

Program and Curriculum Review Template

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

<https://department.flemingcollege.ca/pcr>

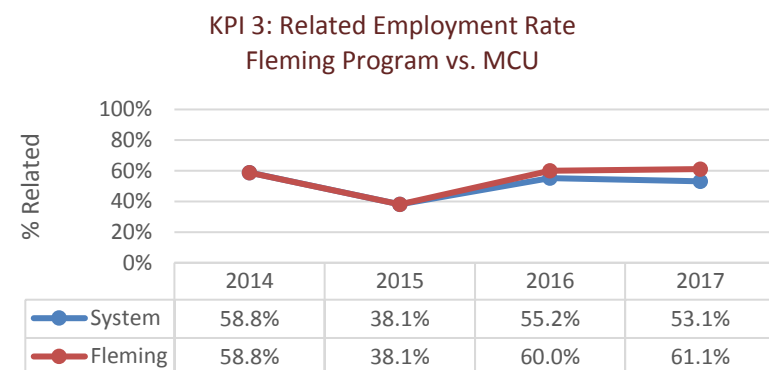
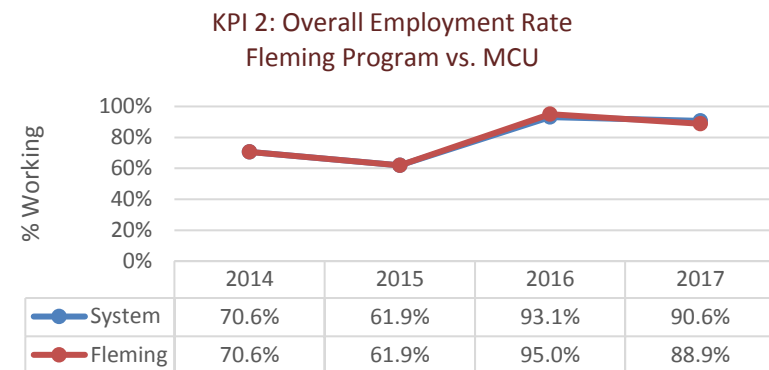
Program Coordinator:	Gayle McIntyre	Assistant Dean:	Silvana Macdonald
Review Facilitator:		Date Completed:	
Program Name:	Museum Management and Curatorship	Program Code:	ACM
1.0 Industry Trends and Employment		Summary of Key Findings	
<p>1.1 Labour Market & Occupational Standard Trends</p> <p>Review and discuss the following:</p> <ul style="list-style-type: none"> • 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? 		<p>Library source link provided: http://flemingcollege.ca.libguides.com/c.php?g=352050&p=2928274&previeview=b95f54d7aac762d4b69c9999be1eab9a</p> <p>Document saved on S: directory link: 1 Industry Trends and Employment\1.1 ACM Labour Market And Occupational Standard Trends.docx</p> <ul style="list-style-type: none"> • The program advisory committee meets annually, Trends and current issues are always on the agenda <p>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</p>	

	<p>regional and local museums such as Lang Pioneer Village, and the Canadian Canoe Museum; Story telling - digital story telling; tolerance, inclusion and diversity in museums; <u>AODA compliance</u>; museums as teaching and orientation spaces for New Canadians, Museums are tackling complex social issues: homelessness, mental health, community based sustainability, contemporary social history and so on.</p> <p>Being Bilingual / Multilingual is an important asset</p> <p>The erosion of hand skills is an issue for the MMC program, given the hands on approaches in Care of Collections, Exhibit Design, Cataloguing and Education Programming</p> <p>Technology trends in museums, we need to move forward with the digital age: managing and caring for digital collections, using technology applications in museums for condition reporting, interactives in exhibits IBeacons, social media uses and applications, and so on.</p> <ul style="list-style-type: none">• 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 could be a core focus for the college.
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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



Directory link: [1 Industry Trends and Employment\1.2 Graduate Employment & Employment Trends ACM.docx](#)

The employment has climbed over the last two years. Retirements might contribute to some of this, plus Canada 150 Celebrations. The related employment rate could be improved. There are more training programs in this sector: Georgian College started a program within the last 5 years, and Centennial modified a program recently. More completion equates to flooding a market.

U of T, Masters in Museum Studies has 47 students to place in the field for internships in 2018, Algonquin College takes in over 30 students

annually in their 3 year program. These numbers easily saturate the field.

Graduates must be mobile, flexible, and GOOD at what they do.

Communication skills – the ability to write and strong interpersonal skills remain core requirements for success.

Graduates are finding employment in small to mid - sized institutions.

The “replacement trends” for the pending retirements will have a great influence on the sector.

We need to reach out to the Indigenous, First Nations, Inuit and Metis communities and define potential training needs for those Nations.

