

# SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY PUBLIC MEETING OF THE BOARD OF GOVERNORS

**Wednesday, January 25, 2017**  
**2:15 p.m.**  
**Scholfield Boardroom**  
**Sutherland Campus**  
**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

## A G E N D A

*Pages*

- 
- 1. Call to Order**
    - Confirmation of Quorum
    - Welcome to the Traditional Territory, Introduction of Guests
    - Conflict of Interest Declarations (if any)
  
  - 2. Additions/Deletions/Approval of Agenda**
  - 3. Consent Agenda** 3

*The following items have been identified for the Consent Agenda; any Governor may request any item be removed from this section by advising the President/Board Chair/Board Secretary in advance of the meeting or before approval of the agenda at the meeting. Items not moved will be considered adopted by consent without debate.*

**Approve the**

    - 3.1 minutes of the December 14, 2016 Public Board meeting 4-7

**Receive as information the:**

    - 3.2 Chair's Report 8-9
    - 3.3 President's Report 10-18
    - 3.4 College Activity Report 19-21
    - 3.5 Contracts Awarded for the October through December 2016 timeframe 22
    - 3.6 Financial Position at December 31, 2016 23-25
    - 3.7 Annual Accessibility Report for 2015-2016 26-38
  
  - 4. Business Arising from Previous Meetings (not otherwise covered on the agenda)**

None identified
  
  - 5. Matters for Board Decision**
    - 5.1 International Student Tuition Fees 2017-2018 (Briefing Report enclosed)** 39-40  
10 min. Presenters: Vice-President Baker with Angie Sims
  
    - 5.2 New Program: Palliative Care (Briefing Report enclosed)** 41-55  
15 min. Presenters: Vice-President Limkilde with Carol Kelsey
  
  - 6. Matters for Board Discussion**
    - 6.1 Winter Enrolment Update** *slide deck addendum* 56-65  
10 min. Presenters: Vice-President Limkilde with Brenda Pander-Scott

**6.2 International Update**

*10 min. Presenters: Vice-President Limkilde with Brenda Pander-Scott*

**7. Other Business (information or update items and items removed from Consent Agenda)**

**7.1 “Community Connections” Roundtable** *(5 min.)*

**7.2 Presentation of CCBE Certificates of Completion** *(5 min.)*

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

**9. Adjournment of the Public Meeting** approx. 3:15 p.m.

# CONSENT AGENDA

Public Board Meeting  
January 25, 2017

Agenda Item 3

## CONTEXT / PURPOSE

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

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

### **Attachments:**

As listed below

## RECOMMENDATION

**THAT the Board of Governors of Sir Sandford Fleming College approve the minutes of the**

- 3.1 Public Board meeting held on December 14, 2016**

and receive as information the

- 3.2 Chair's Report**
- 3.3 President's Report**
- 3.4 College Activity Report**
- 3.5 Report on Contracts Awarded for the October through December 2016 timeframe**
- 3.6 Financial Position at December 31, 2016**
- 3.7 Annual Accessibility Report for 2015-2016**

**Board of Governors PUBLIC MEETING**  
**Wednesday, December 14, 2016**  
**Sutherland Campus, Scholfield Boardroom, B3330**  
**Peterborough, ON**

*Draft Until Approved*

# MINUTES

*Present:* Mr. Paul Downs  
Ms. Holly Falconi  
Ms. Shelley Knott Fife  
Ms. Lori Geens (Chair)  
Mr. George Gillespie  
Ms. Rosemarie Jung  
Ms. Heather Kerrigan  
Mr. Joon Kim  
Ms. Sue Kloosterman  
Mr. Mike Leonard  
Mr. Dan Marinigh  
Dr. Nancy Martin-Ronson  
Mr. Mike Perry  
Ms. Patti Watson  
Dr. Tony Tilly

*Regrets:* Ms. Dana Empey  
Ms. Katherine Maclver

Ms. McFadden, Board Secretary

*Senior Administration:* Mr. Brian Baker, Vice-President Finance and Administration  
Ms. Sonia Crook, Vice-President Human Resources and Student Services  
Ms. Judith Limkilde, Vice-President Academic  
Mr. Drew Van Parys, Executive Director Marketing and Advancement

*Staff Presenters*

- *Item 5.2:* Ms. Angie Sims, Director – Budget Services
- *Item 5.3:* Mr. Brian Bates, Director – Product Development
- *Item 5.4:* Dr. Linda Skilton, Dean – School of Environmental and Natural Resource Sciences

*Guests*

- Sandy Marett, Director – Advancement and Alumni Relations
- Laura Copeland, Communications Officer

## 1. Call to Order

Confirming quorum, the Chair acknowledged holding the meeting on the traditional lands of the Mississauga and Anishinaabe peoples and called the meeting to order at 3:40 p.m.

Staff and guests were welcomed.

**Conflict of Interest Declarations:** None declared.

## 2. Additions/Deletions/Approval of Agenda

It was moved by Dr. Martin-Ronson, seconded by Ms. Kerrigan and carried to approve the agenda as circulated.

### 3. CONSENT AGENDA

Governors were requested to identify those items to be removed from the Consent Agenda and placed on the regular Public meeting agenda.

Moved and Seconded by Mr. Marinigh and Ms. Kloosterman

**THAT the Board of Governors of Sir Sandford Fleming College approve the Consent Agenda for the December 14, 2016 meeting and, by unanimous consent, approve**

- 3.1 the minutes of the October 26, 2016 Public Board meeting;
  - 3.2 revised College Policy #3-311, *Harassment and Discrimination Prevention*;
  - 3.3 revised College Policy #5-506, *Student Rights and Responsibilities*;
  - 3.4 revised College Policy #3-343, *Sexual Violence Prevention*;
- and receive as information the
- 3.5 College Activity Report;
  - 3.6 Investment Portfolio Reviews for June and September 2016.

Motion Carried  
(Resolution BoG Dec14-2016 #1)

### 4. Business Arising from Previous Meetings

None identified.

### 5. Matters for Board Decision

**5.1 Board Guideline – Board and Committee Meeting Attendance:** Governor Gillespie presented the recommendation on behalf of the Executive Committee, noting that the Committee had incorporated suggestions offered on the initial draft.

Moved and Seconded by Mr. Gillespie and Mr. Downs

**THAT the Board of Governors of Sir Sandford Fleming College approve the *Guideline for Board and Committee Meeting Attendance*.**

Carried  
(Resolution BoG Dec14-2016 #2)

**5.2 2016-2017 Financial Plan Update:** Presented by Ms. Sims, the update reflects a \$1.35M contribution to reserves.

Moved and Seconded by Ms. Knott Fife and Mr. Gillespie

**THAT the Board of Governors of Sir Sandford Fleming College approve the *updated Fleming College Financial Plan 2016-2017* including adjustments to the Internal Restricted Reserve within Net Assets, which provides for:**

Total Revenue of \$109,436,451  
Expenditures of \$108,087,321  
Capital Expenditures of \$5,997,506  
Net Assets at March 31, 2017 of \$15,011,820 AND

**THAT the budget update be submitted to the Ministry of Advanced Education and Skills Development.**

Carried  
(Resolution BoG Dec14-2016 #3)

**5.3** The Vice-President Academic and the Director of Product Development provided an overview of three **new programs of instruction** proposed for Fall 2017.

(a) Ontario College Graduate Certificate – Nutrition Management: The report seeks approval to add a two-semester online graduate certificate to the School of Business program mix. The program is intended to provide advancement into supervisory roles within a variety of institutional and

commercial kitchens and would be launched in collaboration with the Canadian Society of Nutrition Managers. The Board asked questions of Mr. Bates and requested minor edits to the Business Case.

Moved and Seconded by Ms. Kloosterman and Mr. Downs

**THAT the Board of Governors of Sir Sandford Fleming College approve the Ontario College Graduate Certificate – *Nutrition Management* program with an implementation date of September 2017 and submission to the Ministry of Advanced Education and Skills Development for funding approval.**

Motion Carried  
(Resolution BoG Dec14-2016 #4)

- (b) Ontario College Diploma – Human Resources: The report seeks approval to add a two-year diploma program to the School of Business program mix. This new program provides students with the exit point after two years of study; alternatively, they may choose to continue to the third year and complete the existing advanced diploma program.

Moved and Seconded by Ms. Watson and Ms. Jung

**THAT the Board of Governors of Sir Sandford Fleming College approve the Ontario College Diploma – *Human Resources* program with an implementation date of September 2017 and submission to the Ministry of Advanced Education and Skills Development for funding approval.**

Motion Carried  
(Resolution BoG Dec14-2016 #5)

- (c) Fleming College Certificate – Hydronics: The report seeks approval to add a one-year continuing education certificate to the School of Trades and Technology program mix, offered in partnership with the Northern Alberta Institute of Technology. The program is intended to meet the growing demand for Hydronics installers and designers. No other Ontario colleges are currently offering this program.

Moved and Seconded by Dr. Martin-Ronson and Mr. Perry

**THAT the Board of Governors of Sir Sandford Fleming College approve the Fleming College Certificate in *Hydronics* with an implementation date of September 2017.**

Motion Carried  
(Resolution BoG Dec14-2016 #6)

- 5.4 Transfer of Nogies Creek Property:** The Board welcomed Dr. Skilton to the meeting. The report seeks approval to transfer of a parcel of land to the Kawartha Conservation Authority (KCA) to create a waterway park on Nogies Creek in Trent Lakes. The Nogies Creek Waterway Park Concept was developed by KCA in partnership with Fleming, the Municipality of Trent Lakes, the Ministry of Natural Resources, and other local community stakeholder groups. The College would be granted indefinite access to the property for academic fieldwork and research activities.

Moved and Seconded by Mr. Marinigh and Mr. Leonard

**THAT the Board of Governors of Sir Sandford Fleming College transfer ownership of the Nogies Creek Property to the Kawartha Conservation Authority.**

Motion carried  
(Resolution BoG Dec14-2016 #7)

## 6. Matters for Board Discussion

- 6.1 Status Report – Frost Campus Vision 2013-2016:** This item will be incorporated into the Frost Campus Update and presented at the March 2017 meeting, which will be held at that Campus.

- 6.2 Status Report – Initiatives under the Indigenous Education Protocol:** Ms. Limkilde presented a report updating the Board on the College's progress on the seven principles defined within the

Colleges and Institutes Canada Indigenous Education Protocol, officially signed by the College on December 7, 2015. The Board asked questions of the Vice-President Academic. The President acknowledged the work done by staff in the Student Services area and the role of the Aboriginal Education Council.

**7. Other Business (information or update items and items removed from Consent Agenda)**

**7.1 “Community Connections”:** Members elected to defer round the table comments.

The full-page advertisement (November 26 Globe and Mail) listing the 2016 Premier's Awards nominees and recipients was circulated, for information.

**8. Move to the In-Camera Meeting:** It was moved by Mr. Downs, seconded by Ms. Watson and carried to recess the Public Meeting at 4:19 p.m. and move to the In-Camera Meeting. Senior Administration and guests were thanked for attending the Public Meeting.

**9. Report from the In-Camera Meeting:** The Board rose from the In-Camera meeting at 4:28 p.m. and re-convened the Public meeting. The Chair reported the President's proposed objectives for 2016-2017 were received.

**10. Adjournment of Meeting:** It was moved by Mr. Downs, seconded by Ms. Jung and carried to adjourn the Public meeting at 4:29 p.m.

**Private session:** Governors were reminded that a questionnaire to evaluate the overall effectiveness of the meeting would be available until end of day Thursday on the Surveys and Questionnaires page of the Board Portal. A brief private session was held.

## CHAIR'S REPORT

Public Board Meeting  
January 25, 2017

Consent Agenda Item 3.2

### Board Professional Development

The *College Centre of Board Excellence* provides high-quality education for governors and staff who work with boards. The program is comprised of both webinars and in-person sessions. Information on upcoming sessions is attached. Please note that registration is required.

### Strategic Planning

A Winter 2017 Board Workshop is scheduled in lieu of a business meeting in February. Planning is underway to finalize the agenda and logistics. The afternoon session will be followed by a Board dinner in Fulford's Restaurant.

### Correspondence

Confirmation has been received that **George Gillespie** and **Mike Perry** were re-appointed to the Sir Sandford Fleming College Board of Governors, subject to the pleasure of the Lieutenant Governor in Council, for terms effective September 1, 2016 and ending not later than August 31, 2019.

In November, colleges received confirmation of the appointment cycle and submission requirements for Lieutenant Governor in Council nominations. There is a total of four LGIC appointees on Fleming's Board.

### Opportunities for Governors

*President's Advisory Council:* Thursday, January 26, 2017 in Room B3330 at the Sutherland Campus (Peterborough) beginning at 4:00 p.m. Please advise the Board Office if you are interested in attending as the Board's representative.

