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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, January 27, 2016
3:15 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)

4. **Business Arising from Previous Meetings (not otherwise covered on the agenda)**
   None identified

5. **Matters for Board Decision**

6.   Matters for Board Discussion
   None identified.

7.   Presentation
7.1 OntarioLearn (Briefing Report enclosed)   *61-82*
   Vice-President Schollen – 20 min

8.   Other Business (Information or Update items and items removed from the Consent Agenda)
8.1 Financial Position (Briefing Report enclosed)   *83-85*
   Vice-President Baker with Angie Sims – 10 min

8.2 Winter 2016 Enrolment Update (Briefing Report enclosed)   *86-87*
   Vice-President Schollen with Brenda Pander-Scott – 10 min

8.3 "Community Connections" Roundtable (5 min)

9.   Report from the In-Camera Meeting

10. Adjournment of the Public Meeting approx. 4:40 p.m.

Private Session (Governors Only)

*Governors are reminded that a **confidential meeting evaluation form** will be available from **noon January 27 until end of day January 28** on the Surveys and Questionnaires page of the **Board Portal**.*

BOARD BRIEFING REPORT

SUBJECT: Unanimous Consent Agenda	
Submission to: Public Board Meeting	
Meeting Date: January 27, 2016	**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

- 3.1   the minutes of the November 27, 2015 Public Board Meeting
- 3.2   revised College Policies #3-341, *Accessibility for Persons with Disabilities* and #7-701, *Access and Accommodation for Students with Disabilities*

and receive for information the

- 3.3   Chair's Report
- 3.4   President's Report
- 3.5   College Activity Report
- 3.6   updated Program Advisory Committee Schedule of Meetings

PREPARED BY: Board Office

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BOARD OF GOVERNORS Public Meeting
Wednesday, November 25, 2015
Scholfield Boardroom, Room B3330
Peterborough, ON

Draft Until Approved

M I N U T E S

Present:	Ms. Allison Bowes	*Regrets:*	Ms. Shelley Knott Fife
	Mr. Paul Downs		Ms. Lori Geens, Board Chair
	Ms. Dana Empey, Vice-Chair		Ms. Rosemarie Jung
	Mr. George Gillespie, 2nd Vice-Chair		Dr. Nancy Martin-Ronson
	Ms. Heather Kerrigan		
	Ms. Susan Kloosterman		
	Ms. Katherine MacIver		
	Mr. Bill Mateer		
	Mr. Mike Perry		
	Ms. Patti Watson		
	Dr. Tony Tilly, President		
	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:
• Ms. Laura Copeland, College Communications Officer
• Item 5.2 – Ms. Angie Sims, Director Budget Services
• Item 7 – Ms. Linda Humphries, Director Purchasing

1. Call to Order
Governor Empey chaired the meeting. Quorum was confirmed and the meeting was to called to order at 3:42 p.m. Those in attendance were welcomed. Regrets were noted, and there were no conflict of interest declarations.

2. Additions/Deletions/Approval of Agenda
The agenda was adjusted to reflect that the In-Camera meeting had been moved ahead to follow the Committee-of-the-Whole meeting.

It was moved by Mr. Downs, seconded by Mr. Mateer and carried to approve the agenda as amended.

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. Watson and Ms. MacIver

THAT the Board of Governors of Sir Sandford Fleming College approve the Consent Agenda for the November 25, 2015 meeting and, by unanimous consent,

3.1 approve the <u>minutes of the October 28, 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; and
3.4 receive the <u>College Activity Report</u>, as information.

<u>Motion Carried</u>
(Resolution BoG Nov25-2015 #1)

4. Business Arising from Previous Meetings
None identified.

5. Matters for Board Decision

5.1 <u>External Auditors</u>: The Audit Committee met earlier in the day and received a report on small audits performed and reviewed the detailed audit plan for the year. The Committee had an opportunity to meet with the auditors, independent of staff and reported satisfaction with the services provided by the firm to date.

Moved and Seconded by Mr. Gillespie and Ms. Kloosterman
THAT the Board of Governors of Sir Sandford Fleming College appoint KMPG LLP as the College's External Auditors for the fiscal year ending March 31, 2016.

<u>Motion Carried</u>
(Resolution BoG Nov25-2015 #2)

Noting the contract for auditing services will expire in 2016, the Audit Committee confirmed a need to meet in February (listed as "tentative" on the schedule).

5.2 <u>2015-2016 Financial Plan Update</u>: Colleges are required to submit an interim budget to the Ministry, approved by the board of governors. Fleming has completed an analysis of adjustments required to the preliminary budget; Vice-President Baker and the Director of Budget Services presented the update budget. Of note is the placement of almost $800,000 into reserves for future investment or for contingency. While on track for a positive financial result, the budget allows for very limited investment in change, infrastructure upgrades or deferred maintenance.

Expenditures and revenues have both changed from the preliminary budget. Budget lines have been added to mitigate risk in the areas of utility costs, legal and audit, and investment into developing relationships/partnerships internationally. The Capital Asset/Investment Plan was also adjusted to include the balance of the Kawartha Trade and Technology Centre project funding as well as in-year grants received in the Applied Research Office.

Moved and Seconded by Mr. Gillespie and Mr. Downs
THAT the Board of Governors of Sir Sandford Fleming College approve the updated Fleming College Financial Plan 2015-2016 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, on the prescribed templates, to the Ministry of Training, Colleges and Universities.

<u>Motion Carried</u>
(Resolution BoG Nov25-2015 #3)

5.3 <u>Frost Campus Master Plan</u>: While there is no approved funding currently available for the identified projects, the Master Plan provides the College the opportunity to plan and seek new, future funding prospects.

> Moved and Seconded by Mr. Perry and Ms. Kerrigan
> **THAT the Board of Governors of Sir Sandford Fleming College approve the *Frost Campus Master Plan*.**

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<u>Motion Carried</u>
(Resolution BoG Nov25-2015 #4)

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6. Matters for Board Discussion

6.1 <u>Strategic Mandate Agreement Annual Report Back</u>: All colleges are required to provide an annual report-back on their strategic mandate agreements. The document begins the transition to the new phase of accountability reporting. Vice-President Crook noted that while the framework of the report did not provide an opportunity to speak to differentiation, taking this forward remains a priority of Fleming College.

7. Presentations

7.1 <u>Fleming College Procurement Processes</u>: The Director of Purchasing Services provided governors with an overview of the College's purchasing processes; the slides will be made available on the Board web site.

Part of a board's fiduciary responsibility lies in setting threshold limits. Many BPS entities, which include colleges, only require board approval of items that were not included in the annual budget or are over that budget by an amount that exceeds thresholds requiring board approval. The Fleming Board set the threshold limit at $500,000 and also requires Board approval of any item or multi-year contract with a total pre-tax value exceeding $500,000 regardless of whether it was approved in the budget. A comparison to other Ontario colleges indicate 18 of 24 have set the requirement for Board approval at $1-million or higher. The Board identified "threshold limits" as a discussion or decision item for the January meeting, the first stage in revising the College purchasing policy and procedure.

8. Other Business

8.1 "<u>Community Connections</u>": In "roundtable" format, Governors noted participation in a variety of events and opportunities in their respective communities.

9. Report from the In-Camera Meeting: The Board held an in-camera meeting prior to the public meeting. At this meeting, the Board finalized objectives for the year*; confirmed objectives for the President; awarded a multi-year contract for wireless telecommunication services to Bell Mobility; and received the resignation of Bill Mateer as a Governor due to an pending work relocation.

*2015-2016 Board Objectives
- Monitor deployment of the 2015-2018 Strategic Plan with emphasis on program portfolio, enrolment plans, indigenous education, and employee engagement.
- Review the current Strategic Mandate Agreement and monitor an updated perspective on opportunities and strategies for differentiation.
- Understand the partnerships, labour market needs, trends and issues in the communities we serve.
- Approve a risk policy that identifies principal risks inherent in the activities of the College, and assess the processes implemented to manage these risks.
- Maintain high quality governance, identify governance process issues, and provide access to professional development training for governors.

10. Adjournment of Meeting: It was moved by Mr. Perry, seconded by Mr. Mateer and <u>carried</u> to adjourn the public meeting at 4:39 p.m.

11. Private session: Senior Administration and guests were thanked for attending the meeting.

Governors were reminded that a questionnaire to evaluate the overall effectiveness of the meeting was available on the Surveys and Questionnaires page of the Board Portal.

BOARD BRIEFING REPORT

SUBJECT: Revisions to College Policies #3-341 and #7-701

Submission to: Public Board Meeting
Meeting Date: January 27, 2016   **Consent Agenda Item 3.2**

ACTION REQUESTED: Approval (requires a motion)

CONTEXT (*brief statement of the issue or request*

Revisions and updates have been made to two policies, in accordance with legislative updates and the Fleming College 2015-2018 Multi-year Accessibility Plan.

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

College policies are reviewed on a regular basis; revisions to the both policies reflect updated reference language and procedures. The most recent revisions to the Accessibility for Persons With Disabilities policy were adopted by the Board of Governors on January 23, 2013. The most recent revisions to the Access and Accommodation for Students With Disabilities policy were adopted by the Board of Governors on March 25, 2009.

Attachments:
- College Policy #3-341, *Accessibility for Persons with Disabilities*
  For information, the related Administrative Operating Procedure
- College Policy #7-701, *Access and Accommodation for Students with Disabilities*
  For information, the related Administrative Operating Procedure

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 College is required, through the Accessibility for Ontarians With Disabilities Act (AODA), to develop and maintain a Multi-year Accessibility Plan. This document describes the College's plan to ensure continued compliance with the AODA including establishing accessibility policies and that they will be regularly reviewed to reflect legislative updates.

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

Policies will be posted on the College web site; the 2015-2018 Multi-year Accessibility Plan will be updated to reflect compliance.

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

N/A

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College approve College Policy #3-341, *Accessibility for Persons with Disabilities* **and #7-701,** *Access and Accommodation for Students with Disabilities.*

PREPARED BY: Nick Duley, HR Officer and HR Consultant

COLLEGE POLICY

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Accessibility for Persons With Disabilities	
Policy ID:	#3-341
Manual Classification:	Section 3 – Human Resources
Approved by Board of Governors:	*Original:* January 23, 2013
	Revision: *Scheduled for January 2016*
Effective Date:	*Scheduled for January 2016*
Next Policy Review Date:	January 2021
Administrative Contact for Policy Interpretation:	Human Rights Officer
Linked to an Operating Procedure:	☒ Yes #3-341 OP ☐ No
	Accessibility for Persons with Disabilities

Policy Statement

At Fleming College, we are committed to building an inclusive and accessible learning and working environment. We believe in and promote the rights of all persons with disabilities as enshrined in the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, and the Accessibility for Ontarians with Disabilities Act (AODA, 2005) and its related Accessibility Standards Regulations. The College supports the intent of the AODA and its goal of achieving accessibility for Ontarians with disabilities with respect to goods, services, facilities, accommodations, employment, buildings, structures and premises. The College also affirms the rights of all persons, including those with disabilities, to have access to equal opportunity in employment, education, accommodation or business dealings with the College.

Purpose

This policy is intended to meet the requirements of the Accessible Customer Service Standard, Ontario Regulation 429/07, and the Integrated Accessibility Standards, Ontario Regulation 191/11, set forth under the AODA, as they apply to Fleming College, an educational/training institution as defined in the Education Act.

Scope

This policy shall apply to every person who acts on behalf of Fleming College, whether the person is an employee, third party employee, or volunteer. All areas of the College are accountable for ensuring accessibility for persons with disabilities.

Definitions/Acronyms

ACSS: Accessible Customer Service Standard, Ontario Regulation 429/07

AODA: Accessibility for Ontarians with Disabilities Act (2005)

Disability: The definition of disability used in this policy is the same as that used by the AODA and the Ontario Human Rights Code. That is, a disability is:
   a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
   b) a condition of mental impairment or a developmental disability,

c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,

d) a mental disorder; or

e) an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997.

IASR: Integrated Accessibility Standard Regulation 191/11

Reasonable: Those accommodations which do not impose undue hardship on the College which may include but is not limited to significant alteration to the fundamental nature of the learning outcomes and/or the academic standards of a program or course; significant alteration to a work process that would disadvantage other employees; substantial economic hardship to a College program or department that would affect its economic viability; significant adverse impact on learning opportunities for other students; the health and safety of other students or employees and/or safety hazards to other persons or property; or significant disruption of College operations. What is reasonable must be determined objectively on a case-by-case basis, based on all the circumstances of the case. Where there is more than one reasonable approach to accommodation, the College reserves the right to choose the approach that is best suited to its operational and academic requirements.

General Principles

Consistent with the ACSS, the College affirms its commitment to promoting the following principles in all of its policies and interactions with persons with disabilities:

Dignity: Treating individuals with disabilities as customers and clients who are as valued and deserving of effective and full service as any other customer. Individuals with disabilities will not be expected to accept lesser service, quality, or convenience.

Independence: Freedom from the control or influence of others; freedom to make your own choices.

Integration: Allowing people with disabilities to fully benefit from the same services, in the same place and in the same or similar ways as others. Policies, practices, and procedures are designed to be accessible to everyone including people with disabilities.

Equal opportunity: Treating those with disabilities in accordance with their individual merits, capabilities, circumstances, or characteristics, rather than on the basis of stereotypical assumptions. People with disabilities should not have to make significantly more effort to access or obtain service, and they should not have to accept lesser quality or more inconvenience.

Related Documents

- Accessible Customer Service Standard, Ontario Regulation 429/07
- Integrated Accessibility Standards, Ontario Regulation 191/11
- Multiyear Accessibility Plan 2015 – 2018 (endorsed by the Board October 28, 2015)
- Administrative Operating Procedure #3-341 OP, *Accessibility for Persons With Disabilities*
- College Policy #7-701, *Access and Accommodations for Students With Disabilities*
- College Policy #4-423, *Campus Security*
- College Policy #3-311, *Harassment and Discrimination Prevention*
- College Policy #3-342, *Return to Work Policy and Medical Accommodation* Policy

Appendices
N/A

Summary of Amendments/Reviews:

Section(s)	Date	Comments
New Policy	Created 2013	Approved BoG Jan23-2013 #2
Full Policy review	Dec 2015; Jan 2016	Review undertaken as required under the Multi-year Accessibility Plan - new format (separation of procedure from policy); updated language; accessible format

ADMINISTRATIVE OPERATING PROCEDURE

Accessibility for Persons With Disabilities	
Procedure ID:	#3-341 OP
Approved by:	Executive Leaders Team *January 14, 2016*
Effective Date:	*Scheduled for January 2016 (pending policy approval)*
Next Review Date:	January 2019
Monitoring Responsibility:	Human Resources / Human Rights Officer
Linked to a College Policy:	☒ Yes # 3-341 *Accessibility for Persons With Disabilities* ☐ No

Policy Statement

At Fleming College, we are committed to building an inclusive and accessible learning and working environment. We believe in and promote the rights of all persons with disabilities as enshrined in the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, and the Accessibility for Ontarians with Disabilities Act (AODA, 2005) and its related Accessibility Standards Regulations. The College supports the intent of the AODA and its goal of achieving accessibility for Ontarians with disabilities with respect to goods, services, facilities, accommodations, employment, buildings, structures and premises. The College also affirms the rights of all persons, including those with disabilities, to have access to equal opportunity in employment, education, accommodation or business dealings with the College.

Definitions/Acronyms

ACSS: Accessible Customer Service Standard, Ontario Regulation 429/07

AODA: Accessibility for Ontarians with Disabilities Act (2005)

Disability: The definition of disability used in this operating procedure will be the same as that used by the Ontario Human Rights Code. That is, a disability is:
   a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
   b) a condition of mental impairment or a developmental disability,
   c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
   d) a mental disorder; or
   e) an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997.

IASR: Integrated Accessibility Standard Regulation 191/11

Reasonable: Those accommodations which do not impose undue hardship on the College which may include but is not limited to significant alteration to the fundamental nature of the learning outcomes and/or the academic standards of a program or course; significant alteration to a work process that would disadvantage other employees; substantial economic hardship to a College program or department that would affect its economic viability; significant adverse impact on learning opportunities for other students; the health and safety of other students or employees and/or safety hazards to other persons or property; or significant disruption of College operations. What is reasonable must be determined objectively on a case-by-case basis, based on all the circumstances

of the case. Where there is more than one reasonable approach to accommodation, the College reserves the right to choose the approach that is best suited to its operational and academic requirements.

Operating Procedure

As per the ***Accessibility for Ontarians with Disabilities Act (2005) and its related Accessibility Standards Regulations,*** Fleming College will carry out annual accessibility planning and present the results in a multiyear format (3 to 5 years). The Multi-Year Accessibility Plan will identify;

- College objectives and the activities it will undertake in order to meet the requirements of the Standard;
- the administrative lead responsible for the accomplishment of objectives and the champions who carry out the major activities;
- the costs associated with the activities; and
- the legal compliance due dates of each item and the timelines within which each objective must be met.

The Accessibility Working Group oversees this planning process and reports annually to the Board of Governors. The group is made up of College employees from key areas, as well as persons with disabilities. The planning process is coordinated by the Human Rights Officer, who reports to the Vice-President Human Resources and Student Services. Questions regarding accessibility planning or requests for an alternate format can be directed to the Human Rights Officer.

Each area of the College that is identified in the Multiyear Accessibility Plan is responsible for the development, maintenance and implementation of specific operating procedures relating to these Standards. The specific requirements of each Standard are described in the appendices of this procedure and are addressed by the Multiyear Accessibility Plan.

Appendix A – Accessible Customer Service Standards
- Alternate Formats
- Service Animals
- Service Disruptions
- Providing Feedback

Appendix B – Integrated Accessibility Standards
- General Requirements
- Accessible Information and Communication
- Accessible Employment
- Accessible Transportation
- Built Environment

Complaints Procedure

Occasionally disputes may arise concerning the provision of accommodations for people with disabilities. Complaints regarding accommodations are made through the College's Harassment and Discrimination complaint procedures (available online here.).

