

Strategic Mandate Agreement (2014-17)

Between:

The Ministry of Training, Colleges and Universities

&

Durham College of Applied Arts and Technology

ONTARIO'S VISION FOR POSTSECONDARY EDUCATION

Ontario's colleges and universities will drive creativity, innovation, knowledge, and community engagement through teaching and research. They will put students first by providing the best possible learning experience for all qualified learners in an affordable and financially sustainable way, ensuring high quality and globally competitive outcomes for students and Ontario's creative economy.

DURHAM COLLEGE VISION/MANDATE

Vision

Durham College is the premier postsecondary destination for students who succeed in a dynamic and supportive learning environment. Our graduates develop the professional and personal skills required to realize meaningful careers and make a difference in the world.

Mission

The student experience comes first at Durham College.

PREAMBLE

This Strategic Mandate Agreement between the Ministry of Training, Colleges and Universities (the Ministry) and Durham College of Applied Arts and Technology (the College) outlines the role the College currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the Ministry's Differentiation Policy Framework.

The Strategic Mandate Agreement (SMA):

- Identifies the College's existing institutional strengths;
- Supports the current vision, mission, and mandate of the College within the context of the *Ontario Colleges of Applied Arts and Technology Act, 2002*, and outlines how the College's priorities align with Ontario's vision and Differentiation Policy Framework; and
- Informs Ministry decision making through greater alignment of Ministry policies and processes to further support and guide the College's areas of strength.

The term of the SMA is from April 1, 2014, to March 31, 2017. The SMA proposal submitted by the College to the Ministry has been used to inform the SMA and it is appended to the agreement.

The agreement may be amended in the event of substantive policy or program changes that would significantly affect commitments made in the SMA. Any such amendment would be mutually agreed to in writing, dated, and signed by both signatories.

DURHAM COLLEGE KEY AREAS OF DIFFERENTIATION

Durham is a comprehensive college that provides access to postsecondary education opportunities for its local community so that it can meet the needs of all learners. Durham College is responsive to the rapid growth of Durham Region and recognizes it has a critical role to play in the region's economic diversification.

As a comprehensive college, Durham's academic strengths are broad-based; it provides excellent support services to all learners, including those with special needs and from at-risk backgrounds; and its commitment to quality is reflected in meeting all six criteria of the Ontario College Quality Assurance Service audit.

Durham's partnership with the University of Ontario Institute of Technology (UOIT) is strategic and collaborative in its nature. The institutions work together on providing joint services and administrative functions, along with an emphasis on the development of student pathways.

ALIGNMENT WITH THE DIFFERENTIATION POLICY FRAMEWORK

The following outlines areas of strength agreed upon by the College and the Ministry, and the alignment of these areas of strength with the Ministry's Differentiation Policy Framework.

1. JOBS, INNOVATION, AND ECONOMIC DEVELOPMENT

This component highlights institutions' collaborative work with employers, community partners, and regions, or at a global level, to establish their role in fostering social and economic development, and serving the needs of the economy and labour market.

1.1 Areas of Institutional Strength

Durham College focuses on jobs, innovation, and economic development in the areas of:

- Durham designs programs with and for high-growth industries and sectors such as:
 - Business/Accounting/Financial/Materials Management
 - Media Arts/Agriculture/Culinary/Hospitality
 - Health and Technology
- Durham works with industry and employers to meet the needs of the labour market through such initiatives as:
 - Program Advisory Committee chairs meet with faculty semi-annually and the Board of Governors annually.
 - Job portal for employers.
 - Job Fairs held jointly with UOIT featuring employers offering jobs 'on the spot'.

- Durham has qualified for more than \$5M in provincial and national research grants. In 2012-13, the Office of Research Services and Innovation led projects involving 24 small and medium enterprises (SMEs), over 100 students and 39 faculty, and received \$1.4M.
- Durham's current strengths in applied research include:

Health and Biomedical Sciences:

- Bykart Software Co. worked with students and faculty to design and develop a chemotherapy appointment reservation management system. The result was a 47% increase in the number of patients treated, as well as significant cost reductions at Sunnybrook Hospital.
- Dapasoft Inc. and Infonaut Inc. worked with students and faculty to develop a Biomedical Knowledge Portal, a medical device management system to enable hospitals to manage the purchasing and life cycle of biomedical devices through the use of a tracking mechanism with a real-time locating system.
- Durham College worked with the Regional Municipality of Durham – Social Services Department to research the outcomes associated with the delivery of social services in Durham Region. This partnership engaged many different health and social stakeholders from the community, and resulted in new data and evidence that supports social service delivery to the community.

