	Industrial Designer
Industrial Product Designer	Fixture Designer
Ergonomic Products Designer	Consumer Products Designer

2253 Drafting Technologists and Technicians

Architectural Draftsperson	Computer assisted design technologist
Drafting Technician	Electromechanical Draftsperson
Structural Draftsperson	Computer assisted design technician

2254 Land Survey Technologists and Technicians

Engineering Survey Technologist	Geodetic Survey Technologist
Geomatics Technologist – Survey	Topographic Survey Technician
Land Survey Technician	Engineering Survey Technologist

2255 Mapping and Related Technologists and Technicians

Aerial Survey Technician	Cartographer
Cartographic Technician	GIS Technician
Photogrammetric Technologist	Softcopy Photogrammetrist

Organizations, Associations and Councils

Association of Architectural Technologists of Ontario (www.aato.on.ca)

The Royal Architectural Institute of Canada (www.raic.org)

Ontario Association for Applied Architectural Sciences (www.oaa.on.ca)

The Canadian Council of Technicians and Technologists (www.cctt.ca)

Ontario Building Officials Association (www.oboa.on.ca)

Canadian Association of Certified Technicians and Technologists (www.oacett.org)

Careers in Construction (www.careersinconstruction.ca)

Construction Sector Council (www.csc-ca.org)

Canada Green Building Council (www.cagbc.org)

Occupational Statistics

The following pages include employment statistics for occupations related to Architectural Technician and Architectural Technology.

Figures A1 and A2 display projected job openings (arising from expansion demand and replacement demand) and projected job seekers (arising from school leavers, immigration and mobility) for the 3-digit code 225 (Technical Occupations in Architecture, Drafting, Surveying and Mapping). Because the tables are based on a wider industry, results should be interpreted with caution. This industry encompasses the following 4-digit NOCs: Architectural Technicians and Technologists (2251), Industrial Designers (2252), Drafting Technologists and Technicians (2253), Land Survey Technologists and Technicians (2254), Mapping and Related Technologists and Technicians (2255).

In this occupational group, the number of job seekers will be sufficient to fill the demand between 2009 and 2018. Retirements are expected to create the majority of job openings (52%) while school leavers will represent the bulk of job seekers (114%). The rate of retirement in this occupation is below the occupational average with a median age of 38 years across the entire industry.

Figure A1: Projected Job Openings (2009-2018)			Figure A2: Projected Job Seekers (2009-2018)		
Expansion Demand	5,972	35%	School Leavers	27,310	114%
Retirements	8,840	52%	Immigration	6,130	26%
Other	1,227	7%	Net Mobility	-9,586	-40%
Emigration	947	6%	Projected Job Seekers	23,854	100%
Projected Job Openings	16,985	100%			

Figure A3 displays wage and employment information for the above NOC codes along with National and Local outlooks (where available). National outlooks were not available for occupational classes related to architectural technician and architectural technology. Where available, the general local outlooks for this sector are 'Limited'. The national-level projections take into account opportunities finding work (based on job leavers and job seekers), relative chances of employment loss and average earnings for each occupational group.

Provincial-level data for Ontario show that employment prospects in architectural technician and architectural technology will be 'Average' or 'Good' to the year 2013. Figure A4 displays wages and occupational statistics in relation to the above NOC codes for Ontario. Figures A5, A6 and A7 display the related employment numbers based on Census 2001 and 2006 data as well as employment growth comparing census data from both years. There has been significant growth in the Oshawa Census Metropolitan Area (CMA) for architectural technician and architectural technology related jobs during this period.

Figures A8 and A9 examine the number of local employers (by census division) within various industry groups (NAICS four-digit codes) related to architectural technician and architectural technology occupations. They also display employer sizes within the Durham Census Division. For architectural technician and architectural technology occupations, two corresponding industry groups are profiled here: (5413) - Architectural Engineering and Related Services and (5414) – Specialized Design Services.

Figure A3

Figure A3: Wages, Occupational Statistics and Employment Outlook (National)							
Occupation (NOC Code)	Average Wages /Hour ¹	Males ²	Females ³	Part-Time ⁴	Self-Employment ⁵	National Outlook to 2018 ⁵	Local Outlook to 2018 ⁵
2251 Architectural Technicians and Technologists	\$20.50	n/a	n/a	n/a	15%	n/a	n/a
2252 Industrial Designers	\$23.10	n/a	n/a	n/a	21%	n/a	n/a
2253 Drafting Technologists and Technicians	\$23.10	71%	29%	n/a	11%	n/a	Limited
2254 Land Survey Technicians and Technologists	\$20.00	n/a	n/a	n/a	3%	n/a	n/a
2255 Mapping and Related Technicians and Technologists	\$26.10	n/a	n/a	n/a	5%	n/a	n/a

Source: <http://www.workingincanada.gc.ca>. Figures are as of 2006 and 2008 (depending on the source) as data are not available for more recent year. National and Local Outlooks based on Working in Canada projections from 2009 to 2018.

1. Average Wages - All occupations = \$21.00 based on Working in Canada (2006, Statistics Canada Census)
2. Average Male to Female Ratio – All occupations = 52%/48% based on Working in Canada (2006, Statistics Canada Census)
3. Average Part-Time work – All occupations = 18% based on Working in Canada (2008, Labour Force Survey)
4. Average Self-Employment – All occupations = 12% based on Working in Canada (2008, Labour Force Survey)
5. 2009 Outlook - Definitions:

“Good” means that opportunities for finding work are relatively strong, chances of employment loss are relatively weak, and earnings are relatively attractive as compared to those of other occupational groups.

“Limited” means that new workers and those re-entering the work force will have difficulty finding stable work and/or that earnings are not attractive compared to those in other occupations. For new workers, such as school-leavers (i.e., graduates and drop-outs) and immigrants, limited usually means they have a low probability of finding permanent work and, if they find a job, relatively low earnings. For employed workers, limited will often mean a higher probability of loss of work, a higher probability of experiencing unemployment spells, and lower earnings.

“Fair” falls between Good and Limited. For example, jobs may be more difficult to find, the probability of unemployment may be higher, or earnings may be lower than in comparable occupational groups that are rated “Good.” Conversely, jobs may be easier to find, unemployment less likely, and earnings higher than in comparable occupational groups that are rated “Limited.”

Figure A4

Figure A4: Wages, Occupational Statistics and Employment Outlook (Provincial)								
Occupation (NOC Code)	Average Salary ¹	Males ²	Females ³	Full-Time ⁴	Part-Time ⁵	Self-Employed ⁶	Unemployed ⁷	Outlook to 2013 ⁸
2251 Architectural Technicians and Technologists	\$51,143	74%	26%	89%	10%	17%	2%	Good
2252 Industrial Designers	\$59,293	75%	25%	90%	7%	18%	2%	Average
2253 Drafting Technologists and Technicians	\$49,658	75%	25%	90%	7%	11%	4%	Average
2254 Land Survey Technicians and Technologists	\$44,410	90%	10%	84%	15%	1%	4%	Average
2255 Mapping and Related Technicians and Technologists	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Source: Ontario Job Futures (<http://www.tcu.gov.on.ca>). Figures are as of 2008 or earlier (depending on the source) as data are not available for a more recent year. Provincial Outlook is based on Ontario Job Futures projections from 2008 to 2013.

1. Average Salary - All occupations = \$56,033 based on Ontario Job Futures (2005, Statistics Canada)
2. Average Male to Female Ratio – All occupations = n/a based on Ontario Job Futures (2008, Labour Force Survey)
3. Average Part-Time work – All occupations = n/a based on Ontario Job Futures (2008, Labour Force Survey)
4. Average Self-Employment – All occupations = n/a based on Ontario Job Futures (2008, Labour Force Survey)
5. Average Unemployment – All occupations = 8.9% (2010, Ontario Ministry of Finance)
6. 2009 Outlook - Definitions:

The employment prospects section provides information on the expected employment growth for the occupational group to the year 2013, for Ontario as a whole. The section starts with a basic assessment of the employment prospects – either good, average, or limited. This assessment is then explained by some of the key factors that were considered. These factors are:

- Rate of projected employment growth to the year 2013 for the occupation and how it compares to the projected employment growth for all occupations in Ontario
- Anticipated number of job openings for the occupation through the year 2013 due to replacement needs as older workers retire; and
- Reports by employer on difficulties in finding qualified workers to fill vacant positions and/or employer recruiting activities outside Canada.

Figures A5, A6 and A7

Figure A5: Individuals employed in Architectural Technician & Technology Professions (2001 Census) ¹			
Occupation (NOC Code)	Oshawa CMA	Toronto CMA	Total
C151 Architectural Technicians and Technologists	35	940	975
C152 Industrial Designers	70	2,615	2,685
C153 Drafting Technologists and Technicians	260	4,675	4,935
C154 Land Survey Technicians and Technologists		320	320
C155 Mapping and Related Technicians and Technologists	30	425	455

Figure A6: Individuals employed in Architectural Technician & Technology Professions (2006 Census) ¹			
Occupation (NOC Code)	Oshawa CMA	Toronto CMA	Total
C151 Architectural Technicians and Technologists	55	1,470	1,525
C152 Industrial Designers	90	2,500	2,590
C153 Drafting Technologists and Technicians	170	4,260	4,430
C154 Land Survey Technicians and Technologists	25	205	230
C155 Mapping and Related Technicians and Technologists	75	670	745

Figure A7: Occupational Growth in Architectural Technician & Technology (2001 to 2006) ²			
Occupation (NOC Code)	Oshawa CMA	Toronto CMA	Total
C151 Architectural Technicians and Technologists	57%	56%	56%
C152 Industrial Designers	29%	-3%	4%
C153 Drafting Technologists and Technicians	-35%	-9%	-26%
C154 Land Survey Technicians and Technologists	n/a	-36%	-28%
C155 Mapping and Related Technicians and Technologists	150%	58%	10%

Source: Canadian Census, 2001 and 2006.

1. Identifies the number of individuals employed in the various occupational types within the Oshawa and Toronto Census Metropolitan Areas (CMAs). CMAs delimit the main labour market of an urbanized core and its dependent contiguous urban and rural areas, whose principal or central city must have a population of 100 000. They contain municipalities completely or partly inside the urbanized core and other peripheral incorporated and unincorporated areas if (1) at least 50% of the employed work force living in the CMA works in the core, or (2) at least 25% of the employed labour force working in the CMA lives in the urbanized core. CMAs may differ from metropolitan areas designated by local governments.
2. This table presents growth in the number of individuals employed in the various occupational types within Oshawa and Toronto CMAs between 2001 and 2006 (based on comparative analysis between the 2001 Census and the 2006 Census).

Figures A8 and A9

Figure A8: Local Employers in Related Industries Based on Census Division								
Occupation (NAICS Code) ^{1,2}	Ontario	Northumberland	Peterborough	Kawartha Lakes	Durham	York	Toronto	Peel
5413 Architectural, Engineering and Related Services	13118	19	129	46	477	1,591	3,074	1,250
5414 Specialized Design Services	7465	0	51	12	283	961	2,829	640
TOTAL	20583	19	180	58	760	2,552	5,903	1,890

Figure A9: Durham Census Division Employers in Related Industries (by employer size)									
Occupation (NAICS Code) ^{1,2}	1-4	5-9	10-19	20-49	50-99	100-199	200-499	500 +	N/A
5413 Architectural, Engineering and Related Services	136	17	7	10	2	1	1	0	303
5414 Specialized Design Services	45	7	4	0	0	0	0	0	227
TOTAL	181	24	11	10	2	1	1	0	530

Source: Canadian Business Patterns, June, 2011.