Supports for Individuals Considering Making a Complaint

Individuals who are considering whether or not to make a complaint and who have questions about the complaint process may speak with the Accessibility Facilitator, the Human Rights Officer, or their

Union representative (if applicable). Additionally, students may also speak with their Student Administrative Council (Sutherland), the Student Association (Frost) or their Counsellor.

Related Documents
- Accessible Customer Service Standard, Ontario Regulation 429/07
- Integrated Accessibility Standards, Ontario Regulation 191/11
- Multiyear Accessibility Plan 2015 – 2018 (endorsed by the Board October 28, 2015)
- Administrative Operating Procedure #3-341 OP, *Accessibility for Persons With Disabilities*
- College Policy #7-701, *Access and Accommodations for Students With Disabilities*
- Administrative Operating Procedure #7-701 OP, *Access and Accommodations for Students With Disabilities*
- College Policy #4-423, *Campus Security*
- College Policy #3-311, *Harassment and Discrimination Prevention*
- Administrative Operating Procedure #3-311 OP, *Harassment and Discrimination Prevention*
- College Policy #3-342, *Return to Work and Medical/Disability Accommodation*

Appendices
- Appendix A: *Accessible Customer Service Standard*
- Appendix B: *Integrated Accessibility Standards*
- Appendix C: *Use of Service Animals*

Summary of Amendments/Reviews:

Section(s)	Date	Comments
Procedure created	January 2013	Procedure part of the original policy
Regular review including minor additions to the Appendices	Dec 2015; January 2016	New format (separation of procedure from policy); accessible format - updates to language; updated contacts; addition of Complaints Procedure

Appendix A to Operating Procedure 3-341 OP: *Accessible Customer Service Standard*

As per ACSS 429/07, Fleming College will follow the principles of independence, dignity, integration and equality of opportunity in its provision of goods and services to members of the public with disabilities.

In such cases where a person with a disability requires the use of their own personal assistive devices in order to access the goods and services provided by the College, they are welcome to do so. Assistive devices include, but are not limited to the following examples: hearing aids, wheelchairs, electronic organizers, magnifying devices, electronic voice synthesizers.

If the use of a support person is required in order to access the goods and services provided by the College, persons with disabilities are welcome to bring such support persons with them to the College. A support person may be a trained professional, friend or family member – whomever the person with a disability deems appropriate.

Specifically, the College will:
- Use reasonable efforts to ensure that its policies, practices and procedures are consistent with the core principles of independence, dignity, integration and equality of opportunity.
- Continue to make every reasonable accommodation for the individual needs of self-identified persons (students and employees) with documented disabilities as per the Ontario Human Rights Code.
- Ensure all members of the College community communicate with a person with a disability in a manner that takes into account his or her disability.
- Where admission fees are charged, provide notice ahead of time on what admission, if any, would be charged for a support person of a person with a disability.
- Train staff, volunteers, contractors and any other people who interact with the public or other third parties on the College's behalf on a number of topics as outlined in the customer service standard.
- Train staff, volunteers, contractors and any other people who are involved in developing College policies, practices and procedures on the provision of goods or services on a number of topics as outlined in the customer service standard.

Alternate Formats
The College will communicate services and procedures to the public in an accessible manner, including their provision in alternative formats where requested. This includes posting this procedure, the Multiyear Accessibility Plan and Annual Report and associated documentation on the College's website.

An electronic form is available on the College's Accessibility web page to request a document in alternate format.

Service Animals
The only exception to this practice is where such animals are prohibited by law.

Service Disruptions
The College shall provide notice when facilities or services that people with disabilities rely on to access or use the College's goods or services are temporarily disrupted. The notice will include information about the reason for the disruption, length of disruption and a description of alternate facilities or services, if available.

Providing Feedback

Feedback on this procedure may be provided by a person with a disability in the manner deemed most appropriate to them, such as in person, by telephone, in writing, or by fax or email.

Feedback may be provided directly to:

Nick Duley, CHRL
Human Rights Officer
Fleming College
599 Brealey Drive
Peterborough, ON
K9J 7B1

Phone: (705) 749-5520 Ext. 1982
Fax: (705) 749-5522

Email: nick.duley@flemingcollege.ca

Feedback will be used to improve customer service. In addition, the author of the feedback will be provided with a response in the format in which the feedback was received. The feedback may outline actions deemed appropriate, if any.

Appendix B to Operating Procedure 3-341 OP: *Integrated Accessibility Standard*

General Requirements

As per the IASR 2011, Fleming College will maintain the Accessibility For Persons With Disabilities Policy #3-341, governing how it will achieve accessibility and uphold its commitment to meeting the accessibility needs of persons with disabilities in a timely manner. Specifically, the College will:

- Implement this policy and procedure in all aspects of its operations.
- Make the policy and procedure documents publicly available, and in an accessible format upon request.

The College will establish a multi-year accessibility action plan outlining its strategy to prevent and remove barriers, and meet its requirements under the IASR. Specifically, the College will:

- Establish this plan in consultation with persons with disabilities or an advisory committee.
- Post this Accessibility Plan on its website and provide the plan in an accessible format upon request.
- Review and update its accessibility plan once every three to five years in consultation with persons with disabilities and the Accessibility Working Group.

Each year, the College will prepare an annual status report on the steps taken to implement the accessibility plan, post this status report on its website, and provide it in an accessible format, upon request.

Also, Fleming College will:

- Incorporate accessibility criteria and features when procuring or acquiring goods, services or facilities, except where it is impracticable to do so.
- Incorporate accessibility features when designing, procuring or acquiring self-service kiosks.
- Provide training for its employees and volunteers regarding the IASR and the Ontario Human Rights Code.

Training will be provided for those responsible for developing College policies, and for all others who provide goods, services or facilities on behalf of the College.

Accessible Information and Communication

As per the IASR 2011, Fleming College is committed to ensuring information and communications are accessible. Specifically, the College will:

- Make feedback processes accessible to people with disabilities by providing, or arranging to provide, accessible formats and communications supports, upon request.
- Notify the public about the availability of these accessible formats.
- Provide or arrange to provide, upon request, accessible formats and communication supports in a timely manner and at no additional cost to a person with a disability. The College will take into account the person's accessibility needs when addressing the request.
- Provide public emergency procedures, plans, and public safety information in an accessible format or with appropriate communication supports as soon as practicable, upon request.
- Ensure that new web content conforms to the Web Content Accessibility Guidelines (WCAG) 2.0 at Level AA. Web content includes any information that resides on an extranet or intranet web site.
- Provide training materials and learning resources in accessible formats that take into account the needs of students with disabilities.
- Make student records and program information available in accessible formats, upon request, such as course requirements, descriptions, and availability.
- Provide accessibility awareness training related to accessible program or course delivery and instruction to faculty and instructors. The College will keep a record of the training provided,

including the dates on which the training was provided, and the number of individuals to whom it was provided.
- Ensure that libraries within the College will provide accessible or conversion-ready materials within its collections for individuals with disabilities, upon request. These may include print materials, digital or multimedia resources, or specific materials for a person with a disability.

Accessible Employment

As per the IASR 2011, Fleming College is committed to ensuring its employment practices are accessible. Specifically, the College will:
- Notify all applicants that accommodations are available throughout the recruitment process and provide suitable accommodations upon request.
- Ensure that prospective employees requiring accommodation will be assessed against the essential duties of the job.
- Notify employees of the policies supporting employees with disabilities and provide information on these policies to new employees upon hire.
- Provide accessible formats and communications supports for job or workplace information upon request.
- Provide accessible workplace emergency response information to all employees and individualized emergency response plans for employees who self-identify as having a disability and who request such a plan, as soon as practicable.
- Provide information to persons designated to provide emergency assistance upon consent of the employee with the disability.
- Review individualized workplace emergency response information annually, or as required.
- Ensure there is a formal, documented return-to-work procedure.
- Ensure there are formal, written procedures for documented individual accommodation plans.
- Implement early and safe return-to-work strategies with care and commitment to support the employee's well-being and ability to handle the essential responsibilities of the position.
- Include accessibility considerations in performance management, career development and advancement, and redeployment processes.

Accessible Transportation

As per the IASR 2011, the College is committed to continually ensuring its transportation services and contracted services are accessible to both employees and students. In order to ensure that employees and students with disabilities can participate in any curricular or extra-curricular activity organized by the College, accessible transportation will be provided to upon request.

Built Environment

Fleming College is committed to incorporating barrier-free principles in the construction of new facilities and during the renovation of existing structures. The College will adhere to the principles of respect for dignity, individualized accommodation, integration and full participation as outlined under the Ontario Human Rights Code.

The College will incorporate barrier-free principles in all renovations to existing buildings taking into consideration the constraints of the existing structures. Where it is not possible to incorporate barrier-free design principles, comparable alternative accommodations will be arranged.

Appendix C to Operating Procedure 3-341 OP: *Use of Service Animals*

Introduction

Persons with disabilities who rely on the service of a guide dog or other service animal are welcome to bring such animals with them to the College in order to access the goods and services provided. The College shall ensure that people with disabilities who use a service animal or support person are permitted to bring that service animal or support person with them when accessing academic services and/or events at the College.

The only exception to this practice is where such animals are prohibited by law.

Definitions

Service Animal: A service animal is any animal trained to do work or perform tasks for the benefit of a person with a disability. Service animals include guide dogs and signal dogs. Examples of the kinds of tasks performed by service animals include guiding persons with vision impairments, alerting individuals with hearing impairments to sounds or intruders or dangers, pulling a wheelchair, retrieving dropped items etc. Service animals are not pets. Service animals may or may not wear specialized equipment such as a harness, backpack or special collar. They may or may not be certified or licensed as service animals.

Emotional Support or Therapy Animal: An emotional support or therapy animal is one that provides its owner with companionship and emotional support. These animals are not service animals and do not have the same public access rights a service animal has.

Partner: The person with a disability who uses a service animal to provide assistance with daily tasks.

Procedural Guidelines

1. Creating an Inclusive Environment for Individuals Who Use Service Animals

Students using service animals should have access to any space on campus that other students have access to. Employees using service animals should have access to any space on campus that other employees have access to. Members of the public/visitors using service animals should have access to any space on campus that other members of the public/visitors have access to.

Remember that service animals are working and as such should be left alone to do their work. This includes:
- maintain a respectful distance from the partner and the animal;
- do not touch the animal without asking permission from its partner;
- do not feed the animal;

Interact with the person using the service animal the way you would anyone else. Do not ignore or isolate them from activities and interactions that others are engaged in.

2. Care and Management of Service Animals

The partner is responsible for all management and care of the service animal, in accordance with the following:

- Service animals must be accompanied by their partners at all times. The exception to this is when the partner is in a location that prohibits animals. At such times, the animal must be crated nearby.

Administrative Operating Procedure 3-341 OP: *Accessibility for Persons With Disabilities*   Page 8 of 10

- Service animals must be under the control of its partner at all times and compliant with any commands made by them.
- The service animal must be on a harness or leash or crated at all times. If the service animal must be left alone, the partner must secure the animal in an appropriately-sized, well-ventilated crate.
- Any aggressive behaviour (e.g., barking, growling, biting) exhibited by a service animal will not be tolerated.
- The service animal should not engage in disruptive behaviours (e.g., grooming, interacting with others, interfering with the personal items of others) and should not block aisles, passageways or emergency exits.
- The service animal must be housetrained.
- The partner must ensure the service animal's needs are met (food, water, grooming, exercise breaks) and is responsible for cleaning up waste left by the animal immediately.

3. Program-Specific Procedures
Certain programs (e.g. Culinary, Nursing) may require additional procedures to meet the health and safety requirements for the operation of their learning spaces, such as labs and simulation spaces.

4. Conflicting/Competing Disability Accommodations
If a student has a medical condition that is impacted by the presence of a service animal, they should meet with a counsellor to discuss their accommodation needs. They will be required to provide their counsellor with documentation completed by their healthcare professional which describes their accommodation needs. The counsellor will facilitate an appropriate solution in consultation with the student's Dean and the Human Rights Officer.

If an employee has a medical condition that is impacted by the presence of a service animal, they should meet with their supervisor to discuss their accommodation needs. They will be required to provide their supervisor with documentation completed by their healthcare professional which describes their accommodation needs. The supervisor will facilitate an appropriate solution in consultation with the Human Rights Officer.

5. Verifying Service Animals as Appropriate Accommodations
In some cases the person using a service animal will have a disability that makes it obvious that they need the service animal, for example a visually impaired person with a guide dog. In cases such as these, it may not be appropriate to ask the person to verify their need for a service animal.

In other cases the disability may be known but the person's need for accommodation or the manner in which the service animal is meeting that need may not be apparent. In these cases, the individual should only be asked for information that is necessary to evaluate the disability-related need for the accommodation. For example, if the person has a clear mobility impairment and they want to have an assistance dog, it may be appropriate to ask for supporting documentation or demonstration of the disability related need for the animal. However, if your role at the College is not to determine disability accommodations, you should refer the person to a counsellor (for students) or their supervisor (for employees) or the Human Rights Officer (for campus visitors).

When the College requires written verification of disability status or disability related need, such documentation must be written by a qualified medical professional or other qualified third party who, in their professional capacity has knowledge about the person's disability and the need for reasonable accommodation.

When requested, documentation for students or employees with a disability who use a service animal should include the following:

- name and credentials of professional or evaluator;
- description of the current relevant functional limitations;
- specific tasks the service animal will perform to meet the accommodation needs of the individual or assist with the functional limitations.

6. Use of Therapy or Emotional Support Animals

As mentioned in the definitions, emotional support animals do not have the same legislated public access rights that service animals have. However, that does not preclude the possibility that an emotional support animal may in some circumstances be an appropriate option for accommodation for a person with a disability.

If a student would like to request the accommodation of a therapy animal, they must discuss their accommodation needs with their counsellor and provide disability-related documentation from a qualified healthcare professional. If an employee would like to request the accommodation of a therapy animal, they must discuss their accommodation needs according to the College's Return to Work and Medical/Disability Accommodation procedures available at https://department.flemingcollege.ca/hr/working-at-fleming/administrative-hr-practices-and-protocols/

7. Dispute Resolution Process

In the event of a disagreement about an accommodation, service quality, or an animal exclusion, a student should confer with their counsellor. If the matter is not resolved, the student may consult with the Director of Counselling & Accessible Education Services. An employee with a similar disagreement should follow the dispute resolution protocols in the Return To Work and Medical / Disability Accommodation procedures or consult with the Human Rights Officer. For matters not resolved at that level, the employee may choose to pursue a complaint under the College's Harassment and Discrimination complaint procedures available at https://department.flemingcollege.ca/hr/working-at-fleming/policies-and-procedures/

A visitor with a disagreement should consult with the Human Rights Officer. For matters not resolved at that level, the visitor may choose to pursue a complaint under the College's Harassment and Discrimination complaint procedures available at https://department.flemingcollege.ca/hr/working-at-fleming/policies-and-procedures/

COLLEGE POLICY

Fleming College

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<table>
<tr><td colspan="2" align="center">**Access and Accommodation for Students With Disabilities**</td></tr>
<tr><td>**Policy ID:**</td><td>#7-701</td></tr>
<tr><td>**Manual Classification:**</td><td>Section 7 – Learning Resources and Support Services</td></tr>
<tr><td>**Approved by Board of Governors:**</td><td>*Original:* December 2, 1998
Revisions: January 23, 2013; *Scheduled for January 2016*</td></tr>
<tr><td>**Effective Date:**</td><td>*Scheduled for January 2016*</td></tr>
<tr><td>**Next Policy Review Date:**</td><td>January 2021</td></tr>
<tr><td>**Administrative Contact for Policy Interpretation:**</td><td>Director, Counselling & Accessible Education Services</td></tr>
<tr><td>**Linked to an Operating Procedure:**</td><td>☒ Yes # 7-701 OP   ☐ No
Access and Accommodation for Students With Disabilities</td></tr>
</table>

Policy Statement

At Fleming College, we are committed to building an inclusive and accessible learning and working environment. We believe in and promote the rights of all persons with disabilities as enshrined in the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, and the Accessibility for Ontarians with Disabilities Act (AODA, 2005) and its related Accessibility Standards Regulations. The College supports the intent of the AODA and its goal of achieving accessibility for Ontarians with disabilities with respect to goods, services, facilities, accommodations, employment, buildings, structures and premises. The College also affirms the rights of all persons, including those with disabilities, to have access to equal opportunity in employment, education, accommodation or business dealings with the College.

The College commits to inclusive design, systematic removal of barriers and accommodating the remaining needs. Counselling & Accessible Education Services is responsible for leadership in the delivery of accommodations and services for students with disabilities at Fleming. This includes setting operational procedures, administration of funding targeted for the provision of services for students with disabilities received by the government and working with other areas of the College to promote the systematic removal of barriers.

Purpose

This policy is intended to support the College's duty to accommodate under the *Ontario Human Rights Code* by establishing a formal approach to the process of providing students with disabilities access to disability accommodations and services as well as to meet the requirements of the AODA Customer Service Standard.

Scope

This policy shall apply to all students enrolled at Fleming whether full-time or part-time.

Definitions/Acronyms

Accommodation: An academic accommodation is an individualized adjustment to how a student accesses or participates in a course or program. Academic accommodations are individualized to the student's specific needs and the program requirements. Academic accommodations do not alter the learning outcomes or essential program requirements.

