

BOARD OF GOVERNORS' MEETING
(394th Meeting)
FENNEL CAMPUS, MOHAWK COLLEGE
Wednesday, October 10, 2007

<u>OPEN PORTION</u>		October 10, 2007
1.	CALL TO ORDER The Mohawk College Open Portion Board of Governors' meeting was called to order at 6:01 p.m.	
2.	INTRODUCTION OF NEW GUESTS There were no new guests in attendance at the meeting.	
3.	ADDITIONS/DELETIONS TO THE AGENDA There were no additions to or deletions from the agenda.	
4.	CONFLICT OF INTEREST DECLARATIONS The Chair asked that any Governor wishing to declare a conflict of interest with respect to any item on the agenda do so at this time. No conflicts were declared.	
5.	APPROVAL OF THE PREVIOUS MINUTES	
5.1	Minutes of the 393rd Open Portion Board Meeting (September 12, 2007) It was moved by Ty Shattuck and seconded by Heide Bell that the Board of Governors approve the minutes of the 393 rd Open Portion meeting of September 12, 2007. Carried. (MOTION 394.O.5.1)	
5.2	Board Action Items/Follow-Up <ul style="list-style-type: none"> • KPI and Retention Improvement Planning (See item 10.2) 	

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6. BOARD COMMITTEE REPORTS

6.1 Strategic Planning Steering Committee, September 26, 2007

Ty Shattuck reported that Dr. Michael Cooke spoke at the September 26, 2007 Strategic Planning Steering Committee meeting on his doctoral work on college strategic plans.

Ty further reported that stakeholder meetings have been arranged for the following groups: internal, students, alumni, aboriginal, Chambers of Commerce, community & social services, Boards of Education, leadership, media, program advisory committees. A meeting of the Strategic Planning Steering Committee is scheduled for October 25, 2007 to discuss the input in order to provide options for discussion at the November 9 & 10, 2007 Board Advance.

7. STRATEGIC/DECISION ITEMS

There were no strategic/decision items for discussion.

8. STRATEGIC/DISCUSSION ITEMS

8.1 Transferability Issues & Credential Recognition in Ontario and Beyond

A discussion paper entitled “Transferability Issues & Credential Recognition in Ontario and Beyond” prepared by Catherine Drea, Ronald Holgerson and the President was discussed and a presentation was made on “Student Mobility in and between Colleges and Universities”.

The purpose of the discussion was to:

1. Understand the history of the topic and current context in Ontario and beyond.
2. Provide current overview of current Mohawk College activity
3. Describe challenges.
4. Explore opportunities.

And to answer the following questions:

1. Does this paper address the current situation, as well as opportunities and challenges relative to student mobility and credential recognition in Ontario and if not, what other considerations need to be explored?
2. What issues/and or potential strategic perspectives should Mohawk College focus on as we move forward to serve students in the next 5-10 years?

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3. What barriers must Mohawk College overcome?
4. How would we know we were successful in reaching our strategic direction?

The paper provides definitions of:

- 2 + 2 Degree Completion and Bridging
- Articulation Agreements
- Associate Degrees
- Applied Degrees
- Ontario College Certificate
- Collaborative Degrees/ Diploma Degrees
- Ontario College Diploma and Ontario College Advanced Diploma
- Ontario College Graduate Certificate

History and Current Context:

- Higher Education has a more predominant “silo” structure than other jurisdictions.
- Polarized skills and resource draw required to meet the access mandate and transfer agenda.
- Until recently little development of articulations between colleges and universities in Ontario.
- Barriers remain:
 - i) Demand for university on the increase; no impetus for change to date
 - ii) Funding models non-existent or limited, except in Nursing
 - iii) Governments not prepared to develop policy to force stronger alignment
- Movement Between Sectors on the increase – reference pp 20 – 24
- Since 2004, + 80,000 University students versus +6,000 College students

Mohawk College Context:

Collaborative:

- Close to 40% first-year students express desire to prepare and/or move from diploma to degree -- pp 9
- Over 1050 students in collaborative health programs with McMaster
- 193 Technology students in degree completion programs
- Recent approval of BTECH including Biotechnology, Automotive & Vehicular, Technology and Energy Technologies

Articulation Agreements:

- Signed with 11 institutions (4 Ontario, 1 other Canada, 4 USA, and 2 Australia – Appendices C + D)
- Transfer Rate of Mohawk College student 2004-05 - 6%, 2006-07 - 8%

College-University Transferability Study:

- College-University Consortium Council – limited success although increased profile
- Transfer on the increase
- College Graduates more likely (16.5%) than university (8.7%) in 2004-2005
- Learning more about profile of students (ACAATO 2005)

National and International Comparisons:

- Lessons to learn from virtually all other jurisdictions

Potential Options and Discussions:

- Topic is complex and embedded in history
- Five individual or combined options for select or all programs:
 1. Increase transfer arrangements
 2. Increase Collaborative Degrees
 3. Lobby and apply of Degree granting status
 4. Increase College offerings for College and University grads
 5. Maintain status quo

Operational Implications:

- Mohawk's human resources capacity for program design, curriculum development and/or articulation analysis/curriculum revision
- The standard credential requirements for professors of degree credits are at the PhD and Master prepared levels, which is not a current requirement for diploma and apprenticeship teaching in the majority of Mohawk programs
- Anticipated service requirements to libraries, advising on degree opportunities, etc.
- Strategic financial investment in advocacy, design of programs/articulations, facilities, marketing, infrastructure, capital equipment and laboratories for which there are unclear funding opportunities at this time

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- Enhanced student experiences equivalent to the university experience
- Increased involvement in research both from an applied and traditional perspective

Questions/Discussion:

1. Does this paper address the current situation, as well as opportunities and challenges relative to student mobility and credential recognition in Ontario and if not, what other considerations need to be explored?
2. What issues/and or potential strategic perspectives should Mohawk College focus on as we move forward to serve students in the next 5-10 years?
3. What barriers must Mohawk College overcome?
4. How would we know we were successful in reaching our strategic direction?

The Chair thanked the President and the staff responsible for providing the background discussion paper and the presentation.

The following points were made in the discussion on the issues of Transferability and Student Mobility in and between colleges and universities:

- Both access and transfer of students demand resources that must come from regular postsecondary funding.
- Does the Board feel comfortable discussing these two topics?
- What is the future for Mohawk College (Note: This discussion will continue at the Board Strategic Advance)?
- Why are 25% of the transfer students going to York and Ryerson Universities? York University made the decision to become a transfer institution and Ryerson University uses a more applied learning model than other universities.
- Could Mohawk have an arrangement with a university for seamless transfers?
- We need to assess the level of credit assessment at other institutions.
- Should Mohawk remain true to the concept of an “applied” college or change for a percentage of the student population?
- How we structure our environment is very important. Currently, our environment is very “applied”.
- Universities are getting better at applied learning and they may decide to capture the advanced degree market.
- Three silos are forming for colleges – technical, advanced, university.
- Degree completion is a way around this issue.
- I lean toward serving the needs of the 86% of the students who come to Mohawk for a job while helping the 7% who are going on to university from Mohawk.
- An associate degree is another option. It would help with the fact that “degree” means many different things to people.

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- We need to be careful not to look at the way things ought to be, but instead, look at the way things are.
- We need to follow where the customers are. Evolve there the customer goes, listen to the customer.
- We can't be all things to all people.
- If our customers are demanding that their children have degrees, then pay attention to that and evolve to those needs.
- It's a known fact that universities want to grow their graduate students.
- You can lay out different objectives, grow revenue, have community responsibility and be a part of the community and assess yourself against your strategic directions.
- The most likely partner for seamless transfer is McMaster University.
- What are Mohawk's core values? We need to articulate them.
- We need to be a college that provides applied skills and prepares students to engage in employment.
- Do our programs have an applied component? We provide training and skills for successful employees.
- Are we catching the end of a passing wave or are we at the head of a wave? Do we become the leaders of the next wave?
- Who is the customer – employers or students?
- We seem to be saying – provide an improved learning experience with the focus on applied learning. Put an applied angle on a university education.