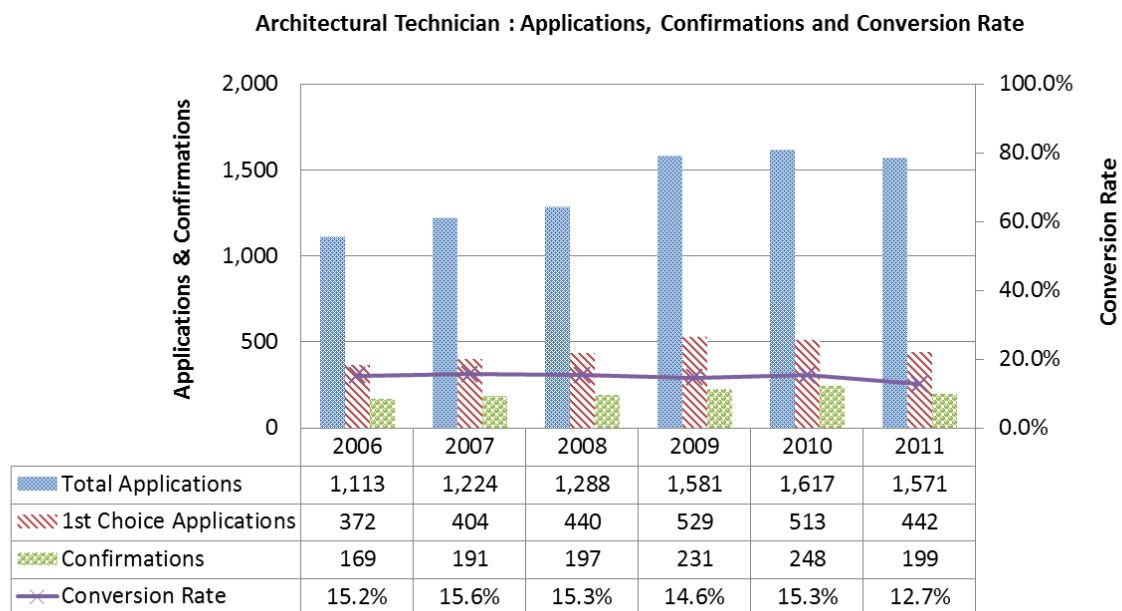
1. North American Industry Classification System (NAICS) is an industry classification system developed by the statistical agencies of Canada, Mexico and the United States. Created against the background of the North American Free Trade Agreement, it is designed to provide common definitions of the industrial structure of the three countries and a common statistical framework to facilitate the analysis of the three economies. NAICS is based on supply side or production oriented principles, to ensure that industrial data, classified to NAICS, is suitable for the analysis of production related issues such as industrial performance.
2. NAICS is the agreed upon common framework for the production of comparable statistics by the statistical agencies of the three countries, Canada, Mexico and the United States. Its hierarchical structure is composed of sectors (two-digit code), subsectors (three-digit code), industry groups (four-digit code), and industries (five-digit code). These 5 NAICS codes were selected after scanning Statistics Canada listing for similar or identical industries.

Appendix B – Architectural Technician / Technology OCAS Report

As of December 5th, 2011, the following Ontario colleges are approved to Architectural Technician (50600):

College	Approval Date
Algonquin	Not available
Centennial	Not available
George Brown	Not available
Georgian	2008-09-01
Humber	Not available
Loyalist	1989-09-01
Mohawk	Not available
Sheridan	1987-09-01

The following graph summarizes total system applications, confirmations and conversion rates for the Architectural Technician program (50600).



The following chart summarizes cumulative and average year over year growth rates for total applications, first choice applications and confirmations between 2006 and 2011 for Architectural Technician (50600).

Total Applications		First Choice Applications		Confirmations	
Cumulative Growth (2006 to 2011)	Average Year over Year Growth (2006 to 2011)	Cumulative Growth (2006 to 2011)	Average Year over Year Growth (2006 to 2011)	Cumulative Growth (2006 to 2011)	Average Year over Year Growth (2006 to 2011)
+41%	+7%	+19%	+3%	+18%	+3%

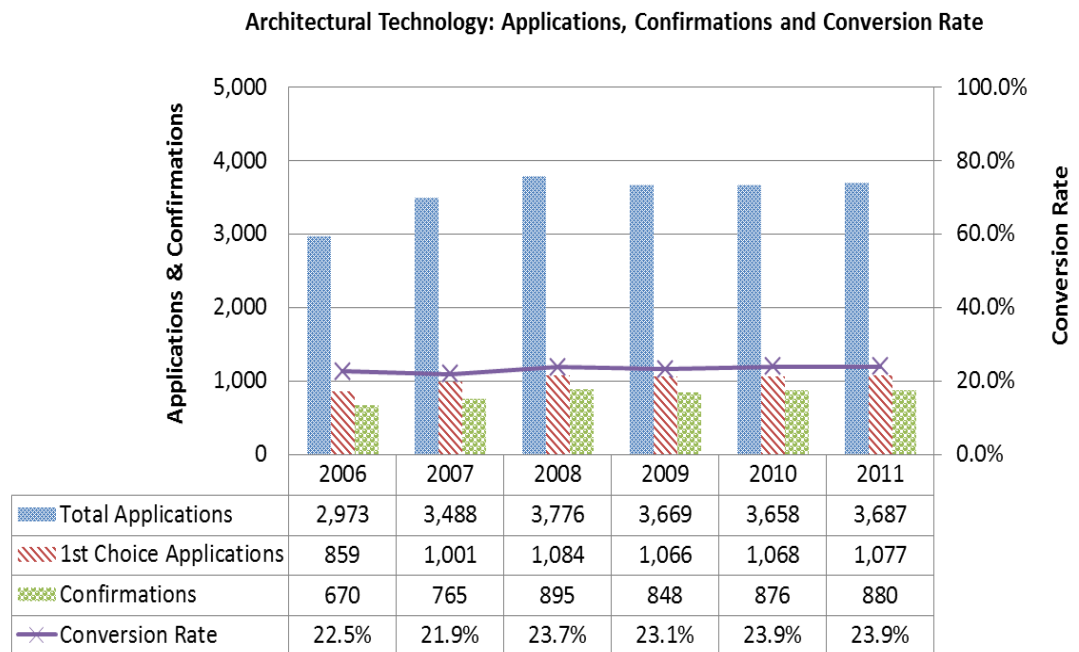
The following chart presents the number of students who left the Durham College catchment area for other Architectural Technician programs (50600) between 2006 and 2011 (based on confirmed acceptances).

From Durham College Catchment	2006	2007	2008	2009	2010	2011
Algonquin		1	4			1
Centennial				3	7	6
George Brown	3		2	2	4	1
Georgian			1	2		
Loyalist	5	7	5	4	3	1
Sheridan						1
Total	8	8	12	11	14	10

As of December 5th, 2011, the following Ontario colleges are approved to Architectural Technology (60600):

College	Approval Date
Algonquin	Not available
Centennial	Not available
Confederation	Not available
Fanshawe	Not available
George Brown	1984-09-04
Georgian	2008-09-01
Humber	Not available
La Cite	1990-09-01
Mohawk	Not available
Sheridan	1987-09-01
St. Clair	Not available

The following graph summarizes total system applications, confirmations and conversion rates for the Architectural Technology program (60600).



The following chart summarizes cumulative and average year over year growth rates for total applications, first choice applications and confirmations between 2006 and 2011 for Architectural Technology (60600).

Total Applications		First Choice Applications		Confirmations	
Cumulative Growth (2006 to 2011)	Average Year over Year Growth (2006 to 2011)	Cumulative Growth (2006 to 2011)	Average Year over Year Growth (2006 to 2011)	Cumulative Growth (2006 to 2011)	Average Year over Year Growth (2006 to 2011)
+24%	+4%	+25%	+4%	+31%	+5%

The following chart presents the number of students who left the Durham College catchment area for other Architectural Technology programs (60600) between 2006 and 2011 (based on confirmed acceptances).

From Durham College Catchment	2006	2007	2008	2009	2010	2011
Centennial	11	20	21	15	11	20
Confederation		1				
Fanshawe	2	4	4	4	2	1
George Brown	5	7	6	9	5	8
Georgian				1	1	
Humber	3	1	5	3	8	4
Mohawk		1	1	2		1
Sheridan	1	3	2	1	2	2
St. Clair		1		1		
Total	22	38	38	36	29	36

Appendix C – Architectural Technician / Technology 5-Year Budget Projection

DURHAM COLLEGE	MTCU Code: 60600	weight	1.0	F.U.	3.4	# Yrs
Projected Budget	Program: Architectural Technology	Per Year	1.133	Grant / WFU	\$4,160	3
BUDGET YF 2013-2018						
		2013-14 Projection	2014-15 Projection	2015-16 Projection	2016-17 Projection	2017-18 Projection
	Student Enrolment - Nov. 1					
	Year 1	40	40	40	60	60
	Year 2	0	31	31	31	47
	Year 3	0	0	24	24	24
	Total	39	70	95	114	131
REVENUE						
	Tuition Fees - per academic year	\$2,620	\$2,720	\$2,820	\$2,920	\$3,020
	Set-Aside Fee Removed	\$275	\$286	\$296	\$307	\$317
	Tuition Fee realized by college	\$2,345	\$2,434	\$2,524	\$2,613	\$2,703
	Total Tuition Fees	91,451	170,895	239,771	296,621	352,728
	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)	1.13	1.13	1.13	1.13	1.13
	Grant - MTCU Operating (assume \$4160/wfu)	\$0	\$91,936	\$257,421	\$389,431	\$491,504
TOTAL REVENUE		\$91,451	\$262,831	\$497,191	\$686,052	\$844,232
EXPENDITURES						
	Salaries - Faculty (FT)	80,000	162,400	247,272	254,690	262,331
	Salaries - Co-ordinator Allowance	3,300	3,399	3,501	3,606	3,714
	Salaries - PT Teaching	0	0	0	0	0
	Salaries - PL Teaching	0	0	0	0	0
	Salaries - Sessional Teaching	0	0	0	0	0
	Contract Teaching	28,000	50,000	63,000	64,890	66,837
	Total Teaching Salaries	111,300	215,799	313,773	323,186	332,882
	Salaries - Admin (\$100/st)	0	0	0	0	0
	Support Staff	0	0	0	0	0
	Total Academic Support Costs	0	0	0	0	0
	Benefits - Faculty - FT 20%	16,660	33,160	50,155	51,659	53,209
	Benefits - Faculty - PT 10.0%	2,800	5,000	6,300	6,489	6,684
	Benefits - Admin 21%	0	0	0	0	0
	Benefits - SS (FT) 26%	0	0	0	0	0
	Total Employee Benefits	19,460	38,160	56,455	58,148	59,893
	Total Labour	130,760	253,959	370,228	381,334	392,774
	Instructional Supplies	5,000	5,000	5,000	5,000	5,000
	Instructional Other Costs	0	0	0	0	0
	Field Work	0	0	0	0	0
	Membership & Dues	1,000	2,000	3,000	3,000	3,000
	Professional Development	1,000	2,000	3,000	3,000	3,000
	Travel/accommodation/meals	1,000	2,000	3,000	3,000	3,000
	Promotion/Public relations	0	0	0	0	0
	Maintenance- Equipment	0	0	0	0	0
	Telecommunications	0	0	0	0	0
	Software Costs	5,000	5,000	5,000	5,000	5,000
	Office supplies/Other Expenses	500	500	500	500	500
	Rental	0	0	0	0	0
	Total Other Expenditure	13,500	16,500	19,500	19,500	19,500
TOTAL DIRECT PROGRAM EXPENSES		144,260	270,459	389,728	400,834	412,274
TOTAL REVENUE FOR PROGRAM		91,451	262,831	497,191	686,052	844,232
Net Contribution \$		-52,809	-7,628	107,464	285,218	431,958
Net Accumulated Contribution / (Deficit)		-52,809	-60,437	47,027	332,245	764,203
Net Contribution - % of Gross Revenue		-57.7%	-2.9%	21.6%	41.6%	51.2%
TARGET Net Contribution		n/a	Breakeven	40.0%	40.0%	40.0%
Capital Requirement		25,000	0	0	0	0

