

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

Date: Wednesday, December 11, 2013

Time: 6:00 pm

Location: Community Room

Gordon Willey Building, A144

A light dinner will be provided.

Pages

- CALL TO ORDER
- 2. INTRODUCTION OF GUESTS
- 3. ADDITIONS/DELETIONS TO THE AGENDA
- 4. CONFLICT OF INTEREST DECLARATIONS
- 5. PRESENTATIONS
 - 5.1 Ontario's Differentiation Policy Framework for Postsecondary Education and Strategic Mandate Agreement Process D. Lovisa and T. Doyle (Our Students and Our Business)

2 - 31

6. UPCOMING EVENTS

Joint DC & UOIT Governors Appreciation Event - December 17, 6:00 - 8:00 p.m., Bistro '67, Whitby Campus (Our People and Our Community)

Winter Holidays (College Closed) - December 24 - January 1

Board of Governors and Program Advisory Committee Chairs Roundtable - February 5, 5:30 - 8:00 p.m., Whitby Campus (Our Students and Our Community)

- 7. MOVE TO IN-CAMERA SESSION
- 8. ADJOURNMENT

BOARD REPORT



Action Required:
Information/Discussion
Decision

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DATE: December 11, 2013

FROM: Don Lovisa, President

SUBJECT: Ontario's Differentiation Policy Framework for Postsecondary

Education and Strategic Mandate Agreements

A. Purpose

Public:

In-Committee:

To inform the Board of Governors about the Ontario Government's recently released Differentiation Policy Framework for Postsecondary Education and its impact on Durham College's Strategic Mandate Agreement and 2013-2016 Strategic Plan.

B. Background

In fall 2012, Durham College submitted the draft Strategic Mandate Agreement (SMA) attached to this report, in response to the Ministry of Training, Colleges, and Universities (MTCU) request to all colleges and universities. A series of roundtables and consultations with stakeholders, including colleges, on differentiation of post-secondary educational institutions took place during the summer and fall of 2013. New MTCU enrolment projections anticipate slower growth due to slower growth in the 18-24 year old population and secondary school enrolment. Subsequently, the government has developed Ontario's Differentiation Policy Framework for Postsecondary Education, which accompanies this Report. This document and instructions for updating SMAs and providing enrolment projections to 2015-16 to align with the Framework were received November 29th; updated SMAs and enrolment projections are due December 20th.

The main differences from last year's SMA exercise to this one are the Ministry's focus on developing financial and accountability metrics to compare colleges, the need to identify up to 10 program areas of strength, and the need to identify 3-5 program areas that will be a strategic focus for growing institutional strength over the next three years. Two scenarios for enrolment projections have been requested: a "baseline" projection, assuming no change to already approved program offerings and investment, and a projection including proposed projects and investments aligned with the updated SMA.

Consultation with a representative of MTCU on the updated SMA will take place in January or February. MTCU has indicated that approved SMAs are to be in place by March 31, 2014.

For more information, the November 29, 2013 MTCU memo outlining the SMA process and an addendum on proposed metrics can be found on the Board Portal in the Durham College Information folder under the Resources tab.

C. Discussion/Options

Durham College's leadership team (DCLT) is repositioning the 2012 draft SMA to align with the Framework; this exercise is also informed by the 2013-2016 Strategic Plan and the 2013-2014 Business Plan. A presentation on the draft 2014 SMA will be given to the Board at its December 11 meeting.

DCLT will conduct a gap analysis early in the new year between the college's Strategic Plan, Business Plan and 2012 draft SMA and the Framework and December 20, 2013 SMA submission. Information sharing with the Board and opportunities for discussion and input will be provided in January and February; approval of the final SMA submission is tentatively scheduled for March (pending further direction from MTCU).

D. Financial/Human Resource Implications

These will be determined as updating of the SMA advances.

E. Implications for UOIT (if applicable)

These will be determined as updating of the SMA advances.

F. Recommendation(s)

This report and the presentation at the Board meeting are for information. No recommendations are being made at this time.

Attachements:

2012 draft Strategic Mandate Agreement
Ontario's Differentiation Policy Framework for Postsecondary Education

ONTARIO'S DIFFERENTIATION POLICY FRAMEWORK FOR POSTSECONDARY EDUCATION

November 2013



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This publication is also available on the Ministry of Training, Colleges and Universities website, at www.ontario.ca/tcu. 13-268 • ISBN 978-1-4606-3368-7 (PDF) • © Queen's Printer for Ontorio, 2013

postsecondaire, 2013

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Introduction

1.1 Context for Change

Over the past decade, the Government of Ontario has increased investment in postsecondary education significantly, including increasing operating grants by 80 per cent since 2002–03. These investments helped to improve access to postsecondary education, supported significant enrolment growth at universities and colleges, and drove community and economic development. The tremendous expansion of Ontario's postsecondary education system was made possible thanks to the commitment of our postsecondary education institutions to access, and their willingness to respond to the demand.

The 2008 economic downturn and the ensuing precarious state of the global economy have made Ontario's fiscal environment challenging. Substantial new investment by the government at levels comparable to the previous decade is not feasible. Also, as enrolment growth is expected to slow in the near future so too will operating grant funding. With institutions' costs outpacing growth in revenues from operating grants and tuition, existing cost structures are under pressure. Measures that help to mitigate these pressures are needed in order to ensure the continued sustainability of our postsecondary education system.