Other areas of research focus include:

- Science and Technology
- Renewable Energy and Sustainable Technology
- Advanced Manufacturing
- Information and Communication Technology
- Social Sciences and Humanities
- Education
- Agriculture/urban agriculture

1.2 Additional Comments

- The Ministry notes that in 2012-13 Durham's graduate employment rate of 83.8% was above the sector average (83.1%).
- The Ministry also notes that in 2012-13 Durham's employer satisfaction rate of 95.3% was above the sector average (93.2%).
- Durham's 2012-13 graduate full-time employment rate in a related job was 41.6%, below the sector average (45.1%).

Institutional Strategies

Over the next three years the College intends to:

- Finish the development and implementation of the Centre for Food by planting the ‘fields’ to bring to completion the field-to-fork concept.
- Take a leadership role in the development and building of the Durham Learning and Business Innovation Park (dLAB) to establish training and applied research-based partnerships between private corporations and Durham.
- Establish an entrepreneurial incubator to strengthen connections between students and businesses, and pursue new industry-led research partnerships with local businesses in areas of importance to the community and government.
- Durham Foods Ltd. is working with students and faculty to develop a web-based application that automates audit data collection, and ensures employee compliance to meet and exceed food safety and regulatory requirements.
- Participate in the Ministry’s pilot project to determine employment rates two years post-graduation.

1.3 Metrics

| Institutional Metrics | System-Wide Metrics ¹ |
|---|---|
| <ul style="list-style-type: none">• Domestic enrolment projections• International enrolment projections• Number of applied research projects with industry• Proportion of students engaged in applied research• Proportion of faculty engaged in applied research• Proportion of staff engaged in applied research | <ul style="list-style-type: none">• Graduate employment rates• Employer satisfaction rates• Number of graduates employed full-time in a related job |

2. TEACHING AND LEARNING

This component captures institutional strengths in program delivery methods that expand learning options for students, and improve their learning experience and career preparedness. This may include, but is not limited to, experiential learning, online learning, entrepreneurial learning, work integrated learning, and international exchange opportunities.

¹ Additional system-wide metrics focused on applied research, commercialization, entrepreneurial activity, and community impact will be developed in consultation with the sector.

2.1 Areas of Institutional Strength

Durham College offers programs through a number of delivery methods, including:

Faculty credentials and development:

- The College invests in faculty development, including a Durham College Teaching Certificate program for new faculty.

Online learning:

- Durham College offers 22% of all OntarioLearn courses (2012-2013), 1st in the sector and 3rd for course enrolment, with more than 7,700 students enrolled in 2012-13.

Hybrid course delivery:

- Incorporated in all graduate certificate programs and effectively managed through the College's Learning Management System.

Experiential learning:

- Over 75% of programs incorporate experiential learning, including practicums, field placements, internship placements, complex high-fidelity simulation scenarios, capstone projects, and applied research projects (Foundational programs and General Arts & Sciences programs do not include a practicum/field placement).
- The Global Classroom Initiative puts Durham students in a virtual classroom with students around the world.

Student Academic Learning Services supporting retention:

- Full range of learning skills, supports, and services developed and implemented for apprenticeship students, Aboriginal students, and varsity athletes. "Science Matters" campaign implemented for Chemistry. "Math Matters" campaign implemented for early intervention for students at risk in mathematics based courses.

2.2 Additional Comments

- The Ministry notes that in 2012-13 Durham College's graduation rate was 65.7%, in comparison with the sector average of 64.8%, and its retention rate in 2012-13 was 81.4%.
- While most Durham programs include experiential learning, including co-op opportunities, the Ministry notes that in 2012-13 Durham had 32 students enrolled in co-operative education programs and two programs with a co-operative education stream.

- Durham indicates a high number of e-learning programs (44 in 2012-13) and many e-learning courses (433 in 2012-13) resulting in 8087 e-learning registrations in 2012-13. The use of e-learning courses and programs provides a number of flexible delivery options for full-time and part-time students through Continuing Education/OntarioLearn.