Reasonable: Those accommodations which do not impose undue hardship on the College which may include but is not limited to significant alteration to the fundamental nature of the learning outcomes and/or the academic standards of a program or course; significant alteration to a work process that would disadvantage other employees; substantial economic hardship to a College program or department that would affect its economic viability; significant adverse impact on learning opportunities for other students; the health and safety of other students or employees and/or safety hazards to other persons or property; or significant disruption of College operations. What is reasonable must be determined objectively on a case-by-case basis, based on all the circumstances of the case. Where there is more than one reasonable approach to accommodation, the College reserves the right to choose the approach that is best suited to its operational and academic requirements.

Disability: Section 10 (1) of the *Ontario Human Rights Code* defines "disability" as follows:
   a. any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
   b. a condition of mental impairment or a developmental disability,
   c. a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
   d. a mental disorder, or
   e. an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*

The *Policy and Guidelines on Disability and the Duty to Accommodate* elaborates on this definition to emphasize the subjective component of "Disability". The term should be interpreted in broad terms and includes both present and past conditions, as well as a subjective component based on perception of disability.

Because it may not be obvious, it is worth noting that this definition of disability includes learning disabilities, mental illness, attention deficit/hyperactivity disorder, and autism spectrum disorders.

General Principles
This policy echoes the principles articulated in the Ontario Human Rights Commission document Policy and Guidelines on Disability and the Duty to Accommodate (Section 4).

Respect for Dignity
All practices and procedures related to the accommodation of students with disabilities are grounded in a respect for the student's dignity. This specifically includes:
- respect for the student's privacy and confidentiality by all Fleming employees who play a role in the accommodation process;
- always ensuring that the student with a disability is a full participant in the accommodation process;
- promoting the autonomy of students with disabilities.

Individualized Accommodation
Each student's needs are unique and as such the accommodations provided to students are always determined based on the student's needs vis-à-vis their program or course requirements.

Integration and Full Participation

The principle of integration and full participation begins with inclusive design. Under its AODA obligations, the College has committed to principles of Universal Design for Learning. Following this is the prevention and removal of barriers, including physical, systemic and attitudinal barriers, so students with disabilities are able to access their programs and face the same duties and requirements as other students with dignity and without impediment.

Where barriers continue to exist then accommodation should be provided short of undue hardship. Accommodating students with disabilities by providing them with differential treatment must be done in a manner that best promotes their dignity and integration.

Related Documents
- Ontario Human Rights Commission Policy and Guidelines on Disability and the Duty to Accommodate available at http://www.ohrc.on.ca/en/book/export/html/2461
- Ontario Human Rights Commission Guidelines on Accessible Education, available at http://www.ohrc.on.ca/en/guidelines-accessible-education
- Administrative Operating Procedure #7-701 OP, *Access and Accommodation for Students With Disabilities*
- College Policy #3-341, *Accessibility for Persons With Disabilities*
- Administrative Operating Procedure #3-341 OP, *Accessibility for Persons With Disabilities*
- College Policy #3-311, *Harassment and Discrimination Prevention*
- Administrative Operating Procedure #3-311 OP, *Harassment and Discrimination Prevention*

Appendices
N/A

Summary of Amendments/Reviews:

Section(s)	Date	Comments
New Policy	Created 1998	Approved BoG Dec2-1998 #2
Full Policy review	May 27, 2004	
Revised Appendix 1	March 2009	Approved BoG March25-2009 #3
Full Policy review	January 2013	Approved BoG Jan23-2013 #2
Full Policy review	Dec 2015; Jan 2016	Review undertaken as required under the Multi-year Accessibility Plan - new format (separation of procedure from policy); updated language; addition of definitions

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ADMINISTRATIVE OPERATING PROCEDURE

Access and Accommodation for Students With Disabilities	
Procedure ID:	#7-701 OP
Approved by:	Executive Leaders Team *January 14, 2016*
Effective Date:	*Scheduled for January 2016 (pending policy approval)*
Next Review Date:	January 2019
Monitoring Responsibility:	Director, Counselling and Accessible Education Services
Linked to a College Policy:	☒ Yes # 7-701 ☐ No *Access and Accommodation for Students with Disabilities*

Policy Statement

At Fleming College, we are committed to building an inclusive and accessible learning and working environment. We believe in and promote the rights of all persons with disabilities as enshrined in the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, and the Accessibility for Ontarians with Disabilities Act (AODA, 2005) and its related Accessibility Standards Regulations. The College supports the intent of the AODA and its goal of achieving accessibility for Ontarians with disabilities with respect to goods, services, facilities, accommodations, employment, buildings, structures and premises. The College also affirms the rights of all persons, including those with disabilities, to have access to equal opportunity in employment, education, accommodation or business dealings with the College.

The College commits to inclusive design, systematic removal of barriers and accommodating the remaining needs. Counselling & Accessible Education Services is responsible for leadership in the delivery of accommodations and services for students with disabilities at Fleming. This includes setting operational procedures, administration of funding targeted for the provision of services for students with disabilities received by the government and working with other areas of the College to promote the systematic removal of barriers.

Definitions/Acronyms

Academic Accommodation: An academic accommodation is an individualized adjustment to how a student with a disability accesses or participates in a course or program. These accommodations are individualized to the student's specific needs and the program requirements. Academic accommodations do not alter the learning outcomes or essential program requirements. Examples include, use of an ASL interpreter, use extra time to complete tests, or taking a reduced course load.

A reasonable accommodation is one which does not impose undue hardship on the College in the form of significant alteration to the fundamental nature of the learning outcomes and/or the academic standards of a program or course; significant alteration to a work process that would disadvantage other employees; substantial economic hardship to a College program or department that would affect its economic viability; significant adverse impact on learning opportunities for other students; the health and safety of other students or employees and/or safety hazards to other persons or property; or significant disruption of College operations.

Alternative Text: Print textbooks can create barriers to learning for students with a variety of disabilities. Alternate format textbooks is an accommodation for such students. One of the most common alternate formats students with disabilities access is electronic formats that can be read by text-to-voice software such as Kurzweil, Texthelp or JAWS. Braille textbooks is another format.

Assistive Devices: Any device to assist a person perform a particular task that they might not otherwise be able to do well or at all (usually because of a limitation in their mobility, vision, hearing, dexterity, communication or mental functions). With the aid of these devices, students with disabilities are better able to access their program curriculum or the broader college community and its services with greater independence. Examples include wheelchairs, prostheses, mobility aides, hearing aids, visual aids, and specialized computer software and hardware.

Disability Documentation: In general, disability documentation should be written by a health care professional who is qualified to diagnose the condition and identify the difficulties it may have on the student in school or at work. Students with disabilities may generally be expected to provide documentation that states that the student has a disability, the limitations or needs associated with the disability, whether the student can perform the essential duties or requirements of their academic program, with or without accommodation and the type of accommodation(s) that may be needed to allow the student to fulfill the essential duties or requirements of their program.

Operating Procedure
1.0 Requesting Accommodation Due to a Disability
1.1   The College will communicate to students and potential students the mechanism by which requests for accommodations are made. The following are examples of how this occurs:
- The Admissions department includes, as part of the general information that is mailed to students who have been accepted, specific instructions regarding disclosure procedures for disability needs.
- Disability accommodation information is provided in college calendars and other college publications.
- Disability accommodation pamphlets are displayed prominently at college recruitment events.
- Staff inform people about such procedures by phone.
- A web page on disability accommodations is established on the college's web site at https://department.flemingcollege.ca/aes/

1.2   A student who wishes to request accommodation has a responsibility to communicate their needs in sufficient detail and lead time, and to cooperate in consultations to enable the college to respond to the request.

Some forms of accommodation require substantial notice of 10 weeks or more. Examples include but are not limited to: Braille, alternate format textbooks, American Sign Language interpreters. Failure to provide sufficient notice may negatively affect the college's ability to respond to accommodation needs without a resulting delay.

Students who require accommodations must contact the college to schedule an appointment with a counsellor to discuss their needs.

1.3   Returning students wishing to continue accommodation arrangements are required to meet with a college counsellor prior to or at the beginning of each semester to discuss renewal of or changes to the previous arrangements.

2.0 Determining Accommodation Requirements
2.1   The college counsellor will assess the request for accommodation using the definition of disability from the Ontario Human Rights Code (see definitions).

2.2   After meeting and consulting with the student with a disability, and after referring to pertinent disability documentation, the counsellor will recommend appropriate accommodations.

2.2.1 In situations where a student does not have disability documentation, the counsellor will work with the student to help them acquire it. This could mean having the student or counsellor contact the student's high school to obtain copies of documentation on file or in cases where no disability has been previously diagnosed, the counsellor will provide the student with a plan for obtaining a diagnosis from a qualified health professional. While the student is in the process of obtaining disability documentation, they may access "interim accommodations" which are limited to extra time for tests (1.5x), learning strategies instruction and tutoring supports (note taking assistance may also be provided if the college has already hired a note taker for the student's courses). Interim accommodations are not renewed the following semester if the student does not follow through on their requirements to obtain documentation.

2.3 Formal procedures are in place for students to access most academic accommodations. This is done in order to facilitate their implementation. For example, many students require additional time for tests or to write their tests in a quiet location. The Accessible Education Services department has a form that students with disabilities and their professors must complete in order for AES staff to properly schedule space and invigilators.

2.4 The college counsellor will consult with others as appropriate (e.g., faculty, facilities) to discuss recommended accommodations and arrange implementation.

2.5 Faculty are not automatically informed about services and accommodations required for a student with a disability. Students are encouraged to advocate for themselves and the assistance they need. Counsellors provide their students with a memo which outlines their accommodations that the student may choose to share with their professors.

3.0 The Admissions Process
Any assessment of an applicant's ability to meet the published admission requirements will be based on the applicant's functional ability at the time of the application. Anticipated physical or mental deterioration or incapacity will not be a factor in any assessment.

Prospective students must not be excluded from college programs due to a perception that it is unlikely the applicant will be successful in obtaining employment due to disability or lack of accommodations for that disability in the labour market. However, all students should be counselled as to the possibilities and realities of future employment in order to be able to make an informed decision. As part of the process, counsellors may link the student with faculty, coordinators, health services or other suitable sources of information to enable the prospective student to feel fully informed. The decision to apply or not rests with the prospective student.

4.0 Students on Placement
Once accepted into a program, students with disabilities are presumed to be capable of fulfilling the essential requirements of the program providing the necessary accommodation is maintained.

Employers or supervisors who accept college students for placement are subject to the same legislation on which this policy is based. Unless the placement might constitute a risk to others, written consent from the student is necessary before the college will inform an employer about a student's disability.

Complaint Procedure
Occasionally disputes may arise concerning the provision of accommodations for students with disabilities. Students may choose to discuss the issue with their counsellor. For matters not resolved at that level, the student may choose to pursue a complaint under the College's Harassment and

Discrimination complaint procedures (available at https://department.flemingcollege.ca/hr/working-at-fleming/policies-and-procedures/).

<div style="background-color:#d9d9d9">

Related Documents
</div>

- College Policy #7-701, *Access and Accommodation for Students with Disabilities*
- College Policy #3-311, *Harassment and Discrimination Prevention*
- Administrative Operating Procedure #3-311 OP, *Harassment and Discrimination Prevention*

Summary of Amendments/Reviews:

Section(s)	Date	Comments
Procedure revised	March 13, 2008	
Appendix 1 under Procedure revised	March 2009	Approved BoG March25-2009 #3
Full Review; content of previous appendices moved into procedure	Dec 2015; Jan 2016	Review undertaken as required under the Multi-year Accessibility Plan - new format (separation of procedure from policy); updated language;

CHAIR'S REPORT

Submission to: Public Board Meeting	
Meeting Date: January 27, 2016	**Consent Agenda Item 3.3**

Board Professional Development
Getting to Know the CAAT Pension Plan, a one-hour webinar taking place February 2, 8:00 to 9:00 a.m. or February 10 at noon to 1:00 p.m. Registration is required; please contact the Board Secretary for details.

Recruitment
The Board welcomes to two incoming Governors, *Mike Leonard* and *Dan Marinigh*, both appointed January 15, 2016.

Strategic Planning
On February 24, in lieu of a business meeting, the Board will hold a workshop focussing on enrolment and growth, international strategy and program mix to gain greater knowledge of the strategic options and choices facing the College in the coming years.

Events
Almost one year to the day after the official opening of the *Kawartha Trades and Technology Centre* (KTTC), on December 4, a *special project* created by the students and faculty of the School of Trades and Technology was unveiled in honour of the donors who made leadership gifts to the campaign. Thank you to Governors who were able to attend.

The *Indigenous Education Protocol* was signed in a special ceremony on December 7. The Protocol is an aspirational document that reaffirms Fleming's commitment to Indigenous education and provides a vision of how the college will strive to improve and better serve Indigenous peoples. For more information and for pictures/articles from the signing ceremony, please visit the event page located here.

Correspondence
No correspondence was received in the Board Office

Opportunities for Governors
President's Advisory Council: Thursday, January 28 at the main campus in Peterborough, from 4:00 to 6:00 p.m. Please advise the Board Secretary if you are interested in attending as the Liaison Governor.

Fulford's is open for lunch (Tuesdays and Thursdays, 11:00 a.m. to 1:30 p.m.) and dinner (Wednesdays and Thursdays, 5:00 to 6:30 p.m.) over the Winter semester. Menus and information is available on the web site, http://flemingcollege.ca/student-life/food-at-fleming/fulfords. To make a reservation, call 705-749-5530 ext 1487 or email fulfords@flemingcollege.ca.

PRESIDENT'S REPORT

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Submission to: Public Board Meeting	
Meeting Date: January 27, 2016	**Consent Agenda Item 3.4**

Welcome to the New Year!

Fleming College and the Centre for Alternative Wastewater Treatment will benefit from a recently-announced $12-million federal investment in the Southern Ontario Water Consortium. Prime Minister Justin Trudeau announced the funding to the SOWC (through the Federal Economic Development Agency for Southern Ontario) at the University of Waterloo on January 14/16. The SOWC is made up of 10 postsecondary institutions working to advance clean and innovative water technologies. Fleming, home to the Centre for Alternative Wastewater Treatment (CAWT), is the only community college member of the SOWC. Dr. Brent Wootton (CAWT Director and Senior Scientist) and I were at the University for this announcement and had an opportunity to converse with Navdeep Bains, the Federal Minister of Innovation, Science and Economic Development.

Ministry of Training, Colleges and Universities
The Hon. Reza Moridi was in Peterborough on January 21 and visited Fleming College. He was particularly interested in the Kawartha Trades and Technology Centre. Minister Moridi was joined by MPP Jeff Leal.

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)
A meeting of the Committee of Presidents took place on January 19, 2016. The meeting provided an opportunity to discuss a number of the colleges' priorities with Deputy Minister, Sheldon Levy, and senior officials from the Ministry.

Within the System
On January 20, Durham College and the University of Ontario Institute of Technology hosted a full day *Summit on Talent and Skills in the New Economy*.

At Fleming
In lieu of a January All-staff meeting, a new event has been planned. Breakfast with the President will take place at the Frost Campus on January 25 and at the Sutherland Campus on January 26. An all-staff meeting will take place on February 1 at the Haliburton Campus; Cobourg is to be confirmed.

COLLEGE ACTIVITY REPORT

Fleming College
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Submission to: Public Board Meeting **Meeting Date: January 27, 2016**	**Consent Agenda Item 3.5**

OUR STUDENTS

*Guidelines for Professional Practic*e have been updated, for both students and faculty. The revised documents are available on both the internal and external web site.

Second year *Fitness and Health Promotion students* are once again working with Fleming employees and students through an interactive session sharing their expertise in healthy meal planning and making healthy choices.

The *Sustainable Building Design and Construction program* will partner with Abbey Gardens to build an off-grid Alternative Energy Presentation Centre which will be home to the award-winning business Haliburton Solar and Wind (HSW). The students in the program will design and build the structure between May and August 2016.

Congratulations to Business student *Kristen Taylor-Head*, who won the Peterborough Snofest Idol contest on January 17.

Students in the *Urban Forestry Technician* program have been assessing soil and trees in Lindsay's historic Mill Street district with the goal of improving the health of the urban canopy.

In December, students in the *Museum Management and Curatorship* program presented their 'mini-exhibits' at the Peterborough Museum and Archives. As part of a class assignment, students had to research and display individual artifacts from the Peterborough Museum and Archives collection. The exhibits aimed to synthesize learning across the MMC curriculum and provide an opportunity for students to apply newly acquired knowledge and skills to real world projects.
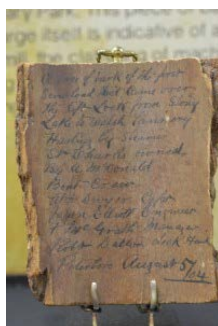
Police Foundations students are sporting a new look – uniform – promoting professionalism and student pride in the program. Students are required to wear the uniform for lecture classes, guest lectures, group presentations, award ceremonies, on-campus police memorial services, Remembrance Day, and graduation

OUR EMPLOYEES

Fleming College has earned full institutional eligibility with the *Social Sciences and Humanities Research Council of Canada* (SSHRC). As an accepted institution, the College is able to access SSHRC grants and awards for eligible applied research projects.

Facilities and Finance

The Facilities Department has changed its name to *Physical Resources*. Some operational changes will be implemented over a three-month period, maximizing efficiencies while delivering more consistent service College-wide.

The Physical Resources team will be hosting regular, semi-monthly meetings to share high-level updates about a variety of ongoing projects occurring College-wide. These sessions will take place at the Sutherland Campus on the 1st and 3rd Thursday of the month, from 3:15 to 4:00 p.m. in Room B3250.

Human Resources

Recruitment and Selection: For the November 13, 2015 to January 12, 2016 timeframe:
- The College posted 20 positions (a combination of permanent and temporary positions): 7 Support, 12 Academic and 1 Administrative.
- The College hired 4 new permanent (full-time) staff: 2 Support, 2 Academic.
- There were 3 internal full-time Support transfers.
- There were no temporary full-time Support assignments.
- There were no resignations or terminations.
- There were 2 retirements, both Support.
- There were 3 leaves: 2 Support (1 personal, 1 parental) and 1 Academic (parental).
- There were 3 returns from leave: 1 Support (personal), 2 Faculty (1 parental, 1 sabbatical).

