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SIR SANDFORD FLEMING COLLEGE
OF APPLIED ARTS AND TECHNOLOGY
PUBLIC MEETING OF THE BOARD OF GOVERNORS
A G E N D A

Wednesday, November 25, 2015
3:30 p.m.
Scholfield Boardroom, Room B3330
Peterborough, ON

> **2015-2018 Strategic Priorities**
> 1. Deliver Outstanding Student Learning and Experiences
> 2. Collaborate and Prosper with Our Communities
> 3 Excel as an Organization
> 4. Enhance Financial Health and Sustainability

Pages

1. **Call to Order**
   • Confirmation of Quorum
   • Welcome and Introduction of Guests
   • Conflict of Interest Declarations (if any)

2. **Additions/Deletions/Approval of Agenda**   *1-2*
3. **Unanimous Consent Agenda**   *3*
   The following items have been identified for the Consent Agenda; any Governor may request any item be removed from this section by advising the President/Board Chair/Board Secretary in advance of the meeting or before approval of the agenda at the meeting. Items not moved will be considered adopted by consent without debate.
   Approve the
   3.1 minutes of the October 28, 2015 Public Board meeting   *4-7*
   Receive as information the:
   3.2 Chair's Report   *8-15*
   3.3 President's Report   *16-17*
   3.4 College Activity Report   *18-20*

4. **Business Arising from Previous Meetings (not otherwise covered on the agenda)**

5. **Matters for Board Decision**
   5.1 Appoint the External Auditors (Briefing Report enclosed)   *21*
       Governor Gillespie – 5 min

   5.2 Approve the 2015-2016 Financial Plan Update (Briefing Report enclosed)   *22-39*
       Mr. Baker – 10 min – guest Angie Sims, Director Budget Services
       Briefing pages 22-24; Attachment pages 25-39

   5.3 Approve the Frost Campus Master Plan (Briefing Report enclosed)   *40*
       Mr. Baker – 5 min – guest Terry Williams, Director College Facilities

The final draft of the Frost Campus Master Plan is available separate from this agenda package *to Governors on the Board Portal* and at
https://dl.dropboxusercontent.com/u/20828247/August%206%20Frost%20Campus%20Master%20Plan.pdf (this is a very large file and may take some time to download)

6. **Matters for Board Discussion**
   6.1 Strategic Mandate Agreement Annual Report Back (Briefing Report enclosed)   *41-60*
       Ms. Crook – 15 min
       Briefing pages 41-42; Attachment pages 43-60

7. **Presentation**
    7.1 <u>Procurement Process</u> (Briefing Report enclosed)   *61-70*
        Mr. Baker – 15 min; guest Linda Humphries, Director Purchasing
                                                    Briefing pages 61-63; Attachment pages 64-70

8. **Other Business (includes information items, items removed from the Consent Agenda)**
    8.1 "Community Connections" Roundtable (5 min)

9. **Motion to Move to In-Camera (Closed Session) Meeting** approx. 4:20 p.m.

10. **Report from the In-Camera Meeting**

11. **Adjournment of the Public Meeting** approx. 4:45 p.m.

Private Session and Meeting Evaluation (Governors Only)

BOARD BRIEFING REPORT

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SUBJECT: Unanimous Consent Agenda	
Submission to: Public Board Meeting	
Meeting Date: November 25, 2015	**Agenda Item 3**
ACTION REQUESTED: Approval (requires a motion)	

CONTEXT *(brief statement of the issue or request)*

To ensure the Board of Governors has sufficient time at its monthly meetings to deal with substantive policy issues and time to review and strengthen its own operations, minor or non-controversial Board matters will appear on a Consent Agenda for both the public and in-camera meetings. Items listed on the Consent Agenda do not require discussion and are approved en bloc.

BACKGROUND *(includes a chronology of events, previous discussions/decisions leading to the recommendation)*

• Board Policy 1-102L, *Guidelines for the Consent Agenda*

Attachments:
As listed.

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College, by unanimous consent,

> **approve the minutes of the**
>
> **3.1   October 28, 2015 Public Board Meeting**
>
> **and receive the**
>
> **3.2   Chair's Report**
> **3.3   President's Report**
> **3.4   College Activity Report**
>
> **as information.**

PREPARED BY: Board Office

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BOARD OF GOVERNORS Public Meeting
Wednesday, October 28, 2015
Scholfield Boardroom, Room B3330
Peterborough, ON

Draft Until Approved

M I N U T E S

Present:	Ms. Lori Geens, Board Chair	*Regrets:*	Mr. George Gillespie
	Ms. Allison Bowes		Mr. Bill Mateer
	Mr. Paul Downs		Dr. Tony Tilly, President
	Ms. Dana Empey		
	Ms. Shelley Knott Fife		
	Ms. Rosemarie Jung		
	Ms. Heather Kerrigan		
	Ms. Susan Kloosterman		
	Ms. Katherine MacIver		
	Dr. Nancy Martin-Ronson		
	Mr. Mike Perry		
	Ms. Patti Watson		

Ms. Michele McFadden, Board Secretary

Senior Administration: Mr. Brian Baker, Vice-President Finance and Administration
Ms. Sonia Crook, Vice-President Human Resources and Student Services
Ms. Laurel Schollen, Vice-President Academic
Mr. Roger Fitch, (Acting) Chief Information Officer
Mr. Drew Van Parys, Executive Director Marketing and Advancement

Guests:
- Item 5.2: Mr. Geoff Matthews, Director of Athletics and Recreation
- Item 6.2: Ms. Sue Sanders, Director Finance
- Item 7: Dr. Brenda Pander-Scott, Registrar

1. Call to Order

Confirming quorum, the Chair called the meeting to order at 2:55 p.m. and noted regrets; President Tilly was handling a family matter and Vice-President Baker joins the meeting as Acting President.

Staff and guests in attendance were welcomed.

Presentation to Incoming Governors: The Board has a tradition of presenting incoming Governors with a tie or scarf made from the cloth of the Murray Clan Tartan. The College's namesake was born in Scotland and the Fleming family was a sub clan of the Murray clan, hence the association with the Murray Tartan. The tartan is used officially by the Board of Governors; the Chair presented Governors Bowes, Downs, Jung, and MacIver with their Board tartan and encouraged each member to wear it with pride.

There were no conflict of interest declarations.

2. Additions/Deletions/Approval of Agenda

It was moved by Ms. Watson, seconded by Ms. Empey and carried to approve the agenda as circulated.

3. UNANIMOUS CONSENT AGENDA

Governors were requested to identify those items to be removed from the Unanimous Consent Agenda and placed on the regular public meeting agenda; none were identified.

> Moved and Seconded by Ms. Jung and Ms. Knott Fife
> **THAT the Board of Governors of Sir Sandford Fleming College approve the Consent Agenda for the October 28, 2015 meeting and, by unanimous consent,**
>
> **3.1 approve the <u>minutes of the June 24, 2015 Public Meeting</u> of the Board of Governors;**
> **3.2 receive the <u>Chair's Report</u>, as information;**
> **3.3 receive the <u>President's Report</u>, as information;**
> **3.4 receive the <u>College Activity Report</u>, as information;**
> **3.5 receive the <u>Report on Summer Decisions by the Executive Committee</u>, as information;**
> **3.6 receive the <u>Report on Purchase Contracts Awarded</u> over $100,000 and under $500,000 between June 1 and September 30, 2015, as information;**
> **3.7 receive the <u>Annual Accessibility Report and Multi-year Accessibility Plan</u>, as information; and**
> **3.9 receive the <u>correspondence</u> for the summer through October 2015 timeframe, as information.**
>
> <u>Motion Carried</u>
> (Resolution BoG Oct28-2015 #1)

4. Business Arising from Previous Meetings

None identified.

5. Matters for Board Decision

5.1 <u>Annual Board Work Plan</u>: Presented by Governor Empey, the work plan is a summary of the key decisions and actions required by the Board for the year; the plan is flexible enough to permit items to come forward at earlier or later dates. The Executive Committee and Administration both refer to the work plan in developing Board agendas.

> Moved and Seconded by Ms. Empey and Ms. Kerrigan
> **THAT the Board of Governors of Sir Sandford Fleming College approve the *2015-2016 Board Work Plan*.**
>
> <u>Motion Carried</u>
> (Resolution BoG Oct28-2015 #2)

5.2 <u>Sutherland Campus Nature Trails Project</u>: Under the leadership of the Director of Athletics and Recreation, the College submitted a grant proposal to the Canada 150 Community Infrastructure Program seeking funds to expand, renovate and make more accessible the current nature trails at the Sutherland Campus. The project is consistent with the Master Plan for the Campus, linking Residence, the Wellness Centre, sports field and the main building through a trail network. The College applied for $150,000 of which the College would be expected to match half. In August, the College was notified that the application was successful. Board approval authorizing the project and matching funds is a requirement of the application.

> Moved and Seconded by Ms. Empey and Ms. Kloosterman
> **THAT the Board of Governors of Sir Sandford Fleming College approve the Nature Trails project (an expansion of the Fleming College trail network) consistent with the terms and conditions of the Canada 150 Community Infrastructure Program under the Federal Economic Development Agency for Southern Ontario.**
>
> <u>Motion Carried</u>
> (Resolution BoG Oct28-2015 #3)

Moved and seconded by Ms. MacIver and Ms. Watson
THAT the Board of Governors of Sir Sandford Fleming College authorize the College to allocate the matching funds of $75,000.00.

<div align="right">

Motion Carried
(Resolution BoG Oct28-2015 #4)

</div>

6. Matters for Board Discussion

6.1 <u>Annual Report on the Program Advisory Committees</u>: Under the By-law 1-102 regarding program advisory committees, the Vice-President Academic provides the Board with an annual report detailing the activities, accomplishments, program objectives, future trends, etc. of program advisory committees. Ideally, advisory committees would meet twice/year, with the bulk of meetings scheduled in the fall and the spring; difficulties in reaching quorum were cited as the main reason for cancelling a meeting.

In summary, for the 2014-2015 academic year:
  • Health and Wellness: 14 of 17 programs met
  • Law, Justice and Community Development: 8 of 10 programs met
  • Trades and Technology: 9 of 11 programs met
  • Environmental and Natural Resource Sciences: 24 of 26 programs met
  • Business: 6 of 12 programs met (2 meetings rescheduled due to retirement)
  • General Arts and Sciences: 1 of 5 programs met (there is only one active advisory committee)
  • Haliburton School of The Arts: 16 of 16 programs met.

Determining compliance with the requirements of s.39.3 of By-law 1-102, the Board received the Report of the Vice-President Academic, *Program Advisory Committee Annual Report 2014-2015.*

6.2 <u>College Financial Sustainability Metrics</u>: Ms. Sanders provided an overview of the seven metrics (and a benchmark) identified by the Ministry to assess the financial health and sustainability of colleges:
  • Annual Surplus/Deficit (must be greater than $0)
  • Accumulated Surplus/Deficit (must be greater than $0)
  • Net Assets to Expense Ratio (60% or higher)
  • Debt Servicing Ratio (3% or lower)
  • Quick Ratio (1:1 or higher)
  • Debt to Asset Ratio (35% or lower)
  • Net Income to Revenue Ratio (1.5% or higher).

College results for each of the metrics will be included for the first time in the 2014-2015 Strategic Mandate Agreement Report Back. The results will be used by the Ministry to monitor trends to better understand the financial health of the sector and of the individual college. Colleges are not required to meet all seven benchmarks; Fleming achieved six metric benchmarks in 2014-2015. The MetaProject is the College's longer-term initiative to achieve the seventh metric; meeting the ratio benchmark would require an annual commitment to reserves of approximately $1.5M which can be achieved through a combination of controlling costs and achieving 100% of forecasted international enrolment.

7. Presentations

7.1 <u>Postsecondary Enrolment Update</u>: enrolment projections are the foundation of the College's long range financial plan. Dr. Pander-Scott highlighted the College's 2015-2016 enrolment to date; the figures are based on Day 10 enrolment data. While the College experienced its highest summer enrolment ever this year, Fall 2015 enrolment including new and returning students, domestic and international is 5,825 which is 37 fewer students than last year and 31 students below target. Analysis of data determined that half the intake gap was isolated to two programs. The College does not anticipate meeting Winter 2016 domestic targets, but expects to exceed international

targets which in turn will close the entire enrolment gap.

Of note is the observation that postsecondary education in Ontario appears to be in a period of falling domestic enrolment based on declining population demographics, hence the need to find new and creative ways to recruit students to Fleming.

8. Other Business
8.1 "Community Connections": In "roundtable" format, Governors noted participation in a variety of events and opportunities in their respective communities.

9. Move to In-Camera Meeting
It was moved by Ms. Empey, seconded by Mr. Perry and carried to recess the public meeting at 4:08 p.m. and convene in-camera to address the items of business outlined on the agenda for the In-Camera Meeting.   Guests and staff left the room.

10. Report from the In-Camera Meeting: Returning to the public meeting at 4:50 p.m., the Chair reported that the Board approved a small increase for each of the two levels of student wages; approved the membership of the Audit Committee for the remainder of the term; awarded two contracts, one for the bus transportation and the other for the multifunction copier fleet. The Chair also reported completion of the evaluation process for the President.

11. Adjournment of Meeting: It was moved by Mr. Downs, seconded by Ms. Jung and carried to adjourn at 4:51 p.m.

CHAIR'S REPORT

Submission to: Public Board Meeting	
Meeting Date: November 25, 2015	Consent Agenda Item 3.2

Board Professional Development
The College Centre for Board Excellence held their *Good Governance* workshop on November 14 and *Board Orientation* on November 15. Participants who complete the two sessions receive a *Good Governance* certificate. Governors Downs, Jung, MacIver and Perry attended from Fleming.

The *Higher Education Summit* was held in Toronto on November 15 and 16. Representing the Board at the 2015 conference were Governors Downs, Jung, Kerrigan, Kloosterman, MacIver, Perry and Geens. The keynote speaker was Paralympian and philanthropist Rick Hansen who spoke about visible and invisible barriers to success. Other featured speakers at the conference were political commentator David Frum, social media expert Sue Gardner, author and neuroscientist Daniel Levitin, and economic inequality expert Richard Reeves.

The conference also provides an opportunity for a *meeting of Board Chairs and Vice-Chairs*, where provincial updates from Colleges Ontario, our Ministry, and a national update from Colleges and Institutes Canada were received. The College Employer Council presented on the proposed executive compensation framework within the colleges sector and a representative from the firm Borden Ladner Gervais LLP addressed the topic of identifying and handling conflicts of interest in a college board setting.

Strategic Planning
The Board has established *five objectives for 2015-2016*; they will be posted publicly on the Board web page.

Congratulations
Each year, Ontario recognizes college graduates in six categories who have made exceptional and lasting contributions. Congratulations to the **2015 Premier's Award recipients**:
• *Business*: Marc Caira, Seneca College
• *Community Services*: Debbie Low, Durham College
• *Creative Arts and Design*: Jonathan Klassen, Sheridan College
• *Health Sciences*: Marianne Walker, Conestoga College
• *Recent Graduate*: Benjamin Valliquette Kissell, George Brown College
• *Technology*: Jack J. Collins, St. Lawrence College

The Board also extends congratulations to the **2015 recipients of the Brian L. Desbiens Community Service Awards** recognizing their outstanding commitment to volunteerism. Recipient of the external award is *Kathi Curtin-Williams*, a Fleming alumna and long-time community activist and volunteer. *Linda Humphries,* Fleming's Director of Purchasing, is the internal award recipient; her volunteer and community service contributions span a 25-year period. Kathi and Linda will be presented with their awards at a recognition lunch on November 26.

On the Table
• Fall 2015 magazine, *College Administrator.* Two articles have a Fleming connection to applied research (page 16 and page 24).
• An invitation card for the *unveiling of the Kawartha Trades and Technology Centre Donor Wall:* Friday, December 4, 2015 at 10:30 a.m., Sutherland Campus.

Correspondence
Colleges received notification of the 2016 Lieutenant Governor in Council (LGIC) Appointment cycle.

Opportunities for Governors

President's Advisory Council: November 26, 2015 meeting at the Frost Campus, Room 252 beginning at 4:00 p.m. Please advise the Board Office if you are interested in attending as the Board's representative.

Indigenous Education Protocol signing ceremony: Monday, December 7, 2015 at 11:00 a.m., Sutherland Campus. All Governors are invited to attend.

Program Advisory Committee meetings: an updated 2015-2016 schedule is attached.

