

Correspondence Book

October 28, 2015 Public Board Meeting
Consent Agenda Item 3.8

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2015 Premier's Awards Finalists

BUSINESS

J. TODD ULRICH, C.E.T., BUSINESS LEADERSHIP, 1998



Success driven and results-focused, Todd Ulrich is Director of Services for GE Healthcare Canada leading GE Canada's largest medical equipment installation and service team. In 2014, the region achieved record-setting revenue results. Working with GE Energy, Todd sold profitable Wind Energy Services contracts totaling over \$70M. Advancing into several leadership roles at FisherCast Global, Todd directed the achievement of gross margin improvement with year over year results. As the United Way Peterborough Campaign Chair in 2000, Todd championed the fundraising of \$2-M to set a record for the most money raised in the history of the local United Way.

COMMUNITY SERVICES

RENÉE HODGKINSON, SOCIAL SERVICE WORKER, 1998



Renée Hodgkinson is a certified coach with the International Coaching Federation. She provides executive management coaching to those working in the not-for-profit, charitable, and social enterprise sectors including Free the Children and Me to We, an enterprise she re-branded. Renée has paved the way in creating innovative youth leadership and social justice programming within Canadian school boards and through volunteering in Kenya, India, China, and Nicaragua to empower youth to take action on issues that they are passionate about. Renée was honoured in Chatelaine's Top 80 Women to Watch and The Globe and Mail's Top 100 Women of Canada Award.

CREATIVE ARTS AND DESIGN

WANDA MCWILLIAMS, ART CONSERVATION TECHNIQUES, 1986



Wanda McWilliams is the Director of Collections Management and Conservation at The Canadian Museum of History, Canada's most visited museum and a respected centre of museological excellence. Wanda oversees the preservation of the National Collection consisting of more than four million artifacts, specimens, sound and visual recordings, works of art, and archival records that have shaped Canada's history and identity, at home and abroad. She leads a specialized team in the development, application and dissemination of best practices in cultural property management, as well as enables access to the collection and knowledge through internationally recognized lending, exhibiting and learning programs.

HEALTH SCIENCES

SHARON PITAWANAKWAT, NURSING, 1990



As a young mother facing profound personal challenges, Sharon beat the odds and completed academic upgrading and post-secondary education. A nurse by profession, Sharon is now the CEO of the Canadian Mental Health Association (CMHA) - Thunder Bay. She leads CMHA towards the implementation of recovery oriented practice that inspires hope and well-being for individuals challenged with mental health and addictions issues. In 1995, while employed at Dilico Ojibway Child and Family Services, Sharon led the largest health transfer initiative resulting in the delivery of health care to ten First Nations communities when local services were previously not available.

RECENT GRADUATE

RHONDA BELOUS, SOCIAL SERVICE WORKER, ACCELERATED PROGRAM, ABORIGINAL FOCUS, 2013



As the Head of Development with Europe and The Middle East Global Network for Rights and Development, Rhonda Belous ensures the effectiveness of development projects. With the Canadian High Commissioner of Jamaica and Canadian Navy, Rhonda helped to transform a rail car into an internet station where youth gain computer skills and access career counselling. Her college internship led to a Communications Training Advisor role for Cuso International, Jamaica Diaspora Institute and Mona Social Services. Rhonda managed three international election observation missions in Tunisia and organized 500 Norwegian students in a march to honour the school girls abducted in Nigeria.

TECHNOLOGY

ROBERT JAMESON, C.E.T., FELLOW OACETT

ELECTRO-MECHANICAL ENGINEERING TECHNOLOGY—ROBOTICS, 1982



Bob Jameson is the dynamic President and CEO of Canadian Instrumentation Services Group. He commissioned both the largest hydro generator in Canada and the largest water volume pump storage unit in the United States. Bob credits his success to providing a rewarding and happy environment for customers and employees (60% are Fleming College graduates)—emphasizing that it is never sacrificed to gain a profit. At Tetra-Pak, Bob increased milk sales exponentially with the development of Moo-to-Win milk cartons. Through lead volunteer roles with OACETT and Fleming College, Bob strongly encourages college education for skilled trades and technology careers.



Contact Us:

The Academic Newsletter is a publication of the Office of the Vice-President Academic at Fleming College.

Contributions from academic and student service departments, faculty, and staff are welcome.

See page 10 for publication deadlines.

Message from Laurel

Since my arrival at Fleming a year and a half ago, we've been immersed in planning and assessment. On the planning front, we have a new [Strategic Plan](#), our Academic Plan will be launched later this month, and work continues on the development of our Internationalization Plan. All of these plans are connected: the Academic Plan flows from the Strategic Plan; the goals and strategies of the Internationalization Plan build upon those of the Strategic and Academic Plans. Planning is absolutely necessary: you need to know your intended destination. Your route needs signposts along the way that confirm you are on the right track and help you to assess your progress. As the late Yogi Berra said, "If you don't know where you are going, you might end up someplace else."

A solid plan provides the map to the destination, but in order to get there, you have to make that first step; in other words, implement the plan. This requires that we commit to change. At Fleming we are embarking on the Meta Project, a college-wide, multi-year project that focuses on redesign to enhance quality and competitiveness while improving financial sustainability through a variety of measures. You'll be hearing more about the project over the upcoming weeks and months. I am buoyed by the overwhelming response to the open call for faculty, staff and administrators to participate on the Meta Advisory Committee; we have two teams who will be providing advice to the Meta Leadership team on proposals and suggestions for ways to achieve our goals from your "on the ground" perspective, and your direct connection with the students, who are our *raison d'être*. Change can be very difficult. It's never easy to move away from the familiar, safe and certain to a new place. It requires that we remain open and look for opportunities to learn and to contribute to the whole. This is easier said than done.

Most nights, on my way home, I walk by Kristina Lonsberry's office. Often I pause to read the note posted outside her office door:

"The secret of change is to focus all of your energy, not on fighting the old, but on building the new."

~ Socrates

I hope to see you on October 26th at our Academic Plan Divisional Retreat, when you can join your peers in discussions on the Academic Plan and how we move forward to build "the new" in each of our own areas.

Update from Academic Council

by Thom Luloff

Fall is well underway and so is Academic Council; the first meeting of the 2015-2016 Academic Year was on Wednesday, Sept. 23. We welcomed 5 new members to council, so this presents a terrific opportunity for you to connect with your Academic Council representative and communicate any academic concerns to be raised on your behalf. A complete listing of the Academic Council membership can be found on the [Office of the Vice-President Academic website](#).

In typical fashion, we started off the year commissioning a series of working groups to tackle some persistent issues within the academic division. Our priorities for this year include finalizing work that was done last year on the revised probation process, and updating the “Guidelines for Professional Practice for Faculty and Students”, as well as creating a framework for managing and expanding applied projects within Fleming.

Based on feedback from the academic division, we will also be working on several new initiatives that we hope will be completed within the next year or so: We have tasked our Professional Standards working group with examining the “Breach of Academic Integrity” policy and procedure to improve dishonesty reporting among faculty, and review associated deterrents for students. This will involve examining policies at other post-secondary institutions, within and outside the province, and reviewing scholarly literature on the subject to inform recommendations.

We have created a new working group called “Credit/Grade Standards”. This working group will focus on investigating achievement of learning outcomes sufficient to pass a course. What are other institutions doing? What are the guidelines around Pass/Fail and Non-Academic Requirements (NARs) within the college? This group will create a series of recommendations to address these and other questions.

Finally, we have commissioned the “Testing Centre/Assessment Strategy” working group, which is responsible for synthesizing data available and creating a Best Practices document for the Testing Centre as well as looking at assessment more broadly as we move toward college accreditation.

If you are interested in more details about the work we are doing in Academic Council, or are keen to participate in the meetings or working groups, please do not hesitate to contact me at Thomas.luloff@flamingcollege.ca. Happy Fall!

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Introducing the New Learning Design & Support Team

by Judith Limkilde

The new Learning Design and Support Team is a collaborative, approachable, mobile team whose mission is to support faculty. It was formed from the review and changes to CLT.

The team members are

- ★ Jodie Boudreau, Teaching & Learning Specialist
- ★ Alana Callan, Learning Technology Specialist
- ★ Terry Greene, Learning Technology Specialist
- ★ Mary Overholt, Teaching & Learning Specialist
- ★ Jennifer Ramsdale, Teaching & Learning Specialist

The team will be responsible for

- Supporting faculty in
 - ✓ course development,
 - ✓ the use of technology in the classroom, and
 - ✓ incorporating Universal Design for Learning into teaching practice;
- Supporting changes to curriculum;
- Developing and offering professional development to enhance teaching and learning;
- Encouraging and supporting the use of the LMS;
- Showcasing new models for teaching and learning;
- Working on project teams for
 - ✓ new program development,
 - ✓ major changes to programs,
 - ✓ contract training and continuing education opportunities, and
 - ✓ the Teaching Excellence and Learning Design priorities of our Academic Plan.



The Team will be located at Brealey, but will be supporting all of our campuses through their project work and drop-in days. Watch for the team to **pop up** in a location near you. See page 10 for dates.

Contact Us

To get in touch with the team for answers to quick questions or immediate support, email LDSTeam@flemingcollege.ca or call extension 1216. A team member is on call to help.

Connect with us on Twitter: @FlemingLDS
#FlemingLDS

If you require help from the LDS Team on an ongoing basis, please contact [Judith Limkilde](#) with the details of the work and the skill sets you require.

