

TRENT UNIVERSITY/FLEMING COLLEGE

Fall Summit Meeting

Minutes of November 19, 2020

DATE: November 19, 2020
TIME: 9:00 am to 11:00 am
LOCATION: Zoom

PRESENT: Trent University:
Claire Mooney (Acting Dean, Education, Teaching and Learning), Craig Brunetti (Dean, Graduate Studies), Hailey Wright (Manager, Community Relations and Articulation), Holger Hintelmann (Dean, Arts and Science – Science), Kevin Whitmore (Director, Recruitment and Admissions), Kirsten Woodend (Dean, Trent/Fleming School of Nursing), Marilyn Burns (Vice President, Enrolment and Communications), Mark Skinner (Dean, Arts and Science – Social Science, and Acting Dean, Arts and Science – Humanities), Michael Khan (Vice President Academic), Scott Henderson (Dean and Head, Trent University Durham GTA), Tawny Flude (Coordinator, Articulation and Transfer Pathways), Tracy Al-Idrissi (Associate Vice President, Careers, Experiential Learning and University Registrar)

Fleming College:

Angela Pind (Acting Dean, Haliburton School of Art & Design and School of General Arts & Science), David Baker (Pathways Coordinator and Business Analyst), Linda Poirier (Vice President Academic Experience), Molly Westland (Dean, School of Health and Wellness), Mussabir Chowdhury (Dean, School of Business & Information Technology, and Continuing Education), Neil Price (School of Justice and Community Development), Pam Stoneham (School of Trades and Technology), Roni Srdic (Registrar), Sue Kloosterman (Director, Business Improvement), Tania Clerac (School of Environment and Natural Sciences)

REGRETS: Lois Fleming (Manager, Admissions, Enrolment Services and Financial Aid – Fleming)

DISCUSSION ITEMS	ACTION ITEMS
1. WELCOME & INTRODUCTIONS Michael Khan and Linda Poirier led the introductions for each institution.	
2. INSTITUTIONAL UPDATES Linda Poirier shared updates from Fleming College: <ul style="list-style-type: none">• The College is committed to enhancing pathways with Trent University, as is outlined in the 2019-2024 Strategic Plan.• The Academic Plan (also covering 2019-2024) prioritizes delivering programs that are relevant and enhancing pathways with universities, including Trent.<ul style="list-style-type: none">○ Bilateral pathways○ More opportunities to work with the University collaboratively• Fall 2020 was hybrid learning.• Staggering 1200+ stranded students back on to campus.• Everything that could be left online, stayed online. Anticipated that Fall 2021 will look similar. Michael Khan shared updates from Trent University: <ul style="list-style-type: none">• Michael spoke of how quick he was to realize the special relationship Trent shares with Fleming, including the unique programs and shared values. Noted the importance to provide opportunities to students while ensuring they excel and succeed at both institutions.• Fall 2020 was a multi-access term.• Goal is for more in-person opportunities for students in the winter term, based on student feedback.• Student Experience Survey will help to inform decisions moving forward.• Challenging year for both faculty and students.• Roughly 1000 students are living on campus in Peterborough and 37 in Durham, with more interest for the winter term.	