*Fulford's Restaurant* is open for lunch and dinner for the remainder of the semester! Additional information is on the web site <https://flemingcollege.ca/student-life/fulfords>. To make a reservation, please contact the Restaurant at 705-749-5520 x1487 or email [fulfords@flemingcollege.ca](mailto:fulfords@flemingcollege.ca).

#### Lunch Operations

11:00 a.m. to 1:30 p.m.  
Wednesdays and Thursdays  
• January 18 to February 23  
• March 8 to April 13, 2017

#### Dinner Operations

5:00 p.m. to 6:30 p.m.  
Wednesdays  
• February 15 and 22  
• March 8 to April 12



# COLLEGE CENTRE OF BOARD EXCELLENCE

## 2016-17 Winter Program

### Available to Ontario Colleges\*

#### College financial leadership

*Webinar: Wed., Jan. 11, 2017, Noon - 1:30 p.m.*

*Webinar: Tues., Jan. 17, 2017, 8 a.m. - 9:30 a.m.*

This 90 minute webinar provides guidance to governors on the role of the Board and good governance practices it may adopt around financial leadership. The components of revenue and expenditures are discussed along with financial health indicators, the current financial status of the college system and the influence of the province on college financial matters.

This session also touches on legislation, regulations, risk management and fiduciary duties and standard of care. While these areas are covered in more detail in other CCBE sessions, this webinar illustrates how, ultimately, all of these matters overlap one another and the need for Board members to have some understanding of them in a financial context.

#### Getting to know the CAAT Pension Plan

*Webinar: Tues., Feb. 7, 2017, Noon - 1 p.m.*

*Webinar: Thurs., Feb. 16, 2017, 8 a.m. - 9 a.m.*

In a recent survey of nearly 1,000 CAAT Pension Plan members, 80 per cent of respondents indicated that a workplace pension was an important or somewhat important factor in their decision to join their college employer.

Pensions are important and this webinar session examined the CAAT Pension Plan, its governance structure, investment performance and the economic and demographic headwinds facing the Plan.

\*Some material won't be applicable outside Ontario

### Available to All Public Colleges Across Canada

#### Introduction to risk management – part one

*Webinar: Thurs., Jan. 26, 2017, Noon - 1:30 p.m. EST*

In this 90-minute session, external experts will discuss the board's role in the oversight of the risk management function including

- Key principles of effective risk oversight.
- Barriers to effective risk oversight.
- Questions that board members may want to ask management, advisers and each other to ensure appropriate alignment of an organization's strategy and its risk.

#### Introduction to risk management – part two

*Webinar: Wed., Mar. 8, 2017, Noon - 1:30 p.m. EST*

During this 90-minute session, external experts will look at the components of risk management and the risk management process. Delegates will gain a deeper understanding of the roles of management and the board in the development of risk appetite and risk tolerance statements. The risk reporting process will also be discussed.

#### Introduction to risk management - part three

*In person: Wed., Apr. 19, 2017, 9 a.m. - 4 p.m. - CO/CEC Offices, 20 Bay Street, Toronto*

Led by external experts, this all-day session will enable delegates to deepen their understanding of both risk management oversight and the overall risk management process (covered in Introduction to risk management - parts one and two) through the use of interactive case studies and discussions with industry peers.

A panel of college representatives will discuss their initiatives regarding, and experiences with risk management.

Breakfast available 8 a.m. - 9 a.m.  
Lunch will also be provided.

**Be sure to check out our website for more information**

**[www.collegecentreofboardexcellence.ca](http://www.collegecentreofboardexcellence.ca)**

Public Board Meeting  
January 25, 2017

Consent Agenda Item 3.3

## Colleges Ontario / Committee of Presidents

Summaries of the November 20, 2016 and January 18, 2017 meetings are attached.

On January 19, I made a presentation to the Standing Committee on Finance and Economic Affairs with respect to *Pre-Budget Consultations*, reinforcing Linda Franklin's message from the perspective of a college grappling with how to best serve individuals, employers and communities – the themes we touched on at our Fall Board Retreat.

## Colleges and Institutes Canada

Colleges and Institutes Canada (CICan) is the national and international voice of Canada's publicly supported colleges, institutes and polytechnics. Its members work with industry and social sectors to train 1.5 million learners of all ages and backgrounds at campuses serving over 3,000 urban, rural and remote communities in Canada. The association operates in 29 countries via 12 offices around the world. *Perspectives* is CICan's official newsletter, providing a comprehensive overview of activities, events and partnerships nationally. Electronic newsletters are available at <http://www.collegesinstitutes.ca/news-centre/perspectives/>.

An *Outreach Report for December 2016*, prepared by the Secretariat, is also attached.

## Within the System

*Don Sinclair* has returned to the College Employer Council as Chief Executive Officer. Don was Council's founding CEO and the Executive Director of the College Compensation and Appointments Council.

The week of April 3 to 7, 2017 has been proclaimed *Colleges Week in Ontario*. This week is part of the celebration of the colleges' 50<sup>th</sup> anniversary in 2017. The bulk of activities take place on April 3 as *College Day at Queen's Park*, including a reception at the legislature.

## In Our Communities

Fleming's *Centre for Alternative Wastewater Treatment* was awarded a \$75,000 federal research grant as part of the Natural Sciences and Engineering Research Council of Canada's (NSERC) College and Community Innovation (CCI) Program. The funding will support ongoing research in partnership with BlueLeaf Inc. (at their Quebec study site) to evaluate an innovative Canadian-developed reactor for the capture and removal of phosphorus from agricultural subsurface drainage water.



**Summary of the Committee of Presidents meeting  
November 20, 2016**

**Decision items:**

**An accreditation model for colleges**

The Committee of Presidents (COP) approved a recommendation to defer a decision about whether to establish an accreditation model for Ontario's colleges until 2019.

In recent years, the college sector has been looking to implement an accreditation model to promote greater awareness of the high quality standards that are in place at colleges. The accreditation model would build on the quality-assurance reviews of programs that are currently done by the Ontario Colleges Quality Assurance Service (OCQAS).

The accreditation model would follow the program audit guidelines for institutions currently used by OCQAS. Under the model, the OCQAS could award a college a three-year or five-year "accredited" status at the end of a successful review. Some colleges have already participated in pilot accreditation reviews.

However, some colleges have raised concerns that an accreditation model could become too expensive and cumbersome.

A task force of college presidents and vice-presidents was established last year to review the proposal in greater detail. Algonquin College president Cheryl Jensen, who chaired the task force, said deferring a final decision until 2019 would give all colleges an opportunity to participate in an audit process that uses the accreditation model.

She said it would be important for senior leaders at the colleges to participate in the accreditation process.

**Experiential learning**

The presidents approved a recommendation to conduct research on how work-integrated learning opportunities can be provided to greater numbers of students.

The provincial government has made experiential learning a priority as it works to implement measures to create a more highly skilled workforce. The government's throne speech in the fall and the mandate letter that Premier Kathleen Wynne issued to Advanced Education and Skills Development Minister Deb Matthews in September called for every post-secondary student to have participated in at least one meaningful experiential learning opportunity as part of the student's education.

The research that would be done by the college sector would look at the range of opportunities currently available and how to remove barriers that prevent more students from participating. Potential

funding for the research may come from the provincial government and from the Higher Education Quality Council of Ontario.

The research would support the colleges' discussions with government about expanding experiential learning opportunities and the need for improved government funding to support that goal.

Over the longer term, the sector will also need to examine issues such as the challenge of getting more employers to provide such opportunities to students.

### **Pre-budget submission**

The presidents approved a draft submission to the Ontario government that highlights the college sector's priorities for next year's provincial budget.

The pre-budget submission will point to the critical need to strengthen higher education to respond effectively to growing anxiety about the economy and job prospects for the future. The submission will highlight the dramatic shifts already seen internationally in the Brexit vote and Donald Trump's election in the U.S.

The submission will emphasize that the improved productivity that creates better-paying careers must come from a more highly qualified workforce.

Within that context, the submission will stress that the government must address the fiscal sustainability crisis hitting colleges. It will highlight the fact the government has spent years ignoring the cost pressures created by inflation by only providing funding to cover enrolment growth.

The submission also calls for investments to address policy priorities such as tackling climate change.

The submission will be sent to government and MPPs in December and presented to ministers and top officials at Queen's Park in meetings organized by Colleges Ontario.

### **Discussion items:**

#### **College fiscal pressures**

To support the sector's budget requests to government and raise greater awareness of the financial challenges facing colleges, the presidents supported a communications strategy to promote the sector's fiscal pressures in the news media.

The communications efforts will focus on public-policy issues where the province needs to make more progress and must invest in college education to support that progress. The policy priorities that will be promoted in the press will include climate change, tuition reform, responding to the Truth and Reconciliation Commission, and the importance of helping greater numbers of people in low-income families attain a post-secondary education.



## Summary of the Committee of Presidents meeting January 18, 2017

### **Decision items:**

#### **Restructuring of the OntarioLearn board**

The Committee of Presidents (COP) approved a restructuring of the OntarioLearn board to make it more efficient.

When the board was established in 2010, it was established to have representatives from all 24 colleges. However, Lambton College president Judith Morris, who represents the colleges on the OntarioLearn board, said a streamlined board would be more effective. Presidents approved a restructuring that will reduce the board to a range of eight to 12 members that ensures the diversity of the colleges is represented.

The representatives will reflect the different sizes and geographic locations of colleges and will include francophone representation. The membership will be rotated on a staggered basis.

### **Discussion items:**

#### **Strategic mandate agreements**

A discussion with senior leaders from the Ministry of Advanced Education and Skills Development (MAESD) included an update on the province's upcoming negotiations for new strategic mandate agreements with colleges and universities.

The three-year strategic mandate agreements were introduced in 2014 and new agreements are scheduled to be negotiated this year. The agreements are used by the provincial government to determine the priorities at each institution and can influence government decisions about program approvals and funding.

The presidents told the ministry representatives that it would be helpful for colleges to receive detailed briefings on the new funding formula being developed for colleges in advance of the strategic mandate discussions. The implementation of the formula could affect the priorities in the strategic mandate agreements. The ministry indicated that a technical briefing would occur by early February.

A template for the next strategic mandate agreements will be shared with colleges in the near future. In addition to the negotiators' upcoming consultations with individual institutions, presidents asked the ministry to consider a meeting with the presidents as a group.

#### **Student assistance reforms**

As part of COP's discussion with senior leaders from the Ministry of Advanced Education and Skills Development, Durham College president Don Lovisa shared the sector's concerns about the government's promotion of its improvements to student assistance.

He said the government's promotion of "free tuition" is being presented in a way that is being misinterpreted as free education. He told the ministry officials this is problematic as students accepted into college programs will have to pay costs such as ancillary fees.

### **College sector's long-term fiscal sustainability**

Presidents discussed a communications and government relations strategy for a new report by PwC Canada on the long-term fiscal sustainability of the colleges. Linda Franklin, the president and CEO of Colleges Ontario, said the report will play an important part in the sector's advocacy for both the 2017 and 2018 provincial budgets and for the Ontario election in 2018.

The report is scheduled to be publicly released in early February. Communications materials will be provided to colleges in advance of the release.

### **50<sup>th</sup> anniversary celebrations**

Don Lovisa, the president of Durham College and chair of the sector's task force on the colleges' 50<sup>th</sup> anniversary, provided presidents with an update on the planning that is taking place at each institution for the sector's anniversary celebrations this year.

A survey of colleges that was done in early 2017 showed most colleges have started their local preparations and a number of colleges are well underway. News stories about the 50<sup>th</sup> anniversary have appeared in media throughout the province and colleges have been promoting the anniversary on social media and in other communications.

The 2017 events will include the pending launch of the William G. Davis Innovation Fund – a contest for students and alumni to pitch innovative ideas that will be promoted online and will compete for cash prizes.

Other events include the celebration of College Week on the week of April 3, which will be honoured at Queen's Park and will see colleges supporting non-profits and other organizations in their communities; an online speakers' series that will highlight the role that colleges' role in preparing people for the new economy; and a province-wide bus tour in fall 2017 that will visit each college community.

### **System-wide leadership training for administrators**

David Brook, the CEO of the College Employer Council (CEC), provided an update on a proposal to develop system-wide leadership training for college administrators.

He said the CEC and its partners are looking at a possible pilot project that would start in August and run until October 2019. Former Georgian College president Brian Tamblyn – who is working with CEC on the proposal – said the pilot project would have a low cost and could help develop good practices for individual institutions regardless of whether the pilot leads to a full service.

The proposal will be considered by presidents at the next COP meeting in March.

### **Joint meeting of college and university executives**

Northern College president Fred Gibbons – the chair of Colleges Ontario – updated presidents on a recent meeting between executive leaders from Colleges Ontario and the Council of Ontario Universities.