With Sadness

Condolences to the family, friends and former colleagues of *Mary Nesbitt* who passed away on

December 7 at the age of 91. Mary taught in the Nursing program. *Hope Hotson* passed away on December 30 at the age of 87; Hope also taught in the Nursing program.

Recognition
Congratulations to the following employees who achieved significant service milestones in November and December 2015:

10 years: Laura Copeland
15 years: Kimberley Patterson; Ted Brandon; Heather Cosh
20 years: Kristina Lonsberry; Dalton Irwin
25 years: Alicja Wasilewska
30 years: Pam Johnstone

The new *applicant tracking system* is up and running, which has already lead to a number of improvements and efficiencies in corporate recruiting processes. There are two methods of accessing the system, one for College employees and one for external applicants.

Student Services
Diversity, International
A professional development session, *Being an LGBTQ Ally*, was held on January 13. Participants received a toolkit of helpful college and community resources.

A new series of cultural events – the *International Kitchen* – take place in the Community Kitchen located in the Real Canadian Superstore, Lansdowne Place shopping centre (Peterborough). A Chinese New Year's celebration is planned for February 8.

Library and Tutoring & Academic Skills – a
new name for the department, replacing the Learning Centre!

Tutoring Services has a new home at the Sutherland Campus, having relocated to room C1203, just outside the Library. The majority of tutoring activities take place in the Learning Café and in several other rooms in this area.

Counselling
Free guided meditation sessions are available to staff and students at the Sutherland Campus on Mondays from noon to 1:00 p.m. in Room B3155.

Advancement and Alumni Relations
The Winter 2016 edition of [FLEMING TIES](#) alumni magazine is now online. Read about alumni career success stories and their involvement in student success.

To help the Marketing and Advancement team define goals and set priorities to enhance Fleming alumni benefits and services, Fleming graduates who are employed at the College have received an invitation to take an anonymous *Alumni Engagement Survey*.

Marketing, Communications and Liaison
The *Haliburton School of The Arts summer program* offers a vibrant [schedule](#) that is both fresh and familiar. Check it out!

OUR COMMUNITIES
Canadian Blood Services will host a *Blood Donor Clinic* at the Sutherland Campus on February 8 and 9. The clinic takes place in the main foyer from noon to 3:00 p.m. each day. A clinic at the Frost Campus is scheduled for March 10 in the Fieldhouse.

On February 4, the 2016 *Frost Campus Health Fair* will take place in the Discovery Trail from 11:00 a.m. to 2:00 p.m. Everyone is welcome – and admission is free!

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

February 18: *Fleming Night at the Petes*, 7:00 p.m. at the Memorial Centre

April 2: *Open House* (Peterborough, Lindsay, Haliburton), 10:00 a.m. to 2:00 p.m.

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

Fleming College

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	9-Dec-15	8-Nov-16
2	Esthetician	2	OCC	5-Nov-15	7-Nov-16
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		10-Nov-16
9	Pharmacy Technician	1	OCD	2-Dec-15	4-Apr-16
10	Practical Nursing	2	OCD	9-Dec-15	17-Nov-16
11	Recreation & Leisure Services	2	OCD	30-Oct-15	2-Dec-16
12	Therapeutic Recreation	1	ODC	8-Dec-15	22-Nov-16

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	7-Apr-15	6-Apr-16
3	Customs Border Services	2	OCD	1-Apr-15	
4	Developmental Service Worker	2	OCD	5-Jun-15	8-Apr-16
5	Drug & Alcohol Counsellor	2	OCD	25-Nov-15	19-Oct-16
6	Early Childhood Education	2	OCD	15-Apr-15	
7	Educational Support	2	OCD	25-Mar-15	31-Mar-16
8	Emergency Management	1	OCGC	17-Apr-15	
9	Human Services Foundation	2	OCD		
10	Law Clerk	2	OCD	18-Nov-14	
11	Paralegal	2	OCD	18-Nov-14	
12	Police Foundations	2	OCD	27-Nov-15	25-Nov-16
13	Pre-Service Fire Fighter Education & Training	1	OCC	9-Mar-15	
14	Protection, Security & Investigation (formerly Security	2	OCD	13-Nov-15	4-Nov-16
15	Social Service Worker	2	OCD	11-Dec-15	18-Nov-16

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	1-May-16	
8	Instrumentation & Control Engineering Technician	2	OCD	TBD	
9	Mechanical Techniques - Plumbing	1	OCC	22-Feb-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 Including - College Health Science Option; Preparatory Health Sciences; GAS Science Preparation; GAS University Transfer; and GAS University Science Preparation	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	2-Mar-16	
2	Business Administration	3	OCAD	2-Mar-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	2-Mar-16	
6	Chef Training	1	OCC	4-Feb-06	
7	Culinary Management	2	OCD	4-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	10-Feb-16	
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	22-Mar-16	
5	Blasting Techniques	1	OCC	7-Mar-16	
6	Conservation & Environmental Law Enforcement	1	OCGC	23-Feb-16	
7	Earth Resources Technician	2	OCD	21-Jan-16	
8	Ecological Restoration - Joint Degree/Diploma	4	OCD Honours Bachelor's	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	22-Feb-16	
18	Geographic Information Systems - Cartographic	1	OCGC		
19	Geographical Information Systems - Applications	1	OCGC		
20	Heavy Equipment Operator	1	OCC		

	Program Name	Length (Yrs)	Credential	Meeting Date DD/MM/YR	Meeting Date #2 DD/MM/YR
21	Heavy Equipment Techniques	1	OCC	18-Apr-16	
22	Outdoor & Adventure Education	1	OCC	14-Apr-16	
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	20-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-16	
2	Digital Image Design, Glassblowing, Jewellery Essentials and Sculpture	1	OCC	9-Jun-16	
3	Sustainable Building Design and Construction	1	OCC	27-Oct-16	
4	Integrated Design	2	OCD	16-Jun-16	
5	Visual & Creative Arts	2	OCD	9-Jun-16	
6	Cultural Heritage Conservation & Management and Museum	2	OCGC	3-May-16	
7	Expressive Arts	1	OCGC	25-Oct-16	
8	Studio Process Advancement	1	OCGC	9-Jun-16	

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BOARD BRIEFING REPORT

SUBJECT: Renaming of a College Roadway

Submission to: Public Board Meeting	
Meeting Date: January 27, 2016	**Agenda Item 5.1**
ACTION REQUESTED: Approval (requires a motion)	

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

A request to rename a roadway at the College's Sutherland Campus.

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

Les Groombridge was a volunteer with Fleming College for over three decades. He first became involved in 1975 as a member of the Sports, Recreation and Tourism Program Advisory Committee. He was later appointed to the Board of Governors, serving from January 1980 through December 1985. As a Governor, Les chaired the Finance Committee and served both as Board Vice-Chair and Board Chair.

Within the college system, Les was appointed to the Ontario Council of Regents, the governing body of the province's community colleges, serving from 1994 to 1999. In February 2003, the Association of Colleges of Applied Arts and Technology of Ontario (now known as Colleges Ontario) presented Les with the 2003 Community Volunteer Award.

Les was instrumental in reactivating the Friends of Sir Sandford Fleming College Foundation, and served on the Foundation Board from 1993 through 2002. He held many roles, one of which was as President of the Foundation board (1996 to 1999).

A life-long resident of Peterborough, Les retired as President of Outboard Marine Corporation after 45 years with the organization. having worked his way to the top job after starting as an office boy. He went on to work as the City's Planning and Economic Development Director. Les played a key role in the establishment of the Canadian Canoe Museum, using his business skills and network of contacts to co-develop the long-term business plan for the Museum when it was getting off the ground in the late 1990s.

In 2008, a request was made to honour Les. Determining that the most appropriate recognition would be related to his long-term involvement with the Foundation, the Board of Governors authorized the naming of the Foundation Boardroom after him.

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 Advancement and Alumni Relations department was relocated to the Brealey Building in 2015 and the building decommissioned. This is in turn provided an opportunity to both maintain the recognition and rename the roadway that leads to the Farmhouse.

Farmhouse Lane is off the main driveway running between Residence Village and the Sports Fields. It was used as a temporary exit to Dobbin Road during the City's construction work on Brealey Drive. There are no concerns with renaming the roadway from a 911 perspective as confirmed by both City and County representatives.

Implementation Strategy

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

The College will need to order and install replacement signage and notify the 911 representatives when the new signage is in place. A small event to unveil the signage with Les' immediate family would be planned in the spring.

Decision Point

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

N/A

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College rename the roadway signed as Farmhouse Lane, located on the College's Sutherland Campus, to *Groombridge Way*.

PREPARED BY: Board Office

BOARD BRIEFING REPORT

Fleming College
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SUBJECT: New Polices – Integrated Planning and Quality Assurance

Submission to: Public Board Meeting

Meeting Date: January 27, 2016   **Agenda Item 5.2**

ACTION REQUESTED: Approval (requires a motion)

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

A report seeking approval of two new policies and a policy revision as an outcome of the regular review process.

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

Integrated planning and quality assurance are strong themes within both the Strategic and Academic Plans.

Integrated Planning has been adopted by the College to use resources more strategically, to set priorities, and to facilitate financial sustainability. It is a new overarching policy that also has a strong connection to quality assurance. The quality assurance policy is broad as well, and it commits the College to implementing comprehensive quality assurance processes involving both academic and service units.

These new and updated policies will contribute to the body of evidence that Fleming College staff is gathering to prepare for the College Quality Audit Accreditation Process.

Attachments:
- College Policy #4-427, *Integrated Planning*
- College Policy #2-220, *Quality Assurance*
- College Policy #2-213, *Program Quality Assurance*

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 College has always worked within planning frameworks (e.g. Strategic Plans, Business Plans, Annual Reports) and has been guided by program quality assurance policies. Since 2013-2014, the College has been using a proven evidenced-based Integrated Planning framework and methodology to assess programs and services ensuring a more transparent, collaborative approach that leads to superior integrated solutions, financial sustainability and exceptional program and service quality.

The Integrated Planning policy formalizes and instills this model throughout the organization and is aligned with the Quality Assurance policy. The College Quality Audit Accreditation Process (CQAAP) process moves the college system beyond the previous provincial quality assurance audits (PQAPA), which in 200, and in 2013, the College successfully met all requirements. Part of this new accreditation process involves reviewing and updating all related policies.

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

The policies provide the guiding framework. Administration and staff will continue to update and document related processes and guidelines as well as accumulate evidence that demonstrates the CQAAP Standards and Requirements have been met

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

N/A

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College approve College Policies
- **#4-427,** *Integrated Planning*
- **#2-220,** *Quality Assurance*
- **#2-213,** *Program Quality Assurance*

AND through this approval, revoke College Policies
- **#2-206,** *Program Development*
- **#2-207,** *Curriculum Renewal and Program Review*
- **#2-217,** *Program Suspension and Cancellation*

PREPARED BY: Academic Quality / Human Resources and Student Services

COLLEGE POLICY

	Integrated Planning
Policy ID:	#4-427
Manual Classification:	Finance and Facilities
Approved by Board of Governors:	*Scheduled for January 2016*
Effective Date:	*Scheduled for February 1, 2016*
Next Policy Review Date:	2021
Administrative Contact for Policy Interpretation:	*Academic*: Vice-President Academic *Finance*: Vice-President Finance and Administration *Services*: Vice-President Human Resources and Student Services
Linked to an Operating Procedure:	☐ Yes ☒ No

Policy Statement

Fleming College is using a proven evidenced-based Integrated Planning framework and methodology to better undertake complex planning. This framework encompasses allocating resources strategically, providing both qualitative and quantitative data to inform decisions, ensuring expertise so that the College can respond quickly to external opportunities and facilitating implementation of the strategic plan by being able to effectively weigh priorities and demonstrate flexibility. This type of transparent and collaborative approach to planning and implementation results in superior integrated solutions, financial sustainability and exceptional program and service quality.

Purpose

This policy outlines the overarching principle of Integrated Planning. The College will engage in and embrace both the strategic and resource allocation aspects of Integrated Planning.

The purpose of this policy is to ensure:
- a process that engages members of the College community and provides the opportunity to inform the planning and implementation process;
- that transparent, evidence-based decision making processes exist to support resource allocation, continuous improvement and sound financial management.
- That college leaders engage in collaborative and systematic planning frameworks to result in superior solutions including financial sustainability and exceptional program and service quality.

Scope

This policy applies to all planning within the College.

Definitions/Acronyms

Integrated Planning Model: an evidence-based framework and methodology that includes the use of both quantitative and qualitative data to inform decision making and ensure appropriate resources are allocated for programs and services to be created, enhanced, redesigned, maintained, or ultimately phased out.

Quality Assurance: the mechanisms or procedures used to assure or measure, the level of or existence of quality. In Ontario, publically funded colleges adhere to provincial quality standards developed by the Ontario College Quality Assurance Service which provides credential validation, quality audits and institutional accreditation.

General Principles

All planning activities throughout every department in the organization are effectively integrated and driven by the institution's Strategic Mandate Agreement, Strategic Plan, and Academic Plan. Integrated planning will:

a) Be open and transparent, encouraging comprehensive input and consultation with College stakeholders, particularly students and staff.

b) Facilitate long-term planning of institutional resources including people, financial, space, capital and technologies to drive efficiency in resource management through continuous improvement

c) Achieve resource accountability at all levels.

Related Documents

- Fleming College Strategic Mandate Agreement 2014-2017
- Fleming College Strategic Plan 2015-2018
- Fleming College Academic Plan 2015-2018
- Fleming College Business Plan (current)
- Fleming College Annual Report (current)
- College Policy #2-220, *Quality Assurance*

Appendices

N/A

Summary of Amendments/Reviews:

Section(s)	Date	Comments
New policy	Created 2015	

COLLEGE POLICY

Quality Assurance	
Policy ID:	#2-220
Manual Classification:	Academic Affairs
Approved by Board of Governors:	*Scheduled for January 2016*
Effective Date:	*Scheduled for February 1, 2016*
Next Policy Review Date:	2021
Administrative Contact for Policy Interpretation:	*Academic*: Vice-President Academic *Finance*: Vice-President Finance and Administration *Services*: Vice-President Human Resources and Student Services
Linked to an Operating Procedure:	☐ Yes ☒ No

Policy Statement

In Ontario, publically funded colleges adhere to provincial quality standards developed by the Ontario College Quality Assurance Service which provides credential validation, quality audits and institutional accreditation.

Fleming College is committed to implementing comprehensive quality assurance processes, and achieving full accreditation within the Ontario College system.

Purpose

The purpose of this policy is to ensure that Fleming College, through institutional, integrated planning and implementation processes, continuously improves and provides high quality educational experiences for its students.

A measure of success will be that Fleming College achieves and maintains institutional-level accreditation through the College Quality Assurance Process (CQAAP) as established by the Ontario College Quality Assurance Service.

Scope

This policy applies to all faculty, staff and administration of the College.

Definitions/Acronyms

Quality Assurance: the mechanisms or procedures used to assure or measure the level of or existence of quality. In Ontario, publically funded colleges adhere to provincial quality standards developed by the Ontario College Quality Assurance Service which provides credential validation, quality audits and institutional accreditation.   www.ocqas.org

Quality: the degree of excellence to which performance standards are met or exceeded.

College Quality Audit Accreditation Process (CQAAP): an institutional-level process that involves the regular and cyclical review of each college's quality assurance mechanisms.   The standards provide the framework for Ontario's colleges in assessing the extent to which their quality assurance mechanisms meet the established standards. Its purpose is developmental and its intent is to ensure continual improvement.

Integrated Planning Model: an evidence-based framework and methodology that includes the use of both quantitative and qualitative data to inform decision making and ensure appropriate resources are allocated for programs and services to be created, enhanced, redesigned, maintained, or ultimately phased out.

General Principles

We are committed to:

1. Institutional quality assurance processes and practices that are guided by the College's Mission, Vision, Values, Strategic and Academic Plans.

2. Transparent integrated planning and decision-making processes that engage as many stakeholders as possible.

3. Using an evidence-based approach in decision making across the institution.

Related Documents

- Fleming College Strategic Mandate Agreement 2014-2017
- Fleming College Strategic Plan 2015-2018
- Fleming College Academic Plan 2015-2018
- College Policy #4-427, *Integrated Planning*
- College Policy #2-213, *Program Quality Assurance*
- Program and Curriculum Review Process and Guidelines
- College Quality Audit Accreditation Process Standards (www.ocqas.org)

Appendices

N/A

Summary of Amendments/Reviews:

Section(s)	Date	Comments
New policy	created 2015	

COLLEGE POLICY

Program Quality Assurance		
Policy ID:	#2-213	
Manual Classification:	Academic Affairs	
Approved by Board of Governors:	*Original:* February 22, 2006	
	Revision: Scheduled for January 2016	
Effective Date:	*Scheduled for January 2016*	
Next Policy Review Date:	January 2020	
Administrative Contact for Policy Interpretation:	Vice-President Academic	
Linked to an Operating Procedure:	☐ Yes	☒ No

Policy Statement

This policy contributes to the mission of the College by promoting excellence in the development, design, delivery, and ongoing review of academic programs. It will demonstrate accountability to students, the Board of Governors, the Ministry and the communities we serve that there are mechanisms in place to ensure all academic programs meet or exceed relevant quality standards and that programs engage in an ongoing and systematic review process.

Purpose

To ensure that the College offers a comprehensive program mix that is guided by the strategic directions of the College and is current, relevant, innovative and anticipatory of local, provincial, national and international, social, political and economic developments.

In addition, the policy and related processes will ensure that Fleming College is compliant with the standards set by the Ontario College Accreditation process. Specifically, it will ensure that new and existing programs of instruction are designed, implemented, reviewed, enhanced and/or ultimately phased out following best practices across the postsecondary education system.

