

BOARD OF GOVERNORS

2010-2015 Strategic Priorities

PUBLIC MEETING

Wednesday, January 25, 2012

3:30 p.m.

Frost Boardroom, Room #252

Lindsay, ON

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

A G E N D A

Est. TIME	ITEM	SPEAKER
1 min	1. CALL TO ORDER, WELCOME, INTRODUCTION OF GUESTS	Board Chair
	2. APPROVAL OF AGENDA	Board Chair
	3. CONFLICT OF INTEREST DECLARATION	
10 min	4. REPORT OF THE BOARD CHAIR (<i>Handout, to be received</i>)	Gov. McLean
	5. REPORT OF THE COLLEGE PRESIDENT (<i>Handout, to be received</i>)	Dr. Tilly
1 min	6. UNANIMOUS CONSENT AGENDA <i>The following items/recommendations have been identified as part of the consent agenda for the closed session meeting; 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> ITEMS: (<i>Enclosed</i>) 6.1 Minutes of the November 23, 2011 public meeting of the Board 6.2 Report on the Activities of Board Committees for December 2011 and January 2012 6.3 Program Advisory Committee Meeting Summaries 6.4 Schedule of Program Advisory Committee meetings for Winter 2012 6.5 Index of Correspondence for December 2011/January 2012	
MEETING AGENDA		
20 min	7. BUSINESS ARISING 7.1 <u>Post-election Advocacy, Implications for Colleges and Key Postsecondary Trends in Ontario</u> (<i>Material will be emailed to Governors; copies will also be available at the meeting</i>)	Dr. Tilly
30 min	8. BOARD BUSINESS 8.1 <u>2011-2012 Financial Plan Budget Update</u> (<i>Enclosed</i>) 8.2 <u>Approval Authority Schedule for Procurement of Goods and Non-Consulting Services</u> (<i>Enclosed</i>) 8.3 <u>Endowment Policy</u> (<i>Enclosed</i>) 8.4 <u>Investment Policy Statements</u> (<i>Enclosed</i>) 8.5 <u>New Program: Ontario College Graduate Certificate in Applied and Community-Based Research</u> (<i>Enclosed</i>) 8.6 <u>Report from the In-Camera Meeting</u>	Gov. Nesbitt Gov. Nesbitt Gov. Nesbitt Gov. Nesbitt Mr. Harvey Board Chair
10 min	9. STRATEGIC DISCUSSION / DECISION ITEMS <i>Winter 2012 Enrolment Update</i>	Dr. Pander-Scott
20 min	10. GENERAL LEARNING ABOUT THE COLLEGE / COLLEGE SYSTEM 10.1 <u>Frost Campus Update 2011</u> (<i>Enclosed</i>) <i>Presented by Linda Skilton, Dean – School of Environmental and Natural Resource Sciences and Principal – Frost Campus</i>	

Est. TIME	ITEM	SPEAKER
20 min	10.2 <u>Trends in Student Mental Health Issues</u> (<i>Enclosed</i>) <i>Presented by Maxine Mann, Director – Counselling and Learning Support Services</i>	
	10.3 <u>Liaison Governor Reports</u> <ul style="list-style-type: none"> • <i>President’s Advisory Council</i>, meeting of November 24, 2011 	Gov. Hayes
11. OTHER BUSINESS (<i>includes items removed from the Consent Agenda</i>)		
For information , provided to Governors in the January mailing <ul style="list-style-type: none"> • <i>2012 Colleges Ontario Desk Calendar</i> 		
12. ADJOURNMENT OF MEETING approx. 5:30 p.m.		

	<i>HANDOUT</i>	ACTION REQUIRED:
Board of Governors In-Camera Meeting	<input type="checkbox"/>	Information <input checked="" type="checkbox"/>
Board of Governors Public Meeting	<input checked="" type="checkbox"/>	Decision <input type="checkbox"/>

SUBJECT: *Report of the Board Chair*

PRESENTED BY: Governor McLean, Chair – Board of Governors

Congratulations on behalf of the Board and College were sent to Glen Murray on his appointment as Minister of Training, Colleges and Universities. In his response, Minister Murray references his pleasure in serving the people of Ontario in a role that is so crucial to renewing our economy. He states, *I welcome the opportunity to work in partnership with you to continue the significant improvements to postsecondary education that our government made during its previous mandates. I look forward to learning more about Sir Sandford Fleming College and your students' successes.*

Recognizing Students

The Board extends a warm welcome to representatives of the Student Government at Frost, known as the Student Association. These leaders are newly-elected, and we acknowledge their willingness to step forward and work on behalf of fellow students.

Supporting Students

The 4th semester Culinary Management students are presenting their next restaurant series, offering *Fulfords 30 Minute Lunch* beginning January 24, Tuesday through Thursday. The students have created a menu that utilizes local foods. A two and three-course Prix Fixe menu is also available. Reservations are recommended; email fulfords@flemingc.on.ca or phone 705-749-5530 ext 1487 to book your table.

Board Development

The provincial orientation program for governors was a pre-conference experience that saw representation from newly appointed or elected governors across the system. If you are interested in some of the presentations that were part of this program, please take a look at the binder circulating around the table.

Board Recruitment

Recruitment is under way. More information on the current process will be detailed as part of the report from the in-camera session.

Upcoming Events / Key Dates

A number of events will be held in our communities for *Alumni Appreciation Week*, February 13 to 17, 2012:

- Monday, February 13: *Kick-off* at 10:00 a.m. in Council Chambers at Peterborough City Hall and at 2:00 p.m. in the main lobby of the Ross Memorial Hospital in Lindsay.
- February 13 and February 14: *Blood Donor Clinics* from noon to 4:00 p.m. in the main foyer of the Sutherland Campus (Brealey)
- February 14: Free one-hour *business consultations* for students and alumni from 1:00 to 5:00 p.m. at the Farmhouse

- February 15: Career Services *Job Fair* for students and alumni in the main foyer of the Sutherland Campus (Brealey) from 10:00 a.m. to 2:00 p.m. – over 40 employers are looking to hire Fleming graduates
- February 16: Career Services *Job Fair* for students and alumni in the Discovery Trail of the Frost Campus from 10:00 a.m. to 2:00 p.m. – over 35 employers are looking to hire Fleming graduates. Students and alumni looking for work in the Early Childhood Education, Social work and Personal Support Worker fields can take advantage of an *employer panel discussion* in the Career Services Boardroom from noon to 1:00 p.m. In Peterborough, it is *Fleming Night at the Petes*. Tickets are available for purchase (\$10) at the Sutherland and Frost Campus Bookstores.
- February 17: an *Aboriginal Awareness* event in the main foyer of the Sutherland Campus from 10:00 a.m. to 1:00 p.m. The event includes traditional foods, drummers and dancers, as well as an address from local elders.

An evening with “The Citiots” at the Peterborough Sport and Wellness Centre, in support of Athletic Scholarships, on March 3, 2012. Dinner, silent and live auctions filled with amazing sports memorabilia and sporting goods, as well as a performance by the renowned Citiots Improv group, are part of the experience. To book your seat, call 705-749-5530 ext 1390,

Spring Open House takes place April 14, 2012 at all campus locations.

	HANDOUT	ACTION REQUIRED:
Board of Governors In-Camera Meeting	<input type="checkbox"/>	Information <input checked="" type="checkbox"/>
Board of Governors Public Meeting	<input checked="" type="checkbox"/>	Decision <input type="checkbox"/>

SUBJECT: *Report of the President*

PRESENTED BY: Dr. Tilly, President – Fleming College

On January 8, staff and students were joined by Trent University's President, Dr. Steven Franklin, in the main foyer at Sutherland Peterborough to hear MPP Jeff Leal formally announce the launch of the Ontario government's new *30% off tuition grant program*. It is estimated that 2,000 to 3,000 Fleming students will be eligible for the grant.

Recognizing Students

Fleming College congratulates Geographic Information Systems (GIS) Application Specialist student *Venkat Rahul Chandra* for achieving 2nd place at the Student GIS Challenge competition held at Claremont Graduate University in Southern California. Rahul developed a GIS software application for transportation safety and presented his project to a panel of experts in the field. He received a cash award, the option of a \$5,000 scholarship to the University's Master's program, and a trip to California during GIS Week. Rahul was the only Canadian to win this new American scholarship.

Congratulations to the senior Marketing students for implementing *Formal Friday's* and to 3rd year Business-Marketing student Mitch DesRoches for sparking the idea. Mitch encouraged his classmates to dress like professional business people every Friday last semester not only to prepare themselves for the real work world, but to create awareness that Business students take pride in their program.

Supporting Students

In consultation with student clubs, the Diversity Office has chosen March 12 as this year's *Fleming Day of Pink*. The National Day of Pink falls during the exam period, so many colleges and universities – including Fleming – select a different date for their local event.

The Frost Sustainable Campus Initiative is exploring the possibility of a *shuttle service* between the Frost and Sutherland (Brealey) Campuses. Staff and students are completing a brief on-line survey, the results of which will help to better understand the need for such a service.

Recognizing Partnerships

A new partnership with EllisDon, a global construction services company, provides one graduate of the Sustainable Building Design and Construction program with an internship with EllisDon. This is a testament to the integrity of Fleming's certificate program and our vision for a sustainable community. *Margaret McCallum* was selected by EllisDon as the successful internship candidate for this year. Her role includes assisting with corporate support and guidance to EllisDon area offices, departments and project teams on green building projects; she will also coordinate environmental stewardship initiatives within the company and assist with communications, development of training materials, and analysis of historical data.

The first annual Kawartha Conservation Environmental Recognition Awards, to recognize outstanding people and groups within the watershed who have demonstrated watershed excellence were presented on January 11. Fleming College received the *Partner Award*, recognizing partner

organizations that have made significant contributions to projects of programs at Kawartha Conservation, furthering the mission of watershed health.

The Ontario Museum Association presented the City of Peterborough with an Award of Excellence, for “corporate service for the Peterborough Museum and Archives *partnership with the arts and heritage programs of Fleming College*” at the December 12, 2011 City Council meeting.

Community Linkages

At the January 13 United Way Campaign Touch Down event, it was announced that Fleming College employees raised \$39,003.50 for United Way of Peterborough and District. Here at the Frost Campus, employees raised \$6,369.50.

College News

Choose from more than 1,000 courses this winter. Individual courses, professional development workshops and accredited certificates are offered online and in class. Visit our Continuing Education web page for more information, <http://www.flemingcollege.ca/school/continuing-education>.

Day 10 enrolment figures are in; the College Registrar will provide a more detailed update later in the agenda.

International

The College is pleased to welcome to 60 *international students* – from India, Macedonia, Korea, China, Mexico and Antigua.

The National Day of Remembrance and Action on Violence Against Women is December 6. The College holds events at the Frost and Sutherland (Brealey) Campuses, with many staff and students in attendance.

Provincial Updates

Lambton College made a little bit of history, naming Judith Morris as its first-ever female president. She succeeds Tony Hanlon, who retired at the end of December 2011.

According to a recent study, the provincial economy was expected to produce *more jobs for college graduates and apprentices* than for university grads during and after the 2008 economic downturn. The study looks at a five-year period that will end in 2013. A survey by the Canadian Federation of Independent Business, which represents mainly small private sector employers, found its members planned to hire six community college graduates for every university student. In the longer term, colleges help provide candidates because programs are quite specific and directed to needs of industry, because industry advisory councils are in place to help us look at curriculum, and because businesses are less able to train people and they want them job-ready immediately.

During the week of February 6, all full-time and part-time students (in semester 2 or later) enrolled in full-time postsecondary or post-diploma programs will be asked to complete the *Student Satisfaction Survey*, one of the key performance indicators. This survey is administered to all 24 community colleges during the same week – that’s some 130,000 students who will get a chance to voice their opinion! The provincial survey is a vehicle for colleges to identify their strengths as well as areas where improvements are needed.

The Higher Education Quality Council of Ontario (HEQCO) has been operational for almost five years. It has published a number of documents and reports during this timeframe. We often refer to *@Issue papers* – period reports that synthesize the most current data and research on postsecondary access, quality and accountability. To date, 13 papers have been produced on topics

ranging from gender trends to adult learners, from tuition fee policy options to the state of student transfer between Ontario colleges and universities. Another nine are planned or underway. These summary papers help to clarify the challenges and offer possible solutions, identify points of consensus and disagreement as well as gaps and areas for further research. Please visit their web site, www.heqco.ca

Recognizing Staff

Water's Next magazine is an annual collection of Canadian water achievements. This past fall, readers of *Water Canada* were invited to submit nominations in the categories of People, Businesses, Projects, and Innovation; a committee of water experts reviewed the nominations and selected five standout nominees from each category. Dr. Brent Wootton was selected as a featured nominee in the People category. The article is in the January/February 2012 issue of the magazine; a copy is in the Circulation Binder.

Fleming College provides seven awards to honour employees who display excellence in their work and who demonstrate the College values. The *Fleming Awards* are an excellent way to acknowledge specific accomplishments and to demonstrate sincere appreciation of a person or team's value to the organization. We will also be seeking nominations for the *2011 Fellowship in Applied Education Award*, which recognizes citizens who have demonstrated outstanding commitment to and concern for their local community of the world beyond.

Board of Governors In-Camera Meeting
Board of Governors Public Meeting

ACTION REQUIRED:
Information/Discussion
Decision

SUBJECT: *Unanimous Consent Agenda*

PRESENTED BY: Governor McLean, Chair – Board of Governors

SOURCE / BACKGROUND

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

RECOMMENDATION

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

Approve the minutes of the

6.1 November 23, 2011 public meeting of the Board of Governors; and

Receive, for information, the

6.2 Report on the Activities of Board Committees for December 2011 and January 2012;

6.3 Meeting Summaries for the *Personal Support Worker* (November 18, 2011); *Community Integration through Cooperative Education* (November 14); *Police Foundations* (November 25); *Customs Border Services* (December 2); and *Urban Forestry* (December 8) Program Advisory Committees;

6.4 Schedule of Program Advisory Committee meetings for the Winter 2012 timeframe;

6.5 Index of Correspondence received for the December 2011/January 2012 timeframe.

BOARD OF GOVERNORS

Public (*Open Session*) Meeting

Wednesday, November 23, 2011

Scholfield Boardroom, Brealey Room #5920

Peterborough, ON

MINUTES

Present: Mr. Degeer, Dr. Dockstator, Mr. Greene, Ms. Hayes, Ms. Kalavrias, Mr. Lovenuk, Mr. MacDougall, Mr. Mackle, Ms. Maki, Mr. McLean, Mr. Nesbitt, Ms. Ross, Ms. Shill, Ms. Sutcliffe-Geens, and Dr. Tilly for the Board.

Ms. McFadden.

Regrets: Mr. Astell, Mr. Gulston.

Administration: Dr. Angel, Ms. Cameron, Ms. Crook, Mr. Meadwell, Ms. Pawley-Boyd.

Guests: Ms. Walton, College Communications; Dr. Pander-Scott – Registrar.

Item 5 – Mr. Rick Manning, Systems Analyst.

Item 9 – Ms. Shirley Williams, Elder; Ms. Wendy Phillips, Chair – Aboriginal Education Council; Ms. Kylie Fox, Aboriginal Services Facilitator; Mr. Greg Jefford, Manager – Student Life.

1. Call to Order, Welcome and Introduction of Guests

Board Chair, Peter McLean, called the meeting to order at 4:45 p.m. and welcomed those in attendance.

2. Approval of Agenda

To facilitate the delayed start time and guests attending the meeting, members agreed to have the presentation identified with Agenda Item 9 (Fleming College Aboriginal Education Council) follow the consent agenda.

BoG Nov23-2011 #1

Moved and Seconded by Mr. MacDougall and Ms. Ross

THAT the agenda be approved as amended.

Carried

The presentation will be recorded in the minutes as listed on the agenda.

3. Conflict of Interest Declaration

Governors were invited to declare conflict of interest with respect to the agenda; Mr. Lovenuk self-identified as a student in the program referenced under Item 8.3 (New Program: Ontario College Diploma in Hotel and Restaurant Management).

4. Report of the Board Chair

Governor McLean presented his Report, provided as a handout. The Board regretfully accepted the resignation of Nancy Dennis and will focus recruitment on filling two positions for terms commencing September 2012. Members were reminded that the January Board meeting would be held at the Frost Campus in Lindsay. The Report was received, for information.

5. Report of the College President

The President presented his Report, provided as a handout. A photograph taken by Rick Manning, a member of the College's Information Technology department, was chosen by the Heart and Stroke Foundation of Canada as the October image for its annual lottery calendar as well as the cover image. The photo captures the reflection of fall colours in the Trent Canal below the lift lock. Congratulations were extended to Mr. Manning on this recognition. The Report was received, for information.

6. UNANIMOUS CONSENT AGENDA

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

BoG Nov23-2011 #2

Moved and Seconded by Mr. Lovenuk and Mr. Degeer

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

- **minutes of the *Board of Governors public meeting of October 26, 2011*; receive, for information, the**
- ***Report on the Activities of Board Committees for November 2011*;**
- ***Report on Purchase Contracts Awarded for the period March 1 through September 30, 2011*;**
- ***Meeting Summaries for the Paramedic (October 7, 2011); Massage Therapy (October 13); Developmental Service Worker (October 21); Social Service Worker (October 24); Health Information Management (October 28); Pharmacy Technician (October 28); Early Childhood Education (November 4); Practical Nursing (November 10); and Esthetician (November 14) Program Advisory Committees*;**
- ***Schedule of Program Advisory Committee meetings for November 2011 through April 2012*; and the**
- ***Index of Correspondence received for the October/November 2011 timeframe.***

Carried

BOARD OF GOVERNORS MEETING AGENDA

7. Business Arising from the Minutes

7.1 Key Postsecondary Trends in Ontario: Due to the late hour, there was consensus to defer this item to January meeting.