Program Advisory Committee (PAC)

Schedule of Meetings 2015/2016

School of Health Sciences

	Program Name	Length (Yrs)	Credential	Meeting Date DD/MM/YR	Meeting Date #2 DD/MM/YR
1	Biotechnology Advanced	3	OCAD		
2	Esthetician	2	OCC	5-Nov-15	
3	Fitness & Health Promotion	2	OCD		
4	Health Information Management	2	OCD		
5	Massage Therapy	3	OCD	28-Sep-15	
6	Occupational Therapist and Physiotherapist Assistant	2	OCD		
7	Paramedic	2	OCD		
8	Personal Support Worker	1	OCD	12-Nov-15	
9	Pharmacy Technician	1	OCD	2-Dec-15	
10	Practical Nursing	2	OCD	5-Oct-15	
11	Recreation & Leisure Services	2	OCD	27-Feb-15	30-Oct-15
12	Therapeutic Recreation	1	ODC		

School of Justice & Community Development

	Program Name	Length (Yrs)	Credential	Meeting Date DD/MM/YR	Meeting Date #2 DD/MM/YR
1	Child & Youth Worker	2	OCD		
2	Community and Justice Services	2	OCD	6-Apr-16	Spring 2016
3	Customs Border Services	2	OCD	1-Apr-15	Spring 2016
4	Developmental Service Worker	2	OCD		
5	Drug & Alcohol Counsellor	2	OCD	25-Nov-15	
6	Early Childhood Education	2	OCD		
7	Educational Support	2	OCD	31-Mar-16	
8	Emergency Management	1	OCGC	17-Apr-15	
9	Human Services Foundation	2	OCD		
10	Law Clerk	2	OCD	Spring/Fall 2015	
11	Paralegal	2	OCD	Spring/Fall 2015	
12	Police Foundations	2	OCD	28-Nov-15	Fall 2016
13	Pre-Service Fire Fighter Education & Training	1	OCC	9-Mar-15	Spring 2016
14	Protection, Security & Investigation (formerly Security	2	OCD	13-Nov-15	Fall 2016
15	Social Service Worker	2	OCD		

School of Trades & Technology

	Program Name	Length (Yrs)	Credential	Meeting Date DD/MM/YR	Meeting Date #2 DD/MM/YR
1	Carpentry Techniques	1	OCC	11-Dec-16	
2	Computer Engineering Technician	2	OCD	11-May-16	
3	Computer Engineering Technology	3	OCAD	11-May-16	
4	Computer Security and Investigations	3	OCAD	4-Mar-16	
5	Electrical Engineering Technician	2	OCD	TBD	
6	Electrical Techniques	1	OCC	TBD	
7	Heating, Refrigeration & Air Conditioning	2	OCC	TBD	
8	Instrumentation & Control Engineering Technician	2	OCD	TBD	
9	Mechanical Techniques - Plumbing	1	OCC	18-Jan-16	
10	Welding Techniques	1	OCC	TBD	
11	Wireless Information Networking	2	OCAD	28-Apr-16	

School of General Arts & Sciences

	Program Name	Length (Yrs)	Credential	Meeting Date DD/MM/YR	Meeting Date #2 DD/MM/YR
1	All General Arts Programs excluding CICE	1	OCC	1-Oct-15	
2	Community Integration through Co-operative Education (CICE)	1	OCC		

School of Business

	Program Name	Length (Yrs)	Credential	Meeting Date DD/MM/YR	Meeting Date #2 DD/MM/YR
1	Business	2	OCD	1-Feb-16	
2	Business Administration	3	OCAD	1-Feb-16	
3	Business Administration - Accounting	3	OCAD	18-Nov-05	
4	Business Administration - Human Resources	3	OCAD	26-Nov-15	
5	Business Administration - Marketing	3	OCAD	1-Feb-16	
6	Chef Training	1	OCC	3-Feb-06	
7	Culinary Management	2	OCD	3-Feb-16	
8	Hotel and Restaurant Management	3	OCAD	2-Dec-15	
9	International Trade	3	OCAD	8-Feb-16	
10	Office Administration - General	1	OCC	7-Apr-16	
11	Office Administration - Executive	2	OCD	7-Apr-16	
12	Sporting Goods Business	2	OCD	TBD	
13	Tourism & Travel	2	OCD	2-Dec-15	
14	International Business Management	1	OCGC	8-Feb-16	
15	Project Management	1	OCGC	TBD	

School of Environmental & Natural Resource Sciences

	Program Name	Length (Yrs)	Credential	Meeting Date DD/MM/YR	Meeting Date #2 DD/MM/YR
1	Applied and Community-Based Research	1	OCGC	22-Sep-15	
2	Advanced Water Systems Operations & Management	1	OCGC	4-Mar-16	
3	Aquaculture	1	OCGC		
4	Arboriculture	1	OCC	25-Mar-16	
5	Blasting Techniques	1	OCC	7-Mar-16	
6	Conservation & Environmental Law Enforcement	1	OCGC	29-Jan-16	
7	Earth Resources Technician	2	OCD		
8	Ecological Restoration - Joint Degree/Diploma	4	OCD	6-Apr-16	
9	Ecosystem Management Technician	2	OCD	17-Mar-16	
10	Ecosystem Management Technology	3	OCAD	17-Mar-16	
11	Electrical Power Generation Technician	2	OCD	18-Apr-16	
12	Environmental Technician	2	OCD	15-Dec-15	
13	Environmental Technology	3	OCAD	15-Dec-15	
14	Environmental Visual Communications	1	OCGC		
15	Fish & Wildlife Technician	2	OCD		
16	Fish & Wildlife Technology	3	OCAD		
17	Forestry Technician	2	OCD	15-Apr-16	
18	Geographic Information Systems - Cartographic	1	OCGC	9-Nov-15	
19	Geographical Information Systems - Applications	1	OCGC	9-Nov-15	
20	Heavy Equipment Operator	1	OCC	2-Oct-15	
21	Heavy Equipment Techniques	1	OCC	18-Apr-16	
22	Outdoor & Adventure Education	1	OCC	14-Apr-16	

	Program Name				
23	Outdoor Adventure Skills	1	OCC	14-Apr-16	
24	Resources Drilling & Blasting Technician	2	OCD	10-Feb-16	
25	Sustainable Agriculture	1	OCGC	19-Nov-15	
26	Urban Forestry	1	OCC	6-Nov-15	

Haliburton School of the Arts

	Program Name	Length (Yrs)	Credential	Meeting Date DD/MM/YR	Meeting Date #2 DD/MM/YR
1	Artist Blacksmith, Ceramics, Fibre Arts, Photo Arts and Visual Arts Fundamentals - Drawing & Painting	1	OCC	9-Jun-15	
2	Digital Image Design, Glassblowing, Jewellery Essentials and Sculpture	1	OCC	9-Jun-15	
3	Sustainable Building Design and Construction	1	OCC	29-Oct-15	
4	Integrated Design	2	OCD	16-Jun-15	
5	Visual & Creative Arts	2	OCD	9-Jun-15	
6	Cultural Heritage Conservation & Management and Museum	2	OCGC	3-May-16	
7	Expressive Arts	1	OCGC	27-Oct-15	
8	Studio Process Advancement	1	OCGC	9-Jun-15	

PRESIDENT'S REPORT

Submission to: Public Board Meeting	
Meeting Date: November 25, 2015	**Consent Agenda Item 3.3**

Ministry of Training, Colleges and Universities

Robert Gillett, a former president and CEO of Algonquin College, received the Minister's Lifetime Achievement Award for his hard work, dedication and contributions to Ontario's college system. The award was presented as part of the Higher Education Summit on November 16, 2015.

Sue Herbert, the executive lead for provincial *consultations on the funding formula* for universities, is expected to provide her report to the Ministry in December. A review of the colleges' funding formula is expected to start sometime after the university consultations are completed. Ontario's colleges have urged government not to make any decisions until both reviews are completed.

Colleges and Institutes Canada

Perspectives is CICan's official newsletter, providing a comprehensive overview of activities, events and partnerships nationally. The electronic newsletter is available at http://www.collegesinstitutes.ca/news-centre/perspectives/.

Colleges Ontario / Update from the Committee of Presidents (COP)

Premier Wynne met with college presidents on October 26 at Queen's Park to discuss the *future of college education* and the government's plans for applied learning. The meeting covered a range of topics including the need to establish a parity of esteem for all areas of higher learning, something government and colleges could work on together. Policy issues raised included a proposal to allow colleges to offer stand-alone nursing degree programs and the need for colleges to have flexibility to respond effectively to changes in the labour market.

In an October 27 speech to the Canadian Club of Toronto, Colleges Ontario Chair (and Seneca College president) David Agnew spoke of the need for greater emphasis on *career-focussed postsecondary education.*

A meeting of the Committee of Presidents was held on November 15. Members are looking forward to working with our new Deputy Minister, Sheldon Levy.

Each of Ontario's 24 colleges has posted a stand-alone policy and protocol on sexual violence, part of the province's action plan on sexual violence introduced last spring. The Ontario government has tabled new legislation on the requirements for *reporting* of sexual violence at colleges and other institutions. A college sector reference group has been struck to discuss a framework for reporting of incidents.

A highlight of the Higher Education Summit is the Premier's Awards. Congratulations to the 116 nominees and six deserving recipients of the *2015 Premier's Awards*. An electronic copy of the program will be available through the Awards web page (www.co-awards.org).

November 17 was *College Day at Queen's Park* event and reception. It is a very busy day with an opportunity to attend Question Period and to meet with MPPs and government officials in an informal setting. Fleming College was selected to provide one of the seven food stations, and our team of culinary students and instructors served bite-size appetizers and canapés.

College Employer Council
The *Board of Directors* met on November 17 which was attended by Chair Geens and myself.

At Fleming
The *2015 Employee Engagement Survey* is under way. Faculty, staff and leaders have been asked to provide opinions about the College working environment.

Fleming hosted the Canadian College Athletic Association *women's soccer championship* November 10 through 14. It was a pleasure to welcome the athletes to Peterborough and showcase the sports field complex. Congratulations to the team from Quebec City, Les Elans de Cegep Garneau, who won their second straight championship.

COLLEGE ACTIVITY REPORT

Submission to: Public Board Meeting
Meeting Date: November 25, 2015   **Consent Agenda Item 3.4**

OUR STUDENTS

On October 23, *Connor Beebe*, a Pre-Service Firefighter Education and Training student, received the Rescuer Award from the Red Cross in recognition of his life-saving skills.

Students in the *Social Service Worker* program held a "We Are Strong" fundraiser and awareness event on November 2, in support of the YWCA Crossroads Shelter.

Two hundred Grade 12 students attended the Sutherland Campus on November 4 for the Exploring Tourism & Hospitality Careers Expo*.* The students traveled from Fenelon Falls, Cobourg, Haliburton, Lindsay, Oshawa, Peterborough, Gravenhurst and Port Hope to attend the event, hosted by the *Hospitality and Tourism – Global Travel programs*.

Fleming's *Loggersports teams* had a strong showing at the annual competition held November 7 at the Frost Campus. The men's "A" team took second overall and the "B" team took fourth. The women's "A" team came in third and the "B" team took fifth. The "A" teams showed their skill by placing in the top three and the "B" teams showed that they are great contenders beating some of the other schools' "A" teams.

Congratulations to the *Fleming Knights women's rugby team* who defeated the Humber Hawks to take the OCAA championship. Bronze medalists for the last two years, the Knights have now made Fleming College history as the first Knights women's rugby team to take the OCAA title.

The College hosted the Canadian College Athletic Association *National Women's Soccer Championships* at the Sutherland campus November 10 through 14.

Second year *Fitness and Health Promotion students* will offer an interactive session to staff and students, sharing their nutrition knowledge on December 1.

OUR EMPLOYEES

A delegation from *Yellow River Conservancy Technical Institute (*YRCTI) in China visited the Frost Campus November 2-10. The delegation is made up of four teachers and an academic director with expertise in water conservancy, environmental and chemical engineering, and surveying and mapping.

Fleming's Office of Sustainability, represented by Lead, Trish O'Connor, and Faculty Liaison, Jane Gray, presented a workshop that highlighted some of the innovative sustainability teaching practices of faculty members. The *Association for the Advancement of Sustainability in Higher Education* (AASHE) held its Annual Conference in Minneapolis from October 25-27on Transforming Sustainability Education.

Facilities and Finance
The College observed Remembrance Day at all campuses.

Human Resources
Recruitment and Selection: For the October 15 to November 12, 2015 timeframe:
- The College posted 11 positions (a combination of permanent and temporary positions): 7 Support, 4 Academic.
- The College hired 3 new permanent (full-time) Support staff and hired 1 new permanent (regular part-time) Support staff.

- There were no internal full-time Support staff transfers.
- There was 1 temporary full-time Support assignments.
- There was 1 Support staff resignation and/or terminations.
- There were no retirements.
- There was 1 Support staff leave (personal).
- There was 1 Faculty return from leave (parental).

With Sadness
Condolences to the family, friends and former colleagues of *Bev Easton* who passed away suddenly earlier this month. Bev was a part-time faculty member and wonderful friend to our heritage programs.

Student Services
Diversity
The 9th annual Ten Thousand Villages fair trade sale takes place at the Frost Campus on November 24 and at the Sutherland Campus on December 1 between 11 a.m. and 4 p.m. The sale offers a wide range of artisanal handcrafts – and 10% of sales is donated to student bursaries

International Student Services
A *Cultural Showcase* took place on November 16 at the Sutherland Campus. Students shared information about their culture, snacks, and provided performances.

The *International Kitchen* is a new program at Frost Campus where international and Canadian students can get together and enjoy cooking and eating foods from different cultural traditions. On November 4th, students from Canada, India, the US and China, faculty and support staff, as well visiting guest faculty from Yellow River Conservancy Technical Institute, China had an evening of Indian food at the Loblaws kitchen facilities in Lindsay.

Student Government
On November 12, communications consultant Heather Watson presented on the importance of personal branding for students at the next *Fleming Talks* guest speaker series event, hosted by the Student Administrative Council. Heather is a Fleming alumna of the Marketing and Human Resources Management program.

The Frost Student Association is hosting a student Christmas craft fair on December 3 in the Auks Lodge.

Advancement and Alumni Relations
Students, staff and guests gathered on October 27 to recognize a significant *in-kind donation* of equipment, software and training from Siemens Canada valued at $100,000 to the Fleming College School of Trades and Technology. In recognition of their support, the College has renamed an area of the Instrumentation Lab, located on the mezzanine level, "The Learning Loft" which houses the majority of the donated equipment.

Marketing, Communications and Liaison
Marketing is launching a *new digital campaign* to support enrolment for selected January programs. The ads will appear on user devices via a wide variety of some of Canada's top volume websites and apps.

Congratulations to Cailey Houghton the winter of Fleming's $5,000 *Cash for College* contest! Cailey is in the Community and Justice Services program at the Sutherland Campus.

Look for the Winter/Spring edition of the *Continuing Education calenda*r early in December.

OUR COMMUNITIES
The *Northumberland Manufacturers' Association* (NMA) in partnership with Fleming College launched a new annual award to recognize a deserving Northumberland Manufacturer who has demonstrated a commitment and investment into employee development. The first annual award was presented to Structural Panels Inc. located in Hamilton Township. The new award was unveiled at the Tri-Association Manufacturing Conference in Belleville on November 3, 2015.

Fleming's *United Way workplace campaign* is under way – and has already reached 81% of this year's goal! The Cobourg Campus' 11th annual *Souper Bowl Luncheon and Bake Sale* (held

November 4 at the Campus) was a success with $1834.15 raised for the Northumberland United Way.

November 21: *Fall Open House* at all campus locations, 10 a.m. to 2 pm.

November 26: Frost Campus will host a *Soup and Chili Cook-off* in support of the United Way, 11:30 a.m. to 1:30 p.m. Room 252.

November 29: *United Way Hockey Challenge* at 8:30pm at the Lindsay Recreation Complex.

December 7: signing of the *Indigenous Education Protocol*

February 11, 2016: annual *Job Fair, Frost Campus Career Services*

The *College Activity Report* is developed from *The Fleming Zone,* a weekly update to employees of news and events at the College.

BOARD BRIEFING REPORT

SUBJECT: Appointment of External Auditors

Submission to: Public Board Meeting
Meeting Date: November 25, 2015   **Agenda Item 5.1**

ACTION REQUESTED: Approval (requires a motion)

CONTEXT (*brief statement of the issue or request*)

The appointment of the auditors is required annually during the term of the contract.

BACKGROUND (*includes a chronology of events, previous discussions/decisions leading to the recommendation*)

- Board of Governors In-Camera meetings October 28, 2009 (awarding the contract for external auditing services) and November 27, 2013 (to extend the contract for external auditing services)
- Governance Policy 1-102J *Committees of the Board of Governors*, Attachment 5 – Terms of Reference: Audit Committee
- Audit Committee meeting November 25, 2015

Attachments:
 N/A

Analysis

The scope of analysis will depend on the nature of the issue but may include sub-headings such as Legal Analysis; Financial Analysis; Student Impact; HR Implications; Stakeholder Implications; Risk Analysis (strongly encouraged – details may be appended to this Report); Options Considered and Evaluated (pros and cons of each option – details may be appended).

