

BOARD OF GOVERNORS' MEETING
(393rd Meeting)
FENNEL CAMPUS, MOHAWK COLLEGE
Wednesday, September 12, 2007

<u>OPEN PORTION</u>		September 12, 2007
1.	CALL TO ORDER The Mohawk College Open Portion Board of Governors' meeting was called to order at 6:02 p.m.	
2.	INTRODUCTION OF NEW GUESTS The Chair welcomed everyone to the first meeting of the 2007/2008 year and introduced the new members of the Board: Heide Bell, Roberta Burke, Janice Locke and Debra Veldstra. Ronald Holgerson introduced John Roberts, Director, Aboriginal Education, to the members.	
3.	ADDITIONS/DELETIONS TO THE AGENDA There were no additions to or deletions from the Board agenda.	
4.	CONFLICT OF INTEREST DECLARATIONS	
4.1	Signing of Code of Ethical Conduct and Governors' Agreement and Review of Board Policies The Chair referred to Board Policies B07 (Governors' Code of Conduct), B08 (Conflict of Interest) and the Minister's Binding Policy Directive on Conflict of Interest and asked Governors to sign the Governors' Agreement and return it to the recording secretary.	

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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 392nd Open Portion Board Meeting (June 13, 2007)

It was moved by Brenda Davis and seconded by Pat McKay that the Board of Governors approve the minutes of the 392nd Open Portion meeting of June 13, 2007. Carried. **(CARRIED 393.O.5.1)**

5.2 Board Action Items/Follow-Up

Future agenda item:

- KPI Improvement Plans (October 2007)

6. BOARD COMMITTEE REPORTS

6.1 Strategic Planning Steering Committee, June 19, 2007

The minutes of the June 19, 2007 Strategic Planning Steering Committee meeting were provided for information.

The Strategic Planning Committee will meet again on September 26, 2007 at 3 p.m. with guest speaker Dr. Michael Cooke, Vice President, Academic at George Brown College, who will provide an overview of his doctoral research findings with respect to college strategic plans.

6.2 Strategic Planning “ThinkTank”, August 9, 2007

The minutes of the August 9, 2007 Strategic Planning “ThinkTank” were provided for information.

6.3 Strategic Planning – All Staff

A report on the four all staff “President’s Breakfasts” and the strategic planning sessions that followed each breakfast was provided for information. A follow-up session is scheduled in early October for staff unable to participate in the August breakfasts.

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The President stated that 9 opportunities will be provided in October for internal and external stakeholder groups to provide input to the strategic planning process. In addition, College staff will be offered another opportunity to provide input electronically.

Ty Shattuck reminded Governors that their input/feedback is always welcome.

7. STRATEGIC/DECISION ITEMS

7.1 Board Statutory Liability Report (as of June 30, 2007)

It was moved by MaryLynn West-Moynes and seconded by Brenda Davis that the Board of Governors approve the Statutory Liability Report as of June 30, 2007. Carried. **(MOTION 393.O.7.1)**

7.2 Revision of Board Policy B10 – Committees & Board Committee Membership for 2007/2008

The President explained that the proposed changes to Board Policy B10 – Committees are due to the reduction in the size of the Board from 19 to 17 members.

Brenda Davis stated that it is important that policy changes do not occur without prior review by the Board’s Ad Hoc Policy Committee. She accepted the President’s explanation of the need to make the change to the Policy but stated that it is important to consult with the Ad Hoc Committee.

In answer to Brenda Davis’ questions, the President stated that the vacancy on the Audit Committee was reflective of the vacancy on the Board and the vacancy does not change the quorum requirement.

It was noted that the Committee membership for 2007/2008 was reflective of the revision to Board Policy B10.

It was moved by MaryLynn West-Moynes and seconded by Brendan Ryan that the Board of Governors approve the revisions to Board Policy B10 – Committees and the Board Committee membership for 2007/2008. Carried. **(MOTION 393.O.7.2)**

8. STRATEGIC/DISCUSSION ITEMS

8.1 Balancing the College Access and University Transfer Agenda – Part 1: Access

The President stated that there has been a significant increase of enrolment over the last four years in universities and this increase is starting to cause stress on university infrastructures.

