



**PROGRAM  
ADVISORY COMMITTEE  
ORIENTATION  
PACKAGE**

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**JANUARY 2021**

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## **Message from the Chair**

On behalf of the Board of Governors of Confederation College, I would like to thank you for accepting the important role as an advisory committee member to a Confederation College program.

Advisory committees are a vital link between the Board of Governors and business and industry. You assist the Board with its strategies by continually scanning the workplace environment for job market changes and future directions that will impact your industry, business or profession. You provide invaluable advice to our staff related to program currency and relevancy. Please be assured of the value of your work.

Minutes of your advisory committee meetings are a regular item of business on the Board of Governors' agenda.

On behalf of the Board, I wish to thank you for your commitment to the success of our students, programs, our College, and our communities. I trust you will find this orientation package helpful.

## **Message from the President**

Confederation College's success is build upon community engagement.

Thank you for taking the time to contribute to our Program Advisory Committee system, ensuring our College and the programs we offer meet the needs of our region and beyond.

# ADVISORY COMMITTEE ORIENTATION

## PURPOSE OF THE ORIENTATION PACKAGE

The primary purpose of the Advisory Committee Orientation Package is to ensure that each advisory committee member has been fully acquainted with his/her roles and responsibilities as well as with the program which he/she is expected to advise.

After the orientation, members should have an understanding of the following:

- the structure and mandate of the Ontario Community College system;
- the committee's relationship to the College, school and program organizational structure;
- the roles and responsibilities of a program advisory committee;
- the program curriculum and the mode(s) of delivery.

## RESPONSIBILITY

The Dean will be responsible for orienting each new advisory committee member to the advisory committee's roles and responsibilities as outlined in this package. It is expected that the program Coordinator and/or program faculty will be called upon to assist with the orientation of the member to the curriculum of the program.

# PROGRAM ADVISORY COMMITTEES

## LEGISLATED REQUIREMENT


The Ontario Colleges of Applied Arts and Technology Act requires that each Community College Board of Governors be assisted by an advisory committee for each program of instruction or cluster of related programs offered by the college. These committees, reporting through the President, are responsible to the Board of Governors, and play an instrumental role in the development of new programs and the monitoring of existing programs. Program advisory committees represent a critical resource in ensuring the relevancy and application of college programs and meeting the needs of business and industry. It is incumbent on the Board to familiarize itself with the activities of the program advisory committees of the college, and to support those activities in a constructive and co-operative manner.

The Minister's *Binding Policy Directive 3.0 C*. requires that the Board of Governors is to ensure that an advisory committee for each program of instruction or cluster of related programs offered at the college is established and is made up of a cross-section of persons external to the college who have a direct interest in, and a diversity of experience and expertise related to the particular occupational area addressed by the program. The Board of Governors is to establish in by-law the structure, terms of reference, and procedures for program advisory committees.

The Board may also establish special purpose advisory committees which may include regional campus advisory committees. Each advisory committee will ensure that the Board of Governors is kept fully informed on matters pertaining to the activities of the committee in a timely and regular basis.

## GUIDELINES AND OPERATING PRACTICE

The policy of the Board of Governors with respect to Confederation College advisory committees as well as the guidelines and operating practice related to program advisory committees are stated in the following extract from the Policy and Procedures Manual of Confederation College.

 <b>COLLEGE POLICY</b>	Number: 6-1-03B	# of Pages: 1
	Originator:	Deans Committee
	Approved By:	Senior Team
	Effective Date:	25/09/12
	Replaces:	04/01/01
<b>COLLEGE ADVISORY COMMITTEES</b>		

## POLICY STATEMENT

It is the policy of the Board of Governors of Confederation College, through by-law # 11 that, in accordance with the Ontario Colleges of Applied Arts and Technology Act, 2002 and the Minister's Binding Policy Directive, *Framework for Programs of Instruction 3.0 C*, there shall be a program advisory committee for each program or cluster of programs to guide the Board of Governors in its decisions with respect to both full- and part-time College programs. The Board may also establish special purpose advisory committees which may include Regional Campus Advisory Committees. Each advisory committee shall ensure that the Board of Governors is kept fully informed on matters pertaining to the committee's activities on a timely and regular basis.

## CONFEDERATION COLLEGE GRADUATE PROFILE

A Confederation College graduate is a life-long learner who possesses the knowledge, skills, attitudes, and behaviours to live, work, and lead in the northern and global workplace.

Confederation College graduates will have reliably demonstrated the ability to:

- meet vocational requirements for their specific field or profession;
- communicate in a clear, concise and correct manner in written, spoken and visual forms;
- understand Indigenous Learning Outcomes (ILOs) and apply them to their work, personal development, and community;
- utilize computer technology proficiently;
- apply a wide variety of mathematical techniques with the degree of accuracy required to solve problems and make decisions effectively in everyday situations;
- interact with others in groups or teams in ways that contribute to successful working relationships and the achievement of goals;
- demonstrate ethical behaviour in the workplace and personal life;
- use critical thinking skills to solve problems and make effective decisions;
- adapt to new situations and demands by applying and/or updating knowledge and skills;
- meet the societal challenges which they face in their northern and global community, family, and working life by:
  - developing an informed understanding about contemporary issues (aesthetics, societal, technological, environmental, scientific, cultural, civic, and work and the economy);
  - increasing self-awareness and undergoing personal growth;
  - acquiring an appreciation and understanding of diversity;
  - developing an informed awareness and knowledge of the contemporary Aboriginal context of Northwestern Ontario.

*Currently under revision*

# ADVISORY COMMITTEE STRUCTURE, TERMS OF REFERENCE AND PROCEDURES

As per By-Law #11

Board of Governors

## ADVISORY COMMITTEE ROLES AND RESPONSIBILITIES

Program advisory committees assist the Board of Governors to oversee the operations of the College.