A responsibility of the Audit Committee, as outlined in its mandate, is to recommend to the Board the annual appointment of the College's auditors after considering management's evaluation of the incumbent auditors.

In July 2009, an RFP was issued for external auditing services for a five-year period, ending with the 2013-2014 fiscal year. In November 2013, the RFP was extended for two additional fiscal years at a fee of $79,056 per year before taxes. The scope of the RFP included the following:

- College Financial Statement Audit
- Enrolment and Graduate Reporting Audit
- Five small audit reports for specific funding

 KPMG LLP has been the College auditor under two separate contracts for thirteen years in total and has provided excellent, timely service to date. The fees have been flat since the 2013-2014 fiscal year end audit fee.

Implementation Strategy

List any matters to be addressed or steps to be taken to implement the recommendation.

N/A

Decision Point

To facilitate discussion, include specific questions for the Board's consideration in addressing the matter.

1. Is the Board satisfied with the services provided by KPMG LLP to date?

RECOMMENDATION

> **THAT the Board of Governors of Sir Sandford Fleming College appoint KPMG LLP as the College's External Auditors for the fiscal year ending March 31, 2016.**

PREPARED BY: Office of the Vice-President Finance and Administration; Director, Finance

BOARD BRIEFING REPORT

SUBJECT: 2015-2016 Financial Plan Update

Submission to: Public Board Meeting
Meeting Date: November 25, 2015   **Agenda Item 5.2**

ACTION REQUESTED: Approval (requires a motion)

CONTEXT *(brief statement of the issue or request)*

Budgets are reviewed mid-year to update the preliminary budget for known adjustments to the original budget assumptions. The Budget Update must be approved by the Board of Governors for submission to the Ministry for consolidation into the provincial Interim Budget.

BACKGROUND *(includes a chronology of events, previous discussions/decisions leading to the recommendation)*

- Minister's Binding Policy Directive – Governance and Accountability Policy Framework, *Business Plan Operating Procedure*
- 2015-2016 Financial Plan, approved by the Board of Governors April 29, 2015

The Budget Update process is now complete. This process provides all budget managers the opportunity to formally review preliminary budget assumptions, recognize actual enrolment shifts, and make adjustments to account for events that may have occurred since establishing the preliminary budget. Administration has analyzed the adjustments required to the preliminary budget and submits the update for Board approval.

Attachments:
- 2015-2016 Budget Update Statement of Revenue and Expenditures
- 2015-2016 Capital Investment Plan
- 2015-2016 Updated Financial Plan
- 2015-2016 Financial Indicators

Analysis
The scope of analysis will depend on the nature of the issue but may include sub-headings such as Legal Analysis; Financial Analysis; Student Impact; HR Implications; Stakeholder Implications; Risk Analysis (strongly encouraged – details may be appended to this Report); Options Considered and Evaluated (pros and cons of each option – details may be appended).

Starting in 2015-2016, the College has been working toward a strategy to build College reserves. Key elements of this strategy were (1) the College planned international enrolment revenue using only 60% of potential, forecasted first year intake to mitigate risks inherent in the international market, and (2) all managers were asked to hold off on hiring upon staff turnover (i.e. retirements) for 3 months where possible in an order to reduce full time staffing costs. The results of these strategies can be seen in the Budget Update and are described within the following overview of the College's financial position.

Revenue
Overall revenue is projected to increase by $1.7 million to $104.9 million.

Most significantly, we have increased the total Tuition Revenue budget by $0.7 million.
- The College has seen the full enrolment forecast for international students materialize and we are now taking 100% of all international tuition revenue into the Budget Update. Winter enrolment still poses a degree of risk; however, given our summer and fall success, we have assessed this risk as low. Accordingly, international tuition has been increased by $1.2 million from Preliminary Budget.
- However, the College has continued to see a decline in domestic enrolment, thus reduced domestic tuition of $0.5M. This domestic decline is projected to continue through the winter semester.

Other Income is also impacted by this change in enrolment mix. This includes an increase to Other Income for international student health insurance and a decrease in Ancillary Fees due to the small decrease in the overall number of students enrolled.

Other revenue changes include an increase in apprenticeship seats allocated to the college and securing new contract training opportunities.

Changes to all revenue sources are detailed in the attached 2015-2016 Budget Update Statement of Revenue and Expenditures and within the 2015-2016 Updated Financial Plan document.

Expenditures
Expenditure adjustments were also required as a direct result of the change in enrolment mix and new activity. For example, international enrolment growth increases the cost of commissions paid to international agents and international health insurance premiums. However, as discussed previously in the development of the college preliminary budget, the budget was built with a plan for expenditure reductions that were subject to risk. The budget update reflects current analysis of these risks with updated expenditure lines where required.

Overall expenditures have increased by $0.9 million to $104.1 million.

Vacancy management and our strategy to delay full time hires have generated savings forecasted at $0.6 million; however turnover in full time faculty and changes in enrolment-driven academic program mix required some additional part time teaching contracts. Additional part time support staffing was also required with a focus on investment in some new contract training programs. Net savings in salary and benefits are forecast at $0.2 million.

Additional non salary costs include $0.3 million added to the international office budget for health insurance and agent commissions. An additional $0.2 million was added to contract training activities including investment in water–related program development for the government of India.

Areas of risk that required an increase to budget included an increase to College legal/audit budget. The College has seen an increase in certain activity with Human Resources and the unions requiring arbitration.

Additionally, as discussed as a risk in the Preliminary Budget, utility costs have risen above the year-start forecast by $0.2 million. This is a combination of utility market rate increases, as well as the requirement to maintain the McRae Campus longer than anticipated in the Preliminary Budget.

Changes to all expenditure lines are detailed in the attached 2015-2016 Budget Update Statement of Revenue and Expenditures and within the 2015-2016 Updated Financial Plan document.

As a result of all of the above adjustments, overall, this Budget Update provides a budget that enables the College to place $0.8 million of funding into reserves for future investment or to use for contingency. While the Update Budget forecasts a positive financial result, it should be noted that the budget allows for very limited investment in change, infrastructure upgrades or deferred maintenance

Changes to the Capital Asset/Investment Plan
The Capital Asset/Investment Plan was also adjusted through the Budget Update Process. Investment in capital assets has increased by $0.9 million to $3.4 million. Additions to the plan include $0.7 million for final modifications planned for KTTC. This will utilize the balance of ministry funding for this project as required by the end of this fiscal year. The Office of Applied Research was also successful in obtaining new grant funding and will be investing $0.2 million in new laboratory equipment that is fully funded.

Details of adjustments made to the original capital plan for cost overruns and/or project savings is detailed within the 2015-2016 Changes to College Investment/Capital Plan.

Implementation Strategy
List any matters to be addressed or steps to be taken to implement the recommendation.

This Budget Update projects $0.8 million available for contribution to College reserves for the year ending March 31, 2016. However, the budget is not without further risk. The greatest risks relate to winter enrolment projections, which are still subject to change, and the final cost of utilities including the McRae site. The

College will monitor its budgets closely through the remainder of the year and report status to the Board, along with any further action required.

Decision Point
To facilitate discussion, include specific questions for the Board's consideration in addressing the matter.

1. Is there support of the strategies and risks inherent in the proposed balanced 2015-2016 Financial Plan?
2. Does the Board agree with the proposed Updated Investment Plan?

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College approve the Updated Fleming College Financial Plan 2015-2016 and MTCU templates including adjustments to the Internal Restricted Reserve within Net Assets, which provides for:

Total Revenue of $ 104,916,202
Expenditures of $ 104,148,699
Capital Expenditure of $ 3,438,715
Net Assets at March 31, 2016 of $11,952,513 AND

THAT the Budget Update be submitted to the Ministry of Training, Colleges and Universities.

PREPARED BY: Office of the Vice-President, Finance and Administration

SIR SANDFORD FLEMING COLLEGE
Statement of Revenue and Expenditures
2015-2016 BUDGET UPDATE

		Current Year			
		Budget Update	Budget Current Year	Change from Prelim	Comment
Revenue					
Grants and Reimbursements		45,957,693.00	45,787,265.00	170,428.00	0.4% Added Apprentice seats
	Spring FT	1,890,944.00	2,004,401.00	(113,457.00)	-5.7%
	Fall FT	8,311,079.00	8,521,650.00	(210,571.00)	-2.5%
	Winter FT	8,153,735.00	8,294,459.00	(140,724.00)	-1.7%
	Total FT Domestic	18,355,758.00	18,820,510.00	(464,752.00)	-2.5% decline in domestic enrolment
	Total International	6,835,677.00	5,589,444.00	1,246,233.00	22.3% @ 100% enrolment plan
Apprenticeship Classroom Fee		144,492.00	116,100.00	28,392.00	24.5% Added Apprentice seats
	Total Part time	2,870,854.00	2,964,865.00	(94,011.00)	-3.2% decline Motorcycle training
Student Tuition Fees		28,206,781.00	27,490,919.00	715,862.00	2.6%
Contract Training		1,318,483.00	1,075,401.00	243,082.00	22.6% L&J (children's aid contract)
Other Income					
	Other Income	6,254,775.00	6,102,225.00	152,550.00	2.5% Health insurance - international
	Ancillary Fees	4,235,575.00	4,322,810.00	(87,235.00)	-2.0%
Total Other Income		10,490,350.00	10,425,035.00	65,315.00	0.6%
Amortization of Deferred Capital Contributions		4,497,000.00	4,315,000.00	182,000.00	4.2%
Total Operating Revenues		90,470,307.00	89,093,620.00	1,376,687.00	1.5%
Investments					
Skills Programs		3,678,690.00	3,678,690.00	-	0.0%
Tuition Holdback Bursaries		2,549,083.00	2,549,083.00	-	0.0%
Ministry Bursaries		257,400.00	257,400.00	-	0.0%
Special Projects		2,141,556.00	1,905,583.00	235,973.00	12.4% Added grants
Facilities Renewal and Renovation Projects		495,360.00	495,360.00	-	0.0%
Ancillary Operations		5,323,806.00	5,280,813.00	42,993.00	0.8% Residence reforecast
Total Revenue		$ 104,916,202.00	$ 103,260,549.00	$ 1,655,653.00	1.6%

SIR SANDFORD FLEMING COLLEGE
Statement of Revenue and Expenditures
2015-2016 BUDGET UPDATE

	Current Year			
	Budget Update	Budget Current Year	Change from Prelim	Comment
Expenditures				
Salaries and Benefits				
Salaries, Full Time	40,281,624.00	40,866,033.00	(584,409.00)	-1.4% As anticipated through vacancy management
Salaries, Part Time	12,376,186.00	11,884,493.00	491,693.00	4.1% Added PT staff for contract training
Benefits	11,517,720.00	11,576,366.00	(58,646.00)	-0.5%
Total Salaries and Benefits	64,175,530.00	64,326,892.00	(151,362.00)	-0.2%
Non-Salary Expenses				
Instructional Support Costs	4,731,184.00	4,636,446.00	94,738.00	2.0%
Travel and Professional Development	1,210,805.00	1,163,837.00	46,968.00	4.0% Includes India CT ($35K)
Advertising	972,922.00	975,336.00	(2,414.00)	-0.2%
Telephone, Audit, Legal & Insurance	1,354,007.00	1,094,170.00	259,837.00	23.7% Added Audit re special investigation/International health insurance
Equipment Maintenance	461,370.00	426,008.00	35,362.00	8.3% IT legacy equipment failures - offset by IT salary savings
Plant and Security	2,283,756.00	2,218,627.00	65,129.00	2.9% Added cost re: Farmhouse and Haliburton septic
Rentals and Taxes	885,598.00	883,198.00	2,400.00	0.3%
Utilities	2,645,558.00	2,435,074.00	210,484.00	8.6% Utility commodity price/global price market adjustment and impacts of McRae
Contract Services Trent	1,806,091.00	1,819,164.00	(13,073.00)	-0.7%
Services & Other	3,126,981.00	2,841,439.00	285,542.00	10.0% Includes added recruiter international, funding for India
Long Term Debt Interest	54,841.00	54,841.00	-	0.0%
Amortization of Capital Assets	6,087,152.00	5,850,000.00	237,152.00	4.1%
Contingency		300,000.00	(300,000.00)	-100.0%
Total Non-Salary Expenses	25,620,265.00	24,698,140.00	922,125.00	3.7%
Total Operating Expenditures	89,795,795.00	89,025,032.00	770,763.00	0.9%
Investments	289,888.00	279,360.00	10,528.00	3.8% Prior year project - late invoicing
Skills Programs	3,678,690.00	3,678,690.00	-	0.0%
Tuition Holdback Bursaries	2,549,083.00	2,549,083.00	-	0.0%
Ministry Bursaries	257,400.00	257,400.00	-	0.0%
Special Projects	2,141,556.00	1,905,583.00	235,973.00	12.4%
Facilities Renewal and Renovation Projects	320,000.00	320,000.00	-	0.0%
Ancillary Operations	5,116,287.00	5,245,401.00	(129,114.00)	-2.5% Deferred one time projects (residence and parking)
Total Expenditures	$ 104,148,699.00	$ 103,260,549.00	$ 888,150.00	0.9%
Net - Contribution to Reserves	$ 767,503.00	$ -	$ 767,503.00	

PROJECT NAME	BUSINESS NEED	Capital Asset	Updated Capital Asset
Frost Campus Master Plan - Deferred approved project from 2014/2015	Space requirements for efficient use of space and expansion to support student growth are key change drivers for this project. The College is evaluating the feasibility of expanding facilities that support the Arboriculture, and Conservation and Environmental Law Enforcement programs and is looking at options of expansion and renovations to the existing facility. The objective is to document a master planning strategy for the Frost Campus that is objective and has been developed with input from and consultation with College stakeholders.	$ 113,335	$ 80,634
Sutherland Campus Master Plan	Space requirements for efficient use of space and expansion to support student growth are key change drivers for this project. The objective is to document an interior planning strategy for the Sutherland Campus that is objective and has been developed with input from and consultation with College stakeholders. The outcome will illustrate the College's overall strategies for the layout of the interior of the Sutherland Campus and guide decisions related to future renovations and re-development of existing space to ensure a comfortable, pleasant, maintained-for learning environment for students and staff.	$ 98,000	$ 98,000
Roof - Resource Drilling & Blasting	This roof has had numerous leakage issues and multiple repairs over the past 3 years. Some have been severe enough to interrupt academic delivery. The roofing system on this building is original construction, 1990	$ 131,305	$ 131,305
Roof - Main Building West	Multiple roof areas have experienced numerous leakage issues and multiple repairs over the past 5 years. Academic delivery is impacted. The shingles were replaced in 1996. Shingles produced in this era offered 15-25 year life expectancy. The construction of the peak roofs and cathedral style ceilings in this building offer little or no below deck airflow, thus shortening the lifespan of shingles due to excessive heat in summer months.	$ 51,642	$ 51,642
LED Retrofitting of existing lamps	Upgrading the lighting fixtures to LED will reduce energy consumption and maintenance. Energy costs will be reduced $20,000 annually.	$ 53,867	$ 67,946
	Sub-total Building Construction, Renovations	$ 448,149	$ 429,527
	Items < $50,000	$ 79,114	$ 79,114
	Total Building Construction, Renovations	$ 527,264	$ 508,641
Core Firewall	As educational technology and IT technology have progressed there is an increasing demand to provide off site hosted services (for example student email and D2L). To enable access to these services IT have implemented a next generation firewall at the internet access point in and out of the College. To assist in managing this complexity the College needs another next generation firewall that protects its core services. Access to core services from multiple points becomes more manageable, flexible and still secure. ITS can accommodate more network changes requested by Academic divisions using this device as a safety net.	$ 50,000	$ 50,000

PROJECT NAME	BUSINESS NEED	Capital Asset	Updated Capital Asset
Enterprise Wireless Project plan	2015 - 2017 is targeted for significant network changes - Some $2Mil worth of equipment will be end of life and the College needs to uplift it's wireless network at the same time. Deferring these costs into another year or two would be unsustainable in conjunction with other projects.	$ 70,000	$ 70,000
Evolve Hardware Upgrade	As part of ITS multi-year planning, the Oracle/PeopleSoft Enterprise Resource Planning (ERP) system is nearing the end of its expected lifespan. As the functions of the ERP system are expanded, reliance on the system grows and user resource demand increases. The servers need to be regularly renew/replaced in order to keep pace with changes in industry software versions and the demands the College places on the system. Not replacing the servers at this time will result in $55,000 additional cost in operating for extending warranties.	$ 318,000	$ 318,000
Sub-total Network/System Upgrades		$ 438,000	$ 438,000
Items < $50,000		$ 26,000	$ 40,309
Total Network/System Upgrades		$ 464,000	$ 478,309
Wheel Loader	5 year asset management to replace aged equipment for Heavy equipment program, original asset purchased in 2001.To maintain the programs excellent reputation with industry and as a leader of revenue generation within the college we need to keep the fleet of machines current. Hence the need for purchasing new equipment.	$ 160,000	$ 134,431
Trim Dozer	5 year asset management to replace aged equipment for Heavy equipment program, original asset purchased in 2001.To maintain the programs excellent reputation with industry and as a leader of revenue generation within the college we need to keep the fleet of machines current. Hence the need for purchasing new equipment.	$ 125,000	$ 118,611
Geothermal Probe (Direct Push Drill)	Resources Drilling and Blasting Program has been able to rely on donated technology in the program for a number of years. Again donated funds are available specific to this program where the program has requested the purchase of a new drill technology to enable modernization of the program. This new technology is also more efficient and can be used in a number of the environmental programs. The donations available will not offset the entire cost of the equipment, thus the request was not put through for preliminary budget. With savings on the HEO vehicles, the school is now looking to move on acquiring this asset.		$ 90,000
Sub-total Academic Equipment		$ 285,000	$ 343,042
Items < $50,000		$ 253,492	$ 287,867
Total Academic Equipment		$ 538,492	$ 630,909
Parking Management Software System	The current parking management system required customers to submit a paper application to a clerk who then uses three separate software systems to complete the transaction. The purchase of modern Parking Management Software will greatly improve the customer experience and will reduce processing time for staff so they can focus on other customer service tasks.	$ 54,109	$ 54,109

