

**BOARD OF GOVERNORS  
PUBLIC MEETING**

**Wednesday, June 26, 2013**

**4:15 p.m.**

**Scholfield Boardroom – Brealey Room #5920  
Peterborough, ON**

**2010-2015 Strategic Priorities**

1. Achieving Excellence in Student Learning
2. Providing Superior Services and Facilities
3. Leading in Sustainability
4. Growing with Positive Results
5. Building Community Success
6. Developing the Fleming Working Environment

**Highlighted item(s) are flagged as a generative discussion opportunity.**

Est. Time	Item	<i>A = Approve R = Receive I = Information</i>
	<b>1. Call to Order</b>	
	) <b>2. Welcome and Introduction of Guests</b> <b>Recognition of Outgoing Governors</b>	
15 min	) <b>3. Agenda</b> - modifications / additions / deletions; motion to approve as circulated or amended	<i>Pgs 1-2</i>
	) <b>4. Conflict of Interest Declaration</b>	
	) <b>5. Unanimous Consent Agenda</b> <i>The following items/recommendations have been identified as part of the consent agenda for the public meeting of the Board; Governors are encouraged to call the President/Board Chair/Board Secretary in advance of the meeting if there are questions about a listed consent agenda item.</i> <b>ITEMS: (enclosed)</b>	<i>Pgs 3-15</i>
	A 5.1 Minutes of the May 29, 2013 public meeting of the Board of Governors	
	A 5.2 Summer Authority for Board Decisions	
	A 5.3 Investment Performance Report for 2012-2013	
	R 5.4 Activities of the Board Committees for the month of June 2013	
	R 5.5 Purchase Contracts Awarded for the February to April 2013 timeframe	
	R 5.6 Correspondence for the month of June 2013	
15 min	<b>6. Education: Harassment and Discrimination Training</b>  The College's Human Rights Officer (Nick Duley) will provide a brief training session geared to governors on workplace harassment and discrimination, and the resolution process, complaint procedures and mechanisms available under College policy.  The presentation will refer to the <i>Harassment and Discrimination Prevention Policy</i> , included with the agenda package as Item 9.1.	
10 min	<b>7. Reports</b>	
	I 7.1 From the Board Chair	<i>Pg 16</i>
	I 7.2 a) From the President	<i>Pg 17</i>
	I b) College Activity	<i>Pgs 18-20</i>
	I 7.3 From the Liaison Governors <i>Aboriginal Education Council and the President's Advisory Council will begin again in the Fall</i>	
	I 7.4 "Connecting with Our Communities" (a roundtable opportunity for Governors to comment on events they have attended and/or debrief on a recent event.)	
	I 7.5 Report from the In-Camera Meeting	

5 min

## **8. Business Arising from Previous Meetings**

A 8.1 Addendum to the 2013-2014 Fleming College Business Plan (enclosed) Pgs 21-31  
*To approve the financial templates for inclusion in the Fleming College 2013-2014 Business Plan and submission to the Ministry of Training, Colleges and Universities.*

A 8.2 Addendum to the 2012-2013 Fleming College Annual Report (enclosed) Pgs 32-33  
*To approve the Analysis of Financial Performance Report as required supplementary information in the Fleming College 2012-2013 Annual Report and submission to the Ministry of Training, Colleges and Universities.*

40 min

## **9. New Business / Board Decision Items**

A 9.1 College Policy #3-311 (enclosed) Pgs 34-56  
*To approve College Policy #3-311 – Harassment and Discrimination Prevention*

A 9.2 New Program: Integrated Design (enclosed) Pgs 57-58  
*To approve the Ontario College Diploma in Integrated Design program with an implementation date of September 2014, for forwarding to the Credentials Validation Service for validation of the program and titles and to the Ministry of Training, Colleges and Universities for funding approval.*

A 9.3 New Program: Carpentry Technician (enclosed) Pgs 59-60  
*To approve the Ontario College Diploma in Carpentry Technician program with an implementation date of September 2014, for forwarding to the Credentials Validation Service for validation of the program and titles and to the Ministry of Training, Colleges and Universities for funding approval.*

A 9.4 New Program: Aircraft Interior Techniques (enclosed) Pgs 61-62  
*To approve Ontario College Diploma in Aircraft Interior Techniques program with an implementation date of January 2014, for forwarding to the Credentials Validation Service for validation of the program and titles and to the Ministry of Training, Colleges and Universities for funding approval.*

I 9.5 Fleming College Sustainability Plan (enclosed) Pgs 63-92  
*To endorse the Plan; following the presentation, confirm reporting expectation*

I 9.6 Lean Report 2012-2013 (enclosed) Pgs 93-120  
*To receive the Report; following the presentation, confirm reporting expectation*

I 9.7 Annual Program Advisory Committee Report (enclosed) Pgs 121-132  
*To receive the Report*

## **10. Other Business (includes items removed from the Consent Agenda)**

5 min

## **11. Private Session**

Members of the Board are reminded of the private session that will take place at the conclusion of the meeting agenda.

## **12. Adjournment** approx. 5:30 p.m.

**UNANIMOUS CONSENT AGENDA**

**SOURCE**

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

<p><b>Action Required</b></p> <ul style="list-style-type: none"> <li>• for Information</li> <li>• for Consultation and/or Discussion</li> <li>• for Approval (motion required)</li> </ul>	<p><b>THAT the Board of Governors of Sir Sandford Fleming College, by unanimous consent,</b></p> <p><i>approve the</i></p> <p><b>5.1 minutes of the May 29, 2013 public meeting of the Board;</b></p> <p><b>5.2 Summer Authority for Board Decisions</b></p> <p><b>5.3 Investment Performance Report for 2012-2013</b></p> <p><i>and receive, for information, the</i></p> <p><b>5.4 Report on the Activities of the Board Committees for the month of June 2013</b></p> <p><b>5.5 Purchase Contracts Awarded for the February to April 2013 timeframe</b></p> <p><b>5.6 Correspondence listed on the Index of Correspondence for the month of June 2013,</b></p> <p><b>as circulated.</b></p>
<p><b>Prepared by</b></p>	<p>Board Office</p>



**BOARD OF GOVERNORS**  
**Public (Open Session) Meeting**  
**Wednesday, May 29, 2013**  
**Scholfield Boardroom, Brealey Room #5920**  
**Peterborough, ON**

**MINUTES**

**Present:** Mr. Astell, Mr. Degeer, Dr. Dockstator, Mr. Gulston, Ms. Kerrigan, Ms. Kloosterman, Ms. Maki, Mr. McLean (Board Chair), Ms. Merrett, Ms. Ross, Mr. Sexton, Ms. Shill, Mr. Stanford, Ms. Sutcliffe-Geens, and Dr. Tilly for the Board.

Ms. McFadden.

Regrets: Mr. Nesbitt.

Senior Administration: Dr. Angel, Mr. Baker, Ms. Crook, Mr. Harvey, Ms. Pawley-Boyd.

*Guests:* Mr. John Horvat and Ms. Osas Edosamwan, Fleming College Students.

*Staff:* Dr. Brenda Pander-Scott, Registrar; Ms. Debbie Caldwell, Human Resources; Ms. Laura Copeland, College Communications.

**1. Call to Order**

The Chair called the meeting to order at 3:31 p.m.

**2. Introductions**

The Chair extended a warm welcome to the guests and staff attending the meeting.

**3. Agenda**

BoG May29-2013 #1

Moved and Seconded by Mr. Stanford and Mr. Astell  
**THAT the agenda be approved, as circulated.**

Carried

**4. Conflict of Interest Declaration**

Governors were invited to declare conflict of interest with respect to the agenda; none declared.

**5. UNANIMOUS CONSENT AGENDA**

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

BoG May29-2013 #2

Moved and Seconded by Ms. Shill and Ms. Sutcliffe-Geens

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

- **minutes of the May 1, 2013 public meeting;**

**and receive, for information, the**

- **Report on the Activities of the Board Committees for the month of May 2013;**
- **correspondence listed on the Index of Correspondence for the months of April and May 2013**

as circulated.

Carried

## 6. Fleming College 2012-2013 Annual Report

Presented by Ms. Crook, attention was directed to the integrated planning diagram illustrating the connections between the Strategic Plan/Strategic Mandate Agreement, the Business Plan, budget development, and the Annual Report. The document reflects achievement of the majority of the objectives established at the beginning of the year. Governors were afforded an opportunity to provide feedback on the report, prior to its submission to the Ministry. One observation was the KPI ranking on the student experience was not in line with the College's ranking of the strategies designed to improve the quality of the teaching and learning experience. Administration clarified that it is more than professional development that influences the KPIs of learning and that changes implemented this past year would be reflected in the following year's KPIs.

BoG May29-2013 #3

Moved and Seconded by Ms. Ross and Mr. Sexton

**THAT the Board of Governors of Sir Sandford Fleming College receive and approve the 2012-2013 Fleming College Annual Report.**

Carried

## 7. Reports

7.1 Chair's Report: Governor McLean reminded members of Convocation and Awards ceremonies. The Chair presented Governor Stanford with his *Good Governance Certificate*.

7.2 (a) Dr. Tilly provided a verbal update on the recent Committee of Presidents meeting which included an opportunity for dialogue with both the Premier and Minister Duguid.

(b) An expanded College Activity Report covering the March 21 through May 22, 2013 timeframe was offered.

7.3 Liaison Governors: Governors Ross and Merrett attended the May 16 meeting of the President's Advisory Council and strongly encouraged others to attend a meeting during their term. Governor Sexton expressed appreciation for the opportunity to serve on Council as a Frost Campus student representative.

7.4 "Connecting with Our Communities": Governor Maki referenced the national conference on environmental education co-hosted by Trent University and Fleming College on May 23 and 24; delegates commented positively on the partnership between the two institutions. Governor Stanford shared feedback of the local construction association who are very engaged in the idea of elevating the role of trades in the community.

## 8. Business Arising from Previous Meetings

8.1 A progress report on the KTTC construction project was provided. Members expressed appreciation for the earlier tour. Construction is moving along very well, with multiple trades on site.

## 9. New Business / Board Decision Items

9.1 New Program – Welding and Fabrication Technician: The Academic and Student Affairs Committee reviewed a proposal to offer a new Ontario College Diploma to meet the needs of industry and provide students with theoretical and practical skills to weld and fabricate.

BoG May29-2013 #4

Moved and Seconded by Ms. Maki and Mr. Astell

**THAT the Board of Governors of Sir Sandford Fleming College approve the *Ontario College Diploma in Welding and Fabrication Technician* program with an implementation date of September 2014, for forwarding to the Credentials Validation Service for validation of the program and titles and to the Ministry of Training, Colleges and Universities for funding approval.**

Carried

9.2 Community Awards: The *Brian L. Desbiens Community Service Award* is a staff award, part of the College Rewards and Recognition program; the *Fellowship in Applied Education Award* is an external award, recognizing citizens who have demonstrated outstanding commitment to their local community. Ms. Caldwell and Ms. Copeland presented a series of recommendations in response to the Human Resources Committee request to investigate the pattern of low interest in these awards over the past few years.

The following nine recommendations were offered:

- i) Integrate the nomination/presentation of the two awards; ownership/approval would be the responsibility of the Executive Leaders Team.
- ii) Combine the two awards into one process, under one name, the Brian L. Desbiens Community Service Award; the Fellowship is renamed as the external award
- iii) Separate the community service award from the other Fleming Awards by moving the timing of the nomination process to the Fall.
- iv) Shorten the period for receiving nominations to two weeks.
- v) Revise the criteria for the external community service award.
- vi) Allow space on the nomination form for a short paragraph introducing the nominee and why they are a good candidate for the award.
- vii) Enhance public awareness for the external award.
- viii) Enhance College Leader accountability to promote/participate in the nomination process.
- ix) Present both awards at the National Philanthropy Day luncheon in the second week of November, or an alternate event if the internal recipient is from a Campus other than Sutherland or unable to attend the luncheon.

BoG May29-2013 #5

Moved and Seconded by Mr. Stanford and Ms. Maki

**THAT the Board of Governors of Sir Sandford Fleming College receive the proposed revisions to the Community Service Award and the Fellowship in Applied Education Award and approve the nine actions outlined.**

Carried

9.3 Enrolment: Dr. Pander-Scott provided an update on enrolment, comparing 2012-2013 actuals (new and returning students) with 2011-2012 by Summer, Fall and Winter semesters. Fleming has a record summer enrolment, with over 1,000 students. Activity is monitored on a weekly basis, and the College continues to identify opportunities to maximize numbers for the fall. The 2013-2014 enrolment plan is on par with last year's results. Dr. Pander-Scott responded to a series of questions relating to Fleming's international activity as well as anticipated enrolment increases in the skilled trades.

9.4 Key Performance Indicator (KPI) Results: KPIs are used as a benchmark across the system, measuring evaluation of programs and services in five areas – *Graduate Satisfaction*, *Employment Rate* (completed by last year's graduates six months after leaving college and not specific to program-related employment), *Employer Satisfaction*, *Graduation Rate*, and *Student Satisfaction* (completed by current students). Provincial funding incentives are linked with three measures (graduate employment rate, graduate satisfaction rate and employer satisfaction rate) although the dollar value is small in terms of funding implications. Analysis of the data will identify areas requiring improvement as well as where to build upon strengths.

A snapshot of Fleming's results as compared to the system reflects a modest decrease in Student Satisfaction and Graduation Rate and a modest increase in Graduate Satisfaction, Employer Satisfaction and Employment Rate.

The Board noted that given the emphasis on the Frost Campus, a presentation on results specific to SENRS would be helpful. For future presentations, the Board requested quartile results data and comparative results to similar-sized colleges (providing a broader picture of Fleming against peers).

9.5 Internally Restricted Net Assets: Presented by Governor Degeer, Chair of the Audit Committee, any excess of revenue over expenditures or excess of expenditures over revenue generated by the residence as an ancillary operation are restricted for use to future residence operations and other direct student services.

BoG May29-2013 #6

Moved and Seconded by Mr. Degeer and Ms. Sutcliffe-Geens

**THAT the Board of Governors of Sir Sandford Fleming College internally restrict \$666,800 for the purpose of future residence and other direct student services.**

Carried

As of March 31, 2013 and with the inclusion of the current year excess of revenue over expenditure, the Internally Restricted Net Assets will total \$1,976,000.

9.6 2012-2013 Financial Statements: The draft audited financial statements were prepared in a format required by the Ministry that complies with the new Canadian public sector accounting standards. The most significant change in adopting the requirements of the new accounting framework is the \$2.8-million reduction of net assets mainly due to the requirement to accrue non-vested sick leave. The *Notes to the Financial Statements* are an integral part of the financial statements and are provided to explain the details of the financial statement schedules.

BoG May29-2013 #7

Moved and Seconded by Mr. Degeer and Mr. Astell

**THAT the Board of Governors of Sir Sandford Fleming College approve the 2012-2013 Audited Financial Statements indicating net assets at March 31, 2013 of \$10,588,090.**

Carried

**10. Other Business:** None identified or brought forward.

**11. ADJOURNMENT OF MEETING** at 5:01 p.m. by Ms. Ross and Mr. Degeer.

**SUBMISSION TO THE BOARD OF GOVERNORS**

**SUBJECT:** *Summer Authority for Board Decisions*

**PRESENTED BY:** Governor Ross, Chair – Executive Committee

**SOURCE**

- Executive Committee Terms of Reference
- By-law 1-102, s.31: *Executive Committee*

<p><b>Background</b></p> <ul style="list-style-type: none"> <li>• Purpose of this report/request</li> <li>• History</li> <li>• Other relevant information</li> </ul>	<p>Board meetings are not scheduled for the months of July and August. With the Board's prior approval, the Executive Committee is designated to conduct the work of the Board during the summer recess thereby ensuring that urgent matters which may arise during the summer months are handled in a timely manner.</p>
<p><b>Action Required</b></p> <ul style="list-style-type: none"> <li>• for Information</li> <li>• for Consultation and/or Discussion</li> <li>• for Approval (include motion)</li> </ul>	<p><b>For Approval</b></p> <p><b>THAT the Board of Governors of Sir Sandford Fleming College grant the Executive Committee authority to act on behalf of the Board on decisions that must be taken between June 27, 2013 and the first full meeting of the Board in the Fall 2013, with all such activity publicly reported at the Fall 2013 meeting.</b></p>
<p><b>Considerations, Impacts and Options</b></p> <ul style="list-style-type: none"> <li>• pros and cons</li> <li>• risks</li> </ul>	<p>N/A</p>
<p><b>Financial Implications</b></p> <ul style="list-style-type: none"> <li>• staff, facilities, equipment</li> <li>• impact on budget</li> </ul>	<p>N/A</p>
<p><b>Prepared by</b></p>	<p>Board Office</p>



**SUBMISSION TO THE BOARD OF GOVERNORS**

**SUBJECT:** *Investment Performance Report*

**PRESENTED BY:** Governor Degeer, Chair – Finance and Property Committee

**SOURCE**

- Minister’s Binding Policy Directive, *Banking, Investments and Borrowing*, and related Operating Procedure
- Finance and Property Committee, meeting of June 10, 2013

<p><b>Background</b></p> <ul style="list-style-type: none"> <li>• Purpose of this report/request</li> <li>• History</li> <li>• Other relevant information</li> </ul>	<p>The Minister’s Banking, Investments and Borrowing Binding Policy Directive requires that a college board of governors review and approve, at least annually, an investment performance report. This report is to include a statement signed by the senior financial officer stating that the college is in compliance with relevant legislative requirements and this policy.</p>
<p><b>Action Required</b></p> <ul style="list-style-type: none"> <li>• for Information</li> <li>• for Consultation and/or Discussion</li> <li>• for Approval (include motion)</li> </ul>	<p><b>For Approval</b></p> <p><b>THAT the Board of Governors of Sir Sandford Fleming College approve the <i>Investment Performance Report for 2012-2013, as circulated.</i></b></p>
<p><b>Considerations, Impacts and Options</b></p> <ul style="list-style-type: none"> <li>• pros and cons</li> <li>• risks</li> </ul>	<p>Fleming College completes the report annually based on the results for the year ended March 31.</p> <p>The report for the year ended March 31, 2013 is attached.</p>
<p><b>Financial Implications</b></p> <ul style="list-style-type: none"> <li>• staff, facilities, equipment</li> <li>• impact on budget</li> </ul>	<p>N/A</p>
<p><b>Prepared by</b></p>	<p>Office of the Vice-President Finance and Administration</p>



## Investment Guidelines for College Funds

A college may only invest its College Funds, as defined in the MTCU Banking, Investments and Borrowing Binding Policy Directive, which are not immediately required to operate the college in the following securities, expressed or made payable in Canadian dollars, subject to the ratings identified in section VI:

I. Bonds, debentures and promissory notes or other evidence of indebtedness, issued or guaranteed by:

- a. Canada or a province or territory of Canada, or
- b. an agency of Canada or a province or territory of Canada.

II. Bonds, debentures, promissory notes or other evidence of indebtedness, issued or guaranteed by:

- a. a municipality in Canada;
- b. a university in Ontario that receives ongoing operating and capital funding from Ontario;
- c. the board of governors of a college established under the *Ontario Colleges of Applied Arts and Technology Act, 2002*;
- d. a board of a public hospital within the meaning of the *Public Hospitals Act*;
- e. a school board in Canada;
- f. Ontario Infrastructure Projects Corporation; or
- g. the Municipal Finance Authority of British Columbia.

III. Bonds, debentures, promissory notes, deposit receipts, deposit notes, certificates of deposit or investment, acceptances, commercial paper or similar instruments, issued, guaranteed or endorsed by:

- a. a bank listed in Schedule I or II or a branch in Canada of an authorized foreign bank under the Bank Act (Canada);
- b. a loan corporation or trust corporation registered under the Loan and Trust Corporation Act; or
- c. a credit union to which the Credit Unions and Caisses Populaires Act, 1994 applies.

IV. Bonds, debentures, promissory notes or other evidence of indebtedness, issued by a corporation that is incorporated under the laws of Canada or a province of Canada; or

V. Promissory notes or commercial paper, other than asset-backed securities, issued by a corporation that is incorporated under the laws of Canada or a province of Canada.

VI. A college is not to invest in a security under subsection IV or V above unless the security has a minimum rating, at the time the investment is made by the college by at least one rating agency of:

- "R-1 (high)" or "AAA" by Dominion Bond Rating Service Limited;
- "Prime-1" or "Aaa" by Moody's Investors Services Inc.;
- "A-1+" or "AAA" by Standard and Poor's; or
- "F1+" or "AAA" by Fitch Ratings.

VII. If an investment falls below the standard required in section VI, the college is to sell the investment within 90 days after the day the investment falls below the standard.

**REPORT TO THE BOARD OF GOVERNORS**

**SUBJECT: *Activities of the Board Committees***

**PRESENTED BY:** Governor McLean, Chair – Board of Governors

<b>Background</b>	A report detailing the activities of the Board Committees at meetings held in the month of June 2013.
<b>Action Required</b> <ul style="list-style-type: none"> <li>• for Information</li> <li>• for Consultation</li> <li>• for Discussion</li> <li>• for Approval (motion required)</li> </ul>	<b>For information.</b>
<b>Prepared by</b>	Board Office

**Audit Committee**

*Governor Degeer – Committee Chair*

The Committee met on May 29, 2013 immediately prior to the scheduled Board meeting. At the meeting, the Committee reviewed the audited financial statements for 2012-2013 indicating net assets as of March 31, 2013 of \$10,588,090; recommended the Board internally restrict \$666,800 for the purpose of future residence and other direct student services; and met independently with the Auditors. The Board approved the recommendations of the Committee at the May 29, 2013 public board meeting.

**Academic and Student Affairs Committee**

*Governor Maki – Committee Chair*

The Committee reviewed proposals to offer three new programs of instruction and recommended all for Board approval.

The Committee also received the annual report on activity of the program advisory committees.

**Finance and Property Committee**

*Governor Degeer – Committee Chair*

The Committee reviewed and recommended a number of documents for Board approval, including the Investment Performance Report, a contract for security services, and financial templates to be appended to the Business Plan and to the Annual Report. The Committee also received an update on a building project as well as a briefing on a system-wide assessment of college facilities currently under way.

**Executive Committee**

*Governor Ross – Committee Chair*

Recruitment to fill upcoming governor vacancies remains a key focus of the Committee.

The Committee finalized its annual operational review of the Board and its committees, and submitted recommendations to the Board for action.

The Executive was not required to act on the Board's behalf.

**REPORT TO THE BOARD OF GOVERNORS**

**SUBJECT: *Purchase Contracts Awarded***

**PRESENTED BY:** Governor Degeer, Chair – Finance and Property Committee

<p><b>Background</b></p>	<p>A report detailing the Purchase Contracts Awarded \$100,000 to \$499,000 for the February 1, 2013 through April 30, 2013 award period.</p> <p>Through the Finance and Property Committee, the Board receives this information on a quarterly basis.</p>
<p><b>Action Required</b></p> <ul style="list-style-type: none"> <li>• for Information</li> <li>• for Consultation and/or Discussion</li> <li>• for Approval (motion required)</li> </ul>	<p><b>For information.</b></p>
<p><b>Prepared by</b></p>	<p>Office of the Vice-President Finance and Administration</p>

**1. Elite Construction Inc.**

Description: Change Order 005, Kawartha Trades and Technology Centre  
 Contract Value: \$234,593.84 tax included  
 Award Date: February 15, 2013

Elite Construction Inc. is the firm responsible for the construction of KTTC. Change directive 005 is for the sprinkler system and main sanitary.

**2. Dell Canada Inc**

Description: Microsoft Outlook/Exchange Solution  
 Contract Value: \$286,575.91 tax included  
 Award Date: March 8, 2013  
 # of Bidders: 1  
 Bid Results: Dell Canada Inc. \$286,575.91 tax included

Six (6) potential bidders order tender packages from Merx, only one (1) bidder submitted a compliant bid.

Tender awarded to the lowest compliant bidder.

**3. Oracle Canada ULC**

Description: PeopleSoft Enterprise Support Service Contract  
 Contract Value: \$201,226.61 tax included  
 Award Date: April 29, 2013

Sole Source Award.

There are no other support options for this solution that will provide updates and patches to our deployed PeopleSoft modules.

**REPORT TO THE BOARD OF GOVERNORS**

**SUBJECT:** *Correspondence for June 2013*

**PRESENTED BY:** Governor McLean, Chair – Board of Governors

<b>Background</b>	A report to detail the correspondence received and available in the <b>Circulation Binder</b> for perusal by governors.  By providing the index in advance, governors are able to flag items they may wish to have discussed or clarified.
<b>Action Required</b> • for Information • for Consultation • for Discussion • for Approval (motion required)	<b>For information.</b>
<b>Prepared by</b>	Board Office

**MINISTRY OF TRAINING, COLLEGES & UNIVERSITIES CORRESPONDENCE**

None

**COLLEGE SYSTEM CORRESPONDENCE**

COLLEGES ONTARIO

*The College Dispatch*

- June 3, 2013 issue

*Research Highlights*

- June 2013 issue

**FLEMING IN THE NEWS**

- 2013 Convocation Programs
  - Haliburton Campus, May 31
  - Frost Campus, June 7
  - Sutherland Campus, June 11, 12 and 13
- 2013 Academic Awards Programs
  - Environmental and Natural Resource Sciences, June 7
  - Law and Justice, June 10
  - Business and Hospitality, June 11
  - Community Development and Health, June 12
- Art Courses at Fleming, *Newcomer Bulletin*, Spring 2013 issue

## REPORT TO THE BOARD OF GOVERNORS

**SUBJECT:** *Chair's Report*

**PRESENTED BY:** Governor McLean, Board Chair

**ACTION:** For Information

### Convocation Highlights

Congratulations to the graduates of 2013! I would like to extend my personal thanks to Governors Degeer, Astell, Sutcliffe-Geens and Ross who officiated at ceremonies, and to Governors Gulston, Sexton, Merrett, Kerrigan, Stanford and Shill who provided assistance.

It was also an opportunity for the Board to recognize the eight **Valedictorians**:

- **Justine Beauregard** (Visual Arts), May 31 ceremony – Haliburton Campus
- **Matthew Walmsley** (Ecosystem Management Technology), June 7 ceremony – Frost Campus

Sutherland Campus:

- **Alixandra Nielsen** (Community and Justice Services), June 11 morning ceremony
- **Peter Andreas** (Biotechnology Technologist – Forensics), June 11 afternoon ceremony
- **Michael Harris** (Computer Engineering Technology), June 12 morning ceremony
- **Tyler Lovenuk** (Hospitality Administration – Hotel and Resort), June 12 afternoon ceremony
- **Sarah Sharpe** (Massage Therapy), June 13 morning ceremony
- **Rhonda Belous** (Social Service Worker), June 13 afternoon ceremony

### Board Leadership

June is when the Board elects the Executive for the next year. The outcome of the election meeting is not profiled until late August as the term of the current Executive members run through to August 31, 2013. I would like to take this time to extend my personal thanks and appreciation to the **current Executive Committee**: Joan Ross, Tim Degeer, Karen Maki, Mark Dockstator and Tony Tilly, and to the senior leaders and staff who provided support to the Board and its committees this past year.

### Internal Governor Election Outcome

Congratulations to **Patti Watson**, acclaimed as the Academic Staff representative for a three-year term commencing September 1, 2013 through August 31, 2015.

### Strategic Planning

The Board is planning its Fall Retreat and has tentatively identified the afternoon/evening of Wednesday, September 25, 2013.

The June meeting is a time for us to “wrap up” a number of Board activities, and these have been referenced throughout the agenda.



## REPORT TO THE BOARD OF GOVERNORS

**SUBJECT:** *President's Report*

**PRESENTED BY:** Dr. Tilly, President

**ACTION:** For Information

### Ministry of Training, Colleges and Universities

- The College filed its Compliance Report in accordance with the *Broader Public Sector Accountability Act, 2010, Part II.1*, Compensation Arrangements.
- I will have an opportunity to discuss Fleming's priorities when I meet with Minister Duguid on June 27.
- A series of *roundtable discussions* with the Minister and Ministry staff have been established. The system differentiation and SMAs roundtable is July 10, the on-line roundtable is July 18, and the credit transfer roundtable on August 7.

### Colleges Ontario

- Participated in the June 21 "Closing the Skills Gap" Symposium, hosted by Colleges Ontario, the Ontario Chamber of Commerce, and the Canadian Manufacturers and Exporters

### Within the System

- *Rob MacIsaac*, Chair of Colleges Ontario and President of Mohawk College, will deliver a keynote address to the Economic Club of Canada on June 27 on steps Ontario must take to tackle the skills mismatch. The Conference Board of Canada released its report on the skills at the "Closing the Skills Gap" symposium which took place on June 21. The full report is at [http://www.collegesontario.org/Need\\_to\\_Make\\_Skills\\_Work\\_Report\\_June\\_2013.pdf](http://www.collegesontario.org/Need_to_Make_Skills_Work_Report_June_2013.pdf)
- *Pierre Riopel* becomes College Boréal's fourth president, taking over when Denis Hubert-Dutrisac retires September 1.

### Association of Canadian Community Colleges

- The President's Leadership Network presents *Distinguished Service Awards* to presidents and CEOs, current or past, to honour exceptional service and outstanding contributions to Canadian colleges, institutes and polytechnics at the local, regional and national levels. Bow Valley College President and CEO Sharon Carry and Cégep Marie-Victorin Director General Nicole Rouillier were presented with their awards at the June conference.
- ACCC President and CEO Denise Amyot and Brazil's National Council for Scientific and Technological Development (CNPq) have signed a *memorandum of understanding* recognizing the importance of supporting applied scientific and technological co-operation between Brazil and Canada.
- I have been elected to the ACCC Board for a second term.

### In the Community

- Manufacturing visits related to the Kawartha Trades and Technology Centre.
- Convocation ceremonies were a highlight of the month.
- Welcomed dignitaries from China who visited Fleming College on June 14.

**REPORT TO THE BOARD OF GOVERNORS**

**SUBJECT: *College Activity***

**PRESENTED BY:** Dr. Tilly, President

<b>Background</b>	A report to inform the Board of Governors and the community on the College's activities between May 27 and June 25, 2013.
<b>Action Required</b> • for Information • for Consultation • for Discussion • for Approval (motion required)	<b>For Information.</b>
<b>Prepared by</b>	Board Office

**Academic**

- The Governor General of Canada Award was presented to **James Emerson (Jet) Taylor** at the June 7 Convocation ceremony; Jet is a graduate of the Fish and Wildlife Technician program. The Collegiate Bronze medal is awarded to the student who achieves the highest overall average upon graduation from a diploma-level postsecondary program (minimum two-year, full-time duration). Dr. Tilly, on behalf of His Excellency, the Right Honourable David Johnston, Governor General of Canada, presented Jet with his Award.
- The Alumnus of Distinction Award was presented to **Michelle Acorn** (Nursing 1987) at the June 13 morning ceremony. Michelle is an Advance Practice Nursing Professional Practice Leader and the Lead Nurse Practitioner at Lakeridge Health in Whitby. Established in 1997 by the Alumni Association Board of Sir Sandford Fleming College, the recipient is selected from the slate of Fleming nominees for the provincial Premier's Awards
- Students in both the **GIS-Applications Specialist** and **GIS-Cartographic Specialist** programs have spent an entire semester working with real-world clients on applied projects. The 16 student projects ranging from local to international in scope were featured at an open house event on June 25 at the Frost Campus.
- The first class of the **Community Integration through Cooperative Education (CICE) program** graduated on June 12; following the convocation ceremony, an awards luncheon was held to mark this occasion. The program was developed as a way to provide students with developmental and learning disabilities an opportunity to continue their education.

**Finance and Administration**

**Safety and Security**

- Due to a public event at the Peterborough Sport and Wellness Centre on June 4, Parking Lots G & H were closed to allow for additional parking; persons that normally park in G & H Lots were re-directed to D & E Lots for the day.
- Staff at both the Frost and Sutherland Campuses have an opportunity to receive standard First Aid/CPR training. The training is also available to any employee who requires First Aid Certification as part of their normal job function.
- On the morning of June 20, staff and volunteers from Ontario Power Generation and the City of Peterborough Emergency Management Office were at the Sutherland Campus to conduct an emergency evacuation exercise, part of their Emergency Plan for the Pickering and Darlington Nuclear Power

Stations. The training exercise impacted parking, and necessitated temporary road closures and re-routing of bus service.

## Human Resources

### Recruitment and Selection

For the May 14 to June 14, 2013 timeframe, the College posted 25 positions (a combination of permanent and temporary positions): 11 Support, 13 Academic and 1 Administrative.

- The College hired 1 *new permanent (full-time) Administrative staff*.
- The College hired no *new permanent (regular part-time) staff*.
- There were no *internal full-time transfers*.
- There were no *temporary full-time assignments*.
- There were no *resignations and/or terminations*.
- There were no *retirements*.
- There were 5 *leaves, all Support Staff*: 1 personal, 1 maternity, 3 seasonal layoffs.
- There was 1 personal *return from leave* in the Administrative staff.