- The museum is becoming increasingly more and more interdisciplinary

Trends: Contemporary job postings include titles/themes such as

- community engagement co-ordinator
- audience engagement
- social media managers/co-ordinators
- collections digitization
- collections/conservation/curation = cross overs
- facility managers (preparators)

2.0 Key Performance Indicators

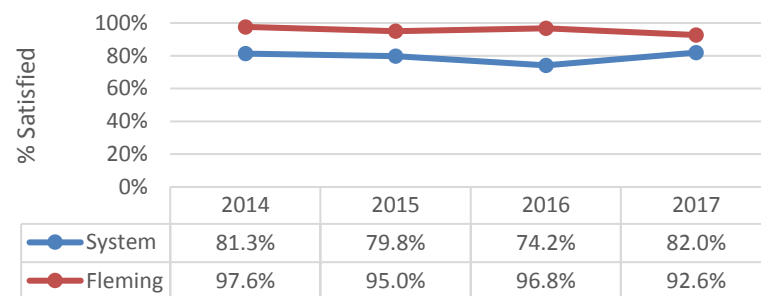
Review and analyze the formal Key Performance Indicator (KPI) results for your program.

2.1 Student Satisfaction

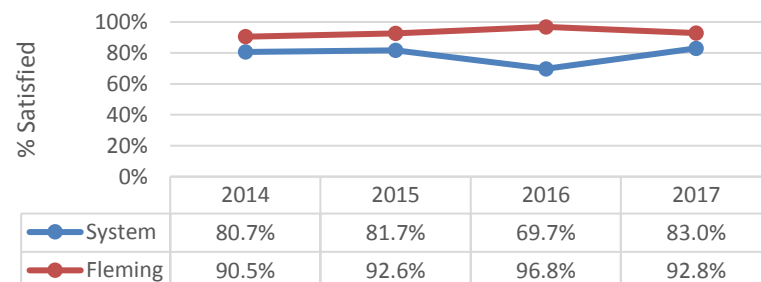
- In addition to the formal Student Satisfaction KPI results, comment upon any other formal or informal discussions with students and graduates such as *student focus groups*, class councils, class representatives, individuals or delegations, or debriefing sessions following a field placement, clinical placement, or practical work integrated learning experience.

Summary of Key Findings

KPI 8: Student Satisfaction with Learning Experience
Fleming Program vs. MCU



KPI 9: Student Satisfaction with Teachers
Fleming Program vs. MCU



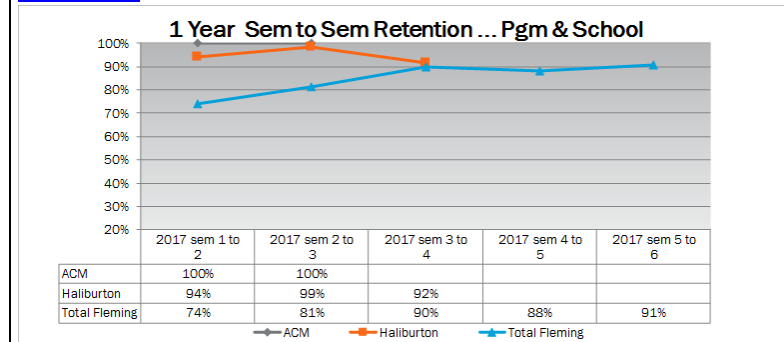
Directory link: [2 KPIs\2.1 Student Satisfaction ACM.docx](#)

Satisfaction with teachers and satisfaction with learning experiences is high. The program will work hard to maintain these stats.

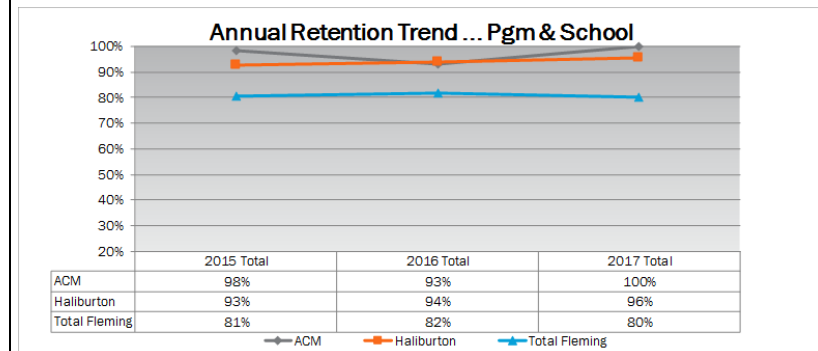
2.2 Retention Rate

- 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.

