

**BOARD OF GOVERNORS
PUBLIC MEETING**

Wednesday, February 27, 2013

3:45 p.m.

Scholfield Boardroom – Brealey Room #5920
Peterborough, ON

2010-2015 Strategic Priorities

1. Achieving Excellence in Student Learning
2. Providing Superior Services and Facilities
3. Leading in Sustainability
4. Growing with Positive Results
5. Building Community Success
6. Developing the Fleming Working Environment

Highlighted item(s) are flagged as an opportunity for generative discussion.

Est. Time	Item	A = Approve R = Receive I = Information
	1. Call to Order	
1 min	2. Welcome and Introduction of Guests	
1 min	3. Approval of Agenda	Pgs 1-2
1 min	4. Conflict of Interest Declaration	
1 min	5. Unanimous Consent Agenda	Pgs 3-26
	<i>The following items/recommendations have been identified as part of the consent agenda for the public meeting of the Board; Governors are encouraged to call the President/Board Chair/Board Secretary in advance of the meeting if there are questions about a listed consent agenda item.</i>	
	ITEMS: (enclosed)	
	A 5.1 Minutes of the January 23, 2013 public meeting of the Board	
	R 5.2 Purchase Contracts Awarded	
	R 5.3 Activities of the Board Committees for the month of February 2013	
	R 5.4 Program Advisory Committee Meeting Summaries and Updated Schedule	
	R 5.5 Index of Correspondence for January/February 2013	
30 to 45 min	6. Building Community Success	
	One of the Board objectives for the year is to <i>broaden the College's emphasis on building community success by receiving external stakeholder input</i> . Leaders in key sectors will be invited to share their perspective on plans and priorities that could involve the College more extensively. The focus of the first session is the health sector .	
	<i>Guest Panel:</i>	
	<ul style="list-style-type: none"> • Dr. Nancy Martin-Ronson, Chief Nursing & Information Officer, Peterborough Regional Health Center • Mr. Larry Stinson, Director of Public Health Programs, Peterborough County City Health Unit • Ms. Candace Chartier, Chief Executive Officer, Ontario Long Term Care Association 	
5 min	7. Reports	Information
	7.1 Board Chair (<i>verbal</i>)	
	7.2 a) President (<i>verbal</i>)	
	b) College Activity (<i>enclosed</i>)	Pgs 27-28
	7.3 Liaison Governor: President's Advisory Council (February 21, 2013 meeting)	
	7.4 "Connecting with Our Communities"	
	<i>This is a roundtable opportunity for Governors to comment on events they have attended and/or debrief on a recent event.</i>	
	7.5 Report from the In-Camera Meeting (<i>verbal</i>)	
20 min	8. Fleming College Business Plan (to the Board for approval at the May 1 meeting)	
	Reference Document: <i>Business Plan 2012-2013</i> , available at http://flemingcollege.ca/PDF/Fleming-College-Business-Plan-2012-2013.pdf	
	Three questions are offered to facilitate discussion:	
	1. What types of themes do you hope will be addressed in the Business Plan this year that connect to either the Strategic Plan or our Strategic Mandate Agreement?	

2. From a Board perspective, what would you identify as the College priorities for the coming year?
3. The Business Plan may need to be adjusted quickly in response to a change in government priorities or even a change in government itself. What mechanisms would the Board want to implement to provide the right combination of advanced planning and flexibility should this circumstance arise?

10 min

9. Business Arising from Previous Meetings

- I 9.1 Program Quality Assurance Process Audit Self-Study Report (*enclosed*) Pgs 29-61
This is the Board's opportunity to review and offer feedback on the document.
Guest: Trudy Heffernan.
- I 9.2 Centre of Excellence Update

10 min

10. New Business / Board Decision Items

- I 10.1 Paths to Prosperity: Higher Learning for Better Jobs Pgs 62-63
A summary of the Ontario PC white paper is *enclosed*. The full document can be found at <http://ontariopc.uberflip.com/i/108917>

11. Other Business (*includes items removed from the Consent Agenda*)

10 min

12. Private Session

Members of the Board are reminded of the *private session* that will take place at the conclusion of the public meeting agenda.

13. Adjournment approx. 5:30 p.m.

UNANIMOUS CONSENT AGENDA

SOURCE

- Board Policy 1-102L, *Guidelines for the Consent Agenda*

<p>Action Required</p> <ul style="list-style-type: none"> • for Information • for Consultation and/or Discussion • for Approval (motion required) 	<p>THAT the Board of Governors of Sir Sandford Fleming College, by unanimous consent,</p> <p><i>approve the</i></p> <p>5.1 minutes of the January 23, 2013 public meeting of the Board;</p> <p>and</p> <p><i>receive, for information, the</i></p> <p>5.2 Purchase Contracts Awarded September 2012 through January 2013;</p> <p>5.3 Report on the Activities of the Board Committees for the month of February 2013</p> <p>5.4 Meeting Summaries of the <i>Welding</i> (January 24, 2013); <i>Educational Assistant</i> (January 17), <i>Applied and Community Based Research</i> (November 27/12), <i>Personal Support Worker</i> (November 14), <i>Massage Therapy</i> (November 12), and <i>Paramedic</i> (November 9) Program Advisory Committees;</p> <p>5.5 Index of Correspondence for January/February 2013</p> <p>as circulated.</p>
<p>Prepared by</p>	<p>Board Office</p>

BOARD OF GOVERNORS

Public (*Open Session*) Meeting

Wednesday, January 23, 2013

Scholfield Boardroom, Brealey Room #5920

Lindsay, ON

MINUTES

Present: Mr. Astell, Mr. Degeer, Dr. Dockstator, Mr. Gulston, Ms. Kerrigan, Ms. Kloosterman, Ms. Maki, Mr. McLean (Chair), Ms. Merrett, Mr. Nesbitt, Mr. Sexton, Ms. Shill, Mr. Stanford, Ms. Sutcliffe-Geens, and Dr. Tilly for the Board.

Ms. McFadden.

Regrets: Mr. Mackle, Ms. Ross.

Senior Administration: Dr. Angel, Mr. Baker, Ms. Crook, Mr. Harvey, Ms. Pawley-Boyd, Mr. Van Parys.

Guests: *Item 6* – Mr. Harris, SAC President; *Item 8* – Ms. Heffernan, Director–Centre for Learning and Teaching; *Item 9.1* – Mr. Holden, KTTC Project Director; *Item 10.2* – Dr. Pander-Scott, Registrar

1. Call to Order

The Chair brought the meeting to order at 4:06 p.m.

2. Introductions

A warm welcome was extended to the meeting guests (listed above).

3. Approval of Agenda

BoG Jan23-2013 #1

Moved and Seconded by Ms. Maki and Ms. Merrett
THAT the agenda be approved, as circulated.

Carried

4. Conflict of Interest Declaration

Governors were invited to declare conflict of interest with respect to the agenda; none declared.

5. UNANIMOUS CONSENT AGENDA

Governors were requested to identify those items to be removed from the Unanimous Consent Agenda and placed on the regular public meeting agenda; none were identified.

BoG Jan23-2013 #2

Moved and Seconded by Mr. Nesbitt and Mr. Sexton

THAT the Board of Governors of Sir Sandford Fleming College approve

- the minutes of the December 5, 2012 public meeting of the Board of Governors;
- College Policy #3-341, *Accessibility for Persons With Disabilities*;

and receive, for information, the

- Report on the Activities of the Board Committees for the month of January 2013;
- Meeting Summaries for the *Heavy Equipment Techniques* (October 25, 2012), *Sustainable Agriculture* (November 1), *Geographic Information Systems* (November 8)

- and *Earth Resources Technician (November 9) Program Advisory Committees*; and the
- **Index of Correspondence for December 2012/January 2013 timeframe as circulated.**

Carried

6. Education of the Board

Sutherland Student Administrative Council (SAC): Thanks were extended to Michael Harris, SAC President and Steven Tease, Vice-President Student Affairs for the tour of their renovated student and office spaces. Referring to his written report, Mr. Harris spoke about SAC as a corporate entity, the priorities and activities of the organization over the past year including some challenges facing the student government, and stressed the importance of ensuring open dialogue between SAC and all areas of the College.

7. Reports

- 7.1 Chair's Report: Registration details on the next session in the Board Excellence Certificate program will be provided to members in early February. The Culinary students have announced their next restaurant series, offering lunch and dinner this term. The January 25 *Taste of Italy* fundraising event is sold out! Governors interested in attending the International Student Winter 2013 Welcome on January 31 are asked to notify the Board Office as soon as possible.
- 7.2 (a) The President's Report highlighted government, provincial, system and national activities. Dr. Tilly referenced the upcoming selection of the Premier and cabinet and the intent to seek a meeting with the new Minister of Training, Colleges and Universities.
- (b) The College Activity Report was referenced.
- 7.3 Liaison Governors: A volunteer is sought to attend the January 24 meeting of the President's Advisory Council; please contact the Board Office for a copy of the meeting materials.
- 7.4 "Connecting with Our Communities": Governor McLean attended the January 16 DBIA Breakfast meeting; guest speaker was Dr. Tilly who spoke to College priorities and activities, including the KTTTC. At the session, participants raised the potential for a Fleming presence in the downtown. The College is currently focussed on a few projects but is open to future possibilities, recognizing that any initiative must have added-value for students that outweigh any negatives. The Board thanked the President for this clear messaging on the College's position.
- 7.5 Report from the In-Camera Meeting: The Board utilized the in-camera meeting to accept six objectives for the President for 2012-2013: work with the Board on achievement of the Board objectives; pursue the themes of the Strategic Mandate Agreement initiative; further develop employee engagement; plan for and achieve growth; align financial and business planning; and enhance partnerships.

8. Generative Discussion: PQAPA – Program Quality Assurance Process Audit

The Program Quality Assurance Process Audit, known as PQAPA, is a provincial standard for college postsecondary program quality assurance. It supports the responsibility of each college and its board to manage the quality of their programs and is intended to review the existing quality assurance practice in place at each college.

The Board welcomed Ms. Heffernan, who leads the Internal PQAPA Task Team and who provided an overview of the process. Through a series of slides, it was explained that a college is audited once every five years; Fleming was audited in 2008. The first step of the audit process is preparation of a self-study report which gauges current processes against six criteria in the areas

of program learning outcomes; program design, delivery and evaluation; admission, promotion and graduation; student achievement, human, physical, financial resources; and regular program review involving relevant stakeholders. This self-study report is submitted to the Ontario College Quality Assurance Services. External auditors are selected for a site visit; the three-member panel will be at Fleming May 14 to 16, 2013.

Three questions were provided in advance to facilitate discussion: *What aspects of the Board's fiduciary responsibility should the Board reflect on as part of this process? How can the Board best carry this out using committee discussion and full board deliberation? What further information would the Board wish to have in order to undertake an assessment of its own practices?*

The internal task team has been very involved in preparation of the self-study document and proposes the ASA Committee review the initial draft at the February meeting. While it has been suggested that a similar process to the 2008 audit be followed, it was determined that, for this audit, the full Board would be afforded an opportunity to review and offer feedback on the self-study document in conjunction with its standing committee.

9. Business Arising from Previous Meeting/s

- 9.1 A progress report on the KTTC Construction project was provided by Mr. Holden; to date, the project is on time and on budget, and is on track for September 2014 classes. The Board offered feedback on the format of the report document and requested areas of risk/potential risk be identified.
- 9.2 One of the priorities in the College's Strategic Mandate Agreement was establishing an Ontario Centre of Excellence in environmental education at the Frost Campus. Dr. Tilly indicated staff were working on a fleshed out proposal and that specifics on the Centre of Excellence would be available for the February meeting.

10. New Business / Board Decision Items

- 10.1 Program Modification: Plumbing Techniques to Mechanical Techniques - Plumbing: Presented by Governor Maki, a review of the existing program showed an opportunity to upgrade to a higher level learning outcome. Students were experiencing difficulties in getting through material in the compressed format; this modification introduces additional lab hours.

BoG Jan23-2013 #3

Moved and Seconded by Ms. Maki and Ms. Merrett

THAT the Board of Governors of Sir Sandford Fleming College approve the modification of the Plumbing Techniques program to *Mechanical Techniques – Plumbing* with an implementation date of September 2013, for forwarding to the Credentials Validation Service for validation of the program and titles and to the Ministry of Training, Colleges and Universities for funding approval.

Carried

- 10.2 Winter 2013 Enrolment: The Board welcomed Dr. Pander-Scott who, through a series of slides, provided the Board with an update on enrolment for winter 2013. The College recorded its largest January intake with nearly 1,100 students starting in January, of which 107 were international students. International students enrolled in January programs represent 4.5% of the 5,949 full-time student population. In addition to international growth, other contributing factors to the winter 2013 growth include seven new intake launches, solid retention from the Fall 2012 semester and increased efforts in marketing and conversion.

The partnership with Centennial College has resulted in an international student population of 269 students. While the focus of the past two years has been on India, the College has identified China, Brazil, Vietnam and South Korea as potential areas to market Fleming programs. China is the next focus. The Board thanked Dr. Pander-Scott for “leading the charge” at Fleming.