### Recognition

- Congratulations to the following employees who achieve significant *service milestones* in the *month of June*:
  - 10 years: Murray Keys, Nathan Fernandes
  - 20 years: Kim Quigley
  - 25 years: Nancy Imrie

## Marketing, Communications and Liaison

### Presentations and Events

- During the last week of May, the Liaison Office hosted Grade 7 students from five different public schools within the Kawartha Pine Ridge District School Board. On Wednesday, Thursday and Friday, there were approximately 90 students each day at the Sutherland Campus; the students participated in hands-on activities within the areas of Business, Skilled Trades, and Health and Wellness. This is a great way to introduce elementary-level students to the College and get them thinking about potential careers.
- All-staff meetings were held June 18 at the Frost and Sutherland Campuses, and June 24 at the Haliburton Campus.

### Media Stories

- Fleming College scored a big win in Peterborough's annual ***Shifting Gears Workplace Transportation Challenge***, beating out organizations such as Trent University, Siemens and PRHC to win the "large" category (250-10,000 employees). Participants logged their trips to and from work online. The website then recorded and calculated how many kilograms of greenhouse gases employees saved. Fleming's Shifting Gears coordinator, faculty member Peter Laurie, said participation rates at the college more than doubled in 2013 to 49; Fleming participants cycled a combined total of 3,033 kilometres during the Challenge and saved 1,586.63 kg of carbon dioxide from being emitted into the atmosphere. The college received a commemorative plaque for winning its category, which will be located in the Wellness display case at the Sutherland Campus.
- ***Enbridge Gas Distribution*** donated \$450,000 worth of equipment, including a directional drill system, to the Resources Drilling and Blasting program, ensuring students are trained on the latest equipment being used in the field. The donation was announced at an event held at the Parnham Training Centre at the Frost Campus on June 17. The system includes a 2012 Ditch Witch JT20/20 drill, a 2012 International service truck with a fluid mixing system and an on-board air compressor as well as a 10-ton enclosed float trailer, an 8500 tracking system and a complete set of down hole tools. The equipment is

used to facilitate the installation of underground utilities by drilling horizontally rather than digging an open trench. Students will learn on the equipment in the third semester of the four-semester (two-year) diploma program.

- The **Centre for Success** is a partnership between Fleming and the Peterborough Victoria Northumberland and Clarington Catholic District School Board and provides an opportunity for at-risk students to complete high school credits and college level credits. Thirty students from Holy Cross and St. Peter's secondary schools graduated from the program and celebrated their success at a ceremony on June 19.
- Carleton University signed an articulation agreement with Fleming College on June 19. Fleming students who complete a one-year general arts and science university transfer program and who obtain an overall average of at least 70 per cent may apply for admission to the Bachelor of Arts program at Carleton with advanced standing. Specifically, up to five full transfer credits will be granted for certain courses that have been pre-approved by Carleton; this initially includes courses in English, philosophy, psychology and sociology.
- The Sutherland Campus hosted a special event on June 20, part of Peterborough Seniors Month. *Growing Older and Living Large* offered a series of workshops followed by a dance. Professors, counsellors and gerontology specialists presented a variety of informative workshops, discussion forums and interactive and fun activities. A special workshop, Gentle Persuasive Approaches in Dementia Care, helped caregivers with addressing and responding to challenging behaviours associated with Dementia.
- On June 21, it was announced by the Hon. Gary Goodyear, Minister of State, Science and Technology, that Fleming's **Centre for Alternative Wastewater Treatment** (CAWT) would receive federal research funding through a College-University Idea to Innovation grant, part of the College and Community Innovation (CCI) program. In partnership with Queen's University, the CAWT will receive \$602,669 over three years (from the Natural Science and Engineering Research Council) to fund research into wetlands and other passive treatment systems to help the vegetable greenhouse industry to treat and recycle the water it uses.

**SUBMISSION TO THE BOARD OF GOVERNORS**

**SUBJECT:** *Addendum to the Fleming College 2013-2014 Business Plan*

**PRESENTED BY:** Governor Degeer, Chair – Finance and Property Committee

**SOURCE**

- Minister’s Binding Policy Directive, *Governance and Accountability Framework*, revised September 2010
- Ministry Operating Procedure under the Policy Framework, *Business Plan*, revised June 2011
- Fleming College Financial Plan 2013-2014, approved May 1, 2013 (motion BoG May1-2013 #7)
- Audited Financial Statements 2012-2013, approved May 29, 2013 (motion BoG May29-2013 #7)
- Finance and Property Committee meeting June 10, 2013

<p><b>Background</b></p> <ul style="list-style-type: none"> <li>• Purpose of this report/request</li> <li>• History</li> <li>• Other relevant information</li> </ul>	<p>Under the Governance and Accountability Framework, colleges must submit a number of documents for the year commencing 2013-2014.</p> <p>The college audited financial statements, as approved by the board, are to be submitted to the Ministry by June 15. The Ministry also requires a prescribed series of templates with the college’s final 2012-2013 year end numbers along with the 2013-2014 budget numbers as approved by the board. This information, on prescribed templates, is due to the Ministry by June 30 with the 2013-2014 Business Plan.</p> <p>The attached templates will be included as an appendix to the Business Plan.</p>
<p><b>Action Required</b></p> <ul style="list-style-type: none"> <li>• for Information</li> <li>• for Consultation and/or Discussion</li> <li>• for Approval (include motion)</li> </ul>	<p><b>For Approval</b></p> <p><b>THAT the Board of Governors of Sir Sandford Fleming College approve the financial templates for inclusion in the 2013-2014 Fleming College Business Plan, and submission to the Ministry of Training Colleges and Universities.</b></p>
<p><b>Considerations, Impacts and Options</b></p> <ul style="list-style-type: none"> <li>• pros and cons</li> <li>• risks</li> </ul>	<p>N/A</p>
<p><b>Financial Implications</b></p> <ul style="list-style-type: none"> <li>• staff, facilities, equipment</li> <li>• impact on budget</li> </ul>	<p>The 2013-2014 Fleming College Financial Plan projected a balanced budget with \$97.4 million in both revenues and expenditures. Capital asset acquisitions were budgeted and approved as \$27.4 million. The templates reflect these amounts.</p> <p>The Financial Plan also projected a net asset balance of \$8.897 million. The amount for submission to the Ministry has been adjusted to \$10.588 million which reflects the finalized 2012-2013 year-end including the year-end surplus and a reduction in actual amounts capitalized as assets.</p> <p>In addition, as part of the ministry submission which is not part of the internal budget approval process, bank indebtedness is being projected as a temporary measure as a result of the timing of KTTC expenditures between the next two fiscal years and the cash flow from the Ministry.</p> <ul style="list-style-type: none"> <li>• 13/14 MTCU \$7.1 million and spending \$22.3 million.</li> <li>• 14/15 MTCU \$14.4 million, spending \$7.7 million.</li> </ul>
<p><b>Prepared by</b></p>	<p>Office of the Vice President Finance and Administration</p>

# STATEMENT OF FINANCIAL POSITION

FOR COLLEGE: (INPUT COLLEGE CODE in Column C)  
 PREPARED BY: (INPUT NAME OF PERSON in Column C)

0110 - 0 Control (Assets - Liabilities - Net Assets must  
 Sir Sandford Fleming College of Applied Arts and Technology  
 Angela Sims

	Actuals 2012-13	Budget 2013-14	
<b>1 Assets</b>	<b>119,993,880</b>	<b>139,872,855</b>	
<b>11 Cash and Cash Equivalents</b>	<b>8,336,220</b>	<b>44,864</b>	
111 Cash and Cash Equivalents	8,291,356	-	
112 Cash in Trust - Endowments	44,864	44,864	
<b>12 Accounts Receivable</b>	<b>9,181,272</b>	<b>22,524,651</b>	
121 Accounts Receivable	9,181,272	22,524,651	
GRE	5,875,601	16,437,808	
Non-GRE	3,305,671	6,086,843	
<b>14 Other Current Assets</b>	<b>10,545,612</b>	<b>3,866,011</b>	
141 Assets for Sale	4,584	4,584	
142 Inventory for Consumption	30,913	30,913	
149 Other Current Assets	10,510,115	3,830,514	
14910 Current Portion of Loans and Advances Receivable	37,887	-	
GRE	-	-	
Non-GRE	37,887	-	
14920 Current portion of Other Long Term Receivables	-	-	
GRE	-	-	
Non-GRE	-	-	
14930 Prepaid Expenses	700,720	700,720	
14940 Investments Greater than 90 Days & Less than 1 Year	9,622,916	2,981,202	
14947 Investments Greater than 90 Days & Less than 1 Year - MTM OB	49,859	148,592	
14948 Investments Greater than 90 Days & Less than 1 Year - MTM CY	98,733	-	
14990 Other Current Assets	-	-	
<b>15 CIP</b>	<b>9,002,245</b>	<b>29,045,635</b>	
151 CIP	9,002,245	29,045,635	CAPITAL ASSETS
<b>16 Tangible Capital Assets</b>	<b>146,237,109</b>	<b>153,650,819</b>	
161 Land	2,424,937	2,424,937	CAPITAL ASSETS
162 Site Improvements	3,703,497	3,776,497	CAPITAL ASSETS
163 Building	103,222,115	105,203,118	CAPITAL ASSETS
164 Furniture and Equipment	21,156,225	25,067,847	CAPITAL ASSETS
165 IT	12,474,548	13,922,633	CAPITAL ASSETS
166 Aircraft	-	-	CAPITAL ASSETS
169 Other TCA	3,255,787	3,255,787	CAPITAL ASSETS
<b>17 Tangible Capital Asset Accumulated Amortization</b>	<b>(68,562,312)</b>	<b>(74,512,859)</b>	
172 AA Site Improvements	(2,634,988)	(2,899,625)	CAPITAL ASSETS
173 AA Building	(37,864,078)	(40,476,502)	CAPITAL ASSETS
174 AA Furniture and Equipment	(16,539,487)	(18,588,284)	CAPITAL ASSETS
175 AA IT	(10,662,946)	(11,531,924)	CAPITAL ASSETS
176 AA Aircraft	-	-	CAPITAL ASSETS
179 AA Other TCA	(860,813)	(1,016,525)	CAPITAL ASSETS
<b>18 Long Term Receivable</b>	<b>-</b>	<b>-</b>	
181 Long Term Receivable	-	-	
GRE	-	-	
Non-GRE	-	-	
<b>19 Investments and Other Long term Assets</b>	<b>5,253,734</b>	<b>5,253,734</b>	
191 Long term Investments	5,253,734	5,253,734	
19110 Investments Greater than 1 Year	5,173,086	5,173,086	
19117 Investments Greater than 1 Year - MTM OB	202,228	80,648	
19118 Investments Greater than 1 Year - MTM CY	(121,580)	-	
199 Other Long term Assets	-	-	
19990 Other Long Term Assets	-	-	
19997 Other Financial Assets - MTM OB	-	-	
19998 Other Financial Assets - MTM CY	-	-	

<b>2 Liabilities</b>	<b>109,405,790</b>	<b>129,284,764</b>
<b>21 Bank Indebtedness</b>	<b>-</b>	<b>4,660,706</b>
211 Bank Indebtedness	-	4,660,706
<b>22 Accounts Payable and Accrued Liabilities</b>	<b>18,969,995</b>	<b>19,034,938</b>
221 Accounts Payable and Accrued Liabilities	17,559,099	17,731,107
GRE	-	-
Non-GRE	17,559,099	17,731,107
222 Accrued Interest	106,618	101,957
223 Current Portion of Long term liabilities	1,304,278	1,201,874
22310 Current Portion of Long Term Debt	1,304,278	1,201,874
GRE	1,096,278	1,135,874
Non-GRE	208,000	66,000
22320 Current Portion of Capital Leases	-	-
224 Demand Loans	-	-
22401 Demand Loans - OB	15,268,000	-
22402 Demand Loans - Newly acquired	-	-
22403 Demand Loans - Repayments	(15,268,000)	-
<b>23 Deferred Revenue</b>	<b>7,173,946</b>	<b>7,173,946</b>
231 Deferred Revenue	2,528,961	2,528,961
GRE	1,310,814	1,310,814
Non-GRE	1,218,147	1,218,147
232 Deferred Tuition Revenue	4,644,985	4,644,985
<b>24 Restricted Contribution</b>	<b>2,189,893</b>	<b>2,189,893</b>
241 Restricted Contribution	2,189,893	2,189,893
GRE	110,942	110,942
Non-GRE	2,078,951	2,078,951
24107 Restricted Contribution - MTM OB	252,087	229,240
24108 Restricted Contribution - MTM CY	(22,847)	-
<b>25 Deferred Capital Contributions</b>	<b>60,379,314</b>	<b>76,734,514</b>
251 DCC	60,006,314	76,661,513
GRE	54,112,684	70,455,548
Non-GRE	5,893,630	6,205,965
25102 DCC - Additions	8,303,472	20,396,199
GRE	7,900,570	19,271,399
Non-GRE	402,902	1,124,801
25103 DCC - Amortized to Revenue	(3,774,027)	(3,741,000)
GRE	(2,939,409)	(2,928,535)
Non-GRE	(834,618)	(812,465)
25107 DCC - MTM OB	-	-
25108 DCC - MTM CY	-	-
252 DCC Unspent - Third Parties	373,000	73,000
25202 DCC Unspent - Additions	3,410	-
25207 DCC Unspent - MTM OB	-	-
25208 DCC Unspent - MTM CY	-	-
<b>26 Capital Lease</b>	<b>-</b>	<b>-</b>
261 Capital Lease	-	-
26103 Capital Lease - Payments	-	-
<b>27 Debt</b>	<b>15,209,159</b>	<b>14,007,285</b>
271 Debt	15,209,159	14,007,285
GRE	14,118,159	12,982,285
Non-GRE	1,091,000	1,025,000
27102 Debt - Acquired	14,921,000	-
GRE	14,921,000	-
Non-GRE	-	-
27103 Debt Retired/Paid in the Year	(1,301,425)	(1,304,278)
GRE	(673,425)	(1,096,278)
Non-GRE	(628,000)	(208,000)
<b>29 Other Long Term Liabilities</b>	<b>5,483,483</b>	<b>5,483,483</b>
291 Obligation for Pension Plan Benefits	780,483	780,483
292 Obligation for Postemployment Benefit & Compensated Absences	4,476,000	4,476,000
293 Obligation under AFP	-	-
299 Derivatives and Other Long term Liabilities	227,000	227,000
GRE	-	-
Non-GRE	227,000	227,000
29917 Derivatives MTM - OB	241,000	227,000
29918 Derivatives MTM - CY	(14,000)	-
<b>3 Net Assets</b>	<b>10,588,090</b>	<b>10,588,090</b>
<b>31 Unrestricted Net Assets</b>	<b>(9,336,902)</b>	<b>(13,985,332)</b>
311 Unrestricted Net Assets	(9,336,902)	(13,985,332)
<b>32 Internally Restricted Net Assets</b>	<b>1,976,000</b>	<b>2,249,000</b>
321 Internally Restricted Net Assets	1,976,000	2,249,000

<b>33 Investment in Capital Assets</b>	<b>11,937,492</b>	<b>16,312,922</b>
331 <i>Investment in Capital Assets</i>	11,937,492	16,312,922
<b>36 Restricted Contributions</b>	-	-
361 <i>Restricted Contributions</i>	-	-
GRE	-	-
Non-GRE	-	-
<b>37 Endowments</b>	<b>6,238,500</b>	<b>6,238,500</b>
371 <i>Endowments</i>	6,238,500	6,238,500
GRE	3,334,861	3,334,861
Non-GRE	2,903,639	2,903,639
37107 Endowments MTM - OB	-	-
37108 Endowments MTM - CY	-	-
<b>38 Accumulated Remeasurement Gain &amp; Losses</b>	<b>(227,000)</b>	<b>(227,000)</b>
381 <i>Accumulated Remeasurement Gain &amp; Losses</i>	(227,000)	(227,000)
38107 Accumulated Remeasurement Gain & Losses - OB	(241,000)	(227,000)
38108 Unrealised Remeasurement - CY Gains/Losses	14,000	-
38109 Remeasurement Reclassified to Statement of Operation	-	-

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**STATEMENT OF OPERATIONS**

FOR COLLEGE:  
PREPARED BY:

0110 Sir Sandford Fleming College of Applied Arts and Technology  
Angela Sims

	Actuals 2012-13	Budget 2013-14
<b>4 Revenue</b>	<b>96,775,387</b>	<b>97,372,563</b>
<b>41 Grant Revenue</b>	<b>58,078,811</b>	<b>57,729,141</b>
411 Grant Revenue	54,304,784	53,988,141
41110 Grant revenue Operating	52,390,264	53,380,293
GRE	50,922,101	52,546,100
Non-GRE	1,468,163	834,193
41120 Grant revenue Capital	583,671	144,193
GRE	583,671	144,193
Non-GRE	-	-
41130 Recognition of Deferred Revenue & Restricted Funds	1,330,849	463,655
GRE	977,996	463,655
Non-GRE	352,853	-
412 Flow Through Grants	-	-
GRE	-	-
Non-GRE	-	-
413 Provincial Grants Repayment of Prior Year	-	-
414 Amortization of Deferred Capital Contributions	3,774,027	3,741,000
GRE	2,939,409	2,928,535
Non-GRE	834,618	812,465
<b>43 Tuition Fees</b>	<b>24,236,168</b>	<b>25,268,709</b>
431 Tuition Fee - Regulated	20,495,431	21,369,397
432 Tuition Fee - Unfunded	3,740,737	3,899,312
439 Tuition Fee - Other	-	-
<b>44 Other Student Fees</b>	<b>4,106,143</b>	<b>4,062,397</b>
449 Other Student Fees	4,106,143	4,062,397
<b>45 Contractual and other fee-for-services</b>	<b>1,052,877</b>	<b>937,477</b>
451 Contractual Services	744,490	804,741
452 Other fee-for-services	308,387	132,736
<b>46 Ancillary Revenue</b>	<b>7,387,699</b>	<b>7,465,802</b>
461 Ancillary Revenue	7,387,699	7,465,802
<b>49 Other Revenue</b>	<b>1,913,689</b>	<b>1,909,037</b>
491 Reimbursement of Expenses	-	-
492 Donations	41,003	10,000
493 Gain/Loss on Sale of Assets	-	1,000
494 Gain/Loss on Sale of Inventory and other Assets	13,323	-
499 Other Revenue	1,859,363	1,898,037
49920 Investment Income	-	-
GRE	-	*
Non-GRE	-	*
49940 Interest Income	163,277	100,000
GRE	-	*
Non-GRE	163,277	100,000
49989 Realized MTM Gain/Loss	-	*
<b>5 Expenses</b>	<b>95,549,441</b>	<b>97,372,563</b>
<b>51 Salaries &amp; Wages</b>	<b>53,199,464</b>	<b>54,601,686</b>
511 Salaries - Full Time & Partial Load Academic	25,109,807	26,553,501
512 Salaries - Part Time & Sessional Academic	2,428,628	1,547,108
513 Salaries - Support Staff	17,096,829	17,914,184
514 Salaries - Administrative Staff	7,302,341	7,361,237
515 Other Salary Costs - Full Time & Partial Load Academic	922,253	1,014,957
516 Other Salary Costs - Part Time & Sessional Academic	11,460	8,187
517 Other Salary Costs - Support Staff	229,281	180,846
518 Other Salary Costs - Administrative Staff	98,865	21,666
<b>52 Employee Benefits</b>	<b>11,030,268</b>	<b>11,726,220</b>
521 Benefits - Full Time & Partial Load Academic	2,657,829	3,125,471
522 Benefits - Part Time & Sessional Academic	215,934	168,288
523 Benefits - Support Staff	2,569,993	2,586,034
524 Benefits - Administrative Staff	856,545	821,372
525 Pension Plans	5,053,581	5,025,055
526 Postemployment Benefits & Compensated Absences	-	323,614
<b>53 Transportation &amp; Communication</b>	<b>2,178,665</b>	<b>2,266,743</b>
531 Transportation & Communication	2,178,665	2,266,743
<b>54 Services</b>	<b>14,632,151</b>	<b>15,229,461</b>
541 Services	7,185,686	7,872,555
542 Utilities & Maintenance	6,406,604	6,296,080
543 Rental Expenditures	1,039,861	1,060,826
<b>55 Supplies &amp; Minor Equipment</b>	<b>3,729,746</b>	<b>3,468,682</b>
551 Supplies & Minor Equipment	3,729,746	3,468,682
<b>56 Ancillary Services - Expenditures</b>	<b>-</b>	<b>-</b>
561 Ancillary Expenditures	-	-
<b>57 Amortization Expense</b>	<b>6,271,950</b>	<b>5,950,547</b>
571 Amortization Expense	6,271,950	5,950,547
<b>59 Other Expenditures</b>	<b>4,507,197</b>	<b>4,129,224</b>
591 Interest & Insurance Expenses	1,331,121	1,366,672
59110 Interest on Capital Leases	-	*
59120 Interest on Long Term Debt & Demand Loans	575,521	548,629
GRE	384,543	485,142
Non-GRE	190,978	63,487

STATEMENT OF FINANCIAL POSITION  
STATEMENT OF FINANCIAL POSITION  
STATEMENT OF FINANCIAL POSITION

CAPITAL ASSETS

59130 Interest Expense on Line of Credit  
599 Other Expenses

-		*
3,176,076		2,762,552

**SURPLUS/(DEFICIT)**

<b>1,225,946</b>	<b>-</b>	<b>0</b>
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# CAPITAL ASSETS

FOR COLLEGE:  
PREPARED BY:

0110  
Angela Sims

Sir Sandford Fleming College of Applied Arts and Technology

Show acquisitions as positive amounts; show amortization and disposals as negative amounts

	Actual	Forecast				
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>LAND</b>						
16101 Land - OB	2,424,937	2,424,937	2,424,937	2,424,937	2,083,687	2,083,687
16105 Land - Transfers from CIP <sup>1</sup>	-	-	-	-	-	-
16102 Land - Additions	-	-	-	-	-	-
16103 Land - Disposals	-	-	-	341,250	-	-
16104 Land - Valuation and Other Adjustments	-	-	-	-	-	-
<b>TOTAL LAND - CLOSING</b>	<b>2,424,937</b>	<b>2,424,937</b>	<b>2,424,937</b>	<b>2,083,687</b>	<b>2,083,687</b>	<b>2,083,687</b>
<b>BUILDING</b>						
16301 Building - OB	102,582,049	103,222,115	105,203,118	136,482,816	135,708,002	136,208,002
16305 Building - Transfers from CIP <sup>1</sup>	-	151,382	30,779,698	-	-	-
16302 Building - Additions	640,066	1,829,621	500,000	500,000	500,000	500,000
16303 Building - Disposals	-	-	-	1,274,814	-	-
16304 Building - Valuation and Other Adjustments	-	-	-	-	-	-
<b>Closing balance</b>	<b>103,222,115</b>	<b>105,203,118</b>	<b>136,482,816</b>	<b>135,708,002</b>	<b>136,208,002</b>	<b>136,708,002</b>
Accumulated Amortization:						
17301 AA Building - OB	- 35,198,459	- 37,864,078	- 40,476,502	- 43,904,872	- 47,419,171	- 50,930,027
17302 AA Building - Current Year Amortization	- 2,665,619	- 2,612,424	- 3,428,370	- 3,514,299	- 3,510,856	- 3,470,685
17303 AA Building - Disposals	-	-	-	-	-	-
17304 AA Building - Valuation and Other Adjustments	-	-	-	-	-	-
<b>Closing balance</b>	<b>- 37,864,078</b>	<b>- 40,476,502</b>	<b>- 43,904,872</b>	<b>- 47,419,171</b>	<b>- 50,930,027</b>	<b>- 54,400,711</b>
<b>BUILDINGS - NET BOOK VALUE</b>	<b>65,358,037</b>	<b>64,726,616</b>	<b>92,577,944</b>	<b>88,288,831</b>	<b>85,277,975</b>	<b>82,307,290</b>
<b>SITE IMPROVEMENTS</b>						
16201 Site Improvement - OB	3,726,370	3,703,497	3,776,497	3,876,497	3,976,497	4,076,497
16205 Site Improvement - Transfers from CIP <sup>1</sup>	-	-	-	-	-	-
16202 Site Improvement - Additions	-	73,000	100,000	100,000	100,000	100,000
16203 Site Improvement - Disposals	- 22,873	-	-	-	-	-
16204 Site Improvement - Valuation and Other Adjustments	-	-	-	-	-	-
<b>Closing balance</b>	<b>3,703,497</b>	<b>3,776,497</b>	<b>3,876,497</b>	<b>3,976,497</b>	<b>4,076,497</b>	<b>4,176,497</b>
Accumulated Amortization:						
17201 AA Site Improvement - OB	- 2,354,852	- 2,634,988	- 2,899,625	- 3,109,486	- 3,273,384	- 3,438,252
17202 AA Site Improvement - Current Year Amortization	- 296,864	- 264,637	- 209,861	- 163,898	- 164,868	- 170,382
17203 AA Site Improvement - Disposals	16,728	-	-	-	-	-
17204 AA Site Improvement - Valuation and Other Adjustments	-	-	-	-	-	-
<b>Closing balance</b>	<b>- 2,634,988</b>	<b>- 2,899,625</b>	<b>- 3,109,486</b>	<b>- 3,273,384</b>	<b>- 3,438,252</b>	<b>- 3,608,634</b>
<b>SITE IMPROVEMENT - NET BOOK VALUE</b>	<b>1,068,509</b>	<b>876,872</b>	<b>767,011</b>	<b>703,113</b>	<b>638,245</b>	<b>567,863</b>
<b>FURNITURE &amp; EQUIPMENT</b>						
16401 Furniture & Equipment - OB	20,423,802	21,156,225	25,067,847	28,592,847	29,752,847	30,682,847
16405 Furniture & Equipment - Transfers from CIP <sup>1</sup>	-	-	-	-	-	-
16402 Furniture & Equipment - Additions	946,573	3,911,622	3,525,000	1,160,000	930,000	1,040,000
16403 Furniture & Equipment - Disposals	- 214,150	-	-	-	-	-
16404 Furniture & Equipment - Valuation and Other Adjustments	-	-	-	-	-	-
<b>Closing balance</b>	<b>21,156,225</b>	<b>25,067,847</b>	<b>28,592,847</b>	<b>29,752,847</b>	<b>30,682,847</b>	<b>31,722,847</b>
Accumulated Amortization:						
17401 AA Furniture & Equipment - OB	- 14,997,732	- 16,539,487	- 18,588,284	- 21,087,462	- 23,666,161	- 26,004,159
17402 AA Furniture & Equipment - Current Year Amortization	- 1,755,903	- 2,048,797	- 2,499,178	- 2,578,699	- 2,337,998	- 2,103,027
17403 AA Furniture & Equipment - Disposals	214,148	-	-	-	-	-
17404 AA Furniture & Equipment - Valuation and Other Adjustments	-	-	-	-	-	-
<b>Closing balance</b>	<b>- 16,539,487</b>	<b>- 18,588,284</b>	<b>- 21,087,462</b>	<b>- 23,666,161</b>	<b>- 26,004,159</b>	<b>- 28,107,186</b>
<b>FURNITURE &amp; EQUIPMENT - NET BOOK VALUE</b>	<b>4,616,738</b>	<b>6,479,563</b>	<b>7,505,385</b>	<b>6,086,686</b>	<b>4,678,688</b>	<b>3,615,661</b>
<b>INFORMATION TECHNOLOGY</b>						
16501 IT - OB	12,203,136	12,474,548	13,922,633	14,422,633	14,922,633	15,422,633
16505 IT - Transfers from CIP <sup>1</sup>	-	-	-	-	-	-
16502 IT - Additions	473,831	1,448,085	500,000	500,000	500,000	500,000
16503 IT - Disposals	- 202,419	-	-	-	-	-
16504 IT - Valuation and Other Adjustments	-	-	-	-	-	-
<b>Closing balance</b>	<b>12,474,548</b>	<b>13,922,633</b>	<b>14,422,633</b>	<b>14,922,633</b>	<b>15,422,633</b>	<b>15,922,633</b>
Accumulated Amortization:						
17501 AA IT - OB	- 9,501,645	- 10,662,946	- 11,531,924	- 12,418,344	- 13,403,158	- 14,180,119
17502 AA IT - Current Year Amortization	- 1,363,722	- 868,978	- 886,420	- 984,814	- 776,961	- 599,143
17503 AA IT - Disposals	202,421	-	-	-	-	-
17504 AA IT - Valuation and Other Adjustments	-	-	-	-	-	-
<b>Closing balance</b>	<b>- 10,662,946</b>	<b>- 11,531,924</b>	<b>- 12,418,344</b>	<b>- 13,403,158</b>	<b>- 14,180,119</b>	<b>- 14,779,262</b>
<b>INFORMATION TECHNOLOGY - NET BOOK VALUE</b>	<b>1,811,602</b>	<b>2,390,709</b>	<b>2,004,289</b>	<b>1,519,475</b>	<b>1,242,514</b>	<b>1,143,371</b>
<b>AIRCRAFT</b>						
16601 Aircraft - OB	-	-	-	-	-	-
16605 Aircraft - Transfers from CIP <sup>1</sup>	-	-	-	-	-	-
16602 Aircraft - Additions	-	-	-	-	-	-
16603 Aircraft - Disposals	-	-	-	-	-	-
16604 Aircraft - Valuation and Other Adjustments	-	-	-	-	-	-
<b>Closing balance</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Accumulated Amortization:						
17601 AA Aircraft - OB	-	-	-	-	-	-

17602 AA Aircraft - Current Year Amortization	-	-	-	-	-	-
17603 AA Aircraft - Disposals	-	-	-	-	-	-
17604 AA Aircraft - Valuation and Other Adjustments	-	-	-	-	-	-
<b>Closing balance</b>	-	-	-	-	-	-
<b>AIRCRAFT - NET BOOK VALUE</b>	-	-	-	-	-	-
<b>OTHER TCA</b>						
16901 Other TCA - OB	3,273,554	3,255,787	3,255,787.00	3,374,615	3,374,615	3,374,615
16905 Other TCA - Transfers from CIP <sup>1</sup>	80,347	-	118,828	-	-	-
16902 Other TCA - Additions	1,247	-	-	-	-	-
16903 Other TCA - Disposals	- 99,361	-	-	-	-	-
16904 Other TCA - Valuation and Other Adjustments	-	-	-	-	-	-
<b>Closing balance</b>	<b>3,255,787</b>	<b>3,255,787</b>	<b>3,374,615</b>	<b>3,374,615</b>	<b>3,374,615</b>	<b>3,374,615</b>
<b>Accumulated Amortization:</b>						
17901 AA Other TCA - OB	- 770,332	- 860,813	- 1,016,525	- 1,162,012	- 1,305,944	- 1,368,508
17902 AA Other TCA - Current Year Amortization	- 189,842	- 155,712	- 145,486	- 143,932	- 62,564	- 49,451
17903 AA Other TCA - Disposals	99,361	-	-	-	-	-
17904 AA Other TCA - Valuation and Other Adjustments	-	-	-	-	-	-
<b>Closing balance</b>	<b>- 860,813</b>	<b>- 1,016,525</b>	<b>- 1,162,012</b>	<b>- 1,305,944</b>	<b>- 1,368,508</b>	<b>- 1,417,958</b>
<b>OTHER TCA - NET BOOK VALUE</b>	<b>2,394,974</b>	<b>2,239,262</b>	<b>2,212,603</b>	<b>2,068,671</b>	<b>2,006,107</b>	<b>1,956,657</b>
<b>CONSTRUCTION IN PROGRESS</b>						
15101 CIP - OB	2,045,458	9,002,245	29,045,635	0	0	0
15102 CIP - Additions	7,094,792	20,194,772	1,852,891	-	-	-
Additions - AFP projects <sup>2</sup>	-	-	-	-	-	-
15106 CIP - Capitalized Interest	-	-	-	-	-	-
15105 CIP - Transfers to Tangible Capital Asset <sup>1</sup>	- 80,347	- 151,382	- 30,898,526	-	-	-
15103 CIP - Disposals	- 57,658	-	-	-	-	-
15104 CIP - Valuation and Other Adjustments	-	-	-	-	-	-
<b>Closing balance</b>	<b>9,002,245</b>	<b>29,045,635</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>NET TANGIBLE CAPITAL ASSETS</b>	<b>86,677,042</b>	<b>108,183,595</b>	<b>107,492,169</b>	<b>100,750,463</b>	<b>95,927,216</b>	<b>91,674,529</b>
<b>TOTAL ACQUISITIONS (incl. AFP)</b>	<b>9,156,509</b>	<b>27,457,100</b>	<b>6,477,891</b>	<b>2,260,000</b>	<b>2,030,000</b>	<b>2,140,000</b>
<b>TOTAL AMORTIZATION</b>	<b>- 6,271,950</b>	<b>- 5,950,547</b>	<b>- 7,169,316</b>	<b>- 7,385,642</b>	<b>- 6,853,247</b>	<b>- 6,392,688</b>

<sup>1</sup> transfers to/from CIP and asset categories must net to zero

<sup>2</sup> future use

**CAPITAL PROJECT STATUS AND SOURCES OF FINANCING**

FOR COLLEGE: 0110 Sir Sandford Fleming College of Applied Arts and Technology  
 PREPARED BY: Angela Sims

Project Status						Tangible Capital Assets Category							Sources of Financing							Additions including Construction in Progress								
No	Project Name	Project Type (drop down list)	Project Description	Planned Start Date (MM/YYYY)	Planned Completion Date (MM/YYYY)	Total Project Cost	Land	Building	Site Improvements	Furniture & Equipment	Information Technology	Aircraft	Other TCA	TCU Capital Grant	TCU Operating Grant used for Capital	Other Provincial Funding	Internal Reserve	OFA Financing	Third Party Funding - Federal	Third Party Funding - Municipalities	Student Bodies	Other Third Party Funding	2012-13 and Before	2013-14	2014-15	2015-16	2016-17	2017-18
1	Kawartha Trades and Technology Centre	Major Capital Project		08/2011	08/2014	36,279,697	-	30,773,697	-	4,500,000	1,000,000	-	-	30,667,699	-	774,302	1,862,008	-	-	1,000,000	-	2,750,000	8,733,035	23,194,771	4,352,891	-	-	-
2	Centre for Alternative Wastewater Treatment	Major Capital Project				1,765,344	-	1,128,017	-	637,327	-	-	-	-	-	774,302	216,741	-	-	-	-	-	161,382	1,613,962	-	-	-	-
3	Annual Projects	Capital Renewal				8,563,065	-	2,457,071	473,000	3,800,507	1,713,660	-	118,828	3,686,000	-	-	4,577,065	-	-	-	-	300,000	118,828	2,027,987	1,593,750	1,695,000	1,522,500	1,605,000
4	Annual Projects	Renovation, Modernization, and Adaptation				2,759,130	-	395,916	-	1,628,789	734,426	-	-	-	-	-	2,759,130	-	-	-	-	-	-	620,380	531,250	565,000	507,500	535,000
5						-																						
6						-																						
7						-																						
8						-																						
9						-																						
10						-																						
11						-																						
12						-																						
13						-																						
14						-																						
15						-																						
16						-																						
17						-																						
18						-																						
19						-																						
20						-																						
21	Other Projects					-																						
<b>Total</b>						<b>49,367,236</b>	<b>-</b>	<b>34,760,701</b>	<b>473,000</b>	<b>10,566,622</b>	<b>3,448,085</b>	<b>-</b>	<b>118,828</b>	<b>34,353,689</b>	<b>-</b>	<b>774,302</b>	<b>9,414,944</b>	<b>-</b>	<b>774,302</b>	<b>1,000,000</b>	<b>-</b>	<b>3,050,000</b>	<b>9,002,245</b>	<b>27,457,100</b>	<b>6,477,891</b>	<b>2,260,000</b>	<b>2,030,000</b>	<b>2,140,000</b>

Control Check

**Notes**  
**Project Type:**  
 Major Capital Project: A project that is generally of a multiyear nature resulting in the construction of a new facility and/or the major renewal of an existing building.  
 Capital Renewal: Annual expenditure in excess of facility operation and maintenance expenditures required to keep the campus physical plant in reliable operating condition for its present use. These expenditures are over and above normal maintenance for items with a life cycle in excess of one year and are not normally contained in an annual facility operating budget. This is a separately funded, uniquely identified program that renews, replaces, or renovates building systems on a schedule based on Renovation, Modernization, and Adaptation: Annual expenditure for the work performed to change the interior alignment of space or physical characteristics of an existing facility so that it can be used more effectively, be adapted for new use, or comply with existing codes. This expenditure is required to meet the evolving technological, programmatic, or regulatory demands of the campus.

**Planned Sources of Financing:**  
 Sources of financing are as of the date of project completion. For example, if a college will borrow during construction period but will use third party funding, e.g. student levies to repay the loan over a few years, treat it as OFA financing.  
 If a college is not sure whether the financing is from the OFA or a private lender, treat it as OFA loan.

**Ministry of Training, Colleges and Universities  
Annual Borrowing Plan for Section 28 of FAA Approval**

**FOR COLLEGE:** 0110  
**PREPARED BY:** Angela Sims

Sir Sandford Fleming College of Applied Arts and Technology

	Loan Requirements for the Year	Purpose of the Borrowing	Month in Which Financing Will Be Required (mm-yyyy)	Term of the Proposed Loan	Notes
2012-13 and Before					
2013-14		KTTC temporary revolving financing during construction	10-2013		note the College has a current Section 28 request for a revolving credit line to cover the timing difference of the KTTC cash flow and expenditures
2014-15					
2015-16					
2016-17					
2017-18 and After					
<b>Total</b>	-				
<i>Control Check</i>	-				

**Notes**

*Purpose of borrowing include: term loan for new capital projects, term loan for loan renewals, capital lease, line of credit, etc. Please input the capital project names.  
Total borrowing from the OFA should be consistent with the OFA financing in the Project Details tab.  
If colleges are not sure whether the financing is from the OFA or a private lender, your treat it as OFA loan and add a note in the notes section.*

## Detailed Assumptions

**FOR COLLEGE:** 0110 Sir Sandford Fleming College of Applied Arts and Technology  
**PREPARED BY:** Angela Sims

*Please input detailed assumptions used for all tabs including statement of operations, statement of financial positions, capital assets, and amortization.*

### Statement of Operations:

Grant Revenue	Assumes no revisions to College Funding Framework - Base Grant adjusted re: 2012 Provincial Budget reduction announcements, Growth Grant per enrolment numbers  Capital Grant such as FRG and/or CERF assumed for use as Capital Asset acquisition per 13/14 College budget plan, thus revenue deferred GRE Capital Grant Forecast = Share of KTTC funding under proper accounting treatment will be expensed in the year.
Tuition	Flat re: growth from 12/13 with 3% Tuition increase
Salary/Wages	Small increase - based on collective agreement award increases, limited new hires are planned

### Capital Assets/Amortization:

Grant Revenue	Capital Grants, FRG, CERF etc same as prior years however 100% planned to be capitalized Major Projects to be on time and on budget Amortization assets per proper accounting rules over life of assets
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### Statement of Financial Positions:

MTCU receivable	MTCU's contribution earned will be \$10,562,207 greater than the funds received for the KTTC capital project during the year, resulting in an increase in grants receivable
Deferred Capital Contributions	MTCU's cash contribution to KTTC will be \$7,110,700 in fiscal 2013/14 as well as the receivable increase noted above

**SUBMISSION TO THE BOARD OF GOVERNORS**

**SUBJECT:** *Addendum to the Fleming College 2012-2013 Annual Report*

**PRESENTED BY:** Governor Degeer, Chair – Finance and Property Committee

**SOURCE**

- Minister’s Binding Policy Directive, *Governance and Accountability Framework*, revised September 2010
- Ministry Operating Procedure under the Policy Framework, *Annual Report*, revised September 2010
- Audited Financial Statements 2012-2013, approved May 29, 2013 (motion BoG May29-2013 #7)
- Fleming College 2012-2013 Annual Report, approved May 29, 2013 (motion BoG May29-2013 #3)
- Finance and Property Committee meeting June 10, 2013

<p><b>Background</b></p> <ul style="list-style-type: none"> <li>• Purpose of this report/request</li> <li>• History</li> <li>• Other relevant information</li> </ul>	<p>Under the Governance and Accountability Framework, colleges must submit a number of documents for the year ended 2012-2013.</p> <p>To wrap up fiscal 2012-13, an annual report that charts the college’s achievement of the operational outcomes established in the 2012-13 Business Plan is due to the Ministry by July 31. The content of the annual report must be approved by the college board.</p> <p>The approved audited financial statements are also to be submitted to the Ministry (on June 15), included as an Appendix to the Annual Report. In addition to the audited financial statements, a high level overview showing financial performance for the year is also required within the Annual Report; a copy is attached.</p>
<p><b>Action Required</b></p> <ul style="list-style-type: none"> <li>• for Information</li> <li>• for Consultation and/or Discussion</li> <li>• for Approval (include motion)</li> </ul>	<p><b>For Approval</b></p> <p><b>THAT the Board of Governors of Sir Sandford Fleming College approve the Analysis of Financial performance Report as required supplementary information in the 2012-2013 Fleming College Annual Report, and submission to the Ministry of Training Colleges and Universities.</b></p>
<p><b>Considerations, Impacts and Options</b></p> <ul style="list-style-type: none"> <li>• pros and cons</li> <li>• risks</li> </ul>	<p>N/A</p>
<p><b>Financial Implications</b></p> <ul style="list-style-type: none"> <li>• staff, facilities, equipment</li> <li>• impact on budget</li> </ul>	<p>The Analysis of Financial Performance indicates how Fleming College’s overall financial results for year ended 2012-2013 compared to the 2012-2013 budget, as well as to the prior fiscal year 2011-2012 actual results.</p>
<p><b>Prepared by</b></p>	<p>Office of the Vice President Finance and Administration</p>



## Analysis of Financial Performance

### SIR SANDFORD FLEMING COLLEGE

#### COMPARISON OF REVENUES & EXPENSES

	<b>2012-2013</b>	<b>2012-2013</b>	<b>2011-2012</b>
	<b>Financial Plan</b>	<b>Actual</b>	<b>Actual</b>
<b>REVENUE</b>			
Operating Grants	\$ 48,514,783	\$ 49,230,850	\$ 48,159,015
Capital Grants	209,455	405,686	372,146
Student Tuition	22,933,339	24,350,419	21,491,768
Ancillary Operations	3,933,956	4,008,261	3,862,767
Other	13,832,878	15,006,144	13,964,812
Amortization of Deferred Capital Contributions	3,639,964	3,774,027	3,778,288
Adjustment of deferred derivative liability		-	562,000
	<hr/> 93,064,375	96,775,387	92,190,796
<b>EXPENDITURES</b>			
Salary, Wages and Benefits	\$ 61,856,379	\$ 64,162,830	\$ 61,337,436
Service and Supplies	13,493,473	14,663,148	13,539,603
Utilities, Maintenance and Taxes	7,113,568	7,249,776	6,712,096
Other Expense	4,173,187	3,201,737	3,781,519
Amortization of Capital Assets	6,427,768	6,271,950	6,058,029
	<hr/> 93,064,375	95,549,441	91,428,683
<b>Excess of revenue over expenditure</b>	<hr/> <hr/> <b>\$ -</b>	<hr/> <hr/> <b>\$ 1,225,946.0</b>	<hr/> <hr/> <b>\$ 762,113.0</b>

**SUBMISSION TO THE BOARD OF GOVERNORS**

**SUBJECT:** *Harassment and Discrimination Prevention Policy #3-311*

**PRESENTED BY:** Mr. Duley, Human Rights Officer and HR Consultant

**SOURCE**

- Review of current Policy #3-311, *Respectful Working and Learning Environment* (accessed at <http://fleming0.flemingc.on.ca/hod/Pages/Policies-Procedures/Brd-Policy-welcome.html>)
- Requirements under legislation (Ontario Human Rights Code, Accessibility for Ontarians with Disabilities Act, Employment Standards Act, Occupational Health and Safety Act, Charter of Rights and Freedoms)
- HR Leadership Team, meeting of March 18, 2013
- Academic Union College Committee, meeting of March 21, 2013
- Academic Leaders Team, meeting of April 3, 2013
- Academic Program Development Committee, meeting of April 10, 2013
- Human Resources Committee, meeting of April 10, 2013
- Service Leaders Team, meeting of April 18, 2013
- Support Staff Union College Committee, meeting of April 30, 2013
- Executive Leaders Team

<p><b>Background</b></p> <ul style="list-style-type: none"> <li>• Purpose of this report/request</li> <li>• Past history</li> <li>• Other relevant information</li> </ul>	<p>Through Bill 168, the College is required to develop and maintain a policy on harassment and discrimination and to train employees accordingly.</p> <p>Fleming College policies are reviewed on a regular basis. Changes to this policy are needed to reflect legislated requirements, updated language and improved operating procedures.</p> <p>As outlined above, a number of internal stakeholders have participated in the review process, each offering suggestions for improvement. The policy has been renamed to more accurately reflect the nature of the policy.</p> <p>The revised policy and operating procedure, including appendices, is attached.</p>
<p><b>Action Required</b></p> <ul style="list-style-type: none"> <li>• for Information</li> <li>• for Consultation and/or Discussion</li> <li>• for Approval (include motion)</li> </ul>	<p><b>For Approval</b></p> <p><b>THAT the Board of Governors of Sir Sandford Fleming College approve College Policy #3-311 – <i>Harassment and Discrimination Prevention</i>, as circulated.</b></p>
<p><b>Considerations, Impacts and Options</b></p> <ul style="list-style-type: none"> <li>• pros and cons</li> <li>• risks</li> </ul>	<p>The policy on <i>Harassment and Discrimination</i> represents the College's commitment to fostering a diverse and inclusive working and learning environment. Both the policy and associated operating procedures provide a framework for ensuring compliance with a variety of legislation.</p> <p>From a risk management perspective, governors will receive an abbreviated training session.</p>
<p><b>Financial Implications</b></p> <ul style="list-style-type: none"> <li>• staff, facilities, equipment</li> <li>• impact on budget</li> </ul>	<p>As required by the Occupational Health and Safety Act, an introduction to this policy is included in the health and safety orientation for all new staff. Additional training is provided to management to increase their familiarity with their specific responsibilities under this policy.</p>
<p><b>Prepared by</b></p>	<p>Nick Duley, Human Rights Officer and HR Consultant</p>

## SIR SANDFORD FLEMING COLLEGE POLICY MANUAL

<b>Policy # 3-311 Harassment And Discrimination Prevention</b>	
Classification: Section 3 – Human Resources	
Approved by: Board of Governors	Date Approved: <b>June 26, 2013 Tentative</b>
Replaces: # 3-311, Respectful Working And Learning Environment (BoG June 23-2010 # 2)	
Next Policy Review: 2018 *	Responsibility of: <i>Vice President, Human Resources and Student Services</i>

\* with annual review for compliance with legislation, statutes and collective agreements.

### Policy Statement

Sir Sandford Fleming College endorses its legal and social responsibility to provide a working and learning environment free from workplace harassment and discrimination.

The College acknowledges that groups/individuals covered under this policy have a right to full participation in employment and education and confirms that it is committed to the goal of eliminating discriminatory barriers where and if they exist.

### Purpose

This policy will confirm Sir Sandford Fleming College's commitment to fostering a diverse and inclusive working and learning environment that is free from any form of harassment, discrimination and bullying as enshrined in the Ontario Human Rights Code (OHRC), the Accessibility for Ontarians with Disabilities Act 2005 (AODA) and its related Standards/Regulations, the Pay Equity Act, the Employment Standards Act, 2000 (ESA), the Occupational Health & Safety Act (OHSA), and the Charter of Rights and Freedoms.

### Scope

It is the responsibility of all members of the College community to uphold the principles of this policy. Detailed responsibilities for members of the College community are described in Appendix B.

This policy and complaint procedures will apply in cases concerning students, staff, faculty, contractors and third party service providers as well as governors, volunteers or visitors of Sir Sandford Fleming College:

1. occurring within or affecting people or property within the physical boundaries of the College;
2. occurring on or affecting College owned or controlled property, including student residences;
3. occurring with the use of computer and telephone systems, and College and private vehicles being used for college business or for travelling between work and study locations;
4. at a College-sponsored event.

Incidents occurring off campus which have no or little likelihood of any impact on the working/learning environment at the College would be pursued by individuals through the regular external processes. Issues related to violent or threatening behaviour are addressed through the College's Violence Prevention Policy (#4-420).

Complaints by students regarding harassment or discrimination on the basis of any prohibited ground under the Ontario Human Rights Code may be addressed within this policy. Students who wish to make complaints regarding bullying against other students are referred to the Student Rights and Responsibilities policy (# 5-506) for investigation and resolution.

## Definitions

**Workplace Harassment:** the Occupational Health & Safety Act defines Workplace Harassment as “*engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome*”. Within this policy, this definition will include any form of harassment, bullying, or psychological harassment including harassment on any protected ground in human rights legislation.

**Prohibited Grounds of Discrimination:** The Ontario Human Rights Code prohibits discrimination or harassment in employment based upon citizenship, race, place of origin, ethnic origin, colour, ancestry, disability, age, creed (religion), sex (including pregnancy), sexual orientation, marital status, family status, record of offenses, gender identity and gender expression.

**College-Sponsored Event:** For the purposes of this policy, the words "College-sponsored event" shall be broadly construed and will include events sponsored by the Student Administrative Council (Sutherland), the Student Association (Frost), and other bodies affiliated with the College.

Further definitions and examples are contained in Appendix A.

## General Principles

1. The College recognizes that achieving equity in employment and education requires institutional support, pro-active educational programming, effective complaints procedures, co-operation from every member of the College community, and informed leadership at every level of the institution.
2. Management staff at all levels have a legal obligation to act expeditiously upon information concerning incidents of workplace harassment and discrimination.
3. The College recognizes its obligation to ensure that this policy and the procedures are fair and applied fairly. Both complainants and respondent are to be treated fairly and given equal opportunity to present their version of events, while preserving the dignity, privacy and self-respect of all persons involved.
4. Action(s) or behaviour(s) which are consistent with or permitted by the Ontario Human Rights Code shall not constitute discrimination for the purposes of this policy.
5. The College has a high regard for and will strive to ensure confidentiality as a top priority throughout complaint processes subject to disclosure obligations required by law.
6. Because the intent of these procedures is educational and preventative rather than punitive, the process may stop at any step.
7. The College recognizes its obligation to ensure that this policy and the procedures are fair and applied fairly. Both complainants and respondents are to be treated fairly and given equal opportunity to present their version of events, while preserving the dignity, privacy and self-respect of all persons involved.

## Operating Procedure

### Complaints

1. Workplace harassment complaints will be reported according to the procedures described in Appendix C.
2. This policy does not preclude a Complainant from initiating an alternative complaint procedure, for example, to use the criminal process (if the action warrants), launch a civil lawsuit, complain to the Human Rights Tribunal of Ontario, the Ministry of Labour, or to access the grievance procedures outlined in their collective agreements and the terms and conditions of their employment.
3. The Complainant has the right to withdraw the complaint at any time during the process up to the conclusion of the formal appeal process. The Complainant must understand that withdrawal of the complaint will most likely result in discontinuation of the investigation, and will be taken to mean that the complainant has abandoned his/her claim that workplace harassment or discrimination has occurred.
4. In appropriate circumstances (e.g. where personal safety is at risk or a strongly negative environment exists), the College will take immediate interim measures to stabilize the situation before the complaint process is initiated or concluded. Where such measures are taken, a time frame for review of the situation will be established.
5. A complainant or respondent may choose to seek legal advice at her/his own expense. However, legal counsel cannot participate in proceedings under this policy. Complainants and respondents may bring a college representative of his/her choice (e.g. union member, student representative, parent/guardian, college counsellor) to any meetings throughout the proceedings.
6. Two or more complaints alleging a violation engaged in by the same person, or having facts in common, may be dealt with in the same proceeding.
7. A person who is the subject of a complaint made under these procedures and who has reason to believe that the complaint is vexatious, in bad faith, or itself a form of harassment, has the right to file a complaint.
8. This policy is supplemented by procedures which provide a mechanism to receive and resolve workplace harassment and discrimination complaints within the College's obligations and rights under the Ontario Human Rights Code and the Occupational Health & Safety Act. The College acknowledges that it is not a court of law or a quasi-judicial system.
9. **Awareness of the Policy:** The College will ensure awareness of this policy by:
  - 9.1. Making the policy available to any existing and new member of the College. The full document will be posted on the Human Resources website. Additional formats will be available upon request to the Human Rights Officer.
  - 9.2. Providing training to all employees, ensuring those persons with managing, supervising, and leadership responsibilities are aware of their obligations under the policy and are able to implement its' requirements. This training will discuss recognizing what constitutes workplace harassment and discrimination, the resolution process, complaint procedures and mechanisms available under the policy.

## Related Documents

This Policy may at times contain references to the following policies and legislation:

- The Canadian Charter of Rights and Freedoms.
- Ontario Human Rights Code, R.S.O. 1990
- Ontario Occupational Health & Safety Act, R.S.O. 1990
- The Accessibility for Ontarians with Disabilities Act, 2005 and its related Standards & Regulations
- Ontario Employment Standards Act, 2000
- Ontario Pay Equity Act, R.S.O. 1997
- Academic Employees Collective Agreement
- Support Staff Collective Agreement
- Safety, College Policy # 4-412
- Violence Prevention, College Policy #4-420
- Student Rights and Responsibilities, College Policy #5-506

## Appendices

Appendix A: *Further Definitions and Examples*

Appendix B: *Additional Related Information*

Appendix C: *Complaint Reporting and Resolution Process*

Appendix D: *Academic Contact Information for Students*

Appendix E: *Investigating / Resolving Complaints Made Against the President / Board of Governors*

## Monitoring of Operating Procedure

Next Review: *April 1, 2016*

Responsibility of: *Human Rights Officer*

Both the policy and the operating procedure will be reviewed as often as is necessary, but at least annually to ensure on-going compliance with existing and emerging legislation, statutes and collective agreements, and to ensure a College environment that meets the principles and intent of this policy and its procedures.

## Appendix A to Policy 3-311: Further Definitions and Examples

### 1. Definitions and Examples

No policy can provide a full description and definition of every behaviour that falls within the meaning of workplace harassment and discrimination. This policy encompasses harassment and discrimination based upon every prohibited ground under the OHRC as well as non-human rights definitions of harassment and bullying as outlined in the OHS (Bill 168) and the collective agreements for both academic and support staff employees

**Workplace Harassment**, as defined within the Policy, includes the following terms:

1. **Bullying:** refers to persistent, offensive, abusive, intimidating or insulting behavior, abuse of power and/or unfair punitive sanctions which makes the recipient feel upset, threatened, humiliated and/or vulnerable, which undermines the recipient's self-confidence and/or reduces the recipient's feelings of self-esteem and self-worth, and which may cause the recipient to suffer stress. Bullying refers to any vexatious behavior that is known, or out reasonably to be known, to be unwelcome and that:
  - Adversely affects an employee's dignity, or psychological or physical integrity, and/or
  - Takes the form of repeated conduct which could reasonably be regarded as intending to intimidate, offend, degrade or humiliate, and/or
  - Results in a harmful working environment.

Examples include, but are not limited to:

- berating/belittling an employee or an individual
- unreasonably questioning an individual's abilities, skills, or decision making when not related to an appropriate evaluation of performance
- excluding or isolating a person by making others avoid him/her
- ignoring a person in the workplace or classroom
- making repeated unwarranted criticism
- undermining or deliberately impeding a person's work
- spreading malicious rumours or gossip
- making physical gestures intended to intimidate, offend, degrade or humiliate an employee or an individual
- making comments that are threatening, degrading, or defamatory, or using abusive language whether verbally or written, including voice mail, email, on-line chats and comments posted on websites or social media).
- making a person perform useless, humiliating or demeaning tasks that are not reasonably expected to be part of that person's employment
- unreasonably ceasing to give a person work on an on-going basis

Bullying or harassment does not include differences of opinion or minor disagreements between co-employees, or an occasional raised voice or argument. It does not include reasonable action by the College, a manager, by the Union or its representatives, by students, employees, individuals or by groups.

Examples of such reasonable actions include but are not limited to:

- the transfer, demotion, discipline, counsel or dismissal of an employee in a reasonable manner;
- a decision, based on reasonable grounds and facts, not to promote or grant another benefit in connection with an employee's employment or performance;

- the legitimate right and responsibility of managers to conduct on-going evaluation of employee performance at work, which may result in reasonable changes to a person's assignment as a result of an evaluation;
- the legitimate right of Union members and officials to reasonably conduct grievance investigations, file grievances, conduct inspections, lawfully picket and, without limiting the aforementioned, generally conduct Union business in a reasonable manner;
- the legitimate right and responsibility of employees to correct inappropriate student behavior and maintain order in the work environment in a reasonable manner;
- respectfully expressing disagreement or reasonably stating a contrary point of view;
- the legitimate exercise of freedom of thought and inquiry, and expression.

Personal harassment and bullying will not be condoned under the guise of strong management, when employees are not treated with dignity and respect.

2. **Harassment Based upon Prohibited Grounds in the Ontario Human Rights Code:** may be one or a series of vexatious comment(s) or conduct related to one or more of the prohibited grounds that is known or ought reasonably to be known to be unwelcome/unwanted, offensive, intimidating, hostile, derogatory, or inappropriate. Such harassment may be based on race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, gender identification, sexual orientation, age, marital status, family status, disability, record of offences (in employment only), and receipt of public assistance (in accommodation only) as defined by the Ontario Human Rights Code.

This may include, but is not limited to gestures, remarks, jokes, taunting, innuendo, display of offensive materials, offensive graffiti, threats, verbal or physical assault, academic penalties, stalking, slurs, shunning or exclusion related to the prohibited grounds.

In addition to the above, the following denotes examples of harassment based upon Prohibited Ground in the Ontario Human Rights Code which may occur:

- (a) **Sexual Harassment** may be one or a series of comment(s) or conduct of a gender-related or sexual nature that is known or ought reasonably to be known to be unwelcome/unwanted, offensive, intimidating, hostile, derogatory, or inappropriate.

This may include, but is not limited to:

- demeaning gestures, remarks and jokes, slurs, taunting, innuendo based on gender
- unwanted physical contact, leering, inappropriate comments about clothing, physical characteristics or activities, unwanted questions or comments about one's private life
- the production, display or distribution of pornographic or other sexually offensive or derogatory pictures of material
- unwanted requests for sexual favours
- implied or expressed promise of reward or benefit in return for sexual favours
- pressing an individual to accept unwelcome invitations, including repeated telephone calls, letters, emails or other electronic communications including social media
- deliberate physical contact to which the individual has not consented or had the opportunity to object to, unnecessary or inappropriate touching and/or offensive gestures
- implied or expressed threat or act of reprisal if sexual favours are not given
- sexual assault. (Sexual assault is an offense under section 271 of the Criminal Code of Canada, and must be referred to appropriate authorities. The College will take appropriate steps to meet its mandate to provide a safe environment.)



**(b) Racial Harassment** may be one or a series of comment(s) or conduct of a racial nature that is known or ought to reasonably be known to be unwelcome/unwanted, offensive, intimidating, hostile, derogatory or inappropriate.

This may include but is not limited to:

- physical assault or unwelcome physical contact
- verbal abuse, threats, derogatory name-calling, racist slurs, insults and/or jokes
- ridicule of an individual on racial or cultural grounds
- comments which imply that race impairs the person's ability
- exclusion from normal workplace interactions or social events
- unfair allocation of work and/or responsibilities
- racist graffiti, insignia, objects or pictures or display and/or publication of racist material
- inciting others to commit any of the above (sections 318 and 319 of the Criminal Code of Canada explicitly prohibit acts inciting hatred or violence towards any group on the basis of race, colour, and ethnic origin).

**(c) Gender/Sexual Orientation Harassment** may consist of offensive comments and/or actions, and/or exclusion from that to which a person(s) would otherwise have a right or privilege, which demean and belittle an individual(s) and/or cause personal humiliation on the basis of gender and/or sexual orientation. This form of human rights harassment often stems from homophobia and heterosexism. Homophobia means harassing, prejudicial treatment of, or negative attitudes about, lesbian, gay, bisexual, trans-identified, transgendered, inter-sexed, two-spirited, or queer persons and those perceived to be of these sexual orientations or gender identities. Homophobia includes a range of feelings and behaviours from discomfort and fear to disgust, hatred and violence. Heterosexism is based on societal values that dictate that everyone is, or should be, heterosexual.

Some examples of this form of harassment include:

- "gay-bashing" or physical violence, including sexual violence
- making derogatory comments, innuendos, insults, slurs, jokes or threats about sexual orientation or sexual practice, including voice mail, email, online chat or posted on a website
- silencing talk of sexual or gender diversity
- forcing people to "come out" or to "stay in the closet" (disclose or hide their sexual orientation)
- linking homosexuality with pedophilia (child abuse)
- defacing notices, posters or property with homophobic graffiti
- removing or defacing notices, posters, postcards, or other property of the Fleming Association of Queers (FAQ) or other awareness initiatives on campus
- rejecting or excluding individuals or groups because of their sexual orientation or gender identity.

**(d) Disability Harassment** may also consist of offensive comments and/or actions, and/or exclusion from that to which a person(s) would otherwise have a right or privilege, which demean and belittle an individual(s) and/or cause personal humiliation on the basis of a disability.

3. **Discrimination Based upon Prohibited Grounds in the Ontario Human Rights Code:** may be one or a series of action(s) or behaviours(s) based on a prohibited ground that results in the unfavourable or differential treatment which negatively affects the employment status of an employee or academic status of a student.

This may include, but is not limited to, the refusal to provide goods, services or facilities, exclusion from employment or employment benefits, unequal treatment in employment, exclusion of support persons or service animals for disabled persons, and/or refusal to work with, teach, or study with someone based on a prohibited ground of discrimination.

The Code requires that a person who has the authority to prevent or discourage harassment and discrimination may be held responsible for failing to do so. All persons in positions of authority have a particular legal duty to be alert to signs of harassment and discrimination in the workplace and/or educational environment. They must take action to address any incidents of which they are aware or ought reasonably to have been aware. This also applies to faculty because of their unique role as managers/facilitators of the learning environment. Decisions made by courts and human rights tribunals in recent years have emphasized this responsibility.

Types of discrimination that are prohibited under the Ontario Human Rights Code include:

- a) **Direct Discrimination** refers to differential treatment which negatively affects an employee or student and which is directly related to a prohibited ground of discrimination. Such differential treatment need not be intentional or overt to constitute direct discrimination.
- b) **Indirect or Adverse Impact Discrimination** occurs where a requirement, qualification or factor which appears neutral results in the exclusion, restriction or preference of a person because of his or her membership in a group identified by a prohibited ground of discrimination.
- c) **Systemic** includes policies, practices, procedures, displays, materials, actions or inactions that appear neutral, but have an adverse impact associated with one of the prohibited grounds. This may include, but is not limited to, stereotypical portrayal of groups/individuals in materials, attendance policies that do not reasonably accommodate religious responsibilities, and course selection and/or job posting criteria that are not bona fide. Where, as a result of a College investigation, systemic bias is determined within any college policy, procedure and/or practice, the positive actions may include amendments, revisions or elimination of existing College policy, procedure or practice.

### **Additional Definitions:**

**Negative Environment:** One or a series of comments or conduct that creates a negative environment for individuals or groups and are related to the prohibited grounds. The comment or conduct has the effect of "poisoning" the working or learning environment. A complainant does not have to be a direct target to be adversely affected by a negative environment. It includes conduct or comment that creates and maintains an offensive, hostile, or intimidating climate for learning or work.

Examples include exposure to graffiti, signs, cartoons, remarks, exclusion, adverse treatment related to one or more of the prohibited grounds.

**Hate/Discriminatory Material:** It is an offense under the Criminal Code of Canada to publish, display, transmit, or distribute before the public or direct to an individual, or cause to be published, displayed, transmitted or distributed within Sir Sandford Fleming College or through the use of College resources, with the intent of inciting others to discriminate, any notice, sign, symbol, emblem or other representation that expresses or implies discrimination or an intention to discriminate. In addition, it is a violation of the Ontario Human Rights Code to publish or display before the public, or cause the publication or display before the public, of any notice, sign, symbol, emblem or other similar representation that indicates the intention of the person to discriminate, or is intended by the person

to incite discrimination, contrary to the Code.

**Disability:** as set out in the Ontario Human Rights Code, means,

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

**Vexatious:** means lacking a sufficient ground and only serving to annoy and distress.

**Derisory:** ridiculous, laughable, incongruous, disrespectful, or mocking

## Appendix B to Policy 3-311: Additional Related Information

### 1. Prevention and Education

This policy promotes a proactive approach that includes education, prevention and complaint resolution. The College is committed to promoting widespread understanding about what constitutes workplace harassment and discrimination, and why, in its many forms, it is so harmful to its victims and dysfunctional to the institution.

1. **Awareness of the Policy:** The College will ensure awareness of this policy by:
  - Making the policy available to any existing and new member of the College. The document will be posted on the Human Resources website. Additional formats will be available upon request to the Human Rights Officer.
  - Providing training to all employees, ensuring those persons with managing, supervising, and leadership responsibilities are aware of their obligations under the policy. The training will cover what constitutes workplace harassment and discrimination, the resolution process, complaint procedures and mechanisms available under the Policy.
  - Conducting awareness events.

### 2. Coverage

**2.1 External Relationships:** Visitors, contractors, and/or suppliers of services who attend a Sir Sandford Fleming College campus location will be subject to complaints if they engage in prohibited or inappropriate conduct as defined in this policy. All contractual relationships entered into by the College will be governed by a standard contract compliance clause stating that contractors must comply with all current legislation and relevant College policies. Breach of the clause may result in penalties, cancellation or debarment if a contractor is found in violation of the College's policy or government statutes.

**2.2 Student Work Placements:** Students completing work placements are covered by this policy. Work placement agencies will be made aware of this policy through the Student Work Placement Contract and a Workplace Harassment & Discrimination Prevention Policy pamphlet which will be included in the package of information sent to agencies. If an incident occurs, College representatives will engage in discussions with the student(s) and agency to resolve the issue.

### 3. Specific Roles and Responsibilities

#### 3.1 Supervisors and Management

Supervisors and Managers represent the College, and as such it is their key responsibility to create a positive, respectful working environment free from Workplace Harassment and discrimination. Supervisors and managers are required to:

- Comply with this Policy and refrain from any acts of harassment or discrimination
- Be familiar with the requirements of this policies and the signs of workplace harassment
- Ensure, as much as reasonably practical, that no employees are subjected to Workplace Harassment. Take allegations of violence or harassment seriously and follow-up appropriately.
- Take corrective action with anyone under their direction who subjects employees to harassment.
- Attend training and information sessions provided by the College to reduce incidents of harassment and discrimination
- Set a good example and maintain a high standard of conduct in all dealings with others.

### **3.2 Employees**

Every employee contributes to the creation of a safe and healthy work environment by demonstrating professional, respectful and appropriate conduct at work. All employees must accept as a personal responsibility their own role in eliminating the risk of Workplace Harassment in the day-to-day activities of their own work. Therefore, employees are required to:

- Comply with this Policy and refrain from any acts of harassment or discrimination
- Work together in a professional manner and resolve issues in a respectful manner
- Report to their immediate supervisor any incidents they experience or witness.
- Attend training and information sessions provided by the College to reduce incidents of harassment and discrimination
- Co-operate with investigators or other authorities as required during any investigation related to this Policy
- Set a good example and maintain a high standard of conduct in all dealings with others.

Additionally, faculty members are reminded that because of their unique role as managers / facilitators of the learning environment they as they are in a position of authority and have a particular legal duty to be alert to signs of harassment and discrimination in the educational environment. Faculty members must take action to address any incidents of which they are aware or ought reasonably to have been aware.

### **3.3 Students**

Like employees, students are expected to demonstrate respectful and appropriate conduct in the classroom. Students must accept as a personal responsibility their own role in eliminating the risk of harassment and bullying. Students are expected to:

- Comply with this Policy and refrain from any acts of harassment or discrimination
- Work with each other and College staff in a professional manner and to resolve issues in a respectful manner
- Report any incidents of bullying or harassment that they experience or witness.
- Co-operate with investigators or other authorities as required during any investigation related to this Policy

### **3.4 The College Human Rights Officer**

The College's Human Rights Officer administers this Policy. They provide consultation and support to managers and individuals with regards to this Policy and its' application. They identify and support training opportunities throughout the College and provide summary data to stakeholders as requested. The Human Rights Officer may assume an investigation upon request from a supervisor, manager, or Dean, or from the Vice President, Human Resources and Student Services. Such a request may occur where there are or could be concerns expressed with regards to objectivity or a conflict of interest.

## **4. Records**

The Human Rights Officer will maintain a confidential file pertaining to each internal investigation complaint for the current calendar year plus seven (7) years following the conclusion of the internal investigation complaint process, after which time the contents of the file will be destroyed.

The Vice-President, Human Resources and Student Services is responsible for maintaining a confidential central file pertaining to each formal investigation made under this policy and of the resolution of same. Files will be accessible only to the President, the Vice-President, Human Resources and Student Services and the Human Rights Officer, or as may be required by law. Files on formal investigations will be retained for the current calendar year plus seven (7) years following conclusion of the appeal period, after which time the contents of the file will be destroyed.

Statistical information on the number, nature and type of complaints will be kept and reports filed annually by the Human Rights Officer. Annual reports will be distributed to the Inclusive College Committee, the Support Staff Union College Committee, the Academic Union College Committee, the Vice-President of Human Resources and Student Services, the College President, and the Executive Leadership Team.

Where an investigation results in disciplinary action, this information will be placed in the respondent's personnel file or student file. Where the complaint has not been substantiated, no reference will be placed in the personnel or student file of either party. When an individual has lodged a complaint that is later found to have been trivial, frivolous, vexatious or made in bad faith, and discipline has been imposed, a letter regarding the same will be placed in his/her personnel file or student file.

Once each year, an individual may appeal to the Vice President, Human Resources and Student Services to have the letter on file removed, a decision on which is at the discretion of the College.

## Appendix C to Policy 3-311: Complaint Reporting and Resolution Process

### 1. Principles of the Complaint Process

- a) This policy does not preclude a complainant from initiating an alternative complaint procedure, for example, to use the criminal process (if the action warrants), launch a civil lawsuit, complain to the Human Rights Tribunal of Ontario, complain to the Ministry of Labour, or access the grievance procedures outlined in their collective agreements and the terms and conditions of their employment.
- b) The complainant has the right to withdraw the complaint at any time during the process up to the conclusion of the formal appeal process. The complainant must understand that withdrawal of the complaint will most likely result in discontinuation of the investigation, and will be taken to mean that the complainant has abandoned his/her claim that workplace harassment or discrimination has occurred.
- c) In appropriate circumstances (e.g. where personal safety is at risk or a strongly negative environment exists), the College will take immediate interim measures to stabilize the situation before the complaint process is initiated or concluded. Where such measures are taken, a time frame for review of the situation will be established.
- d) A complainant or respondent may choose to seek legal advice at her/his own expense. However, legal counsel cannot participate in proceedings under this policy. Complainants and respondents may bring a college representative of his/her choice (e.g. union member, student representative, parent/guardian, college counsellor) to any meetings throughout the proceedings.
- e) Two or more complaints alleging a violation engaged in by the same person, or having facts in common, may be dealt with in the same proceeding.
- f) A person who is the subject of a complaint made under these procedures and who has reason to believe that the complaint is vexatious, in bad faith, or itself a form of harassment, has the right to file a complaint.
- g) This policy is supplemented by procedures which provide a mechanism to receive and resolve workplace harassment and discrimination complaints within the College's obligations and rights under the Ontario Human Rights Code and the Occupational Health & Safety Act. The College acknowledges that it is not a court of law or a quasi-judicial system.
- h) Confidentiality: Throughout the complaint and fact finding process the College will treat all information as confidential except where a disclosure is required in order to investigate and/or resolve a complaint under this policy, and subject to the Freedom of Information and Personal Information Protection and Electronic Documents Acts and the requirement to disclose information or give evidence as required by law, such as grievance arbitrations, Human Rights Tribunal proceedings, Occupational Health & Safety disclosure requirements, and judicial proceedings.
- i) The College's Obligation to Act: The Ontario Human Rights Code and the Occupational Health & Safety Act requires that a person who has the authority to prevent or discourage workplace harassment or discrimination may be held responsible for failing to do so. All college members in positions of authority have a particular duty to take reasonable steps to deal with incidents of workplace harassment or discrimination when they know of or ought reasonably to have known of the incident. In order to comply with its legal obligations, the College may, under appropriate circumstances, initiate a complaint procedure without a request to do so from a complainant. As

well, where appropriate, the College may choose to continue with a procedure even after a complainant has decided to terminate the process.

- j) **Incidents of Harassment not Resulting in Complaints:** Members of the College Community who witness incidents of harassment which do not result in complaints on the part of the victim are still required to report this harassment to the respondent's supervisor or Dean following the complaint reporting procedures below. The College will follow the complaint process in Appendix B to investigate the complaint.
- k) **Time Lines:** A complaint must be filed within six (6) months of the circumstances giving rise to the complaint, unless the delay was incurred in good faith and no substantial prejudice will result to any person affected by the delay. Substantial prejudice, as defined by the Human Rights Tribunal of Ontario exists where it can be shown that proceeding with the complaint will deprive the respondent of an essential right such as the right to a complete defense (e.g. the destruction of material evidence by unforeseen event such as fire, flooding, etc.; death or significant incapacity of material witnesses). The passage of time or inconvenience in finding witnesses or locating documents does not amount to substantial prejudice. This decision as to whether or not any delay was incurred in good faith will be made by the Executive Officer and communicated to all parties involved.
- l) **Systemic Discrimination:** In the event that a College policy, procedure or practice is the subject of a complaint based on the prohibited grounds of discrimination, the complaint is to be brought to the attention, orally or in writing, to the College Administrator who is responsible for that policy, procedure or practice. The Administrator will engage in discussion or internal investigation / informal fact-finding investigation, whichever applies depending on the form and substance of the complaint, and will follow the principles and timelines of the applicable process described above.
- m) **Anonymity:** Individuals are reminded of their responsibility to cooperate with a bullying or harassment investigation under this policy. Those who may be reluctant to provide information relevant to an investigation for fear of reprisal or retribution are reminded that the College will in no way permit or tolerate any such form of intimidation or retaliation. Information received anonymously by the College with respect to an investigation will be reviewed but may or may not be taken under consideration. Potential conflicts with regards to anonymity may be reviewed by the Vice President, Human Resources and Student Services. Such requests for anonymity may be reviewed based upon the level of the investigation and the severity of the accusations.

## 2. Making a Complaint Under This Policy

Individuals who may have been subjected to harassment are advised to make notes of the offensive behaviour, the date and time that it happened, what was done about it, and who may have witnessed the incident(s).

### Speak Up About Harassment and Discrimination

Whenever possible, students and employees are encouraged to attempt to resolve conflicts directly. Employees and students of the College who experience workplace harassment or discrimination should first attempt to make it known to the individual(s) responsible that the behaviour is offensive, contrary both to law and to the College's policy and request that it stops.

### Complaints Against Contractors and Third-Party Service Providers

Members of the College community who wish to make complaints against contractors and third-party service providers are requested to speak with the respondent individual's supervisor. The College will support members of the College community in having their complaint properly investigated and resolved. For assistance in this regard please contact the Human Rights Officer.



### **Supports for Individuals Considering Making a Complaint**

Employees or students who are considering whether or not to make a complaint and who have questions about the complaint process may speak with their Union representative (if applicable) or the Human Rights Officer. Additionally, students may also speak with their Student Administrative Council (Sutherland), the Student Association (Frost) or the Diversity Coordinator.

### **Mediation**

Before pursuing an internal investigation, individuals may decide to request mediation. Mediation is a simple, effective and rapid conflict resolution method that brings together only those persons concerned by or involved in the situation. Mediation seeks to put an end to the alleged harassment, discrimination or bullying by finding, with the help of an impartial third party, mutually acceptable solutions for the people concerned. In order for mediation to succeed, participation in the process must take place in a context of good faith.

Mediation may be requested through the Human Rights Officer, and the selection of the mediator must be agreed to by both parties. The mediation will normally be concluded within twenty (20) working days of the receipt of the case by the mediator. The mediator's responsibility will be to provide a forum for discussion in a neutral setting. The mediator will not impose his/her point of view or that of either of the parties to the process. The mediator will also ensure that the parties have given their free and enlightened consent to any potential settlement that may be reached between them.

If the mediation results in a mutually acceptable agreement, a copy of the agreement will be forwarded to the Human Rights Officer. If the complainant and respondent so agree, the decision may be made available to an investigator in the case of any future formal process. The agreement will be treated as confidential.

If the mediation is not a viable option or does not result in an agreement, the complainant may choose to initiate the next investigative step within five (5) working days of the conclusion of the attempt to reach an agreement

### **How to Make a Complaint**

The Complaint Reporting and Resolution Process consists of two steps:

#### **STEP 1 – Internal Investigation / Fact Finding**

The Complainant submits a written detailed complaint to the respondent employee's supervisor, or the respondent student's Dean. The supervisor or Dean (or their delegate) then investigates the allegation(s) and makes a determination using a balance of probabilities as to whether there has been a contravention of this Policy. A delegate may be preferable in instances where there is the possibility of perception of a conflict of interest, or an issue of availability. Typical delegates may include the Academic Chair for the school, a Dean or Chair from another school, the Human Rights Officer or a Human Resources Consultant.

#### **The Investigative Process**

1. The Complainant initiates a fact-finding process by notifying the supervisor of the respondent employee or the Dean of the responding student's school in writing with the nature and substance of the complaint including relevant details such as the nature of the specific offensive behaviour / language, dates, times, and names of witnesses as well as the requested outcome from the report. If a student is unaware who is Dean for their program they should consult Appendix D. Students who are unsure as to which Dean to approach should speak with their own Dean or Academic Chair.

2. Within five (5) working days of receiving the complaint, the supervisor or Dean (the Investigator), or their delegate will meet with both the complainant and the respondent in order to attempt to verify the details of the complaint and to obtain a satisfactory resolution. The Investigator will share details of the complaint with the respondent including a copy of a written complaint. Information provided by the Respondent may be reviewed by the Complainant and vice versa as necessary. Timelines may be extended if delays are experienced in good faith.
3. The Investigator may request the production of documents or information from the complainant, respondent, witnesses or other resources that is relevant to the fact-finding process.
4. During the investigation process, the respondent will be strongly encouraged to be accompanied by a third party in a supportive capacity. This may be a Union member or a SA / SAC representative. A third party may not speak on behalf of the complainant but may provide assistance with regards to the process.

### **Determination and Judgement**

1. Having considered all information provided, the Investigator will make a determination based on the "balance of probabilities" which means that it is either more likely or not likely that workplace harassment or discrimination occurred as defined within this Policy.
2. Should the complaint be substantiated, the Investigator will make a determination of appropriate sanctions/ remedies as applicable (see section 3.0).
3. Should the complaint not be substantiated under this Policy, the Investigator will determine whether the complaint is proven to be trivial, frivolous, vexatious or made in bad faith (see section 4.0).
4. The results of the meeting(s) will be communicated to the complainant, the respondent, and the Human Rights Officer orally and in writing within ten (10) working days of the meeting.
5. Where, as a result of an Internal Investigation / Fact-finding process, systemic bias is determined within any College policy, procedure and/or practice, the Investigator will recommend actions to the Human Rights Officer which may include amendments, revisions or elimination of existing College policies, procedures or practices.

### **Appeal**

1. Should either the Complainant or Respondent be dissatisfied with the results or outcome of an the Internal Investigation / Fact-Finding process, they may appeal the matter in writing within fifteen (15) working days of receiving a decision to the Vice President Academic (if the respondent is a student) or to the Vice President, Human Resources and Student Services (if the respondent is an employee).
2. The Vice-President Academic/ Vice-President Human Resources and Student Services will ensure that all aspects of the findings are reviewed and that a final decision is communicated within fifteen (15) working days of receipt of the appeal.

## **STEP 2 - External Investigation**

If the Complainant is not satisfied with the results of the Internal Investigation / Fact-Finding process and has already appealed the decision, they may request an External Investigation into the matter. The College may also choose to initiate this step at its' own discretion.

### **Initiation of an External Investigation**

A request to initiate an External Investigation should be made as soon as possible, and must be within fifteen (15) days of the completion of the Internal Investigation / Fact-Finding.

1. The Complainant submits a written request to the President. This written request must indicate the nature of the original complaint and the grounds for the appeal of the Internal Investigation.
2. The Complainant must understand that they will be required to speak further on this matter, and that the person complained against will be given a copy of the request for initiation of an external investigation.
3. The President will review the complaint and determine whether there are sufficient grounds to initiate an external investigation. If the President is the named Respondent, the complaint will be directed to the Vice-President, Human Resources and Student Services. They will communicate their decision in writing to the complainant within seven (7) business days.
4. The decision by the President as to whether or not to initiate an External Investigation will be final.

### **Investigative Process**

Once it has been determined that it is appropriate to initiate an External Investigation, the following steps in the investigation process shall occur:

1. The Human Rights Officer will meet with the respondent to review the process and provide a copy of the written complaint.
2. The Vice President, Human Resources and Student Services in consultation with the Human Rights Officer shall contract with an investigator who is external to the College community. If the Vice President, Human Resources and Student Services is the named Respondent, the President shall select the investigator. If the President is the named Respondent, the complaint will be directed to the Vice-President, Human Resources and Student Services, who will follow the procedure outlined in the Addendum: Investigating/Resolving Complaints Made against the President/Board of Governors (Appendix E).
3. The Investigator will have training and experience in what constitutes workplace harassment and discrimination, the Ontario Human Rights Code, dispute resolution, and effective investigation procedures. They will also have received the College's Harassment and Discrimination Prevention Policy and its complaint procedures. The investigator may request the production of documents that may be relevant to the investigation. The investigator will investigate the complaint in the following manner:
  - The investigation will be limited to what is within the jurisdiction of this policy.

- The Investigator will determine who will be interviewed.
  - The Respondent will be given a full and fair opportunity to respond to the complaint orally and in writing.
  - The Investigator reserves the right to refer the complaint back to the Human Rights Officer if a resolution is possible.
4. Both the Complainant and the Respondent will have the right and responsibility to provide all information as accurately and promptly as possible, including dates, times, location of allegations and any other information that would assist in the investigation.
  4. The Human Rights Officer will be in communication with the investigator, the complainant, and the respondent until the process is concluded. The complainant and respondent will be informed on an on-going basis of the status of the investigation, but not of details of the interviews.
  5. During the investigation, both the Complainant and the Respondent will be strongly encouraged to be accompanied by a third party in a supportive capacity. This may be a union member. Should the Complainant or Respondent choose to acquire legal advice throughout the process, this is done at his/her own expense. Third parties cannot speak on behalf of parties to the complaint nor disrupt the proceedings.
  6. The Investigator will make every effort to complete the investigation of a human rights complaint within thirty (30) working days of receipt of the complaint. If it is necessary to exceed 30 days, this decision will be made by the Vice President, Human Resources and Student Services and the complainant and respondent will be informed as soon as possible of the revised time line.
  7. At the conclusion of the investigation, the Investigator will write a draft report stating whether or not the complaint is substantiated based on the balance of probabilities (which means that it is either more likely or not likely that the incident(s) of harassment or discrimination occurred). This is consistent with the burden of proof required by civil law and is different from the "beyond a reasonable doubt" burden required by criminal law.
  8. The Investigator will provide a copy of the draft report to the Complainant and the Respondent who will have five (5) working days to notify the investigator, in writing, of any errors or omissions in the report, or in the description of the facts or allegations provided by each of them to the investigator.

The Investigator will make any further enquiries or amendments, if required, in order to prepare the final written report. The written report will be submitted confidentially to:

- the Complainant;
- the Respondent;
- the executive leader of the respondent's division (e.g. Vice-President Academic, Vice President Finance, Chief Information Officer);
- the College President;
- the Vice-President, Human Resources and Student Services;
- the Human Rights Officer.

The investigator's notes and transcripts (if applicable) will be turned over to the College.

9. If a complaint is found to be substantiated, the Executive Officer, Vice President, Human Resources and Student Services, and the President will determine appropriate remedies/sanctions as applicable (see section 3.0). If a complaint is not substantiated, the

Executive Officer, Vice President Human Resources and Student Services, and the President will determine whether the complaint is proven to be trivial, frivolous, vexatious or made in bad faith (see section 4.0). The results of this determination will be communicated in writing to the complainant and the respondent by the Vice President, Human Resources and Student Services, under an obligation of confidentiality, within ten (10) working days of receipt of the investigator's report.

10. The results of a determination made through the External Investigation process are final and must be abided by.
11. Where, as a result of a formal investigation, systemic bias is determined within any College policy, procedure and/or practice, the Executive Officer, Vice President, Human Resources and Student Services, and the President will prescribe actions which may include amendments, revisions or elimination of existing College policies, procedures or practices.

### **3. Corrective Actions and Protection From Reprisal**

#### **3.1 Remedies**

Remedies are intended to restore the Complainant to the position s/he would have experienced had the incident not occurred and to have respondents recognize the inappropriateness of, and need to change their behavior. Remedies for a complainant who is an employee may include offers of employment or reinstatement or monetary compensation. For students, remedies may include transfer, review of academic standing, provision of learning support services, or adjustment/reimbursement of tuition fees. College counsellors will provide students with supportive counseling upon request.

#### **3.2 Sanctions**

A substantiated act of workplace harassment or discrimination may be cause for disciplinary action by the College up to and including the possibility of discharge in the case of an employee and other appropriate actions for other groups covered by this policy including the application of penalties or sanctions under the Student Rights and Responsibilities Policy for students.

##### **3.2.1. Corrective Action where the Respondent is an Employee**

If Management decides there has been a violation of this Harassment and Discrimination Policy and Procedures by an employee, the following criteria will be considered in determining the appropriate level of sanction:

- the seriousness/severity of the incident(s);
- the reliability of evidence;
- remedies sought by the complainant; and
- the documented history of the respondent (or the complainant in the case of malicious/fraudulent complaints) regarding related issues or incidents.

Where sanctions are taken against an employee, a range of progressive sanctions are possible which conform to generally accepted standards of employee discipline and the two collective agreements. Some or all of the following corrective actions may be considered depending on the particular incident and the above factors:

- Apology
- A requirement for additional training
- Referral to an assistance program
- Reassignment or relocation
- Report to a professional body
- Suspension (with or without pay)

- Termination of employment or contractual relationship
- Legal action.

**3.2.2. Corrective action where the Respondent is a student**

Where the Respondent is a student, sanctions shall be applied through the authority in the Student Rights and Responsibilities Policy (#5-506). These may include:

- Apology
- Written Reprimand
- Restitution or Fines
- Temporary Dismissal
- Behavioural Contract
- Probation
- Suspension
- Expulsion

**3.2.3. Corrective Action where the Respondent is neither an Employee nor a Student**

If the Respondent is not an employee or a student, the College will take whatever measures are reasonably available to ensure the safety of its' employees and students.

**3.3 Protection from Reprisal**

Subject to section 4.0 below, every individual has the right to file a complaint of workplace harassment or discrimination, participate or co-operate in an investigation, provide information relevant to the complaint, in any role under the policy and/or procedures, without fear of retaliation or reprisal. Any form of retaliation or reprisals will not be tolerated and will be treated as workplace harassment and/or discrimination.

**4. Malicious / Fraudulent Complaints**

The College will take disciplinary action in situations where complaints are proven to be malicious, fraudulent, trivial, vexatious, or made in bad faith. Discipline will be consistent with the two collective agreements, the Student Rights and Responsibilities Policy, and Section 3.0 of these procedures, as they apply.

A person who is the subject of a complaint made under these procedures and who has reason to believe that the complaint is trivial, frivolous, vexatious, in bad faith, or is itself a form of harassment, has the right to file a complaint.

**Appendix D to Policy 3-311: Academic Contact Information for Students**

<b>Program / Campus</b>	<b>Dean / Principal</b>	<b>Office Location</b>	<b>Phone</b>	<b>Email</b>
Cobourg Campus	Deborah Clifford	305 Cobourg Campus	905-372-6865	<a href="mailto:decliffo@flemingc.on.ca">decliffo@flemingc.on.ca</a>
School of Community Development and Health	Carol Kelsey	438A	705-749-5530 Ext 1251	<a href="mailto:ckelsey@flemingc.on.ca">ckelsey@flemingc.on.ca</a>
School of Environmental & Natural Resource Sciences	Linda Skilton	289A	705-749-5530 Ext 3216	<a href="mailto:lskilton@flemingc.on.ca">lskilton@flemingc.on.ca</a>
School of General Arts & Sciences	Ann Drennan	5923	705-749-5530 Ext 1518	<a href="mailto:adrennan@flemingc.on.ca">adrennan@flemingc.on.ca</a>
School of Justice and Business Studies	Jim Drennan	648	705-749-5530 Ext 1519	<a href="mailto:jdrennan@flemingc.on.ca">jdrennan@flemingc.on.ca</a>
School of Skilled Trades	Ann Drennan	5923	705-749-5530 Ext 1518	<a href="mailto:adrennan@flemingc.on.ca">adrennan@flemingc.on.ca</a>
Haliburton Campus	Sandra Dupret	Haliburton Campus	705-457-1680	<a href="mailto:sdupret@flemingc.on.ca">sdupret@flemingc.on.ca</a>

## **Appendix E to Policy 3-311: Investigating/Resolving Complaints Made Against the President/Board of Governors**

This procedure is to be utilized whenever a complaint is made by any member of the College community or by anyone on College property or at a College-sponsored event against the President of the College or external members of the Board of Governors.

The procedure covers complaints of harassment, discrimination and bullying, violations of the Student Rights and Responsibilities document, or any allegations of physical altercations or violations of safety and security.

This option has been provided in order to address the imbalance of power, or even the perception of imbalance of power, due to the positions held by the respondents.

### **Procedure**

1. If the respondent is the President, a written complaint related to an incident of harassment and/or discrimination, physical altercation or a violation of safety and security, must be submitted to the Board Chair. The submission must outline the details, dates, times and places related to the allegation. If the respondent is a member of the Board of Governors, a written complaint related to the same areas, as above, which outlines details, dates, times, and places must be submitted to the Board Chair or Board Vice-Chair.
2. As soon as the President or a member of the Board of Governors is aware of a complaint or potential complaint (as outlined in #1 above) against him/her, s/he will report this immediately to the Board Chair or Board Vice-Chair, whichever is most appropriate. The Board Chair will provide a copy of the written complaint to the President/Board member. The Board Chair or Vice-Chair will, as soon as reasonably possible, notify all Board Executive members and inform them of all the known details.
3. With the support of the Board Executive, the Board Chair or Vice-Chair shall, with the assistance of the Vice-President, Human Resources and Student Services, appoint an independent investigator from a prepared roster of investigators to investigate and make recommendations to the Executive of the Board. The Board Executive will also be responsible for determining the appropriate manner and time to inform the whole Board.
4. After due consideration of the findings and the recommendations, the Board Executive will determine what action, if any, should be taken and as appropriate bring the details to the full Board.
5. The independent investigator shall follow the investigation procedure as generally outlined in the College's Harassment and Discrimination Complaint Reporting and Resolution Process.
6. It will be the responsibility of the Vice-President, Human Resources and Student Services to compile a roster of appropriate independent investigators who may be called upon.



**SUBMISSION TO THE BOARD OF GOVERNORS**

**SUBJECT: *New Program – Integrated Design***

**PRESENTED BY:** Governor Maki, Chair – Academic and Student Affairs Committee

**SOURCE**

- New Program Development and Approval Process, endorsed by the Board January 26, 2011
- Academic Planning and Development Committee, meeting of June 5, 2013
- Academic and Student Affairs Committee, meeting of June 10, 2013

<p><b>Background</b></p> <ul style="list-style-type: none"> <li>• Purpose of this report/request</li> <li>• History</li> <li>• Other relevant information</li> </ul>	<p>Innovative and intensive, the program will introduce students to the world of design and design-thinking, through a series of inspirational lectures, collaborative exercises, problem-solving assignments and hands-on material research.</p>
<p><b>Action Required</b></p> <ul style="list-style-type: none"> <li>• for Information</li> <li>• for Consultation and/or Discussion</li> <li>• for Approval (include motion)</li> </ul>	<p><b>For Approval</b></p> <p><b>THAT the Board of Governors of Sir Sandford Fleming College approve the <i>Ontario College Diploma in Integrated Design</i> program with an implementation date of September 2014 for forwarding to the Credentials Validation Service for validation of the program and titles and to the Ministry of Training, Colleges and Universities for funding approval.</b></p>
<p><b>Considerations, Impacts and Options</b></p> <ul style="list-style-type: none"> <li>• pros and cons</li> <li>• risks</li> </ul>	<p><b>Credential:</b> Ontario College Diploma  <b>Program Length:</b> Delivered over 3 semesters in a condensed, intensive format (equivalent to 2 years of study)  <b>School:</b> Haliburton School of The Arts</p> <p>Students will be exposed to all categories of design – communication/graphic; fashion/textiles; exhibition/environmental graphic, interiors, architecture, and landscape architecture/public art.</p> <p>Graduates will be well-positioned to continue postsecondary design studies within their chosen field. Articulation agreements will be developed to provide students with further opportunity to study beyond the diploma level.</p>
<p><b>Financial Implications</b></p> <ul style="list-style-type: none"> <li>• staff, facilities, equipment</li> <li>• impact on budget</li> </ul>	<p>Approximately \$41,000 has been requested for start-up costs.</p> <p>Academic delivery costs include one new full-time faculty hire and additional suitably-qualified practicing designers as contract faculty.</p> <p>Delivery costs will be shared across existing arts certificate-level programs, as well.</p>
<p><b>Prepared by</b></p>	<p>Office of the Vice-President Academic</p>

## Sir Sandford Fleming College - Program Costing

Program Name: Integrated Design

	Tuition Fee (Gross)	\$	1,601
	Holdbacks	\$	138
	Tuition (Net)	\$	1,463
	BOG (per yr)	\$	4,300
	Attrition		20%
	WFU		2.86

(All values expressed in current dollars)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Semester 1	15	20	25	25	25	25
Semester 2	12	16	20	20	20	20
Semester 3		10	12	16	16	16

### Revenues

Tuition Fees	\$ 39,488	\$ 67,275	\$ 83,363	\$ 89,213	\$ 89,213	\$ 89,213
Student Supply Fees	6,000	8,000	10,000	10,000	10,000	10,000
MTCU Operating Grant Received	-	36,894	99,750	177,638	224,097	244,594
<b>Total</b>	<b>45,488</b>	<b>112,169</b>	<b>193,113</b>	<b>276,851</b>	<b>323,310</b>	<b>343,806</b>

### Expenses

Academic Direct	120,126	148,518	153,529	162,982	162,982	162,982
Technicians	-	7,197	8,467	10,864	10,864	10,864
Program Coordinator	23,811	23,811	23,811	23,811	23,811	23,811
Field Trip	6,000	8,000	10,000	10,000	10,000	10,000
Course Supplies	1,300	1,300	1,300	1,300	1,300	1,300
Dean & Other academic costs	2,638	6,506	11,201	16,057	18,752	19,941
<b>Total</b>	<b>\$ 153,876</b>	<b>\$ 195,333</b>	<b>\$ 208,308</b>	<b>\$ 225,015</b>	<b>\$ 227,709</b>	<b>\$ 228,898</b>

### Net Contribution or (Cost) of Proposed

<b>New Program before Overheads</b>	(108,388)	(83,163)	(15,194)	51,836	95,601	114,908
<b>Contribution %</b>	(238.3%)	(74.1%)	(7.9%)	18.7%	29.6%	33.4%
<b>Startup and Replacement Capital Costs</b>	36,000					
<b>Development Costs</b>	5,000					
<b>College Overhead</b>	14,829	36,567	62,955	90,253	105,399	112,081
<b>Net Contribution or (Cost) of Proposed New Program</b>	<b>(\$123,217)</b>	<b>(\$119,730)</b>	<b>(\$78,149)</b>	<b>(\$38,417)</b>	<b>(\$9,798)</b>	<b>\$2,828</b>

<b>Cumulative Cash Flow</b>	<b>(\$108,388)</b>	<b>(\$191,551)</b>	<b>(\$206,746)</b>	<b>(\$154,910)</b>	<b>(\$59,309)</b>	<b>\$55,600</b>
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### Assumptions:

1. Dean and other academic administrative expenses allocated at 5.8% of Revenue
2. Academic delivery costs are comprised of 35% FT Faculty and 65% Contract Faculty
3. College overhead is allocated at 32.6% of revenue

**SUBMISSION TO THE BOARD OF GOVERNORS**

**SUBJECT: *New Program – Carpentry Technician***

**PRESENTED BY:** Governor Maki, Chair – Academic and Student Affairs Committee

**SOURCE**

- New Program Development and Approval Process, endorsed by the Board January 26, 2011
- Academic Planning and Development Committee, meeting of June 5, 2013
- Academic and Student Affairs Committee, meeting of June 10, 2013

<p><b>Background</b></p> <ul style="list-style-type: none"> <li>• Purpose of this report/request</li> <li>• History</li> <li>• Other relevant information</li> </ul>	<p>Created to address the changing employment and environmental needs of the industry, the program has been developed with an emphasis on applied carpentry and project management skills. Graduates will have the theoretical and practical skills to work in all sectors of construction.</p> <p>Graduates of the program will be prepared for entry work in the construction sector or to ladder into a number of other potential pathways.</p>
<p><b>Action Required</b></p> <ul style="list-style-type: none"> <li>• for Information</li> <li>• for Consultation and/or Discussion</li> <li>• for Approval (include motion)</li> </ul>	<p><b>For Approval</b></p> <p><b>THAT the Board of Governors of Sir Sandford Fleming College approve the <i>Ontario College Diploma in Carpentry Technician</i> program with an implementation date of September 2014 for forwarding to the Credentials Validation Service for validation of the program and titles and to the Ministry of Training, Colleges and Universities for funding approval.</b></p>
<p><b>Considerations, Impacts and Options</b></p> <ul style="list-style-type: none"> <li>• pros and cons</li> <li>• risks</li> </ul>	<p><b>Credential:</b> Ontario College Diploma  <b>Program Length:</b> Four semesters with two exit points  <b>School:</b> Trades and Technology</p> <p>The program includes a service learning component with an emphasis on sustainable practices.</p> <p>The program aligns with other programs within the School of Trades &amp; Technology and to other programs in other Schools.</p>
<p><b>Financial Implications</b></p> <ul style="list-style-type: none"> <li>• staff, facilities, equipment</li> <li>• impact on budget</li> </ul>	<p>There is a need for one full-time faculty and a part-time technician hire, overall, to support the anticipated growth from new programs within the School.</p> <p>Specialized space requirements have been included in the KTTC plan.</p>
<p><b>Prepared by</b></p>	<p>Office of the Vice-President Academic</p>



**SUBMISSION TO THE BOARD OF GOVERNORS**
**SUBJECT: *New Program – Aircraft Interior Techniques***
**PRESENTED BY:** Governor Maki, Chair – Academic and Student Affairs Committee

**SOURCE**

- New Program Development and Approval Process, endorsed by the Board January 26, 2011
- Academic Planning and Development Committee, meeting of June 5, 2013
- Academic and Student Affairs Committee, meeting of June 10, 2013

<b>Background</b> <ul style="list-style-type: none"> <li>• Purpose of this report/request</li> <li>• History</li> <li>• Other relevant information</li> </ul>	<p>The program reflects a repositioning of the previously offered skills-based Aircraft Interior Fundamentals program (2008) to a postsecondary offering that is anticipated to attract more direct entrants from secondary schools.</p> <p>The program provides the foundation for other aviation programs that students could ladder into, e.g. Avionics and Welding, and the transferable skill set will provide graduates with the opportunity to work within the marine industry.</p>
<b>Action Required</b> <ul style="list-style-type: none"> <li>• for Information</li> <li>• for Consultation and/or Discussion</li> <li>• for Approval (include motion)</li> </ul>	<b>For Approval</b>  <b>THAT the Board of Governors of Sir Sandford Fleming College approve the <i>Ontario College Certificate in Aircraft Interior Techniques</i> program with an implementation date of January 2014 for forwarding to the Credentials Validation Service for validation of the program and titles and to the Ministry of Training, Colleges and Universities for funding approval.</b>
<b>Considerations, Impacts and Options</b> <ul style="list-style-type: none"> <li>• pros and cons</li> <li>• risks</li> </ul>	<b>Credential:</b> Ontario College Certificate <b>Program Length:</b> One Year <b>School:</b> Trades and Technology  <p>The program will be delivered primarily on-site at Flying Colours Corporation, a key partner in the development of the program.</p> <p>Graduates may also pursue further credentialing from CCAA and Transport Canada.</p> <p>The program will also position the College for possible accreditation as a facility for aviation programming.</p>
<b>Financial Implications</b> <ul style="list-style-type: none"> <li>• staff, facilities, equipment</li> <li>• impact on budget</li> </ul>	<p>The College will need to enter into a formal memorandum of understanding with Flying Colours regarding delivery of the program.</p>
<b>Prepared by</b>	Office of the Vice-President Academic

<b>Sir Sandford Fleming College - Program Costing</b>							
<b>Program Name: Aircraft Interior Techniques</b>							
					Tuition (net per semester)		\$ 1,159
					BOG (per yr)		\$ 4,300
					Attrition		n/a
(All values expressed in current dollars)					WFU (per semester)		0.75
	<b>Startup</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Enrolment							
Semester 1		25	25	25	25	25	25
Semester 2		20	20	20	20	20	20
<b>Revenues</b>							
Tuition Fees	\$ -	\$ 52,155	\$ 52,155	\$ 52,155	\$ 52,155	\$ 52,155	\$ 52,155
MTCU Operating Grant Received		-	48,375	96,750	145,125	145,125	145,125
<b>Total</b>		<b>52,155</b>	<b>100,530</b>	<b>148,905</b>	<b>197,280</b>	<b>197,280</b>	<b>197,280</b>
<b>Expenses</b>							
Academic Direct		82,799	105,946	105,946	105,946	105,946	105,946
Program Coordinator		15,126	23,281	23,281	23,281	23,281	23,281
Course Supplies		5,000	5,000	5,000	5,000	5,000	5,000
Dean & Other academic costs		3,025	5,831	8,636	11,442	11,442	11,442
<b>Total</b>	\$ -	\$ 105,950	\$ 140,058	\$ 142,864	\$ 145,670	\$ 145,670	\$ 145,670
<b>Net Contribution or (Cost) of Proposed New Program before Overheads</b>							
		(53,795)	(39,528)	6,041	51,610	51,610	51,610
<b>Contribution %</b>		(103.1%)	(39.3%)	4.1%	26.2%	26.2%	26.2%
<b>Startup and Replacement Capital Costs</b>	5,000						
<b>Development Costs</b>	5,000						
<b>College Overhead</b>		17,003	32,773	48,543	64,313	64,313	64,313
<b>Net Contribution or (Cost) of Proposed New Program</b>							
	<b>(\$10,000)</b>	<b>(\$70,798)</b>	<b>(\$72,301)</b>	<b>(\$42,502)</b>	<b>(\$12,703)</b>	<b>(\$12,703)</b>	<b>(\$12,703)</b>
<b>Cumulative Cash Flow</b>							
	<b>(\$10,000)</b>	<b>(\$63,795)</b>	<b>(\$103,324)</b>	<b>(\$97,283)</b>	<b>(\$45,673)</b>	<b>\$5,937</b>	<b>\$57,547</b>
<b>Assumptions:</b>							
1. Dean and other academic administrative expenses allocated at 5.8% of revenue							
2. Academic delivery costs are comprised of 65% FT Faculty and 35% PT/PL Faculty							
3. College overhead is allocated at 32.6% of revenue							
4. Gross tuition is \$1,265							

**SUBMISSION TO THE BOARD OF GOVERNORS**

**SUBJECT:** *Fleming College Sustainability Plan*

**PRESENTED BY:** Ms. O'Connor, Academic/HR Special Projects Leader and Mr. Arkell, Projects Assistant – Sustainability

**SOURCE**

- Strategic Plan 2010-2015 – Strategic Priority 3.0
- Fleming Sustainability Steering Committee
- Academic Planning and Development Committee, meeting of June 5, 2013
- Academic Leaders Team, meeting of June 5, 2013
- Executive Leaders Team, meeting of June 4, 2013

<p><b>Background</b></p> <ul style="list-style-type: none"> <li>• Purpose of this request</li> <li>• History</li> <li>• Other relevant information</li> </ul>	<p>A presentation to the Board of Governors on the College's first corporate Sustainability Plan. A copy is attached, for information.</p> <p>Fleming's corporate commitment to support sustainability in our operations and curriculum was formalized with our 2009 signing of the <i>ACCC (Association of Canadian Community Colleges) Sustainability Protocol</i>.</p> <p>Fleming's current Strategic Plan embeds sustainability both in the mission and values of the College and in our strategic priorities. The "Leading in Sustainability" priority calls for the development and implementation of a five-year Fleming College Sustainability Plan. The 2012-2013 Business Plan specified that the College would develop a five-year Sustainability Plan with success measured by the publication and launch of an approved Sustainability Plan.</p>
<p><b>Action Required</b></p> <ul style="list-style-type: none"> <li>• for Information</li> <li>• for Consultation and/or Discussion</li> <li>• for Approval (include motion)</li> </ul>	<p><b>THAT the Board of Governors of Sir Sandford Fleming College endorse the <i>Fleming College 2013-2018 Sustainability Plan: Moving from Commitment to Results</i>, as circulated.</b></p>
<p><b>Considerations, Impacts and Options</b></p> <ul style="list-style-type: none"> <li>• pros and cons</li> <li>• risks</li> </ul>	<p>Sustainability has come to mean the need to balance economic, environmental, and social needs, such that one area is not pursued at the expense of the others. Without balance, it is argued that our institutions (i.e. education, corporate, government) are not sustainable over time. Sustainability has emerged as an imperative for the institutional, commercial, and industrial sectors, and there is strong evidence to indicate that improving social and environmental well-being also improves financial well-being. The business case for investing in sustainability has evolved to include four main benefits: risk management, brand reputation, employee attraction and retention, and lower operating costs. These are equally as important to educational institutions as they are to corporations.</p> <p>For postsecondary institutions, sustainability is quickly gaining prominence as an issue to be addressed. To date, over 250 colleges and universities across Canada and the United States, including Fleming, have been certified under AASHE's (<i>Association for the Advancement of Sustainability in Higher Education</i>) Sustainability Tracking, Assessment and Rating System (STARS).</p> <p>Fleming's five-year Sustainability Plan represents a continuation of the College's commitment to sustainability and will guide our efforts towards creating a more sustainable Fleming experience. The Plan includes goals,</p>

	<p>strategies and actions, grounded in an established set of principles.</p> <p>Implementation calls for development of an annual Action Plan with single-year actions that move us toward our five-year goals. It also calls for the development of an Office of Sustainability. There will be on-going updates culminating in an annual sustainability report card.</p> <p>The College has established a Sustainability Steering Committee to guide the direction of the sustainability efforts and the annual Action Plan.</p> <p>The sustainability plan integrates well with other Fleming strategic documents supporting some or all of the objectives outlined in the Strategic Mandate Agreement, the Accessibility Plan, the Strategic Plan, the Business Plan, and Campus Master Plans.</p>
<p><b>Financial Implications</b></p>	<p>There will be costs associated with staffing, operations expenditures, and potential capital expenditures, which would entail investment in technology and equipment. Examples include a cardboard compactor or a rainwater catchment system.</p> <p>On the other hand, implementation of the Plan will generate operational savings resulting from initiatives that reduce the use of energy, water, and materials.</p> <p>Staffing costs will be driven largely by the creation of the Office of Sustainability, which will house two part-time roles – one focused on Operations and one focused on Curriculum. These roles are intended to remain in place for the duration of the Plan.</p> <p>Years 1 and 2 of the Plan will focus largely on baseline data gathering and “low-cost/no-cost” initiatives. It is anticipated that total costs, including staff, will be in the \$80,000 range in the early years of the plan.</p> <p>Years 3, 4, and 5 of the Plan have the potential for more significant capital expenditures; however the magnitude of cost is unknown at this point as they will be determined through development of the annual Action Plans.</p> <p>Initial discussions with a representative of the College’s Advancement and Alumni Relations office indicate a strong possibility for funding opportunities for sustainability-related initiatives.</p> <p>The Sustainability Plan presents tremendous opportunity for applied projects by our students, which will aid in keeping costs down while advancing our sustainability efforts.</p>
<p><b>Prepared by</b></p>	<p>HR/Academic Special Projects Leader</p>





## Moving from Commitment to Results



# Fleming College Sustainability Plan 2013 - 2018

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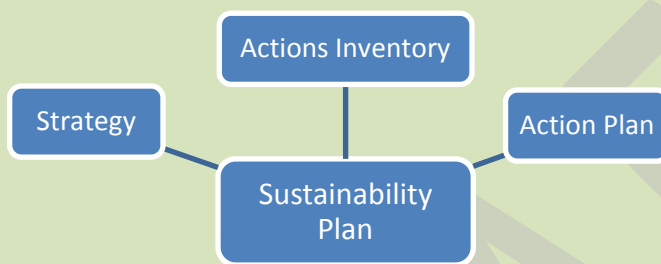
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## Introduction

### Purpose and Structure

The purpose of this Plan is to determine a vision of a sustainable Fleming College, set goals and strategies, develop implementation and action plans, and establish metrics in our effort to embed sustainability further into the Fleming experience – through operations, curriculum, and administration. Our Plan is meant to move us from corporate commitment to action.

The Plan's structure includes three components: 1) the Strategy, 2) the Actions Inventory, and 3) the Action Plan.



#### *The Strategy*

The *Strategy*, represents the broader and longer term aspects of the Plan including the *Aspiration for Sustainability, Principles, Goals and Strategies*. This component of our Sustainability Plan is set for a five year term, however, it will undergo a cursory review every two years to ensure

relevance in light of potential changing conditions. The planning cycle will follow Fleming's fiscal year and business planning cycle.

#### *The Actions Inventory*

The second component is the *Actions Inventory*. This component contains a listing of potential action items, associated with each of the *Strategies* that could be taken to achieve the Plan's *Goals*. The actions inventory is a living document, meant to be augmented on an ongoing basis, as new ideas come forward from stakeholders and from applied learning projects undertaken by Fleming students.

#### *The Action Plan*

The third component is the *Action Plan*. Each year a number of actions to pursue will be chosen from the *Actions Inventory*. The actions are developed such that they can be completed in a one year time frame. At the end of each year the chosen actions will be reported upon, and new set of actions will be chosen for the following year. Thus, the *Action Plan* is to be reviewed and updated on an annual basis.

The successful implementation of our Sustainability Plan will be gauged in various manners, one of which will be achievement of a future rating of Silver or higher in the STARS (Sustainability Tracking, Assessment and Rating System) certification program. STARS is a public rating system developed by the Association for Advancement of Sustainability in Higher Education (AASHE). Currently, Fleming is rated as a Bronze level institution.

## Background

### *Fleming College*

With more than 6,500 full-time and 10,000 part-time students, Fleming College serves the communities of Peterborough City and County, the City of Kawartha Lakes, the County of Haliburton, and Northumberland County. The region is large and forms part of the Greater Golden Horseshoe which surrounds the Greater Toronto Area. It includes a mix of smaller urban centres and rural areas.

Fleming has something to offer to all students – post-graduate programs, joint degree programs, apprenticeships, diploma programs and certificates as well as part-time or continuing education courses, online courses and contract training. This range of choices allows for greater flexibility and accessibility to better meet the diverse needs of our students.

Fleming College is renowned as a world-class learning institution. While it attracts students of all ages from across Ontario and Canada, Fleming is also becoming a preferred choice for a growing number of international students.

Fleming is different. Through our unique programs and community-based delivery arrangements, we have established a proven record of innovation, academic quality and productivity, including:

- Multiple partnerships that include joint programs, shared space and/or shared services with Trent University, Ministry of Natural Resources, Ministry of the Environment, local municipalities and key regional agencies
- Specialized water-focused applied research, education and training
- Multiple program pathways for workplace level students
- Dual credit courses serving over 2000 students annually from five school boards
- Fundraising capability, including the largest alumni gift to an Ontario College (\$1M)
- Our 'Lean' process redesign, modeling proven and internationally recognized productivity improvements for the PSE sector

### *Sustainability Initiatives*

The history of sustainability at Fleming is also a good news story. Our Frost Campus, with its focus on environmental and natural resource sciences, has traditionally lead the College in this area. Through the leadership of the Frost Sustainable Campus Initiative and our state of the art Centre for Alternative Wastewater Treatment, Frost has modelled sustainability both on campus and in working with regional and global partners. More recently, sustainability initiatives have emerged at other Fleming campuses and with unique community partnerships such as the joint City of Peterborough/Fleming development of the Peterborough Sport and Wellness Centre. Often, it is our students who have led the charge! For example, Frost Initiative students spearheaded the college ban on bottled water, one of a first in Canada, and the Fleming H2O program was implemented through the efforts of a group of marketing students.

In 2009, Fleming signed the Association of Community Colleges of Canada (ACCC) *sustainability protocol* publicly committing to supporting sustainability in our operations and curriculum. Fleming also joined

the Association for Sustainability in Higher Education and has recently completed their public assessment report (i.e. Sustainability Tracking and Assessment Review System).

Our commitment was repeated in Fleming's 2010 to 2015 Strategic Plan which set more specific goals regarding the development of a five year sustainability plan with clear objectives and benchmarks. With this Plan we are further articulating our commitment to sustainability at the corporate level and positioning ourselves to continue in our leadership role in sustainability amongst Ontario colleges.

### Sustainability Defined

Sustainability is complex. It's been noted that well over 100 modern definitions for the term exist. And while the number of definitions is vast, they tend to have one common trait – they call into question the ability to endure under our current operating practices: be it organizations, institutions, or lifestyles. More recently the term, guided by the Bruntland Commission definition (1987), has come to mean the need to balance economic, environmental, and social needs, such that one area is not pursued at the expense of the others. Without balance our institutions (i.e. education, corporate, government) are not sustainable over time.

For post-secondary institutions, sustainability is quickly gaining prominence as an issue to be addressed. Beginning with the Talloires Declaration (1990), which represented the earliest concerted effort by post-secondary institutions to enact sustainable development policies, there have been a number of public commitments to embracing sustainability in higher education. Many leaders in higher education recognize sustainability as an imperative. At its greatest, it represents a total shift in mindset in all staff and students of the institution. In its simplest form it represents efficiency – using less resources to deliver the post-secondary experience.

Perhaps the opportunity for higher education institutions is best summed up as communities with “the potential to serve as models in the development and application of sustainability principles and practices, not only by what they teach and study, but also by how they operate facilities and engage with off-campus partners”. (Kelly, 2009)

Each college is free to define sustainability in its own terms. Sustainability at Fleming means:

- Students working on applied projects that improve social and environmental well-being;
- Concern for the environment and the health of the communities within which we operate is factored into all college decisions; and
- The College is operated in a manner which produces a net positive benefit on the environment and on social well-being while ensuring financial viability

*“By 2015, Fleming will have moved from commitment to results in ecological, economic, and social sustainability through our programs and practices. The College will make substantial and measurable progress in all areas specified in the ACCC Sustainability Protocol (2009)”*

Fleming College 2010-2015  
Strategic Plan

## Aspiration for Sustainability

Our *Aspiration for Sustainability* represents a desired and envisioned future state of Fleming College. It reflects how we would like to be seen and described as an organization, based on our social, environmental and economic performance. Our *Aspiration* statement is:

*Fleming College's programs and practices demonstrate its commitment to building a sustainable future socially, economically, and environmentally for staff, students and the wider community.*

## Principles

Fleming's sustainability *Principles* represent the foundational ideas and values on which the Plan is built. They provide guidance for future decision making such that our plan's *Goals, Strategies* and *Actions* support these *Principles* to ensure that Fleming is moving towards its *Aspiration for Sustainability*.

The *Principles* which reflect our culture and guide our plan are as follows:

### Communication & Collaboration

- Ongoing internal and external communication about Fleming sustainability initiatives
- Sharing of sustainability related experiences (programs, policies, and practices) across campuses, across programs, and with the community
- Interdepartmental and community collaboration on sustainability projects

### Engagement & Integration

- Sustainability activities support the goals of other Fleming plans
- Sustainability integrated into the curriculum and into operational policies and practices
- Internal & external stakeholders engaged in development and implementation of sustainability initiatives
- Internal research and resources capitalized upon in pursuit of sustainability initiatives

### Quality

- A learning experience that is current, relevant, and provides a sustainability skill set
- A learning environment that fosters innovation and "real world" experience
- An employment experience that provides work/life balance, fair remuneration, and embeds sustainability into everyday practices, processes, and education delivery

### Stewardship & Accountability

- Responsible planning and management of financial, environmental, and human resources

#### ***Sustainability In Action***



Frost Campus' community garden is example of an FSCI initiative.

- Protection and enhancement of environmental and ecological systems
- Advocacy and involvement in addressing local to global social justice issues
- Results of sustainability initiatives tracked and reported
- Financial measurement of initiatives where and when possible
- Sustainability as a metric for faculty and staff performance where appropriate
- Sustainability as a factor in capital expenditure decision making
- Implementable *Strategies* and *Actions*

## Consultation Process

Fleming's efforts in developing this plan have been guided by a cross-functional and interdisciplinary steering committee of staff and student representatives and a broad-based consultation process. During the consultation we heard from over 200 people from a variety of internal and external stakeholder groups who attended one of 16 focus sessions. Open invitation focus groups were held at Sutherland, Frost, McRae and Haliburton campuses and were attended by a mix of staff and students. Individual classroom focus groups were conducted in the School of Justice and Business Studies, Environmental and Natural Resources Sciences and Skilled Trades and Technology.

Additional focus groups were held with key stakeholder committees as follows:

- Service Leaders Team
- Executive Leaders Team
- President's Advisory Committee
- Program Advisory Committee
- Sustainable Peterborough Steering Committee

Finally, further information was gathered from the applied projects of students in the Corporate Social Responsibility class (winter, 2013), which focused on researching sustainability issues among students.

The common themes that emerged across all of the groups included the following:

- Applied/Service Learning - increase applied and service learning opportunities related to sustainability, both on and off campus
- Awareness/Visibility – increase the awareness, visibility and tangible nature of current and future Fleming sustainability initiatives
- Collaboration - increase collaboration across programs and campuses; and with community sustainability initiatives
- Culture of Sustainability - create a culture which embeds sustainability into decision making and everyday thinking of staff and students
- Energy – reduce energy consumption and increase the use and generation of renewable energy (wind, solar)
- Quality of Educational Experience – ensure a relevant and current educational experience; incorporate a sustainability skill set into program outcomes
- Waste – reduce amount of paper and materials used

At times there was a strong correlation between the issues that concerned both internal and external stakeholders. For example, improving the public transportation to the college was a concern identified by students, staff and the Peterborough community.

The common themes, and supporting details, informed the *Principles, Goals, Strategies* and *Actions* articulated in this plan. The *Strategies* and *Actions* were further informed by the completion of the STARS benchmarking system which identified gaps where Fleming could focus in the categories of operations; planning and administration; and education and research.

## Goals

Our *Goals* represent the overall objectives of our plan. They describe what we want to achieve, as opposed to how we want to achieve it, and they are steps which move us towards our *Aspiration for Sustainability*. They are broad based, medium to long term, and low in detail.

The *Goals* for our 2013-2018 Sustainability Plan are as follows:

1. Increase awareness and understanding of sustainability.
2. Incorporate sustainability into the student experience.
3. Reduce negative environmental impact of Fleming operations.
4. Improve the well-being of Fleming staff, students and the communities they serve.
5. Collaborate on sustainability initiatives.
6. Utilize sound business analysis for sustainability initiatives.

## Strategies, Metrics and Targets

Our *Strategies* describe broadly how we are going to achieve our *Goals* by providing overall direction for an initiative. Unless otherwise stated, all metrics are to be achieved by 2018.

### *Goal 1: Increase awareness and understanding of sustainability.*

Strategies:

- Ensure current sustainability initiatives are maintained and working as intended (e.g. compost program, living wall, EDGE)
- Increase visibility of sustainability initiatives
- Develop a formal communication plan around sustainability initiatives and their benefits targeted to internal and external audiences
- Develop a Fleming Office of Sustainability
- Increase our STARS rating

### Sustainability in Action



Staff from Fleming's Centre for Alternative Wastewater Treatment completing a research project.



Metrics and Targets:

- Sustainability Survey – complete 3 surveys: Year 1 (baseline), Year 3, Year 5
- Number of sustainability outreach vehicles, programs and events – target six annually
- STARS Rating - achieve a minimum level of silver by 2015

*Goal 2: Incorporate sustainability into the student experience.*

Strategies:

- Incorporate sustainability into program curriculum and learning outcomes
- Build upon current sustainability initiatives within programs, including Fleming's aboriginal emphasis and international programming
- Increase the sustainability related applied learning opportunities – both on and off campus
- Use the “campus as curriculum” to teach about sustainability concepts (e.g. Frost campus as a living laboratory)
- Utilize Residence Eco Groups to assist in embedding sustainability into residence life
- Ensure sustainability is considered as part of program review cycle
- Establish and engage a sustainability champion from each academic school

Metrics and Targets:

- Number of sustainability focused & sustainability related courses – increase to 50% by 2018
- Number of sustainability immersive experiences
- Number of Students participating in community based learning (as part of their curricular and co-curricular experience) – achieve 40%
- Sustainability Literacy Assessment - graduate measurement in place

*Goal 3: Reduce negative environmental impact of Fleming operations.*

Strategies:

- Reduce annual potable water consumption
- Reduce annual energy consumption
- Reduce annual amount of waste generated and increase waste diversion rate
- Reduce overall greenhouse gas emissions
- Reduce the use of paper
- Improve and support alternative and public transit options for staff and students

Metrics and Targets:

- Total annual potable water consumption per square foot – reduce by 10% across all campuses
- Total annual energy consumption per square foot – reduce by 15% across all campuses
- Total annual waste generated per campus user – reduce by 10% across all campuses
- Total annual greenhouse gas emissions per weighted campus user – reduce by 10%
- Total annual amount of paper used – reduce by 30%

- Modal transportation survey – Year 1 (baseline), Year 3, Year 5 – achieve 50% of students and 20% of staff using sustainable transportation

***Goal 4: Improve the well-being of Fleming staff, students and the communities they serve.***

Strategies:

- Assist in implementing community sustainability plans (i.e. Our Kawartha Lakes, Sustainable Peterborough) through student projects and applied research
- Utilize mechanisms such as C-links to facilitate community-based education and research opportunities that support sustainability
- Monitor sustainable investment practices of endowment funds
- Monitor and evaluate staff awareness and engagement with sustainability initiatives on and off campus
- Increase local and/or sustainably produced content of food service offering and culinary programs (e.g. Fulfords Restaurant).
- Increase focus on integration and enculturation of our foreign students
- Utilize sustainability as a consideration in capital expenditure decisions

Metrics and Targets:

- Percentage of endowment fund investments meeting Jantzi Social Index parameters
- Number of applied projects related to implementing community sustainability plans
- Use of sustainability as parameter in capital expenditure decisions
- Employee engagement survey
- Percentage of local/sustainable content in food provided by 3<sup>rd</sup> party food service provider – achieve 40%
- Fleming diversity survey

***Goal 5: Collaborate on sustainability initiatives.***

Strategies:

- Develop strategies for enabling interdepartmental collaboration on sustainability projects
- Build capacity for faculty in developing and delivering sustainability curriculum by providing space for experimentation, risk taking and interdisciplinary, collaborative team teaching
- Utilize sustainability pilot projects as case studies to share with other programs and campuses
- Capitalize on Fleming water and alternative wastewater treatment programs on Frost campus

***Sustainability In Action***



The PSWC is a great example of sustainable building operations, and unique facility sharing to meet academic and community needs while lessening the carbon footprint that would have resulted from constructing and operating two separate facilities.

#### Metrics and Targets:

- Number of interdepartmental collaborations on sustainability projects
- Number of internal partnerships between academic programs/campuses that work to advance sustainability – 3 per year Years 3, 4, 5
- Number of partnership related projects, with external entities, that work to advance sustainability – target minimum 6 per year

#### *Goal 6: Utilize sound business analysis for sustainability initiatives.*

#### Strategies:

- Measure and report actual results of sustainability initiatives
- Utilize existing College process improvement strategies, such as LEAN, (green value stream mapping) to identify waste in areas of energy, water, materials, garbage, transportation, etc.
- Use business case methodology, including life cycle costing, to evaluate return on investment for proposed sustainability related capital expenditures
- Utilize life cycle assessment<sup>1</sup> (where possible) in capital expenditure decision making

#### Metrics and Targets:

- Total annual savings and benefits derived from sustainability initiatives
- Number of green value stream initiatives undertaken – complete 1 per year

## Implementation

Successful implementation of our Fleming Sustainability Plan involves the following key components:

- Commitment of Senior Leadership
- Office of Sustainability
- Effective Plan Structure
- Engaging Staff & Faculty
- Continual Cycle - Progress & Reporting
- Resource Allocation

#### *Commitment of Senior Leadership*

In any organization, the commitment and support of senior leadership to an initiative greatly improves its chances of success. With a complex and challenging issue such as sustainability, senior level

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<sup>1</sup> life-cycle assessment is a technique to assess environmental impacts associated with all the stages of a product's life from-cradle-to-grave (i.e., from raw material extraction through materials processing, manufacture, distribution, use, repair and maintenance, and disposal or recycling). Taken from: ^ "Defining Life Cycle Assessment (LCA)." US Environmental Protection Agency. 17 October 2010. Retrieved on May 7, 2013.

commitment is even more crucial. To date our commitment to sustainability by senior leadership has been demonstrated in the following ways:

- joining the Pan Canadian Protocol on Sustainability;
- joining Association for the Advancement of Sustainability in Higher Education;
- explicitly making sustainability one of the six priorities in Fleming’s current Strategic Plan; and
- investing in resources to support the completion of Fleming’s STARS certification

Going forward Fleming’s senior leadership will continue to publicly encourage and promote initiatives that advance Fleming towards its *Aspiration of Sustainability*.

### Office of Sustainability

In order to ensure continual focus on sustainability, the implementation strategy includes the establishment of a Fleming Office of Sustainability (OOS), responsible for coordinating and implementing the Fleming Sustainability Plan. The OOS will also act as a resource for all staff, faculty and students to assist in their sustainability efforts and will act as a point of contact for all external enquiries regarding sustainability.

In addition, the OOS will act as a hub for collaboration among internal and external stakeholder groups.

### Office Structure

The Office of Sustainability will have an Academic Lead and an Operations Lead (both partial FTE) who will work to realize the goals of this plan. To achieve the cross-functional strategies and actions, the Office will be cross-appointed to the Office of the VPA and to the Vice President of Finance and Administration through a matrixed reporting relationship as outlined below:

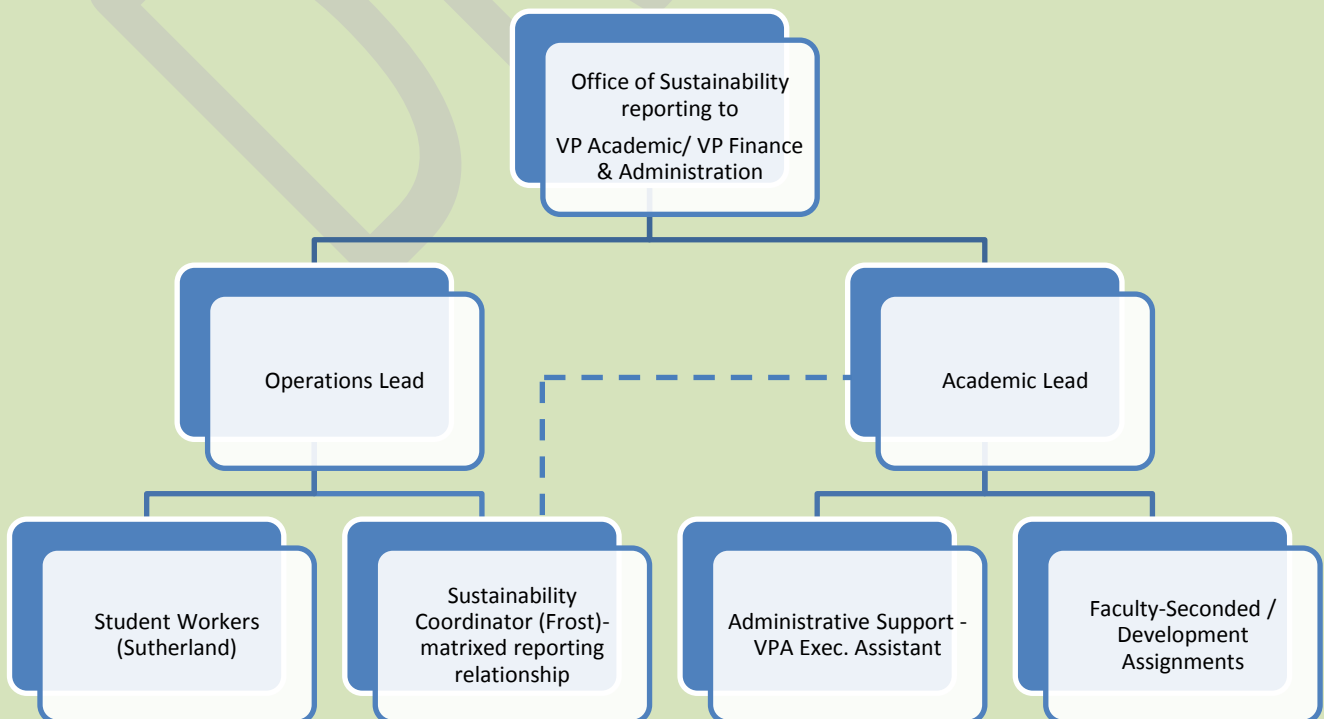


Figure 1 - Office of Sustainability Organizational Chart

While the Operations Lead and the Academic Lead will focus on their respective areas, their roles will cross into planning and administrative activities, and will include engagement with internal and external stakeholders in pursuit of their sustainability activities. In addition, the OOS will also assist in the development and coordination of student worker programs at all campuses.

Supporting the roles of the Operations and Academic Leads will be student workers, the Frost sustainability coordinator (dotted line reporting relationship), and various Faculty (through seconded/development assignments). Administrative support will come through the Executive Assistant for the Vice President, Academic.

*Collaboration With Sustainability Groups*

There are a number of committee and cross-campus relationships, which fall outside of a formal reporting structure, but are necessary to steer the direction and implementation of the Plan. There will be an ongoing requirement for the Fleming Sustainability Steering Committee and also some task forces to focus on the activities in the annual work plans.

Below is an overview of the envisioned model of collaboration between the OOS and other sustainability groups.

Fleming Sustainability Steering Committee – existing committee focused on steering the direction of Fleming sustainability efforts



Operations Task Force – new group of operations-focused individuals developing and implementing sustainability actions

Academic Task Force – new group of academic-focused individuals developing and implementing sustainability actions. Each school represented by one sustainability “champion”.

Figure 2 - Sustainability Resource Relationship (green represents existing group)

FSCI Steering Committee – existing group focused on Frost Campus sustainability initiatives

Student Groups – existing groups focused on advancing sustainability initiatives at their respective campuses

Community Sustainability Plan Steering Committees – existing external groups focused on developing and implementing their respective community sustainability plans (i.e. Sustainable Peterborough, Our Kawartha Lakes)

### Effective Plan Structure

Our Fleming Sustainability Plan has been structured uniquely to facilitate constant movement forward towards our *Aspiration for Sustainability*. While the main strategy component is set for a 5 year term, the *Action Plan* is developed on an annual basis, drawing from the *Actions Inventory*. The *Actions* are developed such that they can be completed in a one year timeframe. *Actions* that are too large to be completed in a single year will be broken down into smaller components in order to avoid the “implementation paralysis” sometimes associated with plans that don’t break down the action into smaller bites.

#### Office of Sustainability Responsibilities

- Implementation of sustainability plan
- Communication on sustainability initiatives and results
- Knowledge transfer among internal stakeholders and with external stakeholders
- Pathway to sustainability resources – both human and financial
- Link to stakeholder groups – internal and external

The *Actions Inventory* will be augmented on an ongoing basis based upon feedback and ideas from stakeholders (both internal and external).

The *Action Plan* will be drawn from the *Actions Inventory*. The Action Plan will be drafted by the Operations and Academic Task Forces, approved by the Steering Committee and implemented by the Office of Sustainability, as outlined in Figure 4 below. Senior level approval ensured via VP Academic and VP Finance and Administration oversight of OOS. The Sustainability Plan and the Action Plan will follow the same planning cycle as the Fleming Business Plan and Budget. As such the “year” will run from April 1<sup>st</sup> to March 31<sup>st</sup>.

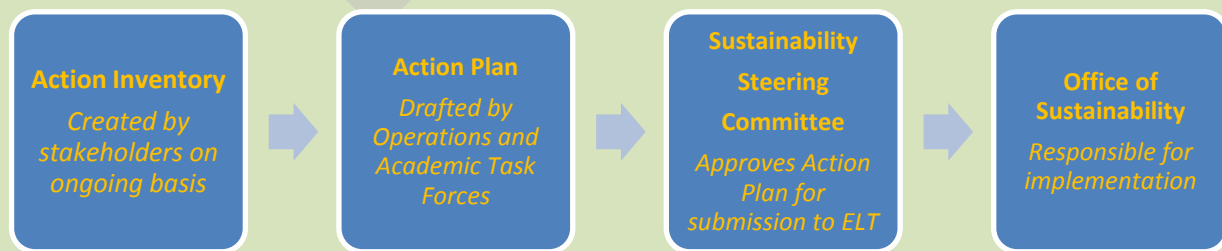


Figure 4 - Process for Action Plan Development

### ***Engaging Staff and Faculty***

While the association of students with Fleming may last two to three years, staff and faculty remain for a much longer period of time. Thus, staff and faculty have greater potential to infuse sustainability into the practices, programs and culture of Fleming, and involving them will be key.

Our implementation strategy will engage sustainability champions within these ranks, and draw upon their energy, ideas and current practices. This process will be facilitated by the Operations and Academic task forces. The goal of these task forces will be to infuse sustainability into their respective areas, and to educate, motivate, and empower other staff and faculty to create more sustainable practices in their areas of responsibility.

In addition, a pilot project approach will be taken in years one and two of this plan, whereby one program or operations practice at each campus will be chosen as an area of focus. Lessons learned will be shared and used to embed sustainability into other programs and operational practices across the College, and competition among campuses will be encouraged.

### ***Continual Cycle – Progress & Reporting***

Plan fatigue plagues many organizations, largely because results are often difficult to achieve and success is not celebrated and communicated. Structuring our Plan with single year *Actions* allows for continuous progress to be made on a number of fronts concurrently. As various *Actions* are completed, that progress, along with its associated benefits will be reported. Reporting vehicles will be determined through the development of a sustainability communications plan, and will likely include social media, internal emails, digital signage in eating areas, traditional signage, and an annual Fleming Sustainability Report.

Building upon our efforts in gathering metrics for the STARS report, we will continue to use STARS to benchmark and conduct gap analysis each year in the three categories: education and research; planning, administration and engagement; and operations.

### ***Resource Allocation***

Allocation of both human resources (time) and financial resources (money) will be required for successful implementation of the sustainability plan.

In general, all *Actions* will require an ongoing investment of time: either that of staff, faculty, students or a combination of the three. However, all *Actions* will not necessarily require an investment of money. In particular, any *Actions* completed by students as part of an applied project contributes to their education, and requires an investment of their time, but does not necessarily require an additional investment of money.

Below is an overview of the resource (time and money) implications of Fleming's sustainability plan.

#### **Operations**

- combination of investment of staff time and financial investment in new operating related expenses, capital projects, and potential use of 3<sup>rd</sup> party consultants

- years 1 and 2 would focus on establishment of baselines as well pursuit of low-hanging fruit - low-cost & no-cost initiatives (i.e. minor weatherproofing, changing behaviour to lower utility consumption)
- years 3 through 5 would entail capital investments (i.e. more efficient equipment, enhanced insulation, system upgrades, building re-commissioning)
- potential for student applied projects is strong - particularly in establishing baseline data

#### Education & Research

- investment of faculty time associated with infusing sustainability into the curriculum as part of the curriculum renewal cycle (common block development)
- potential financial investment in curriculum development contracts to assist faculty in incorporating sustainability in curriculum, learning outcomes, and essential skill set
- suggested strategy would be to pilot one program at each campus in Year 1 – then build on learnings and roll out across several programs at each campus in Years 2 through 5 – therefore costs would be anticipated to be lower in Year 1 than in each of subsequent years of the Plan
- potential for student applied projects is limited

#### Planning, Administration, and Engagement

- initial and ongoing financial investment in OOS staff beginning in Year 1 of the Plan
- investment of staff time associated with development and implementation of policies, programs, and practices in Years 1 through 5
- potential for student applied project is strong

### Plan Integration

Master Plan....Accessibility Plan....Business Plan....Strategic Plan. Like most colleges, Fleming does not suffer from a shortage of plans. “Plan fatigue” is a reality and a legitimate threat to successful development and implementation of our sustainability plan.

However, one of the unique aspects of sustainability is that it crosses the bounds of many plans and initiatives, and in fact supports the objectives of the key plans and policies currently in place at Fleming. Below is a table summarizing how the Fleming Sustainability Plan works as an enabling strategy for other Fleming plans, policies and initiatives.

Plan	Objective(s)	How Sustainability Plan Supports
Strategic Mandate Agreement	Erasing the Walls	Seeks to create multi-disciplinary approach to sustainability – to foster collaboration between programs, between campuses, and with communities we serve. Goal to promote collaboration on sustainability initiatives.



Plan	Objective(s)	How Sustainability Plan Supports
	Ontario's Centre Of Excellence In Environmental And Natural Resource Sciences	Recognizes the leadership role of Frost in Fleming's sustainability efforts. Seeks to capitalize and elevate Frost's sustainability initiatives, including its focus on environmental programs and water/ wastewater expertise.
	A Public Enterprise modelling productivity and performance	Operations related component of sustainability seeks to reduce use of resources and increase efficiency in delivering the Fleming experience.
Accessibility Plan	Identify, remove and prevent barriers to people with disabilities	Goal of improving the well-being of students and staff, coupled with STARS credits around diversity, support making Fleming more accessible.
Strategic Plan / Business Plan	Achieve excellence in student learning	Seeks to embed sustainability into curriculum through learning outcomes and skill set development ensuring education is current and relevant. Focus on increasing co-curricular and applied learning component of programs.
	Provide superior services & facilities	Seeks to create and operate facilities that have minimal negative impact on environmental and social well-being and over long term to create a "Living Lab" experience.
	Lead in sustainability	Self explanatory
	Grow with positive results	Sustainability will enhance the Fleming brand/experience and attract additional students, staff and faculty. Sustainability includes diversity and accessibility under its goal of improving the well-being of staff and students.
	Build community success	Seeks greater collaboration with communities through increased applied projects and through participation on community sustainability steering committees.
	Develop the Fleming working environment	Seeks to enhance the well-being of staff and students directly improving the Fleming working environment.
Divisional Priorities	School and department level priorities that support sustainability and are reflected in leadership objectives.	Sustainability plan creates structure and supports, in terms of the Office of Sustainability and the Academic Task Force to provide resources and assist faculty in incorporating sustainability.

Plan	Objective(s)	How Sustainability Plan Supports
Sutherland Master Plan	Natural Assets - Retain and enhance the major natural features of the site	Seeks to reduce negative environmental impact of Fleming operations.
	Land Use - Develop a compact academic core and intensify the surrounding land uses.	Seeks to reduce negative environmental impact of Fleming operations.
	Landscape Character - Reforest areas west of Sutherland Woods and around the residences, and develop low-maintenance flowering meadows in the existing open fields.	Seeks reduction of greenhouse gas emissions which is assisted by increased reforestation. Also seeks to formalize policies to utilize native, low maintenance vegetation.
	Connection to Sutherland Woods - strengthen the visual connection to the outdoors	Seeks to incorporate sustainability into the student experience. Also supports the construction of sustainable buildings, which incorporate exterior views into design.
	Transportation - Provide convenient and central access to transit AND promote cycling to and from the campus by connecting to the city's cycling network and providing end-of-trip facilities.	Seeks to improve and support alternative and public transit options for staff and students.
Applied Research at Fleming	Centre for Alternative Wastewater Treatment – regional and global focus on innovation in alternative wastewater technology	Seeks to incorporate applied learning and applied research in sustainability relating to water and wastewater management.
Environmental Policy	Recognition as leader for environmentally progressive approaches to design and operation of its buildings, and the stewardship of College lands and resources – including integration of curriculum.	Seeks to embed sustainability into operations, administration and curriculum, and to reduce negative environmental impact of Fleming operations.
E-Learning Strategy	Fleming's E-learning strategy sets targets for increased online learning and use of the College's learning management system.	Seeks to reduce greenhouse gas emissions and paper use, thus supports E-Learning which reduces necessity to vehicular travel to school and increase electronic access/distribution of course material, etc.

**Conclusion**

Sustainability has emerged as an imperative for the institutional, commercial, and industrial sectors, and there is evidence to indicate that improving social and environmental well-being, also improves financial well-being. The business case for investing in sustainability has evolved to include four main benefits: risk management, brand reputation, employee attraction and retention, and lower operating costs.

These are equally as important to educational institutions as they are to corporations. By making the above noted investments Fleming will:

- reduce any risk associated with non-compliance to current or future legislation pertaining to environmental or social well-being (i.e. Ontario Green Energy Act, Accessibility for Ontarians with Disabilities Act )
- enhance its brand as a more sustainable college choice which in turn attracts more students as well as attracts and retains staff and faculty who want to be associated with a more responsible organization
- lower operating costs of Fleming facilities thereby improving financial viability

This Sustainability Plan guides us in continuing to move from commitment to action and sets clear measures of accountability for Fleming. By formalizing our commitment to sustainability in our operations, and most importantly, in our student learning, we are answering the call to take a leadership role. We also recognize the importance of working with our communities and in contributing our expertise in addressing local to global sustainability challenges – such as through the work of the Frost Campus Centre of Excellence in the environment and water/waste water management. Along with other higher education institutions, Fleming recognizes the need to educate the next generation of students to be equipped with the skills, knowledge and wisdom to address some of the important challenges of our time. This is our higher calling.

## Acknowledgements

This Plan was created over a seven month period, and its completion was assisted greatly by the guidance of the Fleming Sustainability Steering Committee, which is made up of the following individuals:

Angie Sims	Director of Budget Services
Barry Knight	Manager, IT Services
Barb Winn	Haliburton Campus Representative
Becky MacFadyan	Communications, Marketing and External Relations Rep
Cindy English	Purchasing Representative
Dalton Irwin	Faculty – General Arts and Science
D’arcy McKittrick	Faculty – Justice and Business Studies
Jennifer Rasmdale	Faculty Development Facilitator
Jessica Spooner	SAC representative
Kayla Smith	Facilities Representative, Energy Management Specialist
Kate Borucz	SA Representative
Peter Hughes	Faculty, Health and Wellness
Maxine Mann	Director, Counseling
Blane Harvey	Vice-President Academic (ex-officio member)
Rob Arkell	Project Assistant – Sustainability / STARS
Sherry Gosselin	Operations Leader, School of Health and Wellness
Sara Kelly	Faculty – Environmental and Natural Resource Sciences
Shantal Ingram	Sustainability Coordinator - Frost
Suzanne Spina	FI Student Leader and Rep
Trish O’Connor	Special Project Lead, Academic Division
Travis Doak	Director, Residence and Conference Services

In addition, this plan was informed by the contributions of over 200 focus group participants, representing a broad range of participants of faculty, staff, and students of Fleming College.

Finally, the plan developers acknowledge the guidance of the various committees and individuals who reviewed the document including:

Academic Leaders Team (ALT)	Academic Planning & Development Committee (APDC)
Executive Leaders Team (ELT)	President’s Advisory Council (AC)
Service Leaders Team (SLT)	Sustainable Peterborough Steering Committee

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## Appendix A – Actions Inventory 2013-2014

The Actions Inventory represents a “storage room” of potential *Actions* that Fleming could take to move it towards its *Aspiration for Sustainability*. The inventory is meant to be added to continually with new ideas and suggestions coming from both internal and external stakeholders. From the *Action Inventory*, a number of actions will be chosen annually to form that year’s *Action Plan*. The *Actions* are to be developed such that they can be completed in a one year time frame. If a particular *Action* is too large to be completed in a single year, it will be broken down into smaller components, in order to ensure that it fits within the one year timeframe of the *Action Plan*.

The Actions Inventory has been organized according to the STARS categories, namely; operations, education and research, and planning and administration. Fleming submitted its STARS report for rating in 2013 and is committed to using the STARS methodology as a tracking and benchmarking tool. This will facilitate our plan to resubmit our report for rating in 2015 to improve our rating to the silver category or higher.

SHORT TERM (YEARS 1 – 2)	MEDIUM – LONG TERM (YEAR 3-5)
<i>OPERATIONS</i>	
<p>Waste</p> <ul style="list-style-type: none"> <li>• Complete annual waste audit for all campuses and residences using consistent methodology</li> <li>• Participate in “Recyclemaniacs” competition</li> <li>• Implement on-campus awareness program to increase composting</li> </ul>	<p>Waste</p> <ul style="list-style-type: none"> <li>• Develop a waste reduction/diversion program</li> <li>• Develop a paper use reduction program</li> <li>• Utilize clear garbage bags in residences to improve recycling</li> <li>• Implement a construction and demolition waste diversion program</li> <li>• Create paperless office</li> </ul>
<p>Water</p> <ul style="list-style-type: none"> <li>• Develop a potable water use reduction program</li> <li>• Eliminate timed flush valves in Men's Level 2 washroom at Sutherland campus</li> <li>• Eliminate timed flush valves in Drilling building at Frost campus</li> </ul>	<p>Water</p> <ul style="list-style-type: none"> <li>• Complete a storm water management plan for Frost and Haliburton campuses</li> <li>• Implement rainwater capture system – Frost Drill Shop &amp; Heavy Equipment</li> <li>• Implement rainwater catchment system for Living Wall at Frost</li> <li>• Replace showerheads and toilets with low-flow devices</li> </ul>

SHORT TERM (YEARS 1 – 2)	MEDIUM – LONG TERM (YEAR 3-5)
<p>Energy</p> <ul style="list-style-type: none"> <li>• Optimize heat glass recovery at Haliburton campus</li> <li>• Establish weekly monitoring/reporting for HVAC occupied/unoccupied mode at all campuses</li> <li>• Install Residence Building Electrical Sub-Metering at Frost campus</li> <li>• Install digital timers on display case lights at Frost campus</li> <li>• Upgrade Greenhouse Lighting at Frost campus</li> <li>• Install Variable Frequency Drives on Air Handling Units 15 and 16 (feeding LRC) at Sutherland campus</li> <li>• Optimize cafeteria exhaust systems at Sutherland and Frost campuses</li> <li>• Develop Energy Shutdown Procedure for cafeteria at Sutherland and Frost campus</li> <li>• Install automatic closer on dock door at Sutherland</li> <li>• Program TV's to turn off on nights and weekends at all campuses</li> <li>• Upgrade LRC variable air volume controls at Sutherland campus</li> <li>• Install air curtain at Sutherland campus front doors</li> <li>• Upgrade version of building automation system for all campuses</li> <li>• Integrate baseboard heaters with building automation system at Frost campus</li> <li>• Upgrade greenhouse boiler at Frost campus</li> </ul>	<p>Energy</p> <ul style="list-style-type: none"> <li>• Research best practises for user fees regarding energy use in residences.</li> <li>• Investigate renewable energy generation opportunities at all campuses</li> <li>• Establish weekly electrical consumption load profiles at all campuses</li> <li>• Establish downtime electrical consumption reduction targets (nights/weekends) at all campuses</li> <li>• Investigate upgrading for more energy efficient Dishwasher for Culinary Program at Sutherland campus</li> <li>• Complete HVAC re-commissioning at all campuses</li> <li>• Implement HVAC optimization for all campuses</li> <li>• Complete LED lighting retrofit on room 374 at Sutherland campus</li> <li>• Investigate LED MR-16 bulbs for artwork in Great Hall at Haliburton</li> <li>• Investigate putting Hatchery Gas Meter on Main Gas meter at Frost campus</li> <li>• Incorporate Frost outbuilding into existing HVAC building automation system (ie Drilling, Heavy Equipment, NR Law) at Frost campus</li> </ul>
<p>Transportation</p> <ul style="list-style-type: none"> <li>• Complete annual survey of student and staff transportation modal split</li> <li>• Install specified parking spots closer to building for carpooling vehicles and electric vehicles</li> <li>• Develop incremental fee-for-service approach to enhance student transportation/parking</li> </ul>	<p>Transportation</p> <ul style="list-style-type: none"> <li>• Develop &amp; implement an alternative transportation support strategy</li> <li>• Purchase alternative fuel vehicles when replacing college fleet</li> <li>• Reward use of alternative modes of transportation through incentives &amp; benefits</li> <li>• Track staff transportation costs between campuses</li> <li>• Offer more 'work from home' options to reduce employee travel</li> </ul>
<p>Food</p>	<p>Food</p>

SHORT TERM (YEARS 1 – 2)	MEDIUM – LONG TERM (YEAR 3-5)
<ul style="list-style-type: none"> <li>Develop a community garden at Sutherland campus – ideally connected to Residence</li> </ul>	<ul style="list-style-type: none"> <li>Incorporate sustainability into 3rd party food service contract and franchise operations</li> </ul>
<p>Natural Landscape</p> <ul style="list-style-type: none"> <li>Conduct a land use inventory (including flora, fauna) at all campuses</li> </ul>	<p>Natural Landscape</p> <ul style="list-style-type: none"> <li>Protect and restore natural landscape</li> <li>Implement a sustainable operations &amp; maintenance program - formalize practices regarding integrated pest control, landscaping practices, snow/ice removal</li> </ul>
<p>Greenhouse gas emissions</p> <ul style="list-style-type: none"> <li>Complete a college wide greenhouse gas inventory.</li> </ul>	<p>Greenhouse gas emissions</p> <ul style="list-style-type: none"> <li>Complete tree and carbon capture inventory of Fleming campuses</li> <li>Achieve carbon neutral status for one Fleming campus (i.e. Frost Campus)</li> </ul>
<p>Other</p> <ul style="list-style-type: none"> <li>Complete an inventory of all current sustainability initiatives at Fleming (Yr. 1)</li> </ul>	<p>Other</p> <ul style="list-style-type: none"> <li>Complete a review of college best practices in various areas of sustainability (i.e. waste, energy, transportation, water)</li> <li>Complete LEED for existing building certification for a building on campus – extend learnings to other buildings</li> <li>Repair the living wall at Frost campus</li> </ul>
<p><b><i>EDUCATION &amp; RESEARCH</i></b></p>	
<ul style="list-style-type: none"> <li>Undertake discussions broadly about how and where education for sustainability and sustainability literacy can be developed</li> <li>Identify the critical student competencies to support education for sustainability (Yr. 1)</li> <li>Review best practices and make recommendations on sustainability-focused faculty development programs</li> <li>As part of common block development, deliver faculty workshops and provide tools to support faculty in embedding sustainability in programs</li> <li>Provide faculty dedicated time for development of education for sustainability competencies to support dialogical and problem-posing</li> </ul>	<ul style="list-style-type: none"> <li>Incorporate sustainability concepts into Emerging Student Leaders Program</li> <li>Develop and implement a sustainability literacy assessment for staff and students</li> <li>Create a student sustainability educators program</li> <li>Hold annual student focused sustainability-related event at all campuses (i.e. Sutherland World Water Day, Frost Eco-Conference and Earth Hour events) and invite the community</li> <li>Create a model room in residence that demonstrates sustainable living practices</li> <li>Develop and launch a student run sustainable enterprise</li> </ul>



SHORT TERM (YEARS 1 – 2)	MEDIUM – LONG TERM (YEAR 3-5)
<ul style="list-style-type: none"> <li>participatory learning in the classroom</li> <li>• Incorporate sustainability into new student and staff orientation, prospective student tours, and open house</li> <li>• Set up an innovation fund for students to compete for in developing creative campus solutions for sustainability (\$5,000 per year per campus)</li> <li>• Utilize video terminals in food service areas to promote sustainability efforts</li> <li>• Develop shareable content around programs and curriculum regarding sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the number of sustainability immersive experiences offered through programs</li> <li>• Support faculty renewal through providing time for professional development opportunities to conduct research and work on projects related to local and global sustainability issues</li> <li>• Investigate possibility of sustainability certificate upon graduation based upon formula of co-curricular activities + courses</li> <li>• Create a first year ‘sustainability overview’ course for all students to take</li> <li>• Create a ‘sustainability’ tour for each campus</li> <li>• Develop Frost Campus as a Living Laboratory for learning about sustainability</li> <li>• Review best practices and make recommendation to assist faculty in updating where appropriate exist course outlines to integrate relevant sustainability learning outcomes</li> <li>• Incorporate sustainability concepts into curriculum as part of program review process</li> </ul>
<p><i>PLANNING, ADMINISTRATION, AND ENGAGEMENT</i></p>	
<ul style="list-style-type: none"> <li>• Create Fleming ‘Office of Sustainability’, with dedicated resources, to provide corporate leadership</li> <li>• Add “Sustainability” page to the Fleming website</li> <li>• Develop an annual sustainability report card</li> <li>• Determine the number of internal and external sustainability related collaborations that work to advance sustainability</li> <li>• Determine the number of formal partnerships, with external entities, that work to advance sustainability</li> <li>• Complete a review of best practices for ethical/socially responsible investment of endowment funds</li> <li>• Complete a review of best practices for utilizing sustainability and life-cycle assessment in capital expenditure decision making</li> <li>• Complete a green value stream mapping (LEAN) exercise on waste</li> </ul>	<ul style="list-style-type: none"> <li>• Develop &amp; implement college climate change action plan to reduce greenhouse gas emissions</li> <li>• Embed sustainability into faculty &amp; staff culture through decision support tools</li> <li>• Measure student body participation in community service and avg. number of hours per student</li> <li>• Include Community Service and applied learning (co-curricular and program related) on Transcripts</li> <li>• Develop graduation pledge (incorporating Sustainability)</li> <li>• Develop a sustainability pledge (incorporate social justice / environmental stewardship) for staff and students and measure participation levels</li> <li>• Provide annual staff training &amp; professional development in</li> </ul>

SHORT TERM (YEARS 1 – 2)	MEDIUM – LONG TERM (YEAR 3-5)
<p>management and energy</p> <ul style="list-style-type: none"> <li>Review College Environmental Policy for potential revision and/or edit given existence of sustainability plan</li> </ul>	<p>sustainability</p> <ul style="list-style-type: none"> <li>Incorporate sustainability into employee orientation program</li> <li>Complete centralized list of current sustainability initiatives from all Fleming campuses</li> <li>Develop Fleming KSI's – Key Sustainability Indicators</li> <li>Develop case studies of current course, program and school initiatives (e.g. environmental leadership course, social service worker program and EDGE) to share</li> <li>Develop a monthly sustainability newsletter or blog</li> <li>Create a list of applied project opportunities that assist in implementing local community sustainability plans</li> <li>Every other year, complete a survey of sustainability focused and related courses offered</li> <li>Complete business case analysis of installing solar panels on campus properties</li> <li>Complete Memorandum of Understanding to work collaboratively on sustainability initiatives with City of Peterborough, County of Peterborough, the County of Haliburton, and Municipality of Dysart etc.</li> <li>Complete a review of requirements to implement sustainable investment practices regarding endowment funds</li> <li>Promote use of Skype and video-conferencing for meetings</li> <li>Incorporate sustainability into student engagement survey</li> </ul>

## Appendix B - Action Plan 2013-2014 (Example Only: Actual Year One Action Plan to be completed by September, 2013)

The Action Plan outlines the actions that will be implemented in a given year. The Actions are drawn from the Actions Inventory, on an annual basis, and are to be completed by the end of the academic year. In each subsequent year, a new Action Plan will be developed.

The Action Plan outlines the goal and strategy linked to each action, along with the deadline, responsible individual, and benefits resulting from the completion of that action. The Action Plan also outlines any applicable STARS credits which are supported by the completion of that Action. Given Fleming's desire to improve our STARS rating level to silver or greater by 2015, it is prudent that our Actions assist in achieving that goal.

GOAL	STRATEGY	ACTION	DEADLINE	ACCOUNTABILITY	BENEFITS	STARS CREDIT SUPPORTED
Increase awareness and understanding of sustainability.	Ensure current sustainability initiatives are maintained and working as intended	Create an inventory of all Fleming sustainability initiatives	Sept. 2013	Brealey – Sustainability Summer Student worker	Enhances Fleming brand  Lowers operating costs	ER-2 – Student Sustainability Outreach Campaign
	Increase visibility of sustainability initiatives	Add “Sustainability” page to the Fleming website	Sept. 2013	College Communications Officer	Enhances Fleming brand	ER 4 – Sustainability Materials and Publications
	Increase visibility of sustainability initiatives	Develop a monthly sustainability newsletter or blog	Dec. 2013	GO Team / Frost Initiative	Enhances Fleming brand	ER 4 – Sustainability Materials and Publications
	Develop a formal communication plan targeted to internal/external audiences	Incorporate sustainability into new student/ employee orientation, prospective student tours,	Sept. 2014	Office of Sustainability (OOS) – Operations Lead	Enhances Fleming brand  Staff attraction /	ER-2: Student Sustainability Outreach Campaign  ER-3: Sustainability in

GOAL	STRATEGY	ACTION	DEADLINE	ACCOUNTABILITY	BENEFITS	STARS CREDIT SUPPORTED
		and open house			retention  Student attraction	New Student Orientation  PAE-14: Sustainability in New Employee Orientation
	Develop a formal communication plan targeted to internal/external audiences	Develop an annual sustainability report card	Aug. 2014	OOS - Operations & Academic Lead  Steering Committee	Measure/reporting initiatives	ER-4: Sustainability Materials & Publications
Incorporate sustainability into the student experience.	Use the campus as curriculum to teach about sustainability concepts	Develop an organic community garden at Sutherland campus – ideally connected to Residence	Aug. 2014	OOS Operations Lead  Residence Eco Reps	Minimize environmental impact	ER Tier2-2: Organic Garden  ER-9: Sustainability Learning Outcomes
	Incorporate sustainability explicitly into program curriculum and learning outcomes	Develop a sustainability related skill set (Yr. 1)	Aug. 2014	Academic Task Force	Provides foundation for incorporating skill set into learning outcomes	ER-9: Sustainability Learning Outcomes
	Increase the applied learning component of programs related to sustainability	Set up an innovation fund which students compete for via sustainability related applied projects (\$5,000/year per campus)	Sept. 2013	Academic Task Force	Raise profile of sustainability.  Fosters sustainability skill set.	ER-18: Sustainability Research Incentives

**SUBMISSION TO THE BOARD OF GOVERNORS**

**SUBJECT:** *Lean Report 2012-2013*

**PRESENTED BY:** Ms. O'Connor, Academic/HR Special Project Lead

**SOURCE**

- *Strategic Plan 2010-2015* – Strategic Priority 6
- *2012-2013 Fleming College Business Plan* (approved June 27, 2012) and subsequent *2012-2013 Annual Report* (approved May 29, 2013)
- Executive Leaders Team, meeting of June 4, 2013
- Lean Report (attached)

<p><b>Background</b></p> <ul style="list-style-type: none"> <li>• Purpose of this request</li> <li>• History</li> <li>• Other relevant information</li> </ul>	<p>In the 2012-2013 Business Plan, one of the objectives identified to achieve the strategic priority <i>developing the Fleming working environment</i> was to “improve efficiency by streamlining academic and service processes using various methodologies including the formal Lean method and collect clear metrics. An efficiency report card will be developed that summarizes informal and formal Lean efficiency improvements with clear, relevant metrics/benefits”.</p> <p>The attached report represents a continuation of the commitment to implement Lean Thinking throughout the organization.</p>
<p><b>Action Required</b></p> <ul style="list-style-type: none"> <li>• for Information</li> <li>• for Consultation and/or Discussion</li> <li>• for Approval (include motion)</li> </ul>	<p><b>Receive, for Information</b></p>
<p><b>Considerations, Impacts and Options</b></p> <ul style="list-style-type: none"> <li>• pros and cons</li> <li>• risks</li> </ul>	<p>The 2012-2013 Business Plan committed to implement the first phase of critical improvements identified through the first Lean project undertaken to improve the Academic workloading process. This Lean has been implemented and the organization continues to work on continuous improvements by streamlining processes. Results show critical efficiencies in the workloading process using new tools and in eliminating extra work from planning excess section capacity. However, the two levers for change are technology and people. Technology improvements are complete; streamlining the people processes are still underway. Full efficiency will only be achieved through continued change management both in Academic Operations and in the Academic Schools.</p> <p>Two additional formal Lean initiatives (value streams) have been implemented, and metrics are included in the report. A number of additional value streams have been initiated or implemented and metrics are being gathered. The number of new initiatives reflects the organizational engagement in adopting Lean process improvements. Through workshops, value stream events and leader training, a large number of Fleming employees have been trained in Lean Thinking. The regular communiques from the Lean Lead have also supported knowledge transfer. The implementation of informal Leans (referenced in Appendix A to the report) reflects some of the process improvements through the wide adoption of Lean Thinking, with accompanying metrics where possible.</p> <p>The College has created a <i>Lean Steering Committee</i> whose role will be to guide and approve formal Lean processes to ensure strategic alignment,</p>

	<p>as well as guide knowledge transfer initiatives across the College. The Lean Lead continues to communicate and train employees through workshops and value stream events.</p> <p>An important focus in 2013-2014 will be improving rigour in developing and capturing process improvement metrics, both from formal and informal Lean improvements. In this respect, the College's "Lean Lead" is working towards certification through the Society of Manufacturing Engineers; metrics collection and data cleansing is a strong focus to this certification program.</p>
<p><b>Financial Implications</b></p>	<p>To date, the College has invested \$84,218 in consultant fees to continue to implement the Lean program and develop in-house expertise. This contract with the Lean Advisors has now expired.</p> <p>The aggregated savings in person days from formal Lean events calculated to date is 167 person days across multiple employee groups. The imputed value of cost avoidance savings through elimination of non-value added work is approximated as \$70,497 (weighted average of wages across job families but not specific classifications within).</p> <p>Through the informal Lean processes highlighted in the report, there are many more person days saved, but not calculated as a dollar value. However, saved person days also represent redirection of work from non-value added activities to value added activities. Other dollar savings reported through efficiencies gained are summarized in Appendix A to the report and total in excess of \$300,000.</p> <p>In the report, cost avoidance is also expressed in terms of the unit cost of delivering specific services. For example, the new process for education plans for students with disabilities now costs approximately \$73 per plan to develop (in staff time) as opposed to \$375 per plan. The time spent by Co-ordinators – 50% to 65% – is spent directly with the student where previously it was zero. This represents a significant improvement in service to students – a quality metric.</p> <p>Finally, the Lean Lead is a partial FTE (about 1/3) of the seconded Special Projects Leader role. The commitment for 2013-2014 will be the continued investment in the Special Projects Leader role at a minimum of 1/3 FTE. This compares favourably with other organizations, such as the Peterborough Regional Health Centre which employees two full FTEs and additional support staff in implementing Lean initiatives through its Transformation Management Office.</p>
<p><b>Prepared by</b></p>	<p>Patricia O'Connor, Academic/HR Special Projects Leader</p>



# Fleming College Annual Lean Report 2012-2013

“A Lean enterprise is like a school in that it is a teaching and learning organization. The learning is directed towards continuous improvement of how the work gets done in order to serve customers better” (Martichenko, 2008)

Trish O’Connor  
Special Projects Leader, Fleming College  
May 2013

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## Introduction

In the fall 2011 Fleming introduced the principles of “Lean Thinking”<sup>1</sup>. Lean principles are simple yet are quite effective and can be utilized in any organization; the end result is to provide excellence while being cost and time efficient. This methodology has been developed and applied to many industries, most notably manufacturing, but can also be found in the public sector, healthcare, federal government and higher education. By adopting the “Lean” principles, inefficient processes will be eliminated and more time will be spent on strengthening strategic work and supporting innovation in how Fleming delivers programs and services to its students, thereby offering an excellent overall experience from admission to graduation.

Fleming College now has several formal Lean (“value stream”) initiatives underway and there are a number of informal initiatives at the department level. Fleming’s first Lean process was a value stream review of our workload and timetabling processes to consider how we can use our systems to eliminate the need to create new timetables/workloads each year. This Lean continues to move along on the planned track and new initiatives in the academic division have given the opportunity to apply Lean thinking in how the Academic Operations area tackles new problems. Lean 2 entailed a new process for developing education plans for students with disabilities. Lean 3 was a review of course add, drop and swap self-serve functionality in Evolve and how the Registrar’s Office deals with transfer credits and course pre-and co-requisites. The following chart represents the additional value stream reviews completed, currently underway and planned within the next couple of months.

Value Stream	Objectives	Status
<b>Part-time Faculty Step Calculations</b>	Reduce processing time and lead time for calculating compensation rate for part-time faculty.	Value stream mapping completed. Kaizens (i.e. rapid improvement workshops) completed and new process and tool rolled out March 1.
<b>Accuplacer Testing</b>	Reduce the amount of manual data input and the length of time from appointment set up to student “test out” completion for math and communications.	Completing mapping process
<b>Employment Services Crew Intake Process</b>	Review employment services intake process to ensure ongoing achievement of Ministry targets for outcomes.	Value stream mapping complete and revised process launched with some visual management tools
<b>Staff Onboarding/Off Boarding</b>	Improve the process and communication of assigning/unassigning telephone, log-in accounts and offices to staff.	Current State value stream mapping beginning June 6
<b>Capital Process</b>	Standardize and improve the planning process to drive departmental integration/collaborative working relations to enhance decision making with strategic planning	Value Stream Charter Proposal before Lean steering committee for approval.
<b>Recruitment and Selection</b>	Streamline the college recruitment process to remove unnecessary processes	Value Stream Charter Proposal before Lean steering committee for approval.

<sup>1</sup> “Lean Thinking” was first introduced by James P. Womack and Daniel T. Jones in *Lean Thinking Banish Waste and Create Wealth in Your Corporation* (1996)

The Lean Project Lead has provided regular communiques to the college community about our progress with the Lean work completed to date, as well as regular updates at Leader's meetings. The purpose of this communication is twofold, to update the college community and to transfer knowledge in Lean Thinking. In response, there have been a number of suggestions for more processes that would benefit from redesign – processes such as admission to the college which have a significant direct impact on students.

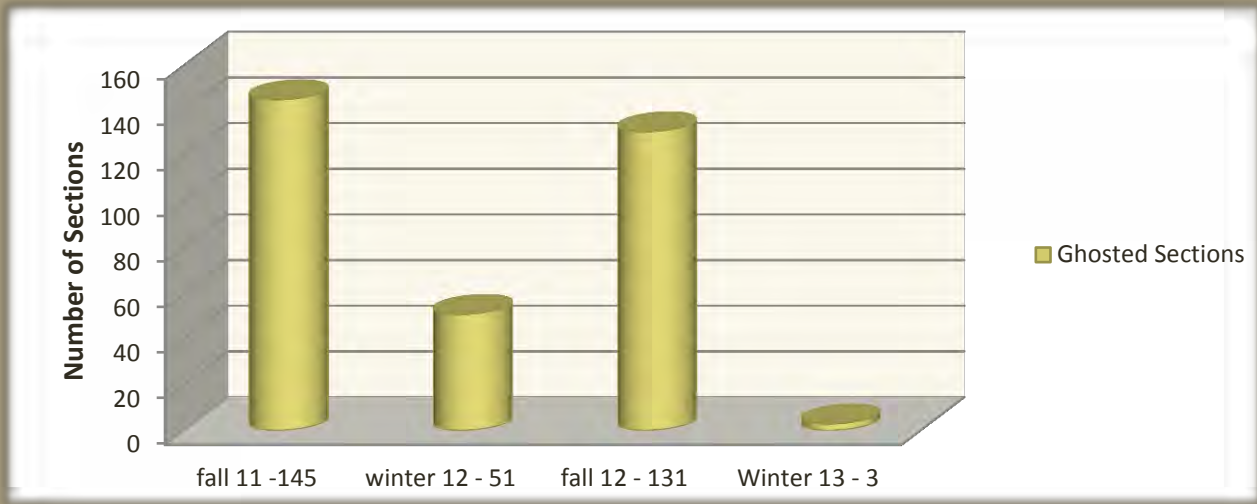
This is the first annual Lean report to report outcomes. The three metrics that are typically tracked as part of Lean process improvement are quality, delivery (timeliness) and cost. The target improvement for a Lean initiative for each (i.e. quality, delivery and cost – “QDC”) is a minimum of 10% improvement. Quality and timeliness, particularly as it relates to service to students, have been a focus for the work at the college. Throughout the past year, we have learned the importance of collecting data for QDC from each Lean initiative both upfront (to benchmark improvement) and throughout implementation. As this has been a learning year, there is room for improvement in our practice in this regard. However, where clear data has been collected, the report will demonstrate that our Lean work has met and exceeded the 10% threshold in these categories. Metrics for cost are expressed as person days saved, which serves as a proxy for cost avoidance. However, the person days saved reflects redirection of staff time from non-value added work to value-added work, while achieving a more manageable workload.

## **Lean 1 – Workloading and Timetabling**

Fleming's first Lean process was the workload and timetabling value stream where we identified significant reductions in waste by rolling over the previous year's work and focussing on only the variables that change, such as the introduction of a new course or a faculty change. By doing so, the collective time spent on the manual entry of data and rework by workload officers, timetablers and Chairs is projected to be reduced significantly. This saved time can be focused on more strategic work, such as responding to innovations in changing curriculum (implementation of hybrid/e-learning etc.). In the fall 2012, the new systems tools were piloted for use by academic operations and school staff. The upfront reduction in time on task for workloading was reported as **50%** for both Chairs and Workload Officers. This equated to **42** person days across the Chair group and **37.5** for the workload officers annually.

This Lean also identified improvements in how curriculum changes are communicated from the schools to academic operations and how the enrollment plans can be used more strategically to plan ahead for each academic year and align with the budget cycle. As a result, the enrollment numbers used for planning, workloading and ultimately timetabling reflect the previous year's actual numbers, updated by known changes coming from the schools. Additional systems work has also improved the analytics for the Curriculum Data Officers. This has resulted in more discrete enrollment numbers being used in planning, workloading and timetabling and has allowed Academic Operations to eliminate the use of “ghosted” sections, which are extra sections built “just in case” they are needed. Each ghosted section represented additional, often unnecessary, work to build into workloads and the timetable.

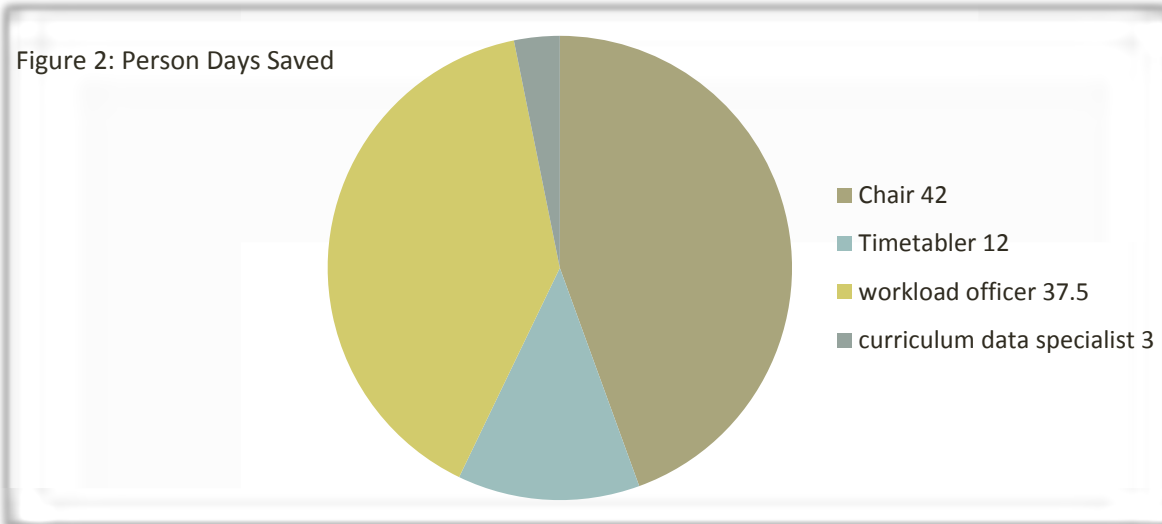
Figure 1: Ghosted Sections



As of the fall, 2013 ghosted sections have been eliminated. The result is a better quality timetable and reduced time on task for workload officers (3 person days) and timetablers (3 person days) annually.

In summary, rolling over the previous year’s work reduces manual input and the risk of errors, while freeing staff to do the higher level analytical work. The underlying philosophy was that year over year, 80% of the curriculum and workloads are stable and only 20% varies (“80/20”). These automated tools, along with the implementation of full year (multi-semester) planning, result in a total of **104** person days annually across four employee groups.

Figure 2: Person Days Saved



Because of the integration of our systems (i.e. timetabling (TPHI) and curriculum mapping (MAPS) software), Fleming has a tremendous opportunity to continue to streamline and make more efficient our academic operations work. There is much more opportunity than other colleges who maintain separate non-integrated systems. To this end, Fleming AO and ISG staff should be commended for the work done in the past year to develop the new analytical tools. However, to fully realize all of the efficiencies, and not lose them in the downstream processes, we must achieve a certain level of stable state during the course of the academic planning cycle. Changes (e.g. faculty course assignments, etc.) between cycles must be significantly reduced to avoid manually inputted changes. This requires a cultural change, both in the schools and with academic operations staff. It is anticipated that the common block development time will facilitate this, as it will concentrate most course and program changes to a specific period of time. Each

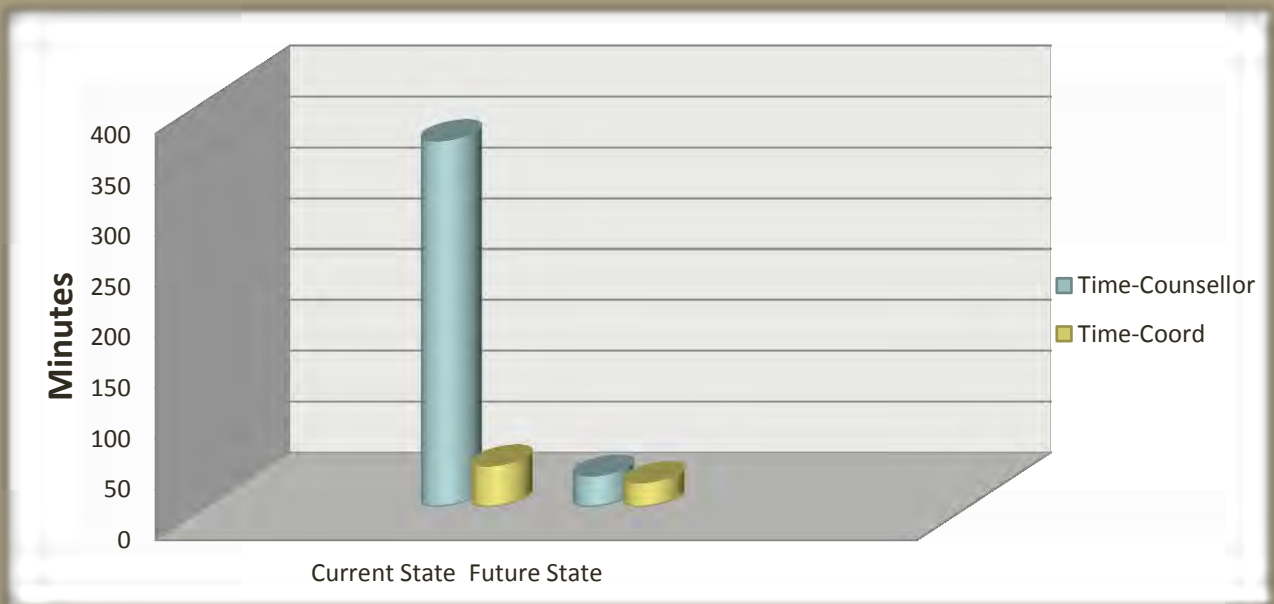
June, curriculum changes from the common block development period will be communicated to the academic operations group and implemented for the following fall/winter/spring as applicable. Other changes, in year, should be minimalized and this will result in a level of workloading/timetabling stability versus change to achieve the 80/20 breakdown noted above.

## Lean 2 – Individual Education Plans

This Lean focussed on how college staff develop Individual education plans for students with disabilities. During the value stream review of “current state”, it was discovered that the process for developing plans was cumbersome and did not yield a good result for students. Specifically, education plans frequently took up to 40 days to develop (average of 27.5 days) and had a 75 percent error rate when first drafted (requiring a looping back between Coordinator and Counsellor). The process left the student out of the communication and this was a disservice to the student. The “future state” is much more streamlined, as counselors, students and coordinators work collaboratively to develop the plan with a target of **11** days to completion. This will mean both faster results and greater accuracy in getting these students the timetable and supports they need. The process review required broad engagement involving a large group from counselling; coordinators, and RO staff in a collaborative problem solving model.

The new process was launched in January 2013. To determine the efficiency gains, counsellors and RO staff were asked to track their time in developing education plans. In April and May, Coordinators were surveyed about the new process. The data results showed how long a plan took to develop from inception (initial meeting with the counsellor) to completion. The data shows that the amount of time counsellors spend on developing a plan has reduced **70%** from a former average of **300** minutes to **40** minutes and plans are now produced in an average of **16** days. The amount of time that coordinators spend is slightly less than before, **25.6** minutes as opposed to **37.5** minutes.

Figure 3: Counselor/Coordinator time in minutes



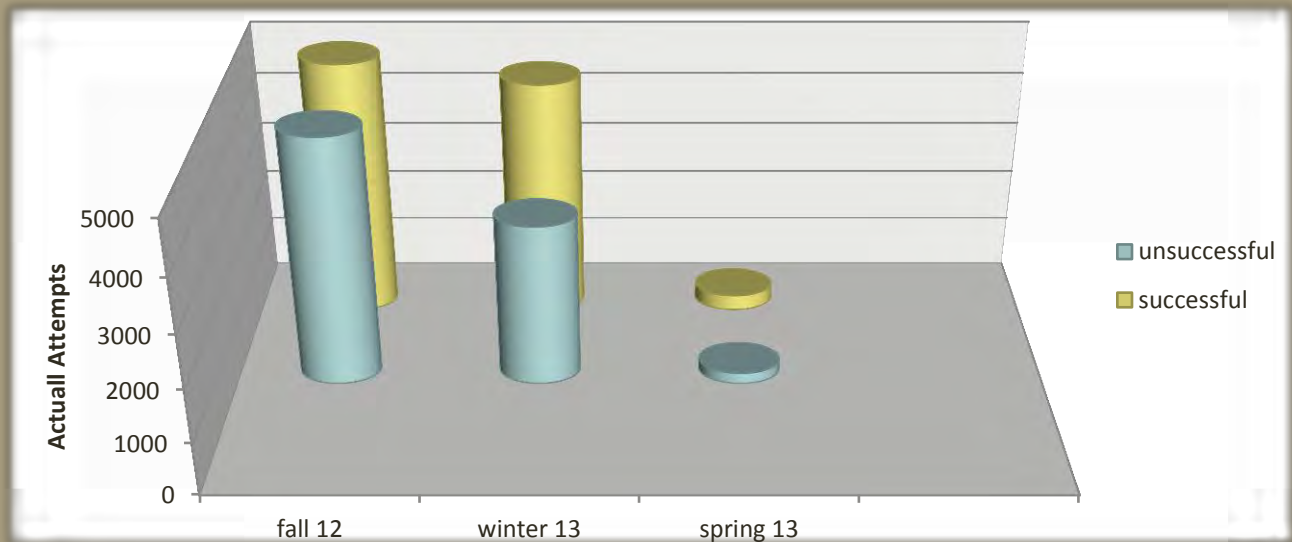
Most importantly, **50% to 65%** of the Coordinators reported time on task is spent directly with the student and previously they did not meet with student. This is value added time for the student, and 85% of the coordinators who responded to a survey agreed that the new system is an improvement and better supports student success. In summary, the reduced overall time on task between coordinators and

counsellors is **62.9** person days to develop (an annual average of) 100 individual education plans for students with disabilities. Expressed in average wages rates across the employee groups – the previous per unit cost of developing an education plan was **\$374.66** and now it is **\$72.70**, with improved quality results for the student.

### Lean 3 – Course Add Drop Swap

This Lean dealt with improving the add drop swap self-service functionality for students. Typically, less than **50%** of the students using this function were successful (i.e. in 3052 attempts out of 6617). This drove 33% of the traffic to the RO’s counter at Sutherland (at Frost only 15%) in the first two weeks of start-up. Students were frustrated and this was regarded as a factor in KPI scores. The goal was to improve the functionality and clean-up the use of pre-and co-requisites while automating transfer credits. This Lean is very reliant on systems improvements, and since fall, 2012, there have been incremental improvements to the success rate and some corresponding reduction in unnecessary traffic in the RO office. The spring 2013 saw a significant system reconfiguration whereby a student’s unique bundle of appropriate course electives is pushed into their online shopping cart in the add drop swap functionality. RO and ISG staff should be commended for their teamwork in configuring a significant improvement to the system functionality and as of spring, 2013 this has led to a **15%** increase in success rate from fall, 2012 (**results of test data - 55% to 70% spring #s t/b confirmed with full data analysis**).

Figure 4: Number of Attempts at Evolve ADD/DROP/SWAP self-service by Students



### Summary and Conclusion

The past year has involved the launching of five new value streams, numerous informal initiatives and the ongoing implementation of the first multi-phase Lean. Change is evolutionary and it will be a few years to fully appreciate all of the efficiencies for some. The organization has learned much about Lean Thinking. Attached as **Appendix A** is a summary of some of the efficiency gains in several areas of the college. For example, one of many efficiencies in Purchasing saved **14** person days annually; while efficiencies in the RO’s Office and Finance improved service to students by providing their financial aid four weeks sooner, and in reducing wait time for international student refunds to only a few days.

This year we have also partnered with Algonquin College in sharing best practices, as Algonquin has more experience with Lean and has reported significant savings from efficiency gains. We want to copy their success. Fleming is also sharing our knowledge locally with the City of Peterborough and PRHC, as well developing an informal group of private and public sector partners who are exploring best practices to implement in each organization.

Regular communications and a series of workshops in March, offered with the assistance of Lean staff from Algonquin College, have increased our organizational knowledge and capacity. We also opened these workshops to City of Peterborough staff who attended to learn about Lean at Fleming and to start their own initiative at the City.

Finally, a recent quality assurance audit by the PQAPA panel commended the college on our Lean efforts toward continuous improvement, and our work with Algonquin. The panel encouraged Fleming to go further. We plan to do that.

*"It has been quite enjoyable to work on the Lean. First of all, certain aspects of our jobs naturally become routine and it is good to go back and analyze the processes to see how they can be improved. It was quite surprising to see the wait times and the error rates that arose. Secondly, it was nice to work with such a multi-faceted team and discuss a "problem" from many different angles and get the various viewpoints. Looking for these process efficiencies is very important." – Russell Turner, Program Coordinator, Justice and Business Studies*

### **Next Steps**

It is recommended that Fleming continue to build in-house expertise and capacity within College departments to conduct both formal Lean value stream evaluations and informal application of Lean Thinking. Areas of improvement are day-to-day management of implementation; using process control charts to track process efficiencies, and more emphasis on data gathering and analysis both up front and during implementation. This data should be converted to cost savings, either in person days or actual cost avoidance in dollars.

Fleming will continue to work with Algonquin and discussions have been underway regarding developing a Lean certification program offered jointly by the two institutions as a continuing education offering. This will address a lack of accessible options to obtain a recognized

Lean certification in Ontario. Our corporate clients have expressed interest in Fleming offering Lean as part of our Peak Leadership development program and we are currently seeking market intelligence to determine whether a Lean consulting service from the college would be beneficial. As business development ideas are starting to converge, the College is considering the creation of a multi-service Lean Institute which could offer a variety of services, and provide resources for incorporation of Lean into our curriculum, particularly the business and the KTTC programs.

## Appendix A: Efficiencies Reporting – Informal Lean Processes

Division and Area/School:

Finance

Value Stream (e.g. student registration; budget; counselling services, etc.)	Activity/Process	Current State (before)	Future State (after)	Wastes Eliminated: process lead time - waiting, over-processing, etc.	Efficiencies Gained: quality, cost and/or timeliness e.g. delivery of service to students.
<b>Purchasing</b>	E-mail notifications for requisition approvals and automated 2 <sup>nd</sup> level of approval	Worklist notifications and manual addition of 2 <sup>nd</sup> level approval	E-mail notifications and automated 2 <sup>nd</sup> level of approval	Waiting for approvals	Expedites approval process
<b>Finance</b>	BARS benefits report	Had to run two reports and combine to get total benefit report	One report	Manual manipulation	Eliminates manual manipulation
<b>Student tax forms</b>	Provide students with T2202A	Used Canada Post – sent them a file and they printed and mailed out the forms	Used Canada Post, but also made T2202a's available to students electronically through a link in the student centre	Re-prints were time consuming	Providing students have an active network account they can print their own T2202a if they have misplaced or did not receive – saves cashier time for reprints
<b>Finance and Purchasing</b>	Applied bundles and patches	Not up-to-date with Peoplesoft code- troubleshooting is more difficult and Oracle can provide limited assistance – mod have	Up to date with Peoplesoft code and Oracle support is more efficient –	More errors and slower resolution time	Quicker problem resolution

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Value Stream (e.g. student registration; budget; counselling services, etc.)	Activity/Process	Current State (before)	Future State (after)	Wastes Eliminated: process lead time - waiting, over-processing, etc.	Efficiencies Gained: quality, cost and/or timeliness e.g. delivery of service to students.
		to be applied for code fixes	mods are reduced		
<b>Cashiering</b>	Expanded use of FC corporate accounts	Wide use of departmental receipts where amounts and accts and depts must be defined	Minimized use of departmental receipts	Prone to errors	Increases accuracy
<b>Purchasing</b>	Collaborative purchasing reporting	Manually had to pull together relevant transactions	Collaborative Chartfields set up and report developed	Manual process prone to incomplete reporting	Greater accuracy and speed of reporting
<b>Cashiering</b>	Inquiries re international student refunds	Called Accounts Payable to determine if refund was done and alternate payee	Query on the menu so cashiers can run themselves	Time delay responding to student enquiries	Prompt reply to students
<b>Cashiering</b>	International Student wire refunds	Refunds would take a number of weeks to be complete (funds back to students) after being entered through bank system	Refunds now take only a few days to be complete (funds back to students) after being entered through bank system	Numerous staff contacted by students and agents inquiring where funds are Various follow-up with banks	Funds returned to students within more timely basis Improved relationships with agents



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Finance

Value Stream (e.g. student registration; budget; counselling services, etc.)	Activity/Process	Current State (before)	Future State (after)	Wastes Eliminated: process lead time - waiting, over-processing, etc.	Efficiencies Gained: quality, cost and/or timeliness e.g. delivery of service to students.
<b>Purchasing</b>	Create annual blankets and contracts	Rekeyed blankets each year – time consuming and prone to error	Copied blankets from one year to the next – editing required fields	Prone to error and time consuming	Fewer errors and reduced processing time
<b>Purchasing</b>	Expediting purchase orders	Lines missing on PO's, so requisitions had to be rekeyed, approved, processed	PO's can be cancelled and complete requisition can be expedited	Re-entering of requisition	Less and more efficient processing
<b>Purchasing</b>	Adding comments to POs	Manually selected ship to comments based on campus	Ship to comments default by campus	PO processing time	Reduced PO processing time
<b>Financial Reporting</b>	Clean up of outstanding commitment amounts	Inaccurate commitments reported	More accurate commitment reporting	Inaccuracy	More accurate

## Appendix A: Efficiencies Reporting – Informal Lean Processes

Division and Area/School:

Office of the Registrar

Value Stream (e.g. student registration; budget; counselling services, etc.)	Activity/Process	Current State (before)	Future State (after)	Wastes Eliminated: process lead time - waiting, over-processing, etc.	Efficiencies Gained: quality, cost and/or timeliness e.g. delivery of service to students.
Records/ Registration	Withdrawal Form	Three-part form only available in the Office of the Registrar. Last updated in 2006.	One-part form available on-line and in the Office of the Registrar. Now includes financial aid specific information.	Able to update the form in a more timely manner as the form is not purchased in mass quantities.	More efficient for students as the form is available on-line. More information is available on the form for both Records and Financial Aid.
Records/ Registration	Internal Application for L&J students	Students would complete an internal application to transfer to the second semester of a new program. These students could not easily be identified and therefore might not receive a timetable for the new program in a timely manner	Form specifically for L&J students that are changing programs for the second semester. This new form aids in the tracking of this students to enable the new program's timetable to be issued to the student. Previously, students did not	Timetables are not being produced twice for the same student (i.e. one timetable for the old program and a second timetable for the new program). Timetables being produced in a more timely manner.	The students are receiving their timetable for the new program in a more timely manner. The students are not confused or unclear about which program they are in for second semester. The new form makes it easier for staff to identify

## Appendix A: Efficiencies Reporting – Informal Lean Processes

Division and Area/School:

Office of the Registrar

Value Stream (e.g. student registration; budget; counselling services, etc.)	Activity/Process	Current State (before)	Future State (after)	Wastes Eliminated: process lead time - waiting, over-processing, etc.	Efficiencies Gained: quality, cost and/or timeliness e.g. delivery of service to students.
			receive the timetable for the new program in a timely manner and as a result, the student was not certain which program they were registered in.		these students.
<b>Records/Registration</b>	Mass Indicator Assignment	Indicators were previously added to student records individually.	This functionality allows the mass assignment of indicators on student records. This process is extremely useful during grades processing and assigning progression statuses to student records.	Previously indicators were assigned in a one-by-one manner to each student record.	Automation results in significant decrease in the processing time previously needed to assign indicators to student records.

## Appendix A: Efficiencies Reporting – Informal Lean Processes

Division and Area/School:

Office of the Registrar

Value Stream (e.g. student registration; budget; counselling services, etc.)	Activity/Process	Current State (before)	Future State (after)	Wastes Eliminated: process lead time - waiting, over-processing, etc.	Efficiencies Gained: quality, cost and/or timeliness e.g. delivery of service to students.
Records/Registration	Address Change form for International Students	The application address was the current address for the student	New address change form to gather local address information from International students. The form is now made available to the students at different meetings (International Student Orientation) and students are asked to complete the form at the meeting.	Previously, local address information for International students was not provided by the students	We have current, up-to-date addresses for International students. This positively impacts a number of areas in the College including Accounting.
Records/Registration	Grade Processing	Mandatory pass courses processed separately from 66 2/3 and GPA checks	Mandatory pass courses now processed at the same time as the 66 2/3 and GPA checks.	Departments now receive all progression information at the same time. Previously, departments received	Departments only have to process the grade information once which is more efficient.

## Appendix A: Efficiencies Reporting – Informal Lean Processes

Division and Area/School:

Office of the Registrar

Value Stream (e.g. student registration; budget; counselling services, etc.)	Activity/Process	Current State (before)	Future State (after)	Wastes Eliminated: process lead time - waiting, over-processing, etc.	Efficiencies Gained: quality, cost and/or timeliness e.g. delivery of service to students.
				the grades in two parts which meant they had to process the grades twice.	
<b>Records/Registration</b>	Trade Exemption Test letters	Previously these letters were produced by Continuing Education.	The Office of the Registrar now produces the letter as it is a closer fit with the functions of the Office of the Registrar.	The production of this type of letter more closely fits with the functions of the Office of the Registrar.	More efficient production of letters.
<b>Records/Registration</b>	Confirmation of Student Status	Previously, International students would request a letter from the International Office. There was not a standard letter and the letters often contained information that was not relevant to their status as a student.	The form has been updated to include date of birth. The form can now be used for International students.	Standardized forms being produced in one department.	Standard form. Confirmation of Student Status forms or letters should only contain information that the College can verify.

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Value Stream (e.g. student registration; budget; counselling services, etc.)	Activity/Process	Current State (before)	Future State (after)	Wastes Eliminated: process lead time - waiting, over-processing, etc.	Efficiencies Gained: quality, cost and/or timeliness e.g. delivery of service to students.
<b>Records/Registration</b>	PSW Degree Completion Letters	Previously, letters were produced by the School of Community Development and Health. The Registrar's Office produces a list of all students that have met the program requirements; this list is then given to the School of Community Development and Health. The School produces the letters and then arranges to have them signed by the Registrar.	The solution to this issue was to have the letters produced by the Registrar's Office and use an electronic signature in place of the Registrar signing each letter.	The issue addressed is that there is a lot of back and forth between the Registrar's office and the School.	More timely, effective production of letters.
<b>Financial Aid</b>	On-line Bursary Application	Paper-based application.	Change from a full paper based application to on-line (Sept 2012).	Timeframe to complete 4 weeks less than the paper process even with the increases.	End result 71% increase in applications and 500 more bursaries issued.
<b>Financial Aid</b>	OSAP Direct	OSAP appointments to receive	Electronic processing	Reduced time frame	Most students had

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Division and Area/School:

Office of the Registrar

Value Stream (e.g. student registration; budget; counselling services, etc.)	Activity/Process	Current State (before)	Future State (after)	Wastes Eliminated: process lead time - waiting, over-processing, etc.	Efficiencies Gained: quality, cost and/or timeliness e.g. delivery of service to students.
	Deposit	funding.	of OSAP funding - replaces OSAP appointments - launched September 2012.	for completion of process from 6 weeks per term to 5 days.	their funding within the first week of classes.
<b>Financial Aid</b>	OSAP Tuition Payments	OSAP tuition payments processed manually by one staff member. Now multiple cashier options to allow simultaneous keying of payments.	With increased efficiency of OSAP loans processing, also means that tuition payments received much more quickly.	Re-alignment of cashier processes allowed for the processing of tuition payments more quickly and earlier.	Funds posted to student accounts 4 weeks earlier than in previous terms.
<b>Financial Aid</b>	OSAP Student Payment Options	Payment for first term fees only.	Default payment position for students is to pay first term fees plus the next term OSAP deferral.	Ensures students are registered for next term. Reduced the number of fee notices that were issued for the winter 2013 term by 1600.	Ensures students are registered for next term. Reduced the number of fee notices that were issued for the winter 2013 term by 1600.

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Division and Area/School:

Office of the Registrar

Value Stream (e.g. student registration; budget; counselling services, etc.)	Activity/Process	Current State (before)	Future State (after)	Wastes Eliminated: process lead time - waiting, over-processing, etc.	Efficiencies Gained: quality, cost and/or timeliness e.g. delivery of service to students.
Continuing Education	Con Ed Scheduling and Web Display	Previously each term staff would be required to re-key each course offering so that it could be scheduled and displayed on the web.	We now roll term to term for the entire year using the schedule of classes roll over.	Increased efficiencies and time savings.	What previously would take 3 weeks per term to complete now take 4 weeks for all terms.
Continuing Education	Con Ed Calendar Production	In the past, there were several sources of data related to courses and course descriptions.	All data has been consolidated and cleaned up such that the course catalog in Evolve is the single source of data. We are also using a catalog flag in the course catalog to identify all courses that are to be part of the print calendar.	This has eliminated the keying of the same data into two other extraneous databases that were used in the past and also an easy query of data for the purposes of calendar production.	Significant time savings realized.



## Appendix A: Efficiencies Reporting – Informal Lean Processes

Division and Area/School:

Purchasing Department

Value Stream (e.g. student registration; budget; counselling services, etc.)	Activity/Process	Current State (before)	Future State (after)	Wastes Eliminated: process lead time - waiting, over-processing, etc.	Efficiencies Gained: quality, cost and/or timeliness e.g. delivery of service to students.
<p><b>Supply and Services Contracts</b></p>	<p>Collaborative Spending</p>	<p>Contracts/Agreements negotiated separately by each organization</p> <p>PC's, A/V, Projectors, SmartBoards, Xerox, Lab Supplies, Custodial Supplies, Long Distance</p> <p>Waste Services, Elevator, Rental Cars</p>	<p>Fleming now has multi-year contracts/agreements in place with other collaborative organizations – OECM, KCPG, Trent, OPUMA</p>	<p>Reduction in process lead-time including preliminary work for each contract via multiple departments, tender preparation, evaluation, negotiation, implementation, contract management</p>	<p>Improvements in quality, cost, and timeline by pre-established parts, pricing and reduced lead processing cycle time</p> <p>Cost reductions in excess of \$300,000 per year for Fleming, overall group savings in the millions</p> <p>Estimated 500 staff hours savings over 5 years</p> <p>Achieves compliance in meeting mandatory ministry collaborative</p>

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					spend targets
<b>Asset Disposal</b>	Asset Disposal Process	Asset Disposal would be advertised through newspapers, or on-site selling	Fleming is now utilizing an Electronic Disposal website through District School Board of Niagara	<p>Process lead-time including establishing sale protocol</p> <p>Often items would not reach the target audience and would not sell</p> <p>Process with newspapers includes writing advertisements and reviewing and approving proofs</p>	<p>Reach a broader market</p> <p>Increase opportunity to sell at a higher dollar value</p> <p>Much easier to process through website than newspapers</p> <p>Increased professionalism</p> <p>Standardized and transparent process</p>

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<b>Ministry Compliance</b>	Non-Competitive Procurement Process	BPS Supply Chain Directive set out the mandatory requirements for allowable non-competitive procurement, however there wasn't an efficient documented process to capture the nature of the purchase, and required approvals	A non-competitive form was created that set out the allowable criteria, provided a consistent manner for completion, and documented the approval process, while remaining compliant with the BPS Supply Chain Directive.	Process lead-time through reduction of investigation time, miscommunication, etc  Elimination of emails and informal communications	Cycle time of purchase order creation is reduced as less time is spent back and forth with the buying department trying to justify the non-competitive procurement  Compliance with the mandatory BPS Directive
<b>Mandatory Advertising</b>	High Value Purchasing and Mandatory Electronic Postings	Lack of an external electronic site at Fleming for high value purchasing made it difficult to reach a broader audience.	Purchased MERX Enterprise Electronic website ensures there are no restrictions to who can see the bidding	Process with newspapers includes writing advertisements and reviewing and	Reach a broader market  Reduction in overall cost due to increased

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			opportunities	approving proofs  Target audience quite often missed	competition  Much easier to process through website than newspapers  Posting ensures mandatory process is followed  Increases transparency and accessibility
Small Value Purchases	Ordering of Business Cards	Purchasing department took orders from internal staff and placed orders through supplier. Became a middle man for non value added service.	Individual needing the business card can now work directly with the supplier	Non-value added involvement of purchasing department has been removed	Improved cycle time by elimination of a non-value added role  Improved quality as opportunities for error

## Appendix A: Efficiencies Reporting – Informal Lean Processes

Division and Area/School:

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Value Stream (e.g. student registration; budget; counselling services, etc.)	Activity/Process	Current State (before)	Future State (after)	Wastes Eliminated: process lead time - waiting, over-processing, etc.	Efficiencies Gained: quality, cost and/or timeliness e.g. delivery of service to students.
					<p>are reduced</p> <p>Reduced overall costs as non-value added activities are removed</p> <p>Enables self-service for end users</p>
<p><b>Contracts for Facilities</b></p>	<p>Maintenance contracts</p>	<p>Without maintenance contracts each particular item would have to be dealt with at the time the problem occurred.</p>	<p>The following contracts have been negotiated and put in place for multiple years:</p> <p>Honeywell, Troy Life</p>	<p>Processing time establishing scope of work and specifications each time a vendor is required has been reduced for Facilities and Purchasing</p>	<p>Reduced cycle time for repair</p> <p>Better quality in equipment due to preventative maintenance programs, and less time under use poor condition</p> <p>Enables better</p>

# Appendix A: Efficiencies Reporting – Informal Lean Processes

Division and Area/School:

Purchasing Department

Value Stream (e.g. student registration; budget; counselling services, etc.)	Activity/Process	Current State (before)	Future State (after)	Wastes Eliminated: process lead time - waiting, over-processing, etc.	Efficiencies Gained: quality, cost and/or timeliness e.g. delivery of service to students.
					contract pricing vs spot pricing  Increased efficiencies for Facilities and Purchasing
<b>Commodity Buying</b>	Paper Ordering	Purchasing department took orders from internal staff and placed orders through supplier. Became a middle man for non value added service	Individual needing the paper works directly with the supplier	Non-value added involvement of purchasing department has been removed	Improved cycle time by elimination of a non-value added role  Improved quality as opportunities for error are reduced  Reduced overall costs as non-value added activities are removed  Enables self-service for end users

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<b>Revenue Streams</b>	Visa Card Rebates	College did not receive any financial rebates due to spend being below threshold level	By combining the spend levels of the KCPG members, now all members can receive \$\$ rebates on their respective Visa spends	Eliminated lost rebate potential, untapped revenue stream	Gained \$20-40k per year in earned rebate potential with current spend levels and enables future program leveraging to increase rebates upwards to approx. \$100k per year with Purchasing and Finance program enhancements.
<b>Purchasing, Finance and Security: Cash deposit services</b>	Bank deposit Transportation	College van driver from Shipping picked up and delivered deposits to banks at 2 campus locations	Integrated the service into the role of the contracted security company.  Eliminated the risk and responsibility	Reduced safety risk to staff  Shipper Receiver can focus on core duties  Added work to	More professional and secure service via a security company  Leveraged existing supplier base

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			from Shipper Receiver.	existing supplier vs tendering to another 3 <sup>rd</sup> party	Shipper Receiver time saving 1 hour per day



**SUBMISSION TO THE BOARD OF GOVERNORS**

**SUBJECT:** *Annual Program Advisory Committee Report*  
**PRESENTED BY:** Mr. Harvey, Vice-President Academic

**SOURCE**

- By-law 1-102, s.39.3: *The Vice-President Academic shall annually provide the Board with a report detailing advisory committee activities, accomplishments, program objectives, future trends, etc.*
- College in [Policy #2-202](#) – Program Advisory Committees
- Academic and Student Affairs Committee meeting of June 10, 2013

<p><b>Background</b></p> <ul style="list-style-type: none"> <li>• Purpose of this report/request</li> <li>• History</li> <li>• Other relevant information</li> </ul>	<p>The Minister’s Binding Policy Directive, Framework for Programs of Instruction, requires college boards to establish an advisory committee for each program or cluster of programs made up of a cross section of persons external to the college who have a diversity of experience and expertise related to the particular occupational area addressed by the program or program cluster. Membership is drawn from industry, business and professional organizations, and recent graduates. College professors and academic administrators serve as resource persons to advisory committees.</p> <p>The attached <b>Annual Program Advisory Committee Report</b>, dated June 2013, was received for information by the ASA Committee. It provides an overview of the activities undertaken by the Advisory Committees during the academic year.</p>
<p><b>Action Required</b></p> <ul style="list-style-type: none"> <li>• for Information</li> <li>• for Consultation and/or Discussion</li> <li>• for Approval (include motion)</li> </ul>	<p><b>For Information</b></p>
<p><b>Considerations, Impacts and Options</b></p> <ul style="list-style-type: none"> <li>• pros and cons</li> <li>• risks</li> </ul>	<p>N/A</p>
<p><b>Financial Implications</b></p> <ul style="list-style-type: none"> <li>• staff, facilities, equipment</li> <li>• impact on budget</li> </ul>	<p>N/A</p>
<p><b>Prepared by</b></p>	<p>Office of the Vice-President Academic</p>

**FLEMING COLLEGE**  
**Annual Program Advisory Committee Report**

<b>SUBJECT:</b>	<b><i>Annual Program Advisory Committee Report</i></b>	<b>JUNE 2013</b>
<b>SUBMITTED BY:</b>	Blane Harvey, Vice-President Academic	

## 1. PROGRAM ADVISORY COMMITTEE MEETINGS

**Community Development & Health** – Seventeen (17) of eighteen (18) established committees met over the past year. (The Spa Management program has never been offered.)

**Environment & Natural Resource Sciences** – Fifteen (15) of seventeen (17) program advisory committees met over the past year. The joint Arboriculture & Urban Forestry Advisory Committee meeting was postponed due to inclement weather (April ice storm). The committee is scheduled to meet again in October 2013. The Environmental Visual Communication (EVC) program officially launched in May 2012, the program advisory committee is scheduled to meet again in November 2013.

**General Arts & Sciences** – The School has two (2) Program Advisory Committees. The General Arts & Sciences Advisory Committee met over the past year while the Community Integration through Co-operative Education (CICE) Program Advisory Committee was cancelled due to low attendance.

**Haliburton School of The Arts** – The Collections Conservation and Management diploma and Museum Management and Curatorship graduate certificates and the Visual and Creative Arts Program Advisory Committees will meet in June 2013. Due to staffing changes, the Sustainable Building Design and Construction Program Advisory Committee will occur in the Fall 2013. In light of the program length (8 weeks), participation for the Expressive Art Graduate Certificate Program Advisory Committee is problematic.

**Justice & Business Studies** – Five (5) of seven (7) established committees in the Business area met over the past year. Nine (9) of the ten (10) established committees in the Justice area met over the past year. One was cancelled due to inclement weather (ice storm) and has been rescheduled to occur in May 2013.

**Trades & Technology** - Six (6) of the ten (10) established committees have met in the academic year 2012/2013. The Plumbing Techniques Advisory Committee is scheduled to meet for the second time in May 2013. The Wireless Information Networking is currently scheduled to meet in Spring/Summer 2013.

## 2. DECISIONS/ACTION ITEMS

The following provides an update on the results of the decision/action items as a result of the discussion that occurred:

**Community Development & Health** – As a result of new accreditation standards, some changes were made to curriculum in the Child and Youth Worker Program. The Paramedic PAC committee discussed the issue of some Ontario Emergency Medical Services (EMS) charging fees for Preceptorships. The Occupational Therapist Assistant and Physiotherapist Assistant (OTA/PTA) program will be engaged in the accreditation process in 2013. The Social Service Worker Program will be under Program Review in the Spring 2013.

The Personal Support Worker Registry has been operational within Ontario since the Fall of 2012. Dean Kelsey has been involved in the Provincial Steering Committee addressing the issues surrounding this initiative.

Interest in a standardized Preceptor course for Paramedic Preceptors was expressed at a PAC meeting this year. The need for Pharmacy Assistants within the Pharmacy industry was explored at the Pharmacy Technician PAC meeting. A possible Pharmacy Assistant program, separate but linked to the current Pharmacy Technician program, will be explored.

**Environmental & Natural Resource Sciences** – Discussion has occurred regarding a variety of initiatives underway at the Frost Campus, including:

Centre of Excellence – Program Advisory Committee members have provided input into Fleming's efforts to have the Frost Campus and the School of Environmental & Natural Resource Sciences (SENRS) recognized as an *Ontario Centre of Excellence*. The goal is for SENRS to be recognized as the "go to destination" for education, training, research and innovation.

Branding at Frost Campus has now been completed. A new Frost logo was launched internally on January 15, 2013. The official public launch will take place in early September during fall start up.

E-Learning - In support of campus/school goals associated with e-learning enhancements, Program Advisory Committees have been asked for feedback and program specific suggestions on e-learning. Redesign at SENRS will include more e-learning and blended learning is occurring already through many programs (Forestry third semester redesign, Fish and Wildlife camp redesign, GIS online courses, Continuing Education/Contract Training online courses).

A common theme being discussed in Advisory Committee meetings is that potential students need to be properly educated on programs before applying. Once a student is in a program, clear college and program expectations need to be laid out in the first week. Perhaps an industry representative could explain to students what to expect upon entering the work force. In doing so, it will hopefully reduce first semester failure/withdrawal rates in the program.

Advisory Committee members across all committees have expressed a strong interest in including an Aboriginal/Indigenous Culture course in their programs.

Blasting Techniques - Math and communications skills of the students entering this program seem to be generally poor. Perhaps content could be spread out and integrated throughout the program. A number of students are taking Blasting Techniques as a step along the path to the Resources Drilling & Blasting program.

Conservation & Environmental Law Enforcement - CELE students tend to be weak in their I.D. skills. There needs to be a conscience effort to improve skills from graduates entering the program and a need to perhaps develop refresher orientation before they start the program. Although technology is still used there is a strong emphasis on writing skills in jobs related to this program.

Fish & Wildlife - Fleming College needs to be recognized as one of three Colleges to receive the North American Wildlife Technology Accreditation. This process was a lot of work but endorses our commitment to student success and delivering an above standard program.

The introduction of a new Career Mapping course addresses the industry requests for graduates to improve their communication, presentation and interview skills. The course and its outcomes have already benefited some grads who have interviewed for jobs.

There is a need for incorporate GIS skills into the curriculum as the workplace requires the skills. Also, wildlife protocols are important for the graduate to know and be able to do to be job marketable. There is a need to investigate how to get these skills as wildlife camp is no longer taking place.

Forestry - The program advisors would like to have more international placement for their students. After initial challenges, the third semester redesign assessment was well received by all students. Forestry Field Camp continues to be a valuable hands-on opportunity enjoyed by students.

Heavy Equipment Operator - This is a new advisory committee, branching out from the Heavy Equipment Advisory Committee. Vocational Learning Outcomes were discussed and endorsed at the meeting. Advisory Committee members discussed the importance of graduates understanding that when they enter the employment field, they will start at entry level and work their way to progressive positions.

Outdoor Adventure Skills/Outdoor Adventure Education - The program was given the opportunity to deliver a March break residential program in Parry Sound through Tim Horton's Children's Foundation. This activity was set up as mandatory component of the program and proved to be an excellent activity. The Outdoor Adventure Education Diploma program begins in Fall 2013. Many of the current certificate level students will continue next year to earn a diploma.

Resources Drilling & Blasting - New equipment and facility upgrades in 2012 through a donation by Frost Campus graduate, Duane Parham. Program review and revised vocational learning outcomes were completed. Program review identified an ongoing need to include math applications.

**General Arts & Sciences** – Due to a lack of interest or response from committee members, a decision was made to solicit new membership for the next academic year.

**Haliburton School of the Arts** - The committee fully endorsed the motion to move forward with the post graduate status: Ontario College Graduate Certificate Validation Credential for the Collections Conservation and Management diploma and provided its support for the new program name. The committee made some suggestions for enhanced curriculum content: technology in museum applications, mount making for museum objects, experience with exhibits and collections management for both programs.

After a comprehensive review and dialogue, the Visual and Creative Arts diploma committee fully endorsed a new graduate certificate: Studio Process Advancement. Over the winter semester, the committee has been electronically (email) participating in our program reviews for Fibre Arts, Photo Arts and Artist Blacksmithing; they have reviewed and provided feedback to our curriculum adjustments and recommendations – this has been a workable solution for our geographical challenges

A review of applied recommendations from the 2011 Expressive Arts Graduate certificate program review; lack of attendance required us to distribute electronically for feedback. The Response was minimal – we need to determine a process that is more workable for an eight week program with PAC members who have conflicting schedules

### **Justice & Business Studies**

Justice Studies – Fleming College is now a host site for Fitco testing for those who want to pursue positions with Community Safety and Correctional Services. A field placement manual has been completed Law Clerk/Paralegal Programs. A field placement manual has been completed for both programs.

The Police Foundations Program Advisory Committee is in agreement that a scenario/simulation facility at the college is a requirement to improve the program. A mental health course for students is a core piece of training that needs to be implemented.

Guests Guy DeGagne and Mariano Perini from the Office of the Fire Marshall attended the Pre-Service Fire Fighting Education and Training Advisory Committee meeting to provide background on the decision to terminate the Memorandum of Understanding with the college and the Ontario Association of Fire Chiefs effective June 5, 2013. The Office of the Fire Marshall will be revising the firefighter standards and new MOU's will be in place effective June 2013.

Security & Risk Management Program member Martin Green provided an overview of the training and certification requirements for the International Association for Healthcare Security & Safety.

Business Studies – A mentorship program within the Sport Goods program will link alumni with current students in the program. Alumni will attend high school visits with the coordinator to promote enrolment in the program.

A Field Placement manual has been created and a database developed for Tourism and Travel students to use when seeking field placement opportunities. Tourism students will be blended with Hotel Resort Management students in the Service Systems course.

Human Resource Management students will now be attending the HRPAAO annual meetings. Co-curricular records that indicate accomplishments and involvement in learning opportunities outside of the classroom will be developed for student portfolios. A steering committee will be developed in 2013 to make improvements to the field placement opportunities.

Plans are underway to renew the Culinary Apprenticeship program by seeking Ministry approval to blend up to 3 seats with the Culinary Management students. The Red Seal preparation course will be renewed and offered through continuing education.

A Basic Accounting course will be added to the Business Administration - Accounting program in the first semester. Intermediate Accounting will be moved from Semester 5 to Semester 4. The Social Media course will be removed from the Business Administration- Marketing program and replaced with a new simulation course.

**Trades & Technology** - The School of Trades & Technology initiatives have involved both program review and renewals for several programs. Training Delivery Status has been proposed and supported for both Plumbing and Welding Techniques. Curricula are being aligned to include apprenticeship. The Heating, Refrigeration and Air Conditioning program will also be seeking Training Delivery Status for Gas Technician G366G and 313D Residential Refrigeration System Mechanic once the standards are released.

It was agreed that Construction Skills and Welding Techniques will move to 2 year programs with Welding Techniques having a fabrication and fitting component in the second year. A recommendation will be put forth to the Ministry to change the Construction Skills program name to Carpentry Technician/Techniques. This new program will incorporate a Service Learning component that will be added to the curriculum for the Fall 2014.

The Instrumentation & Control and Computer Technician/Technology programs have both received endorsement to have a Field Placement/Co-op component to their programs. There will also be the addition of several new courses Fall 2013 (e.g. Environmental Issues for Industry).

The Kawartha Trades & Technology Centre has broken ground and we are actively looking at our programs, their content and incorporating e-learning and technology. Our Applied Learning Centre will give students the opportunity to work on projects with a real learning experience

### 3. MEMBERSHIP UPDATES

SCHOOL	NEW MEMBER	OUTGOING MEMBER
<b><i>Community Development and Health</i></b>		
Early Childhood Education	Moira Vance, Trent Child Care	Marie-Anne Saucier, Trent Child Care Mary Beth Zeggil, Kawartha Pine Ridge District School Board
Educational Assistant	Lisa Beaulne, Durham Catholic Board of Education Heather Thompson, Kawartha Pine Ridge District School Board	

<b>SCHOOL</b>	<b>NEW MEMBER</b>	<b>OUTGOING MEMBER</b>
Fitness and Health Promotion	Ian Bolton, Trent University Athletic Centre	
Health Information Management	Roberta Cardiff, Canadian Institute for Health Information	Joy Fletcher, Canadian Institute for Health Information John Lohrenz, PRHC
Massage Therapy	Susan Nott, RMT Josh Martin, Return to Function Alicia Gillespie, Freeflo Physio Seana Collins Mander, Healthy Foundations Naturopathic Clinic Caitlin Brady, RMT Kevin Pinleiro, RMT Cole Leptick, Spa on Hunter at Euphoria Kelsey Skebo, Pettigrew Spa	Ravi-Inder Soligo, Stillpoint Therapies Nicole Bradbury, RMT Melanie Wood, RMT
Paramedic	William Detlor, County of Northumberland EMS	
Practical Nursing	Leeann Rhoddy, ProHome Health Services Inc.	Colleen Ryan, St. Peter's Secondary School Dan Clydesdale, ProHome Health Services Inc.
Recreation Leisure Services		Jennifer Brockett, Deerhurst Resort
Social Service Worker	Lindsay Haacke, Kawartha Sexual Assault Centre	Shari Davis, Learning Disability Association of Peterborough Theresa Forson, Kawartha Sexual Assault Centre Anne Manley, Community Living Kawartha Lakes Jill Sadler, Hospice Kawartha Lakes Shari Warfield, Canadian Mental Health Association Peterborough
<b><i>Environmental &amp; Natural Resource Sciences</i></b>		
Blasting Techniques	Al Romphf, Austin Power Craig Copping, Rankin Const. Tony Kimmett, CLC Constr. Pierre Labelle, Dyno Nobel	Dale Plant, Louisbourg Pipelines Paul McAnuff, Golder VME Ltd. Ray Jambakhsh, DST Consulting Engineers Inc. Rob Cyr, Explotech Engineering Moose Morin, Explotech Engineering
Ecosystem Management	Allen Benson, Dillon Consulting Limited	Ron Yachnin, Yachnin & Assoc. Doug Van Hemessen, MNR
Environmental Technology		
Fish & Wildlife	Bill Dowd, Humane Wildlife Control Joe Reid, MNR David Copplestone, MNR	Brian Round, Fisheries & Oceans Canada Gary Pritchard, Golder & Assoc.
Forestry		William Kenney, U of T
Heavy Equipment (now been divided into Heavy Equipment Operator and Heavy Equipment Techniques)		Jeremy Thurston, Green Tractors Mike August, Total Power Ian Dalrymple Terry Harkness, Toromont CAT
Heavy Equipment Operator	Bill Kasper, The Miller Group Steve Brough, Hard-Co Constr. Karl Dings, Balterre Contracting Gary McNamara, Drain Bros. Rob McCarthy, Lafarge Al Douglas, Fowler Construction	

SCHOOL	NEW MEMBER	OUTGOING MEMBER
	Glenn Ferguson, Aecon Constr & Materials Ltd. Tom Collins, Kawartha Utility Scott Whittaker, Dufferin Aggregates Mark Minaker, K.J. Beamish Const. Wayne Smith, Coco Group Tammy Quenneville, JG Stewart Constr. Ross Deal, Aecon	
Heavy Equipment Techniques	Dave Jackson, Green Tractors Larry McLean, Drain Bros Steve Jeffery, Strongco Kyle Hutchinson, Toromont CAT	
Outdoor Adventure Skills/ Outdoor Adventure Education	Galen Moore, Tim Horton Children Foundation	
<b>General Arts &amp; Sciences</b>		
<p>The Program Advisory Committee, at its November 2012 meeting, discussed the opportunity to seek new membership from the community. This is on-going currently, as we seek new members prior to our next meeting date in the 2013-2014 academic year.</p> <p>Christine Crough (CMHA Peterborough) was welcomed as a new member of the Committee.</p>		
<b>Haliburton</b>		
<p>Collections Conservation and Management diploma and Museum Management and Curatorship graduate certificate</p> <ul style="list-style-type: none"> <li>• The committee is seeking:             <ul style="list-style-type: none"> <li>○ A member to represent the Aboriginal voice – new position on the committee</li> <li>○ A replacement for the Parks Canada representative due to retirement</li> </ul> </li> </ul> <p>Visual and Creative Arts Diploma</p> <ul style="list-style-type: none"> <li>• Need to review membership and place a call for additional members to replace inactive members (2)</li> </ul> <p>Expressive Arts graduate certificate</p> <ul style="list-style-type: none"> <li>• Need a different approach for PAC; convening members is a challenge, electronic and face to face</li> </ul> <p>Sustainable Building Design and Construction certificate</p> <ul style="list-style-type: none"> <li>• Review and evaluate existing members and invite new members to better align with program's shift in direction (was experiment with Chris Magwood; currently, it incorporates more traditional materials)</li> </ul>		
<b>Justice &amp; Business Studies</b>		
Human Resources Management	Carolee Melavanin, Safran Electronics Canada Katherine Jordan, Peterborough Green UP Sherin Boovariwala, St. Josephs at Fleming Brittany Harper, General Electric	
International Trade	Steven Goosmark, Volkswagen Group Canada	
Law Clerk/Paralegal	Tanya Dunford, Provincial Offences Office Wendy Joy-Bird, Durham Frontenac District Legal Aid Juanita Magill, Court Services Ted Rathwell, Licensed Paralegal	

SCHOOL	NEW MEMBER	OUTGOING MEMBER
	Teresa Williams, Northumberland Community Legal Centre	
Security & Risk Management	Stephanie Lawrence, Sears Canada	
<b>Trades and Technology</b>		
Welding Techniques	Paul Paszt, ESCO Corp. Tim Payne, Payne Machine Ray Slaney, Retired Faculty Paul Kelly, General Electric Mike Johnson, General Electric	
Plumbing Techniques	Garth Cochrane, Local 463 Bruce Maly, Bruce Maly Plumbing Brent Youmans, Youman's Plumbing & Heating Barry Maddock, Peterborough Backflow Prevention Shane Dobbin, Peterborough District Construction Exchange Jamie Boxall, Randle Plumbing Doug Nisbett, Bardon Plumbing Supply	
Heating, Refrigeration & Air Conditioning	Katie Hutchinson, Canadian Institute of Plumbing & Heating Don Armitage, Enbridge Gas Distribution Inc. Sean Flanagan, Flanagan & Sun Renewable Energy Bob Connell, Hamilton-Smith Ltd. Roland Kielbasiew, Innovation Solutions Inc. John Andela, Rayco Refrigeration Ray Johnson, Ray Johnson Heating Rick Gosselin, Trent Metals Gord Conroy, Peterborough Refrigeration Ryan Smith, Gertley Heating & Sheet Metal Joe Celestini, Apprenticeship Office Martin Kerstens, Ontario Youth Apprenticeship Tom Waudby, Tom's Heating and Cooling Andy Woodley, United Refrigeration Paul Gray, Grayco Air Brent Perrin, Upper Canada Fuel and Burner	
Computer Engineering Technician/Technology	Bill Auckland, Cogeco Cable Michael Kay, Nexicom Inc. Kristen Higginson, SGS Canada Jamie Hagg, Peterborough Utilities Jason McMullin, SGS Canada Inc.	
Instrumentation & Control Engineering Technician	Jim Genge, Canadian Instrumentation Services Group Todd Rogers, Measuremax Andrew Rorke, SGS Canada Inc.	



SCHOOL	NEW MEMBER	OUTGOING MEMBER
	Tom Churchill, Siemens Milltronics Jason McPhee, GE Hitachi Nuclear Energy Canada Chris Neild, GE Hitachi Nuclear Energy Canada Tara Welbourne, Rolls-Royce Civil Nuclear Canada Inc. Sean McQueen, Rolls-Royce Naval Marine Canada	
Construction Skills	Randy Burke, Evergreen Home & Cottage Scott Wootton, Kawartha Lakes Construction Randy Smith, R & M Smith Construction Gail Edlinger, Ministry Training Colleges & Universities Peter Tamlin, I.E. Weldon Secondary School Brad Coreno, Fleming Grad James Horkey, Fleming Grad Garnet Northey, Spotlight Home and Lifestyle Paul Dietrich, Parkview Homes Simon Mokedanz, Mokedanz Construction Sarah Tate, Habitat for Humanity	

#### 4. PARTNERSHIPS/COMMUNITY LINKAGES

**Environmental & Natural Resource Sciences** – Frost campus offering 31 programs in the Fall 2013. New programs include Outdoor Adventure Education (September 2013) and Aquaculture (November 2013) & Applied Community Based Research (November 2013) and the second year of the Urban Forestry Technician diploma/degree program.

**ROM/Fleming EVC Program** - Fleming College and the Royal Ontario Museum (ROM) have partnered to launch an unprecedented academic program. Fleming’s innovative Environmental Visual Communication (EVC) graduate certificate program, taught onsite at the ROM, is designed to bridge the gap between art and science, providing students with the knowledge and skills required to effectively communicate to an increasingly broad and diverse audience.

With a focus on strategic messaging and technical savvy, students will learn to use photography, videography, multimedia, and design principles to bridge environmental competencies with thoughtful communication. Students will study ways to identify strategies to inform and educate, garner engagement and support, and build and share campaigns to address conservation issues. The EVC certificate is a condensed six-month program.

**Student Employment Opportunities** - A new career services job posting site at Fleming: [www.flemingcollegecareerservices.ca](http://www.flemingcollegecareerservices.ca) has been introduced. The website is a one-stop shop for job postings, volunteer opportunities, internships, events etc.

**Centre for Alternative Wastewater Treatment (CAWT)** - In 2012, the Canada Foundation for Innovation (CFI) awarded the Fleming College \$1.6M for new equipment for the CAWT which will entail renovations to the existing lab at Frost. The new lab space will house a new analytical and instrumentation lab including an ICP-MS machine, a GC-MS and several new fume hoods, among other new pieces of lab equipment.

Renovations are scheduled to begin in April 2013. Efforts to expand our international engagements have included technical consulting assignments in China and market development for water/wastewater training opportunities in India.

Port Hope Area Initiative/Fleming College - Fleming College and the Port Hope Area Initiative Management Office have entered into a Memorandum of Understanding (MOU), formalizing a commitment that will shape future collaborations in research, skills sharing, job opportunities and information exchange. The agreement will encourage an active and supportive relationship between the parties, and identify opportunities to work cooperatively on a variety of projects. MOU signatories include Atomic Energy Canada Limited (AECL), as the lead agency for the Port Hope Area Initiative (PHAI), and Fleming College's School of Environment and Natural Resource Sciences (SENRS) – Frost Campus in Lindsay. Objectives include enhanced hands-on learning opportunities for students through field work and project case studies, and career development through work placements and internships. PHAI Management Office staff will contribute through guest lectures and customized workshops, while the partnership will also provide the PHAI with ready access to a trained and skilled labour force.

EnviroScience/Fleming College - Fleming College has entered into a partnership agreement with Milfoil Solution, LLC./EnviroScience, Inc. whereby EnviroScience will engage in research to culture the native milfoil weevil for biological control of the invasive Eurasian watermilfoil. They will have the use of Frost Campus' Pathology Lab for this purpose from May to mid-August 2013 and have agreed to employ a number of students currently enrolled in SENRS programs to assist with this research. As part of the agreement, the professors teaching in related programs may integrate weevil-related research and field work in applicable courses during the academic year (September to April).

**General Arts & Sciences** - Trent University announced a favorable change to the existing Articulation agreement in the General Arts & Science – University Transfer program. Fleming College has been able to obtain new Articulation agreements with UOIT, Seneca College and Carleton University.

**Haliburton School of the Arts** – The Collections Conservation and Management diploma and Museum Management and Curatorship graduate certificate have linkages with the Peterborough Museum & Archives; Museums in Nova Scotia (collections management data entry done remotely); Trent University Archives; and Canadian Canoe Museum. The annual MMC exhibit for 2013 will be with the Peterborough Fire Services

Visual and Creative Arts Diploma students were involved in exhibition at the Rails End Art Gallery. A student show and sale was held at the end of fall and winter semesters that is open to the public. Support was received from the Haliburton Friends Committee for the fall show; free gift wrapping and sweets table was donated. Expressive Arts Graduate Certificate students participated in Fay Wilkinson's "Visible Voices" project

Sustainable Building Design and Construction Certificate students were involved in a partnership with Abbey Gardens to build an Exchange Mart in Haliburton that will provide a venue to sell organic, locally grown food to the Haliburton community, facilitating economic growth and sustainability in the community; Abbey Gardens provided +\$275K to complete the project

**Justice & Business Studies** - The student exchange agreement between the University of Mexico and the International Trade program has been renewed.

- 12 Applied project students participated in the Bell Community Innovation Forum (Knowledge in Action) along with 12 Trent University students
- Partnership with Centennial College was created to enrol students from India.
- Representatives from the Institute of Technology of Ireland visited the campus to discuss opportunities of completing honours degrees in Ireland.
- Representatives from the University of Ireland met with the faculty of the Business programs to discuss the opportunities for an articulation agreement of 18 degree programs.

**TRADES & TECHNOLOGY** - The school is looking to industry to assist with capital donations. Program Advisory Committee meetings have proven to be an important opportunity for industry leaders, Fleming faculty and administration to come together to discuss larger program issues and areas of opportunity. The following are highlights of partnership and community linkages that have been discussed at Advisory Committee meetings. The school continues to develop partnerships resulting in new initiatives for contract training and new program offerings.

Welding - There was a request for employers to take grad students, understanding the benefits for both the employer and the student. Members indicated that they would be willing to partner with Fleming for a Skills Competition as well as participate as guest speakers promoting the industry.

Plumbing - Employers were asked to take placement students supporting both the program and industry needs.

Heating, Refrigeration & Air Conditioning - This program is filling an industry demand. The program has developed linkages with several key employers in the region for ongoing job opportunities.

Instrumentation & Control - The school's goal is to move forward with an aviation program in relationship with Instrumentation & Control. A partnership with industry for Co-op was supported by committee members willing to provide key contacts. They have also agreed to Industry visits enticing students to jobs available in the field.

Computer Engineering Technician/Technology - Peterborough Utilities has agreed to assist us with a marketing video to promote our programs. Letters will be sent out to industry seeking sponsorship for student's applied projects. Membership agreed to help with needed equipment for the program.

Construction Skills - There will be a partnership with industry for the program to offer a Service Learning component. Committee members are willing to provide key contracts.

## 5. OTHER ADVICE/FEEDBACK RECEIVED

**Community Development & Health** - John Fader, Paramedic Program faculty member, received the Governor General's EMS Exemplary Service Medal in recognition of his career accomplishments.

The changing landscape for Early Childhood Educators and Educational Support (Formerly Educational Assistant) workers was thoroughly discussed at the PAC meetings as all-day, every-day Kindergarten emerged this year.

### **Haliburton School of the Arts** -

Collections Conservation and Management Diploma and Museum Management and Curatorship Graduate Certificate - Recent cuts to tourism, locally the Trent Severn Waterway, Library and Archives Canada, Parks Canada, and the Department of Canadian Heritage in general are a serious threat to the sector. The cuts impact the programs significantly. This affects: guest lectures; curriculum based internships; and jobs. In addition, seasoned graduates and experts in the field are losing their jobs. The sector is launching a series of advocacy activities.

**Justice & Business Studies** - A proposal to build a learning experience for students by completion of an integrated simulation area within the college property was discussed with advisory committee members. This would allow for a broader learning experience for our students and programs such as Fire Fighting, Nursing, Social Service Worker, Police Foundation, Emergency Management and Paramedic could use the area for actual mock emergencies and hands on experiences. Videotaping and observing what is happening during exercises will also be displayed back to students in classrooms.

Seneca College is moving their *Bachelor of Aviation Technology program* (second year onwards students) to the expanded Peterborough Airport. Seneca will partner with Fleming for facilities and supports for its

students, faculty and staff based in Peterborough. Pre-Service Firefighter, Emergency Management and Security and Risk Management are a few programs that could partner with Seneca.

**TRADES & TECHNOLOGY** – Labour market identified that qualified workers are generally not available in local markets and recruiting extends beyond traditional sources and practices. Qualified workers in the local market may be limited by short-term increases in demand. Changes that are currently occurring, impact further opportunities being presented for graduates stressing the importance of employment readiness skills, and a professional development portfolio.

The school will host a “Demystifying the Trades” evening for industry to meet with parents and potential students to discuss industry needs and job market opportunities.

The Community Innovation Forum – Knowledge and Talent in Action Showcase (CIF: KTIAS) was held April 4, 2013 at the Peterborough Golf and Country Club. The CIF: KTIAS showcased the applied projects of the Computer Engineering Technology students.

Our PAC members endorsed our Health & Safety course adding Environmental Issues for Industry and developing E-portfolios for students.

Our PACS endorsed existing LEAN concepts and principles with the student learning experience.