Link to document on S: [2 KPIs\2.2 IPP Retention and Situational Rate ACM.docx](#)



Retention rate in ACM is high



Sometimes students defer their internships and finish out of regular sequence. Regardless the retention rate is high

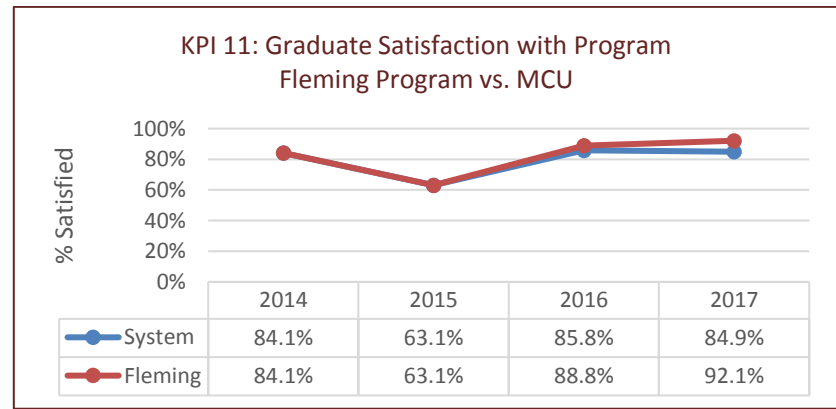
Suggestion to enhance some wording to market the programs and to work with marketing to better advertise what it takes to succeed in the program: Fast paced, intensive immersion program. The application process needs to be enhanced see the suggestions above. Perhaps the following wording could be incorporated: *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) Pages are being updated again for the FALL open house.

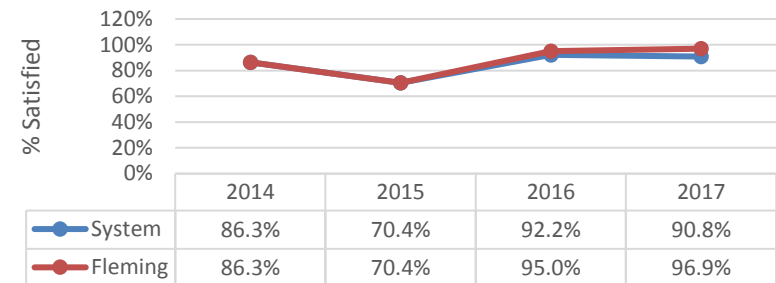
An additional update to the web page is needed to advertise the student's involvement in an extensive amount of group work

2.4 Graduate Satisfaction

- Review patterns of graduate satisfaction and provide comment.



KPI 4: Graduate Satisfaction with Learning Outcomes
Fleming Program vs. MCU



Directory link: [2 KPIs\2.4 Graduate Satisfaction ACM.docx](#)

Graduate satisfaction is tied to the job/employment market. Employed graduates = happy graduates
In addition, we have made some changes to the teaching line up/team. Hopefully that has offered a positive influence on student and graduate satisfaction.

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.

Fleming College Day 10 Registrations



Directory links:

[2 KPIs\2.5 Enrolment Trends and Demand - Day10 ACM.docx](#)