8. Board Business

8.1 Appointment of External Auditor

BoG Nov23-2011 #3

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

THAT the Board of Governors of Sir Sandford Fleming College appoint *KPMG* as the College's external auditors for the fiscal year ended March 31, 2012 at a fee of \$75,438; this fee includes the annual audit, enrolment audit, and five special engagements.

Carried

8.2 New College Policy #4-423: Campus Security: It was noted that the policy did not reference a requirement for drills / mock emergencies; staff clarified that a lockdown drill is scheduled at all campus locations each semester. A policy on security should ensure clarity between security and policing objectives; a concern was expressed that the policy, as written, blurs this line, e.g. we "adhere" to the Criminal Code, we do not have the power to "enforce". There was also a caution to ensure that privacy and confidentiality aspects of legislation are not violated through

the use of closed circuit TV cameras. Staff clarified that the policy has been written to be in place for some time, with detailed supporting procedures that can be refined as required.

BoG Nov23-2011 #4

Moved and Seconded by Mr. Nesbitt and Mr. MacDougall

THAT the Board of Governors of Sir Sandford Fleming College approve *College Policy #4-423 – Campus Security*, as circulated.

Carried

8.3 New Program – Ontario College Diploma in Hotel and Restaurant Management: Presented by Governor Maki, the current three-year offering is no longer a viable program option for students; most colleges have either switched to or offer a two-year program.

BoG Nov23-2011 #5

Moved and Seconded by Ms. Maki and Ms. Shill

THAT the Board of Governors of Sir Sandford Fleming College approve the *Ontario College Diploma in Hotel and Restaurant Management* program effective September 2012, for forwarding to the Ministry of Training, Colleges and Universities for funding approval.

Carried

8.4 New Program – Ontario College Diploma in Outdoor Adventure Education: Presented by Governor Maki, this proposal expands the current one year certificate program into a two year diploma program.

BoG Nov23-2011 #6

Moved and Seconded by Ms. Maki and Mr. Nesbitt

THAT the Board of Governors of Sir Sandford Fleming College approve the *Ontario College Diploma in Outdoor Adventure Education* program effective September 2012, for forwarding to the Ministry of Training, Colleges and Universities for funding approval.

Carried

8.5 Proposal to Increase Fleming College Certificate Offerings via OntarioLearn: Presented by Governor Maki, OntarioLearn refers to a consortium of 22 Ontario community colleges who have partnered to develop and deliver web-based courses. This highly successful initiative also allows for registrants from different parts of the province to take courses they enrol in at their local community college.

BoG Nov23-2011 #7

Moved and Seconded by Ms. Maki and Ms. Hayes

THAT the Board of Governors of Sir Sandford Fleming College approve the proposal to increase Fleming College online certificate offerings delivered via OntarioLearn, effective January 2012, in the following program areas:

- **Creative Writing (7 courses)**
- **Event and Conference Planning (7 courses)**
- **Fundraising Management (8 courses)**
- **Office Administration (9 courses)**
- **Project Management (8 courses)**
- **Records and Information Management (7 courses)**
- **Writing for Professionals (7 courses)**

Carried

8.6 Report from the In-Camera Meeting: The Board Chair reported that the entire Frost Student Association Board resigned mid-November; Administration would assume responsibility for the management and operation of the Student Centre until a new board is put in place.

The Board also named the new training facility to be constructed on the Sutherland Campus of the College *The Kawartha Trades and Technology Centre*, replacing the earlier-coined Kawartha Skilled Trades Institute.

9. STRATEGIC DISCUSSION / DECISION ITEMS

The Board had requested an opportunity to learn more about the work of the Aboriginal Education Council, and welcomed Shirley Williams, Wendy Phillips, Kylie Fox, and Greg Jefford to the meeting.

The mandate of Council is to create a strong Aboriginal voice determinate of Aboriginal cultural, values and traditions, with responsibilities to further expand and improve Aboriginal Education and broaden the Aboriginal experience for all.

In terms of community partnerships and opportunities, Mr. Jefford highlighted the *BEAHR program* – Building Environmental Aboriginal Human Resources – short-term training certificates operating out of the Frost Campus; the innovative *Solar Installation and Maintenance program*, a unique partnership between the Cobourg Campus and Alderville First Nation; and the innovative *Aboriginal Youth Entrepreneurship program* between the Haliburton School of The Arts, the Nogojiwanong Friendship Centre, and the Aboriginal Research Institute that focuses on developing the skills and careers of young Aboriginal artists and crafts persons.

As a result of the new funding approach for Aboriginal postsecondary education initiatives that consolidated the Aboriginal Education & Training Strategy (AETS), Access to Opportunities Strategy and other targeted special purpose grants, a multi-year (2009-2012) Aboriginal Postsecondary Education and Training (PSET) Action Plan was submitted to the Ministry. This resulted in a significant increase in funding and afforded the opportunity to increase community outreach and enhance services/support for Aboriginal students at Fleming. The Action Plan was written to align with the strategic priorities of the College. With this in mind, the following goals of Council are supported within the College:

- Enrich the curriculum and academic experience of students at Fleming.
- Enrich the cultural life of students through appropriate outreach, transition and retention initiatives.
- Enrich the cultural life of employees of Fleming College.
- Facilitate the development of strong connections between Fleming College and local Aboriginal communities.

Priorities for 2011-2012 include a continued focus on partnerships with the local School Boards and Education Managers of local First Nation communities, foundational training for students, staff and faculty on the Aboriginal experience, and reviewing Aboriginal Emphasis Initiative (AEI) programs including establishment of an AEI Advisory Committee.

Shirley Williams is an Elder, a teacher, and a survivor of Canada's residential schools for native children. This past September, Ms. Williams was invited to tell her story, part of a cross-cultural dialogue hosted by Lt.-Gov. David Onley. There, she spoke of the need for government, through the education system, to restore the language and culture of First Nations that had been destroyed through residential schools.

Following a short question and answer period, Dr. Tilly acknowledged the work of Council and Aboriginal Student Support Services; it is through their efforts that Fleming is able to provide strong support for Aboriginal students. Governor Dockstator was also thanked for serving as the Board's representative on Council.

On behalf of the Board, the Chair thanked the guests for their presentation and in particular, Ms. Williams for sharing her life story. *Miigwetch.*

10. GENERAL LEARNING ABOUT THE COLLEGE / COLLEGE SYSTEM

None identified.

11. OTHER BUSINESS

For information, Governors received a copy of the Fall 2011 issue of the *College Administrator* magazine in their mailing.

12. ADJOURNMENT OF MEETING at 5:45 p.m. by Mr. MacDougall and Mr. Lovenuk.

CONSENT AGENDA

Board of Governors In-Camera Meeting
Board of Governors Public Meeting

ACTION REQUIRED:

Information
 Decision

SUBJECT: *Report on the Activities of Board Committees*

The following report details activities of the Board Committees for meetings held in December 2011 and January 2012.

Academic and Student Affairs Committee

Governor Maki – Committee Chair

On December 14, 2011 Committee members participated in a generative discussion on the subject of measuring quality of the overall student experience.

The Committee did not meet in January 2012.

Finance and Property Committee

Governor Nesbitt – Committee Chair

The Committee met on January 11, 2012. Items requiring Board approval are listed on the agenda.

Executive Committee

Governor Ross – Committee Chair

One of the responsibilities of this committee is to assist with governor recruitment. There will be two positions to fill. Applicants from the City of Kawartha Lakes and Peterborough regions in the skilled trades, environmental resources/renewable energy, and tourism/hospitality sectors are of particular interest. A media release was issued earlier this month inviting interested individuals to submit an application on or before the end of February.

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



Personal Support Worker Advisory Committee

November 18, 2011

Room 5920, Brealey Campus

MEETING SUMMARY

Present: Carolyn Barber (Fleming PSW Student Representative); Catherine Brumwell (Victoria Manor); Deborah Peel (Christian Horizon); Peggy McQuaid (Caessant Care); Laurel Waines (Caessant Care)

Regrets: Brendan Sova (Royal Gardens); Sharon Drew (Fairhaven); Tracy Maw (Para Med); Linda Myers (Kawartha Participation Projects); Renee Nixon (Princess Gardens)

Absent: Krista Rutherford (Canterbury Gardens; Marion Timmermans (Extendicare, Cobourg); Barbara Huggins, Empress Gardens); Pegi Handley (Stewart Homes); Amy Gilson (William Place); Tammy Finn (Church Hill Retirement); Kathy Donaldson (Extendicare, Peterborough)

Fleming Staff: Janice Lee-Foxon (PSW Co-ordinator); Carol Kelsey (Dean); Molly Westland (Chair); Linda Poirier (PSW Faculty)

Recorder: Joanne Brown (School Operations Liaison)

	Key Points / Actions	Follow-up / Status
Non-Action Items		
1.	Committee members were provided with an update on enrolment, curriculum changes and clinical placements. The first draft of PSW National Education Standards has been completed. The Ministry of Health and Long-Term Care (LTC) has formed a steering committee to set up a PSW Registry to identify the role and description of a PSW across a variety of health settings, setting registry eligibility criteria, etc. Carol Kelsey is representing Colleges Ontario on the committee.	
2.	The first cohort of the PSW to PN bridge has completed the program. All students were very successful. Strong interest for the bridging program continues.	
3.	Advisory committee members provided valuable feedback on emerging trends, how to make graduates job-ready, and opportunities for graduates. A discussion was held on clinical evaluation.	
4.	Highlights of the (pre-circulated) Dean's report were provided - including an overview of the Strategic Plan, the KSTI building project, Applied Learning experiences and the de-centralization of Continuing Education and Contract Training.	

A complete set of meeting minutes is available to Governors in the Board Circulation binder



Community Integration through Cooperative Education (CICE)
November 14, 2011
Room 5920, Brealey Campus

MEETING SUMMARY

Present: Christine Orton (Kawartha Pine Ridge District School Board); Bonnie Roe (Community Living - Kawartha Lakes); Deb Reid (Down Syndrome Association of Peterborough); Peter Bascan (People First - Peterborough); Maureen O'Hara (Community Living - Haliburton County); Christine Crough (Building Bridges)

Regrets: Jack Gillan (Community Living Peterborough); Lauara Challice (People First - Peterborough); Maureen O'Hara (Community Living - Haliburton County); Sharon Little (Kawartha Pine Ridge District School Board); Elaine Mason (Peterborough, Northumberland, Victoria and Clarington Catholic District School Board)

Fleming Staff: Ann Drennan (Dean); Angela Pind (Program Coordinator); Ray Walt (Employment Liaison); Silvana Macdonald (Chair); Susan Weaver (Learning Support Services)

	Key Points / Actions	Follow-up / Status
Action Items		
1.	Deb Reid was selected as the Committee Chair.	
Non-Action Items		
1.	Committee members were updated on the status of the program as well as application dates for the September 2012 start.	
2.	Discussion relating to planned improvements for the program included the alignment of courses and curriculum and review of physical education course requirements.	
3.	The committee discussed marketing requirements and ideas for the program for future intakes. Committee members agreed to on-going support and assistance in the marketing of the program.	Committee members
4.	A Dean's report was distributed, for the committee's information. The report included an update College and School enrolment numbers, work stoppage impacts on the program and the College International initiative with India.	

A complete set of meeting minutes is available to Governors in the Board Circulation binder

**Police Foundations Program Advisory Committee
November 25, 2011
Room 5920, Brealey Campus**

MEETING SUMMARY

- Present:** Inspector Doug Borton (OPP), Staff Sgt. Dave Bowles (OPP), Inspector Mark Mitchell (Kawartha Lakes Police Service), Constable Mike Penny (Peterborough Lakefield Police Service), Inspector Rob Shaw (OPP), Inspector Earl Johns (OPP), Staff Sgt. Mike Reynolds (OPP)
- Guest:** Heather Wilton and Stephanie Bested (Student Representatives)
- Regrets:** Inspector Brent Anderson (OPP), Sergeant Jeff Lavalley (OPP), Constable Chauntel Inman (RCMP), Constable Mary Carr (Durham Regional Police Services), Inspector Stephanie Sachsse (RCMP), Deputy Chief Garry Hull (Port Hope Police Service), Inspector Dave Quigley (OPP Recruitment)
- Fleming Staff:** Brian Cowie (Coordinator), Joe Hays (Coordinator), Deb Holts (Chair), Christine O'Neill-Hawthorne (Faculty/Field Placement Coordinator)
- Recorder:** Janice Miller (School Operations Liaison)

	Key Points / Actions	Follow-up / Status
Action Items		
1.	The program will participate in the Program Review process during the Winter 2012 semester.	Results of the program review will be shared with the committee members at the next meeting.
Non-Action Items		
1.	Moved and seconded by Mark Mitchell and Rob Shaw to appoint Staff Sgt. Mike Reynolds as the new Chair of the Police Foundations Advisory Committee.	
2.	Thanks and appreciation was extended to Inspector Earl Johns for his participation as a member of the committee. Best wishes were extended to Inspector Johns upon his retirement at the end of this year.	
3.	165 students in first year; 117 student in 2 nd year 95 graduates attended the June 2011 convocation ceremonies	
4.	The Alumni Department has made a request for graduate students (who are police officers) to provide mentorship to current students (via email). This would provide students with an opportunity to seek guidance regarding challenges as new recruits, assistance in preparing for interviews, etc.	

A complete set of meeting minutes is available to Governors in the Board Circulation binder



Customs Border Services Program Advisory Committee
December 2, 2011
Room 515, Brealey Campus

MEETING SUMMARY

Present: Angela Grant (Deloitte), Douglas Watson (JPM Chase), Colin Worley (Loblaws), Lucas Collins and Ashleigh Van Leeuwen (Student Representatives)

Regrets: Jodi Fuller (Toyota), Carrie Morgan (Tyco Electronics)

Fleming Staff: Tracey Hill (Faculty), Deb Holts (Chair), Paul Legacy (Dean), Donna McKay (Faculty), Jesse Pudwell (Coordinator/Faculty)

Minutes Recorder: Janice Miller, School Operations Liaison

	Key Points / Actions	Follow-up / Status
Action Items		
1.	A report on the Internship Pilot Project conducted with Canada Border Services Agency was presented to the committee.	Committee members to send comments directly to Jesse Pudwell
2.	Paul Legacy and Jesse Pudwell provided an update on the proposed integration of a fitness course in the Customs program.	The School/Program will continue to work towards having a fitness component elective for students.
3.	The Customs Border Services Program will be undergoing curriculum renewal over the next year.	A report to the committee will be provided at the next meeting.
Non-Action Items		
1.	Douglas Watson is the new Chair of the Customs Border Services Program Advisory Committee.	
2.	LASA-Customs Border Services Program name has been changed to Customs Border Services . The name change will be effective once approved by the Ministry.	
3.	The Chair's Report identified retention as an issue in 1 st semester and the establishment of a retention team for first semester students.	