The Government of Ontario reports that 86,000 additional students have entered the Ontario postsecondary system since Fall 2002. It is significant to note enrolment in colleges accounts for only 6,000 of these students.

The President had the opportunity to discuss this with both Minister Bentley and Deputy Minister Steenkamp.

It is clear to some universities, who are eager to grow their graduate programs, and the government that this trend may not be in the best interest of Ontarians. It is anticipated this will become a critical topic in the near future and creates an opportunity for an expanded role of Ontario colleges for first and second year university credit delivery as is common in other Canadian provinces and the US. In the academic arena, this is referred to as the Transfer Agenda.

At the same time, the communities we serve are facing higher poverty rates, increased demand for post-secondary students at risk and we have a higher than average population of Canadian Natives and Immigrants. These students have considerable promise in the right environment with the right resources. Unfortunately, the demand is great and the resources are limited.

Balancing the Access and Transfer Agenda in colleges is not easy due to the diversity of students' needs and staffing skills/resources.

In preparation for the Board of Governors' Strategic Advance, the President felt it would helpful for the Board to have an overview of both of these two diverse topics.

At the October Board meeting, it is planned to have a presentation on the Transfer Agenda with external presenters.

A presentation was made by Jim Vanderveken, Director, Job Centre and Access Programs, John Roberts, Director, Aboriginal Education, and Gene Stodolak, Director, Special Partnerships and Projects.

Highlights of the presentation include the following information:

Jim Vanderveken addressed the Access Agenda.

Employment Ontario – LMDA

- Labour Market Development Agreement
- 540 federal employees transferred to the Ontario
- >\$500 million transferred to province
- Employment Benefit programs serving EI/HRIF clients

LMPA

- Labour Market Partnership Agreement
- Federal programs relating to non-EI eligible clients (school leavers, ITI, Aboriginal, disabilities, academic upgrading, literacy, language training)
- \$314 million (pending final agreement)

Federal Programs Moving to the Province

- Consolidation of federal and provincial labour market programming and services within Ministry of Training, Colleges and Universities (MTCU)

Canada/Ontario Immigration Agreement

- Prospect of integrating all programming and services targeted to New Canadians at the provincial level
- Additional \$1.0 billion flowing to the Ontario Ministry of Citizenship and Immigration from the Federal Government

Immigrant Services

Federal (Citizenship & Immigration Canada)

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- LINC (levels 3-7) Language Instruction for Newcomers to Canada
- ELT (levels 8-10) Enhanced Language Training Program

Provincial (Ministry of Citizenship and Immigration)

- Access to professions and trades
- Occupationally specific language training

Overall Goal

- Establishment of an integrated training and employment services system within Ontario
- Valued >\$2.0 billion/year
- Serving >900,000 individuals annually

Target Groups

- Employment Insurance/Human Resources Investment Fund Eligible Individuals
- Aboriginal Peoples
- People with Disabilities
- Francophones
- Youth at Risk
- Early School Leavers
- Job Threatened/Laid-off Workers
- New Canadians

Employers

- Training Incentives and Subsidies
- Tax Incentives
- Partnership Incentives
- Workplace Literacy Incentives

Channel Strategy

- September 2007 full implementation
- Variety of service delivery channels
- Examples e-channel, voice-channel, walk-in, etc.
- Importance of channels in facilitating service access and strengthening information and referral protocols

Employment Ontario Critical Priorities

IMPROVE EMPLOYER SERVICES

- Identification of key skill shortages
- Target resources to address needs
- More focused, strategic solutions
- Responsiveness is essential

The Vision – Jobs and Prosperity

- Continuously improve the quality and quantity of Ontario's skilled labour supply to meet economic growth and investment
- Providing seamless service
- Removing barriers to learning
- Strengthening links to employment

Employment Ontario Training and Employment Programs and Services

- 27 in total
- 16 directly delivered or facilitated by Mohawk
- Mohawk is the strategic delivery platform

Leveraging Mohawk's Strengths in Supporting Employment Ontario

- Employer engagement strategy

- Community service mapping and partnerships
- Accessible program delivery platforms that are employer responsive
- Creating learning corridors for individuals to post-secondary and apprenticeship

John Roberts addressed Aboriginal Education.