Reporting through the President of the College, program advisory committees (PAC's) are responsible to the Board of Governors. The College recognizes the importance of establishing and maintaining close linkages and effective working relationships with business, industry, education, government, labour, and other sectors of the community. The primary responsibilities of PAC's are to:

- advise college staff in defining graduate profiles and program learning outcomes;
- provide input into the development and evaluation of the curriculum;
- advise the College on the availability and suitability of community resources and industry support for work experience components of programs (e.g. co-op, clinical experience, field placement, summer employment and/or apprenticeship), and assist in recruitment of the placements for students, where possible;
- review program KPI results, enrolment statistics and the results of external exams students may have to complete at the end of a program in order to practice in their profession.
- advise the College on changes in the labour market which may affect the employment of graduates;
- identify emerging trends and potential areas for growth relevant to the industries they serve;
- recommend and assist the College in developing new programs of study by providing information on the needs of specific industries/professions or developments in the community, including reconciliation efforts;
- provide input regarding community and industry trends that impact program outcomes and placements;
- advise the College on suitability of resources such as faculty, and facilities such as laboratories and equipment as they relate to the learning process;
- maintain an active public relations profile for the program and the college within industry and the community and ensure there is an ongoing public awareness of current and emerging career opportunities;
- support the marketing of the program and recruitment of students through testimonials, career fairs, trade fairs, etc.;
- assist with the establishment of student prizes, scholarships and bursaries.



## ADVISORY COMMITTEE TERMS OF REFERENCE

### GOVERNANCE

- The full-time and part-time programs covered by this directive are those that are ongoing, including post-secondary, non post-secondary, apprenticeship, and advanced graduate certificate programs. This includes those programs offered at all Confederation College campuses.
- An advisory committee will be established for each program or program cluster within a school.
  - There will be one advisory committee for each program regardless of delivery format or location. Recommendations of the committee will apply to all locations at which the program is offered.
- While advisory committees are appointed by the Board of Governors, their reporting relationship will be through the appropriate college school. Communications intended for the Board of Governors will be channeled through the Vice President Academic. The College officials who work most closely with the advisory committee will be the Dean responsible for the program as well as the coordinator and faculty of the program.

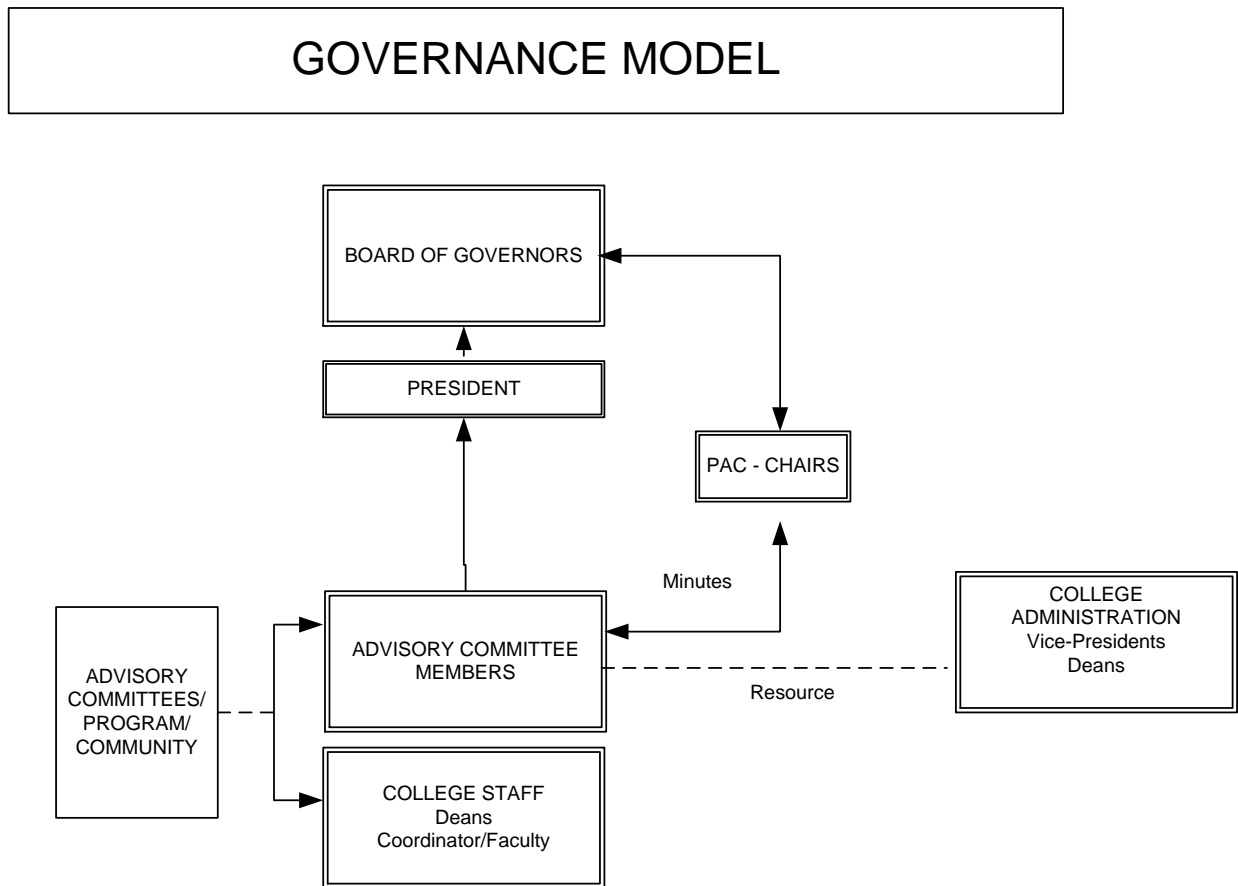
### AD HOC COMMITTEES

- When the College receives information that a new program is required to meet local or provincial needs, the first step is the formation of an ad hoc advisory committee to consider a proposal for such a program (unless the program is very closely related to an existing program; therefore, the consideration could be handled by an existing advisory committee).
- The ad hoc committee of at least five (5) members will be selected by the Dean and should also include individuals from the college community with special skill and experience in the field covered by the proposed program.
- As with all Program Advisory Committees, faculty are not eligible to be voting members.

The ad hoc committee will continue to function until a preliminary program proposal has been drawn up, reviewed by Academic Council and approved by the Board of Governors. Program proposals are submitted to the Credentials Validation Service if requiring Ministry funding.

