

# **DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

## **BOARD OF GOVERNORS REGULAR MEETING**

### **PUBLIC SESSION AGENDA**

Date Wednesday, June 12, 2013  
Time 6:00 pm  
Location: Community Room  
Gordon Willey Building, A144

Dinner will be provided.

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Pages

1. **CALL TO ORDER**
2. **INTRODUCTION OF GUESTS**
3. **ADDITIONS/DELETIONS TO THE AGENDA**
4. **CONFLICT OF INTEREST DECLARATIONS**
5. **PRESENTATIONS**
  - 5.1. Strategic Plan 2013-2016 - D. McFarlane 3 - 4
  - 5.2. Policing Symposium - S. Ball 5 - 18
  - 5.3. College-University Pathways in the Field of Games - J. Bridge and G. Murphy 19 - 32
  - 5.4. Information Technology at Durham College - J. Tolmie 33 - 44
  - 5.5. Advanced Good Governance Certificate Presentations - F. Wu
6. **CONSENT AGENDA**

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

Item numbers: 7, 11, 12, 13.1, 14.4 14.5
7. **APPROVAL OF PREVIOUS MINUTES** 45 - 51
8. **ACTIONS ARISING FROM PREVIOUS MINUTES**
9. **CHAIR`S REPORT**
10. **CO-POPULOUS GOVERNORS' REPORT**

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12.1. Audit and Finance Committee Report No. 9 of May 30, 2013 - M. Simpson	56 - 56
12.2. Governance Review Committee Report No. 3 of May 14, 2013 - G. Cubbit	57 - 68
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<b>14. NEW BUSINESS</b>	
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<b>15. OTHER BUSINESS</b>	
15.1. Highlights of Association of Canadian Community Colleges Conference - F. Wu	
<b>16. INQUIRIES AND COMMUNICATIONS</b>	
<b>17. BOARD CORRESPONDENCE</b>	
<b>18. UPCOMING EVENTS</b>	
Hail and Farewell Celebration - June 19	
Convocation - June 20 & 21	
<b>19. MOVE TO IN-CAMERA SESSION</b>	
<b>20. ADJOURNMENT</b>	

# Strategic Plan

## 2013-2016

*Success Matters*

### Community- building through great students, people, partnerships and actions

As any great college in Ontario must, Durham College has truly taken on the identity of its home community: Durham Region. Durham College is Ontario's fastest growing college, while Durham Region is amongst the fastest growing communities in Canada. Durham College has introduced dozens of new programs and an applied research enterprise over the past few years, all designed to respond to Durham Region's evolution from primarily an automotive manufacturing economy, to one that is now genuinely broad-based. Durham College students, faculty and staff contribute knowledge and expertise in all the communities in which they live and work, both locally and globally, while Durham Region is all the richer socially and economically for the contributions of more than 31,000 alumni.

The development of the Durham College 2013-2016 Strategic Plan could only have been possible through the lens of how the college will continue to grow its reputation as a post-secondary home for students who graduate with the outstanding skills and expertise needed to find success in the world and help build strong thriving communities. It incorporates feedback from more than 300 people and is designed to be far-reaching, further advance student-focused teaching and learning, touch on new ways to responsibly grow the college and develop new dynamic partnerships.

Capitalizing on the significant momentum of the past few years, this Strategic Plan builds upon Durham College's roots as a community-builder – by leveraging the collaborative strength of its students, people, partnerships and actions.

#### MISSION

The student experience comes first at Durham College.



#### VISION

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



Attending Durham College has been an incredible experience for me. My drive to excel in my program coupled with the professionalism and compassion of the faculty certainly prepared me for my future success.

**NIGEL CHARLTON**

2013 OPERATIONS MANAGEMENT – BUSINESS ADMINISTRATION GRADUATE

#### VALUES

Our values drive our organizational culture and behaviour in delivering our vision and mission.

##### WE VALUE:

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

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

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

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

## OUR GOALS

### Our Students

To provide students with the best possible learning experiences by offering new opportunities for experiential learning, fostering greater mobility within the post-secondary system and ensuring all necessary supports are in place.

#### WE WILL:

- Further meet the unique needs of all students by building upon the current high quality of programs through expansion of experiential approaches to teaching and learning and ensuring greater use of technology and universal design.
- Foster student mobility and greater credit transfer through partnerships with post-secondary education institutions here in Ontario, across Canada and around the globe.
- Increase opportunities for students to gain real-world professional experiences through co-ops, applied research projects and other access to employers.
- Introduce new services and supports that will further retention and ultimately the success of students.
- Find new ways to connect students with learning opportunities from around the globe.
- Ensure the college is competitive within the post-secondary education system by launching four-year degree programs in strategic areas of the economy, and championing with other Ontario colleges the conversion of targeted three-year advanced diplomas to three-year degrees.
- Establish a first-in-Ontario college-university laddering partnership with the University of Ontario Institute of Technology (UOIT) that will provide students with the ability to move seamlessly from apprenticeship to PhD.
- Establish new ways to regularly communicate with students that are effective and reflective of their preferences for receiving information through many different mediums.

I am very thankful that I attended Durham College. The school offered so many opportunities to better myself in a very accepting and relaxed atmosphere. I met many wonderful and talented people during my time at Durham, both students and faculty that I still interact with.

**EDDY RACINE**

2011 RENEWABLE ENERGY TECHNICIAN GRADUATE

### Our People

To capitalize on the vast experiences and expertise of our people and help them make the best possible contribution towards the student experience.

#### WE WILL:

- Create an empowering environment for all faculty and staff that fosters and rewards innovative thinking and ideas.
- Invest in professional development and training that will allow all faculty and staff to reach their greatest potential.
- Find new ways to celebrate and promote the college's unique family culture and further employee engagement.
- Foster greater avenues for communication across all levels of the college.
- Ensure strong succession planning is in place to develop the college's next generation of educators and leaders.
- Find new ways to engage alumni, a vast group of successful men and women who have built and are building strong communities in Durham Region, Ontario and globally.
- Commit time and expertise so college leaders can serve on boards, associations and for significant events that will strengthen these groups and ultimately the well-being of the community.

### Our Business

To be prudent stewards of all resources so that we are financially responsible, demonstrate good governance and are system leaders in making decisions that support outstanding teaching and learning.

#### WE WILL:

- Establish well-planned and responsible growth targets for overall enrolment.
- Renew existing campus space in ways that better meet the learning, study and service needs of students, both inside and outside of the classroom.
- Realize greater efficiencies throughout college operations, including with greater use of technology, scheduling of classes, utilization of space, and financial decisions.
- Plan for new buildings and facilities that will allow the college to demonstrate leadership in specific areas of study that are critical to local community well-being, such as health services. This planning will be in collaboration with UOIT, wherever possible, and with other appropriate partners, such as Trent University.
- Commit to being environmental stewards and leading through specific actions that reduce the college's carbon footprint.
- Create a culture of superior customer service that sees faculty and staff exceed the expectations of students and guests to campus.
- Begin planning for the college's 50th anniversary to celebrate the immeasurable impact it has had on students and the community through its students, people and business decisions.

### Our Community

To ensure the college, in all its actions and decisions, is contributing to the economic and social prosperity of our communities.

#### WE WILL:

- Establish new partnerships that will socially and economically support students, the college and the community.
- Foster a spirit of entrepreneurship in students and link them with partners to advance ideas and innovation in the community.
- Advance innovation and the economic well-being of the community through industry-led applied research targeted to small- and medium-sized enterprises.
- Take a leadership role with other Ontario colleges in helping to transform the provincial apprenticeship system so that it meets the needs of students and employers today and well into the future.
- Establish new formal partnerships within the Ontario college system to share curriculum, learning objects, and other resources that will realize greater efficiencies and savings.
- Take a leadership role in the development and realization of the Durham Learning and Business Innovation Park (dLAB), a large stretch of land connected to the college's Whitby campus that offers great social and economic development potential.
- Establish new agreements with UOIT that will foster greater movement of students between institutions, new opportunities for administrative cost savings, and further joint projects and collaborations.

# Justice & Emergency Services Partnerships & Projects

OJEN

Village  
Union Public  
School

Canadian  
Armed  
Forces



Pilot Policing  
Symposium  
February 27,  
2013



# JUSTICE EDUCATION PROGRAM FOR HIGH SCHOOL YOUTH IN DURHAM REGION

- Approx 100 Students
- Focus on youth, police relationships and careers in policing

# Cyber-Bullying and Sexting



# The Role of Youth in Crime Stoppers Program



# World of Forensics



# OTHER ROLES

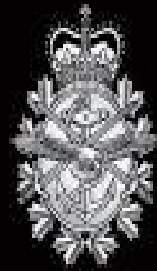


# STUDENT VOLUNTEERS



# Deputy Chief Paul Martin





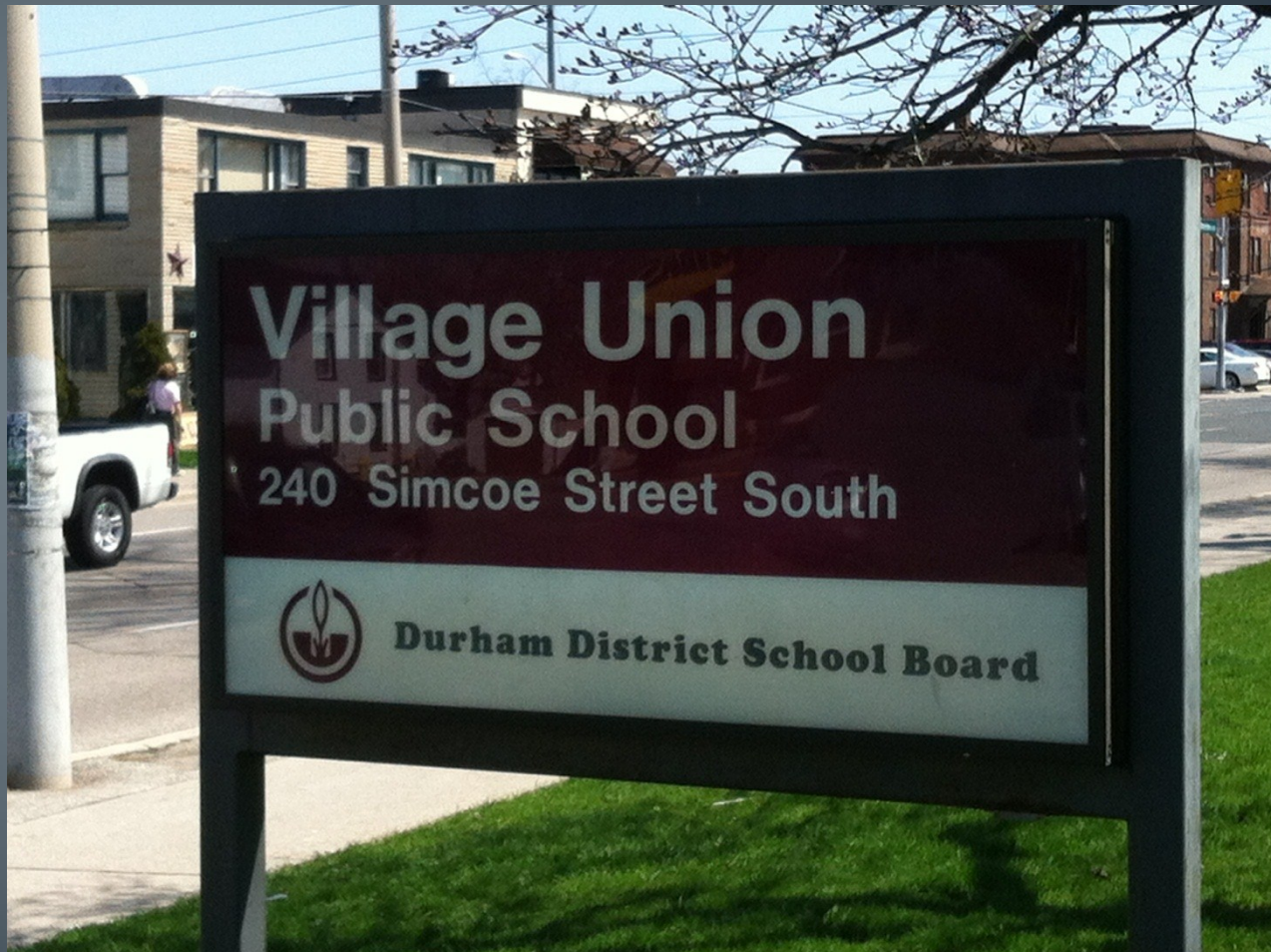
**FORCES.CA**  
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# Women's Influencer Event

March 2013



# VILLAGE UNION PROJECT





# School Report Cards *If it matters . . . measure it*

**FI Rating**



**1.8/10**

## School Information

Gr 6 enrollment 35

ESL (%) 5.7

Special needs (%) 37.1

Parents' average income (\$) 34,200

Actual rating vs. predicted based on parents' avg. inc. -3.4

Academic Performance	2008	2009	2010	2011	2012	Trend
Gr 3 avg. level: Reading	2.0	2.3	2.1	2.1	2.1	—
Gr 3 avg. level: Writing	2.4	2.6	2.4	2.3	2.5	—
Gr 3 avg. level: Math	2.2	2.1	2.2	2.1	2.4	—
Gr 6 avg. level: Reading	2.3	2.4	2.4	2.4	2.4	—
Gr 6 avg. level: Writing	2.5	2.3	2.5	2.4	2.6	—
Gr 6 avg. level: Math	2.0	1.7	2.2	1.7	1.7	—
Gender gap (level): Reading	F 0.3	F 0.3	n/a	M 0.5	n/a	n/a
Gender gap (level): Math	E	F 0.3	n/a	M 0.6	n/a	n/a
Tests below standard (%)	67.7	65.6	55.7	67.9	60.9	—
Tests not written (%)	2.2	6.9	3.0	4.9	13.8	—
Overall rating out of 10	2.3	1.8	2.2	0.8	1.8	—





# **AN INFORMATION PLATFORM TO PROMOTE IMPROVED COLLEGE UNIVERSITY PATHWAYS IN THE STUDY OF GAMES**

**JEAN BRIDGE, BROCK UNIVERSITY & GREG MURPHY, DURHAM COLLEGE**

**COLLEGE UNIVERSITY PATHWAYS FOR GAMES (CUPG) PROJECT**

Supported by ONCAT Credit Transfer Innovation Fund

28 February 2013

## COLLEGE UNIVERSITY PATHWAYS FOR GAMES (CUPG) PROJECT

This project proposes possible improvements to pathways in programs related to games at Ontario Colleges and Universities that:

- share affinities
- are multidisciplinary in nature
- do not have MTCU program standards

Our initial goal was to identify what students from College game programs needed to succeed when transferring to a University degree program

- What is natural exit point from College programs?
- What is the threshold of knowledge and skills required by Universities?
- Can a predictable block of credits be transferred?
- Are bridging courses required?

## A GUIDING SET OF ASSUMPTIONS

- University programs - game/interactive media in particular - thrive on diversity.
- Students entering year 3, whether having studied in the College or University environment, will inevitably be asymmetric in knowledge they possess. They will have studied different subjects and engaged in different practical and critical methodologies.
- All students must be ready, at the start of year 3, to deepen and extend their knowledge and abilities in the study and creation of games. Some students may struggle to catch-up in some areas of a program, while in other areas, they may be in a position of review.
- The natural variability in the discipline itself and the need for interdisciplinary collaboration makes this asymmetry in student preparation a positive rather than a negative.

## CUPG PROCESS

Began work in 2012 with small working group representing 4 colleges and 2 universities with game-related programs.

Project has expanded to include a wider group of 10 Colleges and 8 Universities which have contributed to process

Assessed the context surrounding game education

Identified systemic issues as well as discipline-specific issues that impact the development of pathways.

## Context

- 12 game-related College diploma/advanced diploma programs and 15 University game-related degree programs in Ontario

- Significant variation in program types

### College programs

Game Art and Design, Interactive Media Design, Game, Game Development, Game Programming, Software engineering

### University programs

Interactive Arts and Science, Interactive Multimedia and Design, Multimedia, Digital Futures, New Media, Media Theory & Production, Digital Media, Computer Science – specializations or minors in Computer Game Development, Software Engineering (Game Design), Electrical Engineering – Multimedia Systems, Game Development & Entrepreneurship

- University programs broad in scope and with limited affinities to College programs.
- Significant variance between the type of knowledge/skills that Universities bring to an advanced level as compared to those that Colleges bring to an advanced level.
- Sequence of learning at Colleges often not aligned to University programs.

## Systemic Issues

- New integrated, dual credential programs with concurrent study at partnering Colleges and Universities addresses issues of sequence and alignment.
  - Fanshawe College and the University of Western Ontario - Interactive Media Design & Production
  - Algonquin College and Carleton University – Interactive Multimedia Design
  - Niagara College and Brock University – Computer Games – Game Design and Game Programming (in approval stage)
- College programs have evolved in response to MTCU Program Goals:
  - 51900 Game Development Technician
  - 61900 Game Development
  - 61850 Game Programming
- Result is the evolution of varied and specialized College programs.

## Our Focus

- Identified five main types of study within the game space:
  - Game Art
  - Game Design
  - Game Production
  - Game Programming
  - Game Studies
- Identified an array of core topics in each of these categories
- Examined learning sequence followed in the curriculum of Colleges and Universities participating in the working group.
- Devised game education matrix template within which to develop a common framework for expressing and sharing
  - knowledge required by the field and levels of achievement
  - specific nature of each College and University programs
- Challenged ourselves to test the value of this matrix by applying it to our own programs

# Game Education Matrix representing Brock University and Durham College

## GAME EDUCATION MATRIX - BROCK

	INTRODUCTORY LEVEL <small>explore, define, identify, explain, manipulate, distinguish, use, make, demonstrate</small>		INTERMEDIATE LEVEL <small>explore, locate, generate, compare, examine, collect, relate, differentiate, classify, associate, create, systematize, apply</small>		INTERMEDIATE/ADVANCED LEVEL <small>discover, extend, evaluate/assess, organize, implement, propose, design, reflect</small>		ADVANCED LEVEL <small>synthesize, integrate, analyze, critique, develop, interpret, argue, justify, solve, praise</small>	
GAME DESIGN								
Game Design			Procedural design	Puzzles	Game Patterns	Game Flow	Game Balance	
Character Design			3D model		Conceptualization	Paper iteration	Integration	
Environment/Level Design	3D Game engine tools		Proportion	Layout	Scale			
Human Factors User-Centered Design	Interaction concepts	Player analysis						
Narrative			Hermitology		Story structure	Visual storytelling	Voice	Dialogue
Game Play			Playability	Patterns	Gameplay types		Mechanics	
Mechanics			Implementation		Balance		Goal	Rules
User Interface			Components	Menu Systems	Diagrams	Non-dialogic	Design	Implement UI/UX
Tools	3D game engine		Define tools	2D game engine	3D game engine			
Critique			Functional critique of existing games		Concept critique		Integrative critique	
GAME PRODUCTION								
Creative Process	Iteration techniques	Divergent process	Evaluation		Selection		Group process: Interdisciplinary collaboration	
Documentation					Treatment		Device design and Technical Documents	
Production			Treatments		Asset lists	Workflow concepts	Milestone planning	
Prototyping			Paper Prototyping		3D proof of concept	White box build	Overnight prototype 3D game	
QA			Testing methods		Bug testing	Play testing	Device and follow QA strategy	
GAME ART								
Art General	Aesthetic concepts	Modernism	Conceptualism	Visual culture	Experimentation	Interdisciplinary criticism		
2D Design	Design vocabulary	Composition						
Imaging (Texturing)	Vector Art	Pixel Art	Image editing	Texture				
3D Modeling	3D modeling concepts		Shin	Lighting	3D scanning	Rendering	Model objects	
Animation	3D animation concepts		Simple rigs	Engine animation		2D timeline concepts & experimental animation		
Multimedia	Web development		Flash	Autodesk		Asset optimization		Interface design
Video/Cinematics	Visual Effects		Compositing		Video capture	Audio capture & editing	Experimental video	
Storyboards	Concepts		Visual storytelling					
Critique					Formal critique	Concept critique		Integrative critique
GAME PROGRAMMING								
Math/Physics								
Programming	Programming principles		Program language basics		Scripting	Debug scripts		
Data structures	Concepts in organizing & relating data							
Database								
Graphics								
Architecture/Software Engineering								
Artificial Intelligence								
Human Computer Interaction								
Network								
Operating Systems								
GAME STUDIES								
History			Transmedia narrative		Game & Videogame precedents		Platforms	Aesthetics
Communications/Media Studies	Mediaecapes	Marketing	Semiotics		Audience	Reception	Media & culture	Social Media
Components			Rhetoric & Procedure		Roleplaying	Affordances	Agency	History of Technology
Discourses			Instrumentality		Social discourse	Persuasion	Collaboration	Play Strategies
Theory (play/narrative/immersion/interaction)			Social learning		Motivation	Formalisms	Phases	Characters
Criticism			Discourse analysis		Meta-analysis of games	Humanities based critical models		Narrative
Industry/Business	Finance & Marketing		Distribution		Professional practice		Production Cycle	Levels
GENERAL STUDIES								
Literature & other context	Literary precedents		Popular culture precedents		Evaluate sources/claims	Comparison	Qualitative methods	Visuality
Research			Quantitative methods		Analyze information	Visualized information	Immergence	
Ethics			Argumentation		Synthesize information	Professional practice in compliance with standards of ethics		Interaction
Writing	Creative writing		Argumentation		Synthesize information	Integrate experience and critical ideas		Narrative
GAME USER RESEARCH								

## GAME EDUCATION MATRIX - DURHAM

	INTRODUCTORY LEVEL <small>inspire, define, identify, explain, manipulate, distinguish, use, make, demonstrate</small>				INTERMEDIATE LEVEL <small>explore, locate, generate, compare, assume, collect, relate, differentiate, classify, associate, create, systematize, apply</small>				INTERMEDIATE/ADVANCED LEVEL <small>discover, extend, evaluate/assess, organize, implement, propose, design, reflect</small>				ADVANCED LEVEL <small>synthesize, integrate, analyze, critique, develop, interpret, argue, justify, solve, praise</small>			
GAME DESIGN																
Game Design																
Character Design																
Environment/Level Design					Architecture, Cultural styles, 3D interaction, Environments, Layout level				Level optimization				Physics models, Special effects, Real time, Advanced techniques			
Human Factors User-Centered Design																
Narrative	Non-linear story															
Game Play																
Mechanics	Principles of interactivity				Puzzle time											
User Interface																
Tools	3D game engine															
Critique																
GAME PRODUCTION																
Creative Process													Problem solving, Visual speed			
Documentation													Basic Research, Current techniques, Communication, Design Documents			
Production									Workflow, Management				Production			
Prototyping									2D game construction				Capture production			
QA																
GAME ART																
Art General	Character, Digital painting, Lighting, Colour, Textiles, Concept Art, Perspective, Landscapes, Props, Level Layouts, Preproduction process				Environments, Perspective, Observational drawing, Figure drawing				Observation drawing, Figure drawing, Still life drawing				Observation, Figure drawing, Background			
2D Design					Design elements, Composition, Colour								Design elements			
Imaging (Texturing)	Software, Visual principles, Image editing, Dimension, Texture, Shaders, Materials				Image assets											
3D Modeling	Principles, Polygons, Nurbs, Modeling, Rigging, Control structures, Visual effects, 3D Cameras, Lighting, Complex rendering				Applied design, Digital sculpture, Complex rendering				Rigging, Dynamics, Shaders, Textures				Advanced techniques, Custom materials, Lighting, Props, Scenery, Modular techniques, Textures			
Animation	Principles, Art process, Pose/key frame, Emotional focus, Movement, Expression, Character, Animals, 2D objects				Intermediate design, Performance, Events, Storytelling, Character performance				Character performance, Rhythm, Lip sync, Advanced material				Textures, Props, Scenery, Dark day, Cut scenes			
Multimedia																
Video/Cinematics	Cinemas, Composition, Layout, Pace, Movement				Level fly through, Research, Camera movement, Editing, Cut scenes											
Storyboards	Principles															
Critique									Assess effectiveness				Critical eye			
GAME PROGRAMMING																
Math/Physics																
Programming									Modes of Play, Game construction, Online, Multiplayer, 2D Game engine				Advanced programming, Coding, Scripting, Implementation			
Data structures																
Database																
Graphics																
Architecture/Software Engineering																
Artificial Intelligence																
Human Computer Interaction																
Network																
Operating Systems																
GAME STUDIES																
History	Origins, Evolution, Influences, Impact, Key figures															
Communications/Media Studies	Communication principles, Presentation techniques				Communications design, Critical thinking, Problem solving, Planning											
Components									Storyboarding, Cinematography, Interaction							
Discourses					Cultural studies, Principle theories & debates											
Theory (play/narrative/immersion/interaction)					Cinema											
Criticism									Deconstructing games							
Industry/Business									Studies, Current demands, Portfolio development				Portfolio specialization & refinement, Marketing, Interview skills			
GENERAL STUDIES																
Literature & other context																
Research					Design research											
Ethics									Research, Packaging							
Writing																
GAME USER RESEARCH																

GAME DESIGN	INTRODUCTORY LEVEL inquire, define, identify, explain, manipulate, distinguish, use, make, demonstrate	INTERMEDIATE LEVEL explore, locate, generalize, compare, examine, collect, relate, differentiate, classify, associate, create, systematize, apply	INTERMEDIATE/ADVANCED LEVEL discover, extend, evaluate/assess, organize, implement, propose, design, reflect	ADVANCED LEVEL optimize, integrate, analyze, critique, develop, interpret, argue, justify, solve, praxis
Game Design		Procedural design      Puzzles	Game Patterns      Game Flow	Game Balance
Character Design		3D model	Conceptualization      Paper Iteration	Integration
Environment/Level Design	3D Game engine tools	Proportion      Layout      Scale		
Human Factors User-Centered Design	Interaction concepts      Player analysis			
Narrative		Narratology	Story structure      Visual storytelling	Voice      Dialogue      Interactive story
Game Play		Playability      Patterns	Gameplay types	Motivation
Mechanics		Implementation	Balance	Goals      Rules      Decisions      Turns      Action points
User Interface		Components      Menu Systems	Diagetic      Non-diagetic      Design      Implement HUD	
Tools	3D game engine	Define toolsets      2D game engine		
Critique		Functional critique of existing games	Concept critique	Integrative critique

GAME DESIGN	INTRODUCTORY LEVEL inquire, define, identify, explain, manipulate, distinguish, use, make, demonstrate	INTERMEDIATE LEVEL explore, locate, generalize, compare, examine, collect, relate, differentiate, classify, associate, create, systematize, apply	INTERMEDIATE/ADVANCED LEVEL discover, extend, evaluate/assess, organize, implement, propose, design, reflect	ADVANCED LEVEL optimize, integrate, analyze, critique, develop, interpret, argue, justify, solve, praxis
Game Design				
Character Design				
Environment/Level Design		Architecture    Cultural styles    3D interaction    Environments    Layout level	Level optimization	Physics models    Special effects    Real time    Advanced techniques
Human Factors User-Centered Design				
Narrative	Non-linear story			
Game Play				
Mechanics	Principles of interactivity      Runtime			
User Interface				
Tools	3D game engine			
Critique				

## FEATURES OF THE GAME EDUCATION MATRIX TOOL

Is online and interactive

A graphic way to compare programs

Shows learning along a continuum that profiles the level to which students are educated in defined areas of game knowledge in all College and University programs

Distinguishes between levels of learning rather than year of study

Describes these levels within a common language for achievement

Allows for variation in description of learning topics

Seeks a balance between simplicity and granularity

Can be designed to display for interactive comparison and evaluation

Can be designed to facilitate search

Can be designed to reveal embedded detailed, nested information

## THE GAME EDUCATION MATRIX TOOL WILL HELP

- find convergence between programs and institutions known for divergence
- frame and define the whole of what game-related education is (can be)
- discover how programs relate within the larger context of game education
- map alignments between College and University programs
- define where natural transfer can occur
- identify gaps between existing programs and possible bridges
- in the design or revision of programs for future alignment
- promote programs and pathways to students
- students plan their futures
- develop Program Standards and define relation to UDLES

It can be applied to other multidisciplinary domains

It is a new way to think about pathways

- as an ongoing process

- as structured and shared information

**THE GAME EDUCATION MATRIX TOOL  
IS FUNDAMENTALLY A PROCESS  
FOR SOLVING THE PUZZLE OF PATHWAYS IN THE GAME SPACE**

It will require:

Further development refinement and construction in  
consultation with Colleges and Universities

The Commitment of Colleges and Universities to providing  
accurate, consistent, up-to-date information

## NEXT STEPS

- We have invited a broad group of stakeholders to work with us to use the matrix to profile their programs
- We are working with stakeholders and subject experts to define what constitutes the levels of achievement in each learning category and topic using shared language
- We aim to have a prototype of the Game Education Matrix with profiles of 3 – 4 College programs and 3 – 4 University programs ready by the end of March 2013.

**FOR FURTHER INFORMATION CONTACT:**

Jean Bridge, Associate Professor, Centre for  
Digital Humanities, Brock University

[jbridge@brocku.ca](mailto:jbridge@brocku.ca)

Greg Murphy, Dean of the School of Media, Art  
and Design, Durham College

[greg.murphy@durhamcollege.ca](mailto:greg.murphy@durhamcollege.ca)



## Information Technology at Durham College – the road ahead



Presented by Jonse Tolmie (CIO)  
AGENDA PAGE 33  
12 June 2013



**A division that enables DC and UOIT to achieve their strategic objectives by:**

- Providing students with an enriching high-quality IT experience in their studies and campus life.
- Providing high-quality IT tools, systems and services to faculty, administrators and staff to empower them to perform their duties.
- Maintaining a solid IT infrastructure that grows with demands.

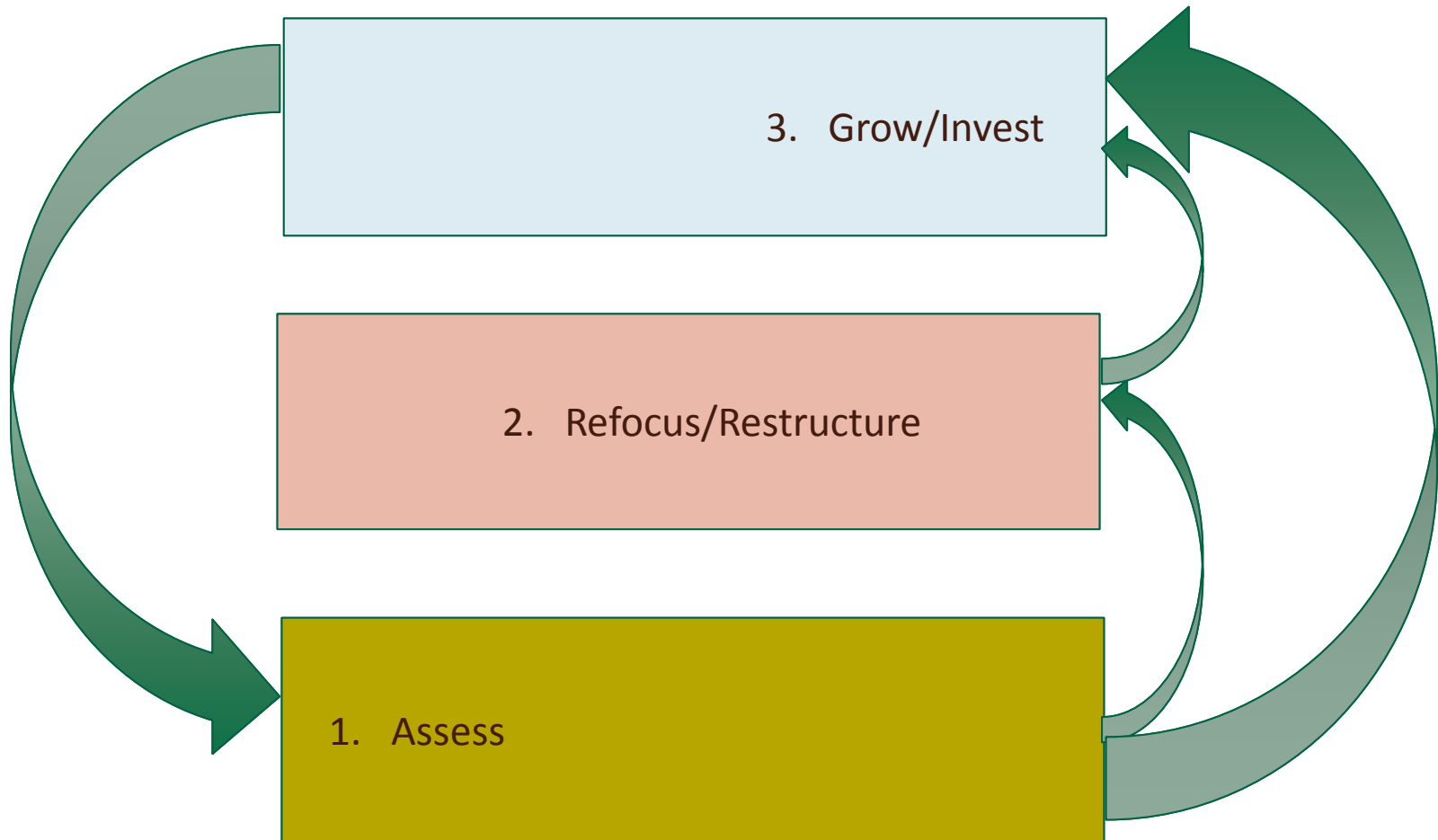
**Through:**

- Providing strategic direction in IT roadmaps and investments.
- Partnering with the divisions at DC and UOIT to formulate and shape the future IT solutions.
- Establishing and maintaining an appropriate measure of IT governance and management.

(In the context of the available resources.)

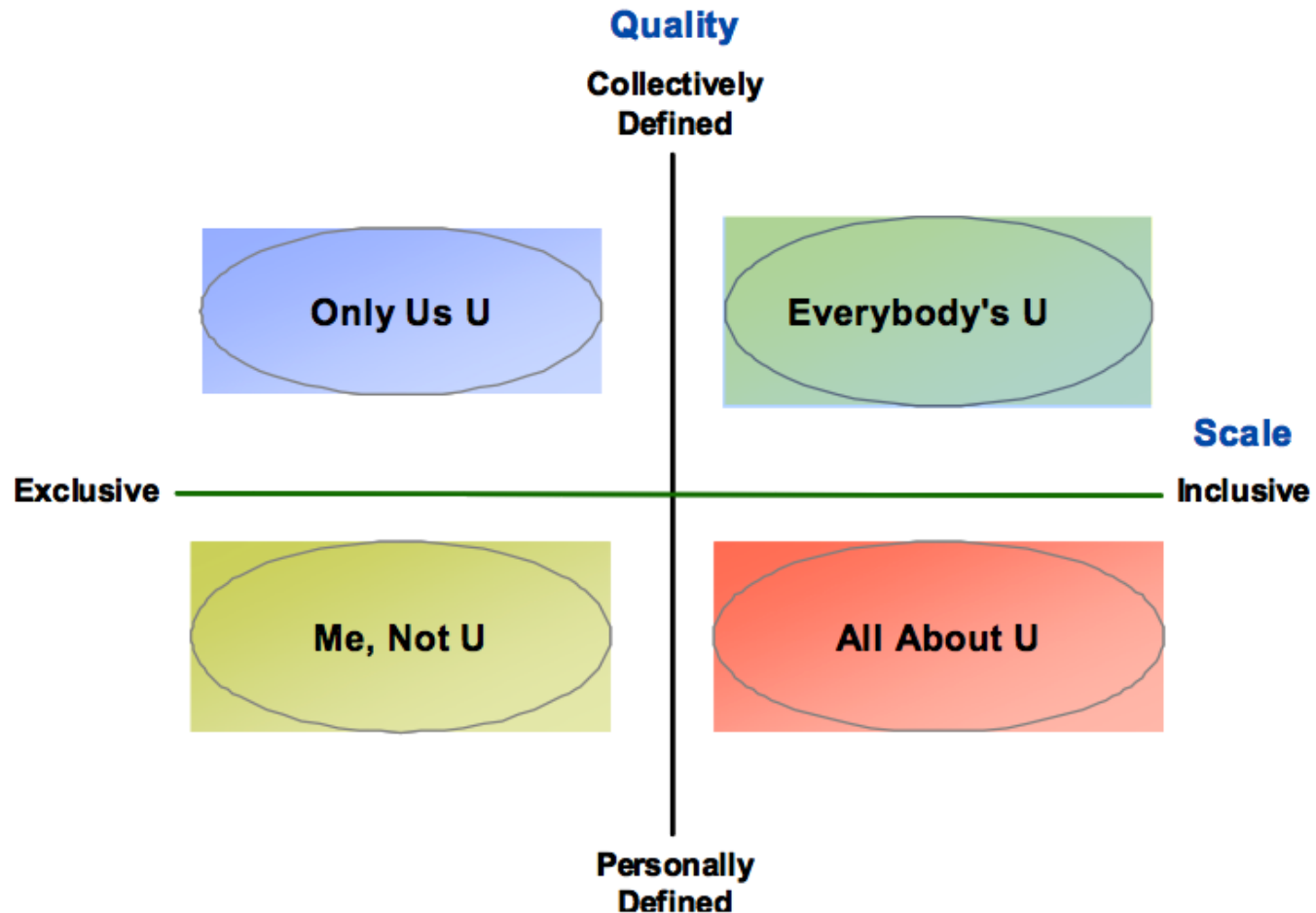


# MAJOR PHASES IN ENTERPRISE IT LIFECYCLE





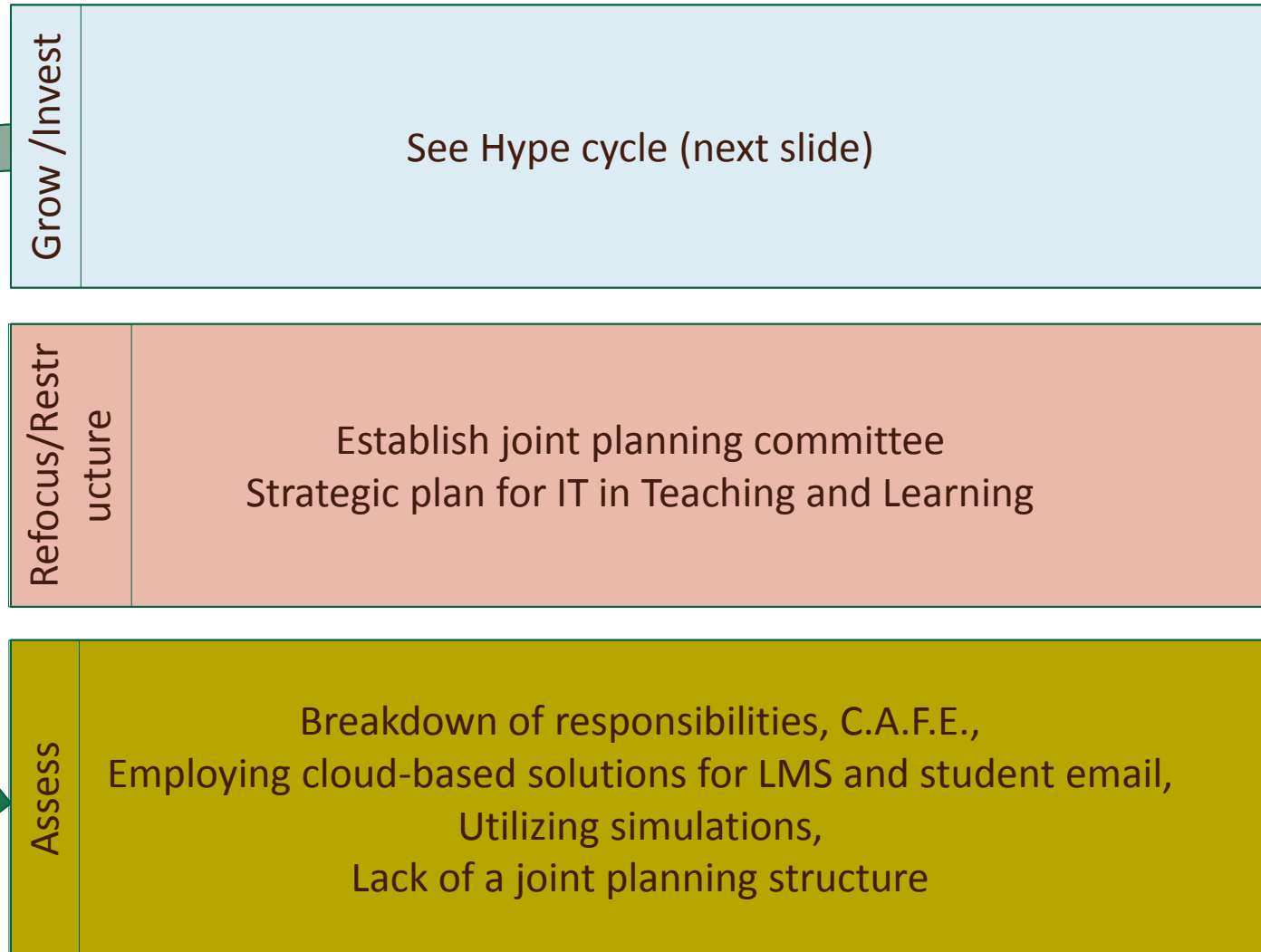
- IT should be conducted relative to strategic plan of DC
- Information ownership
- Proper assessment entails people, processes and technology
- IT in PSE relative to type of institution
- UOIT



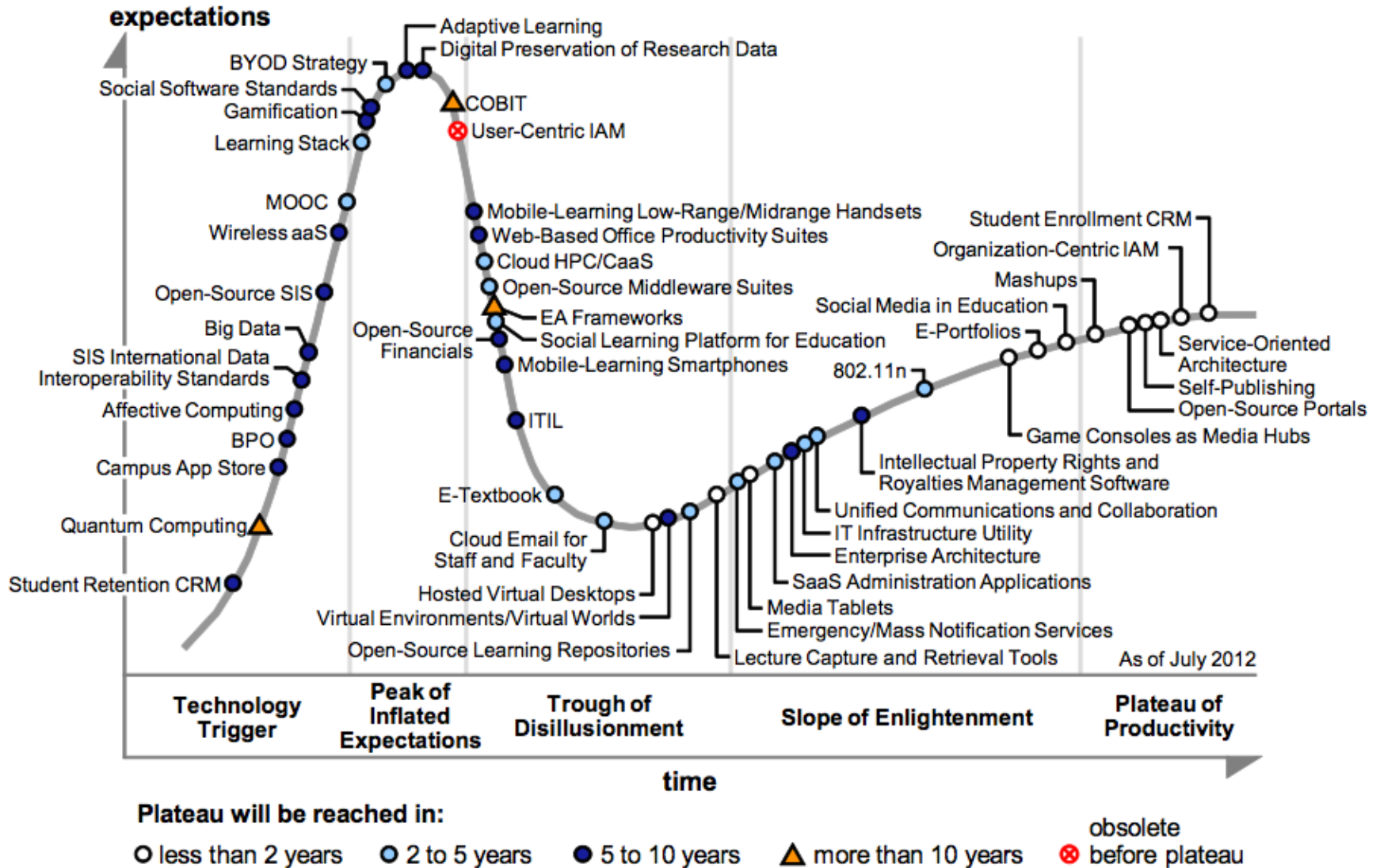
Source: Gartner (September 2009)