PROJECT NAME	BUSINESS NEED	Capital Asset	Updated Capital Asset
Sutherland Parking Lots - Digital Parking Displays	The current gates that control parking access at all lots for Sutherland Campus are past their end of useful life by 2 years and are scheduled to be removed during the summer 2015 and will not be replaced. Once these are removed students, employees and visitors will have no way to know if the parking lot they are entering is full unless they drive in and circle the lot. The addition of these digital parking signs will provide drivers with the information they need to make a choice about where to park before entering a lot.	$ 65,148	$ 135,369
Street & Parking Lighting Upgrades	Replacement of existing non-efficient, high maintenance, HID exterior lights with energy efficient LED lighting for roadways and parking lots. The LED lighting will generate an energy savings of $29,877 per year meaning the payback for the asset will take 3.5 years including reduced maintenance costs. The life expectancy of these LED lights is 15 years, meaning for the 11.5 years after paying for themselves, there will be a life cycle cost savings of approximately $343,000.	$ 111,755	$ 137,405
Sub-total Parking Lot and Grounds Equipment		$ 231,012	$ 326,883
Items < $50,000		$ 94,061	$ 32,552
Total Parking Lot and Grounds Equipment		$ 325,074	$ 359,435
Residence - Roof Replacement	Residence Multi-year planning on scheduled roof repair. Funded by student residence fees	$ 355,000	$ 290,000
Life Safety System Consultant	The Frost Residence is scheduled to update the current fire safety system as it has reached the operational life expectancy. An engineering firm will be hired to provide consulting services to audit and design the system.	$ 50,000	$ 18,852
Life Safety System Upgrade	The Frost Residence fire alarm system upgrade will improve safety for students, guests and staff in addition to safe-guarding the residence facilities. This project is scheduled to be completed by the end of July 2015. With significant cost over run on this project Residence has re-scaled other projects to rebalance budget.	$ 150,000	$ 250,000
Painting both locations	Final year - 3 year project		
Sub-total Residence Capital		$ 555,000	$ 558,852
Items < $50,000		$ 60,000	$ 10,000
Total Residence		$ 615,000	$ 568,852
Laboratory Information Management System (LIMS) - PRIOR			$ 75,293
Inductively Coupled Plasma Optical Emission Spectrometry - ICP-OES			$ 89,059
Ion Chromatograph			$ 42,557
Glassware Washer	CAWT Grant funding for Laboratory Equipment		$ 14,660
			$ 221,569
KTTC - modifications	IT installs, additional equipment & renovation/space design for new programs to be launched Sept. 2016		$ 671,000
TOTAL CAPITAL INVESTMENTS- ALL FUNDING SOURCES		$ 2,469,830	$ 3,438,715

Fleming College
Financial Plan
Update
2015-2016

DRAFT

November 2015

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Table of Contents

I. <u>Summary</u>

Financial Plan for 2015/2016

Total revenues for this Updated Financial Plan are at $104.9 million, a modest increase of 1.6% over the 2015/16 Preliminary Budget. Total expenditures have also been projected to increase to $104.1 million, leaving $0.768 million available as contribution to College reserves.

Capital investment is budgeted at $3.4 million, an increase of $0.9 million from Preliminary Budget.

Net Assets are projected to be $12 million for March 31, 2016.

Fleming College Financial Plan - Budget Update 2015/16
SUMMARY
($ 000's)

	2015/16 Budget Update	2015/16 Preliminary Budget	$ Increase (Decrease)	% Increase (Decrease)
Revenue				
Grants & Reimbursements	$ 45,958	$ 45,787	$ 170	0.4%
Student Tuition Fees	28,207	27,491	$ 716	2.5%
Contract Training	1,318	1,075	$ 243	18.4%
Other Income	10,490	10,425	$ 65	0.6%
Amortization	4,497	4,315	$ 182	4.0%
Skills, Bursaries, Ancillary & Projects	14,446	14,167	$ 279	1.9%
Revenue	104,916	103,261	1,656	1.6%
Operating Expenses	83,709	83,175	$ 534	0.6%
Amortization Expense	6,087	5,850	$ 237	3.9%
Skills, Bursaries, Ancillary & Projects	14,353	14,236	$ 117	0.8%
Expenses	$ 104,149	$103,261	888	0.9%
Excess of Revenue over Expenditures	$ 767	$ -		

	Revised Projected Balance Mar 31/16	Year End Balance Mar 31/15	$ Increase (Decrease)	% Increase (Decrease)
NET ASSETS				
Invested in Capital Assets				
As of April 1, 1997	$ 2,417	$ 2,417	$ -	
Since April 1, 1997	15,188	14,691	497	
Total Invested in Capital Assets	17,605	17,108	497	2.9%
Unrestricted				
Operating (Board Reserves)	(3,632)	(3,892)	260	
Accrued vacation pay, Future Benefits and Derivative & Sick Leave & PSA *	(10,670)	(10,670)	-	
Total Unrestricted	(14,302)	(14,563)	260	-1.8%
Internally Restricted	2,254	2,244	10	
Subtotal Net Assets	5,556	4,789	767	16.0%
Externally restricted	6,395	6,395	-	
TOTAL NET ASSETS	$ 11,952	$ 11,184	$ 767	6.9%

II. Revenue

College revenues are budgeted at $ 104.9 million; an increase of 1.6% from revenues projected in the 2015/2016 Preliminary Budget.

Financial Plan - Budget Update *Fiscal Year 2015/2016*	Budget Update 2015/2016	Preliminary Budget 2015/2016	Budget Change	% Change
Revenue				
Grants and Reimbursements	$ 45,957,693	$ 45,787,265	$ 170,428	0.4%
Student Tuition Fees	$ 28,206,781	$ 27,490,919	$ 715,862	2.5%
Contract Training	$ 1,318,483	$ 1,075,401	$ 243,082	18.4%
Other Income				
Other Income	$ 6,254,775	$ 6,102,225	$ 152,550	2.4%
Ancillary Fees	$ 4,235,575	$ 4,322,810	$ (87,235)	-2.1%
Total Other Income	$ 10,490,350	$ 10,425,035	$ 65,315	0.6%
Amortization of Deferred Capital Contributions	$ 4,497,000	$ 4,315,000	$ 182,000	4.0%
Total Operating Revenues	$ 90,470,307	$ 89,093,620	$ 1,376,687	1.5%
Investments				
Skills Programs	$ 3,678,690	$ 3,678,690	$ -	0.0%
Tuition Holdback Bursaries	$ 2,549,083	$ 2,549,083	$ -	0.0%
Ministry Bursaries	$ 257,400	$ 257,400	$ -	0.0%
Special Projects	$ 2,141,556	$ 1,905,583	$ 235,973	11.0%
Facilities Renewal and Renovation Projects	$ 495,360	$ 495,360	$ -	0.0%
Ancillary Operations	$ 5,323,806	$ 5,280,813	$ 42,993	0.8%
Total Non Operating Revenues	$ 14,445,895	$ 14,166,929	$ 278,966	1.9%
Total Revenue	$ 104,916,202	$ 103,260,549	$ 1,655,653	1.6%

1. Grants and Reimbursements

Additional grants were provided to the college in-year with the approval of an increase to our Culinary Apprentice program.

2. Tuition Fees

Tuition fee revenue has increased from Preliminary Budget by $715,862 The College has experienced increased enrolment of International students and a small decline in Domestic student enrolment.

3. Contract Training

Additional contracts were negotiated during the year for contract training delivery to outside organizations.

4. Other Income

Overall, other income has increased by $152,550 from the Preliminary Budget.

Other Income is comprised of a variety of income streams from operations, including bookstore and cafeteria, as well as recovery from students for student supply fees and academic fees for field placements.

A significant component of this increase relates to the flow through of administration fees and health insurance fees collected from an increased number of International students.

5. Non-Operating Revenues

The revenue recorded in this category represents funding received from multiple sources including a variety of funds secured for projects with third party partners (i.e. funding for CAWT research) and MTCU grants for facility projects.   Special Project grants have been confirmed representing an overall increase from Preliminary Budget of $235,973.   These increases are offset fully by increases in matching expenditures.

Ancillary Operations represents revenues from the College Residence and Parking Revenues.

III. Expenditures

Financial Plan - Budget Update *Fiscal Year 2015/2016*	Budget Update 2015/2016	Preliminary Budget 2015/2016	Budget Change	% Change
Expenditures				
Salaries and Benefits				
Salaries, Full Time	$ 40,281,624	$ 40,866,033	$ (584,409)	-1.5%
Salaries, Part Time	$ 12,376,186	$ 11,884,493	$ 491,693	4.0%
Total Salaries	$ 52,657,810	$ 52,750,526	$ (92,716)	-0.2%
Total Benefits	$ 11,517,720	$ 11,576,366	$ (58,646)	-0.5%
Total Salaries and Benefits	$ 64,175,530	$ 64,326,892	$ (151,362)	-0.2%
Non-Salary Expenses				
Instructional Support Costs	$ 4,731,184	$ 4,636,446	$ 94,738	2.0%
Travel and Professional Development	$ 1,210,805	$ 1,163,837	$ 46,968	3.9%
Advertising	$ 972,922	$ 975,336	$ (2,414)	-0.2%
Telephone, Audit, Legal & Insurance	$ 1,354,007	$ 1,094,170	$ 259,837	19.2%
Equipment Maintenance	$ 461,370	$ 426,008	$ 35,362	7.7%
Plant and Security	$ 2,283,756	$ 2,218,627	$ 65,129	2.9%
Rentals and Taxes	$ 885,598	$ 883,198	$ 2,400	0.3%
Utilities	$ 2,645,558	$ 2,435,074	$ 210,484	8.0%
Contract Services Trent	$ 1,806,091	$ 1,819,164	$ (13,073)	-0.7%
Services & Other	$ 3,126,981	$ 2,841,439	$ 285,542	9.1%
Long Term Debt Interest	$ 54,841	$ 54,841	$ -	0.0%
Amortization of Capital Assets	$ 6,087,152	$ 5,850,000	$ 237,152	3.9%
Contingency	$ -	$ 300,000	$ (300,000)	n/a
Total Non-Salary Expenses	$ 25,620,265	$ 24,698,140	$ 922,125	3.6%
Total Operating Expenditures	$ 89,795,795	$ 89,025,032	$ 770,763	0.9%
Investments	$ 609,888	$ 599,360	$ 10,528	1.7%
Skills Programs	$ 3,678,690	$ 3,678,690	$ -	0.0%
Tuition Holdback Bursaries	$ 2,549,083	$ 2,549,083	$ -	0.0%
Ministry Bursaries	$ 257,400	$ 257,400	$ -	0.0%
Special Projects	$ 2,141,556	$ 1,905,583	$ 235,973	11.0%
Ancillary Operations	$ 5,116,287	$ 5,245,401	$ (129,114)	-2.5%
Total Non Operating Expenditures	$ 14,352,904	$ 14,235,517	$ 117,387	0.8%
Total Expenditures	$ 104,148,699	$ 103,260,549	$ 888,150	0.9%
Net College Contribution to Reserves	$ 767,503	$ -	$ 767,503	

1. Full Time Salaries

Full time (FT) salaries are budgeted based on the current College staff compliment and all Collective Agreements that are currently in place.   FT salaries also include approved staff sabbaticals and a provision for sick leaves.   Overall FT salary expenditures have decreased from Preliminary Budget by $584,409 mainly due to delays in planned hires. Many delays were proactive efforts to generate operating savings; however some savings also occurred naturally through staff turnover (i.e. filling vacancies internally, thus creating a second vacancy).

2. Part Time Salaries

Part time (PT) salaries have increased by $491,693 from the Preliminary Budget.   While a portion of this increase is in relation to new hires, to support one time in-year projects, the majority of the increase was due to the direct impact of changes in our enrolment mix from the original enrolment plan. Where programs experienced significant growth (for example with an influx of International students), more PT teaching resources were required for course delivery.

3. Benefits

Benefits have decreased accordingly with the change in staffing mix and delay of FT hires.

4. Non-Salary Expenses

Overall the Non-Salary Expenses project an increase of $922,125.
This significant increase is due to a variety of sources including:
- an increase in health insurance fees for our International students that were fully offset through an equal projected increase in Other Income/Student Fees
- an increase in the commissions payable to our International agents due to growth in International student enrolment
- added cost of investment to develop new contract training opportunities
- Increasing utility costs are due to market increases, compounded with continued requirements to maintain the McRae building.

5. Non-Operating Expenses

Investments, classified as expense as part of the overall capital/investment plan, have been increased by $10,528.   Special project grants and associated expenditures have both increased by $235.973.

IV. Capital

Capital spending for the 2015/16 Budget Update is planned at $3,438,715.
This represents an increase of $0.9 million from Preliminary Budget.

The most significant adjustment to the original capital plan is the addition of final estimated modifications for completion of the Kawartha Trades and Technology Center (KTTC).

Increases in CAWT capital spending at Budget Update are directly related to new grant funds secured by the Office of Applied Research in the year.

Capital budgeted for 2015/16 is summarized below:

	Budget Update	Preliminary Budget	Net Change
Building Construction, Renovations	$ 508,641	$ 527,264	-$ 18,623
Residence Capital	$ 568,852	$ 615,000	-$ 46,148
Parking Lot and Grounds Equipment	$ 359,435	$ 325,074	$ 34,361
Academic Equipment	$ 630,909	$ 538,492	$ 92,417
Network/System Upgrades	$ 478,309	$ 464,000	$ 14,309
KTTC modifications	$ 671,000	$ -	$ 671,000
CAWT - Laboratory Equipment	$ 221,569	$ -	$ 221,569
	$ 3,438,715	$ 2,469,830	$ 968,885

Fleming College Financial Plan
Budget Update 2015-2016
Financial Sustainability Metrics (Indicators)

Ratios	Benchmarks	2015/16 Update Budget	2015/16 Preliminary Budget	Change
Annual Surplus/(Deficit) ($ 000's)	> 0	$ 767	$ -	$ 767
Accumulated Surplus/(Deficit) ($ 000's)	> 0	$ 5,770	$ 5,002	$ 767
		Pass	**Pass**	
Net Assets to Expense Ratio	> 60.0%	79%	79%	0%
		Pass	**Pass**	
Debt Servicing Ratio	< 3.0%	1.4%	1.4%	0%
		Pass	**Pass**	
Quick Ratio	> 1.0%	1.2%	1.2%	0%
		Pass	**Pass**	
Debt to Assets Ratio	< 35.0 %	29%	29%	0%
		Pass	**Pass**	
Net Income to Revenue Ratio	> 1.5%	0.7%	0.0%	0.7%
		Fail	**Fail**	

Fleming College
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BOARD BRIEFING REPORT

SUBJECT: Frost Campus Master Plan

Submission to: Public Board Meeting
Meeting Date: November 25, 2015   **Agenda Item 5.3**

ACTION REQUESTED: Approval (requires a motion)

CONTEXT *(brief statement of the issue or request)*

Approval of the Frost Campus Master Plan will allow implementation and distribution of the document to our College community and other partners.

BACKGROUND *(includes a chronology of events, previous discussions/decisions leading to the recommendation)*

The role of the Master Plan is to provide overall guidance on improving Campus circulation, elevating awareness of Campus activities, creating outdoor classrooms, locating / expanding new facilities and buildings, and upgrading existing interior spaces.

A comprehensive and inclusive process was undertaken to develop the Frost Campus Master Plan. The project included detailed stakeholder interviews, site surveys, community engagement, administrative feedback and professional guidance. This included multiple engagement sessions with the Board, the last one the October 28, 2015 Committee-of-the- Whole meeting.

The final document is completed and ready for distribution to the College community, external stakeholder and others.