Institutional Strategies

Over the next three years the College intends to:

- Develop and implement a model framework for program prioritization.
- Leverage the expertise of its Centre for Academic and Faculty Enrichment (CAFE) to further faculty professional development.
- Review and update Durham College courses on OntarioLearn, and develop seven new online courses under the Province’s new Online Institute initiative.
- Build upon the Critical Care Nursing graduate certificate and Industrial Millwright apprenticeship programs by combining hands-on lab time with online learning and experiential learning opportunities in other program areas.
- Introduce a coaching pilot project that connects students with campus mentors for coaching throughout their time at the College.
- Implement the Productivity and Innovation Fund initiatives, including the redesign of the Communications curriculum, and the development of material for hybrid and online learning components.

2.3 Metrics

| Institutional Metrics | System-Wide Metrics |
|---|--|
| <ul style="list-style-type: none"> • Course hosting/delivery through online and/or hybrid delivery • OntarioLearn participation • Proportion of students enrolled in experiential learning | <ul style="list-style-type: none"> • Student Satisfaction Survey results • Graduation rates • Retention rates • Number of students enrolled in a co-op program at institution • Number of online course registrants, programs, and courses at institution |

3. STUDENT POPULATION

This component recognizes the unique institutional missions that improve access, retention, and success for underrepresented groups (Aboriginal, first generation, students with disabilities) and francophones. This component also highlights other important student groups that institutions serve that link to their institutional strength. This may include, but is not limited to, international students, mature students, or indirect entrants.

3.1 Areas of Institutional Strength

Durham College focuses on improving access and success for underrepresented groups in the areas of:

First generation (FG) students represent 38% of total domestic enrolment:

- Support includes early identification of students at risk of not completing college, peer mentoring, a FG microsite, and parent and family calendars with key information.

Mature/in-direct students represent 40% of total domestic enrolment. Supports include:

- Online learning modules available to Durham students and throughout the province through partnership with e-Learning Ontario.
- E-mentorship program for tailored supports and referrals.

Students with disabilities:

- Have access to a robust intake and referral system that connects them to multiple sites to develop learning and success strategies.

International students represent 3.8% of total enrolment. Supports include:

- International student orientation.
- Work study program (I-works).
- Support and advice for transitions for community and student success.

Community Integration through Co-operative Education program:

- 38 students with developmental delays are supported with learning facilitators and a modified curriculum.

Aboriginal students make up 1.8% of total domestic enrolment:

- Support includes Durham College's Aboriginal Student Centre (Suswaaning Endaajig).
- Strengthen relations through Durham Regional Aboriginal Advisory Circle, Durham District School Board Advisory Circle, Indigenous Peoples Education Circle (Provincial), etc.

First-year students:

- E-mentor to facilitate transition to Durham College provides resources, referrals, and responses to questions.

3.2 Additional Comments

- The Ministry notes that in 2012-13, 38.0% of Durham’s student population were first generation students, above the sector average of 30.3%.
- While Durham seeks to increase the number of international students enrolled at the institution, international students comprised 3.8% of Durham’s total student population in 2012-13, below the sector average of 11.3%.

Institutional Strategies

- Durham College will work with UOIT to develop a campus master plan that will translate functional space requirements into a meaningful physical form, in order to fulfil strategic objectives and meet commitments ranging from academic and social space to opportunities for community and business partnerships. The College notes that additional buildings and infrastructure will be required to keep pace with projected student enrollment.
- Durham College will increase its international student ratio to 7.5% and diversity by expanding into more countries.
- Durham College will continue its campus renewal and revitalization plans to improve learning experiences for students.

3.3 Metrics

| Institutional Metrics | System-Wide Metrics |
|--|---|
| <ul style="list-style-type: none"> • Retention and graduation rates in each of the identified cohort groups | <ul style="list-style-type: none"> • Number and proportion of Aboriginal, first generation, students with disabilities, and francophone students at an institution • Number and proportion of international students enrolled in Ontario (as reported in annual institutional enrolment reporting) • Proportion of an institution’s enrolment that receives OSAP |

4. PROGRAM OFFERINGS

This component articulates the breadth of programming, enrolment, and credentials offered, along with program areas of institutional strength/specialization, including any vocationally oriented mandates. This component also recognizes institutions that provide bilingual and/or French-language programming for students.