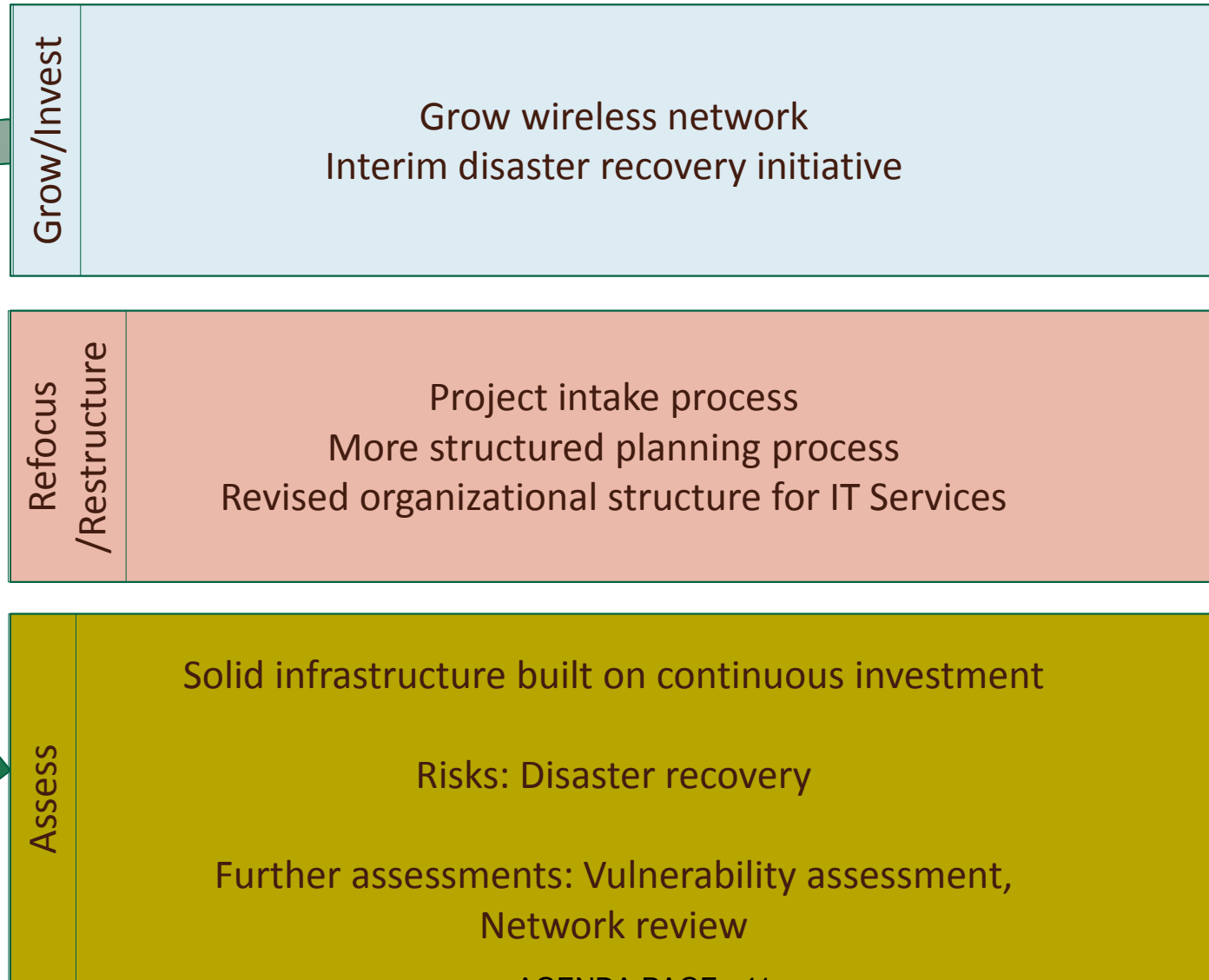
- Academic computing
- Administrative computing
- Information & Communication Technology (ICT) infrastructure
- IT Governance & Management, and Human Resources

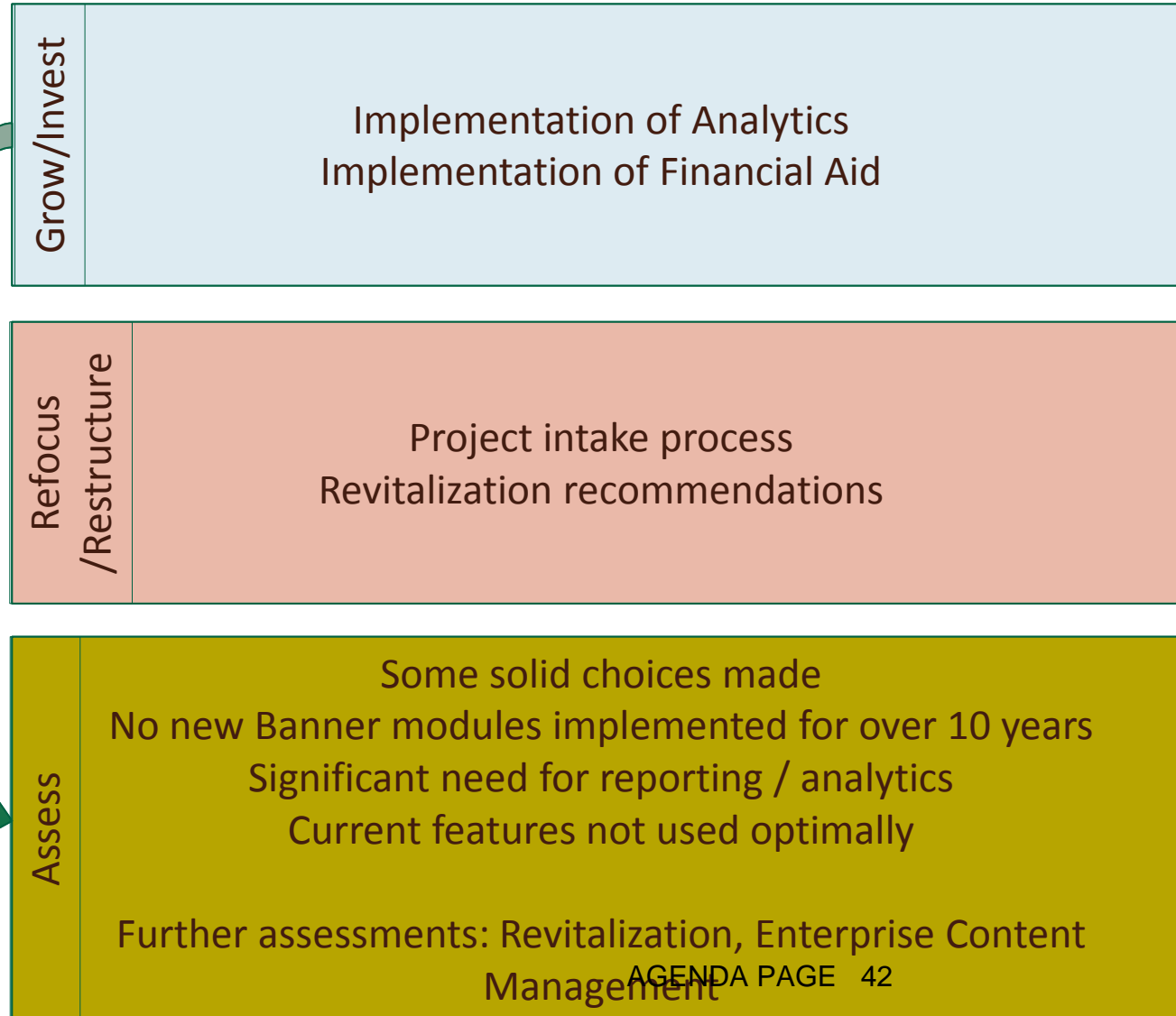
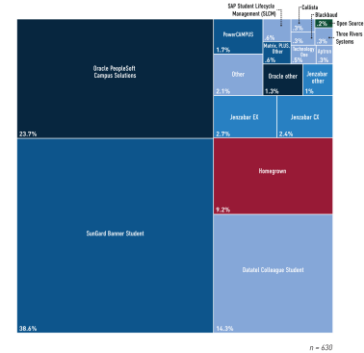


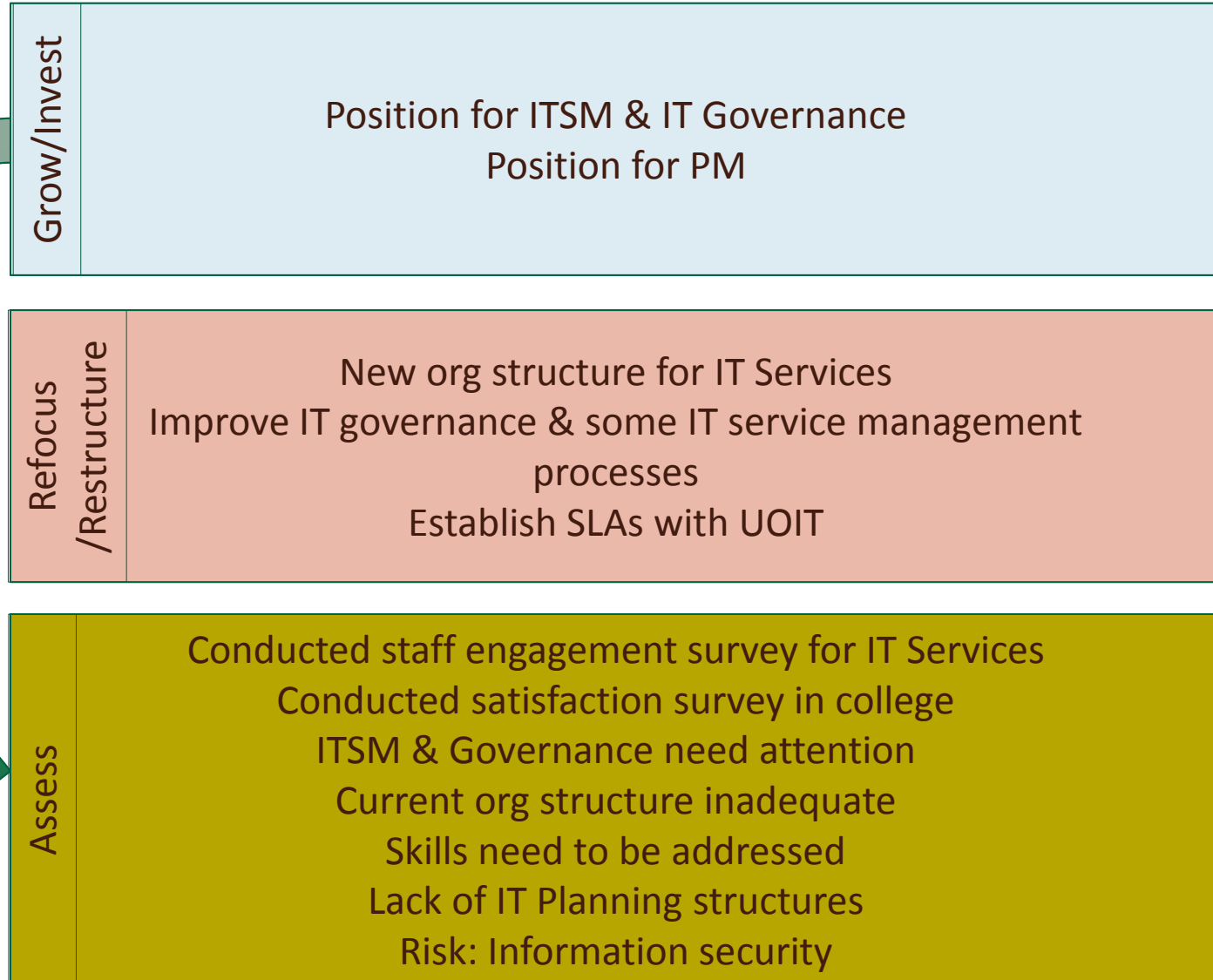
## GARTNER HIGHER EDUCATION HYPE CYCLE



Source: Gartner (July 2012)









**THANK YOU!**

## **MINUTES OF THE PUBLIC MEETING OF THE BOARD OF GOVERNORS**

Date of Meeting: Wednesday, May 8, 2013

Location: Community Room, Gordon Willey Building, A144

Members Present: Franklin Wu, Chair  
Ron Chatterton, Vice-Chair  
Dan Borowec  
Garry Cubitt  
Kevin Dougherty  
Darren Fisher  
Don Lovisa, President  
Doug McKay  
Michael Newell  
Donna Raetsen-Kemp  
Mary Simpson  
Judy Spring  
Pierre Tremblay  
Jennifer Clark, Secretary

Members Absent: Thomas Coughlan  
Joanne Dykeman  
Carlee Fraser  
Sanjay Surendran

Guests: Paul Bishop, registrar  
Kristen Calis, education reporter, Oshawa This Week  
Darrin Caron, principal and dean, Whitby Campus  
David Chambers, associate vice-president, Office of Development  
Marianne Cochrane, Katherine Cummings, Gail Lindsay, Sandra Mairs, professors of nursing, DC-UOIT Collaborative Nursing Program  
Sue Coffey, director of Nursing  
Kathy Lazenby, director, Campus Health Services  
Dave Smith, OPSEU  
Susan Sproul, dean, School of Health and Community Services  
Susan Todd, dean, School of Science and Engineering Technology

Staff: Scott Blakey  
Sarah Brathwaite  
Margaret Greenley  
Nevzat Gurmen  
Judy Robinson

### **1. CALL TO ORDER**

With quorum present, the meeting was called to order at 6:03 p.m.

**2. INTRODUCTION OF GUESTS**

Margaret Greenley, vice-president of Student Affairs, introduced guests.

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

There were no changes to the agenda.

**4. CONFLICT OF INTEREST DECLARATIONS**

None noted.

**5. PRESENTATIONS**

**5.1. Horticulture - Food and Farming**

A video describing the program was screened and Judy Robinson, vice-president, Academic and Susan Todd, dean, Science and Engineering Technology provided further context. The first year of the new two-year Horticulture program has just concluded; the focus is on landscaping, nursery management and soil and plant nutrition. The Food and Farming program is set to launch this September. This program focuses on growing food crops and processing food, and complements our existing culinary programs, bringing food right from the field to the table. Both programs and research into the food industry will be centred on the Whitby campus.

Durham College is already working with many Horticulture partners, and is receiving many enquiries about the Food and Farming program that will likely result in many strong partnerships in this field. Program cards were made available.

**5.2 RPN to BScN Transition: In and Out of a Program - Back into the Profession**

This presentation is one of three DC-UOIT pathways presentations given at the ONTrans Student Pathways in Higher Education Conference in February. The RPN to BScN Transition research is attracting attention across the country and abroad; the researchers have been invited to share their findings at Cambridge, UK in the fall. Nursing is a highly regulated program and profession and the DC-UOIT Collaborative Nursing Program is ranked very highly in Ontario. Susan Sproul, dean, School of Health and Community Services, Sue Coffey, director of Nursing, and Marianne Cochrane, Katherine Cummings, Gail Lindsay, Sandra Mairs, professors of nursing, DC-UOIT Collaborative Nursing Program – all members of the research team - were present to provide highlights of their investigation. Nine years of data from the DC-UOIT Collaborative BScN Program, including three years of data from Georgian College, which joined the collaboration in 2009 and seven years of data from the RPN to BScN bridging

program started in 2005 were studied. Stereotypes exist positioning diploma-to-degree nursing programs as “back-doors” into the profession; this research dispels the stereotype, proving that on average, students and graduates of the bridging program perform at levels on par with or higher than students and graduates of traditional programs. The research identified characteristics of RPN to BScN bridging program students that are being used to tailor recruitment, orientation and teaching strategies, for both bridging program and traditional stream students.

In response to questions, it was noted that the range of time between initial diploma and return to school is very broad, from 0 to 29 years; the average is approximately 3 years.

### **5.3 Health Services Survey**

K. Lazenby, director, Campus Health Services presented a summary of results from the January 2013 survey to determine student awareness of, usage, and satisfaction with services and gather recommendations for improvements. The survey garnered almost 2000 responses from Durham College and UOIT students. Pleased to see that many first year students are aware of and satisfied with services.

Three common themes emerged from the student comments: information regarding privacy and handling of confidential information needs to be communicated earlier in students’ interaction with Health Services Students, before they meet with staff. This may encourage more students to access the services. Greater privacy is requested when conversing with reception staff; the physical layout of the Centre and the approach of staff to determining the purpose of an appointment request can be modified to accomplish this. An extension of the hours of service was also requested; the Centre is aiming to extend its hours.

In response to questions, it was noted that students pay for a health insurance plan provided through the Student Association. There are no college-sector-wide surveys of this type for the College to benchmark itself against. Employees are also able to access the services of the Centre; this is a great benefit.

**6. CONSENT AGENDA**

Items 7, 11, 12.1, 12.2, 12.3, and 13.1 were included in the consent agenda.

Moved by Governor Cubitt

Seconded by Governor Spring

**THAT the Board of Governors approves the Consent Agenda.**

CARRIED.

**7. APPROVAL OF PREVIOUS MINUTES**

**7.1. Minutes of the Public Meeting of the Board of Governors of April 30, 2013**

Approved under the consent agenda.

**8. ACTIONS ARISING FROM PREVIOUS MINUTES**

There were none.

**9. CHAIR`S REPORT**

There was no report from the Chair.

**10. CO-POPULOUS GOVERNORS' REPORT**

Governor Tremblay noted that at the April 18, 2013 meeting of the UOIT Board of Governors, four matters of note by the Durham College Board were addressed: a professional development presentation was given on pension plan governance, the 2013-2014 university budget was presented, approval was given for tuition fee increases of 2-3% for domestic students and up to 10% for international students (ancillary fee increases were the same as those for Durham College), and, funding was made available to UOIT through the Federal budget for partnership opportunities.

**11. PRESIDENT`S REPORT**

**11.1. President's Report - D. Lovisa**

The report was received through the consent agenda.

**12. COMMITTEE REPORTS**

**12.1. Audit and Finance Committee Report 8 of April 30, 2013**

The report was received for information under the consent agenda.

**12.2. Executive Committee Report 6 of April 30, 2013**

The report was received for information under the consent agenda.

**12.3. Nominating Committee Report 3 of May 2, 2013**

The report was received for information under the consent agenda.

**13. CONTINUING BUSINESS**

**13.1. Program Advisory Committee Minutes**

The minutes were received for information under the consent agenda.

**14. NEW BUSINESS**

**14.1. Approval of Tuition Fees**

Paul Bishop, registrar, outlined the rationale for a 3% across-the-board increase in tuition fees for domestic students, as provided for by the Ministry of Training, Colleges and Universities. This increase is less than students have experienced in previous years. Assuming that the same increase is approved next year, tuition for programs will then be the same for each year of the program. No increase in international student fees was recommended, as Durham College's fees are already near the high end of the college sector range.

Moved By Governor Newell

Seconded By Governor Tremblay

**THAT the Durham College Board of Governors approves the proposed 2013-14 tuition fees as presented.**

CARRIED.

**14.2. KPI Report**

President Lovisa and J. Robinson summarized the recently received Key Performance Indicator (KPI) survey results. KPI results for Employer Satisfaction, and Graduate Employment, and Graduation Rate are slightly above the system average while Student Satisfaction and Graduate Satisfaction are a few percent below the system average. Internally, Graduate Satisfaction, Graduate Employment and Employer Satisfaction increased slightly compared to last year; Student Satisfaction is unchanged; Graduate Rate fell a few percent.

Moved By Governor Spring

Seconded By Governor Newell

**THAT the Durham College Board of Governors receives the Key Performance Indicators (KPI) Update for information.**

CARRIED.

**14.3. New Academic Program - Non-Destructive Evaluation - Fast Track Program**

J. Robinson noted that the "Fast Track" delivery model was developed for this program to provide graduates of university engineering and physics programs and international students with greater pathways options and future employment opportunities. As the two-year Diploma program curriculum has already been approved and offered at Durham College for a number of years, existing

resources will be used to deliver it as a “Fast Track” program at little additional cost.

Moved By Governor Dougherty

Seconded By Governor Chatterton

**THAT the Durham College Board of Governors receive the Mechanical Engineering Technician – Non-Destructive Evaluation Fast Track program summary for information.**

CARRIED.

#### **14.4. Academic Pathways Report**

President Lovisa and UOIT President McTiernan met recently with the Deputy Minister of Training, Colleges and Universities; she was very impressed with the growth in the number of pathways programs developed by DC and UOIT and in the strength of the relationship between the two institutions. She asked for a summary of the pathways. The report to the Board is based on this summary.

J. Robinson provided highlights from the summary, concluding by noting that DC and UOIT have gone beyond our own expectations of potential pathways partnerships, as we are now undertaking research to understand their outcomes. Our next goal is to create a pathway for engineering; this is particularly challenging due to the stringent regulations of the profession.

Long-serving Governors noted how satisfying it is to see this very important priority achieved with such success.

Moved By Governor McKay

Seconded By Governor Dougherty

**THAT the Durham College Board of Governors receives the DC-UOIT Academic Pathways Update for information.**

CARRIED.

#### **15. OTHER BUSINESS**

There was no other business.

#### **16. BOARD CORRESPONDENCE:**

Correspondence was circulated for viewing.

#### **17. INQUIRIES AND COMMUNICATIONS**

None noted.

**18. UPCOMING EVENTS**

Chairman Wu encouraged every member to participate in at least one or two Convocation sessions, noting how wonderful the event is for students and families.

**ACTION:** Board Secretary to follow up with governors to schedule their participation.

**19. MOVE TO IN-CAMERA SESSION**

Durham College By-law No. 1 provides for the Board of Governors to address, in-camera, items of corporate business respecting human resources or litigation matters, confidential items covered under the Freedom of Information and Protection of Privacy Act and, items that the Board deems to be confidential to the College. Chairman Wu noted that we have 11 items to discuss in-camera.

Moved By Governor Cubitt

Seconded By Governor Tremblay

**THAT the Durham College Board of Governors recess the public session of the meeting and move in-camera at 7:40 p.m.**

CARRIED.

The Board returned to public session at 8:35 p.m.

**19. ADJOURNMENT**

Moved by Governor Spring


Seconded by Governor Dougherty

**THAT the May 8, 2013 meeting of the Board of Governors adjourn at 8:54 p.m.**

CARRIED.



Franklin Wu  
Chair



Jennifer Clark  
Secretary

**BOARD REPORT**

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**Action Required:**

**Public:** ☒  
**In-Committee:** ☐

**Discussion** ☒  
**Decision** ☐

**DATE:** June 12, 2013

**FROM:** Don Lovisa

**SUBJECT:** President's Report

**Our Students:****New SA president discusses priorities**

- An introductory meeting with Peter Chinweuba, the new president of the Student Association, took place recently, providing an opportunity to discuss priorities and plans for the Student Association in 2013-2014. We reconfirmed our commitment to supporting the Student Association and offered to provide assistance via our Human Resources department.

**Student prize winners presented with one year's tuition and iPad**

- We had the pleasure of presenting two students with prizes from the Spring Open House. Wilson Martins was presented with a certificate for one year's tuition (\$2,500) and Brittany Estwick received a new iPad. Open House is one of the most important recruiting opportunities we have each year as thousands of potential students and their families and friends visit campus to see why Durham College is a post-secondary destination of choice.

**Durham high school students go MAD for Durham College**

- The School of Media, Art and Design recently hosted 240 Durham Region High School students for two days on campus. The students participated in a variety of workshops, learning more about Durham College programs.

**Our People:****Centre for Disabilities Receives Canadian Hearing Society Award**

- Centre for Disabilities staff members Kirston Arbour, disability advisor, and Meghan Houghton, director of Learning and Disability Services, were recognized with the Canadian Hearing Society Accessibility Award recently for outstanding commitment to accessibility for students who are deaf, deafened, or hard of hearing.

### **Support staff share their ideas with DCLT**

- The Durham College Leadership Team (DCLT) hosted an off-campus retreat for 20 members of our support staff from various departments on campus. Following lunch, a presentation was made about the current political environment and funding implications for colleges in Ontario. The afternoon also involved a round-table session, with members of DCLT facilitating the discussions. The support staff were asked five questions, each designed to solicit feedback about their experiences working at Durham College and suggestions for improvement. Each year these sessions with support staff, along with others for faculty and administrators, provide us with invaluable feedback that informs our decisions all year long.

### **New strategic plan launched at employee town hall.**

- The annual Employee Town Hall Event provided an opportunity to launch our new strategic plan to staff and faculty at Durham College. Approximately 370 staff attended from both the Whitby and Oshawa campus, and over 100 watched via the live stream feed on ICE. The event included a presentation regarding our growth and the implications of the Ontario government's funding for colleges. A brief overview of the financial report for 2012-2013 was shared, as was information regarding an increase in parking rates. Employees asked a number of questions following the presentations.
- Employees in attendance and watching online were invited to enter a draw for a one-year parking pass for each campus, and Durham College clothing. To enter they were asked to submit a response via email to the statement "*In three years I will be.....*"

### **Faculty successes**

- Gary Gannon, professor and program co-ordinator of the Human Resources program in the School of Business, IT & Management, has successfully defended his dissertation titled Human Resources Programming and It's Impact on Leadership within Governing Boards of Ontario Community Colleges. He had been pursuing his PhD from the University of Toronto's Department of Leadership, Higher Adult Education.
- Kevin Fraser's film, Analogue, has been nominated for a Golden Sheaf Award in the Documentary, Arts and Culture category of the Yorkton Film Festival, in Saskatchewan. Fraser is a professor in the School of Media, Art and Design. Analogue, is a 30-minute documentary that looks at a group of artists who are using historic, outdated or antiquated process in the digital age.

## **Our Business:**

### **Discussing Durham College priorities with Minister Duguid**

- I was pleased to have the opportunity to meet recently with Brad Duguid, Minister of Training, Colleges and Universities. We discussed the college's strategic plan, the current funding for the Centre for Food, and the challenges faced by colleges in Ontario.

### **UOIT president tours Whitby Campus and Phase 3**

- In another sign of the strong relationship we enjoy with our campus partner, I was pleased to take UOIT President Tim McTiernan on a tour of the Whitby Campus, and the Centre for Food. He was extremely impressed with the facilities and the opportunities for collaboration that would be available with the facilities at both the Whitby campus and the Centre for Food.

### **GM Canada Executives Ride 'n Drive at Whitby Campus**

- Durham College's Whitby Campus recently hosted the General Motors Drive and Ride event over three days. Attendees included hundreds of local car dealers, and senior executives from GM. The attendees participated in a series of pylon-marked obstacles, giving them a hands-on chance to become knowledgeable about the latest models while having some fun. The event was co-ordinated by the college's Corporate Training Services and was the first of 11 to be held across Canada.

### **College presidents meet with Premier Wynne**

- Colleges Ontario's committee of presidents met for the first time in 10 years with a standing premier of Ontario. The goal of the meeting with Premier Kathleen Wynne was to provide an overview of the challenges that all colleges in Ontario face, including the current apprenticeship system.

### **ACCC Conference *'Ideas Uncorked'***

- Eight representatives from Durham College attended the ACCC conference in Penticton, BC in June. This year's conference theme was 'Ideas Uncorked,' providing an opportunity to share success stories and help shape a new direction for the future. More than 800 delegates from Canada and around the world attended.

## **Our Community:**

### **Community Integration through Co-operative Education (CICE) Provincial Conference**

- Durham College hosted 50 learning facilitators from across Ontario for the Sixth Annual CICE Conference. The conference was designed to expand on existing initiatives that advocate for students who need extra support in the classroom as part of college CICE programs.

### **Centre for Food Showcase Event with Chef Jamie Kennedy**

- Chef Jamie Kennedy and students from the Durham College culinary program prepared a wonderful dinner for a small group of community members to showcase the Centre for Food opening in September 2013. This event was held at the Robert McLaughlin Art Gallery in Oshawa, and included a short presentation providing an overview of the centre and the programs that will be offered at the state-of-the-art facility.

### **Building Future Connections at Durham College**

- Durham College hosted 150 grades 7 and 8 students and teachers from the Durham Region in order to showcase our programs and facilities to potential future students. The students and their teachers attended a variety of hands-on workshops representing college programs such as; Health Care, Information Technology, Fitness and Health Promotion, and Business. This event is funded through the School College Work Initiative, a partnership of the college and ministries of Education and Training, Colleges, and Universities.

### **College supports student art and essay contest**

- As a sponsor of this event, Durham College was invited to be part of the judging panel for the Toronto Intercultural Dialogue Institute's Art and Essay Contest. The contest was open to students from the four school boards representing Durham Region. This year's contest theme was 'Who is my Neighbour?'

### **Ontario University and College Health Association Conference**

- Durham College hosted approximately 250 professionals from health promotion and student health centres at over 21 university and college campuses in Ontario and Eastern Quebec. This is the first year that the conference included professionals from counselling and disability departments. The theme for the conference is working towards collaborative and interdisciplinary models of practice within student services.

### **Representing Durham College at:**

- Canadian Manufacturers & Exporters teleconference with Diane Finley, minister of Human Resources and Skills Development;
- Juried Gig Poster Show;
- Race Against Drugs breakfast event;
- Ontario Regiment Annual Ball; and
- Ajax Rotary Club speaking engagement.

PUBLIC REPORT NO. 9 OF AUDIT AND FINANCE COMMITTEE  
MEETING OF May 30, 2013 TO  
THE DURHAM COLLEGE BOARD OF GOVERNORS FOR  
CONSIDERATION AT ITS PUBLIC MEETING  
HELD JUNE 12, 2013

THE AUDIT AND FINANCE COMMITTEE, AS A RESULT OF ITS MEETING HELD ON MAY 30, 2013 RECOMMENDS AND REPORTS AS FOLLOWS:

**1. Audited Financial Statements as of March 31, 2013**

Representatives from BDO Canada summarized the audit findings, noting how well the College had prepared for the audit, how robust the processes are to report accurately on College finances, and the high level of expertise of the finance team. BDO commented on their independence, materiality, effects of conversion to Public Sector Accounting Standards, audit findings, fraud, and internal control. The external auditors did not encounter any significant matters to report to the Audit and Finance Committee.

The external auditors congratulated the finance team and the College on the very successful audit and preparation of the financial statements.

**ACTION: The Committee recommends that the Board of Governors approve the 2012-2013 audited financial statements.**

**2. 2012-2013 Actual Financial Results**

Durham College finished the fiscal year with a surplus of \$341,000, much of which was the result of a prior period adjustment. Higher than budgeted enrolment increased both revenues and expenditures. Other significant variances against budget were in human resources-related budget lines where estimates are particularly difficult to make.

All of which is respectfully submitted,



Mary Simpson, Chair  
Audit and Finance Committee  
May 30, 2013

PUBLIC REPORT NO. 3 OF THE GOVERNANCE REVIEW COMMITTEE  
MEETING OF MAY 14, 2013 TO  
THE DURHAM COLLEGE BOARD OF GOVERNORS FOR  
CONSIDERATION AT ITS PUBLIC MEETING  
HELD JUNE 12, 2013

THE GOVERNANCE REVIEW COMMITTEE, AS A RESULT OF ITS MEETING HELD ON MAY 14, 2013 REPORTS AND RECOMMENDS AS FOLLOWS:

**1. President's Annual Compliance Report**

The Committee reviewed a list of the policies whose monitoring sections require a statement of compliance at least annually by the president, and confirmed that these statements should be presented to the Board in a formal report at the June 12, 2013 meeting.

**2. Policies for Review and Updating**

The Committee reviewed the following five amended policies (attached) and recommends them for approval by the Board of Governors:

- Governance Process: Board Members' Code of Conduct
- Governance Process: Board of Governors' Orientation
- Governance Process: Election of Internal Board Members
- Executive Limitations: General Executive Constraint
- Executive Limitations: Staff, Student, Client and Visitor Treatment

**3. Ontario's Not-for-Profit Corporations Act**

Ontario's Not-for-Profit Corporations Act, 2010 (ONCA) will come into effect in January, 2014. Existing not-for-profit corporations will have a three-year transition period once ONCA is in effect. Colleges Ontario is coordinating a By-Law review for member colleges who have elected to participate; Durham College is participating. The Committee will be reviewing the recommended revisions as part of its 2013-2014 work plan.

**4. Student Governor Elections**

The Committee has requested management prepare a marketing plan designed to increase the number of students who vote for student governor for the Committee's review in the fall.

All of which is respectfully submitted,



Garry Cubitt, Chair  
Governance Review Committee  
June 12, 2013

## BOARD POLICIES

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**POLICY TYPE: Governance Process**

**POLICY TITLE: Board Members' Code of Conduct**

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### BACKGROUND

~~It should be noted that the~~ **The** Board Job Description and the Board Members' Code of Conduct are closely linked. The Board Job Description identifies the expectations of the Governor and the Code of Conduct describes how these responsibilities should be performed.

*Applicable Legislation:*

#### *Conflict of Interest*

Minister's Binding Policy Directive – 1.0 – Governance and Accountability: The purpose of this Minister's Binding Policy Directive on Conflict of Interest is to enable a college board of governors to assist an individual board member in determining when his or her membership on the board has the potential to be used for personal or private benefit, financial or otherwise; and is intended to protect the integrity and ethical standards of college boards and, as importantly, protect the integrity of a board member who may face a conflict of interest.

#### *Breach of Conduct*

Ontario Regulation 34/03 Subsection 6, Removal of member 6. (1) Every board of governors shall establish a by-law that sets out the reasons for removing a member from the board and the procedure that is to be followed in removing such a member.

Durham College By-law #1, Section 10 outlines the Powers of the Board.

Durham College By-law #1, Section 19 aligns with this regulation and states the grounds for removal of a member of the Board, in consideration of potential misconduct.

### POLICY STATEMENT

Each member of the Board of Governors will exhibit ethical and professional conduct at meetings of the Board of Governors and at any other place that may reflect on the Board as a whole.

Accordingly, the Board, and each individual Governor if applicable, shall:

1. Comply with the fiduciary duties of a Governor of the College, to act honestly, in good faith and in the best interest of the College.
2. Ensure respect of roles and respect for democratic processes, and respect decisions of the Board as a whole.

3. Comply with the ~~MTCU~~ Minister's Binding Policy Directive on Conflict of Interest in particular and the common law duty regarding conflict of interest in general, acting in the utmost good faith in the interests of the College and the communities it is to serve, without regard to personal or financial interests or other benefit.
4. Comply with the policy relating to Board-President Relationship that recognizes authority is vested in the Board and individual Governors have no authority to direct the resources or affairs of the College.
5. Cultivate a sense of group responsibility, utilizing the experience and expertise of individual Governors to enhance the function of the Board as a whole.
6. Respect the strengths and differences of others, encouraging productive contribution of all viewpoints and sharing of information in frank and open discussion;
7. Maintain confidentiality of privileged information;
8. Recognize the Board Chair as the spokesperson who will communicate Board stated positions and decisions, represent and speak on behalf of the Board when official representation is required.

## MONITORING

The Board of Governors will conduct an annual self-assessment of their performance which includes components of the code of conduct. The annual survey is issued to all Board members by June of each year.

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EFFECTIVE DATE: ~~May 12, 2010~~ May 14, 2013  
2013<sup>6</sup>

REVIEW DATE: January 1,

Related Documents: DC-UOIT Joint Board Procedure, Appointment of Co-Populous Members

# BOARD POLICIES

**POLICY TYPE: Governance Process**

**POLICY TITLE: Board of Governors' Orientation**

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## BACKGROUND

The Ministry of Training, Colleges and Universities' Protocol for Board Nominations and Appointments, Summary of Roles and Responsibilities – Colleges, requires ~~part of provincial requirements, colleges are to ensure~~ recommend that new members participate in Colleges Ontario orientation and to provide college-based induction and ongoing development activities of board members. Such ~~Orientation is offered by Colleges Ontario~~ through the College Centre for Board Excellence (CCBE) annually ~~between during the months of September, October and November~~ May. The program is offered online and at various locations throughout the province. This orientation provides a briefing on the nature of education and training in Ontario, the challenges facing all colleges, the legal framework governing their obligations as governors, and the roles and responsibilities of the major players. A ~~Governors' Resource~~ Manual for Governors" is also available through the College Compensation and Appointments Council which offers an outline of responsibilities.

Durham College provides a Board of Governors Orientation session for new governors and is open to all governors, prior to or at the outset of new governors' first terms of service. This Orientation is focused on governance roles, policies and issues specific to Durham College.

## POLICY STATEMENT

Each member of the Board of Governors will develop an understanding of the college sector, scope and mandate of the Durham College, the education and service needs of the populations it serves, and the Board's policy governance approach.

Accordingly:

1. The Board of Governors shall provide a formal orientation program, including written materials, for all new governors that focuses on:
  - a) the role of the Board;
  - b) the role and responsibilities of individual Board members;
  - c) the history and development of the College;
  - d) the College's Strategic Plan;
  - e) an overview of the College's programs, services, budget, business plan, KPI, annual report and facilities;
  - f) the college system
  - g) the current Policy Governance model;

2. Every incoming Board member will participate in the orientation program.
3. The annual program will be open to all members
4. The Board will encourage participation at regional, provincial and national orientation programs and conferences.
5. The Board will work to match a mentor to each incoming Board members during their first year of service, but may continue unofficially thereafter. A mentor will provide support for the new Governor and provide information on routine Board processes.

## **MONITORING**

The Board will annually evaluate its orientation program, **at a minimum** through feedback from the annual performance survey. The Chair of the Board will present the annual survey to the Executive Committee for input and approval. The annual survey shall be issued to all Board members by June of each year.

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EFFECTIVE DATE: May 12, 2014, **14, 2013**

REVIEW DATE: ~~January~~ **May** 1, 201**36**

# BOARD POLICIES

**POLICY TYPE: Governance Process**

**POLICY TITLE: Election of Internal Board Members**

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## **Background**

Regulation 34/04 Section 4.1 (c) to the OCAAT Act, establishes that a Board of Governors of a college shall include one student, one academic staff member, one administrative staff member and one support staff member, each of whom shall be elected by the students or by the relevant staff group. These members are referred to as “internal” members. Regulation 34/04 Definitions states that “Academic staff member” means a person who is a teacher, counselor or librarian; “administrative staff member” means a person who is not an academic staff member, a support staff member, or a student; “support staff member” means a person who is a member of the office, clerical, technical, health care, maintenance, building service, shipping, transportation, cafeteria or nursery staff.

Subject to current legislation and regulations, Durham College By-Law 11-001, Section 5 Term of Office, provides for elected governors (with the exception of student governor) to serve a term of office determined by the Board of Governors, but not to exceed three years, renewable once, for a total service of six consecutive years. The term of office for a student governor shall be one year, subject to re-election for a second year. An internal governor other than student governor is eligible for re-election after two years absence from the Board, for successive terms not to exceed six years in total.

## **Policy Statement**

### ***Eligibility for Nomination***

Only **full-time employees** and full-time students enrolled in a program may be nominated from their respective constituent group for internal governor.

A candidate shall be eligible to stand for election in one constituent group only, and must be nominated by five members of the same constituent group who are members of that group on the date the election is called. The Chief Returning Officer (CRO) shall provide descriptions of the roles and responsibilities of Governors and of the Board of Governors to nominees. **Prior to acceptance by the CRO of a candidate's nomination, the candidate shall confirm that he/she has reviewed the roles and responsibilities of a governor and the Board of Governors and is willing to stand and abide by the rules for membership on the Board.**

### ***Eligibility to Vote***

A full time employee is eligible to vote as long as he/she remains an employee of the College under the terms of the Collective Agreement for his/her constituent group or the Administrative Terms and Conditions of Employment.

Full-time students and part-time students enrolled in a program of study are eligible to vote. Eligibility of students to participate in the election shall be determined from the records of the Office of the Registrar.

### ***Campaigning***

Each constituent group shall abide by the rules for campaigning and canvassing as determined from time to time by the College. All candidates within the respective constituent group will be informed of guidelines for campaigning and canvassing.

### ***Elections***

The Board Secretary shall act as CRO for all internal elections.

The CRO shall issue a Notice of Election at least ten (10) days prior to the election date.

Elections shall be held within five (5) days of close of nominations. Results of elections shall be communicated to the relevant constituent group following the close of the election.

### ***Mid-term Vacancies***

If any elected Board member is unable to finish his/her term of office, a new election for a Board member representing that constituent group must be held within three (3) months of the Board accepting the resignation. **With the exception of student governors, An elected Board member must remain within his/her own constituent group for the duration of the elected term. Regulation 34/04 Section 7.5 to the OCAAT Act, provides for student governors who graduate prior to completion of their term of office to remain a member of the Board until August 31 in the year of his or her graduation.**

### ***Nomination Dispute***

In the event of a dispute of a nomination, the Nominations Committee shall determine the validity of the nomination and inform the CRO of its decision which is final and binding.

### ***Election Dispute***

Should a dispute arise from the election procedures, the disputant shall bring his/her concerns in writing to the attention of the CRO who, in turn, shall notify the Nominations Committee, for the purpose of resolving the issue(s). Any member(s) of the Nominating Committee who is/are affiliated with the group in which the dispute has arisen, shall not participate in the discussion or resolution. The recommendation of the Nominating Committee for resolution of the dispute may be appealed to the Board of Governors, whose majority decision shall be final and binding.

### ***Nomination, campaign and election procedures***

Nomination of candidates, campaigning by candidates and voting for candidates will follow the Procedures for Election of Internal Board Members as set out by the Board of Governors from time to time

## Monitoring

The Board Secretary will provide a post-election report to the Governance Review Committee as part of the monitoring of this policy.

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Rev #1: Approved by the Board of Governors February 10, 2010

Rev #2: Approved by the Board of ~~Directors~~ **Governors** February 9, 2011

Review Date: January 1, 2013

Related Documents: ~~Guidelines Elections Guidelines – Durham College Student Governor;~~

~~Related Documents: Guidelines Elections Guidelines – Durham College Administrative Staff~~

Governor; **Elections Guidelines – Durham College Academic Staff Governor; Elections**

**Guidelines - Durham College Support Staff Governor;** Ontario Regulation 34/03; Durham College By-Law #1.

# BOARD PROCEDURE

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**POLICY TYPE: Governance Process**

**POLICY TITLE: Election of Internal Board Members**

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## Nomination Procedures

1. The Chief Returning Officer (CRO) shall call for all nominations to be submitted to his/her office, or designee, no later than the ~~second~~ **third** Wednesday of March each year.
2. The official voters list shall be prepared for each constituent group by the CRO prior to commencing the nomination process. A printed copy of the voters lists shall be made available to any candidate, on demand, but no earlier than five (5) days prior to the date(s) of the election.
3. A valid nomination shall include the names and signatures of five nominators from the same constituency group.
4. Prior to the close of nominations, the CRO shall treat all nominations in confidence and shall post the names of all valid nominated candidates after the close of nominations.
5. In the event that a candidate advises the CRO of his/her desire to withdraw his/her nomination, at least twenty-four (24) hours before the election, the CRO will advise all other candidates of the withdrawal. If time permits the candidate's name will be removed from the ballot.

