**Program and Curriculum Review Template**

*Instructions: Review all information that is stored on your program and curriculum review web page.*

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| Review Facilitator: |  | Date Completed: |  |
| Program Name: | Cultural Heritage Conservation and Management | Program Code: | CHM |
| 1.0 Industry Trends and Employment | | Summary of Key Findings | |
| * 1. Labour Market & Occupational Standard Trends   Review and discuss the following:   * Industry / sector changes or issues identified by the Program Advisory Committee * Recent labour market data or sector reports as provided by the Fleming Library Researchers. * Recent or anticipated changes in occupational standards, level of entry and credential and / or standards of accreditation * Based on the above, do these changes or issues necessitate changes to your program, either immediately, or in the next few years? | | Library source link provided: <http://flemingcollege.ca.libguides.com/c.php?g=352050&p=2928274&preview=b95f54d7aac762d4b69c9999be1eab9a>   * The program advisory committee meets annually, Trends and current issues are always on the agenda * Some trends and issues include: **retirements** (baby boomers retiring, but what will those jobs looks like?), on - going instability of **precarious / contract work** – this has been a reality in the sector for decades; Liberal Government at the Federal Level is supportive of the arts, culture and heritage (150 celebrations, new Federal Museums and revitalized exhibits in museums, i.e., Currency Museum, Museum of Science and Technology, Canadian Museum of History) and funding has reached regional and local museums such as Lang Pioneer Village, and the Canadian Canoe Museum; the **erosion of hand skills** in the sector and in the training programs – we have preserved the lab components in our program to reflect the need for good hand skills – **more lab hours** would be helpful; student need **more conservation treatment experience**; they need to **understand science** and apply science and **use related scientific equipment;** being **bilingual** will be a tremendous asset; current trends in technology include **3d scanning and 3d printing;** there is more cross over between **conservation, curation and collections management.** Specific areas and content themes to expand upon include: **the preservation of plastics, modern materials, time based media, preservation of Indigenous collections: tangible and intangible heritage, archival collection materials (digitized and born digital) and moving collections.** * Need for more information on **Risk Assessment & Management**, and working with collection materials post disaster (fires in California, soot damage floods and mud slides) - First Aid for Cultural Collections in Crisis, and Disaster Recovery * **Truth and Reconciliation**: As Indigenous Communities and people are recovering from the Cultural Devastation of the past – the programs could be doing more with the intangible and tangible heritage of the Indigenous people – this should be a central focus for the college * Labour Market Trends: see the note above about retirements and precarious work; there are more women in the sector than men, this is not new and likely circles back to wages in the field, part time employment and contract work. **Parliament Hill** is going through a massive restoration project with an estimated **12 to 15 years of work.** There will be jobs in built heritage and preservation of heritage interiors. * We need to reach out to the Indigenous, First Nations, Inuit and Metis communities and define potential training needs for those Nations.   Recent and Anticipated changes in credentials:   * students need **strong science/chemistry and COMMUNICATION** skills – they must be able to **synthesize information, and write and present information** accurately, clearly and in an error free format * We have been encouraged by the advisory committee and the students to heighten the chemistry requirement to **Grade 12 U Level** as an admissions requirement * Fleming needs entrance requirements; an interview, submission of a resume, sample of writing – or merit of interest, portfolio, and a GPA or average of 75% +++ etc. with letters of reference – many of our applicants ask if there is more to the application process * many job postings are asking for **Master’s Degree or equivalent** – *in order for our program to be the equivalent*, the academic rigor plus the technical, and hands on practical applications need to be taught to the best possible standards and resourced accordingly. Perhaps the CHM program could be a ladder to the MAC program at Queens – many international training programs are 5 years long with undergraduate studies leading to the Masters studies. Queens is an MA – Fleming is post graduate, perhaps a pathway could be developed. We will continue to focus on the hands on skills, applied skills, and work towards offering more lab based / object treatment based opportunities for students. In order for this program to be competitive – we will need to maintain quality teaching with quality resources and quality students. * The Conservation Lab is tired and is being crowded out by the cafeteria storage and preparation rooms, garbage, and recycling * Dumpsters are located in the parking lot, directly outside the lab = very close to the teaching space. There is a real threat of pest infestation.   Suggested changes have been embedded in the discussion above  Document saved on S: directory link:  [1 Industry Trends and Employment\1.1 CHM Labour Market and Occupational Standard Trend.docx](file:///\\ad-br-fs-corp1\sdata\shared%20data\Haliburton%20Shared\Sandra's%20Stuff\Program%20Review%20-%20Arts%20&%20Heritage\CHM%20-%20Cultural%20Heritage\1%20Industry%20Trends%20and%20Employment\1.1%20CHM%20Labour%20Market%20and%20Occupational%20Standard%20Trend.docx) | |
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| 1.2 Graduate Employment & Employment Trends  Review and discuss the following:   * Graduate employment statistics over the last few years, including those of students employed in the field, in a related field, outside the field, or unemployed, and any emerging patterns in this data. * Emergent employment trends such as new types of positions, changing job market, regional distinctions, changing employer profile, or emerging skill shortages | These stats are reflective of a sector that hosts precarious work. In addition, with the number of training programs and the students they take in – the market is easily saturated or flooded. The conservation lab at Fleming is crowded with more than 20 students – it would be ideal to keep the numbers small: reduce **the intake to 15 students, screen the intake for the best success and to prevent the attrition rate**, and to maximize the opportunity to concentrate on the hands on training components. With the smaller intake, **the tuition fees should be more expensive. The tuition fees are already differentiated – the college fees are still cheaper than a Master’s Program**.  Directory link: [1 Industry Trends and Employment\1.2 Graduate Employment & Employment Trends.docx](file:///\\ad-br-fs-corp1\sdata\shared%20data\Haliburton%20Shared\Sandra's%20Stuff\Program%20Review%20-%20Arts%20&%20Heritage\CHM%20-%20Cultural%20Heritage\1%20Industry%20Trends%20and%20Employment\1.2%20Graduate%20Employment%20&%20Employment%20Trends.docx) |
| 2.0 Key Performance Indicators  Review and analyze the formal Key Performance Indicator (KPI) results for your program. | Summary of Key Findings |