The meeting looked at possibilities for the two sectors to work together to promote advocacy priorities such as the need to improve the post-secondary opportunities for students with mental health challenges. There was also a discussion about developing a joint paper from both sectors on the need for improved funding for

post-secondary education as Ontario strives to produce a stronger workforce in this new age of accelerating technological advancements.

Colleges Ontario and the Council of Ontario Universities will work to schedule a follow-up meeting with the full executives from each organization.

### **Auditor's review of employment services**

David Fulford, an assistant deputy minister at the Ministry of Advanced Education and Skills Development, delivered a presentation on the assessment of employment services that was part of the Ontario auditor general's report in December.

In response to the report, he said the ministry will be expanding the measures for assessing the services. This will include looking at longer-term outcomes for people who have used Employment Ontario and making greater use of labour-market data.

The auditor's report also raised concerns about the completion rates for apprenticeship programs. Fulford said the ministry will work with colleges to try to get better information on the reasons why many people who start apprenticeship programs don't complete their training.

### **ORION's priorities**

Alfonso Licata, the president and CEO of ORION (Ontario Research and Innovation Optical Network), spoke to COP about some of ORION's priorities.

One priority is to expand the educational services available to indigenous communities through the expansion of online learning and other services.

Licata said another priority is helping educational institutions find new opportunities to share services and products. For example, he said the Toronto District School Board has 58 data-backup services that could be shared on one service that would improve the board's purchasing power. He said colleges may get better value sharing services in areas such as data backup and security.

### **Skills Ontario Competition**

Gail Smyth, the executive director of Skills Ontario, spoke with presidents about the growth of the Skills Ontario Competition and the move this year to a new venue in the Toronto area.

The competition has 68 contests this year in a range of areas from mechatronics and electrical installations to hairstyling and the culinary arts. Smyth said the competition had outgrown its venue at RIM Park in Waterloo and that this year's competition would be at the Toronto Congress Centre.

There has been a 30 per cent increase in the number of registrations for the competition and it has already filled the centre's 500,000 square foot space. More than 2,000 students are registered for the competition and there are 500 more students on a waiting list.

The Skills Ontario Competition runs from May 1 to 3. Featured speakers at the event will include Education Minister Mitzie Hunter.



Colleges and Institutes Canada (CICan)  
**Monthly Outreach Report**

December, 2016



Colleges and Institutes Canada  
Collèges et instituts Canada



# CICan Monthly Brief – Outreach / Board of Directors

## Government Relations and Advocacy

- **CICan Input to Federal Consultations**

CICan submitted formal input to a number of important federal consultations that took place over the summer months. In November, submissions were made to the **aerospace research and innovation** and **clean technology** consultations, as well as to the Innovation and Post-secondary caucus of the Liberal party.

**All submissions can be found here:** <http://www.collegesinstitutes.ca/resources/federal-consultations/> and our submission to the Standing Committee on Finance has been posted to the [parliamentary website](#).

- Following on CICan’s advocacy, [targeted improvements to the Express Entry system](#) were made on November 19, 2016. Supporting Canada’s Global Skills Strategy, the changes will help better attract some of the best minds in the world, including former international students. The Express Entry Comprehensive Ranking System will award 15 points for a one- or two-year diploma or certificate. It will award 30 points for a degree, diploma or certificate of three years or longer, or for a Master’s, professional or doctoral degree of at least one academic year.

## Projects and Partnerships

- **Canada’s 150<sup>th</sup>:** The first official call for submissions is open for achievements in **GREEN SPACES**. A media kit with banners, logos, and an email template is available to help members plan events on or around their campuses, and to encourage submissions to our national anthology! More details are available here: <http://150.collegesinstitutes.ca/timeline/> **Please encourage your institutions to submit on each topic!**
- On November 10, 2016, during an official visit to Kenya, Canadian Minister of Foreign Affairs, the **Honourable Stéphane Dion**, [announced](#) the **launch of CICan’s new Kenya Education for Employment Program (KEFEP)**, an \$18.9-million initiative funded by the Government of Canada that will be implemented in partnership with the Kenyan Ministry of Education. KEFEP will focus on agriculture and energy sectors to provide employment and self-employment opportunities for youth, supporting greater gender equality, green economic growth and poverty reduction.
- Ground-breaking **Social Finance project moves forward** as Government of Canada, private investors, and colleges and institutes have achieved [an important milestone](#) in their commitment to social financing for public good. With capital raised from three investors – Conexus Credit Union, the Catherine Donnelly Foundation, and Dave and Pamela Richardson

and Family, the Essential Skills Social Finance (ESSF) project is now moving forward with the delivery of essential-skills training to improve the skills levels of unemployed adult Canadians.

## Events and Capacity Building

- Nearly **200 leaders in innovation and entrepreneurship** from across the country met at Toronto's Seneca College for a sold-out Colleges and Institutes Canada's (CICan) [Applied Research, Entrepreneurship and Innovation Forum](#). The event was a rousing success, focusing on the key role that colleges and institutes play in the innovation ecosystem just as the federal government is looking to renew its innovation agenda. The forum featured several prominent guests, including the **Honourable Jane Philpott, Minister of Health**, who acknowledged the essential contribution of colleges and institutes to Canada's healthcare innovation system.
- Distinguished Service Award: CEOs are invited to submit nominations for CICan's Presidents' Leadership Network 2016-17 Distinguished Service Award. The Award recognizes a President/Director General, current or past, in honor of service and contribution to the college and institute movement nationally. **Nominations must be submitted electronically, by December 16, 2016** to: [abrazeau-monnet@collegesinstitutes.ca](mailto:abrazeau-monnet@collegesinstitutes.ca)
- CICan's 2017 Suite of [Leadership Institutes](#) is **now open for registration**:
  - CICan Leadership Institute for Program Chairs: June 24-29, 2017, Kelowna, BC
  - CICan Leadership Institute for Managers (English): June 24-29, 2017, Kelowna BC
  - CICan Leadership Institute for Managers (French): June 24-29, 2017, Saint Sauveur, QC
  - CICan Leadership Institute for Deans, Directors and Campus Principals: June 24-29, 2017, North Shore, NS
  - CICan Leadership Institute for Presidents: July 4-9, 2017, Mont Tremblant, QC
  - CICan Leadership Institute for Emerging Leaders for International: July 16-21, 2017, Olds AB
- Registration for [CICan's Conference 2017](#) is open! The conference will run from April 30 – May 2, 2017 in Ottawa with a theme of "Celebration". Click [here](#) to register. Remember that 2017 will be an exciting – and busy – year in the national capital. Hotels will fill up quickly, so accommodations should be booked as soon as possible. For a list of host conference hotels and travel information, please click [here](#).

## Research and Knowledge

- The 2017 **Maclean's College Guide** was published at the end of November. Online content can be found here: <http://www.macleans.ca/tag/colleges-guide-2017/>
- **Please ensure that all senior staff subscribe to CICan's newsletter to stay on top of news and opportunities:** <http://www.collegesinstitutes.ca/news-centre/subscribe-perspectives/>

## COLLEGE ACTIVITY REPORT

**Public Board Meeting  
January 25, 2017**

**Consent Agenda Item 3.4**

### OUR STUDENTS

In December, students and staff at Sutherland Residence Village collected two bins full of non-perishable food items and \$125 cash within the residence community to donate to SAC's Emergency Food Bank.



During the week of February 6, all full-time and part-time students enrolled in semesters two to six of full-time programs will be asked to complete the *Student Satisfaction Survey*. This survey is administered across the province; it is a vehicle for colleges to identify strengths and areas for improvement, and provides comparative data on student satisfaction from across the province.

In solidarity with the water protectors in North Dakota, the staff and students of *Haliburton School of Art + Design* painted a banner to send down to Standing Rock along with some other supplies.



The Association for the Advancement of Sustainability in Higher Education (AASHE) has selected Fleming College as the only postsecondary institution in Canada to be one of the 13 Centres of Sustainability Across the Curriculum. Beginning in 2017, the Centres partner with AASHE to offer workshops and other professional development opportunities on sustainability in the curriculum.



### OUR EMPLOYEES

#### Human Resources

**Recruitment and Selection:** For the November 10, 2016 to January 13, 2017 timeframe, the College posted 20 positions (a combination of permanent and temporary positions): 7 Support, 9 Academic and 4 Administrative.

- The College hired 3 new permanent (full-time) staff (Support).
- There were no new permanent (regular part-time) hires.
- There were no internal full-time transfers.
- There were 3 temporary full-time assignments (Support).
- There were 2 resignations and/or terminations (Support).
- There were no retirements.
- There were 4 leaves: 3 Academic (2 parental, 1 sabbatical) and 1 Administrative (parental).
- There were 3 returns from leave: 1 Support (parental) and 2 Faculty (1 personal, 1 parental).

**Recognition**

Congratulations to the following employee who achieved significant service milestones in **November 2016:**

**10 years:** Donna Catto, Mary Overholt, Sheila McGrath, Karen Nolk, Kirk Challenger

**15 years:** Lori Humphrey

**25 years:** Paul Jordan

**30 years:** Heather Farr

**December 2016:**

**10 years:** Dean Downing

**15 years:** Tom Mikel

**25 years:** Dianne Berlenbach

**30 years:** Alex Smith, Fiona Gentle

Full-time employees who reached their 25, 30 or 35 year employment milestones in 2016 were invited to *dinner and an evening of conversation* and (re)connection at the Peterborough Golf and Country Club on December 8.

**Student Services**

*Winter Orientation* for new first semester students was very well attended.

**International Student Services** hosted the International Student Orientation on January 4 through 6. International students attending the Frost Campus joined the Sutherland students for a variety of events – a welcome lunch, scavenger hunt and outdoor activities were all part of the fun.



The College celebrated the one-year anniversary of the signing of the Indigenous Education Protocol. To mark the occasion, **Aboriginal Services** hosted a display at both the Frost and Sutherland Campuses, allowing students and staff to review how the College has moved forward on the Protocol's seven principles.

**Student Life and Athletics**

The Fleming Knights 2017 Winter Schedule is on-line: <http://www.flemingknights.ca/>

The 9<sup>th</sup> annual *Fleming Night at the Petes* takes place Thursday, February 16 at 7:00 p.m. Tickets are on sale now at the Fleming Bookstore at a special discounted price of \$10. The College will be recognized throughout the game.

**Finance and Physical Resources**

A new centralized *sorting system for waste and recycling* was implemented at the start of the Winter 2017 semester at our Sutherland and Frost Campuses. Sorter bins in the hallways have been redesigned, and all small waste receptacles in classrooms, lecture halls, the Learning Commons and the Library will be removed; individuals will now sort their own waste at a nearby sorting station.

**Advancement and Alumni Relations**

The Winter 2017 issue of *Fleming Ties* covers a variety of stories, news and events.

In 2017, Fleming's *Forestry program* will celebrate its 50<sup>th</sup> anniversary, and Forests Ontario is helping mark the occasion by hosting a Fleming alumni reunion in conjunction with its annual conference. Forestry graduates from all years will be

invited to attend the reunion at the Nottawasaga Inn in Alliston on February 9.

### Marketing, Communications and Liaison

Google honoured Sir Sandford Fleming on what would have been his 190<sup>th</sup> birthday (January 7) with a *special Google doodle* recognizing his achievements.



The College further celebrated its namesake with birthday cake as part of Winter Orientation events on January 9.

### OUR COMMUNITIES

The [PTBO Game Jam](#) returns to Peterborough this February to bring together seasoned game developers, students entering the industry, hobbyists and enthusiasts alike. Set for February 17 to 19 at the Kawartha Trades and Technology Centre, the event is intended to engage the community with the video game industry.

Peterborough-Kawartha-Haliburton has been designated as a



designated as a *Regional Centre of Expertise (RCE)* on Education for Sustainable Development by the United Nations University. The region was among only a few to receive this designation,

and is only the third RCE to be designated in the province - and the eighth in Canada!

Fleming College is proud to be a partner in the initiative.

### UPCOMING EVENTS

*FastStart Peterborough with Nicole Verkindt:* February 9 from 5 to 7 p.m. at Market Hall Nicole is the founder of OMX (Offset Market Exchange) and is the newest dragon on Dragon's Den Next Gen. The FastStart entrepreneurship program is a partnership between Fleming, Trent University and the Greater Peterborough Innovation Cluster.

*Education Pathways Fair:* January 31 at the Frost Campus and February 1 at the Sutherland Campus. The event is open to the public and provides opportunities for students and graduates to discover education pathways both within Fleming as well as with the College's many Ontario, Canadian and International partners.

The *next meeting of the Board of Governors* is Wednesday, March 22, 2017.