4.1 Areas of Institutional Strength

Current program areas of strength include:

- Social Services
- Media
- Accounting
- Business Legal
- Materials Management
- Culinary/Hospitality
- Health (Miscellaneous)
- Health Technology
- Nursing-related
- Skilled Trades and Technology
- Construction

Proposed program areas for growth include:

- Business Accounting/Financial/Materials
- Media Arts
- Agriculture/Culinary/Hospitality
- Health
- Skilled Trades and Technology

4.2 Additional Comments

- Over the next three years Durham College intends to expand its total credential offerings in existing areas of program strength by almost 30 programs are supported by student outcomes and program infrastructure, particularly in the areas of Business, Agriculture/Culinary/Hospitality, Health, and Skilled Trades.
- The Ministry notes the College's new Centre for Food, which will offer new programming in the culinary arts, including new culinary management, horticulture – food and farming, and hospitality management – hotel, restaurant, and tourism programs.
- Durham College has discussed with UOIT the focus, development and implementation of its proposed degree programs.
- Durham has implemented changes to its Media/Journalism program to reflect modernized program needs as identified through its program review process.

4.3 Metrics

| Institutional Metrics | System-Wide Metrics |
|---|---|
| <ul style="list-style-type: none"> • Proportion of programs to undergo curriculum renewal • Proportion of programs to be reviewed and renewed | <ul style="list-style-type: none"> • Proportion of enrolment at colleges by occupational cluster and by credential • Institution’s system share of enrolment by occupational cluster and by credential • Number of apprentices in each trade |

5. INSTITUTIONAL COLLABORATION TO SUPPORT STUDENT MOBILITY

This component profiles partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to, credit transfer pathways and collaborative or joint programs between or within sectors.

5.1 Areas of Institutional Strength

Durham College focuses on improving collaboration, pathways, and student mobility in the areas of:

- Durham College has more than 450 pathway opportunities with universities in Ontario, Canada, and around the world.
- Academic Pathway agreements have been signed with postsecondary institutions including:
 - University of Ontario Institute of Technology (UOIT)
 - Trent University
 - Athabasca University
 - Brock University
 - Carleton University
 - Lakehead University
 - Nipissing University
 - Royal Roads University
 - Ryerson University
 - University of Windsor
 - Davenport University (USA)
 - Holland College (Prince Edward Island)
 - Griffith University (Australia)
 - Charles Sturt University (Australia)
 - Blanchardstown Institute of Technology (Ireland)

- Limerick Institute of Technology (Ireland)
- Institute of Technology Tralee (Ireland)
- Strong relationships with local school boards through the School College Work Initiative and the College’s Centre for Success program, which provides educational opportunities for secondary students at risk of dropping out.

5.2 Additional Comments

- The College indicates that in Fall 2012 it had 246 former students enrolled in UOIT programs, while 307 former UOIT students enrolled in studies at the College.

Institutional Strategies

- Over the next three years the College intends to:
 - Work with UOIT to develop a campus master plan that will translate functional space requirements into a meaningful physical form, in order to fulfil strategic objectives and meet commitments ranging from academic and social space to opportunities for community and business partnerships. The College notes that additional buildings and infrastructure would be required to address projected student enrolment.
 - Develop new partnerships with universities and other colleges to establish student pathways through to graduate studies.
 - Build on its UOIT partnership and ensure that by 2016 every one of its diploma and advanced diploma programs has a pathway to a UOIT degree program.
 - Expand its partnership with four area school boards to provide opportunities for at-risk students to complete their secondary school diploma and earn college credits.
 - Establish new international articulation agreements.

5.3 Metrics

| Institutional Metrics | System-Wide Metrics |
|--|--|
| <ul style="list-style-type: none"> • Number of diplomas/advanced diplomas with pathways to UOIT • Number of newly developed academic pathways • Number of dual credit courses to support School College Work Initiative • Proportion of transfer applicants and registrants • Proportion of graduates enrolled in university programs | <ul style="list-style-type: none"> • Number of college and university pathways and/or articulation agreements (college-college, college-university, university-college) • Number of transfer applicants and registrants • Number of college graduates enrolled in university programs |

ASPIRATIONS

The Ministry recognizes the importance of supporting institutions to evolve and acknowledges the strategic aspirations of its postsecondary education institutions; the SMA is not intended to capture all decisions and issues in the postsecondary education system, as many will be addressed through the Ministry's policies and standard processes.

