

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

Date: Wednesday, February 15, 2017, 6:00 p.m.

Location: DC Boardroom, Gordon Willey Building, A-144

Dinner available at 5:30 p.m.

Pages

1. **CALL TO ORDER**
2. **INTRODUCTION OF GUESTS**
3. **ADDITIONS/DELETIONS TO THE AGENDA**
4. **CONFLICT OF INTEREST DECLARATIONS**
5. **PRESENTATIONS**
 - 5.1 Chris Rocha, Director, Financial Aid & Awards to Present an Overview of the College Work Study Program
 - 5.1.1 Eric Lacina, Environmental Technology Student
 - 5.1.2 Isabella Gennuso, Business Administration - Marketing Student
 - 5.1.3 Shannon Dossor, Executive Office Administration Student
 - 5.2 Alan Dunn, Associate Vice-President, Facilities and Ancillary Services to Present an Update on the Centre for Collaborative Education
 - 5.3 Kevin Griffin and Jim Wilson to be presented Advanced Good Governance Certificates
6. **CHAIR'S REPORT**
7. **CO-POPULOUS GOVERNORS' REPORT**
8. **CONSENT AGENDA**

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

Recommendation

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

- 8.1 Approval of the Minutes of the Board of Governors Meeting of December 14, 2016 4 - 11
Recommendation
 That the public minutes of the Board of Governors meeting of December 14, 2016, be approved as read.
- 8.2 Appointment of the Election Dispute Committee and Election Appeal Committee
Recommendation
 That an Election Dispute Committee and Election Appeals Committee be appointed for the duration of the nomination, campaign, election, disputes and appeals period plus ten (10) business days as outlined in By-law No. 4 (Section 4) for the student governor election to commence on February 27, 2017.
- 8.3 President's Report - February 2017 12 - 24
Recommendation
 That Report BOG-2017-48, providing the President's report on College activities and initiatives from November 2016 to January 2017, be received for information.
- 9. DISCUSSION ITEMS**
- 9.1 Approval of New Programs of Instruction: Power Engineering Techniques and Data Analytics for Business Decision Making - E. Popp, M. Marando, P. Stoneham 25 - 53
Recommendation
 That in accordance with Report BOG-2017-40, the proposed Ontario College Certificate and Ontario College Graduate Certificate programs of instruction list below be approved:
- Power Engineering Techniques - Fourth Class
 - Data Analytics for Business Decision Making
- 9.2 Program Advisory Committees Semi-Annual Report - E. Popp 54 - 84
Recommendation
 That Report BOG-2017-49, providing the Program Advisory Committees semi-annual report, be received for information.
- 9.3 Enrolment Report 2017 - E. Popp & MK. Oliver 85 - 86
Recommendation
 That Report BOG-2017-50, providing an update on enrolment for the 2016-2017 year, be received for information.
- 9.4 2017-2020 Strategic Plan - H. Asselbergs 87 - 95
Recommendation
 That based on BOG-2017-55, the 2017-2020 strategic plan be approved.

- 9.5 2016-2017 Business Plan Update - D. Lovisa 96 - 114
Recommendation
That Report BOG-2017-52, providing an update on the 2016-2017 Business Plan be received for information.
- 9.6 Letter from Colleges Ontario in Response to the 115 - 118
Recent Government Decision Concerning the New Tuition Framework -
D. Lovisa

10. OTHER BUSINESS

11. UPCOMING EVENTS

DC/UOIT Joint Executive Committee Meeting - Monday, February 27, 2017

Deadline for Alumni of Distinction Nomination Submissions - Friday, March 10, 2017

12. MOVE TO IN-CAMERA SESSION

13. ADJOURNMENT



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

Date: Wednesday, December 14, 2016
Location: DC Boardroom, Gordon Willey Building, A-144

Members Present: Pierre Tremblay, Chair
Doug Allingham
Dan Borowec, Vice-Chair
Nneka Bowen
Ryan Cullen
Ivan DeJong
Kevin Griffin
Kristi Honey
Michele James
Rick Johnson
Don Lovisa, President
Bart Lucyk
Paul Macklin
Debbie McKee Demczyk
Steve Stewart
Jim Wilson
Melissa Pringle, Corporate and Board Secretary (non-voting)

Members Absent: Heather Quantrill

Staff Present: Helene Asselbergs, Chief of Staff
Scott Blakey, Chief Administrative Officer
Barbara MacCheyne, Chief Financial Officer
Linda Marco, Associate Vice-President, Office of Development and Alumni Affairs
Meri Kim Oliver, Vice-President, Student Affairs
Elaine Popp, Vice-President, Academic

1. CALL TO ORDER

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

2. INTRODUCTION OF GUESTS

The Chief Administrative Officer introduced the following guests:

- Jeff Zakoor, Professor, School of Business, IT & Management and School of Interdisciplinary Studies
- Marianne Marando, Executive Dean, School of Business, IT & Management
- Rashmi Gupta, Manager, Institutional Research and Planning

3. ADDITIONS/DELETIONS TO THE AGENDA

A student experience graphic was added as Item 5.4, under presentations.

4. CONFLICT OF INTEREST DECLARATIONS

None.

5. PRESENTATIONS

5.1 Jeff Zakoor to present an overview of the General Arts and Science - Student Success Pathway Program

Jeff Zakoor presented an overview of the General Arts and Science Student Success Pathway Program, noting the program was developed to address student retention at UOIT, to leverage the existing relationship between DC/UOIT, to promote the College learning environment and to offer a dual credential. The Program is a 14-week academic boot camp offered in the summer that if completed with an overall average of 70 per cent allows students to return to UOIT where they left off. The pilot program had an original enrolment target of 40 students; 97 students enrolled in the program and 51 students achieved the 70 per cent overall average required to return to UOIT in the fall. In total, sixteen UOIT programs were represented. Success monitoring is now underway, and the team is planning for 2017.

The Board questioned Jeff Zakoor.

5.2 Alan Dunn, Associate Vice-President, Facilities and Ancillary Services to provide an update on the Centre for Collaborative Education

The Associate Vice-President, Facilities and Ancillary Services provided an update on the Centre for Collaborative Education noting the following accomplishments to date:

- The design-builder has mobilized on-site;
- The Outreach Centre and foodbank have relocated into the Student Association building;
- Interior hoarding has been installed to segregate the work area and provide protection to students and faculty;
- The east parking lot has been closed and electric vehicle chargers have been relocated;
- Exterior hoarding has been installed to identify site parameters;
- A ground breaking toast was held on November 25, 2016; and,
- Eastern Construction has awarded subcontracts for tree clearing excavation/backfill and concrete formwork/rebar.

Next steps include:

- Seeking clarification on insurance coverage with the goal to achieve savings;
- Assessing development charges with the City of Oshawa;
- Executing the Guaranteed Maximum Price contract the week of December 13, 2016;
- Finalizing the mechanical design for the chilling system;
- Continuing to define design items with end users;
- Beginning to build the fixtures, furnishings and equipment requirements for pricing.

5.3 Presentation of Good Governance Certificates of Completion

Debbie McKee Demczyk was presented the Advanced Good Governance certificate.

Ryan Cullen, Michele James and Bart Lucyk were presented Good Governance certificates.

5.4 Student Experience Graphic

The President presented a student experience graphic that was prepared from comments received by a student panel at the Durham College Leadership Team retreat in November. An artist was hired and prepared the rendering as the student's spoke at the retreat. The leadership team found it very rewarding to hear the student's talk about their positive experiences at the College.

6. CHAIR'S REPORT

The Chair reported on four items of interest:

1. The 2016 Higher Education Summit held November 20 to 21, 2016; Governors who attended offered their thoughts on the summit;
2. The ground breaking toast for the Centre for Collaborative Education held on November 25, 2016;
3. The W. Galen Weston event held on November 1, 2016; and,
4. The Building Something Amazing dinner hosted on October 26, 2016 with former Board Chairs, noting it was very successful in terms of raising funds for the Centre for Collaborative Education and leveraging connections for the College.

7. CO-POPULOUS GOVERNORS' REPORT

Governor Allingham reported the new Software and Informatics Research Centre (SIRC) is currently on budget and scheduled for completion in November 2017, and that a Presidential Search Committee has been established and he is one of the community members on the panel.

8. CONSENT AGENDA

The Board asked questions regarding the accreditation model and college fiscal pressures referenced in Item 8.3, Committee of Presidents Report. In response to the questions, the President explained the difference between the accreditation model and the program quality assurance process audit. The President further advised Colleges Ontario would be implementing a communications strategy to highlight public policy issues and the College's fiscal pressures.

The Board asked questions regarding Item 8.4, Sexual Violence and Harassment Action Plan Implementation, specifically if all vendors and subcontractors are required to take sexual violence training. In response to the question, the Vice-President, Student Affairs advised under the legislation sexual violence training is required for all vendors, contractors and subcontractors. The training does not have to be the module provided by the College, but companies are required to provide training.

Moved By Governor DeJong

Seconded By Governor Stewart

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

8.1 Approval of the Minutes of the Board of Governors Meeting of October 12, 2016

That the public minutes of the Board of Governors meeting held on October 12, 2016, be approved as read.

8.2 Durham College President's Report - December 2016

That Report BOG-2016-34, providing the President's report on College activities and initiatives from September to November 2016, be received for information.

8.3 Committee of Presidents Report - November 2016

That BOG-2016-32, providing a summary of the Committee of Presidents meeting held on November 20, 2016, be received for information.

8.4 Sexual Violence and Harassment Action Plan Implementation Report

That based on Report BOG-2016-38, the President certify Durham College is in full compliance with the requirements set out in subsections 17(3) and (4) of the *Ministry of Training, Colleges and Universities Act*, and section 2, subsections 3(1) and (2), section 4 and section 5 of O. Reg 131/16 (Sexual Violence at Colleges and Universities).

9. DISCUSSION ITEMS

9.1 Strategic Mandate Agreement Report Back

The Dean, Research Services reported Strategic Mandate Agreements (SMAs) between individual colleges and the Ministry of Advanced Education and Skills Development outline the role that each college currently performs in the post-secondary education system, and how each college will build on its current strengths to achieve its vision and help drive the Ministry's differentiation policy framework.

The 2015-2016 SMA report back provides information on six components:

1. Jobs, innovation and economic development
2. Teaching and learning
3. Student population
4. Program offerings
5. Institutional collaboration to support student mobility
6. Financial sustainability

In total, over 30 highlights are provided in the report back and the report demonstrates positive results, including an employer satisfaction rate of 92.2 per cent, as well as improvements over last year in student retention from first to second year, which currently stands at 83.16 per cent.

The College is taking steps to improve, including the establishment of a cross-college Key Performance Indicator Taskforce and Enrolment Advisory Committee.

The Board questioned the Dean, Research Services.

Moved By Governor Borowec

Seconded By Governor Allingham

That in accordance with Report BOG-2016-39, the 2015-2016 Strategic Mandate Agreement Report Back, be received for information. CARRIED

9.2 Program Health Matrix 2.0 and School Snapshot

The Vice-President, Academic, the Executive Dean, School of Business, IT & Management and the Manager, Institutional Research and Planning provided an overview of the Program Health Matrix 2.0 tool including its purpose, the program performance factors considered, the program sustainability factors considered and the approach used with Program Coordinators to discuss the overall health of their programs.

The Board questioned the Vice-President, Academic, the Executive Dean, School of Business, IT & Management and the Manager, Institutional Research and Planning.

Moved By Governor Johnson

Seconded By Governor Honey

That Report BOG-2016-35, providing an update on the use of the Program Health Matrix 2.0, be received for information. CARRIED

9.3 Government Relations Update

The Chief of Staff provided an overview of the government relations landscape at the Federal, Provincial and local levels, noting major themes include infrastructure, entrepreneurship, skills development, transferability, applied research, indigenous learners and mental health.

10. OTHER BUSINESS

None.

11. UPCOMING EVENTS

The following events were highlighted:

- Holiday Closure - Thursday, December 22 (4:30 p.m.) to Monday, January 2 (8:00 a.m.)
- Governor Check-In and Teambuilding Event - January 11, 2017 at 5:30 p.m., Robert McLaughlin Gallery, Arthur's on the 4th
- Durham College Alumni Night with the Oshawa Generals - January 13, 2017, 7:00 p.m., Tribute Communities Centre, Tickets are \$25.00
- Board Retreat - February 3 to 5, 2017, Briars Resort

12. MOVE TO IN-CAMERA SESSION

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

Moved By Governor DeJong

Seconded By Governor James

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

CARRIED

The Board went in-camera at 8:05 p.m.

The Board rose from the in-camera session at 9:15 p.m.

13. ADJOURNMENT

The meeting ended at 9:22 p.m.

Pierre Tremblay
Board Chair

Melissa Pringle
Corporate and Board Secretary

Report Number: BOG-2017-48

To: Board of Governors

From: Don Lovisa, President

Date of Report: February 7, 2017

Date of Meeting: February 15, 2017

Subject: President's Report – February 2017

Purpose

To provide an update of the President's activities and significant college initiatives for the month of November, December 2016 and January 2017.

Our Students

Centre for Success Celebrates Student Graduates

January 2017



Durham College celebrated the achievements of 170 Centre for Success graduates. The Centre for Success program is designed to enable at-risk secondary students complete their high school academic requirements in a college setting. In addition, it provides an opportunity for students to complete at

least one college credit towards their post secondary education at Durham College. The graduates were joined by their families, professors, representatives from the ministry and the partnering district school boards (DSBs): Durham DSB; Durham Catholic DSB; Kawartha Pine Ridge DSB; and Peterborough Victoria Northumberland Clarington Catholic DSB.

Celebrating Student Achievement and Donor Generosity

January 2017

Durham College recognized both student achievement and donor generosity at the annual Student and Donor Recognition event. In addition to celebrating the achievements of our scholarship and bursary award recipients, the evening and provides an opportunity to thank our community donors, and for them to meet the students who benefit from their generosity. Special tribute was paid to long-standing donors including Ontario Power Generation and the Roger Anderson Charity Classic.



Annual Aboriginal Awareness Day

January 2017



More than 300 Durham College students celebrated Aboriginal Awareness Day along with 60 first graders from the Kawartha Pine Ridge District School Board. The day-long event opened with a Smudge ceremony, and included a drum circle, storytelling, musicians, all celebrating the Aboriginal community.

Durham College Students Win Chemical Institute of Canada Awards

December 2017

Four Durham College Students have won awards from the Chemical Institute of Canada. From the Chemical Laboratory Technician program, Da Eun Chung won the silver medal and Brittney Richards won the book prize. From the Chemical Engineering Technology program Natasha Beattie won the silver medal and Kelsey Henderson won the book prize. Silver medals are presented to the top students completing their final year at each Canadian college in chemical technology or related



programs. Book prizes are presented to the student at each Canadian college completing her or his final year while demonstrating the greatest improvement overall.

DC Student Musician Surpasses Goal of Playing 100 Shows in 2016

December 2016



Third year Music Business Management student, Cale Crowe played 112 shows by the end of 2016, surpassing his goal of 100 shows. This following the release of his debut album, Stars and Promises in 2015 which is available on iTunes. In addition to performing, Cale also landed a coveted work placement position at Warner Music Canada as a digital marketing intern.

Durham Lords Win Adidas Cup

January 2017

The Durham Lords won the 29th Annual Adidas Cup for the first time in 12 years. Durham won all three round-robin matches moving on to play Loyalist College in the final game which they won by 2-0. Allison Marshall was named tournament MVP, Megan Romain and Brier Kaake were named tournament all-stars.



Alumni Return to Campus to Share Success Stories

February 2017



Durham College alumni, John Hotts, Associate Director at OneMethod, a Toronto based advertising and design shop, and Brent Lessard, co founder for rLoop, an online think tank that is revolutionizing the future of travel returned to campus to speak with students about their experiences after

graduation. Students were invited to ask questions, and listen to their stories in the Pit.

Our People

Campus Holiday Food Drive Heartwarming Success

December 2017

Thanks to the generosity of the campus community, Durham College and UOIT raised nearly \$41,000 over the month long campaign. These funds provide assistance to more than 230 Durham College and UOIT student families, more than 500 people in total. The Campus Holiday Food Drive is a long-standing tradition, which provides hampers and financial assistance to student families.



Support Staff Retreat

January 2017

The Durham College Leadership team spent an afternoon with 20 Support staff to provide an update on the Ontario College System, and the development of the 2017-2020 Strategic Plan. The Support staff were also engaged in roundtable discussions about customer service and communications at the college. As part of the wrap up to the afternoon, each participant described Durham College in five words, which was summarized in a graphic.



New Semester Launches 50th Anniversary Celebrations

January 2017

Durham College kicked off the new academic semester and the 50th anniversary celebrations with a warm welcome back to campus. Upon arrival to campus, our students were greeted by employees offering free cups of hot chocolate and coffee. The event was the official launch of the 50th anniversary festivities that are taking place throughout 2017.



Our Business

Durham College Leadership Development Program Celebrates Success in Barbados

January 2017



Emerging leaders in the Barbados Technical and Vocational Educational and Training system were presented with certificates from Durham College recognizing the completion of their Leadership and Change

Management training. The training was part of the Colleges and Institutes Canada (CICan) National Skills for the Future Program. Prior to the ceremony, Durham College representatives along with CICan President and CEO, Denise Amyot spent four days meeting with the Government of Barbados Ministry of Education, Science, Technology and Innovation, and Educational Institution heads and Deputies throughout Barbados in an effort to establish meaningful working partnerships.