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

Period: **October 1, 2016 - December 31, 2016**

Contract Awards \$500k+

Award Date	Description	Vendor Name	Contract Amount (tax excluded)
10-Oct-16	General Contractor for the Renovation of Room D1129 in the Kawartha Trades and Technology Centre.	Kawartha Capital Corporation	\$903,700.00

## BOARD BRIEFING REPORT

**SUBJECT: Financial Position at December 31, 2016**

**Submission to: Public Board Meeting**

**Meeting Date: January 25, 2017**

**Requested Action: For Information**

**Consent Agenda Item 3.6**

### 1. CONTEXT/ PURPOSE

A report outlining the financial position of the College at December 31, 2016 as presented through the Statement of Revenue and Expenditure.

### 2. BACKGROUND

The statement represents the revenues collected and expenditures made as at December 31, 2016 in comparison to the 2016-2017 Update Budget along with comparative amounts from the same time period of the previous fiscal year.

**Attachments:**

- Statement of Revenue and Expenditures

### 3. ANALYSIS / PROPOSED OPTIONS

The overall assessment of the financial position at December 31, 2016 shows the College is on track to exceed its budgeted surplus/contribution to reserves. In 2015-2016, the College achieved a surplus of \$2.7-million and, as of December 31, 2016, is tracking to finish the year in a similar range, depending on actual expenditures in the fourth quarter.

In review of the current revenue position of the College, the Statement of Revenue and Expense is tracking a favourable position. Winter enrolment activity has been very positive and is on track with domestic enrolment forecasts while exceeding the international projections. The college fully expects to exceed current revenue projections in tuition and other student fees.

In review of the current expenditure position, overall expenditure lines are also tracking favourable versus budget:

- Salary and Benefits are tracking favourable in total. With anticipated year-end adjustments and vacation accruals it is expected that full time salaries will be spent out. For part time, with the added winter international enrolments, we anticipate a requirement for new faculty contracts; however part time salaries are still anticipated to generate savings overall.
- Non salary expenditures are also tracking favourable to budget. However added international activity will require added health insurance and agent commission costs offset by the increase in the associated revenue.

### 4. ASSESSMENT OF POTENTIAL RISK– *required for all matters requiring Board decision/approval*

Category (select all that apply):  Strategic  Compliance  Operational  Reputational  N/A

### 5. RELATIONSHIP TO STRATEGIC PLAN / BUSINESS PLAN/ VISION / MANDATE

Strengthen the College's financial health and sustainability by building financial reserves.

### 6. RECOMMENDATION

No action is required by the Board; the Report is provided for information.

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

**SIR SANDFORD FLEMING COLLEGE**  
*Statement of Revenue and Expenditures*  
For the Period Ending December 31, 2016



	Current Year			Prior Year			Variance
	Actual To 31-Dec-2016	Budget Current Year	YTD/Budget %	Actual To 31-Dec-2015	Actual Prior Year	YTD/Year %	Difference %
<b>Revenue</b>							
Grants and Reimbursements	\$ 30,504	\$ 46,383	65.8%	\$ 29,912	\$ 46,160	64.8%	1.0% F
Student Tuition Fees	26,820	29,967	89.5%	25,282	28,719	88.0%	1.5% F
Contract Training	859	1,562	55.0%	450	1,014	44.4%	10.6% F
<b>Other Income</b>							
Other Income	4,418	7,480	59.1%	3,973	7,090	56.0%	3.0% F
Ancillary Fees	3,297	4,300	76.7%	3,371	4,258	79.2%	-2.5% U
<b>Total Other Income</b>	<b>7,715</b>	<b>11,780</b>	<b>65.5%</b>	<b>7,344</b>	<b>11,347</b>	<b>64.7%</b>	<b>0.8% F</b>
Amortization of Deferred Capital Contributions	3,326	4,435	75.0%	3,397	4,529	75.0%	0.0% U
<b>Total Operating Revenues</b>	<b>69,225</b>	<b>94,128</b>	<b>73.5%</b>	<b>66,384</b>	<b>91,770</b>	<b>72.3%</b>	<b>1.2% F</b>
Skills Programs	2,814	3,439	81.8%	3,294	3,927	83.9%	-2.0% U
Tuition Holdback Bursaries	1,658	2,945	56.3%	1,632	2,628	62.1%	-5.8% U
Ministry Bursaries	504	700	72.0%	428	707	60.5%	11.5% F
Special Projects	1,357	2,271	59.8%	1,443	2,184	66.1%	-6.3% U
Facilities Renewal and Renovation Projects	149	518	28.7%	81	448	18.0%	10.7% F
Ancillary Operations	4,505	5,437	82.9%	4,541	5,562	81.7%	1.2% F
<b>Total Revenue</b>	<b>\$ 80,212</b>	<b>\$ 109,436</b>	<b>73.3%</b>	<b>\$ 77,802</b>	<b>\$ 107,226</b>	<b>72.6%</b>	<b>0.7% F</b>



**SIR SANDFORD FLEMING COLLEGE**  
**Statement of Revenue and Expenditures**  
**For the Period Ending December 31, 2016**



	Current Year			Prior Year			Variance
	Actual To 31-Dec-2016	Budget Current Year	YTD/Budget %	Actual To 31-Dec-2015	Actual Prior Year	YTD/Year %	Difference %
<b>Expenditures</b>							
<b>Salaries and Benefits</b>							
Salaries, Full Time	\$ 29,863	\$ 41,269	72.4%	\$ 29,726	\$ 40,706	73.0%	-0.7% F
Salaries, Part Time	7,413	12,338	60.1%	7,654	11,636	65.8%	-5.7% F
Benefits	7,858	11,703	67.1%	7,975	11,198	71.2%	-4.1% F
<b>Total Salaries and Benefits</b>	<b>45,134</b>	<b>65,310</b>	<b>69.1%</b>	<b>45,355</b>	<b>63,539</b>	<b>71.4%</b>	<b>-2.3% F</b>
<b>Non-Salary Expenses</b>							
Instructional Support Costs	3,573	4,888	73.1%	3,471	4,606	75.4%	-2.3% F
Travel and Professional Development	705	1,281	55.0%	634	1,008	62.9%	-7.9% F
Advertising	499	983	50.8%	463	945	49.0%	1.8% U
Telephone, Audit, Legal & Insurance	1,144	1,604	71.3%	985	1,313	75.0%	-3.7% F
Equipment Maintenance	391	557	70.2%	333	435	76.4%	-6.2% F
Plant and Security	1,294	2,250	57.5%	1,666	2,380	70.0%	-12.5% F
Rentals and Taxes	709	777	91.4%	756	830	91.0%	0.3% U
Utilities	1,414	2,841	49.8%	1,529	2,541	60.1%	-10.4% F
Contract Services Trent	0	2,018	0.0%	-93	1,931	-4.8%	4.8% U
Services & Other	2,547	3,616	70.4%	2,293	3,339	68.7%	1.8% U
Long Term Debt Interest	39	55	70.3%	42	55	75.8%	-5.5% F
Amortization of Capital Assets	4,535	6,046	75.0%	4,578	6,104	75.0%	0.0% U
<b>Total Non-Salary Expenses</b>	<b>16,850</b>	<b>26,915</b>	<b>62.6%</b>	<b>16,656</b>	<b>25,488</b>	<b>65.3%</b>	<b>-2.7% F</b>
<b>Total Operating Expenditures</b>	<b>61,984</b>	<b>92,226</b>	<b>67.2%</b>	<b>62,010</b>	<b>89,027</b>	<b>69.7%</b>	<b>-2.4% F</b>
Investments	703	869	80.8%	209	441	47.4%	33.5% U
Skills Programs	2,268	3,439	66.0%	2,451	3,926	62.4%	3.5% U
Tuition Holdback Bursaries	1,658	2,945	56.3%	1,632	2,628	62.1%	-5.8% F
Ministry Bursaries	504	700	72.0%	428	707	60.5%	11.5% U
Special Projects	1,357	2,271	59.8%	1,443	2,184	66.1%	-6.3% F
Facilities Renewal and Renovation Projects	149	241	61.7%	81	448	18.0%	43.7% U
Ancillary Operations	3,598	5,397	66.7%	3,273	5,122	63.9%	2.8% U
<b>Total Expenditures</b>	<b>\$ 72,222</b>	<b>\$ 108,087</b>	<b>66.8%</b>	<b>\$ 71,526</b>	<b>\$ 104,483</b>	<b>68.5%</b>	<b>-1.6% F</b>
<b>Net</b>	<b>\$ 7,990</b>	<b>\$ 1,349</b>	<b>592.2%</b>	<b>\$ 6,276</b>	<b>\$ 2,742</b>	<b>228.9%</b>	

## BOARD BRIEFING REPORT

**SUBJECT: Annual Accessibility Report for 2015-2016**

**Submission to: Public Board Meeting**

**Meeting Date: January 25, 2017**

**Requested Action: For Information**

**Consent Agenda Item 3.7**

### 1. CONTEXT/ PURPOSE

To inform the Board of the College's progress towards meeting the objectives of our 2015-2018 Multi-Year Accessibility Plan in compliance with the Accessibility for Ontarians with Disabilities Act (AODA)

### 2. BACKGROUND

The Multi-Year Accessibility Plan was approved in October 2015; reports are prepared annually and submitted to the Board for information.

#### **Attachments:**

- 2015-2016 Annual Accessibility Report

### 3. ANALYSIS / PROPOSED OPTIONS

Fleming College is required to develop and maintain a Multi-Year Accessibility Plan in order to ensure that we provide an inclusive learning and working environment which is accessible to our community. The most recent Plan covers 2015 through 2018, and the Accessibility Report describes our progress in our first year meeting our commitments under it.

### 4. ASSESSMENT OF POTENTIAL RISK – *required for all matters requiring Board decision/approval*

Category (select all that apply):  Strategic  Compliance  Operational  Reputational  N/A

### 5. RELATIONSHIP TO STRATEGIC PLAN / BUSINESS PLAN/ VISION / MANDATE

Accessibility standards are described in the Accessibility for Ontarians with Disabilities Act, and this report describes our progress in meeting these legal compliance requirements which foster diversity and inclusiveness.

### 6. RECOMMENDATION

The Report is submitted for information.

AUTHORED BY: Nick Duley, HR Consultant and Human Rights Officer

# Accessibility at Fleming College 2015-16 Annual Report

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**Submitted by:**

*The Fleming Accessibility Steering Committee*

**Coordinated by:**

*Ian Guest / Nick Duley*

**Approved by:**

*The Executive Leaders Team*

## Contents

SECTION 1: Executive Summary.....	2
Introduction.....	2
The Fleming Commitment to Accessibility .....	2
Description of Sir Sandford Fleming College.....	3
The Accessibility Steering Committee.....	3
Major Successes in 2015-16.....	4
SECTION 2: 2015– 2016 Accessibility Report.....	5
Integrated Standards (IASR).....	5
General Requirements: .....	5
Information and Communications Standard.....	7
Built Environment Standard:.....	11
Other Accessibility Objectives.....	12
Communication of the Report & Contact Information .....	12

## SECTION 1: Executive Summary

### Introduction

Fleming College strives to provide an inclusive learning and working environment for all students and employees, and an accessible facility that serves its community. To that end, Fleming College ensures it meets accessibility standards as laid out by the *Accessibility for Ontarians with Disabilities Act (AODA)* and its related Standard Regulations. The purpose of the AODA is to improve opportunities for people with disabilities and to provide for their involvement in the identification, removal, and prevention of barriers to their full participation in the life of the province. To this end, the AODA mandates that each college carry out accessibility planning. This year's annual report addresses the first year of the college's Multiyear Accessibility Plan (2015-2018) objectives.

### The Fleming Commitment to Accessibility

*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 further affirms its commitment to promoting the following principles in all of its policies and interactions with persons with disabilities:*

**Dignity** - *treating those with disabilities as customers and clients who are as valued and deserving of effective and full service as any other customer.*

**Independence** – *freedom from 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.*

**Equal opportunity** – *having the same chances, options, benefits and results as others.*

## Description of Fleming College

Fleming College is an Ontario public College of Applied Arts and Technology. Located in the heart of Central Ontario, Fleming College has campus locations in Peterborough, Lindsay, Cobourg and Haliburton. Named for famous Canadian inventor and engineer Sir Sandford Fleming, the College features more than 120 full-time programs in Arts and Design, Community Development and Health and Wellness, Justice and Community Development, Continuing Education, Environmental and Natural Resource Sciences, Trades and Technology, and Business. Fleming College has more than 6000 full-time and 10,000 part-time students, more than 71,000 alumni, and approximately 1200 full and part-time employees.

## The Accessibility Steering Committee

An Accessibility Working Group was constituted at Fleming College in 2003 to address the AODA, however in January 2015, the working group was developed into a Steering Committee comprised of senior leaders representing all areas of the college who champion and are accountable for the successful planning and implementation of the AODA. The Committee was coordinated by the Coordinator, Diversity, Accessibility and International Student Supports, and overseen by the Vice-President, Human Resources and Student Services.