If the new program proposal is approved and feasible, a regular college program advisory committee will be formed, with the ad hoc committee often forming the nucleus of such a committee.

- The Dean will submit a memo requesting formation of an advisory committee with the completed Form A – *Recommendation for the Program Advisory Committee Member Appointment to the President* for individuals who have agreed to serve on the committee.
  - The members will be appointed by the Board of Governors for a three-year period.
  - Letters of appointments, initiated by the academic school will be sent to the President’s office for signature. Once signed, they will be returned to the academic school for processing.
- Schematic of reporting relationship



## MEMBERSHIP

**Program advisory committees are normally comprised of six (6) to a maximum of twelve (12) voting members on each committee. A balanced and diversified composition of members reflective of northwestern Ontario in the following categories:**

- a. A minimum of five members who are employers, specialists, professionals, community representatives, or recent graduates and are selected for their expertise, potential as employers, respect, enjoyed in their field, and influence related to the purposes of the program.
- b. Representatives of Indigenous communities, business, industry, education, service agencies, and other organizations served by the program or used by the program for field placement.
- c. Representatives of key segments of the population served by the program including visible minorities and people with disabilities.
- d. A regional representative if the program is offered at one or more regional campuses.
- e. Up to four students, preferably one from each year of study and from various demographics.
- f. A minimum of one Coordinator and the program Dean or program Chair.
- g. External or internal resource persons as needed.

Only those members as defined in a, b, c, and d, will have voting membership on the committee.

- The Program Coordinator will be in attendance at all meetings of the committee. The Dean will attend at least one meeting per year. College employees will serve as resource persons to the committee and will be non-voting members.
- Individuals who are recommended for committee membership may be identified by college staff, existing advisory committee members or by the Board of Governors.
- Multiple representatives from an organization, business or industry may sit on an advisory committee; however, only one will be identified as a member for the purposes of quorum.
- Members are encouraged to send designates if they are unable to attend a meeting.
- The term of appointment for external advisory committee members shall be three years. Members may be recommended for reappointment for one further term only. Student appointments will normally be for a one-year term. In situations where the replacement of an individual advisory committee member may not be reasonable, exceptions to the policy of two consecutive terms must be approved by the College President. When an exception is approved, an additional member must also be added to the advisory committee.

- Additional members may be appointed from time to time on an ad hoc basis for a term of less than three years in order to provide special expertise to the committee.
- The chair/co-chair of each program advisory committee shall be elected by the voting members of that committee for a two-year term and shall not be a member of the college staff.
- All advisory committee appointments and reappointments will be processed to take effect by October 1st of each year.
- Members who do not attend two consecutive meetings will be contacted to confirm continuation on the committee.
- The Dean and Program Coordinator will be responsible for orienting each new advisory committee member to the role and responsibilities of the advisory committee and providing them with the link to the Orientation Package.
- Consistent with Confederation College Board of Governors By-Law #11, regular attendance and/or participation of advisory committee members is necessary for continued membership.

## **FREQUENCY OF MEETINGS**

**The Program Coordinator will schedule the advisory committee meetings at least once a year.**

- Quorum will consist of any voting members in attendance at a Program Advisory Committee meeting that has no formal recommendations on the agenda.
- Quorum or greater than 50% of the Program Advisory Committee voting membership will be required for recommendations that require a motion or vote.
- Committee meetings shall be conducted according to the Advisory Committee Operating Practice.
- Annual agenda items include: emerging trends (e.g. technology, legislation), curriculum, student enrollment, program effectiveness and efficiency, employment statistics, co-op/field work placements, bursary opportunities, program outcomes, and Key Performance Indicators (KPI).

## CONFLICT OF INTEREST

**Colleges, as part of the broader public sector, must be subject to a significant level of public scrutiny. The perception of the public of colleges is important and its trust and confidence in colleges can only be sustained if all forms of conflict of interest are identified, disclosed and resolved.**

Advisory committee members are expected to arrange their private matters and conduct themselves in a manner to avoid a conflict of interest.

- Where an advisory committee member has an interest in college business involving potential monetary or non-monetary effect that may compete with or supersede the duties and responsibilities of the member, a conflict of interest must be declared – be it real, potential or perceived. This would include any access to and the direct gain or indirect benefit that might accrue from “inside” or confidential information.
- Careful consideration should be given to whether other private/personal interests place a member in conflict of interest, especially when there are matters before the committee which affect any other organization in which the member holds a position of influence.
- Where conflict cannot be avoided, a member must declare a conflict of interest at the earliest opportunity to the chair of the advisory committee and raise it at the meeting. If the member is unsure whether or not he/she is in conflict, that member should raise the perceived potential conflict with the committee and the committee should determine by majority vote whether or not a conflict exists.
- A member in conflict must refrain from speaking to the issue at the meeting, discussing it with members outside the meeting and participating in the vote. Leaving the meeting for the item in question is preferable.

Members of advisory committees are permitted to carry out business with the College that is controlled by College procedure to ensure openness, competitive opportunity and equal access to information. If one suspects any possibility of business with the College as a result of advisory committee recommendations, one should declare a conflict at the meeting.

Where a conflict exists, the chair should record in the minutes any declared conflict of interest on the part of the member and if relevant, that the member withdrew from the discussion and did not vote.

This guideline is provided to protect, in a preventative fashion, both the College and members of advisory committees. It will also ensure that Confederation College is able to attract qualified advisory committee members to assist in providing input to the College.

# ADVISORY COMMITTEE AGENDA –GUIDELINES AND SAMPLE

## FORMAT AND PRODUCTION

- Agendas must be written according to the format indicated in the sample which follows.
- Agendas will be produced using the Arial 11 point font.

## CONTENT

The following information must be contained in each agenda:

- date, time and location of meeting;
- to keep the member database current, a copy of the advisory committee membership list must be circulated at each meeting for updating and returned to the academic school office. This is a standard item on all agendas;
- standard topics for agenda items for review and recommendations: emerging trends (e.g. technology, legislation), program outcomes, program effectiveness and efficiency;
- suggested topics: curriculum, professional standards, college standards, enrollment, attrition, placements, facilities requirements (new and replacements), bursaries, KPI;
- recommended inclusion - recognition of roles and responsibilities of members;
- first meeting suggestion - optional tour of facility – to orient and educate members of the committee.