A complete set of meeting minutes is available to Governors in the Board Circulation binder

MEETING SUMMARY

- Present:** Jack Radecki (Chair); Tami Sadonoja, City of Hamilton (via phone); Ruurd van de Ven, Arborvalley Urban Forestry Co. Inc.; Ian Bruce, Bruce Tree Co.
- Regrets:** Andy Kenny (University of Toronto); John McNeil (Town of Oakville); Brian Sergeant (University of New Brunswick)
- Fleming Staff:** Linda Skilton, Dean/Principal; Cathy Stalkie, General Arts & Sciences; Gerald Guenkel, Forestry Coordinator; Mary Ann Elliott, Academic Lead; Joe Outram, Arboriculture Coordinator; Tom Mikel, Faculty
- Recorder:** Cathy Alldred, Academic Operations

	Key Points / Actions	Follow-up / Status
1.	A media release about the program will be issued early in the new year to attract students. Endorsements from major potential employers, i.e. municipalities and large companies could be included in the release	Gerald Guenkel to solicit endorsements
2.	New committee members are being sought.	Chair Jack Radecki to contact.
	Non-Action Items	
1.	Marketing: A short promotional video of the Urban Forestry Diploma Program was viewed. This video is available on YouTube at: http://www.youtube.com/watch?v=Vi3lMm4GcVk	
2.	Curriculum: Discussion took place regarding the curriculum proposed for the UNB 2-yr portion of the program. Committee members want to ensure a significant amount of urban forestry concepts be included in the curriculum, rather than heavily weighted towards traditional forestry.	
3.	Diploma / Degree approval status: The 2 year Urban Forestry Technician Program at Fleming College has been approved. With respect to the University of New Brunswick, an articulation agreement has been signed and UNB is pursuing approval of the 2-year University component.	
4.	Committee Structure: Linda Skilton asked for members' opinions on the formation of one larger committee to encompass all programs in the "Forestry" cluster, i.e. Forestry, Arboriculture, Urban Forestry (Certificate), Urban Forestry (Diploma). The larger group could meet to hear updates and general information, prior to separating into groups to deal with program-specific material. Committee members were in favour of this change. And suggested the first meeting of the "cluster" group could be held in April 2012, at which time members from the other committees could voice their opinions.	Cluster group anticipated to meet in April 2012.
5.	Next Meeting: April 13, 2012 at 10 am	

January 2012

ADVISORY COMMITTEE MEETING SCHEDULE

January – May 2012

Business, Trades & Technology	
Culinary Management	January 16, 2012 8:30 a.m. - 11:30 a.m. Room 5920
Accounting – Business Admin	February 16, 2012 3:00 p.m. - 5:00 p.m. Room 515
Tourism and Travel	February 21, 2012 1:00 p.m. - 4:00 p.m. Room 5920
Event Management	March 21, 2012 1:00 p.m. - 4:00 p.m. Room 5920
Internet Applications/Web Deb.	March 30, 2012 1:00 p.m. - 4:00 p.m. Room 5920
Education, Health & Wellness	
Massage Therapy	March 1, 2012 8:00 a.m. – 10:30 a.m., Room: 515
Paramedic	March 23, 2012 10:00 a.m. – 12:00 noon, Room: 5920
Pharmacy Technician	April 11, 2012 9:00 a.m. – 11:00 a.m., Room 5920
Health Information Management	April 27, 2012 9:00 a.m. – 11:30 a.m., Room 515
Environmental & Natural Resource Sciences (All meetings @ Frost)	
Geomatics	January 27, 2012 10:00 a.m. – 3:00 p.m., Room 252
Earth Resources Technician/Technology	February 3, 2012 10:00 a.m. – 3:00 p.m., Room 252
Environmental Technician/Technology	March 8, 2012 11:00 a.m. – 3:00 p.m., Room 252
Conservation & Environmental Law Enforcement	March 9, 2012 10:00 a.m. – 3:00 p.m., Room 252
Heavy Equipment	March 12, 2012 10:00 a.m. – 3:00 p.m., Heavy Equipment Bldg., Room 506
Ecosystem Management	March 16, 2012 (to be confirmed) 10:00 a.m. – 3:00 p.m., Room 252
Blasting Techniques	March 22, 2012 10:00 a.m. – 2:00 p.m., Room 252
Fish & Wildlife	April 5, 2012 1:00 – 4:00 p.m., Room 252
Outdoor Adventure Skills	April 12, 2012 1:00 – 4:00 p.m., Room 252
Arboriculture/Forestry/Urban Forestry	April 13, 2012 10:00 a.m. – 3:00 p.m., Room 252
General Arts & Sciences	
Community Integration through Co-operative Education	February 17, 2012 8:30 a.m.– 11:00 a.m., Room 5920
Haliburton	
Expressive Arts	May 1, 2012 10:00a.m. – 2:00p.m., Room 8

Law, Justice & Community Services	
Community & Justice Services	March 22, 2012 9:30 a.m. – 12:00 noon, Room 5920
Recreation & Leisure Services	March 29, 2012 10:00 a.m. – 2:00 p.m., Room 5920
Biotechnology Forensic	April 5, 2012 10:00 a.m. – 2:00 p.m., Room 5920
Emergency Management	April 18, 2012 12:00 p.m. – 3:00 p.m., Room 5920
Social Service Worker	May 7, 2012 9:30 a.m. – 12:00 noon, Room 5920

Please contact Mary Jane Jackman (mjackman@flemingc.on.ca) to obtain agenda, meeting material

CONSENT AGENDA

Board of Governors In-Camera Meeting

Board of Governors Public Meeting

ACTION REQUIRED:

Information

Decision

SUBJECT: *Index of Correspondence for December 2011 and January 2012*

A report to detail the correspondence received and available for review in the **Circulation Binder**. By providing the index in advance, Governors are able to flag items they may wish to have discussed or clarified.

MINISTRY OF TRAINING, COLLEGES & UNIVERSITIES CORRESPONDENCE

The Credentials Validation Service validated the *International Business Management* program on September 21, 2011; the Ministry approved the program for funding.

The Credentials Validation Service validated the *Development Services Worker* program on October 14, 2011; the Ministry approved the program for funding.

The Credentials Validation Service validated the *Environmental Visual Communication* program on October 31, 2011; the Ministry approved the program for funding.

COLLEGE SYSTEM CORRESPONDENCE

The College Dispatch

- December 2011 and January 2012 issues

Inside ACCC

- November 25, December 9, December 23, 2011 and January 13, 2012 issues

FLEMING “IN THE NEWS”

A Group Effort. Hard work and a good team are the keys to Brent Wootton’s success; an article from the *Water’s Next*, a supplemental publication of *Water Canada*. The magazine’s readers made nominations in four different categories.

Fleming Ties, Winter 2012 edition.

PROGRAM ADVISORY COMMITTEE MINUTES

- Personal Support Worker (November 18, 2011)
- Community Integration through Cooperative Education (November 14)
- Police Foundations (November 25)
- Customs Border Services (December 2)
- Urban Forestry (December 8)

Board of Governors In-Camera Meeting
Board of Governors Public Meeting

ACTION REQUIRED:

Information/Discussion
Decision

SUBJECT: *Post-election Advocacy, Implications for Colleges and Key Postsecondary Trends*
PRESENTED BY: Dr. Tilly, President

In the fall, the Board of Governors scheduled an opportunity to address Post-Election Advocacy and Implications for Colleges (see attached for the original handout). Time pressures caused postponement of the item, which is now scheduled for the January 25, 2012 meeting.

Since that time, there have been several developments. First, the government continues on the path to implementing full-day kindergarten. At Fleming, we believe our current program commitments are consistent with employment opportunities anticipated in the short term. Second, enrolment growth across the system has moderated, meaning that the commitments to new spaces and new campuses in the Greater Toronto Area remain but likely with adjusted timelines. Third, the 30% tuition rebate is now in place, reducing financial barriers and student debt. Fourth, Second Career remains in place, but with smaller dimensions as the economy recovers.

With respect to opportunities for aboriginal students, Colleges Ontario has identified a need for much more concerted effort with results to be measured by increased enrolment.

At the same time as these initiatives are undertaken, it is clear that the province is increasingly focused on deficits and the implications of debt. As countries experience downgrades in credit ratings, provinces also worry about the impact of such downgrades on interest rates and therefore on spending. In these circumstances, longer term focus on return on investment shifts to shorter term focus on fiscal health.

In late January 2012, we are also awaiting reports and recommendations relevant to fiscal health in the province of Ontario. While the "Drummond Report" has not yet been released, we have enough indications of content to contribute to the Board's discussion of the provincial context and its implications for the College. Further comments on this will be provided at the outset of this agenda item.

SUBJECT: *Post-election Advocacy and Implications for Colleges*

PRESENTED BY: Dr. Tilly, President

SOURCE / BACKGROUND

Ontario's Lieutenant Governor, David Onley, delivered the government's Throne Speech on November 22, 2011. The speech was entitled, *Moving Ontario Forward: A Plan for Jobs and the Economy*. The title reflects and affirms the key themes that include strengthening the economy and creating jobs.

The Speech stressed financial challenges and anticipated slow growth over the four-year mandate of this government. It also emphasized that new expenditures will have to be off-set by savings realized elsewhere.

While the Speech from the Throne is subject to a vote and is treated as a matter of confidence, it is anticipated that the New Democratic Party will support the government's direction in the legislative assembly.

DISCUSSION / OPTIONS

Government has outlined five economic priorities. At this stage it is helpful to look at these priorities in a greater level of detail and map out corresponding emphasis at Fleming.

1. Build a stronger more competitive workforce

Full-day kindergarten program by 2014	Fleming will continue to provide the Early Childhood Education (ECE) program and the Educational Assistant (EA) program consistent with employment opportunities in the field.
60,000 new spaces in colleges and universities	The College's growth plan is consistent with a mandate to provide new spaces. The College will be able to capitalize on our increased capacity in trades and technology.
30 % tuition rebate for families earning less than \$160,000 beginning Jan. 1, 2012	The College will implement this tuition rebate beginning with the Winter 2012 semester.
Selection of three sites for new undergraduate campuses	This does not have direct bearing on Fleming; however the College will have to track this development closely given that it will have an impact on student choices and preferences.
Will ensure Second Career has the resources it needs	Fleming will continue to emphasize Second Career which has been a very successful initiative at the College.
Work to close the socio-economic gap between Aboriginal people and non-Aboriginal Ontarians (continue to call on federal government to improve education supports for Aboriginal students)	Programs and services for Aboriginal peoples will be a priority for Board discussion and College follow-up.

2. Investments in infrastructure

Will introduce a two-way, all-day GO train service for Ontarians living in the GTA and Greater Golden Horseshoe (creating 68,000 new jobs)	Related to this, Fleming will continue to advocate with community partners for improved highway and rail-based infrastructure.
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3. Continue to aggressively pursue new investment in the Ontario economy

Continue commitment to clean energy (50,00 new jobs)	The College will continue emphasis on natural resource programs at the Frost Campus. There is potential related to mining in particular.
Committed to the Ring of Fire for northern jobs	

4. Continue to focus on improving quality of life for families

Will introduce a Healthy Homes Renovation Tax Credit	Not applicable.
Increase homecare services for seniors	Not applicable.
Will press for a new 10-year Health Accord with the federal government	Not applicable.
Committed to uploading services from municipalities	Not applicable.
Become the water innovation leader by 2015 and introduce a Great Lakes Protection Act	Fleming is committed to capitalizing on the investment in and achievements of the Centre for Alternative Wastewater Treatment which is very much aligned with government priorities.

5. Move forward with a prudent, balanced-budget plan

Committed to achieving a balance budget by 2017-2018	These items will be pursued in greater detail at a future Board meeting.
On track to reduce OPS by five per cent by March 2012	
Reduce size of OPS by an additional two per cent by 2015	

FINANCIAL AND OTHER IMPLICATIONS / IMPACTS

The Speech from the Throne affirms the Government of Ontario’s commitment to postsecondary education, which puts colleges in a more positive financial situation than other transfer payment recipients that will experience a greater level of cutbacks and austerity.

RECOMMENDATION(S) FOR CONSIDERATION

A recommended advocacy strategy involves demonstrating the alignment between government priorities and college plans, as well as active Fleming College support for transportation infrastructure improvements.

Board of Governors In-Camera Meeting
Board of Governors Public Meeting

ACTION REQUIRED:
Information/Discussion
Decision

SUBJECT: 2011-2012 Financial Plan Budget Update

PRESENTED BY: Governor Nesbitt, Chair – Finance and Property Committee

SOURCE / BACKGROUND

- Finance and Property Committee, meeting of January 11, 2012

DISCUSSION / OPTIONS

Please refer to the attached document, *Budget Update Adjustments 2011-2012*

FINANCIAL AND OTHER IMPLICATIONS / IMPACTS

None identified.

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College approve the 2011-2012 Financial Plan Budget Update which provides for

Total Revenue of \$91,698,000
Expenditures of \$91,698,000
Adjustment to Deferred Derivative Liability \$680,000
Capital Expenditure of \$7,427,506
Net Assets at March 31, 2012 of \$11,567,000

Budget Update Adjustments 2011/12

Budget Summary

The budget update provides a balanced budget. Total revenues in this Budget Adjustment are \$92.4 million, down \$1.0 million from the 2011/12 Preliminary Budget. Total expenses are \$91.7 million also down \$1.0 million from the preliminary budget.

The Total Net Assets are budgeted at \$11.6 million unchanged in total from the preliminary budget. Invested in Capital Assets has increased by \$2.5 million from Preliminary Budget as we are not anticipating borrowing to cover increased capital assets by year end. As a result we will be utilizing operating unrestricted net assets.

Revenues

- 1. Grants:** Grants have decreased by \$270,000 from the preliminary budget. This is mainly due to decreased BScN enrolments resulting in a grant reduction of \$291,000.
- 2. Student Tuition Fees:** Student tuition fees have decreased by \$84,000 from the preliminary budget. Full time tuition has increased by \$78,000 due to increased international tuition offsetting lower overall enrolments. Part time tuition activity has decreased by \$162,000 mainly in funded activity.
- 3. Contract Training:** Contract training activity is budgeted to decrease by \$255,000. The increase in BScN contract training activity of \$146,000 is offset by reduced activity in the rest of the college.
- 4. Other Income:** Other income has decreased by \$392,000 in parking, bookstore, cafeteria and reclassification of revenue from other to grant income.

Expenses

- 5. Full time Salaries:** Full time salaries have decreased overall by \$591,000 mainly due to the support staff strike. Delays in filling positions have also resulted in a reduction in expenses.
- 6. Travel and Professional Development:** Travel and Professional Development expenses have decreased by \$185,000 mainly due to decreased travel expenses.
- 7. Instructional Support Costs:** Instructional Support expenses have decreased by \$347,000 due to expenses now being capitalized. Reductions in these expenses, in line with prior year, have also been budgeted.
- 8. Plant and Security:** Plant and Security expenses have increased by \$192,000 due to increased renovation (\$63,000), building maintenance (\$65,000) and increased security expenses required due to the strike.

Capital

Capital budgeted for the 2011/12 update budget has increased by \$642,000 to \$7,427,506 mainly due to a donation for drilling equipment.

Fleming College Financial Plan Update 2011/12

SUMMARY

(\$ 000's)

	2011/12 Update Budget	2011/12 Preliminary Budget	Increase (Decrease)
Revenue			
Grants & Reimbursements	\$ 44,444	\$ 44,713	\$ (269)
Tuition & Other	30,735	31,508	(773)
Amortization	3,748	3,748	-
Skills, Bursaries, Ancillary & Projects	12,771	12,757	14
Adjustment to Deferred Derivative Liability	680	680	-
Revenue	92,378	93,406	(1,028)
Operating Expenses			
Operating Expenses	73,657	74,705	(1,048)
Amortization Expense	5,487	5,487	-
Skills, Bursaries, Ancillary & Projects	12,554	12,534	20
Expenses	91,698	92,726	(1,028)
Excess of Revenue over Expenditures	\$ 680	\$ 680	\$ -

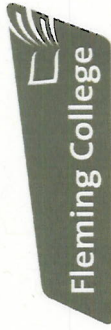
	Projected Balance Mar 31/12	Actual Balance Mar 31/11	Change
NET ASSETS			
Invested in Capital Assets			
As of April 1, 1997	\$ 2,417	\$ 2,417	\$ -
Since April 1, 1997	8,970	3,760	5,210
Total Invested in Capital Assets	11,387	6,177	5,210
Unrestricted			
Operating (Board Reserves)	1,120	6,286	(5,166)
Accrued vacation pay, Future Benefits and Derivative & Sick Leave	(7,533)	(8,213)	680
Total Unrestricted	(6,413)	(1,927)	(4,486)
Internally Restricted Residences/Commitments	956	1,000	(44)
Subtotal Net Assets	5,930	5,250	680
Externally restricted	5,637	5,637	-
TOTAL NET ASSETS	\$ 11,567	\$ 10,887	\$ 680

SIR SANDFORD FLEMING COLLEGE
Financial Plan - Update Budget
 Fiscal Year 2012



	Update Budget 2012	Preliminary Budget 2012	Change	%	Ref.
Revenue					
Grants and Reimbursements	(44,443,568)	(44,713,127)	269,559	-0.6%	1
Student Tuition Fees	(19,498,277)	(19,582,645)	84,368	-0.4%	2
Contract Training	(501,341)	(755,886)	254,545	-33.7%	3
Other Income					
Other Income	(6,842,225)	(7,234,321)	392,096	-5.4%	4
Ancillary Fees	(3,893,346)	(3,935,346)	42,000	-1.1%	
Total Other Income	(10,735,571)	(11,169,667)	434,096	-3.9%	
Amortization of Deferred Capital Contributions	(3,747,923)	(3,747,923)	-	0.0%	
Total Operating Revenues	(78,926,680)	(79,969,248)	1,042,568	-1.3%	
Skills Programs	(3,340,257)	(3,481,082)	140,825	-4.0%	
Tuition Holdback Bursaries	(2,297,000)	(2,297,000)	-	0.0%	
Ministry Bursaries	(1,036,660)	(1,036,660)	-	0.0%	
Special Projects	(1,705,569)	(1,509,628)	(195,941)	13.0%	
Facilities Renewal & Renovations	(552,576)	(561,870)	9,294	-1.7%	
Ancillary Operations	(3,839,572)	(3,870,538)	30,966	-0.8%	
Adjustment to Deferred Derivative Liability	(680,000)	(680,000)	-	0.0%	
Total Revenue	\$ (92,378,314)	\$ (93,406,026)	\$ 1,027,712	-1.1%	

SIR SANDFORD FLEMING COLLEGE
Financial Plan - Update Budget
Fiscal Year 2012



	Update Budget 2012	Preliminary Budget 2012	Change	%	Ref.
Expenditures					
Salaries and Benefits					
Salaries, Full Time	35,882,519	36,473,508	(590,989)	-1.6%	5
Salaries, Part Time	11,256,156	11,168,506	87,650	0.8%	5
Benefits	9,376,336	9,528,122	(151,786)	-1.6%	5
Total Salaries and Benefits	56,515,011	57,170,136	(655,125)	-1.1%	
Non-Salary Expenses					
Instructional Support Costs	4,758,103	5,105,235	(347,132)	-6.8%	6
Travel and Professional Development	1,190,107	1,374,749	(184,642)	-13.4%	7
Advertising	854,005	829,928	24,077	2.9%	
Telephone, Audit, Legal & Insurance	795,302	757,839	37,463	4.9%	
Equipment Maintenance	376,172	351,756	24,416	6.9%	
Plant and Security	2,314,752	2,122,659	192,093	9.0%	8
Rentals and Taxes	951,672	948,870	2,802	0.3%	
Utilities	1,990,531	2,042,609	(52,078)	-2.5%	
Contract Services Trent	1,717,134	1,843,625	(126,491)	-6.9%	
Services, Debt Interest & Other	2,193,857	2,157,863	35,994	1.7%	
Amortization of Capital Assets	5,486,960	5,486,960	-	0.0%	
Total Non-Salary Expenses	22,628,595	23,022,093	(393,498)	-1.7%	
Total Operating Expenditures	79,143,606	80,192,229	(1,048,623)	-1.3%	
Investments	75,000	103,373	(28,373)	-27.4%	
Skills Programs	2,946,974	3,052,929	(105,955)	-3.5%	
Tuition Holdback Bursaries	2,297,000	2,297,000	-	0.0%	
Ministry Bursaries	1,036,660	1,036,660	-	0.0%	
Special Projects	1,705,570	1,509,628	195,942	13.0%	
Facilities Renewal and Renovation Projects	552,576	561,370	(9,294)	-1.7%	
Ancillary Operations	3,940,928	3,972,337	(31,409)	-0.8%	
Total Expenditures	\$ 91,698,314	\$ 92,726,026	\$ (1,027,712)	-1.1%	
Net	\$ (680,000)	\$ (680,000)	\$ -	0.0%	

ASSUMPTIONS USED IN BUDGET PROJECTIONS

REF # _____

ASSUMPTION DETAILS

Statement of Operations

Please state any assumptions made on the "Template S Op" tab
Revenue

Operating grant

Per ministry initial allocations adjusted for actual enrolments

Capital grant

CERF per memo. FRG per memo.