### **Members of the 2015 – 2016 Accessibility Steering Committee:**

Audrey Healey, Coordinator of Accessible Education Services

Drew Van Parys, Executive Director – Marketing & Advancement

Ian Guest, Accessibility Facilitator

Judith Limkilde, Dean, School of General Arts & Sciences

Kristi Kerford, Associate Vice President, Student Services

Laurel Schollen, Vice President, Academic

Nick Duley, HR Consultant, & Human Rights Officer

Roger Fitch, Chief Information Officer

Red Keating, Director, Counseling and Learning Support Services

Sonia Crook, VP Human Resources & Student Services

Terry Williams, Director, College Facilities

## Major Successes in 2015-16

Fleming College achieved numerous successes this past year, particularly in the continued development of working groups that engaged more employees in implementing accessibility in their Departments and Schools. As members of these committees have gained more knowledge and skills in applying an accessibility lens to College services, our capacity to make broader institutional change has grown. One example was the excellent inter-departmental collaboration that led to the expansion of the AODA Academic Working Group with more faculty representation from across all Schools with a primary focus on strategic planning work and addressing accessibility. At the Sutherland and Frost campuses, barrier free bus shelters were installed in order to reduce physical barriers and ease the use of inclusive public transportation. The Accessibility facilitator has continued to provide support to assist with developing accessible documents and instructional material. The new website has recently been successfully launched with a WCAG 2.0 Level AA compliant framework.

The College was one of two colleges randomly selected by the Accessibility Directorate of Ontario for an accessibility compliance file review on January 04, 2016. The College provided a lengthy response to the Directorate and compliance was confirmed. Most other Ontario colleges have already been selected for compliance review prior to 2016.

## SECTION 2: 2015- 2016 Accessibility Report

*The Accessibility Working Group reports that the following objectives were addressed in 2015-16, listed by area and Standard (S.) regulation number. You will note that the majority of these objectives are described as “fully successful”.*

*For more information about the AODA Standards, and a full list of regulations, please go to:*

[Ontario Accessibility Laws](#)

### Integrated Standards (IASR)

General Requirements:

**S.3: Update accessibility policies and provide training with respect to policy changes as required.**

***Administrative Responsibility:*** Sonia Crook, Kristi Kerford

***Champion:*** Nick Duley, Audrey Healey

***Status: Fully Successful***

The College’s Accessibility for Persons with Disabilities Policy (#3-341) and its Operating Procedure as well as the Access and Accommodations for Students with Disabilities Policy (#7-701) and its Operating Procedure were fully revised in January 2016 to include all relevant updates to the AODA and Ontario Human Rights Code. The College community was advised of the updates in an informational bulletin.

**S. 4: Ensure the three year accessibility plan and annual report is approved by the Board of Directors and posted to the external web site.**

***Administrative Responsibility:*** Sonia Crook

***Champion:*** Nick Duley

***Status: Fully successful***

The annual report and 2015-18 action plan were approved and posted in October 2015.

## **S. 5 Procuring or acquiring goods, services or facilities.**

**Administrative Responsibility:** *Brian Baker & Sonia Crook*

**Champion:** *Linda Humphries, Nick Duley*

**Status:** *Fully successful*

The College has continued to use the procurement tool kit developed by Ontario Colleges Human Resources Coordinating Committee AODA Sub-Committee. Managers receive an updated accessibility reminder checklist of their responsibilities under the AODA each year in January, and training sessions for requestors addressed the need to consider accessibility and resources for accessible procurement.

## **S. 6 Incorporate accessibility features in self-serve kiosks.**

**Administrative Responsibility:** *Brian Baker*

**Champion:** *Terry Williams*

**Status:** *Fully successful*

All self-serve kiosks are compliant and accessible under the Ontario Building Code (OBC) and AODA. Pay and display parking machines were recently upgraded to meet accessibility compliance.

Accessibility compliance measures were embedded into the Frost (September, 2015) and Sutherland (April, 2016) master plans. The Frost and Sutherland Campus Master Plans were approved by the Board of Governors in November 2015 and May 2016 respectively.

## **s.7: Provide training on accessibility standards and Human Rights Code.**

**Administrative Responsibility:** *Sonia Crook, Judith Limkilde*

**Champions:** *Nick Duley, Judith Limkilde & Teaching and Learning Specialists*

**Status:** *Fully successful*

Employee participation rates in the online IASR module continues to be strong, with almost 100% of full-time employees completing the required training. The AODA modules now form a permanent part of the employee professional development calendar and that combined with an external accessibility training web page established early in 2014 have resulted in employees reporting less difficulty accessing the training. Completion of the modules is audited each semester and employees who have not completed the training receive regular reminders to do so.



**S. 11: Ensure feedback processes are accessible.**

**Administrative Responsibility:** *Kristi Kerford*

**Champions:** *Red Keating, Nick Duley and Ian Guest*

**Status:** *Fully successful with on-going checks and balances*

Online feedback mechanisms have been maintained and checked for functionality on both the external Accessibility web page and the internal Accessible Education Services page. The first meeting of the Accessibility Advisory Committee was held in February 2, 2016 with feedback received from students and employees. While the majority of the feedback received was positive, recommendations from the meeting have been shared with the departments responsible for their implementation and helped to design the 2015-18 Action Plan. This open-invitation forum for feedback will be held twice annually to encourage more feedback. The next forum is planned for November 2016.

**S. 12: Provide accessible formats and communication supports.**

**Administrative Responsibility:** *Roger Fitch, Kristi Kerford*

**Champions:** *George MacDougall, Red Keating*

**Status:** *Fully successful*

Accessible Education Services has continued to support students with disabilities in accessing accessible format and communication supports, in addition to the work of the Accessible Records Working Group in the transformation of the college's communication practices.

Numerous forms have been reformatted in the Registrar's Office and accessibility notices with respect to accessing different formats has been posted on their web page, however not all forms are accessible. Because every form has its own unique requirements, moving forward each Department will be responsible for developing and implementing protocols with respect to accessible forms. IT and the Accessibility Facilitator will provide support during this process.

AES have implemented a new version of Clockwork that will improve access to many processes without paper forms, such as alternative testing arrangements.

Fleming staff at the Peterborough Sport and Wellness Centre are also responsible to report accessibility compliance difficulties to the City of Peterborough Accessibility Committee.

**S.13: Make emergency procedure and public safety information available upon request.**

**Administrative responsibility:** *Sonia Crook*

**Champions:** *Nick Duley, John Gallen*

**Status:** *Fully successful*

An accessible format of the Emergency Procedures has been posted on the Security & Parking Website under the Emergency Procedures Tab. Emergency Procedures have also been posted throughout all campuses in large font color poster format.

Evacuation Route Lower Cafeteria:

In order to create an accessible evacuation route from the lower cafeteria, Physical Resources will be installing a small ramp under the exit doors at the rear of the lower cafeteria so persons using wheelchairs can exit from this level in the event of an emergency. Once outside on the patio they can either wait for further assistance, use the new trail that is being installed to move around the East side of KTTC (weather dependent) or choose to cut through the KTTC building to the path that leads towards residence.

**S. 14: Ensure websites and web content conform to guidelines. New websites and web content conform to WCAG 2.0 Level A.**

**Administrative Responsibility:** *Roger Fitch, Drew Van Parys*

**Champions:** *Derek Traynor, Julien Feyen, Scott Ramsey*

**Status:** *Fully successful*

A new website for [flamingcollege.ca](http://flamingcollege.ca) was launched in September which conforms to WCAG 2.0 Level 2.0. Individual program or departmental sites that are externally hosted are proving difficult to monitor. This will need to be addressed in 2016-2017.

The new portal has been tested using Site Improve for compliance. Site Improve's online training certificates have provided a strong basis for training web developers and content providers within the Marketing Department.

Consistent with the experience of many PSE institutions, conversion of existing pdf-based content to accessible standards (1,500+ documents) has proven to be challenging. The college is exploring alternatives to address the issue from a technical perspective.

All web materials are available in alternate formats upon request.

**S. 15.1: Provide accessible or conversion-ready electronic formats of educational or training resources / material as needed.**

**Administrative Responsibility:** *Laurel Schollen, Kristi Kerford*

**Champions:** *Judith Limkilde & LDS Team, Red Keating & Teaching and Learning Specialist*

**Status:** *In progress*

The AODA Academic Working Group continued to expand its representation from different Schools and Departments and continues strategic planning work and implementing the Academic Plan as it addresses accessibility. The Working Group also has a re-occurring agenda item that examines all types of academic accommodations as required by Ontario Human Rights Code medical documentation guidelines.

**S.15.2: Provide program information and student records in an accessible format.**

**Administrative Responsibility:** *Laurel Schollen, Kristi Kerford, Roger Fitch*

**Champions:** *George MacDougall, Shelley Rowan, Ian Guest, Red Keating, Judith Limkilde & the LDS team,*

**Status:** *In progress*

The pilot on-line testing accommodation module from Clockwork was delayed and implementation is expected by the fall of 2016. The Learning, Design and Support Services (LDS) will continue to develop and deliver targeted employee training, including faculty orientation. Teaching and Learning Specialists will use an informal drop-in approach to deliver one-on-one support to faculty in adapting their curricula.

We continue to keep our Oracle/PeopleSoft environment current through upgrades and applying technical patches. This ensures that we have the most current user environments available which are more accessible and mobile device friendly. In addition we have increased the visibility of our notices regarding the availability of all web resources in accessible format upon request.

**S. 16: Provide accessibility awareness training to educators.**

**Administrative Responsibility:** *Laurel Schollen, Sonia Crook*

**Champions:** *Judith Limkilde & LDS Team, Nick Duley*

**Status:** *Fully successful*

Human Resources will continue to track and report on training outcomes for core mandatory modules. To date, 773 Fleming educators including full and part-time faculty have completed the mandatory Universal Design for Learning module. The College is pleased with the full-time rates of participation, and Human Resources continue to communicate with the remaining full-time faculty

who have not completed the training and their managers. Regular turnover of part-time faculty and the high numbers of short-term contracts at the Haliburton School of Art and Design (such as one week art course instructors) continue to present challenges to participation and the remaining part-time faculty will be addressed through different strategies, such as a weekly summer orientation program at Haliburton.

In addition to the online mandatory training, there were 14 unique professional development offerings on topics related to accessibility and UDL. Such learning modules included material on how to audit course material for accessibility and the implementation of appropriate conversions. Also, Support Staff were instructed on how to create accessible documents and fillable forms. The Accessibility Facilitator is continually collaborating with Learning Design and Support Team (LDST), for the purpose of embedding accessibility within their learning practices.

In order to continue to provide accessible learning, academic leadership will regularly continually reinforce the need for further training for support staff and faculty.

**S. 17: Provide accessible format or conversion-ready textbooks and training material,**

**Administrative Responsibility:** *Laurel Schollen, Roger Fitch*

**Champions:** *Deans and Chairs, Ian Guest, Barry Knight*

**Status:** *In Progress*

A procedural memo from the Vice-President of Academic and the Chief Information Officer was distributed outlining Fleming's accessible materials procedures. The purpose of this memo was to ensure all print resources comply with accessibility standards. The memo reminded all producers of material of their responsibility to ensure all instructional materials comply with accessibility standards and the instructional accessible designs supports that is available.

**S. 18: All campus libraries must provide or acquire an accessible or conversion-ready format of resources or materials upon request.**

**Administrative Responsibility:** *Kristi Kerford*

**Champions:** *David Luinstra*

**Status:** *Fully successful*

Accessible Content E-portal (ACE) is an on-line tool that provides support for users with print disabilities by making library collections accessible through an online platform. Fleming Libraries are currently using the ACE database to fulfill requests for accessible versions of library print resources, in partnership with Ontario Council of University Libraries and Internet Archives. If items are not in the database, accessible versions of any item in our print collection can be made upon request.

Fleming continues to work with Heads of Libraries and Learning Resources (HLLR). The HLLR-AODA committee is developing a tool and a process for evaluating resources for AODA and we intend to work within this process to evaluate our e-resources. Our digital multimedia holdings are either accessible or can be made accessible in a short time frame. Our physical multimedia collection (DVDs) is more difficult to make accessible and we will continue to work with our partner libraries to determine a best practice for this format.

Built Environment Standard:

**S. 80: Provide accessible public spaces.**

***Administrative Responsibility:*** Brian Baker

***Champion:*** Terry Williams

***Status:*** Fully successful

Phase one of the exterior LED lights have been replaced at all three campuses. A priority list was compiled and all exterior doors locks have been replaced with card locks and lever handles. Stair demarcation lines have been strengthened for better visibility. All new doorways are 38" wide with approved lever lock sets. Exterior trail system construction has commenced with many accessibility upgrades that includes signage and more accessible pathways. Barrier-free bus shelters have been installed at Sutherland and Frost Campuses. Accessible parking spaces have been re-worked in order to better serve the requirements of the users.