Centre for Collaborative Education Receives Financial Support from City of Oshawa and Region of Durham

February 2017

All levels of government have now confirmed their support for the Centre for Collaborative Education. In January 2017, the City of Oshawa confirmed \$1M, through its new infrastructure fund, and in February 2017, the Region of Durham confirmed \$1M. This brings the total amount of government funding for the CFCE to \$37M, of the \$40M build budget.



Ontario Premier Kathleen Wynne Visits Durham College

February 2017

Durham College welcomed Ontario Premier Kathleen Wynne to Oshawa campus as part of her ongoing tour of post-secondary institutions across the province. The Premier met with students and faculty from the Early Childhood Education program and the Biomedical Engineering Technology program.



Our Community

Community Celebrates Newest Athletics Facility

December 2016



The community is celebrating the opening of the Campus Fieldhouse, a multi-sport turf centre. Formerly the Campus Tennis Centre, the facility features two playing fields that can accommodate a variety of sports and activities. When not being used by the Department of Athletics, the Campus

Fieldhouse is available to be rented by community recreational leagues and other sport organizations. It can also be booked for birthday party celebrations.

Elementary Students and Their Robots Welcomed to Campus

January 2016

Durham College welcomed more than 400 of Ontario's brightest young minds, along with their teachers, families and friends, as they competed in the annual First Lego League Ontario East Provincial Championship.

Leadership and innovation was on full display at this year's competition, held in DC's Campus Recreation and Wellness Centre at the college's Oshawa campus, as teams of students, ages nine to 14, displayed their hard work and skills.





COLLEGES ONTARIO UPDATE – November 2016 to January 2017

The following is an update of government relations and policy work undertaken by Colleges Ontario between November 2016 and January 2017.

Meetings with Government Officials

Linda Franklin presented CO's pre-budget recommendations to the Standing Committee on Finance and the Economy as well as at Minister Sousa's consultation in Toronto. In addition, CO has met the Premier's Office, Chiefs of Staff and other staff from key Ministries such as MAESD, Finance, Treasury Board, Climate Change and the Environment, MRIS, as well as with individual government and opposition members as part of the pre-budget briefings. The findings of the draft PwC report framed the discussion on fiscal sustainability.

A special meeting was held with Howie Bender and Lisa Rae following the tuition framework announcement to express the industry's displeasure with extension of the tuition percentage increase.

Vic Dhillon, MPP introduced a motion to recognize the week of April 3 – 12, 2017 as Colleges Week. A number of college presidents were in the House for the reading and debate on the motion. The motion was passed with consent from all parties. Planning for College Day at Queen's Park on April 3, 2017 is in progress to celebrate the sector's 50th anniversary and raise political awareness of college issues.

CO met with NDP caucus staff and NDP critic Peggy Sattler to discuss post-secondary education and the development of the NDP post-secondary platform in preparation for the 2018 election. Ongoing dialogue and meetings with both the PC and the NDP continue on their post-secondary platforms.

Meetings are scheduled with MAESD to discuss CO's participation in the implementation of recommendations from the Premier's Expert Panel on a Highly Skilled Workforce. A joint meeting with MAESD and Min. of Climate Change and the Environment is also scheduled to move forward the Net Zero proposal.

CO attended final fund-raisers for all three parties before the legislative change came into force on January 1, 2017, prohibiting corporations from donating to political parties.

Aboriginal Policy

Colleges Ontario met with Laurie Robinson, special adviser to the deputy minister on indigenous issues, and Ministry of Advanced Education and Skills Development assistant deputy minister Glenn Craney in December 2016. The ministry provided an update on the new aboriginal institutes policy that is to be developed over the next six months. The ministry has committed to further consultations on the policy with the college sector and is working on ways to improve partnerships with aboriginal institutes. The ministry also wants to re-engage with the sector to develop the next phase of its post-secondary indigenous policy framework. A new working group of post-secondary stakeholders will begin meeting in the winter in order to develop a policy that incorporates the recommendations of the Truth and Reconciliation Commission. At the meeting, Colleges Ontario also informed the ministry that colleges are working on a report for government that will summarize how institutions are responding to the TRC.

In October, CO attended a meeting of the Ministers' Advisory Councils on Ontario's Indigenous Education Strategy. The meeting focused on the province's response to the TRC's recommendations, *The Journey Together*, and how to strengthen collaboration between post-secondary stakeholders, government and indigenous communities to better support indigenous learners.

As part of its response to the TRC, the government is also working to support indigenous languages, including a commitment to hold a provincial indigenous language symposium. Colleges Ontario is participating on the planning committee for the event, which is tentatively scheduled for the end of May in Thunder Bay.

Applied Research Funding

Following the multi-year allocation of \$20 million for college applied research in the 2016 Ontario Budget, Colleges Ontario and the chair of the Heads of Applied Research have had meetings and ongoing communications with MEDEI, MRI, Ontario Centres of Excellence, and MAESD to refine the design of the funding program. The program has been approved by Treasury Board, and the funding will be announced Jan. 24.

Apprenticeship Modernization

To advance the sector's apprenticeship reform agenda, Colleges Ontario has proposed to the ministry that it would lead a consultative group, with membership from the Ontario College of Trades, training delivery agents, employers, and ministry staff to develop recommendations for the minister on the development of an initial pilot and potential phasing in of an apprenticeship modernization plan. OCAS hosted a key meeting with senior ministry staff to outline OCAS capacities to provide a "one-window" entry to apprenticeship training. CO continues to have regular discussions with ministry staff and the minister's office about the need to move forward with apprenticeship modernization.

Apprenticeship Satisfaction KPI

CO continues to engage with the ministry on the new apprenticeship student satisfaction KPI. A working group has been formed to address concerns and problems with the survey. The short-term focus of the group has been to improve communications and the information exchange with colleges with the goal to increase the number of apprentices being surveyed. The ministry continues to commit to releasing the 2016-17 KPI data publicly this coming fall and the data will be included in college seat purchase discussions. The ministry continues to review the group's key recommendation that a new survey be created specifically for apprentices in order to increase completion rates.

College Program Approvals

In response to concerns raised by the colleges about the consistency and timeliness of the program funding approval processes and the degree application processes, the ministry has convened a joint ministry-college sector working group to identify efficiencies and measures to sustain them. This would include the potential to develop: guidelines for the type and depth of information regarding a new program approval submission; recommendations for streamlining processes while meeting legislative and accountability requirements; and measures and targets to sustain any improvements. The college members include a representative from COP, CCVPA, directors with experience in this area, and Colleges Ontario. The working group is expected to hold four to five meetings over the next several months in order to complete its work.

Colleges' Submission for the 2017 Ontario Budget

Colleges Ontario submitted the sector's 2017 pre-budget paper to government in December. The submission proposed that the government provide a number of new investments for colleges for 2017-18, including increased base operating funding, improved funding for students from underrepresented groups, more funding for experiential learning and technology-enabled learning, and investments to address climate change. CO staff met with several government officials during December and January to brief them on the sector's funding needs and the fiscal sustainability challenges facing the colleges, including a joint meeting with the deputy ministers of the Ministry of Advanced Education and Skills Development and the Ministry of Finance.

Experiential Learning

COP has approved a request by Centennial College, with Colleges Ontario support, to seek funding from MAESD and/or HEQCO for a system-wide review of experiential learning best practices. The research proposal has been finalized and the funding proposal has been submitted to both the ministry and HEQCO.

The college sector is also working with the government to develop a definition of 'experiential learning' that will be useful as MAESD seeks to implement recommendations of the Premier's Expert Panel on a Highly Skilled Workforce. Once the draft response is prepared by CO and the college members of the joint working group, the draft will be shared with key groups in the sector for input.

Fiscal Sustainability

The PWC report was previously reviewed and approved by COP. CO has shared, on a confidential basis, the report with politicians, political staff and senior civil servants. Several external organizations, such as OPSEU and the College Student Alliance, were briefed about the report.

Flexible Delivery

CO and Bill Best, chair of the sector's Flexible Delivery Taskforce, met with staff in the Employment and Training Division of the ministry to discuss the delivery of college programs in more flexible formats and the intersection with ministry training programs such as Second Career. CO highlighted college efforts to increase flexible delivery and also outlined barriers

that limit further expansion. Policies for programs such as Second Career and employment insurance, for example, put private career colleges at an advantage due to their ability to offer frequent student intakes.

Ministry funds to support further piloting of flexible programs at colleges was also recommended as a way to improve the provision of non-traditional programs, which would in turn support provincial efforts to produce a highly skilled workforce.

Graduate Employment Rate Calculation

The ministry has been working with CO to consider revisions to the KPI employment rate calculation. It has been recognized that there are significant differences in calculation methodologies between colleges and universities. If colleges adopted the university methodology, the overall employment rate for the sector would increase by approximately two percentage points. After consulting with presidents, the CAAT coordinating committee and the heads of institutional research, CO has made a preliminary recommendation to the ministry that the employment rate be adjusted to the methodology used by universities. The ministry is completing further analysis on the impact of the change at the college level and will consult with the sector before final implementation.

Health Sciences: Nursing - Joint Provincial Nursing Committee

The assistant deputy minister of the health workforce planning and regulatory affairs division at the Ministry of Health and Long-term Care is conducting a review of the membership and terms of reference for the Joint Provincial Nursing Committee. The committee is comprised of a number of nursing stakeholders, including the Registered Nursing Association (RNAO), the Ontario Nurses Association (ONA), the Registered Practical Nursing Association (RPNAO), and the College of Nurses of Ontario (CNO). The post-secondary members of the committee, the chair of the Council of Ontario Universities Programs in Nursing (COUPN), the chair of the Colleges of Applied Arts and Technology (CAATS) Heads of Nursing, and a senior policy adviser from each of COU and CO jointly completed an online survey in relation to the review. The CAATS Heads of Nursing representative joined the ministry working group to propose revisions for the ministry's consideration. The proposed timeline for the ministry's completion of the review is February 2017.

Health Sciences: PSW's Continuing Education

The Heads of Health Sciences, with the support of CO staff and the approval of CCVPA, sent a letter to the director of health workforce policy branch at the Ministry of Health and Long-term Care (MLHLTC) to propose that the college sector develop continuing education for support workers to prepare them to work in community care settings. The letter is a followup to a meeting held in spring 2016 in which the assistant deputy minister of health workforce planning expressed a need for PSWs with augmented knowledge and skills to meet the needs of patients in local communities as part of the Patients First Strategy. The letter outlines the potential for colleges to collaboratively develop PSW continuing education modules in order to provide a consistent approach across the province and invites the director to meet with representatives of CCVPA and the Heads of Health Sciences to discuss the topic in further detail.

Sexual Violence and Harassment Regulation

In late 2016, colleges were asked to confirm with the ministry whether their sexual violence and harassment policies had been updated to comply with the regulation that comes into force on Jan. 1, 2017. In mid-January, the ministry conducted a high-level review of college policies and identified several areas that could be identified as falling short of meeting the requirements of the regulation in order to anticipate any issues arising in the media. This information was sent to CO and has been shared with the sector, along with the confidential legal advice obtained last summer on suggested wording to comply with the regulation.

Sexual Violence - MAESD Reporting Advisory Committee

The ministry has received input from the advisory committee regarding the potential questions for the campus climate survey and plans to turn its attention to administering a request for proposals from vendors for the development of the survey instrument. It is expected that once the instrument is developed, it will be piloted before it is finalized. It is anticipated that further information will become available on the selection of the participants and/or institutions for the pilot once the survey instrument has been developed.

Report Number: BOG-2017-40

To: Board of Governors

From: Dr. Elaine Popp, Vice-President, Academic

Date of Report: February 4, 2017

Date of Meeting: February 15, 2017

**Subject: Approval of New Programs of Instruction: Power Engineering
Techniques and Data Analytics for Business Decision Making**

1. Purpose

To seek approval from the Board of Governors for the following postsecondary programs of instruction for the September 2018 intake:

1. Power Engineering Techniques – Fourth Class
 - Credential: Ontario College Certificate
 - Duration: 2 semesters
 - School: Skilled Trades, Apprenticeship & Renewable Technology
2. Data Analytics for Business Decision Making
 - Credential: Ontario College Graduate Certificate
 - Duration: 2 semesters
 - School: Business, IT & Management

2. Recommendation

It is recommended to the Durham College Board of Governors:

That in accordance with Report BOG-2017-40, the proposed Ontario College Certificate and Ontario College Graduate Certificate programs of instruction listed below be approved:

- Power Engineering Techniques – Fourth Class
- Data Analytics for Business Decision Making

3. Background

These two proposed new programs of instruction align well with Durham College's commitment to developing programs that will enhance our program offerings for new students and that will produce graduates with the knowledge and skills required for industry needs.

3.1 Power Engineering Techniques – Fourth Class

Durham College currently offers a two-year diploma program entitled Power Engineering Technician (PET). Although graduates of this program are successful in the workforce, they do not require a diploma credential in order to be prepared and eligible to challenge the Technical Safety & Standards Authority (TSSA) fourth class license exams. After deliberate consultation with our stakeholders and strong recommendation provided by the TSSA, it was determined that the offering of a one-year Ontario College Certificate program, Power Engineering Techniques – Fourth Class, would better align our graduates with industry and licensing requirements. This change to the credential being offered will allow Durham College to be competitive with the other colleges who offer the fourth class TSSA accredited certificate program.

Durham College has invested in the acquisition of boiler equipment ensuring students have access to a licensed power plant where they will gain hands-on experience and 262 hours of steam time.

Students will complete the program in one year, including steam hours, thus completing the requirements for employment and certification in less time. TSSA accreditation is currently being sought for this program.

The college's two-year PET diploma program will be reconsidered and potentially re-launched in the future.

3.2 Data Analytics for Business Decision Making

Organizations are relying more than ever before on their internal and external data sources to drive business planning, decision-making, and problem solving. Through the introduction of the Data Analytics for Business Decision Making graduate certificate program, Durham College will continue to increase its role in serving the needs of the economy and labour market.

This new program will be offered full-time through the School of Business, IT & Management in primarily a face-to-face delivery format. Additionally, the School of Continuing Education will offer this program in an online

delivery format. In December 2016, Durham College was awarded significant funds by eCampusOntario for its proposal of this graduate certificate program. Durham College will lead the development of the online content in collaboration with Algonquin College and Lambton College.

As per the Ministry of Advanced Education and Skills Development 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 program standards where they exist; ensuring that all new and modified postsecondary programs of instruction lead to one of the following credentials – Durham College Certificate, Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, Ontario College Graduate Certificate or Bachelor Degree.

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

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

4. Discussion/Options

4.1 Power Engineering Techniques – Fourth Class

This Ontario College Certificate program is designed to introduce students to all aspects of power generation and maintenance operation, both theoretical and practical at the fourth class level. The program will be a Technical Standards and Safety Authority (TSSA) accredited fourth class Power Engineering program, preparing students to write the 4A and 4B TSSA exams. Graduates will be prepared for employment as fourth class Operating Engineers, Chemical Operators, and Control Room Operators working for power and energy companies, oil production organizations, electrical and mechanical companies.

The program will be delivered at Durham College's Whitby Campus where new boiler equipment has been installed, thus providing students with the opportunity to learn and gain required steam time hours in a fully-operational power plant environment.

Current program faculty have been instrumental in developing the TSSA accreditation application. Durham College is expecting to receive full accreditation for this program in the spring of 2017.

A proposal for the Power Engineering Techniques – Fourth Class Ontario College Certificate program was developed and submitted to the Credentials Validation Services (CVS). On January 20, 2017 the proposal received validation and the program was assigned the Approved Program Sequence (APS) number **DURH 01251**.

4.2 Data Analytics for Business Decision Making

Students in this Graduate Certificate program will learn to support real-world business decision-making and planning with data. Students will blend theoretical knowledge with hands-on practical skills for data collection, analysis, and manipulation. In addition, students will acquire the skills and knowledge needed to present their analyses and findings to management and key business stakeholders.

Graduates of the program may be employed in roles such as Business Analyst, Financial Analyst, Report Analyst, Data Analyst, Analytics Specialist, Business Analytics Specialist, Data Insights Analyst, and/or Data Scientist. Industries include marketing, retail, financial, insurance, healthcare, consumer packaged goods, tourism, government, media, public affairs, education, social planning, human resources, and consulting businesses and organizations.

A proposal for the Data Analytics for Business Decision Making Ontario College Graduate Certificate program was developed and submitted to the Credentials Validation Services (CVS). On January 18, 2017 the proposal received validation and the program was assigned the Approved Program Sequence (APS) number **DURH 01252**.

5. Financial/Human Resource Implications

The Power Engineering Techniques – Fourth Class certificate program will replace the current Power Engineering Technician diploma program and therefore no new full-time faculty will be required to deliver the certificate program. One new part-time fourth-class, TSSA certified technician will be required to support students in the lab. Current faculty will also develop all new

course outlines. All capital funds associated with this project have been allocated; the lab space for the licensed power plant has been renovated and the boiler installed. There are no other new capital requirements to delivery the program.

For the Data Analytics for Business Decision Making graduate certificate program, current faculty and subject matter experts will be contracted to develop 12 new course outlines at the estimated cost of \$10,000. No new faculty will be hired in year one to delivery this program. There are no capital costs associated with the launch of the program.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for UOIT

UOIT graduates of the Faculty of Business and Information Technology programs will have the requirements necessary for admission into the Data Analytics for Business Decision Making graduate certificate program.

8. Relationship to the Strategic Plan/Business Plan

As identified in the 2016-2017 Durham College Business Plan, the development of new programs aligns with the pillar of “Our Students” with the stated objective of “advance overall academic portfolio through new program development”.

Durham College followed the new program development policies, procedures and processes to ensure program quality assurance requirements and expectations are fully met.