3.	<p>QUESTIONS, COMMENTS OR ADDITIONS TO THE BRIEFING</p> <p>No questions, comments or additions.</p>	
4.	<p>ENROLMENT & ADMISSIONS UPDATE</p> <p>Marilyn Burns provided the following updates from Trent University:</p> <ul style="list-style-type: none"> • Trent/Fleming event at Innovation Cluster brought together Grade 7 and 8 students across the region. Because of the format, there were less restraints than usual in terms of size. The event attracted Canada’s first female Nobel Prize Winner. • Trent’s rankings have held strong again this year, ranking #1 in Canada for scholarships for 20 years straight and #1 in Ontario for the tenth year in a row. Marilyn spoke of the importance of maintaining these rankings given ever-changing circumstances • Trent was bracing for a drop in Fall 2020 enrolment. New intake was not as hoped and it did end up down. Marilyn spoke of the resilience of those who did enroll and various reasons that enrolment was down, including online learning versus on-campus environments, and students enrolling in fewer courses. Enrolment hasn’t changed much and Trent is being conservative for the winter term. • Trent’s COVID plan is named “Trent Forward”. Trent is looking forward and eager to get as many students back on campus as possible. • The circumstances have provided a great opportunity for Trent to return to its roots with close academic engagement. UNIV 1004H is a critical engagement course with no more than twenty students and a leading professor. This course is mainly offered in person but there are some online sections. • New programs coming to Trent include Logistics and Supply Chain Management degree (Durham), Climate Change specialization (Peterborough), and Criminology degree (both campuses and online). <p>Kevin Whitmore provided the following updates from Trent University:</p> <ul style="list-style-type: none"> • Trent was down in accepts for Fall 2020. After the June 1st response deadline, Trent was down -8.24%. Big strides were made over the summer and Trent finished the cycle down -0.8% in accepts. The international intake held fairly steady and finished down -2.6%. The Peterborough campus finished down -0.6%. • Interestingly, there was a surge in summer intake. Trent finished the cycle up 5.9%. International intake was understandably down (-37.2%). Domestic intake surged and finished up 16.7%. • For transfer students from Fleming, Trent was up 18 accepts over last year. There were 236 total transfers from Fleming to Trent, including a large majority over the summer. • Popular program choices for Fleming transfer students included Business Administration (27 students), Bachelor of Science (25 students), Social Work (22 students), Biology (22 students), Environmental and Resource Science (19 students) and Psychology (18 students) • The University Transfer program (20 students), Ecological Restoration (15 students), Fish and Wildlife Technology (14 students) and Ecosystem Management Technology (11) were top pathways for Fleming transfer students. • 41 students in the University Transfer program completed the progression form, 30 accepted and 20 were eligible to continue. • Neil Price asked if these numbers were consistent from a historical perspective. Kevin indicated that there were drops in eligibility for the University Transfer program. Additionally, there were drops in the number of Social Service Worker pathway students. Sector-wide, SSW graduates are going right into the work force, given the circumstances, instead of 	

	<p>continuing their studies. Ecological Restoration has also held steady over the years.</p> <ul style="list-style-type: none"> • Angela Pind mentioned the Degree Progression pathway and the need for a conversation about the University Transfer program. Kevin agreed that they would talk further following the meeting. <p>Roni Srdic provided the following updates for Fleming College:</p> <ul style="list-style-type: none"> • COVID required a quick pivot in revisiting fall enrolment targets. • 44 program starts were deferred from the winter. • Targets were reduced by 32% and Fleming surpassed the target by 300 students. • 21% decline in fall enrolment with the biggest decline in new/first semester students (36% decline). • Just over 5000 total students were enrolled for Fall 2020. • The College continues to pivot as quickly as needed for the circumstances. 	<p>Discussion regarding Degree Progression and UT Pathways.</p>
<p>5.</p>	<p>PATHWAYS & PARTNERSHIP UPDATE</p> <p>Tawny Flude provided the following update:</p> <ul style="list-style-type: none"> • Focus pre-COVID following last year's Summit was primarily agreement renewals and maintenance due to changing curriculum at the college, university or both. 27 agreement updates were completed through an addendum. • Worked with Admissions to develop a process that aligned transfer blocks with specific cohorts at the college in the instance that transfer blocks changed from the original agreement. Prioritizing students receiving credit they deserve, but also ensuring that students are setup for success when they arrive at Trent. • Fleming-specific example included Trent's university-wide Indigenous Course Requirement (ICR). More programs at Fleming are requiring GNED 49 – Introduction to Indigenous Studies, which receives the direct equivalent of INDG 1001H – Foundation for Reconciliation at Trent. We want to be sure students who have completed the learning are recognized as fulfilling the requirement, but also want to be sure that earlier cohorts who did not complete this learning are still required to complete the requirement at Trent. <p>David Baker provided the following update:</p> <ul style="list-style-type: none"> • 6 new agreements were completed since the last Summit: <ul style="list-style-type: none"> ○ Early Childhood Education Diploma to Bachelor of Arts with Teacher Education Stream ○ Educational Support Diploma to Bachelor of Arts with Teacher Education Stream ○ Business Diploma to Bachelor of Business Administration (2+2) ○ Business – Human Resources Diploma to Business Administration (2+2) ○ Fish & Wildlife Technology Advanced Diploma to Bachelor of Education – Indigenous ○ Mental Health and Addictions Worker Diploma to Bachelor of Social Work (pending November Senate) • 5 agreement renewals were completed since the last Summit: <ul style="list-style-type: none"> ○ Ecological Restoration joint-degree ○ Business Administration Advanced Diploma to Bachelor of Business Administration (pending November Senate) ○ Business Administration – Human Resources Management Advanced Diploma to Bachelor of Business Administration (pending November Senate) 	