The team is excited to get to work with faculty as this academic year progresses.



Academic Plan Update

By Mary Overholt

The Academic Planning Team was still hard at work over the summer; the Academic Plan is now in its final draft stage, set for official launch in October 2015.

Over the past few months, the feedback of the Academic Council and Academic Leaders' Team was incorporated into the [most recent draft](#). Champions were identified for each of the six (6) priorities included in the plan, and working groups were struck for each. These working groups, supported by the Academic Planning Team, provided additional feedback on the strategies described in the plan, crafted narrative components, and began work on a three-year action plan for their priority. These three-year plans are still in very draft stage, and will be included as an appendix to the final Academic Plan. The additional components of the plan which are currently being drafted include an introduction/overview, and a glossary of terms.

Academic Plan Divisional Retreat



RSVP Required by Oct 16th

Academic Faculty & Staff:

Please join the Learning Design & Support Team and Laurel Schollen, Vice-President Academic, on October 26th (from 8:15am – 3:45pm) for an exciting and engaging day focused on both professional development and the launch of our new Academic Plan!

RSVP required by Friday October 16th!

To RSVP please go to link located at the bottom of this email below and complete the online registration form.

For more information please review the attached agenda.

Please email questions and comments to:
LDSTeam@flemingcollege.ca



The official launch of the Academic Plan will take place during an Academic Division event set for Monday, October 26th (see the RSVP card, above). At that time, Laurel will present the final plan to the Academic Division. Following the overview, there will be a series of concurrent sessions focusing on each of the six priorities of the Academic Plan. After the concurrent sessions, the group will reconvene to begin to formulate program- and school-level plans to contribute to the progress of the strategies laid out in the Academic Plan. This is the opportunity for faculty, academic staff, and leaders to engage with the plan in relation to their program/discipline/school priorities.

As the Academic Plan enters the implementation phase, the college community will receive regular updates on our progress: The Champions for each priority will be asked to provide regular updates on progress toward the associated goals and strategies. These will formulate the monthly reports presented to Academic Council. Additionally, this Academic Newsletter will be used to communicate updates on priorities of the Academic Plan to the broader college community throughout its duration.

Faculty, staff, and administrators will be asked to participate on committees and/or working groups that are struck as part of the strategies included in the Academic Plan, so stay tuned for ways you can get involved.

Fostering a Learning Community in Your Course

by Terry Greene

Do you want your students to remember your course years down the line? Do you want them to get the warm-fuzzies every time they use the knowledge, skills and abilities that you helped instill in them? Then spend some time and effort planning and developing a **learning community** in your course!

A recent article from the School of Instructional Design and Technology at the University of North Dakota states that “an effective learning community helps foster positive student learning experiences and outcomes” (Hung et al, 2015). To be honest, the quote actually undersells the effect of a great learning community. If your learning is tied in your mind to feelings of connectedness, belonging and membership in a community, you are not soon to forget what you learned and how important it is.

The above-mentioned article focusses on learning communities in online environments because it is more difficult and less natural to develop communities online rather than face to face; however, the components that they suggest hold just as true in a face-to-face environment. The three main components of a learning community are a *common goal*, *interdependency*, and *interaction*. These components work in unison to support the development of a learning community.

Here’s how to do it:

Component of Learning Community	Example from Online Wildlife Observations Course
First, help kick start the community by introducing a Common Goal : Create an activity that requires collaboration and the use of the entire collective of the community to achieve.	The students are told they will need to go out and photograph an entire collection of the species of birds and mammals that they are studying. No one student could do it themselves by the end of the course, but the collective works together to build something they all benefit from.
The common goal will lead to Interdependency . The students will need to build relationships, support and trust to meet the goal.	The students are told to divvy up the work of collecting the photos of birds. It is up to them to work out how to meet their goal.
Interdependency will need to be facilitated by multiple forms of Interaction . This includes student-teacher, student-student and student-content interactions.	The students are provided with a space to interact with each other to figure out who should do what and how. They are able to interact with the teacher at regular intervals in a number of ways to check in on progress. Finally, they are able to interact with the content by having it all available to them in multiple forms including presentations, videos and practice quizzes and games.

With thoughtful implementation of these components in your course, a community of learners who work together to learn more deeply with a sense of belonging will form.

Reference

Hung, W., Flom, E., Manu, J. & Mahmoud, E. (2015). A Review of the Instructional Practices for Promoting Online Learning Communities. *Journal of Interactive Learning Research* 26(3), 229-52.

Faculty Competency Highlight

By Jennifer Ramsdale

As part of this year's Faculty Development program, each month we will highlight one of Fleming's [Faculty Competencies](#). September's Faculty Competency focus is **Creating Engaging Learning Environments**.

Outcomes:

- Respond to diverse student needs (cultural, learning styles, abilities) by applying effective teaching and learning strategies.
- Create rich and varied learning activities with relevant learning resources to create an engaging learning environment.
- Apply various teaching strategies to build and sustain meaningful relationships/interactions with learners

You probably noticed a number of professional development opportunities in September which focused on faculty knowledge and skills related to Creating Engaging Learning Environments for our learners. Below are a few highlights and resources for you to check out.

What is Active Learning?

When learning is active, the participants do most of the work. Some general characteristics are commonly associated with the use of strategies promoting active learning in the classroom:

- Students are involved in more than listening;
- There is less emphasis on transmitting information, and more on developing skills;
- Students are involved in higher-order thinking; and
- Students are engaged in activities.

5 Quick Tips for Structuring Active Learning

1. Plan ahead: Consider the amount of time to allow for the activity, logistics of grouping or pairing students, and careful wording of instructions.
2. Watch the time: Announce a "2-minute warning" (or other appropriate interval).
3. Move quickly from one phase of the activity to the next.
4. Make the feedback process efficient: Set time limits on group reports, and appoint or ask for volunteers for group recorder, reporter, etc.
5. Hold students accountable for out-of-class assignments and preparation so they're ready to contribute to the activity during class.

Resources on Creating Engaging Learning Environments

- Experiential / Service Learning: [Community Partner Guide](#) provided by the Career and Community Learning Center at the University of Minnesota
- Active Engagement: the [Foundation Coalition](#) provides an excellent one page synopsis of active learning research and rationale
- Cooperative Learning: Alice Macpherson from Kwantlen University College in British Columbia has put together an amazing ebook called [Cooperative Learning Group Activities for College Courses](#)
- Reflective Learning: try some of the variations suggested in [Structured Reflection and Assessment](#)

Professional Development Menu

Let us tailor PD for your group! Pick and choose from our Faculty Competencies menu:

Mix & Match Professional Development Menu

2015/16 Specials

Pick any 1, 2 or 3 and let us tailor PD for your group's expertise level or content area!

1. Create Engaging Learning Environments

Lesson plans and activities are two important factors in creating an engaging learning environment. In this session, you'll create a learning activity that is purposeful and engaging, and review one of your lesson plans. In both of these activities you will ensure alignment by mapping to your course learning outcomes and assessments.

2. Design Effective Instruction

How can faculty create the most effective curriculum for college students? You will explore best practices for college teaching, the ADDIE model, and backward design within the context of our changing education system. The result will be a plan for applying these concepts to your teaching practice.

3. Construct Authentic Learning Assessment

Assessment and feedback are cornerstones of learning. Learn the research behind authentic assessment and review examples of authentic assessment in post-secondary education. You will evaluate which assessments best align to your course learning outcomes, and share best practices in assessment. You will leave with ideas and practices for creating authentic learning assessment in your own teaching.

4. Build Inclusive Learning Communities

In this session, we'll focus on how learning design can you help you build community. By considering and predicting the diverse strengths, needs and goals of learners, you can plan for a learning community that provides options for all learners to engage. You'll explore ways to build community and apply those ways to your teaching and learning.

5. Use Technology to Enhance Learning

This session is designed as a choose-your-own adventure: You will get an overview of the broad categories of learning technology and then choose which one you want to learn more about and try out in one of your own classes. Review the information we provide and choose one technology that you can make use of now in your course.

6. Commit to Professional Learning

You are the driver of your own learning. This session showcases resources, ideas, and colleagues who are available to help you reach your learning goals. You will learn ways to think about and document your learning, including critical reflection and e-portfolios.

All items can be ordered as a 2-hour workshop or online offering

To order, contact the Learning Design & Support Team:

LDSTeam@flamingcollege.ca or extension 1216

Assignment Calculator – Now Available!

The [Assignment Calculator](#) (now available in the myCampus portal) is a popular online tool in use at many colleges and universities. It provides students with a framework for breaking down an assignment into manageable, sequenced tasks, and also promotes awareness of services and resources available at the Library and Learning Centre.

Assignment Calculator

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Search anything...

Assignment Calculator

The purpose of this calculator is to help you break down your assignment or project into manageable steps and direct you to useful guides & services, available from the Library and Learning Centre. Research and writing rarely progress in a linear way. You will undoubtedly go back and forth between the steps and not just progress through them. Follow the guidelines for the Assignment as discussed in class and consult with your Professor/Instructor if you have any specific questions about the Assignment dates.