General Program Information

Proposed Program Title: Power Engineering Techniques – Fourth Class

Proposed Credential: Ontario College Certificate

Funding Unit: 1.10

Weight: 1.2

Ministry Code: 49100

Approved Program Sequence (APS) Number: 01251

Name of Dean Submitting Request: Kevin Baker, School of Skilled Trades,
Apprenticeship and Renewable Technology

Proposed Date of Implementation: September 2018

Date of Review by Program Proposal Review Committee: December 14, 2016

Year 1 Enrolment: 35

Number of Semesters: 2 semesters

Total Program Hours: 714 hours

Number of New Full-Time Faculty: No new full-time faculty required

Space Requirements: Renovations completed

Capital Costs: No additional capital costs required

Proposed Tuition: \$3024.00

1. Approval Stages

The following approval stages have been assessed for this program:

- Labour Market
- Student Demand
- New Program Proposal Document reviewed by the Manager, Program Development and Quality Assurance and Dean
- Budget reviewed by Manager, Planning and Reporting; Manager, Program Development and Quality Assurance and Dean
- Budget approved by Chief Financial Officer and Vice-President, Academic
- Reviewed by Program Proposal Review Committee – December 14, 2016
- Approved by Vice-President, Academic
- Approved by Credentials Validation Service
- Reviewed by President

2. Program Overview

2.1 Program Description

This certificate program is designed to introduce students to all aspects of power generation and power plant operation, both theoretical and practical, at the fourth class level. The program will be a Technical Standards & Safety Authority (TSSA) accredited fourth class Power Engineering program, allowing the successful students to write the 4A and 4B TSSA exams. Successful students will require an additional three-month work placement to obtain the mandatory on-site steam time, in order to receive their fourth class ticket.

2.2 Career Outcomes

Graduates of the fourth class level certificate program may be able to work as fourth class Operating Engineers, Chemical Operators, Control Room Operators and Nuclear Operators. Successful graduates of the certificate program could be employed in various types of organizations, such as power and energy companies, oil producers, manufacturing companies, and for electrical contractors or companies.

2.3 Vocational Program Learning Outcomes

Vocational program learning outcomes must be consistent with the requirements of the Credentials Framework for the proposed credential. As per the Program Description, the graduate has reliably demonstrated the ability to:

1. Identify and explain operation of components according to industry specifications.
2. Select and use a variety of troubleshooting techniques, problem solving skills and test equipment to assess and control power plants components and operation.
3. Apply knowledge of electrical calculations, applied mechanics, thermodynamics, and applied science to ensure safe and efficient operation of the facility.
4. Communicate information to effectively and accurately document projects and perform daily operations in a power operating environment under the supervision of a qualified person.
5. Conduct modifications to quality control procedures under the supervision of a qualified person.

6. Develop and use strategies for ongoing personal and professional development to enhance performance.
7. Complete all assigned work in compliance with Technical Standards & Safety Authority (TSSA) regulations, occupational, environmental, health, and fire safety procedures, practices, and laws applicable to the power industry.

2.4 Admission Requirements

- Ontario Secondary School Diploma or
- Mature Student Status

Program Eligibility Requirements

- Grade 11 or 12 chemistry and physics
- Grade 12 English (C or U) (ENG4C, ENG4U)
- Grade 12 College Mathematics (MAP4C or MCT4C) or any Grade 12 University Mathematics, or equivalent.
- Recommended subjects include:
 - Physics: Grade 12 College or University (SPH 4C, SPH 4U); OR
 - Chemistry: Grade 12 Chemistry College or Grade 11 or 12 University (SCH 4C, SCH 4U, SCH 3U).

3. Program of Study

3.1 PADM1414 – Power Technician Administration - Semester 1

This course covers various administrative topics that are critical to the successful career of a Power Engineer. Topics covered include the following: Introducing students to the various Acts, Regulations and Codes that Power Engineers must comply with; Safety in the workplace, specifically plants that employ Power Engineers; environmental impacts that the power industry has and how the Operator can affect the environment; materials and welding employed in the pressure vessel industries and; the various types of plants/facilities where Power Engineers can expect to find employment.

56 hours total.

3.2 ELE1415 - Electricity, Instrumentation and Controls - Semester 1

Electricity generation is the mainstay of the Power Engineer, and thus a basic understanding of how electrical power is generated, measured, metered, controlled, distributed and used is critical. This course will show the nature of how plants are operated through controllers and the associated instrumentation that feeds these controllers. A base line explanation of these systems is also included in this course. 42 hours total.

3.3 BOIL1416 - Boilers - Design and Construction: Semester 1

Boilers are the basis for steam generation, and thus are the main component of the power plant that Power Engineers must learn. This course exposes students to techniques used to decipher the information used on various types of mechanical drawings, as well as the history of boilers and the theory and operation of the various types of boilers and their associated boiler room systems. 56 hours total.

3.4 SCI1417 - Applied Science - Semester 1

This course introduces the student to the topics of elementary mechanics, dynamics and thermodynamics, as they relate to fourth class Power Engineering. Study of these science concepts, as well as successfully solving problems will be the goal of this course. 56 hours total.

3.5 WTRC1418 - Chemistry and Water Treatment - Semester 1

Due to the critical nature of water treatment processes, it is imperative that Power Engineers understand basic chemistry and the general principles, methods and equipment used in water treatment processes. This course introduces the basics of chemistry, and extends to discuss the water treatment required for all aspects of safe boiler operation. 28 hours total.

3.6 Math1424 – Mathematics - Semester 1

Students gain a fundamental understanding of trade-related calculations. Throughout the course, students solve problems using fractions, decimals and algebraic equations. In addition, they solve geometric calculations involving perimeter, area, volume, and trade-related problems using Pythagorean Theorem and right-angled trigonometry. 28 hours total

3.7 PRAC1419 – Practical - Semester 1

This practical course allows the students' access to Durham College's licensed power plant to gain hands on experience with the safe operation and maintenance of the boiler and associated power plant equipment. Course time will be split between projects and assignments specifically for this course, as well as afford the students time to perform assignments and projects from their other first semester courses, allowing a tie between theory and practical hands-on experiences. 112 hours total.

3.8 PUMP 2414 - Pumping Systems - Semester 2

Of critical importance to any power plant is the equipment that supports operation of the boiler. This course introduces students to pumps, compressors, turbines, internal combustion engines, cooling towers and condensers. An important aspect of keeping this equipment running is lubrication, and thus is discussed as it pertains to power plant equipment. 42 hours total

3.9 BLDG 2415 - Building Systems - Semester 2

A fourth class Power Engineer will be expected to operate and monitor the various Auxiliary Building Systems. This course introduces these systems and explains what a fourth class Operator can expect to encounter on their job. Lighting systems, water systems, drainage systems, as well as heating, cooling and HVAC systems are introduced. 28 hours total

3.10 BOIL 2416 - Boiler Operations, Maintenance and Safety - Semester 2

A continuation from the learning in Boilers - Design and Construction, this course will teach boiler safety devices such as pressure relief valves, combustion safety, water level controls, boiler fittings and safety circuits. Boiler operation, including start-ups, shutdowns, operational checks and power plant maintenance will be covered. 42 hours total

3.11 HVACR 2417 – Heating, Ventilation, Air Conditioning and Refrigeration (HVACR) - Semester 2

As part of the overall operation of an industrial plant, heating, ventilation, air conditioning and refrigeration are part of an operating engineer's responsibilities. This course introduces the students to the operational concepts of these systems, as well as the basics of the equipment involved with HVACR systems. 42 hours total

3.12 COMM 1710 – Communications - Semester 2

This course builds on students' understanding of the correct conventions of writing in preparation for work place correspondence and/or continuing academic studies. This course emphasizes the study of the mechanics of writing through the editing/revising of written passages. The application of proper grammar, sentence structure, punctuation, and organization is demonstrated through the submission of students' written work. Concurrently, the course further enhances students' reading comprehension skills through an analysis of both the form and content of published written work. (e.g. paragraphs, articles, essays, and editorials etc.) 42 hours total.

3.13 PRAC 2419 – Practical - Semester 2

This continuation of the program practical course allows the students access to Durham College's licensed power plant to gain hands on experience with the safe operation and maintenance of the boiler and associated power plant equipment. Course time will be split between projects and assignments specifically for this PRAC course, as well as afford the students time to perform assignments and projects from their other first semester courses, allowing a tie between theory and practical hands-on experiences. 140 hours total.

4. Strategic Alignment

4.1 Strategic Fit

Durham College has a strong partnership with Ontario Power Generation (OPG) who requires Operating Engineers to support the plant operations. There are seven other colleges offering the Power Engineering Techniques Certificate program which are accredited by the TSSA. This certificate program is one year (two semesters) in length, including steam hours, and allows students to complete the requirements for employment and certification.

As per the Strategic Mandate Agreement, Durham College is committed to expanding its total credential offerings in existing areas of program strength and growth to support student outcomes in the areas of Skilled Trades and Technology. With considerable deliberation, and based on a recommendation by the TSSA, Durham College made the decision to offer this proposed Ontario College Certificate program.

4.2 Fit with Existing Programs

There are no other existing Durham College programs that will lead into or out of the new Power Engineering Techniques – Fourth Class certificate program. The current Power Engineering Technician two year diploma program will not be accepting new students effective September 2017.

This program will be re-considered for re-launched in the future. Graduates of the certificate program will find related employment and some may wish to continue their education in order to meet the eligibility requirements to challenge the Power Engineering – Third Class exams. Durham College plans to develop and launch an additional new Ontario College Certificate program, Power Engineering Techniques – Third Class in 2021.

5. Labour Demand and Graduate Employment Possibilities

- The national demand for Power Engineers is expected to be relatively balanced, with no significant gaps between labour supply and demand through to 2022.
- The majority of job openings are projected to result from retirements.
- In Ontario, employment will be somewhat limited due to the recent slowdown in the economy and the efficiencies created by newly automated production systems in high efficiency power plants and manufacturing facilities.
- The industry is mostly oriented towards the domestic market and is very sensitive to changes in industrial production and construction activities. It employed 140,700 workers nationally in 2012, with 75 per cent in electric power generation, transmission and distribution. Employment is concentrated in Ontario (40 per cent). The workforce in this industry benefits from much higher wages than the national average, partly attributable to a high unionization rate.
- The industry created 30,200 jobs between 2006 and 2008, largely driven by strong labour demand in electric and gas utilities within the province of Ontario.
- The long-term production outlook is fairly optimistic for the utilities industry, as output is expected to be driven by several investments anticipated in utility projects across Canada.
- Since this is a rather small occupational group with a relatively high salary, few job openings will result from staff turnover leading to increased competition for new vacancies. Engineers and operators in this field with sound computer skills and mechanical aptitude may have greater

employment prospects. Also, since some industrial and public facilities are open 24-hours a day, workers who can accommodate a flexible work schedule will be more employable.

- Occupations relevant to graduates of Power Engineering Techniques programs earn a wage higher than the national average. A high proportion of males work in these occupations, and there is a very high rate of full-time employment. Employment opportunities are expected to be best for Refrigeration and air conditioning mechanics.
- As demonstrated in Table 1 below, the graduate satisfaction of Power Engineering Techniques graduates is high. The full-time employment and related employment rates slightly exceed the average of all programs. However, the unemployment rate is much higher than average.
- 45-50 per cent of graduates were either employed or looking for work (i.e., participating in the labour force) 6-months after graduation. Graduates who were not in the labour force were asked for the main reason that they were not looking for employment, and the vast majority (95-100 per cent) indicated they were studying full-time. Of those studying full-time, 95-100 per cent were attending a college.

Outcome	Power Engineering Techniques	All Programs
Total Graduates	97	94,232
per cent of Graduates in Survey	65-70%	55-60%
Graduate Satisfaction	85-90%	75-80%
Labour Force Participation ¹	45-50%	70-75%
Employment Rate	65-70%	80-85%
Employed Full-Time	65-70%	60-65%
Average Annual Income (Full-Time)	\$35,000-\$39,999	\$30,000-\$34,999
Employed Full-Time (Related/ Partially Related)	45-50%	40-45%
Average Annual Income (Related Employment)	\$45,000-\$49,999	\$35,000-\$39,999
Unemployment Rate	30-35%	15-20%

Table 1 – Program Graduate Outcomes. Information Source: MTCU Employment Profile

1. *Labour force participation refers to graduates who were either employed or looking for work during the reference week.*

6. Student Interest

- There are currently three Ontario colleges offering similar Power Engineering Techniques programs.
- System-wide, applications and confirmations to the Power Engineering Techniques programs have steadily increased over the reporting period (2011 to 2015). The largest increase occurred in 2014-15 when Conestoga began offering the program. As of 2015-16, confirmations are at a five-year high and the average number of confirmations across the four programs is at its highest (45).
- Total applications to Cambrian have steadily increased over the reporting period. The same is true for Mohawk's Power Engineering Techniques (PE) program, but its Utilities System Operator (USO) program has declined on average over the reporting period. Applications to the newest program at Conestoga increased by 32 per cent in the second year it was offered.
- First choice applications have steadily increased to Cambrian and Mohawk. First choice applications also increased at Conestoga, as did the proportion of total applications that were indicated as first choice (from 28 per cent to 41 per cent).
- Unlike applications, confirmations have not steadily increased at Cambrian. However, this program is highly competitive and is currently advertising a limited enrolment of 60 seats. Mohawk (PE), however, has had increasing confirmations over the reporting period, and Conestoga's program experienced a similar percentage increase in confirmations in its second year (30 per cent) as it did in applications. Confirmations to Mohawk (USO) are at a five-year low in 2015-16.

Applications and Confirmations	2011-12	2012-13	2013-14	2014-15	2015-16
Total Applications	263	318	379	528	544
First Choice Applications	126	138	176	252	275
Confirmed Acceptances	97	116	127	157	178
Number of colleges	3	3	3	4	4
Average confirmations per program	32	39	42	39	45

Table 3. Total applications and confirmations. Source: OCAS Data Warehouse, accessed September 2016

7. Analysis of Competition

There are no other program within our region that offer the program. There are three Ontario colleges that offer similar programs as indicated in the table below.

College	Program Name
Cambrian*	Power Engineering Techniques
Conestoga	Power Engineering Techniques
Mohawk	Power Engineering Techniques (PE)
Mohawk	Utilities System Operator (USO)

*Table 4. Similar Programs at Other Colleges *Power Engineering Techniques is classified as highly competitive at Cambrian.*

8. Target Market

The target market is direct entry students, transfer students, degree graduates, mature and international students.

9. Operating Revenue and Expenses

Student Enrolment	2018-19 Projection	2019-20 Projection	2020-21 Projection	2021-22 Projection	2022-23 Projection
Year 1	35	40	50	55	55
Total	35	40	50	55	55

Net Contribution	2018-19 Projection	2019-20 Projection	2020-21 Projection	2021-22 Projection	2022-23 Projection
Total Direct Program Expenses	406,500	418,290	457,083	470,390	484,097
Total Revenue For Program	286,940	303,814	363,434	519,552	661,376
Net Contribution \$	-119,560	-114,476	-93,648	49,162	177,280
Net Accumulated Contribution / (Deficit)	-119,560	-234,036	-327,685	-278,522	-101,243
Net Contribution - per cent of Gross Revenue	-41.7%	-37.7%	-25.8%	9.5%	26.8%
Target Net Contribution	n/a	Breakeven	40.0per cent	40.0per cent	40.0per cent
Capital Requirement	0	0	0	0	0

New Program Summary

Revenue	2018-19 Projection	2019-20 Projection	2020-21 Projection	2021-22 Projection	2022-23 Projection
Tuition Fees per academic year	\$3,024.00	\$3,114.72	\$3,208.16	\$3,304.41	\$3,403.54
Set-Aside Fee Removed	\$302	\$311	\$321	\$330	\$340
Tuition Fee realized by college	\$2,722	\$2,803	\$2,887	\$2,974	\$3,063
Total Tuition Fees	95,256	112,130	144,367	163,568	168,475
Other Revenue	0	0	0	0	0
Total Other Revenue	0	0	0	0	0
Program Wtd Funding Unit (Wt X FU / Dur)	1.32	1.32	1.32	1.32	1.32
Grant - MTCU Operating (assume \$4,149/wfu)	\$191,684	\$191,684	\$219,067	\$355,984	\$492,901
Total Revenue	\$286,940	\$303,814	\$363,434	\$519,552	\$661,376

Expenditures	2018-19 Projection	2019-20 Projection	2020-21 Projection	2021-22 Projection	2022-23 Projection
Salaries - Faculty (FT)	210,000	216,300	222,789	229,473	236,357
Salaries - Co-ordinator Allowance	0	0	0	0	0
Salaries - PT Teaching	30,000	30,900	55,000	56,650	58,350
Salaries - PL Teaching	0	0	0	0	0
Salaries - Sessional Teaching	0	0	0	0	0
Contract Teaching	0	0	0	0	0
Total Teaching Salaries	240,000	247,200	277,789	286,123	294,706
Support Staff	75,000	77,250	79,568	81,955	84,413
Total Academic Support Costs	75,000	77,250	79,568	81,955	84,413
Benefits - Faculty - FT 25per cent	52,500	54,075	55,697	57,368	59,089
Benefits - Faculty - PT 15.0per cent	4,500	4,635	8,250	8,498	8,752
Benefits - SS (FT) 28per cent	21,000	21,630	22,279	22,947	23,636
Total Employee Benefits	78,000	80,340	86,226	88,813	91,477
Total Labour	393,000	404,790	443,583	456,890	470,597
Instructional Supplies	3,000	3,000	3,000	3,000	3,000
Instructional Other Costs	0	0	0	0	0

New Program Summary

Expenditures	2018-19 Projection	2019-20 Projection	2020-21 Projection	2021-22 Projection	2022-23 Projection
Field Work	0	0	0	0	0
Membership & Dues	3,000	3,000	3,000	3,000	3,000
Professional Development	3,000	3,000	3,000	3,000	3,000
Travel/accommodation/meals	3,000	3,000	3,000	3,000	3,000
Promotion/Public relations	1,500	1,500	1,500	1,500	1,500
Maintenance- Equipment	0	0	0	0	0
Telecommunications	0	0	0	0	0
Software Costs	0	0	0	0	0
Office supplies/Other Expenses	0	0	0	0	0
Rental	0	0	0	0	0
Total Other Expenditure	13,500	13,500	13,500	13,500	13,500

General Program Information

Proposed Program Title: Data Analytics for Business Decision Making

Proposed Credential: Graduate Certificate

Funding Unit: 0.8

Weight: 1.2

Ministry Code: 70717

Approved Program Sequence (APS) Number: 01252

Name of Dean Submitting Request: Marianne Marando

Proposed Date of Implementation: September 2018

Date of Review by Program Proposal Review Committee: December 14, 2016

Year 1 Enrolment: 20

Number of Semesters: 2

Total Program Hours: 630 hours

Number of New Full-Time Faculty: No new full-time faculty in year 1

Space Requirements: No new/renovated space required

Capital Costs: No capital costs required

Proposed Tuition: \$3,024.51

1. Approval Stages

The following approval stages have been assessed for this program:

- Labour Market
- Student Demand
- New Program Proposal Document reviewed by the Manager, Program Development and Quality Assurance and Dean
- Budget reviewed by Manager, Planning and Reporting; Manager, Program Development and Quality Assurance and Dean
- Budget approved by Chief Financial Officer and Vice-President, Academic
- Reviewed by Program Proposal Review Committee – December 14, 2016
- Approved by Vice-President, Academic
- Approved by Credentials Validation Service
- Reviewed by President

2. Program Overview

2.1 Program Description

Organizations are relying more than ever before on their internal and external data sources to drive business planning, decision-making, and problem solving. Business intelligence and Big Data tools accomplish this by enabling unprecedented data collection and manipulation to permit organizations to respond quickly to market changes/opportunities. The need for graduates with these skills is growing at a rapid rate across all industries.