Scope

This policy applies to all new and existing programs offered by Fleming College in accordance with the Minister's Binding Policy Directive, *Framework for Programs of Instruction*. This Framework provides direction to the College through the authority of the Board of Governors in the development, approval and modification of programs of instruction that lead to a credential as defined by the Ontario Colleges of Applied Arts and Technology Credentials Framework.

This policy is guided by the Ontario Colleges of Applied Arts and Technology Act, 2002 and O. Reg. 34/03 under the Act. This Act and subsequent Regulation and Binding Policy Directives from the Ministry of Training, Colleges and Universities provide direction for Ontario colleges with regard to quality assurance. The policy directive states that "Colleges are to establish mechanisms for the review of their programs of instruction to ensure ongoing quality, relevancy and currency."

This policy applies to all faculty, staff and administration of the College who support the learning process.

Definitions/Acronyms

Quality Assurance: the mechanisms or procedures used to assure or measure, the level of or existence of quality. In Ontario, publically funded colleges adhere to provincial quality standards

developed by the Ontario College Quality Assurance Service which provides credential validation, quality audits and institutional accreditation.   www.ocqas.org

Quality: the degree of excellence to which performance standards are met or exceeded.

Integrated Program Planning Model: an evidence-based framework and methodology that includes the use of both quantitative and qualitative data to inform decision making and ensure appropriate resources are allocated for programs to be created, enhanced, redesigned, maintained, or ultimately phased out.

Ontario Colleges of Applied Arts and Technology – Credentials Framework: a framework that represents the minimum provincial requirement for credentials to be awarded and applies to all programs of instruction regardless of funding source.

College Accreditation: a type of quality assurance process under which services and operations of colleges are evaluated by an external body to determine if applicable standards are met. Ontario Colleges can apply to achieve institutional-level accreditation by meeting a series of Accreditation Standards as set by the Management Board of the Ontario College Quality Assurance Service.

General Principles
We are committed to:

1. Practices that encourage a substantive array of new programs ideas from a variety of internal and external sources.
2. An integrated program planning model, including a gated process incorporating comprehensive data and metrics that will be used to inform decisions regarding new programs as well as modification of existing programs and the suspension or cancellation of programs.
3. Ongoing integrated review cycle consisting of an annual curriculum review for each program and a comprehensive program review, every five years.
4. Transparent, integrated processes that engage as many stakeholders as possible.
5. Using an evidence-based approach in our decision making concerning academic programs
6. Compliance with the Ministry of Training, Colleges and Universities Operating Procedure on the suspension and cancellation of programs.

Related Documents
- Fleming College Strategic Plan 2015-2018
- Fleming College Academic Plan 2015-2018
- Fleming College Strategic Mandate Agreement 2014-2017
- OCAAT Act, 2002 and Ontario Regulation 34/03
- Ministry of Training, Colleges and Universities Policy Framework: Minister's Binding Policy Directive, *Framework for Programs of Instruction*
- Ontario Colleges of Applied Arts and Technology Credentials Framework
- Program Quality Assurance Process – Guidelines for Program and Curriculum Review
- College Policy #4-427, *Integrated Planning*
- College Policy #2-220, *Quality Assurance*

Appendices
N/A

History of Amendments/Reviews:

Section(s)	Date	Comments
Policy created	2006	Approved BoG Feb22-2006 #x7
Policy reviewed	June 2015, Dec 2015	--
Policy revised	January 2016	Revision consolidates three policies (#2-206 New Program Development, #2-207 Program and Curriculum Review, #2-217 Program Suspension and Cancellation) into a single policy

BOARD BRIEFING REPORT

Fleming College
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SUBJECT: New Program – Global Business Management

Submission to: Public Board Meeting
Meeting Date: January 27, 2016   **Agenda Item 5.3**

ACTION REQUESTED: Approval (requires a motion)

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

A report seeking approval of a new program, an Ontario College Graduate Certificate in *Global Business Management*, to be launched Fall 2016.

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

The stage 1 proposal for Global Business Management was presented to the Academic and Student Affairs Committee in June 2014.   Program proposal champions have since written learning outcomes for the program, submitted these to Credential Validation Services (CVS) for approval of the credential, and obtained Program Advisory Group support for the program. The final business case was approved by the Product Review Board in December 2015. There is strong support from the Dean of the School of Business, Director of Marketing, and the Registrar, all of whom cite high demand for this program.

Attachments:
• Business Case

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).

Detailed analysis can be found in the attached business case.

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

1. Board approval.
2. Submission to the Ministry for funding approval
3. Program launch Fall 2016

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

Does this program support the enrolment growth plan for the College?

Is the enrolment growth additive or is there risk of "cannibalization" of existing program enrolment?

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College approve the *Global Business Management* Ontario College Graduate Certificate program, with an implementation date of September 2016, for submission to the Ministry of Training, Colleges and Universities for funding approval.

PREPARED BY: Brian Bates, Director Product Development

Business Case – Stage 3

School: **Business**
Project name: **Global Business Mgmt**
Champion: **James Boesch**

Fleming College

Page: 1 (7)
Date: 18/01/2016

1 Executive summary

A new Global Business Management (GBM) Ontario Graduate Certificate at Fleming would deliver an advanced level of strategic management and international concepts to prepare graduates to lead and manage effectively in the global business environment.

A related one year offering in International Business Management (IBM) has been running since 2012. The IBM program at Fleming has enrolled almost exclusively international students. Competitive analysis and student demand indicate that many international students prefer a two year program of study. As this Business Case will put forward, growth in the international market is possible, while simultaneously appealing to the domestic market.

2 Market description

With the rapid growth of developing economies and their importance in global markets it's essential that in order to remain competitive, businesses continue to seek out new opportunities. Statistics support the importance of global trade, with exports currently attributed to more than 45% of Canada's GDP. This means that demand for qualified employees who have the skills to operate in a global environment will continue to be strong.

Graduates of this program enter the workforce with the aim of moving into a range of entry to mid-level managerial positions in a broad range of private and public international business environments, including private and government agencies, regulatory bodies, professional organization and international non-government organizations (NGOs).

3 Market potential

Graduates of this program can expect to apply their skills in a wide range of areas that include:
- companies who manufacture, market and sell overseas,
- companies who deal with international trade and logistics,
- governmental or non-governmental not-for-profit organizations focused on international initiatives,
- consulting firms who assist others in their international initiatives

According to the Canadian Occupational Projection System (COPS), the demand for managers in these industries will exceed the available candidates. It is important to note that in several cases, this forecast (2011-2020 period) for "excess demand" is coming after a period where the job market was soft (2008-2010).

For specific details, please review the information available on the following Occupational Summaries:

- Managers in Financial and Business Services
- Sales, Marketing and Advertising Managers
- Managers in Retail Trade
- Human Resources and Business Service Professionals

4   Competitive environment

One year programs in International Business are offered by Algonquin, Boreal, Centennial, Confederation, Durham, Fanshawe, George Brown, Humber, Mohawk, Niagara, Seneca, Sheridan, St. Lawrence, and St. Clair.

It is worth noting that these programs seem to fall into one of two broad categories: a strong trade focus versus general business management with a smaller trade element. The current IBM program at Fleming follows the general business model. This focus will act as a platform on which to build the GBM curriculum.

Humber and Centennial College also offer the two year Ontario Graduate Certificate program in Global Business Management. (Humber also offers two four-year degree programs, a Bachelor of International Business and a Bachelor of International Development.)

For GBM, enrolment is 140 at Humber and 93 at Centennial. Both GTA colleges offer only a single intake. Fleming has an ongoing relationship with Centennial focussed on international students and they have advised us that demand remains high, so despite these colleges' proximity to Fleming, we can expect strong enrollment. Enrollment projections are further enhanced by Fleming's ongoing expansion of international recruitment into countries like Nigeria, Ukraine and Vietnam.

5   Program description

The Global Business Management (GBM) program is a two year, four semester program, under the Ministry Program Code 70208. This program would run in collaboration with our existing one year, two semester (30 week) International Business Management (IBM) program.

In order to meet ministry guidelines while providing the best possible educational opportunity for our GBM students, our proposed plan involves a revision of the current IBM program of study, extending the applied project course from seven to fifteen weeks, as well as revising the curriculum to include courses aimed directly at meeting the needs of the changing industry.

Business Case – Stage 3

Fleming College

Page: 3 (7)
Date: 18/01/2016

School: **Business**
Project name: **Global Business Mgmt**
Champion: **James Boesch**

Fall	Winter	Spring
IBM/GBM – Semester 1	IBM/GBM – Semester 2 IBM/GBM – Semester 1	IBM/GBM – Semester 2
GBM – Semester 3	GBM – Semester 4 (Including Applied Project)	

6   Program Realities and Challenges

The Global Business Management program will likely find its broadest appeal in the international market. Patterns have illustrated that domestic students tend more toward one year post graduate certificates, but there will be an opportunity for those students within this program should they be interested. We anticipate that student demographics would be the same or similar to the International Business Management program. At present, the majority of students in IBM come from India. In the near future, we expect increased international diversity in the classroom as Fleming invests in broader recruitment initiatives that will target Nigeria, Vietnam and China.

There are many factors outside of our control that can impact international enrolment such as government policy, economic conditions, visa approval rates, transfer rates etc. To mitigate this risk, domestic IBM tuition rates are being lowered to improve program appeal within the domestic market.

7   Alternatives

Fleming could continue with only the 1-year International Business Management Ontario Graduate Certificate but we know, anecdotally, that many IBM graduates take a second year of study at colleges in the GTA. We would, therefore, miss out on retaining these students. In turn, a high CTO for IBM/GBM, due to the fact they share a common first year, will be lost. If year two enrolment doesn't meet expectations, Fleming can revert back to only offering the 1-year program with minimal impact to students and faculty.

8   Value Proposition / Sales Arguments

8.1   Student / Customer needs and values

International students have expressed interest in a 2-year global Business program, primarily because a 2-year program results in a longer work permit

(a 1-year program translates into a 1-year work permit, while a 2-year program results in a 3-year permit).

Experience with the IBM program also shows that international students also require more English language support than domestic students. A 2-year program will extend the timeframe over which international students will be able to practice their communication skills, leading to enhanced employment prospects.

8.2 Student / Customer Benefits

Global Business Management shares a common first year with International Business Management. This allows students to stay for one additional year to complete a capstone project if they wish to finish with a 2 year Ontario Graduate Certificate featuring more applied learning. Alternatively, they can exit after one year and still receive a certificate in International Business.

8.3 Fleming's Value Proposition

Building on the success of the IBM program, the GBM program will add an additional year of study that many students are demanding. This second year will provide courses that meet Fleming's Internationalization Plan and allow graduates to contribute to the global workforce at a higher level.

The learning environment at Fleming, with its smaller class sizes and focussed faculty attention has proven to be successful with both international and domestic students at the post graduate level.

9 Business plan

The GBM program aligns with the international growth strategy noted in the Strategic Mandate Agreement (SMA); and Specifically, GBM would provide international students with a new two year opportunity, thereby accommodating international students with a longer period of study and subsequent period of work.

While Business programs are not presently noted as an area of specialization within the SMA, Business programs remain one of Fleming's core offerings. The GBM program is part of an overall strategy to raise the profile of Fleming's Business programming. In support of this, other benefits for the organization include:

- An opportunity for students who may come in from other programs and wish to acquire more advance international business management skills.
- Additional opportunities (e.g. Applied Learning opportunities) for building industry partnerships (locally and internationally).
- Given anticipated high international enrolment component, CTO will be above the 33% target within year 1.

Business Case – Stage 3

Fleming College

Page: 5 (7)
Date: 18/01/2016

Fleming College
LEARN | BELONG | BECOME

School: **Business**
Project name: **Global Business Mgmt**
Champion: **James Boesch**

10   Driving the Academic Plan

10.1 Delivery Mode

The program will be delivered face-to-face, following International Business Management. Because of the anticipated high international enrolment, it is believed face-to-face delivery is the best method to obtain high student success rates. Furthermore, we will assess the feasibility of making GBM a "Bring Your Own Device" (BYOD) program of study. Hybrid teaching and learning opportunities will also be explored.

10.2 Indigenous Emphasis

This program has been designed with International students in mind, however, domestic students and indigenous students may find this interesting.

10.3 Sustainability Learning Outcomes

As part of the IBM and GBM curricula, students will take a course in Corporate Social Responsibility. This course meets the College's sustainability learning outcome requirement.

10.4 Pathways

This program would be appealing to students who have completed International Business Management (IBM). Graduates from either program (IBM and GBM) could enroll in our Project Management Ontario Graduate program.

11   Launch Plan

The project team is aiming for a Sept 2016 student enrolment.

12   Financial Estimations / Contribution Margin / Profitability

Because enrolment is typically international students, the costing was done on that basis. This means slip funding from the MTCU isn't applicable, and full revenue (international tuition) is all accounted for in-year. This allows this program to achieve >33% CTO in year 1.

Costing also includes one FTE professor.

School: **Business**
Project name: **Global Business Mgmt**
Champion: **James Boesch**

Tuition - International (per semester) $ 5,325

(All values expressed in current dollars)

	Startup	Year 1	Year 2	Year 3	Year 4	Year 5
Enrolment		88	228	228	228	228
Revenues						
Tuition Fees	$ -	$ 468,600	$1,214,100	$1,214,100	$ 1,214,100	$ 1,214,100
MTCU Operating Grant Received						
Total		**468,600**	**1,214,100**	**1,214,100**	**1,214,100**	**1,214,100**
Expenses						
Academic Direct		140,450	262,810	262,810	262,810	262,810
Program Coordinator		21,694	21,694	21,694	21,694	21,694
Part Time Support			8,400	8,400	8,400	8,400
Course Supplies		1,000	1,000	1,000	1,000	1,000
Dean & Other academic costs		51,546	133,551	133,551	133,551	133,551
Total	$ -	$ 214,690	$ 427,455	$ 427,455	$ 427,455	$ 427,455
Net Contribution or (Cost) of Proposed New Program before Overheads		253,910	786,645	786,645	786,645	786,645
Contribution %		54.2%	64.8%	64.8%	64.8%	64.8%
Startup and Replacement Capital Costs						
Development Costs		15,000				
College Overhead		152,764	395,797	395,797	395,797	395,797
Net Contribution or (Cost) of Proposed New Program	$0	$86,146	$390,848	$390,848	$390,848	$390,848
Cumulative Cash Flow	$0	$238,910	$1,025,555	$1,812,200	$2,598,844	$3,385,489

Assumptions:
1. Dean and other academic administrative expenses allocated at 11% of revenue
2. College overhead is allocated at 32.6% of revenue

13 Implementation

13.1 Responsible School

The School of Business would be responsible for the Global Business Management program.

13.2 Staffing requirements

This program requires the hiring of one additional full time faculty with the appropriate international experience.

13.3 Space requirements

Additional space will be required as there will be second year students (GBM) at Fleming at the same time as first year students (IBM).

13.4 Delivery times

The program will be delivered during normal full time post-secondary education delivery hours.

13.5 Curriculum

Semester 1

New (15 hr)	International Business Concepts
LAWS 252 (45 hr)	International Law
MKTG 119 (45 hr)	International Marketing
MTRL 42 (45 hr)	Global Supply Chain Management
MGMT 170 (45 hr)	Leadership in a Global Environment
MKTG 120 (45 hr)	International Market Research and Entry Strategies

Semester 2

INTL 3 (45 hr)	Importing and Exporting Regulations
ACCT 88 (45 hr)	International Trade Financing and Accounting
MGMT 171 (45 hr)	Innovation in the Global Marketplace
MGMT 226 (45 hr)	Corporate Social Responsibility in a Global Environment
COMP 494 (45 hr)	Computer Applications for International Business and Trade

Semester 3

New (45 hr)	Global Business Strategy
New (30 hr)	Global Entrepreneurship
New (15 hr)	Applied Project Preparation
New (45 hr)	Communication for Global Business Leaders
New (45 hr)	Advanced Finance and Accounting
New (45 hr)	Organizational Behaviour in the Global Marketplace

Semester 4

New (150 hr)	Applied Project
New (45 hr)	International Economics and Finance
New (30 hr)	High Performance Teams
New (30 hr)	Building Your Career Portfolio

BOARD BRIEFING REPORT

SUBJECT: International Tuition Fees

Submission to: Public Board Meeting
Meeting Date: January 27, 2016   **Agenda Item 5.4**

ACTION REQUESTED: Approval (requires a motion)

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

A report to seek approval of international tuition fees in time for the recruitment cycle leading to Fall 2016 admission.

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

Traditionally, the College has recommended International Tuition Fees at the same time as domestic fees. Beginning in 2016, Administration is requesting earlier Board approval to facilitate more timely disclosure of fees for the international market.

The College's process for setting international fees is to place a premium on the domestic fees to account for government grant and additional administrative burden within the system. There are no Ministry regulations around setting international fees.

Fleming College is presently expanding its international recruitment efforts more broadly to include countries such as Nigeria, Ghana and Vietnam. The visa processing time in these countries is often quite lengthy, requiring a prospective student to apply for a visa many months ahead of the program start time. A requirement for visa approval processing for prospective students includes documentation outlining our fees. This is quite different from our domestic students whereby tuition fee information is not required until the spring and is not part of an offer letter. For international students, it must be included in the offer letter to meet visa requirements.

Given the expansion of our recruitment efforts, we anticipate earlier applicants and an increase in demand for release of offer letters with fee information in a timely manner to facilitate visa processing. We believe it is in the students' best interest to receive the most up-to-date information possible

Attachments:
• Proposed 2016-2017 International Tuition Fee Schedule

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 tuition fees proposal was calculated by using prior year amounts and adding a percentage increase to each fee range. The proposal ranges from 0% for programs with fees that are comparatively high versus the international market, to 3% for regular and high demand programs that need to keep pace with anticipated domestic increases.