We need to make changes to protect the gains of the last ten years, and to ensure that Ontario's postsecondary education continues to enjoy a productive and promising future. With active collaboration among government, key postsecondary stakeholders, and students, there is an opportunity to address the challenges facing the system. Central to this pursuit is the need to preserve and enhance educational quality and institutional excellence within a sustainable cost structure and to ensure postsecondary education in Ontario continues to have a strong impact on communities. This will require a careful balancing act between government stewardship and institutional leadership, and a strengthening of transparency and accountability between the government, institutions, and the public.

1.2 PSE Transformation through Differentiation

The government has opted for differentiation as a primary policy driver for the system. The government's policy of differentiation sets the foundation for broader postsecondary system transformation by publicly articulating government expectations and aligning the mandates of Ontario's colleges and universities with government priorities.

Our overriding goals for a differentiated system are to build on and help focus the well-established strengths of institutions, enable them to operate together as complementary parts of a whole, and give students affordable access to the full continuum of vocational and academic educational opportunities that are required to prosper in our contemporary world.

Over time, the government will align its policies, processes, and funding levers with Ontario's Differentiation Policy Framework to steer the system in ways that align with provincial priorities while respecting the autonomy and supporting the strengths of our institutions.

The government's goals, combined with a collaborative approach to differentiation, will help facilitate the achievement of targeted quality outcomes and enable institutions to respond to a broader range of learners whose diverse qualifications and skills are needed to support economic prosperity and build strong communities across Ontario.

Ontario's Postsecondary Education System

2.1 Vision

Ontario's colleges and universities will drive creativity, innovation, knowledge, and community engagement through teaching and research. They will put students first by providing the best possible learning experience for all qualified learners in an affordable and financially sustainable way, ensuring high quality, and globally competitive outcomes for students and Ontario's creative economy

2.2 Government Priorities

2.2.1 Social and Economic Development

Postsecondary education is an important driver of social and economic development. The government recognizes the valuable contributions that colleges and universities make towards job creation, enhanced productivity, and the vitality of communities and regions throughout the province.

Postsecondary education also delivers significant social and economic benefits to individuals. Graduates of postsecondary education experience have improved labour market outcomes compared to those without higher education, including higher employment rates and greater earning levels over time. This is especially significant to ensuring Ontario's social development and economic prosperity.

2.2.2 High-Quality Educational Experience

The Ontario government recognizes that high-quality teaching is tied to improved student outcomes. The government sees this as a key priority and is committed to ensuring that postsecondary education in Ontario provides students with the knowledge and skills needed to succeed in their personal and career aspirations, and as engaged citizens.

2.2.3 Financial Sustainability and Accountability

The government is committed to working with colleges and universities on creating a financially sustainable, high-quality postsecondary education system in both the short and long term. This priority will help ensure that Ontarians have access to a full range of affordable, high-quality postsecondary education options, now and in the future.

2.2.4 Access for All Qualified Learners

Recognizing the value of postsecondary education to an individual and to Ontario's future, the government will continue to build on the gains it has made in increasing access to higher education for all qualified students over the past decade. This also includes an ongoing commitment to making postsecondary education accessible on the basis of ability to learn, not ability to pay.

2.2.5 World-Class Research and Innovation

Universities and colleges are engines of innovation that grow Ontario's knowledge economy through applied, commercialized, and pure research. The government is committed to supporting research and innovation to ensure that Ontario's postsecondary education system contributes to the economic success of the province.

2.2.6 Collaboration and Pathways for Students

The government is committed to supporting and improving collaboration to ensure that postsecondary education in Ontario provides a full continuum of relevant learning opportunities that can respond to the arising needs of students in their academic paths and career destinations. Innovative collaboration among institutions can provide enhanced opportunities for students, and maximize the impact of existing resources and avoid unnecessary duplication.

3. Differentiation Policy Framework

3.1 Purpose

The Differentiation Policy Framework is the foundation for the ministry's decision making and ongoing dialogue with institutions, students, and all stakeholders going forward.

3.2 Goals

The Differentiation Policy Framework provides a balanced and collaborative approach to better support the government's vision and priorities for postsecondary education, while supporting institutions in demonstrating leadership through their distinct contributions. The overarching goals for differentiation of Ontario's postsecondary education are to:

- Support student success and access to a high-quality Ontario postsecondary education
- 2. Improve the global competitiveness of Ontario's postsecondary education system
- Build on and help focus the well-established strengths of Ontario colleges and universities while avoiding unnecessary duplication
- **4.** Maintain an efficient and financially sustainable postsecondary education system

3.3 Components of Differentiation

Ontario's Differentiation Policy Framework consists of six key components, which are outlined in the following section.

3.3.1 Jobs, Innovation, and Economic Development
This component highlights institutions' collaborative work with
employers, community partners, and regions, or at a global
level, to establish their role in fostering social and economic

development, serving the needs of the economy and labour market, and promoting a culture of entrepreneurship. This may include, but is not limited to, the impacts of institutions' commercialization, innovation, and applied research activity on social and economic development.

Differentiation strengthens alignment between regional development needs and defined institutional mandates. This will advance innovative partnerships and programs that serve the distinct Ontario communities to which institutions are connected, as well as broader provincial needs. This alignment will ensure that students graduate with skills that respond to local and provincial labour market needs and contribute to social development. In areas that align with institutional capacity, these partnerships may be global in scope.