The President stated that she is concerned that students have increased desire to go on to university and Ontario does not have good mobility for our students. She said that a further discussion will take place at the Board Strategic Advance on what will distinguish Mohawk College as an institution and thanked the Board for their thoughtful input into an extremely complex matter.

The Chair thanked the Governors for the discussion which will continue at the upcoming Board Strategic Advance.

9. PERFORMANCE REPORT

The October 2007 Performance Report provided information on: Enrolment, Staffing, Key Performance Indicators (KPIs), Financial, Accident and the 2007-08 Balanced Scorecard. The President advised the Board that the reports will be updated as new information becomes available with the boxed date indicating the date of the last update.

Dale Schenk stated that the next report will show a 6 month review of the financial situation.

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In answer to Paven Bratch’s question about the status of unionization of part-time employees, the President stated that a report is expected by mid Winter at which time we will know the implications for Mohawk.

In answer to a question by Pat McKay about the financial drivers, Dale Schenk stated he will provide an explanation with the next report.

In answer to a question by Roberta Burke about staffing not increasing as enrolment has increased, Joanne Echlin stated that there are some vacant positions which will be filled.

The President stated that there are a variety of reasons for unfilled positions and that ongoing discussion between administration and our faculty union are in process on this matter.

The key enrolment audit dates for colleges are: November 1, March 1 and June 30.

10. PRESIDENT’S REPORT

10.1 President’s Report

The President’s Report was provided for information.

10.2 Key Performance Indicator and Retention Improvement Planning

Catherine Drea and Rosemary Knechtel presented the report on Key Performance Indicator and Retention Improvement Planning.

Each April we receive our Key Performance Indicator (KPI) rates as compared to other colleges. During the May/June period, college-wide activities are focused on analysis of new data for each program and service using trended data and preparing area specific plans focused on improving our KPI rates in all five areas – Student Satisfaction, Graduate Satisfaction, Graduation Rate, Employer Satisfaction and Graduate Employment. This activity culminates in each program and service area submitting a report to their appropriate Vice-President which outlines goals met/not met in the previous year, implications from new data and goals for the upcoming academic year. In addition, this year, we have combined our KPI improvement planning with retention improvement planning as retention is closely linked with all five KPIs.

Overview of Trended KPI results 2004-2006

Mohawk increased all five indicators by 2006 (released in April 2007). We are above the provincial average in all but one indicator in 2006.

Indicator	2006	2006	2005	2005	2004	2004
	Mohawk	Prov	Mohawk	Prov	Mohawk	Prov
Graduate Employment	92.5%	91.0%	91.1%	89.3%	90.7%	88.0%
Graduate Satisfaction	82.5%	82.0%	80.3%	81.6%	80.7%	80.5%
Employer Satisfaction	92.8%	92.6%	89.8%	92.1%	91.9%	92.7%
Student Satisfaction	78.4%	77.4%	76.3%	77.8%	67.9%	76.3%
Graduation Rate	57.4%	63.3%	55.8%	60.1%	54.3%	58.5%

KPI Goals for 2007-2009

As per the Multi-Year Accountability Agreement submitted to the Government of Ontario on September 25, 2006:

Year	Indicator/Target	Result
2006-2007	1% improvements for student, graduate and employer satisfaction	2% increase in student satisfaction 1% increase in graduate satisfaction 1% increase in employer satisfaction
2007-2008	1% improvements for student, graduate and employer satisfaction	Maintain increases
2008-2009	1% improvements for student, graduate and employer satisfaction	Maintain increases

Retention Results and Goals 2007-2009

As per the Multi-Year Accountability Agreement submitted to the Government of Ontario on September 25, 2006:

	2006-2007 Projected/Actual	2007-2008 Projected	2008-2009 Projected
1st to 2nd Year	67% projected 65.7% actual	68%	69%
2nd to 3rd Year	85% projected 79.1% actual	86%	87%
3rd to 4th Year*			

*Applicable to Applied Degree Programs only

The Process

Data was collected and distributed to every School and Service department by the beginning of May. Within each School and department, the data was reviewed and analyzed by School, program and service level.