Type of assignment
Research Essay

Date you will begin the assignment

September 2015						
Su	Mo	Tu	We	Th	Fr	Sa
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1	2	3
4	5	6	7	8	9	10

Date the assignment is due

September 2015						
Su	Mo	Tu	We	Th	Fr	Sa
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1	2	3
4	5	6	7	8	9	10

Calculate Assignment Schedule

Three assignment types are currently available: **Research Essay, Literature Review, and Annotated Bibliography.** More assignment types, like **Lab Report, Business Report, and Presentations,** are in development. If you have ideas for additional assignment types, please let [David Luinstra](#) know, and he and the Library and Learning Centre staff can work with you to develop a resource to suit your needs.

To use the Calculator, students enter their assignment type and due date. The Calculator then presents a timeline of recommended steps to complete the assignment, along with links to Fleming College resources. We often see students who have left assignments to the last

minute who are surprised by the number of steps required. Using the Assignment Calculator has the potential to reduce procrastination and stress, as well as help students produce a more structured, well thought-out assignment, boosting their academic success.

Over time, and when appropriate, we would like to feature more “made in Fleming” resources. David and his team are interested in working with faculty to develop and feature this content on this tool and in a repository of learning resources. Please work through the tool and let David know your thoughts on the resources currently being linked to and offer your suggestions for additional or alternative content.

Student Projects Going Digital

By Marcia Steeves

The Fleming Library staff is happy to share with you the launch of the [Fleming College Digital Repository](#), which includes three different collections: Fleming College Archive Collections (archival photos and archived news articles), Government Document Collection, and Student Projects.

The Student Projects collection has started with a small core collection of Project Management Program and Culture & Heritage Management student projects. This new tool allows students to access former student work as they move forward in their own projects. The digital repository provides us with the ability to create specific digital collections for a variety of programs, while creating relevant subject word searching for each collection.

For more information on how the Digital Repository can assist your students, contact Marcia Steeves at Marcia.steeves@flamingcollege.ca or extension 1356.

News & Notes

- ★ **Congratulations to Cristine Rego** (MSW, RSW), who will be presenting three workshops at [The Seventh Gathering of Healing our Spirit Worldwide](#) in Kirikiriroa, Hamilton, Aotearoa, New Zealand in November. The purpose of the gathering, which began in Canada, is for Indigenous peoples across the world to come together to share their strength, hope, and wisdom, as they face community health, governance, and substance abuse issues. It provides a forum to discuss solutions and to connect and learn from other peoples to heal the spirit, heal the earth, and sustain cultural practices for the next generation. Cristine will be presenting her work on A Cultural Response to Prescription Drug Abuse, alongside Dr. Jonathan Bertram, with whom she worked closely in First Nation communities across the province of Ontario.
- ★ **Kudos to the group, led by Carol Kelsey**, that was awarded the contract to develop a new education program for Child Welfare workers across Ontario through the Ontario Association of Children's Aid Societies (OACAS).
- ★ **Upcoming Deadline:** MTCU has announced the third round of funding for the development of online courses and modules. There is about \$4.5 million available for. Due date for submission to Ontario Learn, who will submit for the college sector, is November 27th. We will be using a two-stage process for deciding on what to send forward. For more information, contact your Dean.
- ★ **Best of luck to Jane Gray and Trish O'Connor** as they participate in a panel, presentation, and poster series at the [Association for the Advancement of Sustainability in Higher Education \(AASHE\)](#) Conference and Expo in Minneapolis, Minnesota later this month. Trish and Jane will be presenting on "Sustainability Across the Curriculum: Fostering Enthusiasm by Making it Real for Faculty and Students", and Trish will participate as a panelist to discuss "Horizontally and Vertically Integrated Campus Engagement Strategies."

User Progress in D2L: A Tool for Faculty and Students

The screenshot displays the 'User Progress' tool in D2L. On the left, a sidebar lists various reports and course details for 'GNED 28-0061DBW - Making Sense of the Economy - 2014 Winter'. The main area shows a 'Content Progress' summary with a table:

# Visits	Time Spent	Topics Visited
162	3h 49m 0s	107

Below the table, several progress indicators are shown as horizontal bars:

- Due Dates:** 100% Completed: 1 / 1
- Course Content:** 50% Completed: 7 / 14 (highlighted with a red circle)
- Meet Your Teacher - Dalton Irwin:** 100% Completed: 1 / 1
- Course Outline:** 0% Completed: 0 / 1
- Online Faculty and Course Evaluation Link:** 100% Completed: 1 / 1

As we implement our revised [Academic Appeal Policy](#), it is a good reminder for faculty to keep track of students' progress throughout their course, ideally using a simple tool like the User Progress feature in D2L. The User Progress tool helps track student progress in a course by measuring their completion of 9 different progress indicators. Instructors can use User Progress to track their students' overall progress, while students can use User Progress to keep track of all of their course-specific assignments and feedback. For more information on using the User Progress tool, [click here for the tipsheet](#), one of many created by our Learning Technology Specialists for faculty use (and [housed in D2L](#)).

Join Us!



Learning Design & Support Team

Tuesday, October 13th, 2 - 4 p.m.
Brealey, Main Foyer

Wednesday, October 21st, 12 - 2 p.m.
Haliburton, Great Hall

Thursday, October 15th, 12 - 2 p.m.
Frost, Discovery Trail

Cobourg Campus date TBD

- Meet our team;
- Learn more about what we do;
- Set up a conversation with us; and
- Enjoy some homemade treats!

Join us for our Launch Party

Newsletter Publication Schedule

<u>Publication Date</u>	<u>Submission Deadline</u>
November 23 rd , 2015	Friday, November 13 th
February 1 st , 2016	Friday, January 22 nd
April 4 th , 2016	Friday, March 25 th
May 30 th , 2016	Friday, May 20 th

We need your contributions.

Please submit your article ideas to [Mary Overholt](#).

To access past issues, go to the [Office of the Vice-President Academic website](#).

*This newsletter is available in text-only format upon request. Contact sarah.beirness@flemingcollege.ca

Photo Credits: [Laura Copeland](#)

**President's Advisory Council
Meeting Schedule
September 2015 through June 2016**

Meetings of the **President's Advisory Council** are usually the ***3rd Thursday** of the month (*note exceptions). **TIME: 4 p.m. to 6 p.m.** Light refreshments available upon arrival.

DATE	LOCATION
*September 24	Sutherland – Brealey Campus Boardroom B3330 (formerly 5920)
MONDAY, November 9 <i>(Independent Learning Week is Oct 26-30)</i>	Open Forum Sutherland Campus, Room A2128 Topic: TBA **3 p.m. to 4 p.m.** Common Hour
November 26	Frost Campus – Lindsay Boardroom 252
<i>December</i>	<i>NO MEETING</i>
*January 28, 2016	Sutherland – Brealey Campus Boardroom B3330 (formerly 5920)
February 25 <i>(Independent Learning Week is Feb 29 -Mar 4)</i>	Sutherland – Brealey Campus Boardroom B3330
March 24	Open Forum Frost Campus, Room 209 - Lindsay Topic: TBA **12 Noon - 1 p.m.** Common Hour
April 21 <i>(Winter Term ends April 22)</i>	Sutherland – Brealey Campus Boardroom B3330
May 19 <i>(Spring/Summer Term begins May 9)</i>	Sutherland – Brealey Campus Boardroom B3330

President’s Advisory Council
Thursday, May 21, 2015
Boardroom B3347
Sutherland Campus – Peterborough

M I N U T E S

Present: Paul Chevrier, Kathleen Conway, Valdis Cuvaldin, Donna Hayes for Linda Reeds, Lori Humphrey, Thomas Jenkins, Joon Kim, Wendy Ladurantaye, Shannon Langlois, Kris McBride, Betty McNeely, Jenny Olauson, Joe Outram, Tracy Partridge, Jack Roe, Heather Sago, Ken Stevenson for Val Bolsterli, Tony Tilly, Drake Worth.

Pat Donnelly.

New Members: Jason Carter, Heather Cuthbert, Patti-Lynn Davis, Alana Hermiston, Jan Watson

Regrets: Laraine Hale, Cristina McCullough, Patty Russell, Laurel Schollen

College Resource: Sonia Crook

Guests: *Item 4: Brian Bates, Product Development Manager and Sarah Amirault, Researcher*

Item #	Agenda Topic - Discussion	Follow-up/Status
1.	Call to Order and Introductions The Chair called the meeting to order at 4:10 p.m. and welcomed everyone to the last meeting before PAC adjourns for the summer. The President will recognize the outgoing members under Agenda Item 9.	
1.1	Incoming Members 2015 – 2017 A warm welcome was extended to the incoming members.	
2.	Approval of Agenda <u>Motion 1:</u> It was moved (Jack Roe), seconded (Jenny Olauson) and carried: THAT the Agenda be approved as presented.	
3.	Approval of Minutes from Meeting of April 16, 2015 <u>Motion 2:</u> It was moved (Thomas Jenkins), seconded (Heather Sago) and carried: THAT the Minutes be approved as presented.	
4.	2015 Key Performance Indicators – Survey Results Referring to the 2015 Key Performance Indicators Survey results, Brian Bates, Product Development Manager and Sarah Amirault, Researcher provided a detailed report. Five key performance indicators formed the basis of the survey: graduate satisfaction, employment rate, employer satisfaction, graduation rate and student satisfaction. The first three KPIs are funded. The other two KPIs (graduation rate and student satisfaction) have increased substantially from last year and reported well ahead of the system average. Four KPI Student Satisfaction capstone questions track results in knowledge and skills, quality of the learning experience, quality of the services in the	