3.3.2 Teaching and Learning

This component captures institutional strengths in program delivery methods that expand learning options for students and improve their learning experience and career preparedness. This may include, but is not limited to, experiential, entrepreneurial, workintegrated, and online learning.

Institutions will focus on areas of educational strength and specialty so that *collectively* they offer the maximum choice, flexibility, and quality experience to Ontario students. This includes institutions strengthening their innovative teaching approaches, such as technology-enabled learning and experiential learning opportunities, to provide students with a twenty-first century learning experience.

3.3.3 Student Population

This component recognizes the importance of improving access, retention, and success for underrepresented groups and expanding opportunities for francophones to learn in French, as articulated in the Reaching Higher Access to Opportunity Strategy.

Institutional specialization will play a key role in increasing the postsecondary education participation and success of Aboriginal students, students with disabilities, first generation students, as

well as expanding programming opportunities for francophone students. In addition, institutions will continue to offer a learning environment that supports and is enriched by a diverse profile of learners.

3.3.4 Research and Graduate Education

This component highlights the breadth and depth of research undertaken by Ontario universities, and articulates specific university research strengths. This profiles research activity and capacity that is strongly linked to graduate education.

Future investments in graduate education will be focused to improve research capacity and performance in universities' areas of research strength, helping to build on the world-class research already underway. In time, strategic support on a broader scale will strengthen universities' global competitiveness in the creation and dissemination of knowledge, further raising Ontario's profile as a globally recognized research hub.

3.3.5 Program Offerings

This component articulates the breadth of programming, enrolment, and credentials offered, along with program areas of institutional strength/specialization, including any vocationally-oriented mandates. This component also recognizes institutions that provide bilingual and/or French-language programming for students.

Encouraging institutions to focus on areas of program strength will help to define their role in the postsecondary education system and better coordinate program offerings at a system level. This will help promote quality programming that is responsive to student needs and regional demands, and avoid unnecessary duplication.

3.3.6 Institutional Collaboration to Support Student Mobility

This component profiles partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to, credit transfer pathways and collaborative or joint programs between or within sectors.

Greater collaboration between and within sectors will work to maximize recognition for prior learning and strengthen pathways so that students can better navigate learning options within a differentiated postsecondary education system.

3.4 Strategic Enrolment and Financial Sustainability

In addition to the six components of differentiation, Ontario's Differentiation Policy Framework identifies two key directions that help support the differentiation process.

3.4.1 Strategic Enrolment

Discussions about future enrolment levels will be part of the differentiation process and will be informed by system-level ministry enrolment projections, demographics, and recent provincial growth planning decisions that affect capacity, including capital. Working with institutions on managing enrolment growth will help to align institutions' enrolment planning with provincial priorities. Ultimately, coordinated growth and capacity planning will enhance responsiveness to shifting trends in demand and demographics, further helping to protect the quality of postsecondary education from periods of slower growth while meeting local access needs and system-level forecasts.

3.4.2 Financial Sustainability

The ministry recognizes that underlying the differentiation process is a commitment and action towards ensuring financial sustainability at the institution and system level. Institutions will be expected to provide measures of financial health, including pension plan status and compliance with the BPS Accountability Act.

Transparent reporting standards using comparable measures of financial health and administrative efficiency will enhance institutions' ability to focus investments in areas of institutional strength. Collectively, this will drive the system towards greater productivity and will ensure postsecondary education in Ontario has a secure future.

3.5 Metrics

Metrics provide the evidence-base on which to have informed discussions, and it is important to strike a balance between system-wide and institution-level metrics:

- a. Institution-specific metrics identified by individual colleges and universities. Institution-specific metrics are optional, but help identify unique strengths. These are rooted in historical data to enable measurement of progress over time, and are linked to the institutional internal planning processes.
- **b. System-wide metrics identified by the ministry.**These metrics, based on current data collected or already available to the ministry, are applicable to all institutions and form the basis for measuring progress.

The following table outlines, in detail, the approach to metrics in each component (additional information on definitions and technical details for each metric can be found in the Technical Addendum).

Differentiation Framework — Metrics

Differentiation Framework – Components	Metrics
Jobs, Innovation, and Economic Development	As part of forming an institution's profile and measuring progress in this component, the ministry will use the following system-wide metrics for all institutions: • Graduate employment rates • Employer satisfaction rates • Number of graduates employed full-time in a related job
	In addition, before March 31, additional system-wide metrics will be developed, in consultation with the sector focused on applied research, commercialization, entrepreneurial activity, and community impact (e.g., number of patents, number of licences, revenue from licensing, number of start-up companies and jobs created).
	Institutions are invited to provide up to 3 additional metrics that demonstrate economic and community impact.
Teaching and Learning	As part of forming an institution's profile and measuring progress in this component, the ministry will use the following system-wide metrics for all institutions: National Survey of Student Engagement Results (university-specific) Student Satisfaction Survey Results (college-specific) Graduation rates Retention rates Number of students enrolled in a co-op program at institution Number of online course registrants, programs, and courses at institution
	Institutions are invited to provide up to 3 additional metrics that identify unique strengths in program delivery, enhanced teaching quality, and student learning outcomes.
Student Population	As part of forming an institution's profile and measuring progress in this component, the ministry will use the following system-wide metrics for all institutions: Number and proportion of Aboriginal, first generation, students with disabilities, and francophone students at an institution Number and proportion of international students enrolled in Ontario (as reported in annual institutional enrolment reporting) Proportion of an institution's enrolment that receives OSAP
	Institutions are invited to provide up to 3 additional metrics related to improving access, retention, and success for these and other groups of students.