This Graduate Certificate program will enable students to support real world business decision-making and planning with data. Students will blend theoretical knowledge with hands-on practical skills for data collection, analysis, and manipulation. In addition, students will be able to present their analyses and findings to management and key business stakeholders.

2.2 Career Outcomes

Graduates of the program may be employed in roles such as Business Analyst, Financial Analyst, Report Analyst, Data Analyst, Analytics Specialist, Business Analytics Specialist, Data Insights Analyst, Data Scientist, or related fields. Industries include, and may not be limited to, marketing, retail, financial, insurance, healthcare, consumer packaged goods, tourism, government, media, public affairs, education, social planning, human resources, and consulting.

2.3 Vocational Program Learning Outcomes

Vocational program learning outcomes must be consistent with the requirements of the Credentials Framework for the proposed credential. As per the Program Description, the graduate has reliably demonstrated the ability to:

1. Analyze, organize, and manipulate data to support problem solving, business decision-making, and opportunity identification.
2. Develop statistical and predictive models that use operational and marketing data to identify patterns and provide insights to business stakeholders.

3. Assess and apply business intelligence and Big Data tools appropriate to the business decisions, business problems, data movement, and system workloads.
4. Prepare and communicate complex materials verbally, in writing, and digitally for a variety of audiences, purposes and levels of detail.
5. Analyse and interpret data as it relates to various aspects of a business organization's readiness to change.
6. Conduct data analysis and research in a respectful and ethical manner that protects privacy and maintains dignity to all involved.
7. Deliver data oriented projects using data science, business analysis, and project management principles, tools, and techniques to ensure clients' business needs are achieved.

2.4 Admission Requirements

- A Two or Three-Year College Diploma, or a Degree or
- An acceptable combination of related work experience and post-secondary education as judged by the College to be equivalent to the above.
- English Proficiency Requirements: Please visit Durham College's website for English Language Proficiency Requirements.

3. Program of Study

3.1 Introduction to Data Analysis – Semester 1

Students are introduced to data analysis principles, practices, and approaches used in research, Big Data, data science, and artificial intelligence. They will analyze the algorithms and statistical models used to support analytics and business decision-making for different industries and functions. 45 hours

3.2 Data Collection and Data Management – Semester 1

Students are introduced to data sources, informatics, data models, data management, and data ownership; all key components to the data-driven organization. They will analyze the common practices, prioritization approaches, system workload, and security challenges for systems that support high data volumes and analytics. 45 hours

3.3 Data Analysis Tools for Analytics – Semester 1

Students are introduced to different scripting language tools such as SQL, NOSQL, Apache, Java, and Python that support data analysis on large volumes of data. They will also analyze the strengths and limitations of current tools used today. Students will review and recommend which tools will best support data analysis, data quality, problem solving, analytics, and business decision-making for different functions and industries. 60 hours.

3.4 Business Analysis and Assessments I – Semester 1

Students are introduced to fundamentals for strategy and business analysis best practices, approaches, and principles for identifying and securing market and organizational opportunities. They will assess how data analysis and analytics are used in needs analysis, opportunity identification, business problem solving, improvements, leadership ethics, and business stakeholder communications. 45 hours.

3.5 Statistical and Predictive Modelling for Analytics I – Semester 1

Students are introduced to statistical models and predictive models that support data analytics and business decision-making. They will apply statistical approaches and algorithms to identify model structures to help solve business problems. Students will recommend how to best integrate and calibrate these models and algorithms to increase data quality, usability, and improve predictive analyses to improve system workload and business decision-making. 60 hours.

3.6 Visualizations, Leadership, and Business Communications I – Semester 1

Students are introduced to fundamental best practices and tools for presenting data analysis using visuals, tables, info graphs, and reports. They will assess verbal and visual presentation approaches, as well as ethical leadership presence techniques to better communicate with and motivate business stakeholders to make informed decisions. Students will also recommend how to best communicate with these business decision-makers using data visualization tools, such as Tableau, and storytelling so decision-makers will better trust the data. 60 hours.

3.7 Statistical and Predictive Modelling for Analytics II – Semester 2

This course will build on the learnings from the Statistical and Predictive Modelling I course and cover more advanced concepts such as regression analysis, clustering algorithms, conjoint measurement, and decision tree analysis. Students will be able to integrate and calibrate these model structures for evaluation and implementation purposes. 60 hours.

3.8 Business Analysis and Assessments II – Semester 2

Students will deepen their respective understanding in strategy and business analysis best practices for identifying and securing market and organizational opportunities. They will conduct research and assess how data analysis and analytics are used in needs analysis, opportunity identification, changing culture, changing business models, corporate politics, and strong business stakeholder personalities. Students will recommend approaches based on organizational needs, business stakeholders, and corporate culture. 45 hours.

3.9 Visualizations, Leadership, and Business Communications II – Semester 2

Students will deepen their understanding in best practices and tools for presenting data analysis. They will assess rhetoric presentation approaches and executive presence techniques to better communicate with and motivate business stakeholders to act as a group. Students will recommend how to best influence business decision-makers that are resistant to change. 60 hours.

3.10 Project Management for Analytics – Semester 2

Students are introduced to best practices, approaches, and tools for managing and delivering analytics, predictive analyses, ETL (extraction, transformation and loading), and data projects. They will assess approaches around estimation, scoping, planning, data cleaning, data migration, data quality, and risk mitigation. Students will recommend how to best communicate their assessments to business stakeholders. 45 hours.

3.11 Ethical Leadership and Critical Decision Making – Semester 2

Students are introduced to business ethics, applied ethics, and social psychology. They will assess today's most important ethical dilemmas and the human behaviors that drive them. Students will recommend how to best navigate corporate landscapes, political influencers, and social contexts to ensure ethical decision-making. 45 hours.

3.12 Capstone – Semester 2

Students will integrate and apply the knowledge and skills they gained throughout the program. They will research, plan, and execute a project that meets a real-world financial, market or organizational need. Projects will emphasize the students' expertise with data analysis, analytics, data science, and business intelligence / Big Data tools. 60 hours.

4. Strategic Alignment

4.1. Strategic Fit

Durham College collaborates with industry and employers to meet the needs of the labour market – particularly at a local level. Through the introduction of this program, Durham College will continue to increase its role in serving the needs of the economy and labour market.

As indicated in our Strategic Plan, Our Students, we promise to “Foster student mobility and greater credit transfer through partnerships with post-secondary education institutions here in Ontario, across Canada and around the globe”.

This Graduate Certificate program provides an additional pathway option for two year diploma, three year advanced diploma and degree graduates from various business backgrounds including marketing, finance and accounting as well as the Computer Programmer Analyst and Computer Systems Technology programs.

In our Strategic Mandate Agreement, Durham College committed to designing programs with and for high growth industries and sectors in Business/ Accounting/ Financial/ Materials Management. All of these sectors rely on decisions driven by data. Graduates of this program will support companies in these sectors.

4.2 Fit with Existing Programs

All Durham College Business diploma and Business Administration advanced diploma programs, as well as the Computer Systems Technician/Technology and Computer Programmer/Analyst diploma and advanced diploma programs fit well with the new Data Analytics for Business Decision Making graduate certificate program. Graduates of these diploma and advanced diploma programs will have the admission requirements needed to apply for the new program.

5. Labour Demand and Graduate Employment Possibilities

- The need to make data driven decisions has increased quite rapidly over recent years due to the availability of and access to Big Data. Currently, in Canada, only 16 per cent of organizations have staff in place that are able to work on Big Data projects (Yin, 2015).
- The Big Data demand in Canada is estimated between 10,500 and 19,000 professionals (Canada's Big Data Consortium, 2015). It has been further estimated that the gap for professionals with proficient data and analytical literacy to make better decisions is 150,000 employees (Canada's Big Data Consortium, 2015). Big Data has demonstrated value in the following sectors: business and marketing research; education; health and technology.
- In order to prepare for the next generation of Big Data and Analytics professionals, it has been suggested that academia needs to expand existing curriculum to incorporate project management and consulting-related skills, and ideally more industry and functional area applications that map to existing demand. Currently, only a handful of Canadian colleges offer graduate programs that concentrate on market research methods and data analysis skills that industry leaders say are in short supply (Galt, 2012).
- Durham College's interest in offering this program is fully supported by the strength of the graduate outcomes, diversity of employment potential, high wages of those working in related occupations, transferability of skills, and considerable international enrolment at several colleges.
- The national outlook shows that occupations relevant to graduates of Research Analyst programs earn a wage well above the national average. A relative balance exists with employment by gender, and employment is primarily full-time.

- As outlined in the environmental scan prepared by Durham College's Institutional Research and Planning team, program graduates are finding related employment in this industry. The table below summarizes 2015-16 outcomes for graduates of Research Analyst programs in Ontario. Results are based on the Key Performance Indicator (KPI) Graduate Satisfaction Survey for 2014-15 graduates, administered six months after graduation.

Outcome	Research Analyst	All Programs
Total Graduates	162	97,639
% of Graduates in Survey	50-55%	45-50%
Graduate Satisfaction	75-80%	75-80%
Labour Force Participation	85-90%	70-75%
Employment Rate	80-85%	80-85%
Employed Full-Time	75-80%	60-65%
Average Annual Income (Full-Time)	\$40,000-\$44,999	\$35,000-\$39,999
Employed Full-Time (Related/ Partially Related)	55-60%	40-45%
Average Annual Income (Related Employment)	\$40,000-\$44,999	\$35,000-\$39,999
Unemployment Rate	15-20%	15-20%

Table 1 – Program Graduate Outcomes. Information Source: MTCU Employment Profile

6. Student Interest

- There are seven Ontario colleges offering related graduate certificate programs; Algonquin College, Centennial College, Fleming College, Georgian College, George Brown College, Humber College, and Seneca College (who offers two programs under the same MTCU code for this graduate certificate program)
- On average, applications to the Research Analyst programs have increased over the reporting period of 2012 to 2016. This increase is due, in part, to the new offerings at George Brown (2014-15) and Seneca (2016-17). First choice applications and confirmations have followed a similar trend.
- Most of the Research Analyst programs in Ontario have increased on average over the reporting period of 2012 to 2016. Humber's program experienced the greatest growth, and has received almost twice the number of applications in 2016-17 than it did in 2012-13. The program at

Seneca is comprised of three streams; hence, application data must be interpreted with caution.

- Overall, the number of first choice applications has steadily increased each year, by approximately 15 per cent. Nearly 50 per cent of the first choice applications submitted by students interested in the Research Analyst program are to Humber.
- Most colleges convert one-third of their total applications to confirmations. Although the number of confirmations to Seneca (new program starting in 2016-17) is low, the program has multiple intakes, and data for the winter term is quite strong – 81 total applications for the first intake. Overall, four of the six colleges confirming students in 2016-17 were GTA based: Centennial, George Brown, Humber, and Seneca.
- Total applications to both the fall and winter intakes have steadily increased over the reporting period. Winter applications more than doubled in 2015-16. The program at Fleming appears to have stopped receiving applications as of winter 2016.
- International enrolment has significantly increased over the reporting period, 2011 to 2015. This growth is not largely accounted for by any one college.
- Approximately four students per year, from 2012 to 2016, have left the Durham catchment to attend Research Analyst type programs at other institutions.
- The tables below displays system-wide applications, first choice applications and confirmed acceptances to fall intakes of Research Analyst programs in Ontario.

Applications and Confirmations	2012-13	2013-14	2014-15	2015-16	2016-17
Total Applications	297	353	394	426	587
First Choice Applications	134	172	178	183	223
Confirmed Acceptances	92	109	109	108	132
Number of Programs	4	5	6	5	6
Avg. conf./program	23	22	18	22	22

Table 3. Total applications and confirmations. Source: OCAS Data Warehouse, accessed September 2016

7. Analysis of Competition

The following colleges within our region offer programs under the MTCU program title, Research Analyst, and the same MTCU code 70717:

College	Similar Program Name
Algonquin	Marketing Research and Business Intelligence
Centennial	Marketing – Research & Analytics
Fleming	Applied and Community-Based Research
George Brown	Analytics for Business Decision Making
Humber	Research Analyst
Seneca	Social Media Analytics
Seneca	Strategic Marketing and Marketing Analytics
Seneca	Sales Force Automation and CRM Analytics

Table 4. Similar Programs at Other Colleges

8. Target Market

Domestic and international students with business or computer related diplomas or degrees will be interested in this program. There may also be individuals in the work force who need or want to further their education.

9. Operating Revenue and Expenses

Student Enrolment	2018-19 Projection	2019-20 Projection	2020-21 Projection	2021-22 Projection	2022-23 Projection
Year 1	20	25	30	30	30
Total	20	25	30	30	30

Net Contribution	2018-19 Projection	2019-20 Projection	2020-21 Projection	2021-22 Projection	2022-23 Projection
Total Direct Program Expenses	126,550	129,642	132,826	136,106	139,484
Total Revenue For Program	125,481	141,133	175,435	231,314	287,271
Net Contribution \$	-1,069	11,492	42,609	95,208	147,787
Net Accumulated Contribution / (Deficit)	-1,069	10,423	53,032	148,240	296,028

New Program Summary

Net Contribution	2018-19 Projection	2019-20 Projection	2020-21 Projection	2021-22 Projection	2022-23 Projection
Net Contribution - % of Gross Revenue	-0.9%	8.1%	24.3%	41.2%	51.4%
Target Net Contribution	n/a	Breakeven	40.0%	40.0%	40.0%
Capital Requirement	0	0	0	0	0

Revenue	2018-19 Projection	2019-20 Projection	2020-21 Projection	2021-22 Projection	2022-23 Projection
Tuition Fees per academic year	\$3,024.51	\$3,115.24	\$3,208.70	\$3,304.96	\$3,404.11
Set-Aside Fee Removed	\$302	\$312	\$321	\$330	\$340
Tuition Fee realized by college	\$2,722	\$2,804	\$2,888	\$2,974	\$3,064
Total Tuition Fees	54,441	70,093	86,635	89,234	91,911
Other Revenue	0	0	0	0	0
Total Other Revenue	0	0	0	0	0
Program Wtd Funding Unit (Wt X FU / Dur)	0.96	0.96	0.96	0.96	0.96
Grant - MTCU Operating (assume \$4160/wfu)	\$71,040	\$71,040	\$88,800	\$142,080	\$195,360
Total Revenue	\$125,481	\$141,133	\$175,435	\$231,314	\$287,271

Expenditures	2018-19 Projection	2019-20 Projection	2020-21 Projection	2021-22 Projection	2022-23 Projection
Salaries - Faculty (FT)	53,000	54,590	56,228	57,915	59,652
Salaries - Co-ordinator Allowance	0	0	0	0	0
Salaries - PT Teaching	32,000	32,960	33,949	34,967	36,016
Salaries - PL Teaching	0	0	0	0	0
Salaries - Sessional Teaching	0	0	0	0	0
Contract Teaching	0	0	0	0	0
Total Teaching Salaries	85,000	87,550	90,177	92,882	95,668
Benefits - Faculty - FT 25%	13,250	13,648	14,057	14,479	14,913
Benefits - Faculty - PT 13.0%	4,800	4,944	5,092	5,245	5,402
Benefits - SS (FT) 28%	0	0	0	0	0

New Program Summary

Expenditures	2018-19 Projection	2019-20 Projection	2020-21 Projection	2021-22 Projection	2022-23 Projection
Total Employee Benefits	18,050	18,592	19,149	19,724	20,315
Total Labour	103,050	106,142	109,326	112,606	115,984
Instructional Supplies	1,000	1,000	1,000	1,000	1,000
Instructional Other Costs	0	0	0	0	0
Field Work	0	0	0	0	0
Membership & Dues	1,500	1,500	1,500	1,500	1,500
Professional Development	3,000	3,000	3,000	3,000	3,000
Travel/accommodation/meals	3,000	3,000	3,000	3,000	3,000
Promotion/Public relations	5,000	5,000	5,000	5,000	5,000
Maintenance- Equipment	0	0	0	0	0
Telecommunications	0	0	0	0	0
Software Costs	10,000	10,000	10,000	10,000	10,000
Office supplies/Other Expenses	0	0	0	0	0
Rental	0	0	0	0	0
Total Other Expenditure	23,500	23,500	23,500	23,500	23,500

Report Number: BOG-2017-49

To: Board of Governors

From: Elaine Popp, Vice President, Academic

Date of Report: February 7, 2017

Date of Meeting: February 15, 2017

Subject: Program Advisory Committees – semi-annual report

1. Purpose

The purpose of this report is to inform the Board of Governors of the activities of the Program Advisory Committees of Durham College.