Each School and Service department was asked to submit a KPI Improvement Action Plan by September 24, 2007 that linked directly to their KPI results in all five indicators, their Strategic Enrolment Plan and their Retention Improvement Plan.

Plans were received from all five Schools, 99 program areas and nine service departments.

Professional Development

Each KPI Improvement Action Plan outlined recommendations for professional development for employees. Key areas that emerged have been shared with our Professional Development staff and will shape the Professional Development Business Plan for 2007-2008 including:

Teaching methods, Team Based Learning, Problem Based Learning Assessment and Evaluation, Authentic Assessment, e-learning Platforms *e-learning: Focus on e-learning Organizations and Management, New Technologies for the Classroom, Developing Learning Plans, Accessibility and Transferability, Today's Student (4 Generations in one Classroom), Transfer/Credit/Degree Completion /Articulation Agreements, Student Disability Issues, Expectations in the Classroom

Summary of Highlights/New Initiatives

- Collect, disseminate and report on data each semester on our students at the classroom, program and school levels through the FIT System Survey and the Ontario College Student Engagement Survey results.
- Collect, disseminate and report on assessment results in communications and mathematics to faculty and the College prior to the beginning of classes to enable the College to better meet student needs and retention.
- Instill Retention as our Number One Priority at Mohawk College at all levels of the College through targeted announcements, professional development activities, President's communications.
- Implement new Semester Start Week to facilitate effective transition to College through collaboration with academic faculty and student service staff.
- Implement new Late Start section of students in the School of Business to facilitate effective start for students who arrive late.
- Implement the Canada Millennium Learning Excellence Project to serve and retain 1,000 at risk students in career and program choice and/or communications skills and/or transition to college.
- Implement a College Communications Course in Fennell programs for students who do not pass the communications assessment. Extend to all programs at other campuses in next two years.
- Implement online Remedial Math Course for students who do not pass the mathematics assessment.
- Implement Supplemental Instruction in top 10 courses that students do not pass.
- Continually review all academic programs for quality and relevancy to meet the Program Quality Assurance Process Audit (PQAPA) requirements.
- Provide every student with a map of opportunities for degree completion and/or transfer between programs.

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- Pilot and measure the effect of a cohort approach to learning in Early Childhood Education.
- Participate in Council on Organizational Effectiveness work process review in all service areas to increase level of customer service.
- Implement a learning platform with the objective of consolidation to improve the student experience.
- Implement virtualized software distribution to reduce time in implementing software changes in computer labs and enable student access to software applications from any location and at any time.
- Implement opportunities that support the unique needs of the Mature student, including specific orientation activities and the development of a Mature Student Club and Mature Learners Centre.
- Expand “Meet The Grads” event to all schools.

Summary/Conclusions

Our College-wide process for KPI and Retention Improvement Planning is directly tied to our Strategic Enrolment Plan, our Professional Development Plan and our Multi-Year Accountability Plan.

In answer to Ty Shattuck’s question about not meeting the projected goals (as per the Multi-Year Accountability Agreement), Catherine Drea and the President stated that was correct. Although many initiatives have begun, this is a complex issue and graduate rates are affected by the economic community. It is hoped that return on our investment will be achieved this year. The President also stated that some College policies which affect retention are under review and that every possible retention improvement strategy is being considered..