The Academic and Student Affairs Committee had (at their April 17, 2012 meeting) suggested that programs developed primarily for the international market be reviewed on an annual basis to determine their success in relation to overall College programming.

11. Other Business

None brought forward.

12. Private Session: The Chair thanked the guests and Senior Administration for their attendance at the public meeting. The Board then moved into a private session at 5:16 p.m.

13. ADJOURNMENT OF MEETING at 5:29 p.m. by Mr. Nesbitt and Ms. Kloosterman.

REPORT TO THE BOARD OF GOVERNORS

SUBJECT: *Purchase Contracts Awarded*

PRESENTED BY: Governor Degeer, Chair – Finance and Property Committee

Background	<p>A report detailing the Purchase Contracts Awarded \$100,000 to \$499,000 for the September 1, 2012 through January 31, 2013 award period.</p> <p>Through the Finance and Property Committee, the Board receives this information on a quarterly basis.</p>
Action Required <ul style="list-style-type: none"> • for Information • for Consultation and/or Discussion • for Approval (motion required) 	For information.
Prepared by	Office of the Vice-President Finance and Administration

1. Perkins + Will Canada

Description: Architectural and Engineering Services for the Redesign of the CAWT Lab
 Contract Value: \$190,970.00 tax included
 Award Date: September 25, 2012
 # of Bidders: 1
 Bid Results: Perkins + Will Canada \$190,970.00 tax included

Perkins + Will Canada worked with CAWT in September of 2011 and was involved in the conceptual design and costing of the CAWT lab renovation that formed a part of the CFI Grant Proposal. Upon notification of the CFI Grant approval and review of the associated deadlines, it was determined that a single source award to Perkins + Will Canada would be required to meet the stipulations of the grant. The BPS Supply Chain Guidelines has an allowance for single sourcing the procurement of services which are required by legislation to be provided by licensed professionals. Architects and Engineers are included in the list.

2. Elite Construction Inc.

Description: Change Directive No.002 R2, Kawartha Trades and Technology Centre
 Contract Value: \$156,758.68 tax included
 Award Date: October 31, 2012

Elite Construction Inc. is the firm responsible for the construction of KTTC. Change directive 002 R2 is for electrical work, sprinkler work, and mechanical work that was not included in the original design, but discovered during site preparation by the contractor and the City of Peterborough plumbing inspector.

3. Bell Canada Inc

Description: Cisco Switches and Various Components
 Contract Value: \$114,132.35 tax included
 Award Date: January 11, 2013
 # of Bidders: 1
 Bid Results: Bell Canada Inc. \$114,132.35 tax included

Four (4) qualified bidders were issued tender packages and invited to bid; only one (1) bidder submitted a compliant bid.

Tender awarded to the lowest compliant bidder.

REPORT TO THE BOARD OF GOVERNORS

SUBJECT: *Activities of the Board Committees for the Month of February 2013*

PRESENTED BY: Governor McLean, Chair – Board of Governors

Background	A report detailing the activities of the Board Committees at meetings held on February 13, 2013.
Action Required <ul style="list-style-type: none"> • for Information • for Consultation • for Discussion • for Approval (motion required) 	For information.
Prepared by	Board Office

Academic and Student Affairs Committee

Governor Maki – Committee Chair

The Committee provided comment on the draft self-evaluation which is submitted as part of the Program Quality Assurance Process Audit process. The document has also been provided to the full Board for comment and feedback.

Members received a presentation on an initiative under development; the Co-Curricular Record would capture and record the experiences and involvement of students during their time at Fleming.

A Program Review Report from the School of Justice and Business was received, highlighting three programs: Police Foundations, Emergency Management, and Chef Training/Culinary Management.

Finance and Property Committee

Governor Degeer – Committee Chair

The financial position for the period ending January 31, 2013 (attached) was reviewed.

The Committee carried out its annual review of Investment Policy Statements which remain consistent with the overall objectives of the College and require no changes.

Members received a presentation on the sources/composition of revenue for the College and trends over the past five years. Members also reviewed the 2013/14 budget process; next steps include validation of forecasting assumptions, gathering operational requests from College departments, and developing targets/proposals to balance the budget.

Advancement Committee

Governor Sutcliffe-Geens – Committee Chair

The Committee received updates on funding progress to date and with respect to the KTTC Capital Campaign.

A presentation was given on the first cycle of the electronic application and selection process for the Bursary and Awards program.

Executive Committee

Governor Ross – Committee Chair

The meeting was chaired by Governor Degeer. The Committee has commenced an operational review of the Board and its committees. A preliminary discussion with respect to Board leadership succession planning was also held.

The Executive was not required to act on the Board's behalf.

SIR SANDFORD FLEMING COLLEGE
Statement of Revenue and Expenditures
For the Period Ending January 31, 2013



	Current Year			Prior Year			Variance
	Actual To 31-Jan-2013	Budget Current Year	YTD/Budget %	Actual To 31-Jan-2012	Actual Prior Year	YTD/Year %	Difference %
Revenue							
Grants and Reimbursements	33,548	45,609	73.6%	31,447	44,377	70.9%	2.7% F
Student Tuition Fees	23,760	21,808	108.9%	19,981	19,725	101.3%	7.7% F
Contract Training	244	716	34.0%	103	504	20.5%	13.6% F
Other Income							
Other Income	5,979	7,156	83.6%	5,176	7,119	72.7%	10.8% F
Ancillary Fees	3,694	4,004	92.2%	3,361	3,941	85.3%	6.9% F
Total Other Income	<u>9,673</u>	<u>11,160</u>	86.7%	<u>8,537</u>	<u>11,059</u>	77.2%	9.5% F
Amortization of Deferred Capital Contributions	3,092	3,710	83.3%	3,149	3,778	83.3%	0.0% U
Total Operating Revenues	<u>70,316</u>	<u>83,004</u>	84.7%	<u>63,217</u>	<u>79,444</u>	79.6%	5.1% F
Investments	10	0		0	0		F
Skills Programs	2,633	3,218	81.8%	2,986	3,213	92.9%	-11.1% U
Tuition Holdback Bursaries	1,813	2,220	81.6%	1,467	1,766	83.0%	-1.4% U
Ministry Bursaries	521	623	83.7%	765	1,037	73.8%	9.9% F
Special Projects	1,436	2,380	60.3%	1,236	1,773	69.7%	-9.4% U
Facilities Renewal and Renovation Projects	441	421	104.7%	666	533	124.9%	-20.2% U
Ancillary Operations	3,900	3,934	99.1%	3,340	3,863	86.5%	12.7% F
Adjustments to Deferred Derivative Liability	0	0		0	454	0.0%	F
Total Revenue	<u>\$ 81,069</u>	<u>\$ 95,800</u>	84.6%	<u>\$ 73,675</u>	<u>\$ 92,083</u>	80.0%	4.6% F

SIR SANDFORD FLEMING COLLEGE
Statement of Revenue and Expenditures
For the Period Ending January 31, 2013



	Current Year			Prior Year			Variance
	Actual To 31-Jan-2013	Budget Current Year	YTD/Budget %	Actual To 31-Jan-2012	Actual Prior Year	YTD/Year %	Difference %
Expenditures							
Salaries and Benefits							
Salaries, Full Time	30,939	37,297	83.0%	29,503	36,129	81.7%	1.3% U
Salaries, Part Time	7,981	11,638	68.6%	7,992	11,586	69.0%	-0.4% F
Benefits	7,989	10,274	77.8%	7,429	9,529	78.0%	-0.2% F
Total Salaries and Benefits	46,909	59,209	79.2%	44,924	57,244	78.5%	0.7% U
Non-Salary Expenses							
Instructional Support Costs	3,641	4,356	83.6%	3,546	4,593	77.2%	6.4% U
Travel and Professional Development	747	1,140	65.5%	738	1,032	71.6%	-6.0% F
Advertising	670	916	73.1%	582	849	68.6%	4.5% U
Telephone, Audit, Legal & Insurance	839	885	94.7%	634	905	70.1%	24.7% U
Equipment Maintenance	314	383	81.9%	313	367	85.1%	-3.2% F
Plant and Security	1,598	2,347	68.1%	1,601	2,405	66.6%	1.5% U
Rentals and Taxes	846	973	87.0%	830	914	90.9%	-3.9% F
Utilities	1,279	2,096	61.0%	1,244	1,906	65.3%	-4.3% F
Contract Services Trent	0	1,804	0.0%	0	1,750	0.0%	0.0% U
Services & Other	1,892	3,016	62.7%	1,490	2,516	59.2%	3.5% U
Long Term Debt Interest	78	91	86.2%	102	120	84.9%	1.3% U
Amortization of Capital Assets	4,694	5,633	83.3%	4,457	5,348	83.3%	0.0% F
Total Non-Salary Expenses	16,597	23,639	70.2%	15,537	22,705	68.4%	1.8% U
Total Operating Expenditures	63,506	82,849	76.7%	60,461	79,948	75.6%	1.0% U
Investments	520	882	58.9%	20	38	53.2%	5.7% U
Skills Programs	1,933	2,798	69.1%	2,038	2,799	72.8%	-3.7% F
Tuition Holdback Bursaries	1,813	2,220	81.6%	1,467	1,766	83.0%	-1.4% F
Ministry Bursaries	521	623	83.7%	765	1,037	73.8%	9.9% U
Special Projects	1,436	2,380	60.3%	1,236	1,756	70.4%	-10.1% F
Facilities Renewal and Renovation Projects	441	421	104.7%	666	549	121.2%	-16.5% F
Ancillary Operations	2,708	3,626	74.7%	2,975	3,617	82.3%	-7.6% F
Total Expenditures	\$ 72,878	\$ 95,800	76.1%	\$ 69,628	\$ 91,510	76.1%	0.0% F
Net	\$ 8,191	\$ 0		\$ 4,047	\$ 573		



Welding Program Advisory Committee
Jan. 24, 2013

MEETING SUMMARY

Present: Hillar Prits, Cimco Manufacturing; Tim Payne, Payne Machine Company Ltd; Paul Paszt, ESCO; Ray Slaney, Retired Faculty; Michael Johnson, General Electric; Michael Worsfold, CWB

Fleming Staff: Val Bolsterli, Welding Coordinator; Scott Fleming, Construction Skills Coordinator; Ronda Monahan, Centre for Learning & Teaching; Ann Drennan, Dean of Technology & Trades; Scott Fleming, Construction Skills Coordinator

Recorder: Angie Premate, School Operations Officer

	Key Points / Actions	Follow-up / Status
Non-Action Items		
1.	Enrolment in the Welding area continues to grow with 22 new students enrolled in the January intake.	
2.	Welding labour market information was provided indicating continued growth in Ontario, the country and its impact on globalization.	
3.	Current program model was discussed with comparison sheets showing the alignment with the apprenticeship and ministry standards exceeding in almost all levels. Review of the current curriculum model, quality assurance related process used to ensure currency of program at the college	
4.	There was a motion to move our current one year Welding Techniques program to a two year program with second year having a fabrication component <u>CARRIED</u>	
5.	Training Delivery Status for Welding was discussed and a request for support was put forward to committee members <u>CARRIED</u>	
6.	There was a request for letters of support by the Welding Coordinator to accompany the Training Delivery Status application.	
7.	Industry representatives shared their insight regarding the changes that are currently occurring within the Welding sector and the impact/further opportunities being presented for graduates of the program.	
8.	The need for partnership opportunities were discussed with industry.	
9.	A college update was provided to the members regarding the Kawartha Trades & Technology Centre.	

Complete set of meeting minutes is available to Governors in the *Board Circulation Binder*

MEETING SUMMARY

Present: Lisa Beaulne (Durham Catholic Board of Education), Kristen Horst (Fleming College, Student Representative), Wilma Lynch (Trillium Lakelands District School Board), Sarah Reed (Fleming College, Student Representative), Heather Thompson (Kawartha Pine Ridge District School Board)

Regrets: Kevin Forrest (Geneva Centre for Autism), LouAnne Hanes (Fleming College), Debbie Irish (Geneva Centre for Autism), Brandi Kelly (Kawartha Pine Ridge District School Board), Deb Willette (Peterborough Victoria Northumberland and Clarington Catholic School Board)

Fleming Staff: Jayne Asselin, Suzanne Hooke, Carol Kelsey, Ann McDonald

	Key Points / Actions	Follow-up / Status
Non-Action Items		
1.	The Committee was provided with a summary of Key Performance Indicators as well as a listing of employment data for the 2012 graduates.	
2.	Students gave an overview of their first year in the Educational Assistant Program.	
3.	Advisory committee members gave feedback on the strengths/needs of our graduates. They also commented on the skills that Educational Assistants will need in the future as well which current NVCI program their board is using.	
4.	The Dean's report was pre-circulated highlighting the Fleming's Strategic Mandate submission to the MTCU. The recent school name change to Community Development and Health was noted as were the Academic Division priorities and commitment to enhanced applied learning priorities.	