2. Recommendation

It is recommended to the Durham College Board of Governors:

That Report BOG-2017-49, providing the Program Advisory Committees semi-annual report, be received for information.

3. Background

The Minister's Binding Policy Direction 3.0 Programs – Framework for Programs of Instruction, Section C: The Board of Governors is 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.

4. Discussion/Options

The semi-annual reports provide an at-a-glance look at the Program Advisory Committees membership, last meeting date, major recommendations, and actions to be taken. Additionally, a subjective level of engagement for each Program Advisory Committee has been indicated.

5. Financial/Human Resource Implications

There are no financial or human resources implications.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for UOIT

There are no implications for UOIT.

8. Relationship to the Strategic Plan/Business Plan

This report relates to the “Our Students” pillar of the Strategic Plan, and the goal 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.

School of Media, Art & Design

PAC - Program / Program Cluster	Last meeting date	Membership	Status¹
Advertising and Marketing Communications/ Advertising – Digital Media Management Grad. Cert.	November 1, 2016	12 External 4 College Representatives	Yellow
Advanced Filmmaking Grad Cert., Digital Photography, Digital Video	September 20, 2016	14 External 5 College Representatives	Yellow
Animation – Digital Arts/Animation – Digital Production/Game Development/VFX and Digital Cinema	September 21, 2016	11 External 6 College Representatives	Yellow
Broadcasting for Contemporary Media	October 5, 2016	14 External 5 College Representatives	Green
Fine Arts – Advanced and Foundations in Art & Design	November 22, 2016	9 External 9 College Representatives	Yellow
Graphic Design	October 19, 2016	10 External 4 College Representatives	Red
Interactive Media Design/Contemporary Web Design/ Interactive Media Management Grad Cert./Web Applications for Mobile Computing /Media Fundamentals	October 25, 2016	14 External 5 College Representatives	Yellow
Journalism – Broadcast and Electronic Media/ Journalism – Web and Print/ Investigative Journalism and Documentary Production Grad Cert.	September 27, 2016	9 External 4 College Representatives	Green

¹ Green: Very active and engaged PAC with diverse membership representing a cross-section of industry.
Yellow: Moderately active and engaged PAC with reasonably diverse membership.
Red: PAC that requires attention and review of membership.

PAC - Program / Program Cluster	Last meeting date	Membership	Status ¹
Music Business Management/Music Business Administration	November 8, 2016	11 External 6 College Representatives	Green
Public Relations	November 15, 2016	13 External 7 College Representatives	Green

Key recommendations

Program area	Recommendation	Action Plan	Status	Responsibility
Advertising and Marketing Communications/ Advertising – Digital Media Management Grad. Cert.	Develop a Tip Sheet on effective group work for distribution each time a group project is assigned. Develop mentorship program between second and first-year students.	Faculty will collaborate with PAC to develop group work structure that recapitulates industry practice. Faculty will incorporate experience into curriculum and begin training second-year students.	May-June 2017 May-June 2017	Faculty and PAC members Faculty
Advanced Filmmaking Grad Cert., Digital Photography, Digital Video	Teach students various subdivisions of the disciplines. Incorporate social skills and production etiquette into curriculum to prepare for WIL.	Break current 6-hr capture courses into 3-hr course and add 3hrs (total 3 specific courses). Add presentation and mock interview elements into curriculum	Completed –2016 intake (course is in 3 rd semester in September 2017). May-June 2017	Faculty Faculty
Animation – Digital Arts/Animation – Digital Production/Game Development/VFX and Digital Cinema	VFX and senior animation studios require advanced rendering capability in hardware. Consider addition of MOCAP to curriculum	Refresh D111 and B110 with MacPro 6-core computers. Acquire MOCAP data and incorporate use into curriculum	Completed in August 2016 Completed in May 2016	IT/Facilities Faculty

Program area	Recommendation	Action Plan	Status	Responsibility
Broadcasting for Contemporary Media	Increase training in use of Social Media Broadcast	Add a course in writing and production for social media.	Course added in 2017 – Emerging Platforms for Broadcasting	Faculty
	Increase training in multimedia platforms	Expand range of media currently used for broadcast.	Increased use of iPhones achieved in Mobile Reporting. All students host on Riot Radio	Faculty
Fine Arts – Advanced and Foundations in Art & Design	Determine the purpose of drawing across the program.	Review course outlines and incorporate drawing outcomes in as many as possible.	Drawing instructors reviewed and aligned course outlines together to improve continuity between courses.	Faculty
	Improve creativity and concept development.	Review course outlines and critique/evaluation methods to improve feedback on conceptual development and creativity.	Program team will review course outlines in May-June 2017.	Faculty
Graphic Design	Add interactive design to curriculum.	Introduce Interactive Media into design courses including push notifications.	Completed for 2016 intake.	Faculty
	Change from teaching software to teaching design using software.	Integrate Illustrator, Photoshop and InDesign into single projects within the Design tools.	Completed for 2016 intake.	Faculty
Interactive Media Design/Contemporary Web Design/ Interactive Media Management Grad Cert./Web Applications for	Introduce HTML earlier, followed by Javascript.	Change curriculum to create a sequence of learning for scripting and coding.	Partial change in effect for Sept 2016. Will be expanded for Sept 2017.	Faculty
	Improve grad skills in time management and presentation skills.	Add time management and presentation CLO's in several courses to emphasize these skills.	Completed for Sept 2016	Faculty

Program area	Recommendation	Action Plan	Status	Responsibility
Mobile Computing /Media Fundamentals				
Journalism – Broadcast and Electronic Media/ Journalism – Web and Print/ Investigative Journalism and Documentary Production Grad Cert.	Review scheduling of Newsroom (L223) to accommodate increased usage (BRCM & JOUR). Improve experiential learning opportunities.	Create schedule to divide use of room for two programs. Add more time in Riot Radio and on Chronicle platforms.	Completed September 2016. Completed September 2016.	Staff and Faculty Faculty
Music Business Management/Music Business Administration	Increase education in Music Publishing Remove Study Skills Course	Add course in Music Publishing. Remove Study Skills course	Completed – effective for 2017 intake. Completed – effective for 2016 intake.	Faculty Faculty
Public Relations	Review curriculum to ensure inclusion of photography, video and electronic media Include more original portfolio work in Electronic Publishing Course.	Review and revise course outlines. Remind part-time faculty to follow course outlines. Review and revise course outline	Complete for September 2016. Partially complete. Will be completed in May-June 2017.	Faculty Faculty

School of Business, IT & Management

PAC - Program / Program Cluster	Last meeting date	Membership	Status ¹
Accounting and Accounting & Payroll	November 10, 2016	10 External 10 College Representatives	Green
Computer Programmer	November 22, 2016	10 External 12 College Representatives	Green
Computer Systems Technician/Technology	September 28, 2016	7 External 16 College Representatives	Red
Entrepreneurship & Small Business	November 8, 2016	7 External 11 College Representatives	Green
Human Resources	November 23, 2016	8 External 8 College Representatives	Green
Insurance	September 22, 2016	14 External 8 College Representatives	Green
International Business Management Grad Certificate	September 20, 2016	6 External 9 College Representatives	Yellow
Information Systems Security – Computers and Networking	October 5, 2016	14 External 11 College Representatives	Yellow
Library and Information Technician	November 29, 2016	10 External 13 College Representatives	Green
Marketing – Business/Marketing – Business Administration	October 19, 2016	10 External 15 College Representatives	Yellow

¹ Green: Very active and engaged PAC with diverse membership representing a cross-section of industry.
Yellow: Moderately active and engaged PAC with reasonably diverse membership.
Red: PAC that requires attention and review of membership.

PAC - Program / Program Cluster	Last meeting date	Membership	Status¹
Office Administration (Executive/Medical)	November 16, 2016	11 External 16 College Representatives	Green
Operations – Business/Operations Management – Business Administration	October 12, 2016	7 External 8 College Representatives	Green
Project Management	December 1, 2016	5 External 16 College Representatives	Red
Recreation & Leisure Services	October 26, 2016	15 External 15 College Representatives	Yellow
Sports Admin./Sport Management/Sport Business Management Graduate Certificate	October 18, 2016	16 External 10 College Representatives	Yellow

Key Recommendations

Program Area	Recommendation	Action Plan	Status	Responsibility (title)
Accounting and Accounting & Payroll	<p>Microsoft Excel is a key skill that employers demand and are having difficulty finding. Continue to focus on ensuring that our graduates have a high level of competency in this area.</p> <p>Revise selected course(s) based on PAC feedback</p>	<p>Spring 2017: Review Program of Studies (POS) to ensure that students have adequate preparation in Excel. Conduct a mini-mapping across the courses that cover Excel.</p> <p>Spring 2017: Update course outlines as necessary.</p> <p>Spring 2017: Review Management Information Systems course</p>	In progress	<p>Program Coordinator Faculty Associate Dean Dean</p>
Computer Programmer	<p>Investigate implementing Vagrant (open source software) as part of the curriculum.</p> <p>Increase connections with high school students by offering dual credit courses.</p>	<p>Spring 2017: Discuss at Spring meeting</p> <p>Spring 2017: Confirm progress with St. Mary's (Pickering) for Fall 2017</p>	In progress	<p>Program Coordinator Faculty</p> <p>Associate Dean</p>
Computer Systems Technician/Technology	<p>September 2016 and May 2016 meeting cancelled due to lack of quorum.</p> <p>From November 2015:</p> <p>Integration of communication and soft skills throughout program</p> <p>Investigate feasibility of adding MAC computers back into program</p>	<p>Spring 2017: Develop communication courses specific to computer programs</p> <p>Program team to review POS to determine ways to include communication and soft skills; review Project Management course to establish joint projects</p>	In progress	<p>Program Coordinator Faculty</p> <p>Program Coordinator Faculty</p>

	Ensure PAC meetings run as scheduled	Spring 2017: Review PAC membership; include phone-in option		
Entrepreneurship & Small Business	<p>Recommend addition of soft skills and presentation skills to program. Also switching from economics course to small business case study course</p> <p>Provide further student support for Quickbooks</p> <p>Continue to foster strong link between FastStart and program</p> <p>Investigate ways to generate interest in the program</p>	<p>Spring 2017: Review of program, with plans to change for Fall 2018</p> <p>Spring 2017: discuss creation of Quickbooks tutorial or simulation</p> <p>Spring 2017: discuss further ways to connect with FastStart</p> <p>Spring 2017: review dual credit possibility, review Junior Achievement and Toastmasters as options</p>	In progress	<p>Program Coordinator</p> <p>Program Coordinator</p> <p>Program Coordinator</p> <p>Program Coordinator, Associate Dean and Dean</p>
Human Resources	<p>Ensure program continues to be accredited by Human Resources Professional Association (HRPA); assess impact of accreditation standards</p> <p>Review field placement hours and timing to ensure optimal experience for students and administrative feasibility</p>	<p>Spring 2017: Follow up with HRPA; revise course outlines where required</p> <p>Spring 2017: Review placement hours and timing of Advanced Computer Applications course</p>	In progress	<p>Program Coordinator</p> <p>Program Coordinator</p>
Insurance	Enhance the program to be more marketable – new/different courses, different marketing strategy	Spring 2017: review multiple options on how to improve the program. Get students and industry involved.	In progress	Program Coordinator, Associate Dean and Dean
International Business Management Graduate Certificate	<p>September 2016 meeting cancelled due to lack of quorum.</p> <p>From May 2016 meeting:</p>		In progress	

	<p>Solicit feedback on program of study changes from PAC members</p> <p>Promote networking events for students</p> <p>Determine feasibility of adding co-op opportunities</p>	<p>Spring 2017: discuss POS changes</p> <p>Spring 2017: investigate possibility of Forum for International Trade Training (FITT) student chapter; promote existing FITT events</p> <p>Spring 2017: discuss and evaluate potential for co-op</p>		<p>Program Coordinator</p> <p>Program Coordinator</p> <p>Program Coordinator, Associate Dean and Dean</p>
Information Systems Security – Computers and Networking	<p>Add business courses into POS</p> <p>Explore adding a second year to program</p> <p>Explore courses for hybrid delivery</p> <p>Add Lunch 'n Learns permanently to program</p>	<p>Spring 2017 – review draft for new business course</p> <p>Spring 2017 – Table motion for endorsement of second year development</p> <p>Spring 2017 – Review POS to identify courses appropriate for hybrid delivery</p> <p>Spring 2017 - Discuss how to add Lunch n Learns to POS</p>	In progress	<p>Program Coordinator</p> <p>Program Coordinator, Associate Dean and Dean</p> <p>Program Coordinator</p> <p>Program Coordinator</p>
Library and Information Technician	<p>Review information from college program comparison activity to ensure program is of highest quality.</p>	<p>Spring 2017: review data to identify program strengths and challenges. Update course outlines as necessary.</p>	In progress	<p>Program Coordinator</p>
Marketing	<p>Explore bridge to the UOIT Communications and Media Studies program</p> <p>Incorporate more digital media and software into program</p>	<p>Spring 2017: Executive Dean to begin dialogue with appropriate UOIT counterpart</p> <p>Spring 2017 – review COMP 1209 for relevancy; Fall 2017 – launch new media course</p>	In progress	<p>Dean</p> <p>Program Coordinator</p>

Office Administration	<p>Ensure field placement is meeting both student and employer needs</p> <p>Ensure our Executive stream graduates have strong skills in project management - particularly MS Project, financial mapping, project costing, and project tracking.</p>	<p>Spring 2017: program team to review field placement model</p> <p>Spring 2017: Review Project Management course (Executive stream)</p>	In progress	<p>Program Coordinator</p> <p>Program Coordinator</p>
Operations Management	Solicit PAC member feedback on results of program review	Spring 2017: share draft results of program review; review action plans	In progress	Program Coordinator and Program Review Team
Project Management	<p>December 2016 meeting cancelled June 2016 meeting did not have quorum.</p> <p>From June 2016 meeting:</p> <p>Strengthen relationship with program and Program Management Institute (PMI)</p> <p>Recommended additions to curriculum: triggers needed to identify a failing project; structured escalation procedures for teamwork</p>	<p>Spring 2017: Investigate further volunteer PMI experiences for students; follow up on PMI Paper competition</p> <p>Spring 2017: review POS and course outlines to determine inclusion of additions.</p>	In progress	<p>Program Coordinator</p> <p>Program Coordinator</p>
Recreation & Leisure	Review POS and course outlines – software and workload issues	Spring 2017: continued review of POS and course outlines; make required changes	In progress	Program Coordinator

Sport Management	Recommended change to field placement – 500 hr Jan-April	Winter 2017: finalized change and implementation date	Complete	Program Coordinator
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Centre for Food

PAC - Program / Program Cluster	Last meeting date	Membership	Status ¹
Culinary Skills/Culinary Management	November 14, 2016	9 External 5 College Representatives	Green
Hospitality Skills/Management, Special Events/Event Planning	December 1, 2016	12 External 5 College Representatives	Green

Key recommendations

Program area	Recommendation	Action Plan	Status	Responsibility
Culinary/Hospitality	Committees are in support of exploring co-op opportunities for all programs. Employers believe there is industry support for this.	Further explore the co-op processes. Share information with Co-op manager and Vice President, Academic as DC works on launching a pilot for co-op and then adding new programs.	In progress	Associate dean & program coordinator
Culinary	"Speed-dating" job fair with PAC members.	March 28: PAC meeting will be held with job fair event to be held immediately after	In progress	Program coordinator, and Admin Assistant
Hospitality	Present detailed sharing of one or two courses at each PAC so members learn more about courses at a deeper level.	Program coordinator will review and prepare detailed presentation(s) before each PAC meeting.	In progress	Program coordinator

¹ Green: Very active and engaged PAC with diverse membership representing a cross-section of industry.
Yellow: Moderately active and engaged PAC with reasonably diverse membership.
Red: PAC that requires attention and review of membership.