| 2.1 Student Satisfaction   * In addition to the formal Student Satisfaction KPI results, comment upon any other formal or informal discussions with students and graduates such as *student focus groups*, class councils, class representatives, individuals or delegations, or debriefing sessions following a field placement, clinical placement, or practical work integrated learning experience. | Student satisfaction has been relatively good.  Directory link: [2 KPIs\2.1 Student Satisfaction.docx](file:///\\ad-br-fs-corp1\sdata\shared%20data\Haliburton%20Shared\Sandra's%20Stuff\Program%20Review%20-%20Arts%20&%20Heritage\CHM%20-%20Cultural%20Heritage\2%20KPIs\2.1%20Student%20Satisfaction.docx) |
| 2.2 Retention Rate   * Use the IPP (Integrated Program Planning) data that focuses on Retention. * Review patterns of retention on a semester by semester basis over the last five years. * Comment on the effectiveness of any strategies adopted to improve student retention. | Requested IPP Report from Deborah Leal on January 22, 2018. (Cris) – NEED THIS DETAIL PLEASE – charts etc. Costing details have been posted to the shared drive under common information.  The program is contributing to the college overhead.  Typically, there is an attrition rate in the CHM program. This is the only college level training program of its kind in Canada. Annually the program tends to lose 3 to 5 students. The **attrition happens between first and second semester** – by second semester students have reached their stride, and by then all remaining students reach graduation.  **Suggestion:** To work with marketing to better advertise what it takes to succeed in the program: Fast paced, intensive immersion program. The application process needs to be enhanced see the suggestions above. Perhaps the following wording could be incorporated: *Please note this program is very time intensive, including group work, workshops, simulations, site visits, work in situ, evening work and extended time in the conservation laboratory. We ask for a full commitment of the participants’ time during the program.*Students ***need to treat this training as they would a job.***  Updated wording has been added to the program pages for open house (2018) Wording will be updated for the FALL 2018 open house, and will include suggestions from the advisory committee, to state:  **The CHM program is a 2 year Ontario College Graduate Certificate program offered through consecutive semester delivery.**  The program should take in fewer students but those students need to be of a high caliber and pay higher fees. |
| 2.3 Graduate Rate   * Review patterns of graduation rates on a semester by semester basis over the last five years. | Directory link: [2 KPIs\2.3 Graduation Rate CHM.docx](file:///\\ad-br-fs-corp1\sdata\shared%20data\Haliburton%20Shared\Sandra's%20Stuff\Program%20Review%20-%20Arts%20&%20Heritage\CHM%20-%20Cultural%20Heritage\2%20KPIs\2.3%20Graduation%20Rate%20CHM.docx)  As noted the attrition occurs between 1st and 2nd semester then it settles. In some cases, students will defer their internship, which could impact a student’s ability to graduate on time. THIS IS FLAT LINED AT 0 due to the transition from the Collections Conservation and Management Program to the post grad: Cultural Heritage Conservation and Management Program. Information on the CHM program has not been made available. |
| 2.4 Graduate Satisfaction   * Review patterns of graduate satisfaction and provide comment. | Directory link: [2 KPIs\2.4 Graduate Satisfaction.docx](file:///\\ad-br-fs-corp1\sdata\shared%20data\Haliburton%20Shared\Sandra's%20Stuff\Program%20Review%20-%20Arts%20&%20Heritage\CHM%20-%20Cultural%20Heritage\2%20KPIs\2.4%20Graduate%20Satisfaction.docx)  Graduate satisfaction is tied to the employment market. More jobs = happier graduates  Overall since 2015, graduates are fairly satisfied with the learning outcomes – where the graph dips in 2017, we realize adjustments are needed in some courses |
| 2.5 Enrolment Trends and Demand   * Your team will review and analyze the patterns in the number of program applicants, confirmations and actual registrants over the past 5 years. You will also examine changes, if any, in the student demographic profile and the impact, if any, of this changing student profile on program curriculum. * Assess whether the program curriculum needs to change based on the above analysis. * Use the FDR excel spreadsheet that provides Day 10 enrolment numbers for Fleming for the last 10 years, to assist you with your analysis. * Please review the IPP (Integrated Program Planning) data that focuses on trends related to student demand, and the related ‘Situational Analysis’ information included for your program – select the  Demand Trending Tab and Situational Analysis Tab. | cid:image004.png@01D3B14E.122534B0  Directory links:   1. [KPIs\2.5 Enrolment Trends and Demand - Day 10 FT Registrations CHM.docx](file:///\\ad-br-fs-corp1\sdata\shared%20data\Haliburton%20Shared\Sandra's%20Stuff\Program%20Review%20-%20Arts%20&%20Heritage\CHM%20-%20Cultural%20Heritage\2%20KPIs\2.5%20Enrolment%20Trends%20and%20Demand%20-%20Day%2010%20FT%20Registrations%20CHM.docx) 2. [2 KPIs\2.5 Applications, Confirmations and Registrations.docx](file:///\\ad-br-fs-corp1\sdata\shared%20data\Haliburton%20Shared\Sandra's%20Stuff\Program%20Review%20-%20Arts%20&%20Heritage\CHM%20-%20Cultural%20Heritage\2%20KPIs\2.5%20Applications,%20Confirmations%20and%20Registrations.docx)   It is noted that applications cycle up and down. There are other more generalized training programs in ON to which students apply to as well. Our direct competition is the MA program at Queens U. They are highly specialized in specific disciplines, the ratio of student to professor very low (they have 4 full time faculty, plus a program assistant) to 20 students in total (10 in first year, 10 in second year) and they are housed in a dedicated building with separate labs for paintings conservation, paper conservation and object conservation. It is expected that this is attractive to students who can afford the MA.  There are other museum and heritage programs offered at Colleges / Universities in Ontario that offer courses in conservation or care of collections, but the Fleming and Queens program are the programs that specialize in this rare training.  Given the years profiled above, the Collections Conservation and Management Program was phased out in 2012, and replaced by the post graduate Cultural Heritage Conservation and Management (CHM) Program. First intake in the CHM program was in the fall of 2013 |
| 3.0 Program Curriculum | Summary of Key Findings |
| 3.1 Program Learning Outcomes and/or Sector Standards   * Review program level learning outcomes in preparation for curriculum mapping (vocational, essential employability skills, general education) * Where applicable review sector standards to ensure program is keeping up with new trends, developments and requirements. | Directory link: [3 Program Curriculum\3.1 Program Learning Outcomes.docx](file:///\\ad-br-fs-corp1\sdata\shared%20data\Haliburton%20Shared\Sandra's%20Stuff\Program%20Review%20-%20Arts%20&%20Heritage\CHM%20-%20Cultural%20Heritage\3%20Program%20Curriculum\3.1%20Program%20Learning%20Outcomes.docx)  As part of curriculum review the VOC’s will be refreshed.  We need an outcome about use of current scientific and analytical equipment – where art and science meet.  Add an outcome about sustainability.  The theme of the annual CAC Conference is Hands on Conservation. Talks will address and predict current and future trends in the field. The program co-ordinator and many faculty (and students) are committed to attending this conference. The conference is hosted in Kingston – and the organizing committee is rooted in the MA program at Queens University. Miriam Harris CHM faculty has been part of the program committee. Current information will be gleaned from this conference and then applied in the CHM program.  The program developed a reference document for the students about tracking and documenting individual contributions towards team projects  All program policies and conservation lab rules have been updated and are being embedded in to the course outlines |