**CONFEDERATION COLLEGE OF APPLIED ARTS AND TECHNOLOGY**  
**Program Name, Cluster of, or Apprenticeship Program Advisory Committee Agenda**

Date:

Time:

Location:

Teleconference Information:

1.0	Introductions	Dean/Coordinator
2.0	Review of Agenda	Committee
3.0	Approval of Minutes	Committee
4.0	Business Arising from Minutes	Dean/Committee
5.0	Current Member Listing of Advisory Committee Circulated for Updates	Dean/Coordinator
6.0	Election/Re-Election of Committee Chair (if required – every two years)	Committee
7.0	Discussion Topics	Coordinator /Committee
7.1	Enrolment Update	
	7.1.1 Year 1 and Year 2 Enrolment	
	7.1.2 Application Data	Coordinator
7.2	Program Updates	
	7.2.1 KPI (Student Satisfaction and/or Graduate Satisfaction	
	7.2.2 Program renewal	Coordinator
	7.2.3 Program specific: co-op/fieldwork, attrition, bursaries, etc.)	
7.3	Additional Clustered Program Updates	
	7.3.1 Year 1 and Year 2 Enrolment	
	7.3.2 Application Data	
	7.3.3 KPI (Student Satisfaction and/or Graduate Satisfaction)	Coordinator
	7.3.4 Program renewal	
	7.3.5 Program specific: co-op/fieldwork, attrition, bursaries, etc.	
	7.3.6 Apprenticeship Program (if applicable).	
7.4	Profile of the Graduate and Program Outcomes	Coordinator
7.5	Diversity/Inclusivity	Coordinator
7.6	Learning Technology	Dean
7.7	Advisory Committee Terms of Reference (Length of Term) (Document Attached)	Dean
7.8	School Updates	Dean
7.9	College Updates	Dean
7.10	Emerging Trends Update (local, provincial, technology, legislation etc.)	Committee
8.0	New Business	Committee
9.0	Next Meeting Date Set / Agenda Items / Next Steps	Dean/Coordinator
10.0	Adjournment	

# ADVISORY COMMITTEE MINUTES - GUIDELINES

## FORMAT AND PRODUCTION

- Minutes should reflect the standard format of the agenda.
- Minutes are to be short, succinct and reflect action items.
- Minutes will be produced using the Arial 11 point font.

## CONTENT

- The following information must be contained in the minutes:
  - date, time and location of meeting
  - committee members present
  - college staff present
  - regrets (to include committee members and staff)
  - adjournment time
- Minutes are to be succinct, brief and action-oriented.
- Minutes are to include a brief outline of the discussion leading to each decision for action.

## DISTRIBUTION

The Dean, then the Vice President Academic review the minutes prior to submitting to the Board of Governors for information. Committee Chair to sign the final version.

Distribution of the final minutes shall be as follows:

- one copy to each committee member,
- one copy to the Vice President Academic,
- one copy to the academic school for filing, and
- one copy to the Executive Assistant to the Board of Governors for posting.



# ONTARIO COLLEGE SYSTEM OVERVIEW –

## THE SCOPE OF THE COLLEGE SYSTEM

Since its inception in 1965, the Ontario community college system has evolved to a point where it now includes 24 colleges with more than 100 campuses in 60 cities and towns throughout the province. In addition, the college system provides a continuing presence through regular courses and/or programs in approximately 300 additional satellite communities.

In 2016-2017, there were more than 200,000 full-time, post-secondary students enrolled in community college programs across the province and 99,000 graduates that year. During that same year, part-time course registrations stood at more than 570,000. In 2017-2018, more than 55,000 international students enrolled in Ontario colleges. In addition, each year the colleges work with over 5,500 companies to establish approximately 5,600 separate training programs designed to upgrade the skills of more than 78,000 employees; and of the total college system student enrolment, more than 500,000 are adults taking full- or part-time occupational skill courses designed to qualify them for specific jobs.

## THE KEY PLAYERS

The current legislative structure supporting the college system is intended to provide a balance between the local initiatives developed to respond to community needs and the central coordination of the system on a province-wide basis. Ultimate accountability for the overall administration of the system resides with the Minister of the Ministry of Training, Colleges and Universities (MTCU). The Minister receives assistance from staff of the ministry, and advice in matters of policy affecting the college system from the College Employer Council (previously the College Compensation and Appointments Council).

Each individual college is governed by a Board of Governors (BOG) comprised of:

- (a) twelve (12) individuals (the “External Governors”) of whom four (4) shall be appointed by the Lieutenant Governor in Council and the remainder by the then sitting Governors all pursuant to the Regulation;
- (b) four (4) individuals (the “Internal Governors”) who shall be elected, one each from the relevant groups referenced in the Regulation, being the students, the academic staff members, the administrative staff members and the support staff members (the “Referenced Groups”), which election shall be held according to the procedure for elections set out in the Appendix and the Regulation; and
- (c) the President of the College.

The Board is responsible for the establishment of the college mission statement, for the corporate management of the institution, and for new program approval prior to submission to the Credentials Validation Service (CVS) and the Ministry of Training, Colleges and Universities.