A complete set of meeting minutes is available to Governors in the *Board Circulation Binder*

Applied & Community Based Research Program

November 27, 2012

10:00 am to 2:00 pm

Frost Campus, Room 252



Fleming College

LEARN | BELONG | BECOME

Minute Summary

Present: George Brown (MASS Environmental Services Inc.); Travis Cameron (Kawartha Highlands Provincial Park); Brooke Erickson (Toronto and Region Conservation Authority); Barbara Heidenreich (Ontario Heritage Trust); Dave Pridham (Kawartha Conservation); Heather Reid (U-Links Centre for Community-Based Research)

Regrets: Karan Aquino (Ministry of Natural Resources); Todd Barr (Trent Centre for Community-Based Education); Robert Murphy (Royal Ontario Museum); Chris Robinson (Ontario Federation of Anglers & Hunters); Linda Skilton (Principal/Dean); Randy Stoeker (University of Wisconsin-Madison)

Staff/Guests: Mary Ann Elliott (Academic Lead); Josh Feltham (Professor/Coordinator, Applied & Community-Based Research Program); Terri Geerinck (Curriculum Consultant); Shantal Ingram (C-Links Project Coordinator); Cathy Stalkie (Faculty, Communications Dept); Marie Walden-Oulahen (Career Educator, Career Services); Brent Wootton (CAWT)

Recorder: Cathy Alldred

		Action/ Follow up
1.	College/Campus/School Updates Dean/Principal Report – Circulated prior to meeting	
2.	Discussion took place on definition of research, content of course descriptions.	Josh Feltham to incorporate suggested changes into draft documents.
3.	Committee suggested some time in curriculum be devoted to a short course touching on GIS.	Josh Feltham to contact Continuing Ed. To inquire about a half-day GIS course.
4.	Several members expressed concern about the timing of this component, noting that the time of year may restrict some natural resources based projects. Limitations could include the need for specialized equipment, ice in lakes. Projects suitable for this time frame may be limited because it bridges 2 very different seasons. <ul style="list-style-type: none">Members noted that the summer months are a better time for engaging with the public, holding meetings, etc. It was also felt that there are interesting summertime demographics in this region, i.e. cottage activities, more boat traffic. It was suggested that the ideal would be to start the program in January and finish late in August. Further discussion on the timing will take place with College Administration. <ul style="list-style-type: none">Josh Feltham and Mary Ann Elliott will develop criteria around procuring and filtering projects.	Josh Feltham and Mary Ann Elliott will develop criteria around projects.

MEETING SUMMARY

Present: Cathy Darlington (Fleming Student Representative), Karla Quinlan (ProHome Health Services), Wendy Smith (Fairhaven)

Fleming Staff: Catherine Adesanya, Lou Anne Hanes, Carol Kelsey, Janice Lee-Foxon, Mary Beth Walsh

Regrets: Dan Clydesdale (ProHome Health Services), Sarah Gillis (Extendicare, Peterborough), Pegi Handley (Stewart Homes), Tracy Maw (Para Med), Linda Myers (Kawartha Participation Projects), Renee Nixon, Princess Gardens), Deborah Peel (Christina Horizons), Laurel Waines (Caressant Care)

Absent: Sharon Drew (Victoria Manor), Amy Gilson (William Place), Monica Karr (Caressant Care), Jeanette Larson (Empress Gardens, Sonya McMurray (Extendicare Cobourg), Heather Preston (Victoria Manor), Krista Rutherford (Canterbury Gardens),

Recorder: Joanne Brown

	Key Points / Actions	Follow-up / Status
1.	The committee members were provided with a program update on enrolment and clinical placements.	
2.	The National Education Standards recently released are being reviewed by MOHLTC. The purpose of this work is to move towards national program outcomes, improve transferability of skills and mobility for grads.	
3.	The PSW Registry of personal support workers in Ontario is now up and running. Registration will be mandatory for all PSW's employed by publicly funded health care providers. A full report is available at www.pswregistry.org .	
4.	There remains a strong interest in the PSW to PN bridge program. There are currently 27 students from the bridging program enrolled in semester 3 of the PN program.	
5.	Committee members provided valuable input regarding emerging trends in the workplace, technological expertise expected from our graduates and regional issues that may impact the PSW program.	
6.	The Dean's report highlighted Fleming's three strategic mandates which were submitted to MTCU. Our school has been renamed the School of Community Development and Health which now includes the Social Service Worker, Drug and Alcohol Counselling, Child and Youth Worker, Developmental Services Worker and Recreation and Leisure Service programs.	

A complete set of meeting minutes is available to Governors in the Board Circulation binder



Massage Therapy Program Advisory
November 12, 2012
Room 5920, Sutherland Campus

MEETING SUMMARY

Present: Seana Collins Mander (Healthy Foundations Naturopathic Clinic), Alicia Gillespie (FreeFlo Physiotherapy), Erin Ladd (RMT), Natasha Marjerrison (Spa Euphoria), Susan Nott (RMT), Jim Smyth (Synergystix), John Scott Mcpherson (Kinetic Care), Bryan Quesnelle (MST Alumni), Sarah Sharpe (Sem 3 Student Representative).

Fleming Staff: Jennifer Chambers (Coordinator, MST), Paul Clifford (Faculty), Annette Doose (Faculty), Lou Anne Hanes (Career Services), Carol Kelsey (Dean), Linda Poirier (Con Ed Lead), Molly Westland (Chair).

Regrets: Claire Bradley (RMT), Renee Brochu (RMT), Patricia Butts (Kawartha Massage Therapy Centre), Sara Elliot (Sem 3 Student Representative), Geoffrey Honey (RMT), Dana Marshall (Peterborough Naturopath), Josh Martin (Return to Function), Yvette Maxwell (RMT), Ravi-Inder Soligo (Stillpoint Therapies), Zoe Stewart (RMT), Melanie Wood (RMT).

Absent: Nicole Bradbury (RMT), Kathy Eggenberger (Murphy Scarsella & Associates).

Recorder: Ashlea Jefford (School/Academic Operations Liaison).

	Key Points / Actions	Follow-up / Status
Action Items		
1.	A roundtable discussion surrounding the Program Review questions occurred. Committee members provided the college with feedback regarding new trends, technology, job readiness, strengths and areas of growth for the Massage Therapy program.	Program faculty to utilize feedback in program review process.
Non-Action Items		
1.	A program update was provided to Committee members and MST student representatives and alumni provided positive feedback regarding the new curriculum offerings within the program.	
3.	The Dean's report was pre-circulated highlighting the Fleming's Strategic Mandate submission to the MTCU. The recent school name change to Community Development and Health was noted as were the Academic Division priorities and commitment to enhanced applied learning priorities.	

A complete set of meeting minutes is available to Governors in the Board Circulation binder



Paramedic Advisory Committee
November 9, 2012
Room 515

MEETING SUMMARY

- Present:** Dr. Vince Arcieri (PRHC), Christopher Barry (Peterborough EMS), John Dalglish (Lindsay Central Ambulance Communication Centre), William Detlor (Northumberland EMS), Alex Fischer (Sem 1 Representative), Ron McMillian (Kawartha Lakes EMS), Kevin Payne (Sem 2 Representative), Tiffany Storms (Alumni Representative).
- Fleming Staff:** Bob Cranley (Faculty), John Fader (Faculty), Sherry Gosselin (Operations Leader), Mary Osinga (Coordinator).
- Guests:** Phil Clark (Peterborough EMS).
- Regrets:** Rob Acheson (MOH LTC Emergency Health Services), Larry Blanchard (Haliburton County EMS).
- Absent:** Robert English (Peterborough EMS), Trent Gervais (City of Peterborough), Keith Kirkpatrick (Kawartha Lakes EMS), Paul Mathers (Peterborough EMS), Don Oettinger (Peterborough EMS).
- Recorder:** Ashlea Jefford (School/Academic Support Liaison).

Key Points / Actions		Follow-up / Status
Action Items		
1.	The need for a standardized Preceptor course was highlighted and strongly supported. Both Peterborough and Kawartha Lakes EMS supported the initiative and requested Fleming look into the course development. Peterborough and Kawartha Lakes services offered to supply the paramedics, facility and staff funding, if Fleming developed and taught the course.	Program faculty to present request to Dean and request development time.
Non-Action Items		
1.	Discussion occurred regarding the teaching of auxiliary items within Paramedic program and what items are now essential and what are deemed as truly auxiliary.	
2.	The Committee was provided with a program update including current activity, enrolment and admission requirements. EMS Services provided the College with updates regarding the charging of fees for Preceptorship, equipment upgrades, and service hiring.	
3.	The Dean's report was pre-circulated highlighting the Fleming's Strategic Mandate submission to the MTCU. The recent school name change to Community Development and Health was noted as were the Academic Division priorities and commitment to enhanced applied learning priorities.	

A complete set of meeting minutes is available to Governors in the Board Circulation binder

SCHEDULE OF ADVISORY COMMITTEE MEETINGS – 2012-2013

Updated February 2013

	Program Name	Length (Yrs)	Credential See footnote	Meeting Details (date, time, location, etc.)
School of Community Development and Health				
1	Bachelor of Science in Nursing – <i>Joint with Trent University</i>	4	BScN	
2	Child & Youth Worker	3	OCAD	November 1, 2012 ✓ April 11, 2013
3	Developmental Services Worker (September 2013 start)			November 30, 2012 9:00 a.m. – 11:00 a.m., Room 515
4	Drug & Alcohol Counsellor	2	OCD	
5	Early Childhood Education	2	OCD	April 5, 2013
6	Educational Assistant	2	OCD	January 17, 2013 ✓
7	Esthetician	2	OCD	November 5, 2012 ✓ November 4, 2013
8	Fitness and Health Promotion	2	OCD	April 25, 2013
9	Health Information Management (intake suspended January 2013)	2	OCD	April 26, 2013
10	Human Services (September 2013 start)			
11	Massage Therapy	3	OCAD	November 12, 2012 ✓ March 25, 2013
12	Occupational Therapist Assistant and Physiotherapist Assistant	2	OCD	
13	Personal Support Worker	1	OCC	November 15, 2012 ✓ November 14, 2013
14	Pharmacy Technician	1	OCD	October 17, 2012 ✓ April 17, 2013
15	Practical Nursing	2	OCD	October 11, 2012 ✓ October 15, 2013

Notes: OCC= Ontario College Certificate; OCD = Ontario College Diploma; OCAD = Ontario College Advanced Diploma; OCGC – Ontario College Graduate Certificate; B = Bachelor’s Degree
 ✓ meeting held as scheduled; ~~date~~ scheduled meeting cancelled

	Program Name	Length (Yrs)	Credential See footnote	Meeting Details (date, time, location, etc.)
16	Primary Care Paramedic	2	OCD	November 9, 2012 ✓ November 8, 2013
17	Recreation & Leisure Services	2	OCD	March 28, 2013
18	Social Service Worker	2	OCD	
19	Spa Management			
School of Environmental and Natural Resource Sciences				
1	Applied and Community-Based Research	New		November 27, 2013
2	Arboriculture	1	OCC	April 12, 2013 10:00 a.m. – 3:00 p.m., Room 252
	Urban Forestry	1	OCC	
3	Earth Resources Technician	2	OCD	November 9, 2012 ✓ Yet TBD for 2013
4	Ecological Restoration – Joint Degree/Diploma	4	OCD Honours Bachelor'	Yet TBD for 2013
5	Ecosystem Management Technician	2	OCD	Yet TBD for 2013
	Ecosystem Management Technology	3	OCAD	
6	Environmental Technician	2	OCD	Yet TBD for 2013
	Environmental Technology	3	OCAD	
7	Environmental Visual Communications	New		September 2013
8	Fish & Wildlife Technician	2	OCD	October 26, 2012 March 21, 2013
	Fish & Wildlife Technology	3	OCAD	

Notes: OCC= Ontario College Certificate; OCD = Ontario College Diploma; OCAD = Ontario College Advanced Diploma; OCGC – Ontario College Graduate Certificate; B = Bachelor's Degree
✓ meeting held as scheduled; ~~date~~ scheduled meeting cancelled

	Program Name	Length (Yrs)	Credential See footnote	Meeting Details (date, time, location, etc.)
9	Forestry Technician	2	OCD	February 21, 2013 10:00 a.m. – 3:00 p.m., Room 252
10	Geographic Information Systems – Cartographic Specialist	1	OCGC	November 8, 2012 ✓
	Geographical Information Systems – Applications Specialist	1	OCGC	May 8, 2013 1:00 p.m. – 4:00 p.m., Room 252
11	Geomatics Technician	2	OCD	Yet TBD for 2013
12	Electrical Power Generation Technician	2	OCD	October 2013; Time and Room TBD (to be combined with Heavy Equipment Techniques)
	Heavy Equipment Operator – NEW Standalone from HET and EPG	1	OCC	March 20, 2013, 3:30 – 6:30pm, Room 506
	Heavy Equipment Techniques	1.5	OCC	October 25, 2012 ✓ October 2013; Time and Room TBD (to be combined with Electrical Power Generation Technician)
13	Conservation & Environmental Law Enforcement	1	OCGC	January 29, 2013 TBD for 2014
14	Outdoor Adventure Skills	1	OCC	April 11, 2013 2:00 p.m. – 5:00 p.m., Room 339
15	Resources Drilling & Blasting Technician	2	OCD	February 13, 2013 April 11, 2013 9:00 a.m. – 2:00 p.m., Room 252
16	Blasting Techniques	1	OCC	January 14, 2013 March 21, 2013 10:00 a.m. – 3:00 p.m., Room TBD
17	Sustainable Agriculture	1	OCGC	November 1, 2012 ✓ October 2013 Time and Room TBD
School of General Arts and Sciences				
1	General Arts and Science	1	OCC	November 8, 2012
	General Arts and Science – Environmental and Natural Resource Science Option	1	OCC	
	General Arts and Science – Health Science Option	1	OCC	
	General Arts and Science – University Transfer	1	OCC	