Submission for Board Approval: New Postsecondary Program

Ontario College Diploma in Occupational Therapist Assistant / Physiotherapist Assistant					
MTCU Code:	51502				
Funding Unit:	2.2				
Weight:	1.3				
Name of dean submitting the request:	Susan Sproul				
Proposed date of implementation:	September 2013				
Date of review by committee:	December 15, 2011				
Year 1 enrolment:	30				
Number of faculty required:	1 full-time in the 1 st and 2 nd years of the program				
Space requirements:	Lab facility to be shared with Fitness and Health Promotion program				
Capital costs:	Approximately \$225,000				
Budget Projections					
Proposed Tuition	\$2,520				
Net Contribution - % of Gross Revenue	-78.6%	-18.2%	30.7%	49.1%	59.6%
TARGET Net Contribution	n/a	Breakeven	40.0%	40.0%	40.0%

1.0 APPROVAL STAGES:

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

2.0 PROGRAM OVERVIEW:

Description

- In this program, students will learn to assist in the implementation of rehabilitation treatment plans and programs developed to promote clients' independence, activities, and function. Areas of focus include restoring and maximizing physical function and occupational performance, ultimately enabling clients to effectively utilize their abilities in movement, daily functioning, and activity while promoting overall well-being.
- Students will be prepared to work in a variety of environments such as acute care and community hospitals, rehabilitation facilities, long-term care facilities, private practice, and retail.
- Students will be provided opportunities to practice their skills and acquire hands-on experience through unpaid fieldwork placements.

Vocational Program Learning Outcomes (MTCU):

The graduate has reliably demonstrated the ability to:

1. Communicate appropriately and effectively, through verbal, nonverbal, written and electronic means, with clients, their families, and significant others, occupational therapists, physiotherapists, other health care providers, and others within the role of the therapist assistant.
2. Participate in the effective functioning of interprofessional health care teams within the role of the therapist assistant.
3. Establish, develop, maintain, and bring closure to client-centred, therapeutic relationships within the role of the therapist assistant.
4. Ensure personal safety and contribute to the safety of others within the role of the therapist assistant.
5. Practice competently in a legal, ethical, and professional manner within the role of the therapist assistant.
6. Document and complete client records in a thorough, objective, accurate, and nonjudgmental manner within the role of the therapist assistant.
7. Develop and implement strategies to maintain, improve, and promote professional competence within the role of the therapist assistant.
8. Perform effectively within the roles and responsibilities of the therapist assistant through the application of relevant knowledge of health sciences, psychosociological sciences, and health conditions.
9. Perform functions common to both physiotherapy and occupational therapy practices that contribute to the development, implementation and modification of intervention/treatment plans, under the supervision of and in collaboration with the occupational therapist and/or physiotherapist.
10. Enable the client's occupational performance by contributing to the development, implementation, and modification of intervention/treatment plans, under the supervision of and in collaboration with the occupational therapist.

11. Enable the client's optimal physical function by contributing to the development, implementation, and modification of intervention/treatment plans, under the supervision of and in collaboration with the physiotherapist.

Admission Requirements

- Ontario Secondary School Diploma (OSSD) or equivalent, or mature student status
- Grade 12 English (ENG4C or ENG4U).
- Grade 11 or Grade 12 Biology (SBI3C, SBI3U or SBI4U) or equivalent
- Two Grade 11 or Grade 12 C, U or M courses in addition to those listed above

3.0 PROGRAM OF STUDY:

Semester	Course Title (and brief course description)
1	Basic Human Anatomy and Physiology I This course is designed for students who have a limited background in human biology. Structure and function of the human body is discussed to provide a background which enables students to understand the basic concepts of health and of disease.
1	Communications Communication skills are essential and critical for success regardless of discipline or field of study. This course provides students with the tools to be effective communicators. Topics include listening, verbal and non-verbal communication, conflict management, assertiveness, self disclosure, cross-cultural communication and critical thinking. Students are also encouraged to locate and document information, and utilize technology to communicate professionally.
1	The Health Care System and Rehabilitation The purpose of this course is to examine the field of rehabilitation and to understand the diversity of roles within it. A comparison of the medical models and the rehabilitation model of care are covered. The principles that guide rehabilitation are explained and exemplified. As well, this course familiarizes students with the organization of the provincial and federal health care responsibilities and the roles and interpretations of health professionals. There are opportunities to discuss issues and changes confronting the system, health personnel and the public.
1	Interpersonal Communication Skills for Rehabilitation Professionals Students study how to present ideas clearly, concisely and effectively. The course attempts to help students perfect their oral skills so they can perform efficiently in both vocational and social situations. Human relations and interpersonal communications are stressed, and include a component on dealing with clients and professionals in the work setting.

	Interpersonal skills are emphasized including active listening, questioning, team building, conflict resolution, and learning styles. This course prepares students for field placements and clinical experiences while contributing to employability.
1	Rehabilitation Concepts Across the Life Span This course introduces students to Problem Based Learning (PBL) and applies it to rehabilitation concepts across the life span. Pediatric, adolescent, adult, and geriatric rehabilitation principles are examined concluding with Palliative Care issues. Health status, wellness, and influencing factors are examined with a concurrent review of health care and the many services provided.
1	General Education Elective* Students will choose from an approved pool of general education courses.
2	OTA Therapeutic Skills - Musculoskeletal This course introduces and familiarizes students with the range and use of therapeutic activities to promote occupational performance following impairment in musculoskeletal function. Principles of activity selection, planning and application are applied to related functional disabilities. The use of assistive devices to enable functional independence is also addressed. Practical application of this knowledge is evaluated during laboratory class sessions and fieldwork.
2	Fundamentals of Musculoskeletal Movement This course is designed for students with limited background in human biology. Structure of the musculoskeletal system is covered with application to the human body in motion.
2	Presenting Conditions: Musculoskeletal Investigation and Evaluation Students investigate a selection of disabling conditions based on broad diagnostic categories and encompassing neurological conditions specific to adult populations. Emphasis is placed on the impact that these conditions present to the individual within the framework of the World Health Organization's (WHO) International Classification of Functioning, Disability and Health (ICF) model.
2	PTA Therapeutic Skills: Musculoskeletal Conditions The purpose of this course is to prepare students for their first field placement. The course includes the theories and the applications of therapeutic interventions for treating patients/clients who have physical disabilities resulting from musculoskeletal disorders. Students develop a basic understanding of the rationale for each intervention and the ability to apply the appropriate skills safely and effectively, ensuring transformation and integration of information into various clinical situations.

2	Introduction to Psychology* Psychology is the study of human behaviour. This course is designed to increase student understanding of the basic principles that underlie behaviour. Through practical examples, students will be introduced to important psychological concepts and key research findings. The course examines such processes as: biology and behaviour, sensation and perception, learning and memory, emotion and motivation, consciousness, and social psychology.
3	OTA Therapeutic Skills - Neurological and Mental Health Conditions In this course, students are introduced to the various therapeutic strategies employed in the rehabilitative treatment of neurological impairments and mental health conditions. Students examine and apply a variety of therapeutic intervention models and activities to promote occupational performance. Through laboratory experience and fieldwork placements, students are evaluated on their appropriate selection, planning and application of activities that enable occupation.
3	Fundamentals of Neurological Structures This course is designed for those with a background in human biology. Structure of the Central and Peripheral Nervous system is discussed to provide a background which enables students to understand the basic concepts of function, health, and disease processes related to this system.
3	Communication and Function The purpose of this course is to review the communication problems associated with neurological and sensory impairments that inhibit a person's ability to effectively communicate with others. The focus is to teach students practical methods to enhance their communication skills with people who have speech and language problems. As well, students examine strategies that they can use in assisting disabled people to communicate despite their impairments. Some time is also spent on covering the skills needed to help people with swallowing and feeding disorders.
3	Concepts in Mental Health This course introduces students to the area of psychiatric disability both as a primary diagnosis, and as a secondary diagnosis in the cases of those with a physical disability. Students become familiar with characteristics of psychiatric disability and the general management of the more common disorders. The role of the assistant is examined, with particular emphasis on the client-centered rehabilitation approach. Students also have exposure to methods of service provision in mental health practice. The Mental Health System is described and related issues are explored, giving a broad perspective on mental health/illness.

3	Presenting Conditions: Neurological Investigation and Evaluation Students investigate a selection of disabling conditions based on broad diagnostic categories and encompassing neurological conditions specific to adult populations. Emphasis is placed on the impact that these conditions present to the individual within the framework of the World Health Organization's (WHO) International Classification of Functioning, Disability and Health (ICF) model.
3	PTA Therapeutic Skills: Neurological Conditions This course includes the theories and the applications of the therapeutic interventions for treating adult patients/clients who have motor and/or sensory impairments resulting from a neurological disorder. Classroom and lab/practical learning experiences complement each other to ensure transformation of information is integrated in various clinical situations. This course is designed to prepare students for their neurology field placement and clinical experiences.
3	OTA and PTA Fieldwork Placement The purpose of this placement is to help students develop their skills with clients. Placements may be arranged in acute care hospitals, complex continuing care, rehabilitation and long term care centres. This field experience provides the opportunity for students to continue to develop their skills, and to expand their involvement with other programs as offered by the agency.
4	Professional Communications for Occupational Therapists Assistants/Physiotherapist Assistants In this three-module course, students examine: <i>Module I</i> - a number of ethical issues in Occupational Therapy and Physiotherapy. Students are exposed to classic and contemporary ethics literature in rehabilitation medicine. They are challenged to reflect on their own values and beliefs, and through discussion to explore those held by others. <i>Module II</i> – the recording of relevant client information accurately and effectively. This skill is delivered through instruction and practice and includes correct terminology, use of abbreviations, and writing clearly, coherently, and concisely. Although the SOAP note is covered, the principles involved are directly applicable to most rehabilitation documentation formats. <i>Module III</i> – preparation for professional practice standards: introduction to the national professional associations, applicable profession competency profiles; the development of effective communication tools and skills for employment and preceptorship.

4	OTA Therapeutic Skills: Cardio-Respiratory and Complex Conditions This course covers the structure and functions of the cardiovascular and respiratory systems along with a brief overview of the endocrine and lymphatic systems. This material provides a background that enables students to understand the basic concepts of normal physiological function and of disorders related to these systems
4	Fundamentals of Cardiorespiratory and Endocrine Systems Students investigate a selection of disabling conditions based on broad diagnostic categories, encompassing cardiac, respiratory, and endocrine conditions specific to pediatric, adult and geriatric populations. Emphasis is placed on the impact that these conditions present to the individual within the framework of the ICF model.
4	Issues and Ethics in Science* This course examines the nature of science and some of the technologies that have been developed using the scientific process. Every new technology affects society in some way, usually bringing hope, as well as potential problems for the future. By studying technologies from a historical perspective, to the present, and into the future, students will be challenged to identify and analyze controversial issues associated with these developments. Topics include technologies relating to information and communication, biology and health (e.g. organ transplants, reproductive interventions, biotechnology and genetic engineering), and energy. Through discussions, research, and presentations, student will acquire a basic understanding of ethics, critical thinking and decision-making as they relate to developments in science and technology.
4	Presenting Conditions: Cardio-Respiratory and Complex Conditions This course introduces students to the theoretical and practical application of knowledge and skills to enable clients with circulatory, respiratory and endocrine disorders. Students study physiological aspects of the disease processes and its impact on functional performance. During laboratory and practical fieldwork experiences, students apply therapeutic activities to improve occupational performance and prevent further disability.