Aboriginal Education

- Of the total number of Aboriginal people in Ontario **over** the age of 25;
 - 34% have less than high school
 - 13% are high school graduates
 - 12% have some post-secondary
 - Therefore, 57% are neither college nor university graduates.
- Of the remainder,
 - 42% have post-secondary qualifications, including
 - 14% with trades certification
 - 18% with a college certificate or diploma
 - 9% with a university degree

Source: Statistics Canada, "Aboriginal Peoples Survey 2001," Cat. No. 89-618-XIE

CURRENT STATUS

- Present enrolment – Aboriginal students – 300*
- Five Year Strategic Enrolment Plan – 2% increase/year for 5 years
- Continue programming started by Rick Anderson
- Aboriginal Education and Training Strategy - \$176,142**
- Recruiting is continuous
- Member – Hamilton Executive Directors' Aboriginal Coalition, Hamilton Aboriginal Education Council, Mohawk College

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Aboriginal Education Council

*Self Identification

**Includes carryover from last fiscal year

CURRENT STATUS – PROGRAMS

- Grand River Employment and Training – Pre-Trades/Pre-Technology
- Six Nations Polytech – Personal Support Worker
- Native Women’s Centre – Life Skills 2
- Hamilton Indian Centre – Life Skills 1
- Sir John A. MacDonald – Native Issues as college credit
- General Arts and Science Health Stream – start January/08
- Aboriginal Nursing
- Canadian Metis Council – distance education
- Brock University – B.Ed

CURRENT STATUS – PROPOSALS

- Hate Crimes proposal – partnership with SISO, Metis Women’s Circle
- Aboriginal Human Resources Development Agreement
- ACCESS Hamilton

OPPORTUNITIES - PARTNERSHIPS

- Ogwehoweh – apprenticeships
- Six Nations Polytech – new programs, languages accreditation
- Ontario Higher Education Quality Council – Research
- Ontario Agriculture College, University of Guelph
- Grand River Employment and Training – business diplomas for employees
- Native Women’s Centre/Hamilton Indian Centre - adult learners
- Canadian Metis Council - training

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OPPORTUNITIES – NEW PROGRAMS

- Aboriginal Law and Advocacy
- Aboriginal Small Business
- Aboriginal Cultural Sensitivity

OPPORTUNITIES – ADMINISTRATION

- Facilitated admissions - Metis and Inuit
- Aboriginal Education Department
- Aboriginal research institute – Research on Accessibility, Ontario Agricultural College, Higher Education Quality Council of Ontario

OPPORTUNITIES – AREAS TO EXPLORE

- On-line aboriginal programming for remote and northern communities
- Partnerships with community stakeholders – Urban Native Homes
- Turning Points (Brantford) – college/high school credits
- Aboriginal Apprenticeship Council
- Aboriginal Prior Learning Assessment
- Increased exposure – Six Nations/New Credit
- Co-op possibilities
- Creative Arts programs – pottery/jewelry – Rick Anderson

RISKS

- Expectations from Aboriginal community
- Cost of personnel/personnel required
- Dealing with government bureaucracy

Gene Stodolak spoke on immigrant education.

Immigrant Education at Mohawk College

“Building a World Class Workforce” through Collaboration, Sustainability, Access

Immigrants/New Canadians

- Hamilton Area :
- 3rd most popular destination for Immigrants
- Highest retention rate.
- 2004-2014 Hamilton Area projections :
- Net Immigration will add more than 1.1 Million to Ontario population (70% of population growth)