Item #	Agenda Topic - Discussion	Follow-up/Status
	<p>College, and the quality of the facilities/resources in the College. The College's goal in the past was to reach the top quartile (top six colleges) in all categories. All colleges make changes to improve in key areas and it is better for Fleming to look at our past ratings and factor in our strategic plan, past trends and budget. Fleming will move away from using the top quartile measurement but will continue to observe the system and mid-sized colleges as a benchmark for performance. Fleming did have a significant improvement over last year in terms of the four capstone questions. The College made gains in learning, services and facilities/resources, e.g. online learning, promptness of feedback, usefulness of assigned course materials, campus safety and security, international services and tutoring services, social spaces, and accessibility of buildings and classrooms. The new Kawartha Trades and Technology Centre helped improve KPI results. Moving forward the goals are to maintain and enhance the high satisfaction achieved this year and target specific improvements that include: enhance the program quality towards the new Quality Accreditation framework, implement Integrated planning for services and target key services for improvement (Lean initiatives).</p> <p>Comments from past meetings were addressed: students administering the survey receive standardized training and scripted instructions. Every effort is made to ensure the same message is delivered to all classes. If a learning disability is disclosed extra time is provided. More time could be arranged for International students if FDR is notified prior to survey. Colleges are bound by Ministry guidelines to avoid using lecture time due to class size and attendance. The KPI Survey does not contain open ended questions. Fleming has one of the highest KPI participation rates in the province. The internal Faculty and Course Evaluation Survey does allow for student comments and students are cautioned to keep comments professional.</p> <p>Discussion ensued around program graduation and retention rates. The summer intake is not included in the survey. The FDR web site is an example of integrated planning.</p>	
5.	<p>Business Arising from Previous Meetings</p> <ul style="list-style-type: none"> • Open House comments were forwarded to Marketing. • The practice of hiring leaders introducing new staff to the College will resume when the new hiring process is rolled out. • Student Services is in discussions about the mandatory meal plan. • The Ergonomics process will be available on the portal in the near future. • More cross cultural training for employees and international students will begin in the fall. • College day care service is not being considered at this time. • Recruitment for Chair of Trades and Technology is underway. 	
6.	<p>President's Remarks and Comments</p> <p>A brief history about the origin of the President's Advisory Council was provided. The Ministry of Training, Colleges and Universities requires each college establish a college council through which college staff and students provide advice to the president of the college. The board of governors is to ensure that an advisory council is established and at Fleming this is known as the President's Advisory Council. PAC meetings are an opportunity to express concerns and opinions. Feedback is followed up with appropriate departments, whenever possible, but it is important to note that PAC is not a resolution-making body.</p>	

Item #	Agenda Topic - Discussion	Follow-up/Status
	<p>An excerpt from the College’s Strategic Plan was distributed. Over the next three years the College will focus on four priorities with the first one delivering outstanding student learning and experiences. The Core Promise to Students has not changed and will continue to be the basis of our pledge to Learn Belong Become.</p> <p>The KPI survey focuses on student satisfaction. An area of discussion that should take place is student success in relation to retention. Factors that contribute to high or low retention rates and patterns in KPIs will be examined.</p> <p>The budget process will undergo quarterly reviews rather than a budget update each October/November. The Budget Review Committee will recommend specific timelines and processes.</p>	<p>PAC and VPA</p>
<p>7</p>	<p>Constituents Roundtable</p> <p><i>Administration:</i> the room numbering system in the Registrar’s Office will be completed this year. All doors in the D wing are accessible. A reminder to engage the supervisor if you experience an ergonomic question/situation. If the resolution involve costs over \$300 the College will review the complaint and if needed, bring in a qualified ergonomist. The process will be posted on the web in the near future.</p> <p><i>Academic:</i> the School of Justice and Community Development is going through challenging times. Some program budget cuts have impacted staff, i.e. the discontinuation of faculty placement visits threatens the relationships that have been built with industry partners. Referencing the recruitment of an Academic Chair, the process to select an interview panel was questioned. Better communication would be appreciated given the fact the School has undergone Dean and name changes over the past few years. A question was raised around the status of the proposed benefit of waiving tuition fees for employees’ dependents. This proposal is not being discussed at this time. Many coordinators were disappointed with the lack of discussion concerning the change to Convocation in relation to co-ordinators announcing the name of their students. The decision was announced in an email. A request was made to have more clarity around program budget decisions.</p> <p>Faculty are working with Counselling Services and SAC to collectively help the College community handle and develop in-house mental health program through applied projects and a mental health strategy.</p> <p><i>Students:</i> holding summer orientation over two days for the international students was a success.</p> <p>A new provincial fee guideline is causing difficulties. All new students will be required to make a \$500 non-refundable tuition deposit annually and many students do not have those funds readily available. SAC is advocating for a lower level.</p> <p>SAC – The College Student Alliance Conference will be held in Peterborough on the first weekend in October 2015. The CSA Conference brings college student governments from across Ontario together to discuss postsecondary issues in the college sector. A referendum is under development that would provide all full time students with a yearly bus pass. If implemented, the cost of the bus pass would be part of students’ tuition.</p> <p><i>Haliburton Campus</i> – summer enrolment is up and next week’s Convocation promises to have record high attendance.</p>	<p>HR</p> <p>Dean</p> <p>Registrar’s Office and VPA</p> <p>Dean/Academic Chair</p>

Program Advisory Committee (PAC)

Schedule of Meetings 2015/2016

School of Health Sciences

	Program Name	Length (Yrs)	Credential	Meeting Date DD/MM/YR	Meeting Date #2 DD/MM/YR
1	Biotechnology Advanced	3	OCAD		
2	Esthetician	2	OCC	5-Nov-15	
3	Fitness & Health Promotion	2	OCD		
4	Health Information Management	2	OCD		
5	Massage Therapy	3	OCD	28-Sep-15	
6	Occupational Therapist and Physiotherapist Assistant	2	OCD		
7	Paramedic	2	OCD		
8	Personal Support Worker	1	OCD	12-Nov-15	
9	Pharmacy Technician	1	OCD	2-Dec-15	
10	Practical Nursing	2	OCD	5-Oct-15	
11	Recreation & Leisure Services	2	OCD	27-Feb-15	30-Oct-15
12	Therapeutic Recreation	1	ODC		

School of Justice & Community Development

	Program Name	Length (Yrs)	Credential	Meeting Date DD/MM/YR	Meeting Date #2 DD/MM/YR
1	Child & Youth Worker	2	OCD		
2	Community and Justice Services	2	OCD	6-Apr-16	Spring 2016
3	Customs Border Services	2	OCD	1-Apr-15	Spring 2016
4	Developmental Service Worker	2	OCD		
5	Drug & Alcohol Counsellor	2	OCD	25-Nov-15	
6	Early Childhood Education	2	OCD		
7	Educational Support	2	OCD	31-Mar-16	
8	Emergency Management	1	OCGC	17-Apr-15	
9	Human Services Foundation	2	OCD		
10	Law Clerk	2	OCD	Spring/Fall 2015	
11	Paralegal	2	OCD	Spring/Fall 2015	
12	Police Foundations	2	OCD	28-Nov-15	Fall 2016
13	Pre-Service Fire Fighter Education & Training	1	OCC	9-Mar-15	Spring 2016
14	Protection, Security & Investigation (formerly Security)	2	OCD	13-Nov-15	Fall 2016
15	Social Service Worker	2	OCD		

School of Trades & Technology

	Program Name	Length (Yrs)	Credential	Meeting Date DD/MM/YR	Meeting Date #2 DD/MM/YR
1	Carpentry Techniques	1	OCC		
2	Computer Engineering Technician	2	OCD	11-May-16	
3	Computer Engineering Technology	3	OCAD	11-May-16	
4	Computer Security and Investigations	3	OCAD	4-Mar-16	
5	Electrical Engineering Technician	2	OCD		
6	Electrical Techniques	1	OCC		
7	Heating, Refrigeration & Air Conditioning	2	OCC		
8	Instrumentation & Control Engineering Technician	2	OCD		
9	Mechanical Techniques - Plumbing	1	OCC	18-Jan-16	
10	Welding Techniques	1	OCC		
11	Wireless Information Networking	2	OCAD		

School of General Arts & Sciences

	Program Name	Length (Yrs)	Credential	Meeting Date DD/MM/YR	Meeting Date #2 DD/MM/YR
1	All General Arts Programs excluding CICE	1	OCC	01/10/2015 (Tentative)	
2	Community Integration through Co-operative Education (CICE)	1	OCC		

School of Business

	Program Name	Length (Yrs)	Credential	Meeting Date DD/MM/YR	Meeting Date #2 DD/MM/YR
1	Business	2	OCD	1-Feb-16	
2	Business Administration	3	OCAD	1-Feb-16	
3	Business Administration - Accounting	3	OCAD	18-Nov-05	
4	Business Administration - Human Resources	3	OCAD	26-Nov-15	
5	Business Administration - Marketing	3	OCAD	1-Feb-16	
6	Chef Training	1	OCC	3-Feb-06	
7	Culinary Management	2	OCD	3-Feb-16	
8	Hotel and Restaurant Management	3	OCAD	2-Dec-15	
9	International Trade	3	OCAD	8-Feb-16	
10	Office Administration - General	1	OCC	7-Apr-16	
11	Office Administration - Executive	2	OCD	7-Apr-16	
12	Sporting Goods Business	2	OCD	TBD	
13	Tourism & Travel	2	OCD	2-Dec-15	
14	International Business Management	1	OCGC	8-Feb-16	
15	Project Management	1	OCGC	TBD	