Notes: OCC= Ontario College Certificate; OCD = Ontario College Diploma; OCAD = Ontario College Advanced Diploma; OCGC – Ontario College Graduate Certificate; B = Bachelor’s Degree
✓ meeting held as scheduled; ~~date~~ scheduled meeting cancelled

	Program Name	Length (Yrs)	Credential See footnote	Meeting Details (date, time, location, etc.)
	General Arts & Science – University Science Preparation	1	OCC	
	Preparatory Health Science	1	OCC	
2	Community Integration through Co-operative Education (CICE)	2	OCC	November 2012
Haliburton School of The Arts				
1	Expressive Arts	1	OCGC	March 8, 2013 10am – 2pm, Room 7A
2	Artist Blacksmith	1	OCC	
	Ceramics	1	OCC	
	Drawing & Painting	1	OCC	
	Fibre Arts	1	OCC	
	Glassblowing	1	OCC	
	Jewellery Essentials	1	OCC	
	Photo Arts	1	OCC	
	Sculpture	1	OCC	
	Visual & Creative Arts	2	OCD	
3	Sustainable Building Design and Construction	1	OCC	
	Sustainable Renovations	2	OCC	
4	Collections Conservation and Management	2	OCD	

Notes: OCC= Ontario College Certificate; OCD = Ontario College Diploma; OCAD = Ontario College Advanced Diploma; OCGC – Ontario College Graduate Certificate; B = Bachelor’s Degree
✓ meeting held as scheduled; ~~date~~ scheduled meeting cancelled

	Program Name	Length (Yrs)	Credential See footnote	Meeting Details (date, time, location, etc.)
	Museum Management and Curatorship	1	OCGC	
School of Justice and Business Studies				
<i>Business and Hospitality Cluster</i>				
1	Business	2	OCD	December 17, 2012
	Business Administration	3	OCAD	
2	Business Administration - Accounting	3	OCAD	
3	Business Administration – Human Resources Management	3	OCAD	November 30, 2012
4	Business Administration - Marketing	3	OCAD	
5	Chef Training	1	OCC	November 30, 2012
	Culinary Management	2	OCD	
6	Event Management	1	OCGC	Intake Suspended - September 2012
7	Hospitality Administration – Hotel & Resort	3	OCAD	December 18, 2012
8	International Trade	3	OCAD	
9	Office Administration – General	1	OCC	
	Office Administration – Executive	2	OCD	
10	Sporting Goods Business	2	OCD	December 3, 2012
11	Tourism and Travel	2	OCD	

Notes: OCC= Ontario College Certificate; OCD = Ontario College Diploma; OCAD = Ontario College Advanced Diploma; OCGC – Ontario College Graduate Certificate; B = Bachelor’s Degree
✓ meeting held as scheduled; ~~date~~ scheduled meeting cancelled

	Program Name	Length (Yrs)	Credential See footnote	Meeting Details (date, time, location, etc.)
Law and Justice Cluster				
12	Biotechnology Technologist – Forensics	3	OCAD	
13	Community and Justice Services	2	OCD	March 26, 2013 10am – 12pm, Room 5920
14	Computer Security and Investigations	3	OCAD	
15	Emergency Management	1	OCGC	April 11, 2013 10am – 1pm, Fire Hall Annex Building
16	Law Clerk	2	OCD	February 20, 2013 6 – 8pm, Room 5920
17	Law and Security Administration - Customs Border Services	2	OCD	
18	Law and Security Administration - Security and Risk Management	2	OCD	November 9, 2012
19	Paralegal (formerly Court and Tribunal Agent)	2	OCD	November 27, 2012 February 20, 2013
20	Police Foundations	2	OCD	November 23, 2012
21	Pre-Service Firefighter	1	OCC	January 20, 2013
Trades and Technology				
1	Computer Engineering Technician	2	OCD	February 27, 2013 12 – 3pm, Room 470H
	Computer Engineering Technology	3	OCAD	
2	Construction Skills	1	OCC	
3	Carpentry Basic, Intermediate Advanced			
4	Electrical Basic, Intermediate, Advanced			

Notes: OCC= Ontario College Certificate; OCD = Ontario College Diploma; OCAD = Ontario College Advanced Diploma; OCGC – Ontario College Graduate Certificate; B = Bachelor’s Degree
✓ meeting held as scheduled; ~~date~~ scheduled meeting cancelled

	Program Name	Length (Yrs)	Credential See footnote	Meeting Details (date, time, location, etc.)
5	Electrical Engineering Technician	2	OCD	
6	Electrical Techniques	1	OCC	
7	Fire Systems Engineering Technician	2	OCD	
8	Heating, Refrigeration & Air Conditioning			February 6, 2013
9	Instrumentation & Control Engineering Technician	2	OCD	February 28, 2013 10 -12pm, Room 515
10	Mechanical Techniques - Plumbing			
11	Plumbing Techniques	1	OCC	September 27, 2012 ✓
12	Welding Techniques	1	OCC	November 23, 2012 January 24, 2012 ✓
13	Wireless Information Networking		OCGC	

Notes: OCC= Ontario College Certificate; OCD = Ontario College Diploma; OCAD = Ontario College Advanced Diploma; OCGC – Ontario College Graduate Certificate; B = Bachelor’s Degree
✓ meeting held as scheduled; ~~date~~ scheduled meeting cancelled

REPORT TO THE BOARD OF GOVERNORS

SUBJECT: Correspondence for January/February 2013

PRESENTED BY: Governor McLean, Chair – Board of Governors

Background	A report to detail the correspondence received and available for review in the Circulation Binder . By providing the index in advance, Governors are able to flag items they may wish to have discussed or clarified.
Action Required • for Information • for Consultation • for Discussion • for Approval (motion required)	For information.
Prepared by	Board Office

MINISTRY OF TRAINING, COLLEGES & UNIVERSITIES CORRESPONDENCE

COLLEGE SYSTEM CORRESPONDENCE

The College Dispatch

- February 4, 2013 issue

Inside ACCC: President's Update

- January 18 and February 1, 2013 issues

FLEMING IN THE NEWS

- *PeterBio: Dr. Tony Tilly*, January 23, 2013 issue of Peterborough This Week
- Paul Rellinger column from Peterborough This Week on Dr. Tilly
- *Great Fleming Grads*, from the February 6, 13 and 20 issues of Peterborough This Week

PROGRAM ADVISORY COMMITTEE MINUTES

- Welding (January 24, 2013)
- Educational Assistant (January 17)
- Applied and Community Based Research (November 27, 2012)
- Personal Support Worker (November 15)
- Massage Therapy (November 12)
- Paramedic (November 9)

REPORT TO THE BOARD OF GOVERNORS

SUBJECT: *College Activity*

PRESENTED BY: Dr. Tilly, President

Background	A report to inform the Board of Governors and the community on the College's activities between January 17 and February 20, 2013.
Action Required <ul style="list-style-type: none"> • for Information • for Consultation • for Discussion • for Approval (motion required) 	For Information.
Prepared by	Board Office

Academic

- Dr. Brent Wootton, Director of Fleming's Centre for Alternative Wastewater Treatment (CAWT), has been appointed Chair of the province's Water Technologies Acceleration Project (WaterTAP).

Information Technology

- IT Services has started the upgrade of office computers across the institution.

Finance and Administration

Safety and Security

- In order to replace a concrete light pole in Parking Lot C, the lot will be closed February 25 through March 1 inclusive.
- Recent stormy weather resulted in closures and delayed starts at the College.

Human Resources

Recruitment and Selection: For the January 15, 2013 – February 13, 2013 timeframe, the College posted 9 positions (a combination of permanent and temporary positions): 4 Support and 5 Academic.

- There were no *new permanent full-time or regular part-time staff hires*, and no *internal transfers*.
- There was 1 *temporary full-time assignment* in the Support Staff.
- There were 2 Support Staff *resignations and/or terminations*.
- There was 1 Support Staff *retirement*.
- There were no *leaves* and no *returns from leaves*.

Recognition

- Congratulations to the following employees who achieved significant *service milestones* in the February:
 - 10 years: Lou Anne Hanes, Amy Mohr.
 - 15 years: Brian Witty, Rick Manning
 - 20 years: Claire Cruikshank

Student Services

Student Life

- Student Life, in partnership with SAC, Residence Life and Athletics/Peterborough Sport & Wellness Centre organized and hosted the inaugural 'Big Brothers Big Sisters Comes to Fleming' day on February 1. They enjoyed events (ice-breaker games, lunch in the student centre supported by SAC, swimming at the Peterborough Sport and Wellness Centre) in the surroundings of our campus with student leaders from a variety of areas.

Career Services

- The department hosted the annual Job Fair at the Sutherland Campus on February 13 and February 14 at the Frost Campus in Lindsay.

Advancement and Alumni Relations

- The fundraising event, *A Taste of Italy*, was attended by more than 150 people and raised \$38,000 in support of the College's culinary programs. Congratulations as well to the 12 celebrity chefs who participated in the Sweet Dreams dessert competition; the desserts of Deputy Warden Joe Taylor and Hospital CEO Ken Tremblay were the final course at the dinner.
- Nominations are being accepted for the 2013 Premier's Awards. Any graduate of a Fleming College program may be nominated. For more details, contact Paula Walton at paulaw@flemingc.on.ca.

Alumni Appreciation Week

- To mark the week, two kick-off events were held on February 11. The Peterborough kick-off took place at the Ministry of Natural Resources and in the City of Kawartha Lakes, at the CKL Police Services.
- Three "Great Grad" articles have been published in Peterborough This Week; a copy is in the Circulation Binder.
- Fleming Night at the Petes was well-attended. A pre-game alumni networking dinner was held in the PMC Grill and Pub prior to the game against the Brampton Battalion.

Marketing, Communications and Liaison

- Fleming College is seeking nominations for the *2013 Fellowship in Applied Education Award*. Candidates for the award must live or work in the local communities of Peterborough, Haliburton or Northumberland counties or the City of Kawartha Lakes, which are all served by Fleming College's campus locations. The deadline for nominations is 4 p.m. on Friday, March 8, 2013. For a nomination form, or more information, please contact Laura Copeland, Communications Officer at 705-749-5530 x 1370 or copeland@flemingc.on.ca. You can also download the nomination form directly from the Fleming College website at: www.flemingcollege.ca/PDF/Fleming-Fellowship-Nomination.pdf.

Media Stories

- Fleming College will launch seven new programs this fall, including two-year diploma programs, one-year certificate programs and graduate certificate programs at the Peterborough and Lindsay campuses (Peterborough Examiner, February 12, 2013)



Ontario College Quality Assurance Service
Service de l'assurance de la qualité des
collèges de l'Ontario

PROGRAM QUALITY ASSURANCE PROCESS AUDIT

SELF-STUDY REPORT - DRAFT #2

SIR SANDFORD FLEMING COLLEGE

DATE: February 21, 2013

REPORT PREPARED BY:

Trudy A. Heffernan

**With significant contributions from the
Fleming College PQAPA Task Team Members**

I. INTRODUCTION

A. Process Used to Develop Self-Study:

A brief description of the process used by the college to develop the PQAPA Self-Study Report will be provided. This will include the various stakeholders involved, the process used to discover evidence, and the manner in which the information was compiled.

A PQAPA Task Team guided the development of the Self-Study. This team met bi-weekly between October 2012 and March 2013 to conduct its work. Members consulted across the college with stakeholders and received feedback from their respective departments to gather evidence related to the Quality Criteria. In addition, numerous college-wide committees were briefed and provided input for the Self Study.

PQAPA Task Team Members

Trudy Heffernan, Director, Centre for Learning and Teaching

Ann Drennan, Dean, School of General Arts & Science; School of Trades & Technology

Lynn Watson, Human Resources Consultant

Maxine Mann, Director, Counselling and Learning Support Services

Darryl Papke, Manager of Admissions

Mary Ann Elliott, Chair, School of Environmental & Natural Resource Sciences

Shelley Mantik, Human Resources Consultant

Tracey Bell, Administrative Assistant, Centre for Learning and Teaching

Committees/Councils

Academic Leaders Team

Academic Planning and Development Committee (APDC)

Executive Leaders Team

Board of Governors

Academic and Student Affairs Committee of the Board of Governors

Student Administrative Council

Service Leaders Team

B. College Profile:

A general description of the College is provided here which will outline the unique characteristics of the College, including student body, community and local issues, economic realities, and any other unique factors relevant to the College and its overall operations.