**Address requirements of the standard and/or any changes to the Ontario Building Code.**

***Administrative Responsibility:*** Brian Baker

***Champions:*** Terry Williams

***Status:*** Fully successful

The new Ontario Building Code was enacted in January 2015. Master Planning processes are taking the new requirements into consideration, and aim to significantly improve access between floors and buildings at the Frost campus. Wider doors is one example of changes to the code, however 38" doors are not currently stocked and there will be delays implementing. New accessible features at Brealey this year include a new way finding system that includes Braille signage and 4 more fully accessible washrooms, bringing the total to 10. The Facilities Department web site also has a new RSS feed that will allow for better access to information.

## **S. 40 Design of Public Spaces.**

**Administrative responsibility:** *Brian Baker*

**Champion:** *Terry Williams*

**Status:** *In Progress*

The creation of a comprehensive “Design of Public Spaces at Fleming College” manual is currently underway. The purpose of this manual is to provide guidance for all new public space related construction or upgrades. This manual is comprehensive and includes many features that may be found in an active or passive exterior area (including walking trails), or interior public space. By following these guidelines, the public spaces at Fleming College can become accessible, inclusive and barrier free, allowing anyone who wants to use and enjoy them the opportunity to do so. Completion of the manual is targeted for November 2016.

### Other Accessibility Objectives

***Students with disabilities offer input to Fleming accessibility planning.***

**Administrative Responsibility:** *Kristi Kerford*

**Champions:** *Ian Guest*

**Status:** *Fully successful*

The Accessibility Advisory Committee had an Open Forum Community Meeting in February in order to receive feedback from Stakeholders on how accessible at Fleming as a whole. Student suggested that there was a need for a greater adoption of UDL principals within the classroom. Students also recommended that there was a need for faculty to deliver there instructional material in an accessible format. In general, stakeholders agreed that the college was considered to be overall accessible and would enjoy the opportunity to provide further feedback in the future,

### Communication of the Report & Contact Information

Copies of this report are available in the Learning Support Services department at the Brealey and Frost campuses; on the MyCampus portal, Human Resources web page, under Diversity and Accessibility; and on the external College web site under Reports and Planning / Accessibility at Fleming College:

[Accessibility at Fleming College](#)

The report is also available upon request in an alternate format, such as by e-mail attachment, on computer disk, in large print, or in Braille. For a copy or any other information about the annual plan, please contact Nick Duley, HR Consultant and Human Rights Officer, at 705-749-5520 ext.1982 or [nick.duley@flemingcollege.ca](mailto:nick.duley@flemingcollege.ca)

# BOARD BRIEFING REPORT

**SUBJECT: International Student Tuition Fees**  
**Submission to: Public Board Meeting**  
**Meeting Date: January 25, 2017**  
**Requested Action: Decision / Approval**

**Agenda Item 5.1**

## 1. CONTEXT/ PURPOSE

A report seeking Board approval of International Student Tuition Fees for 2017-2018.

## 2. BACKGROUND

Last year, the College, in discussion with the Board, decoupled the approval of International fees from Domestic fees to allow more timely disclosure of fees for the International market, which in turn facilitated more timely student visa processing. Our process has proven to be successful and should be continued.

### **Attachments:**

- Fees Schedule

## 3. ANALYSIS / PROPOSED OPTIONS

The tuition fees proposal, in consultation with the International Education Department, 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.

## 4. ASSESSMENT OF POTENTIAL RISK – *required for all matters requiring Board decision/approval*

Category (select all that apply):  Strategic  Compliance  Operational  Reputational  N/A

Risks that would impact or jeopardize the success of the proposal or project	Likelihood High / Medium / Low	Impact High / Medium / Low
If fees are set too high, the College could have a competitive disadvantage and lose enrolment	Medium	Low

### **Actions proposed to prevent / reduce the likelihood of the risk occurring or to reduce the severity of / manage the risk:**

The International Education Department maintains a network throughout the International education industry to assess and recommend increase to fees they feel are appropriate in the operating environment.

## 5. RELATIONSHIP TO STRATEGIC PLAN / BUSINESS PLAN/ VISION / MANDATE

International tuition fees are significant to the College revenue streams which enhance overall financial health and sustainability of the College.

## 6. RECOMMENDATION

**THAT the Board of Governors of Sir Sandford Fleming College approve the *International Student Tuition Fees* for 2017-2018, as circulated.**

AUTHORED BY: Angie Sims, Director Budget Services

**Student Fees**  
(PER YEAR - Two semesters)  
**Proposal to come into Effect September 1, 2017**

<u>International Fees</u>		<u>16/17 Fees</u>		<u>17/18 Fees Proposal</u>	
		Tuition	%increase	Tuition	%increase
1	Regular Programs - Diploma Regular Programs - Certificate GIS Programs Graphic Design Arboriculture	12772	3%	13155	3%
<b>High Demand with added program costs:</b>					
2	Applied Research Museum Management International Business Management Global Business Management Project Management Massage Therapy Biotechnology Forensics Sustainable Agriculture Therapeutic Recreation	14,535	2%	14825	2%
3	Ecological Restoration Natural Resources Law Enforcement Outdoor Adventure Education Wireless Information Networking	15244	3%	15700	3%
4	Paramedic Pest Management Practical Nursing Computer Security and Investigation	15450	3%	15915	3%
5	Advance Water Operations Aquaculture Applied Planning - Environmental Sustainable Waste Management Blasting Techniques Environmental Visual Communication Heavy Equipment Operator	15900	0%	15900	0%
6	Pre-Service Fire Fighter Sustainable Build and Design Electrical Power Generation Motive Power Techniques - Heavy Equipment	18600	0%	18600	0%
<b>Intern Fees/Special Placement or Project terms</b>					
	Biotechnology Techn Forensic - 5th Semester work placement	2,500	4%	2,600	4%
	Therapeutic Recreation - workplacement	2,500	4%	2,600	4%
	All other program placement terms as applicable	2,500	4%	2,600	4%
	Wireless Info Networking - 4th Semester project term	3,400	6%	3,600	6%
<b>English Language Bridge (Per semester)</b>		4,800	5%	5,100	6%

International fees set higher than Domestic to offset Ministry grant per student ~ \$4,300 plus additional administrative overheads and international program Ministry clawback.



# BOARD BRIEFING REPORT

**SUBJECT: New Program – Fleming College Certificate in Palliative Care**  
**Submission to: Public Board Meeting**  
**Meeting Date: January 25, 2017**  
**Requested Action: Decision / Approval**

**Agenda Item 5.2**

## 1. CONTEXT/ PURPOSE

A report to obtain approval to add a part-time Fleming College Certificate, offered through Ontario Learn, to the School of Health and Wellness program mix.

## 2. BACKGROUND

In January 2015, former Vice-President Academic, Laurel Schollen, presented on Ontario Learn (OL), the OL model, and the OL Consortium. The College's intent to *"expand its offerings of online programming in order to grow continuing education enrolment"* through *"new Fleming certificates derived from offerings within the Ontario Learn (OL) consortium"* was declared and the Fleming College Certificate in Palliative Care is consistent with this intention.

Both Fleming College's Personal Support Worker Program Advisory Committee and the Practical Nursing Program Advisory Committee strongly endorsed this program. Additionally, palliative care was identified as an educational need provincially for both nursing and personal support worker students and practitioners.

### Attachments:

- Business Case

## 3. ANALYSIS / PROPOSED OPTIONS

Detailed analysis is provided in the Business Case.

## 4. ASSESSMENT OF POTENTIAL RISK– required for all matters requiring Board decision/approval

Category (select all that apply):  Strategic  Compliance  Operational  Reputational  N/A

Risks that would impact or jeopardize the success of the proposal or project	Likelihood High / Medium / Low	Impact High / Medium / Low

## 5. RELATIONSHIP TO STRATEGIC PLAN / BUSINESS PLAN/ VISION / MANDATE

- Increase Continuing Education offerings and enrolment within the School of Health and Wellness, as per the current Strategic Mandate agreement and Strategic Plan, consistent with regional needs based on demographic trends.
- Increase the number of flexible and efficient delivery options, including fully online, in order to meet the needs of diverse students and maximize use of resources. Assess the Ontario Learn catalogue to determine opportunities for new certificate offerings.

- Provide clear and accessible pathways for students to help them achieve their personal and professional goals.
- Through consultation with relevant industry and community partners, ensure graduate competencies, applied learning, and work integrated learning opportunities align with the needs of employers and meet recognized standards.

**6. RECOMMENDATION** *(if a decision is requested, provide a motion for Board consideration.*

**THAT the Board of Governors of Sir Sandford Fleming College approve the Fleming College Certificate in *Palliative Care*, offered through Ontario Learn with an implementation date of May 2017.**

AUTHORED BY: Carol Kelsey, Dean of the School of Health & Wellness and the School of Justice & Community Development

## Palliative Care - Working with the Terminally Ill

(Offered Online through OntarioLearn)

### Program Description

This program will enhance knowledge, skills and competency when caring for individuals who have terminal illness. The focus is on the provision of holistic care based on current philosophies and theories of palliation. The program is designed for registered nurses, registered practical nurses, personal support workers, physiotherapist assistants, occupational therapist assistants and auxiliary staff or volunteers who are involved with the terminally ill and their families. Graduates will learn to provide compassionate care in which the quality of remaining life is the objective. As well, symptom control will be explored as the basis to develop a team approach, which includes clients and those who are close to them. Palliative care also attempts to provide bereavement care for families.

Fleming will play the role of *registering* college for all of these existing OntarioLearn courses, except for the Field Placement, which we will *host* for those students wishing to complete the entire certificate through us.

Both Fleming College's Personal Support Worker Program Advisory Committee and the Practical Nursing Program Advisory Committee strongly endorsed this program. Additionally, palliative care was identified as an educational need provincially for both nursing and personal support worker students and practitioners.

Regionally, we are also aware of the need for this type of education for volunteers, family, friends and neighbours who may be positioned to provide such support and care. The locally approved certificate's admission requirements will not exclude individuals without previous health care training or those with Ontario College Certificates.

### Program Vocational Learning Outcomes

**Upon successful completion of this certificate, graduates will reliably demonstrate the ability to:**

1. Foster the self-esteem, dignity and independence of the terminally ill, their families and significant others through the support of culturally appropriate practices affecting end-of-life care.
2. Identify one's own feelings and values in the areas of loss and bereavement, the physical process of dying, the meaning of death, and the preparation for death to empathize with those of the client and family.
3. Participate with the inter-professional care team in palliative/hospice/end-of-life care, meeting all relevant legal, legislative and ethical standards.  
Provide physical, psychological, emotional, social, and spiritual care to the terminally ill, their families and significant others under the direction of registered health care workers, to ease the stress within the dying process.
4. Use a variety of verbal and non-verbal communication skills when interacting with the terminally ill, their families and significant others, to develop trusting relationships.

5. Apply care giving skills to manage symptoms during palliative care including pain/comfort level, nutritional deficits, and side effects of treatments, sleep, and rest difficulties through the use of comfort measures.

### Program of Study Overview *(5 mandatory courses plus field placement)*

1. Orientation to Palliative Care
2. Palliative Care Communications
3. Comfort Measures
4. Psychological and Social Implications in Hospice Palliative Care
5. Ethical, Legal & Spiritual Concerns
6. Working with Terminally Ill Patients - Field Placement

## Admission Requirements

Minimally, 19 years of age or completed Ontario Secondary School Diploma (OSSD) or Grade 12 equivalency certificate achieved through College academic upgrading.

### Recommended skills and pre-requisites

Basic computer skills are expected of all participants.

### Non-academic Requirements

The program has some additional mandatory requirements which will include a criminal reference check, first aid, CPR-C, etc. Failure to provide any of the required Non-Academic Field Requirements by the specified due date will result in an inability to participate in the mandatory placement component of this Program.

## Enrolment Analysis

The following chart shows total enrolment, all colleges, for the core courses contained within the Palliative Care – Working with the Terminally Ill Certificate over the past two years.

	Sep-16	May-16	Jan-16	Sep-15	May-15	Jan-15
Orientation to Palliative Care (30 hrs.)	18	22	22	30	28	22
Palliative Care Communications (20 hrs.)	16	13	13	17	18	25
Ethical, Legal & Spiritual Concerns (42 hrs.)	14	14	14	8	18	10
Comfort Measures (30 hrs.)	18	19	19	18	15	14
Psychological & Social Implications (30 hrs.)	11	20	20	15	30	11

Source: Embanet

While enrolment is not particularly high, we feel that this is an important, low risk opportunity to present to our local constituents, particularly given our demographic.