	<ul style="list-style-type: none"> ○ Business Administration – Marketing Advanced Diploma to Bachelor of Business Administration (pending November Senate) ○ Computer Engineering Technology Advanced Diploma to Bachelor of Science in Computer Science (pending November Senate) ● Most agreements are now up-to-date, with the exception of Biotechnology – Advanced Diploma to Bachelor of Science in Forensic Science and Practical Nursing Diploma to Bachelor of Science in Nursing. ● Focus is now on developing agreements into the Policing and Community Well-being degree, as well as Child and Youth Care Diploma to Child and Youth Studies. 	<p>Renew remaining expired agreements. Continue development of CHYS & PLCW pathways.</p>
6.	<p>FUTURE PATNERSHIP GOALS & OPPORTUNITIES</p> <ul style="list-style-type: none"> ● Tawny Flude listed the general areas included on the agenda and opened it up to any priorities for those in attendance. ● Linda Poirier mentioned that reverse pathways (university to college) was something that she would like to dig into further. ● Pam Stoneham discussed barriers for women in the trades and technology as a potential research idea. ● Sue Kloosterman discussed research opportunities with ONCAT and asked about any prior projects that have been completed collaboratively. David Baker described the University Transfer research project. Hailey Wright added that the project looked at the performance of University Transfer students versus direct-entry students from secondary school. ● Kevin Whitmore listed pathways that the Recruitment and Admissions team identified as strong areas for collaboration: <ul style="list-style-type: none"> ○ Social Service Worker, Law and Justice, Community Justice, and Protection Security and Investigation to Policing and Community Well-being ○ Partnerships between Computer Science and Computer Security (pathway and/or joint-specialization). Musabbir Chowdhury and Marilyn Burns agreed that these two programs would be a strong collaboration. ○ Partnerships with Trent’s new Logistics and Supply Chain Management (potential for pathways and a collaboration with Fleming’s certificate) ● Tania Clerac listed Conservation Biology as a priority area for pathway development. Revisit the Sustainable Agriculture specialization is also a priority, as there is a need in the area for education in this field. ● Musabbir Chowdhury discussed Machine Learning options. ● Hailey Wright highlighted the idea of reverse pathways and asked about areas of interest for university to college opportunities. <ul style="list-style-type: none"> ○ Scott Henderson asked if any tracking has been completed about where students go after Trent. He mentioned that he has seen some examples of this tracking and it would be helpful in determining what to build. David Baker described a project Fleming was involved in where they tracked transcript data to get a sense of where Fleming students were going. ○ Sue Kloosterman added that students are creating their own pathways. ○ Linda Poirier described that programs offering advanced standing would be beneficial. ○ Tania Clerac emphasized spreading the word about these opportunities and agreed that hands-on learning was beneficial for degree graduates. ○ Hailey Wright asked about opportunities for Environmental and Resource Science students. Holger Hintelmann replied that Trent 	<p>Pathway Development:</p> <ul style="list-style-type: none"> ● Add SSW to PLCW pathway list. ● Computer Security and Investigations to Computer Science. ● Conservation Biology. <p>Revisit Sustainable Agriculture specialization.</p> <p>Determine which degree graduates are looking for applied learning.</p>