	<p>2 KPIs\2.5 Enrolment Trends and Demand - Application Confirmation ACM.docx</p> <p>3 2 KPIs\2.2 IPP Retention and Situational Rate ACM.docx</p> <p>The MMC program has a cap of 30 students. As the program is based at the Peterborough Museum & Archives and we access their spaces for real rather than simulated learning experiences, the numbers must not go over 30.</p> <p>The ministry approved a new program at Georgian College in the last 5 years. A post graduate program: Gallery and Museum Management. They accept 35+ students. In addition, the Centennial Program went through modifications recently. The Masters in Museum Studies program at U of T is an attractive option for training as well. There are more programs in the sector= more competition for applications. Now there is more completion for museum training.</p>
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3.0 Program Curriculum	Summary of Key Findings
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<p>3.1 Program Learning Outcomes and/or Sector Standards</p> <ul style="list-style-type: none"> 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. 	<table border="1"> <tr> <th colspan="2" style="background-color: #ff0000; color: white;">Haliburton School of Arts and Design</th> </tr> <tr> <th colspan="2" style="background-color: #ff6666;">Museum Management and Curatorship PROGRAM CODE: ACM</th> </tr> <tr> <th colspan="2" style="background-color: #d9ead3;">Program Vocational Learning Outcomes (No Ministry Program Standards)</th> </tr> <tr> <td style="width: 5%;">1</td> <td>Adhere to recognized professional, legal and ethical standards to ensure the management, development, growth, stewardship and day to day operations of museums, galleries and archives</td> </tr> <tr> <td>2</td> <td>Develop, manage and maintain collections and associated documentation that reflect the governing organization's mission</td> </tr> <tr> <td>3</td> <td>Monitor, protect and maintain artifacts in storage, on display and in transit</td> </tr> <tr> <td>4</td> <td>Apply knowledge of the key characteristics of common materials in museum collections and causes of deterioration in order to implement effective preservation strategies</td> </tr> <tr> <td>5</td> <td>Demonstrate a basic understanding of archival management principles and practices</td> </tr> <tr> <td>6</td> <td>Respect needs and experiences of individuals, families and communities and their associated material history culture</td> </tr> <tr> <td>7</td> <td>Apply and integrate relevant knowledge of the history, development and philosophy of museums and the evolving museum profession in order to effectively promote and understand the arts, heritage and culture</td> </tr> <tr> <td>8</td> <td>Collect, research, document, interpret and preserve tangible and intangible heritage</td> </tr> <tr> <td>9</td> <td>Research, plan, construct, promote and evaluate outreach, public and school programs, touring exhibitions and temporary and permanent exhibitions</td> </tr> <tr> <td>10</td> <td>Apply business and management principles and practices, including planning and policy development to non profit and for profit sectors</td> </tr> <tr> <td>11</td> <td>Generate revenue through fundraising and grantsmanship by applying sound business principles.</td> </tr> <tr> <td>12</td> <td>Contribute to strategies for effectively managing the performance and development of staff and volunteers in museums</td> </tr> <tr> <td>13</td> <td>Communicate and collaborate in an effective professional manner</td> </tr> <tr> <td>14</td> <td>Identify and implement strategies to improve job performance and promote personal and professional growth in a rapidly changing, complex work environment</td> </tr> </table>	Haliburton School of Arts and Design		Museum Management and Curatorship PROGRAM CODE: ACM		Program Vocational Learning Outcomes (No Ministry Program Standards)		1	Adhere to recognized professional, legal and ethical standards to ensure the management, development, growth, stewardship and day to day operations of museums, galleries and archives	2	Develop, manage and maintain collections and associated documentation that reflect the governing organization's mission	3	Monitor, protect and maintain artifacts in storage, on display and in transit	4	Apply knowledge of the key characteristics of common materials in museum collections and causes of deterioration in order to implement effective preservation strategies	5	Demonstrate a basic understanding of archival management principles and practices	6	Respect needs and experiences of individuals, families and communities and their associated material history culture	7	Apply and integrate relevant knowledge of the history, development and philosophy of museums and the evolving museum profession in order to effectively promote and understand the arts, heritage and culture	8	Collect, research, document, interpret and preserve tangible and intangible heritage	9	Research, plan, construct, promote and evaluate outreach, public and school programs, touring exhibitions and temporary and permanent exhibitions	10	Apply business and management principles and practices, including planning and policy development to non profit and for profit sectors	11	Generate revenue through fundraising and grantsmanship by applying sound business principles.	12	Contribute to strategies for effectively managing the performance and development of staff and volunteers in museums	13	Communicate and collaborate in an effective professional manner	14	Identify and implement strategies to improve job performance and promote personal and professional growth in a rapidly changing, complex work environment
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	<p>Directory link: 3 Program Curriculum\3.1 Program Learning Outcomes ACM.docx</p> <p>As part of curriculum review, the VOC's will be refreshed.</p> <p>Add an outcome about sustainability!</p> <p>We need stronger wording around hand skills and a hands on applications</p> <p>The Ontario Museum Association is coordinating a conference on Inclusive Museum Leadership: Information will be included in the curriculum updates, based on the results of that conference. See the notes in the supporting files.</p> <p>We need to be more rigorous in our expectations and assessments for teamwork, interpersonal skills, project management, time management and effective communication skills. We also need to be able to direct students to resources for help.</p> <p>The program developed a reference document for the students about tracking and documenting individual contributions towards team projects</p> <p>All program policies and conservation lab rules have been updated and are being embedded in to the course outlines</p>
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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:

- [Program Curriculum\3.2 Program Page - Admission RequirementsACM.pdf](#)

Directory link to Course Outlines:

- [3 Program Curriculum\Course Outlines](#)

- 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. Many applicants apply to both the MMC and the CHM program
- **We appear to be the only heritage programs that lack admission requirements**
- 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 communicate effectively in writing. Over the past few years, we have seen a decline in the level of communication skills that students come into the program with.** Incoming students need excellent communication skills; they need to be able to write!
- **The program needs to develop content and resources to help students improve their team and interpersonal skills**
- **The program will be meeting with the Canoe Museum to firm up applied projects**
- **The program will be meeting with the Peterborough Museum & Archives to confirm applied projects**

- Students take seven 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 postgraduate 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. We must adopt more sustainable manageable practices in our mechanisms for delivery and assessment – especially since students are less resilient.
- The program is a postgraduate fast-paced immersion, intensive program. It has been designed in an accelerated format so that students can finish in 3 semesters. To lessen the intensity, thought would need to be given to making the program longer. Perhaps the program could be 4 semesters in length?
- The final semester of study in an unpaid curriculum internship. To date, the paid internship discussion has NOT surfaced to the same point as in the CHM program. However, for reference the qualifying statements and definition of for the unpaid curriculum based internship remain:
- 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