Attachments: N/A

Analysis
The scope of analysis will depend on the nature of the issue but may include sub-headings such as Legal Analysis; Financial Analysis; Student Impact; HR Implications; Stakeholder Implications; Risk Analysis (strongly encouraged – details may be appended to this Report); Options Considered and Evaluated (pros and cons of each option – details may be appended).

The adoption of the Frost Campus Master Plan creates a solid road map for future campus development. The document may also raise the question of funding expectations. There is no approved funding currently available for the identified projects. However, the plan does provide the College the opportunity to plan and seek new future funding opportunities. These opportunities include potential future Ontario or Federal Government funding, College funds/reserves/donations, annual MTCU Funding (FRG - Facilities Renewal Grant) or Annual MTCU Funding (CERF - College Equipment and Renewal Fund and AEF - Apprenticeship Enhancement Fund).

Implementation Strategy
List any matters to be addressed or steps to be taken to implement the recommendation.

The document will be available on the College website and distributed to key internal stakeholders. The document will also have limited print copies available for use in external engagement including potential funding requests.

Decision Point
To facilitate discussion, include specific questions for the Board's consideration in addressing the matter.

1   Does the Plan provide the appropriate framework for future development of the Frost Campus?
2.   Is the Board of Governors prepared to approve the Plan while recognizing that acquisition of funds will remain a significant and outstanding challenge?

RECOMMENDATION

> **THAT the Board of Governors of Sir Sandford Fleming College approve the *Frost Campus Master Plan.***

PREPARED BY: Office of the Vice-President, Finance and Administration

BOARD BRIEFING REPORT

SUBJECT: Strategic Mandate Agreement Report Back

Submission to: Public Board Meeting
Meeting Date: November 25, 2015   **Agenda Item 6.1**

ACTION REQUESTED: Information or Update

CONTEXT *(brief statement of the issue or request)*

Colleges are required to provide annual Report Backs on their respective three-year Strategic Mandate Agreements. The provincial portal design for this purpose went through some initial difficulties. Fleming College experienced delays in completing this Report Back yet we were able to submit our material for the November 15 deadline.

BACKGROUND *(includes a chronology of events, previous discussions/decisions leading to the recommendation)*

The 2014- 2015 Strategic Mandate Agreement (SMA) Report Back begins the transition to a new phase of college and university accountability reporting. Fleming's SMA outlines the role that we currently perform within the postsecondary education system and how we will build on our strengths and differentiate to achieve our vision.

The SMA Report Back is the first opportunity to publicly report on the performance of postsecondary institutions in terms of the progress they are making related to each individual college SMA.

Attachments:
• Report Back Submission

Analysis
The scope of analysis will depend on the nature of the issue but may include sub-headings such as Legal Analysis; Financial Analysis; Student Impact; HR Implications; Stakeholder Implications; Risk Analysis (strongly encouraged – details may be appended to this Report); Options Considered and Evaluated (pros and cons of each option – details may be appended).

This Report Back contains opportunities to use both quantitative and qualitative information to provide a progress report in the areas of jobs, innovation and economic development, teaching and learning (student satisfaction, graduation rates, retention, work-integrated learning, e-learning and hybrid learning), under-represented students, (including students with disabilities, first generation, aboriginal and international students), program offerings, student mobility and financial sustainability.

While there were a number of categories used to report progress, it is noteworthy that the format did not provide an opportunity for colleges and universities to report on progress with respect to differentiation.

Implementation Strategy
List any matters to be addressed or steps to be taken to implement the recommendation.

To complete our Report Back, the College shared the template with each ELT leader so that the specific areas could have their leaders complete the relevant sections. A draft Report was developed and reviewed with the Executive Leaders Team and the President prior to submission. It was also sent to the Communication department to ensure that the flow of material and overall read was easy and seamless.

Decision Point

To facilitate discussion, include specific questions for the Board's consideration in addressing the matter.

N/A

RECOMMENDATION

There are no recommendations as this report is provided for information.

PREPARED BY: Sonia Crook, VP Human Resources and Student Services

REPFW130 - PSED Accountability Report - SMA College Verification Report

Organization :   **Sir Sandford Fleming College**

Submission Period :   **SMA - Strategic Mandate Agreement College Annual Report 2014-2015**

STRATEGIC MANDATE AGREEMENT (SMA) - COLLEGE

2014-2015 Report Back

Introduction

The 2014-2015 Strategic Mandate Agreement (SMA) Report Back begins the transition to a new phase of college and university accountability reporting under the SMAs.

The SMAs between individual colleges and the Ministry of Training, Colleges and Universities (the ministry) outline the role that each 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 ministry and the college are committed to continuing to work together to ensure a postsecondary education system that achieves and supports accessibility, high-quality and student-centred learning experiences, social and economic development, financial sustainability and accountability.

As the ministry noted throughout the SMA process, robust metrics and reporting are crucial to achieving greater differentiation, and will lay the foundation for further transformation by providing the evidence base for future discussions and decisions.

In general, the metrics in the 2014-2015 SMA Report Back reflect the system-wide metrics in the ministry's Differentiation Policy Framework. Colleges and universities also have the opportunity to provide a narrative outlining each institution's strengths.

The ministry recognizes that many of these metrics are proxy measures and that more robust system-wide metrics will be developed in consultation with the sector. The ministry will continue to work with institutions to strengthen transparency and accountability by developing system-wide metrics. SMA Report Backs will be updated in the future as new system-wide metrics become available.

The annual SMA Report Back provides the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions in supporting student success, while continuing to build a high-quality and sustainable postsecondary education system.

1. Jobs, Innovation & Economic Development (JIED)

This component highlights Sir Sandford Fleming College's collaborative work with employers, community partners and regions, or at a global level, to establish the college's role in fostering social and economic development, and serving the needs of students, the economy and labour market.

In 2015, the ministry will be consulting institutions on a proposed short list of additional system-wide JIED metrics that have been developed in collaboration with the Ministry of Research and Innovation (MRI), Ontario Centres of Excellence (OCE), and MaRS Data Catalyst.

Through consultations with institutions, the ministry will select new metrics from the short list. These will become part of future SMA Report Backs. The additional metrics will serve as a basis for a narrative on the economic and social contribution of institutions to local communities and to the province.

1a. Graduate Employment

Per the KPI results reported in 2014-2015:	**Percentage**
The employment rate for 2014-2015 graduates, 6 months after graduation, at Sir Sandford Fleming College was:	84.00

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Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2014-2015, that Sir Sandford Fleming College used in 2014-2015 to measure graduate employment rate.

Fleming College, through leadership in its Career Services, Fleming Data Research and Marketing departments, reviews, prepares and distributes a graduate employment report that provides detailed statistical labour market information consolidated by school and program that lists jobs, companies and locations. This report is used for recruitment purposes and internal analysis with a focus on employers identified and not identified in the report to support our employer outreach strategy.

1b. Employer Satisfaction Rate

Per the KPI results reported in 2014-2015:   **Percentage**

The Employer Satisfaction rate for 2014-2015 graduates, 6 months after graduation, at Sir Sandford Fleming College was: 93.20

Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2014-2015, that Sir Sandford Fleming College used in 2014-2015 to measure Employer Satisfaction rate.

Fleming College uses Program Advisory Committee consultations as its primary method to measure employer satisfaction. To ensure fulsome discussions, the College provides questions about Fleming's graduate employment satisfaction to employers in advance of Program Advisory Committee meetings.

Fleming graduates' success in the workplace has further resulted in a notable increase of on-campus employer recruitment activity. For example, in 2014-15 the School of Environmental and Natural Resource Sciences experienced a 17% increase in employers recruiting at career fair events.

As well, many internships/placements have translated into employment for students. Haliburton School of The Arts reported that the majority of their internship students retained full-employment with the internship provider.

The creation of Placement Liaison staff positions has also facilitated regular discussion with employers surrounding satisfaction with Fleming graduate employees.

Career Services hosts multiple job fairs during the academic year with up to 50 employers at each event. Satisfaction surveys are then distributed electronically to employers following each event. Career Services also provides new and existing employers a document with an overview of available services. This document comes with an offer to contact a Fleming career educator directly to discuss employers' specific needs to ensure greater satisfaction.

1c. Employment in a Related Job

Per the results reported in the 2014-2015 Employment Profile for 2013-2014 graduates: **Percentage**

The number of graduates that were employed full-time in a related job at Sir Sandford Fleming College was: 46.20

Additional Information

Please indicate any methods, in addition to the Employment Profile for 2014-2015, that Sir Sandford Fleming College used in 2014-2015, to measure the number of graduates employed in a full-time related job.

Fleming College periodically reviews the graduate employment report, which provides detailed information on graduates employed in a full-time job related to their program. This supports Fleming's outreach strategy in targeting employers who have not recently hired our graduates, with a goal of increasing the employment of Fleming graduates. Fleming College's Advancement and Alumni department also hosts a LinkedIn page for alumni employed in a full-time related job and connecting them with current students.

Highlights

Please provide highlights of Sir Sandford Fleming College's collaborative work with employers, community partners and regions, or at a global level, to establish the college's

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role in fostering social and economic development, and serving the needs of students, the economy and labour market (up to 600 words approx.).

Fleming College's Employment Services offers a number of ministry led programs that connect the college and employers to foster economic development. Some of our community partners include:
• Peterborough Museum and Archives, City of Peterborough
• Habitat for Humanity, Peterborough
• Cultural Centre, Municipality of Minden Hills
• Wilberforce library
• Municipality of Highlands East
• Municipality of Dysart
• Camp Kawartha

Fleming College's programs are designed to incorporate learning opportunities both in the workplace and in our communities, providing our communities with access to college resources and skills. Some examples from 2014/2015 include:
• Sustainable Building Design and Construction program partnered with Bancroft Community Transit/Youth in Action.
• Ecosystem Management Technology students participate in Credit for Product (C4P) courses where they are matched with a community project.
• In 2014 Sir Sandford Fleming College signed an MOU with the Gamiing Nature Centre (gamiing.org) that identifies partnership opportunities for our students at the Centre.
• Two funded tree survey technician positions were created through the Eastern Ontario Development Program (EODP).
• Fleming College's FastStart program has afforded students the opportunity to partner with the Spark Centre, Greater Peterborough Innovation Cluster, and local businesses to refine their entrepreneurial ideas, build teams, and prepare solid business plans.

Fleming College's commitment to work collaboratively with employers, community partners and regions is embedded in its current strategic plan 2010-15. One of the strategic priorities in the plan is focused on building community success with the goal to make a valued and notable contribution to the workforce as well as economic and social development.

Career Services has an established multi-year action plan with a key goal of supporting community outreach and employer relations. This plan includes a number of objectives committed to serving the needs of students, the economy, and labour market including: a) increasing the number of employers registered in the college's database and posted jobs targeted for Fleming students and graduates; b) establishing partnership opportunities between recruitment and career services that includes labor market research information to support students' career exploration and program choice; c) ongoing communication with the local university, including a commitment to an annual meeting to discuss potential partnership opportunities and sharing resources for the benefit of our students, employers and local community.

Currently, there are 3209 employers with accounts on Fleming's job portal, including 685 new employer accounts created in 2014/2015.

On a global scale, Fleming College signed an MOU with India's National Skill Development Corporation (NSDC) to develop a Water Centre of Excellence in India with the goal of providing training in the "Green Skills" sector.

2a. Teaching and Learning - Student Satisfaction

The metrics in this component capture Sir Sandford Fleming College's strength 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.

2a. Student Satisfaction	Percentage
Per the Key Performance Indicator (KPI) results reported in 2014-2015, the student satisfaction rate at Sir Sandford Fleming College for KPI question #13 "Overall, your program is giving you knowledge and skills that will be useful in your future career"	88.70
Per the KPI results reported in 2014-2015, the student satisfaction rate at Sir Sandford Fleming College for KPI question #24 "The overall quality of the learning experiences in this program"	82.60

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| Per the KPI results reported in 2014-2015, the student satisfaction rate at Sir Sandford Fleming College for KPI question #39 "The overall quality of the services in the college" | 69.30 |
| Per the KPI results reported in 2014-2015, the student satisfaction rate at Sir Sandford Fleming College for KPI question #49 "The overall quality of the facilities/resources in the college" | 80.60 |

Additional Information

Please indicate any methods, in addition to the KPI survey results, that Sir Sandford Fleming College used in 2014-2015 to measure student satisfaction.

Examples of strategies employed by the various schools at Fleming College to solicit, and monitor, student satisfaction throughout 2014/2015 included:
• Regular classroom visits to seek student feedback.
• Informal questionnaires were developed to solicit student feedback pertaining to new faculty hires.
• Meetings with student government representatives.
• Program Coordinators conducted surveys designed to determine levels of student satisfaction.
• End of term student focus group meetings.
• Student representatives appointed to the newly formed Academic Council.
• Library/Tutoring: Internal surveys of students who used either service, facilitated by Fleming Data Research. As well, the Library hosted focus groups on the usability of digital resources.
• Career Services surveyed employers and students regarding their career preparedness related to their job search.
• Student Life conducted a survey of employers and students regarding their satisfaction with Fleming's summer transition program, Welcome Days.
• The Diversity Office conducted a satisfaction survey of participants taking the Positive Space program, which promotes safe and inclusive space on campus for LGBTQ students.
• The Housing Department took internal surveys of students who lived on campus and used college services (facilitated by Fleming Data Research).

Highlights

Please provide highlights of Sir Sandford Fleming College's activity in 2014-2015 that contributed to maintaining or improving student satisfaction. This could include a strategy, initiative or program viewed by Sir Sandford Fleming College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

The Integrated Program Planning committee made specific Key Performance Indicators and their improvement a priority. Action plans were then devised and rolled out. An Academic Council was formed in November 2014 to provide a forum for raising/addressing college-wide academic issues. Student representatives are appointed as standing members of Council and can make recommendations for improvements to academic policies/procedures. Many suggestions put forth (by students) were subsequently investigated/acted upon through appointed working groups and/or designated individuals.

The academic appeal policy was identified at Academic Council as a notable area for improvement by students. A working group (including student members) was tasked with research and revision to the existing policy. An improved, robust appeal policy/procedure was developed, approved and is currently in practice.

The college also conducted student focus groups by program, which provided insightful feedback that helped to inform program/curriculum revisions and improvements.

The Student Life department completed an overhaul of Fall Orientation based on student feedback. A new model was launched with the support of 15 campus partners, including our student administrative council, with an orientation focused on a welcoming, memorable, school-spirit filled program.

2014-15 was the second year of Career Services' multi-year action plan that includes objectives focused on increasing student satisfaction. This contributed to a 1st quartile student satisfaction result, a significant improvement over the previous year.

The Library developed and launched a series of online modules that cover the basics of information literacy and research skills. Working with Communications faculty, the Library implemented modules into curriculum so students would have basic levels of knowledge in advance of Library classroom/lab visits. The Library added to its existing ebook collections, participating in the Colleges eBook Consortium Project (providing access to over 168,000 titles, including more than 8,000 recently published titles, available

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from anywhere on or off campus). The Library acquired Kanopy and Curio video streaming services, providing quality educational content licensed for educational use.

Tutoring services were formerly delivered in the basement of the Sutherland campus, which was a barrier to some students. A new Learning Centre was created on the main floor, offering greater visibility and exposure. This has resulted in an increase in connections with students, faculty, and staff. An expanded drop-in tutoring schedule (25-30 hours per week) has allowed students to receive academic support in Math and Writing five days per week without any formal registration process. The WC-ONLINE booking system was also implemented to allow students to self-book one-on-one tutoring appointments in any course for up to two hours per week.

The Residence Life team implemented a positive reinforcement program called Rez Cup, in which points are awarded to students for pro-social behaviours, such as program participation, recycling, suite cleanliness and behaviours supporting academic success. At the end of each month, the floor with the highest point tally receives prizes. At the end of the academic year, an overall winner is named based on the accumulated points from September to April, and that floor is awarded the Rez Cup trophy.

Fleming's Health Services teams, located at both Peterborough and Lindsay campuses, provide daily access to a registered nurse, as well as weekly physician clinics on site in the Student Services Office. Every other year, with the assistance of Fleming Data Research, a comprehensive survey is conducted to measure student satisfaction and review the priorities and special needs of the student body. Comments are welcomed and this survey offers excellent insight into our existing service model and opportunities for improvement.

2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates	Percentage
Per the KPI results reported in 2014 , the graduation rate at Sir Sandford Fleming College is	66.50

Additional Information
Please indicate any methods, in addition to the KPI survey results reported in 2014-2015, that Sir Sandford Fleming College used in 2014-2015 to measure graduation rate.

Fleming extracted the number of graduates from its student Evolve portal, and used that data for Convocation, filtered by school and program and compared to previous years' data.

Tracking the progress of dual-diploma students and "out of cohort" students can be challenging. To rectify this in 2014-15, coordinators worked directly with the Registrar's Office to monitor students' progression, ensuring they were captured in graduate data.