## Campaign Procedures

1. No form of campaigning shall take place prior to the commencement of the campaign period.
2. All campaign costs shall be at the expense of the candidate.
3. Campaigning is restricted to on-campus only. There shall be no campaigning of any form in the President's office, in a classroom, lab, meeting room, or study room on campus. Use of social media is acceptable.
4. The CRO will post candidates' photographs and brief biographies on the college intranet and the Board of Governors page of the public Durham College website.
5. Campaigning via Durham College e-mail shall be controlled through the Board of Governors Office. The CRO will send two messages on behalf of each candidate, each on a specific date and the candidate must provide the message by the pre-determined deadline. Content will be reviewed and approved by the Board of Governors Office. Such email messages will be sent in a group format only to the appropriate distribution list. Candidates shall not be given access to internal distribution lists.
6. Candidates shall ensure that their campaign materials and/or advertisements, conform to all Durham College policy including Administrative Policy – ADMN220.6 and any municipal, provincial or federal laws.
7. Campaign posters are permitted; however, the maximum quantity of posters is fifty (50). The maximum dimension of campaign posters shall not exceed 11" x 17". Posters shall be placed only on designated bulletin boards, secured with push pins or staples.
8. The use of the Durham College logo on campaign materials is strictly prohibited.

9. All campaign materials shall be removed from posted sites by the candidate within forty-eight (48) hours of the close of the election.
10. If a candidate violates the policy **or procedure**, their candidacy will be revoked.

#### Election Procedures

1. The CRO shall issue a Notice of the Election at least ten (10) days prior to the election date. Such notice shall be posted on the College's website.
2. Elections shall be held within five (5) days of close of nominations; a reminder message shall be emailed/posted on the intranet the day the election opens.
3. Each Constituent group shall abide by the rules for campaigning and canvassing as determined from time to time by the College ~~and its Student Association (where applicable)~~. All candidates within the respective constituent group will be informed of guidelines for campaigning and canvassing.
4. All elections will be conducted by means of a secure on-line process; election results will be communicated to the constituent group and the college community through the Durham College website.
5. In the event that any two candidates receive an equal number of votes, the result shall be determined by the toss of a coin.
6. The CRO shall ensure voting procedures are compliant with the customer service regulations of the *Accessibility for Ontarians Act* (AODA).

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Approved: May 14, 2013

# BOARD POLICIES

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**POLICY TYPE:** Executive Limitations

**POLICY TITLE:** General Executive Constraint

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## BACKGROUND

The Minister's Binding Policy Directive 1.0 Governance and Accountability Framework and Board-President Relations sets out high-level responsibilities and accountabilities of the Board of Governors and its relationship with the President. By-Law #1 Section 13 President provides more specific direction, including conforming to Board Policies, ensuring that College policies support and fulfill the policies of the Board. The Board of Governors accepts responsibility for ensuring that the business and activities of the College are carried out in accordance with legislation, regulations, Minister's binding policy directives and the by-laws governing the College.

This policy on General Executive Constraint represents the broad, "overarching" statement of Board control. The Board grants the President the authority to use a reasonable interpretation of the Board's policies. Additional Executive Limitations provide more specific restraints.

## POLICY STATEMENT

The President shall not cause or knowingly permit any practice, activity, decision or organizational circumstance that is unlawful, imprudent, or in violation of commonly accepted business and professional ethics.

## MONITORING

The President shall verify in writing annually that he/she has neither caused or knowingly permitted any practice, activity, decision or organizational circumstances that is unlawful, imprudent or in violation of commonly accepted business and professional ethics.

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EFFECTIVE DATE: ~~February 10, 2010~~ May 14, 2013

REVIEW DATE: January 1, 2013~~6~~

# BOARD POLICIES



**POLICY TYPE: Executive Limitations**

**POLICY TITLE: Staff, Student, Client and Visitor Treatment**

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## BACKGROUND

Students, staff, clients and visitors are entitled to an environment that maintains the rights afforded to them by the Ontario Human Rights Code, and the Accessibility for Ontarians with Disabilities Act (AODA) ~~and applicable customer service regulations (Ontario Reg 429/07) and other applicable legislation.~~

## POLICY STATEMENT

This policy establishes conditions for the President's interaction with students or potential students, staff (an inclusive reference to all employees of the College without regard for position, function or other status of employment), clients and visitors.

1. With respect to interactions with the above stakeholders, the President will not cause or knowingly permit conditions, procedures or decisions that do not uphold the College vision, mission and values.
2. The President will promote the College vision and values and neither cause nor knowingly permit conditions, procedures, or decisions which are contrary to the College vision, mission and values.
3. **The President will promote the College safety and security of staff, students, clients and visitors on all campuses and learning sites.**
4. The President will uphold provincial statutes and Board policies and will not cause or knowingly permit conditions that are in violation of those statutes and policies.
5. When communicating with staff, students, clients and visitors we shall ensure our means of communication meet the needs of our service groups in compliance with the regulations of ~~the customer service regulations of AODA.~~

## MONITORING:

The President will verify in writing on an annual basis that he/she has not caused or knowingly permitted any practice, activity, decision or organizational circumstances that is unlawful, imprudent or in violation of commonly accepted business and professional ethics.

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EFFECTIVE DATE: ~~April 14, 2010~~ **May 14, 2013**

REVIEW DATE: January 1, 2013**2016**

PUBLIC NOMINATING COMMITTEE REPORT NO. 4 OF THE  
SPECIAL MEETING OF MAY 13, 2013 TO THE DURHAM  
COLLEGE BOARD OF GOVERNORS FOR CONSIDERATION AT  
ITS PUBLIC MEETING HELD JUNE, 2013

THE NOMINATING COMMITTEE, AS A RESULT OF ITS SPECIAL MEETING HELD ON MAY 13, 2013 REPORTS AND RECOMMENDS AS FOLLOWS:

**1. External Governor Candidates**

The committee interviewed 7 candidates and selected 3 to be recommended to the board for appointment as new members. The Committee will continue to identify and, using the criteria in the vacancy notice and the skills matrix, interview eligible individuals until a suitable candidate for the fourth position is found.

**2. External Governor Recruitment Process**

Consideration was given to the Policy on Recruitment of External Governors and to the process undertaken to select candidates for recommendation to the Board. Amendments to specifically include the use of social media when promoting vacancies and articulate the purpose of the required covering letter were made, and an associated procedure was created, all for consideration by the Governance Review Committee at its next meeting.

**3. Standing Committee Membership for 2013-2014**

The Committee considered issues of succession, governors' preferences and the skills and expertise of current governors and those recommended for appointment and prepared a membership slate for standing committees for approval by the Board.

All of which is respectfully submitted,



Michael Newell, Chair  
Nominating Committee  
May 13, 2013

## BOARD REPORT

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**Public:** ☒  
**In-Committee:** ☐

**Action Required:**  
**Discussion** ☐  
**Decision** ☒

**DATE:** June 12, 2013

**FROM:** Don Lovisa, President

**SUBJECT:** Program Advisory Committee Meeting Minutes

### **A. Purpose**

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

### **B. Background**

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

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

### **C. Discussion/Options**

Minutes of recent PAC meetings are attached for your consideration.

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

N/A

### **E. Implications for UOIT (if applicable)**

N/A

**F. Recommendation(s)**

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

### **Fitness & Health Promotion Membership List**

<b>Name</b>	<b>Title</b>	<b>Organization</b>
<b>Committee Chair</b>		
Barb Gormley	Owner	Custom Fit
<b>External Committee Members</b>		
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
Wendy Robinson		City of Toronto & The Running Room
Catharine Fairweather	Fitness Programmer	Municipality of Clarington
Amanda Hall	Program Coordinator	YMCA
Nancy Tanner	Volunteer Coordinator	Durham Family YMCA
Carol Talbot	Co-Owner	Anytime Fitness, North Ajax
Angie Wood	Fitness Coordinator	FLEX Fitness Centre, Durham College
Jodie Walker	Kinesiologist	The Village of Taunton Mills
<b>Elected Student/Alumni Representatives</b>		
	Year/Program/Alumni	
Darren Idle	2 Year/Fitness & Health Promotion	Durham College
Kalen Authier-Henry	Alumni	Durham College
<b>Elected Faculty/Staff Representatives</b>		
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
Lorri Taylor	Faculty	Fitness & Health Promotion Program
<b>Guests/Unelected Faculty/Staff</b>		
Lisa West	Student Advisor/Practicum Officer	School of Health & Community Services
Mary Noble	Employment Advisor/ Internship Coordinator	Durham College

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## **Attendees (May 2, 2013):**

\*External Members

**Present:** \*B. Gormley, \*E. Mittag, O. Labaj, \*A. Wood, S. Sproul, D. Idle, \*L. Clifton, \*W. Robinson, L. Taylor, L. West, M. Longo

**Regret(s):** \*M. Schlottke, \*A. Hall, \*T. Johnston, \*J. Walker, \*G. Berenz, \*C. Fairweather, \*N. Tanner, K. Authier-Henry, \*C. Talbot, \*S. Medford, C. Burke, M. Noble

**Guest(s):**

**Recording Secretary:** S. Thomson, Administrative Assistant

## **KEY POINTS OF DISCUSSION**

1. Minutes of September 20, 2012 were approved by S. Sproul and seconded by B. Gormley. Carried.
2. B. Gormley shared that GoodLife Fitness bought out Extreme Fitness resulting in 85-90 clubs in the GTA.
3. W. Robinson indicated that students in general, not DC students, who come into the City of Toronto building lack personal communication skills i.e. introducing themselves, unprofessional in appearance when looking for a position/placement. Working with an older population which makes this even more important. The Committee brainstormed on different ways to deal with this problem.
4. A. Wood reported a record year for attendance at the DC/UOIT FLEX Fitness Centre with 25,000-32,000 students per month. New cardio equipment has been installed.
5. E. Mittag's last meeting – will notify us who will be replacing her on the PAC.
6. Approximately 20 students are participating in the CSEP-CPT certification process this spring. Generally, Durham College has an 80% success rate, which is par with other participating colleges' success rate.
7. First year students attended a placement seminar and a list of potential employers was distributed and posted so qualified, returning students may secure a placement during the summer months.
8. The skeletons purchased as a capital expense enhanced student success.
9. Staff at the C.A.F.E. were successful in receiving a Higher Education Quality Council of Ontario grant for an e-Portfolio research project. O. Labaj is part of the team and the FITS students will be eligible to participate in the research initiative.
10. O. Labaj attending the Ontario Provincial Fitness and Health Promotion Coordinators' Meeting in Kitchener on May 27 & 28, 2013.
11. S. Sproul shared the key recommendations which came out of the Fitness & Health Promotion Program Review. The team will work on the recommendations during the spring.
12. Formal approval from the Ministry to offer the Activation Coordination – Gerontology program in September 2014.
13. New OTA/PTA program being launched in September 2013. There will be opportunities for the OTA/PTA students and FITS students to share equipment.
14. Durham College received funding from SimOne to purchase equipment for bungalow on Whitby Campus. Funding call was to support caring for elderly in their home environment.
15. Three retirements within our School. Hiring four new full-time faculty positions – 2 SSW, 2 OTA/PTA.
16. PQAPA Audit took place in April 2013 – will share the results when they are available.
17. Durham College held a Research Day on May 1<sup>st</sup>. The FITS program is presenting at next year's Research Day and will report back to the PAC.


## **RECOMMENDED ACTIONS**

1. During the Spring Curriculum Review Process the FITS faculty will include professionalism as an area of concern.
2. Attach the Board of Governors and Program Advisory Committee Meeting Summary of Meeting/Discussion with the Minutes.
3. Provide PAC with a copy of L. Taylor's spreadsheet with Field Placement Agency information.
4. Next Meeting - October 10, 2013 2:00-4:00 pm, SW106 Boardroom.
5. Adjournment 4:00 pm

**STATUS OF RECOMMENDATIONS FROM (September 20, 2012) MEETING**

1. S. Sproul will share KPI's and the Program Health Matrix at the Fall meeting.
2. O. Labaj posted list of potential field placement opportunities for Year 1 students to review on DC Connect.

REPORT PREPARED BY: Sandra Thomson      DATE: June 5, 2013

DRAFT REVIEWED BY DEAN: Susan Sproul      SIGNATURE: 

APPROVED BY CHAIR: Barb Gormley      SIGNATURE:

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**Human Resources Membership List**

<b>Name</b>	<b>Title</b>	<b>Organization</b>
<b>Committee Chair</b>		
John Shaw	Human Resources Director	General Motors of Canada Ltd.
<b>External Committee Members</b>		
Aranka Mason	Manager	Ministry of Government Services
Doug Campbell	HR Manager	McNairn Packaging
Jaime Sheepwash	Senior Employee Relations Officer	Durham Catholic District School Board
Jan Herington	Manager: Learning & Performance	Workplace Safety & Insurance Board
Kevin Chhangte	Human Resources Generalist	Paramed Home Health Care
Melissa Beckett-Batchellor	Human Resources Business Partner	The Scarborough Hospital
Peter Spratt	Vice President, Consulting Services	Collins Barrow
<b>Elected Student/Alumni Representatives</b>		
	Year/Program/Alumni	
Krista Ireland	Year 1, Human Resources	
Kristal Leavitt	Year 3, Human Resources	
<b>Elected Faculty/Staff Representatives</b>		
Gary Gannon	Program Coordinator/Professor	School of Business, IT & Management
David Morrison	Professor	School of Business, IT & Management
<b>Guests/Unelected Faculty/Staff</b>		
Jackie Bathe	Associate Dean	School of Business, IT & Management
Val Gilham	Program Officer	School of Continuing Education
Amy Serrano	Office Assistant	School of Business, IT & Management

## Attendees March 26, 2013

\*External Members

**Present:** \*D. Campbell, \*J. Herington, \*J. Shaw (Chair), \*P. Spratt, J. Spring, G. Gannon, K. Ireland, K. Leavitt, v. Gilham,

**Regret(s):** A. Bennett, \*A. Mason, D. Morrison, \*J. Sheepwash, \*K. Chhangte, \*M. Beckette-Batchellor

**Guest(s):** K. Sharpe-Program Assistant, School of Continuing Education

**Recording Secretary:** A. Serrano, Office Assistant

### KEY POINTS OF DISCUSSION

1. **Trends indicate:** Staff reductions in general. Process improvement and conflict resolution and mediation is a current focus; change management is significant; workplace investigations are less about sexual harassment and more of worker-on-worker conflict/bullying; explore how to decrease costs and wait-lists for services – collaborative processes rather than top-down approach. Pure HR consulting is shrinking significantly. Investing more into process improvement – reduce waste/shorten cycles. Fundamentals and basics need to be known well; it is critical to understand the business in terms of what their measurable/metrics are; what is valuable to the business; tasks need to be accomplished fast and in measurable terms – this will increase the value on the business-end of the table. Public sector – complete departments are being terminated or amalgamated on all levels; career-development centre created after first wave of employees were let go; designed for managers to help staff and offered one-on-one coaching services – lasted until mid-summer; “futures” conversations no longer being held. The approach is for employees to provide rationale/justification; proving you are valuable and that you are providing value. E-services – contact centre growing; busy for specific positions while others are being phased out. Automotive sector – one general manager overseeing everything; staffing reductions; onslaught of new thinking – will people be able to fit and change the organization? The loss of “tribal knowledge” is occurring.
2. **College/School Update and Program Update:** expecting 70 students in year 1; 60 in year 2; 30 in year 3. HR Graduate certificate program is limited to 40 students. Three new programs are doing well (International Business Management; Golf Facility Operations Management; Recreation & Leisure Services). Hospitality and Culinary programs will shift to new Whitby Campus – Centre for Food. Project Management and Information Systems Security graduate certificates will begin in Sept. 2013.
3. **Continuing Education Update:** Project Management Certificate program is offered through Continuing Education – popular program; Pickering campus is not currently offering courses in HR; requests have been made; there is an issue with having a small market in night school; marketing is an issue - possibly look at reaching out to the businesses attached to the Pickering campus. Courses will be offered at the Whitby campus through Continuing Education (theoretical type culinary courses and eventually to “couples cooking” and/or “ethnic cooking”). Night school class enrolment is decreasing while online enrolment is increasing across all programs. The HR two-year program and Graduate Certificate program are offered online; a longer timeframe is allotted to complete certificate and diploma (five years and ten years). Hybrid model will be available starting Fall 2013; G. Gannon and G. Barnard will deliver the two courses.
4. **Student Voice: GEN EDs:** students are confused because some of the General Education courses offered are already a part of the student’s mandatory course-list; there will be more choices for students in Sept. 2013. **Law course:** students would like more relevance to HR – a review will be conducted in the spring by G. Gannon and faculty. **Field placement:** could it be offered at the beginning of September? The challenge is organizing in the spring; many employers cannot commit because they do not know what is going to happen in the beginning of the fall, and students may not return – possibly investigate an October 1 start-date. **Computer courses:** samples of HR information systems would be beneficial for students. There are challenges with licensing fees; SAP is offered through the University Alliance – explore introducing SAP model in courses for Fall 2013; looking to add SAP component to courses by 2014-2015. Students are exposed to Word and Excel and an entire semester is dedicated to this and students feel this is counter-productive. Third-year courses and field placement have been extremely valuable to students.
5. **Additional Agenda Items: KPI Action Plan – Update on 2012 Items:** Handout provided by G. Gannon; some items can be controlled – feedback regarding the high cost of texts – a strategy was adopted to look at new texts and e-book options; other items, such as computer lab facilities/space/availability, cannot be controlled by G. Gannon and the HR program team. The top three concerns across programs are issues that are being addressed constantly. **Appreciation and Student Networking Event, April 4, 2013 – 4:30-6:30 p.m.** at the Oshawa Golf and Curling Club. This is a thank-you to field-placement employers; an opportunity to find out about HRPAs memberships; RSVP to G. Gannon by March 28.
6. There will be a Human Resources Management (HURM) graduate certificate program review this spring. PAC members will be invited (date/time will be sent out once confirmed).

### RECOMMENDED ACTIONS

1. Further discussion regarding KPI results – G. Gannon
2. Investigate future Chairperson – G. Gannon/membership
3. Future meeting date: TBA
4. Adjournment: 8:20 p.m.

### STATUS OF RECOMMENDATIONS FROM MAY 16, 2012 MEETING

1. KPI report card highlighted during tonight’s discussion

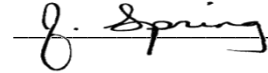
2. Membership feedback regarding description of industry advisory role will be discussed this evening
3. Report back on Pickering Learning Site – HURM program is offered at this site. Enrolment is solid – more than 40 applicants. There is a January-start option; manager located on-site; the President and VP have discussed student concerns with amenities; overall, students find the location convenient
4. Ask a representative from CAFE to speak to the PAC – this is ongoing
5. Review of Vocational Items will be done this evening

REPORT PREPARED BY: Amy Serrano

DATE: April 15, 2013

DRAFT REVIEWED BY DEAN: May 22, 2013

SIGNATURE:

\_\_\_\_\_

APPROVED BY CHAIR: April 16, 2013

SIGNATURE:

Via Email

**Welding Techniques Membership List**

<b>Name</b>	<b>Title</b>	<b>Organization</b>
<b>Committee Chair</b>		
Donna Barnard	President/Owner	Canadian Elite Welding Products

**External Committee Members**

<b>Name</b>	<b>Title</b>	<b>Organization</b>
Barry Budd	Training Tech - Mechanical	OPG
Conrad Cousineau	Operations Manager	Hampton Regal
Jill Frazer	OYAP Program Facilitator	Durham District School Board
Paige Marlow	Researcher	Durham Work Force Authority
John Michel	President/Owner	Raglan
Stacey Ritchie	Pathways Coordinator	Durham Catholic District School Board

**Elected Student/Alumni  
Representatives**

<b>Name</b>	<b>Title</b>	<b>Organization</b>
Mike Keith	Alumni – 1 <sup>st</sup> year apprentice	PR Engineering
Sally Colgan	Current Student	

**Elected Faculty/Staff  
Representatives**

<b>Name</b>	<b>Title</b>	<b>Organization</b>
Gregg Peel	Welding Faculty	Durham College
Wes Hanzuk	Welding Faculty	Durham College
Darrin Caron	Dean/Principal	Durham College

**Guests/Unelected  
Faculty/Staff**

Jana Forsyth	Employment Advisor	Durham College
Joy Lavergne	Program Officer – Con Ed	Durham College
Nathalie Stutt	Admissions Clerk	Durham College
Robert Nokes	Welding Technologist	Durham College
Debbie McKee-Demczyk	Director – Office of Research Services and Innovation	Durham College

**Attendees April 24, 2012:**

\*External Members

**Present:** Donna Barnard\*, Barry Budd\*, Darrin Caron, Sally Colgan\*, Wes Hanzuk, Mike Keith\*, Paige Marlow\*, Gregg Peel

**Regret(s):** Stacey Ritchie\*, Jana Forsyth, Debbie McKee Demczyk, Nathalie Stutt, Conrad Cousineau\*, Jill Frazer\*, Joy Lavergne, John Michel\*, Robert Nokes,

**Guest(s):**

**Recording Secretary:** Mary Pearce

**KEY POINTS OF DISCUSSION**

The potential program of study for the second year of the welding program was discussed.

**RECOMMENDED ACTIONS**

Motion to create a two year program was put forward by Barry Budd and seconded by Sally Colgan. All present were in favour.

An email will be sent out to committee members to review the course descriptions once they have been completed.

Next meeting date: September 25, 2013 5:30pm to 7:30pm

**STATUS OF RECOMMENDATIONS FROM PREVIOUS MEETING**

Not applicable.

REPORT PREPARED BY: Mary Pearce

DATE: April 30, 2013

DRAFT REVIEWED BY DEAN: Darrin Caron

SIGNATURE: 

APPROVED BY CHAIR: Donna Barnard

SIGNATURE: \_\_\_\_\_

**Foundations in Art & Design and Fine Art Membership List**

<b>Name</b>	<b>Title</b>	<b>Organization</b>
<b>Committee Chair</b>		
Donna Raetsen-Kemp	Executive Director	Station Gallery
<b>External Committee Members</b>		
Peter Blake	President	Aftershock Creative Inc.
James Campbell	Executive Director	Visual Arts Centre
Joseph Catalano	Artist	Freelance
Darlene Cole	Artist	Freelance
Dani Crosby	Commercial Illustrator	Freelance
Jeremy Desjardine	High School Teacher	Bowmanville H.S.
Lynn Dooly-Marek	Artist	Freelance
Jessica Field	New Media Artist	Freelance
Gary Greenwood	Artist	Freelance
Linda Jansma	Curator	Robert McLaughlin Gallery
Francis Muscat	Sculptor	Freelance
Margaret Rodgers	Artist	Freelance
Peter Smith	Artist/Professor	Freelance/Durham College
Todd Tremeer	Painter/Printmaker	Freelance
Craig Wildman	High School Teacher	O'Neill Collegiate
Olex Wlasenko	Curator	Station Gallery

**Elected Student/Alumni  
Representatives**

	<b>Year/Program/Alumni</b>	
Sarah Brooks	Year 2 Fine Art	Durham College
Molly Cross	Year 2 Fine Art	Durham College
Jamie McFarlane	Year 1 Fine Art	Durham College
Tyler Stevenson	Year 1 Foundations in Art & Design	Durham College
Megan Wilk	Year 2 Fine Art	Durham College

**Elected Faculty/Staff  
Representatives**

<b>Name</b>	<b>Title</b>	<b>Organization</b>
Charlotte Hale	Associate Dean	Durham College
Jo-Ann Jordan	Professor	Durham College
Herb Klassen	Coordinator, FAD	Durham College
Sean McQuay	Coordinator, Fine Art	Durham College
Greg Murphy	Dean	Durham College

**Guests/Unelected Faculty/Staff**

<b>Name</b>	<b>Title</b>	<b>Organization</b>
Steven Evans	Professor	Durham College
Sandra Meader	Continuing Education Officer	Durham College

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## Attendees April 25, 2013:

\*External Members

**Present:** \*Peter Blake, \*Joseph Catalino, \*Dani Crosby, \*Lynn Dooly-Marek, \*Gary Greenwood, Herb Klassen, \*Linda Jansma, Jamie McFarlane, Sean McQuay, Greg Murphy, \*Francis Muscat, \*Donna Raetsen-Kemp, \*Margaret Rodgers, Tyler Stevenson, Megan Wilk, \*Olex Wlasenko

**Regret(s):** Sarah Brooks, \*James Campbell, \*Darlene Cole, Molly Cross, \*Jeremy Desjardin, Steven Evans, \*Jessica Field, Charlotte Hale, Jo-Ann Jordan, Sandra Meader, \* Peter Smith, \*Todd Tremeer, \*Craig Wildman

**Guest(s):** N/A

**Recording Secretary:** A. Desaillier, Administrative Coordinator

## KEY POINTS OF DISCUSSION

1. Minutes of October 11, 2012 were approved by M. Rodgers and seconded by F. Muscat. Carried
2. **ACDC Membership:** Students were receptive to using the card and were exploring different galleries. Students would like to know if the ACDC card can be used at larger galleries in other cities.
3. **Industry Trends:** New director of Education at the RMG is Elizabeth Sweeney. She will be meeting with C. Hale and S. McQuay to discuss bridging between the college and the gallery. Instructors are needed for a new upcoming art camp for children in Clarington. The idea around preparing the students to be aware of the positives and negatives of the industry. There was discussion around offering business training (contract reading and writing) to the fine art students; life drawing is essential as well as working in digital media; working on a tablet and Photoshop was stressed. Lack of communication skills and self-confidence in the students was noted during the portfolio assessments. The ability to be versatile was noted as an important quality when venturing out into industry. The ability to write was also noted as very important. Project management and being accountable to timelines should be introduced into the curriculum.
4. **Admissions:** Growth rate at the College is on the rise by 15%; in comparison to flat enrolment or decline in most other Ontario colleges.
5. **Space Update:** 3D rapid prototype will be available to the 3<sup>rd</sup> year Fine Art students.
6. **Articulations:** On-going discussions between our programs and OCAD regarding possible articulations
7. **Student Voice:** Fabrication studio needs to have more hands-on experience with the equipment. The Art History course was very beneficial. Would like to see more on-line options. Felt the figure drawing from semester one and two were not very different. Enjoyed the web development and video capture class and felt they were very beneficial. Feedback from the external guests during the portfolio assessments was very welcomed with the students. Enjoyed the diversity in the studio classes. Video class was structured with too much theory and technical aspects; not enough hands-on in the classroom. Would like to see fewer but broader projects. More emphasis on life drawing needs to be incorporated into the curriculum. Would like to see the painting studio expanded.

## RECOMMENDED ACTIONS

1. Recommend partnering the students within the community as a field placement or internship.
2. Recommend having the Fine Art students partner with Business students to develop their business and entrepreneurial skills.
3. Explore having the students participate in the professional development workshops offered at the Station Gallery.
4. Recommend contributing to the City of Oshawa Cultural Plan.
5. Recommend having more hands-on in the Fabrication studio courses.
6. Explore having a textbook in the Art History courses.
7. Recommend more video making instead of the video technology.
8. Explore the possibility of our students taking an extra welding class at the Whitby campus.
9. Explore visiting High Schools and promoting the MAD programs.
10. Meeting adjourned at 6:30 p.m.
11. Next meetings – Fall 2013, date and location TBA, once a decision is made on splitting the groups.

## STATUS OF RECOMMENDATIONS FROM October 11, 2012 MEETING

1. Sharing the ACDC card highlights to all students in the FAD and Fine Art program was completed.
2. A list of exhibitions that students can participate in is on-going.
3. Moving the advisory into two sub committees is still being explored. Members were encouraged to email A. Desaillier or G. Murphy with their choice on whether to split entirely into two committees representing each program or to still meet once a year as one group.
4. Faculty using DC Connect more for assignments has been completed.
5. Possible vacant space for community outreach was shared with the committee.

REPORT PREPARED BY: Alanna Desaillier

DATE: April 25, 2013

DRAFT REVIEWED BY DEAN: G. Murphy

SIGNATURE: 

APPROVED BY CHAIR: Donna Raetsen-Kemp

SIGNATURE: via email

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**Nursing & PSW Programs Advisory Committee Membership List**

<b>Name</b>	<b>Title</b>	<b>Organization</b>
<b>Committee Chair</b>		
Cheryl Owen	Clinical Practice Leader	Rouge Valley Health System
<b>External Committee Members</b>		
Maureen Awalt		Hillsdale Terraces
Katherine Rautenberg	Personal Support Worker	Partners in Community Nursing
Theresa Henderson	Enterostomal Therapist	Partners in Community Nursing
Pamela Rowe	Manager of Nursing Practice	Region of Durham – Hillsdale Estates
Sanaz Riahi	Director, Professional Practice	Ontario Shores Centre for Mental Health Sciences
Brenda Robichaud	Team Leader CTO Nurse Case Manager	Canadian Mental Health Assoc.
Julie Clarke	Director Medicine Program, Interprofessional and Ethical Practice	Northumberland Hills Hospital
Kim Rutschmann	Manager of Nursing	Hillsdale Estates
Susan Grant	Professional Practice Leader	Ross Memorial Hospital
Danielle Sinfield	Supervisor of Volunteer Department	Victorian Order of Nurses
Amanda Laird	Manager, Nursing Practice	Fairview Lodge
Kimberlee Hilliard	Professional Practice Leader/Nursing Student Placement Coordinator/Telemedicine Coordinator	Markham Stouffville Hospital
<b>Elected Student/Alumni Representatives</b>		
Parsia Hassannia	Year 2 Student	Practical Nursing
Jennifer Cowan	Alumni	Practical Nursing
<b>Elected Faculty/Staff Representatives</b>		
Susan Sproul	Dean	School of Health & Community Services
Carol Burke	Associate Dean	School of Health & Community Services
Debbie Morrison	Faculty/Coordinator	Practical Nursing Program
Deborah Schuh	Faculty/Coordinator	Personal Support Worker Program
Donna Boyd	Program Officer	Continuing Education

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**Guests/Unelected Faculty/Staff**

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

**Attendees (April 18, 2013):**

\*External Members

**Present:** S. Zibert, D. Morrison, \*D. Sinfield, \*B. Robichaud, \*K. Rautenberg, \*S. Grant, \*C. Owen, M. Sich, S. Sproul, D. Schuh, D. Boyd

**Regret(s):** \*J. Clarke, C. Burke, \*M. Awalt, \*T. Henderson, \*P. Rowe, \*S. Riahi, \*K. Rutschmann, P. Hassannia, J. Cowan, \*A. Laird, \*K. Hilliard, M. Noble

**Guest(s):**

**Recording Secretary:** S. Thomson, Administrative Assistant

**KEY POINTS OF DISCUSSION**

1. Minutes of October 18, 2012, were approved by D. Morrison and seconded by D. Schuh. Carried.
2. D. Boyd led a discussion regarding a new multidisciplinary or PSW certificate suggested by D. Schuh. The certificate would be offered through Con. Ed. (dementia, gerontology, addictions, mental health and responsive behaviours).
3. D. Schuh reviewed the 2013 PSW Program Map.
4. D. Morrison reported that this May the first class of the new program will write their comprehensive exam prior to attending Semester V Consolidation with 92 students writing. The Community portion of Professional Practice III is going well, students are getting rich experiences in a variety of nursing and non-nursing community agencies to apply their learning of theory. Simulation has been integrated across the curriculum and continues to be a positive teaching and learning strategy. It has been introduced as an evaluation tool for returning and transfer students to assess their level of practicum ensuring student success and patient safety.
5. The Activation Coordination Gerontology Program has been Ministry approved for a September 2014 start.
6. New OTA/PTA program being offered in September 2013 with a cohort of 45 students as opposed to 30 students due to applicant pool.
7. KPI results not available at time of our meeting – will review them at the Fall meeting.
8. Jean Jackson is retiring in June. Full-time faculty position has been advertised.
9. PQAPA Audit took place in April 2013 – will share the results when they are available.
10. Research Day being held May 1<sup>st</sup>.
11. PSW program is attracting international students some of which are male students.
12. Durham College received funding from SimOne to purchase equipment for bungalow on Whitby Campus. Funding call was to support caring for elderly in their home environment.
13. B. Robichaud with CMHA has 4 excellent PN students on placement – very knowledgeable.
14. D. Sinfield commented that the student evaluation form does not allow enough room for feedback.

**RECOMMENDED ACTIONS**

1. D. Schuh will recruit a PSW student and Grad for the Fall meeting.
2. C. Owen to provide D. Schuh with PSW job description.
3. Next meeting – October 3, 2013, 2:00 – 4:00 pm.
4. Adjournment 3:20 pm.

## STATUS OF RECOMMENDATIONS FROM OCTOBER 18, 2012 MEETING

No items to report.

REPORT PREPARED BY: Sandra Thomson

DATE: May 31, 2013

DRAFT REVIEWED BY DEAN: Susan Sproul

SIGNATURE:



APPROVED BY CHAIR: Cheryl Owen

SIGNATURE:

**Marketing Membership List**

<b>Name</b>	<b>Title</b>	<b>Organization</b>
<b>Committee Chair</b>		
Rob Mattacott	Market Analyst	The Nielson Company
<b>External Committee Members</b>		
Jim Masterson	Vice-President, Marketing	Glaxo Smith Kline
Ashley Richardson	Officer, Communications, Public & Media Relations	Toronto Catholic District School Board
Dave LaPenta	Global Program Delivery Manager & Leadership Facilitator	IBM Canada Ltd.
Jonathan Tice	Senior Vice President	Destiny Solutions Inc.
Marissa Potts	Project Manager, Operations	IMI International
Richard Gauder	President	CMS Web Solutions Inc.
Julie Rennie	Manager, Major Gifts	Ontario Shores Foundation for Mental Health
Cindy Kaye	Manager, Nuclear Employee Communications	Ontario Power Generation
Bob Verwey	Sheriff	Owasco Inc
Gary Vaughan	Canadian Salse Manager	Gerdau Ameristeel Corporation
<b>Elected Student/Alumni Representatives</b>		
Marie Barber	1, Marketing	
Lyndsay Milburn	2, Marketing	
Shawn Hawley	2, Marketing	
Kyle Gunton	3, Marketing	
Cheryl Andrews	3, Marketing	
<b>Elected Faculty/Staff Representatives</b>		
Ingrid Brand	Program Coordinator/Professor	School of Business, IT & Management
Peter Stasiuk	Professor	School of Business, IT & Management
Jeff Schissler	Professor	
<b>Guests/Unelected Faculty/Staff</b>		
Jackie Bathe	Associate Dean	School of Business, IT & Management
Val Gilham	Program Officer	School of Continuing Education
Amy Serrano	Office Assistant	School of Business, IT & Management
Tina Grant	Professor	School of Business, IT & Management
Scott Shepperdson	Professor	School of Business, IT & Management

## Attendees March 5, 2013:

\*External Members

**Present:** J. Schissler, \*G. Vaughan, J. Bathe, I. Brand, C. Andrews, \*R. Mattacott (Chair), \*R. Gauder, \*J. Rennie, \*D. LaPenta

**Regret(s):** \*A. Richardson, A. Cassar, B. Marks, \*C. Kaye, \*J. Masterson, J. Tice, K. Gunton, L. Milburn, M. Barber, \*M. Potts, \*S. Plati, S. Hawley, V. Gilham

**Guest(s):** S. Shepperdson (Professor), T. Grant (Professor)

**Recording Secretary:** A. Serrano, Office Assistant

## KEY POINTS OF DISCUSSION

1. **Trends indicate:** Companies are becoming global (i.e. a teaching session in North America: the session is booked by someone in Malaysia and the room is set up by another person in India); it is about being able to differentiate yourself/company from competitors; you must sell what is unique and how it adds value to your client. **Grocery sector** - job outlook is positive. Companies are growing. Trend retail landscape is polarizing (cheaper grocery retailers like No Frills on one end and specialty retailers such as Whole Foods). **Construction sector** – very busy; there are many opportunities for students; the industry is aging and there is a tremendous need for different venues in the construction business. **Mobile** – various devices are ever-growing and changing; currently in a transition period with electronic marketing; newspapers are hurting right now; companies are still trying to figure out what works; responsive design will be huge; people want to control their own website, content is going to make a huge impact. There is a merging of media. **Fundraising** – there is a lot of competition in the not-for-profit sector. People are still donating but some are donating less. Donors are better educated; they want to know where their donations are going. They want outcomes in stewardship reports. Trust and transparency is the current focus. The government is looking for collaboration between different agencies. Whitby and Oshawa foundations will be merging. Foundations rely on volunteers. Large corporations raise money as a team-building exercise.
2. **Student Voice:** There are no issues in year three. Semester six has been the most valuable semester; a majority of the courses are enjoyable (especially public speaking course); working with clients has been great. Students would appreciate more time spent in class on Photoshop.
3. **Additional Agenda Items: Review of Computer Courses –**  
COMP 1209 – course is taken by HR and OM students; file management is crucial and must be taught in this class;  
COMP 2207 – Content includes Intro to databases; report writing; mail merge; Excel (intermediate and higher); V-lookup; Publisher-primarily desktop publishing; Access.  
COMP 3201 – HTML; Photoshop; forms/reports are lightly touched on; intro to webpage design; students want more exposure to Photoshop (four weeks is an insufficient amount of time to teach this program); there is a need to modernize use of research software and applications; what should students be exposed to in this course? This is not a true computers in marketing course. Students should be made aware of, up front, that they will not be experts but will be able to communicate with employers. Faculty should outline what the course does and what it doesn't. Be up front at the beginning; create a road-map; manage student expectations from the beginning. Course description/rationale/outcomes need to change. If they want more computers' experience they can further their education through specific courses such as web design.  
Durham College is teaching a little bit of everything so that they are employable; students need exposure to CMS (Wordpress) which allows clients to control the information on their webpage. Students will benefit from learning Google Analytics. Communication skills are extremely important; re-visit merging computer courses with communication skills course; T. Grant has greatly improved COMP 2209.  
Part-time faculty need to be consistent in teaching according to the course outlines.

## RECOMMENDED ACTIONS

1. Send out April KPI report cards to members once complete – A. Serrano.
2. Send message to R. Rogers regarding changing format to open-ended questions for focus group – J. Bathe.
3. Re-write COMP 3201 – course description/rationale/reposition.
4. Investigate networking event between second and third-year students.
5. Next Meeting: Tuesday, September 24 at 5:30 p.m., location-TBA.
6. Adjournment: 8 p.m.

## STATUS OF RECOMMENDATIONS FROM JUNE 11, 2012 MEETING

1. Recruiting prospective members and inform them that conference calling is an option – ongoing.

REPORT PREPARED BY: Amy Serrano

DATE: May 29, 2013

DRAFT REVIEWED BY DEAN: May 30, 2013

SIGNATURE:



APPROVED BY CHAIR: Rob Mattacott

SIGNATURE:

Via Email

**Multimedia and Contemporary Web Design Membership List**

<b>Name</b>	<b>Title</b>	<b>Organization</b>
<b>Committee Chair</b>		
Rob Rock	President	Social Media Learning
<b>External Committee Members</b>		
Justin Aguilar	Junior Designer	Teehan+Lax
Jason Atkins	CEO	360 incentives.com
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
Alex Jansen*	Owner/Operator	POP Sandbox
Michael Monaghan	President	Monaghan Design Solutions Inc
Chris Vale*	Owner Operator	CLH Designs
Stacey Vetzal	President	Three Wise Men Software Dev.
Greg Wilson*	Associate Creative Director	Mouth Media Inc.
<b>Elected Student/Alumni Representatives</b>		
	Year/Program/Alumni	
Nicole Black	Alumni Multimedia Design	Durham College
Joyce Chan	2 <sup>nd</sup> Year Contemporary Web	Durham College
Jacob Jackson	Alumni Multimedia Design	Durham College
Ashley Schofield	3 <sup>rd</sup> Year Multimedia Design	Durham College
<b>Elected Faculty/Staff Representatives</b>		
<b>Name</b>	<b>Title</b>	<b>Organization</b>
Linda Cheng	Co-Coordinator, Multimedia	Durham College
Wade Clarke	Co-Coordinator, Multimedia	Durham College
Kris Felstead	Coordinator, Contemporary Web Design	Durham College
Greg Murphy	Dean	Durham College
<b>Guests/Unelected Faculty/Staff</b>		
<b>Name</b>	<b>Title</b>	<b>Organization</b>
Steven Evans	Professor	Durham College
Brent Hudson	Professor	Durham College
Sandra Meader	Continuing Education Officer	Durham College

## Attendees May 8, 2013:

\*External Members

**Present:** \*Jason Atkins, Joyce Chan, Linda Cheng, Wade Clarke, Steven Evans, Kris Felstead, Charlotte Hale, \*Greg Wilson

**Regret(s):** \*Justin Aguilar, \*Jason Atkins, \*Nicole Black, \*Dave Bobak, \*Rick Dolishny, \*Nicole Black, \*Chris Erwin, \*Sandi Gauder, Charlotte Hale, \*Barry Hillier, Brent Hudson, \*Jacob Jackson, \*Alex Jansen, Sandra Meader, \*Michael Monaghan, Greg Murphy, \*Rob Rock, Ashley Schofield, \*Chris Vale, \*Stacey Vetzal

**Recording Secretary:** A. Desaillier, Administrative Coordinator

### KEY POINTS OF DISCUSSION

1. Acceptance of minutes from September 26, 2012 was moved by all. Carried.
2. Additions to the agenda: Feedback on a conceptual second year focusing on coding and scripting. Moved by: K. Felstead and seconded by S. Evans. Carried.
3. **Industry trends:** Changes in language push for more open sources, challenges with graphic designers to provide UI design in web and mobile applications visually. HTML and CSS are design tools and should be stressed with the students. Engaging applications is a trend that is on the rise. There is a need for UI designers. Not for profit clients are on the decline, but entrepreneurial clients are becoming more popular.
4. **Student Voice:** More UIx needs to be taught; too much designing for desktops; teach more current code; would like to see the Mobile Web Apps offered on-line or part-time.
5. **Program Updates:** There has been a title change for the Contemporary Media Design program to Interactive Media Design effective September 2013. Second year students have formed a sub society within the school. They will be travelling to New York in February 2014 to visit various companies. MM students won a design project; they designed a Christmas card for Honda. They won \$2000.00 which will help fund interactive tools for the program. Would like to see more students enter competitions in industry. Dual credit in Digital Illustration is being offered at Brock High School.
6. **Curriculum Updates:** A discussion ensued around moving the Field Trips and Visiting Lecturers course into year one. This may help engage the students. A suggestion of lunch and learns at companies in the Industry would be beneficial to the students. Offering an internship earlier in the program or more hands-on experience was also noted as important. Providing more networking opportunities. A third option for a second year in scripting and coding was discussed, members feel that this would be better as a graduate certificate. This would make the students more rounded. Members asked if the graduate certificates could be offered as a night option or on-line; this would be more of an incentive to individuals who are unable to take a year off of work.

### RECOMMENDED ACTIONS

1. Recommend that the Mobile Apps POS be sent to the membership to circulate in industry.
2. Recommend exploring collaborative contests/competitions with member companies. Action by L. Cheng and J. Atkins.
3. Recommend moving elements of the FTVL course to year one.
4. Add more entrepreneurship courses/focus within the curriculum.
5. Add Web Apps Design and Development to the curriculum.
6. Next meeting – Wednesday, September 25<sup>th</sup>
7. Adjournment 7:45 p.m.

### STATUS OF RECOMMENDATIONS FROM September 26, 2012 MEETING

1. Exploring the opportunity for an Entrepreneurship post graduate certificate after completing contemporary Media Design is still an ongoing discussion, S. Evans to report back.
2. S. Meader has met with K. Felstead to discuss revamping the Web certificate offered in night school. These changes will align the certificate more in line with the daytime curriculum.
3. Post graduate certificates are still being explored.