Tuition fees

To maximum allowed by policy.

Other revenue

Sale of assets

None

Expenses

Salary and benefits

Admin salary freeze for the year. Support salary adjusted for strike and with new collective agreement

Supplies and general admin

Furniture & Equipment

Utilities, Maintenance and Taxes

Ancillary Services - Expenditures

Other Expense

Any other assumptions made

STATEMENT OF OPERATIONS (Budget Update)

FOR COLLEGE: Fleming College
FOR THE PERIOD: April 1, 2011 to March 31, 2012

PREPARED BY: Pat Blacker-Thomson, December 20 2011, (705) 749-5530 Ext. 1398

Enter full Dollar value

Account Number	Account Name	Account grouping	Ref. No. for Assumptions	GRE Amount	Account Total	Sub-Class Total	Class Total
Revenues							
4	Revenues						92,378,314
41	Grant Revenue					53,218,542	
41105	Grants - Operating	41104, 41105			52,745,439		
	Non GRE			993,569			
	30 Ministry of Training, Colleges & Universities			49,293,832			
	10 School Work Initiative			2,458,038			
41106	Grants - Capital	41106			473,103		
	30 Ministry of Training, Colleges & Universities			473,103			
42	Tuition and Other Student Fees					25,472,071	
42101	Tuition summary	42101 TO 42201			25,472,071		
43	Ancillary Revenue					6,856,105	
43101	Ancillary Revenue summary	43101 to 43299			6,856,105		
49	Other Revenue (Sub-Class)					6,831,596	
49101	Service Fees summary	49101 to 49193			1,154,759		
49201	Donations summary	49201 to 49299			186,167		
49301	Gain/Loss on Sale of Assets/Inventory	49301 to 49504			0		
49902	Investment/Interest Income	49902, 49906			150,000		
49903	Revenues Transferred from Restricted Funds	49903			215,000		
49904	Amortization of Deferred Capital Contributions	49904			3,747,923		
	Non GRE			3,747,923			
49905	Unrealized gain/loss - MTM Adjustment	49905			680,000		
49999	Other Revenue (general) summary	49901, 49907, 49908, 49999			697,747		

Expenses

5	Expenses						91,698,314
51	Salaries & Wages					50,101,294	
51201	Salaries & Wages	51101 to 51320			50,101,294		
52	Employee Benefits					10,232,320	
		52101 to 52339 (Exclude 52131, 52231, 52331)			6,135,559		
52201	Employee Benefits				4,096,761		
52231	Benefits - CAAT Pension contributions	52131, 52231, 52331					
52901	Employee Future Benefits	52901 to 52905					
53	Supplies & General Admin					6,971,036	
53101	Supplies & General Admin summary	53101 to 53199 (except 53111)			6,971,036		
53111	Interest on other than debt	53111			0		
55	Utilities, Maintenance and Taxes					6,901,495	
55101	Utilities summary	55101 to 55114			3,478,543		
55201	Maintenance summary	55201 to 55231			3,390,727		
55301	Taxes summary	55301 to 55303			32,225		
56	Furniture & Equipment					1,798,330	
56101	Furniture/Equipment Purchases	56101 to 56109			1,382,068		
56201	Furniture/Equipment Rentals	56201 to 56209			416,262		
59	Other Expense					15,693,839	
59203	Flow-Through Expenditures summary	59201 to 59204			971,513		
59301	Amortization - Long Term Assets	59301, 59302			6,209,757		
59401	Other Contract Services summary	59401 to 59403			3,734,766		
59902	Student Assistance summary	59902, 59903, 59904			3,633,661		
59905	Long Term Debt Interest	59905			1,144,142		

(Surplus)/Deficit

Class totals (5 - 4)

-680,000

END OF STATEMENT OF OPERATIONS

STATEMENT OF FINANCIAL POSITION (Budget Update)
FOR COLLEGE: Fleming College
FOR THE PERIOD: April 1, 2011 to March 31, 2012

PREPARED BY: Pat Blacker-Thomson, December 20 2011, (705) 749-5530 Ext. 1398

Enter full Dollar value

Totals which are
formula driven
input cell

Account Number/Cluster	Account Name	Account grouping	Ref. No. for Assumptions	GRE amount	Closing balance
1	Assets				111,079,736
11	Cash and Cash Equivalents				1,715,605
11101	Cash (including short term investments)	11101, 11103			1,630,951
11102	Cash in Trust	11102, 11105			76,435
11104	Short Term Investment - MTM adj.	11104, 11106			
11220	Inventory and Assets Held for Sale	11205 to 11220, 11305			8,219
12	Accounts Receivable				7,470,740
12101	Other Accounts Receivable	12101, 12103, 12104, 12199, 12210, 12215			2,463,096
12102	Grants Receivable	12102, 12205			5,007,644
	Non GRE			137,359	
	30 Ministry of Training, Colleges & Universities			3,929,357	
	10 School Work Initiative			940,928	
	Insert rows above for add'l GRE's, copy row from above and update				
13	Other Current Assets				1,302,727
13903	Current portion of Long Term Receivables	13903			728,000
13904	Current portion of Loans & Advances Receivable	13904			
13998	MTM Adjustments - MTM Adj.	13998, 13997			574,727
13999	All other current assets, including inventory	13105 to 13120, 13901, 13999			
14	Other Long Term Assets				16,481,343
141	Other Long Term Assets				2,162,636
14102	Loans and Advances Receivable	14102, 14104			
14103	Other Long Term Receivables & Assets	14103, 14105, 14199			0
143	Investments				14,318,707
14310	Investments Greater than 90 Days < 1 year	14310			14,318,707
14315	Investments - Greater than 1 year	14315			

STATEMENT OF FINANCIAL POSITION (Budget Update)
FOR COLLEGE: Fleming College
FOR THE PERIOD: April 1, 2011 to March 31, 2012

		Ending Balance	Net Book Value
15	Capital Assets		
151	Land	149,220,994	84,109,321
152	Site Improvements	2,359,937	2,359,937
153	Building	3,726,370	1,371,519
154	Furniture and Equipment	102,923,891	67,690,779
155	IT	20,767,802	5,139,291
156	Construction in Progress (CIP)	14,080,377	2,952,402
159	Other Capital Assets	2,103,050	2,103,050
		3,259,567	2,492,343
16	Accumulated Amortization		
162	Accum Amort - Site Improve	16201 to 16204	-65,111,673
163	Accum Amort - Bldg	16301 to 16304	-2,354,851
164	Accum Amort - Furniture & Equipment	16401 to 16404	-35,233,112
165	Accum Amort - Info Tech	16501 to 16504	-15,628,511
169	Accum Amort - Other Asset	16901 to 16904	-11,127,975
			-767,224
2	Liabilities		
21	Bank Indebtedness		
21101	Bank indebtedness	21101	99,512,417
22	Accounts Payable and Accrued Liabilities		
22101	Accrued Payables, Payroll & Vacation Pay	22101 + 22102 + 22103	17,560,415
22104	Accrued Interest on Debt	22104	15,924,697
22105	Current portion of Long Term Public Debt	22105	0
22106	Current portion of Capital Leases	22106	0
22107	Current portion of Long Term Non-Public Debt	22107	1,635,718
22108	Grants Payable and Repayable (GRE)	22108	0
	Non GRE		0
22110	All Other AP & Accrued Payables	22109 + 22110 + 22111	0

STATEMENT OF FINANCIAL POSITION (Budget Update)
FOR COLLEGE: Fleming College
FOR THE PERIOD: April 1, 2011 to March 31, 2012

25	Restricted Contributions	25101 to 25108	25100			25101
			Additions / Receipts	Interest	Transfer to Statement of Operations	
25106	Non-GRE(Other than MTM in year Adj.)					
	30 Ministry of Training, Colleges & Universities		1,036,660		-1,036,660	
		73,210				
			1,407,420			1,407,420
						73,210

261	Deferred Capital Contributions	26101 to 26108 (except 26107)	26100			26101
			Additions / Receipts	Interest	Transfer to Statement of Operations	
26106	Non-GRE(Other than MTM in year Adj.)					
	30 Ministry of Training, Colleges & Universities		642,586		-816,186	
	9 Ministry of Economic Development and Trade		302,115		-2,907,254	
	43 Research and Innovation				-23,892	
					-591	
			5,551,755			5,293,441
		48,399,336				51,004,475
		711,274				735,166
		1,454				2,045

26107	DCC - MTM Adjustments					
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262	Deferred Capital Contributions-Unspent-Third Parties	26201 to 26208 (except 26207)	26200			26201
			Additions / Receipts	Interest	Transfer to Statement of Operations	
26201	Non-GRE					
			486,216			5,293,441
						-431,914
			486,216			918,130

271	Capital Leases	27101 to 27103	27100			27101
			Additions / Receipts	Interest	Transfer to Statement of Operations	
27101	Capital Leases-Opening Balance (less current portion)					
			0			
			0			

Capital Asset (Budget Update)

FOR COLLEGE: Fleming College

FOR THE PERIOD: April 1, 2011 to March 31, 2012

PREPARED BY: Pat Blacker-Thomson, December 20 2011, (705) 749-5530 Ext. 1398

Enter full Dollar value

Construction in Progress- All Other (Gross Value)						
Fiscal Year	Opening Balance of Asset (Gross Value) As of April-01 (15601 - not Bldgs > 30)	Added during the fiscal year (15602 - not Bldgs > 30)	Transfers out to In-Service Asset (15603 - not Bldgs > 30)	Disposal or Adjustment (15604 + 15605 - not Bldgs > 30)	Interest Capitalized (15606 - not Bldgs > 30)	Closing Balance of Asset (Gross Value) As of March-31 (not Bldgs > 30)
2010-11 (act)	1,970,075	568,242	-435,267			2,103,050
2011-12	2,103,050					2,103,050
2012-13	2,103,050	15,000,000				17,103,050
2013-14	17,103,050	14,300,000	-31,403,050			0
2014-15	0					0
2015-16	0					0

Land					
Fiscal Year	Opening Balance of Asset (Gross Value) As of April-01 (15101)	Added during the fiscal year (15102)	Retirement or disposal 15104 + 15105)	Transfers from CIP (15106)	Closing Balance of Asset (Gross Value) As of March-31
2010-11 (act)	2,359,937				2,359,937
2011-12	2,359,937				2,359,937
2012-13	2,359,937				2,359,937
2013-14	2,359,937		-341,250		2,018,687
2014-15	2,018,687				2,018,687
2015-16	2,018,687				2,018,687

Buildings (Gross Value)					
Fiscal Year	Opening Balance of Asset (Gross Value) As of April-01 (15301)	Transfer from CIP (15303)	Added during the fiscal year (15302)	Retirement or disposal (15304 + 15305)	Closing Balance of Asset (Gross Value) As of March-31
2010-11 (act)	93,005,743	214,197	5,196,555		98,416,495
2011-12	98,416,495	0	4,507,396		102,923,891
2012-13	102,923,891	0	0		102,923,891
2013-14	102,923,891	31,403,050	-1,265,979		133,060,962
2014-15	133,060,962	0	0		133,060,962
2015-16	133,060,962	0	0		133,060,962

Site Improvements (Gross Value)					
Fiscal Year	Opening Balance of Asset (Gross Value) As of April-01 (15201)	Transfer from CIP (15203)	Added during the fiscal year (15202)	Retirement or disposal (15204 + 15205)	Closing Balance of Asset (Gross Value) As of March-31
2010-11 (act)	3,522,306		377,748	-173,684	3,726,370
2011-12	3,726,370				3,726,370
2012-13	3,726,370				3,726,370
2013-14	3,726,370				3,726,370
2014-15	3,726,370				3,726,370
2015-16	3,726,370				3,726,370

Furniture and Equipment (Gross Value)					
Fiscal Year	Opening Balance of Asset (Gross Value) As of April-01 (15401)	Transfer from CIP (15403)	Added during the fiscal year (15402)	Retirement or disposal (15404 + 15405)	Closing Balance of Asset (Gross Value) As of March-31
2010-11 (act)	21,604,371	221,070	1,244,379	-4,689,060	18,380,760
2011-12	18,380,760		2,387,042		20,767,802
2012-13	20,767,802		1,355,930		22,123,732
2013-14	22,123,732		5,055,930		27,179,662
2014-15	27,179,662		455,930		27,635,592
2015-16	27,635,592		455,930		28,091,522

Information Technology (Gross Value)					
Fiscal Year	Opening Balance of Asset (Gross Value) As of April-01 (15501)	Transfer from CIP (15503)	Added during the fiscal year (15502)	Retirement or disposal (15504 + 15505)	Closing Balance of Asset (Gross Value) As of March-31
2010-11 (act)	16,781,039		670,987	-3,904,717	13,547,309
2011-12	13,547,309		533,068		14,080,377
2012-13	14,080,377		250,000		14,330,377
2013-14	14,330,377		250,000		14,580,377
2014-15	14,580,377		250,000		14,830,377
2015-16	14,830,377		250,000		15,080,377

Other TCA (Gross Value)					
Fiscal Year	Opening Balance of Asset (Gross Value) As of April-01 (15901)	Transfer from CIP (15903)	Added during the fiscal year (15902)	Retirement or disposal (15904 + 15905)	Closing Balance of Asset (Gross Value) As of March-31
2010-11 (act)	2,740,146		524,449	-5,028	3,259,567
2011-12	3,259,567		0		3,259,567
2012-13	3,259,567				3,259,567
2013-14	3,259,567				3,259,567
2014-15	3,259,567				3,259,567
2015-16	3,259,567				3,259,567

END OF CAPITAL ASSET SCHEDULE

STATEMENT OF CAPITAL FUNDING (Budget Update)

FOR COLLEGE: Fleming College
FOR THE PERIOD: April 1, 2011 to March 31, 2012

PREPARED BY: Pat Blacker-Thomson, December 20 2011, (705) 749-5530 Ext. 13

FUNDING	ACCOUNTING
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Buildings (including major renovations)

Enter full Dollar value		Provincial Grants (Capital)	Provincial Grants (Operating)	Transfer from CIP	Third Party Contribution	Third Party Borrowing	Other source	Additions (Value)	Amount to be capitalized	Amount to be expensed	First amortized in (fiscal year)	Amortization periods (No. of Years)	Additional Comments
Fiscal Year	Funding source												
2011-12	FRP	288,700					4,334,674	4,623,374	4,507,396	115,978	288,700		Amortized over rem
2012-13	FRP	288,700						288,700	15,000,000	288,700			Amortized over rem
2012-13	KSTI	5,000,000			10,000,000			288,700	14,300,000	288,700			Amortized over rem
2013-14	FRP	288,700						288,700	14,300,000	288,700			Amortized over rem
2013-14	KSTI	7,400,000			6,900,000			288,700		288,700			Amortized over rem
2014-15	FRP	288,700						0					
2014-15	KSTI	9,300,000			-9,300,000			0					
2015-16	KSTI	7,600,000			-7,600,000			288,700		288,700			Amortized over rem
2015-16	FRP	288,700						288,700		288,700			Amortized over rem