Highlights
Please provide highlights of Sir Sandford Fleming College's activity in 2014-2015 that contributed to maintaining or improving the graduation rate. This could include a strategy, initiative or program viewed by Sir Sandford Fleming College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Fleming's academic schools adopted a proactive approach to providing student support for courses that statistically prove challenging and delay student graduation. For example:
• The School of General Arts and Science opened the Learning Centre and offered drop-in sessions for writing, mathematics, and computers.
• Haliburton School of The Arts offered weekly group tutorial sessions for Photoshop.

In addition to this, the college created two co-op officer positions in 2014-15. These positions support co-op and field placement activities, helping to ensure students meet their program requirements in order to graduate.

2c. Teaching and Learning - Student Retention

2c. Retention Rates

The table below has been pre-populated with the results from Sir Sandford Fleming College's 2013-2014 Report Back. Please identify Sir Sandford Fleming College's achieved results for 2014-2015 using the following methodology:

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Use November 1st Full-Time enrolment data to determine year-over-year retention in multi-year programs (programs in which enrolment is reported at minimum twice). Please include in your calculations all students who were on work/coop placements during the specified retention periods.

1st to 2nd Year : 2014 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = 0 ÷ 2012 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = X x 100 = X%

2nd to 3rd Year : 2014 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 0 ÷ 2012 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = X x 100 = X%

3rd to 4th Year : 2014 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = 0 ÷ 2012 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = X x 100 = X%

Entering Cohort	Retention Rate Achieved 2013-2014	Retention Rate Achieved 2014-2015
1st to 2nd Year	81.30	79.30
2nd to 3rd Year	89.50	87.60
3rd to 4th Year		

*NOTE: Institutions use a variety of student enrolment cluster groups in their student retention rate calculations. As such, comparison between prior year student retention rates and the 2014-2015 student retention rate is not recommended. The Ministry of Training, Colleges and Universities will continue to work with institutions to refine the student retention rate indicator for future SMA Report Backs.

Additional Information
Describe the methodology, survey tools, caveats and other information regarding the numbers reported above re: Student Retention Rate (up to 600 words approx.).

For 1st to 2nd Year retention calculation, the college removed students who began semester 1 in Winter 2014 from the 2014 2nd Year Full-Time Enrolment Headcount. (These students attend through the summer semester to catch up with the Fall 2013 semester 1 cohort, therefore retention could show as 100%.) The college also removed any advanced standing programs that students would complete before Fall 2014 (students not available to be retained).

For 2nd to 3rd Year retention calculation, the college included only 6-semester (3-year) programs and removed any advanced standing programs as new students coming in to upper semesters are not a measure of retention. The college also removed Environmental and Natural Resource Sciences technology option programs, as students must apply to semester 5 of these programs after completing a technician option (again, students coming in to upper semesters are not a measure of retention).

Highlights
Please provide highlights of Sir Sandford Fleming College's activity in 2014-2015 that contributed to maintaining or improving the retention rate. This could include a strategy, initiative or program viewed by Sir Sandford Fleming College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

The Schools of Health and Wellness and Justice and Community Development redesigned the Fitness and Health Promotion program curriculum to promote retention; introduced a compressed format for the Massage Therapy program; added additional intakes for the Personal Support Worker and Social Service Worker programs; redesigned practicum testing for Practical Nursing; and, redesigned Anatomy and Physiology I and II for all health science programs.

The School of Environmental and Natural Resource Sciences introduced a fast-track pathway for Urban Forestry students to enter the Arboriculture program, which led to the retention of 15 additional students. As well, the School of Trades and Technology facilitated coordinator and dean meetings with at-risk students.

Fleming College offers Welcome Days, a summer orientation transition program that helps new students prepare for the start of their academic year and subsequently contributes to their success. Retention rates of Welcome Days attendees versus non-attendees have been tracked for the past three years. The results demonstrate a

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retention rate that is up to 7% higher for those students who attended Welcome Days compared to those who did not.

The college supports the retention of its growing Indigenous student population through a variety of specialized services that offer connectivity to Aboriginal culture and connections with local First Nation communities and Elders. Aboriginal Student Services at Fleming offers a location for students to gather surrounded by their culture and supported by staff members, Elder visits, and event programming that facilitates lasting friendships and valuable learning.

First generation students, the first in their families to attend post-secondary education, are supported through special events and workshops. Staff members liaise with first generation students, which allows for a supportive environment that also includes other first generation students on campus. Parents of first generation students are also engaged and receive timely support information so that they too can engage in helping their family member succeed.

During the 2014-15 academic year, Fleming College Residence based a programming model around the wellness wheel, which encourages a well-rounded education outside of the classroom environment. Residence student staff focused on incorporating the following elements into programming for the residence community: physical, spiritual, career, social, emotional, and intellectual. Student staff members facilitated this further by focusing on students' individual needs, experiences, personality, and circumstances. A variety of programming for the residence community was key to ensuring all members' needs were met. While it was understood by the student staff that during the academic year different aspects of the wellness wheel would be out of balance, it was the student staff members' responsibility to attempt to regain balance through programming initiatives. By using this model, student staff members developed strong relationships with students in their residence communities, which in turn assisted with retention within the college community.

2d. Teaching and Learning - Work-Integrated Learning*

As part of the Ontario government's postsecondary education transformation agenda, the government is interested in expanding work-integrated learning (including co-operative education) to make future Ontario students more career and job ready. Co-ops, internships, work placements and other types of work-integrated, experiential or entrepreneurial learning are already available in colleges and universities, often in partnership with industry.

*DEFINITIONS:

Work-Integrated Learning (WIL) is the process where students learn from experiences in educational and practice settings and integrate those experiences for effective professional practice and employment (adapted from HEQCO, 2012).

A Co-operative Education Program is defined as one that formally integrates a student's academic studies with work experience. Usually the student alternates periods of study with experience in career-related fields according to the following criteria (adapted from Canadian Association for Co-Operative Education, http://www.cafce.ca/coop-defined.html, 2012):

- Each work situation is approved by the co-operative education institution as a suitable learning situation;
- The co-operative education student is engaged in productive work rather than merely observing;
- The co-operative education student receives remuneration for the work performed;
- The co-operative education student's progress on the job is monitored by the cooperative education institution;
- The co-operative education student's performance on the job is supervised and evaluated by the student's employer;
- The time spent in periods of work experience must be at least 30 per cent of the time spent in academic study

Based on the definitions provided above, please provide WIL data for Sir Sandford Fleming College in 2014-2015:

Co-operative Education Program Type	Number of programs at Sir Sandford Fleming College with a Co-op Stream	Number of students at Sir Sandford Fleming College enrolled in a Co-op program
Certificate	2	192
Diploma	4	268
Advanced Diploma		

Applied Degree

Highlights

Please provide highlights of Sir Sandford Fleming College's activity in 2014-2015 that contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples may include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by Sir Sandford Fleming College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

The data above is based on the number of students enrolled full-time in the following programs for both Fall 2014 and Winter 2015 (as students could be included twice in this count).
• Certificate: Arboriculture; Heavy Equipment Techniques
• Diploma: Earth Resources Technician; Sporting Goods Business; Urban Forestry Technician; Environmental Technician
• Graduate Certificate: Sustainable Agriculture; Advanced Water Systems and Operations Management

Blank categories in the above table should read 0.

The college introduced two new co-op programs in 2014-15 – Advanced Water Systems and Operations Management and Environmental Technician. As well, the Schools of Health and Wellness and Justice and Community Development created a Placement Office to assist students with acquiring, and preparing for, placements in industry.

Further to this, the FastStart program engaged students in a variety of innovative entrepreneurship programs, including boot camps and student incubators. These programs were designed to connect students with the tools and entrepreneurial support needed to find employment and/or start their own business.

Twice annually, the Haliburton School of The Arts hosts an end-of-semester public art exhibition and sale, showcasing the work of its students. And the Sustainable Building Design and Construction program continues to promote unique, project-based learning of the highest standards.

2e. Teaching and Learning - E-Learning

As part of the Ontario government's postsecondary education transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario. Sir Sandford Fleming College is asked to provide information on e-learning courses, programs and registrations in 2014-2015.

Fully Online Learning* and Synchronous Conferencing*

*DEFINITIONS:

Courses:

A *Fully Online Learning (asynchronous) course* is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. The online component is typically over 80% of the total delivery. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

A *Synchronous Conferencing course* is delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. Conferencing can make use of the public telephone system (ISDN), dedicated wideband networks or the Internet. A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

Programs:

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A Fully Online Learning (asynchronous) program describes a program that offers 80% or more of its courses fully online. For example, if a program consists of 10 courses (8 delivered fully online and 2 delivered via traditional face-to-face) the program is defined as a fully online program.

A Synchronous Conferencing program describes a program that offers 80% or more of its courses via synchronous conferencing. For example, if a program consists of 10 courses (8 via synchronous conferencing and 2 via traditional face-to-face) the program is defined as a synchronous conferencing program.

e-Learning Course, Program and Registration Data
Based on the definitions provided above, provide Sir Sandford Fleming College's eLearning data for 2014-2015:

Course Data	Ontario College Credential	Other Credential
Number of ministry-funded courses offered through fully online learning	254	351
Number of ministry-funded courses offered through synchronous conferencing		
Total Number of ministry-funded, for-credit courses offered in e-Learning format	254	351

Program Data	Ontario College Credential	Other Credential
Number of ministry-funded programs offered through fully online learning	2	15
Number of ministry-funded programs offered through synchronous conferencing		
Total Number of ministry-funded, for-credit programs offered in e-Learning format	2	15

Program Registrations	Ontario College Credential	Other Credential
Number of registrations in ministry-funded programs offered through fully online learning	1861	3746
Number of registrations in ministry-funded programs offered through synchronous conferencing		
Total Number of Registrations in ministry-funded, for-credit programs offered in e-Learning format	1861	3746

Additional Information

Describe methodology, survey tools, caveats and other information regarding the numbers reported above re: e-Learning Course, Program and Registration Data (up to 600 words approx.).

Fleming College recognizes that improvements to the college course coding system are required in order to more accurately retrieve eLearning course delivery data as required by these ministry definitions. Currently, results are tabulated from data made available to the Registrar's Office and reflect registrations regardless of final grade.

Certificates (programs) are a blend of credit and non-credit courses except for Human Resource Management and Teacher/Trainer of Adults, and all new online courses are entered into the system as "non-credit" by default. They are changed to "credit" courses when adopted by Fleming post-secondary programs as an equivalency course credit, elective or GenEd. This includes all courses by term for Fall 2014, Winter 2015 and Summer 2015 with an attribute of S (Ontario Learn) or W (Web), filtered for credit and non-credit.

The Ontario College Credential registration number is pulled by filtering the post-secondary sessions. The other credential number is pulled by filtering for only Ontario Learn courses.

Blank categories in the above table should read 0.

Hybrid Learning*

A Hybrid Learning course is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats, however the online component is typically 50-80% of the total course delivery. In this case, a hybrid learning course may have components delivered via

traditional face-to-face; however, over 50% of the course delivery should be online.

A <u>Hybrid Learning program</u> is one in which 80% or more of its courses are hybrid learning courses.

Additional Information

 Please highlight one example of Sir Sandford Fleming College's use of Hybrid Learning courses and/or programs.

Fleming College's School of Health and Wellness re-launched the Health Information Management program in 2014, using the re-launch as an opportunity to make course improvements. The Medical Terminology course, previously offered in-class, was re-designed to be offered in a hybrid delivery format. The new hybrid course enhances students' job readiness while providing additional online learning opportunities. Students have reported overall satisfaction with the course's hybrid delivery format and, due to the success of this conversion, other courses within the Health Information Management program are being investigated for hybrid delivery.

Highlights

 Please provide highlights of Sir Sandford Fleming College's activity in 2014-2015 that capture the strength in program delivery methods that expand e-learning options for students, and improve the student's e-learning experience and career preparedness. This could include a strategy, initiative or program viewed by Sir Sandford Fleming College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Fleming College's Geographic Information Systems (GIS) remote delivery program stands out as an example of the provision of unique eLearning opportunities for students. All classes are scheduled through Contact North, and the remote delivery allows students to experience being "in the same classroom" as the in-person students. The remote delivery courses use Saba Centra software, and faculty members are able to talk to remote students through AV equipment. Students then have the ability to respond via voice or online chat. For GIS students who cannot attend the GIS field camp in person, most activities are filmed and made available online. The GIS program has negotiated with software companies to allow copies of the GIS software to be loaded onto students' home computers. Online tutoring is available, and Skype is used for both communication with faculty and to give students a platform to build their own community online.

3a. Student Population - Under-Represented Students

This component highlights Sir Sandford Fleming College's contributions to improve access and success for underrepresented groups (Aboriginal, first generation, students with disabilities and French-language students).

Full-Time Students   **# of Students**

 The total Full-Time Headcount Enrolment* at Sir Sandford Fleming College in 2014-2015:   5277

*Please refer to Section 4 (Program Offerings) for the definition of Full-Time Headcount Enrolment.

3a. Under-Represented Students: Students with Disabilities*, First Generation*, Aboriginal and French-Language* Students

*Note: Please do not include International Students in the calculations below.

Students with Disabilities

*DEFINITION: <u>Students with disabilities</u> is the total number of students with disabilities (excluding apprentices) registered with the Office for Students with Disabilities and reported in Table 1 of Sir Sandford Fleming College's annual report to the Ministry for the Accessibility Fund for Students with Disabilities (AFSD).

Students With Disabilities	**# of Students**	**Percentage**
The total number of Full-Time Students with Disabilities at Sir Sandford Fleming College who registered with the Office for Students with Disabilities and received support services in 2014-2015:	835	
The total indicated above as a comparative % of Sir Sandford Fleming College's 2014-2015 Full-Time Enrolment Headcount:		15.82

First Generation Students

*DEFINITION: <u>First Generation</u> is a student whose parent(s)/guardian(s) has/have not attended a postsecondary institution. If a sibling of the student has attended a postsecondary institution, but the parent(s)/guardian(s) have not, the student is still considered a First Generation student.

- Parents/guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.
- Postsecondary Attendance: have attended (but have not necessarily obtained a credential from) any institution of higher education in Ontario or elsewhere including outside Canada after high school (includes programs that lead to a postsecondary credential. e.g., degree, diploma, certificate).

First Generation Students

	# of Students	Percentage
The total number of Full-Time First Generation Students enrolled at Sir Sandford Fleming College in 2014-2015:	1731	
The total indicated above as a comparative % of Sir Sandford Fleming College's 2014-2015 Full-Time Enrolment Headcount:		32.80
The total number of Part-Time First Generation Students enrolled at Sir Sandford Fleming College in 2014-2015:		

Aboriginal Students

* DEFINITION: Aboriginal is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Aboriginal peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, languages, cultural practices and spiritual beliefs.

Aboriginal Students	# of Students	Percentage
The total number of Full-Time Aboriginal Students enrolled at Sir Sandford Fleming College in 2014-2015:	284	
The total indicated above as a comparative % of Sir Sandford Fleming College's 2014-2015 Full-Time Enrolment Headcount:		5.38
The total number of Part-Time Aboriginal Students enrolled at Sir Sandford Fleming College in 2014-2015:		

French-Language Students

* DEFINITION: A student is considered a French-language student if he or she meets at least one of the following criteria -
1) His/her mother tongue is, or includes French (the student is a francophone);
2) His/her language of correspondence with the institution is French;
3) He/she was previously enrolled in a French-language education institution; or
4) He/she was enrolled in a postsecondary program delivered at least partially in French.

French-Language Students	# of Students	Percentage
The total number of Full-Time French-Language Students enrolled at Sir Sandford Fleming College in 2014-2015:		
The total indicated above as a comparative % of Sir Sandford Fleming College's 2014-2015 Full-Time Enrolment Headcount:		
The total number of Part-Time Francophone Students enrolled at Sir Sandford Fleming College in 2014-2015:		

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above. (up to 600 words approx.)

The Students with Disabilities numbers are derived from the ministry AFSD/SAWD 2014-15 report. The college uses Clockwork, a scheduling and data collection platform, to obtain numbers for this report. Information about part-time student status and international student status is not tracked through this platform; therefore it is not possible to completely exclude these two student groups (it is unlikely that many international students would access services for students with disabilities).

First Generation student numbers are collected through Fleming's internal Evolve system as well as through an OCAS indicator. The number reported here represents the unique count of First Generation students who attended Fleming full-time in Summer 2014, Fall 2014 and/or Winter 2015 (if a student attended in more than one term, they were counted only once).

Aboriginal student numbers are determined in three ways: OCAS indicator; a First Year Student Survey administered by Fleming Data Research; and an in-house self-identification process.

Blank categories in the above table should read 0.