## Revenue and Expenditures

### Palliative Care - Working with the Terminally Ill Courses \*\*Excluding Field Preparation\*\*

From OntarioLearn - Effective September 2016

\*\*Enrollment is estimated at 10 student registrants per course

STUDENT REGISTRANT TYPE *See definition below*	REVENUE		EXPENSES	NET REVENUE	% CONTRIBUTION
	Tuition / Admin Fees	Grant	Fleming as Registering College (not Host)		
For all Palliative Care - Working with the Terminally Ill course registrations, per student (excluding Field Placement) where Fleming College is the registering College (not the host).	\$393.00	\$229.00	\$203.00	\$419.00	67%

**Definitions:** Host Colleges design, deliver, assign instructors and maintain the quality of the online courses and programs they claim.

Registering colleges qualify students to enroll in our online courses and programs, taking the lead on communications.

Source: OntarioLearn; retrieved from URL: <http://www.ontariolearn.com/about/>; 13/01/2017

### Palliative Care - Working with the Terminally Ill - Field Placement

Total income for 10 students	One time expenditure for development/ modification	Liaison cost for every 10 student placement	Net income
\$ 6672.00	\$700.00	\$575.00	\$5397.00

\*\*Please see APPENDIX 4 for detailed field placement cost breakdown

## Competitive Analysis

Other Ontario Colleges offering the 5 mandatory Palliative Care - Working with the Terminally Ill certificate courses are as follows:

1. Loyalist
2. Durham
3. Lambton

## Support for the Program

1. In Fall 2016, the PSW Program Advisory Committee (PAC) members were surveyed to identify the educational needs of Personal Support Workers. Six out of the 10 members strongly identified Palliative Care as a top priority for the PSW education.
2. The Practical Nursing Program Advisory Committee meeting held on November 17<sup>th</sup>, 2016 included discussion and a request for endorsement of the Palliative Care- Working with the terminally ill certificate. The PN PAC members identified this program as a need for PN graduates and unanimously supported and endorsed the program (see Appendix 1).
3. Betty Hazen, RN, Chief Wellness officer, Fairhaven LTC, has identified the importance of this program in long-term care facilities and strongly recommended this program for PSW education (see Appendix 2).
4. Marsha Coombs RN, BSc. N, MN, Manager Senior Services, CCPI and Palliative Care, Ross Memorial Hospital, has expressed the organizational need for healthcare professionals with Palliative care education and practice knowledge, and supported the Palliative Care- Working with the Terminally Ill certificate at Fleming College (see Appendix 3).

## Ontario College Credential Validation

The validation letter from the Ontario College Quality Assurance is on file, dated August 24, 2016 attesting to the validation of this program as a locally approved Fleming College Certificate

## Course Descriptions

### **Orientation to Palliative Care**

This course will provide an overview of Palliative Care and coping with death, dying and grief. The focus is to provide you with a review of the concepts of Palliative Care, the multidiscipline team, hospice, current approaches to care, roles, issues and expectation. Identify what resources are available and discuss home care vs. institutional care.

### **Palliative Care Communications**

This course will focus on communication with the terminally ill patient. Topics include: effective communication techniques with the terminally ill and their families, basic processes and steps of effective communication, how to recognize influencing factors of personal and cultural attitudes in communication, discuss and identify basic verbal and non-verbal communication and discuss and apply basic techniques of communication used to establish a trusting relationship.

### **Ethical, Legal & Spiritual Concerns**

This course provides an overview of ethical, legal and spiritual concerns in palliative care. Explore the theories of death and dying in relation to various life stages and cultural implications. You will learn how to provide empathetic and sensitive care to client, family and significant others.

### **Comfort Measures**

The focus will be on comfort measures for the terminally ill patient. There will be an emphasis placed on promoting a realistic independence for the client based on his/her support systems.

### **Psychological and Social Implications in Hospice Palliative Care**

This course is designed to enable students to develop the basic knowledge and skills required to understand psychological and social implications in oncology and palliative care patients and their families throughout the trajectory of the cancer experience. Explore the theories of death and dying in relation to various life stages and cultural implications. You will learn how to provide empathetic and sensitive care to client, family and significant others. Topics to be explored include historical views on cancer, coping, factors affecting coping and helping relationship, sexuality and oncology, crisis management, psychosocial issues in Cancer/Palliative care and burnout and ethical issues.

### **Working with Terminally Ill Patients - Field Placement**

The supervised field experience involves the selection of specific experiences that allow the student to develop and enhance program competencies. The student, in consultation with the program liaison, develops individualized learning objectives that they practice in a palliative setting

## Program Advisory Committee Meeting Minutes

### Practical Nursing – School of Health & Wellness

Date and Time: 11/17/2016 1:00 PM Location: 599 Brealey Drive, Peterborough, ON Room B3330 (Sutherland Campus)

Attendees: Andrea Mowry (Fleming-Faculty), Benita Brett (Fleming-Placement Liaison), Carol Kelsey (Fleming-Dean), Courtney Jilesen (Case Manor), Gwen Parkes (Fleming-Faculty), Heather Thiessen-Kerr (Fleming-Student), Jennifer Vanderburg (Victoria Manor), Kim Bell (Fleming-Program Coordinator), Lou Anne Hanes (Fleming-Career Services), Molly Westland (Fleming-Academic Chair), Monica Cara (Case Manor), Nancy Ross (Lakefield Extencicare), Olivia Anderson (Fleming-Student), Paige Batho (Case Manor), Peggy McQuaid (Extencicare Kawartha Lakes, via teleconference) Saji Mon (Fleming-ConEd), Susan Grant (Ross Memorial Hospital), Tina Kerr (Victoria Manor), Tracey Roy (Centennial Place, via teleconference)

Regrets: Betty Hazen, Dionne Lewis-Rampton, Joan Ayre, Julie Huschilt

Recorder: Kimberley Payne

Agenda Topic	Follow-up Required / Motion
<p>1. <b>Call to Order – Welcome and Chairs Remarks – Monica Cara</b></p> <p>The Chair called the meeting to order at 1:00 p.m.</p> <p>Carol Kelsey, Dean of the School of Health &amp; Wellness, addressed the group with an opening statement to acknowledge our collective responsibility to pay respect and recognize the land Fleming is situated on as traditional Mississauga territory.</p> <p>The Chair welcomed committee members to the meeting and members introduced themselves.</p>	None
<p>2. <b>Approval of Agenda</b></p> <p>Agenda was accepted as circulated.</p>	Moved and seconded by Susan Grant and Gwen Parkes that the agenda be APPROVED, as circulated. CARRIED
<p>3. <b>Conflict of Interest</b></p>	None declared
<p>4. <b>Approval of Minutes from Previous Meeting</b></p> <p>Minutes of the Dec. 9/15 PAC Meeting were approved as distributed</p>	Moved and seconded by Kim Bell and Molly Westland that the Minutes be APPROVED, as circulated. CARRIED
<p>5. <b>Business Arising from Minutes</b></p> <p>No new business outside of today's agenda.</p>	



## 6. Industry Input

The following four questions were pre-circulated to all committee members and discussed in the meeting:

1. What are new trends in the workplace?
  - More acute clients.
  - Greater demand on nurses.
  - Younger clientele with mental health issues.
  - Low turnover in full time staff but high turnover in casual staff. Cannot keep casual pool because they can't keep them busy enough, thus must go to Agency (ex. Rest Assure) to meet the needs.
  - Being more creative with staffing (ex. nurses working 2 floors).
  - Trying to use RPNs in leadership roles.
  - Utilization of one-to-one.
  - Agencies are overwhelmed and hard to get in. Don't have staff to provide companionship. Primarily using PSWs.
  - PSWs are starting to think about retirement but won't have replacements.
  - Legislation regarding Medical Assistance in Dying (MAID).
  - Increase in staff stress, mental health issues, and usage of Employee Assistance Programs (EAP).
  - Better Together: Partnering with Families Campaign. Families staying affects comfort level of staff.
  - Staff burnout. Looking for ways to help staff. Looking at using placement students from Trent Social Work program to help with this.
  - Changes in Community Care Access Centre. Not sure how it'll affect.
  - Constriction of units in hospital.
  - Bedside reporting. Changes way of sharing info. Share report with nurse, patient and family.
  - 24-hour visiting at Ross Memorial Hospital (RMH) and PRHC.
  
2. As someone who employs our graduates, what do we need to improve on to make sure our graduates are job ready and stand out?
  - RPNs are lacking leadership skills. Want to be leaders on units but lack confidence. Fleming is looking at 4<sup>th</sup> semester Long Term Care (LTC) placement to bump up leadership capacity for 6 weeks, one-12 hour day. Now hiring LTC nurses working in LTC currently to lead placement.
  - Documentation. Recent Fleming grads notes have improved. Fleming changed communication courses to focus on grammar, spelling and writing skills as well as reading and writing for comprehension.

Agenda Topic	Follow-up Required / Motion
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- Verbal communication. Nursing care plan focussing on verbal skills. Simulation scenarios would help.
  - Handling complaints and conflict resolution. Resolve issues, not respond negatively.
  - Dealing with difficult families. Because of acuity of residents, families are more involved.
  - Wound care. Managing pressure ulcers and staging a wound. Challenge to get community agencies to take student placements.
3. Describe the level of technology expertise you expect from our graduates.
    - Basic computer skills.
    - eMars. Point Click care.
    - Automatic dispensing cabinets.
    - Computerized charting systems.
  4. Identify any key regional issues that impact or may impact the program.
    - Difficulty finding preceptors as so many schools are looking for placements. Cost is a factor. As budgets get tighter, lose preceptor positions.
    - Parking issues for placements. Need to look at options like carpooling/bus/cab.

7. Program Update: Coordinator’s Report – Kim Bell

The Coordinator’s report was pre-circulated to all committee members and Kim highlighted key points including:

- Betty Deschenes happily retired in June. Warm welcome to Andrea Mowry.
- The program is waitlisted as usual.
- A new summer intake will be offered in May 2018.
- There are no CNO results yet. In 2015, there was a 92.7% pass rate.
- Benita Brett handed out the survey results from the consolidation students. Results were very good and students felt appreciated and valued.
- Placements are on track for 2017 with 1/3 of students matched to sites.
- A Preceptor Day is run twice a year.
- A 15-hour Math for Nurses course will give students a sound understanding of basic concepts of math.
- There is a return to the standardized nursing uniform.
- The program review will be presented at next PAC meeting.

Agenda Topic	Follow-up Required / Motion
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8. Student Update – Heather Thiessen-Kerr and Olivia Anderson

Heather (1<sup>st</sup> year) and Olivia (2<sup>nd</sup> year) are students representing their classmates.

They shared what students felt is good about the program:

- There are a variety of people and ages interested in taking Practical Nursing.
- The 2<sup>nd</sup> year students are very satisfied with the program. They are a very positive group.
- They are happy with placements and sharing their experiences.

Areas of improvement:

- Would like more time in the lab. More hands-on to practice.
- Would like more notice for clinical.
- Would like reasonable accommodation for students in faraway areas like Bancroft.

9. Lifelong Learning Division – Saji Mon

Saji presented the Palliative Care – Working with the Terminally Ill Certificate. The PAC response was extremely positive. A motion for endorsement was made and carried.

He outlined the availability of con-ed courses available to graduates and staff such as Gerontology Multidisciplinary Certificate, Patient Navigator, and Rural & Remote Nursing.

Discussion surrounded the idea of developing a Wound Care Certificate through con-ed that would cover such topics as assessing and staging, when wounds deteriorate, advanced diabetes and healing process, prevention, and nutrition.

As well, Saji explained the Canada Ontario Job Grant (COJG) that provides financial support for employers who wish to purchase training for new or current employees.

Moved and seconded by Tracey Roy and Monica Cara that the Palliative Care-Working with Terminally Ill Certificate be ENDORSED, as circulated. CARRIED

10. Career Services – Lou Anne Hanes

Lou Anne handed out brochures and explained that Fleming offers services for employers including free job posting and assistance with on-campus recruiting.

Career Services will be hosting a Job Fair on February 8<sup>th</sup> from 10am-2pm and invitations will be going out next month. Unfortunately, not all PN students are onsite that day (particularly 4<sup>th</sup> semesters).

Agenda Topic	Follow-up Required / Motion
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Lou Anne handed out a book mark for students and shared that students have access to an online personality assessment tool called TypeFocus.

Lou Anne asked what advice employers would give to employees on the very first week of the job. Employers shared responses:

- Don't be afraid to speak up.
- Take initiative and ask questions. No question is stupid.
- Introduce themselves.
- Take notes.
- Be engaged, involved, and inquisitive.
- Be enthusiastic. Make the best of any position.

11. College Update: Dean's Report Fall 2016

The Dean's report was pre-circulated in the package to all committee members and Carol reviewed the highlights:

- Fleming applied for Strategic Investment Funding (SIF) from the Federal Government and it was announced that the entire A-wing, including the health sciences area will be completely renovated allowing learning to be more personalized and do more interdisciplinary teaching and learning.