Durham's SMA submission has raised a number of policy issues including:

a) Expanded Credentials

The Ministry has noted Durham College's aspirations to expand degree granting activity and this will be examined as part of the Ministry's policy review of Ontario's credential options.

b) Capital

The Ministry notes Durham's request for funding to support a number of its planned capital initiatives. Requests for capital project funding are outside the scope of the SMA process. However, future capital projects should be aligned with the College's areas of strength, as highlighted in its SMA. Decisions regarding approval and/or funding for capital projects will be made within the context of the Ministry's long-term capital planning process and the Major Capacity Expansion Policy Framework, released December 20th, 2013.

c) Apprenticeship

The Ministry acknowledges the College's commitment to apprenticeship and the skilled trades, and its recommendations to reform apprenticeship delivery in Ontario. The Ministry is currently undertaking efforts to modernize Ontario's apprenticeship administration and any decisions will be made within this context.

ENROLMENT GROWTH

The strategic enrolment and planning exercise is in the context of a public commitment in the 2011 Budget to increase postsecondary education enrolment by 60,000 additional students over 2010-11 levels. This government has demonstrated a longstanding commitment to ensuring access to postsecondary education for all qualified students.

Durham College's planned enrolment forecast as expressed in this baseline eligible enrolment scenario is considered reasonable and in line with Ministry expectations, based on the current and projected demographic and fiscal environments.

Baseline Projected Eligible Full-Time Headcounts

| Level | 2014-15 | 2015-16 | 2016-17 |
|---------------------|---------------|---------------|---------------|
| Certificate/Diploma | 10,153 | 10,762 | 11,408 |
| Degree | 0 | 80 | 144 |
| Total | 10,153 | 10,842 | 11,552 |

Note 1: Projected increases based on full-time November count, excluding collaborative Bachelor of Science in Nursing, Second Career, and apprenticeship programs.

Note 2: Projected increases factor in 2014 data, program options and regional population demands. Durham College engages in a constant process of program review and right-sizing of enrolment based on review outcomes.

FINANCIAL SUSTAINABILITY

The Ministry and the College recognize that financial sustainability and accountability are critical to achieving institutional mandates and realizing Ontario's vision for the postsecondary education system. To this end, it is agreed that:

- It is the responsibility of the governing board and Senior Administrators of the College to identify, track, and address financial pressures and sustainability issues. At the same time, the Ministry has a financial stewardship role. The Ministry and the College agree to work collaboratively to achieve the common goal of financial sustainability, and to ensure that Ontarians have access to a full range of affordable, high-quality postsecondary education options, now and in the future; and
- The College remains accountable to the Ministry with respect to effective and efficient use of resources to maximize the value and impact of investments made in the postsecondary education system.

The Ministry and the College agree to use the following metrics to assess the financial health and sustainability of the institution:

1. Annual Surplus/Deficit
2. Accumulated Surplus/Deficit
3. Net Assets to Expense Ratio
4. Debt Servicing Ratio
5. Quick Ratio
6. Debt to Asset Ratio
7. Net Income to Revenue Ratio

MINISTRY/GOVERNMENT COMMITMENTS

Over time, the Ministry commits to align many of its policy, process, and funding levers with the Differentiation Policy Framework and SMAs in order to support the strengths of institutions and implement differentiation. To this end, the Ministry will:

- Engage with both the college and university sectors around potential changes to the funding formula, beginning with the university sector in 2014-15;
- Update the college and university program funding approval process to improve transparency and align with institutional strengths as outlined in the SMAs;
- Streamline reporting requirements across Ministry business lines with the goals of (1) creating greater consistency of reporting requirements across separate initiatives, (2) increasing automation of reporting processes, and (3) reducing the amount of data required from institutions without compromising accountability. In the interim, the Multi-Year Accountability Report Backs will be adjusted and used as the annual reporting mechanism for metrics set out in the SMAs;
- Consult on the definition, development, and utilization of metrics;
- Undertake a review of Ontario's credential options; and
- Continue the work of the Nursing Tripartite Committee.

The Ministry and the College are committed to continuing to work together to:

- Support student access, quality, and success;
- Drive creativity, innovation, knowledge, and community engagement through teaching and research;
- Increase the competitiveness of Ontario's postsecondary education system;
- Focus the strengths of Ontario's institutions; and
- Maintain a financially sustainable postsecondary education system.

SIGNED for and on behalf of
the Ministry of Training, Colleges
and Universities by:

ORIGINAL SIGNED BY

Deborah Newman
Deputy Minister

April 14, 2014

Date

SIGNED for and on behalf of
Durham College of Applied Arts
and Technology by:

ORIGINAL SIGNED BY

Don Lovisa
President

April 27, 2014

Date