Student Population - Students with Disabilities, First Generation, Aboriginal and French-Language Students
Highlights
Please provide highlights of Sir Sandford Fleming College's activity in 2014-2015 that capture contributions to improve access, and success for underrepresented groups - Aboriginal, first generation, students with disabilities and French-language students (up to 600 words approx.).

Aboriginal and First Generation student services staff meet one on one with students to ensure underrepresented students transition effortlessly into their respective programs. Assisting students with their unique needs and making sure they connect with the appropriate services on campus improves access and success. Culture and community are important aspects of being successful for Aboriginal and First Generation students, who are often away from their home communities and their families. College staff provide access to Elders, traditional knowledge, cultural events, and student clubs that further ensure support and connectivity.

There were significant improvements for Fleming students with disabilities in 2014-15. The college redesigned its summer transition program for students with learning disabilities, and this fall Fleming had 52 students participate, about 20 more students than the college could accommodate in past years. Fleming also redesigned its Accessible Education Services website to make it fully accessible and more informative. The Learning Strategist model has evolved as well, focusing more on a meta-cognitive approach that focuses on student strengths and better integration of technology. And Fleming recently amalgamated the accommodated Testing Centre with the general on-line academic Testing Centre. The new Testing Centre is now far more physically accessible for students with disabilities. Finally, the college added a permanent part-time Accessibility Facilitator position. This individual works with faculty and staff in all areas of the college, supporting them to ensure that all materials and resources are accessible for our students and the public.

More generally, Fleming College's Student Life department coordinates and distributes a monthly e-newsletter, Student Health 101, which contains targeted information and supports for underrepresented groups. Between September 2014 and April 2015, there were 4,015 unique visits to the e-newsletter.

3b. Student Population - International Students
International Students

DEFINITION: <u>International Enrolment</u> is the headcount of full-time international students who are a non-Canadian citizen or non-permanent resident (i.e. Student Visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) studying as of November 2014 at Sir Sandford Fleming College, including students who are ineligible for funding consideration.

International Students	# of Students	Percentage
Sir Sandford Fleming College reported to the ministry Full-time International Enrolment* in 2014-2015:	393	
The total indicated above as a comparative % of Sir Sandford Fleming College's 2014-2015 Full-Time Enrolment Headcount:		7.45
Sir Sandford Fleming College's 2014-2015 Part-time International Enrolment is	1	

Additional Information
Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

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Highlights

Please provide highlights of Sir Sandford Fleming College's activity in 2014-2015 that contributed to maintaining or improving the international student experience at Sir Sandford Fleming College. This could include a strategy, initiative or program viewed by Sir Sandford Fleming College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Fleming College's international post-secondary student population is continuing to grow at a fast rate, with international enrolment at 7.5%, comprising 2% more of Fleming's total enrolment than the previous year. International students represent more than 20 different countries with the majority coming from India. The college has developed plans to further diversify the international student population and will be implementing those plans in the coming year. A new, successful orientation program was implemented for international students prior to the start of classes for the January 2015 intake. The students received this new program positively and it will be refined for next year.

As well, the college formed a new committee, the International Education Committee, with membership from students, staff and administration. The committee's mandate is to develop and champion Fleming's internationalization strategy. The major areas of strategy focus have been identified and will serve to ensure a more holistic approach related to international efforts. Centennial College continues to provide tremendous support to Fleming's international efforts and has included the college in the Panama teacher project that will involve teachers from Panama attending Fleming for eight and 16 week English and Teacher training sessions in 2016.

3c. Student Population - Proportion of an institution's enrolment that receives OSAP*

Definition: Receives OSAP is the number of OSAP awards, including any student at Sir Sandford Fleming College who has applied for full-time OSAP assistance and qualified for assistance from any federal or Ontario OSAP loan or grant program, and any student who applied using the stand-alone 30% Off Ontario Tuition grant application and was issued a 30% Off Ontario Tuition grant.

Proportion of an institution's enrolment that receives OSAP	# of Students	Percentage
Sir Sandford Fleming College's 2014-2015 proportion of an institution's enrolment that receives OSAP is	4041	76.60

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

All OSAP data is reported based on established ministry criteria.

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.

    a. Concentration of full-time enrolment headcount* at colleges by occupational cluster and by credential

    b. Institution's system share of full-time enrolment headcount by occupational cluster and by credential

DEFINITION: Headcount is the un-audited 2014-2015 full-time funding eligible enrolment count submitted on November 1, 2014 by Ontario publicly funded colleges to the ministry's College Statistical Enrolment Report (CSER). Headcount does not include part-time, funding ineligible, nursing, Second Career, apprentice or international students.

Occupational Cluster (Credential Level)	# of students in a program as a % of total # of students across all programs at Sir Sandford Fleming College	Sir Sandford Fleming College's share of system-wide enrolment in each PROGRAM

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Applied Arts - Art (Certificate)	0.72	3.47
Applied Arts - Art (Diploma)	0.80	10.99
Applied Arts - Art (Post Diploma)	1.16	65.59
Applied Arts - Child/Youth Worker (Advanced Diploma)	2.99	3.16
Applied Arts - Crafts (Certificate)	0.19	26.32
Applied Arts - Developmental Services Worker (Diploma)	1.59	5.28
Applied Arts - Education (Diploma)	3.47	2.48
Applied Arts - Fashion (Diploma)	0.47	1.17
Applied Arts - Human Services (Diploma)	5.44	4.33
Applied Arts - Landscape And Horticulture (Certificate)	1.38	69.52
Applied Arts - Landscape And Horticulture (Diploma)	0.61	7.29
Applied Arts - Law And Security (Diploma)	7.98	4.15
Applied Arts - Law And Security (Advanced Diploma)	1.38	100.00
Applied Arts - Law And Security (Post Diploma)	0.87	17.42
Applied Arts - Media (Certificate)	0.13	1.18
Applied Arts - Media (Post Diploma)	0.21	1.73
Applied Arts - Preparatory/Upgrading (Certificate)	4.53	2.08
Applied Arts - Recreation/Fitness (Diploma)	2.31	3.11
Applied Arts - Recreation/Fitness (Post Diploma)	0.44	8.46
Business - Accounting/Finance (Advanced Diploma)	1.38	1.54
Business - Culinary Arts (Certificate)	0.27	1.67
Business - Culinary Arts (Diploma)	0.42	0.87
Business - Hospitality Management (Diploma)	0.57	1.39
Business - Human Resources/Industrial Relations (Advanced Diploma)	0.91	2.71
Business - Legal (Diploma)	1.84	3.10
Business - Management (Diploma)	1.10	1.77
Business - Management (Advanced Diploma)	1.91	3.01
Business - Management (Post Diploma)	0.25	2.25
Business - Marketing/Retail Sales (Diploma)	0.66	1.47
Business - Marketing/Retail Sales (Advanced Diploma)	1.04	3.00
Business - Office Administration (Certificate)	0.40	3.39
Business - Office Administration (Diploma)	0.36	2.17
Business - Office Administration (Health) (Diploma)	0.40	1.17
Business - Travel/Tourism (Certificate)	0.25	20.97
Business - Travel/Tourism (Diploma)	1.80	4.29
Health - Health Technology (Diploma)	2.37	5.92
Health - Health Technology (Advanced Diploma)	1.69	2.38
Health - Miscellaneous (Diploma)	0.91	2.94
Health - Nursing Related (Certificate)	1.16	3.81
Health - Nursing Related (Diploma)	4.79	3.64
Technology - Automotive (Certificate)	1.48	16.02

Technology - Automotive (Diploma)	0.15	0.82
Technology - Chemical/Biology (Advanced Diploma)	2.44	6.74
Technology - Civil (Certificate)	1.06	7.94
Technology - Civil (Post Diploma)	1.08	31.67
Technology - Electronics (Certificate)	0.68	3.77
Technology - Electronics (Diploma)	3.16	4.38
Technology - Electronics (Advanced Diploma)	0.81	0.78
Technology - Geology/Mining (Diploma)	0.97	30.36
Technology - Instrumentation (Diploma)	0.57	27.03
Technology - Mechanical (Certificate)	0.72	3.68
Technology - Mechanical (Diploma)	1.61	3.61
Technology - Miscellaneous (Certificate)	1.27	10.09
Technology - Resources (Certificate)	1.16	59.80
Technology - Resources (Diploma)	18.29	49.46
Technology - Resources (Advanced Diploma)	1.71	18.56
Technology - Resources (Post Diploma)	0.59	16.40
Technology - Welding (Certificate)	1.12	9.04

c. Number of apprentices, pass/fail rate and annual funding in each trade	Number of Apprentices	Pass/Fail Rate	Annual Funding
Exam Prep Initiative	24	0.00	8082.00
Electrician - Construction and Maintenance	121	99.00	229331.00
General Carpenter	166	99.00	359450.00
Cook	3	100.00	9463.00
Total	314		606326.00

Highlights

Please provide highlights of Sir Sandford Fleming College's activity in 2014-2015 that contributed to maintaining or improving programming. This could include a strategy, initiative or program viewed by Sir Sandford Fleming College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Fleming College implemented a gated process for new program development in the Spring of 2014. The purpose of this process is to ensure there is robust market analysis and academic rigor before committing to program development. There are five gates within the process; at each gate the project review board, consisting of top leadership from all areas of the college (Academics, Finance, HR, Marketing, Quality, and International) evaluates each business case at the various stages in the gated process. At each gate the business case is evaluated against SMA fit, Strategic Plan fit, budget, labour market information, and all other programs under consideration. Using this new process, recently completed programs are Patient Navigator Graduate Certificate (new to system, new in Canada) and Graphic Design – Visual Communications Advanced Diploma (different than system). Equally important, two programs were halted due to anticipated low demand, or discovery that other colleges were near completion of a similar program.

Fleming College also implemented a new Integrated Program Planning model, complete with an Excel based tool that factors in program quality, program demand, and program contribution to overhead, and produces a ranking of all Fleming programs. This allows the college to look at the bottom 20 programs annually to seek improvements, recommend suspensions, and feed ideas for new programs. It also allows the college to see which programs increase year over year or decrease year over year so the Deans and Chairs can investigate best practices and/or respond to changes in a timely manner.

5. Student Mobility

As part of the development of metrics under the SMAs, the ministry will be developing long-term indicators for credit transfer in consultation with the sector.

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The ministry anticipates that as data collection systems in institutions evolve, data sets will become more complete.

In future years, the ministry will be expecting more complete data that will profile 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, metrics related to credit transfer pathways and collaborative or joint programs between or within sectors.

ONCAT is leading the development of Student Mobility indicators for use in future SMA Report Backs.

Transfer applicants and registrants

The ministry is using the following data from the College Graduate Outcome Survey @ 6 Months to inform the latest trends in college to university student transfers

Year	Total # of Sir Sandford Fleming College graduates who participated in Graduate Survey (A)	# of Sir Sandford Fleming College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B)	% of Sir Sandford Fleming College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B ÷ A x 100)	Total # of all college graduates who participated in Graduate Survey (C)	# of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D)	% of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D ÷ C x 100)
2010-2011	1797	103	5.73	50622	3355	6.63
2011-2012	2021	109	5.39	57701	3463	6.00
2012-2013	1935	127	6.56	57462	3424	5.96
2013-2014	1775	98	5.52	54467	3003	5.51
2014-2015	1562	64	4.10	52039	2465	4.74

Per the College Graduate Outcomes @ 6 Months data reported in 2014-2015 (based on 2013-2014 graduates), **Percentage**

The percentage of Sir Sandford Fleming College students who were satisfied or very satisfied with academic preparation for university was   92.90

The percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was   79.60

NOTE: The ministry recognizes that this is a census survey in which the response rate is approximately 66%. The ministry also recognizes that this only captures college graduates who have transferred within 6 months of graduation and is not the complete picture of college-university transfer students.

Highlights

Please provide highlights of Sir Sandford Fleming College's activity in 2014-2015 that contributed to ensuring that students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to expansion of credit transfer pathways and collaborative or joint programs between or within sectors, changes to student supports viewed by Sir Sandford Fleming College to be an innovative practice, or improved timeliness of credit/credential recognition (up to 600 words approx.).

Fleming College is committed to improving pathways and increasing access to opportunities for prospective and current students, and alumni. Over the past academic year

Personal information is confidential and must be protected
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Fleming College has been engaged in several of these activities, including:

• The college has conducted and completed a thorough review and analysis of all existing credit transfer and articulation agreements. This included a brief gap analysis by credential and program, which identified strategic external partners and also internal pathway strengths and weaknesses. Further, this permitted the cataloging of all credit transfer and articulation agreements into a central database for seamless institutional reporting.
• Leveraging the ongoing credit transfer and articulation agreement review, analysis, and cataloging activities, Fleming was able to re-design its Education Pathways website and streamline the update and maintenance processes. This change has eliminated manual manipulation and data entry conducted by a web developer. The college is evaluating additional improvements to the website's presentation, and the inclusion of it in Fleming's myCampus portal.
• Fleming has started preliminary work to enrich the existing Fleming College General Arts and Science – University Transfer (UT) program. Proposed changes include providing programming alternatives, and bidirectional remediation for academically at-risk students at Trent. Further, discussion is ongoing to expand the UT program beyond arts into business, science, and environmental science disciplines.
• Fleming College is actively fostering external relationships with other strategic institutions. It is the institution's discretion to look for external funding opportunities to build strategically beneficial and innovative credit transfer or pathway opportunities, either lateral or multilateral, for prospective and current students and alumni.

6. Financial Sustainability

1. Annual Surplus/(Deficit) - (revenue - expenses)	**Amount**
Annual Surplus/(Deficit)	306664.00

2. Accumulated Surplus/(Deficit) - (unrestricted net assets + investments in capital assets)	**Amount**
Accumulated Surplus/(Deficit)	5002235.00

3. Quick Ratio (current assets) / (current liabilities)	**Amount**
Current Assets/Current Liabilities	1.25

4. Debt to Assets Ratio (debt) / [(assets) - (equity adjust)]	**Percentage**
Debt/Assets	29.00

5. Debt Servicing Ratio (interest expense + principal payments) / (revenue)	**Percentage**
Total Debt Serviced/Revenue	1.61

6. Net Assets to Expense Ratio (net assets) / (expenses)	**Percentage**
Net Assets/Expenses	80.46

7. Net Income to Revenue Ratio (revenue - expenses) / (revenue)	**Percentage**
Net Income to Revenue	0.29

Highlights

Please provide one or more highlights that demonstrate Sir Sandford Fleming College's commitment to continued financial sustainability.

Fleming College improved its financial sustainability by completing the fiscal year 2014-15 with a small budget surplus. This was accomplished through increased success in targeted international student recruitment, and proactive financial management and in-year savings identification strategies. This assisted the college in mitigating a significant unbudgeted environmental contamination issue at the McRae Campus, which had to be accounted for out of operating funds.

The college further deployed Integrated Program Planning and Lean Management processes (funded by the ministry's Product and Innovation Fund), which generated improved operating efficiencies in several departments and across many academic schools. As well, a new building automation system was implemented (funded by the ministry's Financial Health and Sustainability Fund), resulting in energy savings for 2014-15 and future years.

7. Attestation

By submitting this report to the ministry: **Checkbox**

Sir Sandford Fleming College confirms that all information being submitted to the ministry as part of the 2014-2015 SMA Report Back is accurate and has received approval from Sir Sandford Fleming College's Executive Head.   ☐

For additional information regarding Sir Sandford Fleming College's 2014-2015 SMA Report Back please contact   **Information**

Name: Sonia Crook

Telephone: (705) 749-5530 ext. 1338

Email: sonia.crook@flemingcollege.ca

BOARD BRIEFING REPORT

Fleming College
LEARN | BELONG | BECOME

SUBJECT: Fleming College Procurement Processes

Submission to: Public Board Meeting

Meeting Date: November 25, 2015   **Agenda Item 7.1**

ACTION REQUESTED: Information or Update

CONTEXT (*brief statement of the issue or request*)

A report in response to the Board's request for information on the College's purchasing processes; it offers a high level overview with further details presented at the meeting.

Purchasing processes are governed by College Policy # 4-411, Purchasing last updated in 2014. This policy is guided by, and must be in compliance with, the Ontario Government's Broader Public Sector (BPS) Procurement Directive, issued in 2011, as well as the Canadian Agreement on Internal Trade (AIT).

BACKGROUND (*includes a chronology of events, previous discussions/decisions leading to the recommendation*)

Fleming College purchases many goods and services throughout the year in running its operations and for capital items. While many are small dollar routine items, there are many that are more material and/or require long term contracts to be in place that are handled through varying forms of public tender processes.

Over the years, the standardized rigor for publicly accountable entities approval and documentation requirements for tender processes have increased steadily.   This became significantly more impactful on the College with the passing of the province's Broader Public Sector (BPS) Procurement directive in 2011. This directive contains 25 mandatory requirements including direction on procurement thresholds and approval levels.