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| 3.2 Program of Study, Course Outlines, Delivery and Program Map   * Review the feedback and suggestions received from Course-level survey completed by faculty at the end of each semester. * Review the balance and frequency of assessment types across the curriculum and their appropriateness to learning outcomes for the course and program level outcomes. * Collect a cross section of samples of student work as evidence of achievement of learning outcomes. * Reflect and comment upon the variety of methods used to demonstrate program outcomes. * Reflect and comment upon the degree of technology-enhanced delivery of the program outcomes. * Discuss the degree and depth to which the program is providing work integrated learning experiences. * Discuss the degree and depth to which the program includes Indigenous perspectives and record the courses in the curriculum in which Indigenous perspectives are covered * Record the course in the curriculum that covers the college-wide sustainability learning outcome * Review (or create) Program Curriculum Map(s) to ensure that there is alignment of current courses to the overall program outcomes, including the Vocational Learning Outcomes, the Essential Employability Skills, and adherence to the General Education Policy. * Review pre and co-requisites to ensure that they do not hinder progress in the program, unnecessarily. * Make recommendations to address any gaps identified or improvements required. * Review the program’s current admission requirements and their suitability in relation to program rigour and student preparedness. * Include an updated program curriculum map on your program and curriculum review web page. | Directory link to Admission Requirements:   * [3 Program Curriculum\CHM Program Page.pdf](file:///\\ad-br-fs-corp1\sdata\shared%20data\Haliburton%20Shared\Sandra's%20Stuff\Program%20Review%20-%20Arts%20&%20Heritage\CHM%20-%20Cultural%20Heritage\3%20Program%20Curriculum\CHM%20Program%20Page.pdf) * The admission requirements need updating. The application process should involve more rigor with a screening process: applicants should submit a resume, proof of previous studies, write a letter of merit/interest, provide a link to a portfolio, submit reference letters, and if possible come for an interview. The screening process would need to be resourced. * The suggestions above will need to be resourced – perhaps the admissions office should create an **application centre for graduate studies.** * **Students must be able to write. Over the past few years we have seen a decline in the level of communication skills that students come into the program with.** * **Students must have an strong aptitude for hand skills.**   Directory link to Course Outlines:   * [3 Program Curriculum\Course Outlines](file:///\\ad-br-fs-corp1\sdata\shared%20data\Haliburton%20Shared\Sandra's%20Stuff\Program%20Review%20-%20Arts%20&%20Heritage\CHM%20-%20Cultural%20Heritage\3%20Program%20Curriculum\Course%20Outlines) * Students take 7 courses per term. Each course must add up to 100 marks. By the nature of the number of courses/term, there is a heavy workload in assignments. At the post grad level, could approval be granted to make some assignments worth more than 30%, thereby cutting down on the number of assignments and the marking for faculty. * The program is a post graduate fast paced immersion, intensive program. It has been designed in an accelerated format so that students can finish in 4 semesters. To lessen the intensity, thought would need to be given to making the program longer. As we understand it, there are few 4 semester post grad programs offered through the Ministry and adding length to our program is not favoured. If that perspective changes, perhaps this program could be made longer? * We often receive feed - back that the internship be longer in duration: 2 semesters instead of 1 semester. However, the internship is self - funded by the student and full tuition fees apply – this would not be financially feasible. * There is a lot of talk about paid internships vs unpaid internships [especially within the Federal Institutions] – the qualifiers state the final semester of study is an unpaid curriculum based internship, for which full tuition is paid. Criteria from the ministry is advertised in our internship manual:   “6. Field placement/work placement: scheduled hours of activities intended to give students hands – on experience in the workplace and for which the students do not receive a regular salary or wage from the employer; this instructional setting is characterized by:  -Activities that are an integral component of the curriculum of the program and are necessary for the completion of the program  -Activities in which college staff do not directly supervise students and for which college staff undertake one or more of the following activities:  -make periodic site visits  -ensure that assignments given to students and the work being done by the students is suitable for the program  -monitor the students’ progress in the field placement activity  -help address problems encountered by students in the field or work placement activity  -evaluate students’ performance in the field or work placement activity.” Source: Section 3 Programs, Funding Approval of Programs Instruction Procedures, Policy Framework MTCU/MAESD     * The variety of assignments across the curriculum includes: individual tests, quizzes, practical quizzes, assignments, essays, presentations, reports, applied projects: conservation treatment on artifacts, written and photographic documentation on objects, the production of a poster, group work – team conservation treatments, experiments and related write ups, article reviews, colour matching and in painting exercises, creation of wood panel and veneer boards, completion of an annual exhibit, cataloguing museum collections, projects in situ at a local museum: inventories, condition reporting, specific object / material research, rehousing, housecleaning, integrated pest management, etc. portfolio development, etc. The assignments are completed individually, in small teams and in larger teams. Projects are hands on and applied, they are resume and portfolio ready. The assessments are authentic. Applied projects, hands on learning, and learning in-situ, offers students integrated learning opportunities. In addition, the final semester of study is a full time, unpaid curriculum based internship – the highest level of integrated learning: Enculturation. Students are in the field full time, learning under the supervision of Heritage Conservation Professionals. Students are placed across the country and they often pursue international opportunities: New Zealand, Australia, England, Ireland, Scotland, Estonia, Belgium, Malta, sometimes the US if the paper work can be negotiated. * The heritage programs have positive healthy working relationships with