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

The international fee structure will be incorporated into communications to applicants once approved.

Decision Point

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

Has sufficient detail to support approval of international fees earlier than domestic fees been provided?

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College approve the *International Student Tuition Fees for 2016-2017,* **as circulated.**

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

Proposed International Tuition Fees for 2016-2017

International Tuition	15/16 Tuition Fee Schedule		16/17 Fee Proposal	
	Tuition	%Increase from 14/15	Tuition	%Increase
Regular Programs - Diploma	12400	3.0%	12772	3.0%
Regular Programs - Certificate				
High Demand :				
GIS Programs				
Graphic Design	12400	3.0%	12772	3.0%
Arboriculture				
High Demand with added program costs:				
Applied Research				
Museum Management				
International Business Management				
Global Business Management				
Project Management	14,250	2.0%	14,535	**2.0%**
Massage Therapy				
Biotechnology Forensics				
Sustainable Agriculture				
Therapeutic Recreation				
Ecological Restoration				
Natural Resources Law Enforcement	14800	2.0%	15244	3.0%
Outdoor Adventure Education				
Wireless Information Networking				
Paramedic				
Pest Management	15000	5.0%	15450	3.0%
Practical Nursing				
Computer Security and Investigation				
Advance Water Operations				
Aquaculture				
Blasting Techniques	15900	2.0%	15900	**0.0%**
Environmental Visual Communication				
Heavy Equipment Operator				
Pre-Service Fire Fighter				
Sustainable Build and Design	18600	4.0%	18600	**0.0%**
Electrical Power Generation				
Motive Power Techniques - Heavy Equipment				
Intern Fees/Special Placement or Project terms:				
Biotechnology Techn Forensic - 5th Semester work placement	2,400	4.3%	2,500	4.2%
Therapeutic Recreation - workplacement	2,400	4.3%	2,500	4.2%
All other program placement terms as applicable			2,500	new consideration
Wireless Info Networking - 4th Semester project term	3,200	11.3%	3,400	6.3%
English Language Bridge (Per semester)	4575.00	2%	4,800	4.9%

BOARD BRIEFING REPORT

SUBJECT: OntarioLearn	
Submission to: Public Board Meeting **Meeting Date: January 27, 2016**	**Agenda Item 7.1**
ACTION REQUESTED: Information or Update	

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

Fleming College wishes to expand its offerings of online programming in order to grow continuing education enrolment. One way to accomplish this is through new Fleming certificates derived from offerings within the OntarioLearn (OL) consortium. Presently we are examining candidate programs to potentially put forward for Board approval as local College certificates in the upcoming months. This Report provides information on the OL model in anticipation of questions the Board might have on the proposed strategy.

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

OntarioLearn (OL) is a consortium of Ontario's 24 publically funded colleges, devoted to the development and delivery of high-quality, accessible online learning opportunities for learners.

Demographics:
- OL has served more than 700,000 students since its inception in 1995;
- 73,000 students registered for OL courses in 2014-15;
- 22% of OL students are from rural areas;
- 38% are between the ages of 20-29; and
- 45% are between the ages of 30-49.

There are presently more than 1200 shared online courses and 521 college partner programs listed on the OL website. OL offers flexibility to students with multiple intakes (14) each year. The consortium uses a shared inventory of courses (no duplication) shared contracts and services including one student portal and a 24/7/365 live help desk. The self-sustaining business model is based upon fees to registering colleges, host colleges and administration.

OL was incorporated in 2005 as a not-for-profit with agreed upon by-laws, policies and processes. OL has an established governance with a representative board (one member per college), an Executive Committee, and dedicated committees (including a Quality Assurance Committee).

Attachments:
• 2014-2015 OntarioLearn Annual Report

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).

In 2012, Fleming College proposed adding a number of OntarioLearn (OL) programs to our portfolio and obtained Board approval to award local certificates. While many of the OL courses (within these programs) had enrolments prior to 2012, packaging the courses into certificates allowed students to receive recognition at the program level and increased both interest, and enrolment. The financial analysis (below) demonstrates the growth in OL revenue from 2011 to 2014. Our plan is to pick up additional OL programs either fully (all courses) or partially (some existing OL courses with some Fleming courses). Programs may be fully or partially online.

Financial Analysis: Ontario Learn (OL) activity represents a significant revenue stream for Fleming College. The net revenue to Fleming generated by OL activity from enrolments in courses not hosted by Fleming was $163, 202 from tuition plus grant of $298,844 for a total of $462,046 (2011); in 2014, net revenue from tuition was $307,147 plus grant of $587,289 for a total of $894,436.00.

Risk Analysis: Since many of the courses (comprising the program) will be hosted by another college member of the OL consortium, the quality oversight is indirect rather than direct. While OL has a quality assurance framework and process in place, there is the risk that specific courses may not meet the quality standard. Courses with reviews that do not meet the OL standard are flagged and the host college is notified and asked for a plan to address any deficiencies. If changes are not made, then OL removes the course from its catalogue. Additionally classes may be cancelled due to lack of enrolment resulting in student complaints. Since the OL model is built on the premise that students can register for OL courses through the college of their choice, and since multiple colleges offer the course, the number of cancelled courses is not as great as if the course was offered by only one college; however, the possibility remains.

Student Impact: The ability to pick up OL programs and offer them through Fleming provides students with additional learning opportunities in a flexible manner. There is the potential for market confusion where programs may have similar names but differ in credential and mode of delivery.

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

Has the Board been provided the necessary context and information on OntarioLearn to inform decisions regarding Fleming's intent to offer additional programs through the OL "pick up" model?

RECOMMENDATION

There are no recommendations as the Report is provided for information.

PREPARED BY: Vice-President Academic

2014 - 2015

ANNUAL REPORT

OntarioLearn Online Collaborative Inc.

Ontario*Learn* at a Glance

1995–1996   **LAUNCH OF CONTACT SOUTH**

- Seven colleges partner to share the delivery of part-time online courses.
- 500 registrations in online courses are reported in the first year.

1997–1998   **CONTACT SOUTH WELCOMES MORE COLLEGE PARTNERS**

- 12 more colleges join the consortium.
- 1,500 course registrations reached.

1998–1999   **TECHNICAL SERVICE OPERATIONS OUTSOURCED**

- Embanet Corporation becomes technical service provider.

1999–2000   **CONTACT SOUTH CHANGES NAME TO ONTARIO*LEARN* (SEPTEMBER 2000)**

2000–2001   **PARTNER MEMBERSHIP INCREASES TO 22 COLLEGES**

- 285 online courses are available in the course inventory.
- 11,314 course registrations attained.

2005–2006   **ONTARIO*LEARN* PORTAL SYSTEM IS LAUNCHED**

- The student experience is enhanced with an online gateway to improve online access to courses and resources.

2011–2012   **ONTARIO*LEARN* IS INCORPORATED AS ONTARIO*LEARN* ONLINE COLLABORATIVE INC.**

- Consortium expands to include Ontario's two French colleges.
- 65,964 course registrations result in a 370% increase of growth in a decade.

2012–2013   **ONTARIO*LEARN* NOW 24 COLLEGES STRONG**

- All of Ontario's community colleges have joined the consortium.
- 1,115 online courses are now accessible in the course inventory.
- 69,838 course registrations achieved.

2013–2014   **STRONG ENROLLMENT GROWTH CONTINUES**

- 1,157 online courses are made available in the course inventory.
- 72,926 total course registrations reached.

2014–2015   **COURSE CHOICE AND ENROLLMENT INCREASES**

- 1,191 online courses are available in the course inventory.
- 73,059 course registrations fulfilled.

A Year in Review

PARTNER COLLEGES

ALGONQUIN

BORÉAL

CAMBRIAN

CANADORE

CENTENNIAL

CONESTOGA

CONFEDERATION

DURHAM

FANSHAWE

FLEMING

GEORGE BROWN

GEORGIAN

HUMBER

LA CITÉ COLLÉGIALE

LAMBTON

LOYALIST

MOHAWK

NIAGARA

NORTHERN

SAULT

SENECA

SHERIDAN

ST. CLAIR

ST. LAWRENCE

Message from the Chair

Dear Colleagues,

It's been a very busy and successful 2014-15 fiscal year for Ontario*Learn* as we continue to advance our vision as a national leader in high-quality, accessible online learning for all communities. Our success this year is highlighted with another record number of course enrollments totaling 73,059.

Also this year, with the support of funding from the Ministry of Training Colleges and Universities (MTCU), Ontario*Learn* colleges were successful in developing and/or refreshing an additional 70 online courses. A showcase event held in October 2014 brought together the course designers and content experts from across the college system; a successful event that enabled participants networking opportunities and the sharing of best practices with these exciting new online course development projects.

In addition, two major research projects were developed and completed. The first project, led by KPMG, involved an in-depth look at the Ontario*Learn* business model with recommendations on how to evolve and improve the existing Ontario*Learn* model to ensure long-term sustainability. With approved funding from MTCU, the project will now move to the next phase during the coming year.

The second project involved the development of a three-year digital plan – The Ontario*Learn* Digital Strategy 2014-2017: Excellence through Innovation. The Ontario*Learn* Board of Directors endorsed this strategy as it provides a framework to build on past success and strengthen learner access and attainment of online post-secondary education by harnessing the power of innovations.

Another major and significant event this year was the establishment of the *Ontario Online Learning Consortium/Consortium ontarien pour l'apprentissage en ligne* (OOLC/COAEL). This joint university and college member-driven consortium established in 2014 is a centre of excellence for online and technology enabled learning. We look forward to contributing to the success of the OOLC.

Lastly, I want to thank you for the opportunity to continue to serve as the Ontario*Learn* Board Chair. It is through the ongoing collaborative efforts of everyone involved in Ontario*Learn* that has enabled us to be supported by all stakeholders including the ministry and to continue to grow and support our learners!

Sincerely,

Susan Savoie
Chair, Ontario*Learn*

MISSION

Ontario*Learn* is a consortium of colleges devoted to the development and delivery of high-quality, accessible online learning opportunities.

VISION STATEMENT

Ontario*Learn* is a national leader in post-secondary online education. This leadership will be ensured by maintaining the highest standards of curriculum design and delivery, leveraging our award-winning cooperative model, and pursuing ever expanding markets.

2

SHAPING ONTARIO'S EDUCATION LANDSCAPE

ONTARIO ONLINE LEARNING CONSORTIUM (OOLC) AND ONTARIO*LEARN*

The Ontario Online Learning Consortium (OOLC) became an incorporated entity in the fall of 2014. The OOLC, whose membership consists of all Ontario's publicly assisted colleges and universities, is a centre of excellence in post-secondary online and technology-enabled learning.

With a proven track record in collaboration and the development and delivery of diverse courses and programs over the last 20 years, Ontario*Learn* will continue to be an important vehicle for the collaborative sharing and delivery of online courses for the college system and supporting the mandate of the new OOLC.

WHAT MAKES ONTARIO*LEARN* DIFFERENT?

The Ontario*Learn* consortium is comprised of all 24 Ontario Community Colleges working as a synergistic, responsive, and innovative group to develop and deliver flexible, demand-driven online learning. Ontario*Learn* is governed and managed by an Executive Committee and a Board of Directors, consisting of representatives from each member institution.

As a major contributor and stakeholder in Ontario's urban and rural communities, Ontario*Learn's* partner colleges collaborate to strategically leverage stakeholder resources to expand access to online education. This partnership approach allows the colleges to optimize resources, avoid course duplication, and more importantly, pursue academic excellence through collaboration, flexibility, convenience and choice to meet the many and diverse needs of online learners.

THE STUDENT LEARNING EXPERIENCE

ACCESSIBILITY

Ontario*Learn's* collaborative model allows students from almost anywhere – including those in rural and remote communities – access to a wide range of online learning options for broader career paths and brighter futures. Students can access courses from their home, office or elsewhere, at their convenience, and connect with their course instructor and classmates who may be participating from anywhere in Canada or internationally.

In fact, 22% of respondents from a recent student survey cited that one of the reasons they take courses online is because they live too far from a college campus.

"OntarioLearn continues to help growing numbers of students pursue higher education. The wide range of online programs is an essential component in Ontario's post-secondary system."

Linda Franklin, President and CEO, Colleges Ontario

3

FLEXIBILITY

Day-to-day obligations, full-time employment, disabilities, conflicting schedules, remote locations and travel time make if difficult to conform to strict class timetables or to physically attend on campus classes.

Students can start online courses during any one of the 14 intakes that are scheduled throughout the year.

In addition to the three traditional semester intakes in the fall, winter and spring, Ontario*Learn* offers many courses at the start of every month during the year. The monthly intake options give students great flexibility to begin their courses at a time that suits their needs and the ability to complete a program at their own pace.

DIVERSITY

Ontario*Learn* makes every effort to provide support to its diverse learners – students who are undergoing job retraining, who reside in rural or remote communities, who are new Canadians looking to improve their job prospects, who have disabilities that make travel to and from school difficult, who have different learning needs and preferences, and who have family, work, or school obligations and schedules.
In a 2014 Ontario*Learn* Student Survey, respondents indicated that:

- 69% are employed (full-time or part-time) while they study;
- 68% have completed college and/or university;
- 62% are enrolled in a course as a credit to complete a certificate or diploma;
- 32% are preparing for a career change; and
- 14% are newcomers to Canada (within the last 10 years).

"I enjoyed the interaction with the professor and the other students taking the course. I had a sense of pride when I finished the course with a good average."

St. Clair College student

4

STUDENT DEMOGRAPHICS*	
Age	**%**
- 20	4%
20 - 29	38%
30 - 39	25%
40 - 49	20%
50 - 59	12%
60+	2%

*2014 OntarioLearn Student Survey

ORGANIZATIONAL PERFORMANCE SUMMARY

HOST COLLEGE VS REGISTERING COLLEGE

Ontario*Learn* operates as a virtual organization managing the infrastructure and course inventory for all online courses offered through the consortium.
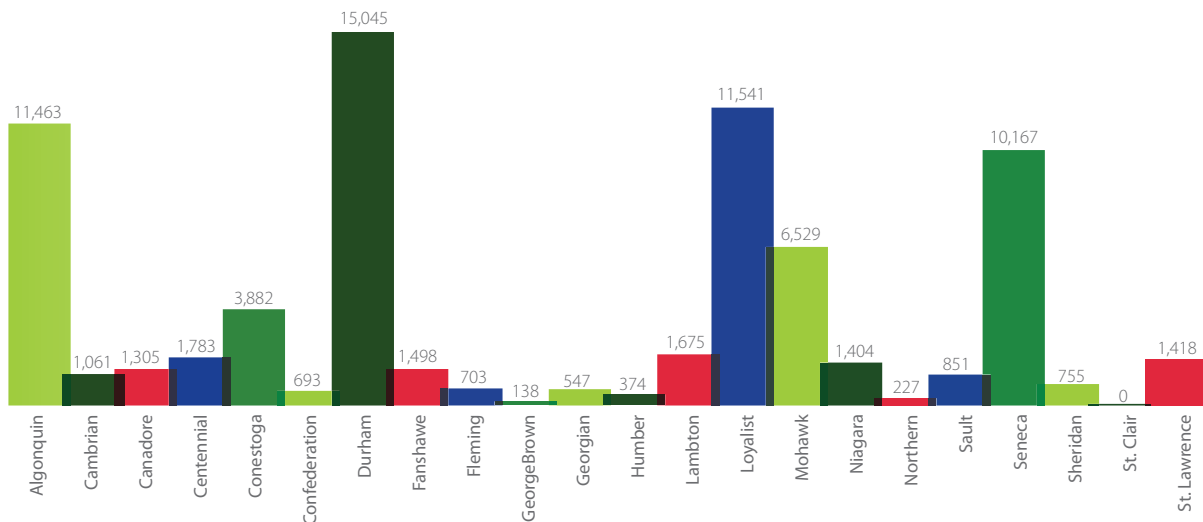
The partner colleges in the consortium can act either as a registering college or a host/lead college. A registering college identifies and chooses courses from the Ontario*Learn* course inventory to complement and add to their own list of online courses. This allows each college to expand their course offerings without the extra costs and resources to develop, schedule and maintain additional courses.

The host college owns the course content and delivers the course for the province. The host college's role is indispensible in making possible what Ontario*Learn* strives to achieve: providing in-demand, accessible, flexible, and high quality online courses to students.

The role of the host college is multi-faceted: designing, developing, and delivering online courses to be shared with registering colleges. Hosting activity may differ from one college to another due to a number of factors such as financial and human resources, and timing. However, due to Ontario*Learn*'s collaborative model, students have greater choice of and access to courses, at the college of their choice.

The host college is also responsible for course quality and maintenance, hiring the online course instructor, and providing final grades.

2014–2015 Hosting Activity

Bar chart of 2014–2015 Hosting Activity by college:
- Algonquin: 11,463
- Cambrian: 1,061
- Canadore: 1,305
- Centennial: 1,783
- Conestoga: 3,882
- Confederation: 693
- Durham: 15,045
- Fanshawe: 1,498
- Fleming: 703
- GeorgeBrown: 138
- Georgian: 547
- Humber: 374
- Lambton: 1,675
- Loyalist: 11,541
- Mohawk: 6,529
- Niagara: 1,404
- Northern: 227
- Sault: 851
- Seneca: 10,167
- Sheridan: 755
- St. Clair: 0
- St. Lawrence: 1,418

SEMESTER INTAKE VS MONTHLY INTAKE ACTIVITY

As flexibility in online courses has been a consistent demand from students over the last few years, Ontario*Learn* has continued to offer courses not only each semester but on a monthly intake basis. Although the majority of the increase in course enrollment attained over the last year resulted from courses offered on a semester basis, monthly intake enrollments account for 18.4% of the overall total enrollment for 2014–2015.