School of Environmental & Natural Resource Sciences

	Program Name	Length (Yrs)	Credential	Meeting Date DD/MM/YR	Meeting Date #2 DD/MM/YR
1	Applied and Community-Based Research	1	OCGC	22-Sep-15	
2	Advanced Water Systems Operations & Management	1	OCGC	4-Mar-16	
3	Aquaculture	1	OCGC		
4	Arboriculture	1	OCC	25-Mar-16	
5	Blasting Techniques	1	OCC	7-Mar-16	
6	Conservation & Environmental Law Enforcement	1	OCGC	29-Jan-16	
7	Earth Resources Technician	2	OCD		
8	Ecological Restoration - Joint Degree/Diploma	4	OCD	6-Apr-16	
9	Ecosystem Management Technician	2	OCD	17-Mar-16	
10	Ecosystem Management Technology	3	OCAD	17-Mar-16	
11	Electrical Power Generation Technician	2	OCD	18-Apr-16	
12	Environmental Technician	2	OCD	15-Dec-15	
13	Environmental Technology	3	OCAD	15-Dec-15	
14	Environmental Visual Communications	1	OCGC		
15	Fish & Wildlife Technician	2	OCD		
16	Fish & Wildlife Technology	3	OCAD		
17	Forestry Technician	2	OCD	15-Apr-16	
18	Geographic Information Systems - Cartographic	1	OCGC	9-Nov-15	
19	Geographical Information Systems - Applications	1	OCGC	9-Nov-15	
20	Heavy Equipment Operator	1	OCC	2-Oct-15	
21	Heavy Equipment Techniques	1	OCC	18-Apr-16	
22	Outdoor & Adventure Education	1	OCC	14-Apr-16	

23	Outdoor Adventure Skills	1	OCC	14-Apr-16	
24	Resources Drilling & Blasting Technician	2	OCD	10-Feb-16	
25	Sustainable Agriculture	1	OCGC	19-Nov-15	
26	Urban Forestry	1	OCC	6-Nov-15	

Haliburton School of the Arts

	Program Name	Length (Yrs)	Credential	Meeting Date DD/MM/YR	Meeting Date #2 DD/MM/YR
1	Artist Blacksmith, Ceramics, Fibre Arts, Photo Arts and Visual Arts Fundamentals - Drawing & Painting	1	OCC		
2	Digital Image Design, Glassblowing, Jewellery Essentials and Sculpture	1	OCC		
3	Sustainable Building Design and Construction	1	OCC	29-Oct-15	
4	Integrated Design	2	OCD		
5	Visual & Creative Arts	2	OCD		
6	Cultural Heritage Conservation & Management and Museum	2	OCGC		
7	Expressive Arts	1	OCGC	27-Oct-15	
8	Studio Process Advancement	1	OCGC		



Program Advisory Committee Meeting Minutes

Ecological Restoration Joint Honours

Date and Time: 4/8/2015 1:00 PM Location: Room 252, Frost Campus, Lindsay

Advisory Council Attendees: Rob Messervey, Dale Leadbeater, Tom Whillans, Tom Hutchinson, Andrea Hicks, Meredith Carter, David Holdsworth

Guest Attendees: Eric Sager, Peter Lapp, Kris McBride, Mary Ann Fader, Anne Torwesten, Students – Rob Monico, Eliza Montgomery, Max Debues

Regrets: Stephen Bocking, Brian Basterfield, Mark Browning **Recorder:** Adele Russell

Agenda Topic	Follow-up Required / Motion
<p>1. Call to Order – Welcome and Chairs Remarks The Chair welcomed committee members and guests to the meeting then called the meeting to order at 1:20pm</p>	None
<p>2. Approval of Agenda Agenda was accepted as circulated.</p>	Agenda was motioned and approved by Tom Whillans and Andrea Hicks
<p>3. Approval of Minutes from Previous Meeting Minutes of the November 17, 2014 PAC Meeting were approved as distributed</p>	Minutes of the meeting May 6, 2014 were motioned and approved by Meredith Carter and Max Debues
<p>4. Conflict of Interest Declaration</p>	None declared
<p>5. College/Campus/School Updates Dean/Principal Report –Handed out prior to the meeting. Linda talked through the report. The college is identifying areas for sector growth; as predicted population of high school graduates entering the college system is continuing to decline. Recruiting more international students, looking at credential mix, looking for 2000 students in five years' time. The college is working towards accreditation through the Integrated Planning Process Pest Management certificate program has been deferred till January 2016, as there was not enough interest in the program for a Fall start. Working on the concept of new applied planning certificate as a co-op program. Tom asked Linda if we are able to take on the responsibility of funding additional courses. Staff was sent for ELC training but nothing has happened since. Dale advised that the Ministry want to keep control as needed for their own staff too. There is a signed agreement in the form of the Institute for Watershed Sciences between Trent, Fleming and MNR, which will need to be revisited, but it could be a host for such a course. Rob said that MNR has been out to his site to once again host the ELC course there.</p>	Action point – to connect with Ministry representative responsible for the delivery of training. Dale will send contact details to Linda

Agenda Topic

6. Career Services Update

Marie gave a presentation of the Career Services portal, where employers will be able to see their job postings and how many have viewed the available position. www.flemingcollegecareerservices.ca. The job fair held in February was highly successful with 54 employers in attendance. A further 20 employers have come since the job fair. Marie asked the students if they would like to see job opportunities in a folder online, to save printing. Rob asked if jobs could be forwarded to student presidents from individual programs. The committee confirmed that February is a good time for the job fair to be held from their sector. Tom W advised that the job fair at Trent didn't appear to be well attended and not many employers from the environmental sector were in attendance. Andrea mentioned that she would be happy to give webinars/presentations to classes. Rob asked if there is a site for students to go to look where previous graduates have been employed in the sector. Marie has a list of websites available

7. Program- Related Activity

KPI – Kris talked through the KPIs which are a snapshot of how we are doing and don't show the whole picture. For example the students could be continuing education or between contracts when the data is collected. Rob advised that it is difficult to rationalize the data from an outside perspective as we don't know the subtle nuances of how the data is captured. Andrea asked if we have internal accounting of what happens to the students, Tom confirmed that he has that data available for the program review. Eric has numbers of every student who started and everyone that went to Trent.

E-Learning –Kris advised that this strategy is being implemented throughout the college, The idea is to take the components of the course that can be delivered on-line, need students to be more actively engaged, to free up more time for hands on and dialogue in the classroom, to improve students' skills and for them to be able to learn independently. This will also offer people already in the workforce opportunities to upgrade skills. Employers want students to be able to learn on-line (e.g. health & safety courses). Blended learning is being offered which takes an existing course and identifies key components that can be delivered interactively online

Andrea advised that all training for WSIB and HR is being carried out on-line. E portfolios are being created by students to showcase their accomplishments. Dale advised that the practice of biology has so much continual learning. Meredith advised that MoE has participants from multiple locations to present which makes it more interesting and gives a wider picture. Rob mentioned that project leads are now being asked to populate their website with documents and materials that have been produced. Tom works for an NGO and has noticed that some good candidates have one or two courses missing, so online is a good way to get these qualifications. Dale advised that tablets are being used to collect data in the field. Also that having the ability to use Google earth and GIS is very useful. Tom said that it would be good if students can pick up courses remotely to open up to more students

Max advised that students don't enjoy learning online, they prefer to be involved with hands-on learning. Rob advised that the blended learning needs to be done well to be successful

Student updates

Max talked with other students about the integration of data management programs, direct application programs, such as excel. Try to integrate GIS across the curriculum.

Agenda Topic

Suggested that perhaps some training could be offered on the Microsoft suite of programs; A suggestion was made that there are self-directed tutorials available through lynda.com. Max has enjoyed the program; really nice mix of courses, good pace, having mandatory courses is a good thing.

Rob agreed with above points, he enjoyed his time at Fleming, very interdisciplinary which taught us also what we didn't like. Taxonomy skills surpass Trent students. Need to learn how to apply the software we learn in the programs. Tom asked how Rob manages the workload; he advised that the workload is different at Trent, shorter school year so you have less time to finish, but felt that he was prepared well for this transition

Eliza would like to encourage GIS applications to be worked across the program. Chemistry is geared towards the program so finds it easier. Indigenous environmental studies she found repetitive in second semester could be changed to take case studies, how to change the approach with an ecological perspective. Now feels well equipped to take on courses at Trent

Curriculum & Program Updates

Tom W advised that Trent overall is changing, the new president wants individual units to be responsibility centered for their budgets, how conceptually departments can work with each other with an environmental focus responsibility is in transition. Some Trent staff have been offered an exit package, don't yet know how that will look. Will look different next year Tom H advised that this is a cost saving operation not an academic decision Course specifics work on curriculum changes.

Looking at splitting into half year courses.

A new field course is operating on community based assessment and monitoring of lakeshores, using the protocols, assessing shorelines, data entered onto tablets. Students are hired in the summer to continue the work started in the field course. OSGA (Ontario Sand and Gravel Association) interested in working with Trent to incorporate more field courses that are real hands-on. Gravel pit sites would be a good long term project that could last the four years of the program. Aggregates Act required that restorative actions are taken, having a project like Abbey Gardens would be terrific, and they will provide access and expertise. Tom gave an update as to how gravel pit restorations can help support industry

Rob M gave Tom some ideas for opportunities that may be available for a longer term project

Tom will speak with to develop a long term restoration partnership for our program.