Fleming College serves the communities of Peterborough City and County, the City of Kawartha Lakes, Haliburton County and Northumberland County. The region is large and forms part of the Greater Golden Horseshoe which surrounds the Greater Toronto Area. It includes a mix of smaller urban centres and rural areas. The Kawartha Lakes are a major attraction in the area. Because of our specialized programming and desirable location, Fleming College attracts 60% of our students from outside of our area and we serve an increasing number of students from the Greater Toronto Area (GTA).

Fleming has something to offer to all students – post-graduate programs, apprenticeships, diploma programs and certificates as well as part-time or continuing education courses, online courses and contract training. This range of choices allows for greater flexibility and accessibility to better meet the diverse needs of our students. We are constantly reviewing and updating our programs and technology to ensure our students are fully prepared to embark on the career of their choice.

Fleming College is renowned as a world-class learning institution. While it attracts students of all ages from across Ontario and Canada, Fleming is also becoming a preferred choice for a growing number of international students.

Fleming is different. We are a key resource for the province and specifically for Central Eastern Ontario. Through our unique programs and community-based delivery arrangements, we have established a proven record of innovation, academic quality and productivity:

- Increased enrolment by 21% since 2007, with 60% coming from outside the region
- Multiple partnerships that include joint programs, shared space and/or shared services with Trent University, Ministry of Natural Resources, Ministry of the Environment, local municipalities and key regional agencies
- Specialized water-focused applied research, education and training
- Unique partnership with Centennial College for shared international student recruitment
- Multiple new program pathways for workplace level students
- Dual credit courses serving over 2000 students annually from five school boards
- Productivity improvement: during 21% enrolment growth, the college reduced non-academic spending by 1% and grew other income by 33% (\$2M)
- Fundraising capability, including the largest alumni gift to an Ontario College (\$1M)
- Our 'Lean' process redesign, modeling proven and internationally recognized productivity improvements for the PSE sector

C. College Offerings:

A general description of the range of programs offered by the College, the location(s) where programs are offered including a list of all out-of-province (out-of-country) locations should be included here.

A listing and description of all 3rd Party Partnerships that are involved with the delivery of programs which result in the conferring of a College credential should be made here.

Fleming offers a comprehensive suite of 100+ programs in technology and skilled trades, business and justice studies, environmental and natural resource sciences, arts and heritage, general arts and sciences and health and community development, with a strong focus on work-integrated and community-integrated learning, delivered by a respected faculty and staff team. This includes over 25 specialized programs essential to the growth of the Ontario economy.

Each Fleming College campus boasts its own unique learning environment. Our Frost Campus in Lindsay, home to a nationally recognized portfolio of environmental education programs, is a model of sustainability with a windmill producing off-grid power, a green roof and an alternative waste water treatment system. Our Haliburton Campus, home to the Haliburton School of The Arts, features spacious new studios in a unique and inspiring setting. The Sutherland Campus in Peterborough has recently undergone extensive renovations, and will soon be home to the new 87,000 sq. ft. Kawartha Trades and Technology Centre. In Cobourg, the Esthetician students learn by operating a new on-site spa.

Unique programs

- Ecological Restoration Honours BSc – joint degree/diploma with Trent University
- Urban Forestry BSc – joint degree/diploma with the University of New Brunswick
- Arboriculture
- Earth Resources Technician
- Ecosystem Management Technician/Technology
- Blasting Techniques
- Resources Drilling and Blasting
- Environmental Visual Communication
- Aquaculture
- Electrical Power Generation Technician
- Emergency Management
- Sustainable Agriculture
- Sustainable Building Design and Construction
- Museum Management and Curatorship
- Cultural Heritage Conservation and Management
- Artist Blacksmith

Third Party Partnerships

- Ecological Restoration Honours BSc – joint degree/diploma with Trent University

Through this unique collaboration with Trent University, the faculty, teaching, field study courses, applied projects and resources are shared over the four years of the program. Both institutions are renowned for their environmental focus and commitment to providing support for students to achieve success. Students spend the first two years at Fleming College's School of Environmental and Natural Resource Sciences in Lindsay, a School with a 40-year history of preparing graduates for employment in the environmental sector. The next two years are at Trent University in Peterborough, home to one of the first environmental programs to be established in Canada. At Trent, students can choose to either build towards a specialization, or continue to balance theory and practice in a more broad-based degree program. Since this is an innovative diploma/degree model that infuses elements of both the college and university experience throughout the four-year years, students do not obtain their college diploma at the completion of two years at Fleming College, instead they graduate at the end of four years with both the Ecological Restoration Technician college diploma and university degree in Ecological Restoration.

D. Impact of Unique Characteristics and Program Offerings on the College's Quality Assurance Processes:

A general description of how the unique characteristics and other relevant information about the College might influence, or be influenced by, the academic standards of the College and the quality assurance processes employed by the College should be included in this section.

As with many of our unique programs, but with particular emphasis on the unique and comprehensive nature of our Environmental and Natural Resource Science programs, Fleming has taken on the added responsibility of informing and influencing the development of academic standards across the province and has also influenced the design of other college programs with regard to effective applied learning approaches.

Additional commentary here ? - Executive Leaders

Quality Assurance Organization and Structure:

A general description of the specific quality assurance policies and processes employed by the College should be listed here. This information should also include a list of the College's quality assurance team members and their respective roles, where such a team is in place in the College.

The Program Quality Assurance Policy (2-213) at Fleming College directs the administration, faculty and staff to:

- Promote and maintain a high level of learning.
- Assist Fleming College in assessing and improving the quality of its programs.
- Contribute information for the institutional planning process.

- Demonstrate accountability to the Board, the communities we serve and the Ministry.
- Assure the compatibility of individual programs within the framework of the Mission, Vision and strategic plan of the college.
- Ensure compliance with the Provincial Quality Assurance Process Audit (PQAPA).

With regard to implementation and monitoring of the College’s Quality Assurance Process, the policy identifies two specific internal mechanisms:

All new programs will be reviewed and recommended for consideration by the Academic Planning and Development Committee. All programs will be reviewed regularly, according to Fleming’s Program Review policy. The reviews will be co-ordinated and supported by the College’s Centre for Learning and Teaching, which has responsibility for implementing the quality assurance process. The Academic Planning and Development Committee (APDC) will receive and approve an annual report, to ensure compliance with the quality assurance process.

Reporting through the Vice President, Academic , the College academic structure includes academic leadership positions of Deans/Directors/Chairs who are accountable for the quality of programs. In support of the line accountability of in each Academic School, the College also provides resources for a Centre for Learning and Teaching (CLT), which has as part of its mandate, a lead role in the development administration and support of quality assurance processes. With the recent development of the e-learning strategy, the department currently has a staff complement of 12 FTE

Reference Academic Org Chart here

Quality Criteria – Discussion, Rating, and Activities:

Criterion 1:

To what extent does your college’s quality assurance process ensure that program-level learning outcomes for all programs of instruction are set, are consistent with the college mission and the programs’ intended purpose, and are appropriate for the credential offered upon successful completion of the program?

Requirements:

- 1.1 *Learning outcomes set for all programs of instruction are:*
- *Consistent with the mission of the college;*
 - *Appropriate to the level at which the qualification is offered;*
 - *Consistent with the requirements of the Credentials Framework; and,*
 - *Appropriate to the occupational requirements of the program graduates*

Discussion of evidence related to this requirement:

The mission of Fleming College is to champion personal and career success through applied learning. Our college policies and practices regarding new program development, curriculum renewal and program review ensure that all programs at Fleming have program level learning outcomes designed in accordance with Ministry of Training, Colleges and Universities (MTCU) Program Standards and Framework. All program learning outcomes are vetted and approved by external representatives of related business/industry community who serve on Program Advisory Committees.

Deans, Chairs, Program Co-ordinators and faculty, with support from the CLT follow processes and guidelines that explicitly require program development and review teams to meet the above stated requirements.

- 1.2 *Clear statements of learning outcomes exist for all programs offered by the college, and are communicated effectively to students and faculty.*

Discussion of evidence related to this requirement:

Every program offered at the College has program level learning outcomes that are key elements of many documents and are centrally stored and accessible. These learning outcome statements are either newly developed through the New Program Development process or reviewed annually through the Curriculum Renewal and Program Review processes. These documents are stored electronically in a central repository in the CLT and are accessible and used by program teams in a variety of formats.

Also, Fleming faculty and staff create and maintain course outlines using a Centralized Course Outline Database wherein program learning outcomes are articulated directly as part of the Course Outline, shared with students directly in class. The course outlines are also linked for student reference through the College Learning Management System (LMS).

Significant enhancements to the Course Outline System have been achieved in 2012/13 and will provide more program information for students as well as provide efficiencies for faculty during the curriculum renewal processes. Program curriculum maps that are developed, revised and used as part of curriculum renewal and planning on a regular basis, are also stored centrally for ongoing access and use by program teams.

Historically, faculty teams have been provided some time to work on curriculum renewal and program review throughout the three academic terms of each year. Beginning in May/June 2013, the College is implementing a Common Block Development Model consisting of a 7 week period, wherein full time faculty will be released from teaching duties to work collaboratively in program teams and dedicate more time to more effectively and efficiently renew program curriculum.

- 1.3 *Program learning outcomes are operationally meaningful in that they:*
- *Provide a sound basis for curriculum development and the design of student learning assessment; and,*
 - *Are internalized and used in the day-to-day work of program faculty.*

Discussion of evidence related to this requirement:

As noted above, program learning outcomes are the starting point for new development as well as curriculum renewal. More specifically, with regard to the day to day work of faculty, program outcomes are used as part of the development of course outlines, and as faculty develop learning activities and assessments, the outcomes are aligned and reinforced.

- 1.4 *Student requirements and obligations stated for each program are derived from and flow coherently from, the program's stated learning outcomes.*

Discussion of evidence related to this requirement:

Student requirements and obligations are designed utilizing an outcome based learning design approach. Curriculum conversations during curriculum renewal processes focus at the program level and are based on the stated outcomes of what a graduate will be able to do upon completion of the full program. Content and course elements, learning activities and assessments are designed to contribute to the overall program outcomes. Student requirements are then documented in course outlines and communicated through various channels both electronically and in classes.

- 1.5 *Program learning outcomes are consistent with the credential granted, the provincial program standards (where they apply), and the minimum essential expectations of the workplace. They are:*
- *Reflected in the course outlines; and,*
 - *Used in prior learning assessments.*

Discussion of evidence related to this requirement:

Course outlines are the primary vehicle for communicating student requirements and the outline template requires writers to communicate to students how the specific course learning outcomes contribute to the program level learning outcomes and how these will be assessed. The outlines also include information to guide students who wish to challenge the course on the basis of prior learning.

- 1.6 *Program learning outcomes are consistent with MTCU Provincial Program Standards where they exist.*

Discussion of evidence related to this requirement:

All programs at Fleming College align to MTCU provincial program standards where they exist. We offer 100+ programs overall and given the nature of some of our specialized programs, the majority (75%) have the benefit of provincial program standards.

1.7 *Program learning outcomes are regularly reviewed to ensure they remain relevant, and changes are made when necessary, including consequential changes to programs, courses, and assessments.*

Discussion of evidence related to this requirement:

Through the curriculum renewal and program review processes, program learning outcomes are reviewed regularly and particular attention is paid to the timing of the release of provincial program standards in terms of planning for new program development as well as implementing consequential curriculum changes. The Common Block Development model will greatly enhance the opportunity for collaborative efforts of faculty teams in this regard.

1.8 *The capabilities of program graduates, including knowledge, understanding, skills, and attitudes are consistent with the intended program learning outcomes.*

Discussion of evidence related to this requirement:

The college collects external feedback through Program Advisory Committees, the Key Performance Indicator Survey Data (Graduate Satisfaction and Employer Satisfaction) as well as results from regulated certification exams as feedback to monitor the capabilities of program graduates. This information is incorporated into program review processes and used to inform curriculum changes.

Recent results of external certifying examinations for our students in regulated programs are also positive indicators.

The capabilities of program graduates as they continue towards degree completion is also an area that we have been collecting more information on in recent years. Our local partner Trent University has been tracking students from Fleming and the results are quite positive in terms of student success in university studies. Further detail is provided in Appendix C.

Assessment of Criterion #1

Does the evidence provided for each of the 8 requirements indicate the criterion is Met, Partially Met, or Not Met using the definitions provided on Page 20 of the PQAPA Orientation and Training Manual?

In the event the Criterion is rated as Partially Met or Not Met, what plans are being identified to improve on this?

CRITERION MET

Continuous improvement related to the tools used to implement curriculum renewal, the mapping and communicating outcomes to students is ongoing. In addition, the data available to inform quality assurance processes through our Fleming Data Research department is continually being enhanced to include further labour market information and competitor analysis. Finally, collecting additional information from employers regarding capabilities of program graduates would be useful to further inform ongoing modifications to program content and delivery.

Criterion 2:

To what extent does your college's quality assurance process ensure the existence and communication of information to support admission, credit for prior learning, promotion, graduation, and other related academic policies that support program development and student achievement of program learning outcomes?