Higher Educational Levels in Hamilton Area

- 15.35% Unemployment Rate (12.3% National level)
- 52% Poverty Rate

Immigrant Population			Visible Minorities		
Hamilton	Burlington	Brantford	Hamilton	Burlington	Brantford
Yugoslavia	India	India	South Asian	South Asian	South Asian
China	UK	China	Black	Black	Black
Iraq	China	Vietnam	Chinese	Chinese	South Asian
Pakistan	US	Jamaica	Arab/West Asia	Arab	Chinese
India	South Korea	US	Filipino	Latin American	Filipino

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Opportunities for Mohawk College (New Comers Priorities)

- Better career information and validation support.
- Employment (priority 1)
- Language (priority 2)
- Initial orientation
- Financial stability
- Cultural integration
- Social and emotional support
- Health and housing
- Skilled Trades & Apprenticeship recognition
- Accreditation/Certification/Licensing

Opportunities for Mohawk College (Stakeholders)

- SISO- Settlement and Integration Services Organization
- HTAB- Hamilton Training Advisory Board
- HIWIN- Hamilton Immigrant Workforce Integration Network.
- HCCI- Hamilton Centre for Civic Inclusion
- OACETT/PEO- Ontario Association of Certified Engineering Technicians and Technologists./ Professional Engineers of Ontario
- CIITE- Colleges Integrating Immigrants to Employment
- St. Charles Adult Education Centre
- HWDSB- Hamilton-Wentworth District School Board
- HWCDSB- Hamilton-Wentworth Catholic District School Board
- IEC- Industry Education Council
- CIC- Citizenship and Immigration Canada
- MCI- Ministry of Citizenship and Immigration/ Ontario

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Risks for Mohawk College

- Non Inclusive Employment Practices
 - Recognizing Foreign Credentials
 - Accessing and Verifying Foreign Credentials
- Provide building bridges through a survival toolkit (PLAR):
 - Education and Assessment
 - Employer Needs and Advocacy
 - Accreditation/Certification/License

Dialogue and Key Questions:

- How should the college advocate for access programming?
- What role can/should the Board of Governors play to move our access initiatives forward?

The Board engaged in a discussion on this topic. The key points raised included:

- How do we contextualize this information in terms of Mohawk's business goals?
- We need numbers to be attached to these programs.
- Programs of the type mentioned are about 'value-added' for people.
- There are approximately 1200 service providers in Ontario/150 in Mohawk's catchment area.
- Mohawk's services cover approximately 4500 learners per year.
- There is an opportunity for the colleges to provide leadership/co-ordination in this area.
- What specifically do we provide to help people (in practical terms)? New programs, new work initiatives, financial incentives for up-front training.
- Is there a way to turn the convoluted and inefficient delivery model of these programs into a positive for the College?
- Aboriginal education programs must be approved by the Aboriginal Education Council (AEC) and the Board.
- Need to know how big of an opportunity exists in this area and the dollars and number of students involved.
- We can't help people until we can help ourselves.

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- How does the information provided turn into a business plan?
- Don't forget about Brantford with these programs.

The President thanked the Board for their input and agreed to provide more information for a further discussion at a future Board meeting.

9. PERFORMANCE REPORT

The performance reports were presented in a new format as one report. The performance report included reports on: Enrolment, Staffing, Key Performance Indicators (KPIs), Financial, Accident and the 2007-08 Balanced Scorecard.

The Board was pleased with the new format of the performance reports.

Ty Shattuck asked about the status of the College Performance Indicators policy and the President stated that this policy will be brought forward. [Note: A draft has been generated utilizing the expertise of Governor Shattuck and will be brought forward to the Ad Hoc Policy Committee this Fall.]

10. PRESIDENT'S REPORT

10.1 President's Report

The President's Report was provided for information.

10.2 Report on President's Visits to Confederation College, Red River Community College & Grant MacEwan

The President provided a report on her summer visits to Confederation College in Thunder Bay, Red River Community College in Winnipeg and Grant MacEwan College in Edmonton. The President noted that the institution with the most notable difference was Grant MacEwan College.