The table below compares the enrollment activity for the 2014-2015 semester-intake courses and monthly-intake courses.

2014–2015 Course Intake Activity

Semester	Total 2014-2015	Semester-intake	Monthly Intake	
	Enrollment	Enrollment	Enrollment	% Enrol. Activity
Spring 2014	22,927	18,147	4,780	20.8
Fall 2014	24,932	20,382	4,550	18.2
Winter 2015	25,200	21,077	4,123	16.4
TOTAL	**73,059**	**59,606**	**13,453**	**18.4**

2014–2015 PERFORMANCE HIGHLIGHTS

KEY OBJECTIVE
- Ontario*Learn (OL)* will continue to work with the Ministry's Steering Committee and the new Ontario Online Learning Consortium (OOLC).

ACHIEVEMENT
- In 2014-15, Ontario*Learn* has actively participated and supported the OOLC mandate, contributing and responding to requests for feedback, providing Ontario*Learn* data and contributing to the discussions on the launch of a course hub. In addition, Ontario*Learn* representatives have participated in OOLC portal discussions as part of a joint college-university endeavor.
- Ontario*Learn* was also heavily involved in the shared course development funds for the college sector with over 70 course projects and two modules approved through the Ontario*Learn* project stream. The funded modules will be incorporated in the OOLC support hub where appropriate.

KEY OBJECTIVE
- The Ontario*Learn* Board will review a series of new revenue models. The Ontario*Learn* Board will select a revenue model that best fits the needs of all members of the Consortium.

ACHIEVEMENT
- During 2014-15, KPMG International Cooperative was engaged to perform a review and provide recommendations and options to develop and implement a sustainable business model to benefit all stakeholders. In fall 2014, KPMG presented a report with distinct business model options as well as the projected benefits of each option. As a result, it was determined that a Revenue Model Transition Project Work Plan was required. An outline of the Work Plan was developed with five key activities and delivery dates. One of the key activities is to conduct a simulation of possible revenue allocation models during summer 2015.

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704,218

Over 700 thousand course enrollments

from 1995 to 2014

KEY OBJECTIVE

- The Ontario*Learn* Board will review the new digital strategy and it's strategic pillars. The Ontario*Learn* Board will approve a digital action plan that supports the diverse and ever changing needs of students.

ACHIEVEMENTS

- In fall 2014, a new three-year Digital Strategy for Ontario*Learn* was presented to and approved by the Ontario*Learn* Board. The strategy addresses the need to continue to lead in technological innovation and technical support to increase student access to and successful completion of online post-secondary education in Ontario.
- In addition to defining a digital strategy, the plan outlines several tools and resources available to enhance online learning and teaching, and reports on an environmental scan of other consortia. It also outlines the pillars and goals along with an action plan to support digital innovation. Implementation of the action plan is underway (see details under the Digital Strategy Operating Committe below).

KEY OBJECTIVE

- Continue to assess and improve operational efficiencies to meet the needs of stakeholders.

ACHIEVEMENTS

- Over the past year, several operating committees' have been involved in setting priorities, developing project proposals and establishing and executing actions plans:

  › **Finance** – devised and submitted a new revenue model transition proposal to the Ministry of Training, Colleges and Universities to modify the current Ontario*Learn* financial model in support of a more balanced approach between registering and hosting colleges, and to initiate a new phase of learning online as the college course hub for OOLC.

  › **Digital** – established a set of strategic priorities and goals for multiple projects. Initiatives to achieve these goals is underway. Examples include validating shared courses and course equivalencies, publishing course-sharing protocol, evaluating growth of online learner demand for technical services, enhancing the technical infrastructure to support multiple learning systems (LMS), maintaining a Course Standards Checklist quality review of online courses and implementing measures to showcase the quality of online teaching and the effectiveness of the consortium.

  › **Policy** – A new Policy Site on the Ontario*Learn* portal was launched in December 2014 to house all policies and procedures. Policies and procedures continue to be converted to the new compatible format.

  › **Quality Assurance (QA)** – completed review of QA tools; reviewed and developed enhanced course checklist to include areas that were not previously evaluated; created a QA work plan for implementation in spring 2015. This involves the possibility of using the enhanced Ontario*Learn* course checklist with additional objectives currently part of the Quality Assurance Compatibility project.

  › **Credit Transfer** – meetings with the Ontario Council on Articulation and Transfer (ONCAT) to facilitate credit transfer of online courses between Colleges and Universities continued as part of the OOLC collection process.

"Excellent course and instructor gave me feedback on discussions and assignments promptly. I enjoyed the course and it is helping me in my present job."

Conestoga College student

7

SUCCESS RATES

The student success rate for Ontario*Learn's* online courses continues to improve and is now sitting at 77.9% - the highest rating in the last five years. When adjustments are made to factor in attrition, the rate increases to 87.1%.

A comparative look at trends in success rates, attrition and retention

	2010 (%)	2011 (%)	2012 (%)	2013 (%)	2014 (%)
Success Rate	75.3	74.8	76.9	77.2	77.9
Success Rate (minus Attrition)	85.3	85.3	86.3	86.7	87.1
Attrition Rate	11.7	12.3	10.9	10.9	10.5
Retention Rate	88.3	87.7	89.1	89.1	89.5

Success rate is defined as the % of students who achieved a final grade "greater or equal to" the minimum pass rate for their course.

Attrition rate is defined as the % of students who officially withdrew from their course OR did not complete the course and were assigned a grade of zero

Retention rate is defined as the % of students who were assigned a final grade.

8
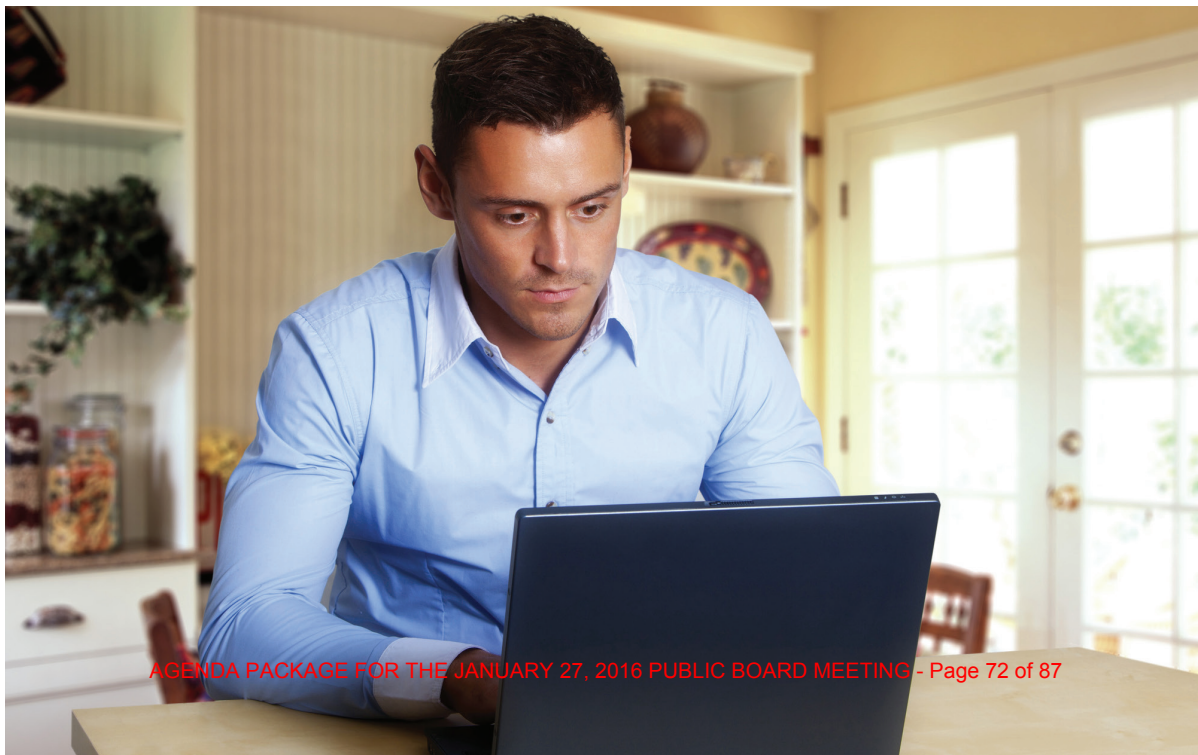
ENROLLMENT REPORT

DISTRIBUTION OF COURSE ENROLLMENT

The record high enrollment of 73,059 course registrations can be attributed to the continued expansion and diversity of online courses and programs offered through Ontario*Learn*.

2014-2015 Ontario*Learn* Course Enrollment Trends

Course Enrollment by College

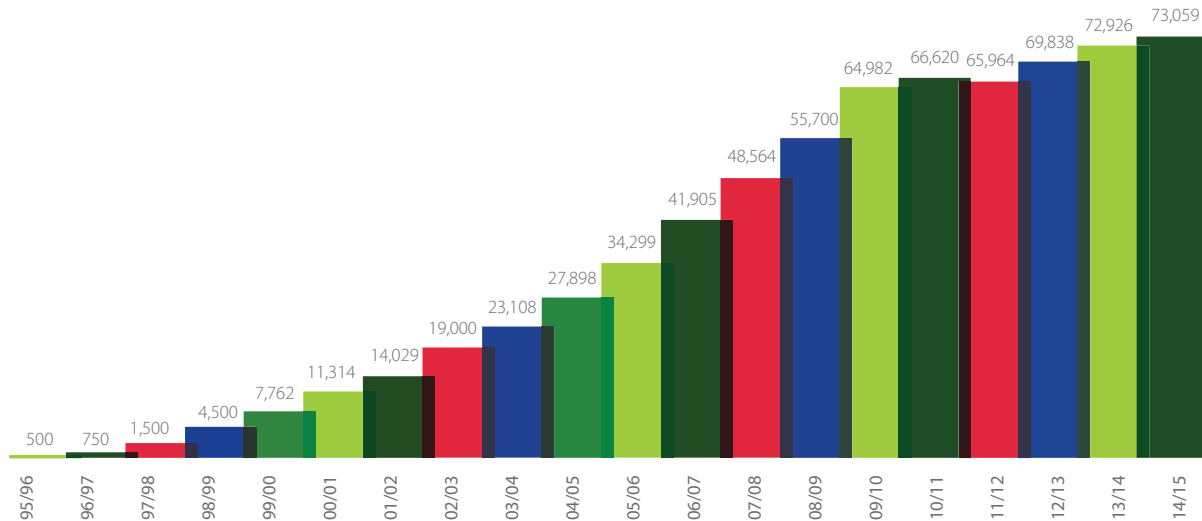| College	2010 /11 Enrol.	2011 /12 Enrol.	2012 /13 Enrol.	2013 /14 Enrol.	2014 /15 Enrol.	Enrollment Variance	% Change from Previous Year
Algonquin	5,866	5,770	6,604	6,296	6,274	-22	-0.3
Cambrian	925	941	915	1,018	804	-214	-21.0
Canadore	909	757	938	914	945	31	3.4
Centennial	3,166	3,348	3,507	3,622	3,800	178	4.9
Conestoga	3,903	4,056	4,236	4,572	4,672	100	2.2
Confederation	1,921	1,298	1,282	1,852	1,653	-199	-10.7
Durham	7,367	7,500	7,702	7,955	7,753	-202	-2.5
Fanshawe	1,803	1,623	1,594	1,587	2,000	413	26.0
Fleming	1,809	2,073	2,731	3,553	3,661	108	3.0
Georgian	1,518	1,912	2,103	2,047	2,706	659	32.2
George Brown	1,611	1,463	1,811	1,750	1,863	113	6.5
Humber	2,255	1,828	1,925	1,607	1,283	-324	-20.2
Lambton	2,085	1,752	1,772	1,685	1,803	118	-7.0
Loyalist	3,945	4,311	4,186	4,072	3,938	-134	-3.3
Mohawk	8,092	7,643	7,799	7,702	7,954	252	-3.3
Niagara	4,378	5,276	6,529	8,018	7,550	-468	-5.8
Northern	335	204	285	317	290	-27	-8.5
Sault	786	674	683	777	717	-60	-7.7
Seneca	7,700	8,187	7,867	8,733	9,050	317	3.6
Sheridan	4,092	3,424	3,344	2,437	1,957	-480	-19.7
St. Clair	291	257	216	548	483	-65	-11.9
St. Lawrence	1,863	1,667	1,809	1,864	1,903	39	2.1
TOTAL	**66,620**	**65,964**	**69,838**	**72,926**	**73,059**	**133**	**0.2**

Note: Course enrollment numbers in this report reflect the quantity of course registrations through Ontario*Learn* only. Many partner colleges offer additional online courses internally at their college.

COURSES AND PROGRAMS

COURSE DEVELOPMENT AND OFFERINGS

Ontario*Learn* is committed to providing a wide range of high-quality courses and achieves this at a manageable cost to students by placing a focus on reducing course overlap. This no-duplicate policy allows only one course in a particular subject area to be part of the Ontario*Learn* course inventory.

Through a course claim process, any partner college may propose developing a new course. Another college may challenge this claim if they believe one of their current courses appears to have identical learning outcomes. The Executive Committee and an independent arbitrator evaluate any disputes involving potential duplicate courses. A college has one year following the successful submission of a claim to develop the course.

2014–2015 STATUS REPORT

Ontario*Learn* Course Inventory

- 1,191 courses available
- 292 new courses under development

PROGRAMS BY AREAS OF INTEREST

Ontario*Learn* partner colleges package courses and create their own College-approved Certificate programs, Ontario College Certificate programs, Ontario College Graduate Certificate programs, Ontario College Diploma programs and Ontario College Advanced Diploma programs using courses from the Ontario*Learn* course inventory.

Currently there are 521 partner college programs listed on the Ontario*Learn* website. This great diversity of learning options for students is a large part of what makes Ontario*Learn* so successful. As illustrated below, programs and courses offered through Ontario*Learn* can be found under these specific areas of interest.

AREAS OF INTEREST

Academic and Career Entrance Program
Accounting
Apprenticeship
Business
Business Writing
College Preparation
Communications & Languages
Computer Programming
Computer Software Applications
Corrections
Creative Writing/Literature
Early Childhood Education
Educational Assistant
General Education
General Interest
Health Sciences
Home Inspection
Hospitality/Travel & Tourism

Human Resources
Justice
Leadership Development Series (LDS)
Legal/Office Administration
Library & Information Studies
Management
Marketing
Mathematics
Military Arts and Science
Police Foundations
Sciences
Security
Social Sciences
Sports/Leisure & Recreation
Teacher Training
Teacher Training for Online Technology
Trades

QUALITY ASSURANCE

The quality of course curriculum is a core value of Ontario*Learn*. Courses are continually reviewed and improvements made to meet the high academic standards set by the colleges and to ensure learners academic success and satisfaction.

Ontario*Learn*'s Quality Assurance / Quality Control Specialist vigorously monitors courses and works with our member colleges to conduct course reviews, and to oversee the Course Evaluation and Review process. The quality assurance and course review process involves two assessment tools:

- A Course Standards Checklist, and
- An online Course Evaluation Survey.

COURSE STANDARDS CHECKLIST

Developed in consultation with instructional design specialists from Ontario*Learn* partner colleges, the Ontario*Learn* Course Standards Checklist reflects the mandatory elements required for all courses. Designed to work with all LMS platforms, the checklist is used to evaluate all new courses and reassess courses that fall below the expected student satisfaction levels.

COURSE EVALUATION SURVEY

A key component of quality assurance is the feedback received from students. Students participate in an online Course Evaluation Survey questionnaire, the assessment tool used to measure the overall effectiveness of instruction, course content and students' general perceptions of quality. Based on established review criteria, the Executive Committee sets a course of action for each course. Courses with negative results are subject to additional analysis by the Ontario*Learn* Executive Committee. This may include a course review, instructor review, possible course suspension or the possibility of a loss of the course claim.

As a result, Ontario*Learn* is investigating a low-cost annual solution to data collection and reporting for future Course Evaluation Surveys.

2014–2015 QUALITY ASSURANCE REPORT

- 695 course reviews have been completed since 2009;
- 74 courses are currently under an active review; and
- 44 new and/or redesigned courses are pending review.

"The instructor gave great feedback on assignments. The online quizzes were a great tool to check how much you retained…"
Lambton College student

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TECHNOLOGY INFRASTRUCTURE AND SUPPORT

ONTARIO*LEARN* WEBSITE

The Ontario*Learn* website – **www.ontariolearn.com** – is available in both official languages with enhanced search capabilities that allow visitors to search for course information by registering college course code, subject area or by keyword. Visitors can also search for online programs offered by partner colleges.

ONTARIO*LEARN* PORTAL

The Ontario*Learn* Portal is the gateway to all online courses, tools, and support for students, instructors and administrators. Phase 2 of the Redesign Project is underway this year focusing on the administrative views and the Ontario*Learn* Grades System module.

ONTARIO*LEARN* DIGITAL STRATEGY 2014-2017

One of the priority goals of the digital strategy is to offer extended (24/7/365), centralized technical support services to online learners. Work on two activities to support this goal began this year –

- Evaluate the growth trajectory of online learner demand for technical support services in both official languages.
- Enhance the technical infrastructure that maintains support for multiple Learning Management Systems (LMS).

"I was dreading doing an online course but this has been a very positive experience. I needed technical help at the beginning and they were very helpful. I am now looking forward to another online course."

12

LEARNING MANAGEMENT SYSTEM ACTIVITY

Ontario*Learn* made use of four supported Learning Management Systems (LMS) that serve as reliable modes of online course delivery. These include Blackboard, Moodle, Desire2Learn, and FirstClass.