David teaches the risk assessment course, as under pressure to split these courses, has one more year as a full course before being divided

Eric advised that 50 students joined the program this fall, but 20 did not meet the minimum average of 65% to move into the second semester. Some students change programs as they wanted more field work right away. Field trip to Sudbury continues to give students a clear understanding as to why they take chemistry. Field course this year was held at Beachwood Resort, then on to Haliburton Forest and Wildlife Reserve.

Curriculum changes need to be made, as the students are overloaded. Curriculum committee needs to meet to discuss how these issues can be addressed.

Need testimonials for the program page to assist recruitment as hasn't changed since conception. A discussion took place around marketing

Agenda Topic

Student Profile

Two students now have graduated with their masters and both now working

Industry updates

Meredith advised she has several employment opportunities currently posted on the website. A new CAO joined last summer that brings much experience of partnership working to develop a stewardship strategy. Involved with implementation of regulations ensuring municipalities are in compliance with the new legislation. Research project underway with Kawartha Conservation. Ongoing monitoring is necessary and Meredith doesn't have the capacity to carry out the data management piece. It is essential that students have the skills needed for industry, such as excel, access, GIS, Google earth. Andrea advised that she is now with a consulting company, there is a variety of ecological restoration permits needed. On-line proponent driven review process, species at risk is a large component of what Andrea does; need real life examples in courses of the legislation. New mapping site for being effective in planning, wetlands, species at risk. Resources are now readily available on-line. Cambian Aboriginal was launched last year out of Curve Lake First Nations, now looking at services and needs for first nations land. Eric advised that he is looking at building partnerships for summer students working on first nations land. Dale commented on environmental planning program is being created as there has been a gap interpreting policies and planners. Through provincial and federal planning the more people we can get to recognize that environmental impact is not being considered the better. Environmental Management planning is siloed, how can we get them to integrate? Rob mentioned that huge efforts have been made in areas of focus monitoring of water quality, nutrient loading, and stewardship. Provincial plan review report card to inform decision makers on how vital climate change e.g. Port Perry Bay is not a good environment for fish, so will be dredging to naturalize. Data management piece has been essential in the process.

Dale advised that he has recently hired four staff and has a number of jobs on the website

8. New Business

Rob SERT advised

9. Next Meeting Date – April 6, 2016

10 The meeting was adjourned at 4.10pm

Program Advisory Committee Meeting Minutes

Wireless Information Networking

Date and Time:5/22/2015 9:00 AM Location:599 Brealey Dr, Peterborough, ON. Room B3330

Attendees: Ahmed Refaey Hussein, University of Western Ontario, Kristi McKay, The Learning Disabilities Association of Peterborough, Ryan Moore, Golden Rural High Speed, James Powell, Siemens Canada, Mikael Eklund, University of Ontario Institute of Technology, Jesus Venegas, Fleming College, Maha Elnaggar, Coordinator, WIN, Fleming College. Abdel monem Saleh, Gouthamraj Maran, WIN Student, Phillip Chee,

Guest Attendees:Kari Draker-Fortis, Center for Learning & Teaching, Joanne Duffy, Career Services, Alana Callan, Center for Learning & Teaching

Regrets:Lynne Buehler, Peterborough Police Service

Recorder:Chantal Wood, School Operations Liaison

Agenda Topic	Follow-up Required / Motion
<p>1. Call to Order – Welcome and Chairs Remarks The Chair welcomed committee members and guests to the meeting and called the meeting to order at (9:07am). All members were introduced.</p>	None
<p>2. Approval of Agenda Agenda was accepted as circulated.</p>	Moved and seconded by James Powell and Gouthamraj that the agenda be APPROVED, as circulated. CARRIED
<p>3. Conflict of Interest Declaration</p>	None declared
<p>4. Dean’s Remarks Maxine Mann</p> <ul style="list-style-type: none"> · Wireless Information Networking was designed largely to attract international students · The hope is to have a blend of domestic and international students · The WIN program attracts a number of students, typically over 90 students in a semester at one time · One of the attractants of the program is the applied project component · Most students enter the program with a degree · Students really enjoy the hands on approach that the college offers · Fleming College is unique in that it is the only college with a program like WIN · The program is currently holding focus groups to get feedback from students 	

Agenda Topic

5. Introduction to WIN

Maha Elnaggar

- Introduced proposed changes, tools and skills added to student as well as expected jobs will be available to students if changes applied
- Students tend to be coming from different backgrounds, Electrical Engineering, Computer Engineering, Computer Science, and Information Technology
- Students that have a programming background are missing the computer aspect and vice versa
- Students with one background seem to be struggling with the other aspect of the program

First semester

- The intent in the first semester is to get the students' skills and knowledge and by the end of the semester have all students on the same level to move on in the program and hopefully remove the gaps

Second semester

- The students will start to have the knowledge on how to work in wireless communications, how to move the signals through
- They also have the opportunity to work with networks in the CISCO labs

Third semester

- The students will have a very good background at this point and we want them to be knowledgeable in the database
- They will also have knowledge of a security network

Fourth semester

- In the fourth semester, students have an applied project or field placement. This course prepares the student to learn how to work in a team environment and how to manage their time
- The students can choose a field placement and the coordinator would be in contact with the supervisor to see how they are progressing
- This is one of the most important aspects of the program as it provides students with experience and references in Canada
- If for some reason we are unable to find a field placement, the students can do an applied project
- The hope with this new curriculum is that the students that come in with a certain background, will leave with multiple backgrounds
- By restructuring the program, we are able to add a number of skills outcomes that will provide a better chance to obtain employment in the market
- The intent is not to make a student superior in one skill of tool, but to provide them with a wide base of experience

Maxine Mann

- The curriculum that was originally designed had some issues with the first semester
- The program was developed with a large weighting with CISCO and some wireless
- Would like feedback about the weighting of the two
- If you were hiring a student, is that what you are looking for in a graduate?
- We are currently becoming a CISCO certification and testing center

Agenda Topic

Maha Elnaggar

- Presented the chart of the current course
- Focused on the fact that current program is not well structured
- The intention is not to remove CISCO from the program but to teach the students in the program all of the background of networks
- The proposed curriculum would include CISCO in three courses, introduce network, going into detail regarding routing and switching, and learning how to secure the network

6. Tour

After the introduction, the attendees went in a tour to see the wireless and the CISCO labs. Jesus Venegas presented sensor network tools available and received many technical and academic questions from the group.

7. Discussion

Maxine Mann

- Requested feedback from current and graduate students of the WIN program.

Gouthamraj Maran

- Come from an electronics background
- No other university or college offered the scope that Fleming College offers
- The radio frequency course in the first semester, because of my background I was very comfortable in it but the students that didn't come from that background could not comprehend the course
- Group mates that have a computer background lack the knowledge and the basics of electronics
- One of the major things is the CISCO labs here
- I have never seen it in my background and that is why more people prefer to come to Fleming
- The CISCO courses are a little bit overtaking of all of the courses

Jesus Venegas

- One of the things that I noticed is that the students are coming right from University
- In my case, I worked for 5 years and had experience in some of the tools
- From the website, the program looked very attractive to have all of those things combined
- Most of the classes are headed to CISCO certification
- CISCO certification is necessary because of the industry but at the same time when we arrive at the applied project, people with the networking background couldn't handle the programming part
- Some of the students have CCNA already and some of the students were preparing for CCNP
- I would like the program to have the focus on the other stuff which would create a good professional in my opinion
- Combining all of these would be of good use in the industry. These changes can help

Agenda Topic

Ryan Moore

- Our organization hooks people up with the internet whether it's a wireless connection or a DSL connection
- Over the last 6 months we started tracking how many days it takes us to get a follow up phone call from a customer we just get a good internet connection to
- Right now it's about 24% within 7 days
- What do they call us back for? They call us back to say now I have the internet, I want to do this, do you sell these, I want to install this
- Everything has to do with the WIFI network running over the internet
- We have installed everything from garage door openers, to baby monitors, etc.
- Right now we are looking at something called the 'mother' and you can put little RFID tags on everything to track it
- Just to let everything know around the table, the internet of things is very real and it's pretty cool that you are on to this
- Talking a lot about CISCO here, our system runs nothing on CISCO
- We use Mikrotik, less expensive, very powerful, I won't say easier to use because if you talk to somebody who uses both Mikrotik and Cisco they both have their quirks
- Having a CISCO background does help you with Mikrotik but a lot of the CISCO stuff you don't need in order to run Mikrotik
- I have always been under the impression that it is the second child to CISCO
- A client contacted us from a fairly big organization in Omeme that was wanting to know if I could recommend somebody to do Mikrotik programming
- If I want to take a Mikrotik course, I have to go to the states
- There's a need there and could be a good opportunity there from a college perspective

James Powell

- CISCO certification is a good base, there's a lot of other equivalent networks out there that are not Cisco based
- The equipment that I've seen here is all along the commercial size of things

Phil Chee

- The value in the CISCO curriculum is not the fact that we are using the hardware specifically, it's the curriculum
- It is a curriculum that has been put in place for 20 years in the networking industry
- It's the theory of the curriculum that teaches the background IP theory and that's what the curriculum offers and that's what we teach
- The benefit is that the student can become CCNA certified

Gouthamraj Maran

- The students need clarification about CISCO and more theory about network before CISCO labs start. What I learned in theory, I applied in practical.