Indigenous peoples and communities. The heritage programs worked with the College Art Committee to research and install an exhibit of Indigenous Art works in the exhibit case on level B3 Fleming College for the Indigenous Education Protocol signing. The curriculum introduces/covers Indigenous Cultural Protocols across the curriculum through various courses and by inviting representatives to address the programs. The program co-ordinator and Indigenous faculty delivered a special “culture days” presentation to the grade 2 class at Curve Lake First Nation Public School, 2 years ago. Next year 2018 – 2019, the Canadian Conservation Institute is booked to deliver their Care of Indigenous Collections workshop to the CHM program. And the heritage programs have been called upon by various Indigenous Nations to deliver specialized curriculum training: The Aboriginal Cultural Interpretation Program which was later developed into the Aboriginal Heritage Interpretation Program (class graduated in 2014 – one of those graduates was the Valedictorian for Convocation). The program goes on field trips to the Peterborough Petroglyphs every May-June and in 2013 the program condition reported, inspected, cleaned, packaged and shipped 52 [priceless] Inuit textiles/blankets by **Irene Avaalaaqiaq** held in trust from the Government of Nunavut to go the Winnipeg Art Gallery to be housed in the new Inuit Art Centre. * The program often has students of Indigenous heritage. * The program presented our experience working with Indigenous Nations to a symposium at **Queen’s U: Curriculum Shifts** in September of 2018. * College wide sustainability goals. The program recycles materials where it can and **practices environmentally friendly conservation** practices – working with the least toxic materials/chemicals and moving our way up the tease chart of solubility. **Financial sustainability**. The program is small and highly specialized. Equipment and materials are expensive and there is a dedicated conservation lab. There are 2 full time faculty members between the 2 Heritage Programs – all other staff and faculty are part time. The program has differentiated tuition fees – perhaps those need to be increased. Students are charged for some specialized hand outs and resources in their tuition fees. Perhaps the college needs to work with the program in securing specialized funding and grants to support the purchase of equipment? * Promotional Materials: The program web pages are being updated. The program co-ordinator will work with Marketing in advance of open - house on page revisions. Hopefully new marketing materials digital, on line and hard copy will be prepared. * The co -–requisites and pre – requisites will be reviewed on the curriculum grids. In addition, there will be **no fail courses** – **or must pass courses identified to ensure students have the competencies to ladder to the upper semesters**. Courses are tightly linked, foundation courses transition to upper semester courses and there are many cross curriculum assignments. This is where art and science meet – students must be able to demonstrate the synthesis and understanding of these 2 board disciplines. Students also need excellent communication and writing skills. Admission requirements need to reflect this. * Essential employability skills are embedded in every aspect of these programs – during a previous evolution of the course outlines, the links to the EE statements disappeared. * EE skills are advertised in open house ppts, orientation ppts, in the Program Orientation Manual and in the Internship Manual – The program developed a one - page reference list highlighting EE Skills and their value. * EE skills are embedded in evaluation templates * **Curriculum Maps**: have been loaded to the shared directory.   Because the program is so applied and hands on in nature, Samples of student work are featured in these links to portfolios:  [mikaczmarek.com](http://mikaczmarek.com)  <https://carlmagarro.myportfolio.com/gn-project>  <http://lindsayearle.wixsite.com/portfolio>  <http://alexaspiwak.weebly.com/> |
| 4.0 Strategic Positioning and New Opportunities | Summary of Key Findings |
| 4.1 College and School Alignment   * Review program alignment with college priorities such as vision, mission, values, strategic plan, academic plan and the educational mandate, and / or academic priorities of the School. * Review program webpage and promotional messaging to ensure accuracy and currency. | **Priority I: Deliver Outstanding Student Learning & Experiences**   * The teaching teams and the students participate in AODA training through the City of Peterborough. The teaching team participates in AODA training offered through the college. * The programs are hands on immersive programs, the many applied projects and the opportunity to work in situ with our learning partners, keeps faculty fresh in the field and this offers diverse and real learning opportunities for the students. * The Heritage Programs have been identified in the following directive: “Continue common and core program development with differentiation as a key principle, and expand our leadership role in specialized program areas; Environmental and Natural Resource Sciences, Trades and Technology, **Arts and Heritage**, and Healthcare and Community Services”. * The college needs to invest in the conservation studio/conservation laboratory – See the DREAM LAB DOCUMENT (a Living Document) for more specific THINKING and VISIONING – the Conservation Lab and the surrounding areas leading to and adjacent to the lab are in a dire state. * Program review is completed as the per college schedule to the best of the resources we have available.   **There could be some merit and synergies in aligning the Heritage Programs with some of the trades programs such as carpentry. Perhaps exhibit crates, exhibit furniture (mill work, cabinetry, etc) could be explored. Built heritage projects might be a natural alignment (heritage windows, doors, flooring, etc)**  **Priority 2: Collaborate and Prosper with our Communities**   * Projects are real, authentic and client driven and product based * Faculty are involved in the sector and community: sitting on committees, holding memberships, volunteering on boards, volunteering at sector events, contributing to related focus groups, etc. In addition, all the faculty represent the discipline they teach – the part time faculty are employed in jobs that link to what they bring to the classroom. * The programs are constantly approached with learning opportunities from the field. So many in fact that the program is not able to resource everything that comes our way. In such cases, we advocate for the hiring of recent graduates on a contract, or we approach this as a volunteer opportunity for the students. This approach supports the fact that there is work out there, however, often the funding is limited or not available at all. It is challenging to resource every worthy cause that crosses the desk. * The programs should market to Indigenous students and Indigenous study programs. There is a recognized shortage of Indigenous workers in the cultural heritage sector.   **Priority 3: Excel as an Organization**   * The programs are trying to invest in and advocate for new resources (furniture, equipment, space – lab space) to enhance teaching and support best practices. The programs supported the Peterborough Museum & Archives renewal project through capital investments of work tables, chairs and artifact shelving in the Curatorial Centre. Some furniture is allocated for use in the main museum building. Our students utilized these resources. * The program teams are committed to the life long learning, professional development and professional and personal growth * This year the annual MMC exhibit is about shoes and connections with Peterborough. This exhibit is the centre piece of the partnership in applied learning that Fleming College has with the Peterborough Museum & Archives, City of Peterborough.   **Priority 4: Financial Health and Sustainability**   * To address financial health and sustainability, as an area of specialization, the marketing material and program pages need refreshing. In addition, it would be good to have some youtube clips, videos, etc featuring students in action. * The program works with the communications department to promote the program and graduates through social media – when subjects of interest are happening in the programs. Perhaps the students could participate in a program blog? * Sustainable practices need to be adopted by the programs. More full time faculty and a full time program assistant would be valuable additions. The intensity of the programs, teaching at and resourcing multiple sites (the college, the museum, other learning partners) does add to the complexities of the work load in the program. Often a truck (provided by the program co-ordinator) is required to ferry supplies and materials between sites. * *The mental health of students needs to be considered when discussing sustainable practices. “Today’s student” comes to the classroom with many extra-ordinary mental health challenges, depression, anxiety, etc – we need to find ways to make the workload sustainable for the students, while finding a balance between the intensity, academic and applied rigour and self care. The mental condition of the students is impacting the pace at which we can get through content and meet learning outcomes in a timely fashion.* * *This is an additional challenge for the MMC students as they are off site – can the counselling services offer evening hours?* |
| 4.2 Competitor Programs   * Analyze key parallels and differences between this program and those of its closest competitors, where applicable. * Comment on the ’Value-added’ program distinctions and their attractiveness to prospective students. | The Cultural Heritage Conservation and Management Program is the only college level, post graduate training program of its kind in Canada.  The competitor program is the Master of Art Conservation program offered at Queens University. Other programs in Ontario: Algonquin College, Georgian, Centennial and the Masters in Museum Studies Program at U of T all have conservation or care of collections components, **but the Fleming CHM program is unique in that it is a post graduate certificate, 4 semesters long, and its primary focus is on the preservation, conservation, management and presentation (exhibition and interpretation) of tangible and intangible Cultural Heritage.** |
| 4.3 Learning Pathways   * Comment on recent or anticipated initiatives that promote student pathways including secondary school partnerships, dual credits, program laddering, dual diplomas, and university transfer, articulations, and partnerships. * Review all transfer credits. * Identify any new pathways that could be developed. | If the Cultural Heritage Conservation and Management Program could be enhanced with the new equipment and space suggestions as noted in the curriculum review, the program could approach Queens University about a potential linkage with their MAC program. Of course **the will** would have to be there from Queens.  The Program has met with Trent U – Chair of the Archaeology Department, Trent is interested in redefining the Trent linkage agreement (with the MMC program) and to expand it to the conservation program. Students study at Trent in anthropology/archaeology, come to Fleming for the conservation program, and earn credit to put towards an MA at Trent  Trent could host conservation interns in their archaeology lab and conservation interns could participate in field work during internships (if the field work happens in the fall – during the 4th semester internship) |
| 4.4 New Program or Redesign Ideas   * Are there opportunities for new program initiatives based on Program, School, or community strengths and alliances? | Yes!   * partner with the trades programs in developing heritage trades courses * partner with HAS+D to develop care of specific art collections courses * develop a short term certificate in Disaster Preparedness and Recovery of Cultural Heritage in Crisis (fire, floods, mud slides, etc) * partner with Indigenous Communities to deliver training for their cultural co-ordinators |
| 5.0 External Relations | Summary of Key Findings |
| 5.1 Community Partnerships   * Does your program have significant partnerships, relationships, connections, or offers of support from the community that help to enrich the program and the student experience? * Are faculty, staff, and student involved in volunteer projects and events? | Yes!  The program invites guest speakers from the field, we bring in artifacts from local and regional sites for the students to treat in the conservation lab, we work in situ on applied projects as often as we can, if a local site experiences a disaster – we mobilize student teams to respond and assist, students volunteer at local sites: Peterborough Museum & Archives, Canadian Canoe Museum, Art Gallery of Peterborough, Hutchison House, Scugog Shores Museum, etc.  Members of the program teams sit on many community boards, steering committees, discussion groups, have memberships in professional organizations etc. |
| 5.2 Program Advisory Committee   * Comment on the distribution of Committee membership by constituency, sector, and / or region. * Comment on the vitality of the Committee (frequency of meetings, members’ level of participation, engagement, and turnover.) | Minutes to PAC meetings for the past five years  Directory link: [5 External Relations\PAC Minutes](file:///\\ad-br-fs-corp1\sdata\shared%20data\Haliburton%20Shared\Sandra's%20Stuff\Program%20Review%20-%20Arts%20&%20Heritage\CHM%20-%20Cultural%20Heritage\5%20External%20Relations\PAC%20Minutes)  The MMC & CHM Program have a joint PAC – the PAC meets every spring, usually in May.  The PAC membership is as follows:   |  |  |  | | --- | --- | --- | | Deb Scott | Fleming College | Professor, Arts and Heritage | | Elka Weinstein | Ministry of Tourism and Culture | Museum and Heritage Programs Advisor - Cultural Programs Unit | | Ern Bieman | Canadian Heritage Information Network | Heritage Information Analyst | | Gayle McIntyre | Fleming College | Co-ordinator, Arts & Heritage | | Iona McCraith | Archives Association Of Ontario | Preservation Consultant | | Irene Karsten | Canadian Conservation Institute | Conservator | | Joe Corrigan | County of Peterborough | Museum Manager, Lang Pioneer Village | | Kate Dougherty | Trent University |  | | Kim Reid | Peterborough Museum & Archives | Curator | | Margaret Haupt | Retired: Art Gallery of Ontario  Currrent: Faculty Fleming College | Deputy Director, Collections Management and Conservation | | Bep Schippers ( or Marie Lalonde) or: Mary Collier (Mat Leave) | Ontario Museum Association | Executive Director | |  |  | Professional Development Program Manager | | Michael Harrington | Retired: Canadian Conservation Institute  Currrent: Heritage Consultant | Retired - Manager, Preservation Services and Training | | Miriam Harris | Fleming College | Faculty | | Rosaleen Hill | Queen's University Art Conservation Program | Assistant Professor | | Sandra Dupret | Fleming College | Dean / Principal, Haliburton School of Art + Design | | Susan Neale | Peterborough Museum & Archives | Museum Co-ordinator | | Susan Maltby | Maltby & Associates Inc. | Private Conservator | | Jillian Messervey | Fleming College | Heritage Program Technician | | TBC | Student Reps – CHM & ACM | Guest | | Amy Barron | Faculty Fleming College | Arts & Heritage Programs | |  |  | Arts & Heritage Programs |   We are seeking replacements for the Parks Canada Rep and the Art Gallery Rep Due to retirements. There is a spot on the committee for Aboriginal Services Team representation – should their schedules/contracts allow.  We would like to invite the Canoe Museum, and the Oshawa Community Museum to the table. |