A key requirement relates to maximizing the value-for-money of public funds; this translates into ensuring that goods and services are tendered on a regular basis and are delivered at the optimum total lifecycle cost - this requires in most cases the tendering/negotiation of multi-year contracts. In some cases, legacy contracts had been in place in many parts of the BPS for 20 or more years. Now, each one must be planned and resourced for a full RFX process (*Request For* … where "X" is a variable, e.g. proposal, quote). At Fleming, the Purchasing department currently tracks approximately 200 large contracts and conducts approximately 200 RFX projects per year.

Examples of one-time and multi-year contracted expenditures:

One-time: Small dollar academic equipment, travel, meals, books and periodicals, PC refreshes (done in batches), etc. Construction contracts are large dollar, one-time procurements.

Multi-year: IT infrastructure equipment and copiers (usually with multi-year warrantee and support contracts), cellphones/phone/internet services, insurance, food services, security services, cleaning services, snowplowing, coaches/buses, leases, audit services, etc.

To assist in managing the volume of transactions now requiring tender processes, the Government encourages and tracks institutes' collaborative buying as this is generally understood to result in better pricing/volume discounts. Solutions such as the Ontario Educational Collaborative Marketplace (OECM) select provincial government 'Vendors of Record' that have been made available to colleges, and multi-institutional group contracts are the most commonly used tools in our sector.

The BPS Procurement Directive provides clear direction on dollar thresholds requiring a minimum number of bids and/or competitive tender processes. It provides guidelines for levels of management and board approval levels, but ultimately leaves the setting of each entity's threshold levels for boards to determine.

These approval and reporting requirements vary somewhat between colleges and are frequently reviewed. A comparison of Fleming College to other Ontario colleges' board-approval levels will be provided at the meeting; at least 16 of 24 Ontario Colleges have a Board approval level set at $1-million or higher.

Another nuance is related to whether specific procurement items were included in the board-approved annual budget or not. Many Colleges and other BPS entities only require board approval of items that were not included in the annual budget or are over that budget by an amount that exceeds approval thresholds requiring board approval. As of 2011, the policy at Fleming College is that the Board approves any item (or multi-year contract) with a total pre-tax value exceeding $500,000 regardless of whether it was already approved in the College Budget.

Attachments:
• College Policy #4-411, *Purchasing*
• OECM Document, *Quick Facts About Colleges' Participation*

• Optional Reading: the BPS Procurement Directive
  (https://www.doingbusiness.mgs.gov.on.ca/mbs/psb/psb.nsf/Attachments/BPSProcDir-pdf-eng/$FILE/bps_procurement_directive-eng.pdf)

Analysis
The scope of analysis will depend on the nature of the issue but may include sub-headings such as Legal Analysis; Financial Analysis; Student Impact; HR Implications; Stakeholder Implications; Risk Analysis (strongly encouraged – details may be appended to this Report); Options Considered and Evaluated (pros and cons of each option – details may be appended).

Implications on College Operations
Across Canada, colleges' academic years begin in September. Consistent with that, many contracts mirror the timing of the academic year. They expire in spring/summer and commence in the fall. This translates into many tender processes reaching completion during the spring and summer at a time when board meetings are at their busiest and then during the normal summer break from regular meetings.

A further operational observation is that if a tender is well designed and executed and if bids are effectively evaluated, notwithstanding the high dollar amounts that may be involved, the decision on awarding a contract can be quite straightforward with limited opportunities for evaluation of alternatives or for other judgment calls. In these circumstances, a board exercises its fiduciary responsibility and awards a contract consistent with policy requirements but it has a very limited role beyond that. A board may consider that this involves a "rubber stamp" function. There is some truth to that inherent in the nature of the process.

With this factor and the number of tenders in mind, many colleges have increased thresholds for board approval (e.g. to $1-million for a multi-year contract or a minimum of $250,000 in a single year). Similarly, policy changes at many colleges have made separate tender approvals unnecessary when an item is approved as part of budget development and approval. Further information on policies across the system will be provided at the November Board meeting.

To mitigate the amount of work involved in procurement, the Government of Ontario is encouraging institutions to work on a consortium basis for purchase of common goods and services. This is an attractive proposition, though experiences to date suggest this can be complicated and can lead to delays and additional tenders as well as to savings in work and time. Such circumstances involve frustrations with respect to both workload and timely approval processes.

Now that colleges and other institutions have some experience of procurement under the BPS framework and as the Board reflects on how best to exercise its responsibilities in this context, the Board of Governors may wish to re-evaluate current policy and the provisions adopted in 2011.

Implementation Strategy
List any matters to be addressed or steps to be taken to implement the recommendation.

N/A

Decision Point

To facilitate discussion, include specific questions for the Board's consideration in addressing the matter.

N/A

RECOMMENDATION

There are no recommendations as this report is provided in response to the Board's request for this information.

PREPARED BY: Office of the Vice-President, Finance and Administration; Director Purchasing

SIR SANDFORD FLEMING COLLEGE POLICY MANUAL

Policy # 4-411 Purchasing	
Classification: Section 4 – Finance and Facilities	
Approved by: Board of Governors	Date Approved: February 26, 2014 (BoG Feb26-2014 #7)
Replaces: # 4-411, Purchasing (BoG February 2, 2004 #3; March 8, 1989 #8)	
Next Policy Review: 2019	Responsibility of: Finance and Property Committee

Policy Statement

Sir Sandford Fleming College's purchasing policy is intended to ensure the quality of acquisitions and the College's integrity with regard to competition and the fairness of its practices in the spending of public funds.

Purpose

The purpose of this policy is to ensure that publicly funded goods and services, including construction, consulting services, and information technology are acquired by the College through a process that is open, fair, and transparent.

The primary office of responsibility for this policy is the Vice-President Finance and Administration who is responsible for ensuring these procedures are properly enforced and to negotiate any alteration to them as required.

Scope

This policy applies to members of the Board of Governors and employees of the College.

Definitions

Purchase Order: a written offer made by a purchaser to a supplier formally stating the terms and conditions of a proposed transaction.

Request for Proposal (RFP): a document used to request suppliers to supply solutions for the delivery of complex products or services or to provide alternative options or solutions. It is a process that uses predefined evaluation criteria in which price is not the only factor.

Invitational Competitive Procurement: any form of requesting a minimum of three (3) qualified suppliers to submit a written proposal in response to the defined requirements outlined by the College.

Approval Authority: the authority delegated by the College to a person designated to occupy a position to approve on its behalf one or more procurement functions within the plan-to-pay cycle up to specified dollar limits subject to the applicable legislation, regulations and procedures in effect at such time.

General Principles

This policy is based on five key principles that allow the College to achieve value for money while following a procurement process that is fair and transparent to all stakeholders:

- **Accountability**
  The College must be accountable for the results of their procurement decisions and the appropriateness of the processes.

- **Transparency**
  The College must be transparent to all stakeholders. Wherever possible, stakeholders must have equal access to information on procurement opportunities, processes and results.

- **Value for Money**
  The College must maximize the value they receive from the use of public funds. A value-for-money approach aims to deliver goods and services at the optimum total lifecycle cost.

- **Quality Service Delivery**
  Front-line services provided by the College, such as teaching, must receive the right product, at the right time, in the right place.

- **Process Standardization**
  Standardized processes remove inefficiencies and create a level playing field.

Operating Procedure

1.0 PURCHASING RESPONSIBILITY
All Purchasing for the College shall be overseen by the Purchasing Department.

2.0 PURCHASE ORDERS
2.1 Will be required for:

      2.1.1   Goods containing a warranty and services provided on Fleming property, regardless of dollar value;

      2.1.2   Goods and non-consulting services with a value of $5,000.00 (before taxes) or over and;

      2.1.3   Consulting services, regardless of dollar value.

2.2 Will be signed by the Director of Purchasing or designate.

3.0 QUOTATIONS/TENDER PRICE GUIDELINES
Goods and non-consulting services which do not require a purchase order are to have a minimum of one quotation, these quotations <u>are not</u> required to be sent to the Purchasing Department.

For goods and services requiring a purchase order the following applies and will be requested by the Purchasing Department:

3.1   For goods and non-consulting services with a value of $5,000.00 (before taxes) or over, but under $25,000.00 (before taxes), three formal quotations are required.

3.2   For goods and non-consulting services with a value of $25,000.00 (before taxes) or over, but under $100,000.00 (before taxes), a formal RFx (RFP, RFQ, RFT) and minimum three formal quotations are required.

3.3   For goods and non-consulting services with a value of $100,000.00 (before taxes) and over the public tendering process is to be followed.

3.4   For consulting services with a value of up to $99,999.99 (before taxes), an invitational competitive process with a minimum three formal quotations or the public tendering process is to be followed.

3.5   For consulting services with a value of $100,000.00 (before taxes) and over the public tendering process is to be followed.

3.6   Procurement Requirements Summary:

Goods and Non-Consulting Services	
Value (before taxes)	**Quotations**
$0.00 - $4,999.99	1
$5,000.00 - $24,999.99	3 formal
$25,000.00 - $99,999.99	RFx, minimum 3 formal quotes
$100,000.00 or more	Public Tender/RFP

Consulting Services	
Value (before taxes)	**Quotations**
$0.00 - $99,999.99	Invitational Competitive (minimum 3 formal quotes) or Public Tender
$100,000.00 or more	Public Tender/RFP

3.7   "Single Source" or "one-of-a-kind items" require non-competitive approval.

4.0 CAPITAL ASSET EXPENDITURES

4.1 The definition of a capital asset is an item that has:

  i)   A unit price of $5,000.00 or more excluding tax.

  ii) A life expectancy greater that one year.

  iii) Is not consumable.

4.2 All capital investment plans and major projects via the budget process are to be submitted to the Board at the beginning of each fiscal year.

4.3 All capital investment plans that change in priority or scope amounting to $50,000 or more during the fiscal year are to be resubmitted to the Board for approval.

4.4 All changes under $50,000 on the capital investment plans that change in priority or scope during the fiscal year can be done without approval of the Board. A fully revised investment plan will be submitted to the Board for as information through the budget update process.

4.5 Emergency approvals - when approval for the vendor or service is needed before the next scheduled Board meeting, approval can be obtained from the Chair of Finance and Property Committee, or designate, and the Chair of the Board of Governors, or designate, on the written recommendation of the Vice President Finance and Administration. In the case of emergency approvals, the item will be brought forward to the next Finance and Property Committee. This procedure is to be used only when the time lag will seriously hamper the deadlines set to finish the project.

5.0 TENDERING

All tendering will be done by the Purchasing Department in cooperation with the requesting department in order to ensure that the expenditure of public funds for the acquisition of goods and services are carried out in a fair and equitable manner and is above reproach.

6.0 UNAUTHORIZED PURCHASES

Any purchase or commitment made in the name of the College without an authorized Purchase Order (if required as per Section 2.0) will be considered an obligation of the person making the purchase. The College retains the right to refuse payment for such a purchase.

7.0 Approval Authority Schedule (AAS)

The approval authority schedule for procurement of goods and non-consulting services is established for different dollar thresholds as follows:

Purchasing Authority Level	Total Value of Commitment	Capital Equipment Purchases	General Supplies & Non-Consulting Services
Budget Manager	To $99,999	Approval of requisition	Approval of requisition.
Members of the Executive Leaders Team who report directly to the President	$100,000 to $499,999	Approval of requisition	Approval of requisition
Board of Governors	$500,000 and more	Approval required where costs are greater than $500,000 and obtained via Board motion.	Approval required where costs are greater than $500,000 and obtained via board motion.

All equipment, services and project purchases between $100,000 and $499,999 will be provided "for information only" on a quarterly basis to the Board of Governors.

8.0 SMALL DOLLAR PURCHASES

    8.1 **Petty Cash**
        i)   The dollar limit for purchase through Petty Cash is $100.00.

    8.2 **Credit Card**
        i)   The Budget Manager would authorize the issuance of a credit card for appropriate individuals in their area.

        ii) Approved "Employee Visa Card Application" forms will be sent to the Purchasing Department for processing.

        iii) A separate card number with the name of the College and the individuals name would be issued. **The card holder is not to loan the card out to anyone. The card is only for the individual assigned the card.** A set credit limit will be assigned to each card holder based on the activity of this individual.

        iv) The card is only to be used for College purchases in which a purchase order is not required.

        v) The maximum amount for any individual purchase is $4,999.99 (before taxes).

        vi) Each Visa card user would send to Accounting the required report generated through the reporting system with their expenditures for the month. The form would be due the 10th of every month.

vii) All original itemized receipts/invoices are to accompany the report generated through the reporting system.

viii) The individual card holder is responsible for ensuring the process is adhered to. The process will be reviewed on a routine bases to ensure it is administratively cost effective.

9.0 VENDOR RELATIONS

9.1 Is an integral part of the good standing of the College in its environment.

9.2 Will be governed by a Code of Ethics. Of special importance are the following standards of conduct:

- Accord courteous service and fair treatment to all suppliers.

- Guarantee the confidentiality of prices and all information provided by suppliers, before and after the order has been placed subject to the Freedom of Information Act.

- Decline to take advantage of supplier's errors.

- Remain scrupulously free from obligations to any supplier.

10.0 DISPOSAL OF SURPLUS GOODS AND TRADE-INS

10.1 Surplus goods and trade-ins are the responsibility of the Purchasing Department.

10.2 The Purchasing Department will arrange for the sale of the item(s) through a public advertised call for bids or auction at fair market value, in conjunction with the College Department involved.   Currently item(s) are posted on www.govdeals.ca.

10.3 The highest bid will be accepted provided the bid is a fair market value for the item. The College reserves the right to decline all bids and go out for another call for bids.

10.4 Proceeds from the sale will be directed to the appropriate budget as determined by the Finance Department. The College shall make reasonable efforts to use any funds obtained from the sale of Equipment purchased using NSERC funds for research-related purposes or any other purposes as directed by NSERC.

11.0 DONATION OF SURPLUS GOODS

11.1 Requests for donations should be formally addressed to the College Purchasing Department. The Purchasing Director shall determine if the requesting organization is a benefit charitable organization and what is the availability of the requested goods.

11.2 The requesting organization will be responsible for pick-up and removal and must hold the College harmless from any damages or accident. The requesting organization is responsible for all removal expenses.

12.0 TRADE-INS

Whether a fixed asset or any other College property is deemed to be more advantageously disposed of by trade-in shall be determined by the Purchasing Department and the Department involved.

13.0 LOAN OF COLLEGE EQUIPMENT
The College does not permit the loan of College equipment.

14.0 PRODUCT ENDORSEMENT
14.1 No supplier of material/equipment or service shall use the College name without authorization from the Purchasing Department in order to protect the College name and reputation. This policy covers the use of all College trademarks in any form.

14.2 When any department or person is approached from a company seeking the College's name for product endorsement, they should request the person to see the Purchasing Department.

14.3 The Purchasing Department will seek approval from the Marketing Department as required.

15.0 CAPITAL ASSETS INVENTORY
15.1 The College shall maintain a centralized record of all fixed assets, having a unit value of $5,000.00 (before taxes) or more and a useful life of more than one year. This centralized list is called a "Fixed Assets Listing". This list should reflect all purchases, donations, transfers, and disposals that occur.

15.2 The College shall also, on a rotating basis, perform physical checks on assets listed. The "Fixed Assets Listing" shall be balanced and reconciled to the General Ledger annually.

15.3 Inventory theft is to be reported to the Office of the Vice President of Finance and Administration.

Related Documents
• Broader Public Sector Procurement Directive issued by the Management Board of Cabinet, effective April 1, 2011.

Appendices
N/A

Monitoring of Operating Procedure
Next Review: *2017*
Responsibility of: *Director of Purchasing*

Procedure Review Summary:
February 2014
March 23, 2011 #6   Section 4.1 (i)
June 24, 2009 #5   Section 4.5

Quick Facts About Colleges' Participation

How You Are Partnering

75% Colleges that participated in OECM's sourcing projects in the past two years.

100% Colleges that participate in OECM's Marketplace, with 251 signed CSAs.

9 College-specific sourcing projects carried out by OECM.

4 OECM Sourcing Managers ready to work with your representatives.

5 OECM/College Advisory Committe meetings so far in 2015.

3 OECM Business Relationship Managers that support your needs.

What You Are Buying

$85 Million Spend through OECM's Marketplace (December 2009 to August 2015), a year-over-year increase of 264%.

TOP 5
- Desktop Products
- Office Supplies
- Multi-Function Devices
- Fine Copy Paper
- Courier Services

What You Are Saving

$8.8 Million Validated savings through 6 of OECM's 47 categories of Products and Services (January 2010 to March 2015).

Your Voice

96% Satisfaction with OECM's Services.

Thank you for your commitment!

All information current as of October 2015.

Want to learn more?

Patti Greer
Sourcing Manager
Phone: 416-847-1109
Email: patti.greer@oecm.ca

Pooja Nagra
Business Relationship Manager
Phone: 416-847-0677
Email: pooja.nagra@oecm.ca

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