School of Health & Community Services

PAC - Program / Program Cluster	Last meeting date	Membership	Status¹
Activation Coordination in Gerontology	October 19, 2016	16 External 9 College Representatives	Green
Animal Care	November 3, 2016	10 External 3 College Representatives	Yellow
Child and Youth Worker	October 26, 2016	14 External 5 College Representatives	Green
CICE – Community Integration through Cooperative Education	November 9, 2016	8 External 5 College Representatives	Yellow
Communicative Disorders Assistant	November 14, 2016	8 External 4 College Representatives	Yellow
Community (Addictions and Mental Health/Social Services Worker) and Community Services and Child Studies Foundation	November 16, 2016	14 External 11 College Representatives	Green
Dental Programs (DA/DH/Dental Reception and Administration)	May 13, 2016	10 External 10 College Representatives	Red
Developmental Services Worker	October 27, 2016	11 External 5 College Representatives	Green
Early Childhood Education	November 29, 2016	12 External 5 College Representatives	Green
Fitness & Health Promotion	October 6, 2016	15 External 6 College Representatives	Green
Occupational Therapist Assistant/Physiotherapist Assistant (OTA/PTA)	November 7, 2016	15 External 6 College Representatives	Green
Practical Nursing/Personal Support Worker and Critical Care Nursing	November 23, 2016	16 External 14 College Representatives	Red

¹ Green: Very active and engaged PAC with diverse membership representing a cross-section of industry.
Yellow: Moderately active and engaged PAC with reasonably diverse membership.
Red: PAC that requires attention and review of membership.

Key recommendations

Program area	Recommendation	Action Plan	Status	Responsibility
Activation Coordination in Gerontology	Review the Ontario Colleges application website to see where the program is listed	Discuss with Admissions the possibility of expanding website.	In progress.	Program Coordinator
Animal Care	Recruit a current and graduate student to join the Program Advisory Committee (PAC).	Recruit a current and graduate student.	In progress.	Program Coordinator
Child & Youth Care	Obtain evaluation methods of employability skills and types of training/skills required by agencies.	PAC members to seek this information from their respective Human Resources departments.	In progress.	Associate Dean
CICE – Community Integration through Cooperative Education	Changes were made and are not reflected accordingly.	Update program learning outcomes to reflect changes.	In progress.	Program Coordinator
Communicative Disorders Assistant	Review membership list.	Consider diversifying the membership.	In progress.	Associate Dean

Program area	Recommendation	Action Plan	Status	Responsibility
Community -Addictions & Mental Health Program (ADMH), Social Service Worker Program (SSW), Community Services & Child Studies Foundations (CSCSF)	Provide update on SSW Program of Studies (POS).	R. Uyenaka to provide an update on the SSW Program of Study (POS) approval at next meeting.	In progress.	Program Coordinator
Dental Programs (DA/DH/Dental Reception and Administration)	Meeting cancelled due to lack of quorum.			
Developmental Services Worker	Obtain letters from the School Boards	Seek letters from various School Boards outlining the positive experiences from having a DSW student in their class/school.	In progress.	Program Coordinator
Early Childhood Education	Resources are outdated.	Provide list of updated resources. List was provided to the Membership with the Minutes.	Completed.	Program Coordinator
Fitness & Health Promotion	Provide membership with a copy of the KPIs, Program Health Matrix and link for the Fitness and Health Promotion promotional video. Membership wants to view video,	Documents were e-mailed to membership with Minutes. Link provided to view video.	Completed.	Program Coordinator
Occupational Therapist Assistant/Physiotherapist Assistant (OTA/PTA)	Provide membership with a copy of the KPIs and Program Health Matrix.	Documents were sent via e-mail to the membership with Minutes.	Completed	Program Coordinator

Program area	Recommendation	Action Plan	Status	Responsibility
Practical Nursing/Personal Support Worker and Critical Care Nursing	Provide membership with a copy of the KPIs and Program Health Matrix as well as the PSW Program Review – External Stakeholder Survey to review and provide feedback.			

School of Interdisciplinary Studies

PAC - Program / Program Cluster	Last meeting date	Membership	Status ¹
General Arts & Science (GAS) – Liberal Arts	November 16, 2016	9 External 6 College Representatives	Green
General Arts & Science – Health	November 17, 2016	8 External 5 College Representatives	Yellow

Key recommendations

Program area	Recommendation	Action Plan	Status	Responsibility
GAS – Liberal Arts	SUCC 1300 course to be updated to include a module on instructor feedback, rubrics, etc. based on student Program Advisory Committee (PAC) member feedback	Spring 2017: Faculty member to revise course outline and include amended material.	Will be completed in Spring, 2017.	Faculty
GAS - Health	Determine information provided to secondary schools from Strategic Enrolment Services (SES), per PAC member request; Obtain student performance statistics from the GASS pilot for sharing at next meeting.	Information to be obtained by program coordinator	Completion for Spring 2017	Program coordinator

¹ Green: Very active and engaged PAC with diverse membership representing a cross-section of industry.
Yellow: Moderately active and engaged PAC with reasonably diverse membership.
Red: PAC that requires attention and review of membership.

School of Justice & Emergency Services

PAC - Program / Program Cluster	Last meeting date	Membership	Status¹
Advanced Law Enforcement & Investigations/Police Foundations/Protection, Security & Investigation – PSI	November 10, 2016	22 External 11 College Representatives	Green
Court Support Services	October 26, 2016	14 External 7 College Representatives	Green
Fire and Life Safety Systems Technician	October 25, 2016	10 External 3 College Representatives	Yellow
Firefighter – Pre-service, Education and Training	October 19, 2016	13 External 4 College Representatives	Yellow
Law Clerk Advanced Fast Track and Office Admin. - Legal	October 18, 2016	18 External 8 College Representatives	Green
Mediation – Alternate Dispute Resolution	November 9, 2016	13 External 6 College Representatives	Green
911 Emergency & Call Centre Communications	November 16, 2016	16 External 7 College Representatives	Green
Paralegal	November 14, 2016	14 External 6 College Representatives	Green
Paramedic and Emergency Services Fundamentals	October 18, 2016	12 External 7 College Representatives	Green
Victimology	November 17, 2016	12 External 3 College Representatives	Red
Youth Justice (Corrections) & Interventions	October 12, 2016	17 External 3 College Representatives	Red

¹ Green: Very active and engaged PAC with diverse membership representing a cross-section of industry.
Yellow: Moderately active and engaged PAC with reasonably diverse membership.
Red: PAC that requires attention and review of membership.

Key recommendations

Program area	Recommendation	Action Plan	Status	Responsibility
Advanced Law Enforcement & Investigations/Police Foundations/Protection, Security & Investigation – PSI	Mentorship program being recommended for inclusion in programs; incorporating more practical fitness required; PAC members appreciate the inclusion of the embedded specialty certificates and appreciate the attention being given to further Mental Health training.	Report back on the status of the mentorship initiative at the spring meeting. Program team to review fitness feedback in spring program team meetings.	Both in progress	Program Coordinator, ALEI; 3 faculty teams.
Court Support Services	Investigate inclusion of mental health workshops into the program.	Spring, 2017: review program of studies to facilitate additional workshops.	In progress	Program Coordinator
Fire and Life Safety Systems Technician	Promote use of DC for delivery of courses for the Canadian Fire Alarm Association (CFAA)	Spring 2017: Contact CFAA to offer DC for courses/seminars for credits with inclusion of students to enable them to obtain additional credits	In progress.	Program Coordinator
Pre-Service Fire Education and Training (PFET)	Develop and upgrading refresher course for PFET grads wishing to move into the fire service industry.	Winter and Spring 2017: development of refresher workshops.	In progress.	Program Coordinator and program team.
Law Clerk Advanced Fast Track and Office Admin. - Legal	Mentorship for placement support and for inclusion of alumni as mentors.	Investigate mentorship for second year students with alumni.	In progress: surveys completed; research completed	Program Coordinator and faculty team.

Program area	Recommendation	Action Plan	Status	Responsibility
Mediation – Alternative Dispute Resolution	Investigate feasibility of including the Ontario Association of Family Mediators' Elder Mediation training into the program.	Spring, 2017: faculty member to attend training in Elder Mediation to determine if it can be offered and embedded into the program.	Investigation in progress.	Faculty Member and Executive Dean
911 Emergency & Call Centre Communications	Continue to pursue experiential learning and student leadership opportunities; identify leadership opportunities for students with community partners.	Work to expand off campus contacts with referrals from PAC.	Ongoing	Program coordinator and team
Paralegal Programs	Provide information on Continuing Professional Development Enrichment Nights to all PAC members and to lawyers through publication in the Durham Region Law newsletter.	Email information once schedule of topics is available.	Completed	Faculty and Centre for Integrated Justice Studies (CIJS) coordinator
Paramedic and Emergency Services Fundamentals	Continue to monitor responses on the gap in accreditation service due to loss of Canadian Medical Association (CMA); monitor new paramedic profile to ensure standards of practice and Ethical standards are included in the program.	Attend accreditation opportunities: phone call meetings have been set up – to determine directions being taken.	Ongoing: meetings being attended virtually by faculty members and administration	Program Coordinator and faculty team

Program area	Recommendation	Action Plan	Status	Responsibility
Victimology	Continue to expand opportunities with Victim Justice Network (VJN), after successful livestream meeting with over 270 participants from across the globe (global classroom). It presented an example of great partnership opportunities.	Continue to work with VJN to identify additional opportunities for connecting with other victim service organizations on items of current relevance.	Ongoing	Program coordinator and program team
Youth Justice & Interventions	Incorporate aboriginal youth content into the program.	Spring, 2017: review of courses to determine where the content can best be embedded.	Will be part of spring activities.	Program Coordinator and program team.

School of Science & Engineering Technology

PAC - Program / Program Cluster	Last meeting date	Membership	Status ¹
Architectural Technician/Architectural Technology	October 13, 2016	7 External 3 College Representatives	Green
Biomedical Engineering Technology	November 15, 2016	8 External 3 College Representatives	Green
Biotechnology – Advanced (combined with Pharmaceutical and Food Science Technology)	November 3, 2016	23 External 6 College Representatives	Green
Chemical Engineering Technology	November 10, 2016	8 External 3 College Representatives	Yellow
Chemical Laboratory Technician	October 20, 2016	7 External 3 College Representatives	Yellow
Electronics (Electronic Engineering Technician/ Electronic Engineering Technology)	October 25, 2016	9 External 3 College Representatives	Yellow
Electro-Mechanical Engineering Technology	September 27, 2016	16 External 5 College Representatives	Yellow
Environmental Technology	November 24, 2016	7 External 3 College Representatives	Green
Food and Farming	December 7, 2016	12 External 3 College Representatives	Green

¹ Green: Very active and engaged PAC with diverse membership representing a cross-section of industry.
Yellow: Moderately active and engaged PAC with reasonably diverse membership.
Red: PAC that requires attention and review of membership.

PAC - Program / Program Cluster	Last meeting date	Membership	Status¹
Horticulture Technician	November 14, 2016	8 External 4 College Representatives	Yellow
Mechanical (Mechanical Engineering Technician/ Mechanical Engineering Technology)	November 1, 2016	10 External 4 College Representatives	Yellow
Mechanical Engineering Technician - Non-Destructive Evaluation	October 19, 2016	6 External 3 College Representatives	Yellow
Pharmaceutical and Food Science Technology (combined with Biotechnology – Advanced)	November 3, 2016	See Biotechnology	Green
Water Quality Technician	December 1, 2016	7 External 3 College Representatives	Green

Key recommendations

Program area	Recommendation	Action Plan	Status	Responsibility
Architecture Technician/Technology	There is an increasing emphasis on thermal performance requirements and energy modeling.	Map the program to ensure energy modeling is embedded in the curriculum.	Program mapping will be completed Spring 2017	Program Coordinator with the Program Team
Biomedical Engineering Technology	Graduates need to understand data security and data integrity.	Add to the new biomedical programming course.	Spring 2017	Programming Professor
Chemical Laboratory Technician	The industry is rapidly evolving and new technologies include Raman Spectroscopy, and ICP testing to name a few.	Investigate the feasibility of purchases such technologies.	Spring 2017 project	Program Coordinator and the Executive Dean

Program area	Recommendation	Action Plan	Status	Responsibility
Electromechanical Engineering Technology	Ensure our graduates have a basic understanding of electrical code and that they can access relevant code.	New course to be developed for September 2017 with the Centre for Academic and Faculty Enrichment (CAFE) and Corporate Training Services (CTS).	In progress.	Executive Dean
Environmental Technology	The new Waste Diversion Act needs to be addressed in the program.	Environmental Microbiology course to be reviewed and modified to include the new Waste Diversion Act for Winter 2018.	Spring 2017	Environmental Microbiology Professor
Horticulture- Food and Farming Technician	Investigate the option of including training on new technologies such as drones.	Investigate the need and feasibility of incorporating new technologies and energy efficient systems such as robotics, and drones into the program.	Spring 2017	Program Coordinator
Mechanical Engineering Technician and Technology (METC/METY)	Identify transferability among Industrial Maintenance Mechanic (IMM) and METC graduates as some employers like hiring graduates with both or want to provide current employees with the option of upgrading.	Map the IMM and METC/METY outcomes.	Spring 2017	Program Coordinator
Pharmaceutical and Food Science Technology and Biotechnology – Advanced	Investigate the medical marijuana industry with respect to Quality Assurance/Quality Control (QA/QC) opportunities for our graduates.	Prepare a labour market survey for this industry and seek job postings.	Completed January 2017	Office of Research Services, Innovation & Entrepreneurship (ORSIE), Executive Dean

Program area	Recommendation	Action Plan	Status	Responsibility
Water Quality Technician	Energy efficiency is becoming a key industry issue.	Add a module on energy management into the program.	Spring 2017	Program Coordinator

School of Skilled Trades, Apprenticeship & Renewable Technology

PAC - Program / Program Cluster	Last meeting date	Membership	Status¹
Construction Carpentry - Sustainable	November 22, 2016	5 External 10 College Representatives	Yellow
Construction and Hoisting Techniques	January 26, 2017	12 External 7 College Representatives	Yellow
Electrical Technician - Instrumentation and Control and Electrical Techniques	February 7, 2017	15 External 5 College Representatives	Red
Heating, Ventilation, Air Conditioning Techniques/Gas Technician 2	November 10, 2016	7 External 7 College Representatives	Green
Mechanical Technician - Millwright	November 15, 2016	14 External 7 College Representatives	Yellow
Mechanical Techniques – Plumbing Techniques	June 1, 2016	10 External 4 College Representatives	Green
Motive Power Technician	October 20, 2016	10 External 6 College Representatives	Green
Power Engineering Technician	September 26, 2016	11 External 7 College Representatives	Green
Renewable Energy Technician	November 3, 2016	13 External 9 College Representatives	Green
Welding Techniques	January 4, 2017	13 External 8 College Representatives	Green

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Yellow: Moderately active and engaged PAC with reasonably diverse membership.
Red: PAC that requires attention and review of membership.

Key recommendations

Program area	Recommendation	Action Plan	Status	Responsibility
Construction Carpentry – Sustainable (CCST)	Conduct graduate focus group	Obtain list of employers that have hired graduates of the CCST program and provide to E. Thacker for upcoming focus groups	In process	Administrative Assistant
	Secure new members	Organize an industry Open House at the next Durham Home Builders Association meeting to recruit additional PAC members.	In process	Program Coordinator
	Increase awareness	Schedule a field trip for students to tour Steve Snider's Net Zero Ready home.	Scheduled	Program Coordinator and Program Team
Construction and Hoisting Techniques	Develop Drilling Training course	Follow up with Corporate Training Services (CTS) regarding Drill Training course development.	In process	Dean
	Change program name to include Crane Operator	Change name of program to Crane Operation, Rigging & Construction Techniques.	Complete	Committee
Electrical Technician - Instrumentation and Control and Electrical Techniques	PAC committee recruiting event	External industry focus group for comprehensive program review.	In process	Program Coordinator and Associate Dean
Heating, Ventilation, Air Conditioning Techniques/Gas Technician 2	Increase intake of HVAC.	Shop expansion to accommodate the demand for qualified HVAC graduates.	In process	Dean
	Target new PAC members from specific industries.	Invite representative from the propane industry.	In process	Committee

Program area	Recommendation	Action Plan	Status	Responsibility
Mechanical Technician - Millwright	Secure new PAC members	Follow up with Drew Chittendent's contacts.	In process	Dean and Program Coordinator
	Promote program through trade related media	Write an article on the Skills Ontario winners.	In process	Program Coordinator and Program Team
	Create a procedure to implement advance standing	Review passing grade of 50% with Vice President, Academic and Registrar.	Scheduled	Dean Dean and Program Coordinator
	Further discuss online training	Consider more online training opportunities.	On the agenda for May development	Program Coordinator
Mechanical Techniques - Plumbing Techniques	Review policy and procedure on replacing members.	Secure new PAC members	In process.	Committee/group
	Add information on safe handling of asbestos.	Implement a module on safe handling of asbestos to the Safety, Rigging & Hoisting course.	In process	Program Coordinator
Motive Power Technician	Increase electrical training in the program.	Third party educational simulation software.	In process.	Program Coordinator
Power Engineering Technician	Introduce Power Engineering Techniques – 4 th class.	New program being submitted to Board of Governors for approval.	In process.	Dean and Program Coordinator
	Implement new boiler into curriculum.	Curriculum binder submitted to TSSA for approval.	In process.	Dean and Program Coordinator

Program area	Recommendation	Action Plan	Status	Responsibility
Renewable Energy Technician	Review energy specific employment in energy strong countries.	Request the Office of Research Innovation Services, Entrepreneurship & Innovation (ORSIE) conduct an e-scan of energy strong countries such as Australia and Germany.	Pending	Dean/ORSIE
	Review MAESD program learning outcomes.	Revise current curriculum to align with energy employment requirements.	Pending	Dean and Program Coordinator
	Work integrated learning.	Invite employers to the classroom to speak to students on the skillset they are looking for.	Pending	Program Coordinator
Welding Techniques	Implement hybrid courses.	Working with Corporate Training Services to develop WELD 3300 as on online course.	In Process	Program Coordinator
	Recommend field placement or Co-op.	WETN is pursuing Co-op.	In Process	Dean and Program Coordinator
		New program being submitted to Board of Governors for approval.	In Process	Dean and Program Coordinator

Report Number: BOG-2017-50

To: Board of Governors

From: Meri Kim Oliver, Vice-President, Student Affairs, Elaine Popp, Vice-President, Academic

Date of Report: February 8, 2017

Date of Meeting: February 15, 2017

Subject: Enrolment Report 2017

1. Purpose

To provide a current enrolment report for the 2016-2017 year.