Requirements:

2.1 Applicant and student requirements and obligations are clearly stated, communicated, and accessible, including:

- *Requirements for admission to the program and to courses in the program;*
- *Provisions for awarding credit towards a credential or exemption from specific course requirements as a result of cross-crediting, exemptions, transfer credits, and/or recognition for prior learning;*
- *Advancement in programs, and maximum periods for completion;*
- *Provisions for dealing with instances of impaired performance (e.g., aegrotat passes, special accommodations, etc.);*
- *Assessment, including provisions for reassessment and appeals;*
- *Requirements for the awarding of the credential;*
- *Rules and criteria governing any awarding of merit, distinction, and other grades; and,*
- *Assurances that the title of any qualification awarded for a program or series of courses is consistent with the Credentials Framework for the college system and with any relevant professional standards and/or nomenclature.*

Discussion of evidence related to this requirement:

Our communication processes, admissions policies and practices allow students to make informed choices concerning their program of study. Annual enhancements are made to our external college website and the student portal to ensure access to program information which includes clear statements on admission requirements, the MTCU approved program title, the program of studies and any additional requirements to achieve the credential and the duration of the program.

There are also a number of useful instructional guides such as 'How to Apply' and a 'New Student Checklist' that assist students to navigate the admissions, registration and start up procedures. Direct email links to a Program Co-ordinator are also available directly from the program page for more specific enquiries. The Registrar's Office also uses a Facebook page to interact and respond to student enquiries which has proven to be a positive and timely method of communication for both new and existing students.

Applicants missing specific requirements are given conditional acceptances with various options to complete in order to be admitted to a program. Specific information regarding Prior Learning Assessment and Recognition processes are included on the program page as well as identifying the supports available for students through the Registrar's Office and the Centre for Learning and Teaching.

Policies in the Academic Regulations, Issuance of Diplomas and Certificates and Recognition of Academic Excellence explicitly address each of the above stated requirements.

Requirements for successful program completion are outlined for each program and an audit process is completed by the Registrar's Office to ensure all necessary requirements are met prior to issuance of diplomas or certificates.

2.2 Clear statements of learning outcomes are developed and used as a starting point in new program development.

Discussion of evidence related to this requirement:

Fleming's new program development process begins with the development of program level learning outcomes, either informed by MTCU provincial program standards where they exist, or other external professional associations and/or regulatory bodies. The New Program Development Quick Reference Guide as well as a sample new program proposal, and approval checklist provide supporting evidence for this requirement. We develop, on average 7-9 programs per year and this process is reviewed annually to ensure quality and to meet the needs of internal and external stakeholders.

2.3 Academic policies ensure that appropriate credits are allocated for each component of the program, and transfer and laddering options are stated.

Discussion of evidence related to this requirement:

Fleming's academic policies adhere to the Ontario College Credentials Framework and reflect similar practices of other post-secondary institutions. Classroom, seminar, applied learning activities (such as

field practice, camps, clinical, applied projects) and on-line activities are credited based on time spent within the various learning contexts and can be more prescriptive in regulated programs.

Ensuring that we design and develop programs where students have appropriate pathways is part of our Strategic Plan. To ensure that students have access to information about laddering and articulation agreements, information is available from a variety of sources include the college website, student liaison, admissions, and program co-ordinators. Dedicated supports for students wishing to transfer credit and/or ladder to other post-secondary programs are available.

2.4 Academic practices and policies govern program structure, including any specific pre- and co-requisites, mandatory and optional/elective components, practical/work-based components, and alternative entry and exit points.

Discussion of evidence related to this requirement:

The academic practices and policies at Fleming for existing and new programs are designed to ensure alignment with Ministry directives. Practical experience and applied learning opportunities in program design and delivery are a strategic priority for Fleming as evidenced by a recent focus of effort to enhance this component in all programs across the college (Applied Learning Strategy insert – program areas where the applied learning dimension has been enhanced/improved/increased)

Entry and exit points in a program are dealt with in a variety of ways, depending on program outcomes. We offer both September and January starts for many programs as well as some 'off cycle' programs that either start or continue through the May-August period. Deliberate design strategies have been implemented which include more seamless direct entry pathways, programs with certificate exit points at year 1, and the explicit offering of dual diploma options in related career sectors.

In addition, the development of an Exemption Database through the Registrar's Office in 2012/13 will assist incoming students to ensure they receive credit for prior academic work and improve service in this regard.

2.5 Changes to courses and program outcomes are introduced on a timely basis and are designed to maintain the relevance of the program.

Discussion of evidence related to this requirement:

The Academic Planning Cycle directs college-wide timelines for program delivery, scheduling and the submission of changes to curriculum. Recent efforts as part of our implementation of 'Lean Process Improvements' have resulted in building the capacity to streamline key academic processes and eliminate the need to create a new timetable and workload each semester. These efforts will significantly enhance the college's ability to maintain relevance of programs and initiate changes in a timely fashion.

A variety of processes are in place to ensure the relevance of a program. Program Advisory Committees for each program advise for currency, relevancy, timing and sector changes. The program review process requires external scanning to ensure labour market and industry sector trends are attended to as well. Numerous demonstrable program level changes and modifications have occurred as a result of the required renewal and review processes, as tracked and monitored by a CLT reporting mechanism

Assessment of Criterion #2

Does the evidence provided for each of the 5 requirements indicate the criterion is Met, Partially Met, or Not Met using the definitions provided on Page 20 of the PQAPA Orientation and Training Manual?

In the event the Criterion is rated as Partially Met or Not Met, what plans are being identified to improve on this?

CRITERION MET

Engaging external stakeholders to participate regularly in Program Advisory Committees is an ongoing challenge and increasing the use of technology to engage participants who are unable to attend in person meetings will be a priority going forward.

Criterion 3:

To what extent does your college's quality assurance process ensure that programs conform to the Framework for Programs of Instruction and the Credentials Framework, are consistent with accepted college system nomenclature / program titling principles, and maintain relevance?

Requirements:

3.1 The structure of the program is consistent with the program learning outcomes.

Discussion of evidence related to this requirement:

Our college policies and practices regarding new program development, curriculum renewal and program review ensure that all programs at Fleming are designed and structured to be consistent with the program learning outcomes. Development and review teams receive guidance and assistance from curriculum consultants who have been provided with additional training and have developed considerable expertise in designing and revising programs to adhere to the Framework for Programs of Instruction and the Ontario College Credential Framework.

3.2 The length of the program is appropriate to the level of the program outcomes.

Discussion of evidence related to this requirement:

The Ontario College Credential Framework provides guidance and direction regarding program length and this is used in all development processes. We are also responsive to feedback during renewal processes and have, on occasion, changed the length of programs to enhance students opportunity to achieve the program outcomes in either greater or at times compressed periods of time as appropriate to the learner profile. A recent case with regard to a Plumbing program would be a good example to expand upon further as necessary.

3.3 Academic practices and policies govern program structure, including any specific pre-and co-requisites, mandatory and optional/elective components, practical/work-based components, alternative entry and exit points, and are consistent with program learning outcomes.

Discussion of evidence related to this requirement:

Based on the Credentials Framework, each program has its own program of study detailing the design of the program and the requirements to graduate consistent with the program learning outcomes. Required core courses, practice opportunities and mandatory or elective requirements are developed based on the program learning outcomes. Choice in selecting electives, where possible is provided in a variety of delivery formats, particularly with regard to the implementation of the General Education requirement for all programs. Fleming revised its General Education Policy in 2011 and has subsequently updated many elective courses to ensure compliance with the policy.

3.4 Program title is consistent with college system nomenclature / titling principles.

Discussion of evidence related to this requirement:

It is consistent college practice to submit all program titles for new and modified programs as well as requests for title changes for validation through the Credential Validation Service which provides advice and direction to ensure this requirement is met. These also have to be approved through our internal committees as part of the Academic Decision Making Process. All internal college departments (Marketing, Admissions, Academic Departments, Registrar) communicate consistent messages regarding program titles including what appears on our college website through to the certificate/diploma document.

Assessment of Criterion #3

Does the evidence provided for each of the 4 requirements indicate the criterion is Met, Partially Met, or Not Met using the definitions provided on Page 20 of the PQAPA Orientation and Training Manual?

In the event the Criterion is rated as Partially Met or Not Met, what plans are being identified to improve on this?

CRITERION MET

Criterion 4:

To what extent does your college's quality assurance process ensure methods of program delivery and student evaluation are consistent with the program learning outcomes?

Requirements:

4.1 *Program delivery, including that which takes place off-site, is consistent with the nature of the program, the learning outcomes, and the needs of the students.*

Discussion of evidence related to this requirement:

All programs, regardless of delivery location are designed and delivered with consistent learning outcomes and with appropriately qualified staff recruited and hired by Fleming. Learning activities may vary somewhat based on the availability of different resources at different sites. Fleming has very few off-site delivery locations, however one recent example would be the Environmental Visual Communication program delivered at the Royal Ontario Museum in Toronto. Specific features of this program delivery site can be found on the program page on our website as well as specific questions can be addressed during the site visit as necessary.

4.2 *Academic policies and practices provide for assessments and appeals, and ensure that:*

- *Evaluation methods are aligned with course outcomes, are valid, and are reliable;*
- *The required standards for evaluation are clearly specified for each component of the course and the program;*
- *Learners are provided with fair and regular feedback on progress and fair reporting of final achievement; and,*
- *Resubmissions, supplementals, and appeals are appropriate, fair, valid, and consistent.*

Discussion of evidence related to this requirement:

Course outlines are approved by the program or subject co-ordinator as well as the Chair/Dean of the School who monitor compliance to academic policies. As per the requirements within the course outline template, the assessment plan (evaluation methods) are aligned with the course outcomes a faculty address course expectations as well as an course specific policies both in writing as well as verbally in classes. Every course also has a 'Course Information Page' within our Learning Management System and faculty are required to use this to enter grades so that students are able to monitor their progress. Both

the course faculty and academic advisors can monitor student progress and provide consultation as required.

The College Academic Regulations ensure a level of consistency across the college by requiring that no single evaluative process can comprise greater than 30 percent of the total course grade. This ensures that one unsuccessful attempt on an assignment or activity need not result in total credit loss. These regulations also specify turn-around-time for returning graded materials, the grade deferred or incomplete grade policy, the supplemental and resubmission processes and the grade appeal process.

4.3 Academic policies and practices that provide for the development and continuous improvement of teaching and learning methods are valued, documented, and supported. This would include:

- *Regular experimentation with new teaching methods; and,*
- *Systematic measuring of the results of these new methods to support currency and relevancy of teaching and learning.*

Discussion of evidence related to this requirement:

Recently the College adopted and is implementing an e-learning strategy wherein faculty are being encouraged to experiment with blended learning approaches using web tools, as well as simulations and other learning technologies to enhance learning. We are in the first year of implementation of a five year plan where all programs have been charged with redesigning delivery approaches to ensure students receive e-learning in each semester of their program. As noted earlier, the college is also committed to raising the bar on applied learning experiences as per the Applied Learning Strategy.

Assessment of Criterion #4

Does the evidence provided for each of the 3 requirements indicate the criterion is Met, Partially Met, or Not Met using the definitions provided on Page 20 of the PQAPA Orientation and Training Manual?

In the event the Criterion is rated as Partially Met or Not Met, what plans are being identified to improve on this?

CRITERION MET

Criterion 5:

To what extent does your college's quality assurance process ensure human, physical, financial, and support resources to support student achievement of program learning outcomes are available and accessible?

Requirements:

5.1 Teaching staff involved in the program:

- *Meet the needs of the students and facilitate the achievement of the program learning outcomes;*
- *Possess the combination of expertise and credentials appropriate to, and required by, the program of study;*
- *Have the level of expertise and ability to provide the advertised learning experiences; and,*
- *Are oriented, coordinated, and evaluated.*

Discussion of evidence related to this requirement:

Recruitment and Hiring Practices brief descriptor here)

A Four (4) Year Professional Development Framework has been established which links all employee groups to the strategic goals of Fleming College including specific goals and offerings for faculty. The Centre for Learning and Teaching and Human Resources have expanded their supports for faculty to include a fulltime Faculty Development Consultant, a second Learning Technologist and five Faculty e-Coaches in addition to the existing 4 Curriculum Consultants. This allows for more comprehensive services and supports for faculty through orientation, development and evaluation.

New faculty orientation has been revised and implemented through a short program entitled 'Teaching and Learning at Fleming (TL@F)' consisting of 6 modules which are based on Fleming College's Faculty Competency Model. The T&LF modules are now being adapted for blended delivery to encourage more partial load and part time faculty to participate in a more comprehensive academic orientation process. Also, new Full-Time Faculty are required to participate in a mandatory two part (6 days) residential program – Focus on Learning – which is offered by a consortium of Eastern Region Colleges each fall and spring.

The new Faculty Evaluation Committee has reviewed and is improving and revising the current faculty evaluation process and procedures to align them with faculty competencies which are specific and outcome based. Tools are being adopted which measure these teaching competencies through a combined evaluation process which includes self reflection, peer feedback and supervisor review both on an annual basis. The results will be more streamlined, the Individual Development Plans, dialogue with Deans and faculty evaluation tools more uniform, and this work will be more tightly integrated with School (program and course) and College level development plans/initiatives/projects/goals.