4	PTA Therapeutic Skills - Cardio-Respiratory and Complex Conditions The purpose of this course is for the Physiotherapist Assistant students to learn the interventions that are used in the treatment of people with specific circulatory, respiratory and endocrine disorders. Students develop their basic understanding of the rationale for each intervention and they are able to apply the appropriate skills safely and effectively.

*indicates general education courses

4.0 STRATEGIC ALIGNMENT:

Strategic Fit

- The program complements existing programs offered by the School of Health & Community Services. The School currently offers some of the courses which will be delivered within the program of study, and this will open opportunities for pathways between programs.
- It contributes to the School and College by adding to the available program mix in the School and College as a whole. This program fits with the Durham College Strategic Plan 2010-2013 in that it offers students a quality program and the opportunity to develop skills in a field with solid employment opportunity. Further, the School has faculty members with expertise in this area.
- The program will contribute to the economic and social prosperity of the community by providing trained individuals to work in local hospitals, private clinics, long term care, retirement homes and youth facilities.

Fit with Existing Programs

Programs that could feed into the proposed program	Program Name	Advanced programs which graduates of this program may consider
	Other complementary programs within School	
▪ Pre-Health ▪ Academic Upgrading	▪ Child and Youth Worker ▪ Developmental Services Worker ▪ Early Childhood Education ▪ Fitness & Health Promotion ▪ Personal Support Worker ▪ Social Services Worker	▪ Accessibility Coordination ▪ Activation – Gerontology (proposed) ▪ Pathway agreements will be pursued with UOIT and other post-secondary institutions

Benefits to be Stressed

- Provides graduates with specialized training in a growing industry with solid employment as well as the opportunity to access academic pathways upon graduation.
- Students will work with the latest Occupational Therapist Assistant / Physiotherapist Assistant equipment and facilities.
- OCAS numbers point to high student demand for this program.

5.0 LABOUR DEMAND:

- Occupational and physical therapy is a booming field, driven by a rapidly aging population, advances in technology and policy change in Ontario. The growing population of individuals aged 65 or over will require additional rehabilitative services to improve increasingly debilitating movement and function. Moreover, medical advances will continue to enable more patients with critical problems to survive, and these patients may require extensive therapy.
- Ontario Job Futures information indicates that hospital policies that favour the early discharge of patients have resulted in a significant increase in the need for rehabilitation services in the home or other private settings. Advances in medicine that lead to higher survival rates from injuries, a trend toward rehabilitation instead of long-term institutionalization, an increasing awareness of the needs of people with disabilities, and an increasing demand for community based mental health services are bolstering labour demand in this market. Job growth in the occupational/physical therapy field has been influenced particularly by increasing acceptance of rehabilitation as a practical alternative to long-term care in institutions.
- In this occupational group, job openings are projected to slightly outweigh the number of job seekers between 2009 and 2018. Expansion demand (58%) is expected to create the majority of job openings while school leavers (94%) will represent the bulk of job seekers.
- Please see *Appendix A* for the full labour market report.

6.0 STUDENT INTEREST:

- Applications and confirmations have grown steadily and considerably since 2006 across the system.
- In 2010 and 2011 a total of 28 students left our catchment area to take the program at other colleges in the system.
- Please see *Appendix B* for the OCAS report.

7.0 ANALYSIS OF COMPETITION:

- The following colleges currently have approval to offer Occupational Therapist Assistant / Physiotherapist Assistant:

College	Approval Date
Collège Boréal	2005-09-01
Centennial	2006-09-01
Conestoga	2003-09-01
Humber	2005-09-01
La Cité Collégiale	2005-09-01
Mohawk	2004-09-01
Niagara	2009-09-01
Sault	2003-09-01
Sir Sandford Fleming	2003-09-01

- Based on analysis of the applicant data for these colleges, Durham College is expected to be successful in attracting a sufficient applicant pool for this program.

8.0 TARGET MARKET:

- The market for the Occupational Therapist Assistant / Physiotherapist Assistant program will include both students directly from high school as well as non-direct individuals who have completed some education or seek a change in occupation.

9.0 MONITORING AND EVALUATION DURING THE FIRST YEAR OF OPERATION:

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

10.0 OPERATING REVENUE AND EXPENSES – 5-YEAR PROJECTION:

- This proposed program is expected to surpass the college's target net contribution ratio based on an enrolment of 30 first-year students, growing to 60 first-year students by the fourth year of operation. In the third year of operation, the contribution percentage is just below the targeted ratio, however is within an acceptable range.
- Please see *Appendix C* for the detailed 5-year budget projection.

Appendix A – Occupational Therapist Assistant / Physiotherapist Assistant Labour Market Analysis

Executive Summary

Occupational and physical therapy is a booming field, driven by a rapidly aging population, advances in technology and policy change in Ontario. The growing population of individuals aged 65 or over will require additional rehabilitative services to improve increasingly debilitating movement and function. Moreover, medical advances will continue to enable more patients with critical problems to survive, and these patients may require extensive therapy.

OTA/PTAs work closely with registered occupational therapists and physiotherapists, assisting them with treatment plans for individuals who have conditions that are mentally, physically, developmentally, or emotionally disabling. Assistants prepare materials and equipment used during treatment and they may also perform clerical or administrative duties, as needed. OTA/PTAs implement treatment programs, which aim to promote health, prevent or recover patient injury, reduce pain, or develop strength and mobility to improve quality of life.

OTA/PTA Careers

Occupational Therapist Assistants (OTAs)/ Physiotherapy Assistants (PTAs) work under the supervision of registered occupational therapists and physiotherapists to support people whose ability to function and adapt has been impaired by injury, illness, the process of aging, developmental disability or emotional disability. The roles and responsibilities of OTA/PTAs are very diverse. Although hospitals and other health care facilities are the primary employment settings for most graduates, occupational and physical therapy often expands beyond the health system to include practice in areas such as education, community development, and employment. Many also find work in independent practices.

Graduates may work with a broad client population consisting of infants, children, adults and the elderly. While a great deal of work is with the elderly, there are also opportunities to assist those recovering from surgery, health conditions such as cancer or stroke, and chronic conditions such as arthritis. OTA/PTAs help enable clients to cope with their limitations in movement, daily function, activity and/or occupational performance, whether temporary or permanent. Graduates can work in a variety of settings, including:

Extended care facilities	Private practices
Health clinics	Rehabilitation centres
Hospitals	Schools
Long-term care facilities	Social services agencies
Offices of health care practitioners	Sports organizations

In 2007, the Durham Region Local Training Board (DRLTB) reported the occupational therapy field continues to grow and evolve, and graduates are finding work in more diverse settings including business, government, management, mental health and research.

Occupational Statistics

According to the Canadian Institute for Health Information's (CIHI) Ontario Trauma Registry 2009 report, there were 4,180 cases hospitalized with major trauma in 11 participating facilities across 14 sites in Ontario in 2008-09. This represents an increase of 5% compared to 2004-05 and an average annual increase of 1% from 2004-05 to 2008-09. The average age of patients remained relatively stable over the last five years, though increasing slightly from 45 in 2004-05 to 47 in 2008-09.

Motor vehicle collisions were the leading cause of the major injury hospitalizations (39%), followed by unintentional falls (38%). Of the 3,657 cases that were discharged, 59% (2,154) were discharged home either with or without support services, 18% (649) were transferred to another acute care facility and 17% (614) were discharged to a rehabilitation facility. Among patients aged 65 or older, unintentional falls were responsible for the majority of cases (71%), followed by motor vehicle collisions (22%). Together, these two causes of injury were responsible for 93% of the hospitalizations for major injury in this age group.

The following chart displays injury trends between 2004-05 and 2008-09. This includes proportion of deaths, direct admissions, age group statistics, injury types, external causes of injury, discharge disposition and injury severity measures.

Figure A1

		2004-2005		2005-2006		2006-2007		2007-2008		2008-2009	
		No.	%	No.	%	No.	%	No.	%	No.	%
Number of Cases		3,982	-----	4,140	-----	4,355	-----	4,370	-----	4,180	-----
In-Hospital Deaths		424	10.6	453	10.9	461	10.6	442	10.1	453	10.8
Died In Emergency Room		119	3	118	2.9	91	2.1	99	2.3	70	1.7
Direct Admissions		2,032	51	2,106	50.9	2,293	52.7	2,281	52.2	2,207	52.8
Males		2,814	70.7	2,958	71.4	3,123	71.7	3,061	70	2,977	71.2
Age Group	< 20 Years	683	17.2	739	17.9	739	17	698	16	646	15.5
	20-34 Years	844	21.2	823	19.9	920	21.1	905	20.7	785	18.8
	35-64 Years	1,434	35.9	1,561	37.7	1,604	36.8	1,549	35.4	1,551	37.1
	65 + Years	1,022	25.7	1,017	24.6	1,090	25	1,217	27.8	1,195	28.6
	Unknown Age	2	0.1	-----	-----	2	0	1	0	3	0.1
Type of Injury	Blunt	3,712	93.2	3,785	91.4	4,034	92.6	4,054	92.8	3,855	92.2
	Penetrating	203	5.1	251	6.1	242	5.6	251	5.7	237	5.7
External Cause of Injury	Burns	67	1.7	104	2.5	79	1.8	65	1.5	87	2.1
	Motor Vehicle Collision	1,764	44.3	1,873	45.2	1,900	43.6	1,856	42.5	1,644	39.3
	Falls	1,359	34.1	1,314	31.7	1,469	33.7	1,500	34.3	1,575	37.7
	Intentional*	421	10.6	468	11.3	470	10.8	501	11.5	451	10.8
Discharge Disposition	All Other	438	11	485	11.7	516	11.8	513	11.7	510	12.2
	Death	543	13.6	572	13.8	555	12.7	542	12.4	523	12.5
	Home	1,564	39.3	1,657	40	1,717	39.4	1,851	42.4	1,776	42.5
	Home with Support Services	482	12.1	470	11.4	470	10.8	391	8.9	378	9
	Other Acute Care Facility	597	15	592	14.3	670	15.4	685	15.7	649	15.5

Injury Severity Score	General Rehab	349	8.8	312	7.5	353	8.1	359	8.2	305	7.3
	Chronic Care	36	0.9	44	1.1	53	1.2	40	0.9	46	1.1
	Nursing Home	65	1.6	94	2.3	84	1.9	64	1.5	64	1.5
	Special Rehab	231	5.8	254	6.1	328	7.5	296	6.8	309	7.4
	Foster Care	16	0.4	17	0.4	13	0.3	9	0.2	9	0.2
	Other	99	2.5	128	3.1	111	2.5	131	3	119	2.8
	Unknown	-----	-----	-----	-----	1	0	2	0	2	0
	Mean	24	-----	25	-----	24	-----	24	-----	24	-----
	SD	10	-----	10	-----	10	-----	10	-----	10	-----
	Median	22	-----	22	-----	22	-----	22	-----	24	-----
Age (Years)	Mean	45	-----	45	-----	45	-----	46	-----	47	-----
	SD	24	-----	24	-----	24	-----	24	-----	25	-----
	Median	43	-----	44	-----	44	-----	45	-----	48	-----
Length of Stay (Days)	Mean	15	-----	15	-----	15	-----	15	-----	15	-----
	SD	23	-----	21	-----	22	-----	22	-----	23	-----
	Median	8	-----	8	-----	8	-----	8	-----	8	-----

Industry Trends

Hospitals will continue to employ a large number of occupational therapists to provide therapy services to acutely ill inpatients. In addition, hospitals also will need occupational therapists to staff their outpatient rehabilitation programs. An aging population, advances in medical technology and government policy are some of the primary factors driving growth in the fields of occupational and physical therapy. Greater emphasis on quality of life issues and better recognition of the value of rehabilitation are expected to drive demand for occupational and physical therapy services in the future.