2. Recommendation

It recommended to the Durham College Board of Governors:

That Report BOG-2017-50, providing an update on enrolment for the 2016-2017 year, be received for information.

3. Background

Enrolment targets establish the foundation for college budgets and strategic planning. In September the 10 day enrolment count was presented to the Board to provide a preliminary view of enrolment for the 2016-2017 year.

In November, the formal audit of registered students is completed and submitted to the Ministry. The total number of students in post-secondary programs, including domestic and international students, as of the November audit was 10,871.

4. Discussion/Options

Durham College has attained a modest increase in domestic enrolment and a 32.0 per cent increase in international enrolment over the 2015-2016 numbers. The College will continue to face challenges to recruitment of domestic students over the next few years that will be offset in part by the increase in international student enrolment and constantly updating recruitment strategies.

5. Financial/Human Resource Implications

The College continues to invest in domestic student recruitment activities including updates to the college booth for recruitment fairs and a contact management system to enhance timely contact with recruits and new students. Significant increases in international recruitment activities will also continue worldwide.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for UOIT

There are no implications for UOIT.

8. Relationship to the Strategic Plan/Business Plan

This subject pertains to the business pillar in the strategic plan, where our goal is to establish well-planned and responsible growth targets for overall enrolment.

Advancing the work of the Enrolment Advisory Committee and its working groups to support student enrolment planning and develop enrolment goals, aligns with the same objective in the 2016-2017 business plan.

Report Number: BOG-2017-55

To: Board of Governors

From: Don Lovisa, President

Date of Report: February 13, 2017

Date of Meeting: February 15, 2017

Subject: 2017-2020 Strategic Plan

1. Purpose

To present the 2017-2020 Strategic Plan for final approval by the Board of Governors.

2. Recommendation

It is recommended to the Durham College Board of Governors:

That based on Report BOG-2017-55 the 2017-2020 Strategic Plan be approved.

3. Background

After extensive consultation with our stakeholders, the Strategic Planning Development Committee is bringing forward the 2017-2020 Strategic Plan for approval by the Board of Governors.

4. Discussion/Options

The 2017-2020 Strategic Plan incorporates the feedback provided by the Governors at the February retreat as well as feedback received from the Durham College Leadership Team.

5. Financial/Human Resource Implications

There are no financial or human resources implications.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for UOIT

Reference to UOIT is in the 2017-2020 Strategic Plan as part of the 'Our Community' pillar and the goal to strengthen our industry and community partnerships, including our campus partner the University of Ontario Institute of Technology.

8. Relationship to the Strategic Plan/Business Plan

This report relates to the 'Our Business' pillar of the 2016-2017 Business Plan and the objective to develop and new college strategic plan.





Mission:

The student experience comes first.

Vision:

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



Values:

- **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 uniqueness, 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.
- **Collaboration** — we create opportunities to work together to foster learning and achieve success.



Our Students

To provide students with the best possible learning experience.

We will:

- Deliver high-quality programs to help students develop a wide range of career-ready skills.
- Expand flexible, experiential and global learning opportunities.
- Support students' wellbeing with a focus on adaptability and resilience.
- Build lifelong relationships with students.



Our People

To optimize the experience and expertise of our people and help them make the best possible contribution toward the student experience.

We will:

- Improve communication across all levels of the college to better facilitate co-operation, collaboration and a culture of service.
- Continue to grow diversity in our workforce to reflect our student body and community.
- Cultivate and reward employee engagement, creativity and innovation.
- Invest in the professional development and personal wellbeing of our employees.



Our Business

To manage resources responsibly and ensure that we are financially and environmentally sustainable, demonstrate good governance, and are leaders in the support of outstanding teaching and learning.

We will:

- Offer quality programs, services and systems that modernize, support and grow our business.
- Maximize resources and processes in all aspects of our business oversight and leadership to achieve financial sustainability.
- Connect our objectives with economic, social and environmental policy perspectives that support the wellbeing of our local, provincial, national and international community.
- Expand our reputation among the local and global community.



Our Community

To contribute and respond to the economic, social and environmental well-being of our community.

We will:

- Develop new programs and services to meet the evolving demands of the job market and our students.
- Celebrate and support advances in entrepreneurship, innovation and sustainability.
- Advance our role as a community hub in Durham.
- Demonstrate leadership in volunteerism and giving back to our community.
- Strengthen our industry and community partnerships, including our campus partner the University of Ontario Institute of Technology.

Report Number: BOG-2017-52

To: Board of Governors

From: Don Lovisa, President

Date of Report: February 10, 2017

Date of Meeting: February 15, 2017

Subject: 2016-2017 Business Plan Update

1. Purpose

To provide the Board of Governors with an update on the 2016-2017 Business Plan.

2. Recommendations

It is recommended to the Durham College Board of Governors:

That Report BOG-2017-52, providing an update on the 2016-2017 Business Plan be received for information.

3. Background

Consistent with the Board of Governors' Board Policy and expectations of the Minister's Binding Policy Directive for Business Plans, the college President is required to bring business plan reports to the Board of Directors throughout the year. This is the second of three reports to be shared with the Board of Governors.

The Business Plan allows Durham College to plan its operations for the fiscal year within the framework outlined in its Strategic Plan and in support of its mission, vision and values. The Business Plan identifies to the public and provincial government the operational outcomes the College expects to achieve in the fiscal year. The Ministry of Advanced Education and Skills Advancement uses the information provided in college business plans for government planning and policy-making.

The Durham College Board of Directors approved the 2016-2017 Business Plan in April 2016. The plan was developed with input, direction, review and guidance representing all departments and areas of operation on campus, led by the Durham College Leadership Team.

4. Discussion/Options

The following describes progress to date across the four goals set in the 2016-2017 Business Plan, involving employees from departments and academic schools of every area of college operations.

The accompanying 2016-2017 Business Plan Scorecard describes in detail the progress on each objective; nearly all activities for the 49 objectives are tracking well for completion, with sixteen (16) items completed to date.

4.1 Our Students

- In support of advancing the work of the Enrolment Advisory Committee and its working groups, enrollment goals are being developed following the completion of the institutional environmental scan and SWOT analysis, with a spring 2017 approval timeframe.
- In support of collaborating with community partners to advance student entrepreneurship to support the needs of the local economy and labour market, through the IdeaEngine Program, the implementation of a spring “Bootcamp” accelerator program is confirmed in collaboration with Business Advisory Centre Durham.
- In support of establishing the International Education Advisory Committee, the Committee is now operational and has provided feedback to the draft International Global Engagement Plan.
- In support of expanding international recruitment activities, a contract with a representative in Nigeria has been improved, a re-focus for China is underway and additional resources have been directed to India.
- In support of launching phase 2 of the continuing education website redesign, Phase 2 is scheduled to go live in July 2017 to support the fall semester.

- In support of advancing the overall academic portfolio through new program development, five new programs have been approved for funding by the ministry and are set to launch in September 2017: Message Therapy; Mechanical Technician-Elevating Devices; Office Administration-Real Estate; Pre-Health Sciences Pathway to Certificates and Diplomas; and, Pre-Health Science Pathway to Advanced Diplomas and Degrees.
- In support of quality assurance processes, the 2016-2017 Comprehensive Program Reviews underway are all meeting milestones with a June 2017 deadline for the submission of final reports. A stronger integration of comprehensive and annual reviews with DC priorities and initiatives, e.g. internationalization of curriculum, KPIs, etc. is being emphasized.

4.2 Our People

- In support of the implementation of self-assessment guides under the Council for the Advancement of Standards in Higher Education for student affairs department on a rotating basis, Clinical Health and Health Promotion reviews began the second series of reviews in January 2017.
- In support of leveraging the expertise of the Centre for Academic and Faculty Enrichment (CAFÉ) to advance teaching and learning, CAFÉ members contributed to Campus PD day, in addition to a regular suite of workshops on teaching and the use of DC Connect.
- In support of employee effectiveness through mental health first aid, de-escalation and safe talk training, 189 employees have completed Mental Health First Aid, with plans to continue training into the next fiscal year.

4.3 Our Business

- 2017-2010 Strategic Plan is on track for April 12, 2017 release.
- The Office of Campus Safety has become the lead in oversight of the Campus Emergency Response Team.
- In support of the Durham College internationalization strategy and new opportunities, the final strategy is tracking for fiscal year-end.
- In support of enhancing the Office of Development and Alumni Affairs' marketing program, the Support for Run for DC, the Backback2Briefcase program and employee Pay Day lottery is complete, and a "giving" button was added to the DC website.
- The Simcoe building project is tracking on time for 2018 completion

- Simcoe Village Residence redevelopment planning underway with a minimal move strategy for the Campus Safety and Security complex, and Campus Living Centres will redevelop some double occupancy rooms into quad rooms and a lower cost option for international and domestic students. Conversions for both uses will begin in 2017.

4.4 Our Community

- 50th Anniversary plans launched in January 2017 beginning with the “Welcome back” hot chocolate for students on January 7 and the community launch on January 13 at the Oshawa Generals hockey game.
- Key milestones reached for the Centre for Collaborative Education include all levels of government contributing to the build, with recent commitments made by the City of Oshawa and Region of Durham.
- In support of the launch of the Corporate Council, community outreach is growing including a recent presentation of services to the joint-chambers of commerce in December 2016.
- In support of co-operative education programming, two pilot co-ops were approved for launch in Fall 2017: Fire and Life Safety Technician Diploma and the Supply Chain and Operations Management – Business Administration
- In support of applied research opportunities, as of January 2017, total funding has exceeded this year’s target, presently at 133% to date, representing 14 new projects.
- Six projects selected for the DC-UOIT Strategic Fund are underway.

5. Financial/Human Resource Implications

There are no financial or human resources implications at this phase of the Business Plan update.

6. Implications for the Joint Campus Master Plan

Implications for Joint Campus Master Plan include:

- Simcoe Village Residence under-utilization strategy






7. Implications for UOIT





Implications for UOIT include:



- DC-UOIT Strategic Fund
- Centre for Collaborative Education Capital Campaign
- Simcoe Village Residence under-utilization strategy



8. Relationship to the Strategic Plan/Business Plan





The Strategic Plan is undergoing renewal with launch date of April 2017. The 2017-2018 Business Plan will be aligned with the new Strategic Plan.








Objective		Update on Activities and Actions	DCLT Lead	Current Status
OUR STUDENTS				
1.	Advance work of Enrolment Advisory Committee and its working groups.	After review of the institutional environmental scan and completion of a SWOT analysis, the Enrolment Advisory Committee, is in the process of developing enrolment goals for the college. These goals will be provided to DCLT for approval in the spring 2017.	VP SA-VPA	
2.	Complete installation of boiler for use in Power Engineering Technician program at Whitby campus and prepare for next phase of work.	Introduction of pTSSA. Completed review of the Power Engineering submission and all requested edits have been implemented. Commissioning of the steam plant has started and will be completed early 2017. TSSA approval will be sought once the steam plant is fully operational. Potential food lab in northwest corner of the building has changed location of Power Engineering Technician lab to adjacent area (former "Chrysler garage"). Installation contract awarded and work is underway.	VPA & CAO	
3.	Collaborate with community partners to advance student entrepreneurship to support the needs of the local economy and labour market.	In addition to the three students who attended the Ontario Centres of Excellence Discovery conference earlier this year, six entrepreneurship students have been recommended to take part in next year's event. IdeaEngine Program, developed in collaboration with UOIT and Spark Centre, launched in September to offer year-round, online accelerator access. Advanced Certificate Workshop series developed with UOIT. Implementation of a spring 'Bootcamp' accelerator program confirmed in collaboration with Business Advisory Centre Durham.	VPA	
4.	Establish International Education Advisory Committee.	Terms of reference for the committee have been developed, membership has been established, and two meetings have taken place. The committee has reviewed and provided feedback on the draft Internationalization and Global Engagement Plan.	VPA	
5.	Expand international recruitment activities.	Significant increase in recruitment activity worldwide. Improved contract with representative in Nigeria, more resources for India and re-focus in China.	VPA	






Objective		Update on Activities and Actions	DCLT Lead	Current Status
6.	Enhance international student support and service.	Retention activities have been enhanced and now include: a series of fun, co-curricular, Canadiana, and career development activities delivered to support student transitions, retention, and development; airport greeter program expanded and utilized for second intake; First Night piloted and use of LaQuinta Hotel downtown for new students in January to manage capacity in residence for first night; Welcome Station expanded and being redesigned to provide students with computers and a phone to call home or arrange housing; second orientation session being conducted for late arriving students.	VPA	
7.	Complete Continuing Education (CE) student declaration project.	Due to the inclusion of Ontario level credentials, the scope of this project expanded. In addition, three new fields on the program registration form have been requested to be included, as well as the ability to email a PDF version of the receipt. The status of the project is currently being reviewed based on an increased push to commit department resources to facilitate a March 31 st completion date.	VPA	
8.	Develop new and substantially redesigned continuing education courses.	Of the 11 online courses that received Round 3 funding from eCampus Ontario, 10 courses are complete. The remaining course is currently in development and will be ready for spring 2017. In addition to the funded courses, 11 new courses have been developed, and 12 courses redesigned for improved student learning experience.	VPA	
9.	Launch Phase 2 of the continuing education website redesign.	Phase 1 was successfully launched prior to the Christmas break. Phase 2 will go live in July 2017 for the fall semester. Delays in phase 2 have been incurred by several factors: a lack of continuity in the project team (change in leadership of CE, lead web specialist changing position and loss of a key resource in SES), unexpected delays to the CE student declaration project and longer than anticipated support for the Post-Admission Testing pilot after go-live. A new web developer has been assigned to continue moving this project forward.	CAO & VPA	






Objective		Update on Activities and Actions	DCLT Lead	Current Status
10.	Enhance continuing education marketing strategy utilizing proven digital and social media tactics.	Continuing Education marketing plans for fall and winter intakes included significantly increased digital and social media strategies. These strategies target specific markets and provide data to track response rates and traffic to the website. Additionally, a strategic measurement tool to provide data comparing performance of traditional media, digital media, social media and other tactics was introduced to allow for data-driven decision-making on future marketing strategies. This initial goal will be completed by March 31, 2017 but will continue to be optimized now and in the future.	CAO	
11.	Support and enhance quality assurance processes.	<p>2016/2017 Comprehensive Program Reviews are currently meeting all milestones, with the goal of a June 2017 deadline for submission of the Final Reports. The comprehensive review process has been enhanced by updating templates, creating work flow documents, and developing better alignment with the CAFE. A stronger integration of comprehensive and annual reviews with DC priorities and initiatives (i.e. the internationalization of curriculum, PHM 2.0, KPIs, COMM1710, WIL and retention plans, etc.) is being emphasized.</p> <p>Durham College will continue to prepare the College Quality Assurance Audit Process (CQAAP) scheduled for the 2017-2018 academic year. All Academic Schools have completed the preparedness for the CQAAP exercise. Various programs have been identified and may be selected for the purposes of the audit.</p> <p>The Annual Program Review Working Group has prepared a review/report template and a list of recommendations for implementation for the spring 2017 Annual Program Review. The new Annual Program review process was successfully piloted in spring 2016. Full launch and training will commence for Deans and program coordinators in winter 2017.</p>	VPA	







Objective		Update on Activities and Actions	DCLT Lead	Current Status
12.	Pilot autism spectrum disorder residence program in fall 2016.	The pilot program with the Residence and Access and Support Centre is successful. In total, 11 students attended Autism Spectrum Disorder (ASD) group session last semester. 5 students are now part of residence instead of 3 as per last semester. 17 students have expressed interest in attending the group for this semester and 5 more came to group in the first week. All student participants are from Durham College.	VP SA	
13.	Advance overall academic portfolio through new program development.	<p>New Program development process was established. The changes to the process include examination of space, budget, equipment and capital, library resources and curriculum development costs earlier in the development phase. This helps with evidence-based decision making before committing to pursuing ministry approvals, full-development and launch of new programs.</p> <p>Meetings with Academic Deans occurred in October 2016 to prepare the rolling five-year program development roster. The Five-Year New Program Development Plan is now finalized for programs scheduled for launch in September 2017 through to 2021.</p> <p>Five new programs have been approved for funding by the ministry and are set to launch in September 2017; Massage Therapy, Mechanical Technician-Elevating Devices, Office Administration-Real Estate, Pre-Health Sciences Pathway to Certificates and Diplomas, Pre-Health Science Pathway to Advanced Diplomas and Degrees.</p> <p>Durham College is awaiting for the Ministry's consent/approval of its first degree program, Honours Bachelor of Health Care Technology Management.</p> <p>Program development for Durham College's second degree program, Honours Bachelor of Behavioural Science is well underway. The plan is to submit the degree program proposal to the Ministry in spring 2017.</p>	VPA	