REPORT PREPARED BY: Alanna Desaillier      DATE: May 8, 2013

DRAFT REVIEWED BY ASSOC DEAN: C. Hale      SIGNATURE:



APPROVED BY COORDINATOR: K. Felstead      SIGNATURE:      via email

### Power Engineering Technician Membership List

Name	Title	Organization
<b>Committee Chair</b>		
<b>Todd Brillinger</b>	Chief Operating Engineer	Eastern Power Limited

### External Committee Members

Name	Title	Organization
Lori Cater	HR Specialist	Cameco
Greg Cornett		OPG
Jill Frazer	OYAP Program Facilitator	Durham District School Board
Travis Ferguson		Transalta
Kirk Gowdy		OPG
Todd Love		IESO
Paige Marlow	Researcher	Durham Workforce Authority
Stacey Ritchie	Pathways Coordinator	Durham Catholic District School Board
Dave Servos		OPG
Leon Simeon		OPG
John Souther		SNC Lavalin
Julian Watts		OPG
Jeff Wodzak		OPG

### Elected Student/Alumni Representatives

Name	Year/Program/Alumni
Nadia David	Year 1
Dave Stewart	Year 2

### Elected Faculty/Staff Representatives

Name	Title	Organization
David Beals	Power Engineering Program Coordinator	Durham College
Mike Gambier	Power Engineering Faculty	Durham College
Darrin Caron	Dean/Principal	Durham College

### Guests/Unelected Faculty/Staff

Name	Title	Organization
Joy Lavergne	Program Officer	Durham College
Mary Collins	Associate Dean	Durham College

Debbie McKee Demczyk	Director, Office of Research Services and Innovation	Durham College
Nathalie Stutt	Admissions Clerk	Durham College
Jana Forsyth	Employment Advisor	Durham College

### **Attendees April 29, 2013:**

\*External Members

**Present:** Todd Brillinger\*, Lori Cater\*, Mary Collins, Nadia David, Kirk Gowdy\*, Paige Marlow\*, Leon Simeon\*, Mike Gambier, David Beals, Dave Stewart, Julian Watts\*, Paul Fraser for Stacey Ritchie

**Regret(s):** Todd Love\*, John Souther\*, Jeff Wodzak\*, Darrin Caron, Greg Cornett\*, Dave Servos\*, Jill Frazer, Greg Cornett, Travis Ferguson\*

**Guest(s):** Joy Lavergne, Nathalie Stutt, Ralph Trauzzi,

**Recording Secretary:** Mary Pearce

### **KEY POINTS OF DISCUSSION**

PowerPoint of the expectations and responsibilities of a program advisory committee member were reviewed due to the number of new members.

Round table introductions of all members stating company name, title and reason for interest in the committee.

A status of the boiler installation was given.

Plant tours for the 2<sup>nd</sup> year students were discussed.

### **RECOMMENDED ACTIONS**

Offer steam time to students once the boiler is installed.

Julian Watts will investigate scheduling an OPG tour for the students and Todd Brillinger will connect with other local power plants to provide tours to students.

Next meeting date: October 10, 2013 12:00pm to 2:00pm

### **STATUS OF RECOMMENDATIONS FROM November 2012 MEETING**

Discussion around how steam time can be incorporated into the curriculum was held, however more information about the boiler type is required before it can be determined.

REPORT PREPARED BY: Mary Pearce

DATE: May 1, 2013

DRAFT REVIEWED BY ASSOCIATE DEAN: Mary Collins SIGNATURE:



APPROVED BY CHAIR: Todd Brillinger

SIGNATURE:

### Advisory Committee Membership List

Name	Title	Organization
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#### Committee Chair

Wendy Smith	Consultant/Professor	Wendy Smith Executive Search/Durham College
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#### External Committee Members

Name	Title	Organization
Eric Davidson	Senior Mgr. R&D	Pepsi Canada Snack Foods
Dave Jagdeo	VP of Operations	Griffith Laboratories
Diana Kirkaldy	Quality Assurance Manager	Belmont Meats Ltd.
Walter Knecht	President	Hela Spice Canada
Norbert Koehl	VP of Operations	Stonemill Bake House
Robert Kowal	President	Kriscor and Associates
Jamie McKee	Production Manager	Purdue Pharma
Reza Mecklai	President	Sultan of Samosas
Angela Miller	Food Technologist	Nestle Canada
Lisa Nicholas-Ash	Sales Associate	Quadra Chemicals
Simone Porter	QC Manager	Maple Leaf Foods
Tamas Szederkenyi	Sr. Director, QC Labs	Teva Canada
Margaret VanDeGevel	Sensory Manager	Griffith Laboratories
Jeanette Vanerheyden	Mass Resource Planner	Estee Lauder
Brenda Watson	Consultant	Watson & Associates
Celia Williamson		Patheon Whitby Inc.

#### Elected Student/Alumni Representatives

Name	Yr/Program/Alumni	Organization
Mayelyn Molina	2 <sup>nd</sup> year student	Durham College
Dave Siddhant	2 <sup>nd</sup> year student	Durham College
Stephanie Sopik	3 <sup>rd</sup> year student	Durham College
Kelly Ware	2 <sup>nd</sup> year student	Durham College

**Advisory Committee Membership List Cont'd**

<b>Elected Faculty/Staff Representatives</b>	<b>Title</b>	<b>Organization</b>
Maureen Calhoun	Associate Dean	School of Science & Engineering Technology
Kevin Kelly	Professor	School of Science & Engineering Technology
Joy Lavergne	Program Officer	Durham College
Iraj Mehrnia	Professor	School of Science & Engineering Technology
Joyce Myers	Program Coordinator	School of Science & Engineering Technology
Jacob Robinson	Professor	School of Science & Engineering Technology
Sue Todd	Dean	School of Science & Engineering Technology
<b>Guests/Unelected Faculty/Staff</b>	<b>Title</b>	<b>Organization</b>
Elaine Hatch	Manager, Regulatory Compliance & Nutrition	Kraft Canada Inc.
Paul Hoogenboom	Senior Vice President	Hela Spice Canada
Maureen McLaughlin	Manager, Analytical Development	Patheon, Whitby Canada
Wendy O'Flaherty	Quality Assurance Manager	Estee Lauder Cosmetics

REPORT PREPARED BY: Amy Derdall

DATE: May 8, 2013

MINUTES REVIEWED BY: Wendy Smith

DATE: May 9, 2013

## Attendees –

\*External Members

**Present:** E. Hatch\*, P. Hoogenboom\*, K. Kelly, W. Knecht\*, M. McLaughlin\*, I. Mehrnia, J. Myers, L. Nicholas-Ash\*, W. O’Flaherty\*, J. Robinson, W. Smith, T. Szederkenyi\*, S. Todd, B. Watson\*

**Regret(s):** M. Calhoun, E. Davidson, D. Jagdeo, D. Kirkaldy, N. Koehl, R. Kowal, J. Lavergne, J. McKee, R. Mecklai, A. Miller, M. Molina, S. Porter, D. Siddhant, S. Sopik, M. VanDeGeval, J. Vanerheyden, K. Ware, C. Williamson,

**Recording Secretary:** A. Derald

## KEY POINTS OF DISCUSSION

1. **Welcome and Introductions:** W. Smith welcomed members and asked everyone to introduce themselves. S. Todd reviewed the advisory committee guidelines.
2. **Additions to the Agenda:** S. Todd recommended adding a discussion on Program Learning Outcomes.
3. **Acceptance of the Agenda:** The agenda was accepted.
4. **Approval of the Previous Minutes:** I. Mehrnia approved. S. Todd seconded.
5. **External Membership Information Sharing/Industry Trends:** New area unfolding in the regulatory industry is fiber. A new document has been published explaining the definition of traditional and soluble fiber.  
Targets have been set for industry standards on the amount of salt in products. The food industry is being held accountable for reducing salt in products. The Provincial Government of Ontario has published an online document addressing obesity titled “No Time to Wait” which provides a 3 pronged approach for a reducing obesity by 20% over the next five years.  
Committee members felt that graduates are unable to successfully explain or comment on their data findings. Graduates should be able to relay important information in laymen terms. S. Todd recommended faculty ask students to discuss their findings and question their comments.  
Two major trends affecting the industry are increased regulation and efficiency. This includes specific testing, specific limits, foreign contaminants, setting standards and investigating them. New chemists undergo rigorous training and must be eager to learn and understand the importance of soft skills.  
Consumers are much more informed and want to know why chemicals are in their foods. They want healthier foods with cleaner ingredient lines. Allergens continue to be an important issue and many consumers are looking to go gluten free. Food safety is extremely important. Quality has become a competitive advantage.  
Non-Genetically Modified (GMO) foods are becoming popular. Whole Foods has thus committed to its customers that by 2018 every product will have a label indicating if it's GMO free.  
Consumers are frequently requesting pharmaceutical and food products that are discussed on the Dr. Oz television show.  
Functional foods is an area that continues to grow. Members felt that students should have some knowledge of the natural health product industry. J. Myers to bring forward at the next program team meeting.
6. **College/School Update:** No updates to report.
7. **Student Voice:** Student representative not present.
8. **Continuing Education Update:** Continuing Education not present.

9. **Loyalist Promo Video:** The video will be shown at the next program advisory meeting.
10. **Brief Description of New Courses:** K. Kelly distributed information on the Quality Assurance/Quality Control course he is developing. Committee members were asked to provide feedback. K. Kelly to provide a draft course learning outcome at the fall meeting.  
I. Mehrnia is currently developing two new courses: Food Safety & Quality Systems and Food Commodities. Food Safety & Quality Systems will include Good Manufacturing Practice (GMP) and Hazard Analysis of Critical Control Points (HACCP). Food Commodities will focus on individual industries.
11. **Additional Agenda Items:** Due to time constraints the program learning outcomes will be discussed during the fall meeting.
12. **Future Meeting Date:** November 7, 2013, 5:00 PM
13. **Lab Curriculum and Tour of Labs:** Due to time constraints the lab tour was cancelled.
14. **Adjournment:** 7:30 PM

#### RECOMMENDED ACTIONS

1. Discuss incorporating aspects of the natural health product industry at the next program team meeting. ACTION BY: J. Myers
2. Provide an update on the University of Guelph pathway during the fall program advisory meeting. ACTION BY: I. Mehrnia
3. Schedule a career night for September. ACTION BY: Program Team
4. Provide feedback to K. Kelly on the Quality Assurance/Quality Control course. ACTION BY: Program Advisory Committee Members
5. Send Pharmaceutical & Food Science Technology Fast Track program of studies to committee members. ACTION BY: A. Derdall

#### STATUS OF RECOMMENDATIONS FROM NOVEMBER 29, 2012 MEETING

1. The program video has been updated and is available on the Durham College website. New program cards have been developed that are more eye catching.
2. New program advisory committee members were in attendance.
3. Bylaw documents were sent to members with the November minutes.
4. J. Myers will discuss incorporating aspects of the natural health product industry during the next program meeting.
5. I. Mehrnia met with the chair of Research Canada and faculty at Guelph University. There are no final results but it will gradually materialize over the summer. I. Mehrnia to provide an update at the fall program advisory meeting.
6. Career night was unable to be scheduled during January/February 2013 because of student conflicts. The program team will plan for a career night in September when students are less busy.
7. K. Kelly distributed a draft document containing information on the new Quality Assurance/Quality Control course. Members were asked to provide feedback.
8. The program team is working on providing a better lab orientation and possible online modules for fast track students so that they have a better knowledge of lab practices and techniques. Scheduling fast track students' field placement in second semester is ongoing. A. Derdall to send the fast track program of studies to committee members.
9. The Instrumentation lecture and lab have been scheduled to be in the same semester.

REPORT PREPARED BY: Amy Derdall

DATE: May 8, 2013

DRAFT REVIEWED BY DEAN: Sue Todd

SIGNATURE:     Susan Todd    

APPROVED BY CHAIR: Wendy Smith

Approved: May 9, 2013

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**Game Development Membership List**

<b>Name</b>	<b>Title</b>	<b>Organization</b>
<b>Committee Chair</b>		
Courtney Hilbig	Art Director	Digital Leisure
<b>External Committee Members</b>		
Clement Chan	Freelance Animator	9 Story Entertainment
Scott Heatherley	Games Animator	Toon Box Entertainment
Joey MacDonald		Ubi Soft
Ryan Miller	Founder and President	Conjured Graphics
Robbie Tasker		SoHo VFX
Ian Zamojc	Freelance	
<b>Elected Student/Alumni Representatives</b>		
Matt Csenar	Year/Program/Alumni Year 3 Game Development	Durham College
Mat Gervais	Year 3 Game Development	Durham College
<b>Elected Faculty/Staff Representatives</b>		
<b>Name</b>	<b>Title</b>	<b>Organization</b>
John Goodwin	Professor, Game Development	Durham College
Matthew Grabinsky	Coordinator, Game Development	Durham College
Charlotte Hale	Associate Dean	Durham College
Greg Murphy	Dean	Durham College
<b>Guests/Unelected Faculty/Staff</b>		
<b>Name</b>	<b>Title</b>	<b>Organization</b>
Edin Ibric	Professor, Game Development	Durham College
Sandra Meader	Continuing Education Officer	Durham College

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## Attendees May 14, 2013:

\*External Members

**Present:** John Goodwin, Chris Gould, Matthew Grabinsky, Charlotte Hale, \*Courtney Hilbig, Edin Ibric, Jeremiah Seiden

**Regret(s):** \*Clement Chan, Matt Csenar, Matt Gervais, \*Scott Heatherley, \*Joey MacDonald, Sandra Meader, \*Ryan Miller Greg Murphy, \*Robbie Tasker, \*Ian Zamojc

**Recording Secretary:** A. Desaillier, Administrative Coordinator

### KEY POINTS OF DISCUSSION

1. C. Hilbig approved the minutes from November 19, 2012 and welcomed members of the committee.
2. The agenda was accepted with additions: exploring the concept of having a shared first year between Animation and Games and a shared end of year screening, creating post grad certificate in games Coding and Programming. Motion to accept by C. Gould, seconded by J. Goodwin, Carried.
3. **College Update:** Durham College enrollment is on the rise, Games was waitlisted in March, 32 confirmations for 28 seats. Very positive feedback from the Open House.
4. **Program Update:** Year-end screening was very successful. A discussion around having the Animation and Games screening together was well received. Curriculum changes: less cycles, more technical. Full texturing course in year one. Casual gaming stream was not successful, it will be changed to dynamic and User interface i.e. UI and VFX development. Possibility of creating a games coding post grad certificate was discussed. There is a need and this will cater to graduates from College and University.
5. A discussion around having a common first year between Animation and Games ensued; team concerns are: both programs specialize in the first year; a level of understanding for students would be lost in a common first year.
6. Post Graduate in Games Coding will be explored. The software Unity was discussed, but the current games students are not strong in coding. This would be a benefit to our graduates. Graduates would be able to graduate from the 2 year diploma, then with the grad certificate and would be able to get a job in Industry that is dealing with mobile apps. Our program is the only art based program in Ontario.

### RECOMMENDED ACTIONS

1. Recommend that the open studio sessions continue and that it be promoted to the incoming students during orientation. **ACTION BY: Program Team**
2. Recommend exploring the ability to have the deep freeze turned off in the games labs. **ACTION BY: Program Team**
3. Next meeting – October 29, 2013 at 7:00 p.m.
4. Adjournment 7:40 p.m.

### STATUS OF RECOMMENDATIONS FROM November 19, 2012 MEETING

1. The use of UV Mapping, normal baking and projection mapping was introduced into the third year of the curriculum.
2. The addition of UI in the program curriculum is still on-going, program team to continue implementation.
3. Cross marketing to high school with the Summer Shorts program was completed. Summer Shorts will be three weeks this summer.
4. Discussion with Admissions will be explored regarding online portfolio submissions; still on-going
5. Open studio sessions were introduced in the winter semester and were well attended by graduates of the program.
6. Adding more material creation and shader development in the program was completed. A full texturing course and added software enhanced the experience.
7. The spring workshops were marketed to the high schools and have sold out. They will take place on May 23<sup>rd</sup> and 24<sup>th</sup>.
8. More critique and feedback on student work was completed by having weekly and bi-weekly

meetings between faculty and student.

9. Incorporating the Work In Progress page into the program is still on-going, M. Grabinsky to continue on this.
10. The solution for the Deep freezing in the games lab was to run it off for the last 4 weeks of the semester; this was a lot more effective for the students.

REPORT PREPARED BY: A. Desaillier

DATE: Monday, May 13, 2013

DRAFT REVIEWED BY ASSOCIATE DEAN:

SIGNATURE: 

APPROVED BY CHAIR: C. Hilbig

SIGNATURE: via email

**Law Clerk Advanced and Office Administration-Legal Programs Advisory Committee Membership List**

<b>Name</b>	<b>Title</b>	<b>Organization</b>
<b>Committee Chair</b>		
Theresa Fergusson	Financial Services Law Clerk	Stikeman Elliott LLP
<b>External Committee Members</b>		
Adriana Carnevale	Lawyer	Carnevale Law Office
Lindsey Creen	Litigation Law Clerk	McMillan LLP
Susanne Currell	Corporate Law Clerk	McMillan LLP
April Gross	Property Inspector	Mun. Prop. Assess. (MPAC)
Lynn Gaudet	Assistant to Robert N. Franklin	Franklin LLP
Cynthia Kelly	HR Generalist	Aird & Berlis LLP
Amber Marshall	Sales Representative	New Vision Real Estate Inc.
Trena Mumby		
Anna Naud	Lawyer	Borden Ladner Gervais LLP
Lindsay Ortega		
Jody Parsons	Prosecutor	Town of Markham
Melinda Shiers	Law Clerk	Ernst & Young Electronic
Kari Pringle	Law Clerk	
Michelle Long	Law Clerk	Bulk Barn Foods Ltd.
Ashleigh Graham	Law Clerk	
Heather Redwood		
Veni Tacconelli		
<b>Elected Student/Alumni Representatives</b>		
	Year/Program/Alumni	Durham College
Katie Bell	Year 3 – Law Clerk Advanced	
<b>Elected Faculty/Staff Representatives</b>		
Name	Title	Organization
Stephanie Ball	Dean	Durham College
Drew Dowling	Coordinator/Professor (LCAD)	Durham College
Lesley Wagner	Professor	Durham College
Peggy Hinan	Coordinator/Professor (OFLG)	Durham College
<b>Guests/Unelected Faculty/Staff</b>		
Name	Title	Organization
None		

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## **Attendees (May 14, 2013):**

\*External Members

**Present:** S. Ball, K. Bell, D. Dowling, \*T. Fergusson, \*L. Gaudet, \*A. Gross, P. Hinan, \*C. Kelly, \*A. Marshall, \*A. Naud, L. Wagner

**Regret(s):** \*A. Carnevale, \*L. Creen, \*S. Currell, \*A. Graham, \*M. Long, \*T. Mumby, \*L. Ortega, \*J. Parsons, \*K. Pringle, \*H. Redwood, \*M. Shiers, \*V. Tacconelli

**Recording Secretary:** M. Bartosik

## **KEY POINTS OF DISCUSSION**

### **Law Clerk Advanced Program:**

1. Minutes of Law Clerk Advanced Program meeting on October 2, 2012 were approved by C. Kelly and seconded by A. Gross, CARRIED.
2. **Industry Trends:** The Municipal Property Assessment Corporation (MPAC) is officially an accredited organization with the Institute of Municipal Assessors. MPAC encourage their employees to attain a designation and assist in paying for courses towards a designation. Some law firms are finding that they receive more resumes from paralegal graduates than law clerks for full time positions which is of concern since the Paralegal graduates do not have the same skill level as the Law Clerk Advanced graduates. Not-for-profit charity law is now being handled by law clerks in some large firms. Generally, the firms like the extended length of our program that provides students with more soft skills and maturity. Some firms have fewer job opportunities for our graduates due to the current economic market.
3. **Enrolment:** The program competes for the same students in other programs. To date, 60 have confirmed for 90 seats in first year of LCAD. Office Admin.- Legal have 20 confirmed for 30 seats.
4. **Student Voice:** In the past, some students have a perception that legal assistants and law clerks are the same due to the name of the program at the time of application. The change in program name does clarify any confusion. Software problems in the labs continue to be an on-going issue for the students.
5. **Employment:** Currently 40% of our graduates have been hired in the field and many of them were through their placement experience. Graduates are being hired based on their strong academic education.
6. **Placement:** Some employers prefer longer periods of time rather than Thursdays and Fridays as it does not provide for continuity of work assignments.
7. **Mapping/Program Review:** The program team completed a two-day mapping session which is the first step of the program review.
8. **KPI Results:** The results have just been received but, overall, the statistics indicate an improvement in all areas which is attributed to the fact that the students were provided with a clear explanation of the questions on the surveys. The issues that were identified as problematic are the same as last year but resolution is outside of the program's domain due to monetary constraints.
9. **Law Clerk Advanced Fast Track Program:** The new condensed three-semester program is being piloted this year and geared to paralegal graduates. The first semester of courses is currently being delivered this spring/summer and continues into next fall and winter.

### **Office Administration-Legal Program:**

10. **Program of Studies:** The first year courses are similar to those in the Law Clerk Advanced program which gives the students the opportunity to transfer from one to the other if they decide to change their career path.
11. **Placement:** It is scheduled for Mondays and Tuesdays in their final semester for 170 hours.
12. **Debrief Meeting:** Positive feedback included small class size, reasonable deadlines for assignments but computer labs are problematic.

## RECOMMENDED ACTIONS

1. T. Fergusson, an alumni of the program, was asked to submit an article for the Legal Reflections newsletter by the deadline of May 24.
2. The request for alumni to lobby through their employers for vendors to permit software access to our students will be included in the newsletter by D. Dowling.
3. L. Wagner will forward a document on the differences between paralegals and law clerks to D. Dowling to be used as a marketing tool for promoting the program.
4. The mapping report and program review will be added to the agenda for the next meeting by D. Dowling.

## STATUS OF RECOMMENDATIONS FROM (October 2, 2012) MEETING

1. The Reflections newsletter will be distributed electronically later this month and will include a request for alumni to lobby through their employers for vendors to permit software access to the Law Clerk Advanced students by D. Dowling.
2. The Alumni Association website will include the link to the Legal Reflections newsletter.
3. D. Dowling is working on a strategy for a pilot project with the IT Department to have all the legal software in the labs as well as made available for our students to download for home or laptop use.
4. E-books were found for many of the courses and students will be given the option of purchasing the text or obtaining it on-line.
5. This is the first combined advisory meeting of both the Law Clerk Advanced and Office Administration-Legal programs.

REPORT PREPARED BY: Mary Bartosik

DATE: May 14, 2013

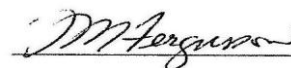
DRAFT REVIEWED BY DEAN: Stephanie Ball

SIGNATURE: \_\_\_\_\_



APPROVED BY CHAIR: Theresa Fergusson

SIGNATURE: \_\_\_\_\_



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**Music Business Management Committee Membership List**

<b>Name</b>	<b>Title</b>	<b>Organization</b>
<b>Committee Chair</b>		
Evelyn Cream	President	Athena Music International
<b>External Committee Members</b>		
Michelle Baily	Director HR	ReSound
Jennifer Beavis	Music Publishing & Copyright Consultant	Librascor Copyright
Linda Bush	Owner/Manager	New Romantic Music
Brian Chick	Director National Promotions	Universal Music Canada
Sari Delmar	President	Audio Blood Inc.
Andrea England	Songwriter/Business Analyst	Lemonade Factory/CMRRA
Ron Morse	Co-Owner, CFO.C.O.O	Wax Records
Rodney Murphy	Education & Outreach Manager	SOCAN
Cameron Wright	Festival Director	Canadian Music Fest
<b>Elected Student/Alumni Representatives</b>		
Kyle Merkley	Year/Program/Alumni Music Business Alumni	
Braeden Mitchell	Year 3 Music Business Management	
Hilary Shaw	Year 2 Music Business Management	
<b>Elected Faculty/Staff Representatives</b>		
Name	Title	Organization
Charlotte Hale	Associate Dean	School of Media, Art & Design
Greg Murphy	Dean	School of Media, Art & Design
Tony Sutherland	Professor	School of Media, Art & Design
Marni Thornton	Coordinator	School of Media, Art & Design
Greg Jarvis	Professor	School of Media, Art & Design
<b>Guests/Unelected Faculty/Staff</b>		
Name	Title	Organization
Sandra Meader	Continuing Ed. Officer	Durham College

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## Attendees May 22, 2013:

\*External Members

**Present:** \*Michelle Baily, \*Evelyn Cream, Charlotte Hale, Greg Jarvis, \*Rodney Murphy, Tony Sutherland,

**Regret(s):** \*Jennifer Beavis, \*Linda Bush, \*Brian Chick, \*Sari Delmar, \*Andrea England, Sandra Meader, \*Kyle Merkley, Braeden Mitchell, \*Ron Morse, Greg Murphy, Marni Thornton

**Recording Secretary: A. Desailier, Administrative Coordinator**

### KEY POINTS OF DISCUSSION

1. The minutes of November 6, 2012 were approved by G. Jarvis and seconded by M. Baily. Carried.
2. **Nomination of Chair:** T. Sutherland nominated E. Cream as chair and G. Jarvis seconded the nomination. E. Cream was acclaimed to the position. Carried.
3. **Agenda:** addition 7.5. Program of Studies for 2013. Acceptance M. Baily and seconded by R. Murphy. Carried.
4. **Industry trends indicate:** looking for more work experience with education, government funding options were discussed to help increase student internships, R. Murphy will explore bringing on more interns into SOCAN. Music marketing has taken a shift from Album marketing to Artist marketing. The Ontario Music Funding was discussed and the impact on the Indie market. Students being hired in industry are lacking in soft skills, it was noted that Durham graduates are extremely hireable. Profound change in industry using technology i.e. smart phones and YouTube.
5. **College Update:** Launching a new program in fall 2013 in Broadcast for Contemporary Media and the VFX graduate certificate will run this fall. The School of MAD is committed to keeping the enrollment at 75 seats for the MBM program.
6. **Web and Digital Courses:** currently 6 hours in semester 5, a discussion around is this too much; should there be more general skills taught or should there be more in depth web coding; should it be taken down to 3 hours and 3 hours global music sector incorporated.
7. **Graduate Certificate:** program team has decided to keep the program as a 2 +1 option. Topics that are being explored for grad certificates are: DIY Artist and Live Music in partnership with the live music industry. Project Management for the creative sector was well received by the members as a potential grad certificate. Business grad certificate aimed in conjunction with the GTA Universities with music degrees.
8. **Slaight Music:** Gary Slaight has noted that there are funds available to donate to the program. What are potential options for a business proposal? Members stated that a bursary and/or honorarium for students to help fund their internship would be great idea. Having a paid guest speaker (brand name) come in to speak to the students during an evening workshop/conference. Help fund students entrance fees into industry competitions, field trips and conferences.
9. **Student voice:** Students were unable to attend the meeting but provided feedback to the chair beforehand via email. Courses in the third year were well received with the students and they enjoyed the smaller class sizes. They would recommend the third year to any student who is unsure of where they want to be in the industry. The internship was very beneficial. The program is very interactive and provides lots of hands-on experience. They would like to see the field placement as an entire semester. They would like to see the transportation costs covered for field placement. They would like to see more grades given for business writing in the Business practicum course. Copyright and law class was on overload.
10. **Program of Studies:** the POS for 2013 has been revised; some course names were changed to become more in line with other education institutions. They would like to see the Image Design and Production course name changed to Graphic Design Basics/Essentials. Publishing has been moved into semester 4. The second Accounting course has been changed to a Music Industry math course. Small Business was morphed into a personal finance course. An independent course will be introduced into the 5<sup>th</sup> and 6<sup>th</sup> semesters. Discussion around where licensing and brand marketing should be introduced into the curriculum.
11. **Membership:** Jennifer Beavis and Andrea England were thanked for being a part of the committee and their time and commitment was appreciated.

### RECOMMENDED ACTIONS

1. Recommend that the PAC membership be reviewed. **ACTION BY: PAC Membership**
2. Recommend the PAC members suggest names of potential new member to the Coordinator. **ACTION BY: PAC Membership and Coordinator**

3. Next meeting – November 6, 2013, ReSound 6:30 p.m.
4. Adjournment 8:00 p.m.

#### **STATUS OF RECOMMENDATIONS FROM November 6, 2012 MEETING**

1. A recommendation to have the Spring Advisory meeting on campus during the Reel Music Festival was explored and it was decided that it was too busy of a time to conduct a meeting.
2. A recommendation to have a new name for Image Design and production is still being explored by the program team. This recommendation for the name to be changed was brought forward in point #10, Program of Studies.
3. Recommend increasing the applications for the program but keep the program class size the same is still being explored.
4. The recommendation to have a “Copyright” day on campus for the students to discuss bill C11 during the music festival will be explored for the next academic year.

REPORT PREPARED BY: A. Desaillier

DATE: May 22, 2013

DRAFT REVIEWED BY ASSOC.DEAN: C. Hale

SIGNATURE:



APPROVED BY CHAIR: E. Cream

SIGNATURE: via email

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**Graphic Design Membership List**

<b>Name</b>	<b>Title</b>	<b>Organization</b>
<b>Committee Chair</b>		
Grant Cleland	Art Director/Designer	Zulu Alpha Kilo
<b>External Committee Members</b>		
Katie Brown	Graphic Designer	Freelancer
Jennifer Real	Graphic Designer/Web Developer	
Steve Dunk	Partner/Designer	Reactor art + design
Melissa Geurts	Senior Associate Art Director	Chatelaine
Tyler King	Graphic Designer	Zebra Studios
Heather Lee	Production Artist	Zulu Alpha Kilo
Andy Strote	Director of Strategic Services	Context Creative
Marcel Tualla	Creative Director	Konstruct Media
<b>Elected Student/Alumni Representatives</b>		
Dave Malarenko	Year/Program/Alumni 2 <sup>nd</sup> Year Graphic Design	Durham College
Merissa Vuylsteke	2 <sup>nd</sup> Year Graphic Design	Durham College
<b>Elected Faculty/Staff Representatives</b>		
<b>Name</b>	<b>Title</b>	<b>Organization</b>
Reid Anderson	Professor, Graphic Design	Durham College
Stuart Ellis	Coordinator, Graphic Design	Durham College
Greg Murphy	Dean	Durham College
Charlotte Hale	Associate Dean	Durham College
<b>Guests/Unelected Faculty/Staff</b>		
<b>Name</b>	<b>Title</b>	<b>Organization</b>
Tracey Hanson-Parry	Professor, Graphic Design	Durham College
Sandra Meader	Continuing Education Officer	Durham College
Barb Suen	Professor, Graphic Design	Durham College

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## Attendees May 7, 2013:

\*External Members

**Present:** Reid Anderson, \*Katie Brown, \*Grant Cleland, \*Steve Dunk, \*Melissa Geurts, \*Heather Lee, Dave Malarenko, Greg Murphy, \*Jennifer Real, \*Marcel Tualla, Merissa Vuylsteke

**Regret(s):** Stuart Ellis, Charlotte Hale, \*Tyler King, Sandra Meader, \*Andy Strote, Barb Suen,

**Guest(s):** Tracey Hanson-Parry

**Recording Secretary:** A. Desaillier, Administrative Coordinator

### KEY POINTS OF DISCUSSION

1. **Agenda:** Approved with no additions. G. Cleland approved. S. Dunk seconded. Carried.
2. Minutes of November 13, 2012 were approved by R. Anderson, seconded by M. Geurts. Carried.
3. **Industry Trends indicate:** Designing for web applications as well as interactive mediums such as mobile devices and touch screens is quickly becoming a very important part of the designer's role. At a minimum, students should be taught how to create well-designed solutions by understanding the functionality of these interfaces, as well as the underlying design principles that drive user experience. The development of best practices should be emphasized in the curriculum. Best practices for designing large-scale OOH such as Billboards and TSAs is something that could also be touched on as well. More entrepreneurial skills need to be taught and emphasized. Understanding and applying grids within Editorial mediums should also be stressed more. Email etiquette and professionalism needs to be covered in depth before the field placement starts in semester 6.
4. **College Update:** Growth rate at the College is on the rise (by 15% annually) in comparison to a flat enrolment or even a drop in most the other Ontario colleges.
5. **Student Voice:** The Publication Design and Packaging course could be taught with more contexts, there is not enough knowledge base, too practical and hands on. Drawing course in second semester is repetitive to the first drawing course in semester one. More student presentations/pitching could be structured into the curriculum. Digital Imagery is very Photoshop heavy; discussions around how to change it ensued.

### RECOMMENDED ACTIONS

1. Recommend members email T. Hanson-Parry with suggestions for adding a new media course in the first year.
2. Recommend that adding a new media course stressing best practices would be very beneficial to the students in making them stronger candidates for employment. This course could also include social media.
3. Recommend having a guest speaker from industry come into the class and talk about Industry expectations.
4. Recommend that portfolios in large print, should also be produced in smaller print size and on iPads.
5. Recommend that the Publications course add more practical assignments and that InDesign and layout principles are used in other courses in the same semester to reinforce and contextualize learning.
6. Recommend that some basic hand lettering be added to the drawing course in second semester.
7. Recommend a Portfolio night where industry individuals come in and critique the students' work.
8. Next Meeting – Tuesday, October 1, 2013 6:00 p.m. Location will be downtown Toronto (TBD)
9. Adjournment 8:15 p.m.

### STATUS OF RECOMMENDATIONS FROM November 13, 2012 MEETING

1. The Continuing Education officer has met with members of the program team to review the Graphic Design Certificate. Drawing will be removed and a course in new media will be added.
2. Removing the majority of markers from the student art kit has been completed. Adding in the Applied Art subscription is still on-going.
3. Preliminary discussions around the Program of Study are still on-going but have included removing the drawing course in second semester and adding in a course that could teach web applications and new technology in the industry. I.e. UX – user experience and UI – user interface.
4. Adding social media to courses in the curriculum has been completed.
5. The membership has been reviewed and updated by the Coordinator.

REPORT PREPARED BY: A. Desaillier

DATE: May 7, 2013

DRAFT REVIEWED BY DEAN: Greg Murphy

SIGNATURE: 

APPROVED BY CHAIR: Grant Cleland

SIGNATURE: via email

**911 Emergency & Call Centre Communications Program Advisory Committee Membership List**

<b>Name</b>	<b>Title</b>	<b>Organization</b>
<b>Committee Chair</b>		
<b>Sue Knox</b>		
<b>External Committee Members</b>		
Nicole Cabral	LGBTQ Program Director	Distress Centre Durham
Diane Douglas	Communicator	Oshawa Fire Services
Arthur Graham	Manager, Professional Standards	Toronto Emergency Medical
Irene Marceau	Operations Manager	Minacs
Brenda Jeffs	Manager, Dispatch Operations	Minacs
Nancy McCracken	Customer Care Manager	City of Oshawa
Sharon Noble	Coordinator, Training & Recruitment	Toronto Police Service
Todd Rollauer	Chief Communications Officer	Ajax Fire & Emergency
Rui Da Silva	Inspector, Communications	Durham Regional Police
Susan Sharp	Manager, Station Operations	CHUBB Edwards
Theresa Virgin	Training Unit	Toronto Police Service
Brenda Wrethan	ACPO Canada Representative	APCO Canada
Anna Halkidis	Training Unit, Communications	Toronto Police Service
	Manager, Dispatch Operations	CAA South Central Ontario
<b>Elected Student/Alumni Representatives</b>		
	Year/Program/Alumni	
Gail McKenzie	Alumni	Durham College
Patrick Pugliese	Year 2 student	Durham College
<b>Elected Faculty/Staff Representatives</b>		
<b>Name</b>	<b>Title</b>	<b>Organization</b>
Stephanie Ball	Dean	Durham College
Sandra Meader	Support	Durham College
Margot Murray	Coordinator/Faculty	Durham College
Annette Patrick	Faculty	Durham College
<b>Guests/Unelected Faculty/Staff</b>		
<b>Name</b>	<b>Title</b>	<b>Organization</b>
Erin Martin	Year 2 student	Durham College
Chris Bennett	Year 1 student	Durham College
Bianca Vergos	Year 1 student	Durham College
Chelsey Squire	January Start student	Durham College
Tricia Thomas	January Start student	Durham College

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**Attendees (May 7, 2013):**

\*External Members

**Present:** S. Ball, \*C. Haggart, \*B. Jeffs, \*S. Knox, \*I. Marceau, \*L. Nash, \*S. Noble, P. Pugliese, \*T. Rollauer

**Regret(s):** \*R. Da Silva, \*D. Douglas, \*A. Graham, \*N. McCracken, G. McKenzie, S. Meader, \*S. Sharp, \*A. Halkidis, \*N. Cabral

**Guests:** C. Bennett, E. Martin, B. Vergos, C. Squire, T. Thomas

**Recording Secretary:** M. Bartosik

**KEY POINTS OF DISCUSSION**

1. The minutes of October 24, 2012 were approved by T. Rollauer and seconded by S. Noble, CARRIED.
2. **Industry Trends:** Graduates seem to be lacking employability skills such as written communication and lack experience in any form of customer service. Minacs is the first private sector to receive accreditation for EMD compliance by the National Academy of Emergency Dispatchers.
3. **Field placement:** Service learning (volunteerism) may be introduced as an alternative to placement which continues to be challenging. However, some agencies do want the option of being able to have students for their placement period.
4. **Employment:** Social media background checks are being requested by agencies and applicants are asked to sign a waiver as part of the application/interview process.
5. **Program of Studies Changes:** Several changes are being proposed: a new course, College Fundamentals, which will cover all forms of communication; the reduction of the number of computer-based courses from four to two with the same requirement of 45 wpm; and revamping the field placement component to include providing students with an alternative in volunteering their services in the community.
6. **Student Voice:** It was suggested that more practical hours be added to the Emergency Medical Dispatch course as it directly relates to the call centre field.

**RECOMMENDED ACTIONS**

1. A. Patrick will get the follow up with various agencies regarding competencies that could be shared with our Hired Career Services for mock interviews.
2. A. Patrick will attain the Toronto Police competencies that are posted on-line.
3. OFM competencies will be forwarded to A. Patrick by M. Murray.
4. Agencies willing to share their competencies should forward them to A. Patrick.
5. Co-curriculum recognition through the Student Association for volunteerism will be pursued by A. Patrick.
6. The link to the program of studies will be forwarded by M. Murray for committee members who are asked to review for feedback.

**STATUS OF RECOMMENDATIONS FROM (October 24, 2012) MEETING**

1. The 360 Survey was sent electronically to all the committee members by A. Patrick with the previous minutes.
2. A. Patrick met with Hired Career Services who are willing to handle mock interviews with our students if they had some competencies from agencies to follow.
3. A professional rubric for courses continues to be pursued by A. Patrick for possible implementation is being pursued.

**REPORT PREPARED BY:** M. Bartosik

**DATE:** May 8, 2013

**DRAFT REVIEWED BY DEAN:** S. Ball

**SIGNATURE:** \_\_\_\_\_



**APPROVED BY CHAIR:**

**SIGNATURE:** \_\_\_\_\_



### Accounting Membership List

<b>Name</b>	<b>Title</b>	<b>Organization</b>
<b>Committee Chair</b>		
Scott Paterson	General Manager	The Royal Ashburn Golf Club
<b>External Committee Members</b>		
Alex Maggiacomo	General Manager	Whitevale Golf Club
Craig Loughry	Director of Handicap & Course Rating	Golf Association of Ontario
Blair Rennie	Superintendent	Whitevale Golf Club
Daniel Beauregard	Clubhouse Manager	Scarborough Golf and Country Club
Mary Evelyn	Managing Director	Bushwood Golf Club
Walter Cheung	GM & Chief Operating Officer	Granite Golf Club
Ryan Starr	VP - Marketing and Customer Relations	Buz Software
Geoff Tait	Co-Owner, Creative Director	Quagmire Golf
Ken Cousineau	Executive Director	Canadian Golf Superintendents Association
Scott Reid	Managing Director	Callaway Golf Canada

### Elected Student/Alumni Representatives

<b>Year/Program/Alumni</b>
Dale Valade
Andrew Morris
Dan Perras

### Elected Faculty/Staff Representatives

Nadine LeMarche	Program Coordinator/Professor	School of Business, IT & Management
Ryan Tracy	Professor	School of Business, IT & Management
Jay Fisher	Professor	School of Business, IT & Management

### Guests/Unelected Faculty/Staff

Jackie Bathe	Associate Dean	School of Business, IT & Management
Amy Serrano	Administrative Assistant	School of Business, IT & Management
Val Gilham	Program Officer	School of Continuing Education
Sally Hillis	Professor	School of Business, IT & Management

**Present:** D. Valade, \*G. Tate, J. Bathe, \*M. Evelyn, N. LaMarche, \*R. Starr, R. Tracy\*, \*S. Paterson (Chair), V. Gilham, \*W. Cheung

**Regret(s):** \*A. Maggiasco, C. Loughry, \*B. Rennie, D. Perras, D. Beauregard, J. Fisher, \*K. Cousineau, \*P. Brown, S. Hillis, \*T. Arnott

**Guest(s):**

**Recording Secretary:** A. Serrano, Office Assistant

## KEY POINTS OF DISCUSSION

1. Minutes of November 19, 2012 were approved.
2. **Industry trends indicate:** S. Paterson – optimistic for the season; some of the corporate world are spending money again; not as reluctant; Private – members are making choices; looking at value; looking at what disposable income they have; travelling more; membership recruitment increasing over the last three years; greater confidence in the economy; future looks brighter than in the past five years; challenge between aesthetics and playability; etiquette on the golf course – seeing more ball marks; unfilled divots; by afternoon the course seems awful; more and more new golfers that are uneducated in play etiquette; playability is no longer the priority; public golfers want perfect courses but for discount prices; expectations are high but the budget to have it at the standards don't match; Weather – everyone is excited to golf; triple bogey brewing company; more pressure for budget cuts at all courses; third party resellers are becoming more aggressive; push and nurture database; less money to operate from; pushing net rate per round; stand firm as to who you are; golf clubs are being pressured; they must look at the long-term; intermediate is a great category. Students need to be creative; it's about being the best; IT skills set is important; not a back-office job; want golf people; hire golfers with a passion for the game; all other duties are secondary; want people to learn the game; want those that specialize in golf; don't forget your roots – that's what management want; not a lot of golf being asked of senior guys. Not many high-paying jobs; they have to be entrepreneurial; business-minded; great golf player is good; balance is needed. You don't have to work at a golf course throughout your career; cruise-ships, retail; many opportunities. More females needed; as soon as girls got good enough, they went on scholarships to the United States; new program can show all of the different career paths one can go into.
3. **College/School Update and Program Update:** Changes were made to the curriculum offering for next year; moving from standard business marketing towards golf and hospitality. Computer skills – more geared to industry; students' experience in utilizing POS was limited; coverage of inventory management became specific to what they were trying to learn. There are many systems out there; every club will have a different system but understanding the core, you will be able to manage any system; interesting – mobile/responsive technology – students are unaware but are members of clubs with these functionalities; they use these devices everyday but not to its capacity. POS reconciliation reports, inventory status reports are touched on but a future course with more focus and content would be great. Students should know how to put together flyers, etc. Good quality work sets people apart. Case studies would be good for students; membership recruitment and retention; host presentations to panels of industry; something to build into every class regarding marketing and recruitment; move away from testing towards more projects and presentations; it should be more about practical learning.
4. **Student Voice:** many students do not have golf industry experience; program-specific would be great; many students do not know what is going on with revenue/finances of golf clubs; expectations need to be managed. First year was fantastic; other students have enjoyed their experience. PGM was not suited for this student; tailored to what he wants to do.
5. **Additional Agenda Items:**  
**First-year focus group results/GPA of first-year students:** Positive group with low marks. Some students moving from the golf program to other programs – not the fault of faculty or the program itself; Communications class is an issue but students need these basic skills. There were absences from evaluations and assessments which was frustrating.  
**Curriculum ideas for next year:** Financial management; issues and trends in golf – current topics? Playability and environmental issues is important; third-party is growing – positives and negatives should be taught; club standards; traditional advertising – display what your golf course is; free magazines; substance rather than internet advertising. What new regulations will come about in 5-10 years that may prohibit a non-profit club? This will do well for public courses. The course would need to be up-to-date every year; it will change constantly.