11. BOARD CHAIR’S REPORT

- Hydro One Agreement - The Chair and the President joined the Presidents of Algonquin, Georgian and Northern Colleges for the formal signing of a Partnership Agreement that launched a program embarking on the development of a comprehensive strategy to meet the demand for more technicians, technologists and trades positions employed by Hydro One and other members of the electrical transmission and distribution utility sector in Ontario. This partnership, funded by Hydro One, will result in new programming or streams designed to meet the needs of the company, as well as special scholarships and bursaries to attract students to the programs. Hydro One will also donate instructional equipment and resources and will support co-op programs and full-time employment in the electrical transmission and distribution utility sector.
- The Chair, the President and other Governors and staff attended Storeimage Programs Inc. 100th anniversary on October 4, 2007. Governor Janice Locke is President and CEO of Storeimage Programs Inc.

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12.	INFORMATION Items 12.1, 12.2 and 12.3 were provided for information.
12.1	Student Reports (MSA/SAC/MCACES/Alumni)
12.2	Capital Grant for Proposed Engineering Technology Centre for B.Tech. Partnership
12.3	Media Reports
13.	Upcoming Meetings <ul style="list-style-type: none">• Homecoming 2007, October 12 & 13, 2007• Steeltown Friends of Mohawk Music Gala Fundraiser, October 16, 2007 at 7:30 p.m.• Nominating Committee, October 17, 2007 at 2:30 p.m., President's Office• Fall Convocations: Friday, October 19, 2007 at 3 p.m. & 7:30 p.m. (CE Convocation)• Program Development & Renewal Committee, November 1, 2007, 8 a.m., Board Room• Audit Committee and Finance Committee, November 2, 2007, 8 a.m., Board Room• Mohawk Presents, November 21, 2007 at 3 p.m., McIntyre Theatre
	NEXT BOARD OF GOVERNORS' MEETING Wednesday, December 5, 2007, 4:00 p.m.* Staff Lounge, C110, Fennell Campus, Mohawk College *Please note: No dinner will be served prior to the December 5/07 meeting as Governors are attending the Annual Board Retirement Dinner following the meeting.
14.	ADJOURNMENT/MOTION TO GO IN CAMERA It was moved by Pat McKay and seconded by Sharon Lax that the Board of Governors approve the adjournment of the Mohawk College Open Portion Board of Governors meeting at 8:12 p.m. and the Closed Portion meeting will reconvene, after a short break. Carried. (MOTION 394.O.14)

MOHAWK

COLLEGE OF APPLIED ARTS AND TECHNOLOGY

BOARD OF GOVERNORS' MEETING
(394th Meeting)
FENNELL CAMPUS, MOHAWK COLLEGE
Wednesday, October 10, 2007

ATTENDANCE - OPEN PORTION

Board of Governors

Allan Greve, Chair
Heide Bell
Paven Bratch
Roberta Burke
Brenda Davis
Sharon Lax
Janice Locke
Pat McKay
Brian Mullan
Ty Shattuck
MaryLynn West-Moynes, President

Absent

Bryan Adamczyk
Trent Jarvis
Brendan Ryan
Debra Veldstra

Vice-Presidents/Executive Deans/Directors

Lynn Chalmers, Executive Assistant to the Board of Governors (Recording Secretary)
Catherine Drea, Vice President, Students, Access and Success
Joanne Echlin, Vice President, HR - Staff Services
David Graham, Director, Financial Planning & Analysis
Ronald Holgerson, Vice President, Marketing, Communications, Alumni & Government Relations
Cheryl Jensen, Vice President, Technology, Apprenticeship & Corporate Training
Rick Kawai, Chief Information Officer
Rosemary Knechtel, Vice President, Academic
Maureen Monaghan, Executive Assistant to the President
Karen Moore, Director, Financial Services
Dale Schenk, Vice President, Finance and Administration

Observers

Anthony D'Alessandro, Chair, Mohawk College Council
Jason Lee, President, Mohawk Students' Association

Guests

Veronica Weir