The schedule for faculty evaluation has been adapted to decrease the necessity of Dean oversight of faculty as they increase in seniority and continue to show success in their teaching practice. The frequency of self and peer assessment increases emphasizing professionalism in teaching. Faculty also have the ability to do research internally to access student feedback on their course design and teaching methods.

5.2 Teaching staff execute their professional responsibilities including, and not limited to:

- Working within clear and well-structured instructional plans;
- Providing prompt and constructive feedback to students;
- Promoting a positive attitude to learning in students;
- Participating in reflective practice; and,
- Undergoing initial and continuing professional development to enhance their teaching skills and ensure currency.

Discussion of evidence related to this requirement:

The Faculty Competency Model at Fleming College requires the commitment of faculty to specific and measurable behaviours and skills that support a learning environment that promotes both employee and student success and which promotes the values and goals of the College. This model also emphasizes the importance of becoming a dual professional as a college professor and how reflective practice and peer support can assist faculty in improving their teaching process on an ongoing basis.

The in-house 'Teaching and Learning at Fleming Program' includes training modules which address skills associated with the above requirements and specific reference can be made regarding one module which highlights reflective practice and teaching portfolios as skills to be developed as a dual professional and another module on the continuous learning necessary for effective teaching. It also culminates in a peer observation exchange process which builds the supportive mentoring relationship between faculty at Fleming College.

Ongoing professional development and faculty led strategies to promote effective teaching include participation in and facilitation of PD offerings within the College and peer mentoring. The three key initiatives for faculty professional development in the 2012-13 academic year are blended learning, international classrooms, and innovation in education.

In future faculty will increase their leadership of PD initiatives through participation in Common Block Development processes which require faculty to submit, not only Individual Development Plans, but also to contribute suggestions for School (Program and Course) and College level projects.

5.3 Learning facilities (including Learning Resource Centres) and equipment support the promised modes of delivery and the learning process.

Discussion of evidence related to this requirement:

The College has seen substantial upgrades to its facilities over the past five years. (Check for specifics here related to facilities investments e.g. specialized labs

5.4 Academic support and advising services meet the needs of the students and facilitate the achievement of the program learning outcomes.

Discussion of evidence related to this requirement:

Each service department within the Student Services Division collects feedback from students as a method to continuously improve services and contribute to student success overall. The feedback from these surveys is shared with staff and projects/changes are developed that add value to the services, where fiscally possible.

Some key changes in the Counselling and Learning Support Services since the last audit of 2008 illustrate this point: additional counselors were added to the staff complement to address waiting list needs and changing demographics (e.g. more students with mental health needs attending post-secondary institutions). This increase in staffing as well as the utilization of LEAN methodology has enabled the creation of a new intake process and eliminated waiting lists for counseling services. A formal counsellor evaluation process was also developed which focuses on staff development and integrates feedback from students.

The Academic Division and the Student Services Division have collaborated on a Student Success and Retention Strategy. Key features of this strategy include a shift to a more focused academic advising model rooted in the role of faculty teaching first semester students (more here)

5.5 Leadership, organization, and management of programs, include:

- *Optimization of human resources, learning resources, and facilities;*
- *Measurements of efficiency in the use of resources are considered in the design of teaching methods; and,*
- *Consistent opportunities for students to meet the program learning outcomes are available across all learning locations and differing methods of delivery.*

Discussion of evidence related to this requirement:

Leadership for academic programs includes a traditional model of Dean/Chair/Program Co-ordinator responsibilities across six (6) schools as noted on the Organizational Chart included in the front section of this report. Individually and as a collective, this team is responsible for implementing the quality assurance processes reflected throughout this report.

Members of the academic division have also engaged in a variety of 'lean projects' as outlined in Appendix C (Workloading Project) which demonstrate an ongoing commitment to optimizing leadership, faculty and staff resources.

Assessment of Criterion #5

Does the evidence provided for each of the 5 requirements indicate the criterion is Met, Partially Met, or Not Met using the definitions provided on Page 20 of the PQAPA Orientation and Training Manual?

In the event the Criterion is rated as Partially Met or Not Met, what plans are being identified to improve on this?

CRITERION MET

In relation to the requirements regarding development of teaching staff, the evidence shows that Fleming College has met the requirements by following policies, procedures and practices that reflect Fleming's commitment to the ongoing development and success of employees and students. The support for and documentation of these processes are undergoing revision and improvement and they continue to be assessed by the Faculty Evaluation Committee through regular feedback mechanisms. Finally the Faculty Evaluation Committee will be looking next at Contract Faculty Evaluation which has often been under represented as a factor in student and program success.

Ongoing challenges exist with regard to lack of funding available to renew equipment and learning facilities and the concerns continue to increase regarding the impact of this and the ability to maintain quality outcomes for students.

Criterion 6:

To what extent does your college's quality assurance process ensure regular program quality assessment that involves a variety of stakeholders, including faculty, students, industry representatives, and others as appropriate for the purpose of continual improvement is in place and happens?

Requirements:

6.1 The college has implemented a program quality management system that identifies and rectifies weaknesses, and facilitates the evolution of the program to maintain its relevance. This includes:

- *A process*
 - *To review programs, courses, and academic standards,*
 - *To monitor improvement following review, and*
 - *To determine continuation or suspension of courses or programs;*
- *Provision for the systematic measurement of indicators that program outcomes have been met;*
- *Assurance that the views of learners, employers, professional and trade bodies, and academic communities are taken into account;*
- *Changes to programs and courses are managed to keep them current with provincial standards and relevant professional body requirements; and,*

- *Processes to ensure that recommendations arising from previous reviews have been considered and addressed.*

Discussion of evidence related to this requirement:

The College has implemented a deliberate quality management system for the past 15 years and made substantive modifications to this system in 2007. A full five year implementation cycle has been completed with the revised model of Curriculum Renewal and Program Review. Curriculum renewal is occurs annually and a more comprehensive program review occurs every five (5) years. The system is described in detail in the process documents provided and includes all of the requirements indicated above. A key feature of this system is the availability of a more comprehensive set of data collected and presented at the program level including all key performance indicator information;labour market trends; competitor analysis; enrolment trends; and financial performance.

There is also a centralized process, facilitated through CLT to review the recommendations arising from program reviews as a follow up mechanism to ensure actions have been taken where feasible.

6.2 Documentation and other evidence arising from program quality management processes is maintained and used in on-going quality management.

Discussion of evidence related to this requirement:

CLT administers centralized electronic archival storage for all quality assurance related documents and to make this accessible for use by appropriate stakeholders. The guidelines and templates provided for use in the quality assurances processes require the review of the most recent review conducted prior to establishing new directions or plans. In 2012/13, further enhancements, using our Learning Management System linked to collaborative web tools have been made for the organization, storage and access to this information to assist program review teams to conduct their work.

6.3 Graduates, employers, students, and other stakeholders indicate satisfaction with the program.

Discussion of evidence related to this requirement:

The College utilizes various feedback mechanisms associated with this requirement, including the formal Key Performance Indicator data which is used in many processes, provided in numerous formats, and used extensively in decision making. A number of samples of data provided by Fleming Data Research are included in Appendix C (e.g. Gap Analysis Report and Key Research Findings Report) demonstrate the extent to which we are continuously engaging in more data driven decision making.

CLT also systematically tracks the completion of curriculum renewals and program review to ensure compliance to our Quality Assurance Policy (see Program Review Schedule – 5 Year Snapshot).

Assessment of Criterion #6

Does the evidence provided for each of the 3 requirements indicate the criterion is Met, Partially Met, or Not Met using the definitions provided on Page 20 of the PQAPA Orientation and Training Manual?

In the event the Criterion is rated as Partially Met or Not Met, what plans are being identified to improve on this?

CRITERION MET

4 SUMMARY:

This section will provide a summary of the findings of the Self-Study, including some assessment of how the College rates its quality assurance processes using the Maturity Scale as described on Pages 28 and 29 of the Orientation and Training Manual.

Excerpt – p.28 – (REMOVE AFTER ASSESSMENT COMMENTARY)

4.2.3 Maturity of quality assurance processes

The Panel will categorize its overall findings of the colleges' quality assurance processes, apart from the rating of the individual quality criteria, as falling within one of the following five categories of maturity¹. In each case the Panel may reach a unanimous or a majority decision². The five categories of maturity of the college's quality assurance processes can be defined as:

- **Minimal effort** – means there are no organized quality assurance and improvement (QA&I) processes in place within the college. There are no perceived organized quality assurance and improvement (QA&I) processes or systems in place within the college and there is little quality consciousness found on the part of the college employees.
- **Reactive effort** – means that the college responds to problems mostly with *ad hoc* methods and may make periodic adjustments when required. The QA&I processes receive little systematic attention within the institution.
- **Formal effort** – means that individual initiatives and experimentations with improvements may be seen in and around the college, and these are motivated explicitly by the key quality criteria. There are some noticeable individual initiatives and experimentations that are found in program areas and around the institution. These initiatives seem to be motivated explicitly by the key quality criteria.
- **Organized effort** – means that quality process initiatives begin to be planned and tracked, work methods are systematically rooted in the quality criteria, and the college has begun to develop performance metrics and norms. There is evidence that quality process initiatives are being planned and tracked, work methods are systematically rooted in quality criteria, and the institution has begun to develop and implement performance metrics and norms.
- **Mature effort** – means quality processes have been embedded in the college's culture, continuous improvement is a way of life, and organizational learning about and commitment to QA&I are fully established.

¹ These categories are based on similar categories adapted by Dr. William Massy (*Education Quality Improvement: A Handbook for Departments, Stanford University*) from the “*capability-maturity theory*” developed at Carnegie-Mellon University for use in the high tech industry and have been used with success in academic audits in Hong Kong, Tennessee, and Missouri.

² Majority decisions require that the dissenting member write and append a minority report.

APPENDIX C

QUALITY CRITERIA FORM

CRITERIA	REQUIREMENTS	DATA / EVIDENCE
<p><u>CRITERION 1.</u></p> <p>Program-level learning outcomes for all programs of instruction are set, are consistent with the college mission and the programs' intended purpose, and are appropriate for the credential offered upon successful completion of the program.</p>	<p>1.1 Learning outcomes set for all programs of instruction are:</p> <ul style="list-style-type: none"> ○ consistent with the mission of the college; ○ appropriate to the level at which the qualification is offered; ○ consistent with the requirements of the Credentials Framework; and, ○ appropriate to the occupational requirements of the program graduates <p>1.2 Clear statements of learning outcomes exist for all programs offered by the college, and are communicated effectively to students and faculty.</p> <p>1.3 Program learning outcomes are operationally meaningful in that they:</p> <ul style="list-style-type: none"> ○ provide a sound basis for curriculum development and the design of student learning assessment; and, ○ are internalized and used in the day-to-day work of program faculty 	<p>Policy Evidence:</p> <p>2-213 Program Quality Assurance</p> <p>2-207 Curriculum Renewal and Program Review</p> <p>2-206 Program Development</p> <p>2-202 Program Advisory Committees</p> <p>2-210 Prior Learning Assessment</p>

CRITERIA	REQUIREMENTS	DATA / EVIDENCE
	<p>1.4 Student requirements and obligations stated for each program are derived from, and flow coherently from, the program’s stated learning outcomes.</p> <p>1.5 Program learning outcomes are consistent with the credential granted, the title of the credential awarded, the provincial program standards (where they exist), and the minimum essential expectations of the workplace. They are:</p> <ul style="list-style-type: none"> ○ reflected in the course outlines; and, ○ used in prior learning assessments <p>1.6 Program learning outcomes are consistent with MTCU Provincial Program Standards where they exist.</p> <p>1.7 Program learning outcomes are regularly reviewed to ensure they remain relevant, and changes are made when necessary, including consequential changes to programs, courses, and assessments.</p> <p>1.8 The capabilities of program graduates, including knowledge, understanding, skills, and attitudes are consistent with the intended program learning outcomes.</p>	<p>Process Evidence:</p> <p>Program Quality Assurance Process: Curriculum Renewal and Program Review;</p> <p>New Program Development Quick Reference Guide (update);</p> <p>Sample-New Program Proposals</p> <p>Sample-Curriculum Renewal Reports;</p> <p>Sample-Program Review Reports;</p> <p>Sample-Program Curriculum Maps;</p> <p>Sample - Course Outlines</p> <p>Course Outline Database – links to Program Learning Outcomes</p> <p>Common Block Development Model</p> <p>CLT Website www.flemingclt.ca</p> <p>Key Performance Indicator Summary – Graduate Satisfaction; Employer Satisfaction</p>