The President asked Governors to take note of the last two pages of her report which is a slide from her presentation to all staff at the breakfast meetings:

2006-07 Profile from Ontario Colleges Student Engagement Survey:

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- 77% attending Mohawk for the 1st time.
- 87% in their 1st choice program.
- 29% direct entry, 36% from work, 14% from college, and 6% from university and 30% out of school for 5 years or more.
- 54% 21 years or older, with 23% more than 25 years old.
- 18% do not have English as their first language.
- 22% not born in Canada.
- High school graduation averages: 21% with 71-74%, 26% with 75-79%, 22% with 80-84%.
- 84% are at Mohawk to obtain knowledge and skills for future occupations.
- 92% believe that a college education creates a good foundation for future learning.
- 90% believe that college graduates have a better chance for a good job.
- 80% believe that a college education provides improved writing skills.
- 82% believe that a college education develops their ability to think critically.

10.3

Computer Acquisition Update

The President explained that, in May of this year, former Board Chair Gary Beveridge signed a letter to our Minister Bentley (MTCU) requesting approval, as per Section 28 of the Financial Administration Act from the Minister of Finance, to enter into a capital lease for the acquisition of 2,370 personal computers to be used in our student computer labs. The total obligation to Mohawk under the agreement was \$3,571,620. The lease met with resistance from the Ontario Financing Authority (OFA) and, as result, negotiations took place with David Graham (Mohawk's Director of Financial Analysis & Planning), MTCU staff and OFA staff. As an alternative, the OFA agreed to secure a loan on our behalf at a rate well below Mohawk's real cost of capital. Also, Mohawk's IT department revised the acquisition list and reduced the number of units to be purchased resulting in a loan for \$2,421,401 (rather than the original amount of \$3,571,620).

In order to finalize the loan, the OFA required a Board resolution approving the loan agreement. Due to the timelines, it was necessary to ask for the Governance Committee to approve a resolution to this effect.

It was moved by Paven Bratch and seconded by Ty Shattuck that the Board of Governors approve the Governance Committee minutes of September 7, 2007 containing the resolution regarding the loan agreement with the Ontario Financing Authority. Carried. **(MOTION**

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393.O.10.3)

The President thanked David Graham for negotiating this loan with the Ontario Financing Authority.

10.4 Mohawk Song & Flag

Governors were provided with a CD of the Mohawk College song. The lyrics of the song were written in 1967 by staff members David Leishman and Ronald Slavik and the music was written in 2007 by staff member Sheila Safranyos. The song is performed by Applied Music students Elana Laing and graduate, Alex Kadet.

The new Mohawk College flag was displayed at the meeting for Governors to view.

10.5 STARRT Update

An update was provided on the Mohawk Skilled Trades & Apprenticeship, Research, Resources and Training Institute (STARRT).

Construction Schedule

Despite the delays caused by building permit stop orders and the labourers strike, construction is now proceeding well at STARRT. The construction is divided into three distinct areas:

Renovations: a large portion of the south-east corner of the existing building has been fenced off and stripped back to the outer walls and ceiling deck to prepare for construction of a new one-stop shopping student service centre, a new bookstore, new support / administrative staff offices, classrooms and faculty offices. This is proceeding well, with most new interior walls close to completion and all services in place. New windows along the front of the existing building have been installed; giving the first hint of what will be a considerably different appearance. The delayed completion of the classrooms in this area (expected to be completed by the end of October 2007) has caused the need for rental of external space.

West end: the west end addition is predominantly designed to house shops and labs. The foundation is completed, underground services and grading are completed and part of the steel frame has been erected. Work continues on installation of the balance of services and

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installation of cladding to close everything in is the next step. It is expected that this wing will be ready by about December 2007. Most of the classes that would have been held in these new labs are being held in their old ones, meaning that the new use to which those old labs will be put is on hold. The situation has been partly alleviated by moving some programs to the Fennell Campus for the fall term.

East end: the east end is largely to house the awareness / multi-purpose hall and lobby, as well as second floor classes, so it was deemed to be the last phase completed – probably late Winter 2008. Currently the steel structure is mostly in place, and steps similar to what have been completed on the west end will be next. Additional structural panels have been added to the frame of the east addition to support the two vertical wind generators that will be mounted on the roof.