## RECOMMENDED ACTIONS (See attached Action Log)

1. Review first level Computers for Hospitality and Computers for the Golf Industry.
2. Review the content for the Finance course and include relevant case studies for the golf industry.
3. Explore further – mentorship program.
4. Investigate possible articulation agreements.

5. Health and Safety training – investigate how it can be implemented into the program.
6. Next meeting: November 19, 2013 at 4 p.m. Location is TBA.
7. Adjournment: 10:10 a.m.

#### STATUS OF RECOMMENDATIONS FROM March 21, 2012 MEETING

1. Job fair hosted at the beginning of March. Seven courses attended. Moving into next year – early February would be the best time to hold it. First-year students organized it; more organization was needed; timing – 90% of students already had placement by March. This was a good marketing opportunity; Hospitality Management students were welcome to attend. Much more marketing needed – explore offering it to the whole school; students were time restrained but know now what to expect for next time. It is great for golf courses to be able to hire grounds people, etc. Golf positions filled by end of February. GM/private/public/grounds/superintendent to give quick overview to get students interested in attending at the actual job fair prior to start-time; set up a video-clip to send to students so that students know what employers are expecting.
2. Mentorship program is a great idea. How would it be implemented in the curriculum? Finding the right mentors is important; informal at George Brown-able to get students to meet company executives and managers of different companies; networking is how you are able to meet students; social events has helped the success over the last five years; students are prepared when entering these events.
3. Organizing a Durham golf club is ongoing. This was introduced to third-year students. There are 350 members of GAO; what if we created a club that toured – start with one or two events; ongoing idea; furthest was to host event at Oshawa this fall; something with 30-40 players; logistics is tough due to limited resources; start planning this fall for next year.
4. Investigate sending clubs brochures/postcards that can be posted to advertise the program. Packages available for this year; spring and over the next couple of weeks; FB page started to post events; tough in the summer since students do not use school-related web; Twitter account for R. Tracy is set up.
5. Reinforce workplace behaviour make sure it is included in career planning and customer service courses. Getting industry members into the classrooms is the most effective; dress-code in the classroom-has been discussed; culinary students have uniforms; cell-phone use varies between faculty; look at programs at Georgian and George Brown – well-prepared and professional; dress-code from day one would try to mold the golf professional; they should be molded to the highest standard; you always need an edge; start off simple – no hats.

REPORT PREPARED BY: Amy Serrano

DATE: May 30, 2013

DRAFT REVIEWED BY DEAN: May 31, 2013

SIGNATURE:



APPROVED BY CHAIR:

SIGNATURE:

### Operations Management Membership List

<b>Name</b>	<b>Title</b>	<b>Organization</b>
<b>Committee Chair</b>		
Neil Harris	Director of Operations	McGraw-Hill
<b>External Committee Members</b>		
Brent Coros	Material Specialist	Creation Technologies
Colin Deans	Materials Handling Coordinator	Cameco Corporation
Tim Hogenbirk	Production Coordinator	Ironstone Media
Christina Munro	Quality Care Supervisor	General Motors
Chris Schnitzler	Manager, Procurement	Bombardier Aerospace
Meaghan Snow	Material Specialist	Ontario Power Generation
Amy Wilkins	Value Creation & Process Improvement	Messier-Dowty Incorporated-Sofen Group
John Wilson	Owner	Northern Technology Inc
Troy Woudwyk	Senior Supply Chain Strategist	Ontario Power Generation
<b>Elected Student/Alumni Representatives</b>	Year/Program/Alumni	
Adrienne Gulyas	1, Operations	
Jared Cory	2, Operations	
Hubert Chan	3, Operations	
Rashmi Maharaj	Alumni	
Michelle Shurland-Jadoo	Alumni	
<b>Elected Faculty/Staff Representatives</b>		
Jackie Shemko	Program Coordinator/Professor	School of Business, IT & Management
Dave Fletcher	Professor	School of Business, IT & Management
Paul Gallagher	Professor	School of Business, IT & Management
<b>Guests/Unelected Faculty/Staff</b>		
Jackie Bathe	Associate Dean	School of Business, IT & Management
Val Gilham	Program Officer	School of Continuing Education
Amy Serrano	Office Assistant	School of Business, IT & Management

## Attendees April 8, 2013:

\*External Members

**Present:** \*N. Harris (Chair), , \*B. Coros, \*T. Woudwyk, \*C. Schnitzler, \*C. Munro, \*T. Hogenbirk, J. Shemko, J. Cory (year 2 student), A. Gulyas (year 1 student), H. Chan (year 3 student), D. Fletcher, and Associate Dean, J. Bathe, J. Souch, \*R. Maharaj, \*M. Shurland-Jadoo (6:30)

**Regret(s):** \*C. Schnitzler, \*C. Munro, \*M. Snow, \*A. Wilkins, \*J. Wilson, V. Gilham

**Guest(s):**

**Recording Secretary:** A. Serrano, Office Assistant

## KEY POINTS OF DISCUSSION

1. **Trends indicate:** Reducing inventory is a current focus for many companies. Businesses want to lower assets and increase margins. Companies are lowering costs by trying to build products "in-house" that are normally sent out – there is a need for equipment to accommodate this change. Hiring environment – there are currently supply-chain postings; there are opportunities available; purchasing positions typically look for university graduates.
2. **College/school update and program update:** Three new programs started this year: International Business Management (graduate certificate), Golf Facility Operations Management, and, Recreation & Leisure Services. Three programs will start in September: Project Management Graduate Certificate, Special Events Planning, and Information Systems Security (hybrid model) Graduate Certificate. Centre for Food will open in September 2013.
3. **Continuing Education Update:** Intro to Business Processes is wrapping up this week. There are currently no new updates.
4. **Student voice:** Year 1 – realizes now how many opportunities are available to OM graduates; students are excited about the prospective job opportunities. The program needs to be marketed more. There is a lot of further education one can take in order to stay on top. Semester two is lighter than semester one, Communication class could be improved at the program and professor level. First-year students were invited to an alumni function and many did not attend. Integration is needed between year one students with year two and three students. Student knew someone who took the course which helped her make the decision to major in OM. Year 2 – There were "ah-ha" moments along the way and students discovered interesting information as second year progressed. Year 3 - Advanced Operations course was interesting; research project completed in the end was rewarding and successful – a way for year two and year three students to come together. Business Decisions is a great course; it applies everything learned in class; P. Gallagher's semester one course was what helped him choose OM program. In general, opportunities for internships, faculty, and OM 1200 are what helped students choose OM as their major.
5. **Roundtable Discussion – Curriculum review of Principles of Purchasing-PURC 2220, Strategic Purchasing-PURC 4200, Transportation and Logistics-MGMT 2209 (Outlines handed out to members):** It was noticed over time, that many graduates go to procurement roles; raised questions about whether or not the chain of courses that deal with supply chain are preparing our grads sufficiently. An increasing number of year-two graduates needed a transportation course. There is a need to delve deeply into these three courses and refresh/update/remove redundancies if any exist; possibly hold an in-depth focus group forum; focus on content/order of delivery/unique content (such as SAP). PURC 2220 could be broadened by adding material from transportation and logistics and how it affects the whole supply chain; Transportation text is American-explore other materials. Contract management and buyer role – it would be valuable to walk students through this business process; SAP is used for requisitioning module; depending on the industry knowledge about contract law/developing request proposals/request for quotations; online bidding systems and understanding these processes is vital. Third-year courses cover the public and private sectors as well as negotiations – perhaps it is about rearranging topics around.

## RECOMMENDED ACTIONS

1. Follow-up with Mary Noble and schedule a meeting with Messier-Dowty management – J. Shemko
2. Explore contacting an audience for Green Belt Certification – D. Fletcher
3. Invite OM specialists into the high schools – J. Shemko
4. Investigate reaching out to high school teachers to speak with College faculty in a round-table session – J. Bathe
5. Explore mentorship between second-year and first-year OM students – J. Shemko
6. Leans Systems – PROD 4202 - review STAT2200 prerequisite
7. Provide membership with LEAN Systems conference information in Toronto – J. Bathe/A. Serrano
8. Define a working group to brainstorm and frame what it is we want to solve within purchasing/supply chain area; and what are the 2-3 desired outcomes from that meeting; line up common threads/key topics/retail/small business/private sector/healthcare/public sector/aerospace/technical procurement background
9. Send pathways to membership and investigate pathway opportunities for OM
10. Next meeting: October 29, 2013 at 6 p.m. Location: TBA

## STATUS OF RECOMMENDATIONS FROM MAY 2, 2012 MEETING


1. Outreach to Chamber of Commerce to establish contacts with SME sector in Durham Region – Defer to May/June
2. Course outlines were sent out to the PAC members
3. College/School updates were provided during this evening's discussion
4. Target current first-year students who are ideal for OM program – Ongoing
5. Alumni outreach group – alumni profile package provided by McGraw-Hill –Ongoing

6. Application for accreditation with Canadian Supply Chain sector counsel
7. Investigation of possibly internship positions – Ongoing
8. Program learning outcomes were sent out to PAC members
9. Investigate further Green Belt certification – Ongoing; ASQ certified master black-belts are willing to offer training to a group of 15 participants over three days. This should be offered to students first and then faculty. Student pricing excludes the project – the cost is \$7200; Project is \$3000/day
10. Liaising with Gayle Mackenzie regarding dual-credit option – There is currently no match in the high schools for OM 1200; Intro to Business Management covers major optional areas

REPORT PREPARED BY: Amy Serrano

DATE: April 15, 2013

DRAFT REVIEWED BY DEAN: April 22, 2013

SIGNATURE: 

APPROVED BY CHAIR: April 17, 2013

SIGNATURE: Via Email

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**Mediation-Alternative Dispute Resolution Program Advisory Committee Membership List**

<b>Name</b>	<b>Title</b>	<b>Organization</b>
<b>Committee Chair</b>		
Lorraine Joynt	Mediator	FSCO
<b>External Committee Members</b>		
Debbie Hastings	Executive Director	Durham Community Legal Clinic
Karen Le Blanc	Family Mediation Internship	Family Mediation Services
Audrey Lea	Manager	Ontario Court of Justice
Louise Lloyd	Family Mediator-Arbitrator	Finance, Legal Services
Kam Lovel	Mediator	Ontario Family Mediation
Susan Parsons	Mediator and Collaborative Lawyer	Crossroads Family Solutions
Cathy Salmers		Salmers Law
<b>Elected Student/Alumni Representatives</b>		
Eileen Hum	Alumni	Durham College
Deena Misale	Alumni	Durham College
Catherine Chan	1 <sup>st</sup> Year Student	Durham College
<b>Elected Faculty/Staff Representatives</b>		
	<b>Title</b>	<b>Organization</b>
<b>Name</b>		
Stephanie Ball	Dean	Durham College
Virginia Harwood	Coordinator/Professor	Durham College
Laurie Marshall	Professor	Durham College
Bernd Weller	Professor	Durham College
<b>Guests/Unelected Faculty/Staff</b>		
	<b>Title</b>	<b>Organization</b>
<b>Name</b>		
Helen Lightstone	Part Time Professor	Durham College

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## Attendees (May 29, 2013):

\*External Members

**Present:** S, Ball, C. Chan, V. Harwood, \*K. Lovell, D. Misale, \*S. Parsons

**Regret(s):** \*D. Hastings, \*E. Hum, \*L. Joynt, \*A. Lea, \*L. Lloyd, \*K. Le Blanc, L. Marshall \*C. Salmers, B. Weller

**Guest:** H. Lightstone

**Recording Secretary:** M. Bartosik

## KEY POINTS OF DISCUSSION

1. Minutes of October 17, 2012 were approved by D. Misale and seconded by C. Chan. CARRIED
2. **Industry Trends:** The Ontario Association for Family Mediation (OAFM) is hosting the annual general meeting (AGM) and conference on June 13 and 14 which is a great opportunity for us to network and promote our program. There are other organizations that may be pursued for certification: such as the Ontario Coalition for Community Mediation.
3. **Student Enrolment:** To date, there are 22 confirmations for the program with an expectation of approximately 25 students for September 2013.
4. **Sale of the Program:** Herzing College, located at the Eaton Centre, purchased all the course materials/curriculum for the program and are aware of the requirements for accreditation with ADRIO. They may also be interested in the Legal Research & Information Management program.
5. **CCRS Update:** Students went on a field trip to St. Jacob's to meet and view the history of the Mennonites. The college's RIOT Radio and Blog Radio were used to promote our mediation services. A script was also created in three other languages, Italian, French and Spanish, to reach out to our international students. The Durham District School Board are interested in our students providing basic mediation training with their high school students.
6. **Public Legal Education Committee:** All school boards are represented on this committee and could provide our students with more volunteer opportunities.
7. **Partnership in Ireland:** The visitors from Ireland expressed their interest in running a spring/summer institute in Ireland and offering training courses for specialized certifications such as CPI and ASIST. They are also interested in our mediation program. It may open to other opportunities as well as attracting international students.
8. **OAFM Approval Process:** The OAFM is changing the criteria for course approval. The criteria will be reviewed and addressed at the OAFM AGM in late June. The Durham College program realigned its family mediation curriculum for September 2012 to meet the existing published criteria; however did not proceed with application to OAFM as the OAFM criteria is changing.
9. **Student Debrief:** Students identified three areas of concern: lack of computer skills, communication skills and field placement.
10. **Student Voice:** Many students assumed that they would get jobs in mediation immediately upon graduation and did very little research about the program before they started. The students felt that the Practice of Mediation should be delivered in-class rather than on-line. Students were encouraged to become members of ADRIO, but few registered.
11. **ADRIO Update:** The report which is submitted annually, did not have any changes for this year.
12. **Staffing Update:** V. Harwood, Coordinator, is leaving our school to work in C.A.F.E. next month. S. Parsons will be the program coordinator as of June 1, 2013.

## RECOMMENDED ACTIONS

1. Membership to the Ontario Coalition of Community Mediation will be investigated and the information forwarded to S. Parsons by H. Lightstone.
2. A blast message will be created by S. Parsons to be sent to all perspective students highlighting the benefits of taking the mediation program as a great way to start the connection with the students.

3. A partnership with the Durham District School Board will be pursued further by S. Parsons.
4. At the next Public Legal Education Committee meeting, S. Ball will bring forward the mediation training service that our students can provide to their high school students.
5. SALS and Continuing Education will be provided as alternatives for additional writing and computer skills at the student orientation session in September by S. Parsons.
6. Incorporating a research assignment relating to ADRIIO to be inserted in one of the courses will be discussed by faculty.

**STATUS OF RECOMMENDATIONS FROM (October 17, 2012) MEETING**

1. A write-up about the CCRS services and CCRS t-shirts was included in the next student newsletter by H. Lightstone.
2. S. Ball's discussion with MAG about a proposal for a Mediation program in French is ongoing.
3. A discussion with the Aboriginal Centre in providing our students with a demonstration of their elders; process of mediations by H. Lightstone is ongoing.

REPORT PREPARED BY:

DATE: May 30, 2013

DRAFT REVIEWED BY DEAN: S. Ball

SIGNATURE:  \_\_\_\_\_

APPROVED BY ACTING CHAIR: V. Harwood

SIGNATURE:  \_\_\_\_\_

**Digital Photography and Video Advisory Committee Membership List**

<b>Name</b>	<b>Title</b>	<b>Organization</b>
<b>Committee Chair</b>		
Dave MacIntosh – Digital Video	Video Producer	CBC National TV News
Tim McGhie – Digital Photography	Advertising Photographer	Tim McGhie Photography

**External Committee Members**

Mike Berube	Photographer	Freelance
John Davidson	Photographer	Freelance
Mark Forester	Documentary Cameraman	Discovery Channel
Ian Goodall	Photographer	Freelance
Cesar Juarez	Owner	Studio Six Photography
Bernie Leroux	Film Director/Cameraman	Freelance
Brian Stephens	Portrait Photographer	Green Gecko Photography
Tom Szuba	Owner/President	Tom Szuba Photography

**Elected Student/Alumni  
Representatives**

	<b>Year/Program/Alumni</b>	
Tyler Burr	Digital Video Alumni	Durham College
Shelly Kowalski	Digital Photography Alumni	Durham College

**Elected Faculty/Staff  
Representatives**

<b>Name</b>	<b>Title</b>	<b>Organization</b>
Al Fournier	Coordinator, Digital Photography	Durham College
Charlotte Hale	Associate Dean	Durham College
Mark Johnson	Coordinator, Digital Video	Durham College
Greg Murphy	Dean	Durham College

**Guests/Unelected Faculty/Staff**

<b>Name</b>	<b>Title</b>	<b>Organization</b>
Sandra Meader	Continuing Education Officer	Durham College

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## Attendees May 15, 2013:

\*External Members

**Present:** \*Mike Berube, Allan Fournier, Charlotte Hale, Mark Johnson, \*Bernie Leroux, \*Dave MacIntosh, \*Tim McGhie

**Regret(s):** Tyler Burr, \*John Davidson, \*Mark Forester \*Ian Goodall, \*Cesar Juarez, Sandra Meader, Greg Murphy, \*Brian Stephens, \*Tom Szuba

**Guest(s):** Shelly Kowalski

**Recording Secretary:** A. Desaillier, Administrative Coordinator

### KEY POINTS OF DISCUSSION

1. Agenda was accepted with no additions by B. Leroux, seconded by S. Kowalski, Carried.
2. Minutes of November 26, 2012 were approved by D. MacIntosh, seconded by B. Leroux, Carried.
3. **Industry trends:** new Go-Pro now comes with a mobile app to see your images on your phone. LED lights are a game changer in industry, D. MacIntosh noted these are becoming industry standards; no longer need to source out power at location is very beneficial. CBC is working on a document that will breakdown what industry would be looking for in a broadcast graduate; this will be shared in the next meeting and will be passed onto the Coordinator for the Broadcast for Contemporary Media.
4. **School Updates** – program team is awaiting a meeting with Canon to discuss new and upcoming equipment that can be recommended for the incoming students. Would like to see a roundtable day for industry contacts and past graduates will come in and talk to the students. The program team is working on developing a portfolio project in the Photography program. College has a continued healthy enrollment and is responding to the community through the new programs that have been developed. Media, Art & Design students are being encouraged to apply and participate in competitions throughout industry.
5. **Student voice:** the book project created in T. McGhie's class was very well received by the students. Having industry professionals that come in and talk to the students as a guest lecturer was a very positive experience. Would like to see more examples of "fusions" shown in the photography program.

### RECOMMENDED ACTIONS

1. Recommend the Portfolio final assignment includes the student's final submission for the student exhibit. **ACTION BY: Program Team**
2. Recommend that students show a still image for every video assignment submitted. **ACTION BY: Program Team**
3. Recommend that a policy for the logistics of students working for clients in industry is explored; creating an administrative position to handle the contracts was suggested. **ACTION BY: Associate Dean and Program Team**
4. Recommend that the program integrate more business practices into the curriculum. **ACTION BY: Program Team**
5. Recommend that Rail Systems are purchased for the program. **ACTION BY: Dean**
6. Recommend that a formal list of potential guest speakers is created for the School of MAD. **ACTION BY: Program Team**
7. Next meeting: Wednesday, October 2, 2013
8. Adjournment 7:45 p.m.

### STATUS OF RECOMMENDATIONS FROM November 26, 2013 MEETING

1. Recommend showing how the audio course has been changed to the PAC. On-going. Course was changed in terms of the assignments, originally the assignments were created to show the technical aspects of a photograph, and currently the students will go into the audio suite and do a soundtrack on three photos.
2. Recommend that students choose clients in the community that are not-for-profit. This initiative is still on-going as students we are able to find more small business clients whose business needed a boost. Students were limited to 5 shots per client, anymore the client should be paying the student.
3. Recommend students are taught how to vet and understand compilation contracts. Teach them

how to build their own contracts, as well as understand and protect intellectual property. Needs to be explored more.

4. Recommend the program explore Go-Pro camera. On-going with the capital request.
5. Recommend exploring Wi-Fi devices and other peripherals to control lighting. On-going.
6. Recommend that the course descriptions for general education courses be clear on the website. This has been completed.
7. Recommend splitting the two programs into separate PAC meetings for the second hour of every other PAC meeting. Completed.
8. Recommend that students entering the video program will be required to have a DSLR, but will no longer be required to have a camcorder. This has been completed; website still needs to be updated.

REPORT PREPARED BY: A. Desaillier

DATE: May 15, 2013

DRAFT REVIEWED BY ASSOC. DEAN: Charlotte Hale

SIGNATURE: 

APPROVED BY CHAIR: Tim McGhie

SIGNATURE: via email

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**Public Relations Committee Membership List**

<b>Name</b>	<b>Title</b>	<b>Organization</b>
<b>Committee Chair</b>		
Jennifer Stein	Director	APEX Public Relations
<b>External Committee Members</b>		
Michelle Brun	Director	Capsule Communications
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.
<b>Elected Student/Alumni Representatives</b>		
	Year/Program/Alumni	
Dale Brusselers	Year 2 Public Relations	
Christopher Cabral	Public Relations Alumni	Special Olympics Ont.
Laura McKenna	Year 1 Public Relations	
Josh Terry	Public Relations Alumni	Cision
<b>Elected Faculty/Staff Representatives</b>		
<b>Name</b>	<b>Title</b>	<b>Organization</b>
Ginny Colling	Professor	Durham College
Lynn Gough	Coordinator, Public Relations	Durham College
Charlotte Hale	Associate Dean	Durham College
Greg Murphy	Dean	Durham College
Paul Welsby	Professor	Durham College
<b>Guests/Unelected Faculty/Staff</b>		
<b>Name</b>	<b>Title</b>	<b>Organization</b>
Sandra Meader	Continuing Education Office	Durham College

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## Attendees May 7<sup>th</sup>, 2013:

\*External Members

**Present:** Ginny Colling, Lynn Gough (by proxy), Charlotte Hale, \*Cosette Kazarian, \*Jennifer Kerstens, \*Adria Mackenzie, Laura McKenna, \*Josh Terry, Paul Welsby

**Regret(s):** \*Michelle Brun, Dale Brusselers, \*Chris Cabral, \*Leann Crete, \*Melody Gaukel, \*Rebecca Kay, \*Melissa Levy, \*Chris Mace, \*Christie McLardie, Sandra Meader, Greg Murphy, \*Jennifer Stein, \*Sharon Todd

**Recording Secretary:** S. Leaming-Conroy, Administrative Assistant

### KEY POINTS OF DISCUSSION

- C. Hale approved the minutes from November 6, 2012 and welcomed members of the committee.
- The approval of the minutes were accepted by J. Kerstens and seconded by A. Mackenzie. Carried
- **Additional Items:** L. Gough contributed to the Durham College response document with regards to the CPRS Pathways to the Profession; collated suggestions were brought forward to Heads of Media in January by G. Murphy.
- The agenda was accepted by J. Terry and seconded by A. Mackenzie. Carried
- **CPRS Update:** G. Colling noted the new standards will not be finalized until the fall, at which point re-wording will be incorporated into the course outlines. She advised that the existing standards are 75% similar to the new ones.
- G. Colling noted that an exam date has been given to write the CPRS exam, this will help promote that the PR grads have the skills needed upon graduating. Exam is directed to recent grads to show they have particular skills the CPRS is looking for.
- **Application Process:** Discussion was held around the possibility of an open session to meet potential students, and also a further outreach to high schools to build awareness of the Public Relations program.
- **Student Voice:** L. McKenna noted that talking to students at Open House gave students a better understanding of the program and that having an information night would be beneficial for applicants.
- L. McKenna mentioned that adding more business and computer aspects to some of the courses would be beneficial.
- **Program Update:** L. Gough noted that 39 students have successfully completed their non-profit placements, and 37 students began their corporate placements on April 30, 2013 for 14 weeks (2 students deferred until a later date) and also wanted to thank the continued support of the advisory for leads for these positions.
- L. Gough noted that the annual Chicago field trip was a networking success; students visited various Public Relations spokespersons at a number of key industry sectors including a Public Relations agency called PCI, the field Museum and the Shedd Aquarium.
- L. Gough noted that the event planning class ran over 20 events during the academic year, and one of the events, "Measure Up PR" was so successful that the college is using the speaker contacts from L. Gough to hold their own social media event in May 2013.
- **External Sharing:** C. Kazarian noted that a first-year PR student is working with her for the summer. A field placement intern is working with A. MacKenzie.
- A. Mackenzie and J. Kerstens noted that there are more contract positions becoming available rather than full time positions in industry.

### RECOMMENDED ACTIONS

- Program team to consider open information event, possibly to run in place of one of the Open Houses. An invitation might be included in the students' letters of acceptance. **ACTION BY: PROGRAM TEAM**
- Program team to explore ways to emphasize writing elements to potential applicants through additional potential career path to college website or program pages and as a header on the program page. **ACTION BY: PROGRAM TEAM**
- More outreach to high schools to help prospective students understand the nature of Public Relations. **ACTION BY: PROGRAM TEAM**
- Possible addition of business and computer fundamental skills related to Public Relations to be added to existing courses. **ACTION BY: PROGRAM TEAM**

- Potential to move Social Media and Web Principles class to come before Non-Profit Placement class. **ACTION BY: PROGRAM TEAM**
- G. Colling has agreed to look into outsourcing another printing vendor of the Reflections magazine. **ACTION BY: G. COLLING**

#### **STATUS OF RECOMMENDATIONS FROM November 6, 2012 MEETING**

- Members not able to attend a meeting were given the option to Skype in, ongoing
- A collation was created of member's contributions regarding Durham College response document for CPRS-Pathways to the Profession to bring forward to HOMAD, action ongoing
- Members considered some sort of writing component or test as part of acceptance into the program, action ongoing
- The meeting was adjourned. **ACTION BY: C. Hale**
- Tuesday November 5, 2013 (Time TBA)

REPORT PREPARED BY: S. Leaming-Conroy      DATE: May 7, 2013

DRAFT REVIEWED BY ASSOCIATE DEAN:

SIGNATURE:



APPROVED BY CHAIR: C. Hale as per J. Stein

SIGNATURE: via email May, 2013

**Entrepreneurship & Small Business Membership List**

<b>Name</b>	<b>Title</b>	<b>Organization</b>
<b>Committee Chair</b>		
Scott Carpenter	President	Carpenter Pacific
<b>External Committee Members</b>		
Dianne Gallo	Consulting Manager	BDC
Gordon Mackey	CEO	Whitby Chamber of Commerce
James Kemble	President	FishRecruit
Lorna Weston-Smyth	Painter and Urban Artist	Specialty Paint Finishes
Marie McTasney	President	Moxie Trades Ltd.
Sue Pitchforth	President	Let's Do Lunch
Teresa Shaver	Executive Director	(BACD) Business Advisory Centre Durham
Stuart Small	Owner	Continuum II Inc.
Cam Osborne	Head Coach	Scarborough Gym Elites
<b>Elected Student/Alumni Representatives</b>	Year/Program/Alumni	
Brandon Trepanier	1	
Sarah Oliver	1, Compressed	
Jessica Harquail	1, Compressed	
Ryan Belmonte	Alumni	
<b>Elected Faculty/Staff Representatives</b>		
Jay Fisher	Program Coordinator/Professor	
Marc Ford	Professor	
<b>Guests/Unelected Faculty/Staff</b>		
Jackie Bathe	Associate Dean	School of Business, IT & Management
Val Gilham	Program Officer	School of Continuing Education
Amy Serrano	Office Assistant	School of Business, IT & Management

## Attendees March 25, 2013:

\*External Members

**Present:** \*S. Carpenter (Chair), \*S. Small, \*T. Shaver, M. Ford, , S. Oliver (Compressed), \*G. Mackey, \*C. Osborne, \*L. Weston-Smyth

**Regret(s):** B. Trepanier, \*D. Gallo, \*J. Kemble, \*M. McTasney, \*R. Belmonte, \*S. Pitchforth, J. Bathe, J. Harquail

**Guest(s):** J. Spring, Dean-School of Business, IT & Management, C. Clark (year 1 student in place of J. Harquail)

**Recording Secretary:** A. Serrano, Office Assistant

### KEY POINTS OF DISCUSSION

1. S. Carpenter facilitated welcome and introductions. Previous minutes were approved without changes. Tonight's agenda was accepted.
2. **Industry trends indicate:** There is much interest in start-up businesses due to job-losses. Those starting new businesses struggle with understanding grants and financing (all ages). Numbers have increased in people attending seminars, including youth and newcomers to Canada.  
Small businesses are struggling; over 50% that are two-three years old are not making it. Tradespeople have the necessary skills but lack the business background. A couple where one does the trade and the other does the accounting/marketing may find better success.  
One concern is that although money is being spent on the trades, PSW's and healthcare workers are still being paid minimum wage.  
At the sport clubs level – membership retention rather than recruiting is the current focus. Gym/coach costs are high.  
Mentor network would be fantastic – BACD is working on mentoring; some existing businesses need a plan on how to grow themselves and their business potential business owners do not always know how to utilize the resources available; they need a basic/logical plan; there is much more creativity and interest in starting a small business.
3. **College/School update and program update:** Applications are strong for next year – 45 students; so far 38 first-choice/27 second-choice applicants; 28 applicants for compressed program. Summer-bridge option – enter third year of Commerce program at UOIT (75% average).  
New programs this year – Rec & Leisure Services, International Business Management, Golf Facility Operations Management.  
Significant organizational change this year – some programs are moving to the Centre for Food in September 2013.  
Two new programs starting in September 2013 – Project Management and Information Systems Security (graduate certificates).  
There is positive growth – 35 students are eligible to graduate this spring.  
College open house on March 23 – BESB had the most interest ever seen at previous open house events. Half of those interested inquired about the compressed option. The possibility of offering a graduate certificate will be based on the interest shown in the compressed program.  
Attempt to create a BESB student club to promote entrepreneurship on campus is ongoing.  
Entrepreneurship student group won DCMC (offered to Marketing students only, and Entrepreneurship pushed to allow students into the competition)
4. **Continuing Education:** Entrepreneurship certificate and full two-year diploma is offered at night and online. Culinary courses will be offered at the Centre for Food.
5. **Student Voice:** Compressed – second semester is going smoothly; students do not feel as bombarded but also not as challenged. Last semester was overwhelming. Could the topic of how to access government regulations be incorporated into a course? Students should visit BACD; students would benefit from mentorship program; a committee member used the SA to get in touch with a lawyer free of charge.  
Business insurance information/material would also be helpful to students. Professors provide a lot of feedback; all material is relevant.  
Invite someone from the BACD at the beginning of the academic year so that students know that they have somewhere to go for resources/assistance and then invite them back later on in the year as a friendly reminder.  
Some students attended "Ignite Durham" and were glad they attended.
6. **Student Incubator:** DC has an incubator at the Whitby campus run by the Research and Innovation team; not promoted to students; explore student-based incubator. Initiative called CORE-21 is located on Simcoe St – vision is to have a shared space where new entrepreneurs can share space and within this space, accelerate new businesses. This should be focused on while students are still in the program - should it be part of the curriculum or a separate venture?  
Feasibility studies are needed first; a committee is going to go through the business plan to either support this or not  
A space is needed to provide a shared/synergistic workplace; office hours would be needed. Students need a space where they can incubate their idea and help them drive the business to the next step. Possibly look at changing the name.  
Explore providing a career connection rather than a physical space; look at providing students with one person who knows a group of relevant connections. More early-stage networking is needed; execution people are needed; students may only need someone to call/email.
7. **New course brainstorming (group work):** Selling – pipeline – knowing how many people you have along the way; digital marketing – know the basics; mentorship – assignments given by mentors would be great; mentors would support this.  
**Selling for Small Business:** Understand your market; know what your market wants; sales meetings; pitches; sales presentations; outbound sales techniques; pipeline management (CRM); business development; IMC.  
**Digital Marketing:** Transactional vs. promotional; Google - ADWORDS/ADSENSE/Analytics/S.E.O./Programming; Twitter/Facebook/YouTube; Linked-In; programming/developing vs. managing/overseeing.  
**Mentorship:** move away from job-shadowing, connect Chambers with faculty; explore having a final semester mentor. It must be determined whether the student is interested in the service-industry or product-industry in order to determine who the mentor

will be. Mentorship – meeting every two weeks (either by phone/in-person/email) or two to three times during the semester. Students should research possible contacts. Combine mentorship and “accelerator”. Challenges - finding mentors for 45 students – provide listing from Chambers of possible mentors; coordinating issues – is 14 weeks long enough? How will students be graded – have students write an introspective paper outlining expectations (at the beginning) and gains (at the end). Mentors could provide feedback and corrective action if the student goes off-track. Journaling, which is in field placement, can be applied in this situation. To ensure the right mentors, gear focus toward small to medium-sized businesses. Students should attend a community event such as Chambers – there shouldn’t be a cost to students – possible sponsorship from mentors. Students need proper etiquette – basics such as presentation skills, and communication skills.

## RECOMMENDED ACTIONS

1. Investigate virtual accelerator.
2. Future meeting date: Monday, September, 23 @ 5 p.m. Location: TBA.
3. Adjournment: 7:10 p.m.


## STATUS OF RECOMMENDATIONS FROM May 9, 2012 MEETING

1. Workshop in meeting to drill down on new courses and course outcomes will be discussed this evening.
2. Investigation into a dual-credit option is currently ongoing.
3. Follow-up on Incubator will be discussed this evening.

REPORT PREPARED BY: Amy Serrano

DATE: May 29, 2013

DRAFT REVIEWED BY DEAN: May 30, 2013

SIGNATURE: 

APPROVED BY CHAIR:

SIGNATURE: \_\_\_\_\_

***Court Support Services Program Advisory Committee Membership List***

<b>Name</b>	<b>Title</b>	<b>Organization</b>
<b>Committee Chair</b>		
Catherine Dutton	MAG Court clerk/Registrar OCJ	Durham Courthouse
<b>External Committee Members</b>		
Seaneen Collins	CTSS Supervisor	Durham Courthouse
Jenna Couvier	MAG Courtroom Clerk OCJ	Durham Courthouse
Colette Dwyer	Manager, Court Operations	MAG
Linda Fortier	Supervisor	Durham Courthouse
Brian Garrah		MAG
Sarina Kashak	Acting Director	Court Operations, Central
Rebekah McNeill		Durham Courthouse
Sue Reck	President	Durham Reporting & Med.
Marie-Noelle Renoux	Court Reporter	MAG
Allan Rowsell	Justice	Durham Region
Jaimie Lee		MAG, Ottawa
David Salmers	Justice	Durham Region
Karen Sparkes		Professional Court Reporters
Tony Ventura	Workforce Policy & Plan. Coord	MAG
Lynne Wagner	Director	Court Operations, Central
<b>Elected Student/Alumni Representatives</b>		
	Year/Program/Alumni	
Michelle Giovanetti	Student-CTSS	Durham College
Lloyd Passey	Alumni	Durham College
<b>Elected Faculty/Staff Representatives</b>		
<b>Name</b>	<b>Title</b>	<b>Organization</b>
Stephanie Ball	Dean	Durham College
Josie Fogal	Professor	Durham College
Debbie Miller	Professor	Durham College
Lesley Wagner	Professor	Durham College
<b>Guests/Unelected Faculty/Staff</b>		
<b>Name</b>	<b>Title</b>	<b>Organization</b>

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## Attendees (May 15, 2013):

\*External Members

**Present:** S. Ball, \*J. Couvier, \*C. Dutton, \*J. Fogal, \*J. Lee, D. Miller, L. Passey

**Regret(s):** \*S. Collins, \*C. Dwyer, \*L. Fortier, \*B. Garrah, M. Giovannetti, \*S. Kashak, \*J. Lee, \*R. McNeill, \*S. Reck, \*M.-N. Renoux, \*A. Rowsell, \*D. Salmers, \*K. Sparkes, \*T. Ventura, L. Wagner, \*L. Wagner

**Recording Secretary:** M. Bartosik

### KEY POINTS OF DISCUSSION

1. Minutes of November 7, 2012 were approved by J. Fogal and seconded by J. Couvier, CARRIED.
2. **Current Trends:** Each court support sector has its own standard and guidelines for job applications. There is a high turnover of court support positions and managers are supportive in allowing people to further their positions and promote within. Applicants applying for positions in the government must meet their typing speed standard. The Ministry of the Attorney General has introduced a new transcript production model which will be implemented in the near future.
3. **Program of Studies:** The new Career Preparation course in second semester will cover the guidelines for resumes required by the private sector, POA, municipalities and Ontario Service, work environment in a unionized workplace, management in collaboration with unions in the Ontario Public Service, behavior and interview process, as well as various guest speakers. There will be no major changes to the program of studies until the program goes through a curriculum mapping session scheduled for spring 2015 and the result of the mapping may require changes to our program of studies.
4. **Student Debrief:** The feedback from the students was very positive; a suggestion was made to include an introduction to EXCEL in their computer course.
5. **Field Observations/Shadowing:** The student's experience varied from enlightening and informative to being a burden or ignored by their mentors. Some students prefer to be placed in an office environment rather than a court environment. Some court support services require the students to wear gowns while in court. Field trips will be arranged for first semester to Old City Hall and 361 University Avenue.
6. **Enrolment:** To date, there are 23 confirmations for 30 seats in the program
7. **Employment:** Since 2010, approximately 60 graduates are employed in the court support field. Law firms are now hiring our graduates. Court managers are forwarding job postings for our students and are posted on their website.
8. **Best Practices:** The CTSS Facebook page has 44 members (current and alumni) and continues to grow. The resume book has been a great marketing tool as many of our students have gained employment as a result of the resume book distributed to all sectors of court support. Peer Vision continues to be a success and the team members receive a pin and certificate for their role as mentors to our January Start students.

### RECOMMENDED ACTIONS

1. The recommendation to include transcription guidelines used in courts and in private court reporting agencies will be forwarded to the professor teaching Court Monitor by D. Miller.
2. The program will continue to provide students with exposure of the private sector coordinated by D. Miller.
3. Committee members are to review the Oath of Allegiance and Oath of Professional for any changes or comments and forward them to D. Miller.
4. D. Miller will negotiate and collaborate with Provincial Offences Office/Court Services in developing questions for the student mock interviews.
5. The inclusion of EXCEL training into the computer course curriculum will be forwarded to the appropriate professor by D. Miller.
6. D. Miller will follow up with AGENDA PAGE C129

our students

7. A field trip to a Brantford or Kitchener courthouse will be investigated by D. Miller.

#### **STATUS OF RECOMMENDATIONS FROM (November 7, 2012) MEETING**

1. The field observation orientation session of the private sector occurred during the winter semester.
2. The private sector (POA) does require all applicants to submit five-page resumes.
3. The Communications course will focus on punctuation, grammar and spelling as well as the business format style of resumes.
4. The Communications course has been moved to first semester and the Career Preparation course will be offered in second semester.
5. The program will continue to create two sets of resume books and coordinated by D. Miller.
6. The college calendar program information has been revised to include the requirement of a criminal records check to be completed and submitted before the second semester in order to go out on placement.
7. An in-house DC Oath of Allegiance and Oath of Professionalism have been completed.
8. Will continue to pursue opportunities for field observations in the provincial offences offices by D. Miller.
9. Provincial Offences Office/Court Services will participate in the mock interview process with our students.
10. The program team work collaboratively in ensuring that there is no duplication of course material, the timing of assessments as to not overload the students, and keeping abreast of teaching methodologies.
11. The committee members are kept informed of program activities through emails which included the CTSS newsletter.

REPORT PREPARED BY: M. Bartosik

DATE: May 16, 2013

DRAFT REVIEWED BY DEAN:

SIGNATURE:  \_\_\_\_\_

APPROVED BY CHAIR: C. Dutton

SIGNATURE:  \_\_\_\_\_

**Culinary & Hospitality Management Membership List**

<b>Name</b>	<b>Title</b>	<b>Organization</b>
<b>Committee Chair</b>		
Ron Subden	Executive Chef	Oshawa Golf Club
Kelly O'Brien (Co-Chair)	Clubhouse Manager	Oshawa Golf & Curling Club
<b>External Committee Members</b>		
Don Andrews	Owner/Operator	Tin Mill Restaurant
Kevin Anyan	General Manager/Owner	Kings Court Catering
Bob Brown	Program Facilitator SCWI/SHSM	Durham Board of Education
Sharon Doyle	Manager	Taunton Mills LTC Facility
Penny Johansen	Owner/Manager	Chatterpaul's
Penny Kertsos	Owner	Pimentos Restaurant
Georg Krohn	Hospitality Consultant	
Faybian Palmer	Director of Food Services	Aramark Food Services
Doug McKay	Industry Member	College Board of Governors
Stacey Ritchie	OYAP and Pathways Coordinator	Durham Catholic District School Board
Mary Solomon	Production and Retail Manager	Ontario Shores Centre for Mental Health Sciences
Kevin Thompson	Hospitality Educator	Durham District School Board
Michael Guzzo-Foliaro	Owner/Manager	Bella Notte Ristorante
<b>Elected Student/Alumni Representatives</b>		
Matthew Hawkins	2, Culinary Skills	
Sarah Nicholls	1, Culinary Skills	
Christina Faas	2, Hospitality Management	
<b>Elected Faculty/Staff Representatives</b>		
Robert Grieve	Program Coordinator (HOSM)/Professor	School of Business, IT & Management
Dave Hawey	Professor	School of Business, IT & Management
Peter Lee	Professor/Culinary Technician	School of Business, IT & Management
<b>Guests/Unelected Faculty/Staff</b>		
Jackie Bathe	Associate Dean	School of Business, IT & Management
Val Gilham	Program Officer	School of Continuing Education
Amy Serrano	Office Assistant	School of Business, IT & Management
Chris Haze	Director, Student Residences	Durham College

## Attendees May 1, 2013:

\*External Members

**Present:** \*B. Brown, \*D. McKay, \*F. Palmer, \*G. Krohn, \*J. Frazer, \*K. O'Brien (Co-chair), \*R. Subden (Co-chair), \*K. Anyan, \*M. Guzzo-Foliaro, \*P. Johansen, P. Lee, R. Grieve, D. Hawey, A. Allen, J. Bathe

**Regret(s):**

**Guest(s):** C. Haze

**Recording Secretary:** A. Serrano, Office Assistant

### KEY POINTS OF DISCUSSION

1. The minutes from November 19, 2012 were accepted.
2. **Industry trends indicate:** Health and safety is critical; cost is important – know what your product is going to yield. It is important for youth to have their driver's license; it becomes an issue when product runs out or because buses only run until a certain time at night. Knowledge of conversions is vital. Advertising is becoming web-driven; current and future graduates will be engulfed in social media and have the potential to know more than the employer. Knowledge in butchering/fish-mongering would be an asset. Food truck on campus was extremely successful; worked with Aramark supply chain management; product was up to the health standards of Aramark. Food trucks do not have to operate at the same level of restaurants when it comes to health and safety.
3. **College/Program update:** Finished 3<sup>rd</sup> intake of CSK students; equivalent of first year CMGT; 1<sup>st</sup> and 2<sup>nd</sup> year of CMGT will start in Sept. 2013; 29 applications for second year; students from other colleges can also apply for direct entry into second year; wait-listed on OCAS; now most student choices are first and second; April 30 was deadline to accept; within week is expected to be closed; invitations and information was sent to high schools; second year apprenticeship starting in Sept. and first year will run in Feb. with OYAP students; level-2 – no less than 10 people and no more than 20 – do you have apprentices that need the training? Get them registered for September; Tues/Wed; some classes same as CMGT; Suggestions to market this? Newsletter in the Chambers of Commerce; Facebook – pay per click; specific targeting; apprenticeshipsearch.com; Kijiji; CFRA magazine; CODA-Coop diploma apprenticeship/CMGT - 70% in each of main apprenticeship courses, registered as an apprentice, signed as an apprentice, need a paid placement in Ontario; OYAP – 28 students finishing on June 12; 12 wanting to come to DC in the fall; 70% in OYAP courses can get credit for year one courses; OYAP can do in five semester CSK and HMGT; CSK – four awards; need for more scholarship opportunities; Angus Glen award; Canada Cutlery; faculty award; Bistro Max award; Angus Glen money generated – towards awards; luncheon; tomorrow's chefs today awards to high school students; Holland College – articulation with them – 70% overall average in CMGT can go into third year of program  
Third year for HMGT; one student going to Ireland; graduate from HMGT will be joining CMGT; enrolment is low due to Special Event Planning; 39 seats for HMGT hoping to get 80 seats; Hospitality program was not marketed; waiting for approval of one-year hospitality program; designed as an escape route for someone who is originally in a 2-year program; approval waiting for Event management – post-diploma program; 13 applications for the Fairmont summer work experience, about six are going out.
4. **Continuing Education Update:** Looking forward to offering programs to begin in January; Culinary nutrition and culinary theory level 1 will start in the fall; V. Gilham will try to be there twice a week; looking to suggestions that could run through ConEd; couples cooking; soups weekend; Food Snobs 101; coffee/tea snob; Beer; Batch cooking for families; diabetic cooking; gluten-free cooking; the lonely senior; students are equipped with tools so there won't be extras in the lab; G. Krohn teaches seniors; many single elderly want to know how to cook healthy.
5. **Student Voice:** Excitement for the new building; lots of people want to come back; students want the opportunity to talk to employers to have an idea of what the industry wants from graduates; the idea of extra courses is exciting; second semester seemed more work-intensive than first semester – maybe due to moving between labs; Gadgets and tools available in labs may not be the same in the day-to-day utility in an independent restaurant; expectations must be realistic; you will start at the bottom; consequences of every action must be taught; students are given the reality check from the beginning; the grind and hours are not displayed on TV; how can passion be instilled in the students? It's an honourable position to serve people.
6. **Additional Agenda items: Building Update** – on time thus far; ready in four months; wiring and plumbing is going on; first green-restaurant association approved teaching school in Canada; recycling in every classroom; all practices in areas of the school; retail store – students can produce more in class; more real-world experience/feedback; is there flexibility in teaching? Menus are driven by academic curriculum; accommodations can be made

**Program Update: Apprenticeship, OYAP, CODA/skills, CSK, CMGT, SEVP, HOSP** – discussed above

**Splitting the PAC** – Culinary cluster; Hospitality and Special Events; one meeting to start and then split for the second meeting; divide membership to areas of expertise; recruitment needed.

Skills Ontario in Waterloo; students prep months ahead; over 5000 students compete over two days; secondary and post-secondary students involved. **AGENDA PAGE 132**

June 13, Trent U at Oshawa; Whitby Chamber of Commerce is hosting an evening from 4:30-6 to learn about co-op programs, internships; learn what each program has to offer; quick presentations; Christine Elliot will be keynote

address; trying to get business out to learn about these programs more info on Whitby Chambers of Commerce site.

#### **RECOMMENDED ACTIONS**

1. PAC Recruitment.
2. Explore forming an official Alumni Association.
3. Future meeting date: October 28 at 9 a.m. Location: TBA.
4. Adjournment: 11 a.m.


#### **STATUS OF RECOMMENDATIONS FROM November 19, 2012 MEETING**

1. Review expanding membership – ongoing.
2. PAC Terms of Reference were sent to members.
3. Email link on K. Anyan's website – ongoing.
4. Campus summary will be discussed this evening.

REPORT PREPARED BY: Amy Serrano

DATE: May 29, 2013

DRAFT REVIEWED BY DEAN: May 30, 2013

SIGNATURE: 

APPROVED BY CHAIR:

SIGNATURE: \_\_\_\_\_

### **International Business Management Membership List**

<b>Name</b>	<b>Title</b>	<b>Organization</b>
<b>Committee Chair</b>		
Ash Bisaria	VP Financial Accounting	Credit Suisse
<b>External Committee Members</b>		
John McIntyre	Chief Financial Officer	EHC Global
Kathy Weiss	Manager, Economic Development	Advanced Manufacturing and Real Estate Investment
Paul Church	President	Cleeve Technology Inc.
Bob Malcolmson	CEO & General Manager	Greater Oshawa Chamber of Commerce
David Thebeau	Global SCM	Celestica
Darcey Ste. Marie		General Motors
Lora Rigutto-Vigliatore	CITP, International Business Development Manager	Intellimeter Canada Inc.
Paul Mikolich	Trade Marketing and Government Relations Manager	Gerdau
Andrew Ratcliff	Customer Development Finance Director	Nestle's
Ransleigh Baird	Account Manager, Small Business	Bank of Nova Scotia
David Charbonneau	President	Kroeger Inc.
Raymond Merz	President	Nitta Gelatin Canada
Dan Borowec	Director, Economic Development and Tourism	Northumberland County
<b>Elected Student/Alumni Representatives</b>		
Ben Harrison	1, International Business Management	
Suzan Silveira	1, International Business Management	
<b>Elected Faculty/Staff Representatives</b>		
Ingrid Brand	Program Coordinator/Professor	School of Business, IT & Management
<b>Guests/Unelected Faculty/Staff</b>		
Jackie Bathe	Associate Dean	School of Business, IT & Management
Val Gilham	Program Officer	School of Continuing Education
Amy Serrano	Office Assistant	School of Business, IT & Management
Judy Spring	Dean	School of Business, IT & Management
Ani Abdalyan	Professor	School of Business, IT & Management

## Attendees April 2, 2013:

\*External Members

**Present:** \*C. Charbonneau, \*R. Merz (teleconference), \*J. McIntyre (teleconference), \*A. Basaria (Chair—4:20), \*P. Mikolich, J. Bathe, J. Spring, I. Brand

**Regret(s):** \*A. Ratcliff, \*K. Weiss, \*L. Rigutto-Vigliatore, \*P. Church, S. Silveira, B. Harrison

**Guest(s):** A. Abdalyan-Professor

**Recording Secretary:** A. Serrano, Office Assistant

## KEY POINTS OF DISCUSSION

1. The previous minutes were approved, and the agenda was accepted without changes.
2. **Trends indicate:** In general, regulations are tough. Business is hard compared to a decade ago due to regulations and slow down globally; blue-box programs have impacted the bottom lines for businesses. Toy industry – Issues with safety; Canadian and the US regulations are different. Canada wants to be “tougher” in regards to safety but this has its challenges – the US will test these regulations. This results in higher costs for Canadian marketplace.  
There are two main challenges – transfer pricing and higher regulatory scrutiny.  
Steel is not being consumed the way it used to be; the government is imposing additional costs. Regulations become an aggravation which is why businesses go to different countries; this is significant to a business that manufactures goods since they rely on infrastructure within the country.  
In the bank industry there is constant pressure on all banks due to increased rules/regulations; banks have riskier products. There is a move from Basil 2.0 to Basil 3.0; this switch will cause a shift to the pricing of loans and LC's and bank product offerings will be restrictive. Countries are trying to keep currency low so that exports stay attractive.  
Gelatin industry is doing well; there are about six companies manufacturing 80% of the world's gelatin. It is a global industry and a competitive one. One challenge is dealing with global purchasing agents rather than Canadian only. Large customers purchase from three to four qualified competitors. Challenges - maintaining and keeping up with regulatory requirements that customers want which is one formula/one supply; animal protein (pig and cattle skins) – there is no influence on quantity of raw material available; concerns with drop in overall demand of hogs/pork – if pork demand drops then 25% of pork is destined for overseas markets.  
Current hiring trends – downturn in industry; hiring freezes; numbers are not growing; banks are not hiring new employees – tendency to scout ivy schools to get coop students which eventually turns into employment. Qualified technical people are hard to find.
3. **College/School Update and Program Update:** Balanced budget; continue to experience program growth; impacting the School of Business, IT & Management. Project Management and Information Systems Security (graduate certificates) will start in Sept. 2013. For IBM – 11 domestic applications have been received and international student numbers will be available in May. We are hoping to deliver to 20 students next year. Since this was the first year of running the program course curriculum will be reviewed and a program quality progress report will be made.  
A. Abdalyan – legal issues' course content seems repetitious; is this happening in other courses? What needs to be emphasized? There have been issues which were worked out over the course of the program. The International Business Culture course would be good in semester one but the other courses have to take precedence. There is overlap of content from one course to the next; hybrid courses are being investigated.  
Augment FITT expectations and bring in other aspects; re-map as part of the annual curriculum renewal.
4. **Continuing Education update:** IBM courses are not currently being offered; will explore offering if it is requested. Many business certificates and diplomas are available through night school and online. Tutorial courses are available through Continuing Education. Programs outside of Business are also offered.
5. **Capstone Simulation:** H. Umrah created a synopsis of the course (handout attached). It is an online simulation game – six companies (student groups) where students manage a digital camera company. Each company has two students managing; they are producing an entry-level product that is made in a Taiwan facility and shipped to retailers in North America, Asia, Europe-Africa, and Latin America. It is a global business starting at year six. The challenge is to set a strategy for 10 years; each week is one year of strategy. Input is given weekly; feedback from students – difficulty in the first few weeks but once the strategy is created it becomes more fluid. It becomes more about tweaking their strategy as they learn what their competitors are strategizing. Please note that “Company C” was ranked Best Overall Game-to-Date ranking in the Top 100 worldwide.
6. **Field Placement:** Placement will not be offered for next year as part of the course; some students would like to have an internship but many places require students work through the fall but students have to return to school in the fall.  
J. Wyer is working with students who want work experience; finding placement is not easy. Some have redirected and are now looking for full-time employment. Next year – look at including resume-writing; career guidance/information for students to assist them with internships.

## RECOMMENDED ACTIONS

1. Investigate hosting guest speakers (individual and panel-style) for students in the next academic year – I. Brand
2. Look at Finance course and review content (specifically tax component) – J. Bathe/faculty
3. Review Program Quality Progress Report
4. Investigate possible internships through Mary Noble
5. Investigate FITT certification prep course
6. Next meeting: October 28 at 4 p.m. Room TBA
7. Adjournment: 5:40 p.m.

## STATUS OF RECOMMENDATIONS FROM December 3, 2012 MEETING

1. Send course outlines and program of study to PAC members and ask for input and suggestions for Sept. 2013 – Completed
2. Update on Business Simulation – Will be discussed this afternoon
3. Investigate classroom sit-ins with faculty (based on PAC membership requests) - Ongoing
4. Investigate field placement further – Will be discussed this afternoon
5. IBM Chair – A. Basaria elected as Chair

REPORT PREPARED BY: Amy Serrano

DATE: April 15, 2013

DRAFT REVIEWED BY DEAN: May 22, 2013

SIGNATURE: g. Spring

APPROVED BY CHAIR: April 26, 2013

SIGNATURE: Via Email





### **Purpose of PQAPA**

- An academic quality audit in which colleges assess and evaluate their educational quality assurance and improvement processes and have these findings confirmed by an external audit panel.
- The process reviews six criterion of performance through the submission of a self-study report and a site visit by external auditors; and
- Ontario College Quality Assurance Services provides a framework, oversight and its Management Board releases the final audit report to the President.

# Six PQAPA Criterion

## Criterion

1. Program-level learning outcomes for all programs of instruction are consistent with the college mission and the credential offered upon successful completion of the program.
2. Admission, PLAR, promotion, graduation and other related academic policies support program development and student achievement of program learning outcomes.
3. Programs conform to the *Framework for Programs of Instruction* and the Credentials Framework and college system nomenclature/titling.
4. Methods of program delivery and student evaluation are consistent with the program learning outcomes.



## Six PQAPA Criterion

### Criterion

5. Human, physical, financial and support resources to support student achievement of program learning outcomes are available and accessible.



6. Regular program quality assessment involves a variety of stakeholders, including faculty, students, industry representatives and others as appropriate for the purpose of continual improvement.



**ALL SIX CRITERIA MET**

# Commendations

## Integrated Student Services Centre

*The Integrated Student Services Model provides a 'one-stop shop' for a number of student services*



**Faculty development processes that are exemplary**

*CAFE provides a range of teaching and learning expertise to support faculty*

### The College should:

- increase students' awareness and opportunities for PLAR and credit transfer;
- encourage faculty to use hybrid, on-line and other alternate modes of delivery;
- implement processes to evaluate effectiveness of new teaching methods and share best practices among teachers;
- require all teachers to use DC Connect to communicate with students, including results of evaluation; and
- encourage all faculty engage in reflective practice.



## Next Steps

1. Respond to the audit panel's draft final report.
2. Implement the audit panel's recommendations to support continuous improvement.
3. Prepare for the move by the system from quality assurance to accreditation (2015 - 2016).
4. Celebrate our success.



## BOARD REPORT

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**Public:** ☒  
**In-Committee:** ☐

**Action Required:**

**Discussion** ☐  
**Decision** ☒

**DATE:** June 12, 2013

**FROM:** Nevzat Gurmen, VP Corporate Services and CFO

**SUBJECT:** Durham College 2012 – 2013 Audited Financial Statements

### **A. Purpose**

A report to recommend approval of the Durham College 2012-2013 Audited Financial Statements.

### **B. Background**

As per Minister's Binding Policy Directive 1.0 Governance and Accountability, Audited Financial Statements, each college is required to provide the Ministry with audited financial statements after the end of every fiscal year. The key purpose envisioned here is transparency and accountability to the public and to the government.

The directive states the Board of Governors is responsible for:

- Approving the audited financial statements.
- Ensuring that the audited financial statements are submitted to the Ministry by June 15 of each year.
- Ensuring that the audited financial statements are made available to the public.

This report also aligns with Durham College By-law #1, per the Audit and Finance Committee terms of reference.

As is common practice of the College, the audited financial statements were first reviewed and received by the Audit and Finance Committee on May 30, 2013 and are recommended for approval by the Board of Governors. Therefore, Durham College presents the year end consolidated financial statements for 2012-2013 as compiled by BDO, external auditor.

### **C. Discussion/Options**

Once approved by the Board of Governors in public session the audited financial statements shall be filed with MTCU by the June 15, 2013 deadline.

**D. Financial/Human Resource Implications**

N/A

**E. Implications for UOIT (if applicable)**

N/A

**F. Recommendation(s)**

That the Board of Governors approves the 2012-2013 Audited Financial Statements.

*Consolidated Financial Statements of*

**DURHAM COLLEGE OF  
APPLIED ARTS  
AND TECHNOLOGY**

*Year ended March 31, 2013*

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## MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

The consolidated financial statements of the Durham College of Applied Arts and Technology (the "College") are the responsibility of management and have been approved by the Board of Governors.

The consolidated financial statements have been prepared by management in accordance with Canadian public sector accounting standards for government not-for-profit organizations, including the 4200 series of standards, as issued by the Public Sector Accounting Board ("PSAB for Government NPOs"). When alternative accounting methods exist, management has chosen those it deems most appropriate in the circumstances. Consolidated financial statements are not precise since they include certain amounts based on estimates and judgements. Management has determined such amounts on a reasonable basis in order to ensure that the consolidated financial statements are presented fairly, in all material respects.

The College maintains systems of internal accounting and administrative controls of high quality, consistent with reasonable cost. Such systems are designed to provide reasonable assurance that the financial information is relevant, reliable and accurate and that the College's assets are appropriately accounted for and adequately safeguarded.

The College's insurance liabilities have been reviewed by management in consultation with its broker. There are no material liabilities in either fact or contingency as at the date of this report.

The Board of Governors is responsible for ensuring that management fulfills its responsibilities for financial reporting and is ultimately responsible for reviewing and approving the consolidated financial statements. The Board carries out this responsibility principally through its Audit and Finance Committee.

The Audit and Finance Committee is appointed by the Board of Governors and meets regularly with management, as well as the external auditors, to discuss internal controls over the financial reporting process, auditing matters and financial reporting issues, to satisfy itself that each party is properly discharging its responsibilities, and to review the consolidated financial statements and the external auditor's report. The Committee reports its findings to the Board for consideration when approving the consolidated financial statements. The Committee also considers, for review and approval by the Board, the engagement or re-appointment of the external auditors.

The consolidated financial statements have been audited by BDO Canada LLP, the external auditors in accordance with Canadian generally accepted auditing standards, on behalf of the Board. BDO Canada LLP has full and free access to the Audit and Finance Committee.

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College President

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Vice-President, Corporate Services and CFO

June 12, 2013

# DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Consolidated Statement of Financial Position

Year ended March 31, 2013, with comparative figures for 2012

	March 31, 2013	March 31, 2012 (unaudited)	April 1, 2011 (unaudited)
<b>ASSETS</b>			
Current assets:			
Cash	\$ -	\$ -	\$ 5,813,833
Investments	12,825,440	10,673,872	10,232,018
Accounts receivable	14,451,992	13,793,708	15,780,794
Current portion of long-term receivable (note 6)	719,510	700,936	545,059
Inventories	781,846	678,177	800,015
Prepaid expenses	269,239	462,352	349,080
	29,048,027	26,309,045	33,520,799
Long-term receivables (note 6)	13,795,595	14,454,372	13,880,041
Capital assets (note 7)	199,429,927	195,940,293	196,446,238
	\$ 242,273,550	\$ 236,703,710	\$ 243,847,078
<b>LIABILITIES AND NET ASSETS</b>			
Current liabilities:			
Bank indebtedness	\$ 7,796,243	\$ 1,178,283	\$ -
Accounts payable and accrued liabilities (note 8)	25,240,629	21,988,431	27,830,250
Accrued vacation	5,329,130	5,121,021	5,438,602
Deferred revenue (note 9(a))	6,869,006	6,784,513	8,679,782
Current portion of debt (note 10)	3,093,150	2,935,911	2,786,178
	48,328,158	38,008,159	44,734,812
Term debt due on demand (note 10)	53,928,324	56,397,944	58,797,430
	102,256,482	94,406,103	103,532,242
Deferred contributions (note 9(b))	106,538,075	110,288,578	110,746,169
Long-term debt (note 10)	14,126,689	14,747,036	15,143,398
Derivative liability (note 10)	3,981,739	4,047,187	2,349,275
Post-employment, retirement benefits and compensated absences (note 11)	5,455,789	5,641,465	6,072,364
	130,102,293	134,724,267	134,311,207
Net assets:			
Unrestricted			
Operating	(27,701,611)	(18,980,691)	(16,692,828)
Post-employment, retirement benefits, and compensated absences	(5,455,789)	(5,641,465)	(6,072,364)
Vacation pay	(5,329,130)	(5,121,021)	(5,438,602)
	(38,486,530)	(29,743,176)	(28,203,794)
Invested in capital assets (note 15)	34,398,588	24,761,741	22,727,611
Internally restricted (note 12)	1,187,301	1,739,814	1,692,356
Endowments (note 12)	12,749,968	10,814,962	9,787,457
	9,849,328	7,573,341	6,003,631
Accumulated remeasurement gains	65,448	-	-
	9,914,776	7,573,341	6,003,631
Commitments (note 17)			
Contingencies (note 18)			
Guarantees (note 19)			
	\$ 242,273,550	\$ 236,703,710	\$ 243,847,078

See accompanying notes to the consolidated financial statements.

On behalf of the Board:

\_\_\_\_\_  
Director

\_\_\_\_\_  
Director

# DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Consolidated Statement of Operations

Year ended March 31, 2013, with comparative figures for 2012

	March 31, 2013	March 31, 2012 (unaudited)
Revenue:		
Grants and reimbursements	\$ 60,976,502	\$ 59,203,015
Student tuition fees	36,336,324	30,242,454
Ancillary operations	10,483,374	11,284,411
Rental Income	9,065,385	8,722,405
Other income	20,917,796	20,217,115
Gain on sale of assets	-	575,000
Amortization of deferred capital contributions (note 9(b)(i))	5,998,112	5,832,843
Total revenue	143,777,493	136,077,243
Expenditure:		
Salaries and benefits	84,632,556	77,840,992
Instructional supplies	2,644,714	2,198,304
Contracted services	6,786,973	6,303,919
Utilities, maintenance and taxes	9,507,120	9,218,165
Interest and bank charges	4,677,070	4,646,489
Scholarships and bursaries	2,968,951	2,233,794
Supplies and other expenses	18,292,304	18,185,955
Change in market value of derivative interest	-	1,697,912
Amortization of capital assets (note 15(b))	13,926,825	13,209,505
Total expenditures	143,436,513	135,535,035
Excess of revenue over expenditures	\$ 340,980	\$ 542,208

See accompanying notes to the consolidated financial statements.

# **DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

## **Consolidated Statement of Changes in Net Assets**

Year ended March 31, 2013, with comparative figures for 2012

	Internally restricted net assets					March 31, 2013	March 31, 2012 (unaudited)
	Unrestricted	invested in capital assets (note 15)	Residence (note 20)	Foundation	Total internally restricted net assets (note 12)	Endowments (note 12)	Total
Balance, beginning of year	\$ (29,743,176)	\$ 24,761,741	\$ 1,075,998	\$ 663,816	\$ 1,739,814	\$ 10,814,962	\$ 7,573,341
Excess of revenue over expenditures	8,349,456	(7,928,713)		(79,763)	(79,763)		340,980
Invested in capital assets (note 15(b))	(17,565,560)	17,565,560			-	-	-
Endowment contributions					-	1,935,006	1,027,502
Transfer (note 20)	472,750		(472,750)		(472,750)		-
Net changes during the year	(8,743,354)	9,636,847	(472,750)	(79,763)	(552,513)	1,935,006	2,275,986
Balance, end of year	\$ (38,486,530)	\$ 34,398,588	\$ 603,248	\$ 584,053	\$ 1,187,301	\$ 12,749,968	\$ 9,849,327
							\$ 7,573,341

See accompanying notes to the consolidated financial statements.

# DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Consolidated Statement of Cash Flows

Year ended March 31, 2013, with comparative figures for 2012

	March 31, 2013	March 31, 2012 (unaudited)
Cash provided by (used in):		
Operating activities:		
Excess of revenue over expenditures	\$ 340,980	\$ 542,208
Items not affecting cash:		
Amortization of capital assets	13,926,825	13,209,505
Amortization of deferred capital contributions	(5,998,112)	(5,832,843)
Change in market value of derivative instruments	-	1,697,912
Gain on sale of assets	-	(575,000)
Endowment contributions	1,935,006	1,027,506
Change in non-cash working capital:		
Accounts receivable	(658,284)	1,987,086
Inventories	(103,669)	121,838
Prepaid expenses	193,113	(113,272)
Accounts payable and accrued liabilities	3,252,198	(5,841,820)
Accrued vacation	208,109	(317,581)
Post-employment, retirement benefits and compensated absences	(185,676)	(430,899)
Deferred revenue	84,493	(1,895,269)
	12,994,982	3,579,371
Financing activities:		
Repayment of long-term debt	(2,932,728)	(2,646,115)
	(2,932,728)	(2,646,115)
Capital activities:		
Contributions received for capital purposes	2,247,609	5,375,250
Purchase of capital assets	(17,416,458)	(14,103,560)
Proceeds from sale of assets	-	1,975,000
	(15,168,849)	(6,753,310)
Investing activities:		
Decrease / (Increase) in long-term loan receivable	640,203	(730,207)
Decrease / (Increase) in investments	(2,151,568)	(441,854)
	(1,511,365)	(1,172,062)
(Decrease) / Increase in cash	(6,617,960)	(6,992,116)
Cash (bank indebtedness), beginning of year	(1,178,283)	5,813,833
Cash, end of year	\$ (7,796,243)	\$ (1,178,283)
Supplemental cash flow information:		
Interest paid	\$ 4,178,513	\$ 4,159,800

See accompanying notes to the consolidated financial statements.

**DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY****Consolidated Statement of Remeasurement Gains and Losses**

Year ended March 31, 2013, with comparative figures for 2012

	March 31, 2013	March 31, 2012 (unaudited)
Accumulated remeasurement losses at beginning of year	\$ -	\$ -
Adjustment upon adoption of financial instruments section (note 3)	-	-
Unrealized gains / (losses) attributable to:		
Derivative - interest rate swap	65,448	-
Amounts reclassified to statement of operations:		
Disposition of long-term investments	-	-
Net remeasurement gains for the year	65,448	-
Accumulated remeasurement losses at end of year	\$ 65,448	\$ -

# DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to Consolidated Financial Statements

Year ended March 31, 2013

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Durham College of Applied Arts and Technology (the "College") was established as a corporation without share capital, as set out in the Ontario Colleges of Applied Arts and Technology Act. The Corporations Act governs the corporate affairs of the College and became effective April 1, 2003. The College is principally involved in providing post-secondary educational services. Under the Income Tax Act (Canada), the College is considered a registered charity and, accordingly, is exempt from income taxes, provided certain requirements of the Income Tax Act (Canada) are met.

### 1. SIGNIFICANT ACCOUNTING POLICIES AND DISCLOSURES

#### (a) *Basis of presentation*

The financial statements of the College have been prepared by management in accordance with Canadian public sector accounting standards for government not-for-profit organizations, including the 4200 series of standards, as issued by the Public Sector Accounting Board ("PSAB for Government NPOs"). These consolidated financial statements reflect the assets, liabilities, revenues and expenses of the College and its subsidiary Durham College Foundation (the "Foundation"). All significant intercompany balances and transactions have been eliminated upon consolidation.

#### (b) *Revenue recognition*

The College follows the deferral method of accounting for restricted contributions which include donations and government grants.

Operating grants are recorded as revenue in the period to which they relate. Grants earned but not received at the end of an accounting period are accrued. When a portion of a grant relates to a future period, it is deferred and recognized in that subsequent period.

Tuition fees and contract training revenues are recognized as income to the extent that the related courses and services are provided within the fiscal year of the College.

Ancillary revenues including parking, bookstore, residence and other sundry revenues are recognized when products are delivered or services are provided to the student or client, the sales price is fixed and determinable, and collection is reasonably assured.

Unrestricted contributions are recognized as revenue when received or receivable.

Externally restricted contributions, other than endowment contributions, are recognized as revenue in the year in which the related expenses are recognized.

# DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to Consolidated Financial Statements

Year ended March 31, 2013

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### 1. SIGNIFICANT ACCOUNTING POLICIES AND DISCLOSURES (continued)

Contributions restricted for the purchase of capital assets are deferred and amortized into revenue at a rate corresponding with the amortization rate for the related capital assets.

Endowment contributions are recognized as direct increases in endowment net assets.

Investment income earned on endowment funds which will be expended is recognized as revenue when the related expense occurs. Restricted investment income is recognized as revenue in the year in which the related expenses are recognized. Unrestricted investment income is recognized as revenue when earned.

Pledged contributions for the College and the Ontario Student Opportunity Trust Funds ("OSOTF") are recognized as received when the related pledge is confirmed, the amount can be reasonably estimated and collection is reasonably assured.

#### (c) *Financial Instruments*

The College classifies its financial instruments as either fair value or amortized cost. The College's accounting policy for each category is as follows:

##### Fair value

This category includes derivatives and equity instruments quoted in an active market. The College has designated its bond portfolio that would otherwise be classified into the amortized cost category at fair value as the College manages and reports performance of it on a fair value basis.

They are initially recognized at cost and subsequently carried at fair value. Changes in fair value are recognized in the statement of remeasurement gains and losses until they are realized, when they are transferred to the statement of operations. Changes in fair value on restricted assets are recognized as a liability until the criterion attached to the restrictions has been met.

Transaction costs related to financial instruments in the fair value category are expensed as incurred.

Where a decline in fair value is determined to be other than temporary, the amount of the loss is removed from accumulated remeasurement gains and losses and recognized in the statement of operations. On sale, the amount held in accumulated remeasurement gains and losses associated with that instrument is removed from net assets and recognized in the statement of operations.

# DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to Consolidated Financial Statements

Year ended March 31, 2013

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### 1. SIGNIFICANT ACCOUNTING POLICIES AND DISCLOSURES (continued)

#### Amortized cost

This category includes accounts receivable, long-term receivable, accounts payable and accrued liabilities, bank indebtedness and long-term debt. They are initially recognized at cost and subsequently carried at amortized cost using the effective interest rate method, less any impairment losses on financial assets, except for contributions, which are recognized at fair value.

Transaction costs related to financial instruments in the amortized cost category are added to the carrying value of the instrument.

Writedowns on financial assets in the amortized cost category are recognized when the amount of a loss is known with sufficient precision, and there is no realistic prospect of recovery. Financial assets are then written down to net recoverable value with the writedown being recognized in the statement of operations.

#### (d) *Capital assets*

Purchased capital assets are recorded at cost less accumulated amortization. Contributed capital assets are recorded at fair value at the date of contribution when fair value is reasonably determinable. Otherwise, contributed assets are recorded at a nominal value. Repairs and maintenance costs are charged to expense. Betterments, which extend the estimated life of an asset, are capitalized. When a capital asset no longer contributes to the College's ability to provide services, its carrying amount is written down to its residual value.

Construction in progress is not amortized until construction is complete and the asset is put into service.

Capital assets are capitalized on acquisition and amortized on a straight-line basis over their average useful lives, which have been estimated to be as follows:

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Buildings	40 years
Equipment and furniture	5 - 10 years
Computer equipment	3 years

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Capital assets acquired during the year are amortized at half of the applicable rate.

# DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to Consolidated Financial Statements

Year ended March 31, 2013

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### 1. SIGNIFICANT ACCOUNTING POLICIES AND DISCLOSURES (continued)

(e) *Inventories*

Inventories are valued at the lower of cost and net realizable value. Cost is determined on a first-in, first-out basis.

(f) *Student organizations*

These financial statements do not reflect the assets, liabilities, and results of operations of the various student organizations as they are not controlled by the College.

(g) *Vacation pay*

The College recognizes vacation pay as an expense on the accrual basis.

(h) *Post-employment, retirement benefits and compensated absences*

The College provides defined retirement and post-employment benefits and compensated absences to certain employee groups. These benefits include pension, health and dental, vesting sick leave and non-vesting sick leave. The College has adopted the following policies with respect to accounting for these employee benefits:

- (i) The costs of post-employment future benefits are actuarially determined using management's best estimate of health care costs, disability recovery rates and discount rates. Adjustments to these costs arising from changes in estimates and experience gains and losses are amortized to income over the estimated average remaining service life of the employee groups on a straight line basis
- (ii) The costs of the multi-employer defined benefit pension are the employer's contributions due to the plan in the period.
- (iii) The cost of vesting and non-vesting sick leave benefits are actuarially determined using management's best estimate of salary escalation, employees' use of entitlement and discount rates. Adjustments to these costs arising from changes in actuarial assumption and/or experience are recognized over the estimated average remaining service life of the employees.
- (iv) The discount used in the determination of the above-mentioned liabilities is equal to the College's internal rate of borrowing.

# DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to Consolidated Financial Statements

Year ended March 31, 2013

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### 1. SIGNIFICANT ACCOUNTING POLICIES AND DISCLOSURES (continued)

#### (i) *Foreign currency translation*

Transactions in foreign currencies are translated into Canadian dollars at rates of exchange at the time of such transactions. Monetary assets and liabilities are translated at current rates of exchange with the resulting gains and losses included in remeasurement gains and losses.

#### (j) *Management estimates*

The preparation of financial statements in conformity with PSAB for Government NPOs requires management to make estimates and assumptions that affect the reported amount of assets and liabilities, the disclosure of contingent assets and liabilities at the date of financial statements, and the reported amounts of revenue and expenditures during the year. Actual results could differ from these estimates. Areas of key estimation include determination of fair value of long-term investments and the derivative liability, allowance for doubtful accounts, deferred revenue and actuarial estimation of post-employment benefits and compensated absences liabilities.

### 2. FIRST TIME ADOPTION OF PUBLIC SECTOR ACCOUNTING STANDARDS

The Public Sector Accounting Board (PSAB) issued new standards for government (public sector) not-for-profit organizations. For years beginning on or after January 1, 2012, government NPOs have a choice of:

1. Public sector accounting standards including PS 4200 – 4270 for government not-for-profit organizations; or
2. Public sector accounting standards

The College has chosen to follow Public Sector Accounting standards including PS 4200 – 4270 for government not-for-profit organizations.

Effective April 1, 2012, the College adopted the requirements of the new accounting framework, Canadian Public Sector Accounting Standards for Not-for-Profit Organizations (PSAB for Government NPOs). These are the College's first consolidated financial statements prepared in accordance with this framework and the transitional provisions of Section 2125, First-time Adoption by Government Organizations have been applied. Section 2125 requires retroactive application of the accounting standards with certain elective exemptions and mandatory exceptions. The accounting policies set out in the Summary of Significant Accounting Policies have been applied in preparing the financial statements for the year ended March 31, 2013, the comparative information presented in these financial statements for the year ended March 31, 2012 and in the preparation of an opening PSAB for Government NPOs balance sheet at the date of transition of April 1, 2011 with the exception of PS 2601 – *Foreign Currency Translation* and PS

# DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to Consolidated Financial Statements

Year ended March 31, 2013

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### 2. FIRST TIME ADOPTION OF PUBLIC SECTOR ACCOUNTING STANDARDS (continued)

3450 – *Financial Instruments*, which has been applied with an effective date of April 1, 2012 (see Note 3 – Change in Accounting Policy).

The College issued financial statements for the year ended March 31, 2012 using generally accepted accounting principles prescribed by the CICA Handbook – Accounting Part V - Pre-changeover Accounting Standards. The adoption of PSAB for Government NPOs resulted in adjustments to the previously reported assets, liabilities, net assets, excess of revenue over expenses and cash flows of the College. An explanation of how the transition from pre-changeover Canadian GAAP to PSAB for Government NPOs has affected the College's financial position, operations, changes in net assets and cash flows is set out in the following notes and tables.

The following exemptions and exceptions were used at the date of transition to Canadian public sector accounting standards for government not-for-profit organizations:

#### Optional exemptions

##### *Actuarial Gains and Losses*

Pre-changeover GAAP allowed the College to only recognize actuarial gains and losses that exceeded certain prescribed amounts ("the corridor approach"). PSAB for Government NPOs requires the amortization of actuarial gains and losses on post-employment benefit obligations and compensated absences to be amortized over the estimated average remaining service life of employees. Retroactive application of this approach would require the College to split the cumulative actuarial gains and losses from the inception of the plan until the date of transition to PSAB for Government NPOs into a recognized portion and an unrecognized portion. The College has elected to recognize all cumulative actuarial gains and losses as the date of transition to PSAB for Government NPOs directly in net assets. Actuarial gains and losses subsequent to the date of transition to PSAB for Government NPOs are accounted for in accordance with *PS 3250 – Retirement Benefits*.

##### *Business combinations*

The College elected to not retroactively apply the provisions *PS 2510 – Additional Areas of Consolidation* to periods prior to the date of transition to PSAB for Government NPOs. As such, assets, liabilities and net assets have not been restated that may have been required if the provisions of *PS 2510* had been applied retroactively.

# DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to Consolidated Financial Statements

Year ended March 31, 2013

### 2. FIRST TIME ADOPTION OF PUBLIC SECTOR ACCOUNTING STANDARDS (continued)

#### Mandatory exceptions

##### *Estimates*

The estimates previously made by the College under pre-changeover Canadian GAAP were not revised for the application of PSAB for Government NPOs except where necessary to reflect any difference in accounting policy or where there was objective evidence that those estimates were in error. As a result the College has not used hindsight to revise estimates.

#### Reconciliation of net assets and excess of revenue over expenses

In preparing these financial statements, management has amended certain accounting policies previously applied in the pre-changeover Canadian GAAP financial statements to comply with PSAB for Government NPOs. The comparative figures for March 31, 2012 were restated to reflect these adjustments. The following reconciliations and explanatory notes provide a description of the effect of the transition from pre-changeover Canadian GAAP to PSAB for Government NPOs on net assets and excess of revenues over expenses:

#### Statement of Financial Position as at April 1, 2011 – Transition Date

	Pre- changeover Canadian GAAP	Transitional Adjustments			PSAB
		Adj. (i)	Adj. (ii)	Adj. (iii)	
<b>Liabilities</b>					
<b>Post-employment, retirement benefits and compensated absences</b>					
Vesting sick leave	\$ 999,362	\$ -	\$ -	\$(259,362)	\$ 740,000
Non-vesting sick leave	-	3,686,000	-	-	3,686,000
Retirement benefits	626,157			45,208	671,365
Post-employment benefits	554,000	-	321,000	100,000	975,000
	<u>\$ 2,179,519</u>	<u>\$ 3,686,000</u>	<u>\$ 321,000</u>	<u>\$(114,154)</u>	<u>\$ 6,072,364</u>
<b>Net Assets</b>					
<b>Post-employment, retirement benefits compensated absences</b>	\$ (2,179,519)	\$ (3,686,000)	\$ (321,000)	\$ 114,154	\$ (6,072,364)

# DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to Consolidated Financial Statements

Year ended March 31, 2013

### 2. FIRST TIME ADOPTION OF PUBLIC SECTOR ACCOUNTING STANDARDS (continued)

#### Statement of Financial Position for the year-ended March 31, 2012

	Pre- changeover Canadian GAAP	Transitional Adjustments			PSAB
		Adj. (i)	Adj. (ii)	Adj. (iii)	
<b>Liabilities</b>					
Post-employment, retirement benefits and compensated absences					
Vesting sick leave	\$ 855,185	\$ -	\$ -	\$ (324,185)	\$ 531,000
Non-vesting sick leave	-	3,507,000	-	-	3,507,000
Retirement benefits	554,988	-	-	45,477	600,465
Post-employment benefits	557,000	-	-	446,000	1,003,000
	<u>\$ 1,967,173</u>	<u>\$ 3,507,000</u>	<u>\$ -</u>	<u>\$ 167,293</u>	<u>\$ 5,641,465</u>
<b>Net Assets</b>					
Post-employment, retirement benefits and compensated absences	\$ (1,967,173)	\$ (3,507,000)	\$ -	\$ (167,293)	\$ (5,641,465)

The comparative figures for March 31, 2012 were also restated to reflect the prior period adjustment described in note 4.

#### Statement of Operations for the year-ended March 31, 2012

	Sub-note	Pre- changeover Canadian GAAP	Adjustments - PSAB	Adjustments - Prior Period	PSAB for Government NPOs
<b>Revenue</b>					
Other income	4(b)	\$ 20,553,098	\$ -	\$ (335,983)	\$ 20,217,115
Amortization of deferred capital contributions	4(b)	\$ 5,455,226	\$ -	\$ 377,617	\$ 5,832,843
<b>Expenditure</b>					
Salaries and benefits	(i), (ii), (iii)	\$ 78,059,546	\$ (218,554)	\$ -	\$ 77,840,992
<b>Excess of revenue over expenditures</b>	(i), (ii), (iii)	\$ 282,020	\$ 218,554	\$ 41,634	\$ 542,208

# DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to Consolidated Financial Statements

Year ended March 31, 2013

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### 2. FIRST TIME ADOPTION OF PUBLIC SECTOR ACCOUNTING STANDARDS (continued)

#### Statement of Cash Flows for the year-ended March 31, 2012

The transition to PSAB for Government NPOs had no impact on total operating or financing activities on the statement of cash flows. The change in excess of revenues over expenses for year-ended March 31, 2012 has been offset by adjustments to operating activities. The transition to PSAB for Government NPOs resulted in the reclassification of cash receipts and outflows relating to the acquisition of tangible capital assets from investing activities to capital activities. The capital section of the statement of cash flows did not exist prior to the transition to PSAB for Government NPOs.

#### Explanations for Adjustments to PSAB for Government NPOs

##### (i) Non-vesting Sick Leave

PSAB for Government NPOs requires the recognition of a liability for sick leave benefits that accumulate, but do not vest, which was not required under pre-changeover GAAP. As a result, the College has recognized a liability and charge to net assets as described in the tables above.

##### (ii) Amortization of Actuarial Gains/Losses

As discussed in Note 2 – First Time Adoption of Public Sector Accounting Standards, Optional Exemptions, the College has elected to recognize actuarial gains and losses at the date of transition to PSAB for Government NPOs directly in net assets. As a result, the College has recognized an increased liability and a charge to net assets as described in the tables above.

##### (iii) Discount Rate Used to Calculate Post-Employment and Retirement Benefits and Compensated Absences Liabilities

PSAB for Government NPOs requires these liabilities to be calculated with a discount rate that is equal to either the College's rate of borrowing or the rate of return on the plan assets. Pre-changeover GAAP required the discount rate to be equal to the yield on high quality corporate bonds. The College has chosen to discount these liabilities using its internal rate of borrowing. The change in the discount rate resulted in changes to the related liabilities and charges to net income as described in the tables above.

# DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to Consolidated Financial Statements

Year ended March 31, 2013

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### 3. CHANGE IN ACCOUNTING POLICY

On April 1, 2012, the College adopted Public Accounting Standards *PS 1201 – Financial Statement Presentation*, *PS 2601 – Foreign Currency Translation* and *PS 3450 - Financial Instruments*. The standards were adopted prospectively from the date of adoption. The new standards provide comprehensive requirements for the recognition, measurement, presentation and disclosure of financial instruments and foreign currency transactions.

In addition, on April 1, 2012 the College early adopted an amendment to *PS 3450 – Financial Instruments* that would otherwise be effective for year-ends beginning on or after March 1, 2013. This amendment provides guidance on the classification of investment income on externally restricted assets.

Under PS 3450, all financial instruments, including derivatives, are included on the statement of financial position and are measured either at fair value or amortized cost based on the characteristics of the instrument and the College's accounting policy choices (see Note 1 – Significant Accounting Policies).

There were no adjustments to the previously reported figures upon adoption of these sections.

### 4. PRIOR PERIOD ADJUSTMENTS

- (a) Certain loans as described in Note 10 to the consolidated financial statements, which contain a demand feature allowing the bank to demand repayment at their discretion, have been reclassified as current. The correction of this has been accounted for retroactively and had the following effect:

Increase in term debt due on demand, April 1, 2011:	\$58,797,430
Decrease in long-term debt, April 1, 2011:	\$58,797,430
Increase in term debt due on demand, March 31, 2012:	\$56,397,944
Decrease in long-term debt, March 31, 2012:	\$56,397,944

- (b) The College, UOIT and their respective student associations agreed in 2006 to an arrangement to build the Athletic, Fitness and Health Centre ("the Centre") on behalf of the students of the College and UOIT. The students have agreed to reimburse all costs related to the construction of the Centre. This amount receivable had not previously been reflected in the consolidated financial statements.

# DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to Consolidated Financial Statements

Year ended March 31, 2013

### 4. PRIOR PERIOD ADJUSTMENTS (continued)

The correction of this has been accounted for retroactively as a contribution receivable and has also been reflected as a deferred capital contribution. This had the following effect:

Increase in long-term receivables, April 1, 2011:	\$12,673,311
Increase in current portion of long-term receivables, April 1, 2011:	\$319,216
Increase in deferred capital contributions, April 1, 2011:	\$13,405,390
Decrease in invested in capital assets, April 1, 2011:	\$408,863
 Increase in long-term receivables, March 31, 2012:	 \$12,306,914
Increase in current portion of long-term receivables, March 31, 2012:	\$353,630
Increase in deferred capital contributions, March 31, 2012:	\$13,027,774
Decrease in invested in capital assets, March 31, 2012:	\$408,863
Increase in revenue, March 31, 2012:	\$41,634

### 5. FINANCIAL INSTRUMENT CLASSIFICATION

The following table provides cost and fair value information of financial instruments by category. The maximum exposure to credit risk would be the carrying value as shown below.

	2013		
	Fair Value	Amortized Cost	Total
Accounts receivable	\$ -	\$ 14,451,992	\$ 14,451,992
Current portion of long-term receivables	\$ -	347,306	347,306
Investments	12,825,440	-	12,825,440
Long-term receivable	-	1,860,885	1,860,885
Bank indebtedness	7,796,245	-	7,796,245
Accounts payable and accrued liabilities	-	25,240,629	25,240,629
Current portion of long-term debt	-	3,093,150	3,093,150
Term debt due on demand	-	53,928,324	53,928,324
Long-term debt	-	14,126,689	14,126,689
Derivative liability	3,981,739	-	3,981,739
	<u>\$ 24,603,424</u>	<u>\$ 113,048,975</u>	<u>\$ 137,652,399</u>

Temporary investments consist of equity instruments in Canadian public companies and long-term investments consist of government of Canada bonds. Long-term investments include \$12,784,015 (2012 - \$10,297,308) of investments externally restricted for endowment purposes (see Note 12).

# DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to Consolidated Financial Statements

Year ended March 31, 2013

### 5. FINANCIAL INSTRUMENT CLASSIFICATION (continued)

Maturity profile of bonds held is as follows:

	2013				
	Within 1 year	2 to 5 years	6 to 10 years	Over 10 years	Total
Carrying value	\$ 206,061	\$ 1,103,110	\$ 1,391,440	\$ -	\$ 2,700,611
Percentage of Total	7%	41%	52%	0%	

The following table provides an analysis of financial instruments that are measured subsequent to initial recognition at fair value, grouped into Levels 1 to 3 based on the degree to which the fair value is observable:

- Level 1 fair value measurements are those derived from quoted prices (unadjusted) in active markets for identical assets or liabilities using the last bid price;
- Level 2 fair value measurements are those derived from inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly (i.e. as prices) or indirectly (i.e. derived from prices); and
- Level 3 fair value measurements are those derived from valuation techniques that include inputs for the asset or liability that are not based on observable market data (unobservable inputs).

	2013			
	Level 1	Level 2	Level 3	Total
Investments	\$ 8,549,095	\$ 4,276,345	\$ -	\$ 12,825,440
Bank indebtedness	7,796,245	-	-	7,796,245
Derivative liability	-	-	3,981,739	3,981,739
Total	\$ 16,345,340	\$ 4,276,345	\$ 3,981,739	\$ 24,603,424

There were no transfers between Level 1 and Level 2 for the years ended March 31, 2013 and 2012. There were also no transfers in or out of Level 3.

The College has long-term investments in a managed portfolio of equities, fixed income investments and mutual funds.

# DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to Consolidated Financial Statements

Year ended March 31, 2013

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### 5. FINANCIAL INSTRUMENT CLASSIFICATION (continued)

#### *(i) Market risk:*

Market risk arises as a result of trading fixed income securities. The value of equity securities changes with stock market conditions, which are affected by general economic and market conditions. Changes in interest rates may also affect the value of equity securities. Fluctuation in the market exposes the College to a risk of loss.

The College is exposed to this risk through its equity holdings within its investment portfolio. At March 31, 2013, a 10% movement in the stock markets with all other variables held constant would have an estimated effect on the fair values of the College's equities of \$835,517.

Risk management relates to the understanding and active management of risks associated with all areas of the College's activities and the associated operating environment. Investments are primarily exposed to credit, interest rate, foreign currency, market and liquidity risks. The College has formal policies and procedures that establish target asset mix. The College's policies also require diversification of investments within categories, and set limits on exposure to individual investments.

#### *(ii) Credit, interest rate and maturity risk:*

Credit risk is the risk of financial loss to the College if a debtor fails to make payments of interest and principal when due. The College is exposed to this risk relating to its cash, debt holdings in its investment portfolio, long-term receivable and accounts receivable. The College holds its cash accounts with federally regulated chartered banks who are insured by the Canadian Deposit Insurance Corporation. In the event of default, the College's cash accounts are insured up to \$100,000 (2012 - \$100,000).

The investment policy of the Foundation operates within the confines of the Trustees Act which places limitations on the composition of the investment portfolio.

Accounts receivable and long-term receivable are ultimately due from students and UOIT. Credit risk is mitigated by financial approval processes before a student is enrolled and the highly diversified nature of the student population.

The College measures its exposure to credit risk based on how long the amounts have been outstanding. An impairment allowance is set up based on the College's historical experience regarding collections.

# DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to Consolidated Financial Statements

Year ended March 31, 2013

### 5. FINANCIAL INSTRUMENT CLASSIFICATION (continued)

The amounts outstanding at year-end were as follows:

	Total	Current	Past Due			
			1-30 days	31-60 days	61-90 days	91 - 120 days
Government receivables	\$ 1,373,585	\$ 1,373,585	\$ -	\$ -	\$ -	\$ -
Student receivables	2,535,891	-	55,140	82,790	271,238	2,126,723
Other receivables	11,474,342	9,746,168	705,098	574,958	39,730	408,389
Gross receivables	15,383,818	11,119,753	760,237	657,748	310,968	2,535,112
Less: impairment allowances	(931,826)	-	-	-	(832)	(930,994)
Net receivables	\$ 14,451,992	\$ 11,119,753	\$ 760,237	\$ 657,748	\$ 310,136	\$ 1,604,118

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and methods used to measure the risk.

Interest rate risk is the potential for financial loss caused by fluctuations in fair value or future cash flows of financial instruments because of changes in market interest rates.

The College is exposed to this risk through its interest bearing investments, bank loans and term debt.

The College mitigates interest rate risk on its term debt through a derivative financial instrument that exchanges the variable rate inherent in the term debt for a fixed rate (see Note 10). Therefore, fluctuations in market interest rates would not impact future cash flows and operations relating to the term debt.

The College's bond portfolio has interest rates ranging from 4.00% to 7.75% with maturities ranging from January 20, 2014 to February 7, 2022.

At March 31, 2013, a 1% fluctuation in interest rates, with all other variables held constant, would have an estimated impact on the fair value of bonds and the interest rate swap of \$121,032 and \$354,534 respectively. The College's term debt as described in Note 10 would not be impacted as the inherent variable rate of the debt has been fixed with the use of the aforementioned derivative interest rate swap.

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and methods used to measure the risk.

# DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to Consolidated Financial Statements

Year ended March 31, 2013

### 5. FINANCIAL INSTRUMENT CLASSIFICATION (continued)

#### (iii) Foreign currency risk:

The value of securities denominated in a currency other than Canadian dollars will be affected by changes in the value of the Canadian dollar in relation to the value of the currency in which the security is denominated. U.S. equities are held in U.S. dollars, which have been converted to Canadian dollars as at year-end, using the exchange rate at that date. Investments held in U.S. dollars at March 31, 2013 were approximately \$2,666,672 (2012 - \$2,343,661) stated in Canadian dollars.

#### (iv) Liquidity risk:

Liquidity risk is the risk that the College will not be able to meet all cash outflow obligations as they come due. The College mitigates this risk by monitoring cash activities and expected outflows through extensive budgeting and maintaining investments that may be converted to cash in the near-term if unexpected cash outflows arise. The follow table sets out the contractual maturities (representing undiscounted contractual cash-flows of financial liabilities):

	2013			
	Within 6 months	6 months to 1 year	1 - 5 years	> 5 years
Accounts payable	\$ 25,240,627	\$ -	\$ -	\$ -
Term debt	1,528,435	1,564,715	14,109,965	53,945,049
	\$ 26,769,062	\$ 1,564,715	\$ 14,109,965	\$ 53,945,049

The College is also exposed to liquidity risk on its line of credit described in Note 10.

Derivative financial liabilities mature as described in Note 10.

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and methods used to measure the risk.

### 6. LONG-TERM RECEIVABLES

#### (a) Long-term loan receivable

Includes a loan receivable from the Durham College Student Association Incorporated, amounting to \$889,182 (2012 - \$1,054,292) which is repayable from an annual special levy on student fees over a period not to exceed 40 years. The loan bears interest at prime rate calculated monthly.

# DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to Consolidated Financial Statements

Year ended March 31, 2013

### 6. LONG-TERM RECEIVABLES (continued)

#### (b) Student levy receivable

Includes a receivable from future student levies as approved by the Durham College Student Association Incorporated, amounting to \$11,934,710 (2012 - \$12,306,914) for the financing of a new Athletic Fitness Health Centre ("the Centre"). It is repayable from an annual special levy on student fees and bears interest equal to the debt incurred to construct the Centre (Note 10).

#### (c) Other long-term receivable

Includes an interest-free receivable from the University of Ontario Institute of Technology, amounting to \$971,703 (2012 - \$1,093,166) which is repayable at a fixed amount of \$121,463 annually until September 2021.

### 7. CAPITAL ASSETS

			2013	2012
	Ending Cost	Accumulated Amortization	Net book value	Net book value
Land	\$ 12,928,016	\$ -	\$ 12,928,016	\$ 12,928,016
Buildings	262,524,588	98,087,574	164,437,014	169,290,871
Computers	2,429,393	2,429,393	-	-
Equipment and furniture	86,417,209	73,624,385	12,792,824	13,000,549
Construction-in-progress	9,272,073	-	9,272,073	720,857
	<b>\$ 373,571,279</b>	<b>\$ 174,141,352</b>	<b>\$ 199,429,927</b>	<b>\$ 195,940,293</b>

Amortization expense for the year is \$13,926,825 (2012 - \$13,209,505).

Construction in progress represents costs incurred to date on the construction of the new Centre For Food building at the Whitby campus estimated to cost \$18 million upon completion. Once the construction has been completed, the total cost will be reclassified to capital assets and amortization will commence. As at March 31, 2013, construction in progress amounted to \$9,272,073 (2012 - \$720,857).

# DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to Consolidated Financial Statements

Year ended March 31, 2013

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### 8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

On September 4, 2003, the College purchased the Windfields Farms property for \$7,831,815, consisting of \$1,000,000 of cash and \$6,831,815 of debt, for the purposes of expansion including the future development of the University of Ontario Institute of Technology. The ownership of the land currently resides with the College.

Included in accounts payable and accrued liabilities is \$6,831,815 from 2007 due to the University of Ontario Institute of Technology relating to payments of \$2,277,272 each in years 2005, 2006 and 2007 for the mortgage payments, paid by the University, for the Windfields Farms land.

On April 1, 2013, Durham College received \$1,000,000 from the University as repayment of the initial payment on the purchase. Subsequent to year-end, the College and University signed an agreement such that title of the land was transferred to the University and thus the accounts payable extinguished for fiscal year 2014.

### 9. DEFERRED CONTRIBUTIONS

#### (a) *Deferred revenue*

Deferred revenue represents grants, tuition fees and other revenue related to expenses of future periods.

# DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to Consolidated Financial Statements

Year ended March 31, 2013

### 9. DEFERRED CONTRIBUTIONS (continued)

#### (b) *Deferred contributions*

##### (i) Capital contributions

Deferred capital contributions represent the unamortized amount of donations and grants for the purchase of capital assets. The amortization of capital contributions is recorded as revenue in the Consolidated Statement of Operations at the same rate as amortization is recorded on the related capital assets.

	2013	2012
Balance, beginning of year	\$ 109,758,204	\$ 109,988,148
Contributions	2,429,997	5,602,899
Less amounts amortized to revenue	(5,998,112)	(5,832,843)
Balance, end of year	\$ 106,190,089	\$ 109,758,204

##### (ii) Foundation

	2013	2012
Balance, beginning of year	\$ 530,374	\$ 758,022
Transfers	(530,373)	-
Amortized to revenue	569,736	53,754
Scholarships & bursaries	(221,751)	(281,402)
Balance, end of year	\$ 347,986	\$ 530,374
Total deferred contributions	\$ 106,538,075	\$ 110,288,578

# DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to Consolidated Financial Statements

Year ended March 31, 2013

### 10. DEBT

	2013	2012
5.48% unsecured demand loan on student residence, repayable in monthly instalments of \$69,740 principal and interest, due December 2023, interest rate renewable in December 2013.	\$ 6,822,326	\$ 7,272,686
5.51% unsecured mortgage on student residence, repayable in monthly instalments of \$61,392 principal and interest, due July 2017.	7,246,620	7,574,094
5.57% unsecured demand loan on student residence, repayable in monthly instalments of \$204,649 principal and interest, due May 2029, interest rate renewal in May 2014.	26,198,572	27,168,815
4.89% unsecured demand loan on student residence, repayable in monthly instalments of \$74,505 principal and interest, due in May 2014.	9,954,707	10,352,534
4.69% unsecured demand loan to finance the Student Centre, repayable in monthly instalments of \$18,820 principal and interest due 2018, interest rate renewal in September 2013.	1,115,025	1,285,219
Variable rate secured mortgage, with an underlying swap fixing the rate at 5.14% on the Whitby campus, due in April 2016, interest and principal paid monthly.	7,504,000	7,767,000
Variable rate secured demand loan, with an underlying swap fixing the rate at 5.38% on the Athletic and Health Centre, due in November 2032, interest and principal paid monthly.	12,306,914	12,660,543
	71,148,164	74,080,891
Less current portion	3,093,150	2,935,911
Less term debt due on demand	53,928,324	56,397,944
	\$ 14,126,689	\$ 14,747,036

# DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to Consolidated Financial Statements

Year ended March 31, 2013

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### 10. DEBT (continued)

Principal payments due in each of the next five years and thereafter are as follows:

2014	\$	3,093,150
2015		3,258,306
2016		3,431,812
2017		3,614,124
2018		3,805,723
Thereafter		53,945,049
	\$	71,148,164

Interest expense on long term debt of \$4,183,595 (2012 - \$4,159,800) is included in interest and bank charges expense.

The long-term debt has been secured by specific assets of the College.

The College entered into an interest rate swap to manage the interest rate variability arising on the 25 year mortgage for the Athletic and Health Centre. The mortgage bears interest at floating rates based on banker's acceptances. The swap effectively fixes the interest rate at 5.38% on an initial principal amount of \$14,000,000 over the 25 year life of the mortgage.

The College entered into an interest rate swap to manage the interest rate variability arising on the 10 year mortgage for 199 Wentworth Avenue. The mortgage bears interest at floating rates based on banker's acceptances. The swap effectively fixes the interest rate at 5.14% on an initial principal amount of \$9,100,000 over the 10 year life of the mortgage.

The College has a credit facility agreement with a Canadian chartered bank, which provides for a revolving operating line of credit up to \$10,000,000, bearing interest at prime plus 1.25%. At March 31, 2013, the College utilized \$9,381,652 (2012 - \$3,466,849) of the operating line of credit.

The College has a credit facility agreement with another Canadian chartered bank, which provides for a revolving operating line of credit up to \$1,000,000 with a temporary bulge up to \$6,000,000 during May 1 to August 30 and December 1 to January 15 each year. The facility bears interest at prime on the \$1,000,000 portion and prime plus 0.50% on the excess. At March 31, 2013, the College utilized \$833,201 (2012 - nil) of the operating line of credit.

The College has entered into Irrevocable Standby Letters of Credit with a Canadian chartered bank. The letters of credit consist of \$15,000 bearing interest at 1.2% and \$43,025 bearing interest at 0.4%.

# DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to Consolidated Financial Statements

Year ended March 31, 2013

### 11. POST-EMPLOYMENT, RETIREMENT BENEFITS AND COMPENSATED ABSENCES LIABILITY

The following tables outline the components of the College's post-employment and retirement benefits and compensated absences liabilities and related expenses:

	2013				
	Post-employment Benefits	Retirement Benefits	Non-vesting sick leave	Vesting sick leave	Total liability
Accrued employee future benefits obligations	\$ 1,267,000	\$ 601,789	\$ 3,414,000	\$ 412,000	\$ 5,694,789
Value of plan assets	(167,000)	-	-	-	(167,000)
Unamortized actuarial losses	(32,000)	-	(42,000)	2,000	(72,000)
Total liability	\$ 1,068,000	\$ 601,789	\$ 3,372,000	\$ 414,000	\$ 5,455,789

	2012				
	Post-employment Benefits	Retirement Benefits	Non-vesting sick leave	Vesting sick leave	Total liability
Accrued employee future benefits obligations	\$ 1,207,000	\$ 600,465	\$ 3,681,000	\$ 543,000	\$ 6,031,465
Value of plan assets	(183,000)	-	-	-	(183,000)
Unamortized actuarial losses	(21,000)	-	(174,000)	(12,000)	(207,000)
Total liability	\$ 1,003,000	\$ 600,465	\$ 3,507,000	\$ 531,000	\$ 5,641,465

# DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to Consolidated Financial Statements

Year ended March 31, 2013

### 11. POST-EMPLOYMENT, RETIREMENT BENEFITS AND COMPENSATED ABSENCES LIABILITY (continued)

	2013				
	Post-employment Benefits	Retirement benefits	Non-vesting sick leave	Vesting sick leave	Total expense
Current year benefit cost	\$ 99,000	\$ -	\$ 190,000	\$ 22,000	\$ 311,000
Interest on accrued benefit obligation	6,000	16,784	82,000	11,000	115,784
Amortized actuarial losses	2,000	-	18,000	4,000	24,000
Total expense	\$ 107,000	\$ 16,784	\$ 290,000	\$ 37,000	\$ 450,784

	2012				
	Post-employment Benefits	Retirement benefits	Non-vesting sick leave	Vesting sick leave	Total expense
Current year benefit cost	\$ 73,000	\$ -	\$ 173,000	\$ 21,000	\$ 267,000
Interest on accrued benefit obligation	9,000	15,012	110,000	19,000	153,012
Total expense	\$ 82,000	\$ 15,012	\$ 283,000	\$ 40,000	\$ 420,012

Above amounts exclude pension contributions to the Colleges of Applied Arts and Technology pension plan, a multi-employer plan, described below.

# DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to Consolidated Financial Statements

Year ended March 31, 2013

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### 11. POST-EMPLOYMENT, RETIREMENT BENEFITS AND COMPENSATED ABSENCES LIABILITY (continued)

#### *Retirement Benefits*

##### CAAT Pension Plan

A majority of the College's employees are participants in the defined benefit contributory retirement pension plan of the Colleges of Applied Arts and Technology. The plan is a multi-employer plan and therefore the College's contributions are accounted for as if the plan were a defined contribution plan with the College's contributions being expensed in the period they come due. Any unfunded liability is to be paid directly by the Ministry of Training, Colleges and Universities. Contributions by the College on account of total pension costs amounted to \$6,968,815 of which \$6,837,899 would be classified as Current Service (2012 – total \$6,356,905 of which \$6,165,632 were classified as Current Service) and contributions by employees amounted to \$6,981,264 (2012 - \$6,331,117). The most recent actuarial valuation filed with pension regulators as at January 1, 2013 indicated an actuarial surplus of \$347 million.

#### *Post-Employment Benefits*

The College extends post employment life insurance, health and dental benefits to certain employee groups subsequent to their retirement. The College recognizes these benefits as they are earned during the employees' tenure of service. The related benefit liability was determined by an actuarial valuation study commissioned by the College Employer Council.

The major actuarial assumptions employed for the valuations are as follows:

#### *a) Discount rate*

The present value as at March 31, 2013 of the future benefits was determined using a discount rate of 2.10% (2012 – 2.25%).

#### *b) Drug Costs*

Drug costs were assumed to increase at a 10.5% rate for 2011 and decrease proportionately thereafter to an ultimate rate of 4.5% in 2026 for fiscal 2013 disclosure.

#### *c) Hospital and other medical*

Hospital and other medical costs were assumed to increase at 4.5% per annum for fiscal 2012 disclosure and fiscal 2013 benefit cost; and 4.0% per annum for fiscal 2013 disclosure.

# DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to Consolidated Financial Statements

Year ended March 31, 2013

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### 11. POST-EMPLOYMENT, RETIREMENT BENEFITS AND COMPENSATED ABSENCES LIABILITY (continued)

For the fiscal 2012 disclosure and 2013 benefit costs, medical premium increases were assumed to increase at 8.0% per annum in 2011 grading down to 4.5% in 2026.

#### d) *Dental costs*

For the fiscal 2012 disclosure and the 2013 benefits costs, dental costs and premiums were assumed to increase at 4.5% per annum.

For the fiscal 2013 disclosure, dental costs and premiums were assumed to increase at 4.0% per annum.

#### e) *Retirement rates*

7.0% per annum starting at eligibility for reduced pension, increasing to 40% per annum after reaching eligibility for unreduced pension, with the remainder at age 65.

#### *Compensated Absences*

##### Vesting Sick Leave

The College has provided for vesting sick leave benefits during the year. Eligible employees, after 10 years of service, are entitled to receive 50% of their accumulated sick leave credit on termination or retirement to a maximum of 6 months' salary. The program to accumulate sick leave credits ceased for employees hired after March 31, 1991. The related benefit liability was determined by an actuarial valuation study commissioned by the College Employer Council.

##### Non-Vesting Sick Leave

The College allocates to certain employee groups a specified number of days each year for use as paid absences in the event of illness or injury. These days do not vest and are available immediately. Employees are permitted to accumulate their unused allocation each year, up to the allowable maximum provided in their employment agreements. Accumulated days may be used in future years to the extent that the employees' illness or injury exceeds the current year's allocation of days. Sick days are paid out at the salary in effect at the time of usage. The related benefit liability was determined by an actuarial valuation study commissioned by the College Employer Council.

The assumptions used in the valuation of vesting and non-vesting sick leave are the College's best estimates of expected rates of:

# DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to Consolidated Financial Statements

Year ended March 31, 2013

### 11. POST-EMPLOYMENT, RETIREMENT BENEFITS AND COMPENSATED ABSENCES LIABILITY (continued)

*For fiscal 2012 disclosure and 2013 benefits cost:*

	<u>2011</u>	<u>2012</u>	<u>2013</u>
Wage and salary escalation - support staff	1.50%	1.75%	1.75%
Wage and salary escalation - academic	2.00%	2.00%	2.00%
Discount rate	3.05%	2.25%	2.10%

*For fiscal 2013 disclosure:*

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>Thereafter</u>
Wage and salary escalation - support staff	1.50%	1.75%	2.00%	0.00%	0.00%	1.75%
Wage and salary escalation - academic	2.00%	2.00%	0.00%	0.00%	1.75%	1.75%
Discount rate	3.05%	2.25%	2.10%			

The probability that the employee will use more sick days than the annual accrual and the excess number of sick days used are within ranges of 0% to 38.7% and 0 to 52.6 days respectively for age groups ranging from 20 and under to 65 and over in bands of 5 years.

### 12. RESTRICTED NET ASSETS

#### *Internally restricted*

**Residence reserve:** These funds are expendable for major capital refurbishments. Income earned is expendable.

**Fundraising - General:** These funds are expendable as directed by the individual donors. Income earned is expendable.

#### *Endowments*

Endowment funds are restricted donations received by the College where the endowment principal is required to be maintained. The investment income generated from these endowments must be used in accordance with the various purposes established by donors. The College ensures, as part of its fiduciary responsibilities, that all funds received and transferred to the Foundation with a restricted purpose are expended for the purpose for which they were provided.

# DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to Consolidated Financial Statements

Year ended March 31, 2013

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### 12. RESTRICTED NET ASSETS (continued)

Endowment funds include grants provided by the Government of Ontario from the Ontario Student Opportunity Trust Fund ("OSOTF") and the Ontario Trust for Student Support ("OTSS"). Under these programs, the government matches funds raised by the College. The purpose of these programs is to assist academically qualified individuals who, for financial reasons, would not otherwise be able to attend College.

The balance of endowments at March 31 consists of the following:

	2013	2012
OSOTF (Note 12)	\$ 4,535,039	\$ 4,402,950
OTSS (Note 13)	5,576,432	5,414,012
Other	2,638,497	998,000
	<b>\$ 12,749,968</b>	<b>\$ 10,814,962</b>

These funds are donated specifically for student assistance. Income earned is expendable to provide financial assistance to students.

### 13. ONTARIO STUDENT OPPORTUNITY TRUST FUNDS

Net assets restricted for endowments include monies provided by the Government of Ontario from the Ontario Student Opportunity Trust Fund matching program to award student aid as a result of raising an equal amount of endowment donations.

The College has recorded the following amounts under the program:

# DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to Consolidated Financial Statements

Year ended March 31, 2013

### 13. ONTARIO STUDENT OPPORTUNITY TRUST FUNDS (continued)

(a) OSOTF I:

	2013	2012
<b>Schedule of Changes in Endowment Fund Balance</b>		
Endowment fund balance, beginning of year	\$ 2,203,170	\$ 2,143,914
Preservation of Capital	66,095	59,256
Endowment fund balance, end of year	\$ 2,269,265	\$ 2,203,170
<b>Schedule of Changes in Expendable Funds Available for Awards</b>		
Expendable balance, beginning of year	\$ -	\$ 59,811
Realized investment income	85,834	(8,447)
Bursaries awarded	(35,803)	(51,364)
Expendable balance, end of year	50,031	-
Number of bursaries awarded	45	67
Market value of endowment	\$ 2,372,103	\$ 2,265,952

# DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to Consolidated Financial Statements

Year ended March 31, 2013

### 13. ONTARIO STUDENT OPPORTUNITY TRUST FUNDS (continued)

(b) OSOTF II:

	2013	2012
<b>Schedule of Changes in Endowment Fund Balance</b>		
Endowment fund balance, beginning of year	\$ 2,199,780	\$ 2,140,615
Preservation of Capital	65,993	59,165
Endowment fund balance, end of year	\$ 2,265,773	\$ 2,199,780
<b>Schedule of Changes in Expendable Funds Available for Awards</b>		
Expendable balance, beginning of year	\$ -	\$ 65,449
Realized investment income	85,702	(14,006)
Bursaries awarded	(35,747)	(51,443)
Expendable balance, end of year	49,955	-
Number of bursaries awarded	45	67
Market value of endowment	\$ 2,368,452	\$ 2,262,464

# DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to Consolidated Financial Statements

Year ended March 31, 2013

### 14. ONTARIO TRUST FOR STUDENT SUPPORT

Net assets restricted for endowments include monies provided by the Government of Ontario from the Ontario Trust for Student Support matching program to award student aid as a result of raising an equal amount of endowment donations.

The College has recorded the following amounts in this program:

	2013	2012
<b>Schedule of Changes in Endowment Fund Balance</b>		
Endowment balance, beginning of year	\$ 5,414,012	\$ 4,531,770
Eligible cash donations	-	310,721
Matching funds received/receivable from MTCU	-	446,266
Preservation of capital	162,420	125,255
Endowment fund balance, end of year	\$ 5,576,432	\$ 5,414,012
<b>Schedule of Changes in Expendable Funds Available for Awards</b>		
Expendable balance, beginning of year	\$ -	\$ 113,818
Realized Investment income	35	(61,945)
Bursaries awarded	(87,980)	(51,873)
Expendable balance, end of year	\$ (87,945)	\$ -
Number of Bursaries awarded	111	68
Market value of endowment	\$ 5,832,749	\$ 4,789,730

# DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to Consolidated Financial Statements

Year ended March 31, 2013

### 15. INVESTED IN CAPITAL ASSETS

(a) Investment in capital assets represents the following:

	2013	2012
Capital assets - net book value	\$ 199,429,927	\$ 195,940,293
Less amounts financed by deferred capital contribution (note 9(b))	(106,190,089)	(109,758,204)
Less amount financed by debt	(58,841,250)	(61,420,348)
Investment in capital assets	\$ 34,398,588	\$ 24,761,741

(b) Change in invested in capital assets is calculated as follows:

	2013	2012
Amortization of deferred contributions related to capital assets (note 9(b))	\$ 5,998,112	\$ 5,832,843
Amortization of capital assets	(13,926,825)	(13,209,505)
	\$ (7,928,713)	\$ (7,376,662)
Net change in investment in capital assets:		
Purchase of capital assets	\$ 17,416,459	\$ 14,103,560
Sale of capital assets	-	(1,400,000)
Amounts funded by:		
Deferred capital contributions (Note 9(b)(i))	(2,429,998)	(5,602,899)
Repayment of debt	2,579,099	2,310,131
	\$ 17,565,560	\$ 9,410,792

### 16. SERVICE COSTS

Durham College provides certain administrative services to the University of Ontario Institute of Technology under a shared service agreement. The cost of salaries, benefits and operating expenses allocated to the University has been calculated based on an individual percentage per department.

# DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to Consolidated Financial Statements

Year ended March 31, 2013

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### 16. SERVICE COSTS (continued)

Effective April 1, 2007, the ancillary operations are being allocated based on metrics per operation between the College and the University of Ontario Institute of Technology. Prior to fiscal 2008, the gross revenues and expenses were recorded on the Durham College statements and an allocation of net profits was provided to the University.

During 2009, the College and University began reviewing the organization of the integrated services departments in order to best serve both institutions going forward. In the review, a need was recognized for both the College and University to have certain dedicated teams to meet each of the institutions' objectives and, as such, some of the departments were segregated.

Both institutions have continued to review the remaining services to formalize service level agreements where collaboration is required. During 2011, a master service level agreement was signed and service level agreements for three departments were finalized. During 2012, a subsequent Memorandum of Agreement in Principle was signed with the remaining service level agreements to be finalized in 2014.

### 17. COMMITMENTS

#### *Premises and equipment*

Future minimum lease payments, exclusive of taxes and operating costs, for premises and equipment under operating leases at March 31, 2013 are as follows:

2014	\$ 401,784
2015	380,752
2016	384,580
2017	387,051
2018	339,506
Thereafter	1,691,754
	<hr/>
	\$ 3,585,427

### 18. CONTINGENCIES

The College has been named as the defendant in certain legal actions, in which damages have been sought. The outcomes of these actions are not determinable as at March 31, 2013 and accordingly, no provision has been made in these financial statements for any liability which may result.

# DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## Notes to Consolidated Financial Statements

Year ended March 31, 2013

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### 18. CONTINGENCIES (continued)

The College is involved in various legal actions that are within the normal course of operations. In the opinion of management, any resulting liabilities are not expected to have a material adverse effect on the consolidated financial position or net operations.

### 19. GUARANTEES

The College's primary guarantees are as follows:

- (a) Indemnity has been provided to all directors and or officers of the College for various items including, but not limited to, all settled suits or actions due to association with the College, subject to certain restrictions. The College has purchased directors' and officers' liability insurance to mitigate the cost of any potential future suits or actions. The term of indemnification is not explicitly defined, but is limited to the period over which the indemnified party served as a governor, director or officer of the College. The maximum amount of any potential future payment cannot be reasonably estimated.
- (b) In the normal course of business, the College has entered into agreements that include indemnities in favour of third parties, such as student work placement agreements, purchase and sale agreements, confidentiality agreements, engagement letters with advisors and consultants, outsourcing agreements, leasing contracts, information technology agreements and service agreements. These indemnification agreements may require the College to compensate counterparties for losses incurred by the counterparties as a result of breaches in representation and regulations or as a result of litigation claims or statutory sanctions that may be suffered by the counterparty as a consequence of the transaction. The terms of these indemnities are not explicitly defined and the maximum amount of any potential reimbursement cannot be reasonably estimated.
- (c) The College received approval from the Ministry of Finance, Ontario to guarantee \$220,000,000 in Series A Debentures for the University of Ontario Institute of Technology. These debentures bear interest at 6.351%, payable semi-annually, with the principal due in 2034.

### 20. INTERNALLY RESTRICTED NET ASSETS - RESIDENCE

On June 12, 2013, the Board resolved to approve a transfer of \$472,750 from the Internally Restricted Net Assets to the residence for the purpose of capital improvements to the facility.

**BOARD REPORT/EXECUTIVE SUMMARY**

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**Public:** ☒  
**In-Camera:** ☐

**Action Required:**  
**Information/Discussion** ☐  
**Decision** ☒

**DATE:** June 12, 2013

**FROM:** Don Lovisa, President

**SUBJECT:** Durham College 2012-2013 Annual Report

**A. Purpose**

To present the Durham College 2012-2013 Annual Report to the Board of Governors for review and approval.

**B. Background**

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

**C. Discussion/Options**

Everyone at Durham College is aware of the impact our community has on our success and how we impact the social and economic well-being of our community. Through partnerships and collaborations we are able to provide our students with access to resources and information that further enhances the learning experience and better prepares them for success in the years ahead. That is one of the reasons why Our Community was added as a pillar in our last two Strategic Plans and why we so often emphasize our relationships on and off campus.

We have put the focus of this year's Annual Report on the community-building. We share three stories that serve to capture the impact we have on our communities: highly skilled graduates who contribute to the success of organizations; formal partnerships that bring expertise and resources to campus; and the impact industry-led research has in fostering innovation and creativity. These stories are supported through many of the highlights, successes and achievements from 2012-2013.

The annual report serves as a celebratory document that looks back on and shares our accomplishments. It is distributed to key partners across the province, along with being made available to faculty and staff. The report was reviewed by all members of the Durham College Leadership Team. Following review and approval by the Board of Governors, graphic design work will begin and a finished report will be submitted to the Ministry of Training, Colleges and Universities and other required agencies by July 31. Additionally, the audited financial statement will be included in

the report, as is required under the directive, once approved by the Board of Governors.

The focus on community this year follows on last year's report which placed emphasis on the Durham College family.

**D. Financial/Human Resource Implications**

The cost to produce and distribute the annual report is accounted for through the annual Durham College budget.

**E. Implications for UOIT (if applicable)**

There are several references in the annual report to successful partnerships/activities realized with UOIT over the last year.

**F. Recommendation(s)**

That the Board of Governors approve the Durham College 2012-2013 Annual Report.

# **Durham College 2012-2013 Annual Report Draft for review by the Board of Governors**

**Cover**

Durham College – Community-minded, community-building  
Durham College 2012-2013 Annual Report

**Index****Mission, Vision, Values and Goals****Message from the President**

Greetings!

If you truly want to measure the impact Durham College makes each day, you need only look at Durham Region first and then across the province and well beyond. For there is no greater way to consider the impact our students, faculty, staff and college in general have than to look at our communities. Durham College has a long history of community-building.

Over the past 45 years, we have graduated more than 62,000 students – an amazing collective of skills and expertise that touches virtually every area of employment and industry you can consider. We know that our actions and activities provide direct economic impact to our communities – consider that a third-party study found that we generate upwards of \$280 million in economic activity each year in Durham Region. Finally, we know our students and employees contribute countless volunteer hours and expertise to community organizations and groups so that our social fabric is as strong as ever.

However we recognize none of this is possible on our own. Our community partners play an immeasurable role in our success. Our partners and donors provide us with equipment and other gifts that assist learning and ensure financial barriers are removed for students in need. They contribute their expertise in the classroom, during work placements and in many other ways. They provide access to industry leaders who sit on our program advisory committees so our curriculum remains current and relevant.

In the pages ahead you will read more about the impact we make on our community, and how the community impacts Durham College. Along with highlights from our past year, we will also share three stories that capture the impact our partnerships make, how our programs are preparing students for jobs in both traditional and emerging areas of employment, and how we are advancing innovation in our communities.

As you read through, I encourage you to reflect on your role in our success and know that your contributions and advocacy are sincerely appreciated. We are proud of the role we play in building strong communities, both socially and economically, and just as proud of the way you, our community supports us in that goal.

Sincerely,

Don Lovisa

**2012-2013 by the numbers (numbers to be incorporated in design format)**

5 – number of Skills Ontario and Skills Canada medals earned by students, including 3 gold  
\$3,357,318 in financial needs-based bursaries to assist 1,990 students  
318 students earned \$319,467 in scholarships for academic excellence  
14.2 per cent – increase in enrolment over 2011, the highest in Ontario  
Total post-secondary enrolment reaches 9,362, including 301 international students  
1,320 – number of apprenticeship students  
2 precious medals – Durham Lords earn team and individual national golf bronze medals  
More than 2,600 new graduates in 2012  
62,000 graduates and counting since Day 1 in 1967  
Almost 8,000 guests attend open houses  
32 research projects – with approval for more than \$2.5 million in research funds  
100 students and 39 faculty contribute expertise to industry-led research  
\$1.4 billion – economic impact on Durham Region from 2011-2015  
3,094 first-generation students access e-mentoring between September and December  
Pickering Learning Site launched, enrolment targets met in 4 programs  
95.0 – percentage of employers satisfied with hiring a Durham grad  
165 career education seminars offered, an 18-per cent increase over a year earlier  
20 hours per week – new mental health outreach worker available to students in residence  
4,383 followers on Twitter  
Liked on Facebook – 5,780 times  
4 – number of consecutive budgets with balanced results

## **OPG and Durham College – generating opportunities for students and the community**

Ontario Power Generation has a long history of community building in Durham Region. From employing one of the region's largest workforces, to its support for countless community activities and its global recognition as a leading nuclear operator, OPG has a significant presence and stake in Durham. Of course, OPG's nuclear plants in Pickering and Clarington also provide a large amount of Ontario's energy needs.

As OPG has grown its presence here over the years, Durham College has been right there in tandem step, ensuring generations of well-educated and well-trained students have been graduating with the skills required to meet OPG's hiring needs. To name just a few of the programs that are producing highly-skilled graduates that are well-suited for OPG, Durham offers Power Engineering Technician, Mechanical Engineering Technology, Electro-Mechanical Engineering Technology, Office Administration, Human Resources – Business, and Accounting – Business.

“OPG is very proud to have so many Durham College graduates contributing to our success. We consistently find that Durham's hands-on approach in the classroom and lab, along with the work placement component of programs, provides graduates with the up-to-date skills required to be successful from the first day they are on the job.”

The partnership with OPG is reflective of the direct impact employers across Durham Region and beyond have on the college's success. The college is very fortunate and appreciative of the countless ways the community steps forward to support students. Each year it receives the donations of equipment, financial support for students in need and hundreds of men and women volunteer time to sit on Program Advisory Committees and help ensure curriculum is relevant and in line with the marketplace.

The partnership with OPG certainly meets all those criteria and more. Durham College entered into a formal partnership with OPG and the University of Ontario Institute of Technology in 2005 that sees all three work together toward effective education and training of employees for the Canadian nuclear sector, and to meet the needs of OPG for a new generation of energy specialists to support its nuclear operations and projects.

“We are very pleased with how our partnership continues to evolve and the benefit it brings to both OPG and Durham College. By working together, we are meeting the needs of students, OPG and our community.”

The long relationship with OPG underscores the critical importance community partnerships play in the success of Durham College and in building a strong, successful community.

## **Celebrating partnerships in 2012-2013**

### **Students tend to historic Parkwood gardens**

The first class of students in the new Horticultural Technician program began their studies last fall amongst the backdrop of Parkwood Estate, one of Canada's national historic sites. Thanks to a partnership between Parkwood and Durham, students help to maintain and restore some of the historic gardens and greenhouses as part of their studies.

### **Chinese partners increase opportunities for students**

Recognizing that international partnerships will continue to play a significant role in the years ahead, the college signed new memorandums of understanding with Zibo Vocational Institute in Zibo; Yuhang Liangzhu Vocational School in Yuhang; Xianning Vocational Technical College in Xianning; and Chien-Shiung Institute of Technology in Taicang. They will help Durham College recruit more Chinese students, meet China's growing demand for Canadian-trained students, allow the college to host teachers and educators and facilitate faculty and student exchanges.

### **Students can be at home in their studies**

Durham College unveiled two dynamic new learning tools for students, with the opening of unique on-site residential home learning labs at the Whitby campus. These labs, one an older residential home moved from Oshawa and the other a newly built home, are used by students to experience the many changes that have occurred in the building trades over the years. Durham Custom Homes demonstrated significant leadership and generosity in helping make this possible, along with the many other donors.

### **Pickering Learning Site has successful launch**

With first-year enrolment targets achieved across four Durham graduate certificate programs, students, community leaders and other guests helped the college launch the new Pickering Learning Site in collaboration with Centennial College. The location at the end of the Hwy. 401 pedestrian bridge from the Pickering GO Station provides convenient access to a post-secondary education in a city where demand is high.

### **Former hockey star shares story with students**

Offering one more way to educate students through a wide-range of experiences, all Durham College students were invited to a Skype presentation by Theo Fleury, a former National Hockey League star. He shared his personal story about alcohol and drug use to suppress the inner turmoil he lived with daily due to his personal experience with sexual abuse.

### **Giving back to those in need**

Durham College faculty and staff take great pride in boosting the social well-being of the community, whether it be through volunteering their time, providing expertise to a group, or fundraising for those in need. Once again, employees stepped up for the annual campus

food drive, helping raise more than \$15,000 in support of students and community families in need. In addition, the college also raised thousands more for the annual United Way fall campaign, by pedalling the Big Bike for Heart and Stroke and through its annual Power of Pink day in support of breast cancer research and awareness.

### **Planning for tomorrow**

Durham College and UOIT are home to the most unique post-secondary campus in Canada. Two separate institutions that share facilities, resources and some employees, while also building pathways back and forth between their respective degree and diploma programs. As the two institutions grow, they are constantly looking at how to accommodate more and more students. That is why the college and university have begun a renewed campus master planning exercise to provide insight and guidance into how both should grow together and with the community in the years ahead.

### **College family helps make Centre for Food a reality**

The Centre for Food is fast becoming a spectacular site just off Hwy. 401 at the Whitby campus. Scheduled to open in September 2013, the community is contributing millions toward helping to make this project a reality. Over the past year, a family campaign was launched for faculty and staff and the college said thank you to those who gave with a special night featuring celebrity chef Jamie Kennedy, a Centre for Food ambassador, and a wide-range of food.

### **Annual Chairman's Charity Classic golf tournament**

Countless students have benefited over the years from the annual Durham Region Chairman's Charity Classic Golf Tournament. The classic raised \$313,700 in 2012, bringing its total to more than \$4 million in 16 years. The proceeds support students in need at Durham College, UOIT and other Durham organizations.

### **Sunrise brings sunshine to college**

When the Rotary Club of Whitby Sunrise celebrated its 25<sup>th</sup> anniversary, the club decided it would use the occasion to make yet another mark on the community. Whitby Sunrise presented a cheque for \$10,000 as part of a pledge to donate \$30,000 to the college's Centre for Food fundraising campaign. Durham College is very fortunate for the partnership and support that has been extended to it by Sunrise and the other Rotary Clubs across Durham.

### **Partnership brings more opportunities for Indo-Canadian students**

With more than 300 international students studying on campus, Durham College is becoming more wonderfully diverse each year. That is why the college was so pleased to celebrate the opening of the Indo-Canadian Cultural Association of Durham (ICCAD) at its Oshawa campus so it could further serve Indian students. The centre assists the college with the delivery of services to newly-arrived international students as they transition into the post-secondary education system in Canada.

**The next generation – Dan Lewis already making his mark in green energy sector**

You could say Dan Lewis represents the next-generation professional – men and women who are increasingly finding long-term employment and success through fast-growing and emerging areas of the economy. Weeks before officially graduating from the two-year Durham College Renewable Energy Technician program, Lewis had already begun a career in the residential solar energy industry, an area of the economy expected to grow exponentially in the years ahead.

Durham College takes pride in keeping pace with its continually evolving communities, both locally and across the province and beyond. It has introduced dozens of new programs over the past three years that meet market needs. For instance, in recognition of the provincial government's emphasis on its Green Energy Act and the global move for communities to be more sustainable, Durham College introduced the Renewable Energy Technician program in 2009 so that new highly skilled professionals are coming on stream as demand increases across Ontario. Lewis found the program provided him with the skills needed to immediately contribute on the job, along with opening up a breadth of experiences and opportunities in the years ahead.

"The program is so broad in the learning, there is solar photovoltaic, solar hot water, wind, geothermal – there are so many different paths to take with this. All of these technologies will help reduce our dependence on fossil fuels and nuclear energy. In the years ahead I would like to get more into design of systems and possibly start my own company," he said.

On the recommendation of a professor, Lewis volunteered his time in early 2013 at the National Renewable Energy Forum at the Metro Toronto Convention Centre. It was during his time there that he first met leaders from TerraGen Solar. Months later when TerraGen began Icon Solar Installations, Lewis applied for his position and is now making his mark on the company and community. Moving forward, he sees plenty of opportunities in his field.

"This is the industry I want to be in; I want to make a difference in our clean energy future," he said. "It is now possible for anyone to harness free energy sources; all of the technologies exist and are becoming more affordable. Renewable energy can help you get an excellent return on your investment. The future for sustainable energy sources is bright and I believe that will position me well in the years ahead and provide me with many new opportunities."

By delivering programs that are current and aligned with the marketplace, Durham College prepares students for finding long-term rewarding careers, and ultimately ensures organizations can continue to grow and excel.

## **Celebrating our students' success in 2012-2013**

### **Durham student runs for Africa**

Police Foundations student Hannah Elkington has proven that Durham College students impact more than their local community. Elkington participated in the Impossible2Possible Botswana expedition in Africa, which saw eight youth ambassadors run 200 kilometres over four days through the Kalahari Desert. While there, the ambassadors took their message of environmental sustainability globally by speaking via satellite and iPhone connections about their many discoveries to students across the world.

### **Irish trip provides valuable information**

The Institutes of Technology Ireland (ITI) are increasingly being recognized in the post-secondary community for their laddering of academic credentials that seamlessly help students move from apprenticeship to PhD training according to their interests and background. Given ITI's success, Durham College and UOIT began discussions and travelled to Ireland to better understand the model so they can jointly establish a first-of-its kind academic ladder in Canada.

### **Paramedic students take top spot at national competition**

Two Durham College Paramedic students took first place in the student division of the 10<sup>th</sup> annual National Paramedic Competition, an event hosted by working paramedics. Matt Walton and Dale Button tackled scenario-based events with human actors, high-fidelity patient simulators and academic tests challenging their ability to react in emergency situations on the way to earning the top spot.

### **Durham students top provincial and national fields**

Durham College students demonstrated their superior skills when measured against their peers across Ontario and Canada by winning a number of medals at the Skills Ontario and Skills Canada competitions. Plumber Apprentice Ryan Voscek earned gold medals at both the provincial and national levels, while Computer Systems Technology student Mike Wade received provincial gold in the IT Network Systems and Security Administration category. In addition, silver medals were earned by Graphic Design Student Ben Martin in the Graphic Design – Studio Production category and Computer Systems Technology Student Alistair Belyea received silver in IT Network Systems and Security Administration.

### **Lockdown drills place renewed focus on safety**

The college has committed greater attention to emergency planning and preparedness over the past year, to support employees, students and the community. To that end, it held lockdown drills at the Oshawa and Whitby campuses, providing staff with an idea of what their roles are in the event an emergency scenario plays out. In addition, they tested the new Campus Incident Response Emergency Notification System (CIRENS).

### **Spring convocation ceremonies**

More than 2,600 new Durham College graduates were celebrated at spring and fall convocation ceremonies, providing employers with a new wave of highly-skilled professionals. Convocation is one of the best days of the year for the college, as along with honouring students, the college also conferred six other significant awards. Alumni of Distinction recipients for 2012 were Norm Lambert, Marc MacRae and Lesley Wagner; college retirees Ted Seath and Diane Anderson Campbell were recognized for contributions during their career and awarded the titles of professor emeritus and staff emeritus, respectively; and former Board Chair Bill Robinson was the recipient of an Honorary Credential in the Business Administration – Operations Management category.

### **Lords continue to rule in varsity sports**

The Lords varsity athletics program continued its long tradition of success over the past year, highlighted by national team and individual golf medals at the Durham College-hosted 2012 Ping CCAA National Golf Championships. Both the men's team and golfer Shea Varty earned bronze medals. The women's fastball team struck silver to end its season (their 16<sup>th</sup> straight provincial medal), while the men's baseball team finished as national semifinalists one year after winning the Canadian crown.

### **Welcome to Durham College**

Close to 8,000 guests, including thousands of perspective students, visited the Oshawa and Whitby campuses with family and friends for the college's Spring and Fall Open Houses. These very successful days are designed to show prospective students everything the college community offers to help them find post-secondary success so they can go on to rewarding careers.

## **Scheduled for success – Durham research work advances innovation and creativity**

Small- and medium-sized enterprises are commonly acknowledged as the backbones of communities across Canada. Innovative and creative, SMEs incubate and commercialize ideas, while also providing services and expertise that help communities prosper. Durham College understands the influence they have on building strong communities, which is why its industry-led research partnerships over the past four years are having such a significant impact.

One of the most successful partnerships to date has been with Bykart Software, a Pickering-based firm with offices in Waterloo and Toronto as well. Bykart develops software scheduling solutions that significantly improve the ability of health-care providers to more efficiently treat more patients with existing resources. In a true testament to community collaboration, Bykart was introduced to the Durham College research team by Pickering's Economic Development department, as part of a series of measures the City took to assist Bykart's growth.

"Our partnership with Durham College meant everything to us," said Thane Fitzgerald, Bykart's senior designer. "They provided the resources and experience that allowed us to access funding and highly motivated and skilled students and faculty. They also took away all the physical and mental stress of the project by managing the administrative details of our partnership and letting us focus on our strengths of developing software that directly benefits the health-care community and its patients."

Bykart's flagship product, the Chemotherapy Appointment Reservation Manager (CHARM) was launched in 2009 at Sunnybrook Health Sciences Centre's Odette Cancer Centre. When Bykart wanted to expand the product to create a fully scalable and robust system that would suit multiple patient management needs, it turned to Durham College. A college team of 18 was part of the partnership, ranging from those in the research office to faculty and students. The student role included designing a new graphical user interface, upgrading the look and feel of a product suite and improving the company's website as well. The results? Bykart has secured a number of new contracts.

"We wanted the students to get more from their experiences than Bykart did from them," said Fitzgerald, who noted Bykart has hired a Durham professor and two students to full-time positions. "I would tell other companies that if you support the students and graduates, you will be supported back in more ways than you can imagine."

Durham College led 32 research projects with SMEs in 2012-2013, accessing more than \$2.5 million in funding and utilizing the expertise of 100 students and 39 faculty. All of these numbers have steadily increased since the college's Office of Research Services and Innovation became a member of the Colleges Ontario Network for Industry Innovation in 2009.

For communities across Canada to be able to grow in the years ahead, increasingly they must be able to compete on a global scale. Industry-led research allows Durham College to build the innovation capacity, and ultimately the well-being, of its communities through projects and technologies that provide specific and direct results for organizations. In turn,

these partnerships provide unparalleled opportunities for students to gain real-world experiences that lead to employment.

## **Celebrating excellence in education during 2012-2013**

### **College enrolment leads the province**

Durham College is the fastest growing college in Ontario according to the Ontario College Application Service, with projections keeping it at the head of the pack for years to come. This growth to more than 9,300 full-time domestic students in September 2012 has the college poised to achieve its enrolment target of 10,000 students in September 2013, two years ahead of schedule. Continuing to grow has meant the college is able to access additional funding under the provincial government's funding model, and continue to add new faculty and staff to provide every possible student support.

### **President leads national post-secondary education discussion**

Durham College President Don Lovisa took a leadership role in facilitating a roundtable discussion between Diane Finley, federal minister of Human Resources and Skills Development, and college and industry leaders. Prime Minister Stephen Harper encouraged Lovisa to engage the minister in a discussion, which centred on the national skills gap and apprenticeship training, the need for a national post-secondary strategy and an expanded strategy on college innovation and research. Many of the messages shared were reflected in the federal government's March budget.

### **New strategic plan provides direction for 2013-2016**

Building on the momentum of the past three years, Durham College developed and launched its new 2013-2016 Strategic Plan. Utilizing the research and direction of the college's Strategic Mandate Agreement and the decision by college leadership to continue to be a growth college, the new plan sets high-level objectives to guide actions from April 1, 2013 through to 2016. More than 300 staff and faculty had input into the plan, which retained the current mission and core pillars of Our Students, Our People, Our Business and Our Community, while streamlining the vision and value statements.

### **Strategic discussion with government and the college community**

The provincial government put a renewed emphasis on post-secondary education over the past year, highlighted by a province-wide series of roundtable discussions with colleges and universities, and then the call for institution strategic mandate agreements. Durham College participated at six of the seven roundtables and was proud to jointly host a session with UOIT about expanded credentials. The college was also pleased to submit its mandate agreement following consultation with more than 200 partners on campus and off. The agreements established specific actions and directions to move institutions forward in the coming years and captured innovation, differentiation and how colleges and universities connect to their community.

### **Fourth consecutive balanced budget**

Continuing its commitment to fiscal responsibility, the college recorded its fourth consecutive year with balanced financial results. These impressive results were

accomplished while continuing to invest in new services, staff, programs and campus renovations.

### **Durham College a top employer**

Canada's Top 100 Employers organization named Durham College as one of the GTA's Top 100 Employers. It was the third consecutive year the college has been named to the list.

### **College employees earn industry accolades Educator's leadership results in prestigious award**

Durham College is regularly reminded of the leadership and expertise demonstrated by its faculty and staff to the campus and external communities. Each year it is proud to celebrate individual and team awards, with the past year being no exception. Ruth Rodgers was named recipient of the inaugural College Sector Educators Award by the Society for Teaching and Learning in Higher Education; the Registered Nurses' Association of Ontario (RNAO) and Council of Ontario University Programs in Nursing honoured Kathy Cummings with both the 2012 COUPN Award for Excellence in Collaborative Education and the RNAO Award for Leadership in Nursing Education (Academic) and Marianne Cochrane with the RNAO Award of Merit; Kara Woods earned the Central Michigan University-Ontario College Administrative Staff Association Research Award; Communications, Marketing and External Relations earned Gold and Merit awards from the Higher Ed Marketing Report's 28th Annual Educational Advertising Awards; and college Employee Awards of Excellence were awarded to Sue Hawkins in the support staff category, Dino Zorbas in the administrative category, and co-faculty winners Anna Rodrigues and Randy Uyenaka.

## Appendices

### Appendix A:

The provincial government's Minister Binding Policy Directive for Annual Reports requires that college annual reports include a summary of the results of the previous year's Business Plan. As such, the following chart shares highlights from the Durham College 2012-2013 Business Plan, including the achievement of all five high-level goals.

Business plan goal	Achieved	Highlights
<b>Quality Teaching and Learning</b>	Yes	<ul style="list-style-type: none"> <li>• Successful preparations for Program Quality Assurance Process Audit.</li> <li>• Launch of four programs at Pickering Learning Site, along with Continuing Education courses.</li> <li>• New student pathways from Durham College credentials to UOIT degrees.</li> <li>• Introduction and integration of new Learning Management System.</li> <li>• Implementation of Year 1 deliverables for renewed Academic Direction.</li> <li>• Hybrid course delivery to be incorporated into 10 graduate certificate programs for September 2013.</li> </ul>
<b>Strengthening our Student Satisfaction</b>	Yes	<ul style="list-style-type: none"> <li>• Participated in government pilot project to extend KPI satisfaction survey to apprenticeship students.</li> <li>• Established five-year AODA accessibility plan.</li> <li>• Created six new study locations for students.</li> <li>• Launched successful social media strategy.</li> <li>• Launched new student communications strategy.</li> <li>• Implemented new student cloud email system.</li> <li>• Launched mental health support service for on-campus residences.</li> <li>• Developed and implemented new student services plans for international and Pickering students.</li> <li>• Implemented emergency mass communications system.</li> <li>• Extensive wireless remediation across campus.</li> </ul>
<b>Responsible Growth</b>	Yes	<ul style="list-style-type: none"> <li>• Launched Pickering Learning Site.</li> <li>• Renovations across Whitby and Oshawa campuses.</li> <li>• Full-time post-secondary enrolment grew to more than 9,300, a college system-leading gain of 14.2 per cent.</li> <li>• Developed and launched 2013-2016 Strategic Plan.</li> <li>• Achieved fourth consecutive balanced financial results.</li> <li>• Launched new corporate alumni publication.</li> <li>• Began work with UOIT on new campus master plan.</li> <li>• Achieved Technical Standards and Safety Authority certification for campus buildings.</li> <li>• Completed lockdown simulation exercises.</li> </ul>

<b>Research Excellence</b>	Yes	<ul style="list-style-type: none"> <li>• Approved for funding from Ontario Council on Articulation and Transfer for three projects.</li> <li>• Implemented Year 1 deliverables of Strategic Research Plan.</li> <li>• Implemented Phase 3 of first-generation student programming.</li> </ul>
<b>Sustainability and Renewal</b>	Yes	<ul style="list-style-type: none"> <li>• Developed detailed data inventory for all college spaces.</li> <li>• Updated all college deferred maintenance projects.</li> <li>• Achieved Sustainability Tracking Assessment and Rating System (STARS) Bronze status.</li> <li>• Established Durham College Student Green Team.</li> </ul>

## Appendix B:

### Report of College Council

Durham College is very fortunate to have an active, engaged College Council. Council is made up of a cross-section of students, support and administrative staff, faculty and senior leaders. Supporting the college's mission and vision, College Council promotes a collaborative culture, contributes positively to planning and decision-making processes and serves as an effective means for students and staff to provide advice to the college president, who chairs the council, on matters of importance to members.

Council met three times in 2012-2013, covering a significant number of items of importance to the college and its direction. Members provided feedback on new operational policies, the provincial government's Strategic Mandate Agreement process, government post-secondary policy, traffic and safety concerns, campus construction projects and the annual Employee Town Hall.

In addition, College Council has an ongoing impact on college operations. Feedback from members is gathered and shared with the Durham College Leadership Team and helps inform future college policy, the annual Business Plan and general college positions.

## Appendix C:

### Key Performance Indicator (KPI) Report

Ontario colleges are mandated by the provincial government to collect and report KPI data to measure how well they are meeting the needs of students, graduates and employers. The KPI initiative is designed to ensure colleges are accountable, effective and responsive to these stakeholders.

The chart below shares Durham College's results in the five KPI benchmark areas, along with the college's and system's changes versus 2011-2012.

Each year Durham College reviews the KPI results and introduces new measures intended to address areas of concern identified by students through the survey and improve student satisfaction as the college lives its mission that the student experience comes first. In 2011-2012 and 2012-2013, every department at Durham College developed and implemented KPI improvement plans to work towards enhancing the student experience. As a result, over the past year the college matched or improved its scores in four of five categories.

Benchmark category	Durham College 2012-2013 results	Durham College percentage point increase/decrease	System percentage point increase/decrease
Student Satisfaction	73.8	0.0	0.3
Graduate Satisfaction	75.8	2.5	1.1
Graduate Employment	83.7	0.6	0.6
Employer Satisfaction	95.0	1.6	0.6
Graduation Rate	65.7	-2.5	-0.2

*Surveys were administered during the 2012-2013 fiscal year and results released to the colleges at the end of March, followed by a public release in early April.*

## Appendix D:

### Summary of Advertising and Marketing Complaints Received

Nature of complaint	Date received	How resolved/ addressed	Date resolution communica ted to student	Number of working days to resolve
None received.				

**Appendix E: (pictures to be included in layout)****Durham College 2012-2013 Board of Governors**

Franklin Wu, chair  
Ron Chatterton, vice-chair  
Dan Borowec  
Thomas Coughlan  
Garry Cubitt  
Kevin Dougherty, elected academic representative  
Joanne Dykeman  
Darren Fisher, elected support staff representative  
Carlee Fraser  
Doug McKay  
Michael Newell  
Mary Simpson  
Judith Spring, elected administrative staff representative  
Donna Raetsen-Kemp  
Sanjay Surendran, elected student representative  
Pierre Tremblay  
Don Lovisa, president, ex officio  
Jennifer Clark, corporate and board secretary

## **Audited Financial Statements**

## BOARD REPORT

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Public: ☒  
In-Committee: ☐

Action Required:  
Information ☒  
Decision ☐

**DATE:** June 12, 2013

**FROM:** Don Lovisa, President

**SUBJECT: Program Advisory Committee Annual Compliance Report**

### **A. Purpose**

A report to provide the annual compliance report summarizing the meeting activities of the Durham College Program Advisory Committee for the period of September 2012 to June 2013.

### **B. Background**

Minister's Binding Policy Direction 3.0, Framework for Programs of Instruction, Section C. Advisory Committees, requires the Board of Governors ensure that an advisory committee for each program or cluster of programs of instruction is established and that a by-law establish the structure, terms of reference and procedures for program advisory committees.

Durham College By-Law No. 2, Section 3.9 regarding Advisory Committees for Programs of Instruction, sets out in part that "... Advisory Committees will meet twice yearly."

### **C. Discussion/Options**

Attached is the Program Advisory Committee Compliance Report outlining the meetings held by the Schools for the period September 2012 to June 2013. A tracking system was implemented in June 2011 to ensure compliance with By-Law No. 2, regarding Advisory Committees across all Schools.

### **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 receive the Program Advisory Committee Compliance Report for information.

**Durham College Program Advisory Committee Compliance  
Report 2012 – 2013**

<b>SCHOOL</b>	<b># of PAC Committees</b>	<b>Frequency of meetings</b>	<b>Frequency of meetings</b>	<b>Frequency of meetings</b>
		<b>Met twice</b>	<b>Met once</b>	<b>Did not meet</b>
<b>Business, IT &amp; Management</b>	<b>12</b>	<b>12</b>		
<b>Health &amp; Community Services</b>	<b>9</b>	<b>9</b>		
<b>Interdisciplinary Studies &amp; Employment Services</b>	<b>4</b>	<b>4</b>		
<b>Justice &amp; Emergency Services</b>	<b>14</b>	<b>14</b>		
<b>Media, Art &amp; Design</b>	<b>11</b>	<b>11</b>		
<b>Science &amp; Engineering Technology</b>	<b>12</b>	<b>11</b>	<b>1*</b>	
<b>Skilled Trades, Apprenticeship &amp; Renewable Technology</b>	<b>7</b>	<b>6</b>	<b>1**</b>	

\*Energy Management Sustainable Building Technology – Fall meeting postponed.

\*\*Heating, Ventilation, Air Conditioning, Gas Technician – Program Advisory Committee currently being formed.

## BOARD REPORT

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Public: ☒  
In-Camera: ☐

Action Required:  
Information/Discussion ☐  
Decision ☒

**DATE:** June 12, 2013

**FROM:** Don Lovisa, President

**SUBJECT: Annual Compliance Report 2012 – 2013**

**A. Purpose**

A report to confirm with the Board of Governors required compliance with existing Board policy.

**B. Background**

In 2007, the Durham College Board of Governors adopted a policy governance approach to governance of the College. It places the Board in control of the organization, but at a very broad level. Through clear and proactive delegation of expectations and authority to the President, it simultaneously fulfills the board's fiduciary role and empowers the President to flexibly and creatively perform what the Board has defined. As part of this approach a section on monitoring was added to the policies. Several of these monitoring sections require a statement of compliance from the President. These statements are consolidated in the report.

**C. Discussion/Options**

The following information confirms compliance on behalf of the President and/or other designated staff.

**Outcomes Policies: Mission, Vision and Values, and, Priorities for Action**

I hereby confirm the Board has received the 2012-2013 Annual Report demonstrating the College's commitment and achievements related to the Vision Statement, the Mission Statement and the Priorities for Action.

**Board-President Relationship Policy: Delegation to the President**

This policy is monitored through Executive Limitations which constrain the President to act within acceptable boundaries of prudence, ethics and legality. Please see statement for Executive Limitations Policy: General Executive Constraint. I confirm compliance with the policy.

**Executive Limitations Policy: General Executive Constraint**

I hereby verify that I have neither caused nor knowingly permitted any practice, activity, decision or organizational circumstance that is unlawful, imprudent or in violation of commonly accepted business and professional ethics.

**Executive Limitations Policy: Whistle Blowing**

I hereby confirm compliance with the Whistle Blowing Policy which requires that the Board receive quarterly reports on any ongoing whistle blowing investigation along with periodic updates on the number of complaints received under the policy.

**Board-President Relationship Policy: Entrepreneurial Activities and Subsidiaries**

I hereby verify that I have neither caused nor knowingly permitted any practice, activity, decision or organizational circumstance related to Entrepreneurial Activities and Subsidiaries that is unlawful, imprudent, or in contravention of the policy.

**Executive Limitations Policy: Financial Matters**

I hereby confirm compliance with the policy - financial matters.

Additionally, this policy requires the Chief Financial Officer (CFO) to annually provide a signed statement that the College is in compliance with relevant legislative requirements in force; and in compliance with Minister's Binding Policy Directive 2.0 Finance and Administration: Proceeds from Sale or Encumbrance of College Property. *The signed statement is attached as Appendix A.*

**Executive Limitations Policy: Program Advisory Committees**

I hereby verify compliance with the Program Advisory Committees policy through regular reports providing minutes of program advisory committees and an annual compliance report (June 12, 2013).

**Executive Limitations Policy: Staff, Student, Client and Visitor Treatment**

I hereby verify that I have neither caused nor knowingly permitted any practice, activity, decision or organizational circumstance that is unlawful, imprudent or in violation of commonly accepted business and professional ethics.

**Executive Limitations Policy: Programs of Instruction**

I confirm the provision of the Key Performance Indicator (KPI) report to the Board on May 8, 2013; the annual report to the Board on June 12, 2013; and further confirm that all programs of instruction are developed and implemented consistent with provincial standards.

**D. Financial/Human Resource Implications**

None.

**E. Implications for UOIT (if applicable)**

Not applicable.

**F. Recommendation(s)**

That the Board of Governors receives this report from the President confirming compliance with Board policy.

## *Appendix A*

I hereby confirm Durham College is in compliance with relevant legislative requirements in force; and in compliance with Minister's Binding Policy Directive 2.0 Finance and Administration: Proceeds from Sale or Encumbrance of College Property.



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Nevzat Gurmen, VP Finance and CFO  
June 12, 2013

**Compliance Report****Compensation Arrangements**

Pursuant to Section 7.18 of the *Broader Public Sector Accountability Act, 2010*, S.O. 2010, Chapter 25

**Name of Employer**

Durham College

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With regard to the *Broader Public Sector Accountability Act, 2010*, Part II.1, Compensation Arrangements, and the compensation plans of designated executives and designated office holders of the employer as well as with respect to the employer's performance pay envelopes, I certify that to the best of my knowledge and belief, the employer has complied with the restraint measures throughout the reporting period in accordance with the *Broader Public Sector Accountability Act, 2010*, Part II.1, Compensation Arrangements.

**Highest Ranking Officer**

Last Name

Lovisa

First Name

Don

Middle Initial

---

Position Title

President

---

**Reporting Period**

Start Date (yyyy/mm/dd)

2012/03/31

End Date (yyyy/mm/dd)

2013/03/31

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Signature



Date (yyyy/mm/dd)

2013/05/29

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## BOARD REPORT

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Public: ☒  
In-Committee: ☐

Action Required:  
Discussion ☐  
Decision ☒

**DATE:** June 12, 2013

**FROM:** Don Lovisa, President

**PREPARED BY:** Michelle Cole, Manager, Program Development and  
Quality Initiatives

**SUBJECT: Approval of a New Postsecondary Program of Instruction**

### A. Purpose

To obtain approval from the Board of Governors for the following postsecondary program of instruction for the September 2014 intake:

1. *Journalism - Broadcast and Electronic Media*
  - Duration: 4 semesters
  - Credential: Ontario College Diploma
  - School: Media, Art & Design

### B. Background

A key deliverable of the Durham College Business Plan is a dynamic Strategic Enrolment Management plan that includes the development of new programs to ensure we continue meeting the needs in emerging and fast-growing areas of the economy. As the use of technology increases in the world of journalism, employers are seeking graduates who are well versed in various media platforms. The proposed new program, Journalism – Broadcast and Electronic Media is a logical expansion of the current Journalism - Web and Print program. This program is unique in the sector, meets labour market needs and provides meaningful and viable career opportunities to students within the region, province and nation.

With enthusiastic endorsement from students, faculty and Program Advisory Committees, the School Media, Art & Design anticipates considerable interest in this program from both the applicants' and employers' perspectives. New forms of interactive media and changes in the delivery methods of traditional news have forced journalists and others within the

journalism industry to change how they do their jobs. For instance, the continued growth of mobile internet usage is predicted to increase the public's desire for more news and information at their fingertips; as a result, media outlets are increasingly disseminating their content through online sources and mobile devices such as smartphones, tablets and laptop computers. A journalism program at Durham College that focuses specifically on the development of new forms of communications for electronic media platforms including radio, television and the internet provides the opportunity for graduates to enter into the field of journalism with the modernized knowledge that is required to evolve within a constantly changing industry.

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

It is the role of the Durham College Board of Governors to ensure that programs of instruction are developed and implemented consistent with provincial standards where they exist; ensuring that all new and modified postsecondary programs of instruction lead to one of the following credentials – Durham College Certificate, Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, or Ontario College Graduate Certificate.

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

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

### **C. Discussion/Options**

#### *1. Journalism – Broadcast and Electronic Media, Ontario College Diploma program*

This Ontario College Diploma program provides students with the knowledge, critical thinking and writing skills employers are looking for.

The Journalism – Broadcast and Electronic Media program addresses the broad changes occurring in the media landscape by offering a refined curriculum that will allow students to focus on development of a skill set in both print media and electronic media. A combined first year curriculum with the Journalism - Web and Print program makes this new program unique and offers lateral movement between programs giving students

maximum flexibility and choice in a 2 year program. This new program will also attract a broader audience including high school and university graduates as well as international students.

Graduates of the Journalism – Broadcast and Electronic Media program will have knowledge of applicable legislation, standards and professional ethics. Furthermore, graduates of this new program will have an enhanced understanding of the impact of digital technology on the journalism field and are able to respond and adapt effectively and efficiently to technological changes.

Graduates may be hired in entry-level positions in both small and large organizations collecting local, national and international news through interviews, investigating and observing; writing news stories for publication and/or broadcast; receiving, analyzing and verifying news and others' copy for accuracy; and researching, arranging for and conducting interviews as part of research for radio, television and online programs. Journalists who have completed this program are traditionally employed by radio and television networks and stations, newspapers and magazines. However, increasingly, graduates are finding employment in any organization that distribute information and are also working on a freelance basis given the nature and easy distribution of online media.

A proposal for the Journalism – Broadcast and Electronic Media program was developed and submitted to the Credential Validation Services (CVS). On **April 25, 2013**, the proposal received validation and the program was assigned the Approved Program Sequence (APS) number **DURH 01228**.

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 2014.

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

This program will not benefit from any additional contributions because it has been leveraged in conjunction with Journalism - Print program. However, since the Journalism – Web and Print program has seen declining enrolment in the past few years, this new program is expected to revitalize interest and increase admission for both programs.

The program will not require additional capital, classroom or laboratory space. There are no capital or human resources costs associated with the program program as student will be integrated and share a common first year with students in the Journalism – Web and Print program. Students

will be required to pay an additional fee of approximately \$150 which covers the cost of the Adobe Master Collection software. Students will also be required to purchase a laptop and iPod.

**E. Implications for UOIT (if applicable)**

None anticipated.

**F. Recommendation(s)**

That the Durham College Board of Governors approves the postsecondary programs of instruction for the Journalism – Broadcast and Electronic Media program.

## Ontario College Diploma in Journalism-Broadcast and Electronic Media

Proposed program title: Journalism-Broadcast and Electronic Media	
Proposed credential:	Diploma
Funding Unit:	2.2
Weight:	1.2
MTCU Code:	52006
Name of dean submitting the request:	Greg Murphy School of Media, Art & Design
Proposed date of implementation:	September 2014
Date of review by PPRC committee:	March 20, 2013
Year 1 enrolment:	40 students
Number of Semesters	4 semesters
Number of faculty required:	0 – new FT, contract or PT faculty
Space requirements:	No additional space required
Capital costs:	\$0
<b>Proposed Tuition</b>	<b>\$2635.00</b>

NOTE: A budget document was not created for the Journalism – Broadcast and Electronic Media. There will not be any additional contributions from this new program because it has been leveraged in conjunction with the Journalism – Web and Print program.

## 1.0 APPROVAL STAGES:

Check (√)	Approval Stage
√	Labour Market Assessed
√	Student Demand Assessed
√	New Program Proposal Document Reviewed by Manager, Program Development and Quality Initiatives and Dean
N/A	Budget reviewed by Manager, Planning and Reporting; Manager, Program Development and Quality Initiatives; Dean;
N/A	Budget approved by Vice President, Corporate Services and Chief Financial Officer
√	Reviewed by Program Proposal Review Committee, March 20, 2013
√	Approved by Vice President - Academic
√	Approved by Credentials Validation Service
	Reviewed by President
	Approved by Board of Governors

## 2.0 PROGRAM OVERVIEW:

### Description:

Journalism at the diploma level provides an opportunity for students to develop the essential skills, knowledge, and behaviours required to work in this field. The proposed Journalism - Broadcast and Electronic Media program is unique in that students entering the first year of the Journalism – Web and Print and Journalism – Broadcast and Electronic Media programs will share semesters 1 and 2. In the third semester, students enrolled in this new program will begin to focus on electronic and online media platforms.

Constant evolution of technology and the increasing development of new platforms of communication, traditional media professions such as journalism are constantly facing new opportunities, as well as new challenges. New forms of interactive media and changes in the delivery methods of traditional news have forced journalists and others within the journalism industry to change how they do their jobs. For instance, the continued growth of mobile internet usage is predicted to increase the public's desire for more news and information in consumer pockets, so outlets are increasingly disseminating their content through online sources, and through mobile devices.

Students graduating from this program will have developed skills in: reporting, editing, writing, publishing and/or producing, developing teams, and computing.

### Career Outcomes:

Graduates will have knowledge of applicable legislation, standards and professional ethics, and recognize the importance of continuous learning. More specifically, graduates will have knowledge of the impact of digital technology on the journalism field and are able to respond and adapt effectively and efficiently to technological changes.

Graduates may be hired in entry-level positions in both small and large organizations. Some of the functions that a graduate may perform at an entry-level could include collecting local, national and international news through interviews, investigating and observing; writing news stories for publication and/or broadcast; receiving, analyzing and verifying news and others' copy for accuracy; and researching, arranging for and conducting interviews as part of research for radio, television and online programs.

Journalists who have completed this program are employed by radio and television networks and stations, newspapers and magazines and other organizations that distribute information. Journalists may also work on a freelance basis. Graduates from this program may also find work in the following areas - press secretary, communications, television reporter, news anchors, camera operator, television editor, television producer, television news writers, radio broadcast, broadcast outlet reporter or writer, communications with government or private company, magazine reporter or writer, newspaper reporter or writer, or online publishing reporter or writer.

#### Vocational Program Learning Outcomes:

The graduate has reliably demonstrated the ability to:

1. Report on a range of stories in an accurate, detailed, balanced, professional, and timely manner.
2. Apply computer and technical skills to designated production and research functions in journalism.
3. Function both independently and as a member of editorial and/or production teams.
4. Analyze knowledge from communities, current events and public affairs, and history to interpret and express the context for designated broadcast journalism productions including radio, television, and the internet.
5. Develop strategies for personal and professional development.
6. Comply with relevant Canadian legislation, standards, and the principles and practices of journalism.
7. Apply skills in writing as well as in video and audio editing to produce content for radio, television and the internet.
8. Produce broadcast content for publication on radio, television and the internet.
9. Apply production skills and use production equipment in the preparation and distribution of content of both live and pre-recorded environments.
10. Employ on-camera skills with both live and recorded media production to communicate stories effectively.

#### 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) in:

- Grade 12 English (minimum weighted 70 per cent)
- Keyboarding (recommended)
- Written and oral communication skills (above average recommended)

### 3.0 PROGRAM OF STUDY

Semester	Instructional Setting Classroom, Lab, Field Placement	Hours/week	Course title and brief course description
1	Classroom  Lab  Independent directed study	1 hour  2 hours  6 hours	<b>Introduction to Journalism Media</b>  This course introduces the student to the world of journalism. It provides insight into the history of journalism, job functions within a newsroom, industry trends, career opportunities and the various media platforms – print, radio, television and the internet, including use of social media.
1	Lab	3 hours	<b>Writing for Broadcast I</b>  This course focuses on giving students the skills to gather and write news for presentation in broadcast format. Students will also learn to adapt newspaper stories to a format suitable for broadcast.
1	Classroom	3 hours	<b>General Education Elective</b>
1	Lab	3 hours	<b>Introduction to Photo Capture and Edit</b>  This course introduces students to basic principles of photography and their relation to journalism. Instruction will consider both the technical and visual components of the photograph. In addition, students will learn ethical issues of photojournalism while developing basic technical skills of composition and editing.
1	Classroom  Lab	1 hour  2 hours	<b>Introduction to News Writing</b>  This course introduces students to the basic skills and techniques of news writing including copyediting. Students will learn to exercise news judgment and develop the fundamental skills necessary to write stories suitable for publication in newspapers and magazines, both print and on-line.

Semester	Instructional Setting Classroom, Lab, Field Placement	Hours/week	Course title and brief course description
1	Classroom	1 hour	<b>Interviewing and Research</b>
	Lab	2 hours	This subject specifically focuses on developing interviewing and researching skills. Students will learn how to conduct well-organized telephone, one-on-one and press conference interviews and how to do proper research in order to gather information necessary to write news and feature stories.
1	Classroom	1 hour	<b>Current Affairs</b>
	Lab	2 hours	This course focuses on identifying issues in the news and analyzing those issues in relation to media's role in society.
2	Lab	3 hours	<b>Media Production</b>
	Independent directed study	6 hours	<p>This course introduces students to elements of journalism production on multiple platforms.</p> <p>Working in teams, students will develop newspaper design skills by producing the Chronicle, both in print and online.</p> <p>Students will also be introduced to radio and television news production through the use of video and audio equipment and editing software. Students will also utilize social networking sites to develop audience for the journalism program.</p>
2	Classroom	1 hour	<b>Critical and Opinion Writing</b>
	Lab	2 hours	This course focuses on all aspects of critical and opinion-related journalism on all media platforms, from column writing to editorials, blogs to movie and music reviews.

Semester	Instructional Setting Classroom, Lab, Field Placement	Hours/week	Course title and brief course description
2	Classroom	3 hours	<b>Media Law and Ethics</b>  This course will explore two subject matters – media law and media ethics.  1. This course provides an introduction to Canadian law and legal procedure in areas likely to be encountered by the working media. Topics include a basic overview of our legal system's history and functioning, the key role played by our Charter of Rights and Freedoms, contempt of court, confidentiality of sources, defamation, copyright, privacy, access to information, police powers of search, seizure, and arrest, and court orders like injunctions and subpoenas. 2. Students will analyze the major ethical issues facing journalists, including the public's right to know vs. an individual's right to privacy, free press vs. fair trial, community standards, becoming involved in the news, conflict of interest.
2	Classroom  Lab	1 hour  2 hours	<b>Introduction to Broadcast News</b>  This course focuses on writing and broadcasting radio and television news. It will promote the use of audio and visuals in story development, providing practical on-air simulation.
2	Lab	3 hours	<b>Electronic News Gathering (ENG)</b>  Students will receive exposure and hands-on training in different aspects of electronic news gathering, becoming a multi-platform journalist, producing a variety of stories, utilizing video, photo and audio. Students will work in conjunction with faculty to go out on news stories as assigned.
2	Classroom	3 hours	<b>General Education</b>
2	Classroom  Lab	1 hour  2 hours	<b>Reporting I</b>  This subject is designed as a base for a package of reporting skills. The focus will be on developing story ideas, gathering information (interviewing, document research, note-taking, keeping individual records and presentation of story ideas) beat coverage and writing and editing stories for publication.
3	Classroom	3 hours	<b>General Education</b>

Semester	Instructional Setting Classroom, Lab, Field Placement	Hours/week	Course title and brief course description
3	Lab  Independent directed study	3 hours  3 hours	<b>Photojournalism I</b>  Students will move into specific photo applications for creating, editing, filing and publishing images for print and digital news and interest stories.
3	Lab  Independent directed study	3 hours  3 hours	<b>Reporting for Electronic Media I</b>  This course on writing and reporting for Radio, TV and the web helps students build on the skills gained in REPORTING I (REPT 2301), using responsive design to match reporting style and presentation to publishing venue.
3	Lab	3 hours	<b>Feature Writing I</b>  This course aims to provide skills in researching, organizing, writing, editing and selling feature stories for newspapers, magazines and their digital platforms.
3	Lab	8 hours	<b>Electronic Media Production I</b>  Students taking this course will gain experience in the application of practical skills in all areas of broadcast journalism production.  Working in teams, students will simulate a professional newsroom environment in a lab focused on production of radio and television news. Activity in the workshop will be aimed at developing skills needed for success in any broadcast news outlet.
3	Classroom	1 hour	<b>Field Placement Orientation</b>  This course provides students with the skills they need to set up a professional field placement and information they will need to succeed at placement. It will also provide information and tools for the subsequent job search. Field Placement consists of a seven-week work period at a professional newspaper, magazine or broadcast outlet, or in communications.

Semester	Instructional Setting Classroom, Lab, Field Placement	Hours/week	Course title and brief course description
4	Lab  Independent directed study	3 hours  3 hours	<b>Photojournalism II</b>  Students will move into specific photo applications, creating images for the print and digital editions of the Chronicle.
4	Lab	3 hours	<b>Feature Writing II</b>  This course aims to further develop skills in researching, organizing, writing, editing and selling feature stories for newspapers, magazines and digital platforms. Students will create a media rich PDF publication in this course.
4	Lab  Independent directed study	3 hours  3 hours	<b>Reporting for Electronic Media II</b>  Honing their skills from Reporting for Electronic Media I, students continue their development writing and reporting for Radio, TV and the web handling a variety of assignments and using responsive design to match reporting style and presentation to publishing venue.
4	Lab	8 hours	<b>Electronic Media Production II</b>  This course builds on the application of skills introduced in Electronic Media Production I (EMED 3309). Working in teams, students will simulate a professional newsroom environment in a lab focused on production of radio and television news. Students will gain advanced skills in all areas of broadcast journalism production.  Activity in the workshop will be aimed at developing skills needed for success in any broadcast news outlet with an emphasis on capture technologies.

Semester	Instructional Setting Classroom, Lab, Field Placement	Hours/week	Course title and brief course description
4	Classroom  Lab	1 hour  2 hours	<b>Professional Practice and Freelancing,</b>  Students will learn about employer expectations, company policies, and professionalism. The need for strong communication skills will also be discussed. Students will also analyze issues in freelancing, including pay rates, hours of work, tax issues, running a home office, building a client base, working with editors and time management.
4	Classroom  Field Placement	1 hour  280 hours	<b>Field Placement Workshop</b>  The aim of this course is to give students an opportunity to consolidate material and skills learned in the Durham College Journalism program, and to apply that knowledge and those skills in a professional setting. At the same time, the student gains invaluable insights into the operation of a newsroom or professional communications office, and has an opportunity to prove her or his skills to the industry.

#### 4.0 STRATEGIC ALIGNMENT

##### Strategic Fit

This program speaks to a great opportunity to distinguish and differentiate Durham College from other programs in the system. It is strategic in that it addresses a specific growth sector in the industry and a niche area of potential employment for our students.

The Journalism- Broadcast and Electronic Media program addresses the broad changes occurring in the media landscape by offering a refined curriculum that will allow students to focus on development of a skill set in the use of electronic media. A combined first year curriculum is unique and offers lateral movement between programs giving students maximum flexibility and choice in a 2 year program. The 2 year program will attract a broader audience including university grads and international students.

Programs that could feed into the proposed program	Other complementary programs within School	Advanced programs which graduates of this program may consider
<ul style="list-style-type: none"> <li>- Pre-media</li> <li>- Broadcasting for Contemporary Media</li> <li>- Digital Photo/Video</li> <li>- Public Relations</li> <li>- Journalism – Web and Print</li> </ul>	<ul style="list-style-type: none"> <li>- Journalism – Web and Print</li> <li>- Broadcasting for Contemporary Media</li> <li>- Advertising and Marketing Communications</li> </ul>	<ul style="list-style-type: none"> <li>▪ N/A</li> </ul>

## 5.0 LABOUR DEMAND:

- Employers are increasingly seeking graduates and potential employees who can prepare and deliver content across multiple platforms, while still having expertise in the fundamental and traditional tenets of journalism.
- Based on the 2009-10 Key Performance Indicator (KPI) Graduate Satisfaction Survey, administered six months after graduation, graduates in programs in Media, including Journalism – Print and Broadcast, and Journalism – New Media demonstrated the following results:
  - Employment rate of Media program graduates is slightly lower than the average for all graduates (80% compared to 83%).
  - Similarly, the percentage of Media program graduates who are employed full time (57%) is also lower than the average for all graduates (65%).
- The internet acts as a complimentary aspect to traditional forms of journalism, such as print, and television broadcast, and has created opportunities for those in the journalism industry, such as the opportunity for the delivery of news across multiple platforms simultaneously. Employers are increasingly seeking journalism program graduates who are well trained in the traditional tenets of journalism, who at the same time are familiar with multi-media and have the ability to produce content across multiple platforms.

## 6.0 STUDENT INTEREST:

Total applications, first choice applications, and confirmations for Journalism – New Media programs in the sector have significantly decreased across all Ontario CAAT colleges since 2008-09. Despite the fact six colleges offer the program, the vast majority of applications and confirmations to this program are accounted for in Sheridan's program alone. In 2012-13, Sheridan makes up more than 70% of total applications system wide, and is the only program of the six that actually reports having any confirmed acceptances.

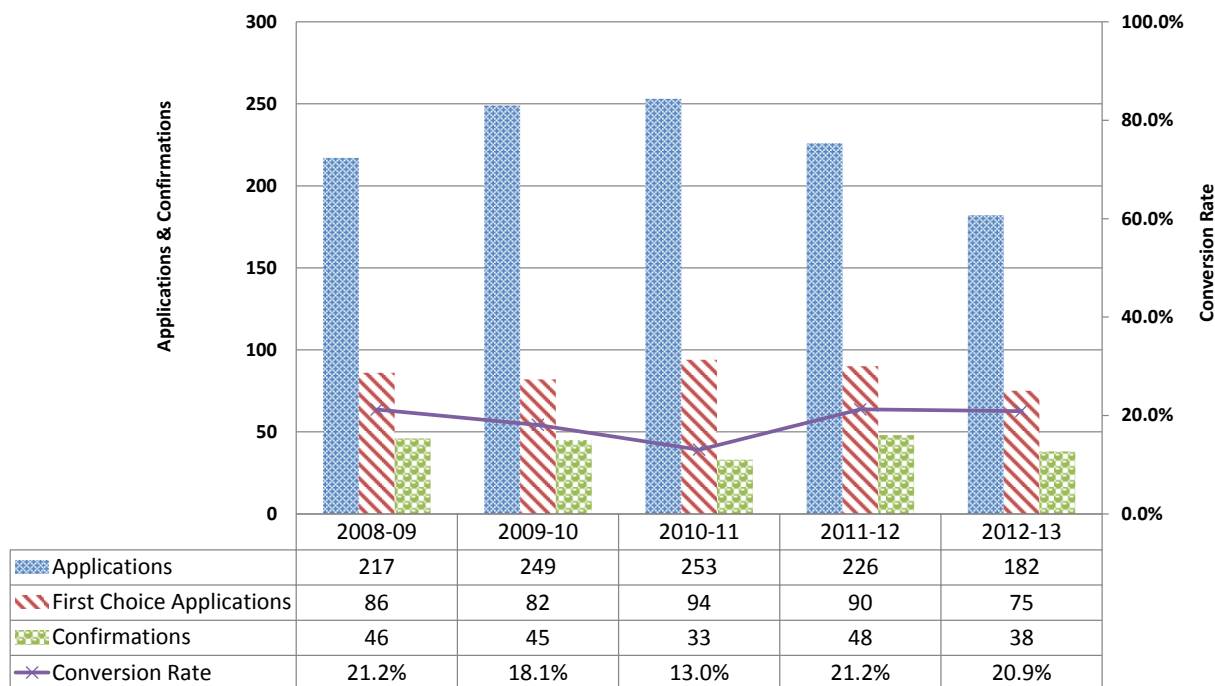
- The average growth between 2008 and 2012 for total applications was **-3%**
- The average growth between 2008 and 2012 for first choice applications was **-13%**
- The average growth between 2008 and 2012 for confirmations was **-1%**

## 7.0 ANALYSIS OF COMPETITION:

There are currently no two-year diploma programs offered in Ontario's CAAT college system focusing on new-media and electronic platforms, however there are six colleges that offer a graduate certificate program referred to as Journalism – New Media (MTCU 72205). To gauge potential student interest for a Journalism – Broadcast and Electronic Media program at Durham, the information below demonstrates student application data and student interest in the six CAAT colleges that offer a Journalism – New Media graduate certificate; Algonquin, Conestoga, Loyalist, Sault, Sheridan, and St. Clair. The figure below represents the number of total applications, first choice applications, and confirmations for Journalism – New Media between 2008-09 and 2012-13.

### Student Interest for Journalism – New Media Graduate Certificate (72005)

Journalism - New Media - 72005: Applications, Confirmations and Conversion Rate



**8.0 TARGET MARKET:**

The expected target market for the Journalism- Broadcast and Electronic Media program will be high school graduates as well and college and university graduates looking to enhance their writing skills, and knowledge in electronic media platforms.

**9.0 MONITORING AND EVALUATING 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:**

A budget document was not created for the Journalism – Broadcast and Electronic Media. There will not be any additional contributions from this new program because it has been leveraged in conjunction with the Journalism – Web and Print program.