Currently sites are requesting more background paper work be completed to secure internships: insurance forms, proof of indemnification, copies of the college insurance certificates and letters of agreement – even for in province agencies

- The variety of assignments across the curriculum includes: some individual tests, quizzes, practical quizzes, assignments, essays, presentations, reports, applied projects: written and photographic documentation on objects, the production of a mini exhibit panel, group work – team work and related write ups, article reviews, curatorial research and compiling a dossier on an artifact, completion of an annual exhibit, creating and delivering a museum education program, cataloguing museum collections, data entry projects, using open source software to work on remote museum collections management projects, projects in situ at a local museum(s): 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 Professionals in the sector.

Students are placed across the country and they often pursue international opportunities: US and the UK

- Due to the hands on applied nature of our learning, the following represent some links to student portfolios = to serve as examples of student work:

<https://mmcemily.com/>

<https://keirstensmith.wixsite.com/website>

adgallagher.wordpress.com

<https://jessicapoulin0.wixsite.com/portfolio>

<https://hpeterso.wixsite.com/museum>

<https://emilyanntaylor.wordpress.com/>

<https://valambo.wixsite.com/portfolio>

<https://allisajdullemond.wordpress.com/>

<https://sharifadeanneriley.wixsite.com/museumprofessional>

- 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. 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 year.

- The program sometimes has students of Indigenous heritage.
- The needs to focus on enrolling and accepting more Indigenous students – there are jobs for museum workers of Indigenous heritage
- The program delivered a presentation to Queens University at their Curriculum Shifts Symposium, highlighting Fleming’s work with Indigenous communities.
- College wide sustainability goals. The program recycles materials where it can and **practices environmentally friendly conservation** practices. **Financial sustainability:** The program is small and highly specialized. Equipment and materials are expensive and there is a dedicated conservation lab for the 2 heritage programs. There are only 2 full time faculty members between the 2 Heritage Programs – all other staff and faculty are part time. The MMC program runs off site; it is housed at the Peterborough Museum & Archives – **the college has a portable on site at the museum: The Fleming Annex.** The program has been running out of a portable since 2003, a larger portable for the program was installed in 2008. The Fleming Annex is used by the program during the academic year and the museum uses the Annex in the summer season – for their museum programming. The program has differentiated tuition fees – perhaps those

	<p>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 and resources required off campus?</p> <ul style="list-style-type: none"> • 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 <u>no fail courses – or must pass courses identified to ensure students have the competencies to ladder to the upper semesters.</u> Courses are tightly linked, foundation courses transition to upper semester courses and there are many cross curriculum assignments. Students need excellent communication and writing skills, the 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 • EE skills are embedded in evaluation templates • The program developed a one - page reference list highlighting EE Skills and their value. • Curriculum Maps: are located on the shared drive. • New program policies and lab rules and documents for team work projects have been developed by the programs.
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 (living document) for more specific THINKING and VISIONING – The conservation lab is tired and is being crowded out by the cafeteria preparation areas, garbage, recycling and the dumpsters are located in the parking lot directly outside the lab. The functions are incompatible with museum practices.
- 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 **significant / known** 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 was 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 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 some 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?*

<p>4.2 Competitor Programs</p> <ul style="list-style-type: none"> 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. 	<p>The Fleming MMC program is unique in that it is post graduate, 3 semester long, it is well aligned to the CHM program (also post grad) and it runs out of an actual museum. To the best of our knowledge this is the only program in Canada that runs directly out of a museum as a partnership.</p> <p>Other Museum "study" programs in Ontario include: Algonquin College, Georgian (also post graduate), Centennial and the Masters in Museum Studies Program at U of T</p>
<p>4.3 Learning Pathways</p> <ul style="list-style-type: none"> 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. 	<p>The MMC program is a long running articulation agreement with Trent University. The articulation agreement has been in place since 1994. The agreement is currently under review – and is positioned to be phased out. It would be better for the Trent students to come to Fleming when they are finished their BA or Hons BA. The program met with a representative from Trent in December 2017. Our students have completed internships in the Labs and Departments at Trent, and they have work on applied projects for Trent's (inventories, exhibits, disaster plans, etc). There could be more such opportunities. In addition, the idea presented by Trent was to finish at Trent, come to Fleming for the year, and earn credits towards a Masters at Trent. That might be an attractive package.</p>
<p>4.4 New Program or Redesign Ideas</p> <ul style="list-style-type: none"> Are there opportunities for new program initiatives based on Program, School, or community strengths and alliances? 	<ul style="list-style-type: none"> The program needs to define better ways of teaching students with mental health issues. Due to the intensity of the program, if you start to slip anyway, catching up may not be manageable. People have to be mentally fit to keep up the pace especially with group work.
<p>5.0 External Relations</p>	<p>Summary of Key Findings</p>
<p>5.1 Community Partnerships</p>	<p>Yes!</p> <p>The MMC program is in a deeply valuable partnership with the City of Peterborough. The MMC program runs out of the museum. This is the</p>