Differentiation Framework – Components	Metrics
Research and Graduate Education	As part of forming a university's profile and measuring progress in this component, the ministry will use the following sector-wide metrics for all universities:
	 Research Capacity Total sponsored research Number of research chairs Number of graduate degrees awarded Number of graduate awards/scholarships
	Research Focus Graduate degrees awarded to undergraduate degrees awarded Graduate to undergraduate ratio PhD degrees awarded to undergraduate degrees awarded
	Normalized Tri-Council funding (total and per full-time faculty) Number of publications (total and per full-time faculty) Number of citations (total and per full-time faculty) Citation impact (normalized average citation per paper)
	 International Competitiveness Ratio of international to domestic graduates [used by Times Higher Education Rankings] Aggregate of international global rankings
	Universities are invited to provide up to 3 additional metrics that demonstrate their research strengths.
Program Offerings	As part of forming an institution's profile and measuring progress in this component, the ministry will use the following system-wide metrics for all institutions:
	 Concentration of enrolment at universities by program major and by credential Concentration of enrolment at colleges by occupational cluster and by credential Institution's system share of enrolment by program major or by occupational cluster and by credential Number of apprentices in each trade (college-specific) Pass/fail rates of apprentices in each trade (college-specific) Funding for apprenticeship by trade (college-specific)

Differentiation Framework – Components	Metrics
Institutional Collaboration	As part of forming an institution's profile in this component, the ministry will use the following system-wide metrics for all institutions:
to Support Student Mobility	 Number of college and university pathways and/or articulation agreements (college-college, college-university, university-college, university-university) Number of transfer applicants and registrants Number of college graduates enrolled in university programs
	Institutions are invited to provide up to 3 additional metrics that demonstrate support for greater co-ordination and pathways.

Differentiation Framework	Metrics
Strategic Enrolment	Given the forecasted enrolment growth over the next 5–10 years, the ministry has asked institutions to provide medium-term forecasts of planned enrolment through 2018–19 to illustrate the future enrolment trajectory of an institution. These will form the basis for discussing medium-term enrolment growth per institution.
Financial Sustainability	The ministry will use the financial sustainability metrics outlined in the Deputy Minister's November 2013 Memorandum as a backdrop to the Strategic Mandate Agreement discussions. Following the conclusion of SMAs, the ministry intends to engage the sector in discussions around financial sustainability with a view to finalizing the metrics.

4. Implementation

4.1 Strategic Mandate Agreements

The Strategic Mandate Agreements (SMAs) are the mechanism through which colleges and universities articulate their unique mandates, strengths, and aspirations. They outline the relationship between the ministry and the institutions, and how each institution's mission and activities align with Ontario's vision for postsecondary education as articulated in this framework.

4.2 Policy, Processes, and Funding Levers

Ontario's differentiation and Strategic Mandate Agreement process will set the foundation for future alignment of government levers to support sustainability, a high-quality postsecondary education, and other government priorities. Over time, the ministry will align its policy, processes, and funding levers with both the framework and the SMAs to ensure coherent decision making.

4.3 Accountability

Reporting by colleges and universities to the ministry continues to be an integral part of the government's relationship with institutions. The ministry will work with the sector to phase in consolidated and streamlined reports.

The ministry will re-profile the Multi-Year Accountability Agreements (MYAAs) as the interim accountability reporting mechanism for Strategic Mandate Agreements. Elements in the report-back template will be reviewed to reduce duplication and reporting burden.



Ministry of Training, Colleges and Universities

Institutional Vision, Proposed Mandate Statement and Priority Objectives

A submission to begin the process of developing strategic mandate agreements (SMAs):

To:

The Ministry of Training, Colleges and Universities

From:

Don Lovisa President Durham College



DURHAM COLLEGE

Durham College Strategic Mandate Agreement

Part 1: Durham College – Mandate Statement

Durham College – Using Innovation and Creativity to Meet Student and Community Needs

Durham College has firmly established itself as a community builder and partner over its 45-year history. Given its vast range of academic programs and training – all determined in close partnership with employers – Durham College has a direct impact on the social and economic well-being of virtually every facet of its rapidly growing communities.

The Durham College mission statement is that the student experience comes first. Over the past number of years, it has put in place new student-focused tools and resources that drive it toward truly living its mission in the actions of every person on campus. Building on this significant student- and community-focused work to date and through the new initiatives proposed in the pages ahead, by the end of this three-year mandate agreement, Durham College will firmly establish itself as the absolute first choice for student experience, support, mobility and access. This agreement includes feedback and input from more than 200 internal and external partners, 80 of whom are current students. The discussions confirmed the path being set out before the government is absolutely critical to the success of Durham College and a transformed broader post-secondary system, and one that is achievable.

Durham College has identified three priority objectives that set specific targets and establish clear plans that will establish its reputation for delivering a superior student experience. The three objectives are captured under the broad areas of:

- Responsible, strategic growth.
- Dynamic partnerships.
- Student-focused teaching and learning.