2014–2015 Enrollment Distribution

FIRSTCLASS
0.6%

DESIRE2LEARN
16.9%

MOODLE
23.9%

BLACKBOARD
58.6%
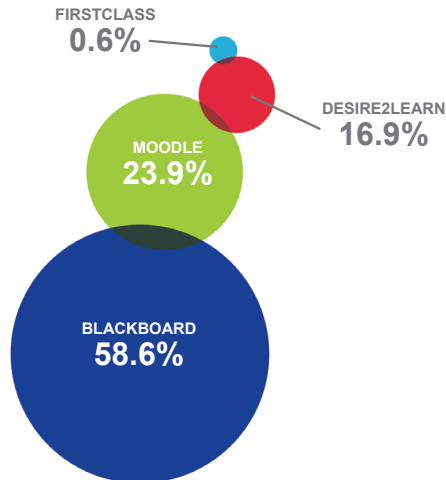
TECHNICAL SERVICE PROVIDER

Pearson Embanet has been the Technical Service Provider for Ontario*Learn* since 1999 and continues to effectively deliver:

- Proven reliability and site stability;
- Centralized technical support for students and instructors with LIVE 24/7 help desk;
- Centralized servers with extensive backup processes and proactive emergency procedures;
- Continual scheduled maintenance and upgrading.

Pearson Embanet provides LIVE 24/7/365 help desk support to all of our students and instructors on all four learning management systems. This support is key to Ontario*Learn*'s operation. Telephone, ticket submission, online chat, FAQ links and a knowledgebase look up are all available from the customized Online Support Centre. Help desk statistics are provided each month allowing Ontario*Learn* to identify and react to trends impacting end-users.

In 2014, the Help Desk provided technical assistance to 14,636 inquiries.

FINANCIAL SUMMARY

The Ontario*Learn* infrastructure is sustained by partner college contributions only, with funding from the Ministry for Special Projects. Partner colleges pay an annual membership fee plus an administration fee per enrollment to Ontario*Learn*.

Year ended March 31, 2015

REVENUE	
Membership Fees	72,000
Ontario*Learn* Administration Fees	291,728
Interest Income	5,233
Special Projects	206,890
TOTAL REVENUE	**$575,851**

EXPENDITURE	
Salaries and Contractors	333,554
Special Projects	179,290
Office and General	9,988
Business Development (travel, PD, PR)	6,666
TOTAL EXPENSES	**$529,498**

The data above relates to the infrastructure operations of Ontario*Learn* only and does not reflect the revenue and costs incurred by individual partner colleges.

Revenue Sources

MEMBERSHIP FEES
12.5%

INTEREST INCOME
.9%

SPECIAL PROJECTS
35.9%

ONTARIO*LEARN* ADMINISTRATION FEES
50.7%

Expenditures

BUSINESS DEVELOPMENT
1.2%

SPECIAL PROJECTS
33.9%

OFFICE AND GENERAL
1.9%

SALARIES AND CONTRACTORS
63%

14
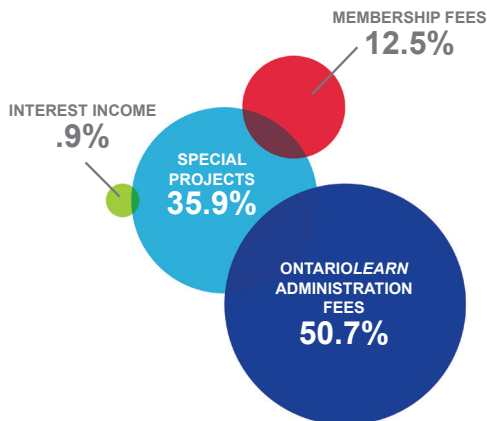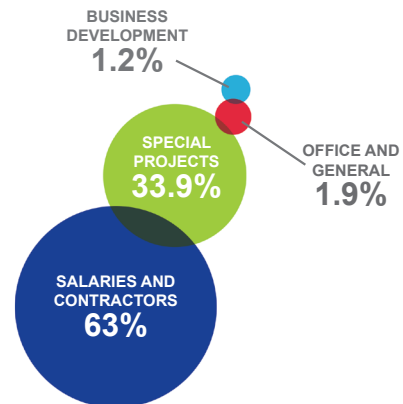
LOOKING AHEAD

OUTLOOK FOR 2015 -2016

Ontario*Learn* has planned an intensive period of transformation leading with three major projects to be completed within the year.

1. The **Revenue Model Transition** project has several strategic activities scheduled for completion in four stages during 2015:

   • *Consultation* – to build collaboration, compare shared inventory of online courses and programs, validate stakeholder resources, and weigh against industry models;

   • *Scenarios* – to develop strategic approaches considering shared online programming and services, and financial strategies of member institutions;

   • *Simulation* – to simulate various revenue sharing approaches with enrolments across a cross–section of shared online courses and programs in different sectors and levels of study; and

   • *Implementation* – to plan the strategy for the transition to the derived revenue model.

2. The **Quality Assurance** project is focused on advancing the consortium's high-quality standards with its members by introducing new training, processes, and protocols to enhance the consistency and rigour of QA for the Ontario*Learn* shared online course and program inventory. Work on this project is scheduled over the 2015 spring, summer and fall. Key activities include:

   • *Collection* – to collect the data and validate findings from the pilot of the Ontario*Learn* Enhanced Version of the Course Checklist with member institutions;

   • *Expansion* – to conduct research to identify leading processes and protocols for the quality assurance of online courses and programs, and to extend new competencies across the membership;

   • *Review* – to apply new processes and protocols to a selection of shared online courses and programs under development to test the viability of a revised review framework; and

   • *Compatibility* – to present findings, highlight certification and professional development opportunities and implement new processes and protocols across the consortium inventory.

3. The **Access Web/ Portal Development** project is focused on putting students first. This is achieved by heightening performance, exploring, piloting and evaluating new functionalities and shared services for the consortium. There are several stages to this project:

   • *Assessment* – to evaluate and benchmark the ease of use of both web and portal environments;

   • *Build* – to build the site map and develop the web content for approvals;

   • *Maintenance* – to complete system upgrades to improve and maintain portal performance;

   • *Production* – to develop the website with quality checks through production and survey website users to gauge satisfaction;

   • *Enhancement* – to consider and recommend enhancements to the portal functionality weighing learner demand, relevance, quality, efficiency, infrastructure, and financial implications.

   • *Prioritization* – to identify and prioritize shared support services; to verify if high-quality service delivery is viable; to outline the test environment; and

   • *Evaluation* – to review feedback, assess infrastructure, and finalize the map for broad implementation of a shared support service across the consortium.

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2014–2015
EXECUTIVE AND BOARD MEMBERS

Executive Committee

Chair	Susan Savoie, Seneca
Co-Chair	Tracie Marsh-Fior, Canadore
Treasurer	Linda Rees, Algonquin
VPA Liaison	Laurel Schollen, Fleming
Western Region Representative	Donna Church, Lambton
Eastern Region Representative	Mary Blanchard, Durham
Northern Region Representative	Tracie Marsh-Fior, Canadore
Central Region Representative	Michelle DeCoste, Centennial
Executive Director	Dan Holland
Administrator	Heather Ryan

Board Members

VPA Liaison	Laurel Schollen
Algonquin	Linda Rees
Boréal	Danielle Talbot-Larivière
Cambrian	Louise Turcotte
Canadore	Tracie Marsh-Fior
Centennial	Michelle DeCoste
Conestoga	Sandra Schelling
Confederation	Don Duclos
Durham	Mary Blanchard
Fanshawe	Susan Cluett
Fleming	Brenda Pander-Scott
George Brown	Kathleen Abbott
Georgian	Dr. Cassandra Thompson
Humber	Mark Ihnat
La Cité collégiale	Suzanne Gibault
Lambton	Donna Church
Loyalist	Jim Whiteway
Mohawk	James Humphreys
Niagara	Jayne Moffat
Northern	Sara Munroe
Sault	Ted Newbery
Seneca	Susan Savoie
Sheridan	Has Malik
St. Clair	Peter Tumidajski
St. Lawrence	Lynn Walker

89.8%
student retention rate

2014 - 2015 OntarioLearn
Year-End Summary Report

ONTARIO

Confederation
Thunder Bay

Northern
Timmins

Collège Boréal
Cambrian
Sudbury

Sault
Sault Ste. Marie

Canadore
North Bay

Humber
Toronto

Seneca
Toronto

Algonquin,
La Cité collégiale
Ottawa

Fleming
Peterborough

Georgian
Barrie

Centennial
Toronto

St. Lawrence
Kingston

George Brown
Toronto

Loyalist
Belleville

Conestoga
Kitchener

Durham
Oshawa

Sheridan
Oakville

Lambton
Sarnia

Fanshawe
London

Mohawk
Hamilton

Niagara
Welland

St. Clair
Windsor

Fleming College
LEARN | BELONG | BECOME

BOARD BRIEFING REPORT

SUBJECT: Financial Position

Submission to: Public Board Meeting
Meeting Date: January 27, 2016

Agenda Item 8.1

ACTION REQUESTED: Information or Update

CONTEXT *(brief statement of the issue or request*

An update on the year to date financial position of the College as at December 31, 2015.

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

The statement represents the revenues collected and expenditures made in comparison to the 2015-2016 Update Budget along with comparative amounts from the same time period of the previous fiscal yea

Attachments:
• Statement of Revenue and Expense for the period ending December 31, 2015

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 report projects a slight favourable position for operating revenues with 1.6% variance from the prior fiscal year. This can be attributed to timing differences on the receipt of grants from the Ministry and tuition payments from students. Operating expenditures are also tracking favorably.

The overall assessment of the financial position of the College as at December 31, 2015 shows the College remains on track to generate a surplus at year end as planned in Budget Update.

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 the Report is provided for information.

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

SIR SANDFORD FLEMING COLLEGE
Statement of Revenue and Expenditures
For the Period Ending December 31, 2015

Fleming College

	Current Year			Prior Year			Variance
	Actual To 31-Dec-2015	Budget Current Year	YTD/Budget %	Actual To 31-Dec-2014	Actual Prior Year	YTD/Year %	Difference %
Revenue							
Grants and Reimbursements	$ 29,912	$ 45,958	65.1%	$ 29,431	$ 46,372	63.5%	1.6% F
Student Tuition Fees	25,282	28,207	89.6%	23,851	26,355	90.5%	-0.9% U
Contract Training	450	1,318	34.1%	190	968	19.7%	14.5% F
Other Income							
Other Income	3,973	6,255	63.5%	4,205	7,058	59.6%	4.0% F
Ancillary Fees	3,371	4,236	79.6%	3,157	4,251	74.3%	5.3% F
Total Other Income	7,344	10,490	70.0%	7,361	11,308	65.1%	4.9% F
Amortization of Deferred Capital Contributions	3,373	4,497	75.0%	3,230	4,307	75.0%	0.0% U
Total Operating Revenues	66,360	90,470	73.3%	64,063	89,310	71.7%	1.6% F
Skills Programs	3,294	3,679	89.5%	2,947	3,653	80.7%	8.9% F
Tuition Holdback Bursaries	1,632	2,549	64.0%	1,246	1,911	65.2%	-1.2% U
Ministry Bursaries	428	257	166.3%	493	646	76.3%	90.0% F
Special Projects	1,443	2,142	67.4%	1,484	2,429	61.1%	6.2% F
Facilities Renewal and Renovation Projects	81	495	16.3%	1,517	2,164	70.1%	-53.8% U
Ancillary Operations	4,541	5,324	85.3%	4,354	5,387	80.8%	4.5% F
Total Revenue	$ 77,778	$ 104,916	74.1%	$ 76,104	$ 105,500	72.1%	2.0% F

SIR SANDFORD FLEMING COLLEGE
Statement of Revenue and Expenditures
For the Period Ending December 31, 2015

	Current Year			Prior Year			Variance
	Actual To 31-Dec-2015	Budget Current Year	YTD/Budget %	Actual To 31-Dec-2014	Actual Prior Year	YTD/Year %	Difference %
Expenditures							
Salaries and Benefits							
Salaries, Full Time	$ 29,726	$ 40,282	73.8%	$ 29,793	$ 40,332	73.9%	-0.1% F
Salaries, Part Time	7,654	12,376	61.8%	8,749	12,458	70.2%	-8.4% F
Benefits	7,975	11,518	69.2%	8,003	11,406	70.2%	-0.9% F
Total Salaries and Benefits	45,355	64,176	70.7%	46,545	64,196	72.5%	-1.8% F
Non-Salary Expenses							
Instructional Support Costs	3,471	4,731	73.4%	3,656	4,864	75.2%	-1.8% F
Travel and Professional Development	644	1,211	53.2%	805	1,148	70.1%	-16.9% F
Advertising	463	973	47.6%	545	957	57.0%	-9.4% F
Telephone, Audit, Legal & Insurance	985	1,354	72.8%	892	1,119	79.7%	-6.9% F
Equipment Maintenance	322	461	69.9%	327	427	76.7%	-6.8% F
Plant and Security	1,666	2,284	72.9%	1,680	2,517	66.8%	6.2% U
Rentals and Taxes	756	886	85.4%	855	882	96.9%	-11.6% F
Utilities	1,529	2,646	57.8%	1,254	2,401	52.2%	5.6% U
Contract Services Trent	-93	1,806	-5.1%		1,829	0.0%	-5.1% F
Services & Other	2,293	3,127	73.3%	2,204	3,253	67.8%	5.6% U
Long Term Debt Interest	42	55	75.8%	44	58	75.9%	-0.1% F
Amortization of Capital Assets	4,565	6,087	75.0%	4,218	5,623	75.0%	0.0% U
Total Non-Salary Expenses	16,643	25,620	65.0%	16,481	25,079	65.7%	-0.8% F
Total Operating Expenditures	61,998	89,796	69.0%	63,026	89,275	70.6%	-1.6% F
Investments	209	290	72.0%	363	280	129.5%	-57.5% F
Skills Programs	2,451	3,679	66.6%	2,212	3,433	64.4%	2.2% U
Tuition Holdback Bursaries	1,632	2,549	64.0%	1,246	1,911	65.2%	-1.2% F
Ministry Bursaries	428	257	166.3%	493	646	76.3%	90.0% U
Special Projects	1,443	2,142	67.4%	1,484	2,429	61.1%	6.2% U
Facilities Renewal and Renovation Projects	81	320	25.2%	1,517	2,164	70.1%	-44.9% F
Ancillary Operations	3,273	5,116	64.0%	3,441	5,055	68.1%	-4.1% F
Total Expenditures	$ 71,513	$ 104,149	68.7%	$ 73,781	$ 105,193	70.1%	-1.5% F
Net	$ 6,265	$ 768		$ 2,323	$ 307		

Fleming College

BOARD BRIEFING REPORT

SUBJECT: Winter 2016 Enrolment Update

Submission to: Public Board Meeting
Meeting Date: January 27, 2016

Agenda Item 8.2

ACTION REQUESTED: Information or Update

CONTEXT *(brief statement of the issue or request*

A report to provide insight into projected Winter 2016 and total 2015-2016 enrolment performance.

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

The registration period ends on January 22. As a result, Winter 2016 enrolment results were not yet final when this Report was prepared. We have determined some projected estimates that we believe are reasonable in terms of anticipated final outcome.

Attachments:
• Fleming College Day 10 All Semester Registrations

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).

Winter 2016 and 2015-2016 Postsecondary Enrolment Performance

Winter 2016 Enrolment performance is estimated to be 5703 students. This is above our budgeted enrolment target and a decline of 3% from last year. The anticipated overall decline is related to a decline in domestic fall intake and resulting flow-through as well as a decline in winter intake. The increase in international enrolment has continued into the winter semester with overall enrolment anticipated to be slightly over 500 students, an increase of 10% over the previous winter.

When considering our Summer 2015, Fall 2015 and projected Winter 2016 performance, we are estimating that our overall enrolment performance for the year will be 1% less than the previous year. Final results will be provided when available.

Revenue targets associated with enrolment will be met and exceeded and more extensively referenced in the financial report.

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 the Report is provided as an update.

PREPARED BY: Brenda Pander-Scott, Executive Director International Education, Enrolment Management & Registrar

Fleming College: Day 10 All Semester Registrations

	Summer 2014			Fall 2014			Winter 2015			2014/15 Total		
	New	Returning	Total	New	Returning	Total	New	Returning	Total	New	Returning	Total
Domestic	124	888	1,012	3,120	2,365	5,485	874	4,546	5,420	4,118	7,799	11,917
International	75	120	195	181	196	377	128	329	457	384	645	1,029
All	199	1,008	1,207	3,301	2,561	5,862	1,002	4,875	5,877	4,502	8,444	12,946

	Summer 2015			Fall 2015			Winter 2016*			2015/16 Total*		
	New	Returning	Total	New	Returning	Total	New	Returning	Total	New	Returning	Total
Domestic	157	866	1,023	2,992	2,410	5,402	800	4,400	5,200	3,949	7,676	11,625
International	57	181	238	188	235	423	158	345	503	403	761	1,164
All	214	1,047	1,261	3,180	2,645	5,825	958	4,745	5,703	4,352	8,437	12,789

	% Change Summer 2014 vs Summer 2015			% Change Fall 2014 vs Fall 2015			% Change Winter 2015 vs Winter 2016*			% Change 2014/15 vs 2015/16*		
	New	Returning	Total	New	Returning	Total	New	Returning	Total	New	Returning	Total
Domestic	26.6%	-2.5%	1.1%	-4.1%	1.9%	-1.5%	-8.5%	-3.2%	-4.1%	-4.1%	-1.6%	-2.5%
International	-24.0%	50.8%	22.1%	3.9%	19.9%	12.2%	23.4%	4.9%	10.1%	4.9%	18.0%	13.1%
All	7.5%	3.9%	4.5%	-3.7%	3.3%	-0.6%	-4.4%	-2.7%	-3.0%	-3.3%	-0.1%	-1.2%

Source: Day 10 All Semester Registration Reports (based on full-time Approved Academic Load)

Winter 2016 is an estimate only

Prepared by Fleming Data Research

January 18, 2016