<ul style="list-style-type: none"> • 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? 	<p>only training program running out of a museum – with this sort of partnership. The partnership is critical to the health and longevity of the program. Program staff work closely (everyday) with the PMA staff. 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.</p> <p>Members of the program teams sit on many community boards, steering committees, discussion groups, have memberships in professional associations, etc.</p> <p>The MMC program was the first articulation agreement with Trent U. This articulation agreement is being redefined.</p> <p>The chair of archaeology, anthropology met with the program coordinator and David Baker (pathways coordinator at Fleming) to discuss new paths between the organizations: applied projects, internships at Trent U, working with the collections, a pathway to study at Trent for 4 years, come to Fleming, earn credit towards a Master’s Degree. Nothing has been established in writing. The meeting was in Dec 2017.</p>								
<p>5.2 Program Advisory Committee</p> <ul style="list-style-type: none"> • 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.) 	<p>The MMC & CHM Program have a joint PAC – the PAC meets every spring, usually in May.</p> <p>The PAC membership is as follows:</p> <table border="1" data-bbox="1073 1096 1955 1404"> <tr> <td>Deb Scott</td> <td>Fleming College</td> </tr> <tr> <td>Elka Weinstein</td> <td>Ministry of Tourism and Culture</td> </tr> <tr> <td>Ern Bieman</td> <td>Canadian Heritage Information Network</td> </tr> <tr> <td>Gayle McIntyre</td> <td>Fleming College</td> </tr> </table>	Deb Scott	Fleming College	Elka Weinstein	Ministry of Tourism and Culture	Ern Bieman	Canadian Heritage Information Network	Gayle McIntyre	Fleming College
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	Iona McCraith	Archives Association Of Ontario	Preservat
	Irene Karsten	Canadian Conservation Institute	Conserva
	Joe Corrigan	County of Peterborough	Museum
	Kate Dougherty	Trent University	
	Kim Reid	Peterborough Museum & Archives	Curator
	Margaret Haupt	Retired: Art Gallery of Ontario Currrent: Faculty Fleming College	Deputy D Conserva
	Bep Schippers (or Marie Lalonde) or: Mary Collier (Mat Leave)	Ontario Museum Association	Executive
			Professio
	Michael Harrington	Retired: Canadian Conservation Institute Currrent: Heritage Consultant	Retired - Training
	Miriam Harris	Fleming College	Faculty
	Rosaleen Hill	Queen's University Art Conservation Program	Assistant
	Sandra Dupret	Fleming College	Dean / P Design
	Susan Neale	Peterborough Museum & Archives	Museum
	Susan Maltby	Maltby & Associates Inc.	Private C
	Jillian Messervey	Fleming College	Heritage
	TBC	Student Reps – CHM & ACM	Guest

	Amy Barron Faculty Fleming College	Arts & H
		Arts & H
	<p>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.</p> <p>In addition, representation from the Canoe Museum and the Oshawa Community Museum are being considered.</p>	
<p>5.3 Alumni Relations</p> <ul style="list-style-type: none"> Describe the type and range of alumnae involvement in the program. Current and future strategies to engage alumnae in the program. 	<p>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.</p> <p>We will continue to nurture these healthy links and connections with alumni.</p>	
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 – upgrades will help the MMC program.

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:

City of Peterborough Arts Culture and Heritage Award: MMC program only

Canadian Museums Association: CHM or MMC program

Ontario Museum Association: CHM or MMC program

Kawartha Branch of 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

	<p>will serve content across multiple semesters: i.e., Condition Reporting text book, Alberta Standard Practices Handbook for Museums – these serve the content in multiple semesters.</p> <p>Many text books cross the curriculum – serve multiple courses.</p> <p>Students must purchase some tools – students are excited to invest in their tool kits as a resource for their career.</p> <p>There is no conflict of interest with the resources used in the programs.</p> <p>Faculty are creating their content – and aligning it to the resources.</p> <p>A former faculty member John Summers has just published a book on developing exhibits. The program will adopt that book for our curriculum. Faculty in our Heritage Programs provided some feed - back on the draft publication.</p> <p>We look at potential additions to the text book list annually – and we try to stream line these accordingly.</p> <ul style="list-style-type: none"> • ACM Booklist 1 • ACM Booklist 2
<p>6.2 Faculty and Staff Resources</p> <p>Please comment on:</p> <ul style="list-style-type: none"> • 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. 	<p>The program technologist position should be a full time position.</p> <p>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.</p> <p>The program will need to consider replacements 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.</p> <p>The college might consider having 2 separate co-ordinators (one for each program). Regardless, the 2 co-ordinator-ships need to be preserved.</p> <p>More full time faculty would be a huge asset</p>

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 and is loaded to the shared drive

See the recommendation for a new conservation lab / studio loaded to the shared drive

We are currently working on the GHS compliance regulations and applying new “WHMIS” labels to the chemicals – this needs to be completed by Dec 1. 2018.