	<p>takes advantage of the campus setting, but opportunities for collaboration would be something to look into further.</p> <ul style="list-style-type: none"> ● Hailey Wright asked about the potential for collaborative experiential learning. <ul style="list-style-type: none"> ○ Tracy Al-Idrissi replied that there was certainly the potential for collaboration in this area, but that it would require participation of academic units. ○ Scott Henderson agreed that partnerships in the community would be beneficial. He added that these opportunities introduces students to other options. ● Neil Price discussed the development of post-graduate certificates in areas like Criminology, and Protection, Security and Investigation. He suggested that a poll to fourth year students at Trent would be helpful in creating a more evidence-based approach. <ul style="list-style-type: none"> ○ Kirsten Woodend agreed that polling students was a great idea and that there would be some interesting possibilities for Nursing students. ○ Marilyn Burns agreed that collaborating on a graduating student survey would be beneficial in highlighting opportunities for both institutions. ● Mark Skinner discussed the new Bachelor of Arts in Community Development and Sustainability that is coming. He added that the development phase is a good time to chat about program structures and possibilities for collaboration. ● Claire Mooney described that Bachelor of Education students were placed with Early Childhood Education students out in the field. She would like to add Educational Support students to this initiative. ● Kevin Whitmore asked about the possibility of a collaborative Environmental Engineering program. Holger Hintelmann replied that it is a question about the type of degree that would be created. Engineering at Trent would not be a possibility, so this program may not be helpful for enrolment since students would go elsewhere. <ul style="list-style-type: none"> ○ Scott Henderson added that Engineering Science was a hard sell for faculty at his prior institution. Pieces can be extracted without building a new program, but it is a question about the appeal. ● Craig Brunetti highlighted the Master of Arts in Public Texts and the partnership that exists with Humber College. He added that there could be ways to embed certificates into Trent programs and used Cyber Security as a one term add-on as an example. <ul style="list-style-type: none"> ○ Angela Pind highlighted Expressive Arts as a possibility. ○ Mark Skinner discussed Digital Humanities as an interest with certificates that are more applied. He added that the pending Indigenous Studies/OCAS partnership may be a good link into Expressive Arts. ○ Angela Pind added that there are many opportunities for Indigenous Studies partnerships, such as Digital Storytelling. ○ Hailey Wright described that there is typically funding available to aid in developing these partnerships. ● Musabbir Chowdhury highlighted microcredentials, and while they are new in Canada, they are well-established in the US. There is a partnership opportunity to create more competency-based certificates. There may also be the opportunity to apply for funding and tie into entrepreneurship. <ul style="list-style-type: none"> ○ Marilyn Burns added that stackable credentials would be interesting. ● Linda Poirier and Michael Khan agreed that representation from Research would be helpful at the next meeting. 	<p>Explore faculty areas of interest in terms of collaborative experiential learning.</p> <p>Polling/research about student education interests post-graduation.</p> <p>Discussion about collaborative potential for Community Development and Sustainability program. Discussion about adding Educational Support to joint experiential learning initiative in Education.</p> <p>Collaboration to explore potential of embedding certificates into Trent programs.</p> <p>Include Research</p>
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	<ul style="list-style-type: none"> • Tawny Flude discussed Trent’s participation in ONCAT’s DataPilot 2020. The data provides interesting information about the Trent/Fleming partnerships and area of exploration. Reasons pathway students leave studies, for example, may be a potential area for research in terms of seamless transfer. Unique partnerships also seem to be a strong area for partnerships. Question to Claire Mooney about interest in expanding partnerships into Bachelor of Education – Indigenous. <ul style="list-style-type: none"> ○ Claire Mooney responded that there is interest to expand pathways into the program. There is flexibility with pathways, as students are not required to complete the requirements for a major. It would be interesting to look at ways that we can promote and expand these pathways. ○ Liz Stone, Nicole Bell and Dawn Lavell-Harvard were identified as individuals to include in the next meeting. • Holger Hintelmann highlighted that Trent is still interested in pursuing a joint-program in Adaptive Forestry Management. <ul style="list-style-type: none"> ○ Tania Clerac agreed that this program is still an interest for Fleming. They have created a case for the program and are working on an outline and further details. The plan is to put it forward for approval next year. Realistic launch for the program would be Fall 2022. Important to revive the working group so that both sides are on the same page. ○ Kevin Whitmore added that details in May of 2022 would be great for recruitment purposes. Linda Poirier responded that colleges are not able to advertise programs that are pending Ministry approval. • Michael Khan asked about next steps for these initiatives. Hailey Wright responded that these ideas become part of the articulation work plan. Progress will be reported on at the spring meeting. Tawny Flude agreed that the Articulation Office would follow up on these initiatives and would assist in facilitating further conversations. 	<p>representatives on future meeting invitations.</p> <p>Pathway development: Bachelor of Education – Indigenous. Include Liz Stone, Nicole Bell and Dawn Lavell-Harvard on future meeting invitations.</p> <p>Revive working group for Adaptive Forestry Management.</p> <p>Book spring meeting.</p>
7.	<p>OTHER BUSINESS AND MEETING ADJOURNMENT</p> <p>No other business.</p> <p>Meeting adjourned at 11:00am.</p>	