Rentals

To accommodate the classes that can't be held in planned new classrooms this fall, additional rooms have been rented at the LIUNA Gardens for classes and Chandelier Place for orientation.

Cost

As expected, the construction delays and the design / build process itself have placed additional burden on resources. The architect and the construction manager are working closely with each other and with us to determine cost savings in the next steps. The report provided in the Board package estimated an overrun of \$1-1.5M although the President advised the Board that our project management firm Atlas and architect Diamond & Schmitt Inc. have now confirmed this will be closer to \$2.1M. Dale Schenk has met with them and will prepare a recommendation for the Finance Committee on how we will cover these additional, unplanned expenses along with a full explanation of the causes of the overrun.

It was moved by Paven Bratch and seconded by Ty Shattuck that the Board of Governors accept the report on the STARRT project. Carried. (MOTION 393.O.10.5)

10.6 Emergency Response Report

An update was provided on the development of updated emergency response procedures and policies.

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As part of Mohawk's commitment to providing a safe and secure learning and working environment, we have made considerable effort to review and update, where needed, our emergency response procedures and policies. Over the past year, Mohawk has initiated an Emergency Response Steering Committee, and redefined the Emergency Response Team, including representatives from throughout the College. The steering committee has concentrated its work in four main areas, as follows:

Facilities

- Installed over 200 new emergency intercom speakers at Fennell campus; installing new emergency intercom systems at Brantford and at STARRT.
- Will complete and outfit two Emergency Operations Centres at Fennell.
- Will consider restricted access doorways at all campuses.

Communications

- Create two sided handout sheets for emergency response actions (see attached).
- Provide stickers for telephones showing security telephone number.
- Update Health and Safety handbook with latest procedures.
- Develop a staff web site page for reporting suspicious telephone calls.
- Develop standard lockdown instructions and "end of lockdown" instructions.
- Provide communications guide to all supervisors to review with staff and to all professors to review with students.

Training

- Select, equip and train floor wardens; whose duty it will be to assist with safe evacuations by "sweeping" all rooms and hallways.
- Train appropriate staff for Emergency Operations Centre, supporting committees.
- Staff supervisors to provide update on emergency response procedures to all staff once per year; they will use standardized communications.
- All professors to provide update on emergency response procedures to all students once per year; they will use standardized

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communications.

- Initiate one emergency evacuation drill each term; one lockdown drill once per year, with appropriate advance notice.

Policies and Procedures

- Update policies and procedures to reflect these changes.

Most of these actions are underway; many are complete, or will be in place by December, 2007. Some actions at STARRT may be delayed until construction there is complete. The ad-hoc steering committee will become a standing committee, ensuring an ongoing review of our ability to respond appropriately to emergencies.

It was moved by Paven Bratch and seconded by Ty Shattuck that the Board of Governors accept the emergency response report. Carried. **(MOTION 393.O.10.6)**

10.7

B.Sc.N. Collaborative Nursing Accreditation Report

The Canadian Association of Schools of Nursing (CASN) has adopted the accreditation of nursing education programs in Canada as one of its core functions. CASN believes that accreditation promotes excellence in nursing education programs, and is the national accrediting body for nursing education in Canada. CASN has been accrediting undergraduate nursing programs in Schools of Nursing since 1987.

During the past decade, accreditation has increased in importance and visibility for a number of reasons. The globalization of education — distance delivery, satellite and offshore programs, and mobility of students and professionals — has increased the importance of accountability for determining the quality of education programs. As well, the increasing costs of education for students, parents, taxpayers and institutions have raised the profile of accreditation as a tool for measuring the value of programs. Hence, accreditation assessments can guide important decisions about student enrolment, and changes in or continuance of programs within institutions. Finally, Schools of Nursing have found accreditation reviews helpful in identifying areas of strength, areas requiring development and for providing evidence of resource requirements.