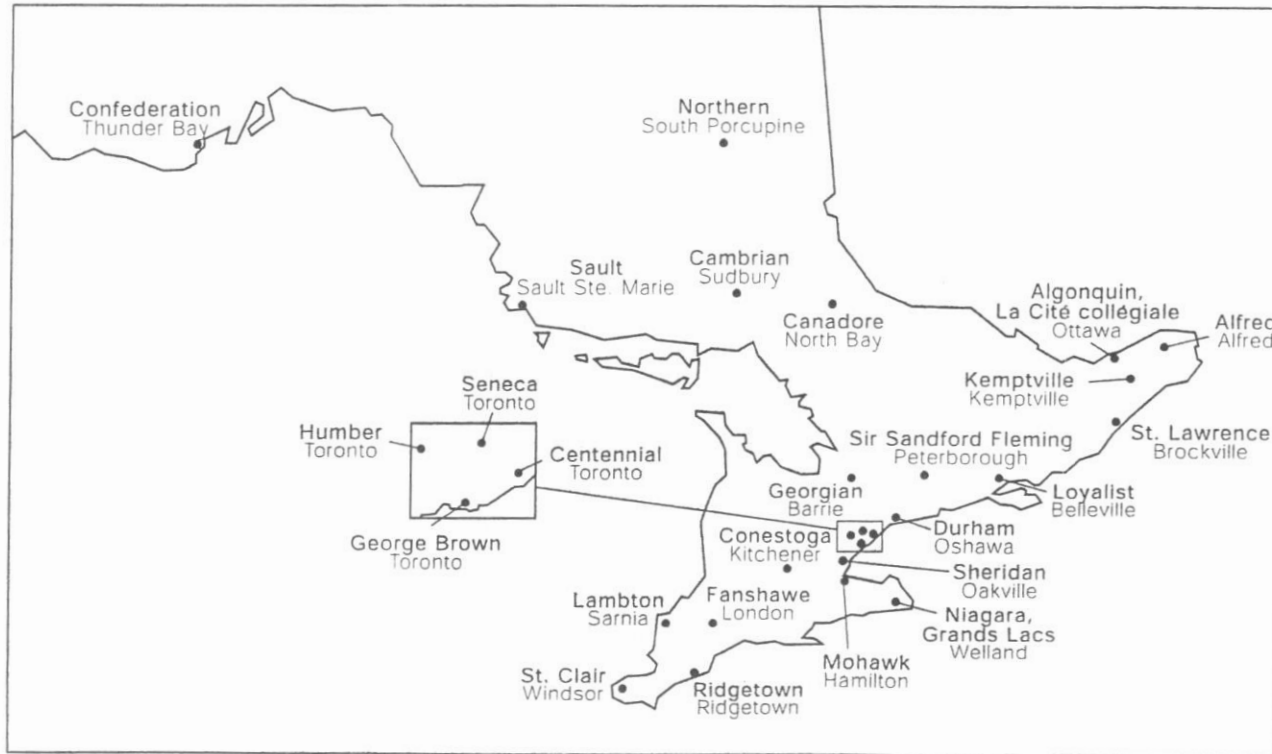
The overall coordination and effectiveness of the college system is facilitated on a provincial basis through a voluntary organization, Colleges Ontario (formerly the Association of Colleges of Applied Arts and Technology of Ontario) in which each college has membership.

# ONTARIO COLLEGES

## LES COLLÈGES DE L'ONTARIO

Please contact the main campus of each college for location of affiliated campuses.

Pour connaître l'emplacement des campus affiliés, veuillez communiquer avec le campus principal.



In summary, the key players at each community college and their responsibilities are:

- the COLLEGE STUDENTS to whom the activities of the college system are ultimately dedicated
- the COLLEGE STAFF including the academic, administrative and support staff groups who assist the president in the operation of the college and the delivery of programs of instruction
- the COLLEGE PRESIDENT, who is the chief executive officer of the college
- the BOARD OF GOVERNORS, which is a corporation and which, in a legal sense, is the college. The 17 member board functions as a crown agency and is accountable through the Ministry of Advanced Education and Skills Development to the people of Ontario
- the COLLEGE EMPLOYER COUNCIL and Colleges Ontario, which provides policy leadership for the college system through its advice to the minister on key system issues. It has responsibilities of both an advisory and an executive nature. The primary mandate of the council and Colleges Ontario is to advise the minister on long-range policy and planning issues of a system-wide nature. In addition, the Employer Council currently has executive responsibility for collective bargaining on behalf of the Boards of Governors, and for the appointment of members to college Boards of Governors
- the MINISTER OF MINISTRY OF TRAINING, COLLEGES AND UNIVERSITIES, who has the ultimate responsibility for the maintenance, conduct and governance of Ontario's college system
- the CREDENTIALS VALIDATION SERVICE (CVS) who provide approval for new and modified program proposals using the credentials framework and the provincial nomenclature system

In addition to these players, other provincial ministries and federal agencies have an important impact on the college system and its operation. The most notable of these, on the provincial side, is the MTCU which is responsible for apprenticeship training and skills training for employed workers. At the federal level, Service Canada is responsible for majority of purchases of programs from individual colleges on a needs basis.

## THE PROGRAMS

### DELIVERY OF PROGRAMS OF INSTRUCTION

In 1965, Ontario's Colleges of Applied Arts and Technology were introduced as vocationally-oriented institutions, having three major responsibilities which were:

- to provide courses of types and levels beyond, or not suited to, secondary schools;
- to meet the needs of secondary school graduates who did not wish to attend university;
- to meet the educational needs of adults and out-of-school youth, whether or not they were secondary school graduates.

Colleges continue to endeavour to meet these responsibilities through the provision of programs of instruction which constitute the primary service provided by each college. The list of potentially appropriate programs is almost endless and is limited only by the needs of prospective students, including international students, and employers, the resources and imagination of the colleges, and respect for the secondary school and university constituencies.

The majority of college programs are career oriented and are intended to prepare students for employment in their desired career fields. Many other programs have been created to meet the needs expressed by employers for people trained in certain skills. These programs have been developed with the active involvement of local experts in the particular industry or occupation. Career orientation is further enhanced through the employment of faculty with successful experience in the field as well as through educational direction that emphasizes a practical "hands-on" approach which is often combined with fieldwork experience.

Although college staff will propose, develop and maintain the programs of instruction offered by each college, the board of governors of the college is responsible for recommending the programs for approval to the minister. In addition, the board will monitor the delivery of college programs, and when appropriate, will cancel programs that no longer seem to be serving the purpose for which they were originally established. Indeed, it can be argued that unless college programs are relevant and appropriate to the needs of the students and the province, all other board activities become meaningless. Therefore, the establishment of the standards and mechanisms by which each college determines the success and continued relevance of its programs must be given a high priority by the board.