See the suggestions below regarding the Fleming Annex (portable) at the Peterborough Museum & Archives

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:

- **Specific** (simple, sensible, significant).
- **Measurable** (meaningful, motivating).
- **Achievable** (agreed, attainable).
- **Relevant** (reasonable, realistic and resourced, results-based).
- **Time bound** (time-based, time limited, time/cost limited, timely, time-sensitive).

New Recommended Improvements	Timeframe	Person(s) Responsible	Approval: Dean, Chair, or VPA or Not Feasible, with rationale
<ul style="list-style-type: none"> • 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 • Is there a communication proficiency test that we can ask for? • 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. 	<p>2019</p> <p>Reviewed Annually</p>	<p>Coordinator – and based on discussions with the advisory committee</p> <p>Coordinator and faculty Co-requisites and pre-requisites are updated / reviewed annually on the curriculum grids</p>	
<p>The MMC program is based at the Peterborough Museum & Archives. Being located at the museum is the backbone of the program. Students learn in a museum setting</p>	<p>2019 - TBC</p>	<p>Program Coordinator, Museum Director, Dean, Facilities. When the Fine Portable at the Museum</p>	

<p>everyday. Since 2003, the program has been housed in a portable. We out grew the first portable. Is the portable the long term solution to house the program? The current portable was installed in 2008 and it is now in need of some refreshing. The decking will need to be changed in the next year – due to the dismantling of the portable adjacent and in order to preserve accessible access to the Fleming Portable. The portable adjacent to our is being removed in 2019</p> <p>The museum went through a make - over to the façade and the portable needs to be painted or re-sided to match the exterior of the museum – the portable framework is rusting.</p>		<p>is moved this will have significant impact on the configuration of the Fleming Portable.</p> <p>The Fleming Portable needs a facelift! New paint, New Fleming Logo, and it will need new decking.... Or perhaps an alternate space for the program is defined and constructed at the museum. A Capital Request could be submitted.</p> <p>This point is a bit of wild card for the program...Is our current space at the museum precarious?</p>	
<ul style="list-style-type: none"> The Heritage programs are in desperate need of a new lab/conservation studio. The conservation lab is a shared resource between the MMC and the CHM program. 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. <i>[in the</i> 	<p>As soon as possible – the situation is getting more and more desperate</p>	<p>The Coordinator has met with the foundation office to discussion fundraising options. Time needs to be set aside 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.</p>	

<p><i>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.</i></p> <ul style="list-style-type: none"> • 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. <i>DISCUSSION: should this coffee bar be removed to eliminate the risk of pest activity and increase cleanliness????</i> • See attached for a vision and wish list reflecting a new conservation studio/conservation laboratory 		<p>Money needs to be secured for lab upgrades or a move. More resources need to be secured by the college for housekeeping and cleanliness</p> <p>The Coordinator 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.</p>	
<p>Content:</p> <p>We could remove the Archival Management course, and cover a brief intro to Archival Management in the Collections Management Course. Archivists require specialized, dedicated training – an MA is the recognized standard – which is beyond the scope of what</p>	<p>2019</p>	<p>The course has been removed with the 2018 curriculum grid deadline and the webpage updates for open house Fall 2018. The learning</p>	

<p>the MMC program can offer. This would free up some time in the time table and take some pressure off the students.</p> <p>Add another Technology Applications course to the MMC program: Part A as it is plus google sketch up, and e portfolios etc., additional content such as virtual reality/augmented reality, exhibit beacons, IPAD programs, interactives in museums using technology, video creation, could be presented as an additional guest presentation – pd workshop, or perhaps experienced based site visit/guest speaker.</p> <p>Internship and Career Orientation MUSM23: Make this a 4 hour course both sections together, 1 hour lecture and 3 hour seminar – it can be scheduled on Monday mornings starting at 9:00 – 1 pm, with Museum and Gallery Admin to follow in the afternoon at 2:00 – 5:00 pm</p>	<p>2019 - 2020</p> <p>2019</p>	<p>outcomes focusing on the introduction to archival management will be aligned with collections management. Time will be required to make the modifications in the Collections Management course.</p> <p>The coordinator and faculty have meet to discuss this. Time is required to develop the course and find its placement in the curriculum</p> <p>Adjustment have made to meet the curriculum grid deadline 2018</p>	
<p>Make the program assistant position full time – the position is integral to the high function of these program teams. From the fall 2017 to Sprint 2018, museum staff have spent 270 hours assisting with applied projects and learning activities at the museum in support of the program . The majority of the hours have</p>	<p>Ongoing</p>	<p>There is enough work between the 2 programs for a full time technologist. Budget required. The job description is in place –</p>	