Maha Elnaggar

- Students don't benefit in the current version of the program from the strength of CISCO curriculum for two reasons
 - Even though course comp526 (switching and routing) is prerequisite of course comp 505 (VOIP), they both offered to WIN students in same

Agenda Topic

semester

- Comp 507 (wireless security) is offered to students in semester one before they learn anything about network.

Maha Elnaggar

- There are two CISCO certificates in the current program. CCNA switching and routing and Voice over IP

Mikael Eklund

- When students complete the program do they get the certificates? How many of the students get the certification?

Gouthamraj Maran

- When we finish the courses, we have to have the certification exam separately.

Mikael Eklund

- In the suggested curriculum, they would still be able to do the certification? Do they have to do a lot of extra work to get that certificate or do they just write an exam?

Gouthamraj Maran

- When we finish these courses, we learn the basics of network and routing. We just need to do a little bit of studying and we are able to write the exam.

Maha Elnaggar

- Applied projects are not the first choice of WIN students
- They prefer field placement and external applied projects to get Canadian reference
- Field placement and external applied projects most of the time don't cover all what students learn during the program
- Internal applied projects are offered to students who do not have a placement
- Internal applied projects are designed to cover many of skills the students learned in each project such as network configuration, electronic testing, programming and database
- Applied project in semester 4, students are informed about the project in the beginning of semester 3. They start to learn the skills in semester 3. They deal with me as a sponsor, they sign a contract, they prepare a giant chart, and they do a final presentation to show who will be doing what, who has what responsibilities. Once they enter semester 4, they have planned for the project and they are treated and work exactly as they would in an organization.

Ahmed Refaey

- Are most of the students here international students?

Maha Elnaggar

- Most of them come from India; some of them come from Mexico, Venezuela, Vietnam, etc. They come from different backgrounds.

Ahmed Refaey

Agenda Topic

- What is the goal for these students and what is the percentage of students in the market?

Maha Elnaggar

- The goal for these students to be in the industry after their graduation and not to go on in academia.
- Students have asked for this to pathway into university and based on my knowledge there is no common path for students to move on into academia.

Ahmed Refaey

- I see that this program is bridging the gap between industry and academia.
- This program target will not be just for industry, but for small projects and business.
- They can get funding from the government. We have patent offices at the university, I don't know if there's something like that here.

Maha Elnaggar

- I encourage my students to do this however international student have an agreement with the ministry of education that for the two years that they study here, they have a chance to work for three years until they find a fulltime job. Then they can apply for their papers. Starting a business doesn't really apply to them at this point until they get their papers.

Maxine Mann

- Just to add to that, we have a new program here at the college called Fast Start with Javier Bravo and his role is to help students with developing their own business ideas.

Ahmed Refaey

- For software group, firmware group and hardware group, the electronics part of the program is very important because students will not be able to read the schematic or understand what the transistor or circuit is doing.
- I feel that this electronics part is a very important part to be added to the curriculum.

Mikael Eklund

- You are talking about bringing domestic students into the program and where are you planning on bringing them in from? Computer Engineering, Computer Science and Electrical Engineering?
- I think the proposed changes offer a good balance between those three.

Maxine Mann

- Maha flagged a long time ago that there were these gaps that needed to be addressed.
- The hope is that now these changes will go forward.
- We hope to have this proposed curriculum in place for next fall 2016.
- To add a piece about project management. Part of the challenge is for all students, this program or otherwise, is soft skills, the ability to communicate, explain what they are doing, present in a professional manner, etc. We have a lot of students who get the technology but are lacking in the soft skills.

Agenda Topic

Maxine Mann

- The three things people talk to me most about are math skills, communication skills, and presentation skills. Math skills in North America are not what they once were, so there's a real challenge in teaching throughout technology courses.
- Communication skills, we find students are highly distractible and project management, time management, ability to work in groups, ability to resolve conflict. We do identify that these are challenges and we are trying to address and embed into the curriculum.

Maha Elnaggar

- System and signal is a customized course added in the proposed change to give students the capability to understand equations they learn in other technology courses

James Powell

- My background is the equivalence of an honors degree in mathematics and almost an equivalence in electrical engineering. I found that my math skills aren't directly applicable to what I do, but the training was. It sounds like your students come in with a wide variety of math skills so where is your focus?

Maxine Mann

- We know that Math skills help people with critical thinking and sequential thinking. What we are seeing with students particularly domestic students coming out of high school is because they are not being asked to do mathematics with the same rigor, their sequential problem solving much more difficult. I think your point is well taken which is there are other skills you learn quite differently from the mathematics.

James Powell

- Looks like an awful lot of thought went into this program.

Ahmed Refaey

- There should be applied math.
- I think you can keep it signals and systems but you still need applied math as well.

Gouthamraj Maran

- We have 30 international students in this course with bachelors from different backgrounds. They have enough knowledge about applied mathematics, the concepts of calculus, algebra, they have these basics. The signals and systems, they need the backgrounds of the transforms, these kinds of piece is what they are missing.
- In our bachelors, we have seven papers that we have to do in India. We have to do a mathematical paper each semester.
- When the students arrive they are lacking in different areas and the signals and systems gives them the knowledge of both which is why this course is better than an applied math course.

Agenda Topic	Follow-up Required / Motion
8. Adjournment – 11:29am	Next meeting to be scheduled for May 2016

Program Advisory Committee Meeting Minutes

Welding Techniques

Date and Time: 6/19/2015 9:00 AM Location: 599 Brealey Dr, Peterborough, ON Rm B3330

Attendees: Andre Bertrand, Air Liquide Canada Inc., Ryan Farmer, Rolls Royce, Dan Tadic, Canadian Welding Association, Hillar Prits, CIMCO Refrigeration, Mark Chartrand, Chemetics, Glen Kelsh, Praxair Canada Ltd., Graeme Meddows-Taylor, Fleming Alumni, Maxine Mann, Dean of the School of Trades & Technology, Darryl Madussi, Fleming College,

Guest Attendees: Kari Draker-Fortis, CLT, Lou Ann Hanes, Career Services

Recorder: Chantal Wood, School Operations Liaison

Agenda Topic	Follow-up Required / Motion
<p>1. Call to Order – Welcome and Chairs Remarks The Chair welcomed committee members and guests to the meeting and called the meeting to order at 9:04am. All new members were introduced.</p>	None
<p>2. Approval of Agenda Agenda was accepted as circulated. Lou Ann Hanes to speak about career services.</p>	Moved by Kari Draker-Fortis and seconded by Andre Bertrand that the agenda be APPROVED, as circulated. CARRIED
<p>3. Approval of Minutes from Previous Meeting Minutes of the January 24, 2013 PAC Meeting were approved as distributed</p>	
<p>4. Conflict of Interest Declaration</p>	None declared
<p>5. Dean's Remarks The Dean's responsibility is to ensure that the students that graduate from this program are top notch and are entering into the industry with the skills that industry are asking for. Your feedback helps to direct our curriculum, future programming, even the kind of faculty we hire, and what we look for in students, so I can't thank you enough.</p> <p>To speak about the Trades School, we are in a new facility and the Welding program is the most popular. We are already at almost 100% capacity in the lab that we have and we are moving into a second year of the program.</p> <p>We also know that we face challenges with the students that are coming in with regards to their math skills, communication skill, etc. High School students now are not allowed to be failed. In the trades, we know that mathematics are primary skills. Students will be working with customers every day and if they are not able to present themselves, that becomes an issue. We are really trying to combine both the technical skills and soft skills in our programs to have a student that can present themselves as a professional of the trade.</p>	

Agenda Topic

We don't call ourselves a Trades school, when we speak publically that we are really focused that this is a skilled profession. The perception starts to change and this is a very different world from 20-30 years ago, these are skilled professionals.

6. Program Related Items**Enrolment Trends**

- As of February, we were already waitlisted for our program in the fall
- The level of students we are getting is getting better and better
- Looking at the KPI's, we were in an older building and we only had 20 booths at the other campus
- In the Fall of 2014, we took 2 intakes of 30 students
- Currently have 15 women in the program
- We have had a lot of change with leadership and faculty over the past few years. More stability has helped the program and the school.
- student satisfaction has increased, a large part of that is due to the new facility
- there was a dip in the student satisfaction rate in 2014 due to the second year program being put on hold from the ministry

Labour Market Trends

- the employment rate, we are above average for the college average
- there's a challenge surrounding the students that come from the area want to stay in this area
- we are looking at how we encourage mobility and gain experience
-

Program Model WFT

- At the last Program Advisory Committee meeting, we received approval to go ahead with the second year Welding & Fabrication Technician program
- As we were going through the process there were some minor changes
- Students have a project in the Welding Technician program and in the first year of the Welding & Fabrication program
- There was a huge disconnect with the students in saying, why do I need to take a computer course and a math course
- we attempted to incorporate all courses into a project, math and blueprint skills is a real component
- the students have a document that they are required to carry with them as a traveler
- they have seven weeks in the lab to complete the project
- there's some real critical thinking happening in this project, understanding weld symbols, math components
- Semester four project in the second year has various courses that contribute to it, project management, blueprints along with the welding skills that they have acquired to this point.