## **DIVERSITY OF PROGRAMS**

Approximately 1,000 career-oriented programs are currently offered by the 24 colleges on both a full-time and part-time basis. Generally, these programs of instruction fall into four categories: Ontario College Certificate programs, which are offered for less than four semesters; Ontario College Diploma programs, which are at least four semesters in duration (usually over a two year period); Ontario College Advanced Diploma programs, which are at least six semesters in duration (usually over a three year period); and Ontario College Graduate Certificate programs, which are offered for less than four semesters (one-year post diploma extended study).

College programs include not only the traditional "post-secondary" programs, but also graduate certificate programs, college preparatory programs, and adult and youth training programs funded by the federal government, and by the provincial government under a variety of skill training programs encompassing Ontario's training strategy.

In addition to this broad range of programs, colleges offer extensive and varied career development, personal development and special interest courses, both during the day and in the evening.

## DIVERSITY OF DELIVERY MECHANISMS

Programs of instruction throughout the college system are delivered on either a full-time or part-time basis, with programs of varying lengths beginning at different times in the academic year.

Full-time programs are offered in a variety of modes including:

- **Semestered programs** in which classes are scheduled during semesters which generally run 7 weeks, one week break for student success, and followed by an additional 7 weeks. The exception is that some programs do not take a break. Programs can also sometimes be condensed. In most cases, students attend for two semesters per year, fall and winter, and can begin a program only in the fall semester. The college is starting a summer semester as well which runs from May to August. A number of colleges have also introduced co-operative education modes in which semesters often are offered during fall, winter and summer terms. The colleges also run some programs with a January start date.
- **Non-semestered programs** which are diploma programs established to allow students to complete their studies within 60 continuous weeks of course commencement. Classes in these programs normally begin in September and March of each year. Students pay the same tuition as those completing a two-year or four-semester program.
- **Scheduled intake programs** which are certificate programs that may be scheduled, depending on the particular program and campus location, to begin and end on predetermined dates of the academic year.
- **Continuous intake programs** which are those programs that do not have a predetermined academic schedule but are administered on a continuous intake basis, with commencement and completion dates being determined by student demand and staff resources.
- **Apprenticeship programs** which are full-time programs in the apprenticeable trades. These normally are administered on a block-release basis, with apprentices being enrolled in the program of instruction on a full-time basis for periods of eight to ten weeks' duration.

In the adult training area, colleges offer programs of instruction that are purchased directly by the Government of Canada. This purchase follows the annual seat purchase negotiations which constitute the direct purchase mechanism. Alternatively, colleges may act as sub-contractors to third party managing coordinators for the provision of the in-school portions of individual training projects.

Many certificate, diploma, advanced diploma and graduate certificate programs can be taken on a part-time basis, providing that the applicants meet the normal academic requirements for admission. In addition, many of the credit courses which are included in the diploma or certificate programs can be taken on an individual basis without enrolment in the program itself. A growing number of apprentices also attend college programs as part-time students thereby completing the theoretical component of their apprenticeship training on either a day-release or night school basis.

Also, to be noted is the diversity of location in which college programs are available. In addition to on-campus, college-based program offerings, many short programs and courses are offered in business and industrial settings. Recent initiatives in distance education are also broadening the choices available to students in accessing college services. One such initiative, **Contact North**, is a telecommunications network which enables persons in over 75 northern Ontario communities to access distance education courses offered by Ontario colleges, universities and secondary schools.

We are also increasingly invested in the innovative use of learning technology – we use learning management systems, on-line delivery, videoconferencing and other systems to deliver programs and courses in student friendly and distance oriented strategies.

## **ESTABLISHMENT OF NEW PROGRAMS**

In accordance with the new College Charter, effective April 1, 2003, colleges who wish to offer new programs of instruction must secure the approval of the Credentials Validation Service. Thus, new program proposals are first submitted to the local College Board of Governors, in accordance with the policy framework established by the Ministry and the Credentials Validation Service which confirms that the program conforms to the credentials framework and utilized accepted college system nomenclature/titling principles.

Each proposal is assessed in accordance with a set of consistent criteria that include:

- profile of the graduate
- program learning outcomes
- the relationship to existing programs both in the applicant college and other colleges
- financial and facility implications
- human resources required
- the success of existing analogous programs

Where proposals relate to training administered by other ministries for example, apprenticeship or federally funded programs, input from the appropriate ministry or agency may also be sought. It should be noted that program approval does not include any commitment by the MTCU to support the program, financially or otherwise. Also, all programs are approved, subject to the availability of funds in the operating and capital budgets of the college requesting the approval.

## THE STUDENTS

Just as the scope and variety of programs offered by a college are directed toward an extensive array of occupational requirements in Ontario's business, industry and service sectors, each college itself reflects a diverse student body. This diversity is manifested both with respect to individual student backgrounds, and to the areas and forms of studies in which college students are enrolled.

Student enrolment groupings generally fall into two broad categories. The first is sometimes referred to as the post-secondary sector and the second as the adult and industrial training sector. The **post-secondary** sector is generally thought of as comprising of those students who are enrolled in certificate, diploma and advanced diploma programs, for which the minimum entrance requirement is an Ontario Secondary School Diploma or its equivalent.

The **adult and industrial training** referrals, which make up a large component of the college student population, include three categories of student:

- adult training clients who have been referred by the federal government
- individuals who are enrolled in skill training programs administered by other provincial agencies
- registered Ontario apprentices who are completing the in-school portions of their apprenticeship

On occasion, the Workers' Safety Insurance Board (WSIB), Service Canada, and Indigenous Services Canada also refer students to college programs on a case-by-case client basis.

**International students** are also admitted into Ontario's colleges of applied arts and technology and fall into two groups. The first group comprises independent applicants who are admitted only if there is space in their chosen program after all qualified Canadian applicants have been considered. The second group of international students consists of individuals who are sponsored through contractual arrangements involving an individual college, the country of origin and sponsoring bodies.

Colleges also serve a wide range of other individuals as well as business, service and community organizations through such mechanisms as general interest/continuing education courses and initiatives. In addition, services such as consulting, counselling and program delivery may be provided to commercial sector clients through college-based, community initiatives undertaken on a fee-for-service basis rather than direct government funding.