These objectives cover a total of 12 detailed actions that will deliver overall agreement success, four in particular though will specifically differentiate Durham College in the post-secondary system and demonstrate significant innovation in putting students first and meeting the needs of its communities. While more details are included in the following pages, these four actions can be summarized as:

Laddering from apprenticeship to PhD

Durham College will partner with UOIT to establish a collaboration that will truly set them apart in the
post-secondary system. Modelled on the very successful system employed by Ireland's Institutes of
Technology, students will have clearly defined mobility from apprenticeship to PhD studies. There is no
current structure like this in Ontario. This partnership will provide more student choice and access to
experiential learning and more credentials, in less time, with reduced costs and graduates with broad
skill sets that will benefit the economy. This partnership will also establish, where feasible, entry
pathways into UOIT post-graduate programs, from college degree programs.

Durham Learning and Business Innovation Park (dLAB)

Durham College is taking a leadership role in the development and realization of the Durham Learning
and Business Innovation Park (dLAB). This comprehensive and visionary plan will provide thousands of
new jobs, incorporate new transportation links and access, feature sustainable and natural uses and at
the heart of it will be greater access to post-secondary studies in ways that complement all the proposed
neighbouring uses.

Skills training leadership

• In September 2012, the Canadian Chamber of Commerce reported a bleak picture of the skilled trades shortage facing the country in the years ahead if there is no immediate action. With a history of more than 20 years in skills training, Durham College believes that reforms are needed to the apprenticeship



system and it is prepared to lead in this area. These reforms will bring more choice for students, respond to the needs of local businesses and improve apprenticeship delivery.

Three-year degrees

In agreement with the position of Colleges Ontario, Durham College understands the importance of
converting three-year diplomas to three-year degrees. The former term is largely unrecognized in North
America and these diploma programs are generally aligned with the rigour and intensity of three-year
degrees. Durham College is committed to working with the college system and the provincial
government to convert its identified three-year programs, which will be complementary to the college's
local university partners.

Delivering on these four initiatives and the others in this agreement will require that Durham College further leverage many of the operating strengths that have established it as a system leader, including:

- Extremely strong partnerships with local businesses, communities and all levels of government.
- A student services building and service delivery model that are recognized as among the best in the country.
- A partnership with UOIT that sees millions of dollars in savings and efficiencies annually through shared facilities, services and personnel.
- A family culture in which all faculty and staff take pride in delivering on the college mission.

In addition to the measures contained within the actions on the coming pages, measurements of success for this agreement will include:

- Growth in enrolment by 11 per cent to 10,000 post-secondary students.
- Growth in international enrolment by 85 per cent to 500 students.
- Growth in the variety of credentials offered, including the introduction of the college's first four-year degrees and conversion of appropriate three-year diplomas to three-year degrees.
- A system-leading partnership with UOIT that will see clear pathways from college apprenticeship programs to university PhD studies.
- Completion of the Centre for Food and introduction of 900 new students pursuing studies in a true 'field-to-fork' concept.

Durham College respectfully submits this mandate paper to Minister Glen Murray and the Ministry of Training, Colleges and Universities. Provincial assistance may be required to realize capacity or implementation of some actions, however the specific requests will become clear as the planning develops. Durham College also supported development of the paper delivered to the Ministry by the Ontario Colleges' Committee of Presidents and Colleges Ontario. That document provides many other opportunities for Durham College and its college partners to innovate and transform the college system.

Part 2: Durham College – Vision

"Durham College is a rapidly growing post-secondary destination for students who excel in a supportive, flexible and experiential learning environment. Our approach to teaching and our partnerships exceed the needs of all learners and result in relevant programs that develop in-demand graduates with the professional and personal skills required to make a difference in their careers and communities."

Mandate statement alignment

The Durham College vision aligns with its mandate statement by capturing the spirit of its three priority objectives: Responsible, strategic growth; Dynamic partnerships; and Student-focused teaching and learning.



Part 3: Durham College – Priority Objectives

Priority number 1 – Responsible, strategic growth

Durham College will position itself as one of the college system's growth leaders, helping support provincial and community growth targets and ultimately create greater opportunities for students to pursue quality post-secondary learning that leads to rewarding careers.

Executive summary:

During the term of this agreement, Durham College will:

- Build capacity in areas that support the college's communities.
- Take a leadership role in providing skills training for now and the future.
- Utilize and transform existing space in ways that better meet the learning needs of students, both inside and outside of the classroom.

Background and details:

Growing to 10,000 students by 2015

- Durham College is located in Durham Region, one of the fastest growing communities in Canada. It is projected that the region will grow 40-per cent faster than Toronto through 2036 and significantly outpace growth in the Greater Toronto Area as a whole. Given that more than 70 per cent of Durham College students have historically come from Durham Region, it is critical that the college continue to grow to meet the dynamics of its community. Durham College has a very detailed and strategic plan in place to grow its enrolment by 11 per cent to 10,000 full-time, post-secondary students by 2015, a figure that incorporates all existing space, plans for enhanced utilization of current buildings and construction of a new Centre for Food at the Whitby campus. This figure includes 85 per cent growth to 500 international students (five per cent of overall target enrolment), while a further 1,450 (10-per cent increase) apprenticeship students will pursue studies at its Whitby campus each year. Growth in domestic enrolment, international growth and apprenticeship studies support the college's growing communities and the provincial government's goal of achieving a 70 per cent post-secondary attainment rate
- Construction of the Centre for Food at the Whitby campus is now underway and expected to welcome the first class of students in Fall 2013. This centre will create new experiential learning space for 900 additional students, meaning it is critical in providing the capacity for the college's enrolment target of 10,000 students. The college is requesting \$7.5 million in new funding from the provincial government to support this project, which will support the post-secondary needs and labour market demand of Durham Region, the provincial government's growth targets, and the growth of studies in the areas of agriculture, culinary, hospitality and tourism. Agriculture in particular is one of the leading industries and economic drivers in Durham Region, given its large rural base. The college sees itself as a partner in this project and as such has committed to raising \$6 million from the community, along with accessing other sources of funding. Without government support, it will require additional financing on a large historic debt load that was accumulated primarily to support the launch of the University of Ontario Institute of Technology (UOIT).

Apprenticeship leadership

Durham College believes that skills training is an essential component of higher learning. This is
particularly true in the new economy, as innovations are revolutionizing all sectors of the economy,
including skilled trades. Ontario produces fewer certified trades persons on a per capita basis than does
the rest of Canada. In addition, only about one-quarter of Ontario apprentices complete their programs.



Further, a September 2012 report from the Canadian Chamber of Commerce identifies the potential for a serious skills gap. In this context and as a leader in trades and e-trades education, Durham College supports the recommendations from Colleges Ontario to MTCU for reforms to the apprenticeship system.

• Durham College will introduce three new apprenticeship programs in areas that are critical to local needs and incorporate technology-enabled learning objects.

Reinventing the existing learning environment

- Durham College recognizes the vast benefits in campus renewal and revitalization, one of the primary benefits of which is that it comes at half the cost of building new and immediately increases teaching capacity. Older spaces without built-in technology limit the ability of professors to truly engage in deep learning with students. Renovated spaces on campus allow for significant gains in classroom utilization and access to open-source learning resources. Durham College will commit resources in each of the coming three years to revitalizing older spaces so that technology and location are never barriers to learning.
- Durham College has created dozens of new student learning and study spaces across its campuses, meeting a strong identified need from students. These spaces facilitate group work, provide resources and generally better serve students outside the classroom. All new building and renovations in the years ahead will incorporate new student spaces.
- Due to growth plans, Durham College recently completed an audit of all its learning spaces to better
 understand its classroom utilization. The college is committed to improving its utilization by 10 per cent;
 considering the introduction of more compressed courses (e.g. two years of study delivered in one year);
 increasing winter, spring and summer intakes; and hybrid delivery to utilize virtual classroom
 environments to free up space. All of these actions are designed to accommodate more students and
 have them graduate in less time.
- Building on the recent implementation of a new D2L learning management system that will provide new
 ways to engage in deep learning, all college renovation projects will invest in the IT infrastructure
 necessary to meet the college's plans for growth in flexible delivery of course content. These projects will
 also deliver the necessary services and infrastructure to accommodate IT systems and expansion at UOIT.

Priority number 2 – Dynamic partnerships

Durham College will establish new partnerships and maintain existing ones that drive creativity and innovation in its communities, while providing new flexible learning experiences for students.

Executive summary:

During the term of this agreement, Durham College will:

- Establish a first-in-Ontario college-university laddering partnership with UOIT that will see students move seamlessly from apprenticeship to PhD, if they so choose.
- Partner with UOIT on leadership of a joint proposal for the development of a new health services centre that will also consider other partners from across the spectrum of health services.
- Establish agreements with UOIT that formalize a sharing relationship that is already delivering millions of dollars in savings annually.
- Establish new formal partnerships with Ontario colleges to share curriculum, learning objects, and other areas that will improve efficiencies and deliver savings.
- Establish new local partnerships, including more co-op programs, that will further opportunities for students, the college and support our communities both economically and socially.



Background and details:

Furthering a unique partnership with UOIT

- Building on their more than 10-year relationship, Durham College and UOIT will provide post-secondary system leadership in Ontario through the establishment of seamless student laddering capabilities from apprenticeship through to doctoral studies. As UOIT establishes itself as the first Ontario university to become outcomes-based in all of its learning strategies, there will be a natural affinity with Durham College as it already employs outcomes-based learning in all programs. Durham and UOIT will establish the laddering outcomes framework based upon the very successful model employed by Ireland's Institutes of Technology (See Appendix I). With its own future degree development, Durham College will use established academic consultation and introduce programs that are complementary to both UOIT and the college, and where feasible have entry pathways into UOIT post-graduate programs.
- Durham College will work with UOIT and Trent University to explore development of a new media
 incubation centre in a downtown Oshawa location. This centre will provide students and young
 entrepreneurs with opportunities to pursue innovative practices and advance learning while working to
 support the creative economy.
- Durham College, in partnership with UOIT, has achieved significant productivity and efficiency goals through shared real estate, facilities and mutual service arrangements for 11 'back office' functions that support the administrative operations of the two institutions. For example, the significant capital efficiencies include a joint IT and telecommunications infrastructure, library, arena, student health and recreational building, tennis bubble and parking lots, while significant ongoing operating efficiencies include a joint Facilities organization, IT operations, Security Services and many student services. These service arrangements have been in place since the inception of the university, and the parameters and payment structures are in the process of being formalized. By the end of this agreement, these structures will be in place and this relationship will serve as a model for sharing that can be undertaken at other institutions.
- Durham College and UOIT will also enhance support for students through the collaborative development
 of digital learning tools and expand the UOIT-Durham College library, supporting the superior learning
 strategies in both institutions.