| 5.3 Alumni Relations   * Describe the type and range of alumnae involvement in the program. * Current and future strategies to engage alumnae in the program. | Alumni: have been hired to teach in the program, they host interns, serve as guest speakers, deliver workshops, inform us of job postings, new trends in the field, offer us links to publications and current events, sit on the advisory committee, provide testimonials in support of the programs, communicate with the program co-ordinator and faculty regularly (the co-ordinator keeps an alumni folder in email), we profile alumni through our communications department (college facebook page, grad profiles, etc), we connect with alumni at conferences and trade shows, and we annually nominate alumni for the premier’s award. The field is small it is pretty easy to stay connected.  We will continue to nurture these healthy links and connections with alumni. |
| 6.0 Program Resources | Summary of Key Findings |
| 6.1 Program Revenue and Expenses   * Please review Integrated Program Planning (IPP) information for your program. * Are program resources adequate, in the context of program currency and student numbers? (e.g. laboratory equipment, software, library holdings, or tools essential to program delivery and student learning. * Are there opportunities for further program specific external revenue such as sponsorship, grants, donations or gifts-in-kind? * Review the existing revenue and expenses associated with your program using the IPP tool and provide comments below. * Review all textbooks for cost, format (hard-copy, e-book, rental), use in multiple semesters, content (curriculum alignment, Canadian content, readability, engagement level), ancillary materials (question bank, Powerpoint, online support, image bank), publisher support, AODA compliance, and conflict of interest. | Cris will request Program Budget from Sandra Dupret  Program resources:  See the discussions about the conservation lab and related spaces  The program is constantly adding to the literature wish list in the library. The Library is good to honour many of our requests. These programs use the library resources, they are also solid users of Interlibrary Loans  The programs are supported by professional organizations in the form of awards and a couple of bursaries for students:  Canadian Museum Association: CHM or MMC program  Ontario Museum Association: CHM or MMC program  United Empire Loyalists: an award for the MMC program and one for the CHM program. Plus, they support a bursary for each program. (these are running for three years!)  Text books:  Students actually do not like to purchase text books. Therefore, text book lists **are reviewed annually**, and are trimmed or added to accordingly. Many reference materials are available on line; links are provided in the course outlines. Students often find it cheaper to source the text books through other avenues, rather than through the college book store. There are no test banks, review tests, ppts, course packs, or other teaching resources available to us. The field is so specialized that the publishers print a limited number of text books = high cost to purchase especially with the book store mark up. Students are encouraged to look at the text books as an investment in their own resource library. As often as possible we recommend one text book that will serve content across multiple semesters: i.e., the Chemistry text book, Alberta Standard Practices Handbook for Museums – these serve the content in multiple semesters.  Many text books cross the curriculum – serve multiple courses.  Students must purchase some tools – students are excited to invest in their tool kits as a resource for their career.  There is no conflict of interest with the resources used in the programs.  Faculty are creating their content – and aligning it to the resources.  We look at potential additions to the text book list annually  We are researching content regarding Nano Science in Conservaiton  [6 Program Resources\CCM 1 booklist.doc](file:///\\ad-br-fs-corp1\sdata\shared%20data\Haliburton%20Shared\Sandra's%20Stuff\Program%20Review%20-%20Arts%20&%20Heritage\CHM%20-%20Cultural%20Heritage\6%20Program%20Resources\CCM%201%20booklist.doc),  [6 Program Resources\CCM 2 booklist.doc](file:///\\ad-br-fs-corp1\sdata\shared%20data\Haliburton%20Shared\Sandra's%20Stuff\Program%20Review%20-%20Arts%20&%20Heritage\CHM%20-%20Cultural%20Heritage\6%20Program%20Resources\CCM%202%20booklist.doc),  [6 Program Resources\CCM 3 booklist.doc](file:///\\ad-br-fs-corp1\sdata\shared%20data\Haliburton%20Shared\Sandra's%20Stuff\Program%20Review%20-%20Arts%20&%20Heritage\CHM%20-%20Cultural%20Heritage\6%20Program%20Resources\CCM%203%20booklist.doc) |
| 6.2 Faculty and Staff Resources  Please comment on:   * The number and distribution of all faculty, technicians, and technologists associated with the program including full-time, part-time, sessional, and cross-appointments. * Profile of the faculty, and staff associated with the program including cumulative credentials, scholarship, work-related and teaching experience, and expertise in education. * Significant faculty or staff accomplishments such as professional recognition and awards, achievement of credentials, and appointments. * Hiring priorities over the next few years based on the above. | The program technologist position should be a full time position.  The program should expand the pool of potential part time faculty. The programs are so specialized the teaching resources and expertise is not available locally. Many faculty commute from the GTA, or Toronto proper.  The program [eventually] needs to implement a succession plan for the full time faculty and some part time faculty. The change in part time faculty does cycle.  See the staff and faculty resource lists compiled and based on the submission of individual resumes.  The college might consider having 2 separate co-ordinators (one for each program)  More full time faculty would be an asset |
| 6.3 Program Delivery Capital Assets   * Please review existing program space and equipment * Determine needs for space and equipment to fulfill future needs | Program inventory of equipment/materials/supplies is being developed  See the recommendation for a new conservation lab / studio attached.  See the files loaded to the shared drive  We are currently working towards the GHS compliance and labeling chemicals in accordance. |

**Program Improvement Plan**

Based on the analysis of your key findings, identify areas that require attention and action in the next 1-3 year timeframe. Ensure that you only recommend actions that reflect the program’s priorities and its capacity to achieve them, and record the success of any changes implemented and the means by which they are being evaluated.