CRITERIA	REQUIREMENTS	DATA / EVIDENCE
		<p>External Exam Results Summary (?)</p> <p>Trent University Study re: Transfer Students</p>
<p><u>CRITERION 2.</u></p> <p>Admission, credit for prior learning, promotion, graduation, and related academic policies support program development and student achievement of program learning outcomes.</p>	<p>2.1 Applicant and student requirements and obligations are clearly stated, communicated, and accessible, including:</p> <ul style="list-style-type: none"> ○ requirements for admission to the program and to courses in the program; ○ provisions for awarding credit towards a credential or exemptions from specific course requirements as a result of cross-crediting, exemptions, transfer credits, and/or recognition for prior learning; ○ advancement in programs, and maximum periods for completion; ○ provisions for dealing with instances of impaired performance (e.g., aegrotat passes, special accommodations, etc.); ○ assessment, including provisions for re-assessment and appeals; ○ requirements for awarding the credential; ○ rules and criteria governing any awarding of merit, distinction, and other grades; and, ○ assurances that the title of any qualifications awarded for a 	<p>Policy Evidence:</p> <p>5-501 Admission Policy</p> <p>2-210 Prior Learning Assessment</p> <p>5-502 Issuance of Diplomas and Certificates</p> <p>2-201 Academic Regulations</p>

CRITERIA	REQUIREMENTS	DATA / EVIDENCE
	<p>program or series of courses is consistent with the Credentials Framework for the college system, and with any relevant professional standards and/or nomenclature.</p> <p>2.2 Clear statements of program learning outcomes are developed and used as a starting point in new program development.</p> <p>2.3 Appropriate credits are allocated for each component of the program, and transfer and laddering options are stated.</p> <p>2.4 Academic practices and policies govern program structure, including any specific pre- and co-requisites, mandatory and optional/elective components, practical/work-based components, alternative entry and exit points.</p> <p>2.5 Changes to courses and program outcomes are introduced on a timely basis and are designed to maintain the relevance of the program</p>	<p>5-504 Recognition of Academic Excellence</p> <p>Process Evidence:</p> <p>Admissions Improvement Plan</p> <p>Exemptions Database</p> <p>Registrar’s Facebook Page</p> <p>College Website www.flemingcollege.ca</p>
<p><u>CRITERION 3.</u></p> <p>Programs conform to the <i>Framework for Programs of Instruction</i> and the Credentials Framework, are consistent</p>	<p>3.1 The structure of the program is consistent with the program learning outcomes.</p>	<p>Policy Evidence:</p> <p>2-207 Curriculum Renewal and Program Review</p>

CRITERIA	REQUIREMENTS	DATA / EVIDENCE
with accepted college system nomenclature / titling principles, and maintain relevance.	<p>3.2 The length of the program is appropriate to the level of the program outcomes.</p> <p>3.4 Academic practices and policies govern program structure, including any specific pre- and co-requisites, mandatory and optional/elective components, practical/work-based components, alternative entry and exit points, and are consistent with program learning outcomes.</p> <p>3.5 Program title is consistent with college system nomenclature / titling principles.</p>	<p>Process Evidence:</p> <p>Program Quality Assurance Process: Curriculum Renewal and Program Review;</p> <p>Curriculum Model (Aligning and Building Curriculum graphic)</p> <p>CLT Consultant Role Description</p> <p>Faculty e-Coach Role Description</p> <p>Learning Technology Specialist Role Description</p>
<p>CRITERION 4.</p> <p>Methods of program delivery</p>	<p>4.1 Program delivery, including that which takes place off-site, is</p>	<p>Policy Evidence:</p> <p>2-211 Curricular and Instructional</p>

CRITERIA	REQUIREMENTS	DATA / EVIDENCE
<p>and student evaluation are consistent with the program learning outcomes.</p>	<p>consistent with the nature of the program, the learning outcomes, and the needs of the students.</p> <p>4.2 Academic policies and practices provide for assessments and appeals, and ensure that:</p> <ul style="list-style-type: none"> ○ evaluation methods are aligned with course outcomes, are valid, and are reliable; ○ the required standards for evaluation are clearly specified for each component of the course and the program; ○ learners are provided with fair and regular feedback on progress and fair reporting of final achievement; and, ○ complaints, resubmissions, supplementals, and appeals are appropriate, fair, valid, and consistent. <p>4.3 Academic policies and practices that provide for the development and continuous improvement of teaching and learning methods are valued, documented, and supported. This would include:</p> <ul style="list-style-type: none"> ○ regular experimentation with new teaching methods; and, ○ systematic measuring of the results of these new methods to support currency and relevancy of teaching and learning. 	<p>Innovation</p> <p>Sample - Field Placement Manual</p> <p>Academic Regulations</p> <p>Samples – Assessment Plans/Evaluation Methods</p> <p>e-Learning Strategy</p> <p>Course and Program Redesign Pilots</p> <p>(Forestry program? / ECE ?)</p>

CRITERIA	REQUIREMENTS	DATA / EVIDENCE
<p><u>CRITERION 5.</u></p> <p>Human, physical, financial, and support resources to support student achievement of program learning outcomes are available and accessible.</p>	<p>5.1 Teaching staff involved in the program:</p> <ul style="list-style-type: none"> ○ meet the needs of the students and facilitate the achievement of the program learning outcomes; ○ posses the combination of experience and credentials appropriate to, and required by, the program of study; ○ have the level of expertise and ability to provide the advertised learning experiences; and, ○ are oriented, coordinated, and evaluated. <p>5.2 Teaching staff execute their professional responsibilities including, and not limited to:</p> <ul style="list-style-type: none"> ○ working within clear and well-structured instructional plans; ○ providing prompt and constructive feedback to students; ○ promoting a positive attitude to learning in students; ○ participating in reflective practice; and, ○ undergoing initial and continuing professional development to enhance their teaching skills, and ensure currency. <p>5.3 Learning facilities (including learning Resource Centres) and equipment support the promised modes of delivery and the learning process.</p>	<p>Policy Evidence:</p> <p>3-332 Faculty Evaluation</p> <p>3-335 Faculty Professional Development</p> <p>Process Evidence:</p> <p>Four (4) Year Faculty Development Framework</p> <p>Faculty Competency Model</p> <p>Sample – Lesson Plan</p> <p>Faculty Development Consultant Role Description</p>

CRITERIA	REQUIREMENTS	DATA / EVIDENCE
	<p>5.4 Academic support and advising services meet the needs of the students and facilitate the achievement of the program learning outcomes.</p> <p>5.5 Leadership, organization, and management of programs, include:</p> <ul style="list-style-type: none"> ○ optimization of human resources, learning resources, and facilities; ○ measurement of efficiency in the use of resources are considered in the design of teaching methods; and, ○ consistent opportunities for students to meet the program learning outcomes are available across all learning locations and differing modes of delivery. 	<p>Co-ordinator Role Description</p> <p>Contract Faculty Orientation</p> <p>Individual Development Plan Template</p> <p>Teaching and Learning at Fleming Modules</p> <p>Common Block Development Model</p> <p>Student Success and Retention Strategy</p> <p>Academic Advising Model</p> <p>Counsellor Evaluation</p> <p>Student Satisfaction and Feedback on</p>

CRITERIA	REQUIREMENTS	DATA / EVIDENCE
		<p>Services (Summary)</p> <p>Revenue Allocation Model (A. Sims)</p> <p>Program Costing Model (A. Sims)</p> <p>Facilities Expenditures (5 year Summary – Janice C?)</p>
<p><u>CRITERION 6.</u></p> <p>Regular program quality assessment that involves faculty, students, industry representatives, and others as appropriate for the purpose of continual improvement is in place and happens.</p>	<p>6.1 The college has implemented a program quality management system that identifies and rectifies weaknesses, and facilitates the evolution of the program to maintain its relevance. This includes:</p> <ul style="list-style-type: none"> ○ a process <ul style="list-style-type: none"> ○ to review programs, courses, and academic standards, ○ to monitor improvement following review, and ○ to determine continuation or suspension of courses or programs; ○ provision for the systematic measurement of indicators that program outcomes have been met; ○ assurance that the views of learners, employers, professional and trade bodies, and academic communities 	<p>Policy Evidence</p> <p>2-207 Curriculum Renewal and Program Review</p> <p>2-217 Program Suspension and Cancellation</p> <p>Process Evidence:</p>

CRITERIA	REQUIREMENTS	DATA / EVIDENCE
	<p>are taken into account;</p> <ul style="list-style-type: none"> ○ changes to programs and courses are managed to keep them current with provincial standards and relevant professional body requirements; and, ○ processes to ensure that recommendations arising from previous reviews have been considered and addressed. <p>6.2 Documentation and other evidence arising from program quality management processes is maintained and used in on-going quality management.</p> <p>6.3 Graduates, employers, students, and other stakeholders indicate satisfaction with the program.</p>	<p>Program Quality Assurance Process: Curriculum Renewal and Program Review;</p> <p>Program Review Schedule (5 Year Snapshot)</p> <p>Key Performance Indicators – Gap Analysis</p> <p>Sample - KPI Improvement Plan</p> <p>Sample - Program Review Recommendation Tracking Report</p> <p>Sample – Key Research Findings Report</p> <p>Program Review Course Page Tool</p> <p>Program Advisory Committee Tracking Report</p>



Summary of the Ontario PC Caucus White Paper *Higher Learning for Better Jobs*

The Ontario PC party released their latest in a series of white papers on February 12, 2013 entitled "Higher Learning for Better Jobs". Generally, the paper is very positive to colleges and draws on many of the recommendations put forward by the college sector in the CO document [Empowering Ontario: Transforming Higher Education in the 21st Century] submitted to Minister Murray in September 2012 as part of the Minister's visioning exercise.

The paper leads with a "college first" policy intended to give students in Ontario more affordable options to pursue PSE. The report is critical of the number of students going to Ontario universities as a result of "unfettered enrolment growth", and suggests that the consequence of this is the eroding of quality at universities. The PC party recommends that colleges should offer 3-year degrees, that dual credit programs be expanded, and that credit transfer be broadly expanded.

It is also proposed that financial aid be tied to student success as a way of instilling "market discipline" and incentives to succeed. In addition, funding for PSE institutions should be tied to measurables, such as retention and employment after graduation.

The document is in line with most of the system's positions on three-year degrees, dual credits, credit transfer and elimination of the Ontario Tuition Grant.

Points of concern would be around new stricter qualifications for student financial aid and a self-regulated career college sector.

Summary

1. A "College First" Strategy
 - Encourage high school students to enter into skilled trades and applied learning programs that lead to good jobs
 - Promote college credits in high school
 - Facilitate students transferring between colleges and universities and having credits recognized
 - Allow colleges to offer some applied three-year degrees
2. Better Universities
 - Universities are not being held accountable for learning outcomes or employment and retention rates
 - There are a declining number of university full-time faculty teaching students
 - Class sizes at universities have increased over the last decade
 - Universities need to be encouraged to embrace the effectiveness of full-time teaching only faculty members at undergraduate level
3. Access Guarantee
 - Eliminate the Ontario Tuition Grant
 - Award student financial assistance based on success and good behaviour
 - Tie tuition increases to quality improvements and limit them to five percent per year, except in elite programs.
 - Provide open-source on-line learning free of charge for individuals wishing to upgrade skills and knowledge but not concerned with achieve credit or a credential

- Offer three-year degrees at college for students who want a good education, recognized credential and a job as soon as possible
 - Make a greater choice of elite programs available in Ontario, -- these may be subject to tuition deregulation
4. Protecting Student Investment
 - Operating budgets should be tied to measurable outcomes with a focus on retention rates and employment outcomes for graduating students
 - Legislation will be introduced to protect a student's financial investment by forcing universities, colleges and student unions to better explain how they are spending money
 5. Incenting Businesses to get involved in life-long learning
 - Literacy scores impact productivity – 1 percent increase in literacy lifts labour productivity by 2.5 percent and raises output per capita by 1.5 percent, therefore raising literacy rates should be a goal of business
 - Funding for Employment Ontario must be directed in a leaner, more proactive way
 6. Career Colleges
 - Career colleges can self-regulate
 - Eliminate the discrimination in second career funding between career colleges and public colleges

Key Recommendations

1. Bias enrolment growth towards colleges and recognize that growth in university enrolment should not continue endlessly. Simultaneously encourage high school students to consider careers in the skilled trades and applied learning programs.
2. Facilitate credit transfer so college graduates can achieve degrees in less time and with less money.
3. Allow and encourage colleges to offer applied three-year degrees and limit the proliferation of four-year degrees in the college system so that colleges do not compete with universities to provide general degrees.
4. Expand the dual credit program.
5. Tie university enrolment growth to meeting or exceeding high retention benchmarks and stronger employment outcomes.
6. Re-assess 40-40-20 split of teaching, research and service along with the tenure and promotion systems and encourage teaching-only faculty.
7. Create more paths for college students, improving on specific outcomes such as student retention and graduation rates.
8. Create a “No Qualified Student Left Behind” policy and empower colleges and universities to administer financial aid system that grows as tuition increases.
9. Create a financial aid system guided by two principles – merit and access.
10. Create programs that meet the expectations of students at the price point they desire.
11. Tie funding to measurable outcomes for students and the taxpayer and student union fees will be tied to transparent disclosure of non-political expenses.
12. Repurpose existing funds to become more proactive, rewarding businesses for upgrading their workers' skills on the job.
13. Reward career colleges, with strong, proven track records, with a reduction in the costly and time-consuming regulatory burden.