Joint health services centre proposal with UOIT

Building on their strong relationship, Durham College and UOIT have begun joint development of a
Centre for Learning and Innovation in Health Sciences and Community Health. While Durham and UOIT
are the primary partners in development of the plan, they expect to collaborate with Trent University in
the area of mental health science education and include other local health-care providers. The college
and UOIT currently have strong relationships with Lakeridge Health, Rouge Valley Health System, Ontario
Shores Centre for Mental Health Sciences, Durham Region Health Department and Grandview Children's
Centre, among others, that will provide excellent foundations for discussions to establish a true
multidiscipline approach to teaching, learning, research and delivery of health-care services.

Strong, strategic post-secondary collaborations

- Durham College will establish a formal partnership with other Ontario colleges that will see the sharing
 of course content, learning objects and other efficiencies. Given it is estimated to cost a minimum of
 \$15,000 to \$20,000 to develop a new program, these partnerships have the potential to produce
 significant savings in curriculum development alone.
- Durham College will consider additional opportunities to partner with colleges or universities in a model similar to its relationship with Centennial College in Pickering. Given it has a high post-secondary demographic and had no permanent post-secondary presence, the City was identified as a location both colleges could offer post-secondary programs and continuing education opportunities to meet the needs of mature students pursuing graduate certificates.



 Durham College will establish five new international articulation agreements, meeting demand from students for greater global experiences and opportunities to pursue post-secondary exchanges with students from around the world.

Advancing innovation and success in SMEs

- Given the critical role small- and medium-sized enterprises play in the social and economic well-being of its communities, Durham College will pursue new industry-led research partnerships with local businesses. These partnerships provide significant value to students and professors undertaking the work, further enhancing the experiential learning experience. Research growth will come in the number of faculty and students involved in research projects, through a further integration of research into curricula, and by seeking out new partners in key areas of focus. The college will pursue research opportunities in strategic areas of importance to its community and the provincial government, and support the creative economy through partnership with the local Spark (RIC) Centre, which has an office at the Durham College Whitby campus. As baseline numbers, in the fiscal year 2011-2012 the college undertook 32 projects, involving 80 students and 25 faculty.
- Durham College will put renewed emphasis on its partnerships with small- and medium-sized businesses
 as it establishes an entrepreneurial incubator in its School of Business, IT & Management. This incubator
 will provide students with new opportunities to advance ideas, further resources for SMEs, and
 strengthen connections between students and industry.

Partnering with our communities

- Durham College has taken a leadership role in the development and building of the Durham Learning and Business Innovation Park (dLAB). This proposal brings together property owners, including Durham College, from across a large area of land next to Hwy. 401 on the Oshawa and Whitby border. When developed, the park will see a mix of uses that will generate thousands of jobs for the real world, all of which will be located around the intended location of a new Oshawa GO station. Key to this partnership will be collaborative plans for Durham College to further its historical partnership with Trent University, which has its Oshawa campus situated just to the east of the property. The spirit of the college vision is captured by John Eger: "In the age of creativity and innovation, developing "creative clusters" is vital to meeting the challenges of a new, global, knowledge-based economy." 1
- Durham College will use the success of its unique tri-party partnership with Ontario Power Generation
 and UOIT as a model for signing new sharing agreements. This tri-party partnership significantly benefits
 the Durham Region economy by delivering new opportunities for students through the purchase of
 current equipment and other learning tools, benefits OPG through the education and training of highly
 qualified nuclear professionals, and invests in college and university student success.
- Durham College will introduce co-op terms into 15 per cent of its programs. These terms benefit both students and employers. Students gain the real-world industry experience needed to put them in demand upon graduation and earn income that is critical to supporting their education, while employers tap into new and current expertise and potential future employees.

Priority number 3 – Student-focused teaching and learning

Durham College will provide the best possible learning experiences for students by offering new opportunities for experiential learning, and fostering greater mobility within the post-secondary system.

¹ John Eger, 'Nurturing the Architecture of the Innovation Community,' Urban Land Institute Magazine, July 25, 2011.



Executive summary:

During the term of this agreement, Durham College will:

- Increase student mobility and greater credit transfer through partnerships with post-secondary education institutions here in Ontario, across Canada and around the globe.
- Improve quality of post-secondary education by expanding its flexible approaches to teaching and learning.
- Be a champion with other Ontario colleges for the conversion of three-year advanced diplomas to three-year degrees, helping put Ontario on a level playing field with post-secondary systems elsewhere in Canada and around the world.
- Advance the study of food and food science as part of a unique new centre of food that will draw students, industry and resources from across Ontario and beyond.