As the Canadian population ages, temporary or permanent limitations related to movement and occupational performance are expected to increase. Consequently, there is a need for occupational and physiotherapy assistants to collaborate with registered occupational therapists and physiotherapists to deliver safe competent care.

Working in Canada website reports that although the elderly population requires most therapeutic services due to their vulnerability to chronic and debilitating conditions, they are not the only clients. Medical advances continue to increase the survival rate of trauma victims, heart attack and stroke patients which in turn increase the demand for ongoing rehabilitative care. Medical advances now enable more patients with critical problems to survive – patients who ultimately may need extensive therapy. Moreover, technological advances in prosthetics and orthotics are expected to provide more employment opportunities for OTA/PTAs. The use of prosthetics and orthotics often require ongoing therapy and rehabilitation to ensure proper design and fit, make adjustments, improve patient mobility and provide any counseling and support.

Ontario Job Futures information indicates that hospital policies that favour the early discharge of patients have resulted in a significant increase in the need for rehabilitation services in the home or other private settings. Advances in medicine that lead to higher survival rates from injuries, a trend toward rehabilitation instead of long-term institutionalization, an increasing awareness of the needs of people with disabilities, and an increasing demand for community based mental health services are bolstering labour demand in this market. Job growth in the occupational/physical therapy field has been

influenced particularly by increasing acceptance of rehabilitation as a practical alternative to long-term care in institutions.

According to the Ministry of Health and Long Term Care, effective April 1, 2005 government-funded physiotherapy services are available for people who are:

- Seniors 65 and over;
- Aged 19 and under;
- Residents of long-term care homes at any age;
- Needing physiotherapy services in their home or after being hospitalized at any age; and
- Ontario Disability Support Program, Family Benefits and Ontario Works recipients of any age.

These changes don't affect physiotherapy services currently provided by: hospitals, Community Care Access Centres and Workplace Safety and Insurance Board (WSIB). The government also expanded services so that more long-term care homes across Ontario could offer physiotherapy to residents as well as increasing physiotherapy services in rural and northern communities. Since the launch of this mandate, there has been steady growth in college enrolment for OTA/PTA programs as well as increases in employment opportunities in long-term care facilities in Ontario. As a result, employment opportunities have increasingly become better in private practices outside of the institutional health care setting.

Local Outlook

In the health care sector, some employers of occupational therapist assistants/physiotherapist assistants in the Durham Region include:

- Lakeridge Health Corporation: www.lakeridgehealth.on.ca
- Grandview Children's Centre: www.grtc.ca
- Rouge Valley Health System: Ajax and Pickering Health Centre: www.rougevalley.ca
- Whitby Mental Health Centre: www.wmhc2.com
- Private companies who contract services to Durham Access to Care: www.datc.org
- The Regional Municipality of Durham: www.region.durham.on.ca
- Private practices

Employment Projections

Occupational and physical therapist assistants with specialized knowledge in a treatment area will have the most lucrative job prospects. OTA/PTAs may specialize in working with a specific age group, such as children or elderly people, or with persons with distinct problems, such as dementia, spinal cord injuries, cerebral vascular accidents, traumatic brain injuries or chronic pain, or may provide special programs to patients such as return-to-work programs. Driver rehabilitation, training for the elderly, mental health and ergonomic consulting are emerging practice areas for occupational and physical therapy.

Job titles and descriptions relevant to OTA/PTA were culled from Durham College placement reports and various labour market reports. Based on the titles and descriptions, four key four-digit National Occupation Classifications (NOC) were identified. Since the NOC provides a standardized framework for organizing the labour force in a coherent system, the occupations in codes 3142, 3143, 3144, 3235 and 3414 were identified as relevant to OTA/PTA professions.

These five codes are: 3142 (Physiotherapists), 3143 (Occupational Therapists), 3144 (Other Professional Occupations in Therapy and Assessment), 3235 (Other Technical Occupations in Therapy and Assessment) and 3414 (Other Assisting Occupations in Support of Health Services). While 3235 and 3414 most closely approximate the labour market for OTA/PTAs, 3142, 3143 and 3144 also include a variety of relevant job titles and labour market information.

Examples of job titles for each of these four NOC codes are provided below:

3142 Physiotherapists

Physical Therapist	Registered Physiotherapist
Physiotherapist	Research Physiotherapist

3143 Occupational Therapists

Occupational Therapist (O.T.)	Occupational Therapist, Case Manager
Clinical Occupational Therapist	Occupational Therapist Rehabilitation
Community Occupational Therapist	Consultant

3144 Other Professional Occupations in Therapy and Assessment

Art Therapist	Movement Therapist
Art Therapy Consultant	Music Therapist
Athletic Therapist	Music Therapy Researcher
Dance-Movement Therapy Researcher	Recreational Therapist
Drama Therapist	Remedial Gymnast

3235 Other Technical Occupations in Therapy and Assessment

Audio Prosthetist	Audiology Technician
Audiometric Assistant	Audiometric Technician
Hearing Aid Consultant	Massage Therapist (MT)
Physical Rehabilitation Technician	Physiotherapy Technician
Physiotherapist Assistant	Speech Technician

3414 Other Assisting Occupations in Support of Health Services

Chiropractic Assistant
Occupational Therapist Assistant (OTA)
Physiotherapist Assistant (PTA)
Rehabilitation Assistant

Organizations, Associations and Councils

Canadian Alliance of Physiotherapy Regulators (www.allianceept.org)
Canadian Association of Occupational Therapists (www.caot.ca)
Canadian Athletic Therapists Association (www.athletictherapy.org)
Canadian Centre for Occupational Health and Safety (www.ccohs.ca)
Canadian Institute for Health Information (www.cihi.ca)
Canadian Occupational Therapy Foundation (www.cotfcanada.org)
Canadian Physiotherapy Association (www.physiotherapy.ca)
Canadian Play Therapy Institute (www.playtherapy.org)
College of Occupational Therapists of Ontario (www.coto.org)
College of Physiotherapists of Ontario (www.collegept.org)
Council of Ontario Universities - Office of Health Science (www.ohs.cou.on.ca)
Health Force Ontario (www.healthforceontario.ca)
Music Therapy Association of Ontario (www.mtao.org)
Office of the Fairness Commissioner (www.fairnesscommissioner.ca)
Ontario Art Therapy Association (www.oata.ca)
Ontario Association of Community Care Access Centres (www.ccac-ont.ca)
Ontario Association of Consultants, Counsellors, Psychometrists and Psychotherapists (www.oaccpp.ca)
Ontario Athletic Therapist Association (www.athletictherapist.on.ca)
Ontario Brain Injury Association (www.obia.on.ca)
Ontario Physiotherapy Association (www.opa.on.ca)
Ontario Society of Occupational Therapists (www.osot.on.ca)
Physiotherapy Foundation of Canada (www.physiotherapyfoundation.ca)
Sport Physiotherapy Canada (www.sportphysio.ca)
Therapeutic Recreation Ontario (www.trontario.org)

Occupational Statistics for OTA/PTA

Figures A2 and A3 display projected job openings (arising from expansion demand and replacement demand) and projected job seekers (arising from school leavers, immigration and mobility) for the three-digit code 314 (Therapy and Assessment Professionals). Because the tables are based on a wider industry, results should be interpreted with caution. This industry encompasses the following four-digit NOCs: 3142 (Physiotherapists), 3143 (Occupational Therapists) and 3144 (Other Professional Occupations in Therapy and Assessment), 3235 (Other Technical Occupations in Therapy and Assessment) and 3414 (Other Assisting Occupations in Support of Health Services).

In this occupational group, job openings are projected to slightly outweigh the number of job seekers between 2009 and 2018. Expansion demand (58%) is expected to create the majority of job openings while school leavers (94%) will represent the bulk of job seekers. The rate of retirement in this occupational group is average compared to other occupations with a median age of 60 years across the entire industry. These labour market indicators suggest that the market is expanding and there will be new and replacement jobs available to graduates in the coming years.

Figure A2: Projected Job Openings (2009-2018)		
Expansion Demand	12,196	58%
Retirements	6,685	32%
Deaths	1,526	7%
Emigration	697	3%
Projected Job Openings	21,105	100%

Figure A3: Projected Job Seekers (2009-2018)		
School Leavers	17,157	94%
Immigration	1,959	11%
Net Mobility	-837	-5%
Projected Job Seekers	18,279	100%

Figures A4, A5 and A6 summarize 2008-09 outcomes for graduates in programs leading to occupations in the Health Technology sector. Results are based on the Key Performance Indicator (KPI) Graduate Satisfaction survey for 2008-09 graduates, administered six months after graduation. Among labour force participants, the rate of employment for Health Technology graduates (87%) exceeded the rate of employment for all surveyed graduates (83%), and has been consistently strong for this group since 2004-05. Average income, graduate satisfaction and full-time employment were all higher for Health Technology graduates in 2009-10.

Focusing specifically on OTA/PTA graduates, approximately 6.7% of graduates interviewed indicated they were unemployed, but actively looking for work, which is significantly lower than overall college graduates. Full-time related employment (51.3%) and average income (\$34,329) were also strong for OTA/PTAs who graduated in 2009-10.

Figure A7 displays wage and employment information for the above NOC codes along with National and Local outlooks (where available). Based on the selected occupations, the general national and local outlooks for Physiotherapists and Occupational Therapists are “Good” or “Fair” to 2018. No projections are available for the remaining two occupations. The national-level projections take into account opportunities finding work (based on job leavers and job seekers), relative chances of employment loss and average earnings for each occupational group. According to the Labour Force Survey (2009), the national-level outlook projects that women (87%) represent a higher population of workers in this occupation, compared to men representing (13%) of the population. As a result, this field may be expected to receive primary attraction from women, which may also serve as a viable workforce re-entry option for women.

Figure A8 displays wage and employment information for the above NOC codes along with provincial outlooks (where available). The general provincial outlook is expected to be “Good” for Physiotherapists and Occupational Therapists until the year 2013. There were no data available for the remaining two occupations. Similar to the national-level analysis, the provincial-level projections take into account the rate of projected employment growth and how it compares to projected employment growth for all occupations in Canada, anticipated number of job openings until 2009 due to anticipated retirement and reports by employers on difficulties in finding qualified workers to fill vacant positions and/or employer recruiting activities outside Canada.

Figures A9, A10 and A11 display the related employment numbers based on Census 2006 and Census 1996 data as well as employment growth comparing census data from 1996 and 2006. There has been significant growth in the Oshawa Census Metropolitan Area (CMA) for Physiotherapists and Occupational Therapists during this period. There was also strong growth in the Toronto CMA for the same set of occupations. While “other occupations in therapy and assessment” have declined in the

Oshawa CMA over the reporting period, “other aides and assistants in support of health services” have grown by 30%, opening up opportunities for OTA/PTA graduates in their direct field of work. While both occupations do focus on therapy and assessment, the latter is directly program related as opposed to the former.