12. Next Meeting, Chair Election & Adjournment

Next meeting to be scheduled for Nov 16/17.

Monica Cara accepted the role of Chair for the next meeting scheduled for November 16, 2017 from 1:00 pm – 3:00 p.m.

## APPENDIX 2

I regret that I have a meeting previously booked with PRHC at the time of this meeting. I have reviewed the attachment and the wonderful course offered appears to be whole in its content. The concern we have witnessed with PSW students and many newly hired graduates is their reluctance to engage in hands on care during the late palliative period up to and including the time of death and what appears to be a reluctance to voice observations and concerns to the RPN/RN during this time. Hopefully this course will allow the PSW to gain more confidence in their skill to assess obvious signs of pain and other factors that need to be reported to the registered staff.

Thank you,  
Betty

Betty Hazen  
RN, Chief Wellness Officer



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ROSS MEMORIAL  
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Kawartha Lakes

20 Angeline Street North Lindsay, Ontario K9V 4M8  
705-324-6111 www.rmh.org

Oct 6/16

Dear Carol Kelsey,  
Dean, School of Health & Wellness  
Fleming College

I appreciate the opportunity to provide a letter of support for the development and provision of a Palliative Care Certificate Program to be offered at Fleming College. As the manager for the Palliative care program here at Ross Memorial Hospital our focus is on best practice and safe care for our patient population. Knowledge and knowledge transfer is key to the promotion of this philosophy. We have supported staff here to access excellent learning opportunities to support their daily practice and the outline for this program will support this endeavour.

Palliative care is a specialized area of practice requiring added skill and knowledge to support patients and families. Development of great communication skills and understanding legal and ethical issues related to care is important to improve outcomes for our patients. This program will help fill the knowledge gap we see sometimes in practice. I would be very supportive of this type of program being available for my staff to improve clinical outcomes for our patients and support professional development of my staff here at Ross Memorial Hospital.

Thanks for your consideration in the matter,

*Marsha Coombs RN, BScN, MN*

*Manager Senior Services, CCP1 & Palliative Care*

Ross Memorial Hospital

[mcoombs@rmh.org](mailto:mcoombs@rmh.org)

705-324-6111 ex 5212

## APPENDIX 4

### Certificate: Palliative Care - Working with the Terminally Ill (Offered Online through Ontario Learn)

#### Course for Costing: Working with Terminally Ill Patients - Field Placement (Course modification/development and Field Placement)

Course Duration	Tuition fee / hr.	Net Tuition fee	Grant \$5.05 hr.	Revenue	For 10 students	Remarks
60 hrs.	\$6.07	\$364.20	\$303.00	\$667.2	\$ 6672.0	Student Assistance (SA): \$0.54/hr. and service fee(SF) \$0.75/hr. are not included in the tuition calculation,

Course name: Working with Terminally Ill Patients, Field Placement – **Development /modifying Cost**

Total Hrs. for Curriculum Development / Modification	Rate of Pay (MOU rate) Non credit	Development cost	Remarks
20 hrs.	\$35/ hr.	\$ 700/-	One time cost

Course name: Working with Terminally Ill Patients - Field Placement **implementation cost**

Total number of enrollment	Current liaison hours per student placement	Liaison hours for 10 students	Rate of Pay per hour	Total cost
10	2 hrs. 30 minutes	23:00 hrs.	\$25/ hr.	\$575.00

**Income and expenditure:** Working with Terminally Ill Patients: Field Placement

Total income for 10 students	One time expenditure for development	Liaison cost for every 10 student placement	Net income
\$ 6672.00	\$700.00	\$575.00	\$5397.00

# **Board of Governors Enrolment Update As of January 20, 2017**



# Winter 2017 Enrolment Overview

- *All targets exceeded*
- *Highest intake enrolment in the college history*
- *Domestic intake on par with last year*
- *International intake significant growth*
- *Domestic returning decline as anticipated*
- *International returning increase as anticipated*

# Winter 2015, Winter 2016 and Winter 2017

## *Day 10 Enrolment - All Students*

	Winter 2015	Winter 2016	% Change 2015 to 2016	Winter 2017	% Change 2016 to 2017
New	1,002	955	-4.7%	1,238	+29.6%
Returning	4,875	4804	-1.5%	4,695	-2.3%
Total	5,877	5,759	-2%	5933	+3%

# Winter 2015, Winter 2016, and Winter 2017

## Day 10 Enrolment - Domestic and International Students

	Winter 2015			Winter 2016			Winter 2017		
	New	Returning	Total	New	Returning	Total	New	Returning	Total
Domestic	874	4,546	5420	798	4448	5246	777	4282	5059
International	128	329	457	157	356	513	461	413	874
Total	1002	4875	5877	955	4804	5759	1238	4695	5933

## Day 10 Enrolment - % Change Domestic and International

	%	%	%	%	%	%
	Change New 2015 to 2016	Change Returning 2015 to 2016	Change Total 2015 to 2016	Change New 2016 to 2017	Change Returning 2016 to 2017	Change Total 2016 to 2017
Domestic	-8.7%	-2.2%	-3.2%	-2.6%	-3.7%	-3.6%
International	+22.7%	+8.2%	+12.3%	+294%	+16%	+70.4%

# Winter 2017 Actual vs Target

Winter 2017 Actual vs Target			Winter 2017 Actual vs Target			Winter 2017 Actual vs Target			
	New - Actual	New - Target	% Diff	Returning - Actual	Returning - Target	% Diff	Total - Actual	Total - Target	% Diff
Domestic	777	769	1.0%	4282	4242	.9%	5059	5011	1.0%
International	461	200	130.5%	413	399	3.5%	874	599	45.9%
Total	1238	969	27.8%	4695	4641	1.2%	5933	5610	5.8%

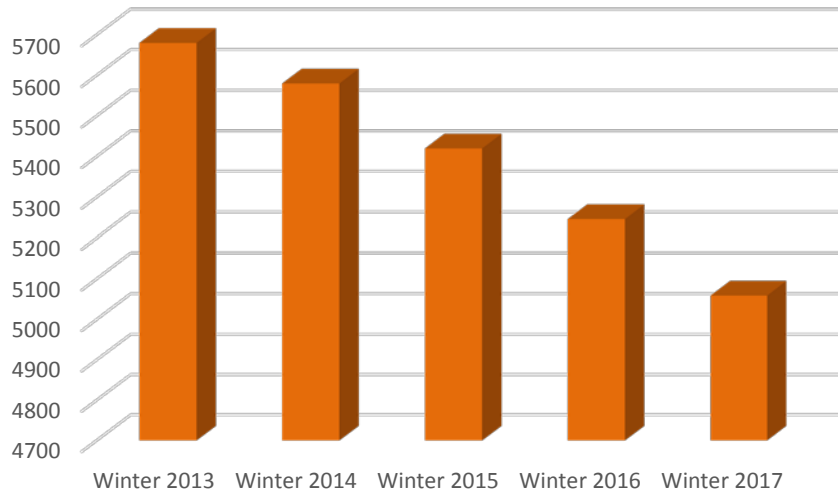
# Winter 2015, Winter 2016 and Winter 2017

## *Day 10 Enrolment - % of Domestic and International*

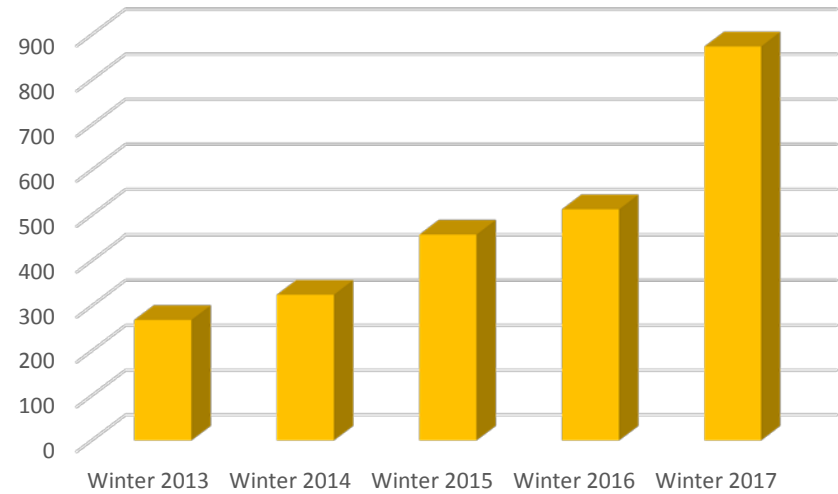
	Winter 2015	Winter 2016	Winter 2017
	Total	Total	Total
Domestic	92.2%	91.0%	85.3%
International	7.8%	9%	14.7%
Total	100.0%	100.0%	100.0%

# 5 Year Trend

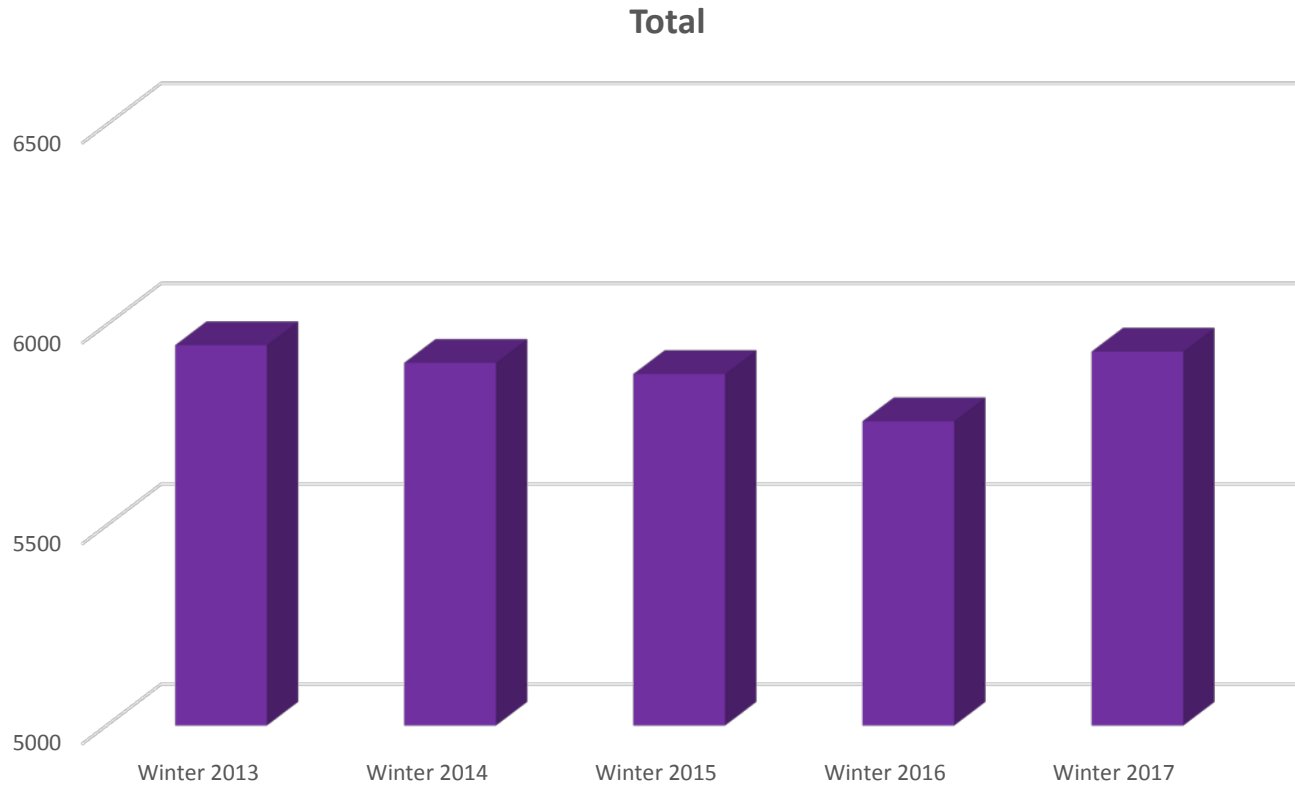
## Domestic



## International



# 5 Year Trend



**Fleming College**

LEARN | BELONG | BECOME

# Winter 2017 Domestic System Context

- *Decline in direct domestic applications*
- *Increase in non-direct domestic applications*
- *System down 1% in applications*
- *Fleming down 4% in applications*

*Domestic enrolment data for the system will not be available until March*



# Winter 2017 International Volatility & Associated Risk

- *Anecdotally international intake enrolment up substantially as a result of the convergence of several factors*
  - *Increase in applications*
  - *Strong Visa approval rates*
  - *Decrease in transfers*
  - *Favorable view of Canada as a study destination*
  - *World events*

*\*These factors also contribute to risk*