Background and details:

Student mobility and greater credit transfer

- Durham College is partnering with UOIT to ensure that by 2015 every one of its approximately 90 diploma and advanced diploma programs has a clearly established path to a UOIT degree program. This level of sharing is unparalleled in the Canadian post-secondary system and can be used as a template for other colleges and universities interested in fostering greater student mobility and opportunities for pursuing both a diploma and a degree in less than the traditional amount of time. This mobility is further enhanced when you consider the findings of the February 2011 College-University Student Mobility Report², which showed a key factor for college graduates in continuing on to university studies is proximity to their graduating college.
- In addition to degree pathways for Durham students, the college will work with UOIT to further establish this collaboration as a two-way source of mobility. It is committed to increasing the number of UOIT students graduating and pursuing Durham programs by the end of this agreement. As a baseline, in Fall 2011, 192 UOIT graduates enrolled in Durham College programs to prepare for the employment market.
- Durham College has a 30-year partnership with Trent University that builds upon the distinctive and complementary strengths of each institution. As Trent expands and grows in Oshawa, Durham College will find new ways to enhance that partnership.
- Durham College will create greater awareness about the personal and societal benefits that come to students who pursue post-secondary education, beginning at the high school level. Durham will expand on its partnership with four area school boards in providing at-risk secondary students with opportunities to complete their secondary school diploma and also earn college credits, while attending classes at one of the college's campuses. As a baseline, the college received funding in 2011-2012 for 1,605 students (1,462 college course students and the remainder apprenticeship (OYAP) students).

Flexible approaches to teaching and learning

- Modelling its very successful technology-enabled Critical Care Nursing graduate certificate and Industrial Millwright apprenticeship programs, Durham College will ensure 10 additional programs are offered in a hybrid format that combines hands-on lab time with online learning and real-world experience in the field. In the case of Critical Care Nursing, a continuous intake of students pursues six courses online, attends one of eight partner colleges and universities (Durham developed the program and is the lead in this partnership) for simulation learning, and then completes a preceptored experience in a critical-care/health-care setting. This allows working professionals the flexibility in juggling careers with a desire to advance skills and credentials at their own timing.
- By leveraging the expertise of its Centre for Academic and Faculty Enrichment (CAFE), Durham College
 will embrace universal design for learning (UDL). UDL is a set of principles for development of materials,

² Prepared by CCI Research for the College-University Consortium Council (now Ontario Council on Articulation and Transfer).



resources and other curriculum-rated objects that can be used and customized for the learning needs of individuals with diverse needs.

- Durham College will increase its pool of technological classroom learning objects and share as part of
 'exclusive' partnerships with other colleges. Given the estimated cost of a sophisticated learning object –
 such one created for the college's Industrial Mechanic Millwright program can be approximately
 \$15,000, this sharing model has the potential to save the college and partner colleges significantly in the
 coming years.
- Durham College will build on the success of its Global Classroom and expand it to create new experiential learning opportunities for students. These sessions put Durham students into the same virtual classroom as others from around the world and also incorporate industry experts, authors and producers who bring first-hand global learning and discussion experiences.
- Durham College will pursue new industry-led research opportunities that provide students and professors with the opportunity to further the innovation and entrepreneurship of small- and mediumsized enterprises. As a baseline, Durham College attracted just under \$2 million in research funding for 32 projects with industry during the fiscal year 2011-2012.

Three-year degrees

- Colleges Ontario's post-secondary education visioning document notes that Ontario appears to be the only jurisdiction in North America in which a three-year program is a "diploma" program, rather than a "degree" program. With the exception of Asia, three-year diploma programs are extremely rare internationally. This certainly puts Ontario college graduates of three-year diploma programs who move to another province or country at a disadvantage, particularly when the learning outcomes they have achieved map almost perfectly to those of three-year degrees. It is also a problem for Ontario employers that do significant business in other provinces and countries. To ensure that its students are globally competitive, Ontario must ensure their credentials speak to this reality. Durham College is ready to convert the three-year diplomas that have been identified as a first priority in a list prepared by college academic leaders, and in consideration of areas of study that are complementary to both Durham College and UOIT. It will also work with UOIT to establish, where feasible, entry pathways into UOIT post-graduate programs.
- Durham College supports the Colleges Ontario position that the Ontario College Quality Assurance
 Service (OCQAS) be authorized to design and recommend, in consultation with system experts, a model
 for a high-quality, college-based system of degree approvals that aligns more closely with the university
 sector. Once the new model has been approved, that body should be authorized to review and make
 recommendations to the minister about college undergraduate degree programs. In addition, OCQAS, in
 consultation with PEQAB, the Ontario University Council on Quality Assurance, and the ministry, should
 develop the quality standards for three-year baccalaureate programs at colleges.

The Centre for Food

• The final focus in this area is the new Centre for Food, currently under construction at the college's Whitby campus. This new centre and the accompanying programs bring together the aspects of the college's student-focused teaching and learning priority: a) student mobility and credit transfer through the establishment of articulation agreements; b)responsive programming that meets the needs of local graduating high school students with culinary-, hospitality- and agriculture-related experience and interests; c) a flexible teaching model where students experience 'field-to-fork' learning by establishing and strengthening links between the local farming community, food distribution centres, nutritional education and the college's own gardens, orchards, specialized labs and full-service restaurant; and d) the ability to provide research opportunities as well as excellent graduates to small- and medium-sized businesses, including farmers, in order to enhance the local economy. The college is requesting \$7.5 million in funding from the provincial government to support this project, which will provide long-term jobs and economic prosperity to the community and province as a whole. A number of community partners have also pledged millions to this project.

NATIONAL FRAMEWORK OF QUALIFICATIONS