Objective		Update on Activities and Actions	DCLT Lead	Current Status
OUR PEOPLE				
14.	Achieve Bill 132 (sexual violence) compliance.	Policy and procedure have been updated and approved by the Durham College Leadership Team on August 31, 2016.	CAO	
15.	Implement Self-Assessment Guides under Council for the Advancement of Standards for Higher Education for Student Affairs department on a rotating basis.	Clinical Health and Health Promotion reviews began in Spring 2016 and second series commenced in January 2017. Panel consisted of internal and external reviewers.	VP SA	
16.	Leverage expertise of Centre for Academic and Faculty Enrichment to advance teaching and learning.	<p>Through the Innovation Fund, the CAFE supported the development of simulation videos using standardized patients, the acquisition of automotive simulation software, the purchase of an aging simulation suit, and the development of videos to be used as resources for the indigenization of the curriculum in our broadcasting program.</p> <p>In addition to a regular suite of workshops on teaching and the use of DC Connect, CAFE members contributed to the Campus PD day.</p> <p>CAFE expertise has been leveraged for contributions to international projects in Vietnam and Guyana.</p> <p>Staff members have been trained on the Quality Matters Rubric for online course development to support this quality initiative by Ontario Learn.</p> <p>CAFE has created a large number of videos for both the dental and welding programs (8 welding and 24 dental videos completed).</p> <p>The Centre was the lead organizer for the Eastern Region Aligning and Building Curriculum Institute.</p>	VPA	
17.	Evaluate results of employment equity survey.	Results are in the process of being evaluated, expect a final report by March 31, 2017.	CAO	


Objective		Update on Activities and Actions	DCLT Lead	Current Status
18.	Support employee effectiveness through mental health first aid, de-escalation and safe talk training.	A total of 189 employees have completed Mental Health First Aid; 118 have completed de-escalation training.	CAO	
19.	Support effective organizational workforce planning and decision-making through the implementation of Cognos 10 reporting.	A total of 76 reports have been developed in Cognos.	CAO	
20.	Pilot wellness release time for employees and evaluate impact on individual perceptions of physical and mental wellness as well as short-term disability and long-term disability rates.	Pilot has been completed and a proposal has been submitted and approved by the Durham College Leadership Team for a long-term wellness program for our employees.	CAO	
21.	Support employee effectiveness through implementation of updated support staff performance review tool.	New performance tool has been implemented with input from user departments.	CAO	
22.	Conduct employee engagement survey.	Planning is underway for the survey to be administered in February/March 2017	CAO	
OUR BUSINESS				
23.	Develop new college strategic plan.	Extensive stakeholder engagement was conducted (close to 700 people) to frame the Vision, Mission and Goals of the New Strategic Plan. The draft Vision and Mission was presented to the Board in October 2017. DCLT prepared advice to the Board of Governors in support of the Board of Governors providing final input during the Governors' Retreat. The plan will be approved at the February 15 Board of Governors meeting. The final Board input and approval. The new strategic plan will be launched April 12, 2017.	President	
24.	Repurpose former Campus Tennis Centre and expand delivery of intramural programs for students.	Campus Tennis Centre repurposing has been completed. New Program delivery underway.	CAO & VPSA	




Objective		Update on Activities and Actions	DCLT Lead	Current Status
25.	Move Campus Emergency Response Team operations to the oversight of the Office of Campus Safety.	The Office of Campus Safety has become the lead in oversight regarding the Campus Emergency Response Team. Measures have been taken to change protocols that see our North Team attend at the buildings north of Conlin Road. Recruitment and training has begun with hopes that we may be able to staff Whitby early in 2017.	VP SA	
26.	Develop Durham College internationalization strategy and new international opportunities.	Draft strategy is currently being reviewed. Final draft to be reviewed by I&GE Committee, ALT, Academic Council, DCLT and President. Final draft by fiscal year-end in 2017.	VPA	
27.	Increase space utilization at the Pickering Learning Site.	Main floor café has been redeveloped as a student touchdown/casual seating/study area with self-service options for food.	CAO&VPA	
28.	Enhance the Alumni and Development Office's marketing program in co-operation and collaboration with the Office of Development and Alumni Affairs.	<p>A "Giving" button was added to the DC website. The alumni website is complete and active. Development website is complete and with client for review prior to launch.</p> <p>Building Something Amazing case for support is complete. Additional collateral pieces are currently in progress.</p> <p>Support for Run for DC, the Backback2Briefcase program and the employee Pay Day lottery, including the development and execution of communications plans and marketing for these initiatives is complete.</p>	CAO	
29.	Strengthen proactive media relations within targeted demographic areas.	<p>Continued pro-active media relations outreach has resulted in an increase in media coverage in high-profile, national outlets including Mclean's Magazine, the Globe and Mail, the Toronto Star and the Toronto Sun. Ongoing media relations activities continue, including the creation and utilization of a targeted editorial calendar designed to provide information on all upcoming editorial opportunities (special sections) for major print outlets across the GTA and beyond.</p> <p>A regular column in Metroland was secured and runs every three weeks, providing the college with a locally-based platform for discussing new initiatives, timely information, announcements, etc. while building positive profile for DCLT.</p>	CAO	



Objective		Update on Activities and Actions	DCLT Lead	Current Status
30.	Launch final phase of Durham College Experience Campaign – Experience 3.0.	<p>Due to changes within the webteam, specifically in the project lead for the web portion of this deliverable, the project was delayed until a new webteam structure was put in place. Project is fully back on track.</p> <p>Website redesign – consultation and research phase completed. New navigation structure developed. Page templates integrating content from organic and social media ambassadors, in progress to be finalized by March 2017. Next steps: departmental consultations, content review, creation and migration, user testing.</p> <p>Social media ambassador program – DC employee training modules are in progress in CAFÉ to complete. These modules will be used for DC employees wishing to become a DC social media ambassador. A communication plan will be launched in February through March to encourage employees to become a DC social media ambassador. Training and onboarding process to be ready for implementation in Spring 2017.</p>	CAO	
31.	Simcoe building project under development.	Design/Build contract awarded to Eastern Construction with a Guaranteed Maximum Price (GMP) of \$27M. Site mobilization and construction initiated in Nov, 2016.	CAO	
32.	Develop plan for renovating, repurposing or otherwise using surplus Simcoe Village Residence space.	After review of available options available, we will undertake a minimal cost move of the Campus Safety and Security complex from its current home in Simcoe Building to the 1 st floor at the south end of Simcoe Village. Campus Living Centres (CLC) will redevelop some double occupancy rooms into quad room's and a lower cost option for international and domestic students. Conversions for both uses will begin in 2017.	CAO	
33.	Modernize outdated spaces through summer renovations of key areas across both campuses.	Willey Building 1st floor "C" Wing renovation completed along with HVAC replacement for "A" Wing 2nd floor wet labs.	CAO	
34.	Investigate Whitby campus Co-Generation Plant opportunity. Plant would lower the college's overall energy costs, contribute to its sustainability goals and potentially provide a limited on-site learning tool for students in the Power Engineering Technician program.	<p>Initial investigation completed by Oshawa Power and Utilities Corporation (OPUC). DC has asked OPUC to further develop their feasibility analysis. The financial model will be reviewed in consultation with Durham College Finance and Whitby administration in 2017.</p> <p>AGENDA PAGE 108</p>	CAO	








Objective		Update on Activities and Actions	DCLT Lead	Current Status
35.	Successful implementation of Banner Finance as a Multi Entity Processing module so that data is virtually split across Durham College and UOIT.	The virtual split of the Banner Finance module was implemented successfully.	CAO	
36.	Implement advanced information technology network monitoring tool.	The network monitoring tool has been identified and purchased.	CAO	
37.	Upgrade lecture capturing and retrieving system.	The lecture capturing and retrieving system was successfully upgraded to make use of high definition equipment.	CAO	
38.	Launch Phase 2 of development of Customer Relationship Management system.	Work has been completed on a risk assessment profile for the storage of student/applicant data in "the cloud" - a key element of the phase 2 initiative. This report was presented to the Durham College Leadership Team in January and approval was given to proceed with this part of the project. Work has been completed on the conversion of the communications tool to the Salesforce Marketing Cloud product which will allow for a more seamless interaction between the CRM and this tool. Finally, text messaging to prospects and applicants has been delayed to launch by the end of the current fiscal year.	VP SA	
39.	Develop Student Data Governance Model.	Work has progressed through the fall semester. An update will be provided to the Durham College Leadership Team in March 2017. This report back will include a presentation on progress to date, as well as a draft Student Data Governance policy for review and comment.	VP SA	
40.	Collaborate with Ontario Ministry of Advanced Education and Skills Development in developing implementation strategy for Ontario Student Assistance Program transformation and Tuition Framework announced in 2016 provincial budget	In response to MAESD's October 2016 Memo from the ADM, Durham College expressed interest in participating in the Net Tuition Billing pilot project. DC representatives attended two meetings in December where MAESD provided updates on the consultations along with design decisions for the OSAP transformation. It has been confirmed that DC will participate in the Net Tuition Billing project. Planning meetings are underway to determine the required resources as well as to determine the project plan.	VP SA	

Objective		Update on Activities and Actions	DCLT Lead	Current Status
OUR COMMUNITY				
41.	Formally launch work of Corporate Council.	The Corporate Council was formally launched in September 2016. The membership has grown since then and official Terms of Reference document has been created. The council meets on a monthly basis. Community outreach has included a presentation to the joint Chambers of Commerce in December 2016.	VP SA	
42.	Prepare for launch of first co-operative education program.	Two pilot co-operative education programs were approved to be launched in September 2017 Fire and Life Safety Technician diploma Supply Chain and Operations Management – Business Administration	VP SA	
43.	Develop and implement college's 50th anniversary strategy and celebration planning.	Celebrations for the 50 th Anniversary were launched at the welcome back hot chocolate event for students on January 7. The community launch takes place on January 13 at the Oshawa General's hockey game. All preparatory activities are complete including website, featuring 10 president's panel video's, promotional items, event schedule, promotional kits, branding, advertising/graphics installed on taxi toppers, Durham Region Transit bus and the VOLT. Media and social media engagement activities continue over the course of the year. Planning begins for the homecoming signature event and the year-end skating party.	CAO	

Objective		Update on Activities and Actions	DCLT Lead	Current Status
44.	Secure new opportunities to advance applied research agenda.	<p>New applied research collaborations continue to be developed with new business partners. As of January 1, 2017, total funding has exceeded this year's target, presently at 133% to date, representing 14 new projects.</p> <p>Three proposals submitted for Natural Sciences and Engineering Research Council applied research tools and instruments (ARTI) in fall 2016.</p> <p>Two proposals for submission to the Social Sciences and Humanities Research Council are in development.</p> <p>As a result of the faculty needs assessment, work is ongoing to improve supports and communications to faculty, in collaboration with the Research Coordinators in each of the schools. ORSIE web pages and ICE pages have been refreshed, and a new monthly bulletin of funding opportunities has been launched. Nine faculty are conducting research through the Internal Research Fund to develop their research skills and research administration knowledge. Additional strategies are under development.</p> <p>A total of 49 new industry partners have been invited to Durham College to discuss opportunities; 20 proposals are now under development with several more anticipated.</p>	VPA	

Objective		Update on Activities and Actions	DCLT Lead	Current Status
45.	Launch capital campaign to support Simcoe building rebuild.	<p>All levels of government have now committed to supporting the CFCE: In January 2017, the City of Oshawa confirmed \$1M and in February 2017, the Region of Durham confirmed \$1M, adding to the \$35M committed by the federal and provincial governments.</p> <p>The family leadership campaign has raised a total of \$184,785: the family leadership campaign is 99% complete with 35 of 49 solicitation completed. To date we have 70% participation and a total of \$152,903 raised for an average commitment of \$4,368.</p> <p>In addition, the employee Payday Lottery was introduced, currently netting \$1,180 monthly with 185 people signed up for the first draw purchasing 472 tickets, and numbers continue to grow.</p> <p>We have received 3 confirmed six-figure pledges as well as one verbal six-figure and two verbal seven-figure commitments. We anticipate reaching 70% of our target by year-end.</p>	AVPAA	
46.	Develop and implement metrics and measurement tools to support activities of Office of Development and Alumni Affairs.	Metrics and measurements for staff team are complete. Quarterly reports are being provided to President's Office. Stewardship plan and Foundation Operating Plan is also complete.	AVPAA	
47.	Further strengthening of Alumni Association governance.	Nominating and Marketing Committees have been formed and the Alumni Association Board of Directors has a full complement of Board Members for the first time in years. The Board and committees are actively engaged in marketing to alumni and current students – the benefits of being part of Durham College alumni. Board succession planning is complete and a new process of Alumni of Distinction awards has been implemented.	AVPAA	

Objective		Update on Activities and Actions	DCLT Lead	Current Status
48.	Test annual alumni fundraising campaigns.	Alumni Association Board of Directors has committed \$30,000 to match funds donated by alumni to Run for DC. In addition, they have committed \$250,000 to the Building Something Amazing Campaign. A test telemarketing campaign is planned for late January/early February and will focus on providing anniversary information, updating contact information and soliciting donations of \$50 for the 50 th . A limited budget will allow us to contact approximately 4000 alumni by phone. Additionally, the E-campaign will happen in February to tie with Valentine's Day.	AVPAA	
49.	Launch strategic fund with UOIT to encourage joint research, innovation and operational efficiencies.	The IIF call for funding yielded 16 proposals in total. Six projects were selected to receive funding through the IIF in its pilot year for a total of \$298,814.00	CAO-VPA	

Project Status Legend			
	Everything is on track		Not started
	Strong likelihood that without action, delivery date won't be met. Risk mitigation is required.		Completed
	Delivery date won't be met, requires immediate action.		On Hold
	Changing external factors have made realization of original target date not likely/not possible. Work continues toward objective.		



December 15, 2016

The Hon. Deb Matthews
Minister of Advanced Education and Skills Development
3rd Floor, Mowat Block
900 Bay Street
Toronto, Ontario
M7A 1L2

Dear Minister Matthews:

I am writing to express the profound disappointment of the college sector with the decision the government made this week on the new tuition framework, which leaves the current framework unchanged for an additional two years. As you know, the consequence of this decision is to increase fee income for universities by twice what colleges will receive.

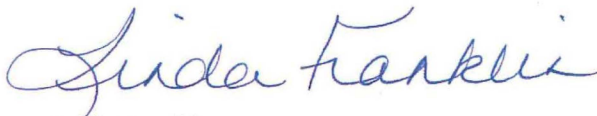
As we have outlined in submissions to you and others in government, the choice to provide a percentage increase on tuition has a much different effect on the university sector than it does on colleges, given the disparity in our tuition rates. This latest decision will perpetuate the situation where universities can receive tuition increases double what colleges can receive. This is particularly troubling at a time when, as you know, many of our colleges are facing desperate financial circumstances which have been documented and verified by our recent sustainability report done by PriceWaterhouseCooper. It is equally troubling given the critical role colleges play in educating many of our citizens for the jobs of the future. Surely, all students have a right to expect that the post secondary institution they choose is equally valued by government and that the system is equitable for all. The decision to allow colleges to continue to fall behind in funding flies in the face of the need for our post-secondary institutions to be treated equitably.

The government has called upon the colleges to support many key initiatives, from the poverty agenda to the highly skilled workforce and yet seems prepared to starve the sector of the funding it needs to do the work that has been asked of us. The role of colleges in supporting the post secondary ambitions of our most vulnerable students and ensuring that our economy has the skilled workforce it needs to grow and expand has never been more important. As stated on the Premier's website "My number-one priority is to grow the economy and create jobs. Our four-part economic plan is helping more people get and create the jobs of the future by investing in people's talent and skills and expanding access to high-quality college and university education...." At the same time, colleges have never faced such daunting financial challenges.

The government's own research demonstrates that we are facing a crisis in funding – particularly for our mid-sized and small colleges outside of the GTA – and yet it seems our request to be treated fairly in tuition policy has fallen on deaf ears. We are now at a loss to understand how we are going to meet the needs of the province going forward, particularly in the communities hardest hit by the challenge of youth unemployment and slow economic growth. These challenges are clearly outlined in the government's own report from the Highly Skilled Workforce panel.

The financial sustainability of colleges is largely driven by provincial operating grant allocations and tuition fee policy. Given the government's decision regarding fee policy, uncertainty regarding growth funding in the new corridor model, and the rapidly deteriorating fiscal position of the colleges, the province must significantly increase its investments in colleges in 2017-18 and beyond. I believe it is critical that you make time to meet with our presidents and discuss how we move forward to ensure that the upcoming provincial budget addresses the sector's fiscal crisis.

Yours truly,



Linda Franklin
President & CEO

Copy:

Premier Kathleen Wynne
Mr. Steve Orsini, Secretary of the Cabinet
Mr. Sheldon Levy, Deputy Minister, MAESD
Hon. Laura Albanese, MPP York South-Weston
Mr. Graham Anderson, MPP Durham
Mr. Robert Bailey, MPP Sarnia-Lambton
Mr. Yvan Baker, MPP Etobicoke Centre
Hon. Chris Ballard, MPP Newmarket-Aurora
Mr. Lorenzo Berardinetti, MPP Scarborough Southwest
Mr. Gilles Bisson, MPP Timmins-James Bay
Mr. James J. Bradley, MPP St. Catharines
Mr. Patrick Brown, Leader of the Opposition & MPP Simcoe North
Hon. Michael Chan, MPP Markham-Unionville
Hon. Bob Chiarelli, MPP OttawaWest-Nepean

Mr. Steve Clark, MPP Leeds-Grenville
Mr. Lorne Coe, MPP Whitby-Oshawa
Hon. Michael Coteau, MPP Don Valley East
Hon. Dipka Dameria, MPP Mississauga East-Cooksville
Mr. Bob Delaney, MPP Mississauga-Streetsville
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Mr. Jeff Yurek, MPP Elgin-Middlesex-London
Hon. David Zimmer, MPP Willowdale