Process:

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1. McMaster-Mohawk-Conestoga BScN Application for Candidacy 2005:
 - a. Summary of the program and implementation on the three sites.
 - b. Visit to the school by an accreditation team who spoke with the President, Executive Dean, senior administration, Chairs/Associate Dean/Assistant Dean on each site, faculty, students and the Advisory Committees on each site
 - c. Receipt of the review team's reports.
 - d. Response to the review team's reports.
 - e. Teleconference with the Board of Accreditation.
2. Candidacy was attained in 2005. Approval granted to proceed to accreditation.
3. Full accreditation review 2006:
 - a. A new template was used for the review making it necessary to write the review from the beginning as it reframed the overview of the program.
 - b. Visit to the school in October 2006 by the accreditation team. Interviewed the President, Vice President Academic, senior administration, Associate Deans/Assistant Dean/Chair of each program, faculty, students and the Advisory Committees.
 - c. Receipt of the report of the Review Team.
 - d. Response to this report.
 - e. Teleconference with the Board of Accreditation.

All three educational units, McMaster University, Mohawk College and Conestoga College, as well as the nursing education program, were granted a 7-year accreditation with the requirement of an interim report in 2010. This is the highest accreditation standard awarded. Madeline Buck, Chair of the CASN Accreditation Bureau stated, "On behalf of the Accreditation Bureau, I congratulate you and your faculty on the excellent preparation for and conduct of the visit of the CASN review team. I also thank you for your commitment to quality education of nurses in Ontario and wish you success in the coming years."

On behalf of the Board of Governors, a congratulatory letter will be sent to all those involved in the BScN Nursing program accreditation.

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10.8 Semester Start: Academic Preparation and Orientation

Catherine Drea presented an overview as follows on this topic.

In support of our students' academic and social transition to college, "Semester Start: Academic Preparation and Orientation" is a student success initiative and key action in the college-wide Student Success Action Plan for 2007/08. It is a partnership involving the students, academic program areas, service areas, and student associations.

A discussion and focus on the new students' transition to college began in 2002/03 within the first Student Success Action plan. This included a review of Orientation models and best practices.

A more comprehensive, college-wide focus on student orientation, including academic, service, social components and "Weeks of Welcome" (WOW) began in Fall 2004. The first 'WOW' mail-out to students occurred in Fall 2004. Professional development of faculty and staff began in 2004 to support an integrated academic/service focus on Orientation.

Central Academic Program Welcomes, involving the College and MSA Presidents, and the first 'WOW' guide were introduced in Fall 2005. Based on student feedback, the College Orientation Model, with goals and objectives, was developed in 2004/05 by the Student Success, Orientation sub-team

For Fall 2007, College wide orientation evolved into what we are now calling "**Semester Start: Academic Preparation and Orientation**". Four day student schedules, designed to engage the students to support their transition to college, included a wide variety of academic program activities and a focus on 7 academic outcomes: Welcome, Relationship building, Program and Career Awareness, Academic School staff roles, Academic expectations, Involvement of Upper Year Students, and Evaluation. Seven new service sessions: Money Matters, Success Tips, Diversity, Safety and Security, MoCoMotion, Library and Job Centre were introduced this year also. Weeks of Welcome (WOW) reached new heights this year with a myriad of social activities offered by Student Life, MSA and SAC.

In light of discussions around the proposed Academic semester schedule for 2007 – 2011, a College-wide Orientation Planning meeting was held in March 2007. Considerations for development and implementation, Program Opportunities and Recommendations were

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formulated to support final decisions around moving forward from a 2 day to a 4 day “Semester Start – Academic Preparation and Orientation”.

A ‘Semester Start’ team, with representation from academic and service areas, was introduced and began focussed work on this initiative back in April 2007 to support the new direction. The Student Life Office, Student Success Co-ordinator and the Student Success Advisors played vital, key roles with leadership from Vice President, Students, Access and Success, Vice President, Academic and Director, Student Services and Success Initiatives.

It is too early to assess the impact of the approach on our students although, as this memo is being written, we have had overwhelming positive feedback from students and have suggestions from staff on how we can improve.