Proposed Continuing Education: Pressure Welder

- the intent with the fourth semester project is to have the ability to pathway to a pressure welding course
- the hope is to offer a 240 hour pressure welding course through continuing education

Agenda Topic

Equipment Certification

- the college is very mindful of safety and in the welding program you are not permitted to use any equipment in the lab without receiving the training and being certified on it
- students get certified on the angle grinder, shear, 65 ton iron worker, 1 ton gantry crane, pedestal grinder, chop saw, and horizontal band saw
- the students receive a certificate with their name, id, date issued, etc. they must carry this card on them in the lab as they would need to out in industry

Labour Market information

- through Canada Job bank, there were 1025 welder positions found, just over 1000 pressure welders, 1159 welder/fitters, and 675 weld technologists
- there is a current need for highly qualified welders
- according to statistics from the CWA annual conference, Canada will have a shortage of 20,000 welding related positions, the US has 10 times higher within the next 5 years or so

7. Acorn Accreditation

- standardize welding curriculum across Canada
- 2 million dollars went into developing Acorn welding education
- uses the latest and greatest teaching aids, 3D printing, 3D scanning, 3D modelling technologies
- colleges and universities will be able to apply for funding from the organization
- the organization is investing money in applied research as well
- if accredited Fleming College can be the unique test center for the region.
- Insure that students meet national expectations

Career Services

Lou Ann Hanes informed members of the services that career services provides to Fleming students and employers. This is a free service to employers who are looking for Part-time, full-time, and seasonal opportunities. Lou Ann also informed members that the college hosts a job fair every February and if there was any interest to get in touch with the department.

8. Input from Industry

Pressure Welder for Continuing Education, still in the planning stages, 240 hours over a 15 week period. The committee definitely sees a need as employers are out there looking for people with experience.

One of the things that employers have found is a weakness is self-inspection in the welds and the interpretation of a weld. Here at the college we are thorough with the theory aspect of welding. Students are introduced to what weld faults are and what they can potentially do. We explain that as a welder, we need to take responsibility for that weld.

Harmonizing in schools, if it can be a common ground for everybody, that's where you'll see everybody get better. New hires have never had to self-regulate. Welding is an art, take pride in what you do, it's your signature.

If you don't stamp it when you're doing your stop start, you're doing yourself a disservice. Here you aren't going to fail, out in industry, you're going to lose a job.

Industry doesn't expect students to come out of colleges to be experts. We are looking for their attitude, willingness to learn, it's about continuous learning.

The program is looking at bringing in student placements. It can be as simple as sweeping the factory floor. If you have summer jobs available that would be great. Down the road, would very much like to get a co-op happening so they can get credits. If a co-op might work with you and how we might go about it. Again, if they can get experience on the shop floor, whatever it may be.

9. Next Meeting Date – June 2016

10 Adjournment followed by Tour
Adjourned at 11:36am

Program Advisory Committee Meeting Minutes

Instrumentation & Control Engineering Technician

Date and Time: 6/25/2014 9:30 AM Location: Room B3330, 599 Brealey Dr, Peterboroug

Attendees: Jim Genge – Canadian Instrumentation Services Group; Todd Rogers – Franklin Empire; Andrew Rorke – SGS; Tom Churchill - Siemens; Chris Neild – GE Hitachi; Sean McQueen - Rolls-Royce; Sean Murphy - OPG; Ryan Byrne – Andritz Hydro; J Gillis - Measuremax; Blane Bell – INT Program Coordinator

Guest Attendees: Spencer Craig - Faculty; Kari Draker-Fortis – Curriculum Consultant

Regrets: N/A

Recorder: Chantal Wood – School Operations Liaison

Agenda Topic	Follow-up Required / Motion
<p>1. Call to Order – Welcome and Deans Remarks The Dean welcomed committee members and guests to the meeting and called the meeting to order at 9:37am All members were introduced. The Dean noted that this program is a program that receives of lot of feedback from community and requires a lot of explaining. The program itself has a lot of support from the College.</p>	None
<p>2. Approval of Agenda Agenda was accepted as circulated.</p>	Agenda approved as circulated.
<p>3. Conflict of Interest Declaration</p>	None declared
<p>4. Enrolment Data and Targets</p> <ul style="list-style-type: none"> • This time last year (2014/15) the program had 15 enrolled and 23 ended up coming in to the program. • Currently, the program has 25 enrolled for Fall 2015. 	
<p>5. Program Overview, Changes from previous meeting, Interaction with Electrical Technician</p> <ul style="list-style-type: none"> • The previous meeting it was suggested to incorporate Arc Flash. This did not occur as the program required a more general health and safety background. • A decision was made to keep the co-op component of the program. Approximately 10-15% of the students will go out on a co-op each year. • A proposal was suggested to implement integrated learning into the program but that has proven to be difficult in a two year program. • A course on sustainability has been added. • Working on strengthening math across the college and in our program. 	

Agenda Topic	Follow-up Required / Motion
<ul style="list-style-type: none"> The program has been in place with the current changes for one year changes in the curriculum seem to be working well. With a difference of 8 courses between EE and INT, the INT program has 5-7 students coming in from EE, and 3-5 students coming from INT going into EE, to obtain a second diploma in a third year. 	
<p>6. Changes in Curriculum</p> <ul style="list-style-type: none"> Math was realigned with the electrical course outcomes. Looking at replacing measurements with two electronics courses, ELCT 105 and a dedicated digital electronics course. Looking at reducing AutoCAD by 15 hours to incorporate line drawings to focus more on electrical 2D schematics. Dissolving measurements back into all of the electrical courses. Reduced automation and managing technical projects by 15 hours. 	<p>Moved and seconded by Sean and Ryan that the Program Advisory Committee endorses the recommendation for the changes to the Electronics course. CARRIED</p>
<p>7. Top 5 desired skill sets</p> <ul style="list-style-type: none"> Software – E-plan electrical, AutoCAD lite 2014, Siemens unigraphics 8, Siemens NX, 2D/3D, Visio Technical – measurement instruments, basic quality assurance techniques, comfort around industrial equipment, intro to Canadian electrical code (from a design point of view), trouble shooting, ability to use a hand held, when to use and how to verify a mag meter, understanding the annual calibrations, symbols Ability to apply what they have learned in a practical environment, ability to follow instructions, ability to write reports, take notes, understanding of the impacts of their work 	
<p>8. Co-op status and validity, program name</p> <ul style="list-style-type: none"> Optional co-op in semester 3. Students must be in good standing and pass all of their courses. Co-op considered valuable by all members. Program name to remain the same for the time being. 	<p>Moved and seconded by Sean and Todd that the Program Advisory Committee endorses the recommendation to maintain the optional co-op and to have the program name remain as is. CARRIED</p>
<p>9. Adjournment – 12:30pm</p>	<p>EXAMPLE FOLLOW UP: Next meeting to be scheduled for June 2015</p>

Item #	Agenda Topic - Discussion	Follow-up/Status
	<p><i>Support</i> – proposals have been submitted to address the lack of signage and check-in mechanism to direct students when they enter the Registrar’s Office. Students are reluctant to use the waiting room and implementing a check-in process would alleviate the confusion and provide for a better student experience. The traffic flow continues to be an issue and the hope is that a workable solution will be identified soon.</p> <p><i>Frost</i> – the Fleming Zone received positive feedback. It is an excellent source of College information. A suggestion was made to tap into the retirees group to generate donations for student bursaries.</p> <p>Strategic Plan focus sessions are being held and everyone was encouraged to attend a session at either Sutherland or Frost.</p>	<p>Registrar</p> <p>Advancement</p>
<p>8.0</p> <p>8.1</p> <p>8.2</p> <p>8.3</p> <p>8.4</p>	<p>Other Business</p> <p>Election of Chair 2015-2017 The Chair called for nominations for the 2015-2017 term. Jenny Olauson was nominated. There were no additional nominations. Jenny Olauson accepted the nomination.</p> <p>Motion 3 It was moved (Paul Chevrier), seconded (Kathleen Conway) and carried: THAT Jenny Olauson was acclaimed Chair for the term 2015-2017.</p> <p>Election of Vice Chair 2015-2016 The Vice-Chair role became open with the election of the Chair. Interested candidates for the Vice-Chair 2015-2016 term may contact PAC Secretary. The Chair and Vice-Chair are elected in alternate years.</p> <p>Summary Report of Meetings Evaluation Survey The Meetings Evaluation Summary Report was referenced. There was a 78.1% response rate with an overall satisfaction rate. One challenge PAC faces since the meeting format was shortened from 3 hours to 2 hours is allotting appropriate time for each member’s Roundtable report. Reviewing the disagreement factors, three stand out: responsibilities for follow-up/action items, the Great Debate format and constituent groups’ awareness of PAC’s mandate. It was decided that PAC will return to this in September for further discussion and clarity.</p> <p>PAC 2014-2015 Annual Report Each college is required to establish a college council in accordance with specific guidelines from the Ministry of Training, Colleges and Universities. A report from this advisory council shall be included in each college’s annual report. Fleming’s PAC 2014-2015 annual report was referenced.</p>	<p>PAC</p>
<p>9.0</p>	<p>Recognition Members whose terms draw to a close were acknowledged and thanked by the President: Valdis Cuvaldin, Drake Worth, Jack Roe, Shannon Langlois, Heather Sago and Lori Humphrey, Chair. PAC Secretary Pat Donnelly will be retiring from the College at the end of June.</p>	
<p>10.0</p>	<p>Adjournment of Meeting Meeting adjourned at 5:44 p.m. The 2015-2016 meeting scheduled will be posted on PAC’s web page.</p>	