To make sure your goals are clear and reachable, each one should be:

* **S**pecific (simple, sensible, significant).
* **M**easurable (meaningful, motivating).
* **A**chievable (agreed, attainable).
* **R**elevant (reasonable, realistic and resourced, results-based).
* **T**ime bound (time-based, time limited, time/cost limited, timely, time-sensitive).

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| New Recommended Improvements | Timeframe | Person(s) Responsible | Approval: Dean, Chair, or VPA or  Not Feasible, with rationale |
| * Review and change the admission requirements: tighten up the application process, students need a GPA of 75 +, submit a resume, portfolio, letters of reference, and participate in an interview/screening process. – The screening process needs to be resourced * As a minimum ask students for a writing sample and ask them to bring a sample – something they have made – or repaired, that represents their hand skills * Look at increasing the chemistry requirement to Grade 12 University Level – this would align with our content and expectations, and reduce redundancy across the curriculum – students provided a lot of comment about tightening up the chemistry * Tighten up the co-requisites and pre-requisites, install must pass language in the courses, and request that a pass is 65%-70% in courses. | Ongoing, we asked the fall intake of 2018 to bring examples of their hand skills  This has been investigated with the RO’s office, there is a binding agreement with the ministry around such requirements  Co-requisites and pre-requisites are updated / reviewed annually on the curriculum grids | Co –ordinator – and based on discussions with the advisory committee  Co-ordinator and faculty  Co-ordinator has discussed with science faculty, and the question was presented to the RO’s office. Information needs to go back to the advisory committee – they meet again in May 2019  Reviewed Annually | * I do not support this process for CHM; you currently have an additional entrance requirement of the chemistry course * I would need more information on this change * College policy is 50% unless it is externally mandated; I am unsure that you can actually implement this recommendation |
| * The program is in desperate need of a new lab/conservation studio. The current location is hard to get to, and the location is not supporting best conservation practices: the lab is too close to the dumpsters, garbage collection, the food services, crowded paths and hallways are filled with surplus kitchen and college equipment. The function of the conservation lab is incompatible with garbage and food services. [in the event of a deluge of rain] the adjustments made to the landscape along the North entrance serve as funnel leading to the loading ramp of the conservation lab. * If a move is not scheduled in the near future, at the very least the college needs a sanitation plan, and the conservation lab needs some furniture upgrades. A preliminary capital request list has been submitted winter 2018. * If a move is not scheduled, the hallway outside the lab and all the pathways leading to the lab need attention.  The coffee bar outside the lab could be upgraded to serve as more break out space for students: new furniture, new lockers, benches, tables, etc. This space actually gets a lot of use by more than just our students. A huge concern lately is food left in this area – perhaps this becomes a study space only. *DISCUSSION: should this coffee bar be removed to eliminate the risk of pest activity and increase cleanliness????* * See attached for a vision and wish list reflecting a new conservation studio/conservation laboratory: Vision for a New Conservation Lab | As soon as possible – the situation is getting more and more desperate | The Co-ordinator has meet with the foundation office to discussion fundraising options. Time needs to be secured to develop a fundraising plan, meet with facilities, space planners, architects, the teaching team, and upper management. A vision for the Lab has been prepared – it is a living document – on the shared drive.  Money needs to be secured for lab upgrades or a move. More resources need to be secured by the college for housekeeping and cleanliness  The Co-ordinator is constantly monitoring the environment, capturing images of the environments leading to the lab. A PPT with images is available on the shared drive. Other departments are also impacted by the garbage. The college needs a long term plan for sanitation. The program has ideas. | * Yes * Needs a sanitation plan in concert with Aramark * BREAK OUT FURNITURE REQUEST   + With furniture request, there should be more articulation – we cannot redesign the space we have without a PLAN; that needs to be part of the new furniture request * Hallway redesign in concert with sanitation plan * Is this for the current lab or moving to a new space? Sorry…I can’t see attached |
| **CONTENT:**   * Collapse Introduction to Conservation course (4 hour course) into the Reducing Risks course (3 hour course) – perhaps call the course something else and make it a 4 hour course. * Add more time for object treatment – applied lab work, understanding and testing materials, and developing hand skills. * Develop and Add more content on the conservation of plastics, modern materials, time based media (perhaps connect this with computer programs) disaster planning/recovery, and risk assessment/management, develop and add more content on facility assessments working with contractors/reading floor plans and architectural drawings. * Develop and add more content on caring for and working with Indigenous Collections linked with Truth and Reconciliation. * Develop and Add more content on scientific analysis and instrumentation and invest in scientific equipment: 2 polarizing microscopes (and related sampling techniques) and Portable XRF (Xray Fluorescence) – perhaps this could be shared with the forensics programs. Frost has just acquired 2 XRF devices * Develop and more content on caring for and preserving digital collections: the born digital and the digitized | Fall 2018 – Fall 2019  On going: To be included with annual freshening of outlines  Fall 2018 and on going  In concert with upcoming Annual Capital Request Deadlines  Summer 2018 the co-ordinator and some CHM students participated in the XRF licensing training at Frost  2019 - 2020 | Changes have been  Made to the curriculum grid, new course name with an SCIE course number code: Delivery model 2 hour lecture, 2 hour lab, scheduled back to back. Course Name Principles of Preservation  Time is need to develop the new course (Winter – Spring 2019)  Coming with updated course outlines and new assignments  See above, plus include more of this content in current courses across 3 semesters  The program hosted a 2 workshop Care of Objects in Indigenous Centre: Fall of 2018 – Related Content is embedded across in the curriculum and often crosses over with the MMC program  Request for more specialized scientific equipment – replace any failing equipment – the program is hosting a specialized lecture on Scientific Instrumentation in Conservation November 2018, given by the Canadian Conservation Institute  More content on modern materials in archives and time based media needs to be added to the Preservation Archival Materials. Time is required to develop this | * Are you reducing the hours by 3 hr/week? * Using some of the 3 hours above that were saved? * Fine to add more content below but what will be swapped out or shifted to make room for the changes below? Adding more hours is not feasible for a program that already has so many hours |