Further activity includes:

1. Conduct a thorough debrief involving academic schools, service areas and student associations and staff involved, review evaluations from students and staff and incorporate into next semester/year planning.
2. Establish a central, corporate base budget.
3. Solicit greater academic program involvement at all stages, including Associate Dean school membership on ‘Semester Start’ team.
4. Review membership of ‘Semester Start’ team to include wider, corporate participation, such as IT and Facilities.
5. Continue development of ‘Semester Start’ model, continue research on best practices in relation to impact on student success and retention and complete program mapping with outcomes.
6. Consider granting credit for student participation in 4 day ‘Semester Start’ schedule.
7. Establish a communication plan to support engagement of all staff in ‘Semester Start’ as priority for all that week.

11. BOARD CHAIR’S REPORT

11.1 Spring Convocations

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	The Chair thanked Governors Bryan Adamczyk and Paven Bratch for filling in for Board Chair Gary Beveridge at the Spring Convocations. Gary became ill and was unable to attend the convocations.
11.2	Orientation for New Governors, August 30, 2007 The Chair reported that an orientation session for the new Governors was held on August 30, 2007. He encouraged the new Governors to provide suggestions on ways to improve the orientation format.
11.3	Board Meeting Dates for 2007/2008 The Board meeting dates for 2007/2008 were presented for information. It was noted that the November 14, 2007 Board meeting would not be held due to the November Board Strategic Advance, the December meeting date was changed to December 5, 2007 and the January 9, 2008 meeting will only be held if needed.
12.	INFORMATION Items 12.1, 12.2, 12.3, 12.4, 12.5, 12.6 and 12.7 were provided for information.
12.1	Student Reports (MSA/SAC/MCACES/Alumni)
12.2	Mohawk College Council, May 14, 2007
12.3	ACCC Conference Report from D.Veldstra
12.4	Steeltown Friends of Mohawk Music Gala Fundraiser
12.5	Mohawk First in Overall Distance Education Enrolment
12.6	Thank You from OACETT
12.7	Media Reports
13.	UPCOMING MEETINGS <ul style="list-style-type: none">• Strategic Planning Steering Committee, September 26, 2007 at 3 p.m.• Homecoming 2007, October 12 & 13, 2007• Steeltown Friends of Mohawk Music Gala Fundraiser, October 16, 2007 at 7:30 p.m.

OPEN PORTION

September 12, 2007

- Fall Convocations: Friday, October 19, 2007 at 3 p.m. & 7:30 p.m. (CE Convocation)

NEXT BOARD OF GOVERNORS' MEETING

Wednesday, October 10, 2007, 6 p.m.

Staff Lounge, C110, Fennell Campus, Mohawk College.

A Buffet Dinner is provided at 5 p.m. in C064, Fennell Campus, Mohawk College.

14. ADJOURNMENT/MOTION TO GO IN CAMERA

It was moved and seconded that the Board of Governors approve the adjournment of the Mohawk College Open Portion Board of Governors' meeting at 8:01 p.m. and the Closed Portion meeting will reconvene, after a short break. Carried. **(MOTION 393.O.14)**

MOHAWK

COLLEGE OF APPLIED ARTS AND TECHNOLOGY

BOARD OF GOVERNORS' MEETING

(393rd Meeting)

FENNELL CAMPUS, MOHAWK COLLEGE

Wednesday, September 12, 2007

ATTENDANCE - OPEN PORTION

Board of Governors

Allan Greve, Chair

Heide Bell

Paven Bratch

Roberta Burke

Brenda Davis

Trent Jarvis

Pat McKay

Brendan Ryan

Ty Shattuck

Debra Veldstra

MaryLynn West-Moynes, President

Absent

Bryan Adamczyk

Sharon Lax

Janice Locke (in attendance until 7 p.m.)

Brian Mullan

Colin Osborne

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 & Development

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 Operations

John Roberts, Director, Aboriginal Education

Dale Schenk, Vice President, Finance and Administration

Gene Stodolak, Director, Special Partnerships and Projects

Jim Vanderveken, Director, Job Centre and Access Programs

Observers

Anthony D'Alessandro, Chair, Mohawk College Council

Fred Deys, Faculty (President, OPSEU Local 240)

Guests

Greg Cormier

Heather Gardine

Veronica Weir