Figures A12 and A13 examine the number of local employers (by census division) within various industry groups (NAICS four-digit codes) in which OTA/PTA graduates in Ontario have been able to locate employment in the past five years. It also displays employer sizes within the Durham Census Division. The following three NAICS codes are examined: 6211 (Offices of Physicians), 6214 (Out-Patient Care Centres) and 6219 (Other Ambulatory Health Care Services)

Figures A4, A5 and A6¹

Figure A4: Summary of 2009-10 Outcomes for Health Technology Graduates		
Outcome	Program Cluster ²	All Programs ³
Total Graduates in Survey	1,595	50,622
Labour Force Participation ⁴	86%	74%
Employment Rate ⁴	87%	83%
Employed Part-Time	29%	18%
Employed Full-Time	58%	65%
Average Annual Earnings ⁵	\$36,801	\$33,199
Graduate Satisfaction	87%	79%

Figure A5: Top Five Occupational Categories for Health Technology Graduates, 2009-10		
National Occupation Classification Codes	#	%
3222 Dental Hygienists and Dental Therapists	130	11.2 %
3411 Dental Assistants	176	15.2 %
3414 Other Assisting Occupations in Support of Health Services	152	13.1 %
3235 Other Technical Occupations in Therapy and Assessment	113	9.7%
3214 Respiratory Therapists, Clinical Perfusionists and Cardiopulmonary Tech.	75	6.5%

Figure A6: Employment Status for OTA/PTA Graduates, 2009-10		
Employment Status	#	As %
Employed Full-Time	70	58.9%
In related field	61	51.3%
Not in related field	9	7.6%
Employed Part-Time	29	24.3%
In related field	21	17.6%
Not in related field	8	6.7%
Unemployed	8	6.7%
Not in Labour Force	12	10.1%

Source: *Employment Profile: A Summary of the Employment Experience of 2008–2009 College Graduates Six Months after Graduation*, Ministry of Training, Colleges and Universities. 2010.
<http://www.edu.gov.on.ca/eng/document/serials/eprofile08-09/>.

1. The Employment Profile of Ontario college graduates is based on the KPI Graduate Satisfaction survey and summarizes the employment experiences of 2008–09 graduates approximately six months after their graduation.
2. Includes all College of Applied Arts and Technology (CAAT) programs leading to Health and Technology occupations.
3. Includes all CAAT programs, irrespective of study area.
4. Labour Force Participation includes graduates employed full-time, employed part-time or actively seeking employment. Employment is measured as a proportion of graduates in the labour force.
5. Average starting annual salary of respondents who were employed in fulltime jobs.

Figure A7

Figure A7: Wages, Occupational Statistics and Employment Outlook (National and Local)							
Occupation (NOC Code)	Local Average Wages /Hour ¹	Males ²	Females ³	Part-Time ⁴	Self-Employment ⁵	National Outlook to 2018 ⁵	Local Outlook to 2018 ⁵
3142 Physiotherapists	\$25.89	20%	80%	26%	26%	Good	Fair
3143 Occupational Therapists	\$26.27	7%	93%	20%	7%	Good	Good
3144 Other Professional Occupations in Therapy and Assessment	\$26.08	18%	82%	27%	20%	n/a	n/a
3235 Other Technical Occupations in Therapy and Assessment	\$18.81	26%	74%	40%	57%	n/a	n/a
<u>3414 Other Assisting Occupations in Support of Health Services</u>	n/a	15%	85%	n/a	n/a	n/a	n/a

Source: <http://www.workingincanada.gc.ca>. Figures are as of 2006 and 2008 (depending on the source) as data are not available for more recent year. National and Local Outlooks based on Working in Canada projections from 2009 to 2018.

1. Average Wages - All occupations in Canada = \$25.20 based on Working in Canada (2006, Statistics Canada Census)
2. Average Male to Female Ratio – All occupations = 53%/47% based on Working in Canada (2006, Statistics Canada Census)
3. Average Part-Time work – All occupations = 18% based on Working in Canada (2008, Labour Force Survey)
4. Average Self-Employment – All occupations = 15% based on Working in Canada (2008, Labour Force Survey)
5. 2009 Outlook - Definitions:

“Good” means that opportunities for finding work are relatively strong, chances of employment loss are relatively weak, and earnings are relatively attractive as compared to those of other occupational groups.

“Limited” means that new workers and those re-entering the work force will have difficulty finding stable work and/or that earnings are not attractive compared to those in other occupations. For new workers, such as school-leavers (i.e., graduates and drop-outs) and immigrants, limited usually means they have a low probability of finding permanent work and, if they find a job, relatively low earnings. For employed workers, limited will often mean a higher probability of loss of work, a higher probability of experiencing unemployment spells, and lower earnings.

“Fair” falls between Good and Limited. For example, jobs may be more difficult to find, the probability of unemployment may be higher, or earnings may be lower than in comparable occupational groups that are rated “Good.” Conversely, jobs may be easier to find, unemployment less likely, and earnings higher than in comparable occupational groups that are rated “Limited.”

Figure A8

Figure A8: Wages, Occupational Statistics and Employment Outlook (Provincial)								
Occupation (NOC Code)	Average Salary ¹	Males ²	Females ³	Full-Time ⁴	Part-Time ⁵	Self-Employed ⁶	Un-Employed ⁷	Outlook to 2013 ⁸
3142 Physiotherapists	\$63,466	22%	78%	74%	23%	25%	2%	Good
3143 Occupational Therapists	\$59,419	5%	95%	77%	22%	19%	2%	Good
3144 Other Professional Occupations in Therapy and Assessment	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3235 Other Technical Occupations in Therapy and Assessment	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<u>3414 Other Assisting Occupations in Support of Health Services</u>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Source: Ontario Job Futures (<http://www.tcu.gov.on.ca>). Figures are as of 2008 or earlier (depending on the source) as data are not available for a more recent year. Provincial Outlook is based on Ontario Job Futures projections from 2008 to 2013.

1. Average Salary - All occupations = \$56,033 based on Ontario Job Futures (2005, Statistics Canada)
2. Average Male to Female Ratio – All occupations = 52%/48% based on Ontario Job Futures (2008, Labour Force Survey)
3. Average Part-Time work – All occupations = 19% based on Ontario Job Futures (2008, Labour Force Survey)
4. Average Self-Employment – All occupations = 15% based on Ontario Job Futures (2008, Labour Force Survey)
5. Average Unemployment – All occupations – 9% (2009, Ontario Ministry of Finance)
6. 2009 Outlook - Definitions:

The employment prospects section provides information on the expected employment growth for the occupational group to the year 2013, for Ontario as a whole. The section starts with a basic assessment of the employment prospects – either good, average, or limited. This assessment is then explained by some of the key factors that were considered. These factors are:

- Rate of projected employment growth to the year 2013 for the occupation and how it compares to the projected employment growth for all occupations in Ontario
- Anticipated number of job openings for the occupation through the year 2013 due to replacement needs as older workers retire; and
- Reports by employer on difficulties in finding qualified workers to fill vacant positions and/or employer recruiting activities outside Canada.

Figures A9, A10 and A11

Figure A9: Individuals Employed in OTA/PTA Professions (1996 Census)¹

Occupation (NOC Code)	Oshawa CMA	Toronto CMA	Total
D042 Physiotherapists	25	1,995	2,020
D043 Occupational therapists	25	960	985
D044 Other occupations in therapy and assessment	35	670	705
D310 Other aides and assistants in support of health services	415	4,225	4,640

Figure A10: Individuals Employed in OTA/PTA Professions (2006 Census)¹

Occupation (NOC Code)	Oshawa CMA	Toronto CMA	Total
D042 Physiotherapists	150	2,610	2,760
D043 Occupational therapists	60	1,730	1,790
D044 Other occupations in therapy and assessment	30	765	795
D310 Other aides and assistants in support of health services	540	7,575	8,115

Figure A11: Occupational Growth in OTA/PTA (1996 to 2006)²

Occupation (NOC Code)	Oshawa CMA	Toronto CMA	Total
D042 Physiotherapists	500.0%	30.8%	36.6%
D043 Occupational therapists	140.0%	80.2%	81.7%
D044 Other occupations in therapy and assessment	-14.3%	14.2%	12.8%
D310 Other aides and assistants in support of health services	30.1%	79.3%	74.9%

Source: Canadian Census, 1996, 2001 and 2006.

1. Identifies the number of individuals employed in the various occupational types within the Oshawa and Toronto Census Metropolitan Areas (CMAs) in 1996 and 2006. CMAs delimit the main labour market of an urbanized core and its dependent contiguous urban and rural areas, whose principal or central city must have a population of 100 000. They contain municipalities completely or partly inside the urbanized core and other peripheral incorporated and unincorporated areas if (1) at least 50% of the employed work force living in the CMA works in the core, or (2) at least 25% of the employed labour force working in the CMA lives in the urbanized core. CMAs may differ from metropolitan areas designated by local governments.
2. This table presents growth in the number of individuals employed in the various occupational types within Oshawa and Toronto CMAs between 1996 and 2006 (based on comparative analysis between the 1996 Census and the 2006 Census).

Figures A12 and A13

Figure A12: Local Employers in Related Industries Based on Census Division								
Occupation (NAICS Code) ^{1,2}	Ontario	Northumberland	Peterborough	Kawartha Lakes	Durham	York	Toronto	Peel
6211 - Offices of Physicians	1557	59	224	57	427	1,158	4185	993
6214 - Out-Patient Care Centres	8617	20	42	10	127	234	2016	172
6219 - Other Ambulatory Health Care Services	344	0	3	1	9	21	102	28
TOTAL	22	79	269	68	563	1,413	6303	1,193

Figure A13: Durham Census Division Employers in Related Industries (by employer size)									
Occupation (NAICS Code) ^{1,2}	1-4	5-9	10-19	20-49	50-99	100-199	200-499	500+	N/A
6211 - Offices of Physicians	278	55	18	5	2	0	0	0	69
6214 - Out-Patient Care Centres	14	3	4	3	0	1	0	1	101
6219 - Other Ambulatory Health Care Services	6	3	0	0	0	0	0	0	0
TOTAL	298	61	22	8	2	1	0	1	170

Source: Canadian Business Patterns, December 2011.

1. North American Industry Classification System (NAICS) is an industry classification system developed by the statistical agencies of Canada, Mexico and the United States. Created against the background of the North American Free Trade Agreement, it is designed to provide common definitions of the industrial structure of the three countries and a common statistical framework to facilitate the analysis of the three economies. NAICS is based on supply side or production oriented principles, to ensure that industrial data, classified to NAICS, is suitable for the analysis of production related issues such as industrial performance.