Note: The material contained in this section has been taken, with minor adaptations, from the GUIDELINES FOR GOVERNORS, a document published by the Ministry of Colleges and Universities/Ontario Council of Regents, January 1991, the Ontario Colleges of Applied Arts and Technology Act 2002 and the Ontario Colleges of Applied Arts and Technology – Credentials Framework, which was revised April 2, 2003.

# OVERVIEW OF CONFEDERATION COLLEGE ORGANIZATION AND OPERATIONS

## COLLEGE TERRITORY

Confederation College's main campus is located on the Robinson-Superior Treaty of 1850. Home of the Anishinaabe, Fort William First Nation. Our campuses are located throughout Treaty 3 (1873), Treaty 5 (1875), and Treaty 9 (1906, 1929-1930). This is also the traditional territory of the Métis and Inuit people also work and live in this region.

Reconciliation is an on-going responsibility of each and every one of us, including our institutions. Education has an important role to both acknowledge past and current wrongs (and good relations) and work effectively now and in the future to improve the lives of all peoples in Northwestern Ontario, Canada, and in the world wherever we go. We are not trapped or erased by our past. We accept that history is an on-going discussion and that our relationships can always be improved through understanding, awareness, and appreciation for our differences and shared interests.

The college is a publicly-funded, post-secondary institution serving the educational needs of Northwestern Ontario and is one of 24 colleges operating over 150 campuses in both urban and rural settings throughout Ontario. Confederation College serves Northwestern Ontario in its entirety, an area that encompasses approximately 550,000 square kilometers with a population density of approximately 2 – 3 people per square kilometer. This region is approximately equivalent to that of France.

Established in 1967, Confederation College serves an area exceeding 550,000 square kilometers from the principal campus in Thunder Bay and area campuses located in Dryden, Fort Frances, Geraldton, Kenora, Marathon, Red Lake, Sioux Lookout, and Wawa. The College offers a full range of programs and educational services throughout the region; full-time post-secondary programs, part-time credit and non-credit courses, specialty programs for business and industry, pre-employment and skills training programs; apprenticeship programs and cooperative/workplace training programs. Many of these educational services are provided utilizing a combination of traditional and distance modes of delivery.

Principal campus: Thunder Bay  
Regional campuses: Dryden  
Fort Frances  
Geraldton  
Kenora  
Marathon  
Red Lake  
Sioux Lookout  
Wawa





## COLLEGE MISSION STATEMENT

As indicated earlier in this document, the primary responsibility of the Board of Governors is to give the college a sense of purpose and direction. One of the mechanisms designed to assist the governors in discharging this responsibility is the **Statement of Mission**. In its simplest terms, a statement of mission is a written description of the kind of institution the college wants to be. Having studied and determined the post-secondary and technical/vocational needs for its college area, the Board of Governors sets forth the goals of the college as clearly as possible. The mission, vision and values established by the Board of Governors of Confederation College are as follows:

### **Mission:**

Confederation College inspires learners to succeed in their lives and careers.

### **Vision:**

Confederation College will enrich lives through learning.

### **Values:**

**Diversity:** We celebrate our learners, communities, and college employees in all their diversity.

**Respect, Caring and Openness:** We value each other as individuals and we act with integrity. We expect active and honest sharing of information and ideas, listening carefully, and respecting the opinions of others. Working together, we achieve our mission through our values, attitudes and actions.

**Learning and Leading:** We prepare our learners to live, work, and lead, in northwestern Ontario and beyond.

**Excellence:** We strive for excellence in all elements of our work including our consultative, collaborative and responsible decision-making processes. We build on our historical strengths of innovation, reasoned risk-taking, and responsiveness.

## COLLEGE ORGANIZATION

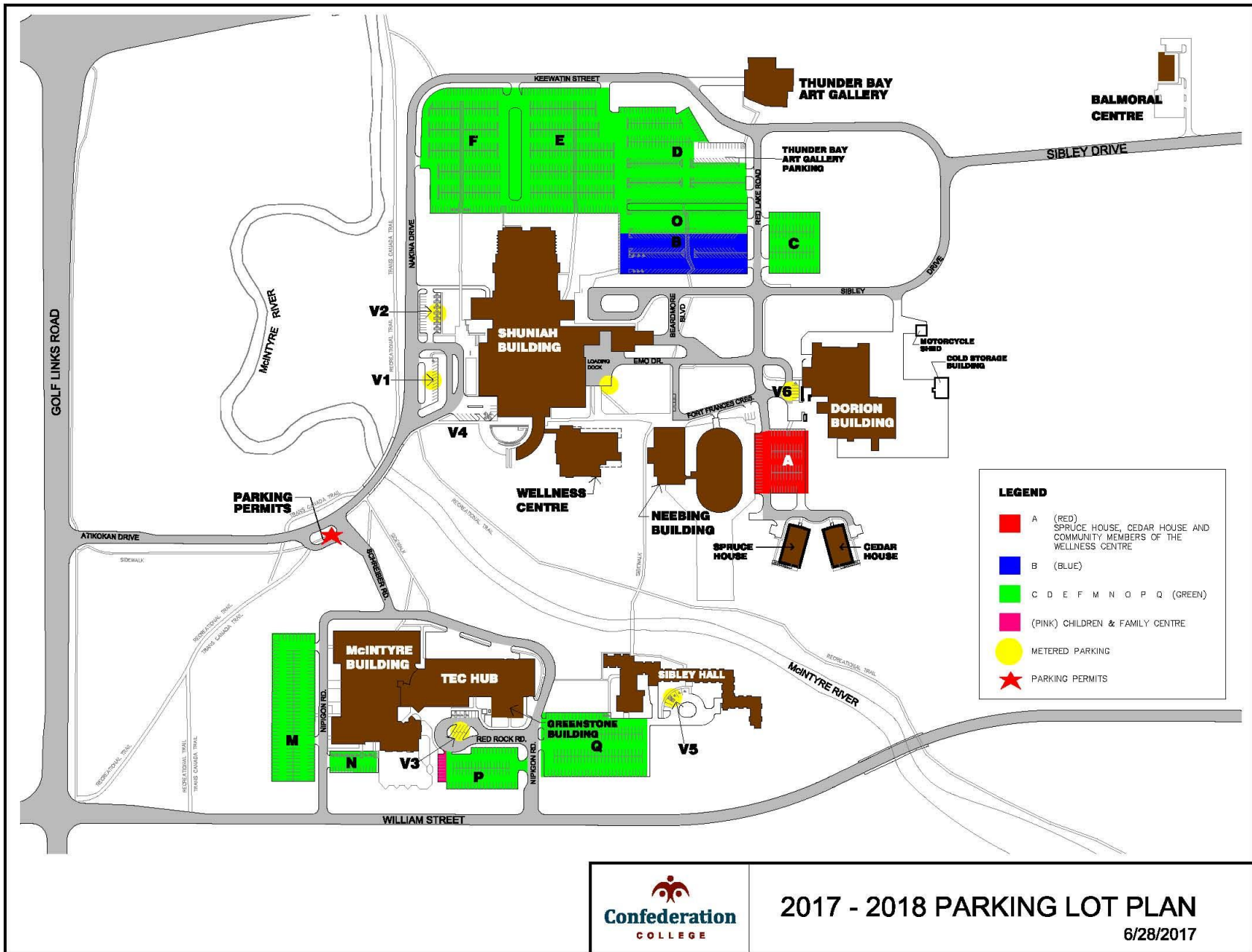
Confederation College is governed by a Board of Governors which has the following responsibilities:

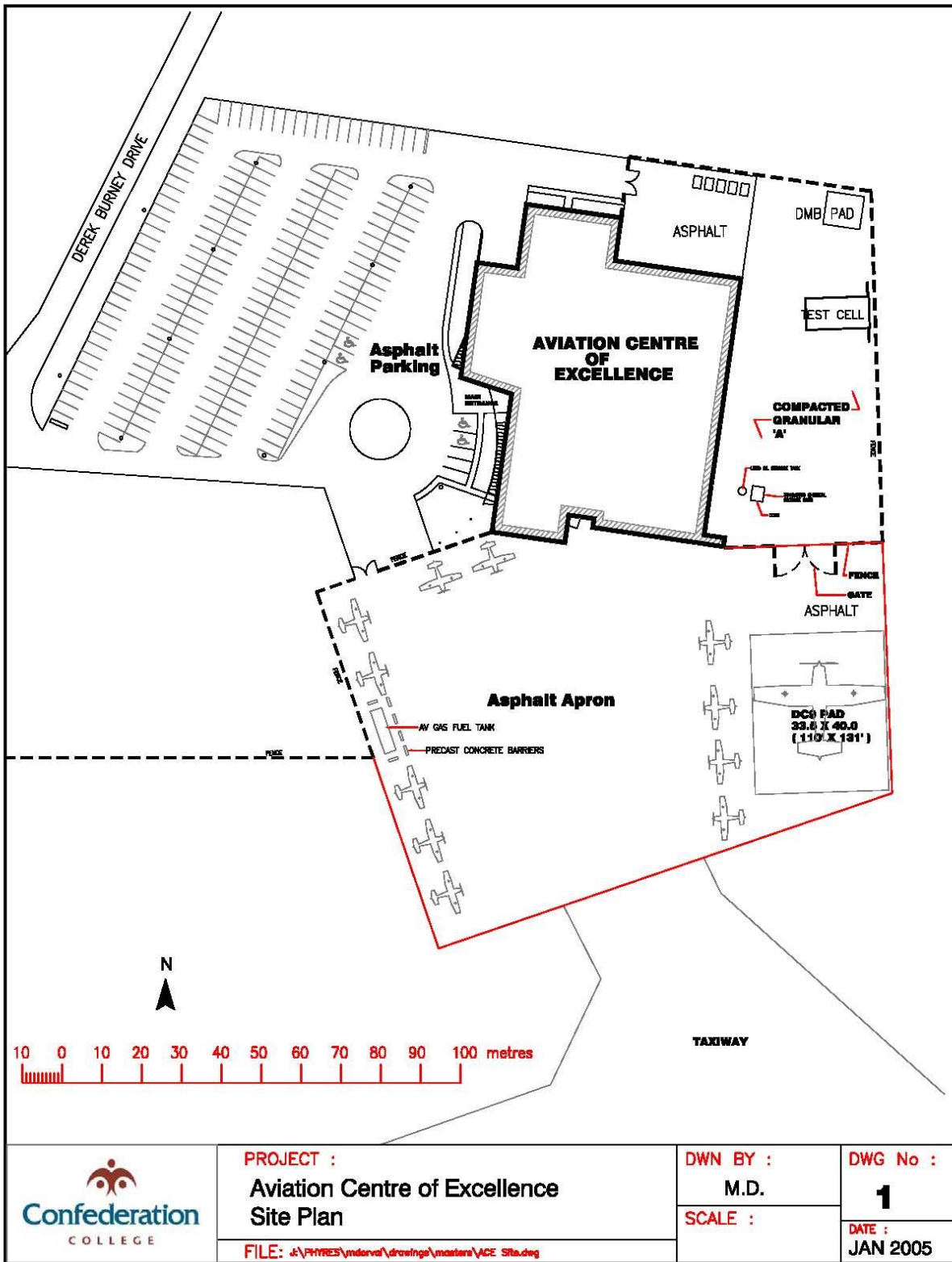
- to establish the college purpose and direction
- to maintain effective communication with the college community
- to ensure that the college is effectively and efficiently managed
- to establish college-wide policies.

The Board is also responsible for recruiting and appointing the President of the College who functions as the chief executive officer and is accountable to the Board for the effective management of the College.

The academic sector of Confederation College is comprised of five major divisions each headed by a Dean, who reports directly to the Vice President Academic, who reports to the President. These five divisions include:

- School of Aviation, Engineering Technology and Trades
- School of Business, Hospitality and Media Arts
- School of Health, Negahneewin and Community Services
- School of Access and Success
- School of International Education





	<b>PROJECT :</b> Aviation Centre of Excellence Site Plan	<b>DWN BY :</b> M.D.	<b>DWG No :</b> <b>1</b>
	<b>FILE:</b> J:\PHYRES\mdarva\drawings\masters\ACE Site.dwg	<b>SCALE :</b>	<b>DATE :</b> JAN 2005