| * look at exploring partnerships with the trades programs: built heritage preservation / heritage carpentry / brick work / windows | Ongoing, casual discussions are in the works | Time is required to secure potential plans for curriculum ideas | * ok |
| * update Laboratory Rules and Course Policies (in the course outlines) * update the orientation manual, rename it – so that it is not just orientation | Done | Rules, program policies, team work tracking forms, lab cleaning schedules, lock up procedures and the expectations guide (orientation manual) have been updated for Fall 2018 start up | -ok |
| * reduce the tuition fees for the internship component: students are not on campus – the internship is not paid – the double edge is that this course takes as much time to supervise if not more, than any face to face course (Semester 4 students are hit with Bus fees and athletic fees and they are not even in Peterborough, or on campus they should be able to opt out of these fees). Note: Students are challenging the bus fee and the recreation fee for the final semester tuition fees – they are lining up meetings with SAC | Larger issue than just the Heritage Programs | Review time on swfs and related formulas to supervise post graduate interns.  The duration of the current internship is not in question = preserve the full time block internship 15 weeks long, full semester of study. | * tuition based on the number of hours in the internship; is your plan to reduce the internship hours? I believe you would need to reduce to 66.6% to have tuition shift but that would be confirmed by RO/ I am not in support of reducing hours   IE- GDV has 270 internship hours and 45 class hours in 6th semester and students pay full tuition |
| * Make the program assistant position full time – the position is integral to the high function of these program teams. As noted in the MMC curriculum template, the staff at the Peterborough Museum & Archives have spent 270 hours supporting the programs since the fall of 2017 (through to the spring of 2018) Most of these hours represent hours in assisting MMC program based learning activities. However, some hours to support learning activities in the CHM program. The program assistant could also help to support these applied projects at the PMA and with other learning partners. | Ongoing | There is enough work between the 2 programs for a full time technologist. Budget required. The job description is in place – and can be updated if appropriate | * Financial implications; would be financially difficult to add a full time support person |
| * Lobby for more supports for student mental health, and give faculty more tools and training regarding awareness and how to cope with mental health issues in the class room. * Perhaps schedule Healthy Mind Drop Ins at Counselling | Ongoing – and immediate | Ongoing, observations – and advocacy for student supports, it is the New Normal in the class room. | * agreed |
| * Change the name of the Material Science I, II, and III courses to **Preservation Science I, II, and III** – and better align the science courses across the curriculum – stronger links between courses and timing and sequencing of the content and focusing on practical science. Include content on the agents of deterioration and the impact on the materials (the science of fading, impact of contaminants, etc) and more content on plastics, include more on scientific instrumentation – resource this: microscopy, XRF, conductivity PH meters, testing techniques, sampling, etc | Done with curriculum grid deadlines 2018 New names in place for 2019.  Investigate additional scientific equipment with capital request deadlines 2019 - 2020 | Co-ordinator and faculty have confirmed the new name of the courses, and the “chemistry” courses are being refreshed with the updates to the course outlines during the approval cycle. | * ok |
| * Secure money to establish a dedicated Emergency Preparedness Response Kit * The Emergency Preparedness kit needs to cover potential chemical spills in the lab, and be of a “grab and go” nature in case of flooding / issues in the lab or perhaps at the museum / learning partner sites (see suggestions for containers and lists of supplies ) (add this when ready) | On going | This is also connected to the Vision for the Conservation lab – as a mobile resource. The disaster kit needs to be mobile to serve our lab, but also to assist if learning sites are in need of disaster response.  Budget and time required  There is a preliminary list of disaster supplies posted to the shared drive | * Need more info to comment – can you please describe this further and how it will be used? |
| * Technology Applications, include content on google sketch up and e portfolios | Fall 2018 | Trying to include content as a pilot during the fall of 2018 | * ok |
| * Hire more faculty hopefully we would have faculty in line should positions be available. | ongoing | Find time to post for additional names in the teaching pool – and to begin to think about potential succession planning | * Do you mean widen the pool? |
| * **Perhaps the college could install an application centre for graduate studies. Post grad student have huge expectations, access to resources, library hours, café resources, supplies, equipment, etc** | Proposed to Silvana MacDonald and to Angela Pind in 2018 | The co-ordinator can present the idea to the College President and the RO’s office |  |
| * Implement an environmental report card at the bench, your placemat at the workstation, in support of sustainable practices | Working towards this Fall 2018 | The Heritage Programs are working towards implementing more sustainable practices in the lab (regardless of the greater garbage issues all around our space) The Co-ordinator has joined the Collation of Museums for Climate Change. Students are also asking for more sustainable museum supplies. |  |
| * Explore the opportunity to partner with and work with Indigenous Intern Training program at the Canadian Museum of History – perhaps we can prepare Indigenous students for direct entry into that program? * Develop a linkage with the Indigenous Studies Department at Trent. | The programs have meeting in November 2018 | The programs are meeting with the Dean and the Director of Commonwealth Association of Museums to look at potential training options.  Time and Resources will be required |  |
| * Explore opportunities to develop a new training program – working from/based on the Aboriginal Heritage Interpretation Program | See above | See above  Time and resources will be required. |  |
| * Meet with Queens University MAC program to discuss potential pathways | Ongoing | Several attempts have been made to set up a meeting  The Program co-ordinator did present at Queens Curriculum Shifts Symposium in September 2018 – to highlight our work with Indigenous communities |  |
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| Previous Recommended Improvements | Timeframe | Person(s) Responsible | Update and Rationale: Proceeding = P  Completed = C  Not Feasible = NF |
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