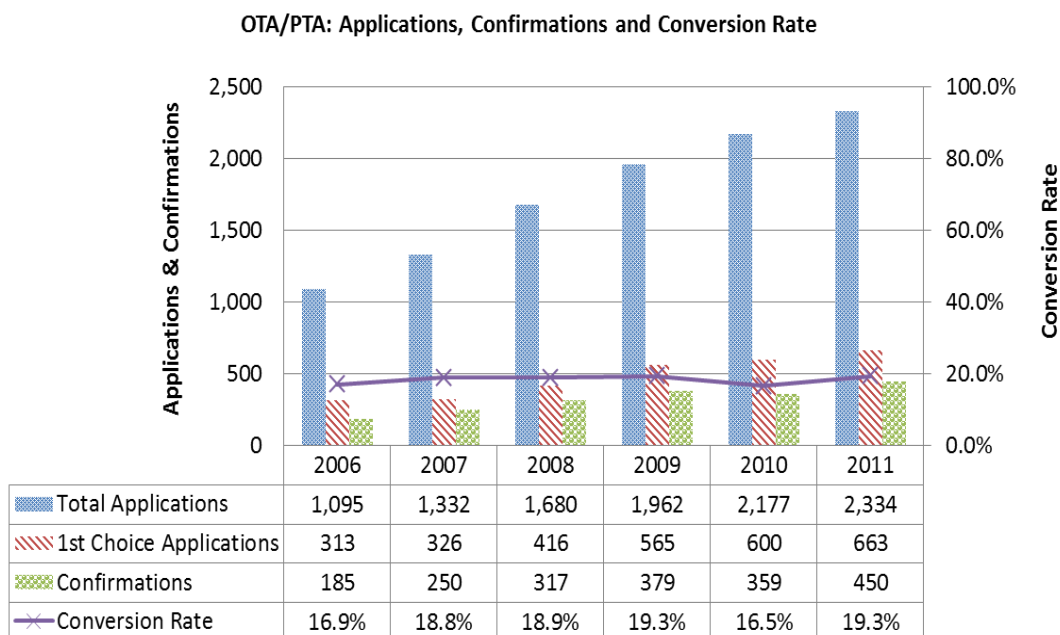
NAICS is the agreed upon common framework for the production of comparable statistics by the statistical agencies of the three countries, Canada, Mexico and the United States. Its hierarchical structure is composed of sectors (two-digit code), subsectors (three-digit code), industry groups (four-digit code), and industries (five-digit code). These three NAICS codes were selected after scanning employment profile reports for recent graduates in OTA/PTA programs.

Appendix B – Occupational Therapist Assistant / Physiotherapist Assistant OCAS Report

As of December 1, 2010, the following Ontario colleges are approved to offer OTA/PTA (51502):

College	Approval Date
Collège Boréal	2005-09-01
Centennial	2006-09-01
Conestoga	2003-09-01
Humber	2005-09-01
La Cité Collégiale	2005-09-01
Mohawk	2004-09-01
Niagara	2009-09-01
Sault	2003-09-01
Sir Sandford Fleming	2003-09-01

The following graph summarizes total system applications, confirmations and conversion rates for the OTA/PTA program (51502).



2010 data as of November 26th, 2010

The following chart summarizes cumulative and average year over year growth rates for total applications, first choice applications and confirmations between 2005 and 2010 for OTA/PTA (51502).

Total Applications		First Choice Applications		Confirmations	
Cumulative Growth (2006 to 2011)	Average Year over Year Growth (2006 to 2011)	Cumulative Growth (2006 to 2011)	Average Year over Year Growth (2006 to 2011)	Cumulative Growth (2006 to 2011)	Average Year over Year Growth (2006 to 2011)
+113%	+19%	+112%	+19%	+143%	+24%

The following chart presents the number of students who left the Durham College catchment area for other OTA/PTA programs (51502) between 2006 and 2011 (based on confirmed acceptances).

From Durham College Catchment	2006	2007	2008	2009	2010	2011
Centennial	0	7	4	6	7	5
Collège Boréal	0	1	0	0	0	0
Conestoga	0	1	0	0	0	1
Fleming	9	2	11	7	5	4
Humber	4	0	3	2	3	3
Total	13	11	18	15	15	13

Appendix C – Occupational Therapist Assistant / Physiotherapist Assistant Five-Year Budget Projection

DURHAM COLLEGE	MTCU Code: 51502	weight	1.3	F.U.	2.2	# Yrs
Projected Budget	Program: OTA/PTA	Per Year	1,430	Grant / WFU	\$4,160	2
BUDGET YRS 2013-18						
		2013-14 Projection	2014-15 Projection	2015-16 Projection	2016-17 Projection	2017-18 Projection
	Student Enrolment - Nov. 1					
	Year 1	30	30	30	60	60
	Year 2	0	23	23	23	47
	Total	29	53	53	82	105
REVENUE						
	Tuition Fees - per academic year	\$2,620	\$2,720	\$2,820	\$2,920	\$3,020
	Set-Aside Fee Removed	\$275	\$286	\$296	\$307	\$317
	Tuition Fee realized by college	\$2,345	\$2,434	\$2,524	\$2,613	\$2,703
	Total Tuition Fees	68,002	129,023	133,767	214,299	283,805
	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)	1.43	1.43	1.43	1.43	1.43
	Grant - MTCU Operating (assume \$4160/wfu)	\$0	\$86,258	\$243,901	\$315,286	\$401,544
TOTAL REVENUE		\$68,002	\$215,281	\$377,668	\$529,585	\$685,349
EXPENDITURES						
	Salaries - Faculty (FT)	75,000	152,250	156,818	161,522	166,368
	Salaries - Co-ordinator Allowance	3,300	3,399	3,501	3,606	3,714
	Salaries - PT Teaching	0	0	0	0	0
	Salaries - PL Teaching	0	0	0	0	0
	Salaries - Sessional Teaching	0	0	0	0	0
	Contract Teaching	20,000	52,000	53,560	55,167	56,822
	Total Teaching Salaries	98,300	207,649	213,878	220,295	226,904
	Salaries - Admin (\$100/st)	0	0	0	0	0
	Support Staff	0	0	0	0	0
	Total Academic Support Costs	0	0	0	0	0
	Benefits - Faculty - FT 20%	15,660	31,130	32,064	33,026	34,016
	Benefits - Faculty - PT 10.0%	2,000	5,200	5,356	5,517	5,682
	Benefits - Admin 21%	0	0	0	0	0
	Benefits - SS (FT) 26%	0	0	0	0	0
	Total Employee Benefits	17,660	36,330	37,420	38,542	39,699
	Total Labour	115,960	243,979	251,298	258,837	266,602
	Instructional Supplies	2,000	4,000	4,000	4,000	4,000
	Instructional Other Costs	0	0	0	0	0
	Field Work	0	0	0	0	0
	Membership & Dues	1,000	2,000	2,000	2,000	2,000
	Professional Development	1,000	2,000	2,000	2,000	2,000
	Travel/accommodation/meals	1,000	2,000	2,000	2,000	2,000
	Promotion/Public relations	0	0	0	0	0
	Maintenance- Equipment	0	0	0	0	0
	Telecommunications	0	0	0	0	0
	Software Costs	0	0	0	0	0
	Office supplies/Other Expenses	500	500	500	500	500
	Rental	0	0	0	0	0
	Total Other Expenditure	5,500	10,500	10,500	10,500	10,500
TOTAL DIRECT PROGRAM EXPENSES		121,460	254,479	261,798	269,337	277,102
TOTAL REVENUE FOR PROGRAM		68,002	215,281	377,668	529,585	685,349
Net Contribution \$		-53,458	-39,198	115,869	260,248	408,246
Net Accumulated Contribution / (Deficit)		-53,458	-92,656	23,213	283,462	691,708
Net Contribution - % of Gross Revenue		-78.6%	-18.2%	30.7%	49.1%	59.6%
TARGET Net Contribution		n/a	Breakeven	40.0%	40.0%	40.0%
Capital Requirement		225,000	0	0	0	0

BOARD REPORT/EXECUTIVE SUMMARY

Public: ☒
In-Committee: ☐

Action Required:
Discussion ☐
Decision ☒

DATE: January 11 , 2012

FROM: Don Lovisa, President

**SUBJECT: Recommendation to suspend the Energy Audit
Techniques program**

A. Purpose

To obtain approval from the Board of Governors to suspend the following post secondary program beginning with the September 2012 intake:

Energy Audit Techniques (ENAT)

- Credential: Ontario College Certificate
- Duration: 2 semesters
- School: Skilled Trades, Apprenticeship & Renewable Technology

B. Background

In fall 2009, Durham College implemented the Energy Audit Techniques, Ontario College Certificate program as one of the inaugural programs within its Renewable Energy program cluster.

The Energy Audit Techniques program was designed to provide graduates with the skills to perform residential energy audits to meet the anticipated demand created by the provincial and federal government initiatives for home renovations tied to energy savings. The Energy Audit Techniques program was also designed to appeal to individuals who had been displaced from their jobs and were accessing the Second Career program to refocus their careers and enter the job market quickly.

Effective March 2010, the federal government announced they would be withdrawing the federal Energy Audit rebates which had been designed to offer residential home owners with savings through the improvement of the energy efficiency of the building envelope (e.g. increasing the R-value of their home through replacement of windows, caulking, addition of insulation in the attic, identification of other air infiltration locations, updating the furnace, hot water tank or air conditioner, etc). Once the federal government

withdrew funding for this program homeowners could only access the provincial component of the rebates and demand by homeowners for energy audits declined. The decline in demand for energy audits since March, 2010 has been confirmed by two of the Program Advisory Committee representatives (who are energy advisors). This reduction in market demand has had a direct, negative impact on applicant demand for the program and on our graduates finding employment as energy auditors.

Paid enrolment in the Energy Audit Techniques program has declined from 16 students (2009) to 3 students (2011). In addition, the 2011 Provincial Key Performance Indicator (KPI) data related to Graduate Employment indicates a rate of 50 per cent employment six months after graduation; a rate that is significantly below Durham College's overall Graduate Employment rate of 83.2 per cent.

C. Discussion/Options

In November, 2011, a review of applicant interest and labour market demand by the Program Advisory Committee (PAC) resulted in a motion recommending the suspension of the Energy Audit Techniques program.

The PAC recommendation for suspension of the program is brought forward to the Board of Governors for consideration as per the Minister's Binding Policy Directive 3.0 Programs, Framework for Programs of Instruction which provides the Board of Governors with the responsibility for approving and suspending programs of instruction offered by the college.

D. Financial/Human Resource Implications

The teaching load for full time faculty will be distributed to the two year Renewable Energy Technician, Ontario College Diploma program. The curriculum of the Renewable Energy Technician, Ontario College Diploma program will be adjusted to ensure areas of common curriculum with the Energy Audit Techniques program are realigned and support the program outcomes for diploma graduates entering the labour market.

E. Implications for UOIT (if applicable)

None anticipated.

F. Recommendation(s)

That the Board suspend the Energy Audit Techniques, Ontario College Certificate program due to low applicant demand and due to the decline in labour market demand.

BOARD REPORT/EXECUTIVE SUMMARY

Action Required:

Public: ☒
In-Committee: ☐

Discussion ☒
Decision ☐

DATE: January 11, 2012

FROM: Margaret Greenley, VP Student Affairs

SUBJECT: **Student Affairs Report – January 2012**

Our Students:**It's all about our students!**

- Over the Labour Day weekend, Durham College welcomed hundreds of students into residence and, for the first time, provided various ancillary and students services including, food services, the Campus Book Store, ITS and services in the Student Services building.
- The Student Life team and student DC Crew members welcomed thousands of students who participated in Orientation week events, such as campus extravaganza and the third annual Campus Cup, where Durham Lords defeated the UOIT Ridgebacks in an exciting soccer game attended by over 700 spectators.
- Hundreds of students attended the annual Career and Education Fair held on October 6 at the Oshawa campus. Representatives from over 50 companies, professional associations and educational institutions partnered with Durham College and the University of Ontario Institute of Technology for the event.
- Student Academic Learning Services (SALS) launched its Early Intervention plan at both the Oshawa and Whitby campuses. This initiative helps identify students who are considered at-risk and provides them with academic supports and tools to be successful in their studies. SALS also created and launched various online materials developed to support students enrolled in high attrition rate courses.
- SALS, the Centre for Students with Disabilities (CSD) and Career Services are now offered at the Whitby campus. The Student Success Centre opened its doors in September providing information and resources customized for students attending the Whitby campus.
- The Student Affairs team developed an International Student Services Plan, which identified key services to support the growing number of international students enrolled at the college. Student Affairs representatives presented at the International Student Orientation sessions and have also provided various workshops and information sessions on important topics such as, finances and budgeting, academic integrity, health, and wellness.
- The Diversity Office launched the RESPECT campaign benefitting our students and employees. Durham College's respect campaign raises awareness about courtesy and respect among members of the campus community and responds to the need for our community to recognize and

celebrate the behaviors and attitudes that mirror respectful ways to learn and work together.