<p>been spent working with the MMC program (some hours have been spent supporting CHM students learning in situ). With more hours the program assistant could work more closely with the museum staff to help alleviate this burden.</p>		<p>and can be updated if appropriate</p>	
<p>Internships: students are not on campus, but the double edge is that this course takes as much time to supervise if not more, than any face to face course – faculty could use more release time to supervise internships.</p> <p>Reduce the tuition fees for the internship component: students are not on campus – (Semester 3 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)</p>	<p>Larger issue than just the Heritage Programs</p>	<p>Review time on swfs and related formulas to supervise post graduate interns.</p> <p>The duration of the current internship is not in question = preserve the full time block internship 14 weeks long, full semester of study.</p>	
<p>Realign content:</p> <p>The marketing and fundraising for the major exhibit project should go into Museum and Gallery Administration – Project Management could cross over between Exhibit Development II and Museum and Gallery Administration</p> <p>The exhibit opening project, should go into Education and Interpretive programming, the exhibit opening is an event – it can be adjusted to be evaluated as a program</p>	<p>2019</p>	<p>Some Development time is required and the program team will make adjustments when the course outlines are refreshed annually</p>	
<p>Content:</p> <p>More project management, team management, conflict resolution, positive</p>	<p>2018 - 2019</p>		

interpersonal skills, team empowerment – rotate the lead roles in the groups.		Development time for the program teams spring 2019	
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	Program Team: Ongoing, observations – and advocacy for student supports, it is the New Normal in the class room, Faculty need additional training.	
(Hire more faculty) – hopefully have a candidate pool in line	ongoing	Find time to post for additional names in the teaching pool – and to begin to think about potential succession planning	
Perhaps the college could install /establish an application centre for graduate studies.	Proposed to Silvana MacDonald and to Angela Pind in 2018	The coordinator can present the idea to the College President and the RO's office	
Fix the WIFI, improve the capacity – IT is working on this (and apparently the museum is hoping to install free wifi) We need to update the WIFI. Should this be a capital request?	Immediately	The college and museum have been exploring options. The program along with IT propose adding this as a capital request. Feed- back from students clearly indicates The WIFI is inadequate	
Develop a short course in Technology in Museums – for museum professionals? Perhaps propose this with the Ontario Museum Association	20 19 - 2020	It's a big idea.... time and resources are required to explore and develop a course	
Explore the potential of a distance learning partnerships with the Common Wealth	Fall 2018 and ongoing	A meeting is planned for Nov 2018, with the	

<p>Association of Museums (CAM) to meet the needs of 1) International Interest and 2) Indigenous Communities (First Nations, Inuit and Metis)</p> <p>Explore opportunities to develop a new training program – working from/based on the Aboriginal Heritage Interpretation Program</p>		<p>program team, Dean and the Director of the Commonwealth Association of Museums to discuss potential training opportunities for Indigenous Communities</p>	
<p>Request time to work with the Learning Strategists to research and implement exceptional practices for facilitating group work and assessing group work – this is a large complex challenge. Perhaps release time could be established to work on this during the spring of 2019</p>	2019 - TBC	<p>The Program Team, Some Dedicated time is required to explore options</p>	
<p>Look at module delivery of courses – with the Learning Strategists. Perhaps release time could be established to work on this during the spring of 2019</p>	2019 - TBC	<p>This would require a deep dive investigation into possibilities to alter delivery patterns. Dedicated time is required to explore and plan</p>	
<p>Suggest the college hold a giant technology fair at the college, that crosses all domains and disciplines</p>	Big Giant Idea for 2019 - 2020	<p>The Program can approach other schools to see if there is interest in planning an event to host technology demonstrations in environmental monitoring, data logging, 3D scanning, 3D printing, Digitization, etc.</p>	
<ul style="list-style-type: none"> • update ALL Program Policies, Laboratory Rules and Course Policies 	Fall 2018 Done	<p>Rules, program policies, team work tracking</p>	

<ul style="list-style-type: none"> update the orientation manual, rename it – so that it is not just orientation in focus 		forms, lab cleaning schedules, lock up procedures and the expectations guide (orientation manual) have been updated for Fall 2018 start up	
Update Program Outcomes	Fall 2018	Coordinator made minor edits to the program outcomes to reflect adjustments in the curriculum	
Previous Recommended Improvements	Timeframe	Person(s) Responsible	Update and Rationale: Proceeding = P Completed = C Not Feasible = NF