Furniture and equipment

Enter full Dollar value		Provincial Grants (Capital)	Provincial Grants (Operating)	Transfer from CIP	Third Party Contribution	Third Party Borrowing	Other source	Additions (Value)	Amount to be capitalized	Amount to be expensed	First amortized in (fiscal year)	Amortization periods (No. of Years)	Additional Comments
Fiscal Year	Funding source												
2011-12	AEF	205,930			902,876		1,370,736	2,479,542	2,387,042	92,500		5	
2012-13	AEF	205,930			25,000		125,000	355,930	355,930			5	
2013-14	AEF	205,930			25,000		125,000	355,930	355,930			5	
2013-14	KSTI				1,000,000	2,700,000	1,000,000	5,700,000	5,700,000			5	
2014-15	AEF	205,930			125,000		125,000	455,930	455,930			5	
2015-16	AEF	205,930			125,000		125,000	455,930	455,930			5	

Information Technology (Computer Equipment)

Enter full Dollar value		Provincial Grants (Capital)	Provincial Grants (Operating)	Transfer from CIP	Third Party Contribution	Third Party Borrowing	Other source	Additions (Value)	Amount to be capitalized	Amount to be expensed	First amortized in (fiscal year)	Amortization periods (No. of Years)	Additional Comments
Fiscal Year	Funding source												
2011-12	CERF	276,800			14,561		518,507	809,868	533,068	276,800		3	
2012-13	CERF	276,800					250,000	526,800	250,000	276,800		3	
2013-14	CERF	276,800					250,000	526,800	250,000	276,800		3	
2014-15	CERF	276,800					250,000	526,800	250,000	276,800		3	
2015-16	CERF	276,800					250,000	526,800	250,000	276,800		3	

Other TCA

Enter full Dollar value		Provincial Grants (Capital)	Provincial Grants (Operating)	Transfer from CIP	Third Party Contribution	Third Party Borrowing	Other source	Additions (Value)	Amount to be capitalized	Amount to be expensed	First amortized in (fiscal year)	Amortization periods (No. of Years)	Additional Comments
Fiscal Year	Funding source												
2011-12								0	0				various
2012-13								0	0				
2013-14								0	0				
2014-15								0	0				
2015-16								0	0				

END OF STATEMENT OF CAPITAL FUNDING

STATEMENT OF TCA AMORTIZATION (Budget Update)

FOR COLLEGE: Fleming College
FOR THE PERIOD: April 1, 2011 to March 31, 2012

PREPARED BY: Pat Blacker-Thomson, December 20 2011, (705) 749-5530 Ext. 1398

Buildings- Amortized >30 Years 58,901,916

Fiscal Year	Accumulated Amortization				Calculation of In-Year Amortization			
	Opening Balance accumulated amortization As of April-01 (16301) Accumulated Amortization	Expensed for the fiscal year (16302) B = (Z)	Retirement or disposal (16303 + 16304) C (negative)	Closing Balance accumulated amortization As of March-31 D=A+B+C	Amortization on opening Book Value W	Amortization on Addition X	Amortization on Disposal Y (negative)	Amortization For the year Z=W+X+Y
2010-11 (actual)	29,980,155	2,549,376		32,529,531				0
2011-12	32,529,531	2,703,581		35,233,112	2,601,347	102,234		2,703,581
2012-13	35,233,112	2,674,349		37,907,461	2,674,349			2,674,349
2013-14	37,907,461	3,014,929	-539,704	40,382,686	2,562,543	452,386		3,014,929
2014-15	40,382,686	3,318,214		43,700,900	3,318,214			3,318,214
2015-16	43,700,900	3,312,264		47,013,164	3,312,264			3,312,264

Site Improvements

Fiscal Year	Accumulated Amortization				Calculation of In-Year Amortization			
	Opening Balance accumulated amortization As of April-01 (16201) Accumulated Amortization	Expensed for the fiscal year (16202) B = (Z)	Retirement or disposal (16203 + 16204) C (negative)	Closing Balance accumulated amortization As of March-31 D=A+B+C	Amortization on opening Book Value W	Amortization on Addition (1/2 year rule) X	Amortization on Disposal (1/2 year rule) Y (negative)	Amortization For the year Z=W+X+Y
2010-11 (actual)	1,894,617	312,540	-173,684	2,033,473				0
2011-12	2,033,473	321,378		2,354,851	321,378			321,378
2012-13	2,354,851	299,152		2,654,003	299,152			299,152
2013-14	2,654,003	263,274		2,917,277	263,274			263,274
2014-15	2,917,277	199,131		3,116,408	199,131			199,131
2015-16	3,116,408	141,598		3,258,006	141,598			141,598

Furniture and Equipment

Fiscal Year	Opening Balance accumulated amortization As of April-01 (16401) Accumulated Amortization	Expensed for the fiscal year B = (Z)	Retirement or disposal C (negative)	Closing Balance accumulated amortization As of March-31 D=A+B+C
2010-11 (actual)	17,335,301	1,411,713	-4,689,060	14,057,954
2011-12	14,057,954	1,570,557		15,628,511
2012-13	15,628,511	1,676,050		17,304,561
2013-14	17,304,561	2,126,897		19,431,458
2014-15	19,431,458	2,521,711		21,953,169
2015-16	21,953,169	2,145,112		24,098,281

Information Technology

Fiscal Year	Opening Balance accumulated amortization As of April-01 16501 Accumulated Amortization	Expensed for the fiscal year (16502) B = (Z)	Retirement or disposal (16503 + 16504) C (negative)	Closing Balance accumulated amortization As of March-31 D=A+B+C
2010-11 (actual)	12,122,770	1,464,830	-3,904,714	9,682,886
2011-12	9,682,886	1,445,089		11,127,975
2012-13	11,127,975	1,453,917		12,581,892
2013-14	12,581,892	667,990		13,249,882
2014-15	13,249,882	406,182		13,656,064
2015-16	13,656,064	342,309		13,998,373

Amortization on opening Book Value	Amortization on Addition (1/2 year rule)	Amortization on Disposal (1/2 year rule)	Amortization For the year
W	X	Y (negative)	Z=W+X+Y
			0
1,260,524	310,033		1,570,557
1,640,457	35,593		1,676,050
1,420,776	706,121		2,126,897
2,476,118	45,593		2,521,711
2,099,519	45,593		2,145,112

Amortization on opening Book Value	Amortization on Addition (1/2 year rule)	Amortization on Disposal (1/2 year rule)	Amortization For the year
W	X	Y (negative)	Z=W+X+Y
			0
1,402,702	42,387		1,445,089
1,412,250	41,667		1,453,917
626,323	41,667		667,990
364,515	41,667		406,182
300,642	41,667		342,309

Other TCA

Fiscal Year	Accumulated Amortization			
	Opening Balance accumulated amortization As of April-01 (16901) Accumulated Amortization	Expensed for the fiscal year (16902) B = (Z)	Retirement or disposal (16903 +16904) C (negative)	Closing Balance accumulated amortization As of March-31 D=A+B+C
2010-11 (actual)	519,271	83,829	-5,028	598,072
2011-12	598,072	169,152		767,224
2012-13	767,224	169,152		936,376
2013-14	936,376	133,565		1,069,941
2014-15	1,069,941	126,448		1,196,389
2015-16	1,196,389	126,448		1,322,837

2011-12 ALL TCA

Asset Class	Accumulated Amortization			
	Opening Balance accumulated amortization As of April-01 (16901) Accumulated Amortization	Expensed for the fiscal year (16902) B = (Z)	Retirement or disposal (16903 +16904) C (negative)	Closing Balance accumulated amortization As of March-31 D=A+B+C
Buildings > 30 years	32,529,531	2,703,581	0	35,233,112
Site Improvements	2,033,473	321,378	0	2,354,851
Furniture and Equipment	14,057,954	1,570,557	0	15,628,511
Information Technology	9,682,886	1,445,089	0	11,127,975
Other TCA	598,072	169,152	0	767,224
TCA TOTAL	58,901,916	6,209,757	0	65,111,673

Calculation of In-Year Amortization			
Amortization on opening Book Value	Amortization on Addition (1/2 year rule)	Amortization on Disposal (1/2 year rule)	Amortization For the year
W	X	Y (negative)	Z=W+X+Y
169,152			169,152
169,152			169,152
133,565			133,565
126,448			126,448
126,448			126,448

Calculation of In-Year Amortization			
Amortization on opening Book Value	Amortization on Addition (1/2 year rule)	Amortization on Disposal (1/2 year rule)	Amortization For the year
W	X	Y (negative)	Z=W+X+Y
2,601,347	102,234	0	2,703,581
321,378	0	0	321,378
1,260,524	310,033	0	1,570,557
1,402,702	42,387	0	1,445,089
169,152	0	0	169,152
5,755,103	454,654	0	6,209,757

Board of Governors In-Camera Meeting	<input type="checkbox"/>	ACTION REQUIRED:	
Board of Governors Public Meeting	<input checked="" type="checkbox"/>	Information/Discussion	<input type="checkbox"/>
		Decision	<input checked="" type="checkbox"/>

SUBJECT: *Approval Authority Schedule for Procurement of Goods and Non-Consulting Services*

PRESENTED BY: Governor Nesbitt, Chair – Finance and Property Committee

SOURCE / BACKGROUND

- Finance and Property Committee, meeting of January 11, 2012
- *Broader Public Sector Procurement Directive*, issued by the Management Board of Cabinet and dated July 1, 2011

The Procurement Directive provides the requirements that are mandatory for organizations to follow. It applies to all designated broader public sector organizations as provided for under section 12 of the Broader Public Sector Accountability Act, 2010. Colleges are one of the identified sector organizations.

DISCUSSION / OPTIONS

The Directive states that

- organizations must establish an approval authority schedule (AAS) for procurement of goods and non-consulting services;
- the AAS must identify the authorities that are allowed to approve procurements for different dollar thresholds;
- the AAS must be approved by the Board of Directors of the organization or its equivalent.

FINANCIAL AND OTHER IMPLICATIONS / IMPACTS

None identified.

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College approve the following Approval Authority Schedule:

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

Board of Governors In-Camera Meeting	<input type="checkbox"/>	ACTION REQUIRED:	
Board of Governors Public Meeting	<input checked="" type="checkbox"/>	Information/Discussion	<input type="checkbox"/>
		Decision	<input checked="" type="checkbox"/>

SUBJECT: *Endowment Policy*

PRESENTED BY: Governor Nesbitt, Chair – Finance and Property Committee

SOURCE / BACKGROUND

- Finance and Property Committee, meeting of January 11, 2012
- Current College Endowment Policy #4-421
- Fleming College Foundation Board of Directors agreement to transfer assets, January 20, 2011

DISCUSSION / OPTIONS

The College did not have an Endowment Policy, referencing instead, where necessary, the Foundation Policy.

The Board approved an *Endowment Policy* at the March 23, 2011 meeting. This policy contained minimal changes from the Foundation policy. It was also noted at that time that a review of the Investment Policy Statement (IPS) was underway.

The Endowment Policy and the Investment Policy Statements have since been revised in conjunction with each other, as the policies are related.

The revised Endowment Policy includes a definition of endowments, identifies the target annual award, and explains the factors that lead to the planned award disbursement each fiscal year.

The attached document provides the current policy for reference; the revised policy, as recommended by the Finance and Property Committee, follows.

FINANCIAL AND OTHER IMPLICATIONS / IMPACTS

None identified.

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College approve the revised College Policy #4-421, *Endowment Policy*, as circulated.

SIR SANDFORD FLEMING COLLEGE

POLICY MANUAL

POLICY NO. 4-421	APPROVED BY: Board of Governors
PAGE NO. 1 of 1	SUPERSEDES: N/A
DATE APPROVED: March 23, 2011 #7	
Reviewed and Revised: January 25, 2012 #X	
ENDOWMENT POLICY	

~~The College recognizes the value of endowment funds to provide financial assistance to students.~~

~~An endowment is a gift where the donor specifies the donated amount to be held for a set period of time, where only the investment income can be spent.~~

~~The endowment funds will be invested in compliance with the College Investment Policy #4-419 and any future amendments to this policy.~~

~~The College goal is to distribute 4% of the endowment funds each year, with the excess being held for future growth. The actual distribution will be reviewed annually, and it is possible that an award may not be issued each and every year.~~

~~The College has set \$12,500 as the minimum value to establish a named endowment fund. The first distribution will take place no earlier than one year after the minimum value has been met.~~

~~The Vice-President Finance and Administration is responsible for the interpretation of this policy.~~

The College recognizes the value of endowment funds to provide financial assistance to students.

The principal of the endowment fund must be held for a set period of time, where only the investment income is available to be spent.

The College will set the minimum value to establish a named endowment fund. The first distribution will take place no earlier than one year after the minimum value has been reached.

The College endowment funds are comprised of individually named endowment funds, each with unique disbursement criteria, undisbursed awards and retained capital. The College enters into Endowment Fund Agreements with donors, in instances where prior agreements differ from the College Policy, the agreements will take precedence.

The endowment funds are invested in compliance with the College Investment Policy #4-419 and any future amendments to this policy. The actual investment return will fluctuate annually, due to the nature of equity investments. In recognition of these fluctuations, there is a need to set a longer term target award percentage for planning purposes. The target award percentage is to be equal to the Canada Revenue Agency's disbursement quota percentage. This target award percentage will be applied to the total of endowment principal and retained capital for each named fund, each year, and will be accumulated for future bursary disbursements.

The target annual award is calculated each fiscal year end, by named fund, and set aside to be used for future awards, regardless of actual returns. The undisbursed award balance, by named fund, is calculated by accumulating the past target annual awards less actual awards disbursed.

The target annual award will not necessarily be the actual award distributed by named fund. The following will be taken into consideration when setting the planned annual award disbursements each fiscal year:

- The actual investment income balance at the end of the prior fiscal year,
- The bond interest income projected to be earned during the fiscal year,
- The projected dividends to be earned during the fiscal year,
- Undisbursed Award Balance projected to the end of the fiscal year

The planned award disbursement for each fiscal year will be agreed upon by the Chief Advancement Officer and the Finance Department.

It is possible that an award may not be disbursed each year for each named fund, or issued at a reduced rate. Conversely prior years' undisbursed awards may be disbursed resulting in the rate of the award to exceed the target annual award.

In exceptional circumstances, if approved by the Vice-President Finance and Administration, Endowment Fund Agreements may include terms that differ from College policy.

The Vice-President Finance and Administration is responsible for the interpretation of this policy.

This policy shall be reviewed annually by the Finance and Property Committee to ensure that the target award percentage continues to be consistent with investment returns.

Board of Governors In-Camera Meeting	<input type="checkbox"/>	ACTION REQUIRED:	
Board of Governors Public Meeting	<input checked="" type="checkbox"/>	Information/Discussion	<input type="checkbox"/>
		Decision	<input checked="" type="checkbox"/>

SUBJECT: *Investment Policy Statements*

PRESENTED BY: Governor Nesbitt, Chair – Finance and Property Committee

SOURCE / BACKGROUND

- Finance and Property Committee, meetings of January 11, 2012; May 11, 2011; October 13, 2010
- College Policy #4-419, *Investment Policy Statements* approved March 24, 2010 consisting of
 - 4-419A: IPS for the Ontario Student Opportunity Trust Fund Phase 1 and Phase 2 (Donor Funds)
 - 4-419B: IPS for the Ontario Trust for Student Support (Donor Funds)
 - 4-419C: IPS for the Other Endowed Bursary Fund (Donor Funds)
 - 4-419D: IPS for Endowment Funds (Ministry Funds)
 - 4-419E: IPS for the Operating Account
- Minister's Binding Policy Directive on Banking, Investments and Borrowing, dated May 2009

DISCUSSION / OPTIONS

The College engaged KPMG to review two draft IPS for Endowments; this report was presented to the Finance and Property Committee at their May 11, 2011 meeting. A professional development opportunity for the Finance and Property Committee (and open to all governors) with RBC Dominion Securities was held on October 26, 2011 which included a session on IPS development.

The College considered the KPMG report suggestions and again, with the assistance of RBC Dominion Securities, modified the two draft IPS.

As part of the overall review, it is recommended that the ISPs for endowment funds be separated out from the ISP for operating funds; replacing current policies 4-419A, 4-419B and 4-419C with a Comprehensive IPS; replacing current policy 4-419D with a Ministry Endowed IPS; and as there are no revisions to the current Operating Account IPS, simply renumbering the policy.

Revised policies, as recommended by the Finance and Property Committee, are attached.

FINANCIAL AND OTHER IMPLICATIONS / IMPACTS

None identified.

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College

- **Separate the Investment Policy Statements for Endowment Funds from the Investment Policy Statement for Operating Funds;**
- **Replace the IPS for the Ontario Student Opportunity Trust Fund Phase 1 and Phase 2 (Donor Funds), the IPS for the Ontario Trust for Student Support (Donor Funds), and the IPS for the Other Endowed Bursary Fund (Donor Funds) with College Policy #4-419A – *Comprehensive Investment Policy Statement*, and approve the policy, as circulated;**
- **Replace the IPS for Endowment Funds (Ministry Funds) with College Policy #4-419D – *Ministry Endowed Investment Policy Statement*, and approve the policy as circulated;**
- **Renumber the IPS for the Operating Account as College Policy #4-424, *Operating Account IPS*.**

SIR SANDFORD FLEMING COLLEGE

POLICY MANUAL

POLICY NO. 4-419A

PAGE NO. 1 of 6

DATE APPROVED:

Reviewed and Revised:

APPROVED BY: Board of Governors

SUPERSEDES: dated March 24, 2010#4

- #4-419A
- #4-419B
- #4-419C

COMPREHENSIVE INVESTMENT POLICY STATEMENT

Statement of Objectives and Investment Policy

The Investment Policy Statement expresses investment objectives in a document for Sir Sandford Fleming College's Donor funds and Ministry funds received under the Ontario Student Opportunities Trust Fund Phase 1 and Phase 2 Program, Donor funds and Ministry funds received under the Ontario Trust for Student Support Program and Donor funds received under the Other Endowed Bursary Fund. The Investment Policy Statement provides a framework for managing these Funds, and provides a useful process for decisions, reporting on progress and reviewing objectives.

1. Purpose

To establish guidelines governing the investment of the College's endowed Donor funds and Ministry funds received under the Ontario Student Opportunities Trust Fund Phase 1 and Phase 2 Program, Donor funds and Ministry funds received under the Ontario Trust for Student Support Program and Donor funds received under the Other Endowed Bursary Fund

2. Investment Objectives

The overall objective is to generate a total investment return that protects the capital component, achieves the annual target award percentage defined in the College Endowment Policy 4-421, which will be reviewed annually to ensure the target award percentage is consistent with investment returns. At the time of approving this policy, the target award percentage, in Policy 4-421, is equal to the Canada Revenue Agency's (CRA) disbursement quota percentage, which is applied to assets not currently used in charitable activities or administration. At the time of approving this policy, the CRA disbursement quota percentage is 3.5%.

The return objectives are as follows:

- Preserve capital
- Generation of 'income' to meet the target award percentage in Policy 4-421.

3. Performance Objectives

The minimum return objective is to meet the target award percentage in Policy 4-421, which is 3.5% per annum, at the time of approving this policy. This rate of return may not be achieved in each and every year; however, the portfolio is expected to generate this minimum return on investments over rolling 3 to 5 year periods (Beginning January 1, 2012).

The portfolio is to be managed in such a way as to provide long-term consistency and stability of return, with current income accounting for the majority of the portfolio returns. The portfolio will be substantially invested in fixed income securities to provide both current income and long term stability.

Equity investments will be made in large Canadian corporations. Equities will focus on dividend paying stocks of Canadian Corporations with a market capitalization of greater than \$500 million. The goal of investing in these

equities is to help fund current disbursements as well as to reduce short term market volatility and achieve longer term growth. The equity investments will be 100% Canadian equities in order to match Canadian dollar income with Canadian dollar liabilities.

In addition, the investments will adhere to the requirements as set out by the Ministry Training Colleges and Universities (MTCU). The Ministry funds may be invested in investments identified as eligible in the MTCU Banking, Investment and Borrowing Binding Policy Directive, see section 12 below for the list of eligible investments. The Donor fund investments must adhere to the requirements as set out by the Trustees Act.

4. Time Horizon

Endowment funds are to be held in perpetuity, therefore, the funds are expected to be invested permanently with only income generated withdrawn.

5. Liquidity / Income

The College targets that about 5% of the portfolio should be held in cash or cash equivalents, which includes bonds within one year to maturity.

6. Monitoring the Portfolio

The equity portfolios will be managed on a discretionary basis and will be monitored against the following benchmark:

	TARGET
S&P/TSX Equity Income Total Return Index	100%

Any significant under-performance of the benchmarks (defined as 3% or greater) over any 8 consecutive quarters will automatically lead to a review of the manager. The performance is reported and monitored quarterly.

The rate of return for the overall portfolio will be reported versus the benchmark return objective which is equal to the target award percentage in Policy 4-421. The portfolio is expected to generate this minimum return on investments over rolling 3 to 5 year periods (Beginning January 1, 2012).

The fixed income investment return is not measured in relation to a benchmark as the fixed income investment strategy is to buy and hold bonds with staggered maturities.

7. Asset Mix Guidelines

The portfolio will be invested in money market securities, longer dated fixed income securities and equities in accordance with the following guidelines:

Overall Asset Allocation Guidelines:

Asset allocation guidelines will be managed and reported to Administration on a fund by fund basis for the OSOTF Phase 1 Donor and Ministry funds, OSOTF Phase 2 Donor and Ministry funds, OTSS Donor and Ministry funds and Other Endowed Bursary Donor funds. Asset allocation guidelines will be reported to Finance & Property Committee on a combined basis.

ASSET ALLOCATION	LOWER	TARGET	UPPER
CASH AND EQUIVALENTS (Including T-bills and fixed income within one year to maturity)	0%	5%	15%
FIXED INCOME (Over One Year)	55%	65%	75%
EQUITY *(Including Income Trusts & Equity Linked Notes)	20%	30%	40%

From time to time market fluctuations, timing of deposits or approval may cause the portfolio to be temporarily inconsistent with the asset allocation set out in this Investment Policy Statement. When this occurs, rebalancing shall be completed within the following quarter.

8. Implementation

Investment strategies will be of a long-term buy and hold nature. No investment decisions will be made without first considering the impact upon current income generated by the portfolio within the context of the above stated objectives. Fixed income investments will be made on a staggered maturity basis so as to minimize the effects of large interest rate changes on the ongoing cash flow of the portfolio. This investment policy strictly prohibits the College from engaging in any investment activity that would be considered speculative according to the generally accepted principles of conservative investment management.

The investment manager will manage the equity portion of the portfolio on a discretionary basis. The equity investments would meet the guidelines structured in this Policy, the investments will be made in companies with a market capitalization of greater than \$500 million.

9. Other options

The use of derivatives, purchasing on margin, and short selling of securities is expressly prohibited.

10. Standard of care

All investments and investment managers are to comply with the guidelines outlined in this Investment Policy statement and will adhere to the prudent investor guidelines.

11. Investment Management Guidelines for Donor Funds

Quality Guidelines

Donor accounts will follow the following guidelines

1. All individual debt securities will be rated "A" (R-1 for money market securities) or better by a recognized Rating Agency when purchased.
2. If a fixed income holding is downgraded below A by all 3 rating agencies (Dominion Bond Rating Services, Standard and Poor's Credit Rating Service, and Moody's Investor Services) it will be sold by the end of the next quarter following the downgrade.

Diversification Guidelines

1. The maximum amount allowable per investment grade non-government fixed income issue will be the greater of 15% of the portfolio or 20% of the fixed income portfolio. The diversification guidelines will be applied on a separate basis for each of the OSOTF Phase 1, OSOTF Phase 2, OTSS and other Endowed Bursary.

From time to time market fluctuations, timing of deposits or approval may cause the portfolio to be temporarily inconsistent with the asset allocation set out in this Investment Policy Statement. When this occurs, rebalancing shall be completed within the following quarter.

Eligible Investments

Investments may be made in:

Government obligations (i.e. Treasury Bills Notes, Strip Coupons, Debentures and/or Bonds) issued directly or indirectly by the Federal government or an agency (Canadian and U.S.) or any of the provinces with an appropriate credit rating (see investment limits below).

Canadian Chartered Bank Securities, being Bearer Discount Notes, Deposit Receipts, Term Notes, Certificates of Deposit, Bankers Acceptances, bonds and strip coupons with an appropriate credit rating.

Securities of foreign banks or the Canadian affiliates of foreign banks provided that the obligations are guaranteed or carry separate appropriate ratings.

Commercial paper, bonds, debentures and strip coupons issued of Canadian companies with an appropriate credit rating.

Loans to investment dealers (call loan) providing that full collateral value plus applicable margin are held at a banking institution.

Stapled securities

Income units being Royalty Trust Units and Real Estate Investment Trusts

Common Equity: Market Capitalization of greater than \$500 million

Investment Limits

The purchase of any securities carrying a credit rating below A for bonds and R1 for commercial paper is strictly prohibited.

Ratings will be used from one or more of the following ratings agencies: Dominion Bond Rating Services, Standard and Poor's Credit Rating Service, and Moody's Investor Services.

The maximum investment in corporate fixed income is 75% of the fixed income portfolio.

12. Investment Management Guidelines MTCU Funds (Ministry Funds)

Quality Guidelines

Ministry Funds are defined as College Funds in the MTCU Banking, Investments and Borrowing Binding Policy Directive.

A college may only invest Ministry funds 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.

13. Application

This Investment Policy Statement will be implemented by the College’s chosen Investment Manager, and monitored by the Finance & Property Committee.

Investments in the fixed income portion of the portfolio will be recommended to one of the following for their approval prior to any investment being made:

Vice-President Finance and Administration or
Director, Finance or
Director, Budget Services
Manager, Accounting Operations

The fixed income portfolio will be managed on a transaction basis.

Equity investments are made at the discretion of the Investment Manager subject to all guidelines established in this document.

14. Reporting

Quarterly investment reports shall be prepared for and distributed to the Finance & Property Committee or Administration.

Quarterly reports for the Finance & Property Committee shall contain the following information:

- A summary of the asset allocation percentage at the end of the quarter, on a combined basis for the OSOTF Phase 1, OSOTF Phase 2, the OTSS and the Other Bursary Fund
- An assessment of performance versus the benchmark return objective which is equal to the target award percentage in Policy 4-421. on a consolidated basis for all accounts
- An assessment of performance against the appropriate benchmark over the same period on a consolidated basis for all equity only discretionary accounts
- A written statement of compliance with relevant portions of the IPS as follows:
 - Asset Mix
 - Quality and Diversification Guidelines
 - Eligible Investments
 - Investment Limits
- A written market commentary

Quarterly reports for the Administration shall contain the following information:

- Portfolio valuation including asset allocation and each security, quantity, market price, market value, fixed income summary, weighted average term to maturity, accrued interest , on a combined basis for each OSOTF Phase 1, OSOTF Phase 2, the OTSS and the Other Bursary Fund
- A summary of the asset allocation percentage at the end of the quarter, on a separate fund by fund basis for the OSOTF Phase 1, OSOTF Phase 2, the OTSS and the Other Bursary Fund
- Fixed income report on a consolidated basis (Donor accounts) that including a credit rating for each fixed income instrument by the following rating agencies: DBRS, Moody's and S&P
- A transaction report including a list of disposition and purchases on a consolidated basis for all accounts

Annual reports for the Administration shall contain the following information:

- A market capitalization report for all equity holdings on a consolidated basis for all equity only discretionary accounts. This report shall be included with the March reporting each year.

15. Policy Review

This policy shall be reviewed annually by the Finance & Property Committee to ensure that it remains consistent with the overall objectives of the College and prudent and conservative investment practices. This policy may be reviewed and updated more frequently if necessary.

The Finance & Property Committee will present at least annually an investment performance report, for the fiscal year to the Board of Governors for review and approval.

SIR SANDFORD FLEMING COLLEGE

POLICY MANUAL

POLICY NO. 4-419D	APPROVED BY: Board of Governors
PAGE NO. 1 of 4	SUPERSEDES: dated March 24, 2010#4 • #4-419D
DATE APPROVED:	
Reviewed and Revised:	
MINISTRY ENDOWED INVESTMENT POLICY STATEMENT	

Statement of Objectives and Investment Policy

The Investment Policy Statement expresses investment objectives in a document for Sir Sandford Fleming College's Ministry funds received under the Other Endowed Bursary Fund. The Investment Policy Statement provides a framework for managing these Funds, and provides a useful process for decisions, reporting on progress and reviewing objectives.

1. Purpose

To establish guidelines governing the College's Ministry funds received under the Other Endowed Bursary Fund.

2. Investment Objectives

The overall objectives are to generate a total investment return that protects the capital component and provides an annual bursary disbursement.

The return objectives are as follows:

- Preserve capital
- Generation of 'income' to provide an annual bursary disbursement

3. Performance Objectives

The portfolio is to be managed in such a way as to provide long-term consistency and stability of return, with current income accounting for the majority of the portfolio returns. Over the short-term the portfolio should be sufficiently flexible to accommodate any specific income withdrawals that may be required.

In addition, the Ministry Funds investments will adhere to the requirements as set out by the Ministry of Training Colleges and Universities (MTCU). The Ministry funds may be invested in investments identified as eligible in the MTCU Banking, Investment and Borrowing Binding Policy Directive, see section 10 below for the list of eligible investments.

4. Time Horizon

The funds are expected to be invested permanently with only income generated withdrawn.

5. Liquidity / Income

The College targets that about 5% of the portfolio should be held in cash or cash equivalents, which includes bonds within one year to maturity.

6. Asset Allocation Guidelines for MTCU funds

The portfolio will be invested in money market securities and longer dated fixed income securities in accordance with the following guidelines

ASSET ALLOCATION	LOWER	TARGET	UPPER
CASH AND EQUIVALENTS (Including T-bills and fixed income within one year to maturity)	0%	5%	20%
FIXED INCOME (Over One Year & Including Preferred shares)	80%	95%	97%

From time to time market fluctuations, timing of deposits or approval may cause the portfolio to be temporarily inconsistent with the asset allocation set out in this Investment Policy Statement. When this occurs, rebalancing shall be completed within the following quarter.

7. Implementation

Investment strategies will be of a long-term buy and hold nature. No investment decisions will be made without first considering the impact upon current income generated by the portfolio within the context of the above stated objectives. Fixed income investments will be made on a staggered maturity basis so as to minimize the effects of large interest rate changes on the ongoing cash flow of the portfolio. This investment policy strictly prohibits the College from engaging in any investment activity that would be considered speculative according to the generally accepted principles of conservative investment management.

8. Other options

The use of derivatives, purchasing on margin, and short selling of securities is expressly prohibited.

9. Standard of care

All investments and investment managers are to comply with the guidelines outlined in this Investment Policy Statement and will adhere to the prudent investor guidelines.

10. Investment Management Guidelines Ministry Funds

Quality Guidelines

Ministry Funds are defined as College Funds in the MTCU Banking, Investments and Borrowing Binding Policy Directive.

A college may only invest Ministry funds 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.

11. Application

This investment policy will be implemented by the College’s chosen Investment Manager, and monitored by the Finance & Property Committee.

Investments in the fixed income portion of the portfolio will be recommended to one of the following for their approval prior to any investment being made:

Vice-President Finance and Administration or
Director, Finance or
Director, Budget Services
Manager, Accounting Operations

The fixed income portfolio will be managed on a transaction basis.

12. Reporting

Quarterly investment reports shall be prepared for and distributed to the Finance & Property Committee or Administration.

Quarterly reports for the Finance & Property Committee shall contain the following information:

- A summary of the asset allocation percentage at the end of the quarter
- A written statement of compliance indicating the Quality Guidelines identified in the Investment Management section of this Investment Policy Statement have been met

Quarterly reports for Administration shall contain the following information:

- Portfolio valuation including asset allocation, a fixed income summary, weighted average term to maturity and each security, quantity, market price, market value, and accrued interest
- A transaction report including a list of disposition and purchases.

13. Policy Review

This policy shall be reviewed annually by the Finance & Property Committee to ensure that it remains consistent with the overall objectives of the College and prudent and conservative investment practices. This policy may be reviewed and updated more frequently if necessary.

The Finance & Property Committee will present at least annually an investment performance report, for the fiscal year to the Board of Governors for review and approval.

Board of Governors In-Camera Meeting	<input type="checkbox"/>	ACTION REQUIRED:	
Board of Governors Public Meeting	<input checked="" type="checkbox"/>	Information/Discussion	<input type="checkbox"/>
		Decision	<input checked="" type="checkbox"/>

SUBJECT: *New Program – Ontario College Graduate Certificate in Applied and Community-Based Research*

PRESENTED BY: Mr. Harvey, Vice-President Academic

SOURCE / BACKGROUND

Links with College Strategic Priority #4

Links with Board Objective #1

- New Program Development and Approval Process, endorsed by the Board January 26, 2011
- Academic Planning and Development Committee – December 14, 2011
- Executive Leaders Team – January 10, 2012

DISCUSSION / OPTIONS

The Executive Summary of the program submission is attached; a complete copy is available to Governors for review, upon request.

The two-semester (8 month) program has been designed to fill an existing gap that has been identified by industry, the public and non-profit sectors. Students within the program will be provided with exposure to a mix of both traditional and community-based research. The opportunity to work on problems and create meaningful solutions will provide graduates of the program with a unique skill set that will meet the needs of employers who provide applied research to solve real-world problems within both a local and global context.

Anticipated to appeal to graduate students from a natural resource or environmental science/studies technology (or related baccalaureate) program, the program may also be of interest to graduate students from other related disciplines – given its interdisciplinary focus.

FINANCIAL AND OTHER IMPLICATIONS / IMPACTS

The program aligns with Fleming's strategy to enhance applied learning opportunities as well as its policy towards community-based learning, active citizenship and sustainability leadership. No other programming specializing in applied and community-based research currently exists within the system. No staffing issues associated with the proposal are anticipated, as the skill set to deliver the program currently exists.

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College approve the *Ontario College Graduate Certificate in Applied and Community-Based Research* effective September 2012, for forwarding to the Ministry of Training, Colleges and Universities for funding approval, as circulated.



**Proposal to Offer an Ontario College Graduate Certificate
in
Applied and Community-Based Research**

School of Environmental and Natural Resource Sciences

January 11, 2012

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Acknowledgements

This proposal was prepared with leadership, contributions, and program design input from the following individuals:

Linda Skilton, Principal/Dean, School of Environmental and Natural Resource Sciences

Mary Ann Elliott, Academic Chair, School of Environmental and Natural Resource Sciences

Trish O'Connor, Leader, Sustainability and Operations, Frost Campus

Gord Balch, Professor, Research/Scientist, Centre for Alternative Waste Treatment (CAWT)

Helene Savard, Professor, School of Environmental and Natural Resource Sciences

Josh Feltham, Professor, School of Environmental and Natural Resource Sciences

Trudy Heffernan, Director, Centre for Learning and Teaching

Glenn Allen, Curriculum Consultant, Centre for Learning and Teaching

Monique Gatt, Researcher, Fleming Data Research

Maggie Fry, Library Technician Frost

John Pacey, Academic Budget and Finance Officer, Financial Services

Tracey Bell, Administrative Assistant, Centre for Learning and Teaching

External

Todd Barr, Executive Director, Trent Centre for Community- Based Education

Shantal Ingram, Project Coordinator, Community Links (C-Links) Centre for Community-Based Projects and Social Mapping

Executive Summary

Proposal to Offer an Ontario College Graduate Certificate in Applied and Community-Based Research

Traditional college level environmental and natural resource sciences (ENRS) programs focus on providing students with sound knowledge of standards and methods used in their field of study. Although efforts are made to provide real-world experience with outside agencies and ongoing projects, exposure is typically limited to relatively short work placements and field trips. Students are looking for the opportunity to work on problems and create meaningful solutions, in both local and global contexts, over a longer period of time and with a focus on community-based research. This is often described as use-inspired or applied research.

By emphasizing the importance of community participation in research, the proposed Ontario College Graduate Certificate in Applied and Community-Based Research takes a holistic and integrated approach to applied research with an aim towards promoting knowledge transfer for real-world solutions to identified problems within our local and global communities.

The program design emphasizes an embedded approach to address identified skill gaps. Core curriculum will be contextually integrated and supported by blended modules aimed to support both the preparatory and field research component of the program. The program will be largely supported by highly qualified full-time faculty and staff who are anxious to engage students in focused learning as mentors, guides and collaborative facilitators of applied research.

Students graduating from SENRS technology programs and prospective employers (ranging from non-governmental to the private sector) alike, agree that advanced project management, data-gathering, conceptualization and writing skills would be a significant value-add in gaining employment beyond entry level jobs.

Finally, with a lens toward community engagement and participatory research, the new program is aligned with Fleming's policy towards community-based learning, active citizenship and becoming a leader in sustainability.

1.0 Introduction

1.1 History and Background

*Humankind has become a dominant force in the shaping and manipulation of our **global environment**. Many scientists and academics are greatly concerned that, in the next 40 years, the population of our planet will increase so dramatically that the earth will no longer be able to support our current standard of living. As more and more countries become industrialized, the problems associated with this lifestyle - **overuse of raw materials, energy consumption, pollution** - will also increase. Scientists are worried that the planet will reach an **unsustainable** level of use.*

*Applied research may be able to help solve these problems.... research focused on sustainable use of our planet's resources. Applied research is designed to solve practical problems of the modern world, rather than to acquire knowledge for knowledge's sake. One might say that the goal of the applied scientist is to improve the human condition.
(<http://www.lbl.gov/Education/ELSI/research-main.html>)*

While applied research is aimed at providing solutions, costly applied research studies often become shelved, leaving affected communities disgruntled with no means, skills, or motivation to implement proposed changes. This, in part, results from a skills gap in the applied research community to facilitate and engage communities to participate and advocate for the needed resources. An important link with applied research is the ability to transfer knowledge and provide a means to engage and empower others (community) to implement the solutions.

Increasingly, there is a need to combine applied research in both the environmental and social sciences with community engagement in order to solve real problems for real people in real communities. This is the essence of community-based research.

Traditional graduate programs often focus on research for the purposes of scientific or academic discovery and contribution to their field. This type of research is important, however, it can fall short in addressing real world problems and practical application. This is what colleges can do best! By leveraging our expertise in applied environmental education; reputation for applied research through CAWT, and our focus on interdisciplinary community-based projects (courses such as EM's Credit for Product, new City of Kawartha Lakes Centre for Community-Based Projects – “C-Links”), SENRS is ideally positioned to capitalize on this need. A graduate certificate in Applied and Community-Based Research would focus projects on community sustainability issues to enhance social, environmental, economic and cultural health of our communities. The projects would focus on local and regional settings, with the option to do project work in an international context.

1.2 Program Concept

A graduate certificate in applied and community-based research combines fundamentals of research -- experimental design and methods (mixed method research design), with greater exposure to real-world applied research in the field of ENRS. Furthermore, through the lens of sustainability, the focus will be interdisciplinary in addressing environmental, social, and economic issues that are often inextricably linked. Increasingly, environmental management is about managing the human dimension of impacts on the environment. Research opportunities will be both local and international to address the desire for more international exposure, building upon the networks and relationships already developed in the School (SENRS) with international organizations.

The proposed graduate certificate program is a two semester (8 month) program culminating in a three week intensive residency to complete the research report and to communicate results through a public symposium. This provides a complete experience for college and university graduates with the

opportunity to build skills in knowledge transfer. A combination of in-class education, direct involvement with ongoing research, and communication of results and findings to the community will produce a graduate with a unique set of skills and qualifications. Graduates of this program will gain employment working on applied research projects, policy and community development in the environmental sector for government and non-government agencies in Canada and internationally.

A graduate certificate in applied research will provide similar research and communication experience to a Master's program with greater emphasis on interdisciplinary team projects and greater exposure to a variety of research methodologies. Collaboration and co-operation among different disciplines and agencies will provide an understanding of a more holistic approach to conducting research. Funding agencies are looking for projects that emphasize cooperation and sharing of information. Research projects should be a team effort that benefit several agencies and achieve success on many different levels. Graduates who understand this concept and have a collaborative approach to issues will be more successful upon graduation. Additional skills gained will include project management; working in multi-stakeholder environments; public speaking and community engagement. These are valuable skills for planners, policy analysts and community developers, as well as researchers in the environmental field.

The opportunity to provide experience with projects in an international setting is an important success factor. It builds upon the work that SENRS students are currently doing in places such as Costa Rica and South Africa. In the past five years, SENRS has launched these initiatives because it is recognized that the community that Fleming graduates compete in is not local, regional, or national. It is global. Our challenge is to prepare students for their career in this global community.

2.0 The Fit with Fleming

The proposed graduate certificate in applied and community-based research fits well with Fleming's strategy to enhance applied learning opportunities. Our Core Promise speaks to the importance of community relationships which involves active participation and citizenship.

The Frost Campus Vision 2010-2015, emphasizes the importance of applied research opportunities in partnership with the Centre for Alternative Wastewater Treatment (CAWT) and others. It is anticipated that the newly established Fleming/C-Links (Community Links Centre for Community-Based Projects and Social Mapping) relationship and the implementation of the CoKL Integrated Community Sustainability Plan relationship will offer additional local applied research project pathways.

In line with the college's commitment to increase international ties, it is likely that a number of research projects will be undertaken internationally.

Building on the Frost campus's existing reputation, the applied and community-based research program will help support the goal of a thematic focus on water in programs, projects, training and applied research.

3.0 Program Rationale/Need

3.1 Support for the Program

Focus groups were conducted in November, 2011 with approximately forty SENRS students (Ecosystem Management and Environmental Technology), including a recent university graduate (Queen's – Geography). The results revealed that the participants are looking for the opportunity to work on larger projects (beyond those provided in their undergraduate/diploma studies) that will build

both project management and research skills. An opportunity to work independently and to learn multiple and diverse research methodologies was particularly noted as an important value-add to their diplomas/degrees in securing employment in their field. The participants suggested that these additional skill sets, combined with the experience gained from the opportunity to work with communities as part of their capstone research project, would give them a competitive advantage in the marketplace advancing them beyond entry level positions into more specialized work.

Participants noted that although there are many Master's programs that offer in-depth research project opportunities, there are few, if any, that focus on community-based research.

"I think that there is a need for this type of education in the College and academic system as a whole. Community-based research and education is an area of expertise that is not commonly addressed in academic institutions" (focus group participant)

A recent review (O'Connor, 2011) of skill shortcomings with upper year university students engaged in community based projects with the Trent Centre for Community-Based Education confirmed the participant's views. Trends demonstrated that there is a need to fill a gap in project management skills and the ability to fruitfully engage with community and community organizations in order to develop meaningful solutions.

The participants also liked the concept of offering core courses supplemented with blended modules taught by experts, such as research ethics processes.

Finally, the participants felt that the opportunity to choose an international project experience would make the program more attractive to many applicants who were looking for this type of experience to round out their resume.

Further consultations with prospective employers, ranging from non-governmental to the private (environmental consulting) sector revealed that advanced project management, data-gathering, conceptualization and writing skills would be a significant value-add, particularly for students coming out of the SENRS three year technology programs.

3.2 Employment Opportunities

Employment opportunities exist in the private, public, and non-profit sectors. Positions include: research analysts, policy and planning researchers, program officers, and environmental consulting.

Identified gaps include the need for researchers who can clearly communicate findings and provide practical advice. Research skills in the future will require participatory approaches that focus on holistic analysis that recognizes and represents multiple perspectives (Gupta, 2009).

When recruiting, private, public, and non-profit organizations are looking for individuals who can demonstrate the ability to communicate effectively, solve problems, collaborate, and use technology to enhance and optimize productivity. These components are embedded in the program design and provide graduates with the opportunity to provide evidence of these skills in a tangible project supported with a portfolio.

The appendix contains a variety of job postings that cover a progressive level of responsibility. This has been done to demonstrate that the focus on value-added skills in the curriculum is representative of the needs of employers.

As a graduate level certificate, students will have a pre-existing vocational framework that they will build upon with a lens toward practical research and an interdisciplinary approach. These new skills will augment the student's capacity to participate in their chosen communities of practice. The

selected jobs are sectoral, rather than generic. The research component will provide students with more capacity to enter their chosen fields.

3.3 Learner Need and Learner Profile

The program will appeal to a graduate student from a natural resource or environmental science/studies technology or related baccalaureate program, and due to its interdisciplinary focus, to related disciplines (e.g. geography, political studies, international development, etc.) The program will appeal to a prospective student whom aspires to understand the essence of sustainability problems from an environmental and socioeconomic perspective and the art of collaboration to resolve community problems.

3.4 Comparable Programs

Currently, there are no Ontario College Graduate Certificates which specialize in applied and community-based research.

Algonquin College offers a one year Research Analyst graduate certificate that emphasizes traditional research practices. Humber College is introducing a similar program beginning in the fall of 2012. Algonquin College has a Marketing and Business Intelligence Research certificate program which is focused on consumer and market research. Each of these programs consists of 3 semesters with semesters 1 & 2 on-site, and semester 3 in field work.

This program is not intended to compete for students with these programs as the focus is on applied research with a lens on the environmental and natural resources sector.

3.5 Program Laddering

It is anticipated that some diploma students may continue further education at the university level and may use this platform as a bridge to higher education while undergrad university students are likely to take the program to gain applied experience. Building on our recent successes, SENRS plans to explore articulation agreements with other universities with related undergraduate and graduate programs.

4.0 Program Design and Design Principles

4.1 Program Design Principles

In addition to core research curriculum, this program will contextually embed key skill subsets that are essential to a researcher's portfolio. These subsets include: project management, funding/budgeting, team leading/management, ethical practices and policy frameworks.

Blended learning principles will be used to introduce students to real-world opportunities early in the program. In-class activities will support learner preferences for individual research projects. Collaborative practices will encourage cohort teamwork throughout.

Students will have the opportunity to engage in local, national, or international opportunities. Active mentoring and support strategies will be offered during an extensive 12 weeks field research component.

After the field work, students will refine reports and present research findings. A symposium will allow students, faculty and sponsoring organizations to debrief, share findings and consolidate learning to facilitate future actions.

A portfolio component will provide students with the opportunity to demonstrate their learning and development over the course of the program.

4.2 Admission Requirements

The minimum admission requirement for this program is an undergraduate degree or a three year college diploma in an environmental science/studies or natural resources or a related field (e.g. geography or international studies). Applicants with a two year diploma or other credentials may be considered on an individual basis.

4.3 Program Aim

To bridge the gap between theory and practice to foster and develop a subset of research practitioners who are able to interpret, communicate and disseminate useful information in more practical and innovative ways.

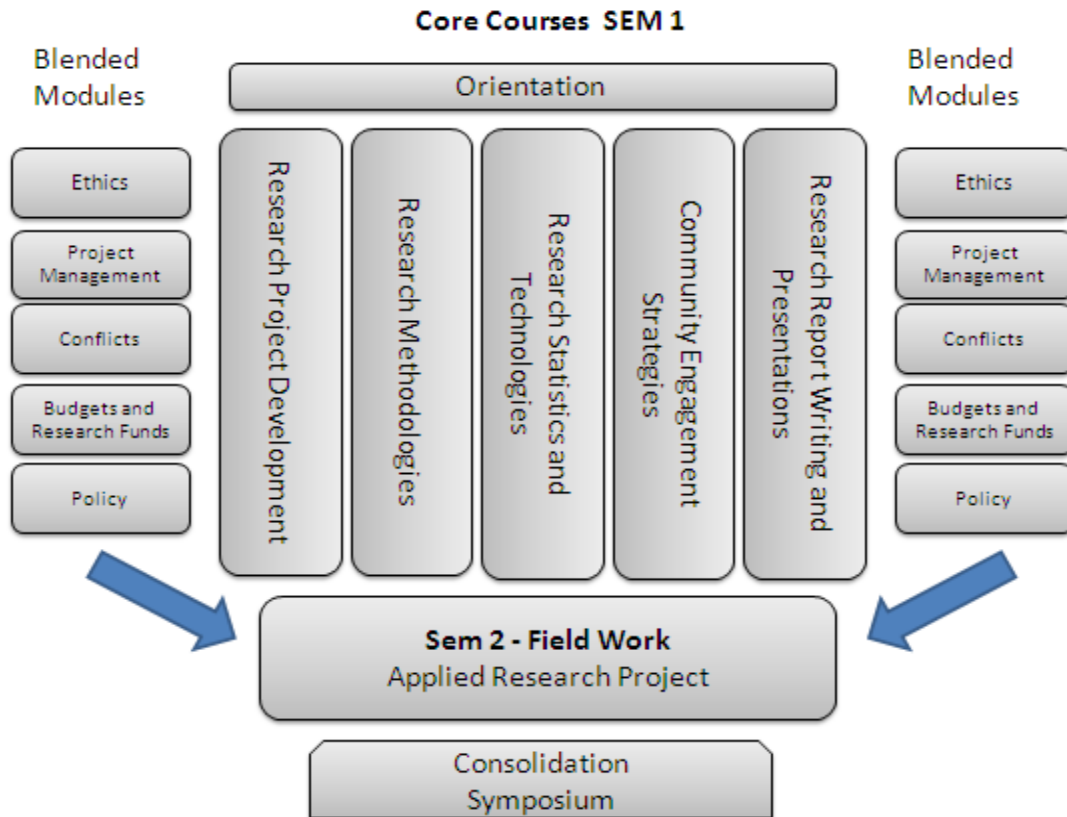
4.4 Program Learning Outcomes

Upon successful completion of this certificate, graduates will be able to:

1. Plan, design and complete applied community-based environmentally focused research projects that exhibit a holistic, cooperative approach to gathering and sharing information.
2. Select and apply appropriate statistical tools and methodologies to effectively interpret and process information in meaningful ways to help resolve research problems.
3. Be strategic in the selection and use of appropriate research methodologies based on the nature of research inquiries.
4. Produce reports and presentations which effectively communicate research findings to a variety of stakeholders and meet their respective informational needs.
5. Select and use a variety of technology platforms and channels to collect, process, analyze and distribute research information.
6. Identify workable solutions to research inquiries which foster collaboration and promote connections among private, public, and non-profit sectors.
7. Conduct research in a respectful and ethical manner that ensures protects privacy and maintains dignity to all involved.
8. Engage a variety of stakeholders in constructive problem solving discussions to address environmentally related community issues.
9. Promote ways to implement research solutions that are sustainable and transferable to communities.
10. Produce funding and other budget-related documents to substantiate and solicit support for research projects

4.5 Curriculum and Course Content

Ontario College Graduate Certificate In Applied and Community-Based Research	
Curriculum and Course Content	
SEMESTER 1	In School - 15 weeks
Core Courses	Blended Modules
Research Report Writing and Presentation Skills	Orientation
Research Methodologies	Ethics
Research Statistics and Technologies	Project Management
Community Engagement Strategies	Conflict Management
Research Project Development	Budgets and Research Funding
Total Hours/Weeks	390 hours
SEMESTER 2	
Field Work – Applied Research Project	420 hours - 12 Weeks
Consolidation/Report Presentations/Symposium	3 weeks



5.0 Marketing and Promotion

Integrated marketing tactics will be used to promote this program to identified target audiences including college and university graduates, non-direct applicants and influencers.

Fleming Events / Internal Opportunities

- College Open House (Fall and Spring)
- Education trade shows on campus

Liaison Activities

- Distribution of promotional materials to programs at other colleges, universities
- Profiled at Post –secondary Information Nights in the GTA
- Participation in the College Information Program (CIP) on campus
- Promoted at key student recruiting events including Student Life Expo, CIP Metro Event
- Promoted through Fleming Data Research prospect conversion campaigns

Collateral

- Inclusion in the College Calendar and Program Guide
- On-line Customized View piece
Program sheet and specialty postcard (for distribution at events and direct mail campaigns)

Web

- Listed in New Programs, and Headline News sections on the College home page
- Program page in the on-line College calendar
- Promoted through high profile banners on home page

Social Media

- Promoted through Social Media channels such as Facebook, Twitter
- Facebook Ads
- Google Ads

Direct Mail/e-mail campaigns

- Community of interest mailings to various targeted organizations
- E-mail campaigns to targeted audiences

Public Relations / Media Relations / College Communications

- Press release and media story for local media and targeted outlets
- Fleming Ties Alumni newsletter
- Fleming News

Indirect marketing

- Word of mouth promotion by faculty, staff and students

6.0 Summary and Conclusion

This proposal for an Ontario Graduate Certificate in Applied and Community-Based Research offers Fleming College the opportunity to demonstrate its commitment to applied learning that is integrated with community involvement and participation. It also builds on what Frost is known for through its renowned, applied environmental programs and reputation for leading edge innovation in applied research through CAWT and species restoration projects (Atlantic Salmon Restoration Program, Muskellunge Research Program etc.).

With a focus on filling the gaps identified by industry, the public and non-profit sectors this program aims to provide learners with an integrated skill set that meets the needs of those employers who provide and rely on applied research to solve real-world problems.

There is considerable support and excitement for the program concept from a number of SENRS faculty as it provides opportunities to enhance the stature of individual programs areas and will contribute towards the vision SENRS becoming a destination campus for applied environmental and natural resource studies at a variety of levels of concentration.

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Appendix I: Financial Projections

Sir Sandford Fleming College - Program Costing						
Program Name: Applied Research						
					Net Tuition (per semester)	\$ 1,463
					BOG (per yr)	\$ 4,300
(All values expressed in current dollars)					Attrition	10%
					WFU	0.96
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Semester 1 Enrolment	20	30	30	30	30	30
Semester 2 Enrolment	18	27	27	27	27	27
Revenues						
Tuition Fees	\$ 55,596	\$ 83,393	\$ 83,393	\$ 83,393	\$ 83,393	\$ 83,393
MTCU Operating Grant Received	-	26,144	65,360	104,576	117,648	117,648
Total	55,596	109,537	148,753	187,969	201,041	201,041
Expenses						
Academic Direct	114,837	114,837	114,837	114,837	114,837	114,837
Program Coordinator	22,682	22,682	22,682	22,682	22,682	22,682
Course Supplies	2,000	2,000	2,000	2,000	2,000	2,000
Dean & Other academic costs	3,225	6,353	8,628	10,902	11,660	11,660
Total	\$ 142,743	\$ 145,871	\$ 148,146	\$ 150,420	\$ 151,179	\$ 151,179
Net Contribution or (Cost) of Proposed						
New Program before Overheads	(87,147)	(36,334)	607	37,549	49,863	49,863
Contribution %	(156.8%)	(33.2%)	0.4%	20.0%	24.8%	24.8%
Startup and Replacement Capital Costs						
Development Costs	25,000					
College Overhead	19,597	38,612	52,436	66,259	70,867	70,867
Net Contribution or (Cost) of Proposed						
New Program	(\$131,745)	(\$74,946)	(\$51,828)	(\$28,710)	(\$21,004)	(\$21,004)
Cumulative Cash Flow	(\$112,147)	(\$148,481)	(\$147,874)	(\$110,325)	(\$60,463)	(\$10,600)
Assumptions:						
1. Dean and other academic administrative expenses allocated at 5.8% of revenue						
2. Academic delivery costs are comprised of approximately 60% FT Faculty and 40% Contract Faculty						
3. College overhead is allocated at 35.25% of revenue						
4. Gross tuition of \$3,200 per year						

REPORT TO THE BOARD

January 25, 2012 – Agenda Item 10.1

Board of Governors In-Camera Meeting	<input type="checkbox"/>	ACTION REQUIRED:	
Board of Governors Public Meeting	<input checked="" type="checkbox"/>	Information	<input checked="" type="checkbox"/>
		Decision	<input type="checkbox"/>

SUBJECT: Frost Campus Update 2011

PRESENTED BY: Linda Skilton, Dean – School of Environmental and Natural Resource Sciences (SENRS) and Principal – Frost Campus

A report to inform the Board of Governors of the activities of the Frost Campus since the last Campus Update (October 27, 2010).

Achieving Excellence in Student Learning

- The *Sustainable Agriculture program* launched in January 2011.
- Four new SENRS programs will be launched in 2012 including; **Environmental Visual Communication** graduate certificate, **Urban Forestry Technician Co-op** diploma/degree in partnership with the University of New Brunswick, **Outdoor and Adventure Education** diploma and **Applied Community Based Research** graduate certificate.
- **GIS student Venkat Rahul Chandra** was the 2nd place winner of the 2011 Student GIS Challenge and was the only Canadian student to win one of three awards in this North American competition
- **Josh Feltham** was nominated by students and received the **Contract Faculty Award for Excellence in Teaching** at the 2011 Frost Convocation Ceremony. Josh is a contract faculty member who teaches in the Ecosystem Management program, common first and second semesters. Josh has also worked on applied research projects and led the development of new courses in addition to leading student field placement experiences in Costa Rica.
- The **first graduating class** from the **Ecological Restoration** program will receive their Technician Diploma and Honours Bachelor of Science Degree at the June Convocation ceremony at Trent University.
- In the fall of 2011, and for the 4th time since 2006, delivered a 1-week Fundamentals of Resources Drilling and Well Construction program for the Canadian Forces Engineering Core for well reconstruction efforts in Afghanistan and Haiti.

Providing Superior Services and Facilities

- Facilities enhancements included renovations to the cafeteria, Auk's Lodge and Bookstore.
- New server purchased to support Geomatics lab and installed at the Peterborough Campus for easier access for support.
- Audio Visual upgrades to classrooms including new data projection units and monitors.
- IT upgrades to the Geomatics Lab and Learning Commons.
- Increase in online services to students in the Career Services and Library departments.
- As a result of a \$1 M donation from an alumnus, the Resources Drilling and Blasting (RDB) program has purchased new drilling equipment and the RDB facility will undergo a facelift during the summer of 2012.

Leading in Sustainability

- Dr. Brent Wootton was appointed to the Province of Ontario's Water Technology Acceleration Project (WaterTAP) in August 2011 and in December 2011 he was named Vice-Chair of this agency. This month Dr. Wootton was chosen by Water Canada as a recipient of the 2012 Water's Next award – an award recognizing Canadian leadership in water.
- Ms. Skilton was appointed as Chair of the Community College Environmental Network (CCEN) in June 2011. CCEN is a national network of community college environmental faculty and administrators.
- Invited by Durham College, Ms. Skilton and Ms. Sara Kelly (Sustainability Coordinator) did a presentation at Durham College on sustainability efforts at Fleming with a focus on the Frost Campus.

- Bike Loan program launched in September 2011 and this program will be expanded in 2012.
- Successful **Applied Research Funding** in 2011 includes; Ministry of Environment-Showcasing Water Innovation: \$141,737, NSERC- Applied Research and Development Grants: \$50,000, NSERC - Applied Research Tools and Instruments: \$150,000 and FedDev Ontario Applied Research and Commercialization Initiative: \$161,838.
- Pending proposals for 2012 include Canadian Foundation for Innovation – Applied Technologies for Removal of Trace Elements \$1,600,000; NSERC Industrial Research Chair \$625,000; Social Sciences and Humanities Research Council – Community First: Impacts of Community Engagement (joint), \$2,499,000.

Growing with Positive Results

- +1% Fall 2011 vs. Fall 2010.
- +6% upper semester Fall 2011 vs. Fall 2010.
- Notable increases in Ecosystem Management, Blasting Techniques and Fish and Wildlife Technician.

Building Community Success

- Fleming College, Frost Campus and City of Kawartha Lakes second Annual Report will be finalized in April 2012. Partnership activities for 2011/12 include Fleming membership (5 staff) on various Integrated Community Sustainability Plan (ICSP) committees, a Feasibility Study on Florescent Light Disposal and the successful launch of C-links.
- On January 13, 2012, Fleming College was presented with the **Partnership Award by Kawartha Conservation** at the AGM in recognition of ongoing collaboration on a variety of projects and student volunteer work.
- The **C-links** collaborative (a clearing house that links community-based research needs with student projects) was officially launched on December 8, 2011. The launch included presentations by students in the semester one Leadership course. Projects were submitted by community partners and the winning project received a \$1000 grant to assist the agency in implementation of the project.
- The **Atlantic Salmon Restoration** partnership was renewed for another 5 years as a result of funding provided to Fleming College by the Ontario Federation of Anglers and Hunters.
- **Behind Closed Doors** event was held on June 16, 2011 and members of the local community were invited to tour the Heavy Equipment Centre and learn about the programs offered at the centre
- Two staff members (Jim Smith and Mark Newell) led the Campus' 2011 United Way Campaign and donations exceeded previous year.
- Delivered a 5-week training program in Environmental Monitoring and a 4 week program in Environmental Assessment at Sagamok ON in partnership with BEAHR (Building Environmental Human Resources - ECO Canada), Kenjgewin Teg Educational Institute, Sagamok First Nation, and Saulteaux Enterprises Community Development Corporation.
- Delivered a 5-week Drilling and Blasting training program in Cochrane ON in partnership with Niska Training Academy, Kiewit-Alarie Co., and Sibi Employment and Training Board.

Optimizing Organizational Culture and Development

- In August 2011, SENRS staff participated in a half-day retreat to discuss professional development, re-design initiatives and the Frost Vision plan.
- The Forestry program team and the Social/Wellness Committee at the Frost Campus volunteered to organize the first annual Frost Christmas Dance – approximately 130 people attended the dance
- As a result of recommendations arising from the Frost Campus Visioning consultations, efforts are underway to enhance the effectiveness of the Frost Leaders Team.
- Working towards further organizational integration of activities related to Applied Research, Continuing Education and Contract Training, and post-secondary programs.

2012-2013 Priorities

- Program Re-design and new program implementation.
- Completion of Frost Campus Master Space Plan.
- Frost Campus Vision implementation plan.
- Continued focus on financially sustaining campus projects and academic priorities such as hatchery facilities and international activities.

Frost Campus Vision 2010-2015 Executive Summary

December 2011

Frost Campus has the potential to become a national and international leader in environmental sustainability and stewardship. With the world's focus on the environment, it is timely to enhance and advance our reputation for innovative post-secondary environmental and natural resources programs. Our vision for Frost Campus is grounded in six recommendations based on the unique characteristics of the campus. These recommendations will inform its strategic priorities, provide a directional compass for programming, applied research and services, and are summarized as follows:

In 2015, Frost is widely recognized as a “destination campus” with a thematic focus on water in programs, projects, training and applied research. The Frost student experience is characterized by active citizenship through community volunteerism, and commitment to the College's Core Promise. Every student participates in a distinctive hands-on, minds-on learning experience, through an applied workplace, community-based learning, or applied research opportunity. A field camp experience is also embedded in every program, and more students have international exchange opportunities. Mentors, who are upper year students or graduates, assist new students in identifying and leveraging their skills and talents.

International students and female students are more noticeable on campus due to increased, targeted recruitment in these previously underdeveloped markets. Outreach training serves new student populations, such as Aboriginal communities, through non-traditional delivery of programs. Increasing numbers of high school students attend Dual Credit and Strategic High Skills Majors courses, while an expanded roster of certifications and training options serves more university graduates, community members and employees in related industries.

Land use plans developed for the Smith, Dahl and Bancroft properties mean that field trips, field camps and project work take place on these sites – and the name “Frost Campus” is now synonymous with leadership in and demonstration of environmental sustainability.

The Campus has achieved its business goals and revenue generation targets, in part due to the development of focused programs and initiatives in Continuing Education and Skilled Trades, and the Centre for Alternative Wastewater Treatment, that align with the Campus goals and vision. Through a partnership with City of Kawartha Lakes, the Campus is now home to the Kawartha Innovation Centre, and is also a leader in C-Links, a community-based research and education centre, and clearing house for community-based student project work. New project partners have helped to sustain and expand the campus focus on species restoration and research. Together with municipal, provincial and federal partners, the College is working to position the region as a Centre for Excellence in Water Quality.

Organizationally, sound succession plans have ensured that staff retirements during the past five year period have not negatively affected Campus culture – the characteristics of innovation, dedication and caring remain strong.

The final report and recommendations were based on consultation and environmental scanning and considered within the larger context of the Fleming College Strategic Plan. Decisions made today that are in the best interest of the community and the college will ensure the future vitality and viability of the Frost Campus.

Selected Recommendations/Actions

1. Strategic Positioning of the Campus – Environmental and Natural Resource Sciences (ENRS) and Water

- Develop a distinct Campus brand related to environment and natural resource sciences that align with corporate marketing strategies, yet identify Frost as a “destination campus”.
- Water will be the thematic focus for activities related to programs, projects, training and applied research at the Frost Campus.

2. Enriching the Student Experience – Quality

- As part of their academic program, students will engage in volunteer work in the community – active citizenship.
- Re-design curriculum to enhance the student experience, increase the applied learning, and attract non-traditional student markets while increasing efficiencies.

3. Growth and Business Strategy – Viability

- Increase CE & CT activities that are aligned with the campus strategic positioning in partnership with SENRS and CAWT.
- Develop non-traditional delivery models for outreach training to Aboriginal communities where there is a current and future demand such as Resource Drilling and Blasting (RDB), Forestry (FT) and Environmental Technician/Technology (ET).

4. Campus Infrastructure and Campus Facilities

- Develop land use plans for the Frost Campus including the ‘Smith Farm’, Dahl and Bancroft properties potentially as sites for labs, field trips, field and project work and camp activities.
- Hire a space planning consultant to make recommendations for future space and land use at the Frost Campus.

5. Human Resources and Organizational Design

- Create sound succession plans in all departments at the Frost Campus to address the known increase in impending staff retirements over the next 5 years. Consideration needs to be given based on the specific needs of the Frost Campus.
- Review the Frost Leaders Team (FLT) mandate and membership.

6. Partnerships

- In partnership with municipal, provincial and federal government officials and Trent University, support the positioning of the region as a Centre of Excellence for Water Quality. This vision aligns with the Frost Campus strategic positioning statement in recommendation #1.
- Continue with existing and seek new project partnerships that focus on restoration, water quality and applied research (e.g. Atlantic Salmon Restoration, Muskellunge Research, species at risk, etc.) that are aligned with our program offerings in the Natural Resource and Environmental sector.

Public Board Meeting January 25, 2012 - Agenda Item 10.2

Trends in Student Mental Health Issues

Maxine Mann, Director - Counselling and
Learning Support Services

Fleming Student Population and Mental Health Concerns

SNAPSHOT NOVEMBER 2011

COMPARATOR: # of Students seen, and # of Appointments

For September 2010– Nov. 22 2010
937 unique students, 2068 appointments
(includes follow-ups)

For September 2011– Nov. 22 2011
961 unique students, 2054 appointments
(including follow-ups)

COMPARATORS:

<u>PRESENTING ISSUES/CONCERN</u>	<u>2010</u>	<u>2011</u>
Depression	65	73
Anxiety	70	98
Coping with Stress	107	151
Interpersonal	76	115
Personality Dis/PTSD	5	16
Self-Harm	0	10
Self-Esteem	53	47
Suicidal Ideation	19	20

HOW DOES THIS COMPARE TO THE GENERAL POPULATION?

Between 1994–2004, visits for depression/anxiety to office-based GPs almost doubled.

6.5– 7 % of Canadian Youth (15–24) meet criteria for major depression. 5% of adults are depressed within a given year.

NIMH noted that, in 9–17 year old age group, 4.9% suffered from a major depression in any 6 month period.

Fleming Counselling Stats: 7.5% identified with Depression ; 10% with anxiety (which may be secondary or primary to depression)

SUICIDAL IDEATION/SUICIDE POPULATION COMPARISONS

Caucasian males, ages 55–60 and over, are 6 times more likely than any other group to commit suicide.

Native male populations are high-risk.

Canadian suicide rate: 15 per 100,00
16% of deaths between ages 16–44 are by suicide.
24% of deaths between ages 15–24– number one cause of death for this group: Accidental deaths

In the young, being male with
1) a conduct disorder and/or
2) A psychotic disorder and /or
3) substance abuse/compulsive behaviours increases risk.

Fleming Counselling stat: 2% identify with suicidal ideation

SOCIETAL CHANGES THAT AFFECT COLLEGE/MENTAL HEALTH INTERACTIONS

- 1) Changes in medications
- 2) Greater awareness
- 3) Better differential diagnosis
- 4) Increase in anxiety/depression in the young
- 5) Learning strategies for those with disabilities now recognized
- 6) Societal openness
- 7) The Web/Social Media

ANECDOTAL /QUALITATIVE ISSUES

- ▶ Students presenting with para-suicidal/self-harm concerns
- ▶ Students discussing these behaviours with Faculty
- ▶ Complexity of identified disabilities with mental health issues

RESPONSES TO DEMAND FOR SERVICE/CONCERNS

- ▶ 1) One new Counsellor hired-September 2011.
The programme just returned to full staff complement
after a staff maternity leave - January 2012.
- ▶ 2) SafeTalk programme started.
- ▶ 3) Liaison with community agencies e.g. FourCAST, CMHA
- ▶ 4) Increase of Psychiatrist days from 2/month to 4/month as
of Spring 2012.
- ▶ 5) Sharing Circles - weekly