- In 2011, the Financial Aid and Awards department recorded an 8% increase in OSAP applications; over \$28K in OSAP funding was issued to students (14% increase from 2010-11) and 621 student bursaries were provided totalling over \$914K (10% increase from 2010-11).
- Our student athletes and varsity programming continue to excel and this fall was no exception with two national championships, two national bronze medals, three Ontario championships, and a host of individual provincial and national achievements and records that all kept the spotlight on Durham College.

Our People:

Our people make the difference in student success.

- On August 23, 90 student services professionals participated in one of two half-day training sessions focusing on student development theories and examining how student services departments are key influencers on students' college experience and success. The sessions were presented by Dr. Peter Dietsche, Professor and prominent researcher on student development policy and practice.
- Margaret Greenley, vice president, Student Affairs delivered a training session on best practices in student services in the college system to the students in OISE's PhD program.

Our Business:

- Completed the First Generation (Phase II) and HEQCO research projects and submitted both to the ministry.
- The CRWC improved its fitness class programs resulting in a 50% increase in attendance.
- Various Student Affairs departments have implemented new technologies to increase student access, business efficiencies and productivity. With the creation of micro sites and online resources, we are able to offer our students 24/7 support services.

Our Community:

- The Campus Health Centre has enhanced their services by expanding its interdisciplinary model which now includes seven doctors, two chiropractors and five massage therapists. Also, in the fall, the Health Centre partnered with One Match and Canadian Blood Services to host bone marrow and blood donor clinics.

- Developed new relationships and enhanced our reputation for hosting quality varsity and community events as our Campus Recreation and Wellness Centre draws our community and other partners to our campus.
 - Hosted major secondary and elementary school events such as Lake Ontario Secondary School Athletics (LOSSA) Girls and Boys Basketball Championships and Durham Elementary Athletic Association's (DEAA) overall Elementary School Soccer Championships (Junior and Senior) at Vaso's Field.

Representing Durham College:

- Our Diversity Officer is well entrenched within our community and represents the college and university on various community and regional committees such as, Aids Committee of Durham, Canadian Jamaican Club of Oshawa, Black History Month Planning Committee, and the Multicultural Council of Oshawa-Durham.
- Student Affairs directors represent Durham College on the following association and ministry boards:
 - Margaret Greenley, vice president, Student Affairs, has joined the executive of the Coordinating Committee of Vice Presidents' Students (CCVPS) board representing the eastern colleges for Ontario.
 - Chris Rocha, director, Financial Aid and Awards is Co-chair of the Ontario Association of Student Financial Aid Administrators
 - Kathy Lazenby, director, Campus Health Centre is vice president of the Ontario College Health Association (OCHA) and a Member of the Ontario Medical Group Management Association.
 - Tara Blackburn is a member of the Head of Student Affairs committee (HOSA).
 - Ken Babcock, director, Athletics is an active leader within the community, participating in provincial and national boards including Chair, Provincial Eligibility and Appeals committee for the Ontario Colleges Athletic Association (OCAA). He is also a member board of the Canadian Collegiate Athletic Association (CCAA) and is a member of its Eligibility and Appeals committee.
- Michelle Cole, executive assistant, VP Student Affairs has been asked to participate on the selection committee for the 2012 CMU-OCASA Outstanding Research Award. Michelle also published an article in OCASA's Fall 2011 edition of College Administrator magazine.

BOARD REPORT/EXECUTIVE SUMMARY

Public: ☒
In-Committee: ☐

Action Required:

Discussion ☐
Decision ☒

DATE: January 11, 2012

FROM: Nevzat Gurmen, VP Finance and CFO

SUBJECT: External Audit Services RFP

A. Purpose

A report to outline the process for the Request for Proposal “RFP” for external audit services for Durham College.

B. Background

Each college is required to provide the Ministry of Training, Colleges and Universities with audited financial statements after the end of every fiscal year. An external audit is required to assess the records and financial statements of the College to the degree necessary to express an opinion on the financial statements. External audit opinions are also required for the Durham College Foundation, enrolment audit and other special purpose audits. The contract to engage the College’s current external auditors, KPMG, ends after the completion of the fiscal year 2011-12 audit.

C. Discussion/Options

Given the complexities, the new contract is proposed to be for a period of three years effective fiscal year 2012-13, with a renewal option for an additional two years.

In line with the College’s purchasing procedure a public RFP will be opened to procure audit services. A team consisting of the following members will review the proposals: CFO/VP Finance, Director of Financial Operations, Procurement Manager, a representative from the Registrar’s office, and an Academic Dean.

The evaluation team will screen each proposal to ensure the proponent's compliance with the requirements of the RFP. The proposals will be evaluated against the following criteria (not listed in order of importance):

- a) Proposed fees
- b) Completeness of the proposal
- c) References and experience with similar clients
- d) Staff resources, availability and continuity
- e) Audit approach, including expectations of the college staff
- f) Ability to offer additional and value added services
- g) Other criteria deemed appropriate by the College

Proponent responses will be evaluated using the following criteria:

- Audit approach and work plan – 25%
- Experience (minimum of 3 references with relevant experience) – 10%
- Financial proposal – 40%
- Oral presentation and interview – 25%

The evaluation team will short-list the proposals to the three with the highest overall score taking into account the audit approach and work plan, experience and financial fees. The remaining 25% for the overall presentation and interview will be determined following the presentations to the Audit and Finance Committee. The proponent with the highest cumulative score will be awarded the contract.

The proposed timetable is as follows:

Release of RFP	February 3, 2012
Closing date for submissions	February 17, 2012
Proposal review	March 2012
Presentations to Audit and Finance Committee of top three proponents	April 2012
Audit and Finance Committee approval	Early May 2012
Board of Governors approval	Mid May 2012
Award of services	Mid June 2012

The Audit and Finance Committee reviewed this outline for external audit services request for proposal at their meeting on December 6, 2011 and recommend formal approval of the plan to the Board of Governors.

D. Financial/Human Resource Implications

N/A

E. Implications for UOIT (if applicable)

N/A

F. Recommendation(s)

That the Durham College Board of Governors approves the process for the Request for Proposal “RFP” for external audit services for Durham College.

Ratification of the amendments to the CAAT Supplementary Plan or RCA

What is the RCA?

The CAAT Supplementary Plan (also known as a Retirement Compensation Arrangement or RCA) was established by the Ontario Council of Regents in 1994 to provide pensions to CAAT Pension Plan members on that portion of earned annual income above the maximum allowed under the *Income Tax Act*, currently \$149,869. The benefits are identical to all other CAAT Pension Plan members. The RCA is the funding vehicle to pay promised benefits and such arrangements are common among public sector and broader public sector pension plans.

Authority delegated to the RCA Sponsors' Committee

Under the terms of a subsequent agreement, the Council of Regents delegated responsibility for governance and the administration of the CAAT Supplementary Plan (RCA) to the RCA Sponsors' Committee. The delegation agreement was approved July 1, 1998.

The boards for each of Ontario's colleges, passed resolutions that:

- accepted the role as sponsor of the RCA, including funding obligations
- ratified the governance structure giving the RCA Sponsors' Committee responsibility for its governance and administration
- authorized the RCA Sponsors' Committee to act on behalf of the colleges on all funding, governance and administration issues concerning the RCA.

As part of the delegation agreement, the RCA Sponsors' Committee adopted the, *Terms of Reference* which sets out the composition and the powers, duties and obligations of the committee. The RCA Sponsors' Committee is made up of the four employer representatives on the CAAT Sponsors' Committee and an OPSEU representative sitting on either the CAAT Board of Trustees or the CAAT Sponsors' Committee.

The need to amend the CAAT Supplementary Plan (RCA)

Since the approval of the delegation agreement 13 years ago, an amendment to the CAAT Supplementary Plan (RCA) text requiring employer consent has not been needed. The RCA Sponsors' Committee has exercised its responsibilities and obligations for the administration and operation of the RCA in accordance with the *Terms of Reference*.

The RCA Sponsors' Committee reviewed the CAAT Supplementary Plan (RCA) text with an eye to refining the governance standards and to reflect recent amendments to the CAAT Pension Plan. The CAAT Supplementary Plan (RCA) text was amended to clearly define the roles and responsibilities of the RCA Sponsors' Committee; recognize the current provisions of the CAAT Pension Plan and the RCA; and to provide explicit documentation for the operation of the RCA and the determination of benefits.

Recommended change #1: Supermajority to approve basic changes

Rule	Amendment
Unanimous Approval	Supermajority
Changes beyond those delegated to the RCA Sponsors' Committee require written agreement of all the colleges.	Changes beyond those delegated to the RCA Sponsors' Committee require written agreement of a two-thirds majority, or 16 of 24 colleges.

Changes include creating benefits that are different than the CAAT registered pension plan; a change to the member contribution rate that makes it different from the CAAT registered pension plan; and employer contributions in excess of full funding of the CAAT Supplementary Plan (RCA).

Why the change? Current veto power creates unacceptable risk to the CAAT RCA.

- Any change could be vetoed by a single college
- The amendment ensures changes to the plan must still have strong support of the colleges.

Recommended change #2: Explicit limits for non-college employers

Rule	Amendment
Implicit limited rights of non-college employers	Explicit limited rights of non-college employers
The intent of the participation agreements is that non-college employers have limited rights	Explicitly states that only college employers can amend the CAAT RCA

Why the change? It ensures clarity of who has rights under the RCA.

Recommended change #3: Extraordinary changes to *Terms of Reference*

Rule	Amendment
Every change	Extraordinary changes
<u>Any</u> change to the <i>Terms of Reference</i> requires prior written approval from a majority of colleges	Only changes to the <i>Terms of Reference</i> inconsistent with the rights and powers delegated to the RCA Sponsors' Committee would require prior written approval from a majority of colleges
Indemnification of RCA Sponsors' Committee is unclear	Indemnification of RCA Sponsors' Committee clarified

Why the change? The current rule is inconsistent with the authority delegated to the RCA Sponsors' Committee by the Council of Regents in 1998. The amended *Terms of Reference* will also include an explicit indemnification clause.

Questions?

If you have any questions or would like to request the key RCA documents (*CAAT Supplementary Plan (RCA)* text, *Terms of Reference* and the *CAAT Funding Policy*), please contact Derek Dobson, CEO & Plan Manager, CAAT Pension Plan, 416-673-9001, or ddobson@caatpension.on.ca.



Motion to amend the CAAT Supplementary Pension Plan

“Be it resolved that the Board of Governors approve the three CAAT Supplementary Pension Plan amendments, as recommended by the RCA Sponsors’ Committee: (i) Move to supermajority for approvals, (ii) Explicit limited rights of non-college employers and (iii) Adding clarity to the approval of changes to the Terms of Reference.”

College